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# Digest of Education Statistics 2016 52nd Edition 

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## FOREWORD

The 2016 edition of the Digest of Education Statistics is the 52nd in a series of publications initiated in 1962. The Digest has been issued annually except for combined editions for the years 1977-78, 1983-84, and 1985-86. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). To qualify for inclusion in the Digest, material must be nationwide in scope and of current interest and value. The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to data on educational attainment, finances, federal funds for education, libraries, and international comparisons. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data. Although the Digest contains important information on federal education funding, more detailed information on federal activities is available from federal education program offices.

The Digest contains seven chapters: All Levels of Education, Elementary and Secondary Education, Postsecondary Education, Federal Funds for Education and Related Activities, Outcomes of Education, International Comparisons of Education, and Libraries and Use of Technology. Each chapter is divided into a number of topical subsections. Preceding the seven chapters is an Introduction that provides a brief overview of current trends in American education, which supplements the tabular materials in chapters 1 through 7. The Digest concludes with three appendixes. The first appendix, Guide to Sources, provides a brief synopsis of the surveys used to generate the Digest tables; the second, Definitions, is included to help readers understand terms used in the Digest; and the third, Index of Table Numbers, allows readers to quickly locate tables on specific topics.

The Digest can be accessed from http://nces.ed.gov/ programs/digest. Tables from each Digest edition since 1995 can be viewed by selecting the edition year from a drop-down menu. All tables that appear in the print version of the Digest are also included in the online version. In addition, the online version of recent editions includes a
number of supplemental "web-only" tables. (Web-only tables are identified as such in the print version's comprehensive List of Reference Tables.) In the online version, Digest tables are available both in HTML format and as downloadable Excel files. The most current versions of Digest tables are posted to the NCES website on a rolling basis before the entire edition of the report has been completed. The "Most Current Digest Tables" page provides access to the most recent versions of all tables, including any tables already completed for an edition currently in progress.

In addition to providing updated versions of many statistics that have appeared in previous years, this edition incorporates new material on the following topics:

- Percentage of children under age 18 living in poverty, by parents' highest level of educational attainment, race/ethnicity, and selected racial/ethnic subgroups (table 102.62)
- Number and percentage of 25- to 64-year-old persons with disabilities, by highest level of educational attainment and other selected characteristics (web-only table 104.75)
- Number and percentage of homeless students enrolled in public elementary and secondary schools, by various characteristics (tables 204.75a-204.75e), including data by grade (table 204.75a), by school district locale (table 204.75b), by state (tables 204.75c and 204.75d), and for the 120 largest school districts (table 204.75e)
- Private elementary and secondary school enrollment, percentage distribution of private school enrollment, and private enrollment as a percentage of total enrollment in public and private schools, by school orientation and grade (table 205.15)
- Number and percentage of persons completing a teacher preparation program and receiving an initial teaching credential, by state or jurisdiction (web-only table 209.05)
- Percentage of 4th-, 8th-, and 12th-grade public school students with their own or a shared digital device at home, by selected student and school characteristics (table 218.40)
- Percentage distribution of 4th-, 8th-, and 12th-grade public school students, by when student first used a laptop or desktop computer and selected student and school characteristics (table 218.45)
- Percentage distribution of 8th-grade public school students, by number of hours they spend using a laptop or desktop computer for schoolwork on a weekday and selected student and school characteristics (table 218.50)
- Number and percentage distribution of 5- to 17-year-old students, by home internet access, poverty status, and locale (table 218.70)
- Number and percentage distribution of 5- to 17-year-old students, by home internet access, race/ethnicity, and locale (table 218.71)
- Percentage distribution of fall 2010 first-time kindergartners, by two risk factors (low parental education and family poverty) and selected child, family, and school characteristics (table 220.39)
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- Percentage of fall 2010 first-time kindergartners, by frequency with which they reported being victimized by their peers in third grade, type of victimization, and selected child, family, and school characteristics (table 220.55)
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## Chapter 3. Postsecondary Education

## Overview and Historical

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## READER'S GUIDE

## Data Sources

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

Most of the tables present data from surveys conducted by the National Center for Education Statistics (NCES) or conducted by other agencies and organizations with support from NCES. Some tables also include other data published by federal and state agencies, private research organizations, or professional organizations. Totals reported in the Digest are for the 50 states and the District of Columbia unless otherwise noted. Brief descriptions of the surveys and other data sources used in this volume can be found in Appendix A: Guide to Sources. For each NCES and non-NCES data source, the Guide to Sources also provides information on where to obtain further details about that source.

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

Since a universe survey is often expensive and time consuming, many surveys collect data from a sample of the population of interest (sample survey). For example, the National Assessment of Educational Progress (NAEP) assesses a representative sample of students rather than the entire population of students. When a sample survey is used, statistical uncertainty is introduced, because the data come from only a portion of the entire population. This statistical uncertainty must be considered when reporting estimates and making comparisons. For information about how NCES accounts for statistical uncertainty when reporting sample survey results, see "Data Analysis and Interpretation," later in this Reader's Guide.

## Common Measures and Indexes

Various types of statistics derived from universe and sample surveys are reported. Many tables report the size of a population or a subpopulation, and often the size of a subpopulation is expressed as a percentage of the total population.

In addition, the average (or mean) value of some characteristic of the population or subpopulation may be reported. The average is obtained by summing the values for all members of the population and dividing the sum by the size of the population. An example is the average annual salary of fulltime instructional faculty at degree-granting postsecondary institutions. Another measure that is sometimes used is the median. The median is the midpoint value of a characteristic at or above which 50 percent of the population is estimated to fall, and at or below which 50 percent of the population is estimated to fall. An example is the median annual earnings of young adults who are full-time year-round workers. Some tables also present an average per capita, or per person, which represents an average computed for every person in a specified group or population. It is derived by dividing the total for an item (such as income or expenditures) by the number of persons in the specified population. An example is the per capita expenditure on education in each state.

Many tables report financial data in dollar amounts. Unless otherwise noted, all financial data are in current dollars, meaning not adjusted for changes in the purchasing power of the dollar over time due to inflation. For example, 1995-96 teacher salaries in current dollars are the amounts that the teachers earned in 1995-96, without any adjustments to account for inflation. Constant dollar adjustments attempt to remove the effects of price changes (inflation) from statistical series reported in dollars. For example, if teacher salaries over a 20 -year period are adjusted to constant 2015-16 dollars, the salaries for all years are adjusted to the dollar values that presumably would exist if prices in each year were the same as in 2015-16, in other words, as if the dollar had constant purchasing power over the entire period. Any changes in the constant dollar amounts would reflect only changes in real values. Constant dollar amounts are computed using price indexes. Price indexes for inflation adjustments can be found in table 106.70. Each table that presents constant dollars includes a note indicating which index was used for the inflation adjustments; in most cases, the Consumer Price Index was used.

When presenting data for a time series, some tables include both actual and projected data. Actual data are data that have
already been collected. Projected data can be used when data for a recent or future year are not yet available. Projections are estimates that are based on recent trends in relevant statistics and patterns associated with correlated variables. Unless otherwise noted, all data in this volume are actual.

## Standard Errors

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

When data from sample surveys are reported, the standard error is calculated for each estimate. In the tables, the standard error for each estimate generally appears in parentheses next to the estimate to which it applies. In order to caution the reader when interpreting findings, estimates from sample surveys are flagged with a "!" when the standard error is between 30 and 50 percent of the estimate, and suppressed with a " $\ddagger$ " when the standard error is 50 percent of the estimate or greater. The term "coefficient of variation (CV)" refers to the ratio of the standard error to the estimate; for example, if an estimate has a CV of 30 percent, this means that the standard error is equal to 30 percent of the value of the estimate.

## Nonsampling Errors

In addition to standard errors, which apply only to sample surveys, all surveys are subject to nonsampling errors. Nonsampling errors may arise when individual respondents or interviewers interpret questions differently; when respondents must estimate values, or when coders, keyers, and other processors handle answers differently; when people who should be included in the universe are not; or when people fail to respond, either totally or partially. Total nonresponse means that people do not respond to the survey at all, while partial nonresponse (or item nonresponse) means that people fail to respond to specific survey items. To compensate for nonresponse, adjustments are often made. For universe surveys, an adjustment made for either type of nonresponse, total or partial, is often referred to as an imputation, which is often a substitution of the "average" questionnaire response for the nonresponse. For universe surveys, imputations are usually made separately within various groups of sample members that have similar survey characteristics. For sample surveys, total nonresponse is handled through nonresponse adjust-
ments to the sample weights. For sample surveys, imputation for item nonresponse is usually made by substituting for a missing item the response to that item of a respondent having characteristics that are similar to those of the nonrespondent. For additional general information about imputations, see the NCES Statistical Standards (NCES 2014-097). Appendix A: Guide to Sources includes some information about specific surveys' response rates, nonresponse adjustments, and other efforts to reduce nonsampling error. Although the magnitude of nonsampling error is frequently unknown, idiosyncrasies that have been identified are noted in the appropriate tables.

## Data Analysis and Interpretation

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

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

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

In text that reports estimates based on samples, differences between estimates (including increases and decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, twotailed $t$ tests at the . 05 level are typically used. The $t$ test formula for determining statistical significance is adjusted when the samples being compared are dependent. The $t$ test formula is not adjusted for multiple comparisons, with the exception of statistical tests conducted using the NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of $t$ tests. These alternate methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables. For more information on data analysis, please see the NCES Statistical Standards, Standard 5-1, available at http://nces.ed.gov/ statprog/2012/pdf/Chapter5.pdf.

A number of considerations influence the ultimate selection of the data years to include in the tables and to feature in the text. To make analyses as timely as possible, the latest year of available data is shown. The choice of comparison years is often also based on the need to show the earliest available survey year, as in the case of NAEP and the international assessment surveys. The text typically compares the most current year's data with those from the initial year and then with those from a more recent year. In the case of surveys with long time frames, such as surveys measuring enrollment, changes over the course of a decade may be noted in the text. Where applicable, the text may also note years in which the data begin to diverge from previous trends. In figures and tables, intervening years are selected in increments in order to show the general trend.

## Rounding and Other Considerations

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

## Race and Ethnicity

The Office of Management and Budget (OMB) is responsible for the standards that govern the categories used to collect and present federal data on race and ethnicity. The OMB revised the guidelines on racial/ethnic categories used by the federal government in October 1997, with a January 2003 deadline for implementation. The revised standards require a minimum of these five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The standards also require the collection of data on the ethnicity categories Hispanic or Latino and Not Hispanic or Latino. It is important to note that Hispanic origin is an ethnicity rather than a race, and therefore persons of Hispanic origin may be of any race. Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. The race categories White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native exclude persons of Hispanic origin unless otherwise noted.

For a description of each racial/ethnic category, please see the "Racial/ethnic group" entry in Appendix B: Definitions. Some of the category labels are shortened for more concise presentation in text, tables, and figures. American Indian or Alaska Native is denoted as American Indian/

Alaska Native (except when separate estimates are available for American Indians alone or Alaska Natives alone); Black or African American is shortened to Black; and Hispanic or Latino is shortened to Hispanic. When discussed separately from Asian estimates, Native Hawaiian or Other Pacific Islander is shortened to Pacific Islander.

Many of the data sources used for this volume are federal surveys that collect data using the OMB standards for racial/ ethnic classification described above; however, some sources have not fully adopted the standards, and some tables include historical data collected prior to the adoption of the OMB standards. Asians and Pacific Islanders are combined into a single category for years in which the data were not collected separately for the two groups. The combined category can sometimes mask significant differences between the two subgroups. For example, prior to 2011, NAEP collected data that did not allow for separate reporting of estimates for Asians and Pacific Islanders. The population counts presented in table 101.20, based on the U.S. Census Bureau's Current Population Reports, indicate that 96 percent of all Asian/Pacific Islander 5- to 17-year-olds were Asian in 2010. Thus, the combined category for Asians/Pacific Islanders is more representative of Asians than of Pacific Islanders.

Some surveys give respondents the option of selecting more than one race category, an "other" race category, or a "Two or more races" or "multiracial" category. Where possible, tables present data on the "Two or more races" category; however, in some cases this category may not be separately shown because the information was not collected or due to other data issues. Some tables include the "other" category. Any comparisons made between persons of one racial/ethnic group and persons of "all other racial/ethnic groups" include only the racial/ethnic groups shown in the reference table. In some surveys, respondents are not given the option to select more than one race category and also are not given an option such as "other" or "multiracial." In these surveys, respondents of Two or more races must select a single race category. Any comparisons between data from surveys that give the option to select more than one race and surveys that do not offer such an option should take into account the fact that there is a potential for bias if members of one racial group are more likely than members of the others to identify themselves as "Two or more races." ${ }^{1}$ For postsecondary data, foreign students are counted separately and are therefore not included in any racial/ethnic category.

In addition to the major racial/ethnic categories, several tables include Hispanic ancestry subgroups (such as Mexican, Puerto Rican, Cuban, Dominican, Salvadoran, Other Central American, and South American) and Asian ancestry subgroups (such as Asian Indian, Chinese, Filipino, Japanese, Korean, and

[^0]Vietnamese). In addition, selected tables include "Two or more races" subgroups (such as White and Black, White and Asian, and White and American Indian/Alaska Native).

## Limitations of the Data

Due to large standard errors, some differences that seem substantial are not statistically significant and, therefore, are not cited in the text. This situation often applies to estimates involving American Indians/Alaska Natives and Pacific Islanders. The relatively small sizes of these populations pose many measurement difficulties when conducting statistical analysis. Even in larger surveys, the numbers of American Indians/Alaska Natives and Pacific Islanders included in a sample are often small. Researchers studying data on these two populations often face small sample sizes that increase the size of standard errors and reduce the reliability of results. Readers should keep these limitations in mind when comparing estimates presented in the tables.

As mentioned, caution should be exercised when comparing data from different sources. Differences in sampling, data
collection procedures, coverage of target population, timing, phrasing of questions, scope of nonresponse, interviewer training, and data processing and coding mean that results from different sources may not be strictly comparable. For example, the racial/ethnic categories presented to a respondent, and the way in which the question is asked, can influence the response, especially for individuals who consider themselves of mixed race or ethnicity. In addition, data on American Indians/Alaska Natives are often subject to inaccuracies that can result from respondents self-identifying their race/ethnicity. Research on the collection of race/ethnicity data suggests that the categorization of American Indian and Alaska Native is the least stable self-identification (for example, the same individual may identify as American Indian when responding to one survey, but may not do so on a subsequent survey). ${ }^{2}$

[^1]
## INTRODUCTION

The Introduction provides a brief overview of current trends in American education, highlighting key data that are presented in more detail later in this volume. Topics outlined include the participation of students, teachers, and faculty in U.S. educational institutions; the performance of U.S. elementary/secondary students overall and in comparison to students in other countries; the numbers of high school graduates and postsecondary degrees; and the amounts of expenditures on education at the elementary/secondary and postsecondary levels.

In fall 2016, about 76.0 million people were enrolled in American schools and colleges (table 105.10). About 4.6 million people were employed as elementary and secondary school teachers or as college faculty, in full-time equivalents (FTE). Other professional, administrative, and support staff at educational institutions totaled 5.4 million FTE employees. All data for 2016 in this Introduction are projected, except for data on educational attainment. Some data for other years are projected or estimated as noted. In discussions of historical trends, different time periods and specific years are cited, depending on the timing of important changes as well as the availability of relevant data.

## Elementary/Secondary Education

## Enrollment

A pattern of annual increases in total public elementary and secondary school enrollment began in 1985, but enrollment stabilized at 49.3 million between 2006 and 2008, before beginning to increase again (table 105.30). Overall, public school enrollment rose 28 percent, from 39.4 million to 50.6 million, between 1985 and 2016. Private school enrollment fluctuated during this period, with the fall 2016 enrollment of 5.2 million being 6 percent lower than the fall 1985 enrollment of 5.6 million. About 9 percent of elementary and secondary school students were enrolled in private schools in 2016, reflecting a decrease from 12 percent in 1985.

In public schools between 1985 and 2016, there was a 31 percent increase in elementary enrollment (prekindergarten through grade 8 ), compared with a 22 percent increase in secondary enrollment (grades 9 through 12) (table 105.30). Part of the higher growth in public elementary school enrollment resulted from the expansion of prekindergarten enrollment (table 203.10). Between fall 1985 and fall 2016, enrollment in prekindergarten increased 811 percent, while enrollment in other elementary grades (including kindergar-
ten through grade 8 plus ungraded elementary programs) increased 27 percent. The number of children enrolled in prekindergarten increased from 0.2 million in 1985 to 1.4 million in 2016, and the number enrolled in other elementary grades increased from 26.9 million to 34.1 million. Public secondary school enrollment declined 8 percent from 1985 to 1990 , but then increased 33 percent from 1990 to 2007; however, secondary school enrollment in 2016 was less than 1 percent higher than in 2007 (table 105.30). Between 1990 and 2016, the net increase in public secondary school enrollment was 33 percent, compared with a 19 percent increase in public elementary school enrollment. Over the most recent 10-year period (between 2006 and 2016), public school enrollment rose 3 percent. Elementary school enrollment increased 4 percent between 2006 and 2016, while secondary school enrollment was less than 1 percent higher in 2016 than in 2006.

Since the enrollment rates of 5- and 6-year-olds, 7- to 13-year-olds, and 14- to 17-year-olds changed by less than 4 percentage points from 1985 to 2015, overall increases in public school enrollment primarily reflect increases in the number of children in the population in these age groups (tables 101.10 and 103.20). For example, the enrollment rate of 7- to 13-year-olds decreased from 99 to 98 percent between 1985 and 2015, but the number of 7 - to 13-year-olds increased by 26 percent. Similarly, increases in public school enrollments reflect the 13 percent increase in the 14 - to 17 -year-old population between 1985 and 2015 to a larger extent than the increase in their enrollment rate from 95 to 96 percent. Increases in both the enrollment rate of 3- and 4-year-old children (from 39 percent in 1985 to 53 percent in 2015) and the number of children in this age group (from 7.1 million to 8.0 million) also contributed to overall enrollment increases.

The National Center for Education Statistics (NCES) projects record levels of total public elementary and secondary school enrollment from 2016 ( 50.6 million) through at least 2026 ( 51.7 million) (table 105.30). The total public school enrollment projected for fall 2016 is a record-high number, and new records are expected every year through 2026, the last year for which NCES enrollment projections have been developed. Public elementary school enrollment (prekindergarten through grade 8 ) is projected to increase by more than 2 percent between 2016 and 2026, while public secondary school enrollment (grades 9 through 12) is expected to increase by less than 2 percent during this period. Overall, total public school enrollment is expected to increase 2 percent between 2016 and 2026.

## Teachers

About 3.6 million full-time-equivalent (FTE) elementary and secondary school teachers were engaged in classroom instruction in fall 2016 (table 105.40). This number was 1 percent lower than in fall 2006. The 2016 number of FTE teachers includes 3.2 million public school teachers and 0.4 million private school teachers.

Public school enrollment was 3 percent higher in 2016 than in 2006, while the number of public school teachers was less than 1 percent lower (table 208.20). In fall 2016, the number of public school pupils per teacher was 16.1 , which was higher than the ratio of 15.6 in 2006.

The average salary for public school teachers in 2015-16 was $\$ 58,064$ in current dollars (i.e., dollars that are not adjusted for inflation) (table 211.50). In constant (i.e., inflation-adjusted) dollars, the average salary for teachers was 1 percent lower in 2015-16 than in 1990-91.

## Student Performance

Most of the student performance data in the Digest are drawn from the National Assessment of Educational Progress (NAEP). The NAEP assessments have been conducted using three basic designs: the national main NAEP, state NAEP, and long-term trend NAEP. The national main NAEP and state NAEP provide current information about student performance in subjects including reading, mathematics, science, and writing, while long-term trend NAEP provides information on performance since the early 1970s in reading and mathematics only. Results from long-term trend NAEP are included in the discussion in chapter 2 of the Digest, while the information in this Introduction includes only selected results from the national main and state NAEP. Readers should keep in mind that comparisons of NAEP scores in the text (like all comparisons of estimates in the Digest) are based on statistical testing of unrounded values.

The main NAEP reports current information for the nation and specific geographic regions of the country. The assessment program includes students drawn from both public and private schools and reports results for student achievement at grades 4,8 , and 12. The main NAEP assessments follow the frameworks developed by the National Assessment Governing Board and use the latest advances in assessment methodology. The state NAEP is identical in content to the national main NAEP, but the state NAEP reports information only for public school students. Chapter 2 presents more information on the NAEP designs and methodology, and additional details appear in Appendix A: Guide to Sources.

## Reading

The main NAEP reading assessment data are reported on a scale of 0 to 500 . In 2015, the average reading score for 4th-grade students (223) was not measurably different from the 2013 score, but it was higher than the 1992 score (217) (table 221.10). At grade 4, the average 2015 reading scores for White (232), Black (206), Hispanic (208), and Asian/ Pacific Islander students (239) were not measurably differ-
ent from the corresponding scores in 2013, but their average scores were all higher than in 1992. For 8th-grade students, the average reading score in 2015 (265) was lower than in 2013 (268), but it was higher than in 1992 (260). At grade 8, average 2015 reading scores for White (274), Black (248), and Hispanic (253) students were lower than the scores in 2013 (276, 250, and 256, respectively), while the average 2015 reading score for Asian/Pacific Islander students (280) was not measurably different from the score in 2013. Consistent with the findings at grade 4 , the average reading scores for White, Black, Hispanic, and Asian/Pacific Islander 8th-grade students were higher in 2015 than in 1992. For 12 th-grade students, the average reading score in 2015 was not measurably different from that in 2013. At grade 12 , the average 2015 reading scores for White (295), Hispanic (276), and Asian/Pacific Islander students (297) were not measurably different from the scores in 2013 and 1992. For Black students, the 2015 average score (266) was lower than the 1992 score (273) but was not measurably different from the 2013 score.

While there was no measurable change from 2013 to 2015 in the average reading score for 4th-grade public school students nationally, average scores were higher in 2015 than in 2013 in the District of Columbia and 12 states (table 221.40). Average 4th-grade scores were lower in 2015 than in 2013 in Maryland and Minnesota, while scores in all remaining states did not change measurably from 2013 to 2015. The average reading score for 8th-grade public school students was lower in 2015 than in 2013 nationally and in 8 states (table 221.60). However, 8th-grade students in West Virginia scored higher in 2015 than in 2013. In the remaining states and the District of Columbia, scores did not change measurably from 2013 to 2015.

## Mathematics

The main NAEP mathematics assessment data for 4thand 8th-graders are reported on a scale of 0 to 500 (table 222.10). The average 4th-grade mathematics score in 2015 (240) was lower than the score in 2013 (242), although it was higher than the score in 1990 (213). At grade 4, the average mathematics score in 2015 for White students (248) was lower than the score in 2013 (250), while the average scores in 2015 for Black (224), Hispanic (230), and Asian/Pacific Islander students (257) were not measurably different from the corresponding 2013 scores. However, the 4th-grade average scores for White, Black, Hispanic, and Asian/ Pacific Islander students were all higher in 2015 than in 1990. The average 8th-grade mathematics score in 2015 (282) was lower than the score in 2013 (285), although it was higher than the score in 1990 (263). At grade 8, the average scores for White (292), Black (260), and Hispanic students (270) were lower in 2015 than in 2013 (294, 263, and 272 , respectively). The 2015 average score for Asian/Pacific Islander students (306) was not measurably different from the score in 2013. However, the average scores for 8th-grade White, Black, Hispanic, and Asian/Pacific Islander students were all higher in 2015 than in 1990. Due to changes in the

12th-grade mathematics assessment framework, a new trend line started in 2005, with scores reported on a scale of 0 to 300. The average 12th-grade mathematics score in 2015 (152) was lower than the score in 2013 (153), but not measurably different from the score in 2005, the first year in which the revised assessment was administered.

The average mathematics score for 4th-grade public school students across the nation was lower in 2015 (240) than in 2013 (241) (table 222.50). Average 4th-grade mathematics scores for public school students were also lower in 2015 than in 2013 in 16 states. However, the mathematics average scores for 4th-grade students in Mississippi and the District of Columbia were higher in 2015 than in 2013. Scores were not measurably different in the other states during this period. The national public school average mathematics score for 8thgrade students was lower in 2015 (281) than in 2013 (284) (table 222.60). Similarly, 22 states had lower 8th-grade average scores in 2015 than in 2013, while scores for the remaining 28 states and the District of Columbia were not measurably different between 2013 and 2015. During this time, no state experienced a score increase at the 8th-grade level.

## Science

NAEP has assessed the science abilities of students in grades 4,8 , and 12 in both public and private schools since 1996. As of 2009, however, NAEP science assessments are based on a new framework, so results from these assessments cannot be compared to results from earlier science assessments. The main NAEP science assessment data are reported on a scale of 0 to 300 (table 223.10). In 2015, the average 4th-grade science score (154) was higher than the score in 2009 (150). The average 8th-grade science score in 2015 (154) was higher than the scores in both 2009 (150) and 2011 (152). The average 12th-grade science score in 2015 (150) was not measurably different from the score in 2009. In addition, the 5-point gender gap between male and female 12th-graders in 2015 was not measurably different from the gap in 2009. While the average science scores for White 4th- and 8th-grade students remained higher than those of their Black and Hispanic peers in 2015, racial/ethnic achievement gaps in 2015 were smaller than in 2009. At grade 4, the White-Black achievement gap was 36 points in 2009 and 33 points in 2015, and the White-Hispanic achievement gap was 32 points in 2009 and 27 points in 2015. While the average science scores for White 12th-grade students remained higher than those of their Black and Hispanic peers in 2015, these racial/ethnic achievement gaps did not measurably change between 2009 and 2015.

## International Comparisons

The 2015 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics and science performance at grades 4 and 8 . Mathematics performance was assessed in 43 countries at grade 4 and in 34 countries at grade 8. Science performance was assessed in 42 countries at grade 4 and in 34 countries at grade 8 . In addition, TIMSS Advanced data were collected by 9 countries from students in
their final year of secondary school (in the United States, 12th-graders). At grades 4 and 8, a number of subnational entities also participated in TIMSS as separate education systems (e.g., Hong Kong and Chinese Taipei, the U.S. state of Florida, and England and Northern Ireland within the United Kingdom). However, the following paragraphs include results only from countries, not from subnational entities. At all three grades, TIMSS scores are reported on a scale of 0 to 1,000 , with a fixed scale centerpoint of 500 .

In 2015, the average mathematics scores of U.S. fourthgraders (539) and eighth-graders (518) were higher than the TIMSS centerpoint of 500 (tables 602.20 and 602.30). The average U.S. fourth-grade mathematics score was higher than the average score in 30 of the 42 other countries participating at grade 4 , lower than the average score in 6 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20 ). The 6 countries that outperformed the United States in fourth-grade mathematics were Ireland, Japan, the Republic of Korea, Norway, the Russian Federation, and Singapore. At grade 8, the average U.S. mathematics score was higher than the average score in 21 of the 33 other participating countries, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 7 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade mathematics were Canada, Japan, the Republic of Korea, the Russian Federation, and Singapore.

The average science scores of both U.S. fourth-graders (546) and U.S. eighth-graders (530) were higher than the TIMSS scale centerpoint of 500 in 2015 (tables 602.20 and 602.30). The average U.S. fourth-grade science score was higher than the average score in 30 of the 41 other countries participating in the science assessment at grade 4 , lower than the average score in 5 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 5 countries that outperformed the United States in fourth-grade science were Finland, Japan, the Republic of Korea, the Russian Federation, and Singapore. At grade 8, the average U.S. science score was higher than the average score in 23 of the 33 other participating countries in 2015, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 5 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade science were Japan, the Republic of Korea, the Russian Federation, Singapore, and Slovenia.

The TIMSS Advanced assessment measures the advanced mathematics and physics achievement of students in their final year of secondary school who are taking or have taken advanced courses (table 602.35). In TIMSS Advanced, the U.S. average advanced mathematics score (485) and physics score (437) in 2015 were lower than the TIMSS Advanced scale centerpoint of 500.

The Program for International Student Assessment (PISA), coordinated by the Organization for Economic Cooperation and Development (OECD), has measured the performance of 15-year-old students in reading, mathematics, and
science literacy every 3 years since 2000. PISA assesses 15-year-old students' application of reading, mathematics, and science literacy to problems within a real-life context. In 2015, PISA assessed students in the 35 OECD countries as well as in a number of other education systems. Some subnational entities participated as separate education systems, including public school systems in the U.S. states of Massachusetts and North Carolina. Results for the participating U.S. states are included in the discussion in chapter 6, while this Introduction includes only results for the United States in comparison with other OECD countries. PISA scores are reported on a scale of 0 to 1,000 .

On the 2015 PISA assessment, U.S. 15-year-olds' average score in reading literacy was 497, which was not measurably different from the OECD average of 493 (table 602.50). The average reading literacy score in the United States was lower than the average score in 11 of the 34 other OECD countries, higher than the average score in 13 of the other OECD countries, and not measurably different from the average score in 10 of the OECD countries. In all countries, females outperformed males in reading literacy (table 602.40). The U.S. gender gap in reading ( 20 points) was not measurably different from the OECD average gap but was smaller than the gap in 12 other OECD countries.

In mathematics literacy, U.S. 15-year-olds' average score of 470 on the 2015 PISA assessment was lower than the OECD average score of 490 (table 602.60). The average mathematics literacy score in the United States was lower than the average score in 27 of the 34 other OECD countries, higher than the average score in 4 OECD countries, and not measurably different from the average score in 3 OECD countries. In 18 OECD countries, including the United States, males outperformed females in mathematics literacy (table 602.40). The U.S. gender gap in favor of males in mathematics ( 9 points) was not measurably different from the OECD average gap.

In science literacy, U.S. 15-year-olds' average score of 496 was not measurably different from the OECD average score of 493 (table 602.70). The average science literacy score in the United States was lower than the average score in 12 of the 34 other OECD countries, higher than the average score in 10 OECD countries, and not measurably different from the average score in 12 OECD countries. In 15 OECD countries, including the United States, males outperformed females in science literacy. In 4 OECD countries, females outperformed males in science literacy. The U.S. gender gap in favor of males in science ( 7 points) was not measurably different from the OECD average gap.

The Progress in International Reading Literacy Study (PIRLS) measures the reading knowledge and skills of 4thgraders over time. PIRLS scores are reported on a scale from 0 to 1,000 , with the scale average set at 500 . On the 2011 PIRLS, U.S. 4th-graders had an average reading literacy score of 556 (table 602.10). The U.S. average score in 2011 was 14 points higher than in 2001 and 16 points higher than in 2006. In all three assessment years, the U.S. average score was
higher than the PIRLS scale average. In 2011, PIRLS assessed 4th-grade reading literacy in 40 countries. The average reading literacy score of 4th-graders in the United States was higher than the average score in 33 of the 39 other participating countries, lower than the average score in 3 countries, and not measurably different from the average score in the remaining 3 countries.

## High School Graduates and Dropouts

About $3,568,000$ U.S. high school students were expected to graduate during the 2016-17 school year (table 219.10), including 3,254,000 public school graduates and 315,000 private school graduates. High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The number of high school graduates projected for 2016-17 is higher than the prior record high in 2015-16, and exceeds the baby boom era's high point in 1975-76, when $3,142,000$ students earned diplomas. In 2014-15, about 83 percent of public high school students graduated with a regular diploma within 4 years of first starting 9th grade (table 219.46). This rate is known as the 4 -year adjusted cohort graduation rate (ACGR).

The number of GED credentials issued by the states to GED test passers rose from 330,000 in 1977 to 487,000 in 2000 (table 219.60). A record number of 648,000 GED credentials were issued in 2001. In 2002, there were revisions to the GED test and to the data reporting procedures. In 2001, test takers were required to successfully complete all five components of the GED or else begin the five-part series again with the new test that was introduced in 2002. Prior to 2002, reporting was based on summary data from the states on the number of GED credentials issued. As of 2002, reporting has been based on individual GED candidate- and test-level records collected by the GED Testing Service. ${ }^{1}$ Between 2003 and 2013, the number of persons passing the GED tests increased by 40 percent, from 387,000 to 541,000 .

The percentage of dropouts among 16- to 24 -year-olds (known as the status dropout rate) has decreased over the past two decades (table 219.70). The status dropout rate is the percentage of the civilian noninstitutionalized 16 - to 24-year-old population who are not enrolled in school and who have not completed a high school program, regardless of when they left school. (People who left school but went on to receive a GED credential are not treated as dropouts in this measure.) Between 1990 and 2015, the status dropout rate declined from 12.1 percent to 5.9 percent (table 219.70). Although the status dropout rate declined for both Blacks and Hispanics during this period, their rates in 2015 ( 6.5 and 9.2 percent, respectively) remained higher than the rate for Whites (4.6 percent).

[^2]
## Postsecondary Education

## College Enrollment

College enrollment was 20.0 million in fall 2015, reflecting a 5 percent decrease from the record enrollment of 21.0 million in fall 2010 (table 105.30). College enrollment is expected to set new records from fall 2020 through fall 2026, the last year for which NCES enrollment projections have been developed. Between fall 2015 and fall 2026, enrollment is expected to increase 13 percent. Despite decreases in the size of the traditional college-age population (18 to 24 years old) during the late 1980s and early 1990s, total enrollment increased during this period (tables 101.10 and 105.30). The traditional college-age population rose 6 percent between 2005 and 2015, and total college enrollment increased 14 percent during the same period. Between 2005 and 2015, the number of full-time students increased 14 percent, while the number of part-time students increased 15 percent (table 303.10). During the same time period, the number of males enrolled increased 17 percent, and the number of females enrolled increased 12 percent.

## Faculty

In fall 2015, degree-granting institutions-defined as postsecondary institutions that grant an associate's or higher degree and are eligible for Title IV federal financial aid pro-grams-employed 1.6 million faculty members, including 0.8 million full-time and 0.7 million part-time faculty (table 314.30). In addition, degree-granting institutions employed 0.4 million graduate assistants.

## Postsecondary Degrees

During the 2016-17 academic year, postsecondary degrees conferred were projected to number 1,011,000 associate's degrees, $1,895,000$ bachelor's degrees, 773,000 master's degrees, and 181,000 doctor's degrees (table 318.10). The doctor's degree total includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees. Between 2004-05 and 2014-15 (the last year of actual data), the number of degrees conferred increased at all levels. The number of associate's degrees was 46 percent higher in 2014-15 than in 2004-05, the number of bachelor's degrees was 32 percent higher, the number of master's degrees was 31 percent higher, and the number of doctor's degrees was 33 percent higher.

Between 2004-05 and 2014-15, the number of bachelor's degrees awarded to males increased 33 percent, while the number of bachelor's degrees awarded to females increased 31 percent. Females earned 57 percent of all bachelor's degrees in 2014-15, the same percentage as in 2004-05. Between 2004-05 and 2014-15, the number of White students earning bachelor's degrees increased 15 percent, compared with larger increases of 42 percent for Black students, 115 percent for Hispanic students, and 38 percent for Asian/Pacific Islander students (table 322.20). The num-
ber of American Indian/Alaska Native students earning bachelor's degrees was 1 percent lower in 2014-15 than in 2004-05. In 2014-15, White students earned 67 percent of all bachelor's degrees awarded (vs. 75 percent in 2004-05), Black students earned 11 percent (vs. 10 percent in 2004-05), Hispanic students earned 12 percent (vs. 7 percent in 2004-05), and Asian/Pacific Islander students earned about 7 percent (increasing their share of the degrees from 7.0 percent in 2004-05 to 7.4 percent in 2014-15). American Indian/Alaska Native students earned less than 1 percent of the degrees in both years.

## Undergraduate Prices

For the 2015-16 academic year, average annual prices for undergraduate tuition, fees, room, and board were estimated to be $\$ 16,757$ at public institutions, $\$ 43,065$ at private nonprofit institutions, and $\$ 23,776$ at private for-profit institutions in current dollars (table 330.10). Between 2005-06 and 2015-16, prices for undergraduate tuition, fees, room, and board at public institutions rose 34 percent, and prices at private nonprofit institutions rose 26 percent, after adjustment for inflation. Prices for total tuition, fees, room, and board at private for-profit institutions decreased 16 percent between 2005-06 and 2015-16.

## Educational Attainment

The U.S. Census Bureau collects annual statistics on the educational attainment of the population. Between 2006 and 2016, the percentage of the adult population 25 years of age and over who had completed at least high school rose from 85 percent to 89 percent, and the percentage of adults with a bachelor's or higher degree increased from 28 percent to 33 percent (table 104.10). (High school completers include those people who graduated from high school with a diploma as well as those who completed high school through equivalency programs.) Among those age 25 and over who were employed, 39 percent had a bachelor's or higher degree in 2016 and about half (51 percent) had an associate's or higher degree (table 502.10). The percentage of young adults (25- to 29-year-olds) who had completed at least high school increased from 86 percent in 2006 to 92 percent in 2016 (table 104.20). The percentage of young adults who had completed a bachelor's or higher degree increased from 28 percent in 2006 to 36 percent in 2016. During this same period, the percentage of 25- to 29-year-olds who had completed a master's or higher degree increased from 6 to 9 percent.

## Adult Literacy and Numeracy Skills

The Program for the International Assessment of Adult Competencies (PIAAC) assesses the cognitive skills of adults in three areas-literacy, numeracy, and problem solving in technology-rich environments-that are seen as key to facilitating the social and economic participation of adults in advanced economies. The discussion below focuses on the areas of literacy and numeracy. PIAAC 2012 results are
available for adults in 24 education systems, including 22 OECD education systems. The education systems that participated in the 2012 assessment were primarily countries, but also included three subnational education systems: Northern Ireland and England within the United Kingdom, and the Flemish community in Belgium. PIAAC literacy and numeracy scores are reported on a scale of 0 to 500 .

In 2012, average scores on the PIAAC literacy scale for adults ages 25 to 65 ranged from 249 in Italy and 250 in Spain to 296 in Japan (table 604.10). U.S. 25- to 65 -yearolds had an average PIAAC literacy score of 269 , which was not measurably different from the OECD average score of 271. Across education systems, adults' average literacy scores generally increased with higher levels of educational attainment. In the United States, for example, 25- to 65-yearolds whose highest level of attainment was high school completion had an average literacy score of 259 , compared with an average score of 302 for those who had a bachelor's or higher degree. The average literacy score for U.S. high school completers in the 25- to 65 -year-old age group was lower than the OECD average of 268 for high school completers in this age group, while the literacy score for U.S. 25to 65-year-olds with a bachelor's or higher degree was not measurably different from the OECD average of 302 for those with a bachelor's or higher degree.

On the PIAAC numeracy scale, 2012 average scores for adults ages 25 to 65 ranged from 245 in Spain and 246 in Italy to 289 in Japan. U.S. 25- to 65 -year-olds had an average PIAAC numeracy score of 254 , which was lower than
the OECD average score of 268. Across education systems, adults' average numeracy scores generally increased with higher levels of educational attainment. In the United States, for example, 25 - to 65 -year-olds whose highest level of attainment was high school completion had an average numeracy score of 241 , compared with an average score of 293 for those who had a bachelor's or higher degree. The average numeracy score for U.S. 25- to 65 -year-olds who had completed only high school was lower than the OECD average of 265 for those with the same level of educational attainment. Likewise, the average numeracy score for U.S. 25- to 65-year-olds with a bachelor's or higher degree was lower than the OECD average of 303 for those with a bachelor's or higher degree.

## Education Expenditures

U.S. expenditures for public and private education, from prekindergarten through graduate school (excluding postsecondary schools not awarding associate's or higher degrees), were an estimated $\$ 1.3$ trillion for 2015-16 (table 106.10). Expenditures of elementary and secondary schools totaled an estimated $\$ 707$ billion, while those of degree-granting postsecondary institutions totaled an estimated $\$ 548$ billion. Total expenditures for education were an estimated 7.0 percent of the gross domestic product in 2015-16. Education spending as a percentage of GDP increased from 7.1 in 2005-06 to 7.6 in 2009-10, but has declined since then.

## CHAPTER 1

 All Levels of EducationThis chapter provides a broad overview of education in the United States. It brings together material from preprimary, elementary, secondary, and postsecondary education, as well as from the general population, to present a composite picture of the American educational system. Tables feature data on the total number of people enrolled in school, the number of teachers, the number of schools, and the total expenditures for education at all levels. This chapter also includes statistics on education-related topics such as educational attainment, family characteristics, and population. Economic indicators and price indexes have been added to facilitate analyses.

Many of the statistics in this chapter are derived from the statistical activities of the National Center for Education Statistics (NCES). In addition, substantial contributions have been drawn from the work of other groups, both governmental and nongovernmental, as shown in the source notes of the tables. Information on survey methodologies is contained in Appendix A: Guide to Sources and in the publications cited in the table source notes.

## The U.S. System of Education

The U.S. system of education can be described as having three levels of formal education: elementary, secondary, and postsecondary (figure 1). Students may spend 1 to 3 years in preprimary programs (prekindergarten [PK] and kindergarten $[K]$ ), which may be offered either in separate schools or in elementary schools that also offer higher grades. (In Digest of Education Statistics tables, prekindergarten and kindergarten are generally defined as a part of elementary education.) Following kindergarten, students ordinarily spend 6 to 8 years in elementary school. The elementary school program is followed by a 4- to 6-year program in secondary school. Students typically complete the entire program through grade 12 by age 18 . Education at the elementary and secondary levels is provided in a range of institutional settings-including elementary schools (preprimary schools, middle schools, and schools offering broader ranges of elementary grades); secondary schools (junior high schools, high schools, and senior high schools); and combined elementary/secondary schools-that vary in structure from locality to locality.

High school graduates who decide to continue their education may enter a specialized career/technical institution, a 2-year community or junior college, or a 4-year college or
university. A 2-year college typically offers the first 2 years of a standard 4-year college curriculum and a selection of terminal career and technical education programs. Academic courses completed at a 2-year college are usually transferable for credit at a 4-year college or university. A career/ technical institution offers postsecondary technical training programs of varying lengths leading to a specific career.

An associate's degree requires at least 2 years of postsecondary coursework, and a bachelor's degree typically requires 4 years of postsecondary coursework. At least 1 year of coursework beyond the bachelor's is necessary for a master's degree, while a doctor's degree usually requires a minimum of 3 or 4 years beyond the bachelor's.

Professional schools differ widely in admission requirements and program length. Medical students, for example, generally complete a bachelor's program of premedical studies at a college or university before they can enter the 4-year program at a medical school. Law programs typically involve 3 years of coursework beyond the bachelor's degree level.

## Enrollment

Total enrollment in public and private elementary and secondary schools (prekindergarten through grade 12) grew rapidly during the 1950s and 1960s, reaching a peak year in 1971 (table A, table 105.30, and figure 2). This enrollment rise reflected what is known as the "baby boom," a dramatic increase in births following World War II. Between 1971 and 1984, total elementary and secondary school enrollment decreased every year, reflecting the decline in the size of the school-age population over that period. After these years of decline, enrollment in elementary and secondary schools started increasing in fall 1985, began hitting new record levels in the mid-1990s, and continued to reach new record levels every year through 2006, after which enrollment declined slightly from its 2006 level. However, enrollment in fall 2013 ( 55.4 million) and fall 2014 ( 55.6 million) was slightly higher than the fall 2006 record level of 55.3 million. A pattern of annual enrollment increases is projected to continue at least through fall 2026 (the last year for which NCES has projected school enrollment). Total elementary and secondary enrollment is projected to increase 2 percent between fall 2016 and fall 2026, when enrollment is expected to reach 56.8 million.

Table A. Total elementary and secondary school enrollment, by overall trends: Selected years, 1949-50 to fall 2026

| Trend and year | Number of students (in millions) |
| :---: | :---: |
| "Baby boom" increases |  |
| 1949-50 school year. | 28.5 |
| Fall 1959. | 40.9 |
| Fall 1969. | 51.1 |
| Fall 1971 (peak).......................................................... | 51.3 |
| 13 years with annual declines |  |
| Fall 1972 (first year of decline)........................................ | 50.7 |
| Fall 1984 (final year of decline)....................................... | 44.9 |
| Annual increases from 1985 to 2006 |  |
| Fall 1985. | 45.0 |
| Fall 1996 (new record highs begin).................................. | 51.5 |
| Fall 2006 (final year of record highs) ............................... | 55.3 |
| Slight declines or stable enrollment |  |
| Fall 2007. | 55.2 |
| Fall 2010. | 54.9 |
| Fall 2012 .................................................................... | 55.1 |
| Annual increases projected to start again |  |
| Fall 2013................................................................... | 55.4 |
| Fall 2014. | 55.6 |
| Fall 2015 (projected). | 55.8 |
| Fall 2016 (projected). | 55.9 |
| Fall 2026 (projected).................................................... | 56.8 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1949-50; Statistics of Public Elementary and Secondary School Systems, 1959 through 1972; Common Core of Data (CCD), 1984 through 2013; Private School Universe Survey (PSS), 1997-98 through 2013-14; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2026.

Between 1985 and 2015, the total public and private school enrollment rate for 5- and 6-year-olds decreased from 96 to 94 percent, while the enrollment rate for 7- to 13-yearolds decreased from 99 to 98 percent (table 103.20). During the same period, the enrollment rate for 14- to 17-year-olds increased from 95 to 96 percent. Since these enrollment rates changed by less than 4 percentage points between 1985 and 2015, increases in public and private elementary and secondary school enrollment primarily reflect the larger increases in the number of children in these age groups. Between 1985 and 2015, the number of 5- and 6-year-olds increased by 16 percent, the number of 7 - to 13 -year-olds increased by 26 percent, and the number of 14- to 17-year-olds increased by 13 percent (table 101.10). Increases in the enrollment rate of prekindergarten-age children (ages 3 and 4) from 39 percent in 1985 to 53 percent in 2015 (table 103.20) and in the number of 3 - and 4 -year-olds from 7.1 million to 8.0 million (table 101.10) also contributed to overall increases in prekindergarten through grade 12 enrollment.

Public school enrollment at the elementary level (prekindergarten through grade 8) rose from 29.9 million in fall 1990 to 34.2 million in fall 2003 (table 105.30). Elementary enrollment was less than 1 percent lower in fall 2004 than in fall 2003 and then generally increased to a projected total of 35.5 million for fall 2016. Public elementary enrollment is projected to increase 2 percent between 2016 and 2026. Public school enrollment at the secondary level (grades 9 through 12) rose from 11.3 million in 1990 to 15.1 million in 2007 , but then
declined 2 percent to 14.7 million in 2011. Public secondary enrollment is projected to increase 2 percent between 2011 and 2016 and then show a further increase of 2 percent between 2016 and 2026. Total public elementary and secondary enrollment is projected to increase every year from 2016 to 2026.

The percentage of students in private elementary and secondary schools declined from 11.1 percent in fall 2004 to 9.6 percent in fall 2014 (table 105.30). In fall 2016, an estimated 5.2 million students were enrolled in private schools at the elementary and secondary levels.

Total enrollment in public and private degree-granting postsecondary institutions reached 14.5 million in fall 1992, but decreased every year through fall 1995 (table 105.30). Total enrollment increased 47 percent between 1995 and 2010 (to 21.0 million), but declined 5 percent between 2010 and 2015 (to 20.0 million). Total enrollment is expected to increase 13 percent between fall 2015 and fall 2026, reaching 22.6 million. The percentage of students who attended private institutions rose from 26 to 27 percent between 2005 and 2015. In fall 2015, about 5.4 million students attended private institutions, with about 4.1 million in nonprofit institutions and 1.3 million in for-profit institutions (table 303.10). Enrollment increases in degree-granting postsecondary institutions have been driven by increases in population, as well as by increases in enrollment rates for 20 - to 24 -year-olds. The percentage of 18 - and 19 -year-olds enrolled in degree-granting postsecondary institutions was 49 percent in 2015, which was not measurably different from the percentage in 2005 . The number of 18 - and 19-year-olds in 2015 was less than 1 percent lower than in 2005 (tables 101.10 and 103.20). The enrollment rate of 20- to 24-year-olds rose from 36 to 39 percent and the number of 20- to 24 -year-olds rose by 8 percent during the same period.

## Educational Attainment

The percentages of adults 25 years old and over completing high school and higher education have been rising. Between 2006 and 2016, the percentage of the population 25 years old and over who had completed at least high school increased from 85 to 89 percent, and the percentage who had completed a bachelor's or higher degree increased from 28 to 33 percent (table 104.10 and figure 3 ). In 2016, about 9 percent of people 25 years old and over held a master's degree as their highest degree and 3 percent held a doctor's or first-professional degree (table 104.30).

Among young adults (25- to 29-year-olds), the percentage who had completed at least high school increased from 86 percent in 2006 to 92 percent in 2016 (table 104.20 and figure 4). The percentage of young adults who had completed a bachelor's or higher degree increased from 28 percent in 2006 to 36 percent in 2016. In 2016, about 7 percent of young adults held a master's degree as their highest degree and 2 percent held a doctor's or first-professional degree (table 104.30 and figure 5). Overall, the percentage of young adults who had a master's or higher degree rose from 6 percent in 2006 to 9 percent in 2016.

Between 2006 and 2016, changes in the educational attainment of young adults also occurred by race/ethnicity. During this period, the percentages who had completed at least high school increased for Hispanic, White, and Black young adults, but there was no measurable change in the percentage for Asian young adults ( 97 percent in 2016) (table 104.20 and figure 6). The percentage of Hispanic young adults who had completed at least high school rose from 63 percent in 2006 to 81 percent in 2016, an increase of 17 percentage points. During the same period, the percentage of White young adults who had completed at least high school rose from 93 to 95 percent, an increase of 2 percentage points. Since the increase for White young adults was smaller than the increase for Hispanic young adults, the gap between the high school completion percentages for these two groups decreased from 30 percentage points in 2006 to 15 percentage points in 2016. Between 2006 and 2016, the percentage of Black young adults who had completed high school increased from 86 to 91 percent, and the gap between the White and Black high school completion percentages decreased from 7 to 4 percentage points. In 2016, the percentage of young adults who had completed at least high school was higher for Whites and Asians than for Blacks, Hispanics, and American Indians/ Alaska Natives (84 percent).

The percentage of bachelor's degree holders also varied among young adults of different racial/ethnic groups, with 66 percent of Asians in the 25 - to 29 -year-old age group holding a bachelor's or higher degree in 2016, compared with 43 percent of Whites, 23 percent of Blacks, 19 percent of Hispanics, 20 percent of Pacific Islanders, 10 percent of American Indians/Alaska Natives, and 28 percent of persons of Two or more races. Between 2006 and 2016, the percentages who had completed a bachelor's or higher degree increased for White, Black, and Hispanic young adults, but showed no measurable change for Asian young adults. During this 10-year period, the percentage of young adults who held a bachelor's or higher degree increased from 34 to 43 percent among Whites, from 19 to 23 percent among Blacks,
and from 9 to 19 percent among Hispanics. With these increases for all three groups, the gap in bachelor's degree attainment percentages between White and Black young adults increased from 16 percentage points in 2006 to 20 percentage points in 2016, and the gap between White and Hispanic young adults in 2016 ( 24 percentage points) was not measurably different from the gap in 2006.

## Teachers and Faculty

A projected 3.6 million elementary and secondary school full-time-equivalent (FTE) teachers were engaged in classroom instruction in the fall of 2016 (table 105.40), which was about 1 percent lower than in 2006. The number of FTE public school teachers in 2016 was 3.2 million, and the number of FTE private school teachers was 0.4 million. FTE faculty at degree-granting postsecondary institutions totaled a projected 1.1 million in 2016, including 0.7 million at public institutions and 0.4 million at private institutions (table 105.10).

## Expenditures

Expenditures of educational institutions were an estimated $\$ 1.3$ trillion for the 2015-16 school year (table 106.20 and figure 2). Elementary and secondary schools spent 56 percent of this total ( $\$ 707$ billion), and colleges and universities spent the remaining 44 percent ( $\$ 548$ billion). After adjustment for inflation, total expenditures of all educational institutions rose by an estimated 13 percent between 2005-06 and 2015-16. Inflation-adjusted expenditures of degree-granting postsecondary institutions rose by an estimated 29 percent. Expenditures of elementary and secondary schools were 3 percent higher in 2015-16 than in 2005-06. In 2015-16, expenditures of educational institutions were an estimated 7.0 percent of the gross domestic product (table 106.10).

Figure 1. The structure of education in the United States


NOTE: Figure is not intended to show relative number of institutions nor relative size of enrollment for the different levels of education. Figure reflects typical patterns of progression rather than all possible variations. Adult education programs, while not separately delineated above, may provide instruction at the adult basic, adult secondary, or postsecondary education levels. SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Reports Program.

Figure 2. Enrollment, total expenditures in constant dollars, and expenditures as a percentage of the gross domestic product (GDP), by level of education: Selected years, 1965-66 through 2015-16


Total expenditures, in billions of constant 2015-16 dollars



NOTE: Elementary and secondary enrollment data for school year 2015 (2015-16) are projected. Elementary and secondary expenditure data for school years 2014 and 2015 (2014-15 and 2015-16) are estimated. Postsecondary expenditure data for school year 2015 (2015-16) are estimated.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1965-66 through 1969-70; Statistics of Public Elementary and Secondary School Systems, 1965 through 1980; Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1986-87; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1981-82 through 2014-15, and "National Public Education Financial Survey," 1987-88 through 2013-14; Private School Universe Survey (PSS), 1989-90 through 2013-14; National Elementary and Secondary Enrollment Projection Model, 1972 through 2026; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" and "Financial Statistics of Institutions of Higher Education" surveys, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99) and "Finance Survey" (IPEDS-F:FY87-99); and IPEDS Spring 2001 through Spring 2016, Fall Enrollment and Finance components. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved May 6, 2017, from http://www.bea.gov/iTable/index nipa.cfm.

Figure 3. Percentage of persons 25 years old and over, by highest level of educational attainment: Selected years, 1940 through 2016
Percent

${ }^{1}$ Includes high school completion through equivalency programs, such as a GED program. For years prior to 1993, includes all persons with 4 or more years of high school. ${ }^{2}$ For years prior to 1993, includes all persons with 4 or more years of college.
SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1961 through 2016.

Figure 4. Percentage of persons 25 through 29 years old, by highest level of educational attainment: Selected years, 1940 through 2016 Percent

${ }^{1}$ Includes high school completion through equivalency programs, such as a GED program. For years prior to 1993, includes all persons with 4 or more years of high school.
${ }^{2}$ For years prior to 1993, includes all persons with 4 or more years of college.
SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1961 through 2016.

Figure 5. Percentage distribution of persons 25 through 29 years old, by highest level of educational attainment: 2016


Highest level of educational attainment
NOTE: High school completion includes equivalency programs, such as a GED program. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2016.

Figure 6. Percentage of persons 25 through 29 years old, by selected levels of educational attainment and race/ethnicity: 2006 and 2016


[^3]Table 101.10. Estimates of resident population, by age group: 1970 through 2016
[In thousands]

| Year | Total, all ages | $\begin{array}{r} \text { Total, } \\ 3 \text { to } 34 \\ \text { years old } \end{array}$ | $\begin{array}{r} 3 \text { and } 4 \\ \text { years old } \end{array}$ | $\begin{array}{r} 5 \text { and } 6 \\ \text { years old } \end{array}$ | $\begin{array}{r} 7 \text { to } 13 \\ \text { years old } \end{array}$ | $\begin{array}{r} 14 \text { to } 17 \\ \text { years old } \end{array}$ | 18 and 19 years old | 20 and 21 years old | $\begin{array}{r} 22 \text { to } 24 \\ \text { years old } \end{array}$ | $\begin{gathered} 25 \text { to } 29 \\ \text { years old } \end{gathered}$ | $\begin{array}{r} 30 \text { to } 34 \\ \text { years old } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1970 | 205,052 | 109,592 | 6,961 | 7,703 | 28,969 | 15,924 | 7,510 | 7,210 | 9,992 | 13,736 | 11,587 |
| 1971 | 207,661 | 111,202 | 6,805 | 7,344 | 28,892 | 16,328 | 7,715 | 7,350 | 10,809 | 14,041 | 11,917 |
| 1972 | 209,896 | 112,807 | 6,789 | 7,051 | 28,628 | 16,639 | 7,923 | 7,593 | 10,560 | 15,240 | 12,383 |
| 1973 | 211,909 | 114,426 | 6,938 | 6,888 | 28,158 | 16,867 | 8,114 | 7,796 | 10,725 | 15,786 | 13,153 |
| 1974 | 213,854 | 116,075 | 7,117 | 6,864 | 27,600 | 17,035 | 8,257 | 8,003 | 10,972 | 16,521 | 13,704 |
| 1975 | 215,973 | 117,435 | 6,912 | 7,013 | 26,905 | 17,128 | 8,478 | 8,196 | 11,331 | 17,280 | 14,191 |
| 1976 | 218,035 | 118,474 | 6,436 | 7,195 | 26,321 | 17,119 | 8,659 | 8,336 | 11,650 | 18,274 | 14,485 |
| 1977 | 220,239 | 119,261 | 6,190 | 6,978 | 25,877 | 17,045 | 8,675 | 8,550 | 11,949 | 18,277 | 15,721 |
| 1978 | 222,585 | 119,833 | 6,208 | 6,500 | 25,594 | 16,946 | 8,677 | 8,730 | 12,216 | 18,683 | 16,280 |
| 1979 | 225,055 | 120,544 | 6,252 | 6,256 | 25,175 | 16,611 | 8,751 | 8,754 | 12,542 | 19,178 | 17,025 |
| 1980 | 227,225 | 121,132 | 6,366 | 6,291 | 24,800 | 16,143 | 8,718 | 8,669 | 12,716 | 19,686 | 17,743 |
| 1981 | 229,466 | 121,999 | 6,535 | 6,315 | 24,396 | 15,609 | 8,582 | 8,759 | 12,903 | 20,169 | 18,731 |
| 1982 | 231,664 | 121,823 | 6,658 | 6,407 | 24,121 | 15,057 | 8,480 | 8,768 | 12,914 | 20,704 | 18,714 |
| 1983 | 233,792 | 122,302 | 6,877 | 6,572 | 23,709 | 14,740 | 8,290 | 8,652 | 12,981 | 21,414 | 19,067 |
| 1984 | 235,825 | 122,254 | 7,045 | 6,694 | 23,367 | 14,725 | 7,932 | 8,567 | 12,962 | 21,459 | 19,503 |
| 1985 | 237,924 | 122,512 | 7,134 | 6,916 | 22,976 | 14,888 | 7,637 | 8,370 | 12,895 | 21,671 | 20,025 |
| 1986 | 240,133 | 122,688 | 7,187 | 7,086 | 22,992 | 14,824 | 7,483 | 8,024 | 12,720 | 21,893 | 20,479 |
| 1987 | 242,289 | 122,672 | 7,132 | 7,178 | 23,325 | 14,502 | 7,502 | 7,742 | 12,450 | 21,857 | 20,984 |
| 1988 | 244,499 | 122,713 | 7,176 | 7,238 | 23,791 | 14,023 | 7,701 | 7,606 | 12,048 | 21,739 | 21,391 |
| 1989 | 246,819 | 122,655 | 7,315 | 7,184 | 24,228 | 13,536 | 7,898 | 7,651 | 11,607 | 21,560 | 21,676 |
| 1990 | 249,623 | 122,787 | 7,359 | 7,244 | 24,785 | 13,329 | 7,702 | 7,886 | 11,264 | 21,277 | 21,939 |
| 1991 | 252,981 | 123,210 | 7,444 | 7,393 | 25,216 | 13,491 | 7,208 | 8,029 | 11,205 | 20,923 | 22,301 |
| 1992 | 256,514 | 123,722 | 7,614 | 7,447 | 25,752 | 13,775 | 6,949 | 7,797 | 11,391 | 20,503 | 22,494 |
| 1993 | 259,919 | 124,371 | 7,887 | 7,549 | 26,212 | 14,096 | 6,985 | 7,333 | 11,657 | 20,069 | 22,584 |
| 1994 | 263,126 | 124,976 | 8,089 | 7,725 | 26,492 | 14,637 | 7,047 | 7,071 | 11,585 | 19,740 | 22,590 |
| 1995 | 266,278 | 125,478 | 8,107 | 8,000 | 26,825 | 15,013 | 7,182 | 7,103 | 11,197 | 19,680 | 22,372 |
| 1996 | 269,394 | 125,924 | 8,022 | 8,206 | 27,168 | 15,443 | 7,399 | 7,161 | 10,715 | 19,864 | 21,945 |
| 1997 | 272,647 | 126,422 | 7,915 | 8,232 | 27,683 | 15,769 | 7,569 | 7,309 | 10,601 | 19,899 | 21,446 |
| 1998 | 275,854 | 126,939 | 7,841 | 8,152 | 28,302 | 15,829 | 7,892 | 7,520 | 10,647 | 19,804 | 20,953 |
| 1999 | 279,040 | 127,446 | 7,772 | 8,041 | 28,763 | 16,007 | 8,094 | 7,683 | 10,908 | 19,575 | 20,603 |
| 2000 | 282,162 | 128,041 | 7,724 | 7,972 | 29,082 | 16,144 | 8,199 | 7,995 | 11,122 | 19,280 | 20,524 |
| 2001 | 284,969 | 128,467 | 7,630 | 7,883 | 29,210 | 16,280 | 8,235 | 8,290 | 11,467 | 18,819 | 20,652 |
| 2002 | 287,625 | 128,955 | 7,617 | 7,750 | 29,251 | 16,506 | 8,237 | 8,342 | 11,902 | 18,691 | 20,658 |
| 2003 | 290,108 | 129,346 | 7,678 | 7,661 | 29,153 | 16,694 | 8,325 | 8,324 | 12,267 | 18,772 | 20,472 |
| 2004 | 292,805 | 129,965 | 7,885 | 7,652 | 28,806 | 17,054 | 8,457 | 8,312 | 12,534 | 19,107 | 20,160 |
| 2005 | 295,517 | 130,280 | 7,973 | 7,721 | 28,527 | 17,358 | 8,482 | 8,392 | 12,568 | 19,535 | 19,724 |
| 2006 | 298,380 | 130,754 | 7,937 | 7,942 | 28,327 | 17,549 | 8,567 | 8,507 | 12,529 | 20,110 | 19,285 |
| 2007 | 301,231 | 131,417 | 8,002 | 8,040 | 28,256 | 17,597 | 8,730 | 8,500 | 12,578 | 20,543 | 19,171 |
| 2008 | 304,094 | 132,269 | 8,033 | 8,012 | 28,426 | 17,395 | 9,014 | 8,555 | 12,626 | 20,903 | 19,305 |
| 2009 | 306,772 | 133,202 | 8,059 | 8,088 | 28,569 | 17,232 | 9,146 | 8,691 | 12,693 | 21,078 | 19,645 |
| $2010^{1}$ | 309,347 | 134,105 | 8,189 | 8,138 | 28,730 | 17,066 | 9,062 | 8,956 | 12,748 | 21,145 | 20,070 |
| $2011{ }^{1}$ | 311,719 | 134,929 | 8,225 | 8,163 | 28,756 | 16,873 | 8,923 | 9,197 | 12,975 | 21,292 | 20,527 |
| $2012{ }^{1}$ | 314,103 | 135,548 | 8,096 | 8,230 | 28,778 | 16,722 | 8,790 | 9,183 | 13,421 | 21,401 | 20,928 |
| $2013{ }^{1}$ | 316,427 | 136,153 | 7,987 | 8,267 | 28,816 | 16,656 | 8,684 | 9,039 | 13,805 | 21,600 | 21,299 |
| $2014{ }^{1}$ | 318,907 | 136,771 | 8,013 | 8,143 | 28,831 | 16,754 | 8,557 | 8,914 | 14,013 | 22,001 | 21,546 |
| 2015 | 321,419 | 137,089 | 7,994 | 8,037 | 28,887 | 16,814 | 8,481 | 8,820 | 13,919 | 22,462 | 21,676 |
| 2016 | 323,890 | 137,456 | 7,968 | 8,063 | 28,913 | 16,779 | 8,478 | 8,693 | 13,741 | 22,962 | 21,860 |

${ }^{\text {R }}$ Revised from previously published figures.
NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Detail may not sum to totals because of rounding. Population estimates as of July 1 of the indicated reference year.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/data/national/asrh/2011/ index.html; and 2010 through 2016 Population Estimates, retrieved August 2, 2016, from http://l www.census.gov/popest/data/national/asrr/2015/2015-nat-res.html. (This table was prepared August 2016.)

Table 101.20. Estimates of resident population, by race/ethnicity and age group: Selected years, 1980 through 2016

| Year and age group | Number (in thousands) |  |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | His- panic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 227,225 | 181,140 | 26,215 | 14,869 | 3,665 | $\left.{ }^{1}\right)$ | 1,336 | - | 100.0 | 79.7 | 11.5 | 6.5 | 1.6 | $\left.{ }^{1}\right)$ | 0.6 | - |
| 1990 ............................ | 249,623 | 188,725 | 29,439 | 22,573 | 7,092 | (1) | 1,793 | - | 100.0 | 75.6 | 11.8 | 9.0 | 2.8 | (1) | 0.7 | - |
| 1995. | 266,278 | 194,389 | 32,500 | 28,158 | 9,188 | (1) | 2,044 |  | 100.0 | 73.0 | 12.2 | 10.6 | 3.5 | (1) | 0.8 |  |
| $2000{ }^{2}$ | 282,162 | 195,702 | 34,406 | 35,662 | 10,469 | 370 | 2,102 | 3,452 | 100.0 | 69.4 | 12.2 | 12.6 | 3.7 | 0.1 | 0.7 | 1.2 |
| $2005^{2}$........................ | 295,517 | 196,621 | 36,147 | 43,024 | 12,658 | 434 | 2,186 | 4,447 | 100.0 | 66.5 | 12.2 | 14.6 | 4.3 | 0.1 | 0.7 | 1.5 |
| $2006^{2}$.......................... | 298,380 | 196,833 | 36,521 | 44,606 | 13,098 | 448 | 2,203 | 4,671 | 100.0 | 66.0 | 12.2 | 14.9 | 4.4 | 0.2 | 0.7 | 1.6 |
| $2010{ }^{2}$ | 309,347 | 197,388 | 38,013 | 50,756 | 14,774 | 500 | 2,269 | 5,648 | 100.0 | 63.8 | 12.3 | 16.4 | 4.8 | 0.2 | 0.7 | 1.8 |
| $2011{ }^{2}$ | 311,719 | 197,498 | 38,393 | 51,954 | 15,247 | 510 | 2,289 | 5,828 | 100.0 | 63.4 | 12.3 | 16.7 | 4.9 | 0.2 | 0.7 | 1.9 |
| $2012{ }^{2}$ | 314,103 | 197,669 | 38,776 | 53,074 | 15,741 | 522 | 2,310 | 6,011 | 100.0 | 62.9 | 12.3 | 16.9 | 5.0 | 0.2 | 0.7 | 1.9 |
| $2013^{2}$.......................... | 316,427 | 197,741 | 39,148 | 54,204 | 16,272 | 534 | 2,330 | 6,198 | 100.0 | 62.5 | 12.4 | 17.1 | 5.1 | 0.2 | 0.7 | 2.0 |
| $2014{ }^{2}$ | 318,907 | 197,845 | 39,537 | 55,395 | 16,846 | 547 | 2,350 | 6,388 | 100.0 | 62.0 | 12.4 | 17.4 | 5.3 | 0.2 | 0.7 | 2.0 |
| $2015{ }^{2}$ | 321,419 | 197,971 | 39,926 | 56,593 | 17,417 | 560 | 2,370 | 6,583 | 100.0 | 61.6 | 12.4 | 17.6 | 5.4 | 0.2 | 0.7 | 2.0 |
| $2016{ }^{2}$ | 323,890 | 198,063 | 40,305 | 57,787 | 17,988 | 572 | 2,389 | 6,786 | 100.0 | 61.2 | 12.4 | 17.8 | 5.6 | 0.2 | 0.7 | 2.1 |
| Under 5 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 ................ | 16,451 | 11,904 | 2,413 | 1,677 | 319 | (1) | 137 | - | 100.0 | 72.4 | 14.7 | 10.2 | 1.9 | (1) | 0.8 | - |
| 1990 ... | 18,856 | 12,757 | 2,825 | 2,497 | 593 | (1) | 184 | - | 100.0 | 67.7 | 15.0 | 13.2 | 3.1 | (1). | 1.0 |  |
| 1995 ........................ | 19,627 | 12,415 | 3,050 | 3,245 | 734 | (1) | 182 | 538 | 100.0 | 63.3 | 15.5 | 16.5 | 3.7 | (1) | 0.9 | 28 |
| $2000{ }^{2}$ | 19,178 | 11,253 | 2,753 | 3,748 | 686 | 30 | 171 | 538 | 100.0 | 58.7 | 14.4 | 19.5 | 3.6 | 0.2 | 0.9 | 2.8 |
| $2005{ }^{2}$ | 19,917 | 10,847 | 2,706 | 4,607 | 839 | 35 | 171 | 712 | 100.0 | 54.5 | 13.6 | 23.1 | 4.2 | 0.2 | 0.9 | 3.6 |
| $2006^{2}$........................ | 19,939 | 10,707 | 2,690 | 4,739 | 849 | 36 | 172 | 745 | 100.0 | 53.7 | 13.5 | 23.8 | 4.3 | 0.2 | 0.9 | 3.7 |
| $2010^{2}$ | 20,190 | 10,277 | 2,780 | 5,128 | 892 | 39 | 176 | 899 | 100.0 | 50.9 | 13.8 | 25.4 | 4.4 | 0.2 | 0.9 | 4.5 |
| $2011{ }^{2}$ | 20,126 | 10,162 | 2,776 | 5,162 | 899 | 39 | 174 | 914 | 100.0 | 50.5 | 13.8 | 25.6 | 4.5 | 0.2 | 0.9 | 4.5 |
| $2012{ }^{2}$ | 19,981 | 10,039 | 2,755 | 5,143 | 910 | 39 | 172 | 923 | 100.0 | 50.2 | 13.8 | 25.7 | 4.6 | 0.2 | 0.9 | 4.6 |
| $2013{ }^{2}$ | 19,854 | 9,936 | 2,733 | 5,119 | 928 | 40 | 169 | 929 | 100.0 | 50.0 | 13.8 | 25.8 | 4.7 | 0.2 | 0.9 | 4.7 |
| $2014{ }^{2}$ | 19,872 | 9,902 | 2,736 | 5,138 | 949 | 40 | 169 | 939 | 100.0 | 49.8 | 13.8 | 25.9 | 4.8 | 0.2 | 0.8 | 4.7 |
| $2015{ }^{2}$ | 19,907 | 9,897 | 2,745 | 5,144 | 966 | 40 | 168 | 947 | 100.0 | 49.7 | 13.8 | 25.8 | 4.9 | 0.2 | 0.8 | 4.8 |
| $2016^{2}$........... | 19,929 | 9,875 | 2,747 | 5,142 | 989 | 41 | 168 | 967 | 100.0 | 49.6 | 13.8 | 25.8 | 5.0 | 0.2 | 0.8 | 4.9 |
| 5 to 17 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 .............. | 47,232 | 35,220 | 6,840 | 4,005 | 790 | $\left.{ }^{1}\right)$ | 377 | - | 100.0 | 74.6 | 14.5 | 8.5 | 1.7 | ${ }^{(1)}$ | 0.8 | - |
| 1990 ........................... | 45,359 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 ........................... | 49,838 |  | , |  |  | $\overline{85}$ | 2 | - | 100. |  |  |  |  |  |  |  |
|  | 53,198 | 33,008 | 7,994 | 8,700 | 1,829 | 85 | 522 | 1,059 | 100.0 | 62.0 | 15.0 | 16.4 | 3.4 | 0.2 | 1.0 | 2.0 |
| $2005^{2}$........................ | 53,606 | 31,379 | 7,987 | 10,207 | 2,047 | 92 | 499 | 1,396 | 100.0 | 58.5 | 14.9 | 19.0 | 3.8 | 0.2 | 0.9 | 2.6 |
| $2006^{2}$.......................... | 53,819 | 31,069 | 7,972 | 10,602 | 2,110 | 94 | 494 | 1,479 | 100.0 | 57.7 | 14.8 | 19.7 | 3.9 | 0.2 | 0.9 | 2.7 |
| $2010^{2}$ | 53,933 | 29,496 | 7,644 | 12,057 | 2,351 | 101 | 475 | 1,809 | 100.0 | 54.7 | 14.2 | 22.4 | 4.4 | 0.2 | 0.9 | 3.4 |
| $2011{ }^{2}$ | 53,791 | 29,172 | 7,548 | 12,237 | 2,398 | 101 | 470 | 1,864 | 100.0 | 54.2 | 14.0 | 22.7 | 4.5 | 0.2 | 0.9 | 3.5 |
| $2012{ }^{2}$ | 53,729 | 28,878 | 7,484 | 12,429 | 2,447 | 102 | 467 | 1,922 | 100.0 | 53.7 | 13.9 | 23.1 | 4.6 | 0.2 | 0.9 | 3.6 |
| $2013{ }^{2}$ | 53,739 | 28,602 | 7,454 | 12,628 | 2,503 | 103 | 465 | 1,983 | 100.0 | 53.2 | 13.9 | 23.5 | 4.7 | 0.2 | 0.9 | 3.7 |
| $2014{ }^{2}$ | 53,727 | 28,309 | 7,440 | 12,813 | 2,557 | 105 | 463 | 2,040 | 100.0 | 52.7 | 13.8 | 23.8 | 4.8 | 0.2 | 0.9 | 3.8 |
| $2015^{2}$........................ | 53,738 | 28,031 | 7,421 | 13,007 | 2,613 | 106 | 462 | 2,099 | 100.0 | 52.2 | 13.8 | 24.2 | 4.9 | 0.2 | 0.9 | 3.9 |
| $2016^{2}$......................... | 53,755 | 27,767 | 7,405 | 13,201 | 2,666 | 107 | 459 | 2,151 | 100.0 | 51.7 | 13.8 | 24.6 | 5.0 | 0.2 | 0.9 | 4.0 |
| 18 to 24 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 30,103 26,853 | 23,278 | 3,872 | 2,284 | 468 | ${ }^{(1)}$ | 201 | 二 | 100.0 | 77.3 | 12.9 | 7.6 | 1.6 | (1) | 0.7 | - |
| 1995 ............................... | 25,482 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20002 | 27,315 | 16,913 | 3,780 | 4,786 | 1,158 | 50 | 239 | 389 | 100.0 | 61.9 | 13.8 | 17.5 | 4.2 | 0.2 | 0.9 | 1.4 |
| $2005^{2}$........................ | 29,442 | 17,741 | 4,092 | 5,406 | 1,351 | 57 | 263 | 531 | 100.0 | 60.3 | 13.9 | 18.4 | 4.6 | 0.2 | 0.9 | 1.8 |
| $2006^{2}$........................ | 29,603 | 17,693 | 4,133 | 5,522 | 1,377 | 59 | 265 | 555 | 100.0 | 59.8 | 14.0 | 18.7 | 4.7 | 0.2 | 0.9 | 1.9 |
| $2010^{2}$ | 30,767 | 17,618 | 4,436 | 6,183 | 1,520 | 66 | 266 | 678 | 100.0 | 57.3 | 14.4 | 20.1 | 4.9 | 0.2 | 0.9 | 2.2 |
| $2011^{2}$............................ | 31,094 | 17,615 | 4,564 | 6,304 | 1,558 | 66 | 272 | 716 | 100.0 | 56.6 | 14.7 | 20.3 | 5.0 | 0.2 | 0.9 | 2.3 |
| $2012{ }^{2}$ | 31,394 | 17,612 | 4,664 | 6,421 | 1,599 | 66 | 276 | 756 | 100.0 | 56.1 | 14.9 | 20.5 | 5.1 | 0.2 | 0.9 | 2.4 |
| $2013{ }^{2}$ | 31,528 | 17,527 | 4,705 | 6,525 | 1,633 | 65 | 277 | 795 | 100.0 | 55.6 | 14.9 | 20.7 | 5.2 | 0.2 | 0.9 | 2.5 |
| $2014{ }^{2}$ | 31,484 | 17,348 | 4,675 | 6,624 | 1,666 | 65 | 275 | 831 | 100.0 | 55.1 | 14.8 | 21.0 | 5.3 | 0.2 | 0.9 | 2.6 |
| $2015^{2}$......... | 31,220 | 17,056 | 4,597 | 6,681 | 1,690 | 63 | 271 | 863 | 100.0 | 54.6 | 14.7 | 21.4 | 5.4 | 0.2 | 0.9 | 2.8 |
| $2016^{2}$........................ | 30,911 | 16,749 | 4,506 | 6,728 | 1,710 | 62 | 266 | 891 | 100.0 | 54.2 | 14.6 | 21.8 | 5.5 | 0.2 | 0.9 | 2.9 |
| 25 years old and over |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 ......................... | 133,438 | 110,737 | 13,091 | 6,903 | 2,088 | $\left.{ }^{1}\right)$ | 620 | - | 100.0 | 83.0 | 9.8 | 5.2 | 1.6 | (1) | 0.5 | - |
| 1990 ............................ | 158,555 | 125,653 | 16,322 | 11,447 | 4,190 | (1) | 944 | - | 100.0 | 79.2 | 10.3 | 7.2 | 2.6 | (1) | 0.6 | - |
| 1995 ......................... | 171,332 | 131,839 | 18,250 | 14,519 | 5,628 | (1) | 1,096 |  | 100.0 | 76.9 | 10.7 | 8.5 | 3.3 | (1) | 0.6 |  |
| $2000{ }^{2}$ | 182,471 | 134,529 | 19,879 | 18,427 | 6,796 | 205 | 1,170 | 1,465 | 100.0 | 73.7 | 10.9 | 10.1 | 3.7 | 0.1 | 0.6 | 0.8 |
| $2005^{2}$........................ | 192,551 | 136,655 | 21,361 | 22,804 | 8,421 | 250 | 1,253 | 1,808 | 100.0 | 71.0 | 11.1 | 11.8 | 4.4 | 0.1 | 0.7 | 0.9 |
| $2006^{2}$......................... | 195,019 | 137,364 | 21,726 | 23,744 | 8,762 | 259 | 1,272 | 1,893 | 100.0 | 70.4 | 11.1 | 12.2 | 4.5 | 0.1 | 0.7 | 1.0 |
| $2010^{2}$......................... | 204,457 | 139,997 | 23,153 | 27,388 | 10,011 | 294 | 1,352 | 2,262 | 100.0 | 68.5 | 11.3 | 13.4 | 4.9 | 0.1 | 0.7 | 1.1 |
|  | 206,707 | 140,549 | 23,504 | 28,251 | 10,392 | 304 | 1,373 | 2,334 | 100.0 | 68.0 | 11.4 | 13.7 | 5.0 | 0.1 | 0.7 | 1.1 |
| $2012^{2}$......................... | 208,999 | 141,139 | 23,873 | 29,081 | 10,785 | 315 | 1,395 | 2,410 | 100.0 | 67.5 | 11.4 | 13.9 | 5.2 | 0.2 | 0.7 | 1.2 |
| $2013^{2}$........................ | 211,307 | 141,677 | 24,256 | 29,932 | 11,207 | 326 | 1,418 | 2,491 | 100.0 | 67.0 | 11.5 | 14.2 | 5.3 | 0.2 | 0.7 | 1.2 |
| $2014^{2}$........................ | 213,824 | 142,285 | 24,686 | 30,819 | 11,674 | 338 | 1,443 | 2,578 | 100.0 | 66.5 | 11.5 | 14.4 | 5.5 | 0.2 | 0.7 | 1.2 |
| $2015^{2}$........................ | 216,554 | 142,988 | 25,163 | 31,762 | 12,148 | 350 | 1,469 | 2,674 | 100.0 | 66.0 | 11.6 | 14.7 | 5.6 | 0.2 | 0.7 | 1.2 |
| $2016^{2}$.......................... | 219,295 | 143,673 | 25,647 | 32,717 | 12,623 | 362 | 1,496 | 2,778 | 100.0 | 65.5 | 11.7 | 14.9 | 5.8 | 0.2 | 0.7 | 1.3 |

## -Not available.

## ${ }^{1}$ Included under Asian.

${ }^{2}$ Data on persons of Two or more races were collected beginning in 2000. Direct comparability of the data (other than Hispanic) prior to 2000 with the data for 2000 and later years is limited by the extent to which people reporting more than one race in later years had been reported in specific race groups in earlier years.
NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Race catego-
ries exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. Population estimates as of July 1 of the indicated reference year.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1092 and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/data/nationa//asrh/2011/index.html; and 2010 through 2016 Population Estimates, retrieved August 2, 2016, from http://www.census.gov/popest/data/ national/asrh/2015/2015-nat-res.html. (This table was prepared August 2016.)
[Numbers in thousands. Standard errors appear in parentheses]

| Year and race/ethnicity | Total, all ages |  |  |  |  |  |  |  |  |  |  |  | Under 18 years old |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total number |  | U.S.-born ${ }^{1}$ |  |  |  | Foreign-born |  |  |  |  |  | Total number |  | U.S.-born ${ }^{1}$ |  |  |  | Foreign-born |  |  |  |  |  |
|  |  |  | Number |  | Percent |  | Number |  | Percent |  | Percentage distribution |  |  |  | Number |  | Percent |  | Number |  | Percent |  | Percentage distribution |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| $\overline{2005} \text { Total }$ | 288,399 | (244.5) | 252,629 | (236.3) | 87.6 | (0.03) | 35,770 | (94.4) | 12.4 | (0.03) | 100.0 | ( $\dagger$ ) | 73,148 | (107.2) | 69,994 | (109.6) | 95.7 | (0.04) | 3,153 | (30.2) | 4.3 | (0.04) | 100.0 | ( $\dagger$ ) |
| White | 192,527 | (189.8) | 185,083 | (181.3) | 96.1 | (0.03) | 7,444 | (50.8) | 3.9 | (0.03) | 20.8 | (0.13) | 42,364 | (71.6) | 41,820 | (73.4) | 98.7 | (0.03) | 544 | (13.3) | 1.3 | (0.03) | 17.3 | (0.38) |
| Black | 34,411 | (89.2) | 31,875 | (86.8) | 92.6 | (0.09) | 2,535 | (32.5) | 7.4 | (0.09) | 7.1 | (0.09) | 10,608 | (49.9) | 10,360 | (50.1) | 97.7 | (0.09) | 248 | (9.0) | 2.3 | (0.09) | 7.9 | (0.27) |
| Hispanic | 41,926 | (98.9) | 25,086 | (82.2) | 59.8 | (0.14) | 16,841 | (74.0) | 40.2 | (0.14) | 47.1 | (0.16) | 14,439 | (39.7) | 12,772 | (42.1) | 88.5 | (0.15) | 1,667 | (21.3) | 11.5 | (0.15) | 52.9 | (0.44) |
| Asian ..... | 12,331 | (45.8) | 3,977 | (27.7) | 32.3 | (0.16) | 8,354 | (31.3) | 67.7 | (0.16) | 23.4 | (0.09) | 2,813 | (19.5) | 2,179 | (17.8) | 77.4 | (0.37) | 635 | (11.6) | 22.6 | (0.37) | 20.1 | (0.34) |
| Paciitic Islander | 346 | (8.5) | 276 | (8.4) | 79.7 | (1.35) | 70 | (4.9) | 20.3 | (1.35) | 0.2 | (0.01) | 92 | (4.6) | 84 | (4.6) | 91.5 | (1.71) | 8 | (1.6) | 8.5 | (1.71) | 0.2 | (0.05) |
| American Indian/ Alaska Native | 2,036 | (23.2) | 2,006 | (23.1) | 98.5 | (0.12) | 30 | (2.5) | 1.5 | (0.12) | 0.1 | (0.01) | 583 | (10.3) | 580 | (10.3) | 99.4 | (0.15) | 3 | (0.9) | 0.6 | (0.15) | 0.1 | (0.03) |
| Some other race ${ }^{2}$. | 776 | (19.8) | 475 | (12.9) | 61.2 | (1.04) | 301 | (12.4) | 38.8 | (1.04) | 0.8 | (0.03) | 299 | (10.1) | 271 | (9.2) | 90.7 | (0.84) | 28 | (2.8) | 9.3 | (0.84) | 0.9 | (0.09) |
| Two or more races .... | 4,046 | (34.3) | 3,851 | (31.9) | 95.2 | (0.14) | 195 | (6.4) | 4.8 | (0.14) | 0.5 | (0.02) | 1,948 | (22.5) | 1,928 | (22.1) | 99.0 | (0.10) | 20 | (1.9) | 1.0 | (0.10) | 0.6 | (0.06) |
| White and Black ................. | 1,031 | (19.0) | 1,005 | (18.4) | 97.5 | (0.26) | 26 | (2.8) | 2.5 | (0.26) | 0.1 | (0.01) | 755 | (16.6) | 750 | (16.5) | 99.4 | (0.13) | 5 | (1.0) | 0.6 | (0.13) | 0.1 | (0.03) |
| White and Asian ................ | 842 | (15.9) | 768 | (15.1) | 91.3 | (0.43) | 73 | (3.8) | 8.7 | (0.43) | 0.2 | (0.01) | 473 | (11.1) | 464 | (10.9) | 98.1 | (0.25) | 9 | (1.2) | 1.9 | (0.25) | 0.3 | (0.04) |
| White and American Indian/ Alaska Native Other Two or more races .... | $\begin{aligned} & 1,148 \\ & 1,026 \end{aligned}$ | $\begin{array}{r} (14.7) \\ (18.4) \\ \hline \end{array}$ | $\begin{array}{r} 1,143 \\ 935 \end{array}$ | $\begin{aligned} & (14.5) \\ & (17.0) \\ & \hline \end{aligned}$ | $\begin{aligned} & 99.6 \\ & 91.1 \end{aligned}$ | $\begin{array}{r} (0.06) \\ (0.41) \\ \hline \end{array}$ | 91 | $\begin{aligned} & (0.7) \\ & (4.6) \\ & \hline \end{aligned}$ | 0.4 8.9 | $\begin{aligned} & (0.06) \\ & (0.41) \end{aligned}$ | 0.3 |  | $\begin{aligned} & 298 \\ & 422 \end{aligned}$ | $\begin{array}{r} (7.6) \\ (11.4) \\ \hline \end{array}$ | $\begin{aligned} & 298 \\ & 416 \end{aligned}$ | $\begin{array}{r} (7.6) \\ (11.4) \\ \hline \end{array}$ | $\begin{array}{r} 100.0 \\ 98.5 \end{array}$ | $\begin{array}{r} (0.03) \\ (0.26) \\ \hline \end{array}$ | $\ddagger$ 6.3 | $\begin{array}{r} (\dagger) \\ (1.1) \end{array}$ | $\ddagger$ 1.5 | $\begin{array}{r} (\dagger) \\ (0.26) \end{array}$ | ¢ $\ddagger$ | $\begin{array}{r} (+) \\ (0.03) \\ \hline \end{array}$ |
| 2010 Total | 309,350 | (28.7) | 269,433 | (95.5) | 87.1 | (0.03) | 39,917 | (87.1) | 12.9 | (0.03) | 100.0 | ( $\dagger$ ) | 74,132 | (22.1) | 71,304 | (30.5) | 96.2 | (0.04) | 2,828 | (26.6) | 3.8 | (0.04) | 100.0 | ( $\dagger$ ) |
| White | 196,931 | (27.9) | 189,451 | (49.8) | 96.2 | (0.02) | 7,481 | (42.0) | 3.8 | (0.02) | 18.7 | (0.09) | 39,637 | (7.1) | 39,208 | (12.2) | 98.9 | (0.03) | 430 | (11.4) | 1.1 | (0.03) | 15.2 | (0.37) |
| Black | 37,937 | (38.1) | 34,911 | (40.5) | 92.0 | (0.06) | 3,025 | (25.0) | 8.0 | (0.06) | 7.6 | (0.06) | 10,404 | (25.2) | 10,152 | (25.5) | 97.6 | (0.08) | 252 | (8.3) | 2.4 | (0.08) | 8.9 | (0.26) |
| Hispanic.. | 50,730 | (9.7) | 31,912 | (61.3) | 62.9 | (0.12) | 18,817 | (60.0) | 37.1 | (0.12) | 47.1 | (0.09) | 17,182 | (9.3) | 15,794 | (17.2) | 91.9 | (0.10) | 1,387 | (16.5) | 8.1 | (0.10) | 49.1 | (0.38) |
| Cuban.. | 1,884 | (24.6) | 775 | (14.6) | 41.2 | (0.56) | 1,108 | (18.0) | 58.8 | (0.56) | 2.8 | (0.04) | 400 | (10.0) | 340 | (9.0) | 84.9 | (0.90) | 60 | (4.0) | 15.1 | (0.90) | 2.1 | (0.14) |
| Dominican ... | 1,509 | (25.1) | 656 | (13.7) | 43.5 | (0.57) | 853 | (16.8) | 56.5 | (0.57) | 2.1 | (0.04) | 439 | (10.4) | 379 | (9.2) | 86.4 | (0.86) | 60 | (4.2) | 13.6 | (0.86) | 2.1 | (0.15) |
| Mexican ..... | 32,916 | (54.9) | 21,208 | (50.1) | 64.4 | (0.14) | 11,708 | (56.6) | 35.6 | (0.14) | 29.3 | (0.11) | 12,062 | (28.3) | 11,126 | (25.5) | 92.2 | (0.11) | 936 | (13.6) | 7.8 | (0.11) | 33.1 | (0.39) |
| Puerto Rican | 4,683 | (42.2) | 4,626 | (42.9) | 98.8 | (0.07) | 57 | (3.4) | 1.2 | (0.07) | 0.1 | (0.01) | 1,563 | (21.3) | 1,561 | (21.3) | 99.8 | (0.03) | $\ddagger$ | ( $\dagger$ ) | 0.2 | (0.03) | 0.1 | (0.02) |
| Spaniard | 707 | (16.1) | 616 | (14.4) | 87.1 | (0.58) | 91 | (4.7) | 12.9 | (0.58) | 0.2 | (0.01) | 181 | (7.5) | 178 | (7.3) | 98.4 | (0.46) | $\ddagger$ | ( $\dagger$ ) | 1.6 | (0.46) | 0.1 ! | (0.03) |
| Central American ${ }^{3}$ | 4,376 | (44.2) | 1,613 | (21.4) | 36.9 | (0.34) | 2,763 | (32.3) | 63.1 | (0.34) | 6.9 | (0.08) | 1,244 | (18.5) | 1,082 | (17.0) | 87.0 | (0.42) | 162 | (5.6) | 13.0 | (0.42) | 5.7 | (0.20) |
| Costa Rican ...... | 128 | (7.7) | 62 | (4.5) | 48.2 | (2.10) | 66 | (4.9) | 51.8 | (2.10) | 0.2 | (0.01) | 36 | (3.2) | 31 | (2.9) | 87.2 | (2.48) | 5 | (1.0) | 12.8 | (2.48) | 0.2 | (0.04) |
| Guatemalan ..... | 1,108 | (26.6) | 367 | (11.1) | 33.1 | (0.68) | 741 | (19.8) | 66.9 | (0.68) | 1.9 | (0.05) | 322 | (11.0) | 263 | (9.6) | 81.7 | (0.96) | 59 | (3.7) | 18.3 | (0.96) | 2.1 | (0.13) |
| Honduran ..... | 731 | (20.7) | 244 | (9.1) | 33.4 | (0.83) | 487 | (15.2) | 66.6 | (0.83) | 1.2 | (0.04) | 209 | (8.6) | 180 | (7.6) | 86.2 | (0.97) | 29 | (2.4) | 13.8 | (0.97) | 1.0 | (0.08) |
| Nicaraguan ... | 377 | (13.2) | 140 | (6.8) | 37.2 | (1.20) | 236 | (9.4) | 62.8 | (1.20) | 0.6 | (0.02) | 88 | (5.1) | 79 | (4.9) | 90.4 | (1.41) |  | (1.3) | 9.6 | (1.41) | 0.3 | (0.05) |
| Panamanian .... | 174 | (8.8) | 98 | (6.6) | 56.0 | (1.76) | 77 | (4.1) | 44.0 | (1.76) | 0.2 | (0.01) | 42 | (4.0) | 40 | (3.7) | 94.5 | (1.49) | $\ddagger$ | ( $\dagger$ ) | 5.5 | (1.49) | 0.1 ! | (0.02) |
| Salvadoran ....... | 1,827 | (29.7) | 688 | (14.2) | 37.6 | (0.52) | 1,140 | (21.5) | 62.4 | (0.52) | 2.9 | (0.05) | 539 | (12.8) | 481 | (11.7) | 89.3 | (0.64) | 58 | (3.8) | 10.7 | (0.64) | 2.0 | (0.14) |
| South American .... | 3,088 | (40.2) | 1,076 | (19.3) | 34.9 | (0.40) | 2,012 | (28.2) | 65.1 | (0.40) | 5.0 | (0.07) | 773 | (14.7) | 624 | (12.5) | 80.7 | (0.72) | 149 | (6.5) | 19.3 | (0.72) | 5.3 | (0.22) |
| Chilean ..... | 139 | (7.6) | 56 | (4.6) | 40.2 | (2.12) | 83 | (5.0) | 59.8 | (2.12) | 0.2 | (0.01) | 32 | (3.5) | 27 | (3.1) | 84.9 | (2.99) | 5 | (1.1) | 15.1 | (2.99) | 0.2 | (0.04) |
| Colombian .... | 972 | (19.5) | 342 | (9.9) | 35.2 | (0.71) | 630 | (14.2) | 64.8 | (0.71) | 1.6 | (0.04) | 243 | (7.5) | 194 | (6.1) | 79.8 | (1.12) | 49 | (3.4) | 20.2 | (1.12) | 1.7 | (0.12) |
| Ecuadorian ... | 665 | (20.0) | 232 | (9.6) | 35.0 | (0.94) | 432 | (14.1) | 65.0 | (0.94) | 1.1 | (0.04) | 171 | (8.1) | 146 | (7.1) | 85.1 | (1.33) | 26 | (2.7) | 14.9 | (1.33) | 0.9 | (0.09) |
| Peruvian ...... | 609 | (16.5) | 204 | (7.3) | 33.4 | (0.80) | 406 | (12.1) | 66.6 | (0.80) | 1.0 | (0.03) | 149 | (6.7) | 122 | (5.7) | 82.1 | (1.37) | 27 | (2.5) | 17.9 | (1.37) | 0.9 | (0.09) |
| Venezuelan. | 239 | (8.5) | 74 | (4.3) | 31.2 | (1.48) | 164 | (7.0) | 68.8 | (1.48) | 0.4 | (0.02) | 59 | (3.6) | 42 | (3.2) | 70.6 | (2.82) | 17 | (1.9) | 29.4 | (2.82) | 0.6 | (0.07) |
| Other South American .... | 463 | (14.0) | 168 | (7.2) | 36.2 | (1.03) | 295 | (9.9) | 63.8 | (1.03) | 0.7 | (0.02) | 119 | (6.0) | 94 | (5.0) | 78.8 | (1.97) | 25 | (2.8) | 21.2 | (1.97) | 0.9 | (0.10) |
| Other Hispanic ................... | 1,567 | (22.4) | 1,343 | (19.5) | 85.7 | (0.45) | 224 | (8.1) | 14.3 | (0.45) | 0.6 | (0.02) | 518 | (12.0) | 503 | (11.7) | 97.1 | (0.34) | 15 | (1.8) | 2.9 | (0.34) | 0.5 | (0.06) |
| Asian ...... | 14,558 | (22.7) | 4,819 | (21.5) | 33.1 | (0.13) | 9,740 | (21.9) | 66.9 | (0.13) | 24.4 | (0.06) | 3,179 | (13.7) | 2,493 | (14.6) | 78.4 | (0.32) | 685 | (10.5) | 21.6 | (0.32) | 24.2 | (0.33) |
| Chinese ${ }^{4}$ | 3,440 | (29.2) | 1,059 | (13.8) | 30.8 | (0.31) | 2,381 | (23.0) | 69.2 | (0.31) | 6.0 | (0.06) | 680 | (11.3) | 518 | (9.4) | 76.2 | (0.74) | 162 | (6.0) | 23.8 | (0.74) | 5.7 | (0.20) |
| Filipino ...... | 2,444 | (23.2) | 810 | (13.3) | 33.1 | (0.42) | 1,634 | (17.8) | 66.9 | (0.42) | 4.1 | (0.05) | 460 | (8.0) | 359 | (7.2) | 78.1 | (0.83) | 101 | (4.3) | 21.9 | (0.83) | 3.6 | (0.15) |
| Japanese | 766 | (14.3) | 472 | (9.1) | 61.5 | (0.70) | 295 | (8.6) | 38.5 | (0.70) | 0.7 | (0.02) | 83 | (4.7) | 61 | (3.7) | 73.9 | (2.09) | 22 | (2.2) | 26.1 | (2.09) | 0.8 | (0.08) |
| Korean ........ | 1,429 | (21.2) | 359 | (9.4) | 25.1 | (0.47) | 1,070 | (15.9) | 74.9 | (0.47) | 2.7 | (0.04) | 264 | (7.2) | 170 | (6.6) | 64.5 | (1.70) | 94 | (5.1) | 35.5 | (1.70) | 3.3 | (0.18) |
| South Asian ${ }^{5}$ | 3,267 | (26.4) | 938 | (11.7) | 28.7 | (0.28) | 2,329 | (21.4) | 71.3 | (0.28) | 5.8 | (0.05) | 830 | (11.9) | 659 | (9.8) | 79.3 | (0.57) | 172 | (5.7) | 20.7 | (0.57) | 6.1 | (0.21) |
| Asian Indian .. | 2,765 | (26.9) | 792 | (12.6) | 28.6 | (0.34) | 1,973 | (20.9) | 71.4 | (0.34) | 4.9 | (0.05) | 686 | (11.4) | 550 | (10.3) | 80.2 | (0.74) | 136 | (5.7) | 19.8 | (0.74) | 4.8 | (0.21) |
| Bangladeshi ... | 114 | (6.8) | 29 | (2.5) | 25.1 | (1.40) | 85 | (5.0) | 74.9 | (1.40) | 0.2 | (0.01) | 33 | (2.7) | 23 | (2.3) | 70.7 | (3.30) | 10 | (1.3) | 29.3 | (3.30) | 0.3 | (0.05) |
| Bhutanese ...... | - | ( $\dagger$ ) | - | (t) | - | (t) | - |  | - |  | - |  | - |  | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) |
| Nepalese | $3 \overline{48}$ | (13.8) | 110 | (5.5) | 31.6 | $(+\dagger)$ $(0.94)$ | 238 | (9.9) | 68.4 | $\begin{array}{r}\text { ( } \\ (0.94) \\ \hline\end{array}$ | $\overline{0.6}$ | (0.02) | 103 | (5.6) | $\overline{80}$ | (4.7) | $77 . \overline{7}$ | $(+\dagger$ $(1.93)$ | $\overline{23}$ | (2.4) | 22.3 | ( (1.93) | 0.8 | ( $(0.08)$ |

See notes at end of table.

Table 101.30. Number, percentage, and percentage distribution of total resident population and population under 18 years old, by nativity, race/ethnicity, and selected racial/ethnic subgroups: 2005, 2010, and 2015-Continued

| Year and race/ethnicity | Total, all ages |  |  |  |  |  |  |  |  |  |  |  | Under 18 years old |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total number |  | U.S.-born ${ }^{1}$ |  |  |  | Foreign-born |  |  |  |  |  | Total number |  | U.S.-born ${ }^{1}$ |  |  |  | Foreign-born |  |  |  |  |  |
|  |  |  | Number |  | Percent |  | Number |  | Percent |  | Percentage distribution |  |  |  | Number |  | Percent |  | Number |  | Percent |  | Percentage distribution |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Southeast Asian | 2,597 | (32.8) | 901 | (16.3) | 34.7 | (0.37) | 1,696 | (21.6) | 65.3 | (0.37) | 4.2 | (0.05) | 657 | (14.5) | 559 | (12.7) | 85.1 | (0.61) | 98 | (4.7) | 14.9 | (0.61) | 3.5 | (0.16) |
| Burmese ............................ | 2,597 | ( $\dagger$ ) |  | ( $\dagger$ ) | , | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - |  | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Cambodian ................... | 256 | (12.7) | 103 | (6.9) | 40.3 | (1.43) | 153 | (7.7) | 59.7 | (1.43) | 0.4 | (0.02) | 65 | (5.6) | 58 | (5.3) | 88.8 | (2.24) | 7 | (1.5) | 11.2 | (2.24) | 0.3 | (0.05) |
| Hmong ........................ | 243 | (13.2) | 138 | (7.5) | 56.7 | (1.44) | 105 | (7.4) | 43.3 | (1.44) | 0.3 | (0.02) | 100 | (6.4) | 85 | (5.4) | 85.2 | (2.14) | 15 | (2.5) | 14.8 | (2.14) | 0.5 | (0.09) |
| Laotian ........................ | 208 | (11.1) | 86 | (5.8) | 41.4 | (1.49) | 122 | (7.0) | 58.6 | (1.49) | 0.3 | (0.02) | 56 | (4.7) | 53 | (4.5) | 93.8 | (1.63) | $\ddagger$ | (t) | 6.2 | (1.63) | 0.1 | (0.03) |
| Thai ......................... | 168 | (6.4) | 36 | (2.6) | 21.6 | (1.22) | 132 | (5.2) | 78.4 | (1.22) | 0.3 | (0.01) | 24 | (2.2) | 16 | (1.6) | 65.6 | (5.58) | 8 | (1.7) | 34.4 | (5.58) | 0.3 | (0.06) |
| Vietnamese e.................. | 1,627 | (23.5) | 515 | (10.8) | 31.7 23 | (0.44) | 1,112 | (17.0) | 68.3 | (0.44) | 2.8 | (0.04) | 390 | (9.1) | 332 | (8.3) | 85.1 | (0.80) | 58 | (3.4) | 14.9 | (0.80) | 2.1 | (0.12) |
| Other Southeast Asian ${ }^{6}$... | -95 | (6.0) | 23 | (2.2) | 23.7 | (1.91) | 72 | (5.0) | 76.3 | (1.91) | 0.2 | (0.01) | 21 | (2.1) | 15 | (1.6) | 70.3 | (4.67) | 6 | (1.2) | 29.7 | (4.67) | 0.2 | (0.04) |
| Other Asian ...................... | 615 | (14.3) | 280 | (7.7) | 45.6 | (0.91) | 335 | (10.4) | 54.4 | (0.91) | 0.8 | (0.03) | 205 | (7.3) | 167 | (6.3) | 81.6 | (1.37) | 38 | (3.3) | 18.4 | (1.37) | 1.3 | (0.11) |
| Pacific Islander $\qquad$ American Indian/ | 461 | (6.7) | 369 | (6.6) | 80.0 | (0.95) | 92 | (4.7) | 20.0 | (0.95) | 0.2 | (0.01) | 128 | (3.5) | 119 | (3.5) | 93.1 | (1.03) | 9 | (1.3) | 6.9 | (1.03) | 0.3 | (0.05) |
| Alaska Native .................... | 2,077 | (15.5) | 2,054 | (15.0) | 98.9 | (0.13) | 23 | (2.6) | 1.1 | (0.13) | 0.1 | (0.01) | 575 | (7.3) | 572 | (7.1) | 99.5 | (0.18) | $\ddagger$ | ( $\dagger$ ) | 0.5 ! | (0.18) | 0.1 ! | (0.04) |
| Some other race ${ }^{2}$................. | 563 | (14.0) | 348 | (9.7) | 61.9 | (1.08) | 214 | (8.7) | 38.1 | (1.08) | 0.5 | (0.02) | 180 | (7.0) | 169 | (6.8) | 93.6 | (0.97) | 11 | (1.8) | 6.4 | (0.97) | 0.4 | (0.06) |
| Two or more races ..................... | 6,093 | (42.4) | 5,569 | (38.5) | 91.4 | (0.20) | 524 | (13.4) | 8.6 | (0.20) | 1.3 | (0.03) | 2,847 | (26.5) | 2,796 | (26.2) | 98.2 | (0.12) | 50 | (3.5) | 1.8 | (0.12) | 1.8 | (0.12) |
| White and Black ................. | 1,652 | (23.6) | 1,616 | (22.9) | 97.8 | (0.18) | 36 | (3.1) | 2.2 | (0.18) | 0.1 | (0.01) | 1,134 | (19.4) | 1,130 | (19.3) | 99.7 | (0.09) | 4 | (1.0) | 0.3 | (0.09) | 0.1 | (0.04) |
| White and Asian ................. | 1,433 | (20.4) | 1,230 | (16.0) | 85.8 | (0.43) | 204 | (7.8) | 14.2 | (0.43) | 0.5 | (0.02) | 734 | (12.6) | 707 | (12.1) | 96.3 | (0.36) | 27 | (2.7) | 3.7 | (0.36) | 1.0 | (0.09) |
| White and American Indian/ Alaska Native $\qquad$ Other Two or more races .... | $\begin{aligned} & 1,383 \\ & 1,624 \end{aligned}$ | $\begin{aligned} & (12.8) \\ & (25.0) \end{aligned}$ | $\begin{aligned} & 1,378 \\ & 1,345 \end{aligned}$ | $\begin{aligned} & (12.8) \\ & (21.5) \end{aligned}$ | $\begin{aligned} & 99.7 \\ & 82.8 \end{aligned}$ | $\begin{gathered} (0.06) \\ (0.5) \end{gathered}$ | $\begin{array}{r} 5 \\ 279 \\ \hline \end{array}$ | $\begin{gathered} (0.8) \\ (10.1) \end{gathered}$ | $\begin{array}{r} 0.3 \\ 17.2 \end{array}$ | $\begin{aligned} & (0.06) \\ & (0.53) \end{aligned}$ | $0.7$ | $\begin{gathered} \binom{(t)}{(0.03)} \end{gathered}$ | $\begin{aligned} & 386 \\ & 593 \end{aligned}$ | $\begin{array}{r} (7.7) \\ (13.1) \end{array}$ | $\begin{aligned} & 386 \\ & 574 \end{aligned}$ | $\begin{gathered} (7.8) \\ (12.9) \end{gathered}$ | $\begin{aligned} & 99.9 \\ & 96.8 \end{aligned}$ | $\begin{gathered} (0.08) \\ (0.31) \end{gathered}$ | $\begin{array}{r} \ddagger \\ 19 \\ \hline \end{array}$ | $\begin{gathered} (\dagger) \\ (1.8) \end{gathered}$ | $\begin{array}{r} \ddagger \\ 3.2 \end{array}$ | $\begin{array}{r} \binom{(+)}{(0.31)} \end{array}$ | $0.7$ | $\begin{array}{r} (\dagger) \\ (0.07) \\ \hline \end{array}$ |
| 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 96.7 |  |  |  |  |  |  |  |
| White | 197,554 | (18.6) | 189,722 | (47.9) | 96.0 | (0.02) | 7,832 | (40.8) | 4.0 | (0.02) | 18.1 | (0.07) | 37,788 | (7.6) | 37,416 | (12.1) | 99.0 | (0.03) | 372 | (9.6) | 1.0 | (0.03) | 15.2 | (0.38) |
| Black | 39,650 | (44.7) | 36,093 | (48.1) | 91.0 | (0.09) | 3,557 | (35.8) | 9.0 | (0.09) | 8.2 | (0.08) | 9,996 | (29.2) | 9,737 | (31.4) | 97.4 | (0.10) | 259 | (9.6) | 2.6 | (0.10) | 10.6 | (0.37) |
| Hispanic.. | 56,477 | (8.4) | 37,064 | (60.8) | 65.6 | (0.11) | 19,413 | (61.1) | 34.4 | (0.11) | 45.0 | (0.09) | 18,096 | (9.5) | 17,072 | (19.7) | 94.3 | (0.10) | 1,024 | (17.3) | 5.7 | (0.10) | 41.9 | (0.56) |
| Cuban | 2,116 | (23.5) | -928 | (16.7) | 43.8 | (0.58) | 1,188 | (17.2) | 56.2 | (0.58) | 2.8 | (0.04) | ${ }_{4} 4$ | (10.0) | $\begin{array}{r}382 \\ \hline\end{array}$ | (9.5) | 87.8 | (0.78) | +53 | (3.6) | 12.2 | (0.78) | 2.2 | (0.14) |
| Dominican ....................... | 1,866 | (29.0) | 856 | (18.7) | 45.8 | (0.62) | 1,010 | (18.2) | 54.2 | (0.62) | 2.3 | (0.04) | 529 | (14.1) | 457 | (13.0) | 86.4 | (0.87) | 72 | (5.0) | 13.6 | (0.87) | 2.9 | (0.20) |
| Mexican .......................... | 35,758 | (66.7) | 24,250 | (53.8) | 67.8 | (0.13) | 11,508 | (56.9) | 32.2 | (0.13) | 26.7 | (0.11) | 12,359 | (32.9) | 11,807 | (32.4) | 95.5 | (0.11) | 552 | (13.7) | 4.5 | (0.11) | 22.6 | (0.50) |
| Puerto Rican .................... | 5,371 | (42.4) | 5,275 | (41.0) | 98.2 | (0.09) | 96 | (5.1) | 1.8 | (0.09) | 0.2 | (0.01) | 1,660 | (22.5) | 1,655 | (22.7) | 99.7 | (0.06) | 4 | (0.9) | 0.3 | (0.06) | 0.2 | (0.04) |
| Spaniard .......................... | 799 | (18.8) | 682 | (16.9) | 85.3 | (0.59) | 117 | (5.4) | 14.7 | (0.59) | 0.3 | (0.01) | 204 | (8.4) | 195 | (8.0) | 95.7 | (0.72) | 9 | (1.5) | 4.3 | (0.72) | 0.4 | (0.06) |
| Central American ${ }^{3}$............... | 5,223 | (49.1) | 2,138 | (26.3) | 40.9 | (0.35) | 3,085 | (35.2) | 59.1 | (0.35) | 7.1 | (0.08) | 1,533 | (20.3) | 1,325 | (18.9) | 86.5 | (0.46) | 207 | (7.5) | 13.5 | (0.46) | 8.5 | (0.30) |
| Costa Rican ........ | 146 | (7.2) | 72 | (4.9) | 49.1 | (1.84) | 74 | (4.0) | 50.9 | (1.84) | 0.2 | (0.01) | 41 | (4.0) | 37 | (3.8) | 90.2 | (2.06) | 4 | (0.9) | 9.8 | (2.06) | 0.2 | (0.04) |
| Guatemalan .................. | 1,384 | (26.4) | 535 | (13.2) | 38.7 | (0.55) | 849 | (17.3) | 61.3 | (0.55) | 2.0 | (0.04) | 429 | (11.5) | 363 | (10.0) | 84.6 | (0.89) | 66 | (4.4) | 15.4 | (0.89) | 2.7 | (0.18) |
| Honduran .... | 853 | (25.1) | 317 | (11.9) | 37.2 | (0.85) | 536 | (17.1) | 62.8 | (0.85) | 1.2 | (0.04) | 266 | (11.4) | 220 | (9.7) | 82.7 | (1.27) | 46 | (4.1) | 17.3 | (1.27) | 1.9 | (0.16) |
| Nicaraguan ................... | 422 | (13.2) | 177 | (7.9) | 42.0 | (1.16) | 245 | (8.5) | 58.0 | (1.16) | 0.6 | (0.02) | 98 | (5.4) | 87 | (4.8) | 88.8 | (2.03) | 11 | (2.2) | 11.2 | (2.03) | 0.4 | (0.09) |
| Panamanian ................. | 205 | (7.9) | 121 | (6.0) | 59.2 | (1.38) | 83 | (3.8) | 40.8 | (1.38) | 0.2 | (0.01) | 51 | (3.9) | 49 | (3.8) | 95.5 | (1.61) | $\ddagger$ | (t) | 4.5 ! | (1.61) | 0.1 ! | (0.03) |
| Salvadoran .................... | 2,174 | (30.2) | 895 | (17.6) | 41.2 | (0.56) | 1,279 | (21.2) | 58.8 | (0.56) | 3.0 | (0.05) | 637 | (14.7) | 560 | (14.0) | 88.0 | (0.71) | 76 | (4.7) | 12.0 | (0.71) | 3.1 | (0.19) |
| South American ................ | 3,415 | (38.8) | 1,325 | (22.4) | 38.8 | (0.43) | 2,090 | (26.1) | 61.2 | (0.43) | 4.8 | (0.06) | 807 | (17.1) | 700 | (14.9) | 86.7 | (0.66) | 107 | (6.2) | 13.3 | (0.66) | 4.4 | (0.25) |
| Chilean ....................... | 150 | (8.2) | 63 | (4.5) | 42.2 | (1.68) | 87 | (5.1) | 57.8 | (1.68) | 0.2 | (0.01) | 38 | (4.0) | 32 | (3.5) | 85.9 | (3.02) | 5 | (1.3) | 14.1 | (3.02) | 0.2 | (0.05) |
| Colombian ...................... | 1,091 | (23.3) | 426 | (13.3) | 39.0 | (0.85) | 665 | (16.6) | 61.0 | (0.85) | 1.5 | (0.04) |  | (9.7) | 210 | (9.1) | 86.6 | (1.24) | 32 | (3.2) | 13.4 | (1.24) | 1.3 | (0.13) |
| Ecuadorian .................... | 707 | (18.2) | 289 | (9.6) | 40.9 | (0.87) | 418 | (12.5) | 59.1 | (0.87) | 1.0 | (0.03) | 185 | (8.2) | 168 | (7.8) | 90.4 | (1.11) | 18 | (2.2) | 9.6 | (1.11) | 0.7 | (0.09) |
| Peruvian ........................ | 651 | (15.7) | 242 | (8.6) | 37.2 | (1.01) | 409 | (12.0) | 62.8 | (1.01) | 0.9 | (0.03) | 150 | (6.7) | 133 | (6.4) | 88.2 | (1.51) | 18 | (2.4) | 11.8 | (1.51) | 0.7 | (0.10) |
| Venezuelan .................. | 321 | (12.1) | 94 | (5.4) | 29.4 | (1.35) | 227 | (9.8) | 70.6 | (1.35) | 0.5 | (0.02) | 73 | (5.2) | 50 | (3.9) | 68.0 | (2.87) | 23 | (2.8) | 32.0 | (2.87) | 1.0 | (0.11) |
| Other South American .... | 495 | (14.5) | 210 | (7.7) | 42.4 | (0.93) | 285 | (9.6) | 57.6 | (0.93) | 0.7 | (0.02) | 119 | (6.1) | 108 | (5.6) | 90.8 | (1.15) | 11 | (1.5) | 9.2 | (1.15) | 0.4 | (0.06) |
| Other Hispanic .................. | 1,929 | (28.5) | 1,611 | (25.4) | 83.5 | (0.41) | 318 | (9.0) | 16.5 | (0.41) | 0.7 | (0.02) | 570 | (14.0) | 551 | (13.5) | 96.6 | (0.38) | 19 | (2.3) | 3.4 | (0.38) | 0.8 | (0.09) |
| Asian ............................... | 17,097 | (31.0) | 5,616 | (28.8) | 32.8 | (0.15) | 11,481 | (30.4) | 67.2 | (0.15) | 26.6 | (0.07) | 3,422 | (17.1) | 2,702 | (17.2) | 79.0 | (0.31) | 720 | (11.1) | 21.0 | (0.31) | 29.5 | (0.41) |
| Chinese ${ }^{4}$ | 4,122 | (34.4) | 1,239 | (13.3) | 30.1 | (0.25) | 2,883 | (27.9) | 69.9 | (0.25) | 6.7 | (0.06) | 724 | (10.1) | 558 | (8.8) | 77.1 | (0.59) | 166 | (4.9) | 22.9 | (0.59) | 6.8 | (0.20) |
| Filipino ....... | 2,771 | (29.9) | 916 | (15.8) | 33.1 | (0.38) | 1,854 | (20.8) | 66.9 | (0.38) | 4.3 | (0.05) | 459 | (11.6) | 363 | (10.0) | 79.0 | (0.72) | 96 | (3.9) | 21.0 | (0.72) | 3.9 | (0.16) |
| Japanese ......................... | 751 | (12.7) | 440 | (8.7) | 58.5 | (0.65) | 312 | (7.4) | 41.5 | (0.65) | 0.7 | (0.02) | 74 | (4.4) | 53 | (3.6) | 71.2 | (3.02) | 21 | (2.7) | 28.8 | (3.02) | 0.9 | (0.11) |
| Korean ............................. | 1,443 | (23.8) | 398 | (10.6) | 27.6 | (0.47) | 1,045 | (16.8) | 72.4 | (0.47) | 2.4 | (0.04) | 232 | (7.9) | 171 | (7.4) | 73.6 | (1.25) | 61 | (2.9) | 26.4 | (1.25) | 2.5 | (0.11) |
| See notes at end of table. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 101.30. Number, percentage, and percentage distribution of total resident population and population under 18 years old, by nativity, race/ethnicity, and selected racial/ethnic subgroups: 2005, 2010, and 2015-Continued

Numbers in thousands. Standard errors appear in parentheses]

| Year and race/ethnicity | Total, all ages |  |  |  |  |  |  |  |  |  |  |  | Under 18 years old |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total number |  | U.S.-born ${ }^{1}$ |  |  |  | Foreign-born |  |  |  |  |  | Total number |  | U.S.-born ${ }^{1}$ |  |  |  | Foreign-born |  |  |  |  |  |
|  |  |  | Number |  | Percent |  | Number |  | Percent |  | Percentage distribution |  |  |  | Number |  | Percent |  | Number |  | Percent |  | Percentage distribution |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| South Asian ${ }^{\text {b }}$ | 4,544 | (39.6) | 1,278 | (17.4) | 28.1 | (0.28) | 3,266 | (30.7) | 71.9 | (0.28) | 7.6 | (0.07) | 1,083 | (14.9) | 843 | (12.3) | 77.8 | (0.55) | 240 | (7.3) | 22.2 | (0.55) | 9.8 | (0.30) |
| Asian Indian .............. | 3,688 | (33.2) | 1,047 | (15.4) | 28.4 | (0.34) | 2,640 | (27.2) | 71.6 | (0.34) | 6.1 | (0.06) | 860 | (12.0) | 680 | (10.0) | 79.0 | (0.61) | 180 | (6.2) | 21.0 | (0.61) | 7.4 | (0.26) |
| Bangladeshi .................. | 182 | (11.7) | 44 | (3.8) | 24.0 | (1.33) | 139 | (9.1) | 76.0 | (1.33) | 0.3 | (0.02) | 50 | (4.3) | 36 | (3.6) | 72.7 | (2.95) | 14 | (1.8) | 27.3 | (2.95) | 0.6 | (0.07) |
| Bhutanese ...................... | 18 | (3.4) | $\ddagger$ | ( $\dagger$ ) | 12.2 | (2.67) | 16 | (3.0) | 87.8 | (2.67) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 53.9 | (12.06) | $\ddagger$ | (t) | 46.1 | (12.06) | 0.1 ! | (0.03) |
| Nepalese ..................... | 132 | (7.8) | 16 | (2.1) | 12.4 | (1.35) | 116 | (6.9) | 87.6 | (1.35) | 0.3 | (0.02) | 31 | (2.7) | 13 | (1.4) | 41.0 | (3.80) | 18 | (2.2) | 59.0 | (3.80) | 0.7 | (0.09) |
| Pakistani ........................ | 470 | (15.2) | 157 | (6.5) | 33.4 | (0.88) | 313 | (11.0) | 66.6 | (0.88) | 0.7 | (0.02) | 129 | (6.2) | 106 | (5.5) | 81.7 | (1.74) | 24 | (2.5) | 18.3 | (1.74) | 1.0 | (0.10) |
| Southeast Asian ................ | 2,923 | (31.6) | 1,013 | (15.1) | 34.7 | (0.40) | 1,910 | (24.7) | 65.3 | (0.40) | 4.4 | (0.06) | 658 | (11.8) | 538 | (11.1) | 81.8 | (0.85) | 120 | (5.9) | 18.2 | (0.85) | 4.9 | (0.24) |
| Burmese ........... | 151 | (10.5) | 26 | (2.8) | 17.0 | (1.36) | 125 | (8.8) | 83.0 | (1.36) | 0.3 | (0.02) | 53 | (4.8) | 23 | (2.7) | 43.8 | (3.57) | 30 | (3.4) | 56.2 | (3.57) | 1.2 | (0.14) |
| Cambodian .................. | 264 | (12.6) | 113 | (7.0) | 42.7 | (1.34) | 151 | (7.3) | 57.3 | (1.34) | 0.4 | (0.02) | 61 | (4.5) | 55 | (4.5) | 89.2 | (1.99) | 7 | (1.2) | 10.8 | (1.99) | 0.3 | (0.05) |
| Hmong ......................... | 281 | (11.5) | 169 | (7.9) | 60.1 | (1.40) | 112 | (6.1) | 39.9 | (1.40) | 0.3 | (0.01) | 105 | (5.7) | 94 | (5.3) | 90.1 | (1.62) | 10 | (1.8) | 9.9 | (1.62) | 0.4 | (0.07) |
| Laotian ........................ | 199 | (10.6) | 84 | (5.5) | 42.3 | (1.47) | 115 | (6.7) | 57.7 | (1.47) | 0.3 | (0.02) | 37 | (3.4) | 35 | (3.3) | 95.4 | (1.22) | $\ddagger$ | (t) | 4.6 | (1.22) | 0.1 | (0.02) |
| Thai ............ | 187 | (7.0) | 42 | (3.3) | 22.5 | (1.40) | 145 | (5.6) | 77.5 | (1.40) | 0.3 | (0.01) | 21 | (2.3) | 13 | (1.9) | 61.0 | (6.26) | 8 | (1.6) | 39.0 | (6.26) | 0.3 | (0.07) |
| Vietnamese ..... | 1,745 | (32.4) | 558 | (13.2) | 32.0 | (0.49) | 1,187 | (23.9) | 68.0 | (0.49) | 2.8 | (0.06) | 362 | (10.1) | 304 | (9.3) | 83.9 | (1.00) | 58 | (3.9) | 16.1 | (1.00) | 2.4 | (0.16) |
| Other Southeast Asian ${ }^{6}$... | 96 | (6.9) | 21 | (2.4) | 22.3 | (1.62) | 74 | (5.3) | 77.7 | (1.62) | 0.2 | (0.01) | 20 | (2.4) | 15 | (2.0) | 73.6 | (5.89) | 5 | (1.4) | 26.4 | (5.89) | 0.2 | (0.06) |
| Other Asian ...................... | 544 | (14.2) | 332 | (9.9) | 61.0 | (0.92) | 212 | (7.6) | 39.0 | (0.92) | 0.5 | (0.02) | 191 | (6.5) | 176 | (6.2) | 92.2 | (0.92) | 15 | (1.9) | 7.8 | (0.92) | 0.6 | (0.08) |
| Pacific Islander .................... | 484 | (9.2) | 387 | (8.3) | 80.0 | (0.78) | 97 | (4.2) | 20.0 | (0.78) | 0.2 | (0.01) | 125 | (4.1) | 116 | (4.1) | 93.0 | (1.18) | 9 | (1.5) | 7.0 | (1.18) | 0.4 | (0.06) |
| American Indian/ Alaska Native $\qquad$ | 2,065 | (15.2) | 2,040 | (15.7) | 98.8 | (0.13) | 25 | (2.7) | 1.2 | (0.13) | 0.1 | (0.01) | 540 | (7.3) | 538 | (7.3) | 99.7 | (0.11) | $\ddagger$ | ( $\dagger$ ) | 0.3 ! | (0.11) | 0.1 ! | (0.02) |
| Some other race ${ }^{2}$................. | 682 | (17.7) | 446 | (13.2) | 65.4 | (1.06) | 236 | (9.7) | 34.6 | (1.06) | 0.5 | (0.02) | 233 | (8.4) | 219 | (8.3) | 94.0 | (0.89) | 14 | (2.1) | 6.0 | (0.89) | 0.6 | (0.09) |
| Two or more races .................. | 7,409 | (53.8) | 6,892 | (52.0) | 93.0 | (0.17) | 517 | (13.1) | 7.0 | (0.17) | 1.2 | (0.03) | 3,343 | (28.9) | 3,298 | (29.1) | 98.6 | (0.12) | 45 | (4.0) | 1.4 | (0.12) | 1.9 | (0.16) |
| White and Black ................ | 2,208 | (26.3) | 2,169 | (26.5) | 98.2 | (0.15) | 39 | (3.2) | 1.8 | (0.15) | 0.1 | (0.01) | 1,398 | (21.0) | 1,394 | (21.2) | 99.8 | (0.06) | $\ddagger$ | (t) | 0.2 | (0.06) | 0.1 | (0.04) |
| White and Asian .................... | 1,883 | (23.4) | 1,648 | (22.3) | 87.5 | (0.43) | 235 | (8.6) | 12.5 | (0.43) | 0.5 | (0.02) | 934 | (14.8) | ,906 | (14.8) | 97.0 | (0.37) | 28 | (3.5) | 3.0 | (0.37) | 1.2 | (0.14) |
| White and American Indian/ Alaska Native $\qquad$ | 1,544 | (14.4) | 1,536 | (14.1) | 99.5 | (0.07) | 8 | (1.1) | 0.5 | (0.07) | 5 |  | 394 | (7.6) | 394 | (7.6) | 99.9 | (0.04) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Other Two or more races .... | 1,773 | (27.7) | 1,539 | (24.4) | 86.8 | (0.36) | 234 | (7.7) | 13.2 | (0.36) | 0.5 | (0.02) | 617 | (13.4) | 604 | (13.2) | 97.8 | (0.26) | 13 | (1.6) | 2.2 | (0.26) | 0.5 | (0.07) |

## -Not available.

†Not applicable
\#Rounds to zero
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.
${ }^{3}$ Includes other Centra
Includes other Central American subgroups not shown separately.
${ }^{4}$ Includes Taiwanese.
In addition to the subgroups shown, also includes Sri Lankan.
${ }^{6}$ Consists of Indonesian and Malaysian
NOTE: Resident population includes civilian population and armed forces personnel residing within the United States; it excludes armed forces personnel residing overseas. Data are from the American Community Survey and may differ from data shown in other tables obtained from the Current Population Survey. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
merce, Census Bureau, American Community Survey (ACS), 2005, 2010, and 2015. (This table was prepared April 2017.)

Table 101.40. Estimated total and school-age resident populations, by state: Selected years, 1970 through 2015
[In thousands]

|  | Total, all ages |  |  |  |  |  |  |  | 5-to 17-year-olds |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | $1970{ }^{1}$ | $1980{ }^{1}$ | 1990 ${ }^{1}$ | $2000{ }^{2}$ | $2010{ }^{2}$ | $2013{ }^{2}$ | $2014{ }^{2}$ | $2015^{2}$ | 1970 | $1980{ }^{1}$ | 19901 | $2000{ }^{2}$ | $2010{ }^{2}$ | $2013{ }^{2}$ | $2014{ }^{2}$ | $2015^{2}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| United States | 203,302 | 226,546 | 248,765 | 282,162 | 309,347 | 316,427 | 318,907 | 321,419 | 52,540 | 47,407 | 45,178 | 53,198 | 53,933 | 53,739 | 53,727 | 53,738 |
| Alabama | 3,444 | 3,894 | 4,040 | 4,452 | 4,785 | 4,831 | 4,846 | 4,859 | 934 | 866 | 774 | 828 | 826 | 814 | 813 | 811 |
| Alaska .... | 303 | 402 | 550 | 628 | 714 | 737 | 737 | 738 | 88 | 92 | 117 | 143 | 134 | 133 | 132 | 131 |
| Arizona. | 1,775 | 2,718 | 3,665 | 5,161 | 6,408 | 6,631 | 6,729 | 6,828 | 486 | 578 | 686 | 989 | 1,173 | 1,183 | 1,190 | 1,194 |
| Arkansas .. | 1,923 | 2,286 | 2,351 | 2,679 | 2,922 | 2,958 | 2,967 | 2,978 | 498 | 496 | 455 | 500 | 515 | 517 | 515 | 14 |
| California ... | 19,971 | 23,668 | 29,786 | 33,988 | 37,334 | 38,414 | 38,792 | 39,145 | 4,999 | 4,681 | 5,344 | 6,775 | 6,751 | 6,664 | 6,638 | 6,612 |
| Colorado ... | 2,210 | 2,890 | 3,294 | 4,327 | 5,048 | 5,271 | 5,356 | 5,457 | 589 | 592 | 607 | 808 | 883 | 904 | 912 | 921 |
| Connecticut. | 3,032 | 3,108 | 3,287 | 3,412 | 3,580 | 3,597 | 3,595 | 3,591 | 768 | 638 | 520 | 619 | 613 | 594 | 586 | 576 |
| Delaware ....... | 548 | 594 | 666 | 786 | 900 | 925 | 936 | 946 | 148 | 125 | 114 | 143 | 150 | 147 | 148 | 149 |
| District of Columbia ... | 757 | 638 | 607 | 572 | 605 | 650 | 660 | 672 | 164 | 109 | 80 | 82 | 68 | 71 | 73 | 75 |
| Florida | 6,791 | 9,746 | 12,938 | 16,048 | 18,850 | 19,594 | 19,906 | 20,271 | 1,609 | 1,789 | 2,011 | 2,709 | 2,926 | 2,954 | 2,972 | 3,004 |
| Georgia | 4,588 | 5,463 | 6,478 | 8,227 | 9,713 | 9,992 | 10,097 | 10,215 | 1,223 | 1,231 | 1,230 | 1,581 | 1,805 | 1,822 | 1,832 | 1,844 |
| Hawaii | 770 | 965 | 1,108 | 1,214 | 1,364 | 1,409 | 1,420 | 1,432 | 204 | 198 | 196 | 217 | 216 | 218 | 218 | 18 |
| Idaho | 713 | 944 | 1,007 | 1,299 | 1,571 | 1,613 | 1,635 | 1,655 | 200 | 213 | 228 | 272 | 308 | 314 | 317 | 320 |
| Illinois .. | 11,110 | 11,427 | 11,431 | 12,434 | 12,841 | 12,890 | 12,882 | 12,860 | 2,859 | 2,401 | 2,095 | 2,369 | 2,289 | 2,224 | 2,199 | 2,175 |
| Indiana | 5,195 | 5,490 | 5,544 | 6,092 | 6,491 | 6,571 | 6,598 | 6,620 | 1,386 | 1,200 | 1,056 | 1,152 | 1,173 | 1,165 | 1,163 | 1,160 |
| lowa | 2,825 | 2,914 | 2,777 | 2,929 | 3,051 | 3,092 | 3,109 | 3,124 | 743 | 604 | 525 | 544 | 526 | 530 | 531 | 532 |
| Kansas .. | 2,249 | 2,36 | 2,478 | 2,694 | 2,859 | 2,895 | 2,903 | 2,912 | 573 | 468 | 472 | 525 | 522 | 524 | 523 | 522 |
| Kentucky | 3,221 | 3,661 | 3,687 | 4,049 | 4,348 | 99 | 413 | 425 | 844 | 800 | 703 | 730 | 741 | 739 | 737 | 734 |
| Louisiana | 3,645 | 4,206 | 4,222 | 4,472 | 4,545 | 4,627 | 4,649 | 4,671 | 1,041 | 969 | 891 | 902 | 804 | 805 | 805 | 80 |
| Maine .... | 994 | 1,125 | 1,228 | 1,277 | 1,328 | 1,329 | 1,330 | 1,329 | 260 | 243 | 223 | 23 | 204 | 196 | 194 | 192 |
| Maryland ... | 3,924 | 4,217 | 4,781 | 5,311 | 5,788 | 5,936 | 5,975 | 6,006 | 1,038 | 895 | 803 | 1,004 | 987 | 979 | 981 | 979 |
| Massachusetts . | 5,689 | 5,737 | 6,016 | 6,361 | 6,565 | 6,709 | 6,755 | 6,794 | 1,407 | 1,153 | 940 | 1,104 | 1,050 | 1,032 | 1,026 | 1,021 |
| Michigan | 8,882 | 9,262 | 9,295 | 9,952 | 9,877 | 9,901 | 9,916 | 9,923 | 2,450 | 2,067 | 1,754 | 1,924 | 1,740 | 1,673 | 1,654 | 1,636 |
| Minnesota |  | 4,076 | 76 | 4,934 | 5,311 | 5,421 | 5,457 | 5,490 | 1,051 | 65 | 29 | 58 | 928 | 931 | 933 | 934 |
| Mississippi. | 2,217 | 2,521 | 2,575 | 2,848 | 2,970 | 2,991 | 2,993 | 2,992 | 635 | 599 | 550 | 571 | 54 | 539 | 537 | 534 |
| souri | 4,678 | 4,917 | 5,117 | 5,607 | 5,996 | 6,044 | 6,064 | 6,084 | 1,183 | 1,008 | 944 | 1,059 | 1,034 | 1,021 | 1,019 | 1,017 |
| Montana .. | 694 | 787 | 799 | 904 | 991 | 1,014 | 1,023 | 1,033 | 197 | 167 | 163 | 175 | 161 | 163 | 164 | 165 |
| Nebraska | 1,485 | 1,570 | 1,578 | 1,714 | 1,830 | 1,869 | 1,883 | 1,896 | 389 | 324 | 309 | 333 | 328 | 335 | 337 | 340 |
| Nevada | 489 | 800 | 1,202 | 2,019 | 2,703 | 2,790 | 2,838 | 2,89 | 127 | 160 | 204 | 369 | 477 | 482 | 486 | 493 |
| New Hampshire ... | 738 | 921 | 1,109 | 1,240 | 1,317 | 1,323 | 1,328 | 1,331 | 189 | 196 | 194 | 235 | 216 | 206 | 203 | 199 |
| New Jersey ... | 7,171 | 7,365 | 7,748 | 8,431 | 8,804 | 8,907 | 8,939 | 8,958 | 1,797 | 1,528 | 1,269 | 1,526 | 1,521 | 1,490 | 1,480 | 1,469 |
| New Mexico . | 1,017 | 1,303 | 1,515 | 1,821 | 2,065 | 2,087 | 2,086 | 2,085 | 311 | 303 | 320 | 378 | 374 | 369 | 365 | 362 |
| New York ....... | 18,241 | 17,558 | 17,991 | 19,002 | 19,403 | 19,691 | 19,749 | 19,796 | 4,358 | 3,552 | 3,000 | 3,451 | 3,161 | 3,073 | 3,045 | 3,026 |
| North Carolina . | 5,084 | 5,882 | 6,632 | 8,082 | 9,559 | 9,845 | 9,940 | 10,043 | 1,323 | 1,254 | 1,147 | 1,429 | 1,651 | 1,673 | 1,680 | 1,686 |
| North Dakota . | 618 | 653 | 639 | 642 | 675 | 724 | 740 | 757 | 175 | 136 | 127 | 121 | 106 | 114 | 118 | 121 |
| Ohio ....... | 10,657 | 10,798 | 10,847 | 11,364 | 11,541 | 11,572 | 11,597 | 11,613 | 2,820 | 2,307 | 2,012 | 2,133 | 2,005 | 1,959 | 1,948 | 1,935 |
| Oklahoma | 2,559 | 3,025 | 3,146 | 3,454 | 3,760 | 3,853 | 3,880 | 3,911 | 640 | 622 | 609 | 656 | 667 | 683 | 688 | 693 |
| Oregon ........ | 2,092 | 2,633 | 2,842 | 3,430 | 3,838 | 3,928 | 3,971 | 4,029 | 534 | 525 | 521 | 624 | 628 | 627 | 629 | 632 |
| Pennsylvania ..... | 11,801 | 11,864 | 11,883 | 12,284 | 12,712 | 12,784 | 12,794 | 12,803 | 2,925 | 2,376 | 1,996 | 2,192 | 2,057 | 2,002 | 1,988 | 1,975 |
| Rhode Island ..... | 950 | 947 | 1,003 | 1,050 | 1,053 | 1,053 | 1,055 | 1,056 | 225 | 186 | 159 | 184 | 166 | 159 | 158 | 156 |
| South Carolina . | 2,591 | 3,122 | 3,486 | 4,024 | 4,636 | 4,768 | 4,829 | 4,896 | 720 | 703 | 662 | 746 | 778 | 787 | 794 | 802 |
| South Dakota .... | 666 | 691 | 696 | 756 | 816 | 845 | 853 | 858 | 187 | 147 | 144 | 152 | 143 | 148 | 150 | 150 |
| Tennessee | 3,926 | 4,591 | 4,877 | 5,704 | 6,357 | 6,496 | 6,548 | 6,600 | 1,002 | 972 | 882 | 1,025 | 1,088 | 1,091 | 1,094 | 1,095 |
| Texas ......................... | 11,199 | 14,229 | 16,986 | 20,944 | 25,244 | 26,501 | 26,979 | 27,469 | 3,002 | 3,137 | 3,437 | 4,278 | 4,947 | 5,103 | 5,164 | 5,228 |
| Utah ..... | 1,059 | 1,461 | 1,723 | 2,245 | 2,775 | 2,904 | 2,944 | 2,996 | 312 | 350 | 457 | 511 | 610 | 643 | 652 | 662 |
| Vermont ..... | 445 | 511 | 563 | 610 | 626 | 627 | 627 | 626 | 118 | 109 | 102 | 113 | 97 | 93 | 91 | 90 |
| Virginia ........... | 4,651 | 5,347 | 6,189 | 7,106 | 8,026 | 8,268 | 8,328 | 8,383 | 1,197 | 1,114 | 1,060 | 1,281 | 1,345 | 1,355 | 1,355 | 1,355 |
| Washington ..... | 3,413 | 4,132 | 4,867 | 5,911 | 6,743 | 6,973 | 7,063 | 7,170 | 881 | 826 | 893 | 1,121 | 1,141 | 1,150 | 1,156 | 1,164 |
| West Virginia ... | 1,744 | 1,950 | 1,793 | 1,807 | 1,854 | 1,853 | 1,849 | 1,844 | 442 | 414 | 337 | 300 | 283 | 79 | 278 | 276 |
| Wisconsin ... | 4,418 | 4,706 | 4,892 | 5,374 | 5,690 | 5,744 | 5,759 | 5,771 | 1,203 | 1,011 | 927 | 1,027 | 979 | 964 | 959 | 955 |
| Wyoming .......... | 332 | 470 | 454 | 494 | 565 | 583 | 584 | 586 | 92 | 101 | 101 | 98 | 95 | 99 | 100 | 101 | residing within the United States and within each state; it excludes armed forces personnel residing overseas. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

Table 102.10. Number and percentage distribution of family households, by family structure and presence of own children under 18: Selected years, 1970 through 2016

| Family structure and presence of own children |  | 1970 |  | 1980 |  | 1990 |  | 2000 |  | 2010 |  | 2013 |  | 2014 |  | 2015 |  | 2016 | Change, 2000to 2010 |  | Change, 2010 to 2016 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
|  | Number (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Percent change |  |  |  |
| All families | 51,456 | (257.3) | 59,550 | (271.4) | 66,090 | (307.8) | 72,025 | (311.6) | 78,833 | (241.0) | 80,902 | (242.8) | 81,353 | (311.8) | 81,716 | (267.6) | 82,184 | (268.0) | 9.5 | (0.58) | 4.3 | (0.47) |
| Married-couple families | 44,728 | (243.6) | 49,112 | (252.7) | 52,317 | (283.3) | 55,311 | (289.5) | 58,410 | (218.6) | 59,204 | (219.7) | 59,629 | (281.1) | 60,010 | (243.1) | 60,251 | (243.5) | 5.6 | (0.68) | 3.2 | (0.57) |
| Without own children under 18 | 19,196 | (168.7) | 24,151 | (187.3) | 27,780 | (218.1) | 30,062 | (230.5) | 33,835 | (176.1) | 35,333 | (179.4) | 35,697 | (229.0) | 35,970 | (199.4) | 36,480 | (200.6) | 12.6 | (1.04) | 7.8 | (0.82) |
| With own children under 18 ................................... | 25,532 | (192.0) | 24,961 | (190.1) | 24,537 | (206.4) | 25,248 | (214.1) | 24,575 | (153.1) | 23,870 | (151.1) | 23,933 | (191.9) | 24,040 | (167.3) | 23,772 | (166.5) | -2.7! | (1.02) | -3.3 | (0.91) |
| One own child under 18 | 8,163 | (112.5) | 9,671 | (122.0) | 9,583 | (133.0) | 9,402 | (136.2) | 9,567 | (98.5) | 9,157 | (96.4) | 9,298 | (123.0) | 9,163 | (106.6) | 9,131 | (106.4) | $\ddagger$ | (t) | -4.6! | (1.48) |
| Two own children under 18 ................................. | 8,045 | (111.7) | 9,488 | (120.9) | 9,784 | (134.3) | 10,274 | (142.1) | 9,658 | (98.9) | 9,597 | (98.6) | 9,536 | (124.5) | 9,662 | (109.3) | 9,581 | (108.9) | -6.0 | (1.62) | $\ddagger$ | ( $\dagger$ ) |
| Three or more own children under 18 ..................... | 9,325 | (119.9) | 5,802 | (95.3) | 5,170 | (98.5) | 5,572 | (105.9) | 5,351 | (74.3) | 5,117 | (72.7) | 5,099 | (91.8) | 5,215 | (81.0) | 5,061 | (79.8) | $\ddagger$ | ( $\dagger$ ) | -5.4 ! | (1.99) |
| Families with male householder, no spouse present ......... | 1,228 | (44.2) | 1,733 | (52.5) | 2,884 | (73.9) | 4,028 | (90.4) | 5,580 | (75.8) | 6,229 | (80.0) | 6,304 | (101.8) | 6,162 | (87.9) | 6,310 | (88.9) | 38.5 | (3.63) | 13.1 | (2.21) |
| Without own children under 18 ............................... | 887 | (37.6) | 1,117 | (42.2) | 1,731 | (57.4) | 2,242 | (67.7) | 3,356 | (59.0) | 3,669 | (61.7) | 3,832 | (79.8) | 3,774 | (69.1) | 3,838 | (69.7) | 49.7 | (5.23) | 14.4 | (2.89) |
| With own children under 18 ...................................... | 341 | (23.3) | 616 | (31.3) | 1,153 | (46.9) | 1,786 | (60.5) | 2,224 | (48.2) | 2,560 | (51.6) | 2,472 | (64.2) | 2,388 | (55.1) | 2,472 | (56.1) | 24.5 | (5.01) | 11.2 ! | (3.49) |
| One own child under 18 .................................... | 179 | (16.9) | 374 | (24.4) | 723 | (37.2) | 1,131 | (48.2) | 1,375 | (37.9) | 1,482 | (39.4) | 1,445 | (49.2) | 1,433 | (42.8) | 1,487 | (43.6) | 21.6 | (6.17) | $\ddagger$ | ( $\dagger$ ) |
| Two own children under 18 .................................... | 87 | (11.8) | 165 | (16.2) | 307 | (24.2) | 483 | (31.6) | 576 | (24.6) | 766 | (28.3) | 731 | (35.0) | 653 | (28.9) | 663 | (29.2) | 19.3 ! | (9.31) | 15.1 ! | (7.05) |
| Three or more own children under 18 ...................... | 75 | (10.9) | 77 | (11.1) | 123 | (15.3) | 171 | (18.8) | 273 | (16.9) | 312 | (18.1) | 296 | (22.3) | 302 | (19.7) | 322 | (20.3) | 59.6 ! | (20.15) | $\ddagger$ | ( $\dagger$ ) |
| Families with female householder, no spouse present ...... | 5,500 | (92.8) | 8,705 | (116.0) | 10,890 | (141.4) | 12,687 | (156.9) | 14,843 | (121.4) | 15,469 | (123.8) | 15,420 | (156.6) | 15,544 | (137.0) | 15,622 | (137.3) | 17.0 | (1.73) | 5.2 | (1.26) |
| Without own children under 18 ............................... | 2,642 | (64.7) | 3,261 | (71.8) | 4,290 | (89.9) | 5,116 | (101.6) | 6,424 | (81.2) | 6,842 | (83.7) | 6,870 | (106.2) | 6,993 | (93.5) | 7,097 | (94.2) | 25.6 | (2.96) | 10.5 | (2.02) |
| With own children under 18 ................................... | 2,858 | (67.2) | 5,445 | (92.3) | 6,599 | (111.0) | 7,571 | (122.8) | 8,419 | (92.6) | 8,627 | (93.7) | 8,550 | (118.1) | 8,551 | (103.1) | 8,525 | (102.9) | 11.2 | (2.18) | $\ddagger$ | ( $\dagger$ ) |
| One own child under 18 | 1,008 | (40.1) | 2,398 | (61.6) | 3,225 | (78.1) | 3,777 | (87.6) | 4,207 | (66.0) | 4,144 | (65.5) | 4,167 | (83.1) | 4,192 | (72.8) | 4,173 | (72.6) | 11.4 | (3.12) | $\ddagger$ | (t) |
| Two own children under 18 ................................... | 810 | (35.9) | 1,817 | (53.7) | 2,173 | (64.2) | 2,458 | (70.9) | 2,714 | (53.2) | 2,825 | (54.2) | 2,778 | (68.0) | 2,844 | (60.1) | 2,794 | (59.6) | 10.4 ! | (3.85) | $\ddagger$ | ( $\dagger$ ) |
| Three or more own children under 18 ...................... | 1,040 | (40.7) | 1,230 | (44.2) | 1,202 | (47.9) | 1,336 | (52.4) | 1,499 | (39.6) | 1,658 | (41.6) | 1,605 | (51.8) | 1,515 | (44.0) | 1,557 | (44.6) | 12.2 ! | (5.31) | $\ddagger$ | ( $\dagger$ ) |


Married-couple families ..
Without own children under 18
One own child under 18
Two own children under 18

Families with male householder, no spouse present ......... Without own children under 18
One own child under 18
Two own children under 18
Three or more own children under 18
Families with female householder, no spouse present ...... Without own children under 18
With own children under 18
One own child under 18
Two own children under 18.
Three or more own children under 18

| 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 86.9 | (0.19) | 82.5 | (0.20) | 79.2 | (0.22) | 76.8 | (0.23) | 74.1 | (0.16) | 73.2 | (0.16) | 73.3 | (0.20) | 73.4 | (0.18) | 73.3 | (0.17) | -2.7 | (0.28) | -0.8! | (0.24) |
| 37.3 | (0.27) | 40.6 | (0.25) | 42.0 | (0.27) | 41.7 | (0.26) | 42.9 | (0.18) | 43.7 | (0.18) | 43.9 | (0.23) | 44.0 | (0.20) | 44.4 | (0.20) | 1.2 | (0.32) | 1.5 | (0.27) |
| 49.6 | (0.28) | 41.9 | (0.26) | 37.1 | (0.26) | 35.1 | (0.26) | 31.2 | (0.17) | 29.5 | (0.16) | 29.4 | (0.21) | 29.4 | (0.18) | 28.9 | (0.18) | -3.9 | (0.31) | -2.2 | (0.25) |
| 15.9 | (0.20) | 16.2 | (0.19) | 14.5 | (0.19) | 13.1 | (0.18) | 12.1 | (0.12) | 11.3 | (0.11) | 11.4 | (0.14) | 11.2 | (0.13) | 11.1 | (0.12) | -0.9 | (0.22) | -1.0 | (0.17) |
| 15.6 | (0.20) | 15.9 | (0.19) | 14.8 | (0.19) | 14.3 | (0.19) | 12.3 | (0.12) | 11.9 | (0.12) | 11.7 | (0.15) | 11.8 | (0.13) | 11.7 | (0.13) | -2.0 | (0.22) | -0.6 | (0.17) |
| 18.1 | (0.21) | 9.7 | (0.15) | 7.8 | (0.14) | 7.7 | (0.14) | 6.8 | (0.09) | 6.3 | (0.09) | 6.3 | (0.11) | 6.4 | (0.10) | 6.2 | (0.10) | -0.9 | (0.17) | -0.6 | (0.13) |
| 2.4 | (0.09) | 2.9 | (0.09) | 4.4 | (0.11) | 5.6 | (0.12) | 7.1 | (0.09) | 7.7 | (0.10) | 7.7 | (0.12) | 7.5 | (0.10) | 7.7 | (0.11) | 1.5 | (0.15) | 0.6 | (0.14) |
| 1.7 | (0.07) | 1.9 | (0.07) | 2.6 | (0.09) | 3.1 | (0.09) | 4.3 | (0.07) | 4.5 | (0.08) | 4.7 | (0.10) | 4.6 | (0.08) | 4.7 | (0.08) | 1.1 | (0.12) | 0.4 | (0.11) |
| 0.7 | (0.05) | 1.0 | (0.05) | 1.7 | (0.07) | 2.5 | (0.08) | 2.8 | (0.06) | 3.2 | (0.06) | 3.0 | (0.08) | 2.9 | (0.07) | 3.0 | (0.07) | 0.3 ! | (0.10) | 0.2 ! | (0.09) |
| 0.3 | (0.03) | 0.6 | (0.04) | 1.1 | (0.06) | 1.6 | (0.07) | 1.7 | (0.05) | 1.8 | (0.05) | 1.8 | (0.06) | 1.8 | (0.05) | 1.8 | (0.05) | 0.2 ! | (0.08) | $\ddagger$ | ( $\dagger$ ) |
| 0.2 | (0.02) | 0.3 | (0.03) | 0.5 | (0.04) | 0.7 | (0.04) | 0.7 | (0.03) | 0.9 | (0.03) | 0.9 | (0.04) | 0.8 | (0.04) | 0.8 | (0.04) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 0.1 | (0.02) | 0.1 | (0.02) | 0.2 | (0.02) | 0.2 | (0.03) | 0.3 | (0.02) | 0.4 | (0.02) | 0.4 | (0.03) | 0.4 | (0.02) | 0.4 | (0.02) | 0.1 ! | (0.03) | $\ddagger$ | ( $\dagger$ ) |
| 10.7 | (0.17) | 14.6 | (0.18) | 16.5 | (0.20) | 17.6 | (0.20) | 18.8 | (0.14) | 19.1 | (0.14) | 19.0 | (0.18) | 19.0 | (0.16) | 19.0 | (0.16) | 1.2 | (0.25) | $\ddagger$ | ( $\dagger$ ) |
| 5.1 | (0.12) | 5.5 | (0.12) | 6.5 | (0.13) | 7.1 | (0.14) | 8.1 | (0.10) | 8.5 | (0.10) | 8.4 | (0.13) | 8.6 | (0.11) | 8.6 | (0.11) | 1.0 | (0.17) | 0.5 ! | (0.15) |
| 5.6 | (0.13) | 9.1 | (0.15) | 10.0 | (0.16) | 10.5 | (0.16) | 10.7 | (0.11) | 10.7 | (0.11) | 10.5 | (0.14) | 10.5 | (0.12) | 10.4 | (0.12) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 2.0 | (0.08) | 4.0 | (0.10) | 4.9 | (0.12) | 5.2 | (0.12) | 5.3 | (0.08) | 5.1 | (0.08) | 5.1 | (0.10) | 5.1 | (0.09) | 5.1 | (0.09) | $\ddagger$ | ( $\dagger$ ) | -0.3! | (0.12) |
| 1.6 | (0.07) | 3.1 | (0.09) | 3.3 | (0.10) | 3.4 | (0.10) | 3.4 | (0.07) | 3.5 | (0.07) | 3.4 | (0.08) | 3.5 | (0.07) | 3.4 | (0.07) | $\pm$ | ( $\dagger$ ) | , | ( $\dagger$ ) |
| 2.0 | (0.08) | 2.1 | (0.07) | 1.8 | (0.07) | 1.9 | (0.07) | 1.9 | (0.05) | 2.0 | (0.05) | 2.0 | (0.06) | 1.9 | (0.05) | 1.9 | (0.05) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |

Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: A family household consists of two or more people who are related by birth, marriage, or adoption and are residing
together. Own children are never-married sons and daughters, including stepchildren and adopted children, of the householder
or married couple. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P20, Household and Family Characteristics, 1994 and 1995; and Current Population Survey (CPS), Annual Social and Economic Supplement, America's Families
and Living Arrangements (F table series), 2000 and 2010-2016. 2016 data retrieved May 15, 2017, from https://www.census.gov/ data/tables/2016/demo/families/cps-2016.html. (This table was prepared May 2017.)

Table 102.20. Number and percentage distribution of children under age 18 and under age 6, by living arrangements, race/ethnicity, and selected racial/ethnic subgroups: 2015
[Standard errors appear in parentheses]

| Age and race/ethnicity | Number of children (in thousands) |  | Percentage distribution of children |  | Percentage distribution of children, by living arrangements |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total |  | Children living with parent(s) or related to householder ${ }^{1}$ |  |  |  |  |  | All other children ${ }^{2}$ |  |
|  |  |  | Married-couple household | Female householder, no spouse present |  | Male householder, no spouse present |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Under 18 years old Total $\qquad$ | 73,542 | (27.3) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 63.2 | (0.12) | 27.0 | (0.10) | 7.8 | (0.06) | 2.0 | (0.03) |
| White | 37,788 | (7.6) | 51.4 | (0.02) | 100.0 | ( $\dagger$ ) | 73.2 | (0.16) | 17.7 | (0.14) | 7.1 | (0.07) | 2.0 | (0.04) |
| Black ................................................ | 9,996 | (29.2) | 13.6 | (0.04) | 100.0 | ( $\dagger$ ) | 32.2 | (0.29) | 56.7 | (0.33) | 8.6 | (0.21) | 2.5 | (0.08) |
| Hispanic | 18,096 | (9.5) | 24.6 | (0.01) | 100.0 | ( $\dagger$ ) | 56.9 | (0.24) | 31.7 | (0.19) | 9.4 | (0.13) | 1.9 | (0.05) |
| Cuban | 435 | (10.0) | 0.6 | (0.01) | 100.0 | ( $\dagger$ ) | 59.7 | (1.45) | 28.8 | (1.36) | 9.6 | (0.80) | 1.9 | (0.23) |
| Dominican | 529 | (14.1) | 0.7 | (0.02) | 100.0 | ( $\dagger$ ) | 41.0 | (1.32) | 47.5 | (1.22) | 9.6 | (0.78) | 1.9 | (0.29) |
| Mexican | 12,359 | (32.9) | 16.8 | (0.04) | 100.0 | ( $\dagger$ ) | 58.9 | (0.28) | 30.0 | (0.26) | 9.3 | (0.14) | 1.8 | (0.07) |
| Puerto Rican | 1,660 | (22.5) | 2.3 | (0.03) | 100.0 | ( $\dagger$ ) | 43.9 | (0.71) | 45.1 | (0.74) | 8.9 | (0.43) | 2.1 | (0.15) |
| Spaniard .... | 204 | (8.4) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 67.7 | (1.85) | 23.3 | (1.59) | 7.2 | (1.10) | 1.9 | (0.50) |
| Central American ${ }^{3}$ | 1,533 | (20.3) | 2.1 | (0.03) | 100.0 | ( $\dagger$ ) | 55.3 | (0.70) | 30.5 | (0.64) | 11.7 | (0.53) | 2.6 | (0.21) |
| Costa Rican ......... | 41 | (4.0) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 61.8 | (4.19) | 22.2 | (3.50) | 11.7 | (3.13) | 4.3 ! | (1.42) |
| Guatemalan | 429 | (11.5) | 0.6 | (0.02) | 100.0 | ( $\dagger$ ) | 59.3 | (1.20) | 27.6 | (1.17) | 11.1 | (0.84) | 2.0 | (0.39) |
| Honduran | 266 | (11.4) | 0.4 | (0.02) | 100.0 | ( $\dagger$ ) | 46.4 | (1.92) | 35.4 | (1.90) | 14.2 | (1.55) | 4.0 | (0.70) |
| Nicaraguan .... | 98 | (5.4) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 59.6 | (3.03) | 28.3 | (2.42) | 10.7 | (2.14) | 1.5 ! | (0.55) |
| Panamanian .... | 51 | (3.9) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 55.5 | (4.75) | 32.3 | (4.63) | 10.5 | (2.96) | $\ddagger$ | ( $\dagger$ |
| Salvadoran ... | 637 | (14.7) | 0.9 | (0.02) | 100.0 | ( $\dagger$ ) | 54.9 | (1.10) | 31.2 | (1.02) | 11.5 | (0.81) | 2.4 | (0.35) |
| South American | 807 | (17.1) | 1.1 | (0.02) | 100.0 | ( $\dagger$ ) | 65.2 | (1.02) | 26.0 | (0.96) | 7.0 | (0.45) | 1.9 | (0.25) |
| Chilean ... | 38 | (4.0) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 74.5 | (4.63) | 16.7 | (3.70) | 5.5 ! | (2.22) | $\ddagger$ | ( $\dagger$ ) |
| Colombian | 242 | (9.7) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 66.1 | (1.75) | 24.1 | (1.58) | 7.5 | (0.92) | 2.2 | (0.47) |
| Ecuadorian | 185 | (8.2) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 58.3 | (2.16) | 31.9 | (2.10) | 7.6 | (0.95) | 2.2 ! | (0.75) |
| Peruvian .... | 150 | (6.7) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 61.5 | (2.53) | 29.3 | (2.23) | 7.5 | (1.22) | 1.7 | (0.37) |
| Venezuelan | 73 | (5.2) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 72.5 | (3.30) | 22.7 | (3.11) | 3.6 | (1.04) | 1.2 ! | (0.44) |
| Other South American ........ | 119 | (6.1) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 71.0 | (2.50) | 21.1 | (2.30) | 7.1 | (1.27) | 0.8 ! | (0.34) |
| Other Hispanic ............................... | 570 | (14.0) | 0.8 | (0.02) | 100.0 | ( $\dagger$ ) | 53.7 | (1.32) | 33.6 | (1.18) | 9.1 | (0.76) | 3.6 | (0.38) |
| Asian. | 3,422 | (17.1) | 4.7 | (0.02) | 100.0 | ( $\dagger$ ) | 83.5 | (0.33) | 10.7 | (0.26) | 4.3 | (0.21) | 1.5 | (0.08) |
| Chinese ${ }^{4}$.. | 724 | (10.1) | 1.0 | (0.01) | 100.0 | ( $\dagger$ ) | 82.2 | (0.66) | 11.3 | (0.52) | 4.1 | (0.36) | 2.4 | (0.20) |
| Filipino | 459 | (11.6) | 0.6 | (0.02) | 100.0 | ( $\dagger$ ) | 77.3 | (1.07) | 15.4 | (0.87) | 5.6 | (0.60) | 1.7 | (0.33) |
| Japanese ..... | 74 | (4.4) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 83.1 | (2.16) | 11.0 | (1.93) | 3.7 | (0.99) | 2.2 | (0.59) |
| Korean | 232 | (7.9) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 86.9 | (1.09) | 8.5 | (0.89) | 3.0 | (0.45) | 1.6 | (0.31) |
| South Asian ${ }^{5}$ | 1,083 | (14.9) | 1.5 | (0.02) | 100.0 | ( $\dagger$ ) | 93.7 | (0.37) | 4.2 | (0.35) | 1.6 | (0.18) | 0.5 | (0.09) |
| Asian Indian | 860 | (12.0) | 1.2 | (0.02) | 100.0 | ( $\dagger$ ) | 94.4 | (0.36) | 3.6 | (0.32) | 1.6 | (0.21) | 0.4 | (0.08) |
| Bangladeshi | 50 | (4.3) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 93.4 | (1.63) | 5.7 | (1.51) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Bhutanese .. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Nepalese | 31 | (2.7) | \# | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 87.4 | (2.93) | 7.7 ! | (2.45) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Pakistani | 129 | (6.2) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 90.9 | (1.40) | 6.7 | (1.31) | 1.8 ! | (0.57) | $\ddagger$ | ( $\dagger$ ) |
| Southeast Asian ... | 658 | (11.8) | 0.9 | (0.02) | 100.0 | ( $\dagger$ ) | 71.8 | (1.11) | 17.7 | (0.88) | 8.5 | (0.70) | 2.0 | (0.25) |
| Burmese ......... | 53 | (4.8) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 83.0 | (4.06) | 11.6 ! | (3.50) | 4.0 ! | (1.57) | $\ddagger$ | ( $\dagger$ ) |
| Cambodian . | 61 | (4.5) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 56.7 | (3.60) | 27.6 | (3.13) | 12.5 | (2.07) | 3.2 ! | (1.28) |
| Hmong ................................... | 105 | (5.7) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 62.1 | (3.35) | 20.0 | (2.65) | 16.4 | (2.47) | 1.4 ! | (0.56) |
| Laotian | 37 | (3.4) | 0.1 | (\#) | 100.0 | ( $\dagger$ ) | 59.1 | (3.80) | 26.7 | (3.35) | 13.4 | (3.14) | $\ddagger$ | (t) |
| Thai ... | 21 | (2.3) | \# | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 68.0 | (4.95) | 19.6 | (4.20) | 4.8 ! | (1.96) | 7.7 ! | (2.53) |
| Vietnamese ...... | 362 | (10.1) | 0.5 | (0.01) | 100.0 | ( $\dagger$ ) | 76.4 | (1.40) | 15.7 | (0.97) | 6.1 | (0.83) | 1.7 | (0.30) |
| Other Southeast Asian ${ }^{6}$ | 20 | (2.4) | \# | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 84.9 | (3.48) | 8.1 ! | (2.70) | $\ddagger$ | ( $\dagger$ ) | 2.7 ! | (1.33) |
| Other Asian ..................... | 191 | (6.5) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 81.0 | (1.56) | 12.7 | (1.40) | 5.6 | (0.88) | 0.7 | (0.19) |
| Paciicic Islander | 125 | (4.1) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 61.9 | (2.77) | 23.3 | (2.08) | 11.9 | (1.95) | 2.9 | (0.59) |
| American Indian/Alaska Native .. | 540 | (7.3) | 0.7 | (0.01) | 100.0 | ( $\dagger$ ) | 44.7 | (0.91) | 37.8 | (0.98) | 13.7 | (0.64) | 3.8 | (0.40) |
| Some other race ${ }^{7}$. | 233 | (8.4) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 59.1 | (1.87) | 30.0 | (1.97) | 8.7 | (0.87) | 2.2 | (0.47) |
| Two or more races.. | 3,343 | (28.9) | 4.5 | (0.04) | 100.0 | ( $\dagger$ ) | 58.7 | (0.43) | 32.0 | (0.38) | 7.3 | (0.25) | 2.0 | (0.12) |
| White and Black ........................... | 1,398 | (21.0) | 1.9 | (0.03) | 100.0 | ( $\dagger$ ) | 42.2 | (0.76) | 47.5 | (0.77) | 7.6 | (0.42) | 2.8 | (0.22) |
| White and Asian ........................... | 934 | (14.8) | 1.3 | (0.02) | 100.0 | ( $\dagger$ ) | 82.1 | (0.69) | 11.6 | (0.55) | 5.5 | (0.37) | 0.8 | (0.16) |
| White and American Indian/ <br> Alaska Native $\qquad$ | 394 | (7.6) | 0.5 | (0.01) | 100.0 | ( $\dagger$ ) | 62.2 | (1.21) | 26.4 | (1.10) | 9.7 | (0.69) | 1.7 | (0.29) |
| Other Two or more races ................ | 617 | (13.4) | 0.8 | (0.02) | 100.0 | ( $\dagger$ ) | 58.6 | (0.98) | 31.4 | (1.09) | 7.9 | (0.60) | 2.1 | (0.26) |
| Under 6 years old <br> Total $\qquad$ | 23,696 | (33.0) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 62.9 | (0.17) | 27.2 | (0.14) | 8.3 | (0.11) | 1.6 | (0.03) |
| White .. | 11,812 | (18.8) | 49.8 | (0.07) | 100.0 | ( $\dagger$ ) | 75.0 | (0.21) | 16.5 | (0.18) | 6.9 | (0.11) | 1.5 | (0.04) |
| Black ............................................ | 3,194 | (17.2) | 13.5 | (0.07) | 100.0 | ( $\dagger$ ) | 30.2 | (0.41) | 58.3 | (0.54) | 9.5 | (0.32) | 2.0 | (0.12) |
| Hispanic ........................................ | 6,063 | (17.0) | 25.6 | (0.06) | 100.0 | ( $\dagger$ ) | 53.8 | (0.35) | 33.6 | (0.33) | 11.1 | (0.22) | 1.6 | (0.08) |
| Cuban | 148 | (5.2) | 0.6 | (0.02) | 100.0 | ( $\dagger$ ) | 54.3 | (2.08) | 31.3 | (2.02) | 12.5 | (1.48) | 1.9 | (0.45) |
| Dominican ................................... | 187 | (7.3) | 0.8 | (0.03) | 100.0 | ( $\dagger$ ) | 41.4 | (1.92) | 48.1 | (1.96) | 9.1 | (1.08) | 1.4 | (0.32) |
| Mexican ....................................... | 4,083 | (17.3) | 17.2 | (0.07) | 100.0 | ( $\dagger$ ) | 54.8 | (0.37) | 32.6 | (0.38) | 11.1 | (0.23) | 1.5 | (0.09) |
| Puerto Rican .............................. | 563 | (12.4) | 2.4 | (0.05) | 100.0 | ( $\dagger$ ) | 41.9 | (1.12) | 46.5 | (1.10) | 10.1 | (0.67) | 1.4 | (0.24) |
| Spaniard ................................... | 70 | (4.2) | 0.3 | (0.02) | 100.0 | ( $\dagger$ ) | 68.9 | (3.17) | 21.3 | (2.75) | 8.5 | (2.02) | $\ddagger$ | ( $\dagger$ ) |
| Central American ${ }^{3}$........................ | 560 | (11.3) | 2.4 | (0.05) | 100.0 | ( $\dagger$ ) | 56.0 | (1.07) | 27.9 | (0.87) | 13.8 | (0.79) | 2.2 | (0.37) |
| Costa Rican ............................. | 13 | (2.1) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 70.4 | (6.39) | 14.9 ! | (5.30) | 10.0 ! | (4.40) | $\ddagger$ | ( $\dagger$ ) |
| Guatemalan ............................... | 165 | (6.4) | 0.7 | (0.03) | 100.0 | ( $\dagger$ ) | 59.2 | (1.78) | 27.5 | (1.38) | 11.8 | (1.21) | 1.5 ! | (0.53) |
| Honduran .... | 106 | (5.8) | 0.4 | (0.02) | 100.0 | ( $\dagger$ ) | 47.5 | (2.59) | 33.6 | (2.49) | 14.9 | (2.03) | 4.0 | (1.09) |
| Nicaraguan .............................. | 33 | (2.9) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 59.0 | (5.31) | 25.5 | (4.22) | 15.1 | (3.74) | $\ddagger$ | ( $\dagger$ ) |
| Panamanian ............................. | 17 | (2.2) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 61.7 | (7.14) | 25.3 | (5.54) | 12.3 ! | (5.11) | $\ddagger$ | ( $\dagger$ ) |
| Salvadoran ................................. | 222 | (7.4) | 0.9 | (0.03) | 100.0 | ( $\dagger$ ) | 55.7 | (1.68) | 26.8 | (1.44) | 15.3 | (1.33) | 2.2 | (0.62) |

[^4]Table 102.20. Number and percentage distribution of children under age 18 and under age 6, by living arrangements, race/ethnicity, and selected racial/ethnic subgroups: 2015-Continued
[Standard errors appear in parentheses]

| Age and race/ethnicity | Number of children (in thousands) |  | Percentage distribution of children |  | Percentage distribution of children, by living arrangements |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total |  | Children living with parent(s) or related to householder ${ }^{1}$ |  |  |  |  |  | All other children ${ }^{2}$ |  |
|  |  |  | Married-couple household | Female householder, no spouse present |  | Male householder, no spouse present |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| South American . | 266 | (9.0) | 1.1 | (0.04) | 100.0 | ( $\dagger$ | 65.0 | (1.56) | 25.2 | (1.32) | 7.8 | (0.84) | 2.0 | (0.48) |
| Chilean .... | 14 | (2.2) | 0.1 | (0.01) | 100.0 | ( $\dagger$ | 79.6 | (6.14) | 7.0! | (2.62) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Colombian .. | 77 | (5.1) | 0.3 | (0.02) | 100.0 | ( $\dagger$ ) | 68.9 | (2.83) | 20.3 | (2.18) | 8.9 | (1.82) | 1.9 ! | (0.84) |
| Ecuadorian ... | 62 | (4.3) | 0.3 | (0.02) | 100.0 | ( $\dagger$ ) | 55.7 | (3.12) | 33.4 | (3.14) | 8.1 | (1.59) | 2.8 ! | (1.39) |
| Peruvian .................................. | 48 | (3.9) | 0.2 | (0.02) | 100.0 | ( $\dagger$ ) | 58.6 | (4.17) | 33.3 | (4.07) | 7.2 ! | (2.28) | $\ddagger$ | ( $\dagger$ ) |
| Venezuelan ................. | 20 | (2.3) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 78.8 | (5.52) | 18.3 | (5.44) | 2.0 ! | (0.96) | $\ddagger$ | ( $\dagger$ ) |
| Other South American ................ | 46 | (3.3) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 67.6 | (4.00) | 22.4 | (3.23) | 9.3 | (2.15) | $\ddagger$ | ( $\dagger$ ) |
| Other Hispanic ............................. | 185 | (6.7) | 0.8 | (0.03) | 100.0 | ( $\dagger$ ) | 49.9 | (1.79) | 35.9 | (1.89) | 10.9 | (1.41) | 3.4 | (0.82) |
| Asian ....... | 1,095 | (10.1) | 4.6 | (0.04) | 100.0 | ( $\dagger$ | 86.1 | (0.49) | 8.7 | (0.36) | 4.4 | (0.30) | 0.7 | (0.09) |
| Chinese ${ }^{4}$... | 216 | (6.1) | 0.9 | (0.03) | 100.0 | ( $\dagger$ ) | 86.1 | (0.98) | 9.2 | (0.82) | 4.4 | (0.59) | 0.3 ! | (0.11) |
| Filipino ...... | 128 | (5.0) | 0.5 | (0.02) | 100.0 | ( $\dagger$ ) | 76.6 | (1.89) | 16.0 | (1.49) | 5.3 | (0.92) | 2.0 ! | (0.63) |
| Japanese ... | 27 | (2.4) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 85.6 | (2.77) | 9.9 | (2.29) | 3.5 ! | (1.70) | $\ddagger$ | (t) |
| Korean | 62 | (3.9) | 0.3 | (0.02) | 100.0 | ( $\dagger$ ) | 91.7 | (1.57) | 4.5 | (1.03) | 3.1 ! | (0.94) | $\ddagger$ | ( $\dagger$ ) |
| South Asian ${ }^{5}$ | 400 | (7.5) | 1.7 | (0.03) | 100.0 | ( $\dagger$ ) | 95.2 | (0.49) | 3.1 | (0.39) | 1.5 | (0.33) | 0.2 ! | (0.08) |
| Asian Indian | 324 | (7.2) | 1.4 | (0.03) | 100.0 | (t) | 96.2 | (0.46) | 2.3 | (0.34) | 1.4 | (0.36) | $\ddagger$ | (t) |
| Bangladeshi | 19 | (2.2) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 97.2 | (1.23) | 2.8 ! | (1.23) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Bhutanese ... | $\ddagger$ | (t) | $\ddagger$ | (t) | 100.0 | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Nepalese ................................. | 11 | (1.5) | , | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 84.8 | (4.90) | 12.7 ! | (4.78) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Pakistani .................................... | 41 | (2.4) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 89.9 | (2.34) | 6.6 | (1.86) | 2.8 ! | (1.40) | $\ddagger$ | ( $\dagger$ ) |
| Southeast Asian ............................ | 185 | (5.7) | 0.8 | (0.02) | 100.0 | ( $\dagger$ ) | 71.8 | (1.70) | 16.5 | (1.52) | 10.4 | (1.26) | 1.3 | (0.28) |
| Burmese .... | 24 | (2.6) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 85.4 | (4.21) | 9.1! | (2.95) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Cambodian .............................. | 15 | (2.0) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 52.5 | (6.12) | 30.8 | (6.18) | 14.3 ! | (5.74) | $\ddagger$ | ( $\dagger$ ) |
| Hmong | 35 | (2.6) | 0.1 | (0.01) | 100.0 | ( $\dagger$ ) | 58.2 | (4.77) | 17.9 | (3.68) | 23.4 | (4.28) | $\ddagger$ | ( $\dagger$ ) |
| Laotian | 9 | (1.3) | \# | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 48.3 | (5.83) | 28.6 | (5.32) | 23.1 | (6.41) | $\ddagger$ | ( $\dagger$ ) |
| Thai | 5 | (1.1) | \# | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 59.1 | (10.77) | 32.6 ! | (10.94) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Vietnamese ............................. | 92 | (4.4) | 0.4 | (0.02) | 100.0 | (t) | 78.5 | (2.35) | 14.0 | (1.93) | 5.8 | (1.24) | 1.7 | (0.48) |
| Other Southeast Asian ${ }^{6}$............... | 5 | (1.0) | , | ( $\dagger$ ) | 100.0 | (t) | 90.7 | (6.63) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Other Asian ................................ | 77 | (3.8) | 0.3 | (0.02) | 100.0 | ( $\dagger$ ) | 85.1 | (1.79) | 9.3 | (1.24) | 5.4 | (1.31) | + | ( $\dagger$ |
| Pacific Islander | 46 | (2.7) | 0.2 | (0.01) | 100.0 | ( $\dagger$ | 56.6 | (4.03) | 26.9 | (3.72) | 14.5 | (2.85) | 2.0 ! | (0.83) |
| American Indian/Alaska Native ............. | 164 | (3.9) | 0.7 | (0.02) | 100.0 | ( $\dagger$ | 40.8 | (1.52) | 41.3 | (1.48) | 14.8 | (1.02) | 3.1 | (0.53) |
| Some other race ${ }^{7}$.............................. | 83 | (4.8) | 0.3 | (0.02) | 100.0 | ( $\dagger$ ) | 59.8 | (2.66) | 28.7 | (2.36) | 8.9 | (1.39) | 2.6 ! | (0.93) |
| Two or more races ... | 1,239 | (15.0) | 5.2 | (0.06) | 100.0 | (t) | 58.7 | (0.64) | 32.0 | (0.60) | 7.5 | (0.41) | 1.8 | (0.17) |
| White and Black ....... | 547 | (11.2) | 2.3 | (0.05) | 100.0 | ( $\dagger$ ) | 40.6 | (1.06) | 48.4 | (1.09) | 8.3 | (0.71) | 2.6 | (0.34) |
| White and Asian ............................ | 353 | (7.9) | 1.5 | (0.03) | 100.0 | ( $\dagger$ | 85.5 | (0.83) | 8.7 | (0.68) | 5.2 | (0.54) | 0.5 ! | (0.15) |
| White and American Indian/ <br> Alaska Native $\qquad$ | 122 | (4.8) | 0.5 | (0.02) | 100.0 | ( $\dagger$ ) | 61.8 | (2.01) | 26.6 | (1.72) | 10.8 | (1.17) | 0.8 ! | (0.31) |
| Other Two or more races ................. | 217 | (6.7) | 0.9 | (0.03) | 100.0 | ( $\dagger$ | 59.0 | (1.24) | 31.4 | (1.34) | 7.2 | (0.74) | 2.3 | (0.42) |

## $\dagger$ Not applicable.

\#Rounds to zero
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes all children who live either with their parent(s) or with a householder to whom they are related by birth, marriage, or adoption (except a child who is the spouse of the householder). Children are classified by their parents' marital status or, if no parents are present in the household, by the marital status of the householder who is related to the children. Living arrangements with only a "female householder" or "male householder" are those in which the parent or the householder who is related to the child does not have a spouse living in the household. The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. ${ }^{2}$ Includes foster children, children in unrelated subfamilies, children living in group quarters,
and children who were reported as the householder or spouse of the householder. ${ }^{3}$ Includes other Central American subgroups not shown separately. Includes Taiwanese
In addition to the subgroups shown, also includes Sri Lankan.
${ }^{6}$ Consists of Indonesian and Malaysian.
Respondents who wrote in some other race that was not included as an option on the questionnaire
NOTE: Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2015. (This table was prepared January 2017.)

Table 102.30. Median household income, by state: Selected years, 1990 through 2015
[In constant 2015 dollars. Standard errors appear in parentheses]

| State | $1990{ }^{1}$ | $2000{ }^{2}$ |  | 2005 |  | 2010 |  | 2011 |  | 2012 |  | 2013 |  | 2014 |  | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| United States | \$55,500 | \$59,800 | \$56,100 | (\$80) | \$54,400 | (\$40) | \$53,200 | (\$50) | \$53,000 | (\$30) | \$53,200 | (\$40) | \$53,700 | (\$60) | \$55,800 | (\$50) |
| Alabama | 43,600 | 48,600 | 44,800 | (390) | 44,000 | (310) | 43,600 | (350) | 42,900 | (300) | 43,600 | (400) | 42,900 | (360) | 44,800 | (450) |
| Alaska | 76,400 | 73,400 | 68,200 | $(1,330)$ | 70,200 | $(1,380)$ | 71,500 | $(1,250)$ | 69,900 | $(1,190)$ | 73,500 | $(1,170)$ | 71,700 | $(1,090)$ | 73,400 | $(1,410)$ |
| Arizona | 50,800 | 57,700 | 53,700 | (480) | 50,900 | (350) | 49,200 | (350) | 49,400 | (380) | 49,400 | (360) | 50,100 | (290) | 51,500 | (260) |
| Arkansas | 39,000 | 45,800 | 42,500 | (440) | 41,600 | (420) | 40,800 | (490) | 41,400 | (310) | 41,200 | (440) | 41,300 | (400) | 42,000 | (290) |
| California | 66,100 | 67,600 | 65,100 | (240) | 62,700 | (230) | 60,400 | (180) | 60,200 | (220) | 61,200 | (160) | 62,000 | (140) | 64,500 | (240) |
| Colorado | 55,600 | 67,200 | 61,500 | (410) | 58,800 | (480) | 58,400 | (390) | 58,600 | (370) | 59,900 | (500) | 61,400 | (300) | 63,900 | (540) |
| Connecticut | 77,000 | 76,700 | 74,000 | (600) | 69,600 | (720) | 69,300 | (550) | 69,500 | (540) | 68,300 | (650) | 70,100 | (500) | 71,300 | (480) |
| Delaware | 64,400 | 67,400 | 63,700 | $(1,040)$ | 60,700 | (990) | 62,000 | $(1,020)$ | 60,300 | $(1,000)$ | 58,900 | $(1,160)$ | 59,800 | $(1,020)$ | 61,300 | (780) |
| District of Columbia | 56,700 | 57,100 | 57,300 | $(1,430)$ | 66,200 | $(1,020)$ | 66,500 | $(1,540)$ | 68,700 | $(1,280)$ | 68,800 | $(2,090)$ | 71,700 | $(1,210)$ | 75,600 | $(1,520)$ |
| Florida | 50,700 | 55,200 | 51,500 | (200) | 48,300 | (210) | 46,700 | (260) | 46,500 | (220) | 46,800 | (190) | 47,500 | (200) | 49,400 | (200) |
| Georgia | 53,600 | 60,400 | 55,300 | (320) | 50,500 | (310) | 48,500 | (290) | 48,700 | (240) | 48,700 | (390) | 49,400 | (330) | 51,200 | (230) |
| Hawaii | 71,700 | 70,900 | 70,500 | $(1,450)$ | 68,500 | $(1,030)$ | 65,200 | (660) | 68,400 | $(1,020)$ | 69,200 | (940) | 69,700 | (890) | 73,500 | $(1,220)$ |
| Idaho | 46,600 | 53,500 | 50,300 | (620) | 47,300 | (660) | 45,700 | (850) | 47,000 | (580) | 47,600 | (580) | 47,900 | (780) | 48,300 | (660) |
| Illinois | 59,500 | 66,300 | 61,000 | (250) | 57,600 | (290) | 56,100 | (330) | 56,900 | (260) | 57,200 | (250) | 57,500 | (260) | 59,600 | (310) |
| Indiana | 53,200 | 59,100 | 53,400 | (370) | 48,500 | (300) | 48,900 | (290) | 48,500 | (260) | 48,400 | (320) | 49,500 | (300) | 50,500 | (240) |
| lowa | 48,400 | 56,200 | 52,900 | (380) | 52,100 | (430) | 52,100 | (440) | 52,600 | (270) | 53,100 | (330) | 53,800 | (460) | 54,700 | (480) |
| Kansas | 50,400 | 57,800 | 52,100 | (540) | 52,500 | (570) | 51,600 | (480) | 51,900 | (330) | 51,900 | (380) | 52,600 | (430) | 53,900 | (530) |
| Kentucky | 41,600 | 47,900 | 45,400 | (350) | 43,600 | (330) | 43,400 | (300) | 43,100 | (260) | 44,200 | (400) | 43,000 | (420) | 45,200 | (290) |
| Louisiana | 40,500 | 46,300 | 44,600 | (420) | 46,200 | (470) | 44,000 | (340) | 44,300 | (430) | 44,900 | (540) | 44,600 | (450) | 45,700 | (410) |
| Maine | 51,400 | 53,000 | 51,900 | (710) | 49,800 | (630) | 48,500 | (510) | 48,200 | (560) | 47,800 | (490) | 49,500 | (680) | 51,500 | (520) |
| Maryland | 72,700 | 75,200 | 74,800 | (440) | 74,900 | (610) | 73,800 | (520) | 73,400 | (360) | 73,800 | (440) | 74,100 | (530) | 75,800 | (360) |
| Massachuse | 68,200 | 71,900 | 69,400 | (510) | 67,500 | (270) | 66,200 | (580) | 67,500 | (400) | 67,900 | (440) | 69,200 | (580) | 70,600 | (380) |
| Michigan | 57,300 | 63,600 | 55,900 | (330) | 49,400 | (200) | 48,500 | (210) | 48,400 | (210) | 49,100 | (230) | 49,900 | (230) | 51,100 | (150) |
| Minnesota | 57,100 | 67,000 | 63,100 | (270) | 60,300 | (300) | 60,000 | (310) | 60,800 | (420) | 61,800 | (270) | 61,600 | (290) | 63,500 | (410) |
| Mississippi | 37,200 | 44,600 | 40,000 | (450) | 40,100 | (420) | 38,900 | (370) | 38,300 | (370) | 38,600 | (640) | 39,700 | (470) | 40,600 | (330) |
| Missouri | 48,700 | 54,000 | 50,900 | (270) | 48,200 | (340) | 47,700 | (340) | 46,800 | (260) | 47,800 | (260) | 48,400 | (350) | 50,200 | (250) |
| Montana | 42,400 | 47,000 | 47,700 | (710) | 46,400 | (750) | 46,600 | (690) | 46,500 | (690) | 47,800 | (710) | 46,400 | (740) | 49,500 | (860) |
| Nebraska | 48,000 | 55,900 | 53,200 | (560) | 52,600 | (600) | 53,000 | (440) | 52,400 | (360) | 52,300 | (300) | 52,700 | (420) | 55,000 | (500) |
| Nevada | 57,300 | 63,400 | 59,700 | (660) | 55,400 | (520) | 51,600 | (650) | 51,400 | (520) | 52,100 | (360) | 51,500 | (420) | 52,400 | (590) |
| New Hampshire | 67,100 | 70,400 | 68,900 | (740) | 66,400 | (760) | 66,000 | (910) | 65,300 | (960) | 65,400 | (830) | 66,600 | (790) | 70,300 | (760) |
| New Jersey | 75,600 | 78,500 | 74,800 | (390) | 73,600 | (500) | 71,100 | (460) | 71,900 | (450) | 71,400 | (340) | 72,000 | (270) | 72,200 | (370) |
| New Mexico | 44,500 | 48,600 | 45,500 | (550) | 45,800 | (490) | 44,200 | (510) | 43,900 | (570) | 44,600 | (590) | 44,900 | (520) | 45,400 | (530) |
| New York | 60,900 | 61,700 | 60,100 | (310) | 58,900 | (250) | 58,200 | (250) | 58,300 | (230) | 58,400 | (270) | 58,900 | (240) | 60,900 | (190) |
| North Carolina | 49,200 | 55,800 | 49,400 | (240) | 47,100 | (240) | 46,300 | (330) | 46,600 | (250) | 46,700 | (260) | 46,600 | (230) | 47,800 | (320) |
| North Dakota | 42,900 | 49,200 | 49,800 | (520) | 52,900 | $(1,040)$ | 54,500 | (810) | 55,300 | (970) | 56,700 | (900) | 59,100 | $(1,020)$ | 60,600 | $(1,010)$ |
| Ohio | 53,000 | 58,300 | 52,800 | (250) | 49,000 | (190) | 48,200 | (200) | 48,300 | (180) | 48,900 | (250) | 49,400 | (220) | 51,100 | (140) |
| Oklahoma | 43,500 | 47,500 | 45,000 | (420) | 45,700 | (270) | 45,600 | (390) | 45,700 | (290) | 46,500 | (330) | 47,600 | (280) | 48,600 | (310) |
| Oregon | 50,300 | 58,200 | 52,100 | (430) | 50,600 | (360) | 49,300 | (460) | 50,700 | (510) | 51,100 | (330) | 51,100 | (300) | 54,100 | (550) |
| Pennsylvania | 53,700 | 57,100 | 54,100 | (290) | 53,600 | (290) | 52,900 | (190) | 52,900 | (170) | 52,900 | (160) | 53,300 | (260) | 55,700 | (230) |
| Rhode Island | 59,400 | 59,900 | 62,500 | $(1,010)$ | 56,800 | (820) | 56,500 | $(1,090)$ | 56,300 | $(1,120)$ | 56,900 | $(1,180)$ | 55,000 | (910) | 58,100 | $(1,470)$ |
| South Carolina | 48,500 | 52,800 | 47,700 | (450) | 45,700 | (280) | 44,600 | (360) | 44,500 | (410) | 44,900 | (410) | 45,300 | (310) | 47,200 | (330) |
| South Dakota | 41,500 | 50,200 | 48,900 | (660) | 49,900 | (800) | 50,900 | $(1,020)$ | 49,900 | (610) | 49,800 | (670) | 51,000 | (630) | 53,000 | (670) |
| Tennessee | 45,800 | 51,700 | 47,200 | (350) | 45,100 | (270) | 43,900 | (270) | 44,100 | (360) | 45,100 | (310) | 44,400 | (340) | 47,300 | (300) |
| Texas | 49,900 | 56,800 | 51,100 | (180) | 52,800 | (230) | 52,100 | (250) | 52,400 | (170) | 52,600 | (150) | 53,100 | (230) | 55,700 | (190) |
| Utah | 54,400 | 65,100 | 58,200 | (700) | 59,500 | (410) | 58,900 | (520) | 58,900 | (460) | 60,800 | (470) | 61,000 | (400) | 62,900 | (740) |
| Vermont | 55,000 | 58,100 | 55,400 | (880) | 53,700 | (980) | 55,600 | (910) | 54,700 | (790) | 53,500 | (970) | 54,200 | $(1,050)$ | 57,000 | (810) |
| Virginia | 61,500 | 66,400 | 65,800 | (400) | 66,000 | (300) | 65,200 | (320) | 63,700 | (260) | 63,800 | (410) | 65,000 | (380) | 66,300 | (330) |
| Washington | 57,600 | 65,100 | 59,800 | (480) | 60,500 | (360) | 59,900 | (360) | 59,400 | (370) | 59,400 | (420) | 61,400 | (300) | 64,100 | (480) |
| West Virginia | 38,400 | 42,300 | 40,600 | (590) | 41,500 | (590) | 40,600 | (560) | 41,500 | (440) | 42,000 | (460) | 41,100 | (400) | 42,000 | (480) |
| Wisconsin | 54,400 | 62,300 | 57,200 | (290) | 53,300 | (330) | 53,100 | (270) | 52,700 | (200) | 52,400 | (230) | 52,700 | (260) | 55,600 | (260) |
| Wyoming ....................................... | 50,000 | 53,900 | 56,100 | $(1,120)$ | 58,200 | $(1,250)$ | 59,400 | $(1,210)$ | 56,700 | (940) | 59,800 | $(1,110)$ | 57,100 | $(1,210)$ | 60,200 | (960) |

Based on 1989 incomes collected in the 1990 census.
${ }^{2}$ Based on 1999 incomes collected in the 2000 census.
NOTE: Constant dollars adjusted by the Consumer Price Index research series using current methods (CPI-U-RS).
SOURCE: U.S. Department of Commerce, Census Bureau, 1990 Summary Tape File 3 (STF 3), "Median Household Income in 1989," retrieved May 12, 2005, from https://
www.census.gov/hhes/www/income/data/historical/state/state1.html; Decennial Census, 2000, Summary Social, Economic, and Housing Characteristics; Census 2000 Summary File 4 (SF 4), retrieved March 28, 2005, from https://www.census.gov/census2000/ SF4.html; and American Community Survey (ACS), selected years, 2005 through 2015, retrieved January 24, 2017, from https://factfinder.census.gov/faces/nav/jsf/pages/ searchresults.xhtml?refresh=t. (This table was prepared January 2017.)

# Table 102.40. Poverty rates for all persons and poverty status of related children under age 18, by region and state: Selected years, 1990 through 2015 

[Standard errors appear in parentheses]

| Region and state | Percent of persons in poverty ${ }^{1}$ |  |  |  |  |  |  |  | Poverty status of related children ${ }^{2}$ under age 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $1990{ }^{3}$ | $200{ }^{4}$ | $2010{ }^{5}$ |  | 20145 |  | $2015{ }^{5}$ |  |  |  | $\begin{array}{r} 2000,{ }^{20} \\ \text { percent } \\ \text { in poverty } \end{array}$ |  | $\begin{array}{r} 2010,5 \\ \text { percent } \\ \text { in poverty } \end{array}$ |  | $2014{ }^{5}$ |  |  |  | $2015{ }^{5}$ |  |  |  |
|  |  |  |  |  | Number in poverty (in thousands) | Percent in poverty |  | Numberin poverty(in thousands) |  | Percent in poverty |  |  |  |
| 1 | 2 | 3 |  | 4 |  |  |  | 5 |  |  |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| United States | 13.1 | 12.4 | 14.9 | (0.06) | 15.1 | (0.06) |  |  | 14.3 | (0.06) |  |  | 17.9 | (0.02) | 16.1 | (0.01) | 21.1 | (0.13) | 15,276 | (98.6) | 21.2 | (0.13) | 14,652 | (109.9) | 20.3 | (0.15) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast | 10.6 | 11.4 | 12.5 | (0.09) | 12.9 | (0.11) | 12.5 | (0.09) | 14.3 | (0.54) | 14.3 | (0.39) |  | (0.20) | 2,145 | (30.0) | 18.3 | (0.25) | 2,057 | (25.4) | 17.7 | (0.22) |
| South | 15.7 | 13.9 | 14.1 | (0.10) | 14.1 | (0.11) | 13.5 | (0.12) | 20.5 | (0.90) | 17.6 | (0.64) |  | (0.24) | 2,989 | (38.0) | 19.5 | (0.25) | 2,878 | (41.4) | 18.8 | (0.27) |
| Midwes | 12.0 | 10.2 | 16.5 | (0.08) | 16.5 | (0.08) | 15.6 | (0.09) | 14.9 | (0.58) | 12.0 | (0.37) | 23.8 | (0.18) | 6,534 | (50.7) | 23.7 | (0.18) | 6,291 | (58.7) | 22.7 | (0.21) |
| West | 12.6 | 13.0 | 15.0 | (0.09) | 15.3 | (0.09) | 14.4 | (0.09) | 16.2 | (0.79) | 16.2 | (0.54) | 20.6 | (0.19) | 3,608 | (39.4) | 20.7 | (0.22) | 3,425 | (32.6) | 19.6 | (0.18) |
| Alabama | 18.3 | 16.1 | 18.6 | (0.39) | 18.9 | (0.39) | 18.4 | (0.37) | 24.0 | (0.14) | 21.2 | (0.10) | 27.6 | (0.86) | 304 | (9.0) | 28.1 | (0.83) | 285 | (8.7) | 26.2 | (0.79) |
| Alaska | 9.0 | 9.4 | 10.6 | (0.75) | 12.0 | (1.09) | 9.9 | (0.95) | 10.9 | (0.24) | 11.2 | (0.16) | 13.5 | (1.32) | 28 | (3.7) | 15.8 | (2.07) | 27 | (3.7) | 14.7 | (2.03) |
| Arizona | 15.7 | 13.9 | 17.1 | (0.35) | 17.6 | (0.30) | 16.9 | (0.31) | 21.7 | (0.13) | 18.8 | (0.10) | 24.0 | (0.74) | 386 | (10.8) | 24.5 | (0.66) | 381 | (10.8) | 24.0 | (0.67) |
| Arkansas | 19.1 | 15.8 | 18.2 | (0.41) | 18.3 | (0.43) | 18.8 | (0.44) | 25.0 | (0.17) | 21.4 | (0.11) | 26.6 | (1.00) | 182 | (67.) | 26.3 | (0.98) | 185 | (6.7) | 26.9 | (0.97) |
| California | 12.5 | 14.2 | 15.4 | (0.13) | 16.1 | (0.15) | 15.0 | (0.12) | 17.8 | (0.05) | 19.0 | (0.04) | 21.5 | (0.28) | 1,998 | (27.9) | 22.3 | (0.31) | 1,866 | (25.4) | 20.9 | (0.28) |
| Colorado | 11.7 | 9.3 | 12.8 | (0.33) | 11.9 | (0.29) | 11.3 | (0.26) | 15.0 | (0.11) | 10.8 | (0.07) | 16.6 | (0.71) | 191 | (8.4) | 15.6 | (0.68) | 177 | (7.2) | 14.3 | (0.58) |
| Connecticut | 6.8 | 7.9 | 9.6 | (0.30) | 9.9 | (0.30) | 9.9 | (0.33) | 10.4 | (0.13) | 10.0 | (0.09) | 12.3 | (0.63) | 101 | (5.4) | 13.4 | (0.71) | 100 | (5.6) | 13.4 | (0.76) |
| Delaware | 8.7 | 9.2 | 11.7 | (0.73) | 12.6 | (0.72) | 13.1 | (0.87) | 11.7 | (0.23) | 11.9 | (0.20) | 18.2 | (1.59) | 39 | (3.8) | 19.4 | (1.88) | 42 | (4.4) | 21.0 | (2.19) |
| District of Columbia | 16.9 | 20.2 | 18.3 | (0.87) | 15.9 | (0.84) | 15.5 | (0.76) | 25.0 | (0.49) | 31.1 | (0.37) | 29.3 | (2.58) | 29 | (3.2) | 26.1 | (2.81) | 29 | (2.6) | 25.4 | (2.21) |
| Florida | 12.7 | 12.5 | 16.2 | (0.16) | 16.2 | (0.21) | 15.3 | (0.16) | 18.3 | (0.09) | 17.2 | (0.06) | 23.2 | (0.40) | 932 | (17.6) | 23.5 | (0.45) | 917 | (17.5) | 22.9 | (0.43) |
| Georgia | 14.7 | 13.0 | 17.4 | (0.27) | 18.1 | (0.26) | 16.6 | (0.22) | 19.8 | (0.12) | 16.7 | (0.07) | 24.4 | (0.46) | 648 | (13.8) | 26.5 | (0.55) | 590 | (12.3) | 24.0 | (0.50) |
| Hawaii | 8.3 | 10.7 | 10.1 | (0.50) | 11.0 | (0.60) | 10.4 | (0.52) | 11.1 | (0.21) | 13.5 | (0.16) | 12.5 | (1.29) | 44 | (4.2) | 14.6 | (1.39) | 41 | (3.8) | 13.4 | (1.24) |
| Idaho | 13.3 | 11.8 | 15.0 | (0.50) | 14.6 | (0.55) | 13.8 | (0.63) | 15.8 | (0.21) | 13.8 | (0.13) | 17.5 | (0.96) | 77 | (5.4) | 18.2 | (1.28) | 66 | (4.9) | 15.6 | (1.16) |
| Illinois | 11.9 | 10.7 | 13.6 | (0.19) | 14.0 | (0.23) | 13.4 | (0.21) | 16.8 | (0.07) | 14.0 | (0.04) | 19.4 | (0.41) | 583 | (15.9) | 19.9 | (0.54) | 560 | (14.7) | 19.3 | (0.50) |
| Indiana | 10.7 | 9.5 | 14.9 | (0.28) | 14.9 | (0.31) | 14.6 | (0.29) | 13.9 | (0.09) | 11.7 | (0.08) |  | (0.63) | 329 | (11.0) | 21.5 | (0.71) | 332 | (10.8) | 21.6 | (0.70) |
| lowa | 11.5 | 9.1 | 12.3 | (0.41) | 11.9 | (0.46) | 12.5 | (0.47) | 14.0 | (0.13) | 10.5 | (0.08) | 16.7 | (0.94) | 110 | (7.3) | 15.5 | (1.03) | 111 | (7.5) | 15.7 | (1.07) |
| Kansas | 11.5 | 9.9 | 12.7 | (0.42) | 13.2 | (0.41) | 12.6 | (0.40) | 13.9 | (0.13) | 11.5 | (0.09) | 17.4 | (0.94) | 121 | (6.5) | 17.1 | (0.91) | 123 | (6.2) | 17.5 | (0.85) |
| Kentucky | 19.0 | 15.8 | 18.1 | (0.32) | 18.0 | (0.39) | 17.6 | (0.32) | 24.5 | (0.14) | 20.4 | (0.09) | 25.4 | (0.76) | 246 | (8.5) | 24.9 | (0.84) | 245 | (7.7) | 25.0 | (0.77) |
| Louisiana | 23.6 | 19.6 | 17.9 | (0.31) | 19.0 | (0.38) | 18.8 | (0.43) | 31.2 | (0.16) | 26.3 | (0.10) | 26.9 | (0.68) | 297 | (9.0) | 27.1 | (0.81) | 303 | (10.3) | 27.6 | (0.94) |
| Maine | 10.8 | 10.9 | 13.3 | (0.58) | 14.2 | (0.60) | 12.5 | (0.56) | 13.2 | (0.18) | 13.0 | (0.14) | 18.3 | (1.28) | 49 | (3.6) | 19.2 | (1.41) | 35 | (2.8) | 14.3 | (1.12) |
| Maryland | 8.3 | 8.5 | 9.8 | (0.25) | 9.7 | (0.25) | 9.8 | (0.28) | 10.9 | (0.10) | 10.3 | (0.08) |  | (0.51) | 161 | (7.5) | 12.2 | (0.57) | 173 | (8.5) | 13.2 | (0.64) |
| Massachuse | 8.9 | 9.3 | 11.0 | (0.25) | 11.2 | (0.23) | 10.9 | (0.22) | 12.9 | (0.10) | 11.6 | (0.07) | 13.7 | (0.55) | 199 | (8.0) | 14.6 | (0.58) | 194 | (7.1) | 14.2 | (0.52) |
| Michigan | 13.1 | 10.5 | 16.2 | (0.24) | 15.7 | (0.23) | 15.5 | (0.28) | 18.2 | (0.08) | 13.4 | (0.05) | 22.5 | (0.52) | 461 | (10.7) | 21.3 | (0.50) | 472 | (13.3) | 22.0 | (0.62) |
| Minnesota | 10.2 | 7.9 | 11.1 | (0.32) | 10.9 | (0.31) | 9.7 | (0.26) | 12.4 | (0.09) | 9.2 | (0.06) | 14.6 | (0.72) | 169 | (8.9) | 13.5 | (0.70) | 153 | (7.9) | 12.2 | (0.62) |
| Mississippi | 25.2 | 19.9 | 21.5 | (0.51) | 21.4 | (0.47) | 21.1 | (0.51) | 33.5 | (0.18) | 26.7 | (0.11) | 31.7 | (1.05) | 218 | (7.6) | 30.5 | (1.03) | 224 | (7.7) | 31.2 | (1.07) |
| Missouri | 13.3 | 11.7 | 15.1 | (0.28) | 14.9 | (0.28) | 14.2 | (0.28) | 17.4 | (0.10) | 15.3 | (0.07) | 20.6 | (0.59) | 278 | (9.9) | 20.6 | (0.73) | 266 | (10.5) | 19.6 | (0.77) |
| Montana | 16.1 | 14.6 | 14.1 | (0.70) | 15.7 | (0.81) | 14.2 | (0.70) | 19.9 | (0.27) | 18.4 | (0.18) | 19.8 | (1.43) | 43 | (3.7) | 19.9 | (1.70) | 41 | (3.9) | 18.5 | (1.74) |
| Nebraska | 11.1 | 9.7 | 12.7 | (0.56) | 12.3 | (0.46) | 12.2 | (0.43) | 13.5 | (0.16) | 11.8 | (0.11) | 18.2 | (1.32) | 76 | (5.1) | 16.5 | (1.11) | 71 | (4.2) | 15.4 | (0.91) |
| Nevada | 10.2 | 10.5 | 14.9 | (0.49) | 14.7 | (0.45) | 14.7 | (0.46) | 12.8 | (0.22) | 13.5 | (0.14) | 21.7 | (0.97) | 136 | (6.8) | 20.9 | (1.03) | 136 | (7.3) | 20.8 | (1.11) |
| New Hampshire | 6.4 | 6.5 | 8.0 | (0.44) | 9.1 | (0.53) | 7.7 | (0.49) | 7.0 | (0.14) | 7.3 | (0.11) | 9.8 | (1.09) | 36 | (3.8) | 13.6 | (1.42) | 26 | (3.0) | 9.9 | (1.16) |
| New Jersey | 7.6 | 8.5 | 10.0 | (0.22) | 10.9 | (0.21) | 10.4 | (0.22) | 11.0 | (0.08) | 10.8 | (0.06) | 14.0 | (0.45) | 316 | (9.9) | 16.0 | (0.50) | 293 | (10.9) | 14.9 | (0.55) |
| New Mexico | 20.6 | 18.4 | 19.9 | (0.65) | 20.9 | (0.70) | 20.4 | (0.66) | 27.5 | (0.21) | 24.6 | (0.15) | 29.5 | (1.22) | 144 | (6.7) | 29.6 | (1.36) | 150 | (7.0) | 30.5 | (1.38) |
| New York.. | 13.0 | 14.6 | 14.6 | (0.19) | 15.1 | (0.18) | 14.8 | (0.17) | 18.8 | (0.07) | 19.6 | (0.05) | 21.1 | (0.36) | 899 | (15.9) | 21.8 | (0.38) | 879 | (17.8) | 21.4 | (0.43) |
| North Carolina | 13.0 | 12.3 | 16.8 | (0.24) | 16.8 | (0.25) | 16.2 | (0.23) | 16.9 | (0.09) | 15.7 | (0.06) | 24.1 | (0.52) | 537 | (13.8) | 23.9 | (0.61) | 532 | (11.7) | 23.7 | (0.51) |
| North Dakota | 14.4 | 11.9 | 11.8 | (0.77) | 11.5 | (0.92) | 11.3 | (0.57) | 16.9 | (0.26) | 13.5 | (0.15) | 14.2 | (1.92) | 25 | (3.1) | 15.5 | (1.92) | 19 | (2.2) | 11.0 | (1.28) |
|  | 12.5 | 10.6 | 15.4 | (0.21) | 15.4 | (0.22) | 14.5 | (0.21) | 17.6 | (0.07) | 14.0 | (0.05) | 22.9 | (0.48) | 578 | (12.5) | 22.5 | (0.49) | 552 | (13.3) | 21.5 | (0.51) |
| Oklahom | 16.7 | 14.7 | 16.5 | (0.39) | 15.9 | (0.37) | 15.7 | (0.38) | 21.4 | (0.14) | 19.1 | (0.09) | 24.9 | (0.98) | 202 | (7.3) | 21.8 | (0.79) | 207 | (8.3) | 22.1 | (0.88) |
| Oregon | 12.4 | 11.6 | 15.6 | (0.34) | 15.8 | (0.40) | 14.8 | (0.40) | 15.2 | (0.13) | 14.0 | (0.09) | 21.0 | (0.77) | 164 | (6.6) | 19.6 | (0.79) | 165 | (7.9) | 19.7 | (0.95) |
| Pennsylvania | 11.1 | 11.0 | 12.8 | (0.18) | 13.1 | (0.21) | 12.5 | (0.21) | 15.4 | (0.07) | 14.3 | (0.05) | 18.2 | (0.44) | 491 | (14.4) | 18.6 | (0.54) | 480 | (13.2) | 18.3 | (0.49) |
| Rhode Island | 9.6 | 11.9 | 14.0 | (0.59) | 13.7 | (0.66) | 13.1 | (0.61) | 13.5 | (0.26) | 16.5 | (0.22) | 19.7 | (1.49) | 39 | (3.3) | 18.8 | (1.58) | 38 | (3.3) | 18.5 | (1.56) |
| South Carolina | 15.4 | 14.1 | 17.6 | (0.33) | 17.5 | (0.37) | 16.0 | (0.32) | 20.8 | (0.16) | 18.5 | (0.10) | 25.5 | (0.73) | 280 | (9.5) | 26.5 | (0.89) | 245 | (7.6) | 23.1 | (0.70) |
| South Dakota | 15.9 | 13.2 | 14.4 | (0.89) | 14.2 | (0.61) | 12.5 | (0.69) | 20.1 | (0.28) | 16.7 | (0.19) | 18.7 | (1.97) | 38 | (3.3) | 18.6 | (1.56) | 29 | (3.2) | 14.0 | (1.51) |
| Tennessee | 15.7 | 13.5 | 17.2 | (0.30) | 18.0 | (0.33) | 16.4 | (0.31) | 20.7 | (0.12) | 17.6 | (0.09) | 25.3 | (0.67) | 384 | (10.0) | 26.3 | (0.67) | 351 | (10.9) | 24.0 | (0.74) |
| Texas | 18.1 | 15.4 | 17.3 | (0.16) | 16.8 | (0.16) | 15.4 | (0.17) | 24.0 | (0.08) | 20.2 | (0.05) | 25.2 | (0.31) | 1,714 | (22.8) | 24.5 | (0.33) | 1,591 | (25.1) | 22.4 | (0.35) |
| Utah | 11.4 | 9.4 | 13.1 | (0.46) | 11.6 | (0.39) | 11.2 | (0.43) | 12.2 | (0.14) | 9.7 | (0.08) | 15.8 | (0.87) | 117 | (6.4) | 13.1 | (0.72) | 115 | (6.9) | 12.8 | (0.77) |
| Vermont | 9.9 | 9.4 | 11.4 | (0.76) | 9.7 | (0.66) | 9.2 | (0.84) | 11.5 | (0.23) | 10.7 | (0.15) |  | (2.12) | 15 | (2.1) | 12.4 | (1.80) | 14 | (2.5) | 11.7 | (2.16) |
| Virginia | 10.2 | 9.6 | 11.0 | (0.18) | 11.5 | (0.26) | 11.0 | (0.22) | 13.0 | (0.10) | 11.9 | (0.07) | 15.0 | (0.42) | 278 | (10.1) | 15.1 | (0.55) | 279 | (8.7) | 15.2 | (0.47) |
| Washington .. | 10.9 | 10.6 | 13.2 | (0.27) | 13.0 | (0.24) | 12.4 | (0.25) | 14.0 | (0.09) | 13.2 | (0.08) | 17.8 | (0.58) | 261 | (8.0) | 16.7 | (0.51) | 248 | (9.8) | 15.8 | (0.62) |
| West Virginia | 19.7 | 17.9 | 17.9 | (0.54) | 17.4 | (0.49) | 17.3 | (0.55) | 25.9 | (0.21) | 23.9 | (0.15) | 25.9 | (1.37) | 83 | (4.6) | 22.6 | (1.23) | 93 | (5.4) | 25.3 | (1.44) |
| Wisconsin ... | 10.7 | 8.7 | 12.7 | (0.31) | 12.6 | (0.31) | 11.3 | (0.34) | 14.6 | (0.09) | 10.8 | (0.07) | 18.1 | (0.76) | 220 | (9.7) | 17.4 | (0.77) | 191 | (10.0) | 15.2 | (0.79) |
| Wyoming ....... | 11.9 | 11.4 | 10.4 | (0.80) | 11.7 | (0.90) | 9.9 | (0.80) | 14.1 | (0.30) | 13.8 | (0.22) | 13.4 | (1.69) | 19 | (2.6) | 14.3 | (1.92) | 15 | (2.5) | 10.9 | (1.81) |

${ }^{1}$ Data exclude institutionalized persons (e.g., those living in prisons or nursing homes) as well as persons living in most types of noninstitutional group quarters (e.g., college housing or military barracks). Data include noninstitutionalized persons living in households as well as those living in group homes and shelters.
${ }^{2}$ Related children in a family include all children in the household who are related to the householder by birth, marriage, or adoption (except a child who is the spouse of the householder). The householder is the person (or one of the people) who owns or rents (main tains) the housing unit. This table excludes unrelated children and householders who are themselves under the age of 18 .
${ }^{3}$ Based on 1989 incomes and family sizes collected in the 1990 census
4Based on 1999 incomes and family sizes collected in the 2000 census.
${ }^{5}$ Based on income and family size data from the American Community Survey (ACS). ACS respondents were interviewed throughout the given year and reported the income they received during the previous 12 months. Data are based on sample surveys of the entire population residing within the United States.

NOTE: Poverty status is determined by the Census Bureau using a set of money income thresholds that vary by family size and composition. For additional information about poverty status, see https://www.census.gov/topics/income-poverty/poverty/guidance/povertymeasures.html. Poverty estimates in this table may differ from table 102.50's official national poverty estimates, which are based on a different data source (the Current Population Survey). Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, 1990 Summary Tape File 3 (STF 3), "Median Household Income in 1989" and "Poverty Status in 1989 by Family Type and Age"; Decennial Census, 1990, Minority Economic Profiles, unpublished data; Decennial Census, 2000, Summary Social, Economic, and Housing Characteristics; Census 2000 Summary File 4 (SF 4), "Poverty Status in 1999 of Related Children Under 18 Years by Family Type and Age"; and American Community Survey (ACS), 2010, 2014, and 2015. (This table was prepared December 2016.)

Table 102.50. Official and supplemental measures of poverty status for all persons, persons in families, and related children under age 18, by race/ethnicity: Selected years, 1960 through 2015

| Race/ethnicity, type of poverty measure, and year | Number below the poverty level (in thousands) |  |  |  |  |  |  |  |  |  |  |  | Percent below the poverty level |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All persons |  | In all families |  |  |  |  |  | In families with female householder, no spouse present |  |  |  | All persons |  | In all families |  |  |  |  |  | In families with female householder, no spouse present |  |  |  |
|  |  |  |  | Total | Householder ${ }^{1}$ |  | Related children under $18^{2}$ |  |  | Total | Related children under $18^{2}$ |  |  |  |  | Total | Householder ${ }^{1}$ |  | Related children under $18^{2}$ |  |  | Total | Related children under $18{ }^{2}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total, official poverty measure ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1960 ..... | 39,851 | (644.0) | 34,925 | (493.6) | 8,243 | (177.2) | 17,288 | (290.6) | 7,247 | (163.6) | 4,095 | (116.6) | 22.2 | (0.34) | 20.7 | (0.17) | 18.1 | (0.30) | 26.5 | (0.29) | 48.9 | (0.69) | 68.4 | (1.01) |
| 1965 ........................... | 33,185 | (595.4) | 28,358 | (4919.2) | 6,721 | (156.2) | 14,388 | (255.6) | 7,524 | (167.4) | 4,562 | (124.1) | 17.3 | (0.30) | 15.8 | (0.14) | 13.9 | (0.26) | 20.7 | (0.26) | 46.0 | (0.66) | 64.2 | (0.96) |
| 1970 .................................... | 25,420 | (431.8) | 20,330 | 266.6) | 5,260 | (110.1) | 10,235 | (166.2) | 7,503 | (136.5) | 4,689 | (102.9) | 12.6 | $0.21)$ | 10.9 | 0.10 | 10.1 | (0.18) | 14.9 | (0.19) | 38.1 | (0.48) | 53.0 | (0.73) |
| 1975 ........................... | 25,877 | (435.2) | 20,789 | (271.0) | 5,450 | (112.4) | 10,882 | (173.0) | 8,846 | 151.3) | 5,597 | (114.2) | 12.3 | 0.20 | 10.9 | (0.10) | 9.7 | (0.17) | 16.8 | 0.20) | 37.5 | 0.43) | 52.7 | (0.67) |
| 1980 .......................... | 29,272 <br> 33 | (460.0) | 22,601 25 | 288.2 336.0 | 6,217 7,223 | $\left(\begin{array}{l}121.7) \\ 141.0\end{array}\right.$ | 11,114 12.483 | $\left(\begin{array}{r}175.4 \\ 200.4\end{array}\right.$ | 10,120 11.600 | (195.0) 190.8 | 5,866 6,716 | (117.5) | 13.0 14.0 | (0.20) | 11.5 12.6 | (0.10) | 10.3 11.4 | (0.17) | 17.9 20.1 | (0.21) | 36.7 37.6 | 0.40 0.40 0 | 50.8 53.6 | (0.64) |
| 1990 ............................... | 33,585 | (534.4) | 25,232 | (342.9) | 7,098 | 144.4) | 12,715 | (210.0) | 12,578 | 208.5) | 7,363 | (147.7) | 13.5 | (0.21) | 12.0 | 0.11) | 10.7 | (0.18) | 19.9 | (0.24) | 37.2 | (0.40) | 53.4 | (0.64) |
| 1995 ......................... | 36,425 | (553.5) | 27,501 | (366.1) | 7,532 | 149.8) | 13,998 | (224.2) | 14,205 | (226.5) | 8,362 | (159.9) | 13.8 | (0.21) | 12.3 | (0.10) | 10.8 | (0.18) | 20.2 | (0.23) | 36.5 | (0.37) | 50.3 | (0.58) |
| 2000 .................................. | 31,581 | (538.4) | 22,347 | (324.8) | 6,400 | (140.7) | 11,005 | (198.1) | 10,926 | (197.1) | 6,300 | (139.4) | 11.3 | (0.19) | 9.6 | (0.10) | 8.7 | (0.16) | 15.6 | (0.21) | 28.5 | (0.36) | 40.1 | (0.61) |
| 2005 ... | 36,950 | (466.0) | 26,068 | (410.7) | 7,657 | (124.4) | 12,335 | (215.9) | 13,153 | (303.2) | 7,210 | (178.4) | 12.6 | (0.16) | 10.8 | (0.17) | 9.9 | (0.15) | 17.1 | (0.30) | 31.1 | (0.62) | 42.8 | (0.86) |
| 2006 .......................... | 36,460 | (421.7) | 25,915 | (378.2) | 7,668 | (113.2) | 12,299 | (205.6) | 13,199 | 290.2) | 7,341 | (170.5) | 12.3 | (0.14) | 10.6 | (0.15) | 9.8 | (0.14) | 16.9 | (0.28) | 30.5 | (0.53) | 42.1 | (0.70) |
| 2007 .......................... | 37,276 39 | $\binom{511.9}{479}$ | 26,509 28,564 | (441.4) | 7,623 | $\left(\begin{array}{l}136.3 \\ 1279\end{array}\right.$ | 12,802 <br> 13 <br> 1 | (241.1) | 13,478 13812 | (317.4) | 7,546 | (193.5) | 12.5 13 | (0.17) | 10.8 11.5 | (0.18) | 9.8 10.3 | (0.17) | 17.6 18.5 | (0.33) | 30.7 314 | (0.61) | 43.0 | (0.87) |
| 2008 .......................... |  | (479.0) | 28,564 | (422.6) |  | (127.9) |  | (224.3) | 13,812 | (291.9) |  | (180.9) |  | (0.16) |  | (0.17) |  | (0.16) |  | (0.31) |  | (0.58) |  | (0.81) |
| 2009 | 43,569 | (487.0) | 31,197 | (439.7) | 8,792 | (131.7) | 14,774 | (233.1) | 14,746 | (307.2) | 7,942 | (178.2) | 14.3 | (0.16) | 12.5 | (0.18) | 11.1 | (0.16) | 20.1 | (0.32) | 32.5 | (0.61) | 44.4 | (0.80) |
| 2011 ... | 46,247 | (462.7) | 33,126 | 442.9 | 9,497 | (13.6) | -5,730 | (229.0) | 16,451 | (2926.0) | 9,026 | 174.9 | 15.0 | (15 | 13.1 | 0.18 | 11.8 | 0.16 | 21.4 | (0.32 | 34.2 | (0.59 | 47.6 | 0.70 |
| 2012 ....... | 46,496 | (546.4) | 33,198 | (500.1) | 9,520 | (140.0) | 15,435 | (262.1) | 15,957 | 384.6) | 8,664 | (224.6) | 15.0 | (0.18) | 13.1 | (0.20) | 11.8 | (0.17) | 21.3 | (0.36) | 33.9 | (0.65) | 47.2 | (0.87) |
| 2013 ................................................. | 45,318 | (616.6) | 31,530 | (513.4) | 9,130 | (150.1) | 14,142 | (270.3) | 15,606 | (375.3) | 8,305 | (217.6) | 14.5 | (0.20) | 12.4 | (0.21) | 11.2 | (0.18) | 19.5 | (0.37) | 33.2 | (0.71) | 45.8 | (0.89) |
| $2014 \text {.............................................................. } 2015$ | $\begin{aligned} & 46,657 \\ & 43,123 \end{aligned}$ | $\begin{aligned} & (521.0 \\ & (563.2) \end{aligned}$ | $\begin{aligned} & 32,615 \\ & 29,893 \end{aligned}$ | $\left.\begin{array}{l} (450.3 \\ (513.3 \end{array}\right)$ | $\begin{aligned} & 9,467 \\ & 8,589 \end{aligned}$ | $\binom{138.4}{147.6}$ | $\begin{aligned} & 14,987 \\ & 13,962 \end{aligned}$ | $\begin{aligned} & (245.2) \\ & (268.3) \end{aligned}$ | $\begin{aligned} & 15,905 \\ & 14,719 \end{aligned}$ | $\begin{aligned} & (339.77 \\ & (335.7) \end{aligned}$ | $\begin{aligned} & 8,491 \\ & 7,854 \end{aligned}$ | $\left.\begin{array}{l} (201.3) \\ (197.4) \end{array}\right)$ | 14.8 13.5 | $\begin{aligned} & (0.17) \\ & (0.18) \end{aligned}$ | $\begin{aligned} & 12.7 \\ & 11.6 \end{aligned}$ | $\begin{aligned} & (0.18) \\ & (0.20) \end{aligned}$ | $\begin{aligned} & 11.6 \\ & 10.4 \end{aligned}$ | $\begin{aligned} & (0.17) \\ & (0.17) \end{aligned}$ | $\begin{aligned} & 20.7 \\ & 19.2 \end{aligned}$ | $\begin{aligned} & (0.34) \\ & (0.37) \end{aligned}$ | $\begin{aligned} & 33.1 \\ & 30.4 \end{aligned}$ | $\begin{aligned} & (0.57) \\ & (0.61) \end{aligned}$ | $\begin{aligned} & 46.5 \\ & 42.6 \end{aligned}$ | $\begin{aligned} & (0.77) \\ & (0.82) \end{aligned}$ |
| Total, Supplemental Poverty Measure ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $2009 . . . . . .$. | 45,927 | (529.5) | 34,003 | (482.2) | 10,133 | (139.0) | 12,331 | (233.6) | 12,912 | (323.0) | 5,843 | (168.8) | 15.1 | (0.17) | 13.6 | (0.20) | 12.8 | (0.17) | 16.8 | (0.32) | 28.5 | (0.65) | 32.6 | (0.82) |
| 2011 | 48,631 | (540.1) | 35,603 | (490.9 | 11075 | 154.7) | -12,951 | (225.2) | 14,133 | 302.9 | 6,833 | 159.7) | 15.9 16.1 | (0.18 | 14.2 14.5 | 0.20 | 13.4 138 1 | ( 0.18 | 17.7 | - 0.30 | 310 | 0.57 | ${ }_{36}{ }^{3}$ | 0.73 |
| 2012 ... | 49,690 | (555.1) | 36,709 | (505.3) | 11, 118 | (148.3) | 12,945 | (216.8) | 14,105 | (348.3) | 6,477 | (184.1) | 16.0 | (0.18) | 14.5 | (0.20) | 13.7 | (0.18) | 17.8 | (0.30) | 30.0 | (0.62) | 35.3 | (0.79) |
| 2013 ... | 48,603 | (629.7) | 35,550 | (549.9) | 10,778 | (155.0) | 11,827 | (233.1) | 13,694 | (378.8) | 6,080 | (188.6) | 15.5 | (0.20) | 13.9 | (0.22) | 13.3 | (0.19) | 16.3 | (0.32) | 29.1 | (0.73) | 33.5 | (0.88) |
| 2014. | 48,253 | (525.3) | 35,217 | (471.3) | 10,787 | (144.3) | 11,907 | (223.3) | 13,784 | (295.3) | 6,075 | (152.3) | 15.3 | (0.17) | 13.7 | (0.18) | 13.2 | (0.17) | 16.4 |  | 28.7 |  | 33.2 |  |
| 2015 ......................... | 45,664 | (549.8) | 33,243 | (518.4) | 10,121 | (148.4) | 11,526 | (223.7) | 12,749 | (304.9) | 5,673 | (158.9) | 14.3 | (0.17) | 12.9 | (0.20) | 12.3 | (0.17) | 15.9 | (0.30) | 26.3 | (0.55) | 30.8 | (0.74) |
| White, official poverty measure ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1970{ }^{5}$.... | 17,484 | (363.3) | 13,323 | (198.0) | 3,708 | (90.0) | 6,138 | (120.7) | 3,761 | (90.7) | 2,247 | (68.2) | 9.9 | (0.20) | 8.1 | (0.09) | 8.0 | (0.17) | 10.5 | (0.17) | 28.4 | (0.54) | 43.1 | (0.94) |
| $1975^{5}$ 1...................... | 17,770 19,699 | 366.1 384.1 | 13,799 14 | (202.8) | 3,838 4.195 | (91.7) | 6,748 6,817 | (127.9) | 4,577 4 4 | (101.5) | 2,813 2,813 | (77.1) | 9.7 10.2 | (0.20) | 8.3 | (0.09) | 7.7 8.0 | ( 0.16 | 12.5 13.4 | (0.20) | 29.4 28.0 | (0.50 | 44.2 | (0.86) |
| $1985{ }^{\circ}$... | 22,860 | (435.1) | 17,125 | (249.2) | 4,983 | (112.8) | 7,838 | (148.3) | 5,990 | (125.8) | 3,372 | 90.2) | 11.4 | (0.21) | 9.9 | (0.10) | 9.1 | (0.18) | 15.6 | (0.24) | 29.8 | (0.47) | 45.2 | (0.84) |
| 1990 .......................... | 16,622 | (388.2) | 11,086 | (191.7) | 3,442 | (94.4) | 5,106 | (118.4) | 4,284 | (106.9) | 2,411 | (77.5) | 8.8 | (0.20) | 7.0 | (0.10) | 6.6 | (0.16) | 11.6 | (0.23) | 25.0 | (0.50) | 39.6 | (0.94) |
| 1995 .......................... | 16,267 | (384.2) | 10,599 | (186.1) | 3,384 | (93.5) | 4,745 | (113.5) | 4,183 | (105.5) | 2,299 | (75.5) | 8.5 | (0.20) | 6.6 | (0.09) | 6.4 | (0.16) | 10.6 | (0.22) | 22.8 | (0.47) | 33.5 | (0.86) |
| 2000 ............................. | 14,366 | (375.9) | 8,664 | (169.7) | 2,896 | (89.0) | 3,715 | (102.4) | 3,412 | (097.6) | 1,832 | (69.4) | 7.4 | (0.19) | 5.5 | (0.09) | 5.4 | (0.15) | 8.5 | (0.21) | 18.8 | (0.45) | 28.0 | (0.87) |
| 2005 ......................... | 16,227 | (303.1) | 9,604 | (247.5) | 3,285 | (80.6) | 3,973 |  | 4,278 | (163.7) | 2,158 | (93.8) | 8.3 | (0.16) | 6.0 | (0.15) | 6.1 | (0.14) | 9.5 |  | 22.6 | (0.77) | 33.1 | (1.17) |
| 2006 ......................... | 16,013 | 280.1) | 9,676 | (239.5 | 3,372 | (79.5 | 3,930 | (123.5) | 4,353 | (151.2) | 2,206 | (185.3) | 8.2 | (0.14) | 6.1 | 0.15 | 6.2 | (0.14 | 9.5 | 0.30 | 22.5 | (0.66) | 32.9 | 1.00 |
| 2008 ........................................... | 17,024 | 329.9 $(313.4$ | 9,553 10,138 | (255.4) | 3,184 3,383 | (83.7) | 4,059 | (130.7) | 4,099 | (154.6) | 1,985 | (100.7) | 8.6 | (0.16) | 6.4 | (0.16) | 5.9 6.2 | ( 0.15 | 9.7 10.0 | (0.32) | 21.4 21.5 | (0.79) | 32.4 31.7 | (1.17) |
| 2009 ......................... | 18,530 | (358.3) | 11,211 | (298.4) | 3,797 | (101.6) | 4,518 | (137.6) | 4,532 | (158.8) | 2,144 | (89.4) | 9.4 | (0.18) | 7.1 | (0.19) | 7.0 | (0.18) | 11.2 | (0.34) | 23.8 | (0.71) | 33.5 | (1.11) |
| 2010 ......................... | 19,599 | (342.7) | 11,740 | (281.8) | 3,922 | (96.1) | 4,675 | (134.0) | 4,802 | (165.2) | 2,269 | 83.1) | 9.9 | (0.17) | 7.4 | (0.18) | 7.3 | (0.17) | 11.7 | (0.33) | 24.8 | (0.78) | 34.8 | (1.03) |
| 2011 ......................... | 19,171 | (333.4 | 11,562 | (287.9) | 3,955 | (92.2) | 4,554 | (149.5) | 4,746 | (160.0) | 2,321 | 89.9) | 9.8 | (0.17) | 7.4 | (0.19) | 7.3 | (0.17) | 11.9 | (0.39) | 23.8 | (0.66) | 35.5 | 1.03 |
| 2012 ........................... | 18,940 | (361.6) | 11,387 | (298.3) | 3,835 | (93.5) | 4,510 | (140.5) | 4,655 | (164.0) | 2,245 | (91.8) | 9.7 | (0.19) | 7.3 | (0.20) | 7.1 | (0.18) | 11.8 | (0.37) | 24.3 | (0.75) | 36.5 | (1.17) |
| 2013 ......................... | 18,796 | (438.9) | 10,710 | (339.9) | 3,717 | (114.6) | 3,833 | (150.1) | 4,325 | (217.6) | 2,001 | (111.3) | 9.6 | (0.23) | 6.9 | (0.22) | 6.9 | (0.21) | 10.1 | (0.40) | 22.9 | (0.98) | 33.6 | (1.45) |
| $2014 \text {............................... } 2015 \text {........................ }$ | $\begin{aligned} & 19,652 \\ & 17,786 \end{aligned}$ | $\left.\begin{array}{l} 318.3 \\ (333.0 \end{array}\right)$ | $\begin{aligned} & 11,566 \\ & 10,373 \end{aligned}$ | $\binom{267.8}{(277.5}$ | $\begin{aligned} & 3,927 \\ & 3,460 \end{aligned}$ | $\left.\begin{array}{l} 92.6) \\ (89.4 \end{array}\right)$ | $\begin{aligned} & 4,440 \\ & 4,301 \end{aligned}$ | $\binom{128.4}{147.3}$ | $\begin{aligned} & 4,630 \\ & 4,404 \end{aligned}$ | $\binom{160.0}{(169.5}$ | $\begin{aligned} & 2,174 \\ & 2,198 \end{aligned}$ | $\begin{aligned} & 94.1) \\ & 96.8) \end{aligned}$ | $\begin{array}{r} 10.1 \\ 9.1 \end{array}$ | $\begin{aligned} & (0.16) \\ & (0.17) \end{aligned}$ | $\begin{aligned} & 7.5 \\ & 6.7 \end{aligned}$ | $\begin{aligned} & (0.17) \\ & (0.18) \end{aligned}$ | $\begin{aligned} & 7.3 \\ & 6.4 \end{aligned}$ | $\begin{aligned} & (0.17) \\ & (0.16) \end{aligned}$ | $\begin{aligned} & 11.9 \\ & 11.5 \end{aligned}$ | $\begin{aligned} & (0.34) \\ & (0.39) \end{aligned}$ | $\begin{aligned} & 24.4 \\ & 22.8 \end{aligned}$ | $\begin{aligned} & (0.75) \\ & (0.82) \end{aligned}$ | $\begin{aligned} & 35.8 \\ & 34.8 \end{aligned}$ | $\begin{aligned} & (1.18) \\ & (1.26) \end{aligned}$ |
| See notes at end of table. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 102.50. Official and supplemental measures of poverty status for all persons, persons in families, and related children under age 18, by race/ethnicity: Selected years, 1960 through 2015 -Continued

| Race/ethnicity, type of poverty measure, and year | Number below the poverty level (in thousands) |  |  |  |  |  |  |  |  |  |  |  | Percent below the poverty level |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All persons |  | In all families |  |  |  |  |  | In families with female householder, no spouse present |  |  |  | All persons |  | In all families |  |  |  |  |  | In families with female householder, no spouse present |  |  |  |
|  |  |  |  | Total | Householder ${ }^{1}$ |  | Related children under $18^{2}$ |  |  | Total | Related children under $18{ }^{2}$ |  |  |  |  | Total | Householder ${ }^{1}$ |  | Related children under $18^{2}$ |  |  | Total | Related children under $18{ }^{2}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| White, Supplemental Poverty Measure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2009 ..... | 20,422 | (351.3) | 13,393 | (299.8) | 4,796 | (104.0) | 3,810 | (122.2) | 4,046 | (164.4) | 1,572 | (77.5) | 10.4 | (0.18) | 8.4 | (0.19) | 8.8 | (0.19) | 9.4 | (0.30) | 21.3 | (0.76) | 24.6 | 1.05 |
| 2010 ........................... | 21,746 | (371.8) | 13,972 | (303.9) | 4,917 | (109.0) | 3,894 | (122.4) | 4,242 | 162.1) | 1,660 | 72.1) | 11.0 | (0.19) | 8.9 | (0.20) | 9.1 | (0.20) | 9.8 | (0.31) | 21.9 | (0.73) | 25.5 | (0.99) |
| 2011. | 21,436 20,923 | 344.0) 357.6 | 13,972 13,561 | $\left(\begin{array}{l}305.6 \\ 289.1\end{array}\right.$ | 4,993 4 4 4 | (105.1) | 3,788 3 3 3 | $(122.9)$ | 4,299 3 3,972 | $\left(\begin{array}{l}156.4 \\ 147.3\end{array}\right.$ | 1,675 1,510 | 75.3 <br> 69.0 | 11.0 10.7 | $\left(\begin{array}{l}0.18 \\ 0.18 \\ 0.8\end{array}\right.$ | 9.0 8.7 | (0.19) | 9.2 | 0.19 0.19 0.19 0.1 | 9.9 | (0.32) | 21.6 | (0.66) | 25.6 24.6 | (0.96 |
| 2013 ........................... | 20,894 | (396.1) | 13,203 | (336.3) | 4,765 | (116.7) | 3,226 | (128.2) | 3,988 | (201.2) | 1,409 | (83.9) | 10.7 | (0.20) | 8.5 | (0.22) | 8.9 | (0.21) | 8.5 | (0.34) | 21.1 | (0.95) | 23.7 | (1.26) |
| $2014 \text {............................... }$ | 20,837 19,700 | $\begin{aligned} & 345.2) \\ & (335.1) \end{aligned}$ | 13,278 12,794 | $\binom{301.3}{$ 303.1) } | 4,717 4,498 | $\left(\begin{array}{l} 108.1) \\ 1 \\ 1 \end{array}\right)$ | 3,513 3,743 | $\binom{115.1}{130.2}$ | 3,980 3,836 | $\binom{159.5}{156.5}$ | 1,478 1,581 | (72.8) | 10.7 10.1 | $(0.18)$ $(0.17)$ | 8.6 8.3 | $\left(\begin{array}{l}0.20) \\ (0.19)\end{array}\right.$ | 8.8 8.4 | $(0.20)$ $(0.18)$ | 9.4 10.0 | $(0.31)$ $(0.35)$ | 20.9 19.8 | $(0.72)$ $(0.73)$ | 24.3 25.0 | $\left(\begin{array}{l}\text { (1.02) } \\ (1.08)\end{array}\right.$ |
| Black, official poverty measure ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1970{ }^{5}$ | 7,548 | (219.8) | 6,683 | (134.2) | 1,481 | (55.3) | 3,922 | (96.3) | 3,656 | (92.3) | 2,383 | (72.0) | 33.5 | (0.89) | 32.2 | (0.45) | 29.5 | (0.88) | 41.5 | (0.70) | 58.7 | (0.86) | 67.7 | (1.08) |
| $19755^{5}$......................... | 7,545 | 219.8 | 6,533 | 132.3 | 1,513 | 56.0 | 3,884 | 95.7) | 4,168 | (99.9) | 2,724 | 77.7) | 31.5 | (0.85) | 30.1 | (0.43 | 27.1 | (0.82 | 41.4 | (0.70 | 54.3 | (0.78) | 66.0 | (1.01) |
| $19855^{\ldots}$... | 8,926 | 246.7) | 7,504 | 153.2 | 1 1,983 | 68.7 | 4,057 | (103.9 | 5,342 | 123.1 | 3,181 | 89.9 | 31.3 | (0.82) | 30.5 | 0.43 | 28.7 | 0.79) | 43.1 | (0.74) | 53.2 | 0.72 | 66.9 | 0.97 0.99 |
| 1990 ...... | 9,653 | (262.0) | 7,993 | (165.4) | 2,153 | (74.4) | 4,309 | (111.5) | 5,877 | (135.3) | 3,460 | (97.8) | 31.8 | (0.83) | 30.9 | (0.43) | 29.3 | (0.80) | 44.0 | (0.75) | 50.4 | 0.70 | 64.6 | (0.98 |
| 1995 ........................ | 9,562 | (261.2) | 7,924 | (164.4) | 2,063 | (72.7) | 4,481 | (114.2) | 6,391 | (142.8) | 3,848 | (104.2) | 29.0 | (0.78) | 28.2 | (0.40) | 26.2 | (0.75) | 41.1 | (0.71) | 48.1 | (0.65) | 61.3 | (0.92) |
| 2000 ... | 7,680 | (249.9) | 5,957 | (134.8) | 1,617 | (64.9) | 3,342 | (96.4) | 4,593 | (115.6) | 2,793 | (87.3) | 22.4 | (0.73) | 21.0 | (0.38) | 19.1 | (0.67) | 30.7 | (0.69) | 38.2 | (0.69) | 49.0 | (1.03) |
| 2005 .......................... | 8,850 | (236.5) | 6,917 | (227.2) | 1,922 | (63.9) | 3,615 | (124.6) | 5,127 | (200.0) | 2,897 | (118.9) | 24.9 | (0.66) | 23.8 | (0.78) | 22.0 | (0.70) | 34.2 | (1.15) | 39.3 | (1.33) | 50.2 | (1.63) |
| 2006 .......................... | 8,653 | 196.5 | 6,749 | 184.3 | 1,914 | (56.2) | 3,531 | 107.1) | 4,945 | 162.5 | 2,859 | (103.1 | 24.1 | (0.55) | 22.9 | (0.63) | 21.4 | (0.62) | 33.1 | (0.99 | 38.9 | 1.00 | 49.9 | 1.30 |
| 2007 ......................... | 8,821 | (220.6) | 6,966 | (207.3) | 1,941 | 63.5) | 3,646 | (19.6) | 5,181 | 181.3) | 2,950 | (115.4) | 24.3 | (0.61) | 23.5 | (0.69) | 21.7 | (0.64) | 34.1 | (1.09) | 39.3 | (1.20) | 49.9 | (1.53) |
| 2008 .......................... | 8,979 | (225.6) | 7,003 | (221.1) | 1,971 | (70.4) | 3,586 | (124.7) | 5,278 | (198.0) | 2,961 | (119.8) | 24.6 | (0.62) | 23.6 | (0.74) | 21.8 | (0.72) | 34.4 | (1.17) | 40.3 | (1.22) | 51.8 | (1.50) |
| 2009 ......................... | 9,419 | (239.9) | 7,223 | (207.8) | 2,036 | (67.4) | 3,682 | (114.2) | 5,179 | (192.2) | 2,853 | (115.1) | 25.5 | (0.64) | 24.2 | (0.70) | 22.5 | (0.67) | 35.3 | (1.08) | 39.6 | (1.18) | 50.8 | (1.51) |
| 2010 ............................... | 10,122 | (240.9) | 7,681 | (217.0) | 2,173 | $69.1)$ | 4,021 | (19.7) | 5,546 | 171.4 | 3,103 | (106.3) | 27.3 | (0.64 | 25.8 | (0.74) | 24.0 | (0.69) | 39.3 | (1.17) | 40.7 | (1.15) | 53.2 | (1.51) |
| 2011 ......................... | 10,108 | (245.2) | 7,665 | (235.9) | 2,175 | (75.3) | 3,872 | (124.5) | 5,540 | (200.1) | 3,053 | (16.6) | 27.3 | (0.66) | 25.9 | (0.78) | 23.8 | (0.77) | 38.7 | (1.21) | 41.9 | (1.24) | 54.2 | (1.55) |
| 2012 ........................ | 10,148 | (245.0) | 7,636 | (245.4) | 2,169 | (78.0) | 3,797 | (132.4) | 5,344 | (211.9) | 2,936 | (123.5) | 27.0 | (0.66) | 25.5 | (0.80) | 23.4 | (0.78) | 38.0 | (1.30) | 41.1 | (1.28) | 53.5 | (1.61) |
| 2013 .......................... | 10,264 | (292.7) | 7,761 | (257.9) | 2,116 | (72.0) | 3,863 | (143.2) | 5,439 | (218.4) | 2,972 | (133.7) | 27.2 | (0.78) | 25.8 | (0.87) | 22.7 | (0.75) | 38.9 | (1.43) | 42.5 | (1.41) | 54.6 | (1.73) |
| 2014. | 10,058 | (209.7) | 7,458 | (196.9) | 2,129 | (65.8) | 3,734 | (119.5) | 5,306 | (179.8) | 2,917 | (112.2) | 26.1 | (0.55) | 24.5 | (0.65) | 22.8 | (0.61) | 37.2 | (1.15) | 40.3 | (1.15) | 53.0 46.9 | 1.48) |
| Black, Supplemental Poverty Measure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2009 ......................... | 8,452 | (214.3) | 6,487 | (191.4) | 1,903 | (55.9) | 2,640 | (96.4) | 4,257 | (168.4) | 1,964 | (89.4) | 22.9 | (0.58) | 21.7 | (0.64) | 21.1 | (0.56) | 25.3 | (0.94) | 32.6 | (1.07) | 35.0 | (1.35) |
| 2010 ........................... | 9,327 | (230.4) | 7,080 | (211.8) | 2,081 | 65.9) | 2,936 | (105.2) | 4,739 | 167.8) | 2,218 | (93.8) | 25.1 | (0.61) | 23.8 | (0.72) | 23.0 | (0.67) | 28.7 | (1.03 | 34.8 | (1.13) | 38.0 | (1.41) |
| 2011 ......................... | 9,380 | (242.4) | 7,096 | (227.8) | 2,066 | (69.8) | 2,895 | (14.6) | 4,728 | 185.2 | 2,232 | (102.1) | 25.3 | (0.65) | 24.0 | (0.76) | 22.6 | (0.71) | 28.9 | (1.13) | 35.7 | (1.16) | 39.6 | (1.54) |
| 2012 ............................ | 9,623 | (235.6) | 7,348 | (233.0) | 2,213 | (72.2) | 2,877 | (14.0) | 4,633 | (190.7) | 2,147 | (103.3) | 25.6 | (0.63) | 24.6 | (0.77) | 23.8 | (0.74) | 28.8 | (1.14) | 35.6 | (1.24) | 39.1 | (1.54) |
| 2013 ......................... | 9,294 | (275.9) | 7,066 | (252.1) | 2,017 | (67.3) | 2,777 | (121.2) | 4,395 | (200.6) | 2,056 | (111.1) | 24.6 | (0.74) | 23.5 | (0.85) | 21.7 | (0.74) | 28.0 | (1.22) | 34.3 | (1.39) | 37.8 | (1.80) |
| 2014 ......................... | 8,904 | (207.2) | 6,664 | (180.0) | 1,979 | (56.9) | 2,621 | (101.2) | 4,232 | (150.3) | 1,964 | (86.4) | 23.1 | (0.53) | 21.9 | (0.59) | 21.2 | (0.54) | 26.1 | (0.99) | 32.1 | (1.02) | 35.7 | (1.40) |
| 2015 ............................ | 8,944 | (242.2) | 6,539 | (229.3) | 1,945 | (64.8) | 2,415 | (102.4) | 4,049 | (186.8) | 1,768 | (94.7) | 22.8 | (0.62) | 21.2 | (0.73) | 20.8 | (0.64) | 24.0 | (1.00) | 29.7 | (1.17) | 31.7 | (1.48) |
| Hispanic, official poverty measure ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1975 ......................... | 2,991 | (176.8) |  |  | 627 |  |  |  |  |  | 694 |  |  | (1.41) | 26.3 | (0.70) |  |  |  |  |  |  |  | (2.37) |
| 1980 ......................... | 3,491 | (189.8) | 3,143 | (97.0) | 751 | (45.3) | $\begin{aligned} & 1,718 \\ & 2,512 \end{aligned}$ | (69.8) | 1,319 | 60.7) | 809 | (47.1) | 25.7 | (1.26) | 25.1 | (0.63) | 23.2 | (1.21) | 33.0 | 1.06) | 54.5 | (1.65) | 65.0 | (2.20) |
| 1990 .......................................... | 6,006 | (222.4 | 5,091 | (118.2 | 1,244 | (44.4) | 2,750 | (83.3) | 2,115 | (72.2) | 1,1414 | 56.0 | 28.1 | (0.95) | 26.9 | 0.49 | 25.0 | (0.92) | 37.7 | (0.85) | 53.0 | (1.19) | 68.4 | 1.60) |
| 1995 .............................. | 8,574 | (256.1) | 7,341 | (147.4) | 1,695 | (64.1) | 3,936 | (101.9) | 3,053 | (88.3) | 1,870 | (67.6) | 30.3 | (0.85) | 29.2 | (0.43) | 27.0 | (0.84) | 39.3 | (0.73) | 52.8 | (0.99) | 65.7 | (1.34) |
| 2000 ..... | 7,747 | (247.8) | 6,430 | (141.1) | 1,540 | (63.3) | 3,342 | (96.4) | 2,444 | (81.1) | 1,407 | (60.3) | 21.5 | (0.70) | 20.3 | (0.35) | 19.2 | (0.69) | 27.6 | (0.63) | 37.8 | (0.94) | 49.8 | (1.47) |
| 2005 ... | 9,368 | (202.4) | 7,767 | (192.2) | 1,948 | (51.0) | 3,977 | (113.4) | 3,069 | (120.9) | 1,774 | (76.7) | 21.8 | (0.47) | 20.6 | (0.51) | 19.7 | (0.48) | 27.7 | (0.78) | 39.0 | (1.22) | 50.2 | (1.59) |
| 2006 | 9,243 | 216.1) | 7,650 | (214.8 | 1,922 | 61.3 | 3,959 | 115.1) | 3,189 | 152.6 | 1,848 | (88.9 | 20.6 | (0.48) | 19.5 | (0.54 | 18.9 | 0.56 | 26.6 | (0.76 | 36.9 | (1.41) | 47.2 | 1.66 |
| 2007 ......................... | 9,890 | (24.8) | 8,248 | (229.3) | 2,045 | 60.4 | 4,348 | (134.9 | 3,527 3,751 | 158.7 | 2,092 | 98.1) | 21.5 | (0.53) | 20.6 | (0.58) | 19.7 | (0.56) | 28.3 | (0.87) | 39.6 | (1.32) | 51.6 51.9 | (1.59) |

Table 102.50. Official and supplemental measures of poverty status for all persons, persons in families, and related children under age 18, by race/ethnicity: Selected years, 1960 through 2015-Continued [Standard errors appear in parentheses]


Table 102.60. Number and percentage of related children under age 18 living in poverty, by family structure, race/ethnicity, and selected racial/ ethnic subgroups: 2010 and 2015
[Standard errors appear in parentheses]

| Year and race/ethnicity | Number of related children ${ }^{1}$ living in poverty (in thousands) |  | Percent of related children ${ }^{1}$ living in poverty, by family structure |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total, all families |  | Married-couple household ${ }^{2}$ |  | Female householder, no spouse present ${ }^{2}$ |  | Male householder, no spouse present ${ }^{2}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| 2010 |  |  |  |  |  |  |  |  |  |  |
| Total | 15,357 | (97.8) | 21.1 | (0.13) | 10.8 | (0.11) | 43.9 | (0.25) | 28.9 | (0.36) |
| White | 4,934 | (47.9) | 12.7 | (0.12) | 6.6 | (0.10) | 35.0 | (0.34) | 21.0 | (0.45) |
| Black ............................................................. | 3,835 | (42.0) | 37.8 | (0.38) | 14.7 | (0.42) | 51.2 | (0.49) | 40.1 | (1.01) |
| Hispanic | 5,362 | (38.2) | 31.9 | (0.22) | 22.3 | (0.28) | 49.4 | (0.40) | 34.1 | (0.72) |
| Cuban | 75 | (4.7) | 18.8 | (1.10) | 12.5 | (1.29) | 35.4 | (2.43) | 16.8 | (2.90) |
| Dominican ............................................... | 148 | (7.1) | 34.3 | (1.22) | 12.9 | (1.24) | 51.6 | (1.95) | 30.2 | (4.75) |
| Mexican .................................................. | 3,999 | (35.1) | 33.8 | (0.26) | 25.3 | (0.33) | 50.8 | (0.52) | 36.9 | (0.91) |
| Puerto Rican | 513 | (14.3) | 33.6 | (0.77) | 13.5 | (0.92) | 53.6 | (1.09) | 30.4 | (2.05) |
| Spaniard | 31 | (3.1) | 17.4 | (1.62) | 9.3 | (1.83) | 35.2 | (3.72) | 20.5 | (4.73) |
| Central American ${ }^{3}$....................................... | 323 | (11.0) | 26.8 | (0.80) | 17.8 | (0.88) | 41.8 | (1.39) | 31.0 | (2.47) |
| Costa Rican .... | 6 | (1.3) | 18.4 | (3.53) | 11.8 ! | (3.71) | 25.7 ! | (7.79) | $\ddagger$ | ( $\dagger$ ) |
| Guatemalan ........................................... | 98 | (6.7) | 31.5 | (1.68) | 23.6 | (1.80) | 46.4 | (3.51) | 36.2 | (4.62) |
| Honduran. | 68 | (5.2) | 33.5 | (2.16) | 20.3 | (2.57) | 51.5 | (3.05) | 30.0 | (4.83) |
| Nicaraguan ........................................... | 19 | (2.8) | 21.6 | (2.90) | 12.8 | (2.80) | 38.5 | (5.69) | 27.2 | (7.33) |
| Panamanian ........................................... | 6 | (1.5) | 15.4 | (3.49) | $\ddagger$ | ( $\dagger$ ) | 32.3 | (6.69) | $\ddagger$ | ( $\dagger$ |
| Salvadoran ............................................ | 123 | (6.3) | 23.6 | (1.08) | 15.5 | (1.26) | 36.8 | (1.98) | 29.5 | (3.96) |
| South American .......................................... | 132 | (6.4) | 17.3 | (0.78) | 11.6 | (0.79) | 33.2 | (1.71) | 17.1 | (2.57) |
| Chilean | 3 | (1.0) | 10.8 | (3.01) | 7.3 ! | (3.51) | 25.8 ! | (8.79) | $\ddagger$ | ( $\dagger$ |
| Colombian | 34 | (3.5) | 14.0 | (1.30) | 9.5 | (1.34) | 24.3 | (2.74) | 14.8 ! | (5.06) |
| Ecuadorian ..... | 41 | (4.1) | 24.2 | (1.95) | 17.6 | (2.05) | 43.6 | (3.49) | 21.8 | (5.36) |
| Peruvian .... | 28 | (3.8) | 18.7 | (2.25) | 11.0 | (1.90) | 40.4 | (4.91) | $\ddagger$ | ( + |
| Venezuelan ........................................................ | 10 | (2.0) | 17.2 | (3.19) | 12.7 | (3.22) | 33.6 | (8.59) | $\stackrel{\ddagger}{7}$ | ( $\dagger$ ) |
| Other South American ............................... | 16 | (2.5) | 14.0 | (1.88) | 9.1 | (1.77) | 30.4 | (5.76) | 19.7 ! | (8.71) |
| Other Hispanic ........................................... | 142 | (7.0) | 28.3 | (1.15) | 17.5 | (1.26) | 47.0 | (1.96) | 25.7 | (3.06) |
| Asian | 383 | (9.6) | 12.2 | (0.30) | 9.5 | (0.28) | 28.3 | (1.21) | 23.6 | (1.87) |
| Chinese ${ }^{4}$ | 67 | (3.4) | 10.0 | (0.51) | 7.8 | (0.50) | 24.1 | (2.31) | 21.8 | (3.67) |
| Filipino .... | 25 | (3.1) | 5.4 | (0.69) | 3.0 | (0.56) | 17.3 | (2.78) | 9.8 ! | (2.98) |
| Japanese | 4 | (0.9) | 4.6 | (1.15) | 2.2 ! | (0.91) | 25.9 | (7.58) | $\ddagger$ | ( $\dagger$ ) |
| Korean . | 34 | (2.8) | 13.0 | (0.97) | 9.9 | (0.88) | 37.0 | (4.29) | 8.8 ! | (3.45) |
| South Asian ${ }^{5}$............................................ | 82 | (5.4) | 10.0 | (0.63) | 8.9 | (0.60) | 27.8 | (4.04) | 24.1 | (6.46) |
| Asian Indian ....... | 52 | (4.3) | 7.7 | (0.61) | 6.6 | (0.60) | 27.0 | (4.53) | 23.0 | (6.06) |
| Bangladeshi ................................................ | 10 | (1.7) | 30.0 | (4.25) | 31.4 | (4.45) | $\ddagger$ | ( + | $\ddagger$ | ( + |
| Bhutanese ................................................. | - | (t) | - | (t) | - | (t) | - | (t) |  | (t) |
| Nepalese ................................................... | 20 | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |
| Pakistani ................................................. | 20 | (2.4) | 19.2 | (2.32) | 17.6 | (2.14) | 42.5 | (12.51) | $\ddagger$ | (t) |
| Southeast Asian ............................................ | 140 | (6.3) | 21.7 | (0.89) | 17.2 | (1.00) | 34.8 | (2.16) | 38.0 | (4.67) |
| Burmese .. | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Cambodian | 17 | (2.4) | 26.3 | (2.94) | 20.2 | (4.30) | 35.4 | (5.11) | 39.0 | (9.46) |
| Hmong ......... | 40 | (4.4) | 39.7 | (3.60) | 30.9 | (3.86) | 61.2 | (6.69) | 63.6 | (8.43) |
| Laotian. | 11 | (2.3) | 20.5 | (3.72) | 18.0 ! | (5.48) | 26.4 | (5.10) | 17.3 ! | (5.96) |
| Thai .................................................... | 5 ! | (1.8) | 23.3 | (6.49) | 23.9 ! | (7.98) | $\ddagger$ | ( $\ddagger$ | $\ddagger$ | (t) |
| Vietnamese ..................................................... | 63 | (4.2) | 16.3 | (1.04) | 12.8 | (1.01) | 31.7 | (3.38) | 28.6 | (5.76) |
| Other Southeast Asian ${ }^{6}$............................. | 5 | (1.3) | 22.6 | (5.67) | 23.4 | (6.10) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Other Asian .................................................. | 32 | (2.8) | 15.8 | (1.28) | 13.2 | (1.28) | 29.6 | (4.05) | 21.7 ! | (6.98) |
| Pacific Islander ........... | 28 | (2.9) | 22.0 | (2.24) | 18.8 | (2.68) | 33.3 | (4.82) | 18.0 ! | (5.47) |
| American Indian/Alaska Native ${ }^{7}$. | 188 |  | 34.0 | (1.16) | 18.7 | (1.45) | 49.9 | (1.92) | 41.5 | (2.72) |
| American Indian ................... | 159 | (6.0) | 35.5 | (1.25) | 19.2 | (1.63) | 52.5 | (1.99) | 41.8 | (3.05) |
| Alaska Native ............................. | 9 | (1.4) | 24.6 | (3.44) | 13.5 | (3.36) | 37.1 | (6.49) | 26.6 ! | (8.25) |
| Some other race ${ }^{8}$ | 35 | (3.3) | 19.7 | (1.60) | 11.3 | (1.74) | 34.9 | (4.07) | 35.4 | (6.89) |
| Two or more races .............................................. | 591 | (14.1) | 21.3 | (0.48) | 8.7 | (0.37) | 41.0 | (0.88) | 28.1 | (1.33) |
| 2015 |  |  |  |  |  |  |  |  |  |  |
| Total | 14,652 | (109.9) | 20.3 | (0.15) | 10.0 | (0.11) | 43.3 | (0.27) | 26.9 | (0.36) |
| White ............................................................ | 4,505 | (51.0) | 12.2 | (0.14) | 6.2 | (0.10) | 34.2 | (0.42) | 19.4 | (0.48) |
| Black ........................................................................ | 3,534 | (33.1) | 36.2 | (0.31) | 13.2 | (0.41) | 49.7 | (0.46) | 38.5 | (1.05) |
| Hispanic | 5,357 | (48.3) | 30.2 | (0.27) | 19.8 | (0.29) | 48.9 | (0.48) | 31.7 | (0.69) |
| Cuban | 89 | (6.3) | 20.9 | (1.27) | 8.3 | (1.15) | 46.3 | (2.44) | 24.0 | (3.43) |
| Dominican | 188 | (9.2) | 36.2 | (1.29) | 19.4 | (2.04) | 51.1 | (2.12) | 37.0 | (4.22) |
| Mexican | 3,827 | (42.4) | 31.5 | (0.33) | 22.1 | (0.35) | 50.3 | (0.61) | 32.4 | (0.88) |
| Puerto Rican ................................................. | 504 | (14.6) | 31.0 | (0.80) | 11.8 | (0.85) | 49.3 | (1.11) | 34.7 | (1.98) |
| Spaniard ...................................................... | 25 | (3.0) | 12.4 | (1.43) | 7.0 | (1.48) | 28.1 | (3.95) | 13.9 ! | (4.76) |
| Central American ${ }^{3}$......................................... | 451 | (12.7) | 30.2 | (0.75) | 21.1 | (0.98) | 47.2 | (1.44) | 29.5 | (2.28) |
| Costa Rican ... | 5 | (1.5) | 12.6 | (3.38) | $5.6!$ | (2.54) | 27.2 ! | (8.24) | $\ddagger$ | ( $\dagger$ ) |
| Guatemalan ................................................ | 154 | (7.8) | 36.7 | (1.45) | 28.6 | (2.07) | 55.9 | (2.62) | 32.4 | (4.22) |
| Honduran ... | 89 | (6.6) | 35.0 | (2.07) | 22.3 | (2.91) | 52.5 | (3.06) | 32.3 | (5.29) |
| Nicaraguan ............................................... | 18 | (2.4) | 18.5 | (2.15) | 11.2 | (2.54) | 36.8 | (5.02) | $\ddagger$ | (t) |
| Panamanian .......................................... | 6 | (1.7) | 11.9 | (3.10) | $\ddagger$ | ( $\dagger$ ) | 26.3 | (6.84) | $\ddagger$ | ( + ) |
| Salvadoran ............................................. | 176 | (8.5) | 28.4 | (1.16) | 19.7 | (1.38) | 43.5 | (1.91) | 29.8 | (3.31) |
| South American .......................................... | 124 | (8.2) | 15.6 | (0.92) | 7.7 | (0.81) | 34.2 | (2.43) | 21.5 | (3.51) |
| Chilean ........................................................... | 3 ! | (1.2) | 8.6 ! | (3.06) | $\ddagger$ | ( $\ddagger$ | 28.5 ! | (8.91) | $\ddagger$ | ( $\dagger$ |
| Colombian .................................................. | 33 | (3.8) | 14.0 | (1.49) | 7.3 | (1.38) | 29.5 | (3.47) | 23.4 | (4.91) |
| Ecuadorian ................................................ | 36 | (3.5) | 19.8 | (1.49) | 9.0 | (1.82) | 37.1 | (3.85) | 30.1 ! | (9.54) |
| Peruvian ................................................... | 20 | (2.8) | 13.6 | (1.79) | 5.1 | (1.19) | 32.3 | (4.93) | 13.5 ! | (5.06) |
| Venezuelan ............................................... | 15 | (2.8) | 20.1 | (3.10) | 13.8 | (2.94) | 43.2 | (8.14) | $\ddagger$ | ( $\dagger$ |
| Other South American .................................. | 17 | (2.7) | 14.3 | (2.08) | 6.8 | (1.85) | 36.8 | (6.62) | 23.5 ! | (9.18) |
| Other Hispanic ............................................... | 150 | (8.1) | 27.2 | (1.17) | 16.4 | (1.24) | 44.1 | (1.87) | 31.4 | (3.59) |

[^5]Table 102.60. Number and percentage of related children under age 18 living in poverty, by family structure, race/ethnicity, and selected racial/ ethnic subgroups: 2010 and 2015-Continued
[Standard errors appear in parentheses]

| Year and race/ethnicity | Number of related children ${ }^{1}$ living in poverty (in thousands) |  | Percent of related children ${ }^{1}$ living in poverty, by family structure |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total, all families |  | Married-couple household ${ }^{2}$ |  | Female householder, no spouse present ${ }^{2}$ |  | Male householder, no spouse present ${ }^{2}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| Asian | 385 | (12.3) | 11.4 | (0.35) | 8.6 | (0.32) | 29.9 | (1.29) | 20.2 | (1.98) |
| Chinese ${ }^{4}$ | 80 | (4.7) | 11.2 | (0.65) | 9.0 | (0.65) | 25.0 | (2.26) | 19.1 | (3.32) |
| Filipino ..................................................... | 28 | (3.6) | 6.1 | (0.77) | 3.4 | (0.51) | 19.1 | (3.41) | 9.7 ! | (3.32) |
| Japanese ..................................................... | 5 | (1.1) | 6.2 | (1.36) | 4.3 | (1.18) | 18.6 ! | (7.47) | $\ddagger$ | (t) |
| Korean ............................................... | 20 | (2.5) | 8.7 | (1.02) | 5.8 | (0.93) | 34.5 | (4.81) | 20.0 ! | (8.50) |
| South Asian ${ }^{5}$........................................... | 87 | (5.0) | 8.0 | (0.46) | 7.2 | (0.44) | 27.1 | (3.02) | 7.4 ! | (3.39) |
| Asian Indian ........................................ | 45 | (3.6) | 5.3 | (0.43) | 4.7 | (0.40) | 20.7 | (3.43) | $\ddagger$ | ( $\dagger$ ) |
| Bangladeshi ............................................... | 13 | (2.2) | 27.1 | (3.74) | 24.6 | (3.99) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Bhutanese .............................................. | 1 ! | (0.4) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Nepalese ............................................. | 8 | (1.5) | 27.1 | (4.42) | 26.9 | (4.56) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Pakistani ............................................... | 18 | (2.5) | 14.0 | (1.85) | 12.9 | (1.90) | 29.8 | (8.20) | $\ddagger$ | (t) |
| Southeast Asian ......................................... | 146 | (8.9) | 23.3 | (1.21) | 18.1 | (1.12) | 40.8 | (3.06) | 30.6 | (4.18) |
| Burmese .... | 26 | (3.7) | 50.6 | (4.98) | 50.7 | (5.49) | 52.5 | (15.46) | $\ddagger$ | ( $\dagger$ ) |
| Cambodian .............................................. | 11 | (1.8) | 18.5 | (2.89) | 17.0 | (3.41) | 23.4 | (6.32) | 14.8 ! | (6.29) |
| Hmong ............................................................ | 39 | (5.1) | 38.1 | (4.33) | 26.8 | (3.41) | 64.7 | (7.67) | 48.4 | (9.90) |
| Laotian ..................................................... | 7 | (1.4) | 19.7 | (3.37) | 13.8 | (3.99) | 35.5 | (8.01) | $\ddagger$ | ( $\dagger$ ) |
| Thai | 4 | (0.9) | 19.0 | (4.27) | 10.7 ! | (4.41) | 45.7 | (11.55) | $\ddagger$ | ( $\dagger$ ) |
| Vietnamese ............................................. | 58 | (4.2) | 16.4 | (1.06) |  | (1.07) |  | (3.42) | 24.0 | (5.64) |
| Other Southeast Asian ${ }^{6}$.............................. | $\ddagger$ | ( $\ddagger$ ) | ${ }_{15}^{\ddagger}$ | ( $\ddagger$ ) | $\ddagger$ | ( $\ddagger$ | $\stackrel{\ddagger}{\text { ! }}$ | ${ }_{(+)}$ | $\stackrel{\ddagger}{\square}$ |  |
| Other Asian ................................................... | 7 | (1.2) | 15.9 | (2.44) | 14.1 | (2.83) | 23.6 ! | (8.06) | 23.7 ! | (11.64) |
| Pacific Islander ......................................... | 27 | (3.1) | 22.0 | (2.48) | 17.5 | (2.94) | 36.7 | (5.74) | 20.6 | (5.55) |
| American Indian/Alaska Native ${ }^{7}$........................... | 168 | (4.8) | 32.3 | (0.93) | 15.5 | (1.02) | 49.2 | (1.69) | 42.3 | (2.41) |
| American Indian ........................................ | 144 | (4.1) | 33.2 | (0.97) | 16.0 | (1.19) | 49.9 | (1.84) | 42.2 | (2.66) |
| Alaska Native ............................................ | 8 | (1.4) | 24.8 | (3.87) | 14.1 | (3.91) | 31.0 | (7.01) | 48.6 | (8.95) |
| Some other race ${ }^{8}$.......................................... | 40 | (4.9) | 17.7 | (1.96) | 7.1 | (1.31) | 36.9 | (4.69) | 25.5 | (5.40) |
| Two or more races ............................................ | 637 | (14.1) | 19.4 | (0.43) | 7.4 | (0.37) | 40.9 | (1.01) | 24.5 | (1.33) |

## -Not available.

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Related children in a family include all children in the household who are related to the house holder by birth, marriage, or adoption (except a child who is the spouse of the householder) The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. This table includes only children related to the householder. It excludes unrelated children and householders who are themselves under the age of 18.
${ }^{2}$ To determine family structure, children are classified by their parents' marital status or, if no parents are present in the household, by the marital status of the householder who is related to the children.
${ }^{3}$ Includes other Central American subgroups not shown separately.
${ }^{4}$ Includes Taiwanese
${ }^{5}$ In addition to the subgroups shown, also includes Sri Lankan.
${ }^{6}$ Consists of Indonesian and Malaysian.
${ }^{7}$ Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Indian and/or Alaska Native tribes specified or not specified.
${ }^{8}$ Respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: Respondents were interviewed throughout the given year and reported the income they received during the previous 12 months. Data are based on sample surveys of the entire population residing within the United States. Poverty status is determined by the Census Bureau using a set of money income thresholds that vary by family size and composition. For additional information about poverty status, see https://www.census.gov/topics/income-poverty/poverty/ guidance/poverty-measures.html. Poverty estimates in this table may differ from table 102.50's official national poverty estimates, which are based on a different data source (the Current Population Survey). Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 and 2015. (This table was prepared December 2016.)

Table 102.62. Percentage of children under age 18 living in poverty, by parents' highest level of educational attainment, child's race/ethnicity, and selected racial/ethnic subgroups: 2010 and 2015
[Standard errors appear in parentheses]

| Year and race/ethnicity | Percent in poverty, all children under age 18 who resided with at least one parent ${ }^{1}$ |  | Percent of children in poverty, by highest level of education attained by any parent residing with child ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than high school completion |  | High school completion ${ }^{2}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  |  | helor's degree |  |  |  | aster's degree |  | Doctor's degree ${ }^{3}$ |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| ${ }^{2010} \text { Total }$ | 20.8 | (0.13) | 53.4 | (0.33) | 32.3 | (0.25) | 23.0 | (0.22) | 12.7 | (0.27) | 4.3 | (0.08) | 5.6 | (0.12) | 2.8 | (0.10) | 2.1 | (0.13) |
| White | 12.5 | (0.12) | 48.8 | (0.75) | 24.6 | (0.31) | 17.1 | (0.25) | 8.8 | (0.23) | 3.2 | (0.08) | 4.1 | (0.13) | 2.1 | (0.10) | 1.5 | (0.14) |
| Black | 37.6 | (0.39) | 72.8 | (0.76) | 49.0 | (0.65) | 36.9 | (0.72) | 23.9 | (0.99) | 8.0 | (0.37) | 10.0 | (0.51) | 4.6 | (0.57) | 4.7 | (1.12) |
| Hispanic | 31.8 | (0.23) | 50.6 | (0.42) | 34.1 | (0.44) | 24.8 | (0.50) | 16.4 | (0.68) | 7.9 | (0.33) | 9.5 | (0.45) | 4.9 | (0.55) | 4.9 | (0.73) |
| Cuban | 18.6 | (1.12) | 52.3 | (5.24) | 27.0 | (2.56) | 21.9 | (2.80) | 11.4 | (2.21) | 6.7 | (1.07) | 9.5 | (1.77) | 2.2 ! | (0.99) | 3.4 ! | (1.52) |
| Dominican | 33.9 | (1.22) | 50.9 | (3.29) | 46.5 | (2.73) | 32.2 | (2.61) | 11.1 | (2.60) | 11.1 | (1.91) | 14.2 | (2.60) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Mexican | 33.8 | (0.28) | 50.7 | (0.49) | 34.4 | (0.53) | 24.9 | (0.62) | 15.8 | (0.90) | 8.1 | (0.44) | 9.1 | (0.58) | 5.7 | (0.91) | 5.9 | (1.19) |
| Puerto Rican | 33.3 | (0.78) | 68.6 | (2.06) | 38.7 | (1.44) | 29.0 | (1.42) | 23.7 | (2.50) | 7.9 | (0.83) | 9.9 | (1.20) | 5.1 ! | (1.58) | , | (t) |
| Spaniard | 16.9 | (1.58) | 44.1 | (8.89) | 30.9 | (4.83) | 21.6 | (3.34) | 17.0 ! | (5.73) | 3.4 ! | (1.05) | 3.9 ! | (1.28) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Central American ${ }^{4}$ | 26.8 | (0.79) | 40.0 | (1.44) | 26.8 | (1.63) | 19.7 | (1.62) | 10.0 | (1.87) | 9.5 | (1.33) | 11.8 | (1.86) | 4.4 ! | (1.85) | 8.1 ! | (3.51) |
| Costa Rican | 18.9 | (3.67) | $\ddagger$ | (t) | 28.7 ! | (9.73) | 29.7 | (8.13) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Guatemalan | 31.2 | (1.67) | 50.2 | (2.44) | 27.4 | (3.45) | 22.4 | (3.74) | 11.0 ! | (3.37) | 8.3 | (1.99) | 11.5 | (3.40) | $\ddagger$ | (t) | $\ddagger$ | ( + |
| Honduran | 33.5 | (2.15) | 41.0 | (3.44) | 37.0 | (4.44) | 25.8 | (4.58) | 12.4 ! | (5.46) | 19.4 | (4.59) | 24.5 | (6.06) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ |
| Nicaraguan | 21.6 | (2.96) | 51.2 | (7.70) | 29.2 | (5.70) | 20.1 | (5.13) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Panamanian | 15.5 | (3.54) | $\ddagger$ | ( $\dagger$ ) |  | (17.94) | 15.7 ! | (5.31) | $\ddagger$ | (t) | 8.9 ! | (3.92) | 18.3 ! | (7.25) | $\ddagger$ | (t) | $\ddagger$ | ( + |
| Salvadoran .. | 23.8 | (1.09) | 33.6 | (2.28) | 20.7 | (2.13) | 15.4 | (2.26) | 9.9 | (2.87) | 11.9 | (2.65) | 11.3 | (2.71) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| South American | 17.0 | (0.77) | 41.7 | (3.69) | 25.7 | (1.99) | 18.4 | (1.80) | 16.5 | (2.61) | 7.4 | (0.82) | 9.8 | (1.22) | 3.6 | (0.94) | 5.1 ! | (1.58) |
| Chilean. | 10.9 | (3.02) | $\ddagger$ | ( $\dagger$ ) | 13.2 ! | (5.94) | 23.0 ! | (10.50) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Colombian | 13.8 | (1.29) | 37.1 | (8.57) | 24.6 | (3.47) | 16.3 | (2.92) | 10.2 ! | (3.53) | 6.0 | (1.26) | 7.5 | (1.88) | 3.2 ! | (1.45) | $\ddagger$ | ( + |
| Ecuadorian | 24.2 | (2.05) | 42.4 | (4.95) | 29.8 | (4.40) | 21.9 | (4.73) | 17.2 | (4.90) | 9.8 | (2.85) | 11.5 ! | (4.06) | $\ddagger$ | (t) | $\ddagger$ | ( + |
| Peruvian | 17.9 | (2.17) | 65.0 | (11.70) | 22.9 | (4.15) | 17.1 | (4.07) | 10.5 ! | (4.43) | 11.4 | (2.43) | 13.8 | (2.98) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ |
| Venezuelan | 17.1 | (3.20) | $\ddagger$ | (t) | 37.8 ! | (12.96) | $\ddagger$ | (t) | 61.0 | (11.07) | 7.3 | (1.84) | 8.3 ! | (2.75) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Other South American | 14.0 | (1.89) | 33.0 | (8.91) | 24.5 | (6.93) | 20.6 | (4.29) | 10.8 ! | (5.38) | 4.5 ! | (1.40) | 8.3 ! | (2.85) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Other Hispanic .................................... | 28.2 | (1.18) | 52.8 | (3.10) | 34.7 | (2.38) | 24.9 | (2.09) | 18.2 | (3.39) | 7.5 | (1.25) | 9.2 | (1.79) | 6.0 ! | (2.32) | 3.6 ! | (1.52) |
| Asian . | 12.0 | (0.30) | 41.7 | (1.71) | 24.3 | (1.26) | 15.2 | (0.99) | 11.0 | (1.09) | 5.2 | (0.27) | 7.0 | (0.43) | 4.1 | (0.37) | 2.7 | (0.35) |
| Chinese ${ }^{5}$ | 9.5 | (0.53) | 32.0 | (2.77) | 23.5 | (2.60) | 12.8 | (2.11) | 9.5 | (2.17) | 3.8 | (0.39) | 6.1 | (0.92) | 3.1 | (0.66) | 2.4 | (0.56) |
| Filipino | 5.2 | (0.71) | 10.6 ! | (4.73) | 12.4 | (3.03) | 9.1 | (1.83) | 7.6 ! | (2.61) | 2.8 | (0.59) | 2.9 | (0.67) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ |
| Japanese | 4.5 | (1.14) | $\ddagger$ | (t) | 26.9 ! | (10.91) | $\ddagger$ | (t) | $\ddagger$ | (t) | 2.7 ! | (0.91) | 3.7 ! | (1.45) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Korean | 12.9 | (0.99) | $\ddagger$ | ( $\dagger$ ) | 16.9 | (4.85) | 18.2 | (5.18) | 6.0 ! | (2.17) | 11.7 | (1.16) | 14.9 | (1.66) | 10.7 | (1.70) | 6.6 | (1.86) |
| South Asian ${ }^{6}$ | 9.9 | (0.63) | 50.7 | (4.76) | 26.9 | (3.38) | 22.7 | (3.92) | 17.7 | (3.66) | 4.9 | (0.49) | 8.7 | (1.16) | 3.2 | (0.53) | 1.6 ! | (0.50) |
| Asian Indian | 7.6 | (0.61) | 49.2 | (5.88) | 25.0 | (4.31) | 22.9 | (4.32) | 13.0 ! | (4.52) | 3.6 | (0.49) | 7.4 | (1.25) | 1.9 | (0.42) | 0.9 ! | (0.45) |
| Bangladeshi | 30.0 | (4.25) | 79.5 | (9.81) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 21.3 | (4.96) | 24.8 ! | (7.93) | 23.5 ! | (8.18) | $\ddagger$ | ( $\dagger$ ) |
| Bhutanese | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) |
| Nepalese | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | ( + |
| Pakistani | 19.2 | (2.33) | 43.5 | (10.91) | 33.9 | (6.31) | $\ddagger$ | (t) | 30.5 ! | (10.37) | 11.1 | (2.00) | 12.2 | (3.16) | 12.0 ! | (3.80) | $\ddagger$ | ( $\dagger$ |
| Southeast Asian | 21.4 | (0.91) | 43.0 | (2.51) | 27.5 | (2.04) | 16.1 | (1.74) | 12.1 | (2.36) | 7.0 | (1.07) | 8.0 | (1.32) | 6.0 | (1.55) | $\ddagger$ | ( $\dagger$ ) |
| Burmese | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) |
| Cambodian | 27.2 | (3.09) | 57.0 | (6.67) | 31.3 | (7.65) | 19.3 ! | (6.53) | $\ddagger$ | (t) | 4.7 ! | (2.22) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Hmong | 39.5 | (3.68) | 70.2 | (6.78) | 39.2 | (6.62) | 16.5 ! | (5.47) | 20.6 ! | (8.76) | 13.7 ! | (6.32) | 19.3 ! | (8.84) | $\ddagger$ | (t) | $\pm$ | ( $\dagger$ |
| Laotian | 19.0 | (3.16) | 27.7 ! | (8.40) | 26.7 | (6.08) | 14.4 | (4.29) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\pm$ | ( $\dagger$ ) |
| Thai | 23.2 | (6.73) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Vietnamese | 15.9 | (1.01) | 28.2 | (2.48) | 22.9 | (2.47) | 15.7 | (2.27) | 10.1 | (2.52) | 5.2 | (0.96) | 5.9 | (1.07) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Other Southeast Asian ${ }^{7}$... | 22.9 | (5.69) | + | (t) | $\stackrel{+}{+}$ | (t) | ${ }^{+}$ | ( $\dagger$ ) | $\ddagger$ | (t) | 17.1 ! | (5.22) | 15.2 ! | (7.06) | 22.8 ! | (8.78) | $\ddagger$ | (t) |
| Other Asian | 15.9 | (1.29) | 54.3 | (6.45) | 23.8 | (4.15) | 21.1 | (4.47) | 12.1 | (3.55) | 5.6 | (0.96) | 6.1 | (1.51) | 6.3 ! | (2.46) | 3.4 ! | (1.54) |
| Pacific Islander | 22.4 | (2.29) | 68.3 | (9.33) | 23.6 | (3.90) | 18.7 | (3.45) | 21.8 | (6.17) | 11.7 ! | (5.04) | 13.5 ! | (6.66) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native ${ }^{8}$ | 33.9 | (1.16) | 65.0 | (2.96) | 42.0 | (2.30) | 29.8 | (1.88) | 20.1 | (2.76) | 12.6 | (2.24) | 14.6 | (3.03) | 6.0 ! | (2.77) | 15.2 ! | (5.64) |
| American Indian ...................... | 35.4 | (1.24) | 66.7 | (2.92) | 44.5 | (2.58) | 31.1 | (2.16) | 19.8 | (2.96) | 12.6 | (2.63) | 14.5 | (3.55) | 3.6 ! | (1.81) | 22.1 ! | (8.12) |
| Alaska Native ......... | 25.3 | (3.55) | 61.6 | (12.23) | 32.1 | (5.12) | 15.8 ! | (5.45) | $\ddagger$ | (t) | $\ddagger$ | (t) | + | (t) | $\pm$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Some other race ${ }^{9}$ | 19.3 | (1.63) | 41.5 | (6.50) | 30.9 | (4.30) | 22.9 | (4.49) | 9.0 ! | (4.28) | 6.6 ! | (2.05) | 13.8 ! | (4.15) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | 21.0 | (0.49) | 57.8 | (2.04) | 35.8 | (1.38) | 27.1 | (0.77) | 18.0 | (1.38) | 5.3 | (0.39) | 7.2 | (0.60) | 3.4 | (0.45) | 1.7 ! | (0.52) |
| 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 20.0 | (0.15) | 52.2 | (0.37) | 33.5 | (0.29) | 23.7 | (0.25) | 13.5 | (0.26) | 4.4 | (0.07) | 5.8 | (0.11) | 3.0 | (0.11) | 2.3 | (0.15) |
| White | 11.9 | (0.14) | 47.0 | (0.84) | 25.8 | (0.39) | 17.7 | (0.33) | 10.0 | (0.28) | 3.3 | (0.08) | 4.4 | (0.12) | 2.1 | (0.11) | 1.7 | (0.17) |
| Black | 36.1 | (0.32) | 71.9 | (0.97) | 49.6 | (0.67) | 37.8 | (0.61) | 23.2 | (0.87) | 9.6 | (0.43) | 12.1 | (0.61) | 6.2 | (0.56) | 5.6 | (0.92) |
| Hispanic | 30.1 | (0.26) | 49.8 | (0.46) | 34.5 | (0.48) | 24.4 | (0.54) | 16.4 | (0.82) | 7.4 | (0.29) | 8.6 | (0.37) | 5.5 | (0.54) | 4.9 | (0.70) |
| Cuban | 21.0 | (1.31) | 48.1 | (5.78) | 35.0 | (2.91) | 30.1 | (3.52) | 15.2 | (3.05) | 6.9 | (1.17) | 8.2 | (1.57) | 5.3 ! | (1.85) | 5.4 ! | (2.50) |
| Dominican | 35.9 | (1.30) | 64.8 | (2.97) | 43.7 | (2.79) | 32.6 | (3.08) | 27.9 | (4.13) | 13.9 | (1.79) | 15.6 | (2.25) | 10.4 ! | (3.73) | 9.2 ! | (4.32) |
| Mexican | 31.4 | (0.32) | 49.3 | (0.53) | 34.0 | (0.57) | 23.9 | (0.62) | 15.3 | (0.88) | 7.1 | (0.45) | 7.6 | (0.54) | 6.2 | (0.90) | 5.7 | (1.32) |
| Puerto Rican | 30.8 | (0.83) | 67.3 | (2.19) | 42.1 | (1.76) | 29.8 | (1.48) | 19.5 | (1.95) | 6.4 | (0.73) | 9.0 | (1.08) | 2.3 ! | (0.76) | $\ddagger$ | ( $\dagger$ ) |
| Spaniard | 12.3 | (1.45) | 38.3 | (10.36) | 28.6 | (6.65) | 17.2 | (3.22) | 3.6 ! | (1.32) | 5.0 | (1.33) | 7.0 ! | (2.31) | 4.2 ! | (1.63) | $\ddagger$ | (t) |
| Central American ${ }^{4}$ | 30.1 | (0.78) | 45.7 | (1.49) | 32.5 | (1.72) | 18.9 | (1.45) | 16.0 | (2.62) | 8.4 | (1.10) | 9.7 | (1.52) | 5.8 ! | (1.89) | 7.2! | (3.15) |
| Costa Rican | 13.0 | (3.49) | $\ddagger$ | ( $\dagger$ ) | 32.6 ! | (11.18) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Guatemalan | 36.8 | (1.49) | 55.9 | (2.80) | 34.3 | (3.13) | 14.4 | (3.01) | 26.1 | (6.01) | 10.3 | (2.15) | 12.4 | (3.00) | $\ddagger$ | (t) | 8.7 ! | (3.79) |
| Honduran | 35.0 | (2.05) | 46.1 | (3.48) | 42.3 | (4.87) | 27.9 | (4.58) | 12.4 ! | (5.71) | 9.5 | (2.77) | 13.7 ! | (4.43) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Nicaraguan ................................... | 18.5 | (2.10) | 31.9 | (8.55) | 27.0 | (5.30) | 17.7 | (4.51) | 16.1! | (6.87) | 7.5 ! | (3.00) | 10.8 ! | (4.17) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Panamanian ................................................................. | 11.3 | (3.12) | $\ddagger$ | (t) | 20.6 ! | (8.20) | 9.4 ! | (4.16) | $\ddagger$ | $(\mathrm{t})$ | $\ddagger$ | (t) | $\ddagger$ | (t) | , | (t) | , | (t) |
| Salvadoran ................................... | 28.2 | (1.12) | 38.7 | (1.96) | 29.5 | (2.22) | 19.9 | (2.38) | 15.8 | (3.46) | 8.1 | (2.27) | 6.9 ! | (2.46) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |

See notes at end of table.

Table 102.62. Percentage of children under age 18 living in poverty, by parents' highest level of educational attainment, child's race/ethnicity, and selected racial/ethnic subgroups: 2010 and 2015-Continued
[Standard errors appear in parentheses]

| Year and race/ethnicity | Percent in poverty, all children under age 18 who resided with at least one parent ${ }^{1}$ |  | Percent of children in poverty, by highest level of education attained by any parent residing with child ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than high school completion |  | High school completion ${ }^{2}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  |  | helor's degree |  |  |  | aster's degree |  | Doctor's degree ${ }^{3}$ |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| South American | 15.5 | (0.94) | 40.1 | (3.30) | 26.9 | (2.52) | 16.4 | (2.18) | 14.5 | (2.38) | 7.6 | (1.00) | 10.3 | (1.40) | 4.0 | (1.01) | 5.4 | (1.53) |
| Chilean . | 8.4 ! | (2.98) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | 13.8 ! | (6.06) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Colombian | 14.0 | (1.51) | 49.8 | (8.17) | 24.4 | (4.21) | 13.2 | (3.31) | 12.5 ! | (4.46) | 8.8 | (1.68) | 12.7 | (2.41) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Ecuadorian | 19.4 | (1.46) | 34.7 | (4.70) | 30.0 | (4.75) | 16.6 | (3.28) | 12.8 ! | (4.60) | 6.1 | (1.70) | 7.5! | (2.41) | $\ddagger$ | ( $\dagger$ ) | t | ( $\dagger$ ) |
| Peruvian | 13.9 | (1.81) | 53.9 | (14.05) | 23.6 | (5.64) | 15.8 | (4.20) | 10.8 ! | (5.04) | 5.4 | (1.55) | 6.3 ! | (2.14) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Venezuelan | 20.2 | (3.13) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | 32.2 ! | (14.88) | 25.0 ! | (8.24) | 17.2 | (3.65) | 21.1 | (5.53) | 11.0 ! | (4.43) | 14.6 ! | (7.27) |
| Other South American ... | 14.0 | (2.10) | 37.1 ! | (12.29) | 37.4 | (7.57) | 17.3 ! | (5.39) | $\ddagger$ | (t) | 3.3 ! | (1.15) | 5.9 ! | (2.30) | $\pm$ | (t) | $\ddagger$ | (t) |
| Other Hispanic ................ | 26.8 | (1.21) | 49.1 | (3.44) | 31.0 | (2.44) | 26.4 | (2.54) | 23.1 | (4.70) | 8.0 | (1.54) | 8.5 | (1.80) | 9.0 ! | (3.25) | t | ( $\dagger$ ) |
| Asian . | 11.2 | (0.36) | 42.8 | (1.89) | 25.0 | (1.55) | 16.4 | (1.25) | 11.5 | (1.23) | 4.7 | (0.26) | 6.0 | (0.42) | 4.2 | (0.40) | 2.5 | (0.40) |
| Chinese ${ }^{5}$ | 10.9 | (0.61) | 37.2 | (2.68) | 24.2 | (2.89) | 15.7 | (2.15) | 13.0 | (2.82) | 4.6 | (0.45) | 7.2 | (1.03) | 3.8 | (0.61) | 2.9 | (0.74) |
| Filipino ...... | 5.9 | (0.75) | 36.5 ! | (14.92) | 15.1 | (2.97) | 7.6 | (1.75) | 8.1 | (2.18) | 3.2 | (0.58) | 3.2 | (0.62) | 4.5 ! | (1.82) | $\ddagger$ | ( $\dagger$ |
| Japanese | 5.4 | (1.37) | $\ddagger$ | (t) | 21.1 ! | (7.84) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 4.7 ! | (1.58) | $\ddagger$ | (t) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) |
| Korean ..... | 8.4 | (1.00) | $\ddagger$ | ( $\dagger$ | 7.1 ! | (3.50) | 17.5 | (4.39) | 12.0 ! | (5.45) | 7.0 | (1.03) | 7.6 | (1.71) | 9.4 | (2.02) | 2.7 ! | (1.12) |
| South Asian ${ }^{6}$ | 8.0 | (0.47) | 46.2 | (4.48) | 23.8 | (2.92) | 17.3 | (3.04) | 10.8 | (3.17) | 4.3 | (0.37) | 7.9 | (0.94) | 3.4 | (0.49) | 1.2 | (0.32) |
| Asian Indian | 5.2 | (0.43) | 40.7 | (6.56) | 18.3 | (3.27) | 11.9 | (3.07) | 11.0 ! | (4.11) | 3.1 | (0.43) | 6.1 | (1.15) | 2.4 | (0.43) | 0.8 ! | (0.28) |
| Bangladeshi | 27.3 | (3.78) | 78.7 | (11.56) | 34.7 ! | (10.72) | 46.6 | (13.34) | $\ddagger$ | ( $\dagger$ | 15.5 | (3.86) | 16.6 ! | (5.76) | 20.3 ! | (7.29) | $\ddagger$ | (t) |
| Bhutanese | + | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ |
| Nepalese | 27.5 | (4.49) | 43.4 | (10.40) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 13.6 | (3.96) | 15.8 ! | (5.35) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Pakistani | 14.0 | (1.85) | 38.4 | (8.84) | 24.3 ! | (7.92) | 22.1 ! | (6.84) | 16.2 ! | (6.62) | 9.4 | (1.63) | 13.3 | (3.03) | 8.0 | (2.12) | $\ddagger$ | ( $\dagger$ ) |
| Southeast Asian | 22.8 | (1.21) | 45.9 | (3.15) | 28.9 | (2.74) | 23.2 | (2.51) | 15.6 | (2.52) | 6.7 | (1.04) | 6.3 | (1.20) | 8.5 ! | (2.86) | 5.7 ! | (2.18) |
| Burmese | 50.3 | (5.07) | 67.9 | (6.56) | 46.8 | (11.68) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Cambodian | 18.4 | (2.94) | 34.4 | (10.06) | 25.5 | (6.16) | 18.5 | (5.03) | $\ddagger$ | (t) | 6.1 ! | (2.69) | 8.5 ! | (3.85) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Hmong | 37.5 | (4.39) | 56.0 | (8.59) | 54.8 | (7.17) | 45.5 | (8.28) | 23.6 | (6.74) | + | (t) | $\pm$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( + |
| Laotian | 19.3 | (3.31) | 45.5 ! | (14.74) | 11.8 | (3.10) | 23.9 ! | (9.36) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Thai ... | 19.5 | (4.34) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Vietnamese | 16.3 | (1.09) | 28.4 | (3.87) | 22.7 | (3.00) | 19.2 | (3.25) | 12.5 | (2.78) | 6.9 | (1.36) | 7.1 | (1.71) | 9.6 ! | (3.52) | 3.2 ! | (1.50) |
| Other Southeast Asian ${ }^{7}$. | 11.3 ! | (3.55) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | (t) | 7 | ( $\dagger$ ) | $\ddagger$ | (t) |
| Other Asian . | 9.6 | (0.91) | 41.2 | (7.29) | 30.1 | (5.49) | 12.9 ! | (3.92) | 8.1 ! | (3.93) | 3.8 | (0.69) | 4.4 | (1.04) | 3.2 ! | (1.40) | $\ddagger$ | ( $\dagger$ |
| Pacific Islander ......................... | 21.4 | (2.45) | 61.5 | (11.27) | 22.8 | (5.15) | 22.2 | (4.84) | 16.6 ! | (5.96) | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) |
| American Indian/Alaska Native ${ }^{8}$ | 31.8 | (1.00) | 69.4 | (2.77) | 42.0 | (1.78) | 30.0 | (1.72) | 19.4 | (2.66) | 6.8 | (1.25) | 8.8 | (1.88) | 4.2 ! | (1.47) | $\ddagger$ | ( $\dagger$ |
| American Indian | 32.7 | (1.03) | 71.7 | (3.02) | 42.6 | (1.79) | 30.9 | (1.92) | 18.7 | (2.62) | 7.6 | (1.55) | 9.5 | (2.25) | 4.9 ! | (1.89) | $\ddagger$ | ( $\dagger$ ) |
| Alaska Native .......... | 24.8 | (4.05) | 54.2 | (12.41) | 32.5 | (7.98) | 19.8 | (5.30) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ |
| Some other race ${ }^{9}$ | 17.4 | (1.99) | 31.6 | (6.27) | 33.6 | (5.08) | 23.9 | (5.27) | 12.0 ! | (4.35) | 5.6 | (1.38) | 9.1 | (2.41) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races ................................. | 19.2 | (0.44) | 61.1 | (2.36) | 36.8 | (1.43) | 27.3 | (0.99) | 19.4 | (1.18) | 3.9 | (0.26) | 5.6 | (0.41) | 2.4 | (0.38) | 1.6 | (0.37) |

[^6]${ }^{8}$ Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Indian and/or Alaska Native tribes specified or not specified. ${ }^{9}$ Respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: Table includes only children under the age of 18 who resided with at least one of their parents (including an adoptive or stepparent). Respondents were interviewed throughout the given year and reported the income they received during the previous 12 months. Data are based on sample surveys of the entire population residing within the United States. Poverty status is determined by the Census Bureau using a set of money income thresholds that vary by family size and composition. For additional information about poverty status, see https://www.census.gov/topics/income-poverty/poverty/guidance/povertymeasures.html. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 and 2015. (This table was prepared December 2016.)

| Year and age group | Total |  |  |  |  |  |  |  | Male |  |  |  |  |  |  |  | Female |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total |  | White |  | Black |  | Hispanic |  | Total |  | White |  | Black |  | Hispanic |  | Total |  | White |  | Black |  | Hispanic |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| $\begin{aligned} & \text { 1980 } \\ & \text { Total, } 3 \text { to } 34 \text { years old . } \end{aligned}$ | 49.7 | (0.21) | 48.8 | (0.24) | 54.0 | (0.69) | 49.8 | (1.40) | 50.9 | (0.30) | 50.0 | (0.34) | 56.2 | (0.99) | 49.9 | (2.00) | 48.5 | (0.30) | 47.7 | (0.34) | 52.1 | (0.95) | 49.8 | (1.98) |
| 3 and 4 years old. | 36.7 | (0.95) | 37.4 | (1.12) | 38.2 | (2.85) | 28.5 | (5.13) | 37.8 | (1.34) | 39.2 | (1.59) | 36.4 | (3.98) | 30.1 | (7.03) | 35.5 | (1.35) | 35.5 | (1.59) | 40.0 | (4.08) | 26.6 | (7.48) |
| 5 and 6 years old .................. | 95.7 | (0.40) | 95.9 | 0.46 | 95.5 | (1.23) | 94.5 | (2.79) | 95.0 | (0.61) | 95.4 | $0.68)$ | 94.1 | (1.97) | 94.0 | (4.21) | 96.4 | (0.53) | 96.5 | (0.62) | 97.0 | (1.45) | 94.9 | (3.70) |
| 7 to 9 years old ...................... | 99.1 | (0.15) | 99.1 | 0.18 | 99.4 | $0.36)$ | 98.4 | (1.19) | 99.0 | (0.22) | 99.0 | (0.26) | 99.5 | 0.46 | 97.7 | (2.05) | 99.2 | 0.20 | 99.2 | (0.24) | 99.3 | (0.55) | 99.0 | 1.29) |
| 10 to 13 years old. | 99.4 | (0.10) | 99.4 | (0.12) | 99.4 | (0.31) | 99.7 | (0.47) | 99.4 | (0.14) | 99.4 | (0.16) | 99.4 | (0.43) | 99.4 | 0.86) | 99.4 | (0.15) | 99.3 | (0.18) | 99.3 | (0.46) | 99.9 | 0.32 |
| 14 and 15 years old .............. | 98.2 | (0.22) | 98.7 | 0.22) | 97.9 | (0.73) | 94.3 | 2.46) | 98.7 | (0.27) | 98.9 | 0.28) | 98.4 | (0.89) | 96.7 | (2.74) | 97.7 | (0.36) | 98.5 | (0.34) | 97.3 | (1.16) | 92.1 | 3.91) |
| 16 and 17 years old .............. | 89.0 | 0.51) | 89.2 | 0.57) | 90.7 | (1.46) | 81.8 | 4.25) | 89.1 | (0.71) | 89.4 | (0.80) | 90.7 | (2.06) | 81.5 | 6.15) | 88.8 | (0.73) | 89.0 | (0.83) | 90.6 | (2.06) | 82.2 | 5.88 |
| 18 and 19 years old ............. 20 | 46.4 31.0 | (0.80) | 47.0 33.0 | (0.91) | 45.8 23 | (2.58) | 37.8 19.5 | (5.16) | 47.0 32.6 | (1.15) | 48.5 34.8 | (1.30) | 42.9 22.8 | (3.76) | 36.9 21.4 | (7.12) | 45.8 29.5 | (1.12) | 45.7 31.3 | (1.27) | 48.3 23.7 | $\begin{array}{r}\text { (3.55) } \\ 3 \\ 3.02 \\ \hline\end{array}$ | 38.8 $17.6!$ | (7.47) |
| 22 to 24 years old .................... | 16.3 | (0.49) | 16.8 | (0.56) | 13.6 | (1.54) | 11.7 | 2.96) | 32.8 17.8 | (0.73) | 18.7 | (0.84) | 13.4 | (2.31) | 10.7! | (4.11) | 14.9 | 0.66 | 15.0 | (0.75) | 13.7 | (2.07) | 12.6 ! | (4.25) |
| 25 to 29 years old .......................... | 9.3 | (0.31) | 9.4 | (0.35) | 8.8 | (1.05) | 6.9 | (1.88) | 9.8 | (0.46) | 9.8 | (0.51) | 10.6 | (1.71) | 6.8 | (2.70) | 8.8 | (0.42) | 9.1 | (0.48) | 7.5 | (1.31) | 6.9 ! | (2.61) |
| 30 to 34 years old .................... | 6.4 | (0.27) | 6.4 | (0.30) | 6.9 | (1.01) | 5.1 ! | (1.77) | 5.9 | (0.38) | 5.6 | (0.40) | 7.2 | (1.56) | 6.2 ! | (2.72) | 7.0 | (0.39) | 7.2 | (0.45) | 6.6 | (1.33) | $\pm$ | (t) |
| $\begin{aligned} & \text { 1990 } \\ & \text { Total, } 3 \text { to } 34 \text { years old ..... } \end{aligned}$ | 50.2 | (0.23) | 49.8 | (0.27) | 52.2 | (0.71) | 47.2 | (1.06) | 50.9 | (0.32) | 50.4 | (0.38) | 54.3 | (1.02) | 46.8 | (1.48) | 49.5 | (0.32) | 49.2 | (0.38) | 50.3 | (0.99) | 47.7 | (1.52) |
| 3 and 4 years old | 44.4 | (0.99) | 47.2 | (1.19) | 41.8 | (2.97) | 30.7 | (4.08) | 43.9 | (1.38) | 47.9 | (1.66) | 38.1 | (4.14) | 28.0 | (5.57) | 44.9 | (1.41) | 46.6 | (1.70) | 45.5 | (4.25) | 33.6 | (5.95) |
| 5 and 6 years old ................... | 96.5 | (0.37) | 96.7 | (0.43) | 96.5 | (1.05) | 94.9 | 1.96) | 96.5 | (0.51) | 96.8 | (0.59) | 96.2 | (1.53) | 95.8 | (2.48) | 96.4 | (0.53) | 96.7 | (0.62) | 96.9 | (1.43) | 93.9 | (3.05) |
| 7 to 9 years old ....................... | 99.7 | (0.09) | 99.7 | 0.11 | 99.8 | (0.19) | 99.5 | (0.52) | 99.7 | (0.13) | 99.7 | (0.16) | 99.9 | (0.24) | 99.5 | (0.70) | 99.6 | (0.14) | 99.7 | (0.15) | 99.8 | (0.31) | 99.4 | 0.79) |
| 10 to 13 years old ............... | 99.6 | (0.09) | 99.7 | (0.10) | 99.9 | (0.15) | 99.1 | 0.64 | 99.6 | (0.13) | 99.6 | (0.14) | 99.9 | (0.19) | 99.0 | (0.93) | 99.7 | (0.12) | 99.7 | (0.13) | 99.8 | (0.74) | 99.1 | (0.87) |
| 14 and 15 years old ............. | 99.0 | (0.19) | 99.0 | 0.23 | 99.4 | (0.46) | 99.0 | 0.90 | 99.1 | 0.25) | 99.2 | 0.30 | 99.7 | (0.48) | 99.1 | 1.10) | 98.9 | (0.29) | 98.9 | (0.35) | 99.1 | (0.79) | 98.8 | 1.47) |
| 18 and 19 years old ................. | 57.2 | (0.94) | 59.1 | (1.11) | 55.0 | (2.83) | 44.0 | 4.36) | 58.2 | 1.33) | 59.7 | (1.56) | 60.4 | 3.99) | 40.7 | 6.23 | 56.3 | (1.32) | 58.5 | (1.57) | 49.8 | (2.96 | 47.2 | 6.08 |
| 20 and 21 years old ..... | 39.7 | (0.92) | 43.1 | (1.10) | 28.3 | (2.56) | 27.2 | 3.82) | 40.3 | (1.32) | 44.2 | (1.59) | 31.0 | $3.81)$ | 21.7 | (4.94) | 39.2 | (1.28) | 42.0 | (1.53) | 25.8 | (3.45) | 33.1 | (5.79) |
| 22 to 24 years old ................ | 21.0 | (0.63) | 21.9 | (0.75) | 19.7 | (2.01) | 9.9 | (2.05) | 22.3 | (0.92) | 23.7 | (1.11) | 19.3 | (3.03) | 11.2 | 2.98) | 19.9 | (0.86) | 20.3 | (1.02) | 20.0 | (2.68) | 8.4 ! | (2.77) |
| 25 to 29 years old ................ 30 to 34 years old ............ | 9.7 5.8 | (0.35) | 10.4 6.2 | (0.39) $0.30)$ | 6.1 4.5 | (0.75) | 6.3 3.6 | (0.99) | 9.8 | 0.46 $0.33)$ | 10.0 5.0 | $(0.55$ $0.38)$ | ${ }^{4.7}$ 2.3! | 1.14 $(0.80)$ | 4.6 ! | (1.45) | 10.2 6.9 | $(0.47$ $(0.38)$ | 10.7 7.4 | (0.56) | 7.3 6.3 | (1.27) | 8.1 $3.1!$ | (2.05) |
| 1995 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total, 3 to 34 years old ..... | 53.7 | (0.21) | 53.8 | (0.25) | 56.3 | (0.58) | 49.7 | (0.65) | 54.3 | (0.30) | 54.2 | (0.36) | 58.6 | (0.83) | 49.1 | (0.90) | 53.2 | (0.30) | 53.4 | (0.36) | 54.1 | (0.81) | 50.3 | (0.93) |
| 3 and 4 years old ${ }^{1}$................ | 48.7 | (0.87) | 52.2 | (1.09) | 47.8 | (2.29) | 36.9 | (2.36) | 49.4 | (1.22) | 51.1 | (1.53) | 52.4 | (3.27) | 40.8 | (3.35) | 48.1 | (1.24) | 53.5 | (1.56) | 43.4 | (3.18) | 32.7 | (3.29) |
| 5 and 6 years old | 96.7 | 0.34 | 96.6 | 0.18 | 95.4 | 0.97 | 93.9 | 1.25 | 95.3 | (0.52 | 95.9 | 0.60 | 94.6 | 1.78 | 93.6 | 1.75 | 96.8 | (0.44 | 97.4 | . 2.49 | 96.3 | 1.24 | 94.3 | 1.72 |
| 10 to 13 years old | 99.1 | (0.12) | 99.0 | (0.15) | 99.2 | (0.30) | 99.2 | 0.36) | 99.1 | (0.17) | 99.0 | (0.21) | 99.5 | (0.34) | 98.8 | (0.59) | 98.0 | 0.18) | 98.9 | (0.22) | 98.9 | (0.50) | 99.5 | (0.39) |
| 14 and 15 years old .............. | 98.9 | (0.18) | 98.8 | 0.22 | 99.0 | (0.46) | 98.9 | 0.56) | 99.0 | (0.24) | 98.9 | (0.30) | 99.6 | (0.40) | 98.4 | (0.93) | 98.8 | (0.27) | 98.7 | (0.33) | 98.3 | (0.83) | 99.4 | 0.59) |
| 16 and 17 years old ... | 93.6 | (0.42) | 94.4 | (0.47) | 93.0 | (1.16) | 88.2 | 1.83) | 94.5 | (0.55) | 95.0 | (0.63) | 95.6 | (1.30) | 88.4 | (2.59) | 92.6 | (0.64) | 93.8 | (0.72) | 90.3 | (1.94) | 88.0 | (2.58) |
| 18 and 19 years old ................ | 59.4 | (0.86) | 61.8 | (1.03) | 57.5 | (2.38) | 46.1 | (2.63) | 59.5 | (1.21) | 61.9 | (1.45) | 59.2 | (3.48) | 47.4 | (3.63) | 59.2 | (1.22) | 61.8 | (1.46) | 56.1 | (3.27) | 44.8 | 3.83) |
| 20 and 21 years old .............. | 44.9 | (0.90 | 49.7 | (1.10) | 37.8 | (2.47) | 27.1 | 2.37) | 44.7 | (1.29) | 50.0 | 1.57) | 36.7 | (3.67) | 24.8 | 3.30 | 45.1 | (1.25) | 49.3 | (1.54) | 38.7 | (3.35) | 29.2 | 3.40 |
| 22 to 24 years old ................... | 23.2 | (0.60) | 24.4 | (0.74) | 20.0 | 1.62 | 15.6 | 1.52) | 22.8 | (0.84) | 24.1 | (1.04) | 20.6 | (2.42) | 14.8 | (2.00) | 23.6 | (0.85) | 24.8 | 1.04) | 19.5 | (2.18) | 16.6 | 2.34 |
| 35 to 34 years old ....................... | 11.6 5 | (0.34) | 12.3 5.7 | (0.42) $0.28)$ | 10.0 7.7 | (0.95) | 4.7 | (0.70) | 11.0 5.4 | (0.48) | 12.2 5.0 | (0.59) | 6.3 6.9 | (1.14) | 5.6 4.5 | (1.10) | 12.2 6.5 | (0.49) | 12.3 6.3 | (0.41) | 13.0 8.3 | (1.13) | 8.7 4.9 | (1.03) |
| 2000 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total, 3 to 34 years old ..... | 55.9 | (0.22) | 56.0 | (0.27) | 59.3 | (0.59) | 51.3 | (0.63) | 55.8 | (0.31) | 55.8 | (0.38) | 59.7 | (0.85) | 50.5 | (0.88) | 56.0 | (0.31) | 56.1 | (0.38) | 59.0 | (0.83) | 52.2 | (0.89) |
| 3 and 4 years old ${ }^{1}$................ | 52.1 | (0.93) | 54.6 | (1.19) | 59.8 | (2.50) | 35.9 | (2.36) | 50.8 | (1.30) | 54.1 | (1.66) | 58.0 | (3.53) | 31.9 | (3.23) | 53.4 | (1.32) | 55.2 | (1.70) | 61.8 | (3.55) | 40.0 | (3.43) |
| 5 and 6 years old .................. | 95.6 | (0.38) | 95.5 | (0.49) | 96.7 | (0.89) | 94.3 | (1.13) | 95.1 | (0.56) | 94.5 | (0.76) | 96.0 | (1.38) | 95.4 | (1.41) | 96.1 | (0.51) | 96.4 | (0.63) | 97.5 | (1.12) | 93.1 | (1.79) |
| 7 to 9 years old ................... | 98.1 | 0.20 | 98.4 | (0.24) | 97.5 | 0.61 | 97.5 | 0.65 | 98.0 | (0.29) | 98.1 | 0.36 | 98.2 | 0.72 | 96.6 | 1.09) | 98.2 | 0.28 | 98.6 | (0.32) | 96.7 | 1.01) | 98.4 | 0.74 |
| 10 to 3 years old | 98.3 | 0.17) | 98.5 | 0.19 | 98.5 | 0.42 | 97.4 | 0.59 | 98.3 | (0.23) | 98.2 | (0.30) | 98.8 | (0.52) | 98.4 | (0.65 | 98.3 | (0.24) | 98.8 | (0.25) | 98.1 | (0.66) | 96.4 | (1.01) |
| 14 and 15 years old .... | 98.8 | 0.20 | 98.9 | 0.22 | 99.7 | $1{ }^{1} 32$ | 87. | 1.77) | 92.7 | (0.63 | 94.7 | 0.33 | 88.9 | (2.42) | 85.7 | 1.26 | 92.9 | 0.64 | 93.3 | 0.76 | 94.6 | ( 54 | 98.4 | (1.50) |
| 18 and 19 years old ................. | 61.2 | (0.84) | 63.9 | (1.02) | 57.2 | (2.34) | 49.5 | (2.47) | 58.3 | (1.19) | 61.2 | 1.46) | 51.5 | (3.45) | 48.0 | 3.40) | 64.2 | 1.16) | 66.7 | (1.42) | 62.2 | (3.14) | 51.1 | 3.59 |
| 20 and 21 years old ..... | 44.1 | (0.88) | 49.2 | (1.10) | 37.4 | (2.38) | 26.1 | (2.22) | 41.0 | (1.23) | 45.8 | (1.54) | 31.3 | (3.42) | 24.2 | 3.02) | 47.3 | (1.26) | 52.7 | (1.58) | 42.3 | (3.26) | 28.1 | 3.26) |
| 22 to 24 years old ..... | 24.6 | (0.63) | 24.9 | (0.78) | 24.0 | (1.76) | 18.2 | 1.64 | 23.9 | (0.88) | 25.0 | (1.12) | 22.0 | (2.46) | 15.2 | (2.08) | 25.3 | (0.89) | 24.8 | (1.09) | 25.8 | (2.51) | 21.6 | 2.55) |
| 25 to 29 years old ................ | 11.4 | (0.37) | 11.1 | 0.45 | 14.5 | (1.18) | 7.4 | (0.88) | 10.0 | 0.50 | 10.5 | (0.62) | 11.6 | (1.63) | 5.1 | 1.06 | 12.7 | (0.53) | 11.8 | (0.65) | 16.7 | 1.66) | 9.5 | (1.05) |
| 30 to 34 years old ................. | 6.7 | (0.27) | 6.1 | (0.32) | 9.9 | (0.97) | 5.6 | (0.75) | 5.6 | (0.36) | 4.7 | (0.41) | 8.5 | (1.34) | 5.7 | (1.06) | 7.7 | (0.41) | 7.4 | (0.50) | 11.2 | (1.39) | 5.5 | (1.05) |

See notes at end of table.

Table 103.10. Percentage of the population 3 to 34 years old enrolled in school, by sex, race/ethnicity, and age group: Selected years, 1980 through 2015-Continued [Standard errors appear in parentheses]

[Standard errors appear in parentheses]

| Year | $\begin{array}{r} \text { Total, } \\ 3 \text { to } 34 \\ \text { years old } \end{array}$ |  | 3 and 4 years old |  | $\begin{array}{r} 5 \text { and } 6 \\ \text { years old } \end{array}$ |  | $\begin{array}{r} 7 \text { to } 13 \\ \text { years old } \end{array}$ |  | 14 to 17 years old |  |  |  |  |  | 18 and 19 years old |  |  |  |  |  | 20 to 24 years old |  |  |  |  |  | $\begin{array}{r} 25 \text { to } 29 \\ \text { years old } \end{array}$ |  | 30 to 34 years old |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  | 14 and 15 | 16 and 17 |  | Total |  | In secondary education |  | In higher education |  |  | Total | 20 and 21 |  | 22 to 24 |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| 1940 ... | - |  | - | ( $\dagger$ | - | ( $\dagger$ | 95.0 | (-) | 79.3 | (-) |  | ( $\dagger$ |  |  | 28.9 | (-) |  |  | - |  | 6.6 | (-) |  | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ |  | ( $\dagger$ ) |
| 1945 .... | - |  | - |  | - | ( $\dagger$ | 98.1 | (-) | 78.4 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ | 20.7 | (-) | - | (t) | - | ( $\dagger$ ) | 3.9 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |
| 1947 ..... | - |  | - |  | 73.8 | (-) | 98.5 | (-) | 79.3 | (-) | 91.6 | (-) | 67.6 | (-) | 24.3 | (-) | - |  | - |  | 10.2 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 3.0 | (-) | 1.0 | (-) |
| 1948 | - |  | - |  | 74.7 | (-) | 98.1 | (-) | 81.8 | $(-)$ | 92.7 | (-) | 71.2 | (-) | 26.9 | (-) | - | (t) | - | ( $\dagger$ ) | 9.7 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 2.6 | (-) | 0.9 | (-) |
| 1949 | - |  | - |  | 76.2 | (-) | 98.6 | (-) | 81.6 | (-) | 93.5 | (-) | 69.5 | (-) | 25.3 | (-) | - |  | - |  | 9.2 | (-) | - |  | - | ( $\dagger$ ) | 3.8 | (-) | 1.1 | (-) |
| 1950. | - |  | - |  | 74.4 | (-) | 98.7 | (-) | 83.7 | (-) | 94.7 | (-) | 71.3 | (-) | 29.4 | (-) | - |  | - |  | 9.0 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 3.0 | (-) | 0.9 | (-) |
| 1951 | - |  | - | ( $\dagger$ ) | 73.6 | (-) | 99.1 | (-) | 85.2 | (-) | 94.8 | (-) | 75.1 | (-) | 26.2 | (-) | - | (t) | - | ( $\dagger$ ) | 8.6 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 2.5 | (-) | 0.7 | (-) |
| 1952 .... | - |  | - |  | 75.2 | (-) | 98.8 | (-) | 85.2 | (-) | 96.2 | (-) | 73.4 | (-) | 28.8 | (-) | - |  | - |  | 9.7 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 2.6 | (-) | 1.2 | (-) |
| 1953 ..... | - |  | - |  | 78.6 | (-) | 99.4 | (-) | 85.9 | (-) | 96.5 | (-) | 74.7 | (-) | 31.2 | (-) | - |  | - |  | 11.1 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 2.9 | (-) | 1.7 | (-) |
| 1954 ..... | - |  | - |  | 77.3 | (-) | 99.4 | (-) | 87.1 | (-) | 95.8 | (-) | 78.0 | (-) | 32.4 | (-) | - |  | - |  | 11.2 | (-) | - |  | - | ( $\dagger$ ) | 4.1 | (-) | 1.5 | (-) |
| 1955 ..... | - |  | - |  | 78.1 | (-) | 99.2 | (-) | 86.9 | (-) | 95.9 | (-) | 77.4 | (-) | 31.5 | (-) | - |  | - |  | 11.1 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 4.2 | (-) | 1.6 | (-) |
| 1956 ...... | - |  | - |  | 77.6 | (-) | 99.3 | (-) | 88.2 | (-) | 96.9 | (-) | 78.4 | (-) | 35.4 | (-) | - |  | - | ( $\dagger$ ) | 12.8 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 5.1 | (-) | 1.9 | (-) |
| 1957 ..... | - |  | - | ( $\dagger$ ) | 78.6 | (-) | 99.5 | (-) | 89.5 | (-) | 97.1 | (-) | 80.5 | (-) | 34.9 | (-) | - |  | - | ( $\dagger$ | 14.0 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 5.5 | (-) | 1.8 | (-) |
| 1958 .... | - |  | - | (t) | 80.4 | (-) | 99.5 | (-) | 89.2 | (-) | 96.9 | (-) | 80.6 | (-) | 37.6 | (-) | - | (t) | - | ( $\dagger$ | 13.4 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 5.7 | (-) | 2.2 | (-) |
| 1959 ..... | - |  | - |  | 80.0 | (-) | 99.4 | (-) | 90.2 | (-) | 97.5 | (-) | 82.9 | (-) | 36.8 | (-) | - |  | - |  | 12.7 | (-) | 18.8 | (-) | 8.6 | (-) | 5.1 | (-) | 2.2 | (-) |
| 1960 ..... | - |  | - | ( $\dagger$ ) | 80.7 | (-) | 99.5 | (-) | 90.3 | (-) | 97.8 | (-) | 82.6 | (-) | 38.4 | (-) | - |  | - | (t) | 13.1 | (-) | 19.4 | (-) | 8.7 | (-) | 4.9 | (-) | 2.4 | (-) |
| 1961 ..... | - |  | - | ( $\dagger$ ) | 81.7 | (-) | 99.3 | (-) | 91.4 | (-) | 97.6 | (-) | 83.6 | (-) | 38.0 | (-) | - | (t) | - | ( $\dagger$ ) | 13.7 | (-) | 21.5 | (-) | 8.4 | (-) | 4.4 | (-) | 2.0 | (-) |
| 1962. | - |  | - | ( $\dagger$ ) | 82.2 | (-) | 99.3 | (-) | 92.0 | (-) | 98.0 | (-) | 84.3 | (-) | 41.8 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 15.6 | (-) | 23.0 | (-) | 10.3 | (-) | 5.0 | (-) | 2.6 | (-) |
| 1963. | - |  | - | ( $\dagger$ | 82.7 | (-) | 99.3 | (-) | 92.9 | (-) | 98.4 | (-) | 87.1 | (-) | 40.9 | (-) | 10.9 | (-) | 29.8 | (-) | 17.3 | (-) | 25.0 | (-) | 11.4 | (-) | 4.9 | (-) | 2.5 | (-) |
| 1964. | - |  | 9.5 | (-) | 83.3 | (-) | 99.0 | (-) | 93.1 | (-) | 98.6 | (-) | 87.7 | (-) | 41.6 | (-) | 11.0 | (-) | 30.6 | (-) | 16.8 | (-) | 26.3 | (-) | 9.9 | (-) | 5.2 | (-) | 2.6 | (-) |
| 1965 | 55.5 | (-) | 10.6 | (-) | 84.9 | (-) | 99.4 | (-) | 93.2 | (-) | 98.9 | (-) | 87.4 | (-) | 46.3 | (-) | 11.2 | (-) | 35.0 | (-) | 19.0 | (-) | 27.6 | (-) | 13.2 | (-) | 6.1 | (-) | 3.2 | (-) |
| 1966 ... | 56.1 | (-) | 12.5 | (-) | 85.8 | (-) | 99.3 | (-) | 93.7 | (-) | 98.6 | (-) | 88.5 | (-) | 47.2 | (-) | 10.8 | (-) | 36.3 | (-) | 19.9 | (-) | 29.9 | (-) | 13.2 | (-) | 6.5 | (-) | 2.7 | (-) |
| 1967 ... | 56.6 | (-) | 14.2 | (-) | 87.4 | (-) | 99.3 | (-) | 93.7 | (-) | 98.2 | (-) | 88.8 | (-) | 47.6 | (-) | 11.7 | (-) | 36.0 | (-) | 22.0 | (-) | 33.3 | (-) | 13.6 | (-) | 6.6 | (-) | 4.0 | (-) |
| 1968 .. | 56.7 | (-) | 15.7 | (-) | 87.6 | (-) | 99.1 | (-) | 94.2 | (-) | 98.0 | (-) | 90.2 | (-) | 50.4 | (-) | 12.4 | (-) | 38.0 | (-) | 21.4 | (-) | 31.2 | (-) | 13.8 | (-) | 7.0 | (-) | 3.9 | (-) |
| 1969 ..... | 57.0 | (-) | 16.1 | (-) | 88.4 | (-) | 99.2 | (-) | 94.0 | (-) | 98.1 | (-) | 89.7 | (-) | 50.2 | (-) | 11.2 | (-) | 39.0 | (-) | 23.0 | (-) | 34.1 | (-) | 15.4 | (-) | 7.9 | (-) | 4.8 | (-) |
| 1970 ..... | 56.4 | (0.22) | 20.5 | (0.74) | 89.5 | (0.54) | 99.2 | (0.08) | 94.1 | (0.27) | 98.1 | (0.22) | 90.0 | (0.50) | 47.7 | (0.87) | 10.5 | (0.53) | 37.3 | (0.84) | 21.5 | (0.48) | 31.9 | (0.87) | 14.9 | (0.53) | 7.5 | (0.33) | 4.2 | (0.27) |
| 1971 ... | 56.2 | (0.22) | 21.2 | (0.76) | 91.6 | (0.50) | 99.1 | (0.08) | 94.5 | (0.26) | 98.6 | (0.19) | 90.2 | (0.49) | 49.2 | (0.85) | 11.5 | (0.54) | 37.7 | (0.83) | 21.9 | (0.47) | 32.2 | (0.85) | 15.4 | (0.52) | 8.0 | (0.33) | 4.9 | (0.29) |
| 1972 ..... | 54.9 | (0.22) | 24.4 | (0.81) | 91.9 | (0.51) | 99.2 | (0.08) | 93.3 | (0.28) | 97.6 | (0.24) | 88.9 | (0.51) | 46.3 | (0.84) | 10.4 | (0.51) | 35.9 | (0.81) | 21.6 | (0.46) | 31.4 | (0.81) | 14.8 | (0.51) | 8.6 | (0.34) | 4.6 | (0.28) |
| 1973 .. | 53.5 | (0.22) | 24.2 | (0.80) | 92.5 | (0.50) | 99.2 | (0.08) | 92.9 | (0.29) | 97.5 | (0.25) | 88.3 | (0.52) | 42.9 | (0.82) | 10.0 | (0.50) | 32.9 | (0.78) | 20.8 | (0.44) | 30.1 | (0.79) | 14.5 | (0.50) | 8.5 | (0.33) | 4.5 | (0.27) |
| 1974. | 53.6 | (0.22) | 28.8 | (0.85) | 94.2 | (0.44) | 99.3 | (0.08) | 92.9 | (0.29) | 97.9 | (0.23) | 87.9 | (0.52) | 43.1 | (0.81) | 9.9 | (0.49) | 33.2 | (0.77) | 21.4 | (0.45) | 30.2 | (0.77) | 15.1 | (0.51) | 9.6 | (0.34) | 5.7 | (0.29) |
| 1975 ..... | 53.7 | (0.22) | 31.5 | (0.89) | 94.7 | (0.42) | 99.3 | (0.08) | 93.6 | (0.27) | 98.2 | (0.21) | 89.0 | (0.50) | 46.9 | (0.81) | 10.2 | (0.49) | 36.7 | (0.78) | 22.4 | (0.45) | 31.2 | (0.77) | 16.2 | (0.52) | 10.1 | (0.34) | 6.6 | (0.31) |
| 1976 .. | 53.1 | (0.21) | 31.3 | (0.91) | 95.5 | (0.38) | 99.2 | (0.09) | 93.7 | (0.27) | 98.2 | (0.21) | 89.1 | (0.50) | 46.2 | (0.80) | 10.2 | (0.49) | 36.0 | (0.77) | 23.3 | (0.45) | 32.0 | (0.77) | 17.1 | (0.52) | 10.0 | (0.33) | 6.0 | (0.29) |
| 1977. | 52.5 | (0.21) | 32.0 | (0.94) | 95.8 | (0.38) | 99.4 | (0.07) | 93.7 | (0.28) | 98.5 | (0.20) | 88.9 | (0.50) | 46.2 | (0.80) | 10.4 | (0.49) | 35.7 | (0.77) | 22.9 | (0.44) | 31.8 | (0.76) | 16.5 | (0.51) | 10.8 | (0.34) | 6.9 | (0.30) |
| 1978 .. | 51.2 | (0.21) | 34.2 | (0.95) | 95.3 | (0.42) | 99.1 | (0.09) | 93.7 | (0.28) | 98.4 | (0.20) | 89.1 | (0.50) | 45.4 | (0.80) | 9.8 | (0.48) | 35.6 | (0.77) | 21.8 | (0.43) | 29.5 | (0.74) | 16.3 | (0.50) | 9.4 | (0.32) | 6.4 | (0.28) |
| 1979 ...... | 50.3 | (0.21) | 35.1 | (0.95) | 95.8 | (0.40) | 99.2 | (0.09) | 93.6 | (0.28) | 98.1 | (0.22) | 89.2 | (0.50) | 45.0 | (0.80) | 10.3 | (0.49) | 34.6 | (0.76) | 21.7 | (0.43) | 30.2 | (0.74) | 15.8 | (0.49) | 9.6 | (0.32) | 6.4 | (0.28) |
| 1980 ........... | 49.7 | (0.21) | 36.7 | (0.95) | 95.7 | (0.40) | 99.3 | (0.09) | 93.4 | (0.29) | 98.2 | (0.22) | 89.0 | (0.51) | 46.4 | (0.80) | 10.5 | (0.49) | 35.9 | (0.77) | 22.3 | (0.43) | 31.0 | (0.75) | 16.3 | (0.49) | 9.3 | (0.31) | 6.4 | (0.27) |
| 1981 ............... | 48.9 | (0.21) | 36.0 | (0.93) | 94.0 | (0.46) | 99.2 | (0.09) | 94.1 | (0.28) | 98.0 | (0.24) | 90.6 | (0.47) | 49.0 | (0.81) | 11.5 | (0.51) | 37.5 | (0.78) | 22.5 | (0.42) | 31.6 | (0.74) | 16.5 | (0.48) | 9.0 | (0.30) | 6.9 | (0.27) |
| 1982 .............. | 48.6 | (0.22) | 36.4 | (0.97) | 95.0 | (0.45) | 99.2 | (0.10) | 94.4 | (0.29) | 98.5 | (0.22) | 90.6 | (0.51) | 47.8 | (0.86) | 11.3 | (0.54) | 36.5 | (0.83) | 23.5 | (0.45) | 34.0 | (0.81) | 16.8 | (0.51) | 9.6 | (0.32) | 6.3 | (0.28) |
| 1983 ....... | 48.4 | (0.22) | 37.5 | (0.96) | 95.4 | (0.43) | 99.2 | (0.10) | 95.0 | (0.28) | 98.3 | (0.23) | 91.7 | (0.50) | 50.4 | (0.87) | 12.8 | (0.58) | 37.6 | (0.84) | 22.7 | (0.45) | 32.5 | (0.80) | 16.6 | (0.51) | 9.6 | (0.32) | 6.4 | (0.28) |
| 1984 ................. | 47.9 | (0.22) | 36.3 | (0.94) | 94.5 | (0.46) | 99.2 | (0.10) | 94.7 | (0.29) | 97.8 | (0.26) | 91.5 | (0.51) | 50.1 | (0.89) | 11.5 | (0.57) | 38.6 | (0.87) | 23.7 | (0.46) | 33.9 | (0.82) | 17.3 | (0.52) | 9.1 | (0.30) | 6.3 | (0.27) |

Table 103.20. Percentage of the population 3 to 34 years old enrolled in school, by age group: Selected years, 1940 through 2015-Continued
[Standard errors appear in parentheses]

|  |  |  | 3 and 4 years old |  | 5 and 6 years old |  | $\begin{array}{r} 7 \text { to } 13 \\ \text { years old } \end{array}$ |  | 14 to 17 years old |  |  |  |  |  | 18 and 19 years old |  |  |  |  |  | 20 to 24 years old |  |  |  |  |  | $\begin{array}{r} 25 \text { to } 29 \\ \text { years old } \end{array}$ |  | 30 to 34 years old |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year |  |  |  | Total |  |  |  | and 15 |  | and 17 |  | Total | $\begin{array}{r} \text { In seco } \\ \text { edu } \end{array}$ | ondary cation |  | higher ucation |  | Total |  | and 21 |  | 22 to 24 |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| 1985 | 48.3 | (0.22) | 38.9 | (0.95) | 96.1 | (0.38) | 99.2 | (0.09) | 94.9 | (0.28) | 98.1 | (0.24) | 91.7 | (0.50) | 51.6 | (0.91) | 11.2 | (0.57) | 40.4 | (0.89) | 24.0 | (0.47) | 35.3 | (0.84) | 16.9 | (0.52) | 9.2 | (0.31) | 6.1 | (0.26) |
| 1986 | 48.2 | (0.22) | 38.9 | (0.95) | 95.3 | (0.41) | 99.2 | (0.10) | 94.9 | (0.28) | 97.6 | (0.28) | 92.3 | (0.48) | 54.6 | (0.91) | 13.1 | (0.62) | 41.5 | (0.90) | 23.6 | (0.47) | 33.0 | (0.84) | 17.9 | (0.54) | 8.8 | (0.30) | 6.0 | (0.25) |
| 1987 ... | 48.6 | (0.22) | 38.3 | (0.95) | 95.1 | (0.42) | 99.5 | (0.07) | 95.0 | (0.28) | 98.6 | (0.22) | 91.7 | (0.49) | 55.6 | (0.90) | 13.1 | (0.61) | 42.5 | (0.90) | 25.5 | (0.49) | 38.7 | (0.89) | 17.5 | (0.54) | 9.0 | (0.30) | 5.8 | (0.25) |
| 1988 | 48.7 | (0.24) | 38.2 | (1.02) | 96.0 | (0.41) | 99.7 | (0.07) | 95.1 | (0.31) | 98.9 | (0.22) | 91.6 | (0.55) | 55.6 | (0.98) | 13.9 | (0.68) | 41.8 | (0.97) | 26.1 | (0.54) | 39.1 | (0.98) | 18.2 | (0.60) | 8.3 | (0.32) | 5.9 | (0.27) |
| 1989 .... | 49.0 | (0.23) | 39.1 | (0.97) | 95.2 | (0.43) | 99.3 | (0.09) | 95.7 | (0.28) | 98.8 | (0.21) | 92.7 | (0.50) | 56.0 | (0.92) | 14.4 | (0.65) | 41.6 | (0.91) | 27.0 | (0.53) | 38.5 | (0.94) | 19.9 | (0.60) | 9.3 | (0.32) | 5.7 | (0.25) |
| 1990 | 50.2 | (0.23) | 44.4 | (0.99) | 96.5 | (0.37) | 99.6 | (0.06) | 95.8 | (0.28) | 99.0 | (0.19) | 92.5 | (0.52) | 57.2 | (0.94) | 14.5 | (0.67) | 42.7 | (0.94) | 28.6 | (0.54) | 39.7 | (0.92) | 21.0 | (0.63) | 9.7 | (0.33) | 5.8 | (0.25) |
| 1991. | 50.7 | (0.23) | 40.5 | (0.96) | 95.4 | (0.41) | 99.6 | (0.06) | 96.0 | (0.27) | 98.8 | (0.22) | 93.3 | (0.49) | 59.6 | (0.96) | 15.6 | (0.71) | 44.0 | (0.97) | 30.2 | (0.55) | 42.0 | (0.92) | 22.2 | (0.64) | 10.2 | (0.34) | 6.2 | (0.26) |
| 1992. | 51.4 | (0.23) | 39.7 | (0.95) | 95.5 | (0.41) | 99.4 | (0.08) | 96.7 | (0.25) | 99.1 | (0.18) | 94.1 | (0.46) | 61.4 | (0.96) | 17.1 | (0.74) | 44.3 | (0.98) | 31.6 | (0.56) | 44.0 | (0.95) | 23.7 | (0.65) | 9.8 | (0.34) | 6.1 | (0.26) |
| 1993 ... | 51.8 | (0.23) | 40.4 | (0.93) | 95.4 | (0.41) | 99.5 | (0.07) | 96.5 | (0.25) | 98.9 | (0.20) | 94.0 | (0.46) | 61.6 | (0.95) | 17.2 | (0.74) | 44.4 | (0.97) | 30.8 | (0.56) | 42.7 | (0.97) | 23.6 | (0.65) | 10.2 | (0.35) | 5.9 | (0.25) |
| 1994 | 53.3 | (0.23) | $47.3{ }^{1}$ | (0.94) | 96.7 | (0.34) | 99.4 | (0.08) | 96.6 | (0.24) | 98.8 | (0.20) | 94.4 | (0.43) | 60.2 | (0.94) | 16.2 | (0.70) | 43.9 | (0.95) | 32.0 | (0.55) | 44.9 | (0.95) | 24.0 | (0.64) | 10.8 | (0.36) | 6.7 | (0.27) |
| 1995. | 53.7 | (0.21) | $48.7{ }^{1}$ | (0.87) | 96.0 | (0.34) | 98.9 | (0.10) | 96.3 | (0.23) | 98.9 | (0.18) | 93.6 | (0.42) | 59.4 | (0.86) | 16.3 | (0.64) | 43.1 | (0.86) | 31.5 | (0.52) | 44.9 | (0.90) | 23.2 | (0.60) | 11.6 | (0.34) | 5.9 | (0.24) |
| 1996 .... | 54.1 | (0.22) | $48.3{ }^{1}$ | (0.91) | 94.0 | (0.43) | 97.7 | (0.15) | 95.4 | (0.26) | 98.0 | (0.24) | 92.8 | (0.45) | 61.5 | (0.87) | 16.7 | (0.67) | 44.9 | (0.89) | 32.5 | (0.55) | 44.4 | (0.93) | 24.8 | (0.65) | 11.9 | (0.36) | 6.1 | (0.25) |
| 1997. | 55.6 | (0.22) | $52.6{ }^{1}$ | (0.92) | 96.5 | (0.33) | 99.1 | (0.09) | 96.6 | (0.22) | 98.9 | (0.18) | 94.3 | (0.40) | 61.5 | (0.86) | 16.7 | (0.66) | 44.7 | (0.88) | 34.3 | (0.55) | 45.9 | (0.91) | 26.4 | (0.66) | 11.8 | (0.36) | 5.7 | (0.25) |
| 1998 .... | 55.8 | (0.22) | $52.1{ }^{1}$ | (0.92) | 95.6 | (0.37) | 98.9 | (0.10) | 96.1 | (0.24) | 98.4 | (0.22) | 93.9 | (0.41) | 62.2 | (0.84) | 15.7 | (0.63) | 46.4 | (0.86) | 33.0 | (0.54) | 44.8 | (0.91) | 24.9 | (0.65) | 11.9 | (0.36) | 6.6 | (0.27) |
| 1999 | 56.0 | (0.22) | $54.2{ }^{1}$ | (0.93) | 96.0 | (0.36) | 98.7 | (0.11) | 95.8 | (0.24) | 98.2 | (0.23) | 93.6 | (0.42) | 60.6 | (0.84) | 16.5 | (0.64) | 44.1 | (0.85) | 32.8 | (0.54) | 45.3 | (0.90) | 24.5 | (0.64) | 11.1 | (0.36) | 6.2 | (0.27) |
| 2000. | 55.9 | (0.22) | $52.1{ }^{1}$ | (0.93) | 95.6 | (0.38) | 98.2 | (0.13) | 95.7 | (0.25) | 98.7 | (0.20) | 92.8 | (0.45) | 61.2 | (0.84) | 16.5 | (0.64) | 44.7 | (0.85) | 32.5 | (0.53) | 44.1 | (0.88) | 24.6 | (0.63) | 11.4 | (0.37) | 6.7 | (0.27) |
| 2001. | 56.4 | (0.20) | $52.4{ }^{1}$ | (0.88) | 95.3 | (0.37) | 98.3 | (0.12) | 95.8 | (0.23) | 98.1 | (0.22) | 93.4 | (0.40) | 61.1 | (0.79) | 17.1 | (0.61) | 44.0 | (0.80) | 34.1 | (0.50) | 46.1 | (0.82) | 25.5 | (0.61) | 11.8 | (0.36) | 6.9 | (0.26) |
| 2002 | 56.2 | (0.20) | $56.3{ }^{1}$ | (0.89) | 95.5 | (0.37) | 98.3 | (0.12) | 96.4 | (0.21) | 98.4 | (0.20) | 94.3 | (0.37) | 63.3 | (0.79) | 18.0 | (0.63) | 45.3 | (0.82) | 34.4 | (0.50) | 47.8 | (0.83) | 25.6 | (0.59) | 12.1 | (0.35) | 6.6 | (0.25) |
| 2003. | 56.2 | (0.20) | $55.1{ }^{1}$ | (0.85) | 94.5 | (0.40) | 98.3 | (0.12) | 96.2 | (0.21) | 97.5 | (0.25) | 94.9 | (0.34) | 64.5 | (0.80) | 17.9 | (0.64) | 46.6 | (0.84) | 35.6 | (0.50) | 48.3 | (0.83) | 27.8 | (0.59) | 11.8 | (0.34) | 6.8 | (0.26) |
| 2004 | 56.2 | (0.20) | $54.0{ }^{1}$ | (0.85) | 95.4 | (0.37) | 98.4 | (0.12) | 96.5 | (0.21) | 98.5 | (0.19) | 94.5 | (0.36) | 64.4 | (0.80) | 16.6 | (0.62) | 47.8 | (0.83) | 35.2 | (0.49) | 48.9 | (0.82) | 26.3 | (0.58) | 13.0 | (0.35) | 6.6 | (0.26) |
| 2005 | 56.5 | (0.20) | $53.6{ }^{1}$ | (0.86) | 95.4 | (0.37) | 98.6 | (0.11) | 96.5 | (0.20) | 98.0 | (0.22) | 95.1 | (0.33) | 67.6 | (0.79) | 18.3 | (0.65) | 49.3 | (0.84) | 36.1 | (0.49) | 48.7 | (0.80) | 27.3 | (0.59) | 11.9 | (0.34) | 6.9 | (0.27) |
| 2006 | 56.0 | (0.20) | $55.7{ }^{1}$ | (0.86) | 94.6 | (0.39) | 98.3 | (0.12) | 96.4 | (0.21) | 98.3 | (0.21) | 94.6 | (0.36) | 65.5 | (0.77) | 19.3 | (0.64) | 46.2 | (0.81) | 35.0 | (0.49) | 47.5 | (0.81) | 26.7 | (0.58) | 11.7 | (0.33) | 7.2 | (0.27) |
| 2007. | 56.1 | (0.20) | $54.5{ }^{1}$ | (0.86) | 94.7 | (0.39) | 98.4 | (0.12) | 96.4 | (0.21) | 98.7 | (0.18) | 94.3 | (0.36) | 66.8 | (0.75) | 17.9 | (0.61) | 48.9 | (0.80) | 35.7 | (0.49) | 48.4 | (0.81) | 27.3 | (0.59) | 12.4 | (0.33) | 7.2 | (0.27) |
| 2008 | 56.2 | (0.20) | $52.8{ }^{1}$ | (0.85) | 93.8 | (0.42) | 98.7 | (0.11) | 96.8 | (0.20) | 98.6 | (0.19) | 95.2 | (0.34) | 66.0 | (0.75) | 17.4 | (0.60) | 48.6 | (0.79) | 36.9 | (0.49) | 50.1 | (0.81) | 28.2 | (0.59) | 13.2 | (0.34) | 7.3 | (0.27) |
| 2009 ..... | 56.5 | (0.20) | $52.4{ }^{1}$ | (0.85) | 94.1 | (0.40) | 98.2 | (0.12) | 96.3 | (0.22) | 98.0 | (0.23) | 94.6 | (0.36) | 68.9 | (0.73) | 19.1 | (0.62) | 49.8 | (0.79) | 38.7 | (0.50) | 51.7 | (0.81) | 30.4 | (0.60) | 13.5 | (0.34) | 8.1 | (0.28) |
| $2010^{2}$.. | 56.6 | (0.17) | $53.2{ }^{1}$ | (0.89) | 94.5 | (0.46) | 98.0 | (0.16) | 97.1 | (0.21) | 98.1 | (0.25) | 96.1 | (0.33) | 69.2 | (0.92) | 18.1 | (0.71) | 51.2 | (1.05) | 38.6 | (0.71) | 52.4 | (1.08) | 28.9 | (0.79) | 14.6 | (0.47) | 8.3 | (0.39) |
| $2011^{2}$... | 56.8 | (0.19) | $52.4{ }^{1}$ | (0.90) | 95.1 | (0.43) | 98.3 | (0.14) | 97.1 | (0.22) | 98.6 | (0.21) | 95.7 | (0.38) | 71.1 | (0.95) | 21.0 | (0.78) | 50.1 | (1.08) | 39.9 | (0.68) | 52.7 | (1.05) | 31.1 | (0.82) | 14.8 | (0.44) | 7.7 | (0.32) |
| $2012{ }^{2}$.. | 56.6 | (0.22) | $53.5{ }^{1}$ | (1.11) | 93.2 | (0.49) | 98.0 | (0.17) | 97.0 | (0.28) | 98.2 | (0.31) | 95.8 | (0.40) | 69.0 | (0.98) | 21.7 | (0.77) | 47.3 | (0.96) | 40.2 | (0.72) | 54.0 | (1.04) | 30.7 | (0.84) | 14.0 | (0.48) | 7.5 | (0.33) |
| $2013{ }^{2}$ | 55.8 | (0.18) | 54.91 | (1.00) | 93.8 | (0.45) | 98.1 | (0.16) | 96.1 | (0.28) | 98.4 | (0.27) | 93.7 | (0.50) | 67.1 | (0.97) | 20.5 | (0.80) | 46.6 | (1.00) | 38.7 | (0.76) | 52.8 | (1.24) | 29.7 | (0.81) | 13.3 | (0.44) | 6.7 | (0.32) |
| $2014{ }^{2}$ | 55.2 | (0.21) | $54.5{ }^{1}$ | (0.98) | 93.4 | (0.53) | 97.6 | (0.19) | 95.4 | (0.29) | 97.8 | (0.26) | 92.9 | (0.51) | 68.4 | (0.92) | 19.6 | (0.79) | 48.9 | (1.09) | 38.0 | (0.76) | 51.4 | (1.24) | 29.6 | (0.80) | 13.1 | (0.44) | 6.4 | (0.31) |
| $2015^{2}$............ | 55.2 | (0.20) | $52.7{ }^{1}$ | (1.02) | 94.2 | (0.46) | 97.7 | (0.17) | 95.9 | (0.28) | 98.0 | (0.27) | 93.7 | (0.49) | 68.5 | (0.86) | 19.8 | (0.79) | 48.8 | (0.98) | 38.5 | (0.80) | 53.3 | (1.14) | 28.8 | (0.81) | 13.2 | (0.50) | 6.6 | (0.30) |

## -Not available

${ }^{1}$ Neginning in 1994, preprimary enrollment data were collected using new procedures. Data may not be comparable to figures for earlier years.
${ }^{2}$ Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.
NOTE: Data for 1940 are for April. Data for all other years are as of October. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or
nursing facilities). Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may SOURCE: U.S. Department of Commerce, Census Bureau, Histori 1970; Current Population Reports, Series P-20, various years; CPS Historical Time Se United States, Colonial Tnmes to retrieved June 6, 2012, from http://www.census.gov/hhes/school/data/cps/historical/index.html; and Current Population Survey, October, 1970 through 2015. (This table was prepared July 2016.

Table 104.10. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2016
[Standard errors appear in parentheses]

| Sex, high school or <br> bachelor's degree <br> attainment, and year Total, percent <br> of all persons <br> age 25 and over |  |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  |  | American Indian/ Alaska Native |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Asian | Pacific | slander |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { or higher }{ }^{2} \\ & 1910^{3} \text {......................... } \end{aligned}$ | 13.5 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | - ( + |
| $1920^{3}$................................ | 16.4 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | (t) | - | (t) |  | ( $\dagger$ | - | (t) |  | (t) |  |  |
| 19303 | 19.1 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | (t) |  |  |
| 1940 .... | 24.5 | (-) | 26.1 | (-) | 7.7 | (-) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) |  |  |
| 1950 .... | 34.3 | (-) | 36.4 | (-) | 13.7 | (-) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |  |  |
| 1960. | 41.1 | (-) | 43.2 | (-) | 21.7 | (-) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | (t) | - | ( $\dagger$ ) | - | - (t) |
| 1970 .... | 55.2 | (-) | 57.4 | (-) | 36.1 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  |  |
| 1975 .... | 62.5 | (-) | 65.8 | (-) | 42.6 | (-) | 38.5 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  |  |
| 1980 .... | 68.6 | (0.20) | 71.9 | (0.21) | 51.4 | (0.81) | 44.5 | (1.18) | - | (t) | - | (t) | - | (t) | - | (t) |  |  |
| 1985 ..... | 73.9 | (0.18) | 77.5 | (0.19) | 59.9 | (0.74) | 47.9 | (0.99) | - | (t) | - | (t) | - | (t) | - | (t) |  |  |
| 1986 | 74.7 | (0.18) | 78.2 | (0.19) | 62.5 | (0.72) | 48.5 | (0.96) | - | (t) | - | (t) | - | (t) | - | (t) |  | - (t) |
| 1987 ... | 75.6 | (0.17) | 79.0 | (0.18) | 63.6 | (0.71) | 50.9 | (0.94) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |  |  |
| 1988 .... | 76.2 | (0.17) | 79.8 | (0.18) | 63.5 | (0.70) | 51.0 | (0.92) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) |  |  |
| 1989 .... | 76.9 | (0.17) | 80.7 | (0.18) | 64.7 | (0.69) | 50.9 | (0.89) | 82.3 | (1.17) | - | ( $\dagger$ ) | - | (t) | - | (t) |  | - + |
| 1990 ...................... | 77.6 | (0.17) | 81.4 | (0.17) | 66.2 | (0.67) | 50.8 | (0.88) | 84.2 | (1.09) | - | (t) | - | (t) | - | (t) |  | - (t) |
| 1991 ... | 78.4 | (0.16) | 82.4 | (0.17) | 66.8 | (0.66) | 51.3 | (0.86) | 84.2 | (1.05) | - | (t) | - | (t) | - | (t) |  | - (t) |
| 1992 .... | 79.4 | (0.16) | 83.4 | (0.16) | 67.7 | (0.65) | 52.6 | (0.85) | 83.7 | (1.02) | - | (t) | - | (t) | - | (t) |  |  |
| $1993 . . .$. | 80.2 | (0.16) | 84.1 | (0.16) | 70.5 | (0.63) | 53.1 | (0.83) | 84.2 | (1.00) | - | (t) | - | (t) | - | (t) |  | - + |
| 1994. | 80.9 | (0.15) | 84.9 | (0.16) | 73.0 | (0.61) | 53.3 | (0.78) | 84.8 | (0.98) | - | (t) | - | (t) | - | (t) |  | - + |
| 1995 ............................ | 81.7 | (0.15) | 85.9 | (0.16) | 73.8 | (0.61) | 53.4 | (0.78) | 83.8 | (1.06) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | - ( $\dagger$ |
| 1996 ... | 81.7 | (0.16) | 86.0 | (0.16) | 74.6 | (0.53) | 53.1 | (0.68) | 83.5 | (0.82) | - | (t) | - | (t) | - | (t) |  | - (t) |
| 1997 .... | 82.1 | (0.14) | 86.3 | (0.15) | 75.3 | (0.52) | 54.7 | (0.54) | 85.2 | (0.75) | - | (t) | - | (t) | - | (t) |  |  |
| 1998. | 82.8 | (0.14) | 87.1 | (0.14) | 76.4 | (0.50) | 55.5 | (0.53) | 84.9 | (0.74) | - | (t) | - | (t) | - | (t) |  |  |
| 1999. | 83.4 | (0.14) | 87.7 | (0.14) | 77.4 | (0.49) | 56.1 | (0.52) | 84.7 | (0.73) | - | (t) | - | (t) | - | (t) |  | + |
| 2000 ...................... | 84.1 | (0.13) | 88.4 | (0.14) | 78.9 | (0.48) | 57.0 | (0.51) | 85.7 | (0.71) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | () |
| 2001 ... | 84.3 | (0.13) | 88.7 | (0.13) | 79.5 | (0.47) | 56.5 | (0.50) | 87.8 | (0.60) | - | ( $\dagger$ | - | (t) | - | (t) |  | - (t) |
| 2002 ... | 84.1 | (0.09) | 88.7 | (0.10) | 79.2 | (0.34) | 57.0 | (0.34) | 87.7 | (0.44) | - | ( $\dagger$ ) |  | (t) | - | ( $\dagger$ ) | - | - (t) |
| 2003 ... | 84.6 | (0.09) | 89.4 | (0.09) | 80.3 | (0.33) | 57.0 | (0.33) | 87.8 | (0.43) | 87.8 | (0.44) | 88.2 | (1.87) | 77.2 | (1.64) | 86.1 | (0.97) |
| 2004 .... | 85.2 | (0.09) | 90.0 | (0.09) | 81.1 | (0.32) | 58.4 | (0.32) | 86.9 | (0.43) | 86.9 | (0.44) | 88.5 | (1.91) | 77.8 | (1.61) | 87.2 | (0.91) |
| 2005 .... | 85.2 | (0.14) | 90.1 | (0.16) | 81.4 | (0.44) | 58.5 | (0.53) | 87.8 | (0.62) | 87.7 | (0.62) | 90.1 | (2.69) | 75.6 | (2.02) | 88.6 | (0.83) |
| 2006 | 85.5 | (0.15) | 90.5 | (0.15) | 81.2 | (0.43) | 59.3 | (0.58) | 87.5 | (0.71) | 87.5 | (0.71) | 85.7 | (2.51) | 78.5 | (2.11) | 88.1 |  |
| 2007 ... | 85.7 | (0.15) | 90.6 | (0.15) | 82.8 | (0.39) | 60.3 | (0.56) | 88.0 | (0.79) | 87.9 | (0.81) | 88.6 | (2.30) | 80.3 | (2.27) | 89.3 | (0.87) |
| 2008 ... | 86.6 | (0.15) | 91.5 | (0.15) | 83.3 | (0.40) | 62.3 | (0.58) | 89.0 | (0.62) | 88.8 | (0.64) | 94.4 | (1.00) | 78.4 | (2.74) | 89.5 | (1. |
| 2009 ................................................. | 86.7 | (0.15) | 91.6 | (0.15) | 84.2 | (0.44) | 61.9 | (0.56) | 88.4 | (0.61) | 88.3 | (0.63) | 90.8 | (1.76) | 81.5 | (1.83) | 87.4 | (0.96) |
| 2010 ............................ | 87.1 | (0.13) | 92.1 | (0.14) | 84.6 | (0.41) | 62.9 | (0.53) | 89.1 | (0.67) | 89.1 | (0.68) | 90.2 | (1.95) | 80.8 | (1.76) | 88.9 | (0.90) |
| 2011 ... | 87.6 | (0.13) | 92.4 | (0.14) | 84.8 | (0.41) | 64.3 | (0.54) | 88.8 | (0.55) | 88.7 | (0.57) | 90.4 | (1.61) | 82.3 | (1.77) | 89.4 | 4 |
| 2012 .... | 87.6 | (0.15) | 92.5 | (0.14) | 85.7 | (0.40) | 65.0 | (0.59) | 89.2 | (0.59) | 89.0 | (0.61) | 91.6 | (1.33) | 81.8 | (1.69) | 91.0 | $0 \quad$ (0.89 |
| 2013 ... | 88.2 | (0.14) | 92.9 | (0.13) | 85.9 | (0.42) | 66.2 | (0.52) | 90.2 | (0.51) | 90.2 | (0.53) | 89.5 | (1.72) | 82.2 | (1.68) | 92.6 | (0. |
| 2014 ........................... | 88.3 | (0.15) | 93.1 | (0.17) | 86.7 | (0.45) | 66.5 | (0.57) | 89.5 | (0.62) | 89.5 | (0.64) | 88.8 | (2.15) | 81.0 | (2.01) | 93.3 | (0.88) |
|  | 88.4 | (0.12) | 93.3 | (0.13) | 87.7 | (0.37) | 66.7 | (0.48) | 88.9 | (0.49) | 89.1 | (0.51) | 85.1 | (2.04) | 83.8 | (1.64) | 91.6 | (0.87) |
| 2016 ............................ | 89.1 | (0.13) | 93.8 | (0.13) | 87.7 | (0.34) | 68.5 | (0.48) | 90.7 | (0.49) | 90.6 | (0.51) | 93.3 | (1.38) | 84.7 | (1.35) | 92.8 | 8 (0.83) |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1910^{3}$............................... | 2.7 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | - (t) |
|  | 3.3 | (-) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) |  |  |
| $1930^{3} . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~$ | 3.9 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |  |  |
| 1940 ........................... | 4.6 | (-) | 4.9 | (-) | 1.3 | (-) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - |  |
| 1950 .... | 6.2 | (-) | 6.6 | (-) | 2.2 | (-) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) |  | - () |
|  | 7.7 | (-) | 8.1 | (-) | 3.5 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | - (t) |
| 1970 .... | 11.0 | (-) | 11.6 | (-) | 6.1 | (-) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | (t) |  |  |
| 1975 ..................................................... | 13.9 | (-) | 14.9 | (-) | 6.4 | $(-)$ | 6.6 | (-) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  |  |
| 1980 ............................ | 17.0 | (0.16) | 18.4 | (0.18) | 7.9 | (0.44) | 7.6 | (0.63) | - | (t) | - | (t) | - | (t) | - | (t) |  |  |
| 1985 ..... | 19.4 | (0.16) | 20.8 | (0.19) | 11.1 | (0.47) | 8.5 | (0.55) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) |  |  |
| 1986 .................... | 19.4 | (0.16) | 20.9 | (0.19) | 10.9 | (0.47) | 8.4 | (0.53) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) |  | - (t) |
| 1987 ....................... | 19.9 | (0.16) | 21.4 | (0.19) | 10.8 | (0.46) | 8.6 | (0.53) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) |  | - (t) |
| 1988 .... | 20.3 | (0.16) | 21.8 | (0.19) | 11.2 | (0.46) | 10.0 | (0.55) | - | (t) | - | (t) | - | (t) | - | (t) |  | - (t) |
| 1989 ............................. | 21.1 | (0.16) | 22.8 | (0.19) | 11.7 | (0.46) | 9.9 | (0.53) | 41.5 | (1.51) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | (t) |  | - (t) |
| 1990 ....... | 21.3 | (0.16) | 23.1 | (0.19) | 11.3 | (0.45) | 9.2 | (0.51) | 41.7 | (1.47) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | - ( $\dagger$ ) |
| 1991 .... | 21.4 | (0.16) | 23.3 | (0.19) | 11.5 | (0.45) | 9.7 | (0.51) | 40.3 | (1.42) | - | ( $\dagger$ | - | (t) | - |  |  | - (t) |
| 1992 ........................... | 21.4 | (0.16) | 23.2 | (0.19) | 11.9 | (0.45) | 9.3 | (0.49) | 39.3 | (1.35) | - | ( $\dagger$ ) | - | (t) | - | (t) |  | - ( $\dagger$ |
| 1993 .... | 21.9 | (0.16) | 23.8 | (0.19) | 12.2 | (0.45) | 9.0 | (0.48) | 42.1 | (1.35) | - | (t) | - | (t) | - | (t) |  | - (t) |
| 1994 .......................... | 22.2 | (0.16) | 24.3 | (0.19) | 12.9 | (0.46) | 9.1 | (0.45) | 41.3 | (1.34) | - | ( $\dagger$ ) | - | (t) | - | (t) |  | - (t) |
| $1995 . . .$. | 23.0 | (0.16) | 25.4 | (0.19) | 13.3 | (0.47) | 9.3 | (0.45) | 38.5 | (1.40) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | - ( $\dagger$ ) |
| 1996 ... | 23.6 | (0.17) | 25.9 | (0.20) | 13.8 | (0.42) | 9.3 | (0.40) | 42.3 | (1.09) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - |  |  | - ( $\dagger$ ) |
| 1997 ... | 23.9 | (0.16) | 26.2 | (0.19) | 13.3 | (0.41) | 10.3 | (0.33) | 42.6 | (1.04) | - | (t) | - | (t) | - | (t) |  | - (t) |
| 1998 ........................... | 24.4 | (0.16) | 26.6 | (0.19) | 14.8 | (0.42) | 11.0 | (0.33) | 42.3 | (1.02) | - | ( $\dagger$ ) | - | (t) | - | (t) |  | - ( $\dagger$ ) |
| 1999 ............................ | 25.2 | (0.16) | 27.7 | (0.19) | 15.5 | (0.43) | 10.9 | (0.33) | 42.4 | (1.01) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | - ( $\dagger$ ) |
| 2000 ...................... | 25.6 | (0.16) | 28.1 | (0.19) | 16.6 | (0.44) | 10.6 | (0.32) | 44.4 | (1.00) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | - (t) |
| 2001 .... | 26.1 | (0.16) | 28.6 | (0.19) | 16.1 | (0.43) | 11.2 | (0.32) | 48.0 | (0.92) | - | (t) | - | (t) | - | (t) | - | - ( $\dagger$ ) |
| 2002 ........................... | 26.7 | (0.11) | 29.4 | (0.14) | 17.2 | (0.31) | 11.1 | (0.21) | 47.7 | (0.66) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | - (t) |
| 2003 ...... | 27.2 | (0.11) | 30.0 | (0.14) | 17.4 | (0.31) | 11.4 | (0.21) | 48.8 | (0.65) | 50.0 | (0.67) | 27.0 | (2.56) | 12.6 | (1.30) | 22.0 | 0 (1.17) |
| 2004 .... | 27.7 | (0.11) | 30.6 | (0.14) | 17.7 | (0.31) | 12.1 | (0.21) | 48.9 | (0.64) | 49.7 | (0.66) | 32.4 | (2.81) | 14.3 | (1.36) | 21.8 | 8 (1.13) |
| 2005 ............................ | 27.7 | (0.23) | 30.6 | (0.29) | 17.6 | (0.45) | 12.0 | (0.31) | 49.3 | (0.91) | 50.4 | (0.93) | 24.6 | (3.67) | 14.5 | (1.51) | 23.2 | 2 (1.19) |

[^7]Table 104.10. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and sex: Selected years, 1910 through 2016-Continued
[Standard errors appear in parentheses]

| Sex, high school or bachelor's degree attainment, and year | Total, percent of all persons age 25 and over |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  |  | American Indian/ Alaska Native |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Asian | Pacific | slander |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 2006 | 28.0 | (0.20) | 31.0 | (0.25) | 18.6 | (0.47) | 12.4 | (0.32) | 49.1 | (1.04) | 50.0 | (1.06) | 26.9 | (3.42) | 12.9 | (1.60) | 23.1 | (1.28) |
| 2007. | 28.7 | (0.21) | 31.8 | (0.27) | 18.7 | (0.51) | 12.7 | (0.31) | 51.2 | (1.02) | 52.5 | (1.03) | 23.8 | (3.30) | 13.1 | (1.24) | 23.7 | (1.30) |
| 2008. | 29.4 | (0.21) | 32.6 | (0.26) | 19.7 | (0.51) | 13.3 | (0.29) | 51.9 | (0.95) | 52.9 | (0.97) | 28.4 | (2.86) | 14.9 | (1.52) | 24.4 | (1.36) |
| 2009 ... | 29.5 | (0.21) | 32.9 | (0.26) | 19.4 | (0.45) | 13.2 | (0.34) | 51.6 | (0.91) | 52.8 | (0.95) | 28.3 | (2.68) | 17.5 | (2.08) | 25.5 | (1.34) |
| 2010 ... | 29.9 | (0.19) | 33.2 | (0.24) | 20.0 | (0.51) | 13.9 | (0.31) | 51.6 | (1.04) | 52.8 | (1.09) | 25.6 | (2.89) | 16.0 | (1.77) | 25.3 | (1.30) |
| 2011 | 30.4 | (0.19) | 34.0 | (0.24) | 20.2 | (0.50) | 14.1 | (0.34) | 49.5 | (0.92) | 50.8 | (0.96) | 22.1 | (2.73) | 16.1 | (1.73) | 27.4 | (1.27) |
| 2012. | 30.9 | (0.21) | 34.5 | (0.27) | 21.4 | (0.53) | 14.5 | (0.35) | 50.7 | (0.92) | 51.9 | (0.94) | 24.5 | (2.75) | 16.7 | (1.82) | 27.1 | (1.34) |
| 2013 ... | 31.7 | (0.21) | 35.2 | (0.26) | 22.0 | (0.49) | 15.1 | (0.34) | 52.5 | (0.92) | 53.9 | (0.93) | 25.6 | (2.66) | 15.4 | (1.72) | 30.6 | (1.35) |
| 2014. | 32.0 | (0.27) | 35.6 | (0.35) | 22.8 | (0.66) | 15.2 | (0.39) | 51.3 | (1.00) | 52.7 | (1.02) | 22.3 | (3.27) | 13.8 | (1.43) | 31.2 | (1.81) |
| 2015. | 32.5 | (0.22) | 36.2 | (0.28) | 22.9 | (0.52) | 15.5 | (0.31) | 52.9 | (0.84) | 54.4 | (0.87) | 22.8 | (2.39) | 19.8 | (1.32) | 30.6 | (1.52) |
| 2016. | 33.4 | (0.24) | 37.3 | (0.31) | 23.5 | (0.46) | 16.4 | (0.40) | 55.1 | (0.87) | 56.4 | (0.89) | 27.5 | (2.92) | 16.8 | (1.39) | 30.6 | (1.52) |
| Males <br> High school completion or higher ${ }^{2}$ $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 22.7 | (-) | 24.2 | (-) | 6.9 | (-) | - | ( $\dagger$ | - | (t) | - | (t) | - | ( $\dagger$ | - | (t) |  | ( $\dagger$ |
|  | 32.6 | (-) | 34.6 | (-) | 12.6 | (-) |  | (t) |  | (t) | - | (t) |  | (t) |  | (t) |  | (t) |
|  | 39.5 | (-) | 41.6 | (-) | 20.0 | (-) |  | (t) | - | (t) | - | (t) | - | (t) | - | (t) |  | (t) |
|  | 55.0 | (-) | 57.2 | (-) | 35.4 | (-) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | (t) |  | ( + |
|  | 69.2 | (0.29) | 72.4 | (0.31) | 51.2 | (1.21) | 44.9 | (1.71) | - | (t) | - | (t) | - | (t) | - | (t) |  | ) |
|  | 77.7 | (0.24) | 81.6 | (0.25) | 65.8 | (1.01) | 50.3 | (1.25) | 86.0 | (1.49) | - | (t) | - | (t) | - | (t) |  | (t) |
|  | 81.7 | (0.22) | 86.0 | (0.22) | 73.5 | (0.91) | 52.9 | (1.11) | 85.8 | (1.46) | - | (t) | - | ( $\dagger$ ) | - | (t) |  | ( $\dagger$ ) |
| 1996. | 81.9 | (0.23) | 86.1 | (0.23) | 74.6 | (0.80) | 53.0 | (0.97) | 86.2 | (1.10) | - | (t) | - | ( $\dagger$ | - | (t) |  | ( $\dagger$ |
| 1997. | 82.0 | (0.21) | 86.3 | (0.21) | 73.8 | (0.79) | 54.9 | (0.76) | 87.5 | (1.00) | - | (t) |  | (t) |  | (t) |  | (t) |
| 1998. | 82.8 | (0.20) | 87.1 | (0.21) | 75.4 | (0.77) | 55.7 | (0.74) | 87.9 | (0.98) | - | (t) | - | (t) | - | ( $\dagger$ ) |  | ( + |
| 1999. | 83.4 | (0.20) | 87.7 | (0.20) | 77.2 | (0.74) | 56.0 | (0.75) | 86.9 | (1.00) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |  | ( $\dagger$ ) |
| 2000. | 84.2 | (0.19) | 88.5 | (0.20) | 79.1 | (0.72) | 56.6 | (0.73) | 88.4 | (0.94) |  | (t) |  | ( $\dagger$ ) | - | (t) |  | ( $\dagger$ ) |
| 2001. | 84.4 | (0.19) | 88.6 | (0.19) | 80.6 | (0.69) | 55.6 | (0.72) | 90.6 | (0.78) | - | (t) | - | ( $\dagger$ | - | (t) |  | ( $\dagger$ |
| 2002. | 83.8 | (0.14) | 88.5 | (0.14) | 79.0 | (0.51) | 56.1 | (0.48) | 89.8 | (0.58) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 2003. | 84.1 | (0.13) | 89.0 | (0.14) | 79.9 | (0.50) | 56.3 | (0.46) | 89.8 | (0.58) | 89.8 | (0.59) | 89.8 | (2.61) | 76.5 | (2.33) | 87.2 | (1.36) |
| 2004. | 84.8 | (0.13) | 89.9 | (0.13) | 80.8 | (0.49) | 57.3 | (0.45) | 88.8 | (0.59) | 88.8 | (0.60) | 88.9 | (2.65) | 77.1 | (2.31) | 87.8 | (1.29) |
| 2005 .... | 84.9 | (0.19) | 89.9 | (0.20) | 81.4 | (0.60) | 57.9 | (0.69) | 90.4 | (0.65) | 90.5 | (0.66) | 88.5 | (3.62) | 75.6 | (2.57) | 89.0 | (1.19) |
| 2006. | 85.0 | (0.20) | 90.2 | (0.21) | 80.7 | (0.63) | 58.5 | (0.77) | 89.5 | (0.84) | 89.7 | (0.86) | 85.8 | (3.10) | 78.1 | (2.77) | 88.0 | (1.36) |
| 2007. | 85.0 | (0.21) | 90.2 | (0.22) | 82.5 | (0.55) | 58.2 | (0.80) | 90.0 | (0.81) | 90.1 | (0.82) | 88.1 | (2.75) | 78.3 | (3.58) | 89.4 | (1.28) |
| 2008. | 85.9 | (0.19) | 91.1 | (0.20) | 82.1 | (0.61) | 60.9 | (0.72) | 91.0 | (0.66) | 90.8 | (0.69) | 95.8 | (1.40) | 77.3 | (3.37) | 89.6 | (1.21) |
| 2009. | 86.2 | (0.19) | 91.4 | (0.20) | 84.2 | (0.60) | 60.6 | (0.72) | 90.8 | (0.66) | 90.7 | (0.68) | 92.1 | (2.18) | 80.0 | (2.33) | 87.3 | (1.26) |
| 2010 ... | 86.6 | (0.17) | 91.8 | (0.19) | 84.2 | (0.57) | 61.4 | (0.68) | 91.4 | (0.78) | 91.5 | (0.79) | 89.3 | (2.84) | 78.9 | (2.46) | 88.1 | (1.36) |
| 2011. | 87.1 | (0.18) | 92.0 | (0.17) | 84.2 | (0.55) | 63.6 | (0.71) | 90.6 | (0.68) | 90.6 | (0.69) | 91.5 | (2.22) | 80.6 | (2.35) | 88.1 | (1.40) |
| 2012. | 87.3 | (0.19) | 92.2 | (0.18) | 85.1 | (0.56) | 64.0 | (0.73) | 90.6 | (0.68) | 90.5 | (0.70) | 93.3 | (1.84) | 81.8 | (2.39) | 90.2 | (1.45) |
| 2013 ... | 87.6 | (0.17) | 92.7 | (0.17) | 84.9 | (0.62) | 64.6 | (0.66) | 91.6 | (0.57) | 91.7 | (0.57) | 89.3 | (2.48) | 81.0 | (2.11) | 93.3 | (1.03) |
| 2014. | 87.7 | (0.19) | 92.5 | (0.22) | 86.3 | (0.58) | 65.1 | (0.74) | 91.8 | (0.70) | 91.9 | (0.72) | 90.0 | (2.68) | 80.2 | (2.30) | 93.8 | (1.08) |
| 2015. | 88.0 | (0.16) | 93.0 | (0.16) | 87.2 | (0.48) | 65.5 | (0.63) | 90.9 | (0.56) | 91.3 | (0.58) | 84.9 | (2.83) | 81.9 | (2.12) | 92.5 | (1.23) |
| 2016 .......................... | 88.5 | (0.17) | 93.4 | (0.19) | 87.0 | (0.51) | 67.2 | (0.63) | 92.3 | (0.58) | 92.2 | (0.60) | 94.9 | (1.58) | 84.1 | (2.07) | 92.8 | (1.15) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 5.5 | (-) | 5.9 | (-) | 1.4 | (-) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ |  | ( $\dagger$ |
|  | 7.3 | (-) | 7.9 | (-) | 2.1 | (-) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
|  | 9.7 | (-) | 10.3 | (-) | 3.5 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ) |
|  | 14.1 | (-) | 15.0 | (-) | 6.8 | (-) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - | (t) |  | (t) |
|  | 20.9 | (0.26) | 22.7 | (0.29) | 7.7 | (0.65) | 9.2 | (0.99) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |
|  | 24.4 | (0.25) | 26.7 | (0.28) | 11.9 | (0.69) | 9.8 | (0.74) | 45.9 | (2.14) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |  | (t) |
|  | 26.0 | (0.25) | 28.9 | (0.29) | 13.7 | (0.71) | 10.1 | (0.67) | 42.3 | (2.06) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( |
| 1996. | 26.026.2 | (0.26) | 28.8 | (0.30) | 12.5 | (0.61) | 10.3 | (0.59) | 46.9 | (1.59) | - | (t) | - | ( $\dagger$ | - | ( $\dagger$ |  | ( $\dagger$ |
| 1997. |  | (0.24) | 29.0 | (0.28) | 12.5 | (0.60) | 10.6 | (0.47) | 48.0 | (1.51) | - | (t) | - | (t) | - | (t) |  | ( ${ }_{\text {( }}$ |
| 1998. | 26.527.5 | (0.24) | 29.3 | (0.28) | 14.0 | (0.62) | 11.1 | (0.47) | 46.0 | (1.50) | - | (t) | - | (t) | - | ( $\dagger$ ) |  | (t) |
| 1999. |  | (0.24) | 30.6 | (0.28) | 14.3 | (0.62) | 10.7 | (0.46) | 46.3 | (1.48) | - | (t) | - | ( $\dagger$ ) | - | (t) |  | (t) |
| 2000 ... | $\begin{aligned} & 27.5 \\ & 27.8 \end{aligned}$ | (0.24) | 30.8 | (0.28) | 16.4 | (0.65) | 10.7 | (0.45) | 48.1 | (1.47) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( |
| 2001. | $\begin{aligned} & 28.0 \\ & 28.5 \\ & 28.9 \\ & 29.4 \\ & 28.9 \end{aligned}$ | (0.24) | 30.9 | (0.28) | 15.9 | (0.64) | 11.1 | (0.45) | 52.9 | (1.33) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ |  | ( $\dagger$ ) |
| 2002 ... |  | (0.17) | 31.7 | (0.20) | 16.5 | (0.47) | 11.0 | (0.30) | 51.5 | (0.96) | - | ( $\dagger$ ) |  | (t) | - | (t) | - | ( + |
| 2003 ... |  | (0.17) | 32.3 | (0.20) | 16.8 | (0.47) | 11.2 | (0.29) | 52.8 | (0.96) | 54.2 | (0.98) | 25.7 | (3.76) | 13.1 | (1.85) | 21.9 | (1.69) |
| 2004 ... |  | (0.17) | 32.9 | (0.20) | 16.6 | (0.46) | 11.8 | (0.30) | 52.9 | (0.93) | 54.0 | (0.95) | 31.9 | (3.94) | 15.6 | (1.99) | 20.7 | (1.60) |
| 2005 ... |  | (0.29) | 32.4 | (0.37) | 16.0 | (0.64) | 11.8 | (0.43) | 53.0 | (1.10) | 54.3 | (1.13) | 25.1 | (4.70) | 17.0 | (2.30) | 23.1 | (1.67) |
| 2006 | 29.2 | (0.24) | 32.8 | (0.31) | 17.5 | (0.63) | 11.9 | (0.40) | 51.9 | (1.33) | 53.1 | (1.35) | 26.6 | (4.67) | 13.7 | (2.07) | 22.6 | (1.75) |
| 2007 | 29.5 | (0.25) | 33.2 | (0.33) | 18.1 | (0.62) | 11.8 | (0.37) | 54.2 | (1.31) | 55.8 | (1.32) | 19.2 | (4.14) | 12.7 | (1.89) | 21.5 | (1.81) |
| 2008 ........................ | 30.130.1 | (0.25) | 33.8 | (0.33) | 18.7 | (0.67) | 12.6 | (0.39) | 54.9 | (1.24) | 56.1 | (1.24) | 27.5 | (3.64) | 14.6 | (2.15) | 22.7 | (1.62) |
| $2009 . . . . . . . . . . . . . . . . . . . . . . . . ~$ |  | (0.28) | 33.9 | (0.36) | 17.9 | (0.57) | 12.5 | (0.41) | 54.8 | (1.14) | 56.5 | (1.17) | 23.0 | (3.35) | 16.1 | (2.96) | 24.4 | (1.92) |
| 2010 ..... | $\begin{aligned} & 30.1 \\ & 30.3 \end{aligned}$ | (0.23) | 34.2 | (0.30) | 17.9 | (0.59) | 12.9 | (0.37) | 54.6 | (1.26) | 56.2 | (1.30) | 18.0 | (3.74) | 13.5 | (2.61) | 24.8 | (1.86) |
| 2011 ... | $\begin{aligned} & 30.8 \\ & 31.4 \end{aligned}$ | (0.23) | 35.0 | (0.29) | 18.4 | (0.64) | 13.1 | (0.44) | 52.4 | (1.15) | 54.0 | (1.21) | 19.1 | (3.55) | 14.1 | (1.98) | 25.7 | (1.91) |
| 2012 ... |  | (0.27) | 35.5 | (0.33) | 19.5 | (0.62) | 13.3 | (0.45) | 53.1 | (1.26) | 54.4 | (1.29) | 24.1 | (3.34) | 16.1 | (2.27) | 25.2 | (1.85) |
| 2013. | $\begin{aligned} & 31.4 \\ & 32.0 \end{aligned}$ | (0.25) | 36.0 | (0.31) | 20.2 | (0.64) | 13.9 | (0.43) | 55.1 | (1.17) | 56.9 | (1.20) | 23.1 | (3.32) | 14.0 | (2.13) | 29.0 | (1.78) |
| 2014. |  | (0.32) | 35.9 | (0.41) | 21.0 | (0.88) | 14.2 | (0.51) | 53.7 | (1.33) | 55.5 | (1.34) | 16.7 | (3.42) | 14.8 | (2.46) | 29.2 | (2.56) |
| 2015 ...................... | 31.9 32.3 | (0.27) | 36.3 | (0.35) | 21.1 | (0.63) | 14.3 | (0.38) | 55.6 | (1.11) | 57.3 | (1.16) | 24.4 | (2.87) | 18.1 | (2.14) | 27.2 | (2.14) |
| 2016 ............................. | 33.2 (0.29) |  | 37.2 | (0.37) | 21.8 | (0.62) | 15.4 | (0.48) | 57.7 | (1.05) | 59.4 | (1.10) | 22.2 | (3.65) | 16.5 | (1.87) | 25.6 | (2.06) |

[^8]Table 104.10. Rates of high school completion and bachelor's degree attainment among persons age $\mathbf{2 5}$ and over, by race/ethnicity and sex: Selected years, 1910 through 2016-Continued
[Standard errors appear in parentheses]

| Sex, high school or bachelor's degree attainment, and year | Total, percent of all persons age 25 and over |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  |  | American Indian/ Alaska Native |  | Two or more races |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Asian | Pacific | slander |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| or higher ${ }^{2}$ <br> 1940 | 26.3 | $(-)$ | 28.1 | (-) | 8.4 |  |  |  |  |  | - |  | - |  | - | + |  |
| 1950 .... | 36.0 | (-) | 38.2 | - | 14.7 | (-) | - | ( + | - | (t) | - | (t) | - | (t) |  | ( |  |
| 1960 .... | 42.5 | (-) | 44.7 | (-) | 23.1 | - | - | ( $\dagger$ ) | - | (t) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |  |
| 1970 .... | 55.4 | (-) | 57.7 | (-) | 36.6 | (-) | - | ( + ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  |
| 1980 ... | 68.1 | (0.28) | 71.5 | (0.30) | 51.5 | (1.08) | 44.2 | (1.63) | - | ( $\dagger$ ) |  | ( $\dagger$ | - | ( $\dagger$ ) |  | ( $\dagger$ ) |  |
| 1990 ........................... | 77.5 | (0.23) | 81.3 | (0.24) | 66.5 | (0.90) | 51.3 | (1.23) | 82.5 | (1.57) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | (t) |  |
| 1995 ............................ | 81.6 | (0.21) | 85.8 | (0.22) | 74.1 | (0.81) | 53.8 | (1.09) | 81.9 | (1.54) | - | (t) | - | (t) | - |  |  |
| 1996. | 81.6 | (0.22) | 85.9 | (0.22) | 74.6 | (0.71) | 53.3 | (0.97) | 81.0 | (1.21) | - | (t) | - | (t) | - | (t) |  |
|  | 82.2 | (0.20) | 86.3 | (0.20) | 76.5 | (0.68) | 54.6 | (0.76) | 82.9 | (1.11) | - | (t) | - | ( $\dagger$ ) |  | (t) |  |
| 1998. | 82.9 | (0.19) | 87.1 | (0.20) | 77.1 | (0.67) | 55.3 | (0.75) | 82.3 | (1.09) |  | (t) | - | ( $\dagger$ ) |  | (t) |  |
| 1999. | 83.3 | (0.19) | 87.6 | (0.19) | 77.5 | (0.66) | 56.3 | (0.73) | 82.8 | (1.06) |  | (t) | - | (t) |  | (t) |  |
| 2000. | 84.0 | (0.19) | 88.4 | (0.19) | 78.7 | (0.64) | 57.5 | (0.71) | 83.4 | (1.03) | - | (t) | - | (t) | - | ( $\dagger$ ) |  |
| 2001. | 84.2 | (0.18) | 88.8 | (0.19) | 78.6 | (0.64) | 57.4 | (0.70) | 85.2 | (0.91) | - | (t) | - | (t) | - | (t) |  |
| 2002. | 84.4 | (0.13) | 88.9 | (0.13) | 79.4 | (0.45) | 57.9 | (0.48) | 85.7 | (0.64) | - | (t) | - | (t) | - | ( $\dagger$ ) | - |
| 2003. | 85.0 | (0.13) | 89.7 | (0.13) | 80.7 | (0.44) | 57.8 | (0.46) | 86.1 | (0.62) | 86.1 | (0.64) | 86.9 | (2.63) | 77.9 | (2.30) | 85.1 |
| 2004. | 85.4 | (0.12) | 90.1 | (0.12) | 81.2 | (0.43) | 59.5 | (0.46) | 85.3 | (0.63) | 85.1 | (0.64) | 88.1 | (2.76) | 78.6 | (2.24) | 86.5 |
| 2005 ........................... | 85.5 | (0.15) | 90.3 | (0.18) | 81.5 | (0.53) | 59.1 | (0.63) | 85.4 | (0.76) | 85.2 | (0.78) | 91.7 | (2.46) | 75.6 | (2.29) | 88.1 |
| 2006. | 85.9 | (0.16) | 90.8 | (0.17) | 81.5 | (0.51) | 60.1 | (0.59) | 85.6 | (0.82) | 85.6 | (0.81) | 85.7 | (3.08) | 78.9 | (2.18) | 88.2 |
| 2007 ... | 86.4 | (0.15) | 91.0 | (0.16) | 83.0 | (0.49) | 62.5 | (0.56) | 86.1 | (0.93) | 86.0 | (0.97) | 89.1 | (2.40) | 81.9 | (1.91) | 89.2 |
| 2008 ... | 87.2 | (0.17) | 91.8 | (0.18) | 84.2 | (0.49) | 63.7 | (0.61) | 87.2 | (0.75) | 87.0 | (0.78) | 93.0 | (1.57) | 79.2 | (2.95) | 89.5 |
| 2009 ............................. | 87.1 | (0.16) | 91.9 | (0.17) | 84.2 | (0.48) | 63.3 | (0.59) | 86.4 | (0.73) | 86.3 | (0.75) | 89.7 | (2.33) | 82.7 | (1.96) | 87.6 |
| 2010 ............................. | 87.6 | (0.15) | 92.3 | (0.17) | 85.0 | (0.46) | 64.4 | (0.59) | 87.2 | (0.72) | 87.1 | (0.75) | 90.9 | (2.41) | 82.5 | (1.95) | 89.7 |
| 2011. | 88.0 | (0.15) | 92.8 | (0.16) | 85.3 | (0.50) | 65.1 | (0.57) | 87.1 | (0.64) | 87.0 | (0.66) | 89.5 | (2.25) | 83.8 | (2.00) | 90.7 |
| 2012 ... | 88.0 | (0.17) | 92.7 | (0.18) | 86.1 | (0.46) | 66.0 | (0.65) | 87.9 | (0.64) | 87.8 | (0.66) | 90.1 | (2.11) | 81.8 | (1.84) | 91.6 |
| 2013 .... | 88.6 | (0.16) | 93.2 | (0.16) | 86.6 | (0.46) | 67.9 | (0.55) | 89.0 | (0.61) | 88.9 | (0.63) | 89.6 | (2.01) | 83.1 | (2.16) | 92.0 |
| 2014. | 88.9 | (0.17) | 93.7 | (0.20) | 87.0 | (0.55) | 67.9 | (0.61) | 87.4 | (0.76) | 87.4 | (0.77) | 87.8 | (2.98) | 81.6 | (2.78) | 92.8 |
| 2015. | 88.8 | (0.14) | 93.5 | (0.15) | 88.2 | (0.43) | 67.8 | (0.53) | 87.1 | (0.60) | 87.2 | (0.62) | 85.3 | (2.46) | 85.6 | (2.10) | 90.9 |
| 2016 .............................. | 89.6 | (0.14) | 94.3 | (0.15) | 88.3 | (0.39) | 69.7 | (0.53) | 89.3 | (0.55) | 89.2 | (0.56) | 91.8 | (2.26) | 85.2 | (1.69) | 92.8 |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1940 ............................ | 3.8 | (-) | 4.0 | (-) | 1.2 | (-) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | - |
| 1950 .............................. | 5.2 | (-) | 5.4 | (-) | 2.4 | (-) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |  |
| 1960 .......................... | 5.8 | (-) | 6.0 | (-) | 3.6 | (-) | - | ( $\dagger$ ) | - | (t) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  |
| 1970 ............................ | 8.2 | $(-)$ | 8.6 | $(-)$ | 5.6 | (-) | - | ( $\dagger$ ) | - | (t) |  | ( + | - | (t) |  | (t) |  |
|  | 13.6 | (0.20) | 14.4 | (0.23) | 8.1 | (0.59) | 6.2 | (0.79) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) |  |
| 1990. | 18.4 | (0.21) | 19.8 | (0.25) | 10.8 | (0.59) | 8.7 | (0.69) | 37.8 | (2.01) | - | (t) | - | (t) | - | (t) | - |
| 1995. | 20.2 | (0.22) | 22.1 | (0.26) | 13.0 | (0.62) | 8.4 | (0.61) | 35.0 | (1.90) | - | (t) | - | (t) | - | ( $\dagger$ ) |  |
|  | 21.4 | (0.23) | 23.2 | (0.27) | 14.8 | (0.58) | 8.3 | (0.53) | 38.0 | (1.50) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  |
| 1997 ... | 21.7 | (0.21) | 23.7 | (0.25) | 14.0 | (0.56) | 10.1 | (0.46) | 37.4 | (1.43) | - | (t) | - | (t) |  | (t) |  |
| 1998 ... | 22.4 | (0.21) | 24.1 | (0.25) | 15.4 | (0.58) | 10.9 | (0.47) | 38.9 | (1.39) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( + ) |  |
| 1999. | 23.1 | (0.22) | 25.0 | (0.26) | 16.5 | (0.59) | 11.0 | (0.46) | 39.0 | (1.37) |  | (t) | - | (t) | - | (t) |  |
| 2000 ... | 23.6 | (0.22) | 25.5 | (0.26) | 16.8 | (0.59) | 10.6 | (0.44) | 41.0 | (1.37) | - | (t) | - | (t) | - | ( $\dagger$ ) | - |
| 2001. | 24.3 | (0.22) | 26.5 | (0.26) | 16.3 | (0.58) | 11.3 | (0.45) | 43.4 | (1.26) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ | - |
| 2002. | 25.1 | (0.15) | 27.3 | (0.19) | 17.7 | (0.42) | 11.2 | (0.31) | 44.2 | (0.91) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - |
| 2003. | 25.7 | (0.15) | 27.9 | (0.19) | 18.0 | (0.43) | 11.6 | (0.30) | 45.3 | (0.89) | 46.3 | (0.92) | 28.0 | (3.50) | 12.2 | (1.81) | 22.2 |
| 2004 ... | 26.1 | (0.15) | 28.4 | (0.19) | 18.5 | (0.43) | 12.3 | (0.31) | 45.2 | (0.88) | 45.7 | (0.90) | 32.9 | (4.01) | 13.1 | (1.84) | 22.7 |
| 2005 .... | 26.5 | (0.23) | 28.9 | (0.30) | 18.9 | (0.51) | 12.1 | (0.42) | 46.0 | (1.08) | 46.8 | (1.10) | 24.1 | (4.08) | 12.2 | (2.00) | 23.3 |
| 2006 | 26.9 | (0.22) | 29.3 | (0.28) | 19.5 | (0.55) | 12.9 | (0.39) | 46.6 | (1.11) | 47.3 | (1.15) | 27.2 | (4.03) | 12.3 | (1.81) | 23.6 |
| 2007 ............................ | 28.0 | (0.23) | 30.6 | (0.29) | 19.2 | (0.59) | 13.7 | (0.44) | 48.6 | (1.07) | 49.5 | (1.10) | 27.9 | (4.16) | 13.4 | (1.53) | 25.8 |
| 2008 .... | 28.8 | (0.24) | 31.5 | (0.29) | 20.5 | (0.58) | 14.1 | (0.37) | 49.3 | (0.99) | 50.1 | (1.02) | 29.3 | (3.82) | 15.1 | (1.75) | 26.1 |
| 2009 ..................... | 29.1 | (0.21) | 31.9 | (0.26) | 20.6 | (0.56) | 14.0 | (0.41) | 48.8 | (0.98) | 49.7 | (1.02) | 32.9 | (3.74) | 18.8 | (1.91) | 26.6 |
| 2010 ............................. | 29.6 | (0.21) | 32.4 | (0.26) | 21.6 | (0.63) | 14.9 | (0.42) | 49.1 | (1.12) | 49.9 | (1.19) | 32.2 | (4.11) | 18.2 | (1.83) | 25.7 |
| 2011 .......................... | 30.1 | (0.22) | 33.1 | (0.28) | 21.7 | (0.60) | 15.2 | (0.43) | 47.0 | (1.04) | 48.0 | (1.07) | 24.7 | (3.52) | 17.9 | (2.17) | 28.9 |
| 2012 ........................... | 30.6 | (0.23) | 33.5 | (0.30) | 22.9 | (0.61) | 15.8 | (0.45) | 48.6 | (0.93) | 49.7 | (0.94) | 24.9 | (3.70) | 17.2 | (2.13) | 28.8 |
| 2013. | 31.4 | (0.24) | 34.4 | (0.31) | 23.4 | (0.61) | 16.2 | (0.42) | 50.2 | (0.94) | 51.3 | (0.96) | 28.0 | (3.44) | 16.6 | (2.05) | 32.0 |
| 2014 .... | 32.0 | (0.32) | 35.3 | (0.42) | 24.2 | (0.75) | 16.1 | (0.50) | 49.3 | (1.12) | 50.4 | (1.15) | 27.1 | (4.38) | 13.1 | (1.92) | 33.1 |
| 2015 ............................. | 32.7 | (0.25) | 36.1 | (0.32) | 24.3 | (0.60) | 16.6 | (0.42) | 50.4 | (0.82) | 51.8 | (0.85) | 21.3 | (3.13) | 21.3 | (1.71) | 33.4 |
| 2016 ............................. | 33.7 | (0.27) | 37.3 | (0.32) | 24.8 | (0.54) | 17.4 | (0.47) | 52.9 | (0.96) | 53.8 | (0.97) | 32.4 | (3.94) | 17.0 | (1.78) | 35.0 |

## -Not available.

$\dagger$ Not applicable.
${ }^{1}$ Includes persons of Hispanic ethnicity for years prior to 1980.
${ }^{2}$ Data for years prior to 1993 are for persons with 4 or more years of high school. Data for later years are for high school completers-i.e., those persons who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.
${ }^{3}$ Estimates based on Census Bureau reverse projection of 1940 census data on education by age.
${ }^{4}$ Data for years prior to 1993 are for persons with 4 or more years of college.

NOTE: Beginning in 2005, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. For 1960 and prior years, data were collected in April. For later years, data were collected in March. Race categories exclude persons of Hispanic ethnicity except where otherwise noted.
SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population 1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1970 through 2016. (This table was prepared April 2017.)

Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2016
[Standard errors appear in parentheses]

| Sex, selected level of educational attainment, and year | Total |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Pacific Islander |  |  |  |  |  | American Indian/ Alaska Native |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Asian | Pacific IS | slander |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ <br> $1920^{3}$ <br>  | - | ( $\dagger$ | 22.0 | (-) | 6.3 | (-) | - | ( $\dagger$ ) | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ |
| 1940 ............................................. | 38.1 | (-) | 41.2 | ) | 12.3 | - |  | (t) | - | (t) | - | (t) | - | (t) | - | (t) |  | (t) |
| 1950 ... | 52.8 | (-) | 56.3 | - | 23.6 | - | - | (t) | - | t | - | (t) | - | t | - | + |  | (t) |
| 1960 .. | 60.7 | (-) | 63.7 | -) | 38.6 | - | - | (t) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ |  | † |
| 1970 ............................. | 75.4 | (-) | 77.8 | (-) | 58.4 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1980. | 85.4 | (0.40) | 89.2 | (0.40) | 76.7 | (1.64) | 58.0 | (2.59) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ |
| 1990. | 85.7 | (0.38) | 90.1 | (0.37) | 81.7 | (1.37) | 58.2 | (1.94) | 91.5 | (2.09) | - | (t) | - | (t) | - | ( $\dagger$ ) |  | (t) |
| 1995. | 86.8 | (0.39) | 92.5 | (0.36) | 86.7 | (1.23) | 57.1 | (1.80) | 90.8 | (2.26) | - | (t) | - | (t) | 81.5 | (6.97) |  | ( + |
| 2000. | 88.1 | (0.37) | 94.0 | (0.33) | 86.8 | (1.13) | 62.8 | (1.22) | 93.7 | (1.27) | - | ( $\dagger$ ) |  | (t) | 79.2 | (5.19) | - | (t) |
| 2003. | 86.5 | (0.27) | 93.7 | (0.25) | 88.5 | (0.78) | 61.7 | (0.75) | 96.3 | (0.67) | 97.3 | (0.60) | 81.8 | (5.61) | 80.5 | (4.33) | 91.7 | (2.18) |
| 2005. | 86.2 | (0.42) | 92.8 | (0.39) | 87.0 | (1.03) | 63.3 | (1.32) | 95.6 | (0.88) | 95.5 | (0.92) | $\ddagger$ | ( $\dagger$ ) | 80.2 | (4.77) | 91.4 | (1.93) |
| 2006 | 86.4 | (0.36) | 93.4 | (0.35) | 86.3 | (1.09) | 63.2 | (1.17) | 96.4 | (0.88) | 96.6 | (0.86) | $\ddagger$ | (t) | 79.8 | (5.19) | 89.3 | (2.70) |
| 2007. | 87.0 | (0.36) | 93.5 | (0.33) | 87.7 | (1.16) | 65.0 | (1.06) | 96.8 | (0.91) | 97.5 | (0.73) | + | ( $\dagger$ | 84.5 | (4.41) | 90.5 | (2.19) |
| 2008. | 87.8 | (0.36) | 93.7 | (0.38) | 87.5 | (1.29) | 68.3 | (1.16) | 95.9 | (0.86) | 95.8 | (0.91) | $\ddagger$ | ( $\dagger$ ) | 86.7 | (3.36) | 94.2 | (1.72) |
| 2009. | 88.6 | (0.36) | 94.6 | (0.33) | 88.9 | (0.98) | 68.9 | (1.16) | 95.4 | (0.91) | 95.8 | (0.95) | 91.6 | (3.46) | 81.1 | (4.26) | 88.5 | (2.40) |
| 2010 .. | 88.8 | (0.32) | 94.5 | (0.31) | 89.6 | (0.93) | 69.4 | (1.22) | 93.7 | (1.18) | 94.0 | (1.24) | 89.7 | (5.05) | 89.9 | (2.98) | 88.5 | (2.76) |
| 2011. | 89.0 | (0.34) | 94.4 | (0.34) | 88.1 | (0.98) | 71.5 | (1.12) | 95.4 | (0.87) | 95.3 | (0.91) | $\ddagger$ | ( $\dagger$ | 84.9 | (3.95) | 90.7 | (2.15) |
| 2012. | 89.7 | (0.38) | 94.6 | (0.37) | 88.5 | (0.96) | 75.0 | (1.16) | 96.2 | (0.73) | 96.1 | (0.77) | 98.6 | (0.83) | 84.5 | (3.94) | 92.8 | (2.22) |
| 2013. | 89.9 | (0.35) | 94.1 | (0.35) | 90.3 | (0.92) | 75.8 | (1.10) | 95.4 | (0.77) | 95.4 | (0.81) | 95.5 | (2.72) | 84.7 | (3.47) | 97.4 | (1.11) |
| 2014 | 90.8 | (0.39) | 95.6 | (0.41) | 91.9 | (0.93) | 74.7 | (1.31) | 96.6 | (0.76) | 96.6 | (0.79) | + | ( $\dagger$ | 83.9 | (4.67) | 96.0 | (2.01) |
| 2015 | 91.2 | (0.31) | 95.4 | (0.32) | 92.5 | (0.78) | 77.1 | (1.02) | 95.3 | (0.92) | 95.8 | (0.87) | 87.2 | (6.60) | 86.7 | (2.65) | 94.9 | (1.54) |
| 2016. | 91.7 | (0.34) | 95.2 | (0.33) | 91.1 | (0.92) | 80.6 | (1.01) | 96.7 | (0.68) | 96.8 | (0.68) | 94.0 | (3.90) | 84.5 | (4.13) | 94.8 | (1.49) |
| Associate's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 ............................ | 33.0 | (0.54) | 38.3 | (0.67) | 22.5 | (1.52) | 13.0 | (1.23) | 51.1 | (3.91) | - | ( $\dagger$ ) | - | ( $\dagger$ | 11.6 ! | (5.75) |  | ( $\dagger$ |
| 2000. | 37.7 | (0.55) | 43.7 | (0.70) | 26.0 | (1.47) | 15.4 | (0.91) | 60.8 | (2.55) | - | ( $\dagger$ ) | - | (t) | 29.7 | (5.84) | - | (t) |
| 2003 | 36.7 | (0.39) | 44.3 | (0.52) | 23.7 | (1.04) | 15.3 | (0.56) | 64.9 | (1.69) | 67.1 | (1.72) | 30.3 | (6.68) | 13.6 | (3.74) | 35.3 | (3.76) |
| 2005. | 37.3 | (0.56) | 43.9 | (0.77) | 26.5 | (1.43) | 17.3 | (0.91) | 66.4 | (2.14) | 68.7 | (2.17) | 17.8 ! | (6.08) | 24.4 | (4.13) | 36.8 | (3.99) |
| 2006 | 37.6 | (0.51) | 45.1 | (0.75) | 25.3 | (1.48) | 16.1 | (0.77) | 66.7 | (2.27) | 68.6 | (2.33) | 33.5 | (8.26) | 18.2 | (5.17) | 31.6 | (3.67) |
| 2007 | 38.6 | (0.55) | 45.8 | (0.77) | 27.3 | (1.36) | 18.1 | (0.77) | 66.2 | (2.08) | 68.0 | (2.11) | 37.1 | (8.93) | 14.6 | (4.27) | 35.3 | (3.80) |
| 2008 | 39.7 | (0.55) | 47.6 | (0.72) | 27.6 | (1.39) | 18.7 | (0.90) | 65.1 | (2.21) | 66.9 | (2.19) | 35.3 | (7.53) | 20.9 | (3.60) | 33.5 | (3.84) |
| 2009. | 39.3 | (0.58) | 47.1 | (0.83) | 27.8 | (1.43) | 18.4 | (0.89) | 63.0 | (2.21) | 66.7 | (2.23) | 20.9 | (5.84) | 20.8 | (4.05) | 35.6 | (3.76) |
| 2010. | 41.1 | (0.51) | 48.9 | (0.69) | 29.4 | (1.41) | 20.5 | (0.99) | 60.5 | (2.33) | 63.4 | (2.45) | 22.0 ! | (7.92) | 28.9 | (6.19) | 36.9 | (3.57) |
| 2011 | 42.1 | (0.65) | 50.1 | (0.85) | 29.8 |  | 20.6 | (0.87) | 63.6 | (2.36) | 64.6 | (2.35) | 39.7 | (9.75) | 25.0 | (4.52) | 42.0 | (4.33) |
| 2012 | 42.8 | (0.58) | 49.9 | (0.80) | 31.6 | (1.40) | 22.7 | (1.01) | 66.3 | (1.96) | 68.3 | (2.01) | 32.4 | (6.33) | 23.6 | (4.32) | 47.6 | (3.76) |
| 2013 | 43.2 | (0.57) | 51.0 | (0.79) | 29.5 | (1.42) | 23.1 | (0.87) | 65.5 | (1.93) | 67.2 | (1.96) | 37.3 | (7.84) | 26.3 | (5.70) | 44.2 | (3.81) |
| 2014 | 44.1 | (0.75) | 51.9 | (1.01) | 32.0 | (1.98) | 23.4 | (1.18) | 67.8 | (2.35) | 70.3 | (2.40) | , | (t) | 18.2 | (4.23) | 40.8 | (4.46) |
| 2015 ............................ | 45.7 | (0.53) | 54.0 | (0.78) | 31.1 | (1.41) | 25.7 | (1.01) | 68.9 | (2.09) | 71.7 | (2.13) | 24.9 | (6.58) | 22.3 | (3.65) | 38.4 | (3.56) |
| 2016 .............................. | 46.1 | (0.62) | 54.3 | (0.82) | 31.7 | (1.46) | 27.0 | (1.19) | 69.5 | (2.07) | 71.5 | (2.15) | 28.6 | (8.03) | 16.5 | (3.47) | 41.3 | (4.10) |
| Bachelor's or higher degree ${ }^{4}$ $1920^{3}$ |  | ( $\dagger$ | 4.5 | (-) | 1.2 | (-) |  |  | - | (t) | - |  | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ |
| 1940. | 5.9 | (-) | 6.4 | (-) | 1.6 | (-) | - | (t) | _ | (t) | - | ( $\dagger$ | _ | ( $\dagger$ | _ | (t) |  | ( $\dagger$ |
| 1950. | 7.7 | (-) | 8.2 | (-) | 2.8 | -) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) |
| 1960. | 11.0 | (-) | 11.8 | (-) | 5.4 | (-) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | ) |
| 1970. | 16.4 | (-) | 17.3 | (-) | 10.0 | (-) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ |
| 1980 | 22.5 | (0.47) | 25.0 | (0.55) | 11.6 | (1.24) | 7.7 | (1.39) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ |
| 1990 | 23.2 | (0.46) | 26.4 | (0.55) | 13.4 | (1.20) | 8.1 | (1.07) | 43.0 | (3.71) | - | (t) | - | $t$ | - | ( $\dagger$ | - | (t) |
| 1995. | 24.7 | (0.49) | 28.8 | (0.62) | 15.4 | (1.31) | 8.9 | (1.04) | 43.1 | (3.87) | - | (t) | - | t) | 8.4 ! | (4.98) | - | (t) |
| 2000. | 29.1 | (0.52) | 34.0 | (0.67) | 17.8 | (1.28) | 9.7 | (0.75) | 54.3 | (2.60) |  | ( $\dagger$ ) | , | ( $\dagger$ | 15.9 | (4.68) | - | (t) |
| 2003. | 28.4 | (0.36) | 34.2 | (0.49) | 17.5 | (0.93) | 10.0 | (0.47) | 60.0 | (1.74) | 62.1 | (1.77) | 26.1 | (6.38) | 10.0 ! | (3.28) | 22.3 | (3.28) |
| 2005. | 28.8 | (0.55) | 34.5 | (0.78) | 17.6 | (1.21) | 11.2 | (0.81) | 60.0 | (2.20) | 62.1 | (2.25) | $\ddagger$ | ( $\dagger$ ) | 16.4 | (3.56) | 28.0 | (3.79) |
| 2006 | 28.4 | (0.52) | 34.3 | (0.78) | 18.7 | (1.33) | 9.5 | (0.66) | 59.6 | (2.39) | 61.9 | (2.44) | $\ddagger$ | ( $\dagger$ | 9.5 ! | (4.26) | 23.3 | (3.14) |
| 2007. | 29.6 | (0.54) | 35.5 | (0.75) | 19.5 | (1.21) | 11.6 | (0.61) | 59.4 | (2.24) | 61.5 | (2.26) | $\ddagger$ | (t) | 6.4 ! | (2.99) | 26.3 | (3.44) |
| 2008. | 30.8 | (0.51) | 37.1 | (0.70) | 20.4 | (1.35) | 12.4 | (0.69) | 57.9 | (2.26) | 60.2 | (2.32) |  | ( $\dagger$ | 14.3 | (3.17) | 26.6 | (3.75) |
| 2009. | 30.6 | (0.57) | 37.2 | (0.85) | 18.9 | (1.36) | 12.2 | (0.80) | 56.4 | (2.25) | 60.3 | (2.28) | 12.5 ! | (4.44) | 15.9 | (3.73) | 29.7 | (3.84) |
| 2010 | 31.7 | (0.51) | 38.6 | (0.72) | 19.4 | (1.20) | 13.5 | (0.80) | 52.5 | (2.32) | 55.8 | (2.47) | 10.0 ! | (4.40) | 18.6 | (4.80) | 29.8 | (3.22) |
| 2011 ... | 32.2 | (0.62) | 39.2 | (0.88) | 20.1 | (1.25) | 12.8 | (0.73) | 56.0 | (2.50) | 57.2 | (2.52) | $\ddagger$ | ( $\dagger$ | 17.3 | (4.45) | 32.4 | (3.85) |
| 2012 | 33.5 | (0.58) | 39.8 | (0.78) | 23.2 | (1.38) | 14.8 | (0.90) | 59.6 | (2.17) | 61.7 | (2.24) | 25.5 | (6.12) | 10.4 | (2.87) | 32.9 | (3.72) |
| 2013 | 33.6 | (0.55) | 40.4 | (0.77) | 20.5 | (1.38) | 15.7 | (0.82) | 58.0 | (2.16) | 60.1 | (2.18) | 24.7 ! | (7.54) | 16.6 | (4.89) | 29.6 | (3.45) |
| 2014. | 34.0 | (0.75) | 40.8 | (1.05) | 22.4 | (1.82) | 15.1 | (0.97) | 60.8 | (2.44) | 63.2 | (2.50) | 7 | ( $\dagger$ ) | 5.6 ! | (2.24) | 32.4 | (4.12) |
| 2015 ............................. | 35.6 | (0.55) | 43.0 | (0.83) | 21.3 | (1.33) | 16.4 | (0.78) | 62.8 | (2.25) | 66.0 | (2.27) | 11.4 ! | (4.64) | 15.3 | (3.21) | 29.6 | (3.62) |
| 2016 ............................. | 36.1 | (0.61) | 42.9 | (0.87) | 22.7 | (1.26) | 18.7 | (1.06) | 63.5 | (2.11) | 65.6 | (2.20) | 20.4 | (6.62) | 10.2 | (2.57) | 28.3 | (3.76) |
| Master's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 ....................... | 4.5 | (0.24) | 5.3 | (0.31) | 1.8 | (0.48) | 1.6 | (0.46) | 10.9 | (1.85) | - | ( $\dagger$ | - | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | - | ( $\dagger$ |
| 2000. | 5.4 | (0.26) | 5.8 | (0.33) | 3.7 | (0.63) | 2.1 | (0.36) | 15.5 | (1.70) | - | (t) | $\pm$ | (t) | $\ddagger$ | (t) | - | (t) |
| 2003. | 5.7 | (0.19) | 6.6 | (0.26) | 2.6 | (0.39) | 1.4 | (0.18) | 18.4 | (1.37) | 19.1 | (1.44) | $\ddagger$ | (t) | $\ddagger$ | (t) | 4.4 | (1.61) |
| 2005 .... | 6.3 | (0.31) | 7.5 | (0.45) | 2.6 | (0.44) | 2.1 | (0.38) | 16.9 | (1.93) | 17.5 | (2.01) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 7.0 ! | (2.49) |
| 2006 ... | 6.4 | (0.29) | 7.5 | (0.42) | 3.2 | (0.58) | 1.5 | (0.25) | 20.1 | (2.00) | 21.1 | (2.10) | $\ddagger$ | (t) | $\ddagger$ | (t) | 7.1 | (1.83) |
| 2007 .... | 6.3 | (0.30) | 7.6 | (0.42) | 3.5 | (0.59) | 1.5 | (0.25) | 17.5 | (1.84) | 18.5 | 1.93) | $\ddagger$ | t | $\ddagger$ | + | 6.2 ! | (2.38) |
| 2008 .... | 7.0 | (0.28) | 8.2 | (0.40) | 4.4 | (0.64) | 2.0 | (0.28) | 19.9 | (1.84) | 21.0 | (1.96) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | 6.9 ! | (2.57) |
| 2009. | 7.4 | (0.30) | 8.9 | (0.45) | 4.2 | (0.54) | 1.9 | (0.26) | 21.1 | (1.98) | 22.9 | (2.16) | $\ddagger$ | t) | $\ddagger$ | (t) | 6.5 ! | (2.02) |
| 2010 .. | 6.8 | (0.26) | 7.7 | (0.38) | 4.7 | (0.60) | 2.5 | (0.37) | 17.9 | (1.87) | 19.2 | (1.99) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 5.3 ! | (1.63) |
| 2011 ... | 6.9 | (0.32) | 8.1 | (0.45) | 4.0 | (0.52) | 2.7 | (0.37) | 16.7 | (1.78) | 17.5 | (1.85) | $\ddagger$ | ( $\dagger$ | $\ddagger$ |  | 6.1 | (1.59) |
| 2012 .. | 7.2 | (0.35) | 8.2 | (0.51) | 5.1 | (0.66) | 2.7 | (0.36) | 17.8 | (1.85) | 18.9 | (1.92) | $\ddagger$ | ( $\dagger$ | 2.6 ! | (1.28) | 4.1 ! | (1.49) |
| 2013. | 7.4 | (0.31) | 8.6 | (0.50) | 3.3 | (0.50) | 3.0 | (0.37) | 20.6 | (1.73) | 21.8 | (1.79) | \# | (t) | + | (t) | 4.8 ! | (1.54) |
| 2014 | 7.6 | (0.41) | 9.0 | (0.58) | 3.9 | (0.77) | 2.9 | (0.43) | 17.9 | (1.84) | 18.8 | (1.92) | $\ddagger$ | + | \# | + | 7.1 ! | (2.32) |
| 2015 ............................. | 8.7 | (0.33) | 10.1 | (0.51) | 5.0 | (0.60) | 3.2 | (0.41) | 21.6 | (1.85) | 22.8 | (1.97) | $\ddagger$ | (t) | $\ddagger$ | (t) | 7.8 | (1.79) |
| 2016 .............................. | 9.2 | (0.33) | 10.5 | (0.52) | 5.2 | (0.69) | 4.1 | (0.49) | 23.8 | (1.95) | 24.9 | (2.01) | $\ddagger$ | ( $\dagger$ ) | 2.1 ! | (0.85) | 5.3 ! | (1.74) |

[^9]Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2016-Continued
[Standard errors appear in parentheses]

| Sex, selected level of educational attainment, and year | Total |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Paciicic Islander |  |  |  |  |  | American Indian/ Alaska Native |  | Two or more races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  |  |  | Asian | Pacific Is | slander |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ 1980 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 ........................................ 1990 ................ | 85.4 84.4 | $(0.49)$ $(0.56)$ | 89.1 88.6 | $(0.48)$ $(0.57)$ | 74.7 81.4 | $(1.97)$ <br> $(2.03)$ | 57.0 56.6 | (3.45) | 95.3 | ( $(1.78)$ | - |  | - |  | - |  | - | ( $)$ + |
| 1995 | 88.3 | (0.56) | 92.0 | (0.53) | 88.4 | (1.72) | 56.6 55.7 | (2.51) | 90.5 | (2.87) | - | ( + | - | + | 83.6 | (9.73) | - | $\dagger$ |
| 2000 | 86.7 | (0.55) | 92.9 | (0.51) | 87.6 | (1.67) | 59.2 | (1.76) | 92.1 | (1.83) |  | (t) | - | t | 68.5 | (9.40) |  | (t) |
| 2003 | 84.9 | (0.41) | 92.8 | (0.38) | 87.4 | (1.21) | 59.6 | (1.02) | 96.1 | (0.99) | 97.7 | (0.80) | 73.0 | (9.07) | 83.6 | (6.06) | 94.8 | (2.49) |
| 2005 | 85.0 | (0.58) | 91.8 | (0.53) | 86.6 | (1.76) | 63.2 | (1.72) | 96.8 | (1.09) | 96.7 | (1.15) | $\pm$ | ( $\dagger$ ) | + | ( $\dagger$ ) | 89.1 | (3.07) |
| 2006 | 84.4 | (0.54) | 92.3 | (0.52) | 84.2 | (2.02) | 60.5 | (1.64) | 97.2 | (1.01) | 97.2 | (1.06) | $\ddagger$ | (t) | $\ddagger$ | (t) | 89.2 | (3.81) |
| 2007. | 84.9 | (0.50) | 92.7 | (0.48) | 87.4 | (1.65) | 60.5 | 1.59) | 95.9 | (1.13) | 96.3 | 1.10) | $\ddagger$ | $\dagger$ | $\ddagger$ | $\dagger$ | 92.9 | (2.64) |
| 2008 | 85.8 | (0.54) | 92.6 | (0.58) | 85.7 | (1.99) | 65.6 | (1.55) | 95.6 | (1.23) | 95.4 | (1.31) |  | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | 92.7 | (2.68) |
| 2009 | 87.5 | (0.51) | 94.4 | (0.46) | 88.8 | (1.56) | 66.2 | (1.54) | 96.4 | (1.17) | 96.2 | (1.25) |  | t) | $\ddagger$ | (t) | 92.0 | (3.01) |
| 2010 | 87.4 | (0.44) | 94.6 | (0.42) | 87.9 | (1.52) | 65.7 | (1.52) | 93.8 | (1.83) | 93.5 | (1.95) | t | t) | 93.2 | (3.47) | 87.9 | (4.32) |
| 2011. | 87.5 | (0.49) | 93.4 | (0.48) | 88.0 | (1.43) | 69.2 | (1.62) | 94.2 | (1.30) | 93.9 | (1.36) | $\ddagger$ | $\dagger$ | 84.5 | (5.28) | 86.2 | (4.41) |
| 2012 | 88.4 | (0.51) | 93.8 | (0.50) | 86.2 | (1.58) | 73.3 | (1.57) | 96.1 | (1.04) | 96.0 | (1.09) | $\ddagger$ | t) | $\ddagger$ | (t) | 91.0 | (3.58) |
| 2013 | 88.3 | (0.52) | 93.3 | (0.53) | 87.8 | (1.60) | 73.1 | (1.64) | 94.4 | (1.13) | 94.3 | (1.21) | t | t) | $\ddagger$ | (t) | 96.8 | (1.77) |
| 2014 | 90.1 | (0.53) | 95.4 | (0.60) | 93.5 | (1.18) | 72.4 | (1.76) | 96.1 | (1.10) | 96.1 | (1.14) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 96.9 | (2.02) |
| 2015 | 90.5 | (0.45) | 95.1 | (0.45) | 91.8 | (1.22) | 75.7 | (1.41) | 95.9 | (1.23) | 97.1 | (0.96) | 75.8 | (12.49) | 83.2 | (4.73) | 98.0 | (1.27) |
| 2016 | 90.9 | (0.46) | 94.8 | (0.44) | 91.7 | (1.19) | 78.3 | (1.34) | 96.0 | (1.06) | 96.2 | (1.05) |  | ( $\dagger$ ) | 84.4 | (5.70) | 98.1 | (1.22) |
| Associate's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 ............................ | 32.1 | (0.76) | 37.1 | (0.94) | 23.5 | (2.28) | 11.6 | (1.62) | 49.8 | (5.30) | - | ( $\dagger$ | - |  | $\stackrel{\ddagger}{\ddagger}$ | ${ }_{(7)}^{(+)}$ | - | (t) |
| 2000 | 35.3 | (0.78) | 40.7 | (0.98) | 24.1 | (2.16) | 13.0 | (1.20) | 60.7 | (3.68) |  | ( $\dagger$ ) | 24. | (t) | 17.6 ! | (7.71) | 12 | (t) |
| 2003 | 33.3 | (0.53) | 40.5 | (0.72) | 22.4 | (1.52) | 13.1 | (0.70) | 63.8 | (2.47) | 66.5 | (2.50) | 24.8 ! | (8.82) |  |  | 31.2 | (5.20) |
| 2005 | 33.4 | (0.74) | 39.6 | (1.05) | 22.7 | (1.77) | 16.1 | (1.12) | 64.0 | (3.16) | 66.7 | (3.19) | 18.5 ! | (7.78) | 19.9 | (7.06) | 31.0 | (5.10) |
| 2006 | 33.8 | (0.67) | 41.5 | (0.97) | 21.3 | (2.02) | 12.8 | (1.02) | 65.4 | (3.32) | 67.9 | (3.37) | 25.6 ! | (9.90) | 18.9 ! | (6.54) | 28.4 | (5.26) |
| 2007 | 34.1 | (0.76) | 40.8 | (1.01) | 26.4 | (2.06) | 13.8 | (0.96) | 64.5 | (3.04) | 66.3 | (3.12) | 27.8 ! | (12.03) | 14.9 | (6.39) | 30.8 | (5.22) |
| 2008 | 34.7 | (0.72) | 42.2 | (0.98) | 24.2 | (2.16) | 15.2 | (1.05) | 61.5 | (3.23) | 62.8 | (3.21) | 41.3 | (11.71) | 22.0 ! | (6.95) | 29.9 | (4.62) |
| 2009 | 34.5 | (0.66) | 41.8 | (1.04) | 21.9 | (1.97) | 15.9 | (1.16) | 63.0 | (2.86) | 66.6 | (2.99) | 17.4 ! | (8.42) | 17.1 ! | (7.26) | 31.7 | (5.35) |
| 2010 | 36.1 | (0.68) | 44.5 | (0.98) | 22.9 | (2.16) | 16.0 | (1.20) | 57.4 | (3.12) | 61.1 | (3.27) | $\pm$ | ( $\dagger$ ) | 30.1 | (8.14) | 31.5 | (5.23) |
| 2011. | 37.0 | (0.88) | 45.2 | (1.17) | 25.9 | (2.24) | 16.1 | (1.18) | 57.9 | (3.40) | 58.8 | (3.48) | 42.9 | (12.13) | 22.0 | (5.29) | 38.4 | (7.04) |
| 2012 | 38.2 | (0.81) | 44.8 | (1.11) | 25.3 | (1.92) | 20.6 | (1.45) | 63.4 | (3.00) | 65.5 | (2.94) | 28.8 ! | (10.22) | 15.7 ! | (5.97) | 46.3 | (5.90) |
| 2013 | 38.5 | (0.69) | 46.0 | (1.03) | 24.8 | (1.76) | 20.0 | (1.20) | 61.2 | (2.74) | 62.6 | (2.80) | 39.3 | (11.03) | 27.5 | (7.59) | 42.8 | (5.00) |
| 2014 | 39.4 | (0.95) | 47.4 | (1.35) | 28.9 | (2.66) | 18.2 | (1.40) | 63.5 | (3.37) | 66.0 | (3.41) |  | (t) | 23.7 ! | (8.06) | 33.5 | (6.67) |
| 2015 | 41.3 | (0.73) | 49.3 | (1.15) | 24.6 | (2.00) | 22.7 | (1.32) | 67.1 | (3.01) | 69.5 | (2.93) | 26.0 ! | (9.45) | 17.7 ! | (5.36) | 37.7 | (5.16) |
| 2016 | 41.8 | (0.87) | 49.9 | (1.19) | 28.3 | (2.21) | 23.4 | (1.56) | 66.1 | (2.83) | 68.2 | (2.90) | $\pm$ | ( $\dagger$ ) | 13.7 ! | (4.53) | 27.7 | (5.03) |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 ......................... | 24.0 | (0.59) | 26.8 | (0.69) | 10.5 | (1.39) | 8.4 | (1.94) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ ) |
| 1990 | 23.7 | (0.65) | 26.6 | (0.79) | 15.1 | (1.87) | 7.3 | (1.41) | 47.6 | (4.19) | - | (t) | - | (t) | - | (t) | - | (t) |
| 1995 | 24.5 | (0.70) | 28.4 | (0.88) | 17.4 | (2.04) | 7.8 | (1.35) | 42.0 | (3.98) | - | (t) | - | (t) | $\ddagger$ | $\dagger$ | - | (t) |
| 2000 | 27.9 | (0.73) | 32.3 | (0.93) | 18.4 | (1.96) | 8.3 | (0.98) | 55.5 | (3.37) |  | ( $\dagger$ ) | - | ( $\dagger$ | $\ddagger$ | + | - | ( + |
| 2003 | 26.0 | (0.50) | 31.4 | (0.68) | 17.7 | (1.39) | 8.4 | (0.58) | 59.2 | (2.52) | 61.7 | (2.58) | 21.7 ! | (8.41) | $\ddagger$ | t | 17.5 | (4.27) |
| 2005 | 25.5 | (0.68) | 30.7 | (0.98) | 14.2 | (1.57) | 10.2 | (0.99) | 58.5 | (3.11) | 61.0 | (3.17) | + | ( $\dagger$ ) | t | (t) | 24.5 | (4.93) |
|  | 25.3 | (0.67) | 31.4 | (0.98) | 15.2 | (1.66) | 6.9 | (0.70) | 58.7 | (3.46) | 60.9 | (3.52) |  |  |  |  |  | (4.65) |
| 2007 | 26.3 | (0.72) | 31.9 | (0.98) | 18.9 | (1.86) | 8.6 | (0.71) | 58.5 | (3.45) | 60.4 | (3.54) |  | (t) | $\ddagger$ | ( $\dagger$ | 23.3 | (4.88) |
| 2008 | 26.8 | (0.64) | 32.6 | (0.89) | 19.0 | (1.94) | 10.0 | (0.86) | 54.1 | (3.41) | 55.8 | (3.53) | $\ddagger$ | (t) | $\ddagger$ | (t) | 25.7 | (4.45) |
| 2009 | 26.6 | (0.66) | 32.6 | (1.04) | 14.8 | (1.82) | 11.0 | (1.04) | 55.2 | (3.07) | 59.2 | (3.24) | $\ddagger$ | (t) | $\ddagger$ | (t) | 24.6 | (5.77) |
| 2010 | 27.8 | (0.68) | 34.8 | (0.96) | 15.0 | (1.72) | 10.8 | (1.06) | 49.0 | (3.12) | 52.3 | (3.31) | t | ( $\dagger$ ) | 18.9 | (7.12) | 24.9 | (4.91) |
| 2011. | 28.4 | (0.82) | 35.5 | (1.16) | 17.0 | (1.83) | 9.6 | (0.90) | 50.8 | (3.42) | 52.1 | (3.55) | $\ddagger$ | (t) | 15.4 ! | (4.80) | 34.1 | (6.62) |
| 2012 | 29.8 | (0.82) | 36.0 | (1.06) | 19.1 | (1.74) | 12.5 | (1.20) | 55.0 | (3.15) | 56.9 | (3.16) | $\ddagger$ | (t) | $\ddagger$ | (t) | 30.4 | (5.44) |
| 2013 | 30.2 | (0.68) | 37.1 | (1.00) | 17.4 | (1.63) | 13.1 | (1.06) | 53.0 | (3.03) | 55.1 | (3.13) | $\ddagger$ | (t) | $\ddagger$ | (t) | 29.3 | (4.61) |
| 2014 | 30.9 | (0.93) | 37.7 | (1.36) | 20.8 | (2.40) | 12.4 | (1.22) | 56.9 | (3.55) | 59.0 | (3.59) | + | (t) | $\ddagger$ | ( $\dagger$ | 26.4 | (6.13) |
| 2015 | 32.4 | (0.74) | 39.5 | (1.12) | 17.6 | (1.83) | 14.5 | (1.04) | 60.9 | (3.13) | 63.8 | (3.12) | $\ddagger$ | (t) |  | ( ${ }^{\text {( }}$ | 26.7 | (5.07) |
| 2016 | 32.7 | (0.80) | 39.5 | (1.20) | 20.4 | (1.87) | 16.2 | (1.31) | 59.0 | (2.86) | 61.4 | (2.98) | $\ddagger$ | (t) | 7.8 ! | (3.17) | 19.7 | (4.52) |
| Master's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 ....................... | 4.9 | (0.35) | 5.6 | (0.45) | 2.2 ! | (0.80) | 2.0 ! | (0.70) | 12.6 | (2.68) | - | ( $\dagger$ | - | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | - | ( $\dagger$ |
| 2000 | 4.7 | (0.34) | 4.9 | (0.43) | 2.1 ! | (0.72) | 1.5 | (0.43) | 17.2 | (2.56) | - | ( $\dagger$ ) | - | (t) | $\ddagger$ | (t) | - | (t) |
| 2003 | 5.0 | (0.25) | 5.8 | (0.34) | 1.6 | (0.46 | 1.2 | (0.22) | 19.3 | (2.03 | 20.6 | (2.15) | $\ddagger$ | (t) | $\ddagger$ | t | $\pm$ | (t) |
| 2005 | 5.2 | (0.38) | 6.2 | (0.55) | 1.1 | (0.43) | 1.7 | (0.46) | 19.7 | (3.13) | 20.5 | (3.30) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | t | ( $\dagger$ ) |
| 2006. | 5.1 | (0.37) | 5.8 | (0.51) | 1.7 ! | (0.52) | 1.1 | (0.32) | 20.5 | (2.68) | 21.8 | (2.83) | $\ddagger$ | (t) | $\ddagger$ | (t) | 5.9 ! | (2.66) |
| 2007 | 5.0 | (0.39) | 5.7 | (0.50) | 3.3 | (0.99) | 0.6 ! | (0.19) | 18.4 | (2.89) | 19.3 | (3.00) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | 9.8 ! | (4.28) |
| 2008 | 5.3 | (0.34) | 5.9 | (0.49) | 3.4 | (0.90) | 1.2 | (0.32) | 20.9 | (2.94) | 22.1 | (3.07) | $\ddagger$ | (t) | $\ddagger$ | (t) | 7.8 ! | (2.85) |
| 2009 | 6.1 | (0.37) | 7.4 | (0.60) | 3.2 | (0.73) | 1.2 | (0.28) | 20.4 | (2.48) | 22.0 | (2.69) | $\ddagger$ | (t) | $\ddagger$ | ( | 5.0 ! | (2.38) |
| 2010 | 5.2 | (0.32) | 6.3 | (0.50) | 2.9 | (0.69) | 1.5 | (0.39) | 15.0 | (2.19) | 16.2 | (2.36) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) |
| 2011. | 5.1 | (0.38) | 5.9 | (0.49) | 1.9 | (0.54) | 1.8 | (0.41) | 18.0 | (2.58) | 19.1 | (2.71) |  |  |  |  |  | (t) |
| 2012 | 5.6 | (0.42) | 6.3 | (0.59) | 2.7 | (0.72) | 2.4 | (0.50) | 16.2 | (2.46) | 17.2 | (2.60) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | + | (t) |
| 2013 | 5.7 | (0.38) | 6.3 | (0.53) | 1.5 ! | (0.56) | 2.1 | (0.43) | 20.8 | (2.49) | 22.1 | (2.60) | $\ddagger$ | ( | $\ddagger$ | ( + | 5.9 ! | (2.47) |
| 2014 | 5.9 | (0.51) | 7.0 | (0.72) | 2.6 ! | (0.82) | 2.2 | (0.52) | 15.9 | (2.56) | 16.6 | (2.65) |  | (t) | $\ddagger$ | ( | $\ddagger$ | (t) |
| 2015 ... | 7.0 | (0.40) | 8.2 | (0.62) | 2.5 | (0.75) | 2.3 | (0.56) | 21.1 | (2.65) | 22.4 | (2.78) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | 5.6 ! | (2.37) |
| 2016 ..... | 7.2 | (0.43) | 8.7 | (0.68) | 3.9 | (0.87) | 2.1 | (0.43) | 19.7 | (2.73) | 20.6 | (2.85) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion or higher ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 .... | 85.5 | (0.48) | 89.2 | (0.48) | 78.3 | (1.71) | 58.9 | (3.38) | - | ( $\dagger$ | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 1990 | 87.0 | (0.51) | 91.7 | (0.49) | 82.0 | (1.85) | 59.9 | (2.79) | 85.1 | (2.82) | - | (t) | - | (t) | - | ( $\dagger$ | - | (t) |
| 1995 | 87.4 | 0.54 | 93.0 | (0.50) | 85.3 | (1.75) | 58.7 | 2.60) | 91.2 | (2.50) | - | (t) | - | (t) | 79.6 | (9.88) | - | (t) |
| 2000 | 89.4 | (0.49) | 95.2 | (0.43) | 86.2 | (1.53) | 66.4 | (1.69) | 95.2 | (1.39) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 86.3 | (5.68) | - | (t) |
| 2003 | 88.2 | (0.37) | 94.5 | (0.33) | 89.4 | (1.01) | 64.2 | (1.11) | 96.5 | (0.90) | 96.9 | (0.88) | 90.8 | (5.99) | 78.0 | (6.07) | 88.6 | (3.50) |
| 2005 ............................. | 87.4 | (0.44) | 93.8 | (0.47) | 87.3 | (1.22) | 63.4 | (1.54) | 94.6 | (1.36) | 94.4 | (1.41) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | 94.2 | (2.26) |

[^10]Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2016-Continued
[Standard errors appear in parentheses]

| Sex, selected level of educational attainment, and year | Total |  | White ${ }^{1}$ |  | Black ${ }^{1}$ |  | Hispanic |  | Asian/Paciific Islander |  |  |  |  |  | American Indian/ Alaska Native |  | $\begin{gathered} \text { Two or } \\ \text { more races } \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Asian |  | Paciicic Islander |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 2006 | 88.5 | (0.44) | 94.6 | (0.41) |  |  | 88.0 | (1.14) | 66.6 | (1.41) | 95.6 | (1.44) | 96.0 | (1.31) |  |  |  |  | 89.4 |  |
| 2007 .... | 89.1 | (0.45) | 94.2 | (0.44) | 87.9 | (1.46) | 70.7 | (1.30) | 97.7 | (1.05) | 98.5 | (0.68) | $\ddagger$ | , | 90.2 | (4.49) | 87.9 | (3.82) |
| 2008 | 89.9 | (0.39) | 94.7 | (0.44) | 89.2 | (1.43) | 77.9 | (1.34) | 96.1 | (1.12) | 96.2 | (1.18) | $\ddagger$ | (t) | 84.2 | (4.68) | 95.9 | (2.44) |
| 2011. | 90.7 | (0.36) | 5.5 | (0.42) | 88.2 | (1.24) | 74.3 | (1.26) | 96.6 | (0.89) | 96.6 | (0.92 | $\ddagger$ | (t) | 85.3 | (6.02) | 94.0 | (2.52) |
| 2012. | 91.1 | (0.44) | 95.3 | (0.46) | 90.6 | (1.11) | 76.9 | (1.39) | 96.3 | (0.98) | 96.1 | (1.04) | $\ddagger$ | , | 85.8 | (4.53) | 94.7 | (2.35) |
| 2013 | 91.5 | (0.38) | 94.9 | (0.43) | 92.5 | (0.95) | 78.8 | (1.17) | 96.2 | (0.96) | 96.3 | (1.01) | $\ddagger$ | (t) | 82.0 | (5.40) | 98.2 | (1.15) |
| 2014 ... | 91.5 | (0.50) | 95.9 | (0.54) | 90.5 | (1.62) | 77.4 | (1.56) | 97.1 | (0.96) | 97.1 | (0.99) | 7 |  | 84.1 | (6.05) | 95.2 | (3.44) |
| 2015 | 91.8 | (0.39) | 95.8 | (0.41) | 93.2 | (0.90) | 78.6 | (1.34) | 94.8 | (1.18) | 94.6 | (1.25) | 96.7 | (1.86) | 89.3 | (3.52) | 91.5 | (2.99) |
| 2016 .... | 92.5 | (0.40) | 95.7 | (0.41) | 90.7 | (1.33) | 83.2 | (1.22) | 97.4 | (0.76) | 97.4 | (0.79) | $\ddagger$ | (t) | 84.6 | (5.34) | 91.5 | (2.76) |
| Associate's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 34.0 | (0.77) | 39.5 | (0.95) | 21.6 | (2.03) | 14.6 | (1.86) | 52.6 | (5.77) | - | (t) | - |  |  | (t) |  | t) |
| ${ }_{2000} 20$. | 40.1 | (0.78) | 46.6 48.0 | (1.00) | 27.5 24 | (1.99) | 17.7 18.1 | $\left(\begin{array}{l}1.37) \\ (0.89 \\ \hline\end{array}\right.$ | 60.8 65.8 | (3.54) | 67.6 |  | 36.0 |  | ${ }^{377.7} 1$ | (8.00) | 39.3 |  |
| 2005. | 41.3 | (0.72) | 48.2 | (0.99) | 29.8 | (1.81) | 18.8 | (1.23) | 68.5 | ${ }_{(2.86)}$ | 70.4 | (2.90) | 36.0 | $\xrightarrow[(t)]{(9.94)}$ | 28.7 | $\begin{aligned} & (5.50 \\ & (6.96) \end{aligned}$ | 439.7 | (6.04) |
| 2006. | 41.5 | (0.72) | 48.8 | (1.00) | 28.8 | (1.91) | 20.3 | (1.17) | 68.0 | (2.60) | 69.4 | (2.65) |  |  | 17.6 ! | (6.91) | 34.7 | (5.09) |
| 2007. | 43.2 | (0.72) | 50.8 | (1.02) | 28.0 | (1.61) | 23.5 | (1.25) | 67.7 | (2.73) | 69.6 | (2.88) | 42.5 | (11.79) | 14.5 ! | (5.53) | 40.2 | (5.87) |
| 2008 ... | 44.9 | (0.77) | 53.0 | (1.00) | 30.7 | (1.79) | 23.2 | (1.43) | 68.5 | (2.80) | 70.8 | (2.82) | 29.5 | (9.83) | ${ }^{20.2}$ | (4.14) | 37.6 | (5.73) |
| 2009 ... | 44.4 | (0.75) | 52.5 | (1.02) | 33.0 | (1.79) | 21.7 | (1.22) | 63.0 | (3.19) | 66.8 | (3.13) |  | (8.47) | 23.3 | (5.09) | 39.8 | (5.19) |
| 2010 | 46.3 | (0.71) | 53.5 | (0.92) | 35.2 | (1.77) | 26.2 | (1.48) | 63.3 | (2.68) | 65.6 | (2.80) |  | (13.43) | 27.7 | (8.27) | 41.8 | (5.08) |
| 2011 | 47.4 | (0.74) | 55.2 | (1.00) | 33.3 | (1.92) | 26.2 | (1.29) | 69.1 | (2.50) | 70.2 | (2.48) | 34.2 ! | (12.63) | 28.7 | (7.46) | 44.5 | (5.08) |
| 2012 | 47.4 | (0.68) | 55.0 | (0.94) | 37.0 | (1.80) | 25.1 | (1.23) | 69.1 | (2.22) | 71.0 | (2.29) | 36.1 | (9.80) | 29.2 | (6.04) | 49.0 | (5.15) |
| 2013 | 47.9 | (0.77) | 56.1 | (0.99) | 33.6 | (1.99) | 26.8 | (1.30) | 69.2 | (2.29) | 71.2 | (2.33) | 35.5 | (10.28) | 25.6 | (7.48) | 46.0 | (6.22) |
| 2014 | 48.9 | (0.99) | 56.5 | (1.28) | 34.8 | (2.77) | 29.4 | (1.67) | 71.5 | (3.14) | 74.1 | (3.18) |  |  | 15.7 ! | (5.27) | 48.2 | (6.06) |
| 2015 | 50.1 | (0.72) | 58.7 | (0.98) | 36.9 | (1.78) | 29.0 | (1.47) | 70.7 | (2.55) | 73.8 | (2.61 | 24.0 ! |  | 25.8 | (4.73) | 39.2 |  |
| 2016 ...................... | 50.5 | (0.71) | 58.7 | (0.95) | 34.8 | (1.73) | 31.0 | (1.51) | 72.6 | (2.49) | 74.5 | (2.56) |  | (t) | 18.9 | (4.75) | 54.5 | (5.59) |
| Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | 21.0 | (0.56) | 23.2 | (0.65) | 12.4 | (1.36) | 6.9 | (1.74) |  | ${ }_{(+)}^{(+)}$ |  | ( $\dagger$ | - | (t) | - | (t) |  | (t) |
| 1990 <br> 1995 <br> .. | 24.9 | (0.70) | 29.2 | (0.89) | 11.9 | (1.70) | ${ }^{9} 9.1$ | (1.64) | 44.4 | (3.83 |  |  |  |  |  |  |  |  |
| 2000. | 30.1 | (0.73) | 35.8 | (0.96) | 17.4 | (1.69) | 11.0 | (1.12) | 53.1 | (3.26) | - | ( $\dagger$ | - | (t) | 19.7 ! | (6.48) | - |  |
| 2003 | 30.9 | (0.53) | 37.1 | (0.71) | 17.4 | (1.25) | 12.0 | (0.75) | 60.7 | (2.39) | 62.4 | (2.44) | 30.6 ! |  | 13.9 ! | (5.07) | 26.9 | (4.89) |
| 2005 .... | 32.2 | (0.75) | 38.2 | (1.00) | 20.5 | (1.68) | 12.4 | (1.07) | 61.4 | (3.06) | 63.1 | (3.11) | $\ddagger$ | (t) | $\ddagger$ | (t) | 32.1 | (5.70) |
| 2006. | 31.6 | (0.70) | 37.2 | (0.99) | 21.7 | (1.77) | 12.8 | (1.05) | 60.4 | (2.76) | 62.8 | (2.82) | $\ddagger$ | (t) | $\ddagger$ | (t) | 25.7 | (4.72) |
| 2007 | 33.0 | (0.72) | ${ }_{417}^{39.2}$ | (1.03) | 20.0 | (1.38) | 15.4 | (1.10) | 60.3 | (2.83) | ${ }_{64.5}^{62.5}$ | (2.88) | $\ddagger$ | (t) | ${ }^{\ddagger}$ | ( ${ }_{( }^{4}$ | 29.6 | (55.17) |
| 2009 | 34.9 34.8 | (0.71) | 41.7 | (1.12) | 21.6 22.6 | (1.75) | 15.5 13.8 1 | (1.11) | 61.6 57.6 | ${ }_{(3.00}^{2.67}$ | 64.4 61.3 | (3.03) |  |  |  |  | 27.7 35.0 | (507) |
| 2010. | 34.8 35.7 | (0.68) | 42.4 | (0.96) | ${ }_{23.3}$ | (1.72) | 13.8 | (1.20) | 55.8 | (2.93) | 58.9 | (3.00) | $\ddagger$ | (t) | 16.3 18.4 | ( ${ }_{(0.68)}$ | 34.0 | (4.96) |
| 2011. | 36.1 | (0.71) | 43.0 | (1.03) | 22.9 | (1.62) | 16.8 | (1.10) | 61.0 | (2.74) | 62.0 | (2.75) |  | (t) | 19.7 |  | 31.2 | (4.36) |
| 2012 | 37.2 | (0.69) | 43.6 | (0.97) | 26.7 | (1.78) | 17.4 | (1.10) | 64.0 | (2.38) | 66.2 | (2.46) | $\ddagger$ | (t) | 14.0 | (4.55) | 35.5 | (5.50) |
| 2013 ... | 37.0 | (0.71) | 43.8 | (0.95) | 23.2 | (2.03) | 18.6 | (1.10) | 62.4 | (2.51) | 64.3 | (2.54) | $\ddagger$ | ( | 16.4 ! | (6.57) | 30.0 | (5.26) |
| 2014 | 37.2 | (1.00) | 43.9 | (1.36) | 23.8 | (2.61) | 18.3 | (1.40) | 64.3 | (3.23) | 66.9 | (3.29) |  |  |  |  | 38.4 | (5.96) |
| 2015 ... | 38.9 | (0.74) | 46.6 | (1.06) | 24.6 | (1.72) | 18.5 | (1.21) | 64.5 | (2.74) | 68.1 | (2.73) |  |  | 21.8 |  | 32.9 | (5.20) |
| 2016 ... | 39.5 | (0.75) | 46.3 | (1.03) | 24.9 | (1.55) | 21.5 | (1.44) | 67.7 | (2.66) | 69.6 | (2.72) |  | (t) | 12.2 ! | (4.00) | 36.8 | (5.55) |
| Master's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995. |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  | (t) |
| ${ }_{2000} 20$. | 6.2 | (0.38) | 6.7 | (0.50) | 4.9 | (0.96) | 2.7 | (0.58) | 13.9 | (2.26) | 7 |  |  | t) |  | + |  |  |
| ${ }_{2005}^{2003}$ | ${ }^{6.4}$ | (0.28) | 7.4 | (0.38) |  | (0.59) | 1.7 | (0.30) | 17.5 | (1.86) | 17.7 | (1.93) |  | t) |  |  | 7.3 | (2.86) |
| 2005 ... |  | (0.44) |  | (0.64) |  | (0.70 |  | (0.51) |  | (2.08) | 15.0 | (2.15) |  | t) |  |  |  | (4.26) |
| 2006. | 7.8 | (0.42) | 9.2 | (0.63) | 4.5 | (0.93) | 2.0 | (0.41) | 19.7 | (2.33) | 20.4 | (2.44) |  | (t) |  |  | 8.3 | (2.89) |
| 2008 ... | 8.7 | (0.44) | 10.4 | (0.64) | 5.2 | (0.87) | 2.9 | (0.46) | 18.5 18.9 | (2.30) | 19.9 | (2.44) |  | 析 |  |  |  |  |
| $2009 .$. | 8.8 | (0.45) | 10.4 | (0.66) | 5.1 | (0.80) | 2.7 | (0.43) | 21.7 | (2.45) | 23.7 | (2.70) | $\ddagger$ | t) |  | (t) | 7.9 | (2.84) |
| 2010. | 8.5 | (0.39) | 9.2 | (0.56) | 6.2 | (0.94) | 3.8 | (0.56) | 20.6 | (2.6) | 21.8 | (2.75) | $\ddagger$ | (t) | $\ddagger$ | (t) | 10.0 | (3.06) |
|  |  | (0.48) | 10.4 |  |  |  |  |  | 15.4 |  | 15.9 |  |  |  |  |  |  |  |
| 2012 | 8.8 | (0.45) | 10.0 | (0.67) | 7.1 | (1.00) | 3.0 | (0.45) | 19.3 | (2.23) | 20.4 | (2.31) | $\ddagger$ | (t) | $\ddagger$ | + | 6.3 | (2.49) |
| 2013 | 9.2 | (0.44) | 10.8 | (0.71) | 4.8 | (0.74) | 4.0 | (0.59) | 20.4 | (1.91) | 21.6 | (2.0) | $\ddagger$ | t | $\ddagger$ | ¢ | 3.3 | (1.56) |
| 2014 | 9.3 | (0.56) | 1.1 | (0.84) | 5.0 | (1.17) | 3.6 | (0.63) | 19.7 | (2.33) | 20.8 | (2.47) | $\pm$ |  | \# |  | 7.5 | 3.00 |
| 2016 ................................. | 11.2 | $\begin{aligned} & 0.51 \\ & (0.51) \end{aligned}$ | $12.3$ | (0.74) | 6.3 | (1.02) | 6.3 | (0.89) | 27.5 | (2.51) | 28.8 | (2.58) | $\ddagger$ | (t) | $\ddagger$ | () | 8.2 | (3.17) |

[^11]
## ${ }^{4}$ Data for years prior to 1993 are for persons with 4 or more years of college.

NOTE: Beginning in 2005, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. For 1960 and prior years, data were collected in April. For later years, data were collected in March. Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); data include military personnel who live in households with civilians, but exclude those who live in military barracks. Race categories exclude persons of Hispanic ethnicity except where otherwise noted. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Commerce, Census Bureau, U.S. Census of Population: 1960, Vol. I, Part 1; J.K. Folger and C.B. Nam, Education of the American Population (1960 Census Monograph); Current Population Reports, Series P-20, various years; and Current Population Survey (CPS), Annual Social and Economic Supplement, 1970 through 2016. (This table was prepared November 2016.)

| Sex, race/ethnicity, and age | Total |  | Elementary school (kindergarten8th grade) |  | High school |  |  |  |  |  | Postsecondary education |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 to 3 years | 4 years, no completion |  | Completion ${ }^{1}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's degree |  | Master's degree |  | First-professional or doctor's degree |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Total, 18 and over ..... | 244,807 | (112.5) | 9,879 | (174.0) | 14,828 | (197.6) | 3,946 | (100.8) | 70,882 | (468.9) | 46,750 | (376.7) | 23,400 | (268.7) | 47,718 | (385.6) | 20,187 | (249.0) | 7,216 | (161.5) |
| 18 and 19 years old ............. | 7,818 | (89.5) | 99 | (17.4) | 2,595 | (57.1) | 718 | (41.1) | 2,144 | (70.5) | 2,122 | (67.6) | 77 | (14.4) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old ............... | 21,973 | (24.7) | 288 | (31.8) | 1,089 | (50.5) | 411 | (34.8) | 6,736 | (125.9) | 8,626 | (140.8) | 1,666 | (71.7) | 2,880 | (86.8) | 225 | (27.9) | $\ddagger$ | ( $\dagger$ ) |
| 25 years old and over .......... | 215,015 | (51.3) | 9,492 | (166.7) | 11,144 | (187.8) | 2,817 | (91.4) | 62,002 | (435.0) | 36,003 | (320.2) | 21,657 | (250.5) | 44,778 | (367.6) | 19,958 | (248.6) | 7,164 | (160.5) |
| 25 to 29 years old ......... | 22,434 | (43.2) | 473 | (46.4) | 1,095 | (53.6) | 306 | (23.8) | 5,708 | (108.1) | 4,509 | (112.2) | 2,250 | (79.1) | 6,027 | 124.6) | 1,674 | (64.9) | 393 | (36.1) |
| 30 to 34 years old ............. | 21,329 | (33.4) | 595 | (38.5) | ,997 | (43.8) | 258 | 25.5) | 5,516 | (106.4) | 3,510 | (85.8) | 2,340 | (71.3) | 5,104 | (101.1) | 2,189 | (77.8) | 819 | 51.3 |
| 35 to 39 years old ............ | 20,387 | 37.1 | 802 | (39.6 | 1,022 | (49.6) | 272 | 25.0) | 5,134 | (87.8) | 3,275 | (80.5) | 2,116 | (60.4) | 4,738 | (97.6) | 2,314 | 68.6 | 714 | 40.6 |
| 40 to 49 years old ............ | 40,297 | (45.7) | 1,741 | 63.8 | 2,049 | (72.5 | 556 | 38.3 | 10,620 | (152.8) | 6,320 | (111.1) | 4,295 | (101.9) | 9,023 | (130.0) | 4,205 | (93.9) | 1,489 | 62.0 |
| 50 to 59 years old ........... | 43,722 | (77.9) | 1,790 | (65.8) | 2,165 | (72.3) | 551 | (40.9) | 13,439 | (190.6) | 7,192 | (123.3) | 4,896 | (104.7) | 8,558 | (139.1) | 3,798 | (101.1) | 1,332 | (52.7) |
| 60 to 64 years old $\qquad$ 65 years old and over | $\begin{aligned} & 19,300 \\ & 47,547 \end{aligned}$ | $\begin{array}{r} 68.1 \\ (6.8) \end{array}$ | $\begin{array}{r} 723 \\ 3,369 \end{array}$ | $\begin{gathered} (41.6 \\ (104.3) \end{gathered}$ | $\begin{array}{r} 874 \\ 2,942 \end{array}$ | $\begin{aligned} & 46.7 \\ & 87.3 \end{aligned}$ | $\begin{aligned} & 232 \\ & 642 \end{aligned}$ | $\binom{25.9}{40.8}$ | $\begin{array}{r} 5,778 \\ 15,807 \end{array}$ | $\binom{120.2)}{196.2}$ | $\begin{aligned} & 3,491 \\ & 7,706 \end{aligned}$ | $\begin{gathered} (84.2 \\ (15.9) \end{gathered}$ | 2,035 3,725 | $\begin{gathered} (75.1 \\ (106.9) \end{gathered}$ | 3,726 7,603 | $\begin{array}{r} (99.4 \\ (152.3) \end{array}$ | 1,751 4,026 | $\begin{array}{r} (64.9 \\ (119.7) \end{array}$ | 1,691 1,726 | (48.4 <br> 69.8 |
| Males, 18 and over . | 118,467 | (89.7) | 4,908 | (105.1) | 7,690 | (130.3) | 2,140 | (68.8) | 35,788 | (284.4) | 22,140 | (227.8) | 10,206 | (169.1) | 22,485 | (240.2) | 8,916 | (155.0) | 4,194 | (110.0) |
| 18 and 19 years old ............ | 4,006 | (65.2) | 59 | (12.3) | 1,433 | (49.4) | 393 | (28.0) | 1,139 | (50.2) | 939 | (40.3) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old ............... | 11,089 | (24.5) | 153 | (21.8) | 617 | (40.7) | 243 | (26.4) | 3,869 | (91.0) | 4,190 | (93.0) | 731 | (47.0) | 1,181 | (54.0) | 84 | (17.1) | $\ddagger$ | ( $\dagger$ ) |
| 25 years old and over ........... | 103,372 | (49.9) | 4,696 | (104.2) | 5,640 | (118.5) | 1,504 | (62.6) | 30,780 | (259.0) | 17,011 | (197.1) | 9,457 | (158.9) | 21,281 | (228.3) | 8,829 | (153.8) | 4,173 | (110.7) |
| 25 to 29 years old ............ | 11,287 | (43.5) | 270 | (30.6) | 587 | (37.8) | 174 | (19.9) | 3,253 | (80.1) | 2,286 | (80.7) | 1,024 | (57.2) | 2,876 | (87.2) | 656 | (43.3) | 160 | (22.0) |
| 30 to 34 years old ............ | 10,558 | (33.0) | 314 | (24.1) | 525 | (32.4) | 140 | 16.3) | 3,133 | (85.1) | 1,662 | 60.9 | 1,044 | (45.9) | 2,498 | (71.2) | 852 | (49.3) | 390 | (32.6) |
| 35 to 39 years old ............ | 10,056 | 36.8) | 468 | (30.9) | 534 | (36.6) | 136 | (19.0) | 2,885 | (69.0) | 1,599 | (54.6) | 963 | (43.8) | 2,080 | (62.8) | 998 | (46.6) | 394 | (32.4) |
| 40 to 49 years old ............ | 19,771 | (45.8) | 871 | (38.5) | 1,103 | (53.9) | 336 | 30.0 | 5,688 | (104.2) | 3,120 | (79.5) | 1,824 | 64.6) | 4,106 | 87.7) | 1,962 | (68.5) | 760 | (38.5) |
| 50 to 59 years old ........... | 21,338 | (60.7) | 898 | (43.7) | 1,222 | (53.3) | 297 | (27.7) | 6,940 | (111.9) | 3,340 | (80.6) | 2,094 | 68.1) | 4,066 | 92.6) | 1,698 | (58.4) | 784 | 43.0 |
| 60 to 64 years old ............ 65 years old and over ...... | 9,153 21,209 | (48.6) | 326 1,549 | (25.2) | 434 1,235 | $\begin{aligned} & 31.3 \\ & (51.8) \\ & \hline \end{aligned}$ | 125 295 | (20.2) | 2,693 6,189 | (110.6) | 1,708 3,298 | 63.5 <br> $(87.4)$ | 1909 1,599 | (48.1) | 1,787 3,868 | 62.9 <br> $(96.8)$ | 727 1,935 | (41.8) | 445 1,241 | $(36.3$ $(52.6)$ |
| Females, 18 and over .. | 126,339 | (68.7) | 4,971 | (105.2) | 7,137 | (118.4) | 1,806 | (59.2) | 35,094 | (290.8) | 24,611 | (242.8) | 13,194 | (194.4) | 25,234 | (240.4) | 11,271 | (170.8) | 3,021 | (96.7) |
| 18 and 19 years old ............. | 3,812 | (66.4) | $\ddagger$ | ( $\dagger$ ) | 1,162 | (42.1) | 325 | (26.9) | 1,006 | (48.0) | 1,183 | (53.1) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| 20 to 24 years old ............... | 10,884 | (7.4) | 135 | (19.5) | 472 | (32.9) | 168 | (21.0) | 2,866 | (80.7) | 4,436 | (93.1) | 936 | (47.9) | 1,699 | (61.6) | 141 | (23.3) | $\ddagger$ | ( $\dagger$ |
| 25 years old and over .......... | 111,643 | (11.4) | 4,796 | (101.6) | 5,504 | (110.7) | 1,313 | (52.5) | 31,221 | (266.2) | 18,992 | (211.4) | 12,200 | (184.8) | 23,497 | (230.1) | 11,129 | (173.1) | 2,991 | (94.7) |
| 25 to 29 years old ............ | 11,146 | (6.2) | 202 | (25.0) | 507 | (32.5) | 131 | (16.3) | 2,455 | (67.5) | 2,223 | (71.8) | 1,226 | (52.5) | 3,151 | (77.2) | 1,018 | (52.0) | 233 | (25.7) |
| 30 to 34 years old ............. | 10,771 | (4.9) | 281 | (24.4) | 472 | (32.0) | 118 | 19.1) | 2,383 | 62.9) | 1,848 | (59.9) | 1,296 | (58.3) | 2,606 | 66.4) | 1,338 | (57.7) | 430 | 33.7) |
| 35 to 39 years old .... | 10,331 | (6.1) | 334 | (22.9) | 489 | (31.3) | 136 | (16.5) | 2,249 | (57.5) | 1,677 | (59.1) | 1,153 | (44.6) | 2,658 | (64.9) | 1,316 | (45.5) | 320 | (24.9) |
| 40 to 49 years old ........... | 20,526 | (5.3) | 870 | 42.3) | 946 | (44.7) | 219 | (22.1) | 4,932 | (89.9) | 3,200 | (83.7) | 2,470 | (74.0) | 4,917 | 85.6) | 2,243 | 66.1) | 729 | 41.6 |
| 50 to 59 years old ........... | 22,384 | (44.1) | 892 | 39.1 | 944 | (41.5) | 254 | 24.6) | 6,500 | (119.1) | 3,852 | (90.1) | 2,802 | (73.9) | 4,492 | (90.5) | 2,100 | (72.4) | 548 | (33.7) |
| 60 to 64 years old ........... 65 years old and over ...... | $\begin{aligned} & 10,148 \\ & 26,337 \end{aligned}$ | (44.2) | $\begin{array}{r} 397 \\ 1,820 \end{array}$ | $\begin{aligned} & 28.2 \\ & (62.6) \end{aligned}$ | $\begin{array}{r} 439 \\ 1,707 \end{array}$ | $(31.6$ $(62.6)$ | 108 347 | 15.6 $(28.6)$ | $\begin{aligned} & 3,085 \\ & 9,618 \end{aligned}$ | $\begin{array}{r}(76.5) \\ (140.8) \\ \hline\end{array}$ | $\begin{aligned} & 1,783 \\ & 4,408 \end{aligned}$ | $\left.\begin{array}{c} (63.3 \\ (106.7) \end{array}\right)$ | 1,126 2,126 | (53.0) $(76.2)$ | 1,939 3,735 | $\left(\begin{array}{l}68.2 \\ (98.0)\end{array}\right.$ | $\begin{aligned} & 1,024 \\ & 2,091 \end{aligned}$ | (48.7) 82.4) | 246 485 | (26.5 $(38.3$ |
| White, 18 and over ....... | 157,591 | (130.6) | 2,398 | (93.3) | 7,116 | (143.7) | 1,657 | (77.7) | 44,840 | (393.9) | 30,072 | (294.0) | 16,628 | (215.0) | 34,812 | (318.4) | 14,714 | (216.6) | 5,353 | (137.8) |
| 18 and 19 years old ............. | 4,186 | (68.7) | 49 | (12.2) | 1,437 | (42.4) | 319 | (29.2) | 1,163 | (52.3) | 1,141 | (50.0) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old ............... | 11,991 | (41.0) | 66 | (15.9) | 468 | (40.2) | 131 | (21.8) | 3,406 | (89.0) | 4,747 | (107.2) | 1,027 | (54.0) | 1,983 | (71.0) | 128 | (21.6) | $\ddagger$ | ( $\dagger$ |
| 25 years old and over .... | 141,414 | (109.5) | 2,283 | (87.7) | 5,211 | (131.9) | 1,207 | (74.5) | 40,271 | (370.6) | 24,184 | (258.5) | 15,566 | (205.9) | 32,791 | (308.3) | 14,582 | (217.8) | 5,317 | (137.6) |
| 25 to 29 years old ..... | 12,574 | (44.2) | 90 | (21.6) | 413 | (31.7) | 99 | (15.2) | 2,801 | (80.2) | 2,343 | (77.8) | 1,434 | (67.9) | 4,074 | (103.1) | 1,049 | (56.3) | 270 | (31.6) |
| 30 to 34 years old ............ | 12,185 | (45.6) | 75 | (14.1) | 326 | (28.2) | 103 | (21.5) | 2,797 | (87.0) | 1,980 | 64.1) | 1,487 | (55.8) | 3,447 | (85.1) | 1,395 | (62.3) | 576 | (46.4) |
| 35 to 39 years old ............ | 11,654 | (43.3) | 117 | 17.1) | 363 | (30.9) | 73 | (14.4) | 2,713 | (69.1) | 1,866 | (59.8) | 1,366 | (49.4) | 3,183 | (78.5) | 1,492 | (57.3) | 480 | (33.7) |
| 40 to 49 years old ........... | 24,503 | (54.1) | 227 | 25.0) | 735 | (48.4) | 185 | (25.4) | 6,108 | (120.4) | 4,057 | (89.2) | 2,954 | 82.0) | 6,402 | (103.0) | 2,850 | (81.5) | 985 | (52.9) |
| 50 to 59 years old ............ | 29,834 | (57.0) | 322 | (33.2) | 1,033 | (54.1) | 233 | (30.3) | 9,087 | (166.7) | 5,049 | (100.3) | 3,627 | (91.1) | 6,542 | (127.6) | 2,947 | (87.7) | 994 | (43.9) |
| 60 to 64 years old .............. | 13,980 | (43.3) | 127 | (17.5) | 423 | (35.1) | 124 | (21.3) | 4,204 | (100.8) | 2,591 | (72.4) | 1,640 | (70.6) | 2,874 | (87.0) | 1,429 | (57.0) | 568 | (45.2) |
| 65 years old and over ....... | 36,682 | (47.7) | 1,324 | (66.1) | 1,918 | (73.5) | 391 | (37.8) | 12,561 | (189.7) | 6,298 | (145.1) | 3,058 | (99.0) | 6,268 | (142.0) | 3,420 | (115.0) | 1,444 | (63.9) |
| Black, 18 and over ....... | 28,983 | (79.6) | 811 | (48.2) | 2,369 | (73.1) | 730 | (43.3) | 9,863 | (146.5) | 6,618 | (134.3) | 2,566 | (81.8) | 3,906 | (95.1) | 1,696 | (63.9) | 424 | (33.3) |
| 18 and 19 years old ............. | 1,077 | (37.9) | $\ddagger$ | ( $\dagger$ | 388 | (26.7) | 117 | (16.7) | 304 | (27.6) | 236 | (20.8) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old ............... | 3,214 | (24.9) | $\ddagger$ | ( $\dagger$ | 203 | (22.1) | 103 | (17.2) | 1,210 | (51.3) | 1,253 | (48.1) | 182 | (29.3) | 200 | (23.3) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| 25 years old and over .......... | 24,691 | (66.2) | 753 | (44.8) | 1,778 | (63.6) | 510 | (34.0) | 8,348 | (127.9) | 5,128 | (123.6) | 2,381 | (75.4) | 3,692 | (91.3) | 1,675 | (63.7) | 424 | (33.3) |
| 25 to 29 years old ............ | 3,013 | 26.6) | $\ddagger$ | ( + | 170 | (22.3) | , |  | 960 | (42.9) | 831 | (44.6) | 269 | (29.4) | 530 | (35.8) | 136 | (20.9) | $\ddagger$ | ( |
| 30 to 34 years old ............ | 2,650 | 26.0) | $\ddagger$ |  | 135 | (20.4) | $\ddagger$ |  | 845 | (43.8) | 588 | (38.8) | 305 | (24.7) | 497 | (32.2) | 174 | (19.8) | $\ddagger$ | ( + |
| 35 to 39 years old ............ | 2,523 | (23.8) | $\ddagger$ | ( + | 130 | (16.9) | $\ddagger$ | (t) | 807 | (35.8) | 522 | 32.7) | 295 | (22.6) | 440 | (33.5) | 218 | (21.8) | $\ddagger$ | ( $\dagger$ |
| 40 to 49 years old..... | 4,931 | (27.2) | 81 | (17.0) | 300 | (26.0) | 89 | (13.9) | 1,615 | (53.7) | 998 | (44.4) | 540 | (32.3) | 772 | (39.2) | 420 | (29.6) | 116 | (15.9) |
| 50 to 59 years old .... | 5,222 | (54.6) | 115 | (16.8) | 379 | (27.1) | 129 | (14.9) | 1,917 | (49.4) | 1,053 | (44.1) | 470 | (30.7) | 757 | (41.6) | 322 | (25.9) | 80 | (13.4) |
| 60 to 64 years old ..... | 2,139 | (51.9) | 70 | (11.7) | 187 | (18.0) |  |  | 719 | (38.0) | 468 | (33.2) | 193 | (20.6) | 285 | (24.9) | 123 | (14.8) | 44 | (8.9) |
| 65 years old and over ....... | 4,214 | (18.7) | 389 | (26.8) | 477 | (27.9) | 116 | (14.0) | 1,486 | (49.0) | 667 | (37.3) | 309 | (23.1) | 411 | (29.7) | 281 | (24.2) | 77 | (12.5) |

Table 104.30. Number of persons age 18 and over, by highest level of educational attainment, sex, race/ethnicity, and age: 2016-Continued
[Numbers in thousands. Standard errors appear in parentheses]

| Sex, race/ethnicity, and age | Total |  | Elementary school (kindergarten8th grade) |  | High school |  |  |  |  |  | Postsecondary education |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 to 3 years | 4 years, no completion |  | Completion ${ }^{1}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's degree |  | Master's degree |  | First-professional or doctor's degree |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Hispanic, 18 and over .. | 38,549 | (41.3) | 5,893 | (134.1) | 4,415 | (100.6) | 1,244 | (54.5) | 12,015 | (154.0) | 6,670 | (118.1) | 2,740 | (87.5) | 3,845 | (98.7) | 1,284 | (58.2) | 443 | (36.5) |
| 18 and 19 years old ............. | 1,787 | (37.2) | $\ddagger$ | ( $\dagger$ | 535 | (27.7) | 227 | (19.5) | 515 | (29.3) | 448 | (28.3) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |  | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| 20 to 24 years old ............... | 4,744 | (12.1) | 169 | (21.6) | 348 | (26.3) | 143 | (17.5) | 1,713 | (51.6) | 1,728 | (52.7) | 326 | (25.4) | 279 | (24.4) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| 25 years old and over .......... | 32,019 | (13.5) | 5,694 | (129.5) | 3,531 | (93.1) | 875 | (45.8) | 9,787 | (130.7) | 4,493 | (105.7) | 2,383 | (81.1) | 3,566 | (97.5) | 1,260 | (57.8) | 430 | (35.8) |
| 25 to 29 years old ............ | 4,624 | (31.5) | 318 | (31.9) | 449 | (33.8) | 130 | (14.6) | 1,547 | (50.7) | 933 | (44.1) | 383 | (27.1) | 676 | (43.1) | 158 | (21.3) | $\ddagger$ | ( $\dagger$ ) |
| 30 to 34 years old ............ | 4,325 | (29.2) | 482 | 34.5 | 487 | 29.7) | 107 | 13.1) | 1,459 | (47.2) | 674 | (35.7) | 383 | 30.6 | 508 | (29.8) | 186 | (23.7) | 40 | (8.0) |
| 35 to 39 years old ........... | 4,249 | (35.4) | 644 | (35.2) | 485 | 33.6) | 133 | (15.5) | 1,314 | (44.8) | 626 | 38.5) | 321 | (22.9) | 469 | (29.7) | 200 | (21.4 | 57 | (12.7) |
| 40 to 49 years old ........... | 7,401 | (42.7) | 1,332 | (55.2) | 922 | 45.5) | 237 | (24.7) | 2,249 | (59.9) | 875 | (44.3) | 515 | (33.4) | 839 | 40.8) | 328 | 24.1) | 106 | $\left(\begin{array}{l}15.2) \\ 149\end{array}\right.$ |
| 50 to 59 years old 60 to 64 years old | 5,628 1,927 | (55.1) | 1,176 | 51.0 <br> 29.7 | 625 197 | 33.5 <br> 19.7 | 149 | (18.4) | 1,654 538 | 56.1 <br> 35.7 | 711 269 | 37.0 <br> $(22.9$ | 472 122 | 30.8 15.0 1 | 549 237 | (33.3) | 197 71 | $\left(\begin{array}{r}19.7 \\ 11.4 \\ \hline\end{array}\right.$ | $\stackrel{96}{\ddagger}$ | $\left(\begin{array}{r}14.9 \\ (\dagger)\end{array}\right.$ |
| 65 years old and over ....... | 3,863 | (4.6) | 1,307 | (51.3) | 367 | (27.4) | 86 | (13.4) | 1,025 | (39.8) | 407 | (25.7) | 187 | (19.0) | 288 | (24.2) | 120 | (14.6) | $7{ }_{6}^{\ddagger}$ | (14.3) |
| Asian, 18 and over ....... | 14,108 | (94.7) | 667 | (50.5) | 463 | (34.5) | 219 | (24.4) | 2,493 | (86.3) | 1,946 | (65.9) | 894 | (48.9) | 4,319 | (98.3) | 2,197 | (71.8) | 909 | (51.1) |
| 18 and 19 years old ............. | 388 | (24.6) | $\ddagger$ | ( $\dagger$ | 104 | (13.4) | $\ddagger$ | ( $\dagger$ ) | 59 | (9.6) | 186 | (17.8) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old ............... | 1,259 | (34.2) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | 149 | (19.7) | 582 | (36.9) | 97 | (17.9) | 339 | (30.1) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 25 years old and over .......... | 12,462 | (87.5) | 657 | (49.9) | 341 | (29.9) | 175 | (21.6) | 2,285 | (81.4) | 1,179 | (52.4) | 793 | (45.3) | 3,976 | (93.7) | 2,149 | (69.1) | 907 | (51.2) |
| 25 to 29 years old ........... | 1,512 | (38.6 | $\ddagger$ |  | $\ddagger$ | (t) | + |  | 177 | 20.3) | 206 | (22.9) | 88 | (15.2) | 617 | 34.6 | 304 | (27.4) | 72 | 15.9 |
| 30 to 34 years old .............. | 1,592 | (39.0) | $\ddagger$ | + | $\ddagger$ | + | $\pm$ | $t$ | 225 | 24.5 | 142 | (18.1) | 100 | 16.8) | 534 | (32.7) | 391 | (31.9) | 148 | 19.3 |
| 35 to 39 years old ........... | 1,478 | (34.6) | $\ddagger$ | ( ${ }^{\text {a }}$ | $\ddagger$ | $t$ | $\pm$ | t | 171 | (17.8) | 140 | (18.7) | 78 | (12.8) | 542 | (31.8) | 371 | (31.6) | 123 | (15.7) |
| 40 to 49 years old ........... | 2,630 | (51.7) | 91 | (16.8) | $\ddagger$ |  | $\pm$ | $t$ | 452 | (30.7) | 189 | (21.9) | 178 | (20.3) | 846 | (36.8) | 529 | (34.2) | 258 | 24.3) |
| 50 60 to 59 years old ........... | $\begin{array}{r} 2,247 \\ 899 \end{array}$ | $\binom{51.6}{(37.1}$ | $\begin{array}{r} 156 \\ 85 \end{array}$ | $\left(\begin{array}{c} 20.6 \\ 16.1 \\ \hline \end{array}\right.$ | 68 | (13.5) | $\pm$ | + | 510 203 | (35.1) | 214 89 | (21.9) | 217 | (22.1) | 608 | (34.3) | 290 | 26.8) | 149 | (17.1) |
| 60 to 64 years old ............ | $\begin{array}{r} 899 \\ 2,103 \end{array}$ | $\begin{aligned} & (37.1 \\ & (37.8) \end{aligned}$ | 892 | $\binom{16.1}{30.5}$ | $10{ }^{\ddagger}$ | (15.4) | $\ddagger$ | ( $\dagger$ ) | 203 546 | (32.4) | 89 199 | $\left(\begin{array}{l} 14.5 \\ (19.7) \end{array}\right.$ | 45 88 | (12.3) | 272 557 | ( 35.8$)$ | 170 | (14.9) (1).9 | $11{ }^{\ddagger}$ | (17.8) |

## Not applicable.

$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is
Includes completion of high school through equivalency programs, such as a GED program.

NOTE: Total includes other racial/ethnic groups not shown separately. Race categories exclude persons of Hispanic ethnicity Detail may not sum to totals because of rounding. Standard errors were computed using replicate weights.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2016. (This table was prepared March 2017.)
[Standard errors appear in parentheses]

| Year and race/ethnicity | 18 to 24 years old |  |  |  |  |  |  |  |  |  |  |  |  | Age 25 and over |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Less than high school completion |  | High school completion ${ }^{1}$ or higher |  |  |  |  |  |  |  |  |  |  | Less than high school completion |  | High school completion ${ }^{1}$ or higher |  |  |  |  |  |  |  |  |  |
|  |  |  | Total, high school or higher | High school only |  | At least some college |  |  |  |  |  |  |  |  |  | Total, high school or higher |  | High school only |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |
|  |  |  | Total, at least some college |  |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| $\begin{gathered} 2010 \\ \text { Total }^{2} \end{gathered}$ | 16.7 | (0.10) | 83.3 | 29.4 | (0.10) | 53.8 | (0.11) | 40.2 | (0.13) | 4.5 | (0.05) | 9.1 | (0.08) | 14.4 | (0.04) | 85.6 | (0.04) | 28.5 | (0.04) | 21.3 | (0.03) | 7.6 | (0.02) | 28.2 | (0.06) |
| White | 11.8 | (0.09) | 88.2 | 28.5 | (0.14) | 59.7 | (0.15) | 43.0 | (0.19) | 5.2 | (0.07) | 11.5 | (0.11) | 9.3 | (0.03) | 90.7 | (0.03) | 29.3 | (0.05) | 21.9 | (0.04) | 8.1 | (0.03) | 31.4 | (0.06) |
| Black | 22.1 | (0.25) | 77.9 | 31.7 | (0.35) | 46.2 | (0.35) | 38.6 | (0.34) | 3.1 | (0.12) | 4.5 | (0.14) | 17.8 | (0.10) | 82.2 | (0.10) | 31.8 | (0.12) | 24.9 | (0.13) | 7.5 | (0.07) | 17.9 | (0.10) |
| Hispanic | 28.5 | (0.33) | 71.5 | 32.1 | (0.25) | 39.4 | (0.29) | 32.0 | (0.26) | 3.5 | (0.10) | 3.8 | (0.11) | 37.7 | (0.17) | 62.3 | (0.17) | 26.4 | (0.10) | 17.3 | (0.10) | 5.5 | (0.06) | 13.1 | (0.11) |
| Cuban ... | 17.7 | (1.24) | 82.3 | 30.8 | (1.48 | 51.5 | (1.62) | 35.7 | (1.48) | 7.7 | (0.76) | 8.1 | (0.75) | 23.6 | (0.50) | 76.4 | (0.50) | 28.7 | 0.56 | 16.3 | 0.44) | 7.7 | 0.31) | 23.6 | (0.49) |
| Dominican ............................................ | 20.6 | (1.21) | 79.4 | 27.6 | (1.38) | 51.9 | (1.58) | 41.1 | (1.68) | 4.1 | (0.56) | 6.7 | (0.78) | 34.5 | (0.76) | 65.5 | (0.76) | 26.4 | (0.76) | 17.6 | (0.54) | 6.5 | (0.35 | 15.0 | 0.57) |
| Mexican <br> Puerto Rican | 30.5 <br> 23.8 | (0.30) | 69.5 76.2 | 33.3 32.9 | (0.31) | 36.2 43.3 | (0.33) | 30.3 34.2 | (0.36) | 3.0 | (0.12) | 2.8 5.1 | (0.11) | 43.4 | (0.19) | 74.5 | (0.19) | 26.2 29.8 | 0.15 0.36 | 16.4 20.7 | 0.13 <br> 0.31 | 4.6 | ${ }^{0.07}$ | 9.4 16.3 | (0.11) |
| Spaniard ..................................................... | 13.5 | (1.61) | 86.5 | 26.4 | (2.16) | 60.1 | (2.30 | 45.9 | (2.21) | 4.4 | (0.78) | 9.8 | (1.18) | 11.7 | (0.60) | 88.3 | (0.60) | 21.7 | (0.80) | 27.4 | (0.87) | 8.6 | 0.51 | 30.7 | (0.85) |
| Central American ${ }^{3}$ | 37.3 | (1.03) | 62.7 | 28.6 | (0.86) | 34.0 | (0.92) | 26.7 | (0.79 | 3.4 | (0.33) | 3.9 | (0.35) | 46.9 | (0.49) | 53.1 | (0.49) | 24.1 | (0.40) | 14.1 | (0.30) | 4.3 | (0.17) | 10.6 | (0.28) |
| Costa Rican ....................................... | 13.4 | (3.01) | 86.6 | 24.3 | (4.14) | 62.3 | (4.20) | 43.5 | (5.17) | 12.8 | (3.44) | 5.9 ! | 2.40 | 17.8 | (1.75) | 82.2 | (1.75) | 22.4 | (2.23) | 23.5 | 2.10) | 8.4 | (1.31) | 27.9 |  |
| Guatemalan ..................................... | 49.7 | (1.85) | 50.3 | 26.6 26 | (1.79) | 23.7 | (1.46) | 18.5 | (1.12) | 2.7 | (0.59) | 2.5 | (0.42 | 54.5 | (0.94) | 45.5 | (0.94) | 22.1 2.7 | (0.75 | 12.0 | 0.56) | 3.1 | (0.30) | 8.4 | (0.51) |
| Honduran | 43.8 19.5 | (2.41) | 56.2 80.5 | 25.7 32.2 | $\left(\begin{array}{l}1.99 \\ (3.11)\end{array}\right.$ | 30.5 48.4 | (2.18) | 24.2 32.3 | (1.90) | 1.9 | (0.57) | 4.3 5 | $(1.28)$ | 47.5 27.5 | (1.35) | 52.5 | (1.52) | 25.7 27.0 | (1.1.36) | 12.6 20.5 | (1.73) 1.03 | 4.4 | (0.38) | 9.8 17.3 | (0.64) |
| Panamanian ............................................ | 12.8 | (2.71) | 87.2 | 29.7 | 4.23) | 57.5 | (3.96) | 47.5 | (4.23) | 4.0 ! | (1.87) | 5.9 ! | (1.95) | 7.9 | (0.96) | 92.1 | (0.96) | 23.7 | (1.76) | 28.4 | (1.66) | 9.1 | (0.75) | 30.9 | (1.45) |
| Salvadoran | 33.9 | (1.48) | 66.1 | 30.6 | (1.23) | 35.5 | (1.42) | 28.9 | (1.41) | 2.5 | (0.43) | 4.1 | (0.56) | 53.1 | (0.68) | 46.9 | (0.68) | 24.1 | (0.66) | 12.1 | 0.48) | 3.3 | (0.26) | 7.3 | (0.30) |
| South American ..................................... | 15.1 | (0.92) | 84.9 | 26.8 | (1.25) | 58.1 | (1.30) | 44.6 | (1.12) | 5.1 | (0.49) | 8.4 | (0.66) | 16.6 | (0.41) | 83.4 | (0.41) | 25.4 | (0.40) | 20.0 | (0.38) | 7.8 | (0.24) | 30.2 | 0.46 |
| Chilean ............................................ | 10.7 ! | (3.37) | 89.3 | 18.5 | (4.92) | 70.8 | (5.44) | 56.2 | (5.73) |  |  |  |  |  |  | 90.2 |  | 25.7 | (1.75) | 19.1 | (1.58) | 10.6 | (1.36) | 34.7 | 1.93) |
| Colombian | 13.0 24.8 | $\left(\begin{array}{l}\text { (1.45) } \\ (3.00 \\ \hline\end{array}\right.$ | 87.0 | 27.2 25.4 | (2.07) | 59.8 49.8 | (2.839 | 45.6 38.2 | (2.28) | 4.9 | (1.04) | 8.2 | (1.48) | 14.8 30.3 | (0.61) | 85.7 | (0.61) | 27.3 26.3 | (0.74) | 18.2 19.3 | 0.65 <br> 0.80 | 5.1 | (0.44) | 31.6 <br> 18.4 | (0.82) |
| Peruvian ....... | 14.1 | (1.81) | 85.9 | 23.6 | (2.01) | 62.3 | (2.47) | 49.5 | (2.35) | 5.5 | (1.01) | 7.4 | (1.09) | 11.1 | (0.74) | 88.9 | (0.74) | 27.1 | (1.05) | 23.9 | (0.77) | 8.2 | 0.63 | 29.6 | (1.26) |
| Venezuelan | 9.1 | (2.13) | 90.9 | 27.8 | (3.95) | 63.1 | (3.90) | 44.0 | (4.13) | 5.8 | (1.43) | 13.4 | (2.82) | 6.8 | (0.87) | 93.2 | (0.87) | 14.1 | (1.17) | 18.0 | (1.19) | 11.5 | (0.94) | 49.6 | (1.60) |
| Other South American | 11.6 | (1.79) | 88.4 | 35.1 | (3.44) | 53.3 | (3.35) | 41.1 | (3.19) | 4.4 | (1.26) | 7.8 | (1.82) | 15.2 | (0.95) | 84.8 | (0.95) | 23.6 | (1.07) | 20.7 | (0.98) | 6.8 | (0.52) | 33.7 | (1.30) |
| Other Hispanic ................ | 21.8 | (1.16) | 78.2 | 32.2 | (1.61) | 46.0 | (1.43) | 36.7 | (1.29) | 4.4 | (0.62) | 4.9 | (0.66) | 22.9 | (0.69) | 77.1 | (0.69) | 29.2 | (0.66) | 23.5 | (0.66) | 7.4 | (0.30) | 17.1 | (0.54) |
| Asian. | 8.7 | (0.29) | 91.3 | 20.3 | (0.40) | 71.0 | (0.43) | 47.2 | (0.55) | 4.8 | (0.23) | 19.0 | (0.37) | 14.3 | (0.15) | 85.7 | (0.15) | 16.1 |  | 13.0 |  |  |  | 50.2 |  |
| Chinese ${ }^{4}$... | 6.5 | (0.58) | 93.5 | 17.7 | (0.88) | 75.7 | (1.04 | 46.7 | (1.14) | 3.6 | (0.35) | 25.4 | (0.93) | 18.4 | (0.33) | 81.6 | 0.35 | 15.5 | (0.29) | 8.7 | 0.25 | 5.4 | 0.17 | 52.0 | 0.38 |
| Filipino | 7.1 | (1.64 | 92.9 | 22.6 | 0.94 | 70.4 | 1.00 | 49.5 | 1.40 | 7.0 | 0.68 | 13.9 | 1.00 | 7.7 | 0.35 | 92.3 | 0.25 | 14.7 |  | 17.7 |  | 9.0 |  | 48.9 | 0.51 |
| Japanese ... | 6.8 | (0.80) | 95.6 | 19.3 18.8 | (2.30 | 75.8 | $\left(\begin{array}{l}\text { 2.70) } \\ 1.31\end{array}\right.$ | 55.9 55 | (3.25) | 7.7 2.8 | (1.46) | 12.3 16.3 | $(1.11)$ | 7.8 | (0.38 | 94.7 | ${ }^{0} 0.32$ | 19.8 | (0.61 | 17.5 | (0.60) | 10.6 6.1 | ${ }^{0} 0.29$ | 46.8 | (0.73 |
| South Asian ${ }^{\text {S }}$ | 10.5 | (0.72) | 89.5 | 21.7 | (0.95 | 67.8 | (1.08) | 39.6 | (1.33) | 4.9 | (0.48) | 23.4 | (1.07) | 12.0 | (0.28) | 88.0 | (0.28) | 11.8 | (0.32) | 8.4 | (0.24) | 4.6 | 0.17 | 63.2 | (0.44) |
| Asian Indian .. | 7.6 | (0.71) | 92.4 | 16.0 | (0.95) | 76.4 | (1.17) | 39.3 | (1.66) | 5.0 | (0.55) | 32.1 | (1.53) | 8.8 | (0.28) | 91.2 | (0.28) | 9.1 | (0.31 | 6.8 | (0.24) | 4.1 | (0.17) | 71.2 |  |
| Bangladeshi ... | 12.9 ! | (3.88) | 87.1 | 14.3 | (2.95) | 72.7 | (4.72) | 48.0 | (5.86) | 9.3 ! | (3.86) | 15.4 | (3.91) | 17.3 | (2.01) | 82.7 | (2.01) | 17.3 | (1.75) | 8.1 | (0.97) | 8.2 | (1.28) | 49.1 | (2.49) |
| Bhutanese ... | - |  | - | - | ( | - | (t) | - |  | - | t | - | ( | - | $t$ |  | ( + | - | + | - | ( |  | ( |  | ( |
| Nepalese <br> Pakistan $\qquad$ | 11.1 | (1.64) | 88.9 | 22.6 | (2.44) | 66.3 | (3.07) | 44.9 | (3.17) | 6.0 | (1.28) | 15.3 | (2.26) | 13.3 | (0.97 | 86.7 | 0.97 | 16.3 | (1.16) | 10.4 | (0.92) | 5.0 | (0.58) | 55.0 | (1.64) |
| Southeast Asian. | 12.3 | (0.77) | 87.7 | 21.0 | (0.87) | 66.7 | (0.98) | 49.8 | (1.13) | 5.2 | (0.57) | 11.6 | (0.69) | 25.8 | (0.48) | 74.2 | (0.48) | 21.4 | (0.42) | 15.8 | (0.38) | 6.8 | (0.20) | 30.2 | (0.55) |
| Burmese | 19 | (304) | 810 | 357 | (308 | 454 | (395) | 358 | ( ${ }^{\text {c }}$ | $32!$ | $(15$ | 6.4 | (210) | 334 | (190) | 66. | (10t) | 27. | $(160)$ | 16.4 |  | 6 | (079 | 161 |  |
| Hmong ..... | 16.2 | (2.92) | 83.8 | 40.5 | 3.71) | 43.3 | (3.72) | 36.4 | 3.33) | 3.9 | 1.16 | 3.0 | 0.93 | 33.4 | 2.10 | 66.6 | 2.10 | 23.9 | 2.10) | 20.7 | (1.87 | 7.5 | 1.16 | 14.5 |  |
| Laotian ............................................ | 14.6 | (3.34) | 85.4 | 28.6 | (3.94) | 56.8 | (5.02) | 46.4 | (5.00) | 5.7 ! | (1.88) | 4.7 ! | (1.90) | 30.9 | (1.72) | 69.1 | (1.72) | 29.0 | (1.83) | 20.2 | (1.72) | 6.3 | (0.87) | 13.5 | (1.32) |
| Thai | 14.1 ! | (4.51) | 85.9 | 17.3 | (3.95) | 68.7 | (5.18) | 44.4 | (5.88) | 5.3 ! | (2.16) | 19.0 | (4.34) | 15.8 | (1.42) | 84.2 | (1.42) | 19.1 | (1.45) | 12.7 | (1.24) | 8.3 | (1.01) | 44.1 | (1.86) |
| Vietnamese. | 9.1 | (0.88) | 90.9 | 20.6 | (1.18) | 70.4 | (1.38) | 53.4 | (1.54) | 5.1 | (0.78) | 11.9 | (0.89) | 29.7 | (0.62) | 70.3 | (0.62) | 22.1 | (0.57) | 15.9 | (0.43) | 6.8 | (0.27) | 25.6 | 0.65 |
| Other Southeast Asian ${ }^{6}$ | 19.1! | (177) | 90.9 | 24.1 | (6.18) | 66.8 | (7.00) | 49.1 | (7.15) | 5 |  | 17.0 | (4.64) | 7.9 | 1.83) | 92.1 | 1.63 | $17.5$ | (2.24) | $15.3$ | $\binom{(2.02}{82}$ | $8.0$ | $\left.\begin{array}{l} 1.32 \\ (0.49 \end{array}\right)$ | 51.3 |  |
| Other Asian .... | 18.4 | (1.77) | 81.6 | 20.3 | (1.54) | 61.4 | (2.05) | 44.5 | (2.19) | 5.9 | (1.10) | 11.0 | (1.33) | 18.9 | (0.83) | 81.1 | (0.83) | 17.8 | (0.95) |  | (0.82) |  | $(0.49)$ | 42.0 | (1.27) |
| Pacificic Islander | 11.0 | (1.49) | 89.0 | 40.1 | (2.39) | 48.9 | (2.63) | 39.4 | (2.91) | 4.1 | (1.01) | 5.5 | (1.22) | 12.0 | (0.78) | 88.0 |  | 36.4 | (1.48) | 28.1 |  | 8.5 |  | 15.0 |  |
| American Indian/Alaska Native .... | 25.8 | (0.99) | 74.2 | 35.9 | (1.04) | 38.4 | (1.14) | 33.1 | (1.15) | 2.6 | (0.43) | 2.7 | (0.41) | 19.5 | (0.41) | 80.5 | (0.41) | 31.5 | (0.52) | 26.6 | (0.48) | $8.2$ | 0.29 | 14.2 | 0.37 |
| Two or more races | 15.5 | 0.50 | 88.5 | 30.8 | (2.78 | 53.7 | 0.84) | 41.8 | (0.76) | 4.2 | (0.32 | 7.7 | (2.59) | 11.8 | (0.23) | 88.2 | (0.23) | 24.0 | 0.95 | 28.3 | 0.32 | 8.8 | 0.18 | 34.9 29.1 | (1.34) |
| White and Black | 19.0 | (1.17) | 81.0 | 34.0 | (1.35) | 47.0 | (1.54) | 37.4 | (1.53) | 3.8 | (0.58) | 5.7 | (0.8) | 9.1 | (0.68) | 90.9 | (0.68) | 23.6 | (0.89 | 30.3 | (1.18 | 9.1 | 0. | 27.9 | 1.0 |
| White and Asian | 10.3 | (0.84) | 89.7 | 23.1 | (1.39) | 66.6 | (1.53) | 47.5 | (1.66) | 5.2 | 0.62 | 13.9 | 0.9 | 7.6 | 0.4 | 92.4 | 0.46 | 16.9 | 0.67 | 21.9 | 0.6 | 8.7 | 0.46 | 44.9 | 0.83 |
| White and American Indian/Alaska Native | 19.2 | (1.3) | 80.8 | 33.5 | (1.51) | 47.3 | (1.49) | 38.8 | (1.62) | 3.7 | (0.65) | 4.9 | (0.67) | 14.9 | (0.44) | 85.1 | (0.44) | 28.7 | (0.60) | 27.5 | (0.50) | 9.0 | (0.29) | 19.9 | (0.43) |
| Other Two or more races ........................ | 13.9 | (1.10) | 86.1 | 32.9 | (1.44) | 53.2 | (1.64) | 43.1 | (1.64) | 3.9 | (0.55) | 6.2 | (0.68) | 12.3 | (0.43) | 87.7 | (0.43) | 23.8 | (0.61) | 26.2 | (0.51) | 8.6 | (0.38) | 29.2 | (0.64) |

[^12]Table 104.40. Percentage of persons 18 to 24 years old and age 25 and over, by educational attainment, race/ethnicity, and selected racial/ethnic subgroups: 2010 and 2015 -Continued [Standard errors appear in parentheses]

| Year and race/ethnicity | 18 to 24 years old |  |  |  |  |  |  |  |  |  |  |  |  |  | Age 25 and over |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Less than high school completion |  | High school completion ${ }^{1}$ or higher |  |  |  |  |  |  |  |  |  |  |  | Less than high school completion |  | High school completion ${ }^{1}$ or higher |  |  |  |  |  |  |  |  |  |
|  |  |  | Total, high school or higher |  | High schoolonly |  | At least some college |  |  |  |  |  |  |  |  |  | Total, high school or higher |  | High school only |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |
|  |  |  | Total, at least some college | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| $\begin{gathered} 2015 \\ \text { Total }^{2} \end{gathered}$ | 13.4 | (0.09) | 86.6 | (0.09) |  |  | 30.5 | (0.11) | 56.1 | (0.13) | 40.6 | (0.14) | 5.2 | (0.05) | 10.3 | (0.08) | 12.8 | (0.04) | 87.2 | (0.04) | 27.5 | (0.05) | 20.8 | (0.03) | 8.2 | (0.03) | 30.7 | (0.06) |
| White Black | 10.7 16.3 | (0.11) | 89.3 83.7 | $(0.11)$ $(0.30)$ | 29.5 33.5 | (0.16) | 59.9 50.2 | (0.16) | 41.4 40.9 | $\begin{aligned} & (0.19) \\ & (0.34) \end{aligned}$ | 5.8 3.7 | 0.07 0 0.13 | 12.6 5.7 | $\begin{aligned} & (0.12) \\ & (0.20) \end{aligned}$ | 75.7 15.1 | (0.03) | 92.3 84.9 | (0.03) | 27.9 31.5 | $\begin{aligned} & (0.05) \\ & (0.14) \end{aligned}$ | $\begin{aligned} & 21.3 \\ & 25.0 \end{aligned}$ | $\begin{aligned} & (0.04) \\ & (0.13) \end{aligned}$ | 8.8 8.2 | $\begin{aligned} & (0.03) \\ & (0.08) \end{aligned}$ | $\begin{aligned} & 34.2 \\ & 20.2 \end{aligned}$ | $(0.06)$ $(0.13)$ |
| Hispanic | 19.6 | (0.21) | 80.4 | (0.21) | 33.1 | (0.28) | 47.3 | (0.27) | 37.6 | (0.28) | 4.8 | (0.11) | 4.9 | (0.11) | 33.9 | (0.16) | 66.1 | (0.16) | 27.5 | (0.11) | 17.5 | (0.10) | 6.1 | (0.06) | 15.0 | (0.10) |
| Cuban ..... | 12.9 | (1.01) | 87.1 | (1.01) | 28.7 | (1.34) | 58.4 | (1.59 | 38.5 | (1.51) | 10.6 | (1.07 | 9.3 | 0.96 | 20.7 | (0.42) | 79.3 | (0.42) | 28.8 | 0.67 | 15.7 | 0.40) | 8.2 | (0.31) | 26.6 | 0.60 |
| Dominican | 17.7 | 1.27 | 82.3 | 1.20 | 28.7 347 | (1.30 | 53.6 | (1.52 | 41.1 | (1.40 | 5.3 | 0.57 | ${ }_{3} 7$ | (0.85) | 31.8 | 0.74 | 68.2 | 0.74 | 26.0 | (0.75) | 17.7 | (0.47) | 7.5 | (0.39 | 17.0 | 0.53 |
| Puerto Rican | 18.4 | 0.73 | 81.6 | (0.73) | 33.7 | (1.02 | 47.9 | 0.95 | 37.2 | (0.95) | 5.1 | 0.43 | 5.6 | (0.37) | 21.4 | (0.37) | 78.6 | (0.37) | 29.1 | (0.43) | 21.7 | 0.32 | 9.1 | (0.22 | 18.8 | 0.34) |
| Spaniard .... | 11.4 | (1.45) | 88.6 | (1.45) | 26.1 | (1.99) | 62.5 | (2.29 | 43.8 | (2.51) | 6.1 | (1.12) | 12.6 | (1.71) | 10.5 | (0.56) | 89.5 | (0.56) | 20.9 | (0.69) | 23.6 | (0.78) | 9.1 | (0.56) | 36.0 | (0.72) |
| Central American ${ }^{3}$ | 27.0 | (0.84) | 73.0 | (0.84) | 30.5 | (0.86) | 42.5 | (0.96 | 32.9 | (0.94) | 3.8 | (0.37 | 5.8 | (0.44) | 43.8 | (0.44) | 56.2 | (0.44) | 25.1 | (0.37) | 14.4 | (0.29) | 4.7 | (0.20) | 12.0 | 0.27 |
| Costa Rican |  | 2.95 | 92.7 | (2.99) | 30.3 | 5.58 | 62.3 | 5.96 | 38.2 | (5.0) |  | 2.46 | 19.0 ! | (0.42 | 15.2 | 1.63 | 84.8 | 1.63 | 26.0 | 1.94 | 20.5 | (1.75) | 9.1 | 1.11) | 29.1 | 1.90 |
| Guatemalan | 34.5 | 1.03 | 68.4 | 1.93 | 333 | 1.6 | 35.1 | (1.94 | 262 | (20) | 4.4 | 0.94 | 46 | d. | 476 | (18 | 57.8 | (18 | 2.5 | 0.95 | 13. | 0.67 | 40 | (0) | 109 | 0.49 |
| Nicaraguan | 15.6 | 2.73 | 84.4 | (2.73) | 25.3 | 2.79 | 59.1 | (3.23) | 37.2 | (2.81) | 9.5 | (1.90) | 12.4 | (2.30) | 21.5 | (1.26) | 78.5 | (1.26) | 30.2 | (1.26) | 19.8 | (1.16) | 9.3 | 0.88 | 19.2 | (1.12) |
| Panamanian | 6.4 ! | (2.20 | 93.6 | (2.20 | 36.0 | (4.72) | 57.6 | (4.80) | 41.1 | (5.09) | 7.9 ! | (2.39) | 8.6 | (2.18) | 10.5 | (1.11) | 89.5 | (1.11) | 25.0 | (1.43) | 24.1 | (1.42) | 8.4 | (1.07) | 31.9 | (1.94) |
| Salvadoran | 25.4 | (1.23) | 74.6 | 1.23) | 31.3 | (1.34) | 43.3 | (1.25 | 35.2 | (1.24 | 3.3 | 0.45 | 4.8 | (0.58) | 47.7 | (0.63) | 52.3 | 0.63 | 25.2 | (0.59) | 13.8 | (0.42) | 3.8 | 0.23 | 9.5 | 0.34 |
|  | 3.7 ! | 1.53 | 96.3 | 1.53 | 30.6 | (5.94) | 65.7 | (5.79 | 43.5 | 6.29 | 11.7 ! | (4.00 | 10.5 ! | 3.17 | 7.6 | 1.09 | 92.4 | 1.09 | 26.9 | 1.98 | 19.1 | 1.49 | 7.5 | 0.89 | 38.9 | 2.09 |
| Colombian | 9.9 | (0.92) | 90.1 | (0.92) | 26.9 | (1.99) | 63.2 | (2.07) | 46.1 | (2.23) | 6.1 | (1.06) | 11.0 | (1.17) | 13.8 | (0.66) | 86.2 | (0.66) | 25.4 | (0.79) | 18.0 | (0.58) | 9.1 | 0.49 | 33.7 | 0.82 |
| Ecuadorian | 16.1 | (1.73) | 83.9 | (1.73) | 24.6 | (2.41) | 59.3 | (2.59 | 39.4 | (2.30) | 9.6 | (1.49) | 10.2 | (1.40) | 25.5 | (1.21) | 74.5 | 1.21) | 27.6 | (1.01) | 19.1 | (0.98) | 7.1 | (0.60) | 20.7 | (0.96 |
| Peruvian | 7.1 | (1.22) | 92.9 | 1.22 | 25.7 | 2.31) | 67.2 | 2.53 | 48.0 | 2.63 | 8. | (1.26 | 10.9 | 1.76 | 9.8 | (0.77) | 90.2 | (0.77) | 27.2 | 0.97 | 22.1 | 0.81 | 7.9 | 0.52 | 32.9 | 1.1 |
| Venezuelan | 10.6 | (2.24 | 89.4 | (2.24) | 21.0 | 3.33 | 68.4 | (3.29 | 43.3 | (3.16 | 8.5 | (1.65) | 16.6 | (2.71 | 6.0 | 0.85 | 94.0 | 0.85 | 15.1 | 1.03 | 15.4 | 1.08 | 10.7 | 0.91 | 52.8 | 1.46 |
| Other Hispanic ............. | 15.8 | (0.86) | 84.2 | (0.86) | 30.9 | (1.25) | 53.4 | (1.23) | 42.1 | (1.37) | 6.0 | (0.66) | 5.2 | (0.59) | 23.6 | (0.58) | 86.4 | (0.58) | 29.0 | (0.57) | 22.7 | (0.53) | 6.9 | (0.29) | 17.8 | (0.49) |
| Asian. | 7.6 | (0.26) | 92.4 | (0.26) | 20.8 | (0.42) | 71.6 | (0.45) | 44.8 | (0.51) | 4.6 | (0.19) | 22.2 | (0.46) | 13.4 | (0.15) | 86.6 |  | 15.5 |  | 12.1 |  |  |  | 52.6 | (0.25) |
| Chinese ${ }^{4}$ | 5.3 | (0.40) | 94.7 | (0.40) | 18.2 | (0.73) | 76.5 | (0.70) | 45.1 | (1.08) | 2.6 | (0.31) | 28.7 | (1.00) | 17.3 | (0.32) | 82.7 | (0.32) | 14.2 | (0.32) | 8.4 | (0.20) | 5.5 | (0.16 | 54.5 | (0.35) |
| Filipino ... | 7.1 | (0.62 | 92.9 | 0.62 | 23.7 | 1.023 | 69.3 | 1.08 | 48.9 | 1.19 | 7.5 | 0.80 | 12.9 | (1.89 | 7.1 | 0.25 | 92.9 | 0.25 | 15.5 | 0.33 | 19.8 | 0.36 |  | 0.57 |  | 0.46 |
| Korean .... | 7.5 | (0.86) | 92.5 | (0.86) | 19.1 | (1.26 | 73.4 | (1.48 | 49.8 | (2.00 | 3.6 | 0.62 | 20.0 | 1.59 | 7.6 | 0.38 | 92.4 | 0.38 | 18.1 | (0.48) | 13.4 | 0.42 | 6.6 | 0.31 | 54.3 | 0.65 |
| South Asian ${ }^{\text {b }}$ | 6.8 | (0.53) | 93.2 | (0.53) | 18.2 | (0.85) | 75.0 | (0.92) | 40.6 | (1.13 | 4.7 | (0.45) | 29.7 | (0.98) | 9.2 | (0.26) | 90.8 | (0.26) | 10.5 | (0.34) | 6.9 | (0.24) | 3.9 | (0.13) | 69.5 | (0.51) |
| Asian Indian | 5.3 | (0.52) | 94.7 | (0.52) | 16.1 | (0.89) | 78.7 | (0.95) | 39.6 | (1.23 | 4.6 | (0.54) | 34.5 | (1.25) | 7.7 | (0.28) | 92.3 | (0.28) | 9.0 | (0.32) | 6.1 | (0.23) | 3.3 | (0.15) | 73.9 | (0.54) |
| Bangladeshi |  |  | 90.9 | (3.09) | 24.7 | (4.29) | 66.2 | (4.82) | 47.8 |  | 3.4 ! | (1.5 | 14.9 |  | 15.1 | 1.45 | 84.9 | 1.45 | 19.3 | 1.97 |  | (1.41 | 6.4 | (1.21) |  |  |
| Bnutanese | 20.9 | (12.02) | 68.8 | (12.02) | 36.4 30.0 | (12.48) | 32.4 | (15.35) | $35 .{ }^{\ddagger}$ | $(4.80$ |  | 5 | 11.7 | (3.02) | 56.9 | (2.72) | 73.1 | (2.92) | 17.9 | (6.15 | 7.9 ! | 1.18 | 4.5 | 0.91 | 43.0 ! | (2.65 |
| Pakistani | 8.9 | (1.51) | 91.1 | (1.51) | 24.3 | (2.31) | 66.8 | (2.66 | 43.1 | (2.80) | 7.0 | (1.47) | 16.7 | (1.76) | 12.9 | (0.97) | 87.1 | (2.97 | 16.8 | (1.11) | 11.1 | 0.85 | 7.0 | (0.82) | 52.3 | 1.65 |
| Southeast Asian | 12.4 | (0.71) | 87.6 | (0.71) | 25.2 | (1.00) | 62.4 | (1.05) | 43.7 | (1.16) | 5.5 | (0.64) | 13.1 | (0.81) | 26.7 | (0.49) | 73.3 | (0.49) | 23.2 | (0.50) | 15.1 | (0.42 | 7.5 | (0.24) | 27.5 | 0.45 |
| Burm | 43.5 | 5.40 | 56.5 | 5.40 | 23.7 | 3.96 | 32.8 | 5.30 | 29.8 | (5.26 | 表1 | (1) | $7{ }^{\ddagger}$ |  | 47.8 | (3.32 | 52.1 | 3.32 | 19.9 |  | 8.1 | 1.26 | 2.8 | (0.8) | . 4 |  |
| Hmong | 12.5 | 2.10 | 87.5 | 2.10 | 32.3 | (3.27 | 55.1 | (3.31) | 43.8 | (3.24 | 4.5 | (1.13 | 6.9 | 1.63 | 30.4 | (1.86) | 69.6 | 1.86 | 22.7 | (1.68 | 19.7 | 1.66 | 9.6 | 1.03 | 17.6 | 1.46 |
| Laotian ...... | 14.8 | (3.98) | 85.2 | (3.98) | 31.7 | (4.13) | 53.5 | (4.86) | 38.0 | (4.01) | 8.5 ! | (2.73) | 7.0 | (1.88) | 27.6 | (1.77) | 72.4 | (1.77) | 32.1 | (2.09 | 16.1 | (1.25 | 8.3 | (1.02) | 15.9 | 1.40 |
| Thai | 9.9 ! | (3.00) | 90.1 | (3.00) | 28.0 | (4.45) | 62.1 | (4.54) | 41.7 | (4.71) |  |  | 19.4 | (4.64 | 17.2 | (1.41) | 82.8 | $1.41)$ | 15.3 | 1.16 | 14.5 | 1. | 7.7 | 0.80 | 45.2 | (1.72) |
| Vietnamese | 9.0 | (0.72) | 91.0 | (0.72) | 22.5 | (1.09) | 68.5 | (1.29) | 46.1 | (1.56 |  | (1.00) | 16.3 | (1.10) | 26.3 | (0.57) | 73.7 | (0.57) | 22.8 | (0.56) | 14.9 | (0.52) | 7.6 | (0.31) | 28.3 | (0.61) |
| Other Southeast Asian ${ }^{6}$ | \% | (120) | 98.8 | (0.88) | 13.6 | (3.39) | 85.2 | (3.70) | 63.3 | (5.93) | 4.9 ! | (2.38) | 17.0 | (4.45) | 7.2 14 | (1.35) | 92.8 | (1.35) | 17.0 | (1.94) | 14.9 | (1.79) | 9.4 | 1.30 | 51.6 | (2.96) |
| Pacific Islander | 113 | (220) | 887 | (20) | 375 | (259 | 51 | (286) | 413 | (256) | 51 | (130) | 47 | (106) | 109 | (079) | 891 | (079) | 35. | (129) | 279 | (1.19) | 90 | (0) | 16.3 | (085) |
| American India/A/laska Native . | 25.9 | (1.08) | 74.1 | (1.08) | 35.6 | (1.28) | 38.5 | (1.30) | 28.7 | (1.12) | 4.9 | 0.68 | 4.9 | (0.65) | 17.5 | (0.43) | 82.5 | (0.43) | 33.4 | (0.54) | 25.8 | 0.48 | 8.8 | (0.32) | 14.6 | (0.38) |
| Some other race | 13.4 | (1.52) | 86.6 | (1.52) | 28.2 | (1.89) | 58.5 | (2.25) | 42.1 | (2.06 | 4.0 | (0.73) | 12.3 | (1.44) | 16.8 | (1.04) | 83.2 | (1.04) | 23.0 | (1.11) | 18.6 | (0.96) | 7.4 | (0.49 | 34.2 | (1.31) |
| Two or more races .... | 12.7 | (0.40) | 87.3 | (0.40 | 30.8 | (0.64) | 56.5 | (0.66) | 42.5 | (0.72) | 4.8 | (0.33) | 9.2 | (0.38) | 8.9 | (0.21) | 91.1 | 0.21 | 21.6 | (0.28) | 26.6 | (0.33) | 9.8 | 0.20 | 33.2 | 0.33) |
| White and Blac | 14.7 | (0.76) | 85.3 | (0.76) | 34.6 | (1.12) | 50.7 | (1.25) | 39.9 | (1.22 | 4.2 | 0.57 | 6.6 | (0.72) | 8.1 | (0.60) | 91.9 | 0.60 | 21.7 | (0.87) | 29.2 | 0.95 | 10.8 | (0.58) | 30.2 | 10, |
| White and American Indian/ivilaska | 15.5 | 1.09 | 84. | (109 | 358 | (153 | 48.5 | (1.62 | 37.1 | (154) | 48 | 0.73 | 65 | (884 | 11.4 | (038 | 84.8 | (0.38 | 26.3 | (0.5) | 21.6 | 0. 60 | 9.7 | 0.43 | 238 | 0.60 |
| Other Two or more races ....... | 12.0 | (0.86) | 88.0 | (0.86) | 28.0 | (1.38) | 60.0 | (1.40) | 44.3 | (1.3) | 5.8 | (0.66) | 9.8 | (0.87) | 9.4 | (0.38) | 90.6 | (0.38) | 21.7 | (0.51) | 26.3 | (0.67) | 10.3 | (0.43) | 32.2 | (0.67) |

## -Not available.

!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there were too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
1High school completers include diploma recipients and those completing high school through alternative credentials, such as a GED. 2Total includes other racial/ethnic groups not shown separately.
ncludes other Central American subgroups not shown separately.
Includes Taiwanese.

In addition to the subgroups shown, also includes Sri Lankan.
COTsists of indonesian and Malaysian.
NOTE: Data are based on sample surveys of the entire population in the given age range residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. prepared April 2017.)


## $\dagger$ Not applicable

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Reporting standards not met (too few cases for a reliable estimate).
NOTE: Data are based on sample surveys of the entire population age 25 and over residing within the United States, including States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). The first bache-
lor's degree major reported by respondents was used to classity their field of study, even though they were able to report a second bachelor's degree major and may possess advanced degrees in other fields. Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2015. (This table was pren pared December 2016.)

Table 104.50. Persons age 25 and over who hold a bachelor's or higher degree, by sex, race/ethnicity, age group, and field of bachelor's degree: 2015
[Standard errors appear in parentheses]

Table 104.60. Number of persons 25 to 34 years old and percentage with a bachelor's or higher degree, by undergraduate field of study, sex, race/ethnicity, and U.S. nativity and citizenship status: 2015

| Sex, race/ethnicity, and U.S. nativity and citizenship status | popuation <br> population ages 25 to 34 (in thousands) | Percent of population with bachelor's or higher degree |  | rcentage distribution of bachelor's degree hot |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Bach |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | achelor's degree in a non-STEM fie |  |  |  |  |  |  |  |
|  |  |  |  | Total, all fields |  | EM total |  | Agriculture/ natural resources |  | chitecture |  | Computer and information sciences |  | Engineering/ engineering technologies |  | Biology/ biomedical sciences |  | Mathematics/statistics |  | Physical/ social sciences |  | Health studies |  | on-STEM <br> total |  | usiness |  | ducation |  | All otherfields of study |  |
| 1 |  |  | 3 |  | 4 |  |  |  |  |  |  |  |  |  |  |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  |  |  |  |
| Total | 43,824 (32.2) | 34.2 | (0.12) | 100.0 | (t) | 41.6 | (0.14) | 1.6 | 0.04) | 0.7 | (0.03) | 4.2 | (0.08) | 8.2 | (0.09) | 6.0 | (0.07) | 1.2 | (0.04) | 12.6 | (0.11) | 7.2 | (0.08) | 58.4 | 0.14) | 19.6 | (0.14) | 7.8 | (0.09) | 31.0 | (0.16) |
|  | $\begin{array}{ll} 22,082 & (22.5) \\ 1,742 & (20.6) \end{array}$ | $\begin{aligned} & 30.4 \\ & 38.1 \end{aligned}$ |  | $\begin{array}{ll} 100.0 & (t) \\ 100.0 & (t) \end{array}$ |  |  |  |  |  |  | $0.04$ |  |  |  |  |  |  | $\begin{aligned} & 1.5 \\ & 0.9 \end{aligned}$ | $(0.05)$ | $\begin{array}{ll} 10.7 & (0.16 \\ 14.1 & (0.17) \end{array}$ |  | $\begin{array}{rr} 2.8 & (0.08) \\ 10.8 & (0.14) \end{array}$ |  | $\begin{aligned} & 55.6 \\ & 60.7 \end{aligned}$ | $\begin{aligned} & (0.25) \\ & (0.23) \end{aligned}$ | $\begin{array}{ll}22.9 & (0.24) \\ 17.0 & (0.18)\end{array}$ |  | 3.6 11.2 | (0.09) | $\begin{array}{ll}29.1 \\ 32.5 & (0.22) \\ (0.24)\end{array}$ |  |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\left.\begin{array}{cc} 24,81 & (14.0 \\ 5,745 & (201 \\ 8,81 & (21.1 \\ 2,922 & (15.2 \\ 80 & (3.6) \end{array}\right)$ | 40.3 $(0.15)$ <br> 21.0 $(0.28$ <br> 16.1  <br> 64.7 $(0.18$ <br> 0.42  |  |  |  | 100.0100.0100.0100.0100.0 | () | 38.4 $(0.20$ <br> 37.9 $(0.68$ <br> 38.7 $(0.52$ <br> 62.6 $(0.47)$ <br>  4.0 |  | $\begin{array}{cc} 0.7 & (0.11 \\ 1.1 & (0.13 \\ 0.8 & (0.09 \\ \ddagger & (t) \end{array}$ |  | $\left.\begin{array}{ll} 0.7 & (0.03) \\ 0.5 & (0.09 \\ 0.9 & (0.11) \\ 0.7 & (0.09 \end{array}\right)$ |  | 3.1 $(0.07)$ <br> 4.0 $(.27)$ <br> 3.3 $(0.23$ <br> 10.8 $(0.29)$ <br>   |  | 6.5 $(0.09$ <br> 4.5 $(0.28$ <br> 7.6 $(0.28$ <br> 19.8 $(0.36$ <br> $10.1!$ $(3.50)$ |  | 5.6 $(0.09)$ <br> 5.4 0.36 <br> 4.9 $(0.23$ <br> 8.8 $(0.33$ <br> $7.7!$ $(2.65)$ <br>   |  | $\begin{aligned} & 0.9 \\ & 1.0 \\ & 2.0 \end{aligned}$ | $\begin{aligned} & (0.04) \\ & (.04 \\ & (0.12) \\ & (0.15) \end{aligned}$ |  | $\begin{aligned} & (0.13) \\ & 0.38 \\ & 0.33 \\ & 0.33 \\ & 0.36 \end{aligned}$ | $\begin{array}{ll} 7.1 & 0.0 \\ 8.9 & 0 \\ 6.3 & 0 \\ 7.9 & 0 . \\ 6.4! & (2 . \end{array}$ | $\begin{aligned} & .09 \\ & .25 \\ & .26 \\ & .18 \\ & \hline \end{aligned}$ | 61.6 $(0.20$ <br> 62.1  <br> 61.3 $(0.58$ <br> 37.4 $(0.47)$ <br> 51.0 $(5.91)$ |  | 19.4 $(0.16)$ <br> 23.5 $(0.55$ <br> 21.1 $(0.48$ <br> 18.0 $(0.35$ <br> 13.3 $(3.69)$ |  | 9.1 $(0.11)$ <br> 6.4 $(0.29$ <br> 7.1 $(0.28$ <br> 2.3 $(0.13$ <br> $5.6!$ $(2.30)$ |  | 33.0 $(0.20)$ <br> 3.2 0.62 <br> 33.0 $(0.54$ <br> 17.2 $(0.39$ <br> 32.1 $(5.77)$ |  |
| Black. |  |  |  | (t) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Paciific Islander |  | 16.6 | (1.98) | (t) | 49.0 |  | (5.91) | $\pm$ | (t) |  |  |  | (2.35) |  | ( + |  |  | 16.6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alaska Native ${ }^{\text {e }}$ | 297 $(5.8)$ <br> 251 $(5.2)$ <br> 16 1.2 <br> 113 $(5.6$ <br> 995 $(14.8)$ | 14.5 $(0.89)$ <br> 14.0 $(0.88$ <br> $8.9!$  <br> 39.7  <br> 36.6 $(2.29$ <br> $3.70)$  |  | $\begin{aligned} & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \end{aligned}$ |  | 36.1 $(2.49)$ <br> 34.9 $(2.69$ <br> 51.5 $(3.09$ <br> 43.5 $(0.97)$ |  | $\begin{array}{cc} 2.3! \\ 2.6! \\ \vdots & (0.83 \\ \ddagger & (0.98 \\ 1.2 & (0.22) \\ 1.2 \end{array}$ |  |  |  | $\begin{array}{cc} 1.8! & (0.69) \\ 2.2! \\ \vdots \\ (0.82 \\ 6.2 & (1.65) \\ 4.4 & (0.47) \end{array}$ |  | 5.3 $(1.25)$ <br> 4.6 $(1.30$ <br> $\ddagger$  <br> $\ddagger$  <br> 15.3 $(3.4)$ <br> 7.9 $(0.58)$ <br>   |  | $\begin{array}{ll} 5.4 & (1.18) \\ 5.4 & (1.36) \\ 7 \ddagger & (+) \\ 7.5 & (2.25) \\ 6.0 & (0.49) \end{array}$ |  |  |  |  |  | 15.7 $(2.25)$ <br> 15.3 $(2.47$ <br> 15 $\ddagger$ <br> 15.7 $(2.30$ <br> 16.4 $(0.75)$ <br>   |  | 5.2 $(1.29)$ <br> 4.3 $(1.04)$ <br> $\ddagger$  <br> 5 $(+)$ <br> 5.8 $(0.47)$ |  | $\begin{aligned} & 63.9 \\ & 65.1 \\ & 48 . \\ & 48 \\ & 56.5 \end{aligned}$ | $\begin{gathered} (2.49) \\ (2.69) \\ (3.09) \\ (0.97) \end{gathered}$ | 14.7 $(1.96)$ <br> 14.3 $(2.15)$ <br> $\ddagger$ + <br> 21.3 $(2.9)$ <br> 15.6 $(0.70)$ |  | 12.4 $(1.96)$ <br> 13.7 $(2.22)$ <br> $\ddagger$  <br> $2.5!$ $\left(\begin{array}{l}7 \\ 5.5 \\ 5.5 \\ \hline\end{array}(0.51)\right.$ |  |  |  |
| American Indian |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Race/ethnicity by sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black. |  |  |  |  |  |  |  |  |  |  |  | 7.0 | (0.64) |  |  |  |  |  | (0.29) | 10.7 | (0.65) | 3.4 | (0.38) |  |  |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  | 6.1 | (0.43) |  |  |  |  |  | (0.20) | 11.0 | (0.46) | 2.5 | (0.22) |  |  |  |  |  |  |  |  |  |  |
| Asian ... |  |  |  |  |  |  |  |  |  |  |  | 14.5 | (0.54) |  |  |  |  |  | (0.22) | 10.2 | (0.40) | 4.0 | (0.25) |  |  |  |  |  |  |  |  |  |  |
| Paciitic Islan |  |  |  |  |  |  |  |  |  |  |  |  | (t) |  |  |  |  |  | ( |  | (t) | $\ddagger$ | (t) |  |  |  |  |  |  |  |  |  |  |
| Alaska Native ${ }^{1}$... | 145 $(4.4)$ <br> 122 $(4.0)$ <br> 7 $(0.7)$ <br> 58 $(4.0)$ <br> 491 $(10.3)$ | $\begin{array}{ll} 11.5 & (1.08) \\ 11.3 & (1.12 \\ \vdots & (+) \\ 38.0 & (3.18 \\ 31.6 & (0.91) \end{array}$ |  | $\left\|\begin{array}{ll} 100.0 & (t) \\ 100.0 & (t) \\ 100.0 & + \\ 100.0 & (t) \\ 100.0 & (\dagger) \end{array}\right\|$ |  | $\left.\begin{array}{cc}34.4 & (4.76) \\ 34.9 & (5.24 \\ 7 \\ 7 & (+) \\ 49.4 & (4.02 \\ 4.1 .43\end{array}\right)$ |  | $\begin{array}{rr} \ddagger & (t) \\ \neq & (+) \\ \neq 7 & (t) \\ 1.4 & (0.37) \end{array}$ |  |  |  | $\begin{gathered} 3.7!\left(\begin{array}{c} 1.75) \\ 4.4!(2.10) \\ (4) \\ 10.8! \\ 8.4 \end{array}\binom{(3.36}{(0.91)}\right. \end{gathered}$ |  | $\begin{array}{ll} 11.6 & (3.06) \\ 10.5! & (3.40 \\ 2 \ddagger \\ 24.3 & (5.09 \\ 14.0 & (1.11) \end{array}$ |  | $\begin{aligned} & 5.6! \\ & 5.5!(1.78) \\ & \text { (1.83) } \\ & 8.4 \\ & 8.1 \end{aligned}$ |  |  |  | $\begin{array}{c\|c} 8.4! & (2.54) \\ 8.3! \\ 1.7 .80 \\ 10.7 & (2.64) \\ 14.2 & (1.05) \end{array}$ |  |  |  | 65.6 $(4.76$ <br> 65.1 $(5.24$ <br> 42.  <br> 42.6 $(4.02$ <br> 50.1 $(1.43)$ |  | 16.6 $(3.38)$ <br> 17.2 $(3.94$ <br> 1.7  <br> 21.3 $(.79$ <br> 16.6 $(0.93)$ |  | $\begin{array}{cc} 8.7 \\ 8.8! \\ \hline & (2.45) \\ \ddagger & (2.78) \\ 1.9 & (0.41) \\ 1.9 \end{array}$ |  | $\begin{array}{ll} 40.4 & (5.04) \\ 39.0 & (5.40 \\ \hline & (9) \\ 21.0 & (3.91) \\ 31.6 & (1.44) \end{array}$ |  |  |  |
| American Indian |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alaska Native. Some other race ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two or n |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Female White | $\begin{array}{\|cc\|} \hline 12,247 & (8.8) \\ 2,981 & 14.1 \\ 4,242 & (12.8 \\ 1,521 & (9.4 \\ 40 & (2.7) \end{array}$ | 44.7 $(0.20)$ <br> 24.4 $(0.38$ <br> 19.1 $(0.26$ <br> 6.4 $(0.49$ <br> 20.6 $(2.96)$ |  |  |  | 36.7 $(0.28)$ <br> 38.4 $(0.81$ <br> 36.6 $(0.63$ <br> 56.3 $(0.67$ <br> 55.1 $(6.73)$ <br>  3.2 |  | 1.7 $(0.06)$ <br> 0.7 0.13 <br> 0.8 $(.15)$ <br> 0.9 $(0.12)$ <br> $\ddagger$ $(t)$ |  | $\begin{array}{cc} 0.5 & (0.04) \\ 0.2! \\ 0.7 & (0.07 \\ 0.8 \\ 0.8 & \binom{13}{\hline} \\ (+) \\ \ddagger & (+) \\ \ddagger & (+) \\ \ddagger & (+) \\ 0.5! & (0.17) \end{array}$ |  | 0.9 $(0.05)$ <br> 2.0 $(0.24)$ <br> 1.2 $(0.19$ <br> 7.6 $(0.30)$ <br> $\ddagger$ $(\dagger)$ <br> $\ddagger$ $(t)$ <br> $\ddagger$ $(5)$ <br> $\ddagger$ $\left(\begin{array}{c}8 \\ 7\end{array}\right.$ <br> 1.4 $(0.34)$ |  |  |  |  |  | 0.8 $(0.05)$ <br> 0.7 0.16 <br> 0.8 $(0.13)$ <br> 1.8 $(0.19)$ <br> $\ddagger$ $(+)$ <br> $\ddagger$ $(+)$ <br> $\ddagger$ $(+)$ <br> 7 $(+)$ <br> 0.6 $(0.16)$ |  | 13.8 $(0.20$ <br> 14.4 $(0.53$ <br> 15.6 $(0.43$ <br> 13.3 $(0.50$ <br> 22.9 $(4.62)$ |  | 10.9 $(0.16)$ <br> 12.5 $(0.51)$ <br> 9.2 $(0.41$ <br> 11.2 $(0.44)$ <br> $8.2!$ $(3.00)$ <br> $7.1!$  |  | 63.3 $(0.28)$ <br> 61.6 $(0.81)$ <br> 63.4 $(0.63$ <br> 43.7 $(0.67)$ <br> 44.9 $(6.73)$ |  | 15.7 $(0.20)$ <br> 21.4 $(0.77)$ <br> 19.5 $(0.56$ <br> 19.1 $(0.49$ <br> $16.1!$ $(5.16)$ |  | 13.3 $(0.18)$ <br> 7.7 0.44 <br> 10.3 $(0.40$ <br> 3.7 $(0.22$ <br> $\ddagger$ $(\dagger)$ |  | 34.3 $(0.29)$ <br> 32.4 $(0.75)$ <br> 33.6 $(0.66$ <br> 20.9 $(0.55)$ <br> 25.8 $(6.22)$ |  |  |  |
| White |  |  |  | $\left\|\begin{array}{cc} 100.0 & + \\ 100.0 & + \\ 100.0 & + \\ 100.0 & + \\ 1000 & \end{array}\right\|$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian .... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Paciific Islan |  |  |  | 100.0 | (t) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alaska Native ${ }^{1}$. | 152 $(4.2)$ <br> 129 3.6 <br> 95 1.0 <br> 55 3.3 <br> 504 $(9.4)$ | 17.4 $(1.17)$ <br> 16.5 $(1.23$ <br> $14.7!$ $(5.83$ <br> 41.6 3.06 <br> 41.4 $(0.84)$ |  | $\left\|\begin{array}{ll} 100.0 & (t) \\ 100.0 & (t) \\ 100.0 & (t) \\ 100.0 & (t) \\ 100.0 & (t) \end{array}\right\|$ |  | $\begin{array}{ll} 37.2 & (2.49 \\ 34.8 & (2.77) \\ 45.7 & (4.78 \\ 38.8 & (1.34) \\ 38.8 \end{array}$ |  | $\begin{array}{cc} 2.0 \\ 2.2 \\ \vdots & (0.90) \\ \vdots & 1.05 \\ 1.0 & (0) \\ 1.0 & (0.22) \end{array}$ |  |  |  | 20.4 | (3.14) |  |  |  | (2.15) |  |  | 62.8 | (2.49) | 13.6 | (2.41) | 14.8 | (2.77) | 34.5 | (3.61) |  |  |  |  |  |  |
| American Indian. |  |  |  | 19.8 | (3.20) |  |  | 5.5 | (1.47) |  |  | 65.2 | (2.77) |  |  | 12.4 | (2.76) |  |  | . 9 | (3.18) | 9 | (4.27) |  |  |  |  |  |  |  |  |  |  |  |  |
| Alaska Native ${ }^{\text {a }}$. Some other race |  |  |  |  |  |  |  |  |  |  |  | 54.7 |  |  |  |  |  |  |  | $\pm$ |  | 8.2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Some other race ${ }^{2}$ Two or more races ...... |  |  |  | 20.5 18.0 | (1.03) |  |  | 8.9 | (2.71) |  |  | 51.2 | $\begin{aligned} & (4.78) \\ & (1.34) \end{aligned}$ |  |  | 14.8 | (1.06) |  |  |  |  | 8. 2 | (1.16) |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| sis born | $\begin{array}{ll} 5,061 \\ 3,800 & (27.5) \\ (25.4) \end{array}$ | $\begin{array}{ll} 20.0 & (0.26 \\ 11.0 & (0.25) \end{array}$ |  |  |  | $\left\lvert\, \begin{array}{ll} 100.0 & (t) \\ 100.0 & (t) \end{array}\right.$ |  |  |  | $\begin{array}{ll} 37.2 & (0.63) \\ 42.5 & (0.93) \end{array}$ |  |  |  | $\begin{array}{ll} 1.0 & (0.13) \\ 1.3 & (0.33) \end{array}$ |  |  |  | $\begin{array}{ll} 0.7 & (0.11) \\ 1.5 & (0.28) \end{array}$ |  | $\begin{array}{ll} 2.8 & (0.23) \\ 4.7 & (0.52) \end{array}$ |  | $\begin{aligned} 5.6 & (0.27) \\ 12.5 & (0.76) \end{aligned}$ |  | $\begin{array}{ll} 5.2 & (0.28) \\ 4.4 & (0.41) \end{array}$ |  | $\begin{array}{ll} 1.2 & (0.16) \\ 0.6 & (0.12) \end{array}$ |  | $\begin{array}{ll} 14.3 & (0.36) \\ 11.7 & (0.64) \end{array}$ |  | $\begin{array}{ll} 6.5 & (0.29) \\ 5.8 & (0.48) \end{array}$ |  | $\begin{array}{ll} 62.8 & (0.63 \\ 57.5 & (0.93) \end{array}$ |  | $\begin{array}{ll} 19.5 & (0.49) \\ 24.9 & (0.95) \end{array}$ |  | $\begin{array}{ll} 7.5 & (0.35) \\ 6.3 & (0.49) \end{array}$ |  | $\begin{array}{ll}35.8 & (0.63) \\ 26.2 & (0.92)\end{array}$ |  |
| Foreign-born |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{\text {Asian }}$ U-born ${ }^{3}$ | $\begin{array}{r} 900 \\ 2,022\binom{13.4)}{(6.1)} \end{array}$ | $\begin{array}{ll} 61.7 & (0.68) \\ 66.0 & (0.52) \end{array}$ |  |  |  | $\begin{array}{ll} 100.0 & (t) \\ 100.0 & (t) \end{array}$ |  |  |  | $\begin{array}{ll} 54.0 & (0.91) \\ 66.1 & (0.52) \end{array}$ |  |  |  | $\begin{array}{ll} 0.8 & (0.14) \\ 0.7 & (0.10) \end{array}$ |  |  |  | $\begin{array}{ll} 0.7 & (0.15) \\ 0.7 & (0.11) \end{array}$ |  |  |  | 10.0 | 0.52) | 12.7 | 0.63 |  | (0.20) | 15.3 | (0.61) | . 3 | $0.54)$ | 46.0 | 1 | 19.0 | 0.60 |  | (0.27) |  | 0.83) |
| Foreign-born ..... |  |  |  | 13.3 | $(0.40)$ |  |  | 23.8 | (0.46) |  |  |  | (0.32) |  |  |  | (0.19) |  |  |  | (0.38) | 7.7 | (0.31) | 33.9 | 0.52 | 17. | (0.42) | 2.2 | (0.1 | 14.2 | (0.42) |  |  |  |  |  |  |  |  |
| Citizenship status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U.S.-born citizen ...... Naturalized citizen ... | $\begin{array}{r}36,135 \\ 2,336 \\ \hline\end{array}$ | 34.3 39.5 | $\left(\begin{array}{l}0.13 \\ 0.47\end{array}\right.$ | 100.0 100.0 | (t) | 38.2 50.3 | (0.17) | 1.7 | $\binom{0.05}{0.14}$ |  | $(0.03$ 0.13 | 3.0 5.9 | (0.07) | 6.0 10.0 | $\left(\begin{array}{l}(0.08) \\ (0.41)\end{array}\right.$ |  | $\left(\begin{array}{l}0.08) \\ (0.39)\end{array}\right.$ | 1.1 1.5 | $\left(\begin{array}{l}0.04) \\ 0.14) \\ \hline 0\end{array}\right.$ | 12.9 13.0 | $\left(\begin{array}{l}(0.13) \\ (0.41)\end{array}\right.$ | 7.2 9.3 | $(0.09)$ | 61.8 49.7 | (0.17) | 19.5 23.8 | $\left(\begin{array}{l}0.16 \\ (0.47)\end{array}\right.$ | . | $\left(\begin{array}{l}0.10 \\ 0.21)\end{array}\right.$ | 33.6 22.5 | (0.19) |  |  |  |  |  |  |  |  |
| Naturalized ciizen ........ | 5,353 (37.4) | 31.4 | (0.29) | 100.0 | (t) | 61.7 | (0.49) | 1.0 | (0.10) |  | (0.11) | 11.7 | (0.31) | 23.3 | (0.43) |  | (0.24) |  | (0.13) | 10.6 | (0.31) | 6.5 | (0.27) | 38.3 | (0.49) | 18.3 | (0.41) | 3.1 |  | 16.9 | (0.34) |  |  |  |  |  |  |  |  |

## Not applicable.

$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Idian and/or Alaska Native tribes specified or not specified.
${ }^{3}$ Includes those born in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas, as well as those born abroad to U.S.-citizen parents.

NOTE: Data are based on sample surveys of the entire 25 - to 34 -year-old population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, coliege housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing faciilities, or other healthcare facilities). The first bachelor's degree major reported by respondents was used to classify their field of study, even though they were able to report a second bachelor's degree major and may possess advanced degrees in other fields. STEM fields, as defined here,
consist of the fields specified in columns 6 through 13. Data were assembled based on major field aggregations, except that management of STEM activities was counted as a STEM field instead of a business field. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2015. (This table was prepared April 2017.)

Table 104.70. Number and percentage distribution of children under age 18, by parents' highest level of educational attainment, child's age group and race/ethnicity, and household type: 2010
[Standard errors appear in parentheses]

| [Standard errors appear in parentheses] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year, age group, race/ethnicity, and household type | Total, all children under age 18 who resided with at least one parent ${ }^{1}$ |  |  |  | Highest level of education attained by any parent residing with child ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Number (in thousands) |  | Percentage distribution |  | Total, all levels |  | Less than high school completion |  | High school completion ${ }^{2}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Bachelor' | degree |  |  | Master's | degree |  |  | Doctor | egree ${ }^{3}$ |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 2010 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 70,581 | (40.7) | 100.0 | 100.0 ( ${ }^{(1)}$ | 100.0 | (t) | 11.6 | (0.09) | 20.4 | (0.10) | 22.9 | (0.10) | 9.7 | (0.06) | 35.3 | (0.13) | 20.4 | (0.08) | 10.2 | (0.07) | 4.8 | (0.04) |
| Age group <br> 4 years old and under $\qquad$ <br> 5 to 17 years old $\qquad$ | $\begin{array}{ll} \hline & \\ 19,360 & (19.8) \\ 51,221 & (32.7) \end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 27.4 | (0.02) | 100.0 | (t) | 12.8 | (0.12) | 20.6 | (0.14) | 22.8 | (0.14) | 8.5 | (0.09) | 35.3 | (0.19) | 19.9 | (0.13) | 10.5 | (0.11) | 4.9 | (0.07) |
|  |  |  | 72.6 | (0.02) | 100.0 | ( $\dagger$ ) | 11.2 | (0.10) | 20.3 | (0.12) | 23.0 | (0.12) | 10.2 | (0.07) | 35.3 | (0.13) | 20.6 | (0.09) | 10.1 | (0.07) | 4.7 | (0.05) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 38,158 | (19.3) | 54.1 | (0.04) | 100.0 | (t) | 4.2 | (0.07) | 17.1 | (0.13) | 22.1 | (0.13) | 11.1 | (0.08) | 45.5 | (0.17) | 26.0 | (0.11) | 13.3 | (0.10) | 6.1 | (0.07) |
| Black | 9,540 | (28.6) | 13.5 | (0.04) | 100.0 | (t) | 12.4 | (0.23) | 27.0 | (0.33) | 31.2 | (0.31) | 9.6 | (0.17) | 19.8 | (0.25) | 12.4 | (0.20) | 5.7 | (0.14) | 1.7 | (0.07) |
| Hispanic | 16,302 | (21.2) | 23.1 | (0.02) | 100.0 | (t) | 30.0 | (0.28) | 26.1 | (0.24) | 21.4 | (0.20) | 6.9 | (0.12) | 15.6 | (0.19) | 10.2 | (0.14) | 3.7 | (0.08) | 1.7 | (0.05) |
| Asian | 3,078 | (13.5) | 4.4 | (0.02) | 100.0 | (t) | 8.4 | (0.27) | 11.9 | (0.36) | 11.0 | (0.27) | 6.6 | (0.24) | 62.2 | (0.51) | 29.9 | (0.48) | 19.8 | (0.31) | 12.6 | (0.28) |
| Pacific Islander | 118 | (3.5) | 0.2 | (0.00) | 100.0 | (t) | 5.9 | (1.25) | 31.9 | (2.68) | 33.8 | (2.95) | 12.0 | (1.71) | 16.4 | (1.73) | 12.7 | (1.63) | 2.1 | (0.53) | 1.6 ! | (0.50) |
| American Indian/Alaska Native ............... | 519 | (7.9) | 0.7 | (0.01) | 100.0 | (t) | 13.3 | (0.95) | 27.2 | (0.96) | 32.3 | (1.14) | 9.8 | (0.72) | 17.4 | (0.76) | 11.9 | (0.67) | 4.1 | (0.39) | 1.4 | (0.23) |
| Some other race ${ }^{4}$................................. | 173 | (7.0) | 3.8 (0.04) |  | 100.0 ( $\dagger$ ) |  | 6.1 (0.23) |  | 17.4 (0.33) |  | 20.2 | (1.24) | 7.9 | (0.97) | 39.1 | (2.20) | 18.3 | (1.72) | 12.9 | (1.45) | 7.9 | (0.89) |
| Two or more races ................................ | 2,693 (25.5) |  |  |  | 26.6 (0.44) | 11.2 (0.31) |  | 38.7 (0.42) |  | 21.7 (0.45) |  | 10.9 (0.31) |  | 6.1 (0.24) |  |
| Household type, by race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two-parent household ............. | 46,327 | (79.6) | 100.0 | ( $\dagger$ ) |  |  | 100.0 | (t) |  |  | 7.1 | (0.08) | 15.5 | (0.11) | 20.3 | (0.11) | 10.5 | (0.07) | 46.6 | (0.16) | 26.0 | (0.11) | 13.9 | (0.09) | 6.7 | (0.06) |
| White .............................................. | 28,826 | (58.4) | 62.2 | (0.09) | 100.0 | (t) |  |  | 1.9 | (0.06) | 12.9 | (0.12) | 19.8 | (0.14) | 11.5 | (0.10) | 53.9 | (0.18) | 30.1 | (0.13) | 16.2 | (0.11) | 7.6 | (0.09) |
| Black .......................................... | 3,197 | (24.6) | 6.9 | (0.05) | 100.0 | (t) | 2.8 | (0.20) | 17.5 | (0.44) | 28.5 | (0.52) | 12.4 | (0.32) | 38.8 | (0.50) | 22.4 | (0.42) | 12.2 | (0.35) | 4.2 | (0.18) |
| Hispanic ...................................... | 9,680 | (47.9) | 20.9 | (0.09) | 100.0 | (t) | 25.0 | (0.28) | 24.6 | (0.29) | 21.4 | (0.27) | 7.9 | (0.16) | 21.1 | (0.26) | 13.4 | (0.18) | 5.2 | (0.12) | 2.5 | (0.07) |
| Asian ..... | 2,617 | (16.4) | 5.7 | (0.04) | 100.0 | (t) | 6.7 | (0.28) | 10.2 | (0.39) | 9.7 | (0.27) | 6.3 | (0.26) | 67.1 | (0.54) | 31.2 | (0.54) | 21.9 | (0.36) | 14.0 | (0.31) |
| Pacific Islander .............................. | 79 | (3.8) | 0.2 | (0.01) | 100.0 | (t) | 2.9 ! | (1.20) | 30.6 | (3.39) | 31.7 | (3.34) | 13.5 | (2.25) | 21.3 | (2.56) | 16.7 | (2.44) | 2.6 | (0.72) | 2.0 ! | (0.65) |
| American Indian/Alaska Native ........... | 244 | (7.3) | 0.5 | (0.02) | 100.0 | (t) | 3.9 | (0.61) | 20.4 | (1.24) | 35.3 | (1.55) | 13.8 | (1.14) | 26.6 | (1.42) | 17.3 | (1.25) | 7.0 | (0.82) | 2.3 | (0.40) |
| Some other race ${ }^{4}$..................... | 112 | (5.5) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 6.2 | (1.46) | 16.8 | (2.01) | 16.5 | (1.55) | 7.4 | (1.19) | 53.1 | (2.62) | 23.4 | (2.25) | 18.4 | (2.15) | 11.3 | (1.31) |
| Two or more races .... | 1,571 | (18.8) | 3.4 | (0.04) | 100.0 | (t) | 1.6 | (0.18) | 10.6 | (0.37) | 21.3 | (0.49) | 11.8 | (0.44) | 54.7 | (0.69) | 29.1 | (0.65) | 16.1 | (0.46) | 9.5 | (0.38) |
| Single-parent household ...................... | 24,254 | (90.2) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 20.3 | (0.18) | 29.8 | (0.19) | 27.9 | (0.19) | 8.2 | (0.10) | 13.7 | (0.13) | 9.6 | (0.12) | 3.1 | (0.06) | 1.1 | (0.03) |
| White ........................ | 9,332 | (56.0) | 38.5 | (0.15) | 100.0 | (t) | 11.3 | (0.19) | 30.1 | (0.26) | 29.2 | (0.27) | 10.0 | (0.18) | 19.4 | (0.22) | 13.2 | (0.19) | 4.5 | (0.12) | 1.6 | (0.06) |
| Black | 6,343 | (34.8) | 26.2 | (0.14) | 100.0 | (t) | 17.2 | (0.31) | 31.8 | (0.39) | 32.6 | (0.36) | 8.2 | (0.20) | 10.2 | (0.23) | 7.4 | (0.20) | 2.4 | (0.11) | 0.5 | (0.05) |
| Hispanic ...................................... | 6,622 | (46.0) | 27.3 | (0.16) | 100.0 | (t) | 37.4 | (0.43) | 28.2 | (0.34) | 21.3 | (0.26) | 5.5 | (0.15) | 7.6 | (0.19) | 5.5 | (0.18) | 1.4 | (0.08) | 0.6 | (0.05) |
| Asian .......................................... | 460 | (10.6) | 1.9 | (0.04) | 100.0 | (t) | 18.5 | (1.01) | 21.5 | (0.86) | 18.0 | (0.94) | 8.0 | (0.64) | 33.9 | (1.07) | 22.2 | (0.94) | 7.5 | (0.58) | 4.3 | (0.37) |
| Paciitic Islander | 39 | (3.0) | 0.2 | (0.01) | 100.0 | (t) | 12.0 | (2.67) | 34.6 | (4.54) | 37.9 | (5.03) | 9.1 | (2.47) | 6.4 | (1.59) | 4.6 ! | (1.43) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ........... | 275 | (7.5) | 1.1 | (0.03) | 100.0 | (t) | 21.8 | (1.64) | 33.1 | (1.50) | 29.6 | (1.47) | 6.3 | (0.79) | 9.2 | (0.81) | 7.1 | (0.77) | 1.5 | (0.33) | 0.6 ! |  |
| Some other race ${ }^{4}$............................ | 61 | (4.4) | 0.3 | (0.02) | 100.0 | ( $\dagger$ ) | 22.9 | (2.99) | 28.1 | (2.91) | 27.0 | (2.50) | 8.7 | (1.69) | 13.3 | (1.97) | 8.9 | (1.60) | 2.8 | (0.70) | $\ddagger$ | (t) |
| Two or more races .............................. | 1,122 | (19.8) | 4.6 | (0.08) | 100.0 | (t) | 12.5 | (0.50) | 27.0 | (0.69) | 34.0 | (0.72) | 10.3 | (0.43) | 16.3 | (0.57) | 11.4 | (0.48) | 3.7 | (0.28) | 1.2 | (0.18) |
| 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ............... | 69,903 | (46.5) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 10.5 | (0.08) | 19.1 | (0.10) | 21.3 | (0.09) | 10.1 | (0.07) | 39.0 | (0.15) | 21.4 | (0.10) | 12.2 | (0.08) | 5.4 | (0.05) |
| Age group |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 years old and under ............................ | $\begin{aligned} & 19,018 \\ & 50,885 \end{aligned}$ | (23.1) | $\begin{aligned} & 27.2 \\ & 72.8 \end{aligned}$ | (0.03) | 100.0 | $\begin{gathered} (\dagger) \\ (\dagger) \end{gathered}$ | $\begin{aligned} & 10.3 \\ & 10.5 \end{aligned}$ | $\begin{aligned} & (0.12) \\ & (0.09) \end{aligned}$ | 19.4 | (0.16) | 21.8 | $(0.15)$$(0.11)$ | 9.0 | (0.10) | 39.5 | (0.20) | 21.5 | (0.14) | 12.5 | (0.12) | 5.6 | (0.07) |
| 5 to 17 years old ............................... |  | (37.0) |  | (0.03) | 100.0 |  |  |  | 19.0 | (0.11) | 21.1 |  | 10.5 | (0.07) | 38.9 | (0.16) | 21.4 (0.12) |  | 12.1 | (0.08) | 5.3 (0.06) |  |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 36,210 (20.7) |  | $51.8 \quad(0.03)$ |  | 100.0 ( $\dagger$ ) |  | 3.8 (0.06) |  | $\begin{array}{ll} 14.9 & (0.12) \\ 25.4 & (0.30) \end{array}$ |  | 19.7 (0.13) |  | 11.4 (0.09) |  | $50.2 \quad(0.19)$ |  | $27.4 \quad$ (0.15) |  | $15.9 \quad$ (0.11) |  | 6.9 (0.07) |  |
| Black ............................................ | 9,163 (33.3) |  | 13.1 (0.04) |  | 100.0 ( $\dagger$ ) |  | $\begin{array}{ll} 10.2 & (0.25) \\ 26.2 & (0.21) \end{array}$ |  |  |  | 30.3 (0.26) |  | $\begin{array}{rr} 10.3 & (0.19) \\ 7.6 & (0.12) \end{array}$ |  | $23.8 \quad(0.27)$ |  | 14.0 (0.24) |  | 7.6 (0.17) |  | 2.2 (0.12) |  |
| Hispanic | $\begin{array}{rr}17,230 & (16.2) \\ 3,318 & (16.9)\end{array}$ |  | 4.7 (0.02) |  | 100.0 ( $\dagger$ ) |  |  |  | $\begin{array}{ll} 25.4 & (0.30) \\ 26.7 & (0.20) \end{array}$ |  | 21.3 | (0.17) |  |  | 11.6 | (0.17) | 4.6 | (0.10) | 1.9 | (0.05) |
| Asian |  |  | $7.3 \quad \text { (0.24) }$ | 10.7 (0.27) |  | 9.9 (0.29) |  | 6.0 (0.21) |  | 66.1 (0.41) |  | 28.9 (0.35) |  | 23.7 (0.36) |  | 13.5 (0.28) |  |
| Paciitic Islander | 113 | (4.0) |  |  | 0.2 | (0.01) | 100.0 | (t) | $5.0$ | (1.19) | 32.9 | (2.84) | 33.3 | (2.69) |  |  | 11.2 | (1.67) | 17.6 | (2.11) | 11.0 | (1.78) | 4.2 | (1.11) | 2.4 ! | (1.00) |
| American Indian/Alaska Native ............... | 477 | (7.3) | 0.7 | (0.01) |  |  | 100.0 | (t) | 11.3 | (0.79) | 27.4 | (0.98) | 29.9 | (0.98) | 10.4 | (0.72) | 20.9 | (0.85) | 13.1 | (0.76) | 5.8 | (0.49) | 2.0 | (0.36) |
| Some other race ${ }^{4}$ | 218 | (8.2) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 11.0 | (1.20) | 16.3 | (1.45) | 20.4 | (1.64) | 9.2 | (1.18) | 43.1 | (2.24) | 21.8 | (1.78) | 13.6 | (1.26) | 7.7 | (0.92) |
| Two or more races ............................. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 44.1 | (0.46) | 22.8 | (0.42) | 13.7 | (0.32) | 7.6 | (0.24) |

See notes at end of table.

Table 104.70. Number and percentage distribution of children under age 18, by parents' highest level of educational attainment, child's age group and race/ethnicity, and household type: 2010 and 2015-Continued
[Standard errors appear in parentheses]

| Year, age group, race/ethnicity, and household type | Total, all children under age 18 who resided with at least one parent ${ }^{1}$ |  |  |  | Highest level of education attained by any parent residing with child ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number (in thousands) |  | Percentage distribution |  | Total, all levels |  | Less than high school completion |  | High school completion ${ }^{2}$ |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Bachelor | degree |  |  | Master' | degree |  |  | Doctor | degree ${ }^{3}$ |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Household type, by race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two-parent household .............. | 45,483 | (77.0) | 100.0 | ( $\dagger$ | 100.0 | (t) | 6.4 | (0.08) | 13.8 | (0.11) | 18.1 | (0.11) | 10.5 | (0.08) | 51.2 | (0.17) | 27.0 | (0.12) | 16.6 | (0.11) | 7.6 | (0.07) |
| White .... | 27,190 | (59.8) | 59.8 | (0.09) | 100.0 | ( $\dagger$ ) | 1.8 | (0.05) | 10.4 | (0.12) | 17.1 | (0.14) | 11.5 | (0.11) | 59.2 | (0.17) | 31.3 | (0.16) | 19.3 | (0.13) | 8.6 | (0.08) |
| Black | 3,050 | (31.5) | 6.7 | (0.07) | 100.0 | ( $\dagger$ ) | 2.5 | (0.18) | 14.0 | (0.53) | 25.4 | (0.50) | 13.0 | (0.33) | 45.1 | (0.55) | 23.9 | (0.51) | 15.9 | (0.40) | 5.3 | (0.27) |
| Hispanic | 10,076 | (41.6) | 22.2 | (0.08) | 100.0 | ( $\dagger$ ) | 21.5 | (0.27) | 24.8 | (0.27) | 20.4 | (0.25) | 8.5 | (0.17) | 24.9 | (0.30) | 15.3 | (0.23) | 6.7 | (0.17) | 2.9 | (0.08) |
| Asian ..... | 2,825 | (16.9) | 6.2 | (0.04) | 100.0 | ( $\dagger$ ) | 5.9 | (0.24) | 8.5 | (0.30) | 8.6 | (0.31) | 5.5 | (0.21) | 71.5 | (0.45) | 30.2 | (0.37) | 26.3 | (0.43) | 15.0 | (0.30) |
| Paciific Islander | 74 | (4.0) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 2.3 ! | (0.80) | 31.5 | (3.51) | 32.1 | (3.01) | 11.6 | (2.01) | 22.6 | (2.75) | 13.7 | (2.37) | 5.3 | (1.47) | 3.6 ! | (1.51) |
| American Indian/Alaska Native ...... | 223 | (5.9) | 0.5 | (0.01) | 100.0 | ( $\dagger$ ) | 3.3 | (0.60) | 19.8 | (1.25) | 31.4 | (1.44) | 12.7 | (0.95) | 32.8 | (1.33) | 19.8 | (1.17) | 9.7 | (0.93) | 3.3 | (0.65) |
| Some other race ${ }^{4}$...................... | 134 | (6.6) | 0.3 | (0.01) | 100.0 | ( $\dagger$ ) | 5.7 | (1.21) | 12.1 | (1.43) | 18.3 | (2.18) | 8.6 | (1.53) | 55.4 | (3.01) | 26.7 | (2.09) | 18.0 | (1.88) | 10.7 | (1.35) |
| Two or more races.. | 1,912 | (21.4) | 4.2 | (0.05) | 100.0 | ( $\dagger$ ) | 0.8 | (0.11) | 9.1 | (0.42) | 19.2 | (0.52) | 10.9 | (0.32) | 60.0 | (0.66) | 29.1 | (0.66) | 19.5 | (0.51) | 11.3 | (0.37) |
| Single-parent household .... | 24,420 | (85.7) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 18.0 | (0.15) | 29.1 | (0.17) | 27.3 | (0.16) | 9.3 | (0.12) | 16.3 | (0.16) | 11.1 | (0.13) | 4.0 | (0.06) | 1.3 | (0.04) |
| White ....................... | 9,020 | (57.4) | 36.9 | (0.17) | 100.0 | ( $\dagger$ ) | 9.9 | (0.17) | 28.3 | (0.25) | 27.3 | (0.28) | 11.4 | (0.22) | 23.1 | (0.27) | 15.5 | (0.22) | 5.6 | (0.12) | 2.0 | (0.08) |
| Black | 6,114 | (34.8) | 25.0 | (0.12) | 100.0 | ( $\dagger$ ) | 14.1 | (0.35) | 31.0 | (0.37) | 32.7 | (0.35) | 9.0 | (0.24) | 13.1 | (0.26) | 9.0 | (0.24) | 3.5 | (0.16) | 0.7 | (0.06) |
| Hispanic ....................................... | 7,155 | (41.1) | 29.3 | (0.15) | 100.0 | ( $\dagger$ ) | 32.8 | (0.34) | 29.5 | (0.35) | 22.4 | (0.25) | 6.5 | (0.18) | 8.8 | (0.20) | 6.5 | (0.17) | 1.7 | (0.08) | 0.5 | (0.04) |
| Asian ...................................... | 493 | (11.7) | 2.0 | (0.05) | 100.0 | ( $\dagger$ ) | 15.3 | (0.89) | 23.3 | (0.97) | 17.4 | (0.98) | 8.9 | (0.68) | 35.1 | (1.30) | 21.1 | (1.08) | 9.2 | (0.69) | 4.8 | (0.46) |
| Paciific Islander ................................. | 39 | (3.1) | 0.2 | (0.01) | 100.0 | ( $\dagger$ ) | 10.1 | (2.69) | 35.6 | (4.35) | 35.7 | (4.40) | 10.5 | (2.95) | 8.1 | (2.15) | 5.8 ! | (1.92) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ............ | 254 | (5.9) | 1.0 | (0.02) | 100.0 | (t) | 18.4 | (1.35) | 34.1 | (1.54) | 28.6 | (1.34) | 8.4 | (1.00) | 10.5 | (1.04) | 7.2 | (0.92) | 2.5 | (0.54) | 0.8 ! | (0.30) |
| Some other race ${ }^{4}$.............................. | 84 | (5.4) | 0.3 | (0.02) | 100.0 | (t) | 19.7 | (2.54) | 23.0 | (2.98) | 23.9 | (2.37) | 10.1 | (1.47) | 23.3 | (2.70) | 14.0 | (2.48) | 6.5 | (1.47) | 2.8 | (0.85) |
| Two or more races .............................. | 1,261 | (17.3) | 5.2 | (0.07) | 100.0 | ( $\dagger$ ) | 10.8 | (0.48) | 25.5 | (0.62) | 32.5 | (0.68) | 11.2 | (0.48) | 20.1 | (0.53) | 13.1 | (0.48) | 5.0 | (0.27) | 1.9 | (0.17) |

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50
Parents include adoptive and stepparents, but exclude parents not residing in the same household as their children.
${ }^{2}$ Includes parents who completed high school through equivalency programs, such as a GED program.
${ }^{3}$ Includes parents with professional degrees.
${ }^{4}$ Respondents who wrote in some other race that was not included as an option on the questionnaire.
NOTE: Table includes only children under age 18 who resided with at least one of their parents (including an adoptive or stepNOTE: Table includes only children under age 18 who resided with at least one of their parents (including an adoptive or step-
parent). Children in single-parent households resided with only one parent, while those in two-parent households resided with two parents. Data are based on sample surveys of the entire population residing within the United States. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 and 2015. (This table
was prepared November 2016.) was prepared November 2016.)

Table 104.80. Percentage of persons 18 to 24 years old and age 25 and over, by educational attainment and state: 2000 and 2015
[Standard errors appear in parentheses]


## \#Rounds to zero.

${ }^{1}$ High school completers include those graduating from high school with a diploma as well as those completing high school through equivalency programs, such as a GED program.
NOTE: Data are based on sample surveys of the entire population in the given age range residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized
persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Census 2000 Summary File 3, retrieved October 11, 2006, from http://factfinder2.census.gov/faces/tableservices/jst/pages/ productview.xhtml?pid=DEC 00 SF3 QTP20\&prodType=table; Census Briefs, Educational Attainment: 2000; and 2015 American Community Survey (ACS) 1-Year Public Use Microdata Sample (PUMS) data. (This table was prepared March 2017.)

Table 104.85. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by race/ethnicity and state: 2015
[Standard errors appear in parentheses]

| State | Percent with high school completion ${ }^{1}$ or higher |  |  |  |  |  |  |  |  |  |  |  | Percent with bachelor's degree or higher |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ |  | White |  | Black |  | Hispanic |  | Asian |  | Two or more races |  | Total ${ }^{2}$ |  | White |  | Black |  | Hispanic |  | Asian |  | Two or more races |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| United States | 87.2 | (0.04) | 92.3 | (0.03) | 84.9 | (0.11) | 66.1 | (0.16) | 86.6 | (0.15) | 91.1 | (0.21) | 30.7 | (0.06) | 34.2 | (0.06) | 20.2 | (0.13) | 15.0 | (0.10) | 52.6 | (0.25) | 33.2 | (0.33) |
| Alabama | 85.1 | (0.29) | 87.6 | (0.31) | 81.4 | (0.57) | 59.4 | (2.31) | 84.7 | (2.78) | 85.4 | (2.62) | 24.0 | (0.34) | 26.9 | (0.39) | 16.1 | (0.63) | 13.5 | (1.78) | 50.8 | (3.65) | 23.8 | (2.83) |
| Alaska ............................ | 91.8 | (0.73) | 94.8 | (0.63) | 94.5 | 3.03 | 91.4 | (3.43) | 77.0 | 5.56 | 93.5 | (2.04 | 28.3 | (1.00) | 34.7 | (1.23) | 22.0 | (5.75) | 15.4 | 3.61) | 20.7 | (2.81) | 16.0 | (3.01) |
| Arizona ..... | 86.0 | 0.23 | 93.7 | (0.19) | 88.5 | 1.02 | 66.4 | (0.62) | 86.9 | 1.28 | 93.8 | 1.68 | 27.9 | 0.27) | 34.1 | 0.33) | 24.3 | (1.54) | 11.4 | 0.42 | 55.4 | 1.81) | 32.9 | (2.59) |
| Arkansas .... | 85.5 | (0.29) | 88.2 | (0.32) | 81.1 | (1.00) | 55.3 | (3.01) | 87.1 | (3.06) | 91.4 | (1.90) | 21.5 32 | (0.32) | 23.1 | (0.42) | 14.1 | (0.95) | 9.1 | (1.37) | 48.0 | (4.33) | 28.5 | (4.60) |
| California .......................... |  | (0.10) |  | (0.08) | 89.0 | (0.36) |  | (0.24) |  | (0.23) |  | (0.46) |  | (0.10) | 42.0 | (0.17) | 24.4 | (0.48) | 12.0 | (0.15) | 50.8 | (0.34) |  | (0.88) |
| Colorado . | 91.4 | (0.22) | 96.5 | (0.16) | 89.5 | (1.15) | 70.8 | (0.81) | 85.6 | (1.41) | 95.0 | (1.15) | 39.4 | (0.30) | 45.7 | (0.38) | 24.6 | (1.40) | 14.7 | (0.60) | 51.3 | (2.39) | 38.8 | (2.69) |
| Connecticut | 90.1 | (0.22) | 94.0 | (0.23) | 87.4 | (0.85) | 70.2 | (1.38) | 90.2 | (1.29) | 91.7 | (1.61) | 38.3 | (0.38) | 43.2 | (0.47) | 22.2 | (1.39) | 15.5 | (0.82) | 61.1 | (2.21) | 29.2 | (3.18) |
| Delaware .... | 89.3 | 0.51) | 92.6 | (0.52) | 87.4 | 1.04 | 59.4 | (4.22) | 92.1 | 2.73 | 97.4 | (1.95) | 31.3 | (0.67) | 33.7 | (0.86) | 20.0 | (1.51) | 15.7 | 2.36 | 68.4 | (4.36) | 49.0 | (7.61) |
| District of Columbia ..... | 90.0 | (0.57) | 99.5 | (0.20) | 84.9 | (0.94) | 73.3 | (4.37) | 93.4 | (1.78) | 97.6 | (1.59) | 57.4 | (0.69) | 92.4 | (0.81) | 26.8 | (1.20) | 44.2 | (4.32) | 80.6 | (3.77) | 71.8 | (5.94) |
| Florida ...................... | 87.6 | (0.12) | 92.7 | (0.13) | 81.1 | (0.36) | 77.7 | (0.36) | 87.5 | (0.71) | 90.5 | (1.03) | 28.6 | (0.17) | 31.9 | (0.21) | 18.2 | (0.41) | 23.0 | (0.39) | 49.7 | (0.93) | 34.4 | (1.81) |
| Georgia | 86.0 | (0.21) | 89.5 | (0.22) | 85.0 | (0.31) | 60.9 | (1.29) | 86.8 | (0.87) | 91.6 | (1.08) | 29.8 | (0.22) | 33.4 | (0.28) | 22.5 | (0.49) | 17.0 | (0.80) | 52.9 | (1.39) | 38.6 | (2.71) |
| Hawaii ... | 91.0 | (0.43) | 95.4 | (0.68) | 95.2 | (1.64) | 90.2 | (1.59) | 87.2 | (0.75) | 94.8 | (0.68) | 31.4 | (0.56) | 44.5 | (1.13) | 32.1 | (6.25) | 19.7 | (2.00) | 32.1 | 0.96) | 23.6 | (1.43) |
| Idaho. | 89.6 | (0.44) | 92.4 | (0.41) | 90.5 | (4.94) | 62.0 | (2.83) | 93.6 | 2.96 | 85.8 | (4.73) | 25.6 | (0.53) | 27.3 | (0.61) |  | (t) | 7.8 | (1.16) | 51.6 | 7.03) | 27.7 | (5.81) |
| Illinois ... | 88.4 | (0.15) | 93.8 90.0 | (0.12) | 86.2 85.3 | (0.41) | $\begin{aligned} & 63.5 \\ & 63.9 \end{aligned}$ | (0.75) | 90.8 872 | (0.76) | 94.3 84.2 | (1.12) | 33.0 250 | (0.20) | 37.1 25.8 | (0.27) | 20.0 | (0.54) | 13.7 12.1 | (0.49) | 62.0 | (1.04) | 40.1 258 | (2.08) |
| Indiana | 88.2 | (0.21) | 90.0 | (0.22) |  | (0.70) |  | (1.73) |  | (1.85) |  | (1.98) | 25.0 | (0.26) | 25.8 | (0.30) | 16.8 | (0.65) | 12.1 | (0.92) | 60.8 | (2.74) | 25.8 | (2.41) |
| lowa .. | 92.0 | (0.26) | 94.0 | (0.23) | 81.7 | (2.70) | 57.8 | (2.96) | 84.9 | (3.32) | 91.9 | (2.25) | 27.2 | (0.45) | 27.7 | (0.44) | 17.4 | (2.36) | 13.1 | (1.77) | 50.8 | (5.83) | 21.3 | (4.78) |
| Kansas .... | 90.1 | (0.25) | 93.7 | 0.22) | 87.4 | 1.35 | 59.9 | 1.92) | 84.2 | 2.03 | 94.4 | 1.65 | 31.7 | (0.49) | 34.5 | (0.55) | 18.0 | (2.01) | 11.6 | 1.23 | 44.3 | (2.84) | 27.9 | (3.51) |
| Kentucky .... | 85.0 | (0.30) | 85.6 | (0.28) | 83.2 | (1.59) | 69.1 | (2.68) | 82.9 | (2.50) | 89.9 | (1.97) | 23.0 | (0.32) | 23.2 | (0.35) | 17.3 | (1.30) | 17.4 | (1.72) | 50.7 36.9 | (3.67) | 27.4 278 | (3.04) |
| Maine .......... | 81.6 | (0.41) | 82.6 92.2 | (0.41) | 88.7 | (5.41) | 93.8 | (3.02) | 89.6 | (5.29) | 81.1 | (4.74) | 30.4 | (0.62) | 30.3 | (0.65) | 19.5 ! | (6.63) | 52.2 | (6.57) | 52.8 | (6.88) | 17.5 | (3.82) |
| Maryland | 89.8 | (0.20) | 93.2 | (0.21) | 90.0 | (0.36) | 63.6 | (1.43) | 91.7 | (0.76) | 93.8 | (1.35) | 39.1 | (0.30) | 43.9 | (0.37) | 27.7 | (0.58) | 23.7 | (1.11) | 64.5 | (1.47) | 42.5 | (2.31) |
| Massachusetts | 90.4 | (0.17) | 93.6 | (0.17) | 85.4 | (0.90 | 69.9 | (1.09) | 84.9 | (0.87) | 93.4 | (1.83) | 41.7 | (0.30) | 44.6 | (0.33) | 24.0 | (1.19) | 18.3 | (0.80) | 58.6 | (1.37) | 42.8 | (2.61) |
| Michigan .... | 90.3 | (0.16) | 92.1 | (0.15) | 85.0 | (0.63) | 72.7 | (1.51) | 89.6 | (1.31) | 85.9 | 1.64 | 28.0 | (0.23) | 29.1 | (0.27) | 17.6 | (0.62) | 18.0 | (1.03) | 64.2 | (1.98) | 22.8 | 1.98) |
| Minnesota .... | 92.7 | (0.18) | 95.2 | (0.15) | 82.7 | (1.59) | 64.3 | (2.91) | 81.3 | (1.52) | 90.5 | (2.38) | 34.9 | (0.38) | 36.3 | (0.42) | 17.8 | (1.71) | 17.2 | (2.01) | 47.1 | (2.36) | 34.0 | (3.94) |
| Mississippi ..... | 83.8 | (0.31) | 88.1 | (0.35) | 77.6 | (0.67) | 63.0 | (2.78) | 77.9 | (4.23) | 87.2 | (2.92) | 20.8 | (0.33) | 24.3 | (0.46) | 14.3 | (0.52) | 15.6 | (2.75) | 41.4 | (4.85) | 29.4 | (6.02) |
| Missouri | 88.9 | (0.21) | 90.2 | (0.23) | 84.4 | (0.80) | 70.2 | (2.05) | 88.1 | (1.62) | 88.1 | (2.07) | 27.9 | (0.29) | 29.0 | (0.30) | 16.6 | (0.83) | 18.4 | (1.50) | 61.9 | (2.35) | 27.3 | (2.72) |
| Montana ..... | 93.4 | (0.41) | 93.9 | (0.43) | ${ }^{\circ}{ }^{+}$ |  | 91.1 | (3.08) |  |  | 87.8 | (3.76) | 29.5 | (0.77) | 30.6 | (0.88) | F $\ddagger$ |  | 23.1 | (4.19) | 507 |  | 22.3 | (4.06 |
| Nebraska $\qquad$ Nevada | 91.0 | (0.32) | 94.6 | (0.28) | 90.9 | (1.75) | 56.2 | (2.36) | 75.7 | (4.73) | 91.5 | (3.46) | 29.9 | (0.52) | 31.5 | (0.65) | 26.5 | (2.85) | 11.4 | (1.57) | 50.7 | (4.46) | 22.2 | (5.20) |
|  | 85.9 | (0.33) | 93.2 | (0.32) | 87.1 | (1.25) | 64.0 | (1.11) | 90.7 | (0.91) | 93.0 | (1.59) | 23.9 | (0.36) | 29.0 | (0.52) | 16.8 | (1.43) | 9.2 | (0.61) | 37.1 | (1.58) | 24.7 | (2.58) |
| New Hampshire .. | 93.3 | (0.35) | 93.7 | (0.31) | 94.5 | (4.22) | 82.2 | (4.36) | 92.3 | (2.81) | 87.6 | (4.24) | 35.5 | (0.68) | 35.2 | (0.66) | 35.6 | (6.22) | 25.6 | (4.79) | 66.7 | (5.07) | 24.4 ! | (7.61) |
| New Jersey | 89.1 | (0.16) | 93.7 | (0.17) | 87.9 | (0.36) | 72.7 | (0.64) | 92.1 | (0.44) | 88.1 | (1.80) | 37.8 | (0.25) | 42.1 | (0.36) | 21.5 | (0.59) | 18.0 | (0.60) | 67.1 | (0.87) | 41.3 | (2.37) |
| New Mexico ... | 84.5 | (0.45) | 94.5 | (0.44) | 88.6 | (3.11) | 74.7 | (0.90) | 83.5 | (3.49) | 91.9 | (2.96) | 26.5 | (0.50) | 40.2 | (0.75) | 38.3 | (4.70) | 13.7 | (0.69) | 47.0 | (5.60) | 35.6 | (2.64 |
| New York ... | 85.9 | (0.14) | 92.8 | (0.11) | 83.4 | (0.35) | 67.9 | (0.54) | 78.2 | (1.56 | 89.9 | (0.95) | 35.1 | (0.17) | 41.1 | (0.21) | 23.2 | (0.50) | 17.7 | (0.36) | 47.2 | 0.59 | 40.8 | 1.69 |
| North Carolina | 86.6 | (0.17) | 90.4 | (0.17) | 84.9 | (0.39) | 55.4 | (1.43) | 85.0 | (1.19) | 90.5 | (1.46) | 29.5 | (0.21) | 33.2 | (0.29) | 20.0 | (0.40) | 13.6 | (0.77) | 54.0 | (1.82) | 34.2 | (2.57) |
| North Dakota ..... | 93.2 | (0.51) | 93.9 | (0.52) | 93.8 | (4.08) | 87.7 | (4.56) | 73.2 | (10.50) | 89 | (5.05) | 29.8 | (0.93) | 31.0 | (0.92) | $\ddagger$ | (t) | 28.9 | (7.56) | 25.1 | (9.08) | 20.7 ! | (7.09) |
| Ohio | 89.7 | (0.15) | 91.0 | (0.16) | 85.2 | (0.47) | 74.9 | (1.33) | 86.3 | (1.22) | 85.8 | (1.24) | 26.7 | (0.21) | 27.6 | (0.23) | 16.8 | (0.53) | 16.1 | (1.21) | 59.4 | (1.69) | 26.0 |  |
| Oklahoma | 87.4 | (0.33) | 90.3 | (0.29) | 88.0 | 1.46 | 57.9 | 2.01 | 85.3 | 1.69 | 90.1 | (0.91) | 25.2 | (0.42 | 27.7 33 | 0.47) | 16.4 | (1.37) | 12.7 | 1.13 | 41.6 | (3.31) | 23.8 | (1.69 |
| Oregon ....... | 90.1 | (0.25) | 93.5 | (0.20 | 85.2 | 2.47) | 61.0 | 1.61 | 87.3 | 1.40 | 93.1 | (1.29 | 32.2 29.6 | 0.36 | 33.7 | 0.38 | 26.8 17.4 | 2.98 | 15.6 | 1.00 | 48.2 52.7 | 1.95 | 309 | (2.26 |
| Rhode Island .... | 87.8 | (0.51) | 90.7 | (0.52) | 83.2 | (2.71) | 71.3 | (2.51) | 83.6 | (3.54) | 92.2 | (3.53) | 32.7 | (0.66) | 35.4 | (0.73) | 20.5 | (2.90) | 13.9 | (1.68) | 54.9 | (4.54) | 37.7 | (5.75) |
| South Carolina . | 86.5 | (0.28) | 90.0 | (0.27) | 81.3 | (0.56) | 62.1 | (1.80) | 84.6 | (2.15) | 83.5 | (2.81) | 26.7 | (0.31) | 31.4 | (0.40) | 15.2 | (0.59) | 15.0 | (1.25) | 50.4 | (3.49) | 24.1 |  |
| South Dakota .... | 91.0 | (0.50) | 93.4 | (0.44) | 61.8 | (11.66) | 72.4 | (6.44) | 46.8 | (13.77) | 75.9 | (6.66 | 27.6 | (0.91) | 29.6 | (0.97) | 21.8 ! | (8.80) | 16.8 ! | (5.61) | 17.8 ! | 8.18) | 21.9 | (5.10) |
| Tennessee ...... | 86.1 | (0.21) | 87.8 | (0.22) | 84.3 | (0.64) | 59.3 | (1.90) | 87.4 | (1.71) | 87.3 | (1.98) | 25.9 | (0.25) | 27.4 | (0.30) | 18.8 | (0.62) | 12.8 | 1.14) | 49.8 | 2.50) | 30.8 | (2.97) |
| Texas .......... | 82.4 | (0.16) | 93.3 | (0.12) | 88.5 | (0.29) | 63.5 | (0.37) | 87.8 | (0.54) | 92.0 | (0.80) | 28.3 | (0.13) | 37.1 | (0.20) | 22.0 | (0.48) | 13.4 | 0.17) | 57.5 | (0.77) | 35.0 | (1.55) |
| Utah .................. | 91.6 | (0.31) | 95.2 | (0.22) | 95.4 | (1.58) | 67.5 | (1.96) | 88.9 | (2.27) | 90.1 | (2.81) | 31.6 | (0.49) | 34.6 | (0.53) | 16.3 | (4.36) | 10.0 | (0.95) | 46.5 | (3.40) | 39.6 | (4.46) |
| Vermont .... | 91.6 | (0.65) | 92.2 | (0.64) |  |  | 92.9 | (3.87) |  |  | 75.2 | (7.19) | 37.5 | (1.22) | 37.2 | (1.25) |  | ( $\dagger$ ) | 41.1 | (9.59) |  |  | 33.5 |  |
| Virginia ........... | 89.0 | (0.17) | 92.0 | (0.17) | 84.4 | (0.49) | 71.5 | 1.16 | 89.8 | (0.82) | 93.2 | (0.90) | 36.9 | (0.27) | 40.2 | (0.31) | 22.8 | (0.56) | 23.5 | (0.84) | 58.5 | (1.16) | 40.2 | (1.90) |
| Washington .... | 90.9 | (0.17) | 94.3 | (0.15) | 91.4 | (0.95) | 65.1 | (1.08) | 88.1 | 0.66 | 92.9 | (0.80) | 34.1 | 0.28 | 35.6 | (0.32) | 22.7 | (1.34) | 14.5 | (0.74) | 51.9 | (1.25) | 29.6 | (1.37) |
| West Virginia .... | 86.2 | 0.41) | 85.9 | (0.42) | 90.5 | (2.02 | 91.0 | (2.70) | 92.9 | 2.37) | 87.5 | (3.40) | 19.7 | 0.43 | 19.3 | (0.42) | 13.4 | 2.01) | 28.7 | 5.23 | 71.5 | 5.23) | 19.9 | (5.51) |
| Wisconsin ....... | 91.4 | (0.20) | 93.7 | (0.16) | 81.8 | (1.37) | 66.8 | (2.04) | 83.0 | (2.33) | 93.7 | (1.78) | 28.7 | (0.31) | 30.3 | (0.34) | 12.8 | (1.16) | 12.2 | (1.35) | 45.6 | (2.46) | 34.9 | (3.72) |
| Wyoming ......................... | 93.2 | (0.54) | 94.7 | (0.50) | $\ddagger$ | ( $\dagger$ | 75.7 | (3.76) | 95.8 | (4.53) | 94.0 | (3.06) | 26.9 | (0.93) | 28.5 | (0.95) | $\ddagger$ | (t) | 10.8 ! | (3.61) | 33.1 ! | (10.56) | 24.7 | (6.66) |
| $\dagger$ Not applicable. <br> !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. <br> $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is <br> 50 percent or greater. <br> ${ }^{1}$ Includes completion of high school through equivalency programs, such as a GED program. <br> ${ }^{2}$ Total includes racial/ethnic groups not shown separately. |  |  |  |  |  |  |  |  |  |  |  | NOTE: Data are based on sample surveys of the entire population in the given age range residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity. <br> SOURCE: U.S. Department of Commerce, Census Bureau, 2015 American Community Survey (ACS) 1-Year Public Use Microdata Sample (PUMS) data. (This table was prepared March 2017.) |  |  |  |  |  |  |  |  |  |  |  |  |
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Table 104.88. Rates of high school completion and bachelor's degree attainment among persons age 25 and over, by sex and state: 2015
[Standard errors appear in parentheses]

| State | Number of persons age 25 and over (in thousands) |  |  |  |  |  | Percent with high school completion ${ }^{1}$ or higher |  |  |  |  |  | Percent with bachelor's or higher degree |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Male |  | Female |  | Total |  | Male |  | Female |  | Total |  | Male |  | Female |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| United States | 216,531 | (52.8) | 104,467 | (32.6) | 112,063 | (30.9) | 87.2 | (0.04) | 86.5 | (0.05) | 87.8 | (0.04) | 30.7 | (0.06) | 30.4 | (0.07) | 30.9 | (0.07) |
| Alabama | 3,283 | (4.0) | 1,550 | (3.4) | 1,733 | (3.1) | 85.1 | (0.29) | 84.1 | (0.41) | 86.1 | (0.35) | 24.0 | (0.34) | 23.7 | (0.49) | 24.3 | (0.40) |
| Alaska | 468 | (3.0) | 242 | (2.8) | 226 | (2.0) | 91.8 | (0.73) | 91.8 | (0.88) | 91.8 | (0.89) | 28.3 | (1.00) | 27.2 | (1.26) | 29.5 | (1.33) |
| Arizona | 4,536 | (3.5) | 2,211 | (3.1) | 2,324 | (2.6) | 86.0 | (0.23) | 85.6 | (0.25) | 86.3 | (0.30) | 27.9 | (0.27) | 28.1 | (0.33) | 27.7 | (0.37) |
| Arkansas. | 1,989 | (3.1) | 955 | (2.3) | 1,034 | (2.7) | 85.5 | (0.29) | 84.3 | (0.44) | 86.5 | (0.40) | 21.5 | (0.32) | 20.4 | (0.46) | 22.5 | (0.44) |
| California ... | 26,088 | (7.7) | 12,747 | (6.4) | 13,341 | (5.9) | 82.2 | (0.10) | 81.8 | (0.13) | 82.7 | (0.13) | 32.3 | (0.10) | 32.2 | (0.14) | 32.3 | (0.13) |
| Colorado | 3,674 | (3.6) | 1,823 | (3.0) | 1,852 | (2.5) | 91.4 | (0.22) | 91.0 | (0.28) | 91.8 | (0.26) | 39.4 | (0.30) | 38.7 | (0.40) | 40.1 | (0.38) |
| Connecticut | 2,473 | (2.1) | 1,179 | (1.8) | 1,294 | (2.1) | 90.1 | (0.22) | 89.9 | (0.31) | 90.4 | (0.29) | 38.3 | (0.38) | 38.8 | (0.48) | 38.0 | (0.47) |
| Delaware. | 654 | (1.7) | 307 | (1.3) | 347 | (1.1) | 89.3 | (0.51) | 88.0 | (0.86) | 90.5 | (0.48) | 31.3 | (0.67) | 31.0 | (1.00) | 31.6 | (0.86) |
| District of Columbia . | 472 | (0.9) | 223 | (0.6) | 250 | (0.8) | 90.0 | (0.57) | 89.6 | (0.82) | 90.4 | (0.76) | 57.4 | (0.69) | 58.6 | (1.03) | 56.3 | (0.92) |
| Florida ....................... | 14,389 | (6.8) | 6,885 | (5.7) | 7,504 | (4.8) | 87.6 | (0.12) | 86.7 | (0.16) | 88.4 | (0.17) | 28.6 | (0.17) | 29.0 | (0.23) | 28.1 | (0.20) |
| Georgia | 6,683 | (5.7) | 3,172 | (4.7) | 3,511 | (3.6) | 86.0 | (0.21) | 84.9 | (0.25) | 87.0 | (0.24) | 29.8 | (0.22) | 29.2 | (0.29) | 30.3 | (0.28) |
| Hawaii .. | 983 | (1.9) | 488 | (1.8) | 495 | (1.6) | 91.0 | (0.43) | 91.2 | (0.43) | 90.8 | (0.65) | 31.4 | (0.56) | 29.4 | (0.76) | 33.5 | (0.74) |
| Idaho ... | 1,066 | (2.3) | 527 | (2.4) | 540 | (2.0) | 89.6 | (0.44) | 88.5 | (0.65) | 90.6 | (0.53) | 25.6 | (0.53) | 26.9 | (0.75) | 24.3 | (0.69) |
| Illinois. | 8,667 | (5.5) | 4,169 | (4.4) | 4,498 | (4.9) | 88.4 | (0.15) | 87.6 | (0.22) | 89.2 | (0.19) | 33.0 | (0.20) | 32.5 | (0.26) | 33.4 | (0.28) |
| Indiana | 4,364 | (4.5) | 2,106 | (3.7) | 2,258 | (3.0) | 88.2 | (0.21) | 87.9 | (0.28) | 88.6 | (0.27) | 25.0 | (0.26) | 24.8 | (0.35) | 25.2 | (0.32) |
| Iowa | 2,078 | (3.7) | 1,013 | (3.0) | 1,064 | (2.8) | 92.0 | (0.26) | 91.2 | (0.35) | 92.8 | (0.35) | 27.2 | (0.45) | 26.5 | (0.55) | 27.9 | (0.58) |
| Kansas .. | 1,897 | (3.5) | 925 | (3.0) | 972 | (2.9) | 90.1 | (0.25) | 89.4 | (0.35) | 90.7 | (0.31) | 31.7 | (0.49) | 31.7 | (0.66) | 31.7 | (0.60) |
| Kentucky .. | 2,991 | (3.7) | 1,444 | (3.3) | 1,548 | (2.5) | 85.0 | (0.30) | 84.1 | (0.38) | 85.9 | (0.34) | 23.0 | (0.32) | 22.3 | (0.44) | 23.7 | (0.35) |
| Louisiana ... | 3,097 | (4.0) | 1,477 | (3.5) | 1,619 | (2.5) | 84.6 | (0.24) | 82.5 | (0.34) | 86.5 | (0.30) | 23.2 | (0.30) | 21.4 | (0.39) | 24.8 | (0.42) |
| Maine ......... | 962 | (1.9) | 461 | (1.6) | 501 | (1.6) | 91.9 | (0.41) | 90.3 | (0.64) | 93.4 | (0.48) | 30.4 | (0.62) | 29.2 | (0.86) | 31.6 | (0.78) |
| Maryland | 4,102 | (4.1) | 1,937 | (3.1) | 2,165 | (2.8) | 89.8 | (0.20) | 88.9 | (0.26) | 90.7 | (0.24) | 39.1 | (0.30) | 38.8 | (0.36) | 39.4 | (0.46) |
| Massachusetts | 4,710 | (3.1) | 2,238 | (3.0) | 2,473 | (2.6) | 90.4 | (0.17) | 89.9 | (0.22) | 90.8 | (0.22) | 41.7 | (0.30) | 41.7 | (0.39) | 41.7 | (0.32) |
| Michigan | 6,731 | (6.3) | 3,241 | (4.6) | 3,490 | (4.0) | 90.3 | (0.16) | 89.7 | (0.23) | 90.9 | (0.20) | 28.0 | (0.23) | 27.6 | (0.28) | 28.4 | (0.30) |
| Minnesota | 3,705 | (5.3) | 1,818 | (4.7) | 1,887 | (4.1) | 92.7 | (0.18) | 92.2 | (0.25) | 93.2 | (0.23) | 34.9 | (0.38) | 34.1 | (0.45) | 35.7 | (0.46) |
| Mississippi ... | 1,950 | (3.3) | 922 | (2.6) | 1,029 | (2.8) | 83.8 | (0.31) | 81.6 | (0.45) | 85.7 | (0.39) | 20.8 | (0.33) | 19.1 | (0.48) | 22.4 | (0.48) |
| Missouri | 4,098 | (4.4) | 1,965 | (4.0) | 2,133 | (3.4) | 88.9 | (0.21) | 88.2 | (0.27) | 89.6 | (0.27) | 27.9 | (0.29) | 26.8 | (0.32) | 28.9 | (0.41) |
| Montana .. | 706 | (1.8) | 351 | (1.7) | 355 | (1.4) | 93.4 | (0.41) | 92.2 | (0.62) | 94.7 | (0.41) | 29.5 | (0.77) | 29.2 | (1.05) | 29.7 | (0.94) |
| Nebraska | 1,231 | (3.2) | 602 | (2.7) | 630 | (1.8) | 91.0 | (0.32) | 90.8 | (0.43) | 91.3 | (0.48) | 29.9 | (0.52) | 29.2 | (0.66) | 30.6 | (0.67) |
| Nevada ................. | 1.968 | (23) | 976 | (17) | 992 | 17 | 85.9 | (0.33) | 85.8 | (0.42) | 85.9 | (0.46) | 23.9 | (0.36) | 23.9 | (0.51) | 24.0 | (0.45) |
| New Hampshire | ,938 | (1.7) | 458 | (1.6) | 480 | (1.2) | 93.3 | (0.35) | 92.3 | (0.49) | 94.3 | (0.46) | 35.5 | (0.68) | 34.9 | (0.89) | 36.1 | (0.75) |
| New Jersey | 6,169 | (4.1) | 2,947 | (3.5) | 3,222 | (3.0) | 89.1 | (0.16) | 88.7 | (0.19) | 89.5 | (0.20) | 37.8 | (0.25) | 38.0 | (0.32) | 37.5 | (0.28) |
| New Mexico .... | 1,377 | (2.9) | 675 | (2.3) | 703 | (2.3) | 84.5 | (0.45) | 83.7 | (0.65) | 85.2 | (0.51) | 26.5 | (0.50) | 24.9 | (0.64) | 27.9 | (0.61) |
| New York ....... | 13,653 | (6.6) | 6,492 | (5.6) | 7,161 | (4.3) | 85.9 | (0.14) | 85.6 | (0.18) | 86.3 | (0.16) | 35.1 | (0.17) | 34.3 | (0.21) | 35.9 | (0.21) |
| North Carolina .... | 6,765 | (6.6) | 3,200 | (5.2) | 3,565 | (4.1) | 86.6 | (0.17) | 85.1 | (0.23) | 88.0 | (0.21) | 29.5 | (0.21) | 28.6 | (0.29) | 30.4 | (0.27) |
| North Dakota .... | 491 | (2.3) | 251 | (2.4) | 240 | (1.6) | 93.2 | (0.51) | 92.0 | (0.70) | 94.3 | (0.65) | 29.8 | (0.93) | 27.0 | (1.11) | 32.7 | (1.32) |
| Ohio | 7,900 | (5.1) | 3,784 | (4.0) | 4,115 | (3.7) | 89.7 | (0.15) | 89.2 | (0.21) | 90.1 | (0.16) | 26.7 | (0.21) | 26.7 | (0.26) | 26.7 | (0.25) |
| Oklahoma | 2,560 | (3.3) | 1,242 | (3.2) | 1,319 | (2.5) | 87.4 | (0.33) | 87.0 | (0.38) | 87.9 | (0.40) | 25.2 | (0.42) | 24.9 | (0.48) | 25.5 | (0.61) |
| Oregon .. | 2,803 | (2.6) | 1,365 | (2.8) | 1,438 | (2.6) | 90.1 | (0.25) | 89.7 | (0.33) | 90.5 | (0.31) | 32.2 | (0.36) | 32.2 | (0.53) | 32.1 | (0.37) |
| Pennsylvania ... | 8,905 | (6.5) | 4,268 | (5.4) | 4,638 | (4.6) | 89.6 | (0.17) | 89.2 | (0.24) | 89.9 | (0.19) | 29.6 | (0.22) | 29.6 | (0.28) | 29.6 | (0.23) |
| Rhode Island ... | 731 | (1.3) | 348 | (1.1) | 383 | (1.3) | 87.8 | (0.51) | 87.5 | (0.72) | 88.1 | (0.64) | 32.7 | (0.66) | 32.4 | (0.79) | 33.0 | (0.89) |
| South Carolina | 3,320 | (3.2) | 1,573 | (2.8) | 1,747 | (2.3) | 86.5 | (0.28) | 85.2 | (0.35) | 87.7 | (0.34) | 26.7 | (0.31) | 27.0 | (0.38) | 26.5 | (0.39) |
| South Dakota .... | 565 | (2.2) | 281 | (2.0) | 283 | (1.6) | 91.0 | (0.50) | 90.1 | (0.71) | 91.9 | (0.63) | 27.6 | (0.91) | 26.6 | (1.31) | 28.6 | (1.15) |
| Tennessee ..... | 4,474 | (4.7) | 2,132 | (3.9) | 2,342 | (3.0) | 86.1 | (0.21) | 85.0 | (0.30) | 87.2 | (0.24) | 25.9 | (0.25) | 25.2 | (0.32) | 26.6 | (0.33) |
| Texas ............ | 17,486 | (8.1) | 8,519 | (6.6) | 8,967 | (5.8) | 82.4 | (0.16) | 81.7 | (0.20) | 83.1 | (0.17) | 28.3 | (0.13) | 28.2 | (0.17) | 28.3 | (0.16) |
| Utah ............................ | 1,739 | (3.1) | 864 | (2.4) | 874 | (2.1) | 91.6 | (0.31) | 91.1 | (0.42) | 92.1 | (0.34) | 31.6 | (0.49) | 33.8 | (0.68) | 29.5 | (0.63) |
| Vermont | 441 | (1.2) | 214 | (1.4) | 227 | (1.1) | 91.6 | (0.65) | 89.7 | (0.92) | 93.4 | (0.75) | 37.5 | (1.22) | 33.7 | (1.50) | 41.0 | (1.42) |
| Virginia | 5,687 | (5.8) | 2,740 | (4.0) | 2,947 | (4.1) | 89.0 | (0.17) | 88.3 | (0.22) | 89.6 | (0.22) | 36.9 | (0.27) | 37.1 | (0.33) | 36.8 | (0.35) |
| Washington | 4,896 | (3.9) | 2,419 | (4.0) | 2,477 | (2.6) | 90.9 | (0.17) | 90.5 | (0.25) | 91.3 | (0.20) | 34.1 | (0.28) | 34.0 | (0.34) | 34.2 | (0.31) |
| West Virginia .. | 1,301 | (1.7) | 632 | (1.7) | 669 | (1.5) | 86.2 | (0.41) | 84.8 | (0.58) | 87.4 | (0.50) | 19.7 | (0.43) | 18.9 | (0.51) | 20.5 | (0.60) |
| Wisconsin ...... | 3,928 | (4.2) | 1,922 | (4.6) | 2,006 | (3.9) | 91.4 | (0.20) | 90.7 | (0.28) | 92.2 | (0.26) | 28.7 | (0.31) | 27.5 | (0.42) | 30.0 | (0.39) |
| Wyoming .......................... | 388 | (1.6) | 191 | (1.5) | 197 | (1.4) | 93.2 | (0.54) | 93.2 | (0.68) | 93.1 | (0.82) | 26.9 | (0.93) | 26.6 | (1.28) | 27.1 | (1.17) |

${ }^{1}$ Includes completion of high school through equivalency programs, such as a GED program. NOTE: Data are based on sample surveys of the entire population in the given age range residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States)
and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, 2015 American Community Survey (ACS) 1-Year Public Use Microdata Sample (PUMS) data. (This table was prepared March 2017.)

Table 104.95. Number of persons age 25 and over in metropolitan areas with populations greater than 1 million and rates of high school completion and bachelor's degree attainment among persons in this age group, by sex: 2016
[Standard errors appear in parentheses]

| Metropolitan area | Number of persons 25 years old and over (in thousands) |  |  |  |  |  | Percent with high school completion or higher |  |  |  |  |  | Percent with bachelor's or higher degree |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total |  | Males |  | Females |  | Total |  | Male |  | Female |  | Total |  | Male |  | Female |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Albany-Schenectady, NY CSA <br> Albuquerque-Santa Fe-Las Vegas, NM CSA <br> Atlanta-Athens-Clarke County-Sandy Springs, GA CSA <br> Austin-Round Rock, TX CBSA <br> Birmingham-Hoover, AL CBSA | $\begin{array}{r} 729 \\ 711 \\ 4,045 \\ 1,389 \\ 773 \end{array}$ | $\begin{aligned} & \hline(139.9) \\ & (23.8 \\ & (170.3 \\ & 119.5 \\ & (59.6) \end{aligned}$ | $\begin{array}{r} 300 \\ 337 \\ 1,899 \\ 703 \\ 375 \end{array}$ | $(59.6)$ <br> 13.7 <br> 84.9 <br> 64.4 <br> $(31.2)$ | $\begin{array}{r} 429 \\ 373 \\ 2,145 \\ 686 \\ 398 \end{array}$ | $\begin{aligned} & (82.4) \\ & (12.9 \\ & 94.4 \\ & 63.5 \\ & (32.4 \\ & (2) \end{aligned}$ | $\begin{aligned} & 95.5 \\ & 89.3 \\ & 89.3 \\ & 88.9 \\ & 85.7 \end{aligned}$ | $\begin{aligned} & 1.36 \\ & (1.15 \\ & (0.98 \\ & (2.11 \\ & 1.82) \end{aligned}$ | $\begin{aligned} & 96.2 \\ & 88.7 \\ & 88.1 \\ & 86.2 \\ & 84.1 \end{aligned}$ | $\begin{aligned} & 1.63 \\ & (1.25 \\ & 1.40 \\ & 3.03 \\ & (2.79) \end{aligned}$ | $\begin{aligned} & 95.0 \\ & 89.8 \\ & 90.3 \\ & 91.8 \\ & 87.2 \end{aligned}$ | $(1.70$ <br> 1.37 <br> 1.07 <br> 11.07 <br> $1.82)$ <br> $1.92)$ | $\begin{aligned} & 36.9 \\ & 35.3 \\ & 39.2 \\ & 41.5 \\ & 30.4 \end{aligned}$ | $\begin{aligned} & \left(\begin{array}{l} 4.05 \\ (1.81 \\ 1.88 \\ (3.188 \\ 3.04) \end{array}\right) \end{aligned}$ | $\begin{aligned} & 41.9 \\ & 34.3 \\ & 38.9 \\ & 42.0 \\ & 28.3 \end{aligned}$ | $\begin{aligned} & \left(\begin{array}{l} (13) \\ (2.11 \\ 2.50 \\ 3.50 \\ 3.69 \end{array}\right) \end{aligned}$ | $\begin{aligned} & 33.4 \\ & 36.2 \\ & 39.6 \\ & 41.1 \\ & 32.4 \end{aligned}$ | $(4.56)$ 2.15 2.08 4.03 $3.37)$ |
| Boston-Worcester-Providence, MA-RI-NH-CT CSA <br> Buffalo-Cheektowaga-Niagara Falls, NY CBSA <br> Cape Coral-Fort Myers-Naples, FL CSA <br> Charlotte-Concord-Gastonia, NC-SC CBSA <br> Chicago-Naperville-Michigan City, IL-IN-WI CSA | $\begin{gathered} 5,559 \\ 706 \\ 724! \\ 1,653 \\ 6,376 \end{gathered}$ | $\begin{array}{r} (88.7) \\ (868.0 \\ (268.4 \\ 117.8 \\ 176.0) \end{array}$ | $\begin{gathered} 2,648 \\ 308 \\ 367! \\ 782 \\ 3,077 \end{gathered}$ | $\begin{array}{r} (57.6 \\ (41.5 \\ (132.9 \\ (599) \\ (99.4) \end{array}$ | $\begin{gathered} 2,911 \\ 398 \\ 357! \\ 871 \\ 3,299 \end{gathered}$ | $\begin{array}{r} (43.5) \\ (51.2 \\ (136.3 \\ (63.8 \\ (89.8) \end{array}$ | $\begin{aligned} & 91.9 \\ & 92.4 \\ & 89.9 \\ & 91.9 \\ & 91.1 \end{aligned}$ | $\begin{aligned} & (0.61 \\ & (1.92) \\ & (2.53 \\ & 1.55 \\ & (0.80) \end{aligned}$ | $\begin{aligned} & 92.0 \\ & 90.8 \\ & 90.9 \\ & 90.0 \\ & 91.1 \end{aligned}$ | $\begin{aligned} & (0.78) \\ & (3.19 \\ & (2.87 \\ & (2.04 \\ & (0.97) \end{aligned}$ | $\begin{aligned} & 91.8 \\ & 93.5 \\ & 88.9 \\ & 93.7 \\ & 91.1 \end{aligned}$ | $\begin{aligned} & (0.73) \\ & (2.09 \\ & (2.87 \\ & 1.58 \\ & (0.85) \end{aligned}$ | $\begin{aligned} & 45.3 \\ & 37.9 \\ & 30.0 \\ & 37.9 \\ & 41.2 \end{aligned}$ | $\begin{aligned} & 1.33 \\ & (4.80 \\ & (4.21 \\ & (2.74 \\ & 1.49 \end{aligned}$ | $\begin{aligned} & 45.7 \\ & 42.6 \\ & 28.0 \\ & 39.5 \\ & 42.7 \end{aligned}$ | $\begin{aligned} & (1.74) \\ & (5.94 \\ & 6.11 \\ & (3.18 \\ & 1.87) \end{aligned}$ | $\begin{aligned} & 45.0 \\ & 34.2 \\ & 32.1 \\ & 36.5 \\ & 39.8 \end{aligned}$ | $\begin{aligned} & 1.35 \\ & 4.66 \\ & (3.53 \\ & 2.96 \\ & 1.64 \end{aligned}$ |
| Cincinnati, OH-KY-IN CBSA <br> Cleveland-Akron-Canton, OH CSA ${ }^{1}$ <br> Columbus, OH CBSA <br> Dallas-Fort Worth, TX-OK CSA $\qquad$ <br> Denver-Aurora, CO CSA | $\begin{aligned} & 1,348 \\ & 2,098 \\ & 1,397 \\ & 4,950 \\ & 2,484 \end{aligned}$ | $\begin{aligned} & 120.2 \\ & (138.5 \\ & 124.2 \\ & 1248.4 \\ & (281.9) \end{aligned}$ | $\begin{array}{r} 646 \\ 999 \\ 649 \\ 2,434 \\ 1,244 \end{array}$ | $\begin{array}{r} 65.1 \\ (77.5 \\ (64.5 \\ (132.6 \\ (99.7) \\ (9) \end{array}$ | $\begin{array}{r} 702 \\ 1,099 \\ 748 \\ 2,516 \\ 1,240 \end{array}$ | $\begin{array}{r} (60.5) \\ (67.9 \\ (66.8 \\ \text { (125.0) } \\ (87.3) \end{array}$ | $\begin{aligned} & 89.0 \\ & 92.8 \\ & 94.0 \\ & 86.9 \\ & 93.7 \end{aligned}$ | $\left.\begin{array}{l} (2.39 \\ 1.23 \\ 1.08 \\ 1.18 \\ 1.13 \\ 1.13 \end{array}\right)$ | $\begin{aligned} & 88.9 \\ & 92.6 \\ & 93.7 \\ & 85.3 \\ & 92.8 \end{aligned}$ | $\begin{aligned} & (3.26 \\ & 1.65 \\ & 1 . .38 \\ & (1.54 \\ & 1.27) \end{aligned}$ | $\begin{aligned} & 89.0 \\ & 93.0 \\ & 94.2 \\ & 88.3 \\ & 94.6 \end{aligned}$ | $\left.\begin{array}{l} (2.33 \\ 1.24 \\ 1.53 \\ 1.53 \\ 1.22 \\ 1.19 \end{array}\right)$ | $\begin{aligned} & 38.4 \\ & 30.0 \\ & 34.4 \\ & 37.9 \\ & 43.3 \end{aligned}$ | $\begin{aligned} & (3.45) \\ & (2.67 \\ & 3.15 \\ & 1.84 \\ & (3.74) \end{aligned}$ | $\begin{aligned} & 41.6 \\ & 30.4 \\ & 34.0 \\ & 39.4 \\ & 43.2 \end{aligned}$ | $\left.\begin{array}{l} (4.18 \\ 3.83 \\ 3.71 \\ 3 \\ 2.74 \\ 4.51 \end{array}\right)$ | $\begin{aligned} & 35.5 \\ & 29.6 \\ & 34.7 \\ & 36.4 \\ & 43.5 \end{aligned}$ | $\begin{aligned} & 3.91 \\ & 3.10 \\ & 3.50 \\ & 3.00 \\ & 2.08 \\ & 3.54 \end{aligned}$ |
| Detroit-Warren-Ann Arbor, MI CSA <br> Grand Rapids-Wyoming-Muskegon MI CSA <br> Greensboro - Winston-Salem-High Point, NC CSA <br> Greenville-Spartanburg-Anderson, SC CSA <br> Hartford-West Hartford, CT CSA | $\begin{array}{r} 3,557 \\ 889 \\ 1,152 \\ 740 \\ 1,023 \end{array}$ | $\begin{aligned} & (235.2) \\ & 198.4 \\ & 175.3 \\ & (63.8 \\ & (65.3) \\ & 8.8 \end{aligned}$ | $\begin{array}{r} 1,691 \\ 438 \\ 547 \\ 344 \\ 496 \end{array}$ | $\begin{array}{r} 122.4 \\ (104.0 \\ (86.9 \\ 35.4 \\ 46.4) \end{array}$ | $\begin{array}{r} 1,866 \\ 450 \\ 605 \\ 395 \\ 528 \end{array}$ | $\left.\begin{array}{c} (118.2 \\ (9.3 \\ (90.2 \\ (30.9 \\ (33.9 \\ 43.4 \end{array}\right)$ | $\begin{array}{r} 93.4 \\ 93.1 \\ 86.5 \\ 88.7 \\ 90.3 \end{array}$ | $\begin{aligned} & (0.72) \\ & (1.30 \\ & 1.64 \\ & (1.91 \\ & (1.93) \end{aligned}$ | $\begin{aligned} & 93.5 \\ & 92.7 \\ & 86.6 \\ & 87.6 \\ & 92.4 \end{aligned}$ | $\left.\begin{array}{l} (0.99 \\ 1.90 \\ (2.44 \\ (2.83 \\ 2.31 \end{array}\right)$ | $\begin{aligned} & 93.3 \\ & 93.5 \\ & 86.5 \\ & 89.7 \\ & 88.4 \end{aligned}$ | $\begin{aligned} & (0.97 \\ & 1.55 \\ & 1.69 \\ & 1.69 \\ & 1.96 \\ & 2.40 \end{aligned}$ | $\begin{aligned} & 32.9 \\ & 31.9 \\ & 27.9 \\ & 32.0 \\ & 36.6 \end{aligned}$ | $\begin{aligned} & 1.93 \\ & (4.56 \\ & (3.23 \\ & 3.09 \\ & (2.99) \end{aligned}$ | $\begin{aligned} & 30.6 \\ & 30.4 \\ & 28.7 \\ & 30.2 \\ & 33.7 \end{aligned}$ | $\begin{aligned} & (2.34) \\ & 6.100 \\ & (3.90 \\ & 3.92 \\ & 3.55) \end{aligned}$ | $\begin{aligned} & 34.9 \\ & 33.4 \\ & 27.1 \\ & 33.6 \\ & 39.2 \end{aligned}$ | $\left.\begin{array}{l} (2.14) \\ 3.99 \\ 3.40 \\ 3.38 \\ 3.81 \end{array}\right)$ |
| Houston-Baytown-Sugar Land, TX CBSA $\qquad$ <br> Indianapolis, IN CBSA <br> Jacksonville, FL CBSA <br> Kansas City, MO-KS CBSA <br> Las Vegas-Paradise, NV CBSA $\qquad$ | $\begin{aligned} & 4,200 \\ & 1,270 \\ & 1,015 \\ & 1,378 \\ & 1,481 \end{aligned}$ | $\begin{array}{r} (219.5) \\ (93.3 \\ (110.2 \\ (88.9 \\ (55.1) \end{array}$ | $\begin{array}{r} 2,088 \\ 588 \\ 473 \\ 665 \\ 708 \end{array}$ | $\begin{array}{r} (114.0 \\ (45.0 \\ 53.8 \\ 45.8 \\ 32.0 \\ 32.0 \end{array}$ | $\begin{array}{r} 2,111 \\ 683 \\ 542 \\ 713 \\ 773 \end{array}$ | $\begin{array}{r} (114.9) \\ (53.8 \\ 60.7 \\ (4.7) \\ 28.6) \end{array}$ | $\begin{aligned} & 83.6 \\ & 89.8 \\ & 92.3 \\ & 95.2 \\ & 89.3 \end{aligned}$ | $\begin{aligned} & (1.36 \\ & 1.65) \\ & 1.81 \\ & 1.81 \\ & 1.022 \\ & 1.32 \end{aligned}$ | $\begin{aligned} & 81.7 \\ & 89.8 \\ & 93.3 \\ & 94.8 \\ & 89.9 \end{aligned}$ | $\begin{aligned} & 1.73 \\ & (1.97 \\ & (2.26 \\ & (1.33 \\ & 1.56) \\ & 1.56 \end{aligned}$ | $\begin{aligned} & 85.5 \\ & 89.9 \\ & 91.5 \\ & 95.6 \\ & 88.7 \end{aligned}$ | $\begin{aligned} & (1.40) \\ & 1.94 \\ & (2.03 \\ & 1.15 \\ & 1.50) \end{aligned}$ | $\begin{aligned} & 37.7 \\ & 33.9 \\ & 32.9 \\ & 44.8 \\ & 27.4 \end{aligned}$ | $\begin{aligned} & 1.89 \\ & (3.23 \\ & 3.81 \\ & (2.59 \\ & 1.67) \end{aligned}$ | $\begin{aligned} & 38.4 \\ & 33.9 \\ & 28.0 \\ & 43.1 \\ & 28.9 \end{aligned}$ | $\begin{aligned} & (2.39) \\ & 3 \\ & (4.10 \\ & 4.18 \\ & 3.39 \\ & 2.25) \end{aligned}$ | $\begin{aligned} & 37.1 \\ & 33.8 \\ & 37.1 \\ & 46.4 \\ & 26.0 \end{aligned}$ | $(1.98)$ $(3.93$ $4.37)$ 3, $(1.94)$ |
| Los Angeles-Long Beach-Riverside, CA CSA $\qquad$ <br> Louisville, KY-IN CBSA <br> Memphis, TN-MS-AR CBSA <br> Miami-Fort Lauderdale-Port St. Lucie, FL CSA $\qquad$ <br> Milwaukee-Racine-Waukesha, WI CSA | $\begin{array}{r} 12,412 \\ 908 \\ 874 \\ 4,391 \\ 1,230 \end{array}$ | $\begin{array}{r} (234.0) \\ (89.1 \\ (73.0 \\ (196.2 \\ (148.8) \end{array}$ | $\begin{array}{r} 5,985 \\ 404 \\ 410 \\ 2,024 \\ 582 \end{array}$ | $\begin{array}{r} (133.2) \\ (30.5 \\ (39.6 \\ (105.6 \\ (75.9) \end{array}$ | $\begin{array}{r} 6,428 \\ 504 \\ 464 \\ 2,367 \\ 647 \end{array}$ | $\begin{array}{r} 120.3 \\ (52.5 \\ (39.5 \\ (104 .) \\ (76.9) \\ (76) \end{array}$ | $\begin{aligned} & 82.2 \\ & 90.8 \\ & 86.7 \\ & 87.5 \\ & 92.7 \end{aligned}$ | $\left(\begin{array}{l} 0.77) \\ 1.95 \\ 2.00 \\ 21.03 \\ 1.46 \\ 1.4 \end{array}\right.$ | $\begin{aligned} & 81.6 \\ & 90.7 \\ & 84.6 \\ & 87.8 \\ & 92.5 \end{aligned}$ | $\left.\begin{array}{l} (0.96 \\ (2.57 \\ (2.61 \\ 1.17 \\ 1.73) \\ 1.84 \end{array}\right)$ | $\begin{aligned} & 82.7 \\ & 90.9 \\ & 88.5 \\ & 87.2 \\ & 92.8 \end{aligned}$ | $(0.78)$ <br> $(2.37$ <br> $(2.29$ <br> 11.17 <br> $1.83)$ <br>  | $\begin{aligned} & 32.2 \\ & 33.4 \\ & 30.0 \\ & 32.4 \\ & 32.2 \end{aligned}$ |  | $\begin{aligned} & 32.1 \\ & 31.4 \\ & 28.6 \\ & 31.7 \\ & 30.9 \end{aligned}$ | $\begin{aligned} & (1.16 \\ & 4.00 \\ & 3.54 \\ & 2.54 \\ & 3.32) \end{aligned}$ | $\begin{aligned} & 32.2 \\ & 35.0 \\ & 31.2 \\ & 33.0 \\ & 33.4 \end{aligned}$ |  |
| Minneapolis-St. Paul-Bloomington, MN-WI CBSA $\qquad$ <br> Nashville-Davidson-Murfreesboro, TN CBSA <br> New Orleans-Metairie, LA CBSA <br> New York-Newark-Bridgeport, NY-NJ-CT-PA CSA $\qquad$ <br> Oklahoma City, OK CBSA $\qquad$ | $\begin{array}{r} 2,391 \\ 1,354 \\ 813 \\ 16,057 \\ 870 \end{array}$ | $\begin{array}{r} (89.5) \\ (93.7 \\ (53.4 \\ (325.2 \\ (56.3) \\ (5) \end{array}$ | $\begin{array}{r} 1,181 \\ 651 \\ 371 \\ 7,640 \\ 429 \end{array}$ | $(56.5$ $(52.5)$ $(27.2$ $(168.2)$ $(30.6)$ | $\begin{array}{r} 1,210 \\ 704 \\ 442 \\ 8,417 \\ 442 \end{array}$ | $\begin{array}{r} (46.2) \\ (43.7 \\ (30.6 \\ (179.0 \\ (30.6) \\ (3) \end{array}$ | $\begin{array}{r} 94.3 \\ 90.2 \\ 86.3 \\ 89.4 \\ 90.8 \end{array}$ | $\begin{aligned} & (1.00 \\ & 1.43 \\ & 1.70 \\ & (0.51 \\ & (1.78) \end{aligned}$ | $\begin{aligned} & 92.6 \\ & 88.2 \\ & 85.6 \\ & 89.5 \\ & 89.1 \end{aligned}$ | $\begin{aligned} & 1.40 \\ & (2.05 \\ & (2.54 \\ & (0.66 \\ & 2.30) \end{aligned}$ | $\begin{aligned} & 96.0 \\ & 99.0 \\ & 86.8 \\ & 89.2 \\ & 92.4 \end{aligned}$ | $(0.94)$ <br> $(1.61$ <br> 1.89 <br> $(0.54$ <br> $(1.85)$ | $\begin{aligned} & 47.3 \\ & 35.6 \\ & 30.9 \\ & 42.4 \\ & 28.8 \end{aligned}$ | $(2.46$ $(2.73$ 2.51 $(2.51$ $(2.31)$ $(2.15$ | $\begin{aligned} & 44.9 \\ & 33.9 \\ & 31.1 \\ & 43.2 \\ & 27.1 \end{aligned}$ |  | $\begin{aligned} & 49.7 \\ & 37.1 \\ & 30.7 \\ & 41.6 \\ & 30.5 \end{aligned}$ | $(3.05$ $(3.44$ $(2.88$ 1 1.04 $2.90)$ |
| Orlando-Deltona-Daytona Beach, FL CSA <br> Philadelphia-Reading-Camden, PA-NJ-DE-MD CSA <br> Phoenix-Mesa-Scottsdale, AZ CBSA <br> Pittsburgh, PA CBSA <br> Portland-Vancouver-Salem, OR-WA CSA | $\begin{aligned} & 2,002 \\ & 4,865 \\ & 3,020 \\ & 1,605 \\ & 1,935 \end{aligned}$ | $\begin{aligned} & (144.7) \\ & (186.7 \\ & (94.4 \\ & (130.3 \\ & (94.2) \end{aligned}$ | $\begin{array}{r} 940 \\ 2,380 \\ 1,448 \\ 751 \\ 951 \end{array}$ | $\begin{array}{r} (73.1) \\ (101.5 \\ (53.9 \\ 66.8 \\ (49.6) \end{array}$ | $\begin{array}{r} 1,061 \\ 2,485 \\ 1,572 \\ 854 \\ 984 \end{array}$ | $(81.4)$ g8.7. 51.6 $(17.7$ $(51.1)$ | $\begin{array}{r} 92.6 \\ 90.4 \\ 87.3 \\ 95.7 \\ 90.7 \end{array}$ | $\begin{aligned} & (1.11) \\ & (0.82 \\ & 1.35 \\ & (1.07 \\ & 1.33) \end{aligned}$ | $\begin{aligned} & 92.1 \\ & 90.5 \\ & 86.9 \\ & 95.4 \\ & 89.4 \end{aligned}$ | $\begin{aligned} & (1.78) \\ & (1.08 \\ & 1.51 \\ & (1.49 \\ & (1.84) \end{aligned}$ | $\begin{aligned} & 93.1 \\ & 90.3 \\ & 87.6 \\ & 96.0 \\ & 91.9 \end{aligned}$ | $\left.\begin{array}{l} 1.19 \\ (0.92 \\ (1.54 \\ 1.29 \\ 1.19 \\ 1.19 \end{array}\right)$ | $\begin{aligned} & 29.6 \\ & 37.9 \\ & 33.6 \\ & 40.9 \\ & 36.7 \end{aligned}$ | $\begin{aligned} & (1.99) \\ & (1.69 \\ & (2.04 \\ & (2.68 \\ & (2.25) \end{aligned}$ | $\begin{aligned} & 30.1 \\ & 38.5 \\ & 34.0 \\ & 42.7 \\ & 35.2 \end{aligned}$ | $\begin{aligned} & (2.74) \\ & (2.02 \\ & 2.48 \\ & 3.48 \\ & (2.41) \end{aligned}$ | $\begin{aligned} & 29.2 \\ & 37.4 \\ & 33.2 \\ & 39.3 \\ & 38.1 \end{aligned}$ | $\begin{aligned} & (2.30) \\ & 1.85 \\ & (2.23 \\ & 2.88 \\ & 2.70) \end{aligned}$ |
| Raleigh-Durham-Cary, NC CSA <br> Richmond, VA CBSA <br> Rochester, NY CBSA <br> Sacramento-Arden-Arcade-Roseville, CA CBSA <br> Salt Lake City-Provo-Orem, UT CSA ${ }^{1}$ | $\begin{array}{r} 1,271 \\ 889 \\ 761 \\ 1,611 \\ 1,428 \end{array}$ | $\begin{array}{r} (98.6) \\ (104.6 \\ 103.3 \\ 132.8 \\ 147.7) \end{array}$ | $\begin{aligned} & 599 \\ & 418 \\ & 381 \\ & 820 \\ & 696 \end{aligned}$ | $\left.\begin{array}{l} (51.1) \\ (54.2 \\ (52.8 \\ 72.14 \\ 26.1 \end{array}\right)$ | $\begin{aligned} & 671 \\ & 471 \\ & 380 \\ & 791 \\ & 732 \end{aligned}$ | $\left.\begin{array}{l} (54.1) \\ (55.9 \\ 54.2 \\ 67.1 \\ (25.8 \end{array}\right)$ | $\begin{aligned} & 91.2 \\ & 87.0 \\ & 92.4 \\ & 90.0 \\ & 94.2 \end{aligned}$ | $\begin{aligned} & 1.711 \\ & (3.11 \\ & 1.88 \\ & 1.87 \\ & (0.84) \end{aligned}$ | $\begin{aligned} & 90.5 \\ & 86.1 \\ & 93.4 \\ & 87.7 \\ & 94.1 \end{aligned}$ | $\begin{aligned} & (2.15) \\ & (4.12) \\ & 2.42 \\ & 2.12 \\ & (0.97) \end{aligned}$ | $\begin{aligned} & 91.8 \\ & 87.8 \\ & 91.5 \\ & 92.5 \\ & 94.2 \end{aligned}$ | $\left.\begin{array}{l} (1.89) \\ (3.21) \\ 2.48 \\ 1.63 \\ 1.01 \end{array}\right)$ | $\begin{aligned} & 49.8 \\ & 33.8 \\ & 38.7 \\ & 32.3 \\ & 34.6 \end{aligned}$ | $\begin{aligned} & (3.38 \\ & (3.75 \\ & (4.53 \\ & (2.72) \\ & (1.72) \end{aligned}$ | $\begin{aligned} & 50.2 \\ & 33.5 \\ & 39.9 \\ & 34.1 \\ & 37.6 \end{aligned}$ | $\begin{aligned} & \left(\begin{array}{l} (.07) \\ 4.59 \\ 5.26 \\ 3.261 \\ 3.21 \end{array}\right) \end{aligned}$ | $\begin{aligned} & 49.5 \\ & 34.0 \\ & 37.4 \\ & 30.3 \\ & 31.8 \end{aligned}$ |  |
| San Antonio, TX CBSA <br> San Diego-Carlsbad-San Marcos, CA CBSA <br> San Jose-San Francisco-Oakland, CA CSA <br> Seattle-Tacoma-Olympia, WA CSA <br> St. Louis, MO-IL CBSA | $\begin{aligned} & 1,633 \\ & 2,327 \\ & 5,756 \\ & 2,836 \\ & 2,062 \end{aligned}$ | $\begin{aligned} & 114.6 \\ & 166.1 \\ & (333.0 \\ & 296.5 \\ & (120.0) \\ & (12) \end{aligned}$ | $\begin{array}{r} 802 \\ 1,096 \\ 2,895 \\ 1,413 \\ 1,003 \end{array}$ | $\begin{array}{r} (58.0 \\ (83.6 \\ (173.8 \\ 148.0 \\ (68.1) \end{array}$ | $\begin{array}{r} 831 \\ 1,231 \\ 2,861 \\ 1,423 \\ 1,059 \end{array}$ | $\begin{array}{r} (62.9 \\ (8.9 .5 \\ (167.4 \\ (151.7 \\ (62.3) \\ (6) \end{array}$ | $\begin{aligned} & 86.0 \\ & 88.0 \\ & 91.3 \\ & 92.8 \\ & 91.1 \end{aligned}$ | $\begin{aligned} & (2.08) \\ & 1.73 \\ & (0.77) \\ & 1.122 \\ & 1.57) \end{aligned}$ | $\begin{aligned} & 85.5 \\ & 87.7 \\ & 91.2 \\ & 92.0 \\ & 90.3 \end{aligned}$ | $\begin{aligned} & (2.53 \\ & 1.92 \\ & (0.90 \\ & (1.26 \\ & (2.05) \end{aligned}$ | $\begin{aligned} & 86.6 \\ & 88.2 \\ & 91.5 \\ & 93.6 \\ & 92.0 \end{aligned}$ | $\begin{aligned} & (2.13 \\ & 1.96 \\ & (0.89 \\ & 1.89 \\ & 1.75) \end{aligned}$ | $\begin{aligned} & 34.6 \\ & 37.0 \\ & 49.7 \\ & 44.9 \\ & 32.8 \end{aligned}$ | $\begin{aligned} & (3.00 \\ & (2.58 \\ & (1.64 \\ & (2.55) \\ & 2.61) \end{aligned}$ | $\begin{aligned} & 35.3 \\ & 34.5 \\ & 49.7 \\ & 45.6 \\ & 33.5 \end{aligned}$ | $\begin{aligned} & \left(\begin{array}{l} 3.49 \\ 3.19 \\ (1.70 \\ (2.75 \\ 3.49 \end{array}\right) \end{aligned}$ | $\begin{aligned} & 34.0 \\ & 39.1 \\ & 49.6 \\ & 44.1 \\ & 32.2 \end{aligned}$ | $\begin{aligned} & (3.21 \\ & (2.83 \\ & (2.04 \\ & (2.93 \\ & (2.72) \end{aligned}$ |
| Tampa-St. Petersburg-Clearwater, FL CBSA <br> Virginia Beach-Norfolk-Newport News, VA-NC CBSA <br> Washington-Baltimore-Arlington, DC-MD-VA-WV-PA CSA | $\begin{array}{r} 2,393 \\ 968 \\ 6,609 \end{array}$ | $\begin{aligned} & (157.1 \\ & (99.8 \\ & (260.5) \end{aligned}$ | $\begin{array}{r} 1,139 \\ 467 \\ 3,116 \end{array}$ | $\left.\begin{array}{r} (77.7 \\ (57.9 \\ (136.4) \end{array}\right)$ | $\begin{array}{r} 1,254 \\ 501 \\ 3,493 \end{array}$ | $\begin{array}{r} (86.3) \\ (48.4 \\ (135.0) \end{array}$ | $\begin{aligned} & 94.4 \\ & 92.7 \\ & 92.7 \end{aligned}$ | $\begin{aligned} & 1.04 \\ & 1.53 \\ & (0.68) \end{aligned}$ | $\begin{aligned} & 95.2 \\ & 93.9 \\ & 92.2 \end{aligned}$ | $\begin{aligned} & (1.35) \\ & (2.14) \\ & (0.85) \end{aligned}$ | $\begin{aligned} & 93.7 \\ & 91.5 \\ & 92.2 \end{aligned}$ | $\begin{aligned} & 1.25) \\ & (2.13 \\ & (0.73) \end{aligned}$ | $\begin{aligned} & 31.5 \\ & 29.4 \\ & 46.5 \end{aligned}$ | $\begin{aligned} & (1.99) \\ & (2.34 \\ & (1.66) \end{aligned}$ | $\begin{aligned} & 32.5 \\ & 29.5 \\ & 47.6 \end{aligned}$ | $\begin{aligned} & (2.69 \\ & (3.09 \\ & (2.14) \end{aligned}$ | $\begin{aligned} & 30.5 \\ & 29.3 \\ & 45.5 \end{aligned}$ | $(2.32)$ $(3.54$ $(1.65)$ |
| !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. ${ }^{1}$ Some counties in this metropolitan area were not included in the Current Population Survey (CPS) sample. NOTE: A Core Based Statistical Area (CBSA) consists of one or more counties associated with at least one population core of at least 10,000 people, plus adjacent counties having a high degree of social and economic integration with the core as |  |  |  |  | social and economic ties as measured by commuting, but at lower levels than are found within each component CBSA. Detail may not sum to totals because of rounding. Standard errors were computed using replicate weights. <br> SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2016. (This table was prepared May 2017.) |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 105.10. Projected number of participants in educational institutions, by level and control of institution: Fall 2016
[In millions]

| Participants | All levels (elementary, secondary, and degree-granting postsecondary) | Elementary and secondary schools |  |  | Degree-granting postsecondary institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Public | Private | Total | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Total ................................................. | 86.1 | 62.9 | 56.9 | 5.9 | 23.2 | 16.8 | 6.4 |
| Enrollment ............................................ | 76.0 | 55.9 | 50.6 | 5.2 | 20.2 | 14.8 | 5.3 |
| Teachers and faculty ................................. | 4.6 | 3.6 | 3.2 | 0.4 | 1.1 | 0.7 | 0.4 |
| Other professional, administrative, and support staff $\qquad$ | 5.4 | 3.5 | 3.1 | 0.3 | 1.9 | 1.3 | 0.7 |

NOTE: Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes federal Bureau of Indian Education schools and Department of Defense schools. Excludes private preprimary enrollment in schools that do not offer kindergarten or above. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data for teachers and other staff in public and private elementary and secondary schools and colleges and universities are reported in terms of full-time equivalents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Elementary and Secondary Enrollment Projection Model, 1972 through 2026; Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2026; Elementary and Secondary Teacher Projection Model, 1973 through 2026; and unpublished projections and estimates. (This table was prepared May 2017.)

Table 105.20. Enrollment in elementary, secondary, and degree-granting postsecondary institutions, by level and control of institution, enrollment level, and attendance status and sex of student: Selected years, fall 1990 through fall 2026
[In thousands]

| Level and control of institution, enrollment level, and attendance status and sex of student | Actual |  |  |  | Projected |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990 | 2000 | 2010 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All levels $\qquad$ Elementary and secondary schools ${ }^{1}$ $\qquad$ | 60,683 | 68,685 | 75,886 | 75,843 | 75,740 | 76,044 | 76,304 | 76,580 | 76,957 | 77,425 | 77,875 | 78,244 | 78,637 | 78,963 | 79,218 | 79,465 |
|  | 46,864 | 53,373 | 54,867 | 55,635 | 55,763 | 55,859 | 55,891 | 55,892 | 55,947 | 56,079 | 56,216 | 56,356 | 56,513 | 56,632 | 56,715 | 56,834 |
| Public Private | $\begin{gathered} 41,217 \\ 5,6482 \end{gathered}$ | $\begin{gathered} 47,204 \\ 6,1692 \end{gathered}$ | $\begin{gathered} 49,484 \\ 5,382{ }^{2} \end{gathered}$ | $\begin{array}{c\|} \hline 50,313 \\ 5,323{ }^{2} \end{array}$ | $\begin{array}{r} 50,485 \\ 5,278 \end{array}$ | $\begin{array}{r} 50,625 \\ 5,234 \end{array}$ | $\begin{array}{r} 50,710 \\ 5,181 \end{array}$ | $\begin{array}{r} 50,759 \\ 5,133 \end{array}$ | 50,843 | $\begin{array}{r} 50,996 \\ 5,083 \end{array}$ | $\begin{array}{r} \hline 51,152 \\ 5,064 \end{array}$ | $\begin{array}{r} 51,301 \\ 5,055 \end{array}$ | $\begin{array}{r} \hline 51,455 \\ 5,058 \end{array}$ | $\begin{array}{r} 51,562 \\ 5,070 \end{array}$ | $\begin{array}{r} 51,632 \\ 5,083 \end{array}$ | $\begin{array}{r} \hline 51,738 \\ 5,096 \end{array}$ |
| Prekindergarten to grade 8 <br> Public ${ }^{3}$ $\qquad$ <br> Private $\qquad$ | $\begin{aligned} & 34,388 \\ & 29,876 \end{aligned}$ $4,512$ | $\begin{gathered} 38,592 \\ 3,686 \\ 4,906{ }^{2} \end{gathered}$ | $\begin{gathered} 38,708 \\ 34,625 \\ 4,084{ }^{2} \end{gathered}$ | $\begin{gathered} 39,358 \\ 35,370 \\ 3,988{ }^{2} \end{gathered}$ | $\begin{array}{r} 39,363 \\ 35,414 \\ 3,949 \end{array}$ | $\begin{array}{r} 39,432 \\ 35,514 \\ 3,918 \end{array}$ | $\begin{array}{r} 39,440 \\ 35,562 \\ 3,879 \end{array}$ | $\begin{array}{r} 39,446 \\ 35,593 \\ 3,852 \end{array}$ | $\begin{array}{r} 39,502 \\ 35,657 \\ 3,845 \end{array}$ | $\begin{array}{r} 39,516 \\ 35,667 \\ 3,849 \end{array}$ | $\begin{array}{r} 39,494 \\ 35,639 \\ 3,855 \end{array}$ | $\begin{array}{r} 39,523 \\ 35,660 \\ 3,863 \end{array}$ | $\begin{array}{r} 39,697 \\ 35,815 \\ 3,882 \end{array}$ | $\begin{array}{r} 39,884 \\ 35,982 \\ 3,902 \end{array}$ | $\begin{array}{r} 40,077 \\ 36,156 \\ 3,921 \end{array}$ | $\begin{array}{r} 40,304 \\ 36,362 \\ 3,942 \end{array}$ |
| Grades 9 to 12 Public ${ }^{3,4}$ $\qquad$ Private $\qquad$ | $\begin{gathered} 12,476 \\ 11,341 \\ 1,1366^{2} \end{gathered}$ | $\begin{gathered} 14,781 \\ 13,517 \\ 1,264{ }^{2} \end{gathered}$ | $\begin{gathered} 16,159 \\ 14,860 \\ 1,2992 \end{gathered}$ | $\begin{aligned} & 16,277 \\ & 14,943 \\ & 1,334^{2} \end{aligned}$ | $\begin{array}{r} 16,400 \\ 15,070 \\ 1,329 \end{array}$ | $\begin{array}{r} 16,427 \\ 15,111 \\ 1,316 \end{array}$ | $\begin{array}{r} 16,451 \\ 15,148 \\ 1,303 \end{array}$ | $\begin{array}{r} 16,447 \\ 15,166 \\ 1,281 \end{array}$ | $\begin{array}{r} 16,445 \\ 15,186 \\ 1,259 \end{array}$ | $\begin{array}{r} 16,563 \\ 15,329 \\ 1,234 \end{array}$ | $\begin{array}{r} 16,722 \\ 15,513 \\ 1,210 \end{array}$ | $\begin{array}{r} 16,833 \\ 15,641 \\ 1,192 \end{array}$ | $\begin{array}{r} 16,816 \\ 15,640 \\ 1,176 \end{array}$ | $\begin{array}{r} 16,748 \\ 15,579 \\ 1,169 \end{array}$ | $\begin{array}{r} 16,637 \\ 15,476 \\ 1,161 \end{array}$ | $\begin{array}{r} 16,530 \\ 15,376 \\ 1,154 \end{array}$ |
| Degree-granting postsecondary institutions | 13,819 | 15,312 | 21,019 | 20,207 | 19,977 ${ }^{5}$ | 20,185 | 20,413 | 20,688 | 21,009 | 21,346 | 21,659 | 21,888 | 22,124 | 22,331 | 22,504 | 22,631 |
| Undergraduate | 11,959 | 13,155 | 18,082 | 17,293 | 17,037 ${ }^{5}$ | 17,269 | 17,462 | 17,696 | 17,967 | 18,245 | 18,502 | 18,690 | 18,891 | 19,075 | 19,232 | 19,349 |
| Full-time ...... | $\begin{aligned} & 6,976 \\ & 4,983 \end{aligned}$ | $\begin{aligned} & 7,923 \\ & 5,232 \end{aligned}$ | $\begin{array}{r} 11,457 \\ 6,625 \end{array}$ | $\begin{array}{r} 10,784 \\ 6,509 \end{array}$ | $\begin{array}{r} 10,605^{5} \\ 6,4322^{5} \end{array}$ | 10,723 | 10,870 | 11,004 | 11,161 | 11,341 | 11,498 | 11,601 | 11,725 | 11,829 | 11,898 | 11,945 |
| Part-time ..... |  |  |  |  |  | 6,546 | 6,591 | 6,692 | 6,806 | 6,904 | 7,005 | 7,090 | 7,166 | 7,246 | 7,334 | 7,404 |
| Male $\qquad$ Female | $\begin{aligned} & 5,380 \\ & 6,579 \end{aligned}$ | $\begin{aligned} & 5,778 \\ & 7,377 \end{aligned}$ | $\begin{array}{r} 7,836 \\ 10,246 \end{array}$ | $\begin{aligned} & 7,586 \\ & 9,707 \end{aligned}$ | $\begin{aligned} & 7,500^{5} \\ & 9,537^{5} \end{aligned}$ | $\begin{aligned} & 7,619 \\ & 9,650 \end{aligned}$ | $\begin{aligned} & 7,628 \\ & 9,834 \end{aligned}$ | $\begin{aligned} & 7,708 \\ & 9,988 \end{aligned}$ | $\begin{array}{r} 7,810 \\ 10,157 \end{array}$ | $\begin{array}{r} 7,918 \\ 10,328 \end{array}$ | $\begin{array}{r} 8,017 \\ 10,486 \end{array}$ | $\begin{array}{r} 8,086 \\ 10,604 \end{array}$ | $\begin{array}{r} 8,160 \\ 10,731 \end{array}$ | $\begin{array}{r} 8,229 \\ 10,846 \end{array}$ | $\begin{array}{r} 8,286 \\ 10,946 \end{array}$ | $\begin{array}{r} 8,328 \\ 11,021 \end{array}$ |
| $\begin{aligned} & \text { 2-year ....... } \\ & \text { 4-year ..... } \end{aligned}$ | $\begin{aligned} & 5,240 \\ & 6,719 \end{aligned}$ | $\begin{aligned} & 5,948 \\ & 7,207 \end{aligned}$ | $\begin{array}{r} 7,684 \\ 10,399 \end{array}$ | $\begin{array}{r} 6,714 \\ 10,578 \end{array}$ | $\begin{array}{r} 6,491^{5} \\ 10,546^{5} \end{array}$ | $\begin{array}{r} 6,969 \\ 10,300 \end{array}$ | $\begin{array}{r} 7,034 \\ 10,428 \end{array}$ | $\begin{array}{r} 7,136 \\ 10,560 \end{array}$ | $\begin{array}{r} 7,251 \\ 10,716 \end{array}$ | $\begin{array}{r} 7,354 \\ 10,891 \end{array}$ | $\begin{array}{r} 7,455 \\ 11,048 \end{array}$ | $\begin{array}{r} 7,537 \\ 11,153 \end{array}$ | $\begin{array}{r} 7,619 \\ 11,272 \end{array}$ | $\begin{array}{r} 7,697 \\ 11,378 \end{array}$ | $\begin{array}{r} 7,774 \\ 11,458 \end{array}$ | $\begin{array}{r} 7,831 \\ 11,519 \end{array}$ |
| Public $\qquad$ <br> Private $\qquad$ | $\begin{aligned} & 9,710 \\ & 2,250 \end{aligned}$ | $\begin{array}{\|r} \hline 10,539 \\ 2,616 \end{array}$ | $\begin{array}{r} 13,703 \\ 4,379 \end{array}$ | $\begin{array}{\|r} 13,245 \\ 4,048 \end{array}$ | $\begin{array}{r} 13,146{ }^{5} \\ 3,891^{5} \end{array}$ | $\begin{array}{r} 13,433 \\ 3,836 \end{array}$ | $\begin{array}{r} 13,575 \\ 3,887 \end{array}$ | $\begin{array}{r} 13,759 \\ 3,937 \end{array}$ | $\begin{array}{r} 13,971 \\ 3,996 \end{array}$ | $\begin{array}{r} 14,184 \\ 4,061 \end{array}$ | $\begin{array}{r} 14,383 \\ 4,119 \end{array}$ | $\begin{array}{r} 14,531 \\ 4,159 \end{array}$ | $\begin{array}{r} 14,687 \\ 4,204 \end{array}$ | $\begin{array}{r} 14,832 \\ 4,243 \end{array}$ | 14,959 4,273 | $\begin{array}{r} 15,054 \\ 4,295 \end{array}$ |
| Postbaccalaureate $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 1,860 \\ 845 \\ 1,015 \end{array}$ | $\begin{aligned} & 2,157 \\ & 1,087 \\ & 1,070 \end{aligned}$ | $\begin{aligned} & 2,937 \\ & 1,630 \\ & 1,307 \end{aligned}$ | $\begin{aligned} & 2,915 \\ & 1,670 \\ & 1,244 \end{aligned}$ | $\begin{aligned} & 2,940^{5} \\ & 1,686^{5} \\ & 1,255^{5} \end{aligned}$ | $\begin{aligned} & 2,916 \\ & 1,673 \\ & 1,243 \end{aligned}$ | $\begin{aligned} & 2,951 \\ & 1,693 \\ & 1,258 \end{aligned}$ | $\begin{aligned} & 2,992 \\ & 1,712 \\ & 1,280 \end{aligned}$ | $\begin{aligned} & 3,042 \\ & 1,738 \\ & 1,304 \end{aligned}$ | $\begin{aligned} & 3,101 \\ & 1,773 \\ & 1,328 \end{aligned}$ | $\begin{aligned} & 3,157 \\ & 1,804 \\ & 1,353 \end{aligned}$ | $\begin{aligned} & 3,198 \\ & 1,825 \\ & 1,372 \end{aligned}$ | $\begin{aligned} & 3,234 \\ & 1,845 \\ & 1,389 \end{aligned}$ | $\begin{aligned} & 3,256 \\ & 1,852 \\ & 1,404 \end{aligned}$ | $\begin{aligned} & 3,271 \\ & 1,852 \\ & 1,420 \end{aligned}$ | $\begin{aligned} & 3,282 \\ & 1,852 \\ & 1,431 \end{aligned}$ |
| Male $\qquad$ Female $\qquad$ | $\begin{aligned} & 904 \\ & 955 \end{aligned}$ | $\begin{array}{r} 944 \\ 1,213 \end{array}$ | $\begin{aligned} & 1,209 \\ & 1,728 \end{aligned}$ | $\begin{aligned} & 1,211 \\ & 1,703 \end{aligned}$ | $\begin{aligned} & 1,222^{5} \\ & 1,7199^{5} \end{aligned}$ | $\begin{aligned} & 1,236 \\ & 1,680 \end{aligned}$ | $1,710$ | $1,738$ | $1,770$ | 1,294 1,807 | 1,314 1,842 | 1,328 1,869 | 1,339 1,894 | 1,345 1,911 | 1,348 1,923 | 1,350 1,933 |

${ }^{1}$ Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes homeschooled children who were not also enrolled in public and private schools. Private elementary enrollment includes preprimary students in schools offering kindergarten or higher grades.
${ }^{2}$ Estimated.
${ }^{2}$ Estimated. counts of students were prorated to the elementary level (prekindergarten to grade 8) and the secondary level (grades 9 to 12) based on prior reports.
${ }^{4}$ In addition to students in grades 9 to 12 and ungraded secondary students, includes a small number of students reported as being enrolled in grade 13.
${ }^{5}$ Data are actual.
NOTE: Postsecondary data for 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher
degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1990-91 through 2014-15; Private School Universe Survey (PSS), 1995-96 through 2013-14; National Elementary and Secondary Enrollment Projection Model, 1972 through 2026; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2026. (This table was prepared February 2017.)

## Table 105.30. Enrollment in elementary, secondary, and degree-granting postsecondary institutions, by level and control of institution: Selected years, 1869-70 through fall 2026

[In thousands]

| Year | Total enrollment, all levels | Elementary and secondary, total | Public elementary and secondary schools |  |  | Private elementary and secondary schools ${ }^{1}$ |  |  | Degree-granting postsecondary institutions ${ }^{2}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Prekindergarten through grade 8 | Grades 9 through 12 | Total | Prekindergarten through grade 8 | Grades 9 through 12 | Total | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1869-70 | - | - | 6,872 | 6,792 | 80 | - | - | - | 52 | - | - |
| 1879-80 .... | - | - | 9,868 | 9,757 | 110 | - | - | - | 116 | - | - |
| 1889-90 ..... | 14,491 | 14,334 | 12,723 | 12,520 | 203 | 1,611 | 1,516 | 95 | 157 | - | - |
| 1899-1900 ......................... | 17,092 | 16,855 | 15,503 | 14,984 | 519 | 1,352 | 1,241 | 111 | 238 | - | - |
| 1909-10 ............ | 19,728 | 19,372 | 17,814 | 16,899 | 915 | 1,558 | 1,441 | 117 | 355 | - | - |
| 1919-20 .............................. | 23,876 | 23,278 | 21,578 | 19,378 | 2,200 | 1,699 | 1,486 | 214 | 598 | - | - |
| 1929-30 ... | 29,430 | 28,329 | 25,678 | 21,279 | 4,399 | 2,651 | 2,310 | 341 | 1,101 | - | - |
| 1939-40 .... | 29,539 | 28,045 | 25,434 | 18,832 | 6,601 | 2,611 | 2,153 | 458 | 1,494 | 797 | 698 |
| 1949-50 .... | 31,151 | 28,492 | 25,111 | 19,387 | 5,725 | 3,380 | 2,708 | 672 | 2,659 | 1,355 | 1,304 |
| Fall 1959 | 44,497 | 40,857 | 35,182 | 26,911 | 8,271 | 5,675 | 4,640 | 1,035 | 3,640 | 2,181 | 1,459 |
| Fall 1969 | 59,055 | 51,050 | 45,550 | 32,513 | 13,037 | 5,500 ${ }^{3}$ | $4,200{ }^{3}$ | 1,300 ${ }^{3}$ | 8,005 | 5,897 | 2,108 |
| Fall 1979 | 58,221 | 46,651 | 41,651 | 28,034 | 13,616 | 5,000 ${ }^{3}$ | $3,700{ }^{3}$ | 1,300 ${ }^{3}$ | 11,570 | 9,037 | 2,533 |
| Fall 1985 .............................. | 57,226 | 44,979 | 39,422 | 27,034 | 12,388 | 5,557 | 4,195 | 1,362 | 12,247 | 9,479 | 2,768 |
| Fall 1990 | 60,683 | 46,864 | 41,217 | 29,876 | 11,341 | 5,648 ${ }^{3}$ | 4,512 ${ }^{3}$ | 1,136 ${ }^{3}$ | 13,819 | 10,845 | 2,974 |
| Fall $1991 .$. | 62,087 | 47,728 | 42,047 | 30,503 | 11,544 | 5,681 | 4,550 | 1,131 | 14,359 | 11,310 | 3,049 |
| Fall 1992 | 63,181 | 48,694 | 42,823 | 31,086 | 11,737 | $5,870{ }^{3}$ | 4,746 ${ }^{3}$ | 1,125 ${ }^{3}$ | 14,487 | 11,385 | 3,103 |
| Fall 1993 ..... | 63,837 | 49,532 | 43,465 | 31,502 | 11,963 | 6,067 | 4,950 | 1,118 | 14,305 | 11,189 | 3,116 |
| Fall 1994 ............................. | 64,385 | 50,106 | 44,111 | 31,896 | 12,215 | 5,994 ${ }^{3}$ | 4,856 ${ }^{3}$ | 1,138 ${ }^{3}$ | 14,279 | 11,134 | 3,145 |
| Fall 1995 | 65,020 | 50,759 | 44,840 | 32,338 | 12,502 | 5,918 | 4,756 | 1,163 | 14,262 | 11,092 | 3,169 |
| Fall 1996 | 65,911 | 51,544 | 45,611 | 32,762 | 12,849 | 5,933 ${ }^{3}$ | $4,755{ }^{3}$ | 1,178 ${ }^{3}$ | 14,368 | 11,120 | 3,247 |
| Fall 1997 ... | 66,574 | 52,071 | 46,127 | 33,071 | 13,056 | 5,944 | 4,759 | 1,185 | 14,502 | 11,196 | 3,306 |
| Fall 1998 | 67,033 | 52,526 | 46,539 | 33,344 | 13,195 | 5,988 ${ }^{3}$ | $4,776{ }^{3}$ | $1,212^{3}$ | 14,507 | 11,138 | 3,369 |
| Fall 1999 | 67,725 | 52,875 | 46,857 | 33,486 | 13,371 | 6,018 | 4,789 | 1,229 | 14,850 | 11,376 | 3,474 |
| Fall 2000 | 68,685 | 53,373 | 47,204 | 33,686 | 13,517 | 6,169 ${ }^{3}$ | 4,906 ${ }^{3}$ | 1,264 ${ }^{3}$ | 15,312 | 11,753 | 3,560 |
| Fall 2001 | 69,920 | 53,992 | 47,672 | 33,936 | 13,736 | 6,320 | 5,023 | 1,296 | 15,928 | 12,233 | 3,695 |
| Fall 2002 | 71,015 | 54,403 | 48,183 | 34,114 | 14,069 | 6,220 ${ }^{3}$ | 4,915 ${ }^{3}$ | 1,306 ${ }^{3}$ | 16,612 | 12,752 | 3,860 |
| Fall 2003 ..... | 71,551 | 54,639 | 48,540 | 34,201 | 14,339 | 6,099 | 4,788 | 1,311 | 16,911 | 12,859 | 4,053 |
| Fall 2004 ... | 72,154 | 54,882 | 48,795 | 34,178 | 14,618 | 6,087 ${ }^{3}$ | $4,756{ }^{3}$ | 1,331 ${ }^{3}$ | 17,272 | 12,980 | 4,292 |
| Fall 2005 ... | 72,674 | 55,187 | 49,113 | 34,204 | 14,909 | 6,073 | 4,724 | 1,349 | 17,487 | 13,022 | 4,466 |
| Fall 2006 .... | 73,066 | 55,307 | 49,316 | 34,235 | 15,081 | 5,991 ${ }^{3}$ | 4,631 ${ }^{3}$ | 1,360 ${ }^{3}$ | 17,759 | 13,180 | 4,579 |
| Fall 2007 | 73,449 | 55,201 | 49,291 | 34,204 | 15,086 | 5,910 | 4,546 | 1,364 | 18,248 | 13,491 | 4,757 |
| Fall 2008 | 74,076 | 54,973 | 49,266 | 34,286 | 14,980 | $5,707{ }^{3}$ | 4,365 ${ }^{3}$ | 1,342 ${ }^{3}$ | 19,103 | 13,972 | 5,131 |
| Fall 2009 | 75,163 | 54,849 | 49,361 | 34,409 | 14,952 | 5,488 | 4,179 | 1,309 | 20,314 | 14,811 | 5,503 |
| Fall 2010 ... | 75,886 | 54,867 | 49,484 | 34,625 | 14,860 | 5,382 ${ }^{3}$ | 4,084 ${ }^{3}$ | 1,299 ${ }^{3}$ | 21,019 | 15,142 | 5,877 |
| Fall 2011 ... | 75,800 | 54,790 | 49,522 | 34,773 | 14,749 | 5,268 | 3,977 | 1,291 | 21,011 | 15,116 | 5,894 |
| Fall 2012 ........................... | 75,748 | 55,104 | 49,771 | 35,018 | 14,753 | $5,333{ }^{3}$ | 4,031 ${ }^{3}$ | 1,302 ${ }^{3}$ | 20,644 | 14,885 | 5,760 |
| Fall 2013 ............................ | 75,817 | 55,440 | 50,045 | 35,251 | 14,794 | 5,396 | 4,084 | 1,312 | 20,377 | 14,747 | 5,630 |
| Fall 2014 ............................. | 75,843 | 55,635 | 50,313 | 35,370 | 14,943 | 5,323 ${ }^{3}$ | 3,988 ${ }^{3}$ | 1,334 ${ }^{3}$ | 20,207 | 14,655 | 5,552 |
| Fall $2015{ }^{4}$ | 75,740 | 55,763 | 50,485 | 35,414 | 15,070 | 5,278 | 3,949 | 1,329 | 19,977 | 14,568 | 5,409 |
| Fall $2016{ }^{4}$ | 76,044 | 55,859 | 50,625 | 35,514 | 15,111 | 5,234 | 3,918 | 1,316 | 20,185 | 14,844 | 5,341 |
| Fall $2017{ }^{4}$ | 76,304 | 55,891 | 50,710 | 35,562 | 15,148 | 5,181 | 3,879 | 1,303 | 20,413 | 15,003 | 5,410 |
| Fall $2018^{4}$...................... | 76,580 | 55,892 | 50,759 | 35,593 | 15,166 | 5,133 | 3,852 | 1,281 | 20,688 | 15,206 | 5,481 |
| Fall $2019{ }^{4}$ | 76,957 | 55,947 | 50,843 | 35,657 | 15,186 | 5,104 | 3,845 | 1,259 | 21,009 | 15,443 | 5,566 |
| Fall $2020^{4}$.......................... | 77,425 | 56,079 | 50,996 | 35,667 | 15,329 | 5,083 | 3,849 | 1,234 | 21,346 | 15,684 | 5,662 |
| Fall $2021{ }^{4}$ | 77,875 | 56,216 | 51,152 | 35,639 | 15,513 | 5,064 | 3,855 | 1,210 | 21,659 | 15,910 | 5,749 |
| Fall $2022^{4}$....................... | 78,244 | 56,356 | 51,301 | 35,660 | 15,641 | 5,055 | 3,863 | 1,192 | 21,888 | 16,078 | 5,810 |
| Fall $2023^{4}$........................... | 78,637 | 56,513 | 51,455 | 35,815 | 15,640 | 5,058 | 3,882 | 1,176 | 22,124 | 16,251 | 5,873 |
| Fall $2024^{4}$.......................... | 78,963 | 56,632 | 51,562 | 35,982 | 15,579 | 5,070 | 3,902 | 1,169 | 22,331 | 16,407 | 5,924 |
| Fall 20254 ............................ | 79,218 | 56,715 | 51,632 | 36,156 | 15,476 | 5,083 | 3,921 | 1,161 | 22,504 | 16,541 | 5,962 |
| Fall $2026^{4}$............................ | 79,465 | 56,834 | 51,738 | 36,362 | 15,376 | 5,096 | 3,942 | 1,154 | 22,631 | 16,642 | 5,990 |

[^13]more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1870 to 1910; Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of Public Elementary and Secondary School Systems, 1959 through 1979; Statistics of Nonpublic Elementary and Secondary Schools, 1959 through 1980; 1985-86 Private School Survey; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1985-86 through 2014-15; Private School Universe Survey (PSS), 1991-92 through 2013-14; National Elementary and Secondary Enrollment Projection Model, 1972 through 2026; Opening (Fall) Enrollment in Higher Education, 1959; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" surveys, 1969, 1979, and 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2026. (This table was prepared February 2017.)

Table 105.40. Number of teachers in elementary and secondary schools, and faculty in degree-granting postsecondary institutions, by control of institution: Selected years, fall 1970 through fall 2026
[In thousands]

| Year | All levels |  |  | Elementary and secondary teachers ${ }^{1}$ |  |  | Degree-granting institutions instructional staff ${ }^{2}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Public | Private | Total | Public | Private | Total | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1970 .............................. | 2,766 | 2,373 | 393 | 2,292 | 2,059 | 233 | 474 | 314 | 160 |
| 1975 ............................... | 3,081 | 2,641 | 440 | 2,453 | 2,198 | $255{ }^{3}$ | 628 | 443 | 185 |
| 1980 .............................. | 3,171 | 2,679 | 492 | 2,485 | 2,184 | 301 | $686{ }^{3,4}$ | $495{ }^{3,4}$ | $191{ }^{3,4}$ |
| 1981 .............................. | 3,145 | 2,636 | 509 | 2,440 | 2,127 | $313{ }^{3}$ | 705 | 509 | 196 |
| 1982 ............................... | 3,168 | 2,639 | 529 | 2,458 | 2,133 | $325{ }^{3}$ | $710{ }^{3,4}$ | $506{ }^{3,4}$ | $204^{3,4}$ |
| 1983 ............................... | 3,200 | 2,651 | 549 | 2,476 | 2,139 | 337 | 724 | 512 | 212 |
| 1984 ............................... | 3,225 | 2,673 | 552 | 2,508 | 2,168 | $340{ }^{3}$ | $717{ }^{3,4}$ | $505{ }^{3,4}$ | $212^{3,4}$ |
| 1985 ............................... | 3,264 | 2,709 | 555 | 2,549 | 2,206 | 343 | $715^{3,4}$ | 503 3,4 | $212^{3,4}$ |
| 1986 ............................... | 3,314 | 2,754 | 560 | 2,592 | 2,244 | $348{ }^{3}$ | $722{ }^{3,4}$ | $510{ }^{3,4}$ | $212^{3,4}$ |
| 1987 ............................... | 3,424 | 2,832 | 592 | 2,631 | 2,279 | 352 | 793 | 553 | 240 |
| 1988 ............................... | 3,472 | 2,882 | 590 | 2,668 | 2,323 | 345 | $804{ }^{3}$ | 5593 | $245{ }^{3}$ |
| 1989 ............................... | 3,537 | 2,934 | 603 | 2,713 | 2,357 | 356 | 824 | 577 | 247 |
| 1990 ....... | 3,577 | 2,972 | 604 | 2,759 | 2,398 | $361{ }^{3}$ | $817{ }^{3}$ | $574{ }^{3}$ | $244{ }^{3}$ |
| 1991 .............................. | 3,623 | 3,013 | 610 | 2,797 | 2,432 | 365 | 826 | 581 | 245 |
| 1992 ................................ | 3,700 | 3,080 | 621 | 2,823 | 2,459 | $364{ }^{3}$ | $877{ }^{3}$ | $621{ }^{3}$ | $257{ }^{3}$ |
| 1993 ............................... | 3,784 | 3,154 | 629 | 2,868 | 2,504 | 364 | 915 | 650 | 265 |
| 1994 ............................... | 3,846 | 3,205 | 640 | 2,922 | 2,552 | $370{ }^{3}$ | $923{ }^{3}$ | $653{ }^{3}$ | $270{ }^{3}$ |
| 1995 ............................ | 3,906 | 3,255 | 651 | 2,974 | 2,598 | 376 | 932 | 657 | 275 |
| 1996 ................................ | 4,006 | 3,339 | 666 | 3,051 | 2,667 | $384{ }^{3}$ | $954{ }^{3}$ | $672{ }^{3}$ | $282{ }^{3}$ |
| 1997 ................................ | 4,127 | 3,441 | 687 | 3,138 | 2,746 | 391 | 990 | 695 | 295 |
| 1998 ............................... | 4,230 | 3,527 | 703 | 3,230 | 2,830 | $400{ }^{3}$ | 9993 | $697{ }^{3}$ | $303{ }^{3}$ |
| 1999 .............................. | 4,347 | 3,624 | 723 | 3,319 | 2,911 | 408 | 1,028 | 713 | 315 |
| 2000 ............................... | 4,432 | 3,683 | 750 | 3,366 | 2,941 | $424{ }^{3}$ | 1,067 ${ }^{3}$ | $741{ }^{3}$ | $325{ }^{3}$ |
| 2001 ............................... | 4,554 | 3,771 | 783 | 3,440 | 3,000 | 441 | 1,113 | 771 | 342 |
| 2002 ................................ | 4,631 | 3,829 | 802 | 3,476 | 3,034 | $442{ }^{3}$ | 1,155 ${ }^{3}$ | $794{ }^{3}$ | $361{ }^{3}$ |
| 2003 ................................ | 4,663 | 3,840 | 823 | 3,490 | 3,049 | 441 | 1,174 | 792 | 382 |
| 2004 .............................. | 4,773 | 3,909 | 863 | 3,536 | 3,091 | $445{ }^{3}$ | 1,237 ${ }^{3}$ | $818{ }^{3}$ | $418{ }^{3}$ |
| 2005 ............................ | 4,883 | 3,984 | 899 | 3,593 | 3,143 | 450 | 1,290 | 841 | 449 |
| 2006 ................................ | 4,944 | 4,021 | 924 | 3,622 | 3,166 | $456{ }^{3}$ | 1,322 ${ }^{3}$ | $854{ }^{3}$ | $468{ }^{3}$ |
| 2007 ............................. | 5,028 | 4,077 | 951 | 3,656 | 3,200 | 456 | 1,371 | 877 | 494 |
| 2008 ........................... | 5,065 | 4,107 | 958 | 3,670 | 3,222 | $448{ }^{3}$ | 1,395 ${ }^{3}$ | $885{ }^{3}$ | $510{ }^{3}$ |
| 2009 ............................ | 5,086 | 4,123 | 963 | 3,647 | 3,210 | 437 | 1,439 | 914 | 525 |
| 2010 ................................ | 5,038 | 4,044 | 994 | 3,529 | 3,099 | 4293 | 1,510 ${ }^{3}$ | $945{ }^{3}$ | $565{ }^{3}$ |
| 2011 ............................... | 5,049 | 4,057 | 991 | 3,524 | 3,103 | 421 | 1,524 | 954 | 570 |
| 2012 ............................... | 5,072 | 4,067 | 1,004 | 3,540 | 3,109 | $431{ }^{3}$ | 1,531 ${ }^{3}$ | $958{ }^{3}$ | $573{ }^{3}$ |
| 2013 ............................... | 5,101 | 4,082 | 1,018 | 3,555 | 3,114 | 441 | 1,545 | 969 | 577 |
| 2014 .............................. | 5,119 | 4,102 | 1,018 | 3,568 | 3,132 | $436{ }^{3}$ | 1,551 ${ }^{3}$ | 9693 | $582{ }^{3}$ |
| $2015{ }^{5}$............................. | 5,126 | 4,113 | 1,013 | 3,575 | 3,143 | 432 | 1,551 | 970 | 581 |
| $2016^{6}$.............................. | - | - | - | 3,580 | 3,152 | 428 | - | - | - |
| $2017^{6}$............................. | - | - | - | 3,581 | 3,157 | 424 | - | - | - |
| $2018{ }^{6}$....................... | - | - | - | 3,580 | 3,160 | 420 | - | - | - |
| 20196 ............................ | - | - | - | 3,601 | 3,182 | 420 | - | - | - |
| 20206 ............................ | - | - | - | 3,620 | 3,201 | 419 | - | - | - |
| 20216 .............................. | - | - | - | 3,645 | 3,225 | 420 | - | - | - |
| $2022^{6}$.............................. | - | - | - | 3,671 | 3,250 | 421 | - | - | - |
| 20236 ... | - | - | - | 3,700 | 3,277 | 423 | - | - | - |
| $2024{ }^{6}$............................. | - | - | - | 3,730 | 3,303 | 427 | - | - | - |
| $2025^{6}$............................. | - | - | - | 3,759 | 3,329 | 431 | - | - | - |
| $2026^{6}$.............................. | - | - | - | 3,783 | 3,349 | 434 | - | - | - |

## -Not available.

${ }^{1}$ Includes teachers in local public school systems and in most private schools (religiously affiliated and nonsectarian). Teachers are reported in terms of full-time equivalents.
${ }^{2}$ Data through 1995 are for institutions of higher education, while later data are for degreegranting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Includes full-time and part-time faculty with the rank of instructor or above in colleges, universities, professional schools, and 2-year colleges. Excludes teaching assistants.
${ }^{3}$ Estimated.
4Inclusion of institutions is not consistent with surveys for 1987 and later years.
${ }^{5}$ Data for elementary and secondary schools are projected; data for degree-granting institutions are actual.
${ }^{6}$ Projected.

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. Headcounts are used to report data for degree-granting institutions faculty.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1970 and 1975; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1980 through 2014; Private School Universe Survey (PSS), 1989-90 through 2013-14; Elementary and Secondary Teacher Projection Model, 1973 through 2026; Higher Education General Information Survey (HEGIS), "Fall Staff" survey, 1970 and 1975; Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:87-99); IPEDS Winter 2001-02 cation Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:87-99); IPEDS Winter 2001-02
through Winter 2011-12, Human Resources component, Fall Staff section; IPEDS Spring 2014 and Spring 2016, Human Resources component, Fall Staff section; U.S. Equal Opportunity Commission, EEO-6, 1981 and 1983; and unpublished data. (This table was prepared May 2017.)

Table 105.50. Number of educational institutions, by level and control of institution: Selected years, 1980-81 through 2014-15

| Level and control of institution | 1980-81 | 1990-91 | $\begin{gathered} 1999- \\ 2000 \end{gathered}$ | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| All institutions ... | - | - | 131,414 | - | 138,899 | - | 139,207 | - | 138,925 | - | 136,423 | - | 139,126 | - |
| Elementary and secondary schools | 106,746 | 109,228 | 125,007 | - | 132,436 | - | 132,656 | - | 132,183 | - | 129,189 | - | 131,890 | - |
| Elementary .......... | 72,659 | 74,716 | 86,433 | - | 88,896 | - | 88,982 | - | 88,565 | - | 86,386 | - | 89,543 | - |
| Secondary .. | 24,856 | 23,602 | 24,903 | - | 26,925 | - | 27,575 | - | 27,427 | - | 27,034 | - | 26,753 | - |
| Combined ............................. | 5,202 | 8,847 | 12,197 | - | 14,964 | - | 14,837 | - | 14,895 | - | 14,799 | - | 14,615 | - |
| Other ${ }^{1}$ | 4,029 | 2,063 | 1,474 | - | 1,651 | - | 1,262 | - | 1,296 | - | 971 | - | 979 | - |
| Public schools ...... | 85,982 | 84,538 | 92,012 | 96,513 | 97,382 | 98,793 | 98,916 | 98,706 | 98,817 | 98,817 | 98,328 | 98,454 | 98,271 | 98,176 |
| Elementary ........................ | 59,326 | 59,015 | 64,131 | 65,984 | 66,026 | 66,458 | 67,112 | 67,148 | 67,140 | 67,086 | 66,689 | 66,718 | 67,034 | 67,073 |
| Secondary ...... | 22,619 | 21,135 | 22,365 | 23,445 | 23,998 | 23,920 | 24,643 | 24,348 | 24,651 | 24,544 | 24,357 | 24,280 | 24,053 | 24,181 |
| Combined ......................... | 1,743 | 2,325 | 4,042 | 5,572 | 5,707 | 5,984 | 5,899 | 5,623 | 5,730 | 6,137 | 6,311 | 6,371 | 6,205 | 6,347 |
| Other ${ }^{1}$.......... | 2,294 | 2,063 | 1,474 | 1,512 | 1,651 | 2,431 | 1,262 | 1,587 | 1,296 | 1,050 | 971 | 1,085 | 979 | 575 |
| Private schools ${ }^{2}$...................... | 20,764 | 24,690 | 32,995 | - | 35,054 | - | 33,740 | - | 33,366 | - | 30,861 | - | 33,619 | - |
| Elementary ........................ | 13,333 | 15,701 | 22,302 | - | 22,870 | - | 21,870 | - | 21,425 | - | 19,697 | - | 22,509 | - |
| Schools with highest grade of kindergarten $\qquad$ | $\dagger$ | t | 5,952 | - | 6,059 | - | 5,522 | - | 5,275 | - | 4,658 | - | 5,255 | - |
| Secondary ......................... | 2,237 | 2,467 | 2,538 | - | 2,927 | - | 2,932 | - | 2,776 | - | 2,677 | - | 2,700 |  |
| Combined ......................... | 3,459 | 6,522 | 8,155 | - | 9,257 | - | 8,938 | - | 9,165 | - | 8,488 | - | 8,410 | - |
| Other ${ }^{1}$................................ | 1,735 | ${ }^{(3)}$ | (3) | - | ${ }^{(3)}$ | - | (3) | - | (3) | - | $\left({ }^{3}\right)$ | - | ${ }^{(3)}$ | - |
| Postsecondary Title IV institutions $\qquad$ | - | - | 6,407 | 6,383 | 6,463 | 6,536 | 6,551 | 6,632 | 6,742 | 7,021 | 7,234 | 7,253 | 7,236 | 7,151 |
| Public. | - | - | 2,078 | 2,027 | 2,013 | 2,009 | 2,004 | 1,997 | 1,989 | 2,015 | 2,011 | 1,981 | 1,980 | 1,964 |
| Private .... | - | - | 4,329 | 4,356 | 4,450 | 4,527 | 4,547 | 4,635 | 4,753 | 5,006 | 5,223 | 5,272 | 5,256 | 5,187 |
| Nonprofit ........... | - | - | 1,936 | 1,875 | 1,866 | 1,848 | 1,815 | 1,809 | 1,809 | 1,812 | 1,830 | 1,820 | 1,834 | 1,827 |
| For-profit ............................ | - | - | 2,393 | 2,481 | 2,584 | 2,679 | 2,732 | 2,826 | 2,944 | 3,194 | 3,393 | 3,452 | 3,422 | 3,360 |
| Title IV non-degree-granting institutions $\qquad$ | - | - | 2,323 | 2,167 | 2,187 | 2,222 | 2,199 | 2,223 | 2,247 | 2,422 | 2,528 | 2,527 | 2,512 | 2,524 |
| Public .............................. | - | - | 396 | 327 | 320 | 321 | 319 | 321 | 317 | 359 | 362 | 358 | 355 | 343 |
| Private ........... | - | - | 1,927 | 1,840 | 1,867 | 1,901 | 1,880 | 1,902 | 1,930 | 2,063 | 2,166 | 2,169 | 2,157 | 2,181 |
| Nonprofit ......................... | - | - | 255 | 238 | 219 | 208 | 191 | 180 | 185 | 182 | 177 | 168 | 159 | 155 |
| For-profit .......................... | - | - | 1,672 | 1,602 | 1,648 | 1,693 | 1,689 | 1,722 | 1,745 | 1,881 | 1,989 | 2,001 | 1,998 | 2,026 |
| Title IV degree-granting institutions $\qquad$ | 3,231 | 3,559 | 4,084 | 4,216 | 4,276 | 4,314 | 4,352 | 4,409 | 4,495 | 4,599 | 4,706 | 4,726 | 4,724 | 4,627 |
| 2 -year colleges ..... | 1,274 | 1,418 | 1,721 | 1,683 | 1,694 | 1,685 | 1,677 | 1,690 | 1,721 | 1,729 | 1,738 | 1,700 | 1,685 | 1,616 |
| Public .............. | 945 | 972 | 1,068 | 1,061 | 1,053 | 1,045 | 1,032 | 1,024 | 1,000 | 978 | 967 | 934 | 934 | 920 |
| Private .......................... | 329 | 446 | 653 | 622 | 641 | 640 | 645 | 666 | 721 | 751 | 771 | 766 | 751 | 696 |
| Nonprofit .................... | 182 | 167 | 150 | 112 | 113 | 107 | 92 | 92 | 85 | 87 | 100 | 97 | 88 | 88 |
| For-profit ..................... | 147 | 279 | 503 | 510 | 528 | 533 | 553 | 574 | 636 | 664 | 671 | 669 | 663 | 608 |
| 4-year colleges ....... | 1,957 | 2,141 | 2,363 | 2,533 | 2,582 | 2,629 | 2,675 | 2,719 | 2,774 | 2,870 | 2,968 | 3,026 | 3,039 | 3,011 |
| Public .............. | 552 | 595 | 614 | 639 | 640 | 643 | 653 | 652 | 672 | 678 | 682 | 689 | 691 | 701 |
| Private .... | 1,405 | 1,546 | 1,749 | 1,894 | 1,942 | 1,986 | 2,022 | 2,067 | 2,102 | 2,192 | 2,286 | 2,337 | 2,348 | 2,310 |
| Nonprofit ..................... | 1,387 | 1,482 | 1,531 | 1,525 | 1,534 | 1,533 | 1,532 | 1,537 | 1,539 | 1,543 | 1,553 | 1,555 | 1,587 | 1,584 |
| For-profit ....................... | 18 | 64 | 218 | 369 | 408 | 453 | 490 | 530 | 563 | 649 | 733 | 782 | 761 | 726 |

## -Not available.

$\dagger$ Not applicable.
${ }^{1}$ Includes special education, alternative, and other schools not classified by grade span Because of changes in survey definitions, figures for "other" schools are not comparable from year to year.
${ }^{2}$ Data for 1980-81 and 1990-91 include schools with first or higher grades. Data for later years include schools with kindergarten or higher grades.
${ }^{3}$ Included in the elementary, secondary, and combined categories.
NOTE: Postsecondary data for 1980-81 and 1990-91 are for institutions of higher education, while later data are for Title IV degree-granting and non-degree-granting institutions. Degreegranting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher
education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1989-90 through 2014-15; Private Schools in American Education; Statistics of Public Elementary and Secondary Day Schools, 1980-81; Schools and Staffing Survey (SASS), "Private School Data File," 1990-91; Private School Universe Survey (PSS), 1995-96 through 2013-14; Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" survey, 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey" (IPEDS-IC:90-99); and IPEDS Fall 2001 through Fall 2014, Institutional Characteristics component. (This table was prepared March 2017.)

Table 106.10. Expenditures of educational institutions related to the gross domestic product, by level of institution: Selected years, 1929-30 through 2015-16

| Year | Gross domestic product (GDP) (in billions of current dollars) | School year | Expenditures for education in current dollars |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | All educational institutions |  | All elementary and secondary schools |  | All degree-granting postsecondary institutions |  |
|  |  |  | Amount (in millions) | $\begin{array}{r} \text { As a } \\ \text { percent of GDP } \end{array}$ | Amount (in millions) | $\begin{array}{r} \text { As a } \\ \text { percent of GDP } \end{array}$ | Amount (in millions) | $\begin{array}{r} \text { As a } \\ \text { percent of GDP } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|  | $\begin{array}{r} \$ 104.6 \\ 93.5 \\ 272.8 \\ 522.5 \\ 563.3 \end{array}$ | $\begin{aligned} & 1929-30 \\ & 1939-40 \\ & 1949-50 \\ & 1959-60 \\ & 1961-62 \end{aligned}$ | - <br>  <br> $\$ 8,494$ <br> 22,314 <br> 26,828 | 3.1 4.3 4.8 | \$6,249 16,713 19,673 | 2.3 3.2 3.5 | $\begin{array}{r} \$ 632 \\ 758 \\ 2,246 \\ 5,601 \\ 7,155 \end{array}$ | 0.6 0.8 0.8 1.1 1.3 |
|  | $\begin{array}{r} 638.6 \\ 743.7 \\ 861.7 \\ 1,019.9 \\ 1,075.9 \end{array}$ | $\begin{aligned} & 1963-64 \\ & 1965-66 \\ & 1967-68 \\ & 1969-70 \\ & 1970-71 \end{aligned}$ | $\begin{aligned} & 32,003 \\ & 40,558 \\ & 51,558 \\ & 64,227 \\ & 71,575 \end{aligned}$ | 5.0 5.5 6.0 6.3 6.7 | $\begin{aligned} & 22,825 \\ & 28,048 \\ & 35,077 \\ & 43,183 \\ & 48,200 \end{aligned}$ | 3.6 3.8 4.1 4.2 4.5 | $\begin{array}{r} 9,178 \\ 12,509 \\ 16,481 \\ 21,043 \\ 23,375 \end{array}$ | 1.4 1.7 1.9 2.1 2.2 |
|  | $\begin{array}{r} 1,167.8 \\ 1,282.4 \\ 1,428.5 \\ 1,548.8 \\ 1,688.9 \end{array}$ | $\begin{aligned} & 1971-72 \\ & 1972-73 \\ & 1973-74 \\ & 1974-75 \\ & 1975-76 \end{aligned}$ | $\begin{array}{r} 76,510 \\ 82,908 \\ 91,084 \\ 103,903 \\ 114,004 \end{array}$ | 6.7 6.6 6.5 6.4 6.7 6.8 | $\begin{aligned} & 50,950 \\ & 54,952 \\ & 60,370 \\ & 68,846 \\ & 75,101 \end{aligned}$ | 4.4 4.3 4.2 4.4 4.4 | $\begin{aligned} & 25,560 \\ & 27,956 \\ & 30,714 \\ & 35,058 \\ & 38,903 \end{aligned}$ | 2.2 2.2 2.2 2.3 2.3 |
| $\qquad$ | $\begin{aligned} & 1,877.6 \\ & 2,086.0 \\ & 2,356.6 \\ & 2,632.1 \\ & 2,862.5 \end{aligned}$ | $\begin{aligned} & 1976-77 \\ & 1977-78 \\ & 1978-79 \\ & 1979-80 \\ & 1980-81 \end{aligned}$ | $\begin{aligned} & 121,793 \\ & 132,515 \\ & 143,733 \\ & 160,075 \\ & 176,378 \end{aligned}$ | 6.5 6.4 6.1 6.1 6.2 | $\begin{array}{r} 79,194 \\ 86,544 \\ 93,012 \\ 103,162 \\ 112,325 \end{array}$ | 4.2 4.1 4.1 3.9 3.9 3.9 | $\begin{aligned} & 42,600 \\ & 45,971 \\ & 50,721 \\ & 56,914 \\ & 64,053 \end{aligned}$ | 2.3 2.2 2.2 2.2 2.2 |
|  | $\begin{aligned} & 3,211.0 \\ & 3,345.0 \\ & 3,638.1 \\ & 4,040.7 \\ & 4,346.7 \end{aligned}$ | $\begin{aligned} & 1981-82 \\ & 1982-83 \\ & 1983-84 \\ & 1984-85 \\ & 1985-86 \end{aligned}$ | $\begin{aligned} & 190,825 \\ & 204,661 \\ & 220,993 \\ & 239,351 \\ & 259,336 \end{aligned}$ | $\begin{aligned} & 5.9 \\ & 6.1 \\ & 6.1 \\ & 5.9 \\ & 6.0 \end{aligned}$ | $\begin{aligned} & 120,486 \\ & 128,725 \\ & 139,000 \\ & 149,400 \\ & 161,800 \end{aligned}$ | 3.8 3.8 3.8 3.7 3.7 | $\begin{aligned} & 70,339 \\ & 75,936 \\ & 81,993 \\ & 89,951 \\ & 97,536 \end{aligned}$ | 2.2 2.3 2.3 2.2 2.2 |
| $\qquad$ | $\begin{aligned} & 4,590.2 \\ & 4,870.2 \\ & 4,252.6 \\ & 5,657.7 \\ & 5,979.6 \end{aligned}$ | $\begin{aligned} & 1986-87 \\ & 1987-88 \\ & 1988-89 \\ & 1989-90 \\ & 1990-91 \end{aligned}$ | $\begin{aligned} & 280,964 \\ & 301,786 \\ & 333,245 \\ & 365,825 \\ & 395,318 \end{aligned}$ | $\begin{aligned} & 6.1 \\ & 6.2 \\ & 6.3 \\ & 6.5 \\ & 6.6 \end{aligned}$ | $\begin{aligned} & 175,200 \\ & 187,999 \\ & 209,377 \\ & 231,170 \\ & 249,230 \end{aligned}$ | 3.8 3.9 4.0 4.1 4.2 | $\begin{aligned} & 105,764 \\ & 113,787 \\ & 123,867 \\ & 134,656 \\ & 146,088 \end{aligned}$ | 2.3 2.3 2.4 2.4 2.4 |
|  | $\begin{aligned} & 6,174.0 \\ & 6,539.3 \\ & 6,878.7 \\ & 7,308.8 \\ & 7,664.1 \end{aligned}$ | $\begin{aligned} & 1991-92 \\ & 1992-93 \\ & 1993-94 \\ & 1994-95 \\ & 1995-96 \end{aligned}$ | $\begin{aligned} & 417,944 \\ & 439,676 \\ & 460,756 \\ & 485,169 \\ & 508,523 \end{aligned}$ | $\begin{aligned} & 6.8 \\ & 6.7 \\ & 6.7 \\ & 6.6 \\ & 6.6 \end{aligned}$ | $\begin{aligned} & 261,755 \\ & 274,435 \\ & 287,407 \\ & 302,200 \\ & 318,046 \end{aligned}$ | 4.2 4.2 4.2 4.1 4.1 | $\begin{aligned} & 156,189 \\ & 165,241 \\ & 173,351 \\ & 182,969 \\ & 190,476 \end{aligned}$ | 2.5 2.5 2.5 2.5 2.5 |
|  | $\begin{array}{r\|\|} 8,100.2 \\ 8,608.5 \\ 9,089.2 \\ 9,660.6 \\ 10,284.8 \end{array}$ | $\begin{array}{r} 1996-97 \\ 1997-98 \\ 1998-99 \\ 1999-2000 \\ 2000-01 \end{array}$ | $\begin{aligned} & 538,854 \\ & 570,471 \\ & 603,847 \\ & 649,322 \\ & 705,017 \end{aligned}$ | $\begin{aligned} & 6.7 \\ & 6.6 \\ & 6.6 \\ & 6.7 \\ & 6.9 \end{aligned}$ | $\begin{aligned} & 338,951 \\ & 361,615 \\ & 384,638 \\ & 412,538 \\ & 444,811 \end{aligned}$ | 4.2 4.2 4.2 4.3 4.3 | $\begin{aligned} & 199,9031^{1} \\ & 208,8561 \\ & 219,209 \\ & 236,784 \\ & 260,206 \end{aligned}$ | 2.5 2.4 2.4 2.5 2.5 |
|  | $\begin{aligned} & 10,621.8 \\ & 10,977.5 \\ & 11,510.7 \\ & 12,274.9 \\ & 13,093.7 \end{aligned}$ | $\begin{aligned} & 2001-02 \\ & 2002-03 \\ & 2003-04 \\ & 2004-05 \\ & 2005-06 \end{aligned}$ | $\begin{aligned} & 752,780 \\ & 795,691 \\ & 830,293 \\ & 875,988 \\ & 925,246 \end{aligned}$ | 7.1 7.2 7.2 7.1 7.1 | $\begin{aligned} & 472,064 \\ & 492,807 \\ & 513,542 \\ & 540,969 \\ & 571,669 \end{aligned}$ | 4.4 4.5 4.5 4.4 4.4 | $\begin{aligned} & 280,715 \\ & 302,884 \\ & 316,751 \\ & 335,019 \\ & 353,577 \end{aligned}$ | 2.6 2.8 2.8 2.7 2.7 |
|  | $\begin{aligned} & 13,855.9 \\ & 14,477.6 \\ & 14,718.6 \\ & 14,418.7 \\ & 14,964.4 \end{aligned}$ | $\begin{aligned} & 2006-07 \\ & 2007-08 \\ & 2008-09 \\ & 2009-10 \\ & 2010-11 \end{aligned}$ | $\begin{array}{r} 984,034 \\ 1,054,904 \\ 1,089,683 \\ 1,10,897 \\ 1,124,352 \end{array}$ | 7.1 7.3 7.4 7.6 7.5 | $\begin{aligned} & 608,495 \\ & 646,414 \\ & 658,926 \\ & 654,418 \\ & 652,356 \end{aligned}$ | 4.4 4.5 4.5 4.5 4.4 | $\begin{aligned} & 375,539 \\ & 408,490 \\ & 430,757 \\ & 446,479 \\ & 471,997 \end{aligned}$ | 2.7 2.8 2.9 3.1 3.2 |
|  | $\begin{aligned} & 15,517.9 \\ & 16,155.3 \\ & 16,691.5 \\ & 17,393.1 \\ & 18,036.6 \end{aligned}$ | 2011-12 $2012-13$ $2013-14$ $2014-15^{2}$ $2015-16^{3}$ | $\begin{aligned} & 1,136,876 \\ & 1,153,674 \\ & 1,193,083 \\ & 1,225,000 \\ & 1,254,000 \end{aligned}$ | $\begin{aligned} & 7.3 \\ & 7.1 \\ & 7.1 \\ & 7.0 \\ & 7.0 \end{aligned}$ | $\begin{aligned} & 648,794 \\ & 654,813 \\ & 676,016 \\ & 689,000 \\ & 707,000 \end{aligned}$ | 4.2 4.1 4.1 4.0 3.9 | $\begin{aligned} & 488,083 \\ & 498,861 \\ & 517,067 \\ & 536,000 \\ & 548,000 \end{aligned}$ | 3.1 3.1 3.1 3.1 3.0 |

## -Not available.

${ }^{1}$ Estimated by the National Center for Education Statistics based on enrollment data for the given year and actual expenditures for prior years.
${ }^{2}$ Data for elementary and secondary education are estimated; data for degree-granting institutions are actual.
${ }^{3}$ Estimated by the National Center for Education Statistics based on teacher and enrollment data, and actual expenditures for prior years.
NOTE: Total expenditures for public elementary and secondary schools include current expenditures, interest on school debt, and capital outlay. Data for private elementary and secondary schools are estimated. Expenditures for colleges and universities in 1929-30 and 1939-40 include current-fund expenditures and additions to plant value. Public and private degree-granting institutions data for 1949-50 through 1995-96 are for current-fund expenditures. Data for private degree-granting institutions for 1996-97 and later years are for total expenditures. Data for public degree-granting institutions for 1996-97 through 2000-01 are for current expenditures; data for later years are for total expenditures. Postsecondary data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or
higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1929-30 through 1949-50; Statistics of State School Systems, 1959-60 through 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1986-87; Common Core of Data (CCD), "National Public Education Financial Survey," 1987-88 through 2013-14; Higher Education General Information Survey (HEGIS), Financial Statistics of Institutions of Higher Education, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Finance Survey" (IPEDS-F:FY87-99); and IPEDS Spring 2001 through Spring 2016, Finance component. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved May 6, 2017, from http:/ /www.bea.gov/iTable/index nipa.cfm. (This table was prepared May 2017.)

Table 106.20. Expenditures of educational institutions, by level and control of institution: Selected years, 1899-1900 through 2015-16
[In millions]

| School year | Current dollars |  |  |  |  |  |  | Constant 2015-16 dollars ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Elementary and secondary schools |  |  | Degree-granting postsecondary institutions |  |  | Total | Elementary and secondary schools |  | Degreegranting postsecondary institutions |
|  |  | Total | Public | Private ${ }^{2}$ | Total | Public | Private |  | Total | Public |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1899-1900 | - | - | \$215 |  |  |  | - |  |  |  |  |
| 1909-10 ......... | - | - | 426 | - | - | - | - | - |  | - |  |
| 1919-20 ................................... | - | - | 1,036 | - | - | - | - | - | - | \$12,955 | - |
| 1929-30 ........................ | - | - | 2,317 | - | \$632 | \$292 | \$341 | - | - | 32,251 | \$8,801 |
| 1939-40 .... |  | - | 2,344 | - | 758 | 392 | 367 | - | - | 39,966 | 12,932 |
| 1949-50 ........................ | \$8,494 | \$6,249 | 5,838 | \$411 | 2,246 | 1,154 | 1,092 | \$85,462 | \$62,868 | 58,733 | 22,594 |
| 1959-60 ......................... | 22,314 | 16,713 | 15,613 | 1,100 | 5,601 | 3,131 | 2,470 | 180,951 | 135,533 | 126,613 | 45,418 |
| 1969-70.. | 64,227 | 43,183 | 40,683 | 2,500 | 21,043 | 13,250 | 7,794 | 405,126 | 272,391 | 256,622 | 132,735 |
| 1970-71.... | 71,575 | 48,200 | 45,500 | 2,700 | 23,375 | 14,996 | 8,379 | 429,317 | 289,109 | 272,914 | 140,208 |
| 1971-72 .... | 76,510 | 50,950 | 48,050 | 2,900 | 25,560 | 16,484 | 9,075 | 443,025 | 295,024 | 278,232 | 148,001 |
| 1972-73 .... | 82,908 | 54,952 | 51,852 | 3,100 | 27,956 | 18,204 | 9,752 | 461,478 | 305,873 | 288,618 | 155,605 |
| 1973-74 .... | 91,084 | 60,370 | 56,970 | 3,400 | 30,714 | 20,336 | 10,377 | 465,482 | 308,521 | 291,146 | 156,961 |
| 1974-75.. | 103,903 | 68,846 | 64,846 | 4,000 | 35,058 | 23,490 | 11,568 | 478,022 | 316,735 | 298,332 | 161,287 |
| 1975-76 ... | 114,004 | 75,101 | 70,601 | 4,500 | 38,903 | 26,184 | 12,719 | 489,819 | 322,671 | 303,336 | 167,148 |
| 1976-77 ... | 121,793 | 79,194 | 74,194 | 5,000 | 42,600 | 28,635 | 13,965 | 494,453 | 321,508 | 301,209 | 172,945 |
| 1977-78 .... | 132,515 | 86,544 | 80,844 | 5,700 | 45,971 | 30,725 | 15,246 | 504,130 | 329,242 | 307,558 | 174,888 |
| 1978-79 ......................... | 143,733 | 93,012 | 86,712 | 6,300 | 50,721 | 33,733 | 16,988 | 499,971 | 323,539 | 301,625 | 176,432 |
| 1979-80 .. | 160,075 | 103,162 | 95,962 | 7,200 | 56,914 | 37,768 | 19,146 | 491,313 | 316,630 | 294,531 | 174,683 |
| 1980-81. | 176,378 | 112,325 | 104,125 | 8,200 | 64,053 | 42,280 | 21,773 | 485,156 | 308,968 | 286,413 | 176,188 |
| 1981-82 .... | 190,825 | 120,486 | 111,186 | 9,300 | 70,339 | 46,219 | 24,120 | 483,159 | 305,064 | 281,517 | 178,095 |
| 1982-83 ....................... | 204,661 | 128,725 | 118,425 | 10,300 | 75,936 | 49,573 | 26,363 | 496,849 | 312,502 | 287,497 | 184,347 |
| 1983-84 ......................... | 220,993 | 139,000 | 127,500 | 11,500 | 81,993 | 53,087 | 28,907 | 517,350 | 325,402 | 298,480 | 191,948 |
| 1984-85 | 239,351 | 149,400 | 137,000 | 12,400 | 89,951 | 58,315 | 31,637 | 539,220 | 336,574 | 308,639 | 202,646 |
| 1985-86 .... | 259,336 | 161,800 | 148,600 | 13,200 | 97,536 | 63,194 | 34,342 | 567,866 | 354,293 | 325,389 | 213,573 |
| 1986-87 ... | 280,964 | 175,200 | 160,900 | 14,300 | 105,764 | 67,654 | 38,110 | 601,862 | 375,302 | 344,669 | 226,560 |
| 1987-88 ......................... | 301,786 | 187,999 | 172,699 | 15,300 | 113,787 | 72,641 | 41,145 | 620,746 | 386,696 | 355,225 | 234,050 |
| 1988-89 ........................ | 333,245 | 209,377 | 192,977 | 16,400 | 123,867 | 78,946 | 44,922 | 655,193 | 411,658 | 379,414 | 243,536 |
| 1989-90 ... | 365,825 | 231,170 | 212,770 | 18,400 | 134,656 | 85,771 | 48,885 | 686,492 | 433,803 | 399,275 | 252,689 |
| 1990-91 ... | 395,318 | 249,230 | 229,430 | 19,800 | 146,088 | 92,961 | 53,127 | 703,381 | 443,450 | 408,220 | 259,931 |
| 1991-92... | 417,944 | 261,755 | 241,055 | 20,700 | 156,189 | 98,847 | 57,342 | 720,552 | 451,275 | 415,588 | 269,276 |
| 1992-93.. | 439,676 | 274,435 | 252,935 | 21,500 | 165,241 | 104,570 | 60,671 | 735,059 | 458,805 | 422,861 | 276,253 |
| 1993-94. | 460,757 | 287,407 | 265,307 | 22,100 | 173,351 | 109,310 | 64,041 | 750,852 | 468,359 | 432,345 | 282,493 |
| 1994-95 .. | 485,169 | 302,200 | 279,000 | 23,200 | 182,969 | 115,465 | 67,504 | 768,603 | 478,745 | 441,992 | 289,858 |
| 1995-96 ... | 508,523 | 318,046 | 293,646 | 24,400 | 190,476 | 119,525 | 70,952 | 784,264 | 490,504 | 452,873 | 293,760 |
| 1996-97.. | 538,854 | 338,951 | 313,151 | 25,800 | 199,903 ${ }^{2}$ | 125,978 | 73,925 ${ }^{2}$ | 807,989 | 508,243 | 469,557 | 299,746 ${ }^{2}$ |
| 1997-98 .... | 570,471 | 361,615 | 334,315 | 27,300 | 208,856 ${ }^{2}$ | 132,846 | 76,010 ${ }^{2}$ | 840,410 | 532,726 | 492,508 | 307,684 ${ }^{2}$ |
| 1998-99 .......................... | 603,847 | 384,638 | 355,838 | 28,800 | 219,209 | 140,539 | 78,670 | 874,440 | 557,000 | 515,295 | 317,440 |
| 1999-2000 ... | 649,322 | 412,538 | 381,838 | 30,700 | 236,784 | 152,325 | 84,459 | 913,912 | 580,641 | 537,432 | 333,270 |
| 2000-01 ... | 705,017 | 444,811 | 410,811 | 34,000 | 260,206 | 170,345 | 89,861 | 959,430 | 605,327 | 559,057 | 354,104 |
| 2001-02.... | 752,780 | 472,064 | 435,364 | 36,700 | 280,715 | 183,436 | 97,280 | 1,006,607 | 631,238 | 582,164 | 375,369 |
| 2002-03 ........................ | 795,691 | 492,807 | 454,907 | 37,900 | 302,884 | 197,026 | 105,858 | 1,041,108 | 644,805 | 595,215 | 396,304 |
| 2003-04 ..... | 830,293 | 513,542 | 474,242 | 39,300 | 316,751 | 205,069 | 111,682 | 1,063,124 | 657,549 | 607,229 | 405,574 |
| 2004-05 | 875,988 | 540,969 | 499,569 | 41,400 | 335,019 | 215,794 | 119,225 | 1,088,866 | 672,432 | 620,971 | 416,434 |
| 2005-06.... | 925,246 | 571,669 | 528,269 | 43,400 | 353,577 | 226,550 | 127,027 | 1,107,903 | 684,525 | 632,557 | 423,378 |
| 2006-07 ......................... | 984,034 | 608,495 | 562,195 | 46,300 | 375,539 | 238,829 | 136,710 | 1,148,594 | 710,253 | 656,211 | 438,340 |
| 2007-08 ....................... | 1,054,904 | 646,414 | 597,314 | 49,100 | 408,490 | 261,046 | 147,444 | 1,187,321 | 727,555 | 672,292 | 459,766 |
| 2008-09 . | 1,089,683 | 658,926 | 610,326 | 48,600 | 430,757 | 273,019 | 157,739 | 1,209,577 | 731,425 | 677,478 | 478,152 |
| 2009-10 .... | 1,100,897 | 654,418 | 607,018 | 47,400 | 446,479 | 281,390 | 165,088 | 1,210,314 | 719,460 | 667,349 | 490,854 |
| 2010-11.. | 1,124,352 | 652,356 | 604,356 | 48,000 | 471,997 | 296,863 | 175,134 | 1,211,768 | 703,075 | 651,343 | 508,693 |
| 2011-12. | 1,136,876 | 648,794 | 601,994 | 46,800 | 488,083 | 305,538 | 182,545 | 1,190,387 | 679,331 | 630,328 | 511,056 |
| 2012-13 ........................... | 1,153,674 | 654,813 | 606,813 | 48,000 | 498,861 | 311,421 | 187,439 | 1,188,202 | 674,411 | 624,974 | 513,791 |
| 2013-14 ........................... | 1,193,083 | 676,016 | 625,016 | 51,000 | 517,067 | 323,893 | 193,174 | 1,209,890 | 685,539 | 633,821 | 524,351 |
| 2014-15 ${ }^{3}$ | 1,225,000 | 689,000 | 638,000 | 51,000 | 536,000 | 336,000 | 200,000 | 1,233,000 | 694,000 | 642,000 | 540,000 |
| 2015-164 ....................... | 1,254,000 | 707,000 | 655,000 | 52,000 | 548,000 | 344,000 | 204,000 | 1,254,000 | 707,000 | 655,000 | 548,000 |

## -Not available.

Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labo Statistics, U.S. Department of Labor, adjusted to a school-year basis.
${ }^{2}$ Estimated by the National Center for Education Statistics based on enrollment data for the given year and actual expenditures for prior years.
${ }^{3}$ Data for elementary and secondary education are estimated; data for degree-granting institutions are actual
${ }^{4}$ Estimated by the National Center for Education Statistics based on teacher and enrollment data, and actual expenditures for prior years.
NOTE: Total expenditures for public elementary and secondary schools include current expenditures, interest on school debt, and capital outlay. Expenditures for public and private colleges and universities in 1929-30 and 1939-40 include current-fund expenditures and additions to plant value. Public and private degree-granting institutions data for 1949-50 through 1995-96 are for current-fund expenditures. Data for private degree-granting institutions for 1996-97 and later years are for total expenditures. Data for public degree-granting institutions for 1996-97 through 2000-01 are for current expenditures; data for later years are for total expenditures. Postsecondary data through 1995-96 are for institutions of higher
education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2 -year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1899-1900 and 1909-10; Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of State School Systems, 1959-60 and 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1986-87; Common Core of Data (CCD), "National Public Education Financial Survey," 1987-88 through 2013-14; Higher Education General Information Survey (HEGIS), Financial Statistics of Institutions of Higher Education, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Finance Survey," (IPEDS-F:FY87-99); IPEDS Spring 2001 through Spring 2016, Finance component; and unpublished tabulations. (This table was prepared May 2017.)

Table 106.30. Amount and percentage distribution of direct general expenditures of state and local governments, by function: Selected years, 1970-71 through 2013-14

$\dagger$ Not applicable.
\#Rounds to zero.
${ }^{1}$ Includes highways, air transportation (airports), parking facilities, and sea and inland port
facilities. For 2000-01 and earlier years, also includes transit subsidies.
${ }^{2}$ Includes judicial and legal expenditures, expenditures on general public buildings, and other governmental administration expenditures.
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Excludes monies paid by states to the federal government. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Governmental Finances. Retrieved March 15, 2017, from http://www.census.gov/govs/local/. (This table was prepared March 2017.)

| State | Direct general expenditures, 2012-13 |  |  |  | Direct general expenditures, 2013-14 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{1}$ |  | For education |  | Total ${ }^{1}$ |  | For education |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Elementary and secondary education | Colleges and universities |  |  |  | Other education ${ }^{2}$ |
|  |  |  | Total for education | Total for elementary and secondary |  | Current expenditure | Capital outlay |  | Total for colleges and universities |  | Current expenditure | Capital outlay |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 | 7 | 8 |  | 9 | 10 | 11 | 12 |
| United States | \$2,621,156 | $(1,048.5)$ |  |  | \$876,252 | (438.1) | \$2,706,935 | $(1,624.2)$ | \$904,310 | (452.2) | \$586,107 | (410.3) | \$537,405 | \$48,702 | \$268,977 | (107.6) | \$238,276 | \$30,700 | \$49,226 |
| Alabama. | 36,080 | (111.8) | 13,283 | (23.9) |  |  | 36,170 | (86.8) | 13,141 | (5.3) | 7,533 | (5.3) | 6,953 | 580 | 4,706 | (\#) | 4,149 | 557 | 902 |
| Alaska... | 13,496 | (60.7) | 3,618 | (\#) |  |  | 14,587 | (19.0) | 3,575 | (14.3) | 2,493 | (14.5) | 2,234 | 259 | 930 | (\#) | 693 | 236 | 153 |
| Arizona ... | 42,255 | (71.8) | 14,385 | (\#) | 42,845 | (60.0) | 15,076 | (\#) | 7,961 | (\#) | 7,283 | 679 | 5,065 | (\#) | 4,523 | 541 | 2,050 |
| Arkansas.......................................... | 21,370 | (89.8) | 8,168 | (\#) | 22,241 | (28.9) | 8,136 | (\#) | 4,877 | (\#) | 4,453 | 424 | 2,639 | (\#) | 2,321 | 319 | 620 |
| California ...................................................................... | 356,733 | (463.8) | 106,233 | (42.5) | 371,051 | (779.2) | 111,037 | (122.1) | 68,769 | (110.0) | 62,654 | 6,115 | 36,859 | (55.3) | 32,601 | 4,257 | 5,409 |
| Colorado .... | 40,494 | (178.2) | 13,508 | (\#) | 43,527 | (165.4) | 14,563 | (\#) | 8,786 | (\#) | 7,853 | 933 | 5,057 | (\#) | 4,439 | 617 | 720 |
| Connecticut... | 34,771 | (159.9) | 11,992 | (69.6) | 35,852 | (218.7) | 12,568 | (45.2) | 8,906 | (45.4) | 8,449 | 457 | 2,909 | (\#) | 2,520 | 389 | 752 |
| Delaware.................. | 9,369 | (6.6) | 3,479 | (\#) | 9,582 | (\#) | 3,517 | (\#) | 1,908 | (\#) | 1,737 | 172 | 1,211 | (\#) | 1,078 | 133 | 398 |
| District of Columbia ........................... | 11,557 | (\#) | 2,526 | (\#) | 11,960 | (\#) | 2,624 | (\#) | 2,473 | (\#) | 2,104 | 369 | 151 | (\#) | 130 | 21 | 0 |
| Florida......................................... | 133,783 | (280.9) | 37,468 | (\#) | 138,467 | (276.9) | 39,038 | (\#) | 25,776 | (2.6) | 24,307 | 1,469 | 9,935 | (\#) | 9,210 | 724 | 3,328 |
| Georgia.. | 64,972 | (155.9) | 25,184 | (\#) | 65,499 | (157.2) | 25,440 | (\#) | 17,409 | (\#) | 15,767 | 1,642 | 6,121 | (\#) | 5,312 | 808 | 1,910 |
| Hawaii......................................... | 12,382 | (\#) | 3,404 | (\#) | 13,682 | (\#) | 3,389 | (\#) | 2,139 | (\#) | 1,922 | 217 | 1,134 | (\#) | 950 | 184 | 116 |
| Idaho... | 10,307 | (27.8) | 3,118 | (\#) | 10,354 | (17.6) | 3,144 | (\#) | 1,960 | (\#) | 1,868 | 91 | 1,022 | (\#) | 966 | 56 | 162 |
| Illinois......................................... | 106,496 | (276.9) | 35,951 | (\#) | 109,220 | (436.9) | 37,261 | (\#) | 25,898 | (\#) | 23,898 | 2,000 | 9,569 | (\#) | 8,737 | 832 | 1,793 |
| Indiana........................................... | 46,552 | (97.8) | 16,582 | (\#) | 47,816 | (124.3) | 16,572 | (\#) | 9,622 | (\#) | 8,732 | 890 | 5,808 | (\#) | 5,310 | 498 | 1,143 |
| Iowa........ | 27,794 | (86.2) | 9,965 | (\#) | 28,849 | (86.5) | 10,432 | (\#) | 6,182 | (\#) | 5,380 | 801 | 3,789 | (\#) | 3,238 | 551 | 462 |
| Kansas... | 22,852 | (116.5) | 8,453 | (\#) | 24,019 | (84.1) | 8,778 | (\#) | 5,438 | (\#) | 4,625 | 813 | 3,076 | (\#) | 2,825 | 251 | 263 |
| Kentucky | 32,004 | (41.6) | 11,645 | (\#) | 33,418 | (50.1) | 11,541 | (\#) | 6,797 | (0.7) | 6,140 | 657 | 3,717 | (\#) | 3,444 | 274 | 1,027 |
| Louisiana | 41,985 | (67.2) | 12,064 | (\#) | 41,308 | (37.2) | 12,242 | (\#) | 7,835 | (\#) | 7,150 | 685 | 3,147 | (\#) | 2,882 | 264 | 1,260 |
| Maine............................................ | 11,070 | (28.8) | 3,210 | (10.6) | 11,545 | (24.2) | 3,313 | (14.2) | 2,310 | (14.1) | 2,235 | 75 | 808 | (\#) | 745 | 62 | 196 |
| Maryland..................................... | 52,751 | (26.4) | 18,446 | (\#) | 55,581 | (27.8) | 19,400 | (\#) | 12,550 | (\#) | 11,419 | 1,131 | 6,110 | (\#) | 5,240 | 870 | 740 |
| Massachusetts................................ | 65,198 | (169.5) | 21,017 | (140.8) | 67,713 | (121.9) | 21,477 | (77.3) | 15,229 | (77.7) | 13,955 | 1,274 | 5,168 | (\#) | 4,165 | 1,004 | 1,079 |
| Michigan ..... | 74,612 | (335.8) | 27,964 | (\#) | 76,012 | (372.5) | 28,559 | (\#) | 16,343 | (\#) | 15,486 | 857 | 11,016 | (\#) | 9,327 | 1,689 | 1,200 |
| Minnesota................................... | 48,158 | (101.1) | 16,020 | (\#) | 51,382 | (149.0) | 16,497 | (1.6) | 10,753 | (2.2) | 9,683 | 1,070 | 4,677 | (\#) | 4,357 | 319 | 1,067 |
| Mississippi .................................... | 23,913 | (50.2) | 7,322 | (2.2) | 24,184 | (60.5) | 7,602 | (\#) | 4,394 | (\#) | 4,078 | 316 | 2,745 | (\#) | 2,441 | 304 | 462 |
| Missouri ...... | 42,945 | (98.8) | 14,354 | (\#) | 42,803 | (85.6) | 14,606 | (\#) | 9,930 | (1.0) | 9,011 | 919 | 3,907 | (\#) | 3,561 | 346 | 768 |
| Montana.... | 8,195 | (13.9) | 2,629 | (\#) | 8,522 | (11.9) | 2,738 | (\#) | 1,722 | (\#) | 1,600 | 122 | 834 | (\#) | 789 | 45 | 182 |
| Nebraska ..................................... | 15,221 | (65.4) | 6,106 | (\#) | 15,683 | (48.6) | 6,255 | (\#) | 3,915 | (0.4) | 3,607 | 308 | 2,045 | (\#) | 1,816 | 229 | 295 |
| Nevada ....................................... | 18,106 | (18.1) | 5,441 | (\#) | 18,464 | (131.1) | 5,546 | (\#) | 3,851 | (\#) | 3,689 | 161 | 1,326 | (\#) | 1,254 | 72 | 370 |
| New Hampshire .............................. | 9,953 | (10.0) | 3,715 | (\#) | 10,100 | (9.1) | 3,784 | (\#) | 2,759 | (\#) | 2,671 | 88 | 854 | (\#) | 785 | 69 | 172 |
| New Jersey ................................... | 84,310 | (151.8) | 32,501 | (22.8) | 88,115 | (211.5) | 34,205 | (27.4) | 26,133 | (28.7) | 25,027 | 1,106 | 6,276 | (\#) | 5,548 | 729 | 1,796 |
| New Mexico ................................. | 18,142 | (21.8) | 6,183 | (\#) | 18,749 | (9.4) | 6,291 | (\#) | 3,507 | (\#) | 2,945 | 562 | 2,400 | (\#) | 2,111 | 289 | 383 |
| New York..................................... | 243,054 | (291.7) | 71,007 | (42.6) | 245,642 | (270.2) | 73,297 | (80.6) | 57,745 | (\#) | 53,696 | 4,049 | 13,684 | (78.0) | 11,468 | 2,216 | 1,868 |
| North Carolina ............................... | 72,151 | (194.8) | 23,624 | (139.4) | 71,858 | (244.3) | 23,522 | (202.3) | 12,892 | (194.7) | 12,255 | 637 | 9,328 | (55.0) | 8,556 | 772 | 1,302 |
| North Dakota ................................. | 7,497 | (11.2) | 2,522 | (0.3) | 8,178 | (69.5) | 2,639 | (\#) | 1,522 | (\#) | 1,282 | 240 | 1,014 | (\#) | 906 | 108 | 103 |
| Ohio ............................................. | 92,444 | (157.2) | 32,726 | (39.3) | 95,744 | (277.7) | 32,820 | (72.2) | 21,480 | (70.9) | 19,933 | 1,547 | 9,456 | (\#) | 7,891 | 1,565 | 1,884 |
| Oklahoma .................................... | 27,238 | (38.1) | 9,595 | (\#) | 28,553 | (45.7) | 10,115 | (\#) | 5,942 | (\#) | 5,254 | 688 | 3,599 | (\#) | 3,166 | 433 | 573 |
| Oregon...................................... | 32,075 | (121.9) | 10,447 | (\#) | 35,055 | (84.1) | 10,988 | (\#) | 6,143 | (\#) | 5,832 | 312 | 4,398 | (\#) | 3,727 | 671 | 446 |
| Pennsylvania.................................... | 108,957 | (370.5) | 37,534 | (7.5) | 110,814 | (266.0) | 37,900 | (\#) | 26,107 | (2.6) | 24,523 | 1,584 | 9,767 | (\#) | 8,995 | 773 | 2,025 |
| Rhode Island ................................. | 9,381 | (9.4) | 3,201 | (\#) | 9,697 | (4.8) | 3,230 | (\#) | 2,283 | (\#) | 2,228 | 54 | 651 | (\#) | 645 | 6 | 297 |

Table 106.40. Direct general expenditures of state and local governments for all functions and for education, by level of education and state: 2012-13 and 2013-14-Continued
[In millions of current dollars. Standard errors appear in parentheses]

| State | Direct general expenditures, 2012-13 |  |  |  | Direct general expenditures, 2013-14 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{1}$ |  | For education |  | Total ${ }^{1}$ |  | For education |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Total for education |  |  |  | Elementary and secondary education |  |  |  | Colleges and universities |  |  |  | Other education ${ }^{2}$ |
|  |  |  | Total for elementary and secondary | Current expenditure |  |  | Capital outlay | Total for colleges and universities |  | Current <br> expenditure <br> 10 | Capital outlay |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  |  | 5 |  | 6 | 7 | 8 |  | 9 | 11 | 12 |
| South Carolina................................. | 34,823 | (48.8) | 12,622 | (2.5) | 37,017 | (55.5) | 13,178 | (\#) | 8,085 | (\#) | 7,220 | 864 | 3,789 | (\#) | 3,431 | 358 | 1,304 |
| South Dakota.................................. | 6,202 | (7.4) | 2,056 | (\#) | 6,371 | (14.7) | 2,115 | (\#) | 1,315 | (\#) | 1,171 | 145 | 678 | (\#) | 606 | 72 | 122 |
| Tennessee .................................... | 42,383 | (224.6) | 13,607 | (200.0) | 43,380 | (255.9) | 14,048 | (226.2) | 9,227 | (226.1) | 8,693 | 535 | 3,783 | (\#) | 3,464 | 319 | 1,038 |
| Texas | 186,433 | (279.6) | 71,861 | (\#) | 196,493 | (903.9) | 76,678 | (15.3) | 47,340 | (14.2) | 41,571 | 5,769 | 27,105 | (\#) | 24,167 | 2,938 | 2,233 |
| Utah | 21,186 | (38.1) | 8,468 | (\#) | 20,959 | (48.2) | 8,374 | (\#) | 4,270 | (\#) | 3,779 | 491 | 3,707 | (\#) | 3,381 | 326 | 396 |
| Vermont ......................................... | 6,523 | (11.7) | 2,459 | (\#) | 6,733 | (11.4) | 2,505 | (1.0) | 1,559 | (0.9) | 1,502 | 57 | 766 | (\#) | 734 | 32 | 181 |
| Virginia | 65,365 | (326.8) | 24,130 | (304.0) | 67,312 | (242.3) | 24,425 | (212.5) | 16,056 | (211.9) | 14,437 | 1,619 | 7,411 | (18.5) | 6,539 | 871 | 959 |
| Washington | 57,824 | (144.6) | 19,713 | (\#) | 61,955 | (185.9) | 20,622 | (30.9) | 12,452 | (31.1) | 10,926 | 1,526 | 6,281 | (\#) | 5,618 | 663 | 1,889 |
| West Virginia..................................... | 14,721 | (38.3) | 5,482 | (\#) | 14,795 | (13.3) | 5,426 | (\#) | 3,168 | (\#) | 2,882 | 286 | 1,654 | (\#) | 1,445 | 209 | 603 |
| Wisconsin ......................................... | 47,384 | (113.7) | 16,779 | (\#) | 49,403 | (133.4) | 17,463 | (1.7) | 10,601 | (1.1) | 9,833 | 768 | 6,124 | (\#) | 5,426 | 698 | 738 |
| Wyoming.......................................... | 7,692 | (23.1) | 2,486 | (\#) | 7,677 | (26.9) | 2,619 | (\#) | 1,760 | (\#) | 1,472 | 288 | 773 | (\#) | 643 | 130 | 86 |

\#Rounds to zero.
1Includes state and local government expenditures for education and public libraries, social services and income mainte-
other direct general expenditures
${ }^{2}$ Includes assistance and subsidies to individuals, private elementary and secondary schools, and private colleges and uni- versities, as well as miscellaneous education expenditures. Does not include expenditures for public libraries.

NOTE: Current expenditure data in this table differ from figures appearing in other tables because of slightly varying definitions used in the Governmental Finances and Common Core of Data surveys. In 2011-12, a census of state and local governments was conducted; therefore, standard errors are not applicable. Detail may not sum to totals because of rounding Some data have been revised from previously published figures.
overnmental Finances. Retrieved March 15, 2017, from http:// www.census.gov/govs/local/. (This table was prepared April 2017.)

## Table 106.50. Direct general expenditures of state and local governments per capita for all functions and for education, by level of education and state: 2012-13 and 2013-14

| State | Direct general expenditures, 2012-13 |  |  | Direct general expenditures, 2013-14 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total amount per capita ${ }^{1}$ | For education |  | Total amount per capita ${ }^{1}$ | For education |  |  |  |  |  |  |  |
|  |  | Amount per capita | As a percent of all functions |  | All education |  | Elementary and secondary education |  | Colleges and universities |  | Other education ${ }^{2}$ |  |
|  |  |  |  |  | Amount per capita | percent of all functions | Amount per capita | As a percent of all functions | Amount per capita | As a percent of all functions | Amount per capita | As a percent of all functions |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | \$8,289 | \$2,771 | 33.4 | \$8,497 | \$2,839 | 33.4 | \$1,840 | 21.7 | \$844 | 9.9 | \$155 | 1.8 |
| Alabama . | 7,471 | 2,750 | 36.8 | 7,468 | 2,713 | 36.3 | 1,555 | 20.8 | 972 | 13.0 | 186 | 2.5 |
| Alaska........................................... | 18,315 | 4,910 | 26.8 | 19,800 | 4,853 | 24.5 | 3,384 | 17.1 | 1,262 | 6.4 | 207 | 1.0 |
| Arizona ........................................ | 6,379 | 2,171 | 34.0 | 6,376 | 2,243 | 35.2 | 1,185 | 18.6 | 754 | 11.8 | 305 | 4.8 |
| Arkansas....................................... | 7,223 | 2,761 | 38.2 | 7,496 | 2,742 | 36.6 | 1,644 | 21.9 | 890 | 11.9 | 209 | 2.8 |
| California ...................................... | 9,306 | 2,771 | 29.8 | 9,593 | 2,871 | 29.9 | 1,778 | 18.5 | 953 | 9.9 | 140 | 1.5 |
| Colorado ..... | 7,687 | 2,564 | 33.4 | 8,137 | 2,722 | 33.5 | 1,642 | 20.2 | 945 | 11.6 | 135 | 1.7 |
| Connecticut.................................... | 9,669 | 3,335 | 34.5 | 9,981 | 3,499 | 35.1 | 2,480 | 24.8 | 810 | 8.1 | 209 | 2.1 |
| Delaware... | 10,124 | 3,759 | 37.1 | 10,249 | 3,762 | 36.7 | 2,041 | 19.9 | 1,295 | 12.6 | 425 | 4.2 |
| District of Columbia ........................... | 17,802 | 3,891 | 21.9 | 18,149 | 3,981 | 21.9 | 3,752 | 20.7 | 229 | 1.3 | 0 | 0.0 |
| Florida.............................................. | 6,832 | 1,913 | 28.0 | 6,962 | 1,963 | 28.2 | 1,296 | 18.6 | 500 | 7.2 | 167 | 2.4 |
| Georgia.. | 6,507 | 2,522 | 38.8 | 6,493 | 2,522 | 38.8 | 1,726 | 26.6 | 607 | 9.3 | 189 | 2.9 |
| Hawaii ....................................... | 8,804 | 2,420 | 27.5 | 9,660 | 2,392 | 24.8 | 1,510 | 15.6 | 800 | 8.3 | 82 | 0.8 |
| Idaho... | 6,394 | 1,934 | 30.2 | 6,339 | 1,925 | 30.4 | 1,200 | 18.9 | 626 | 9.9 | 99 | 1.6 |
| Illinois........................................... | 8,269 | 2,791 | 33.8 | 8,488 | 2,896 | 34.1 | 2,013 | 23.7 | 744 | 8.8 | 139 | 1.6 |
| Indiana............................................. | 7,086 | 2,524 | 35.6 | 7,250 | 2,513 | 34.7 | 1,459 | 20.1 | 881 | 12.1 | 173 | 2.4 |
| Iowa .............................................. | 8,989 | 3,223 | 35.9 | 9,282 | 3,357 | 36.2 | 1,989 | 21.4 | 1,219 | 13.1 | 149 | 1.6 |
| Kansas........................................ | 7,900 | 2,922 | 37.0 | 8,284 | 3,027 | 36.5 | 1,876 | 22.6 | 1,061 | 12.8 | 91 | 1.1 |
| Kentucky ... | 7,273 | 2,646 | 36.4 | 7,573 | 2,615 | 34.5 | 1,540 | 20.3 | 842 | 11.1 | 233 | 3.1 |
| Louisiana ...................................... | 9,075 | 2,608 | 28.7 | 8,888 | 2,634 | 29.6 | 1,686 | 19.0 | 677 | 7.6 | 271 | 3.1 |
| Maine............................................... | 8,329 | 2,415 | 29.0 | 8,676 | 2,490 | 28.7 | 1,736 | 20.0 | 607 | 7.0 | 147 | 1.7 |
| Maryland........ | 8,894 | 3,110 | 35.0 | 9,314 | 3,251 | 34.9 | 2,103 | 22.6 | 1,024 | 11.0 | 124 | 1.3 |
| Massachusetts................................ | 9,721 | 3,134 | 32.2 | 10,032 | 3,182 | 31.7 | 2,256 | 22.5 | 766 | 7.6 | 160 | 1.6 |
| Michigan ... | 7,537 | 2,825 | 37.5 | 7,666 | 2,880 | 37.6 | 1,648 | 21.5 | 1,111 | 14.5 | 121 | 1.6 |
| Minnesota ...................................... | 8,888 | 2,957 | 33.3 | 9,422 | 3,025 | 32.1 | 1,972 | 20.9 | 858 | 9.1 | 196 | 2.1 |
| Mississippi ........................................ | 7,996 | 2,448 | 30.6 | 8,082 | 2,540 | 31.4 | 1,468 | 18.2 | 917 | 11.4 | 154 | 1.9 |
| Missouri ..... | 7,107 | 2,375 | 33.4 | 7,062 | 2,410 | 34.1 | 1,638 | 23.2 | 645 | 9.1 | 127 | 1.8 |
| Montana.. | 8,079 | 2,592 | 32.1 | 8,331 | 2,676 | 32.1 | 1,683 | 20.2 | 815 | 9.8 | 178 | 2.1 |
| Nebraska | 8,146 | 3,268 | 40.1 | 8,337 | 3,325 | 39.9 | 2,081 | 25.0 | 1,087 | 13.0 | 157 | 1.9 |
| Nevada ........................................... | 6,498 | 1,953 | 30.1 | 6,518 | 1,958 | 30.0 | 1,359 | 20.9 | 468 | 7.2 | 131 | 2.0 |
| New Hampshire .................................. | 7,524 | 2,808 | 37.3 | 7,601 | 2,848 | 37.5 | 2,076 | 27.3 | 643 | 8.5 | 129 | 1.7 |
| New Jersey ..... | 9,474 | 3,652 | 38.5 | 9,873 | 3,833 | 38.8 | 2,928 | 29.7 | 703 | 7.1 | 201 | 2.0 |
| New Mexico ................................... | 8,700 | 2,965 | 34.1 | 9,001 | 3,020 | 33.6 | 1,684 | 18.7 | 1,152 | 12.8 | 184 | 2.0 |
| New York...................................... | 12,354 | 3,609 | 29.2 | 12,457 | 3,717 | 29.8 | 2,928 | 23.5 | 694 | 5.6 | 95 | 0.8 |
| North Carolina .................................... | 7,331 | 2,400 | 32.7 | 7,233 | 2,368 | 32.7 | 1,298 | 17.9 | 939 | 13.0 | 131 | 1.8 |
| North Dakota ..................................... | 10,354 | 3,484 | 33.6 | 11,053 | 3,567 | 32.3 | 2,057 | 18.6 | 1,371 | 12.4 | 139 | 1.3 |
| Ohio..... | 7,990 | 2,829 | 35.4 | 8,258 | 2,831 | 34.3 | 1,853 | 22.4 | 816 | 9.9 | 163 | 2.0 |
| Oklahoma ...................................... | 7,070 | 2,491 | 35.2 | 7,364 | 2,609 | 35.4 | 1,533 | 20.8 | 928 | 12.6 | 148 | 2.0 |
| Oregon........................................ | 8,170 | 2,661 | 32.6 | 8,833 | 2,769 | 31.3 | 1,548 | 17.5 | 1,108 | 12.5 | 112 | 1.3 |
| Pennsylvania.................................. | 8,525 | 2,937 | 34.4 | 8,664 | 2,963 | 34.2 | 2,041 | 23.6 | 764 | 8.8 | 158 | 1.8 |
| Rhode Island ..................................... | 8,909 | 3,040 | 34.1 | 9,196 | 3,063 | 33.3 | 2,165 | 23.5 | 617 | 6.7 | 281 | 3.1 |
| South Carolina............................... | 7,304 | 2,647 | 36.2 | 7,667 | 2,729 | 35.6 | 1,674 | 21.8 | 785 | 10.2 | 270 | 3.5 |
| South Dakota ................................. | 7,340 | 2,433 | 33.1 | 7,473 | 2,481 | 33.2 | 1,543 | 20.6 | 795 | 10.6 | 143 | 1.9 |
| Tennessee ..................................... | 6,526 | 2,095 | 32.1 | 6,628 | 2,146 | 32.4 | 1,410 | 21.3 | 578 | 8.7 | 159 | 2.4 |
| Texas .............................................. | 7,042 | 2,714 | 38.5 | 7,292 | 2,846 | 39.0 | 1,757 | 24.1 | 1,006 | 13.8 | 83 | 1.1 |
| Utah ............................................... | 7,299 | 2,917 | 40.0 | 7,124 | 2,846 | 40.0 | 1,452 | 20.4 | 1,260 | 17.7 | 135 | 1.9 |
| Vermont........................................ | 10,401 | 3,921 | 37.7 | 10,739 | 3,996 | 37.2 | 2,486 | 23.2 | 1,221 | 11.4 | 288 | 2.7 |
| Virginia........................................ | 7,911 | 2,920 | 36.9 | 8,093 | 2,937 | 36.3 | 1,930 | 23.9 | 755 | 9.3 | 115 | 1.4 |
| Washington................................... | 8,298 | 2,829 | 34.1 | 8,783 | 2,923 | 33.3 | 1,765 | 20.1 | 890 | 10.1 | 268 | 3.0 |
| West Virginia..................................... | 7,943 | 2,958 | 37.2 | 8,004 | 2,935 | 36.7 | 1,714 | 21.4 | 895 | 11.2 | 326 | 4.1 |
| Wisconsin ..................................... | 8,251 | 2,922 | 35.4 | 8,579 | 3,033 | 35.3 | 1,841 | 21.5 | 1,063 | 12.4 | 128 | 1.5 |
| Wyoming....................................... | 13,200 | 4,266 | 32.3 | 13,153 | 4,487 | 34.1 | 3,016 | 22.9 | 1,324 | 10.1 | 147 | 1.1 |

${ }^{1}$ Includes state and local government expenditures for education and public libraries, socia services and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other direct general expenditures. ${ }^{2}$ Includes assistance and subsidies to individuals, private elementary and secondary schools, and private colleges and universities, as well as miscellaneous education expenditures. Does not include expenditures for public libraries.
NOTE: Per capita amounts for 2013-14 are based on population estimates for July 2014 Per capita amounts for 2012-13 are based on the latest population estimates for July

2013 and have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Governmental Finances, retrieved March 15, 2017, from http://www.census.gov/govs/local/; and GCT-T1 Population Estimates, retrieved March 15, 2017, from https://www.census.gov/data/tables/2016/demo/ popest/nation-total.html. (This table was prepared April 2017).

Table 106.60. Gross domestic product, state and local expenditures, national income, personal income, disposable personal income, median family income, and population: Selected years, 1929 through 2016

| Year | Gross domestic product (in billions) |  | State and local direct general expenditures (in millions) ${ }^{1}$ |  |  |  | Disposable personal income (in billions of chained 2009dollars) | Disposable personal income per capita |  | Median family income |  | Population (in thousands) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Current dollars | Chained 2009 dollars ${ }^{2}$ | All direct general expenditures | Education expenditures |  |  |  | Current dollars | Chained 2009 dollars ${ }^{2}$ | Current dollars | Constant 2015 dollars ${ }^{3}$ | Midyear data ${ }^{4}$ | Resident as of July $1^{5}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1929 | \$104.6 | \$1,056.6 |  | - | \$94.2 | \$85.3 | \$843.0 | \$685 | \$6,917 |  |  | 121,878 | 121,767 |
| 1939 | 93.5 | 1,163.6 |  | - | 82.5 | 73.6 | 923.2 | 551 | 7,046 | - |  | 131,028 | 130,880 |
| 1940 | 102.9 | 1,266.1 | \$9,229 | \$2,638 | 91.6 | 79.4 | 986.2 | 588 | 7,464 | - |  | 132,122 | 132,122 |
| 1950 | 300.2 | 2,184.0 | 22,787 | 7,177 | 267.0 | 233.9 | 1,521.9 | 1,417 | 10,033 | \$3,319 |  | 151,684 | 152,271 |
| 1960 ...... | 543.3 | 3,108.7 | 51,876 | 18,719 | 479.9 | 422.5 | 2,146.9 | 2,083 | 11,877 | 5,620 | \$39,374 | 180,760 | 180,671 |
| 1970. | 1,075.9 | 4,722.0 | 131,332 | 52,718 | 940.1 | 864.6 | 3,413.2 | 3,713 | 16,643 | 9,867 | 53,767 | 205,089 | 205,052 |
| 1971 | 1,167.8 | 4,877.6 | 150,674 | 59,413 | 1,017.0 | 932.1 | 3,570.4 | 3,998 | 17,191 | 10,285 | 53,692 | 207,692 | 207,661 |
| 1972 | 1,282.4 | 5,134.3 | 168,550 | 65,814 | 1,123.0 | 1,023.6 | 3,741.2 | 4,287 | 17,821 | 11,116 | 56,340 | 209,924 | 209,896 |
| 1973. | 1,428.5 | 5,424.1 | 181,357 | 69,714 | 1,257.0 | 1,138.5 | 3,968.6 | 4,747 | 18,725 | 12,051 | 57,482 | 211,939 | 211,909 |
| 1974 .. | 1,548.8 | 5,396.0 | 198,959 | 75,833 | 1,350.8 | 1,249.3 | 3,923.6 | 5,135 | 18,343 | 12,902 | 55,946 | 213,898 | 213,854 |
| 1975. | 1,688.9 | 5,385.4 | 230,721 | 87,858 | 1,451.1 | 1,366.9 | 4,020.0 | 5,645 | 18,613 | 13,719 | 54,971 | 215,981 | 215,973 |
| 1976 ... | 1,877.6 | 5,675.4 | 256,731 | 97,216 | 1,614.8 | 1,498.5 | 4,144.0 | 6,079 | 19,002 | 14,958 | 56,674 | 218,086 | 218,035 |
| 1977 .. | 2,086.0 | 5,937.0 | 274,215 | 102,780 | 1,798.7 | 1,654.6 | 4,274.8 | 6,613 | 19,406 | 16,009 | 57,056 | 220,289 | 220,239 |
| 1978 .. | 2,356.6 | 6,267.2 | 296,984 | 110,758 | 2,029.9 | 1,859.7 | 4,470.5 | 7,322 | 20,080 | 17,640 | 58,834 | 222,629 | 222,585 |
| 1979 ..... | 2,632.1 | 6,466.2 | 327,517 | 119,448 | 2,248.2 | 2,078.2 | 4,557.8 | 8,037 | 20,248 | 19,587 | 59,669 | 225,106 | 225,055 |
| 1980. | 2,862.5 | 6,450.4 | 369,086 | 133,211 | 2,426.8 | 2,317.5 | 4,590.5 | 8,861 | 20,158 | 21,023 | 57,594 | 227,726 | 227,225 |
| 1981 | 3,211.0 | 6,617.7 | 407,449 | 145,784 | 2,722.1 | 2,596.5 | 4,705.6 | 9,785 | 20,458 | 22,388 | 56,002 | 230,008 | 229,466 |
| 1982 | 3,345.0 | 6,491.3 | 436,733 | 154,282 | 2,840.4 | 2,779.5 | 4,803.3 | 10,442 | 20,685 | 23,433 | 55,280 | 232,218 | 231,664 |
| 1983 | 3,638.1 | 6,792.0 | 466,516 | 163,876 | 3,060.5 | 2,970.3 | 4,971.0 | 11,170 | 21,214 | 24,580 | 55,649 | 234,333 | 233,792 |
| 1984 | 4,040.7 | 7,285.0 | 505,008 | 176,108 | 3,444.0 | 3,281.8 | 5,314.0 | 12,284 | 22,480 | 26,433 | 57,453 | 236,394 | 235,825 |
| 1985 | 4,346.7 | 7,593.8 | 553,899 | 192,686 | 3,684.2 | 3,516.3 | 5,476.2 | 12,991 | 22,960 | 27,735 | 58,282 | 238,506 | 237,924 |
| 1986 .. | 4,590.2 | 7,860.5 | 605,623 | 210,819 | 3,848.2 | 3,725.7 | 5,687.8 | 13,661 | 23,632 | 29,458 | 60,802 | 240,683 | 240,133 |
| 1987 | 4,870.2 | 8,132.6 | 657,134 | 226,619 | 4,119.2 | 3,955.9 | 5,811.0 | 14,274 | 23,929 | 30,970 | 61,833 | 242,843 | 242,289 |
| 1988 ... | 5,252.6 | 8,474.5 | 704,921 | 242,683 | 4,493.4 | 4,276.3 | 6,083.9 | 15,386 | 24,826 | 32,191 | 61,996 | 245,061 | 244,499 |
| 1989 ............................... | 5,657.7 | 8,786.4 | 762,360 | 263,898 | 4,782.2 | 4,619.9 | 6,268.7 | 16,380 | 25,340 | 34,213 | 63,165 | 247,387 | 246,819 |
| 1990 | 5,979.6 | 8,955.0 | 834,818 | 288,148 | 5,036.1 | 4,906.4 | 6,393.5 | 17,235 | 25,555 | 35,353 | 62,203 | 250,181 | 249,623 |
| 1991. | 6,174.0 | 8,948.4 | 908,108 | 309,302 | 5,186.1 | 5,073.4 | 6,438.4 | 17,688 | 25,395 | 35,939 | 61,014 | 253,530 | 252,981 |
| 1992 .. | 6,539.3 | 9,266.6 | 981,253 | 324,652 | 5,499.7 | 5,413.0 | 6,714.2 | 18,684 | 26,133 | 36,573 | 60,555 | 256,922 | 256,514 |
| 1993. | 6,878.7 | 9,521.0 | 1,033,167 | 342,287 | 5,754.8 | 5,649.0 | 6,823.6 | 19,211 | 26,216 | 36,959 | 59,718 | 260,282 | 259,919 |
| 1994 ..... | 7,308.8 | 9,905.4 | 1,077,665 | 353,287 | 6,140.2 | 5,937.3 | 7,010.7 | 19,906 | 26,611 | 38,782 | 61,381 | 263,455 | 263,126 |
| 1995 ... | 7,664.1 | 10,174.8 | 1,146,188 | 378,273 | 6,479.5 | 6,281.0 | 7,245.8 | 20,753 | 27,180 | 40,611 | 62,764 | 266,588 | 266,278 |
| 1996 | 8,100.2 | 10,561.0 | 1,189,356 | 398,859 | 6,899.4 | 6,667.0 | 7,476.1 | 21,615 | 27,719 | 42,300 | 63,651 | 269,714 | 269,394 |
| 1997 | 8,608.5 | 11,034.9 | 1,247,436 | 419,053 | 7,380.4 | 7,080.7 | 7,751.3 | 22,527 | 28,397 | 44,568 | 65,645 | 272,958 | 272,647 |
| 1998 ... | 9,089.2 | 11,525.9 | 1,314,496 | 450,365 | 7,857.3 | 7,593.7 | 8,208.1 | 23,759 | 29,723 | 46,737 | 67,921 | 276,154 | 275,854 |
| 1999 ............................... | 9,660.6 | 12,065.9 | 1,398,533 | 483,259 | 8,324.4 | 7,988.4 | 8,477.7 | 24,617 | 30,350 | 48,831 | 69,485 | 279,328 | 279,040 |
| 2000 ... | 10,284.8 | 12,559.7 | 1,502,768 | 521,612 | 8,907.0 | 8,637.1 | 8,902.2 | 26,206 | 31,524 | 50,732 | 69,822 | 282,398 | 282,162 |
| 2001. | 10,621.8 | 12,682.2 | 1,621,757 | 563,572 | 9,184.6 | 8,991.6 | 9,148.7 | 27,179 | 32,075 | 51,407 | 68,819 | 285,225 | 284,969 |
| 2002. | 10,977.5 | 12,908.8 | 1,732,478 | 594,694 | 9,436.8 | 9,153.9 | 9,431.6 | 28,127 | 32,754 | 51,680 | 68,085 | 287,955 | 287,625 |
| 2003 | 11,510.7 | 13,271.1 | 1,817,513 | 621,335 | 9,864.2 | 9,491.1 | 9,690.1 | 29,198 | 33,342 | 52,680 | 67,887 | 290,626 | 290,108 |
| 2004 .... | 12,274.9 | 13,773.5 | 1,903,915 | 655,182 | 10,540.9 | 10,052.9 | 10,035.7 | 30,697 | 34,221 | 54,061 | 67,834 | 293,262 | 292,805 |
| 2005 | 13,093.7 | 14,234.2 | 2,007,490 | 688,314 | 11,239.8 | 10,614.0 | 10,189.4 | 31,760 | 34,424 | 56,194 | 68,201 | 295,993 | 295,517 |
| 2006. | 13,855.9 | 14,613.8 | 2,117,161 | 728,917 | 12,004.8 | 11,393.9 | 10,595.4 | 33,589 | 35,458 | 58,407 | 68,661 | 298,818 | 298,380 |
| 2007. | 14,477.6 | 14,873.7 | 2,259,364 | 774,170 | 12,321.4 | 12,000.2 | 10,820.6 | 34,826 | 35,866 | 61,355 | 70,137 | 301,696 | 301,231 |
| 2008 | 14,718.6 | 14,830.4 | 2,401,417 | 826,061 | 12,427.8 | 12,502.2 | 10,987.3 | 36,101 | 36,078 | 61,521 | 67,726 | 304,543 | 304,094 |
| 2009 ............................... | 14,418.7 | 14,418.7 | 2,495,901 | 851,689 | 12,126.1 | 12,094.8 | 10,942.5 | 35,616 | 35,616 | 60,088 | 66,379 | 307,240 | 306,772 |
| 2010 ... | 14,964.4 | 14,783.8 | 2,537,892 | 860,118 | 12,739.5 | 12,477.1 | 11,055.1 | 36,274 | 35,685 | 60,236 | 65,483 | 309,801 | 309,347 |
| 2011 ... | 15,517.9 | 15,020.6 | 2,579,509 | 862,271 | 13,352.3 | 13,254.5 | 11,331.2 | 37,811 | 36,305 | 60,974 | 64,259 | 312,114 | 311,719 |
| 2012 ... | 16,155.3 | 15,354.6 | 2,589,268 | 869,475 | 14,061.9 | 13,915.1 | 11,688.3 | 39,455 | 37,179 | 62,241 | 64,252 | 314,377 | 314,103 |
| 2013 ............................... | 16,691.5 | 15,612.2 | 2,621,156 | 876,252 | 14,444.8 | 14,073.7 | 11,527.6 | 39,157 | 36,414 | 65,471 | 66,619 | 316,569 | 316,427 |
| 2014 ................................. | 17,393.1 | 15,982.3 | 2,706,935 | 904,310 | 15,153.9 | 14,809.7 | 11,931.0 | 40,838 | 37,415 | 66,632 | 66,709 | 318,887 | 318,907 |
| 2015 ............................... | 18,036.6 | 16,397.2 | - | - | 15,665.3 | 15,458.5 | 12,343.3 | 42,095 | 38,432 | 70,697 | 70,697 | 321,173 | 321,419 |
| 2016 ................................ | 18,569.1 | 16,662.1 | - | - | - | 15,986.7 | 12,667.3 | 43,371 | 39,170 | - | - | 323,391 | 323,890 |

-Not available.
${ }^{1}$ Data for years prior to 1970 include expenditures for government fiscal years ending during that particular calendar year. Data for 1970 and later years are the aggregations of expenditures for government fiscal years that ended on June 30 of the stated year. General expenditures exclude expenditures of publicly owned utilities and liquor stores, and of insurance-trust activities. Intergovernmental payments between state and local governments are excluded. Payments to the federal government are included.
${ }^{2}$ Constant dollars based on a chain-price index, which uses the geometric mean of output weights of adjacent time periods compiled over a time series. Chain-price indexes reflect changes in prices, while implicit price deflators reflect both changes in prices and in the composition of output. More information is available at https://www.bea.gov/scb/account articles/ national/0597od/maintext.htm.
${ }^{3}$ Data adjusted by the CPU-RS, which is a price index of inflation that incorporates most of the improvements in methodology made to the current CPI-U since 1978 into a single, uniform series. See Census Bureau, Money Income in the United States: 1999 (www.census.gov/prod/ 2000pubs/p60-209.pdf).
${ }^{4}$ Population of the United States including armed forces overseas. Includes Alaska and Hawaii beginning in 1960.
${ }^{5}$ Resident population of the United States. Includes Alaska and Hawaii beginning in 1958. Data for 1990 and later years include revisions based on the 2000 census. Excludes overseas armed orces personnel.
NOTE: Gross domestic product (GDP) data are adjusted by the GDP chained weight price deflator. Personal income data are adjusted by the personal consumption deflator. Some data have been revised from previously published figures.
SOURCE: Department of Commerce, Census Bureau, Current Population Survey, Income, retrieved July 6, 2017, from https://census.gov/data/tables/time-series/demo/income-poverty/ historical-income-families.html; Population Estimates, retrieved June 2, 2015, from https:// www.census.gov/data/datasets/time-series/demo/popest/intercensal-2000-2010-national.html and August 2, 2016, from https://www.census.gov/data/datasets/2016/demo/popest/nationtotal.html; and State and Local Government Finances, retrieved July 6, 2017, from http:// www.census.gov/govs/local/. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables, retrieved July 6, 2017, from http://www.bea.gov/ iTable/index nipa.cfm. (This table was prepared July 2017.)

Table 106．70．Gross domestic product price index，Consumer Price Index，education price indexes，and federal budget composite deflator： Selected years， 1919 through 2016

| Calendar year |  |  | School year |  |  |  |  | Federal fiscal year |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year | Gross domestic product price index | Consumer Price Index | Year | Consumer Price Index ${ }^{2}$ | Higher <br> Education Price Index ${ }^{3}$ | Research and Development Index | $\begin{array}{\|r} \text { Academic } \\ \text { Library } \\ \text { Operations Index } \end{array}$ | Year | Federal budget composite deflator |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | $\begin{array}{r} 9.900 \\ 8.049 \\ 13.622 \\ 13.746 \end{array}$ | $\begin{aligned} & \hline 17.3 \\ & 17.1 \\ & 13.9 \\ & 23.8 \\ & 24.1 \end{aligned}$ |  | $\begin{array}{r} 19.1 \\ 17.1 \\ 14.0 \\ 23.7 \\ 25.1 \end{array}$ | 二 |  | 二 |  | 0.0958 0.1005 |
|  | 16.101 16.63 17.030 17.277 17.516 1 | $\begin{aligned} & 27.2 \\ & 28.1 \\ & 28.9 \\ & 29.9 \\ & 29.6 \end{aligned}$ |  | $\begin{aligned} & 27.7 \\ & \text { 28.6. } \\ & 29.0 \\ & 29.4 \\ & 29.8 \end{aligned}$ | 25.6 | 26.7 | 二 |  | 0.1202 0.1261 0.1335 0.1391 0.1411 |
| $\qquad$ | $\begin{aligned} & 17.709 \\ & 17.927 \\ & 18.129 \\ & 18.407 \\ & 18.744 \end{aligned}$ | $\begin{aligned} & 29.9 .2 \\ & 30.2 \\ & 30.6 \\ & 31.0 \\ & 31.5 \end{aligned}$ |  | $\begin{aligned} & 30.1 \\ & 30.4 \\ & 30.8 \\ & 31.2 \\ & 31.9 \end{aligned}$ | $\begin{array}{r} 26.5 \\ 27.6 \\ 28.6 \\ 29.6 \\ 31.3 \end{array}$ | 27.5 28.5 28.5 39.5 30.7 32.0 | 二 |  | $\begin{aligned} & 0.1443 \\ & 0.1445 \\ & 0.1507 \\ & 0.1531 \\ & 0.1553 \end{aligned}$ |
|  | $\begin{aligned} & 19.271 \\ & 19.831 \\ & 20.674 \\ & 21.691 \\ & 22.836 \end{aligned}$ | $\begin{aligned} & 32.4 \\ & 33.4 \\ & 34.8 \\ & 36.7 \\ & 38.8 \end{aligned}$ |  | $\begin{aligned} & 32.9 \\ & 34.0 \\ & 35.7 \\ & 37.8 \\ & \hline \end{aligned}$ | $\begin{aligned} & 32.9 \\ & 34.9 \\ & 37.1 \\ & 39.5 \\ & \text { an2. } \end{aligned}$ | 33.8 35.7 38.0 40.3 42.7 | 二 |  | $\begin{aligned} & 0.1596 \\ & 0.1632 \\ & 0.1691 \\ & 0.1998 \\ & 0.1899 \end{aligned}$ |
| $\qquad$ | 23.996 25.035 26.396 28.760 31.431 | $\begin{aligned} & 40.5 \\ & 41.8 \\ & 44.4 \\ & 49.3 \\ & 53.8 \end{aligned}$ |  | $\begin{aligned} & 41.2 \\ & 42.8 \\ & 46.6 \\ & 51.8 \\ & 55.5 \end{aligned}$ | $\begin{aligned} & 44.3 \\ & 46.7 \\ & 49.9 \\ & 54.3 \\ & 57.8 \end{aligned}$ | 45.0 47.1 50.1 54.8 59.0 | 57.3 |  | $\begin{aligned} & 0.2030 \\ & 0.2165 \\ & 0.266 \\ & 0.2454 \\ & 0.2695 \end{aligned}$ |
| $\qquad$ | $\begin{aligned} & 33.157 \\ & 35.209 \\ & 37.60 \\ & 4.790 \\ & 44.480 \end{aligned}$ | $\begin{aligned} & 56.9 \\ & 60.6 \\ & 65.2 \\ & 72.6 \\ & 82.4 \end{aligned}$ |  | $\begin{aligned} & 58.7 \\ & 62.6 \\ & 68.5 \\ & 77.6 \\ & 86.6 \end{aligned}$ | $\begin{aligned} & 61.5 \\ & 65.7 \\ & 70.5 \\ & 77.5 \\ & 85.8 \end{aligned}$ | 62.7 66.8 71.7 78.3 86.6 | 61.6 <br> 65.8 <br> 71.4 <br> 78.4 <br> 78.5 <br> 86.1 |  | $\begin{aligned} & 0.2888 \\ & 0.3988 \\ & 0.3292 \\ & 0.3576 \\ & 0.3951 \end{aligned}$ |
|  | 48.658 55.624 53.658 55.564 57.341 | $\begin{array}{r} 90.9 \\ 9.9 \\ 9.5 \\ 10.6 \\ 10.9 \\ 107.6 \end{array}$ |  | $\begin{array}{r} 94.1 \\ 98.2 \\ 101.8 \\ 105.8 \\ 108.8 \end{array}$ | $\begin{array}{r} 93.9 \\ 100.0 \\ 104.8 \\ 110.8 \\ 116.3 \end{array}$ | 94.0 900．0 104.3 109.8 115.2 | $\begin{array}{r} 94.0 \\ 10.0 \\ 10.5 \\ 11.1 \\ 11.2 \\ 117.6 \end{array}$ |  | 0.4391 0.4291 0.4597 0.5184 0.5372 |
|  | 58.504 59.935 66.236 64.448 66.841 | $\begin{aligned} & 109.6 \\ & 113.6 \\ & 11.6 \\ & 124.3 \\ & 130.0 \\ & 130.7 \end{aligned}$ |  | $\begin{aligned} & \begin{array}{l} 11.2 \\ 115.8 \\ 121.2 \\ \text { an.0 } \\ 133.9 \end{array} \end{aligned}$ | 120.9 1862.2 132.8 140.8 148.2 | 120.0 1868.8 132.1 139.0 145.8 | 124.2 <br> 130.0 <br> 138.6 <br> 184.4 <br> 145.7 <br> 15.7 |  | $\begin{aligned} & 0.5486 \\ & 0.564 \\ & 0.5835 \\ & 0.650 \\ & 0.6237 \end{aligned}$ |
|  | 69.057 77.032 7.232 73.81 75.393 7 | $\begin{aligned} & 136.2 \\ & 140.3 \\ & 144.5 \\ & 14.5 \\ & 152.4 \end{aligned}$ |  | $\begin{aligned} & 138.2 \\ & 14.2 \\ & 146.2 \\ & 14.2 \\ & 15.4 \\ & 154.5 \end{aligned}$ | $\begin{aligned} & 153.5 \\ & 15.9 \\ & 166.3 \\ & 168.1 \\ & 173.0 \end{aligned}$ | 150.6 155.2 160.1 1655.4 170.8 | $\begin{aligned} & 163.3 \\ & 166.8 \\ & 176.8 \\ & 183.9 \\ & 192.9 \end{aligned}$ |  | 0.6526 0.6771 0.6972 0.7100 0.7306 |
|  | 76.767 <br> 78.88 <br> 78.35 <br> 80.065 <br> 81.890 <br> 8.758 | 156.9 16.5 16.5 1636 166.6 172.2 17.2 |  | 158.9 <br> 16.1 <br> 164.7 <br> 16.5 <br> 169.3 <br> 175.1 <br>  <br> 18. | 178.4 <br> 184.7 <br> 189.1 <br> 196.9 <br> 108.9 <br> 10.7 <br>  |  | 二 |  | 0.7459 0.7612 0.7679 0.7777 0.7970 |
|  | $\begin{aligned} & 83.755 \\ & 85.040 \\ & 86.735 \\ & 89.18 \\ & 91.985 \end{aligned}$ | $\begin{aligned} & 177.1 \\ & 179.9 \\ & 184.0 \\ & 18.9 \\ & 195.3 \end{aligned}$ | 2001－02 ．．．．．．．．．．．．．．．．．．．． 2002－03．．．．．．．．．．．．．．． 2003－04．．．．．．．．．．．．．． 2004－05．．．．．．．．．．．．．．． 2005－06 ．．．．．．．．．．．．．． | $\begin{aligned} & 178.2 \\ & 182.1 \\ & 186.1 \\ & 191.7 \\ & 199.0 \end{aligned}$ | $\begin{aligned} & 212.7 \\ & 223.5 \\ & 231.7 \\ & 240.8 \\ & 253.1 \end{aligned}$ |  | 二 |  | 0.8183 0.8319 0.854 0.8778 0.8081 |
|  | $\begin{array}{r} 94.812 \\ 97.340 \\ 99.218 \\ 100.000 \\ 101.226 \end{array}$ | $\begin{aligned} & 201.6 \\ & 207.3 \\ & 215.3 \\ & 214.5 \\ & 218.1 \end{aligned}$ |  | $\begin{aligned} & 204.1 \\ & 21.7 \\ & 214.7 \\ & 214.7 \\ & 21.7 \\ & 221.1 \end{aligned}$ | $\begin{aligned} & 260.3 \\ & 273.2 \\ & 279.3 \\ & 281.8 \\ & 288.4 \end{aligned}$ | － － － | － |  | 0.9395 0.9643 0.9980 1.0000 1.0157 |
|  | $\begin{aligned} & 103.315 \\ & 105.220 \\ & 106 . .917 \\ & 108.838 \\ & 109.999 \\ & 111.451 \\ & 10 \end{aligned}$ | $\begin{aligned} & 224.9 \\ & 229.6 \\ & 233.0 \\ & 236.7 \\ & 237.0 \\ & 240.0 \\ & \hline \end{aligned}$ |  | $\begin{aligned} & 227.6 \\ & 231.4 \\ & 235.0 \\ & 236.7 \\ & 238.3 \end{aligned}$ | $\begin{array}{r} 293.2 \\ 299.8 \\ 30.7 \\ 313.3 \\ =- \end{array}$ | － | － |  | $\begin{aligned} & 1.0395 \\ & 1.0603 \\ & 1.0740 \\ & 1.0906 \\ & 1.0976 \\ & 1.1066 \end{aligned}$ |

## －Not available

${ }^{1}$ Index for urban wage earners and clerical workers through 1977； 1978 and later figures are for all urban consumers．
${ }^{2}$ Consumer Price Index adjusted to a school－year basis（July through June）．
${ }^{3}$ Beginning in 2001－02，components of index were weighted through a regression methodology． NOTE：Some data have been revised from previously published figures．
SOURCE：U．S．Department of Commerce，Bureau of Economic Analysis，National Income and

Product Accounts，retrieved July 5，2017，from https：／／www．bea．gov／iTable／iTable．cfm？ReqID＝ $9 \&$ step $=1$ \＃reqid＝9\＆step＝3\＆isuri＝1\＆904＝2000\＆903＝4\＆906＝a\＆905＝2017\＆910＝x\＆911＝0． U．S．Department of Labor，Bureau of Labor Statistics，Consumer Price Index，retrieved July 5，2017，from http：／／www．bls．gov／data／．Commonfund Institute，retrieved May 17，2017，from https：／／www．commonfund．org／2015／12／04／commonfund－higher－education－price－index－hepi／． U．S．Office of Management and Budget，Composite Deflator，retrieved February 1，2016，from http：／／www．white house．gov／omb／budget／Historicals．（This table was prepared July 2017．）

## CHAPTER 2 <br> Elementary and Secondary Education

This chapter contains a variety of statistics on public and private elementary and secondary education. Data are presented for enrollments, teachers and other school staff, schools, dropouts, achievement, school violence, and revenues and expenditures. These data are derived from surveys, censuses, and administrative data collections conducted by the National Center for Education Statistics (NCES) and other public and private organizations. The information ranges from counts of students and schools to state graduation requirements.

## Enrollments

Public elementary and secondary school enrollment rose from 49.4 million in 2009 to 50.3 million in 2014 , an increase of 2 percent (table 203.10 and figure 7). Public elementary enrollment (prekindergarten through grade 8) increased 3 percent between 2009 and 2014 (from 34.4 million to 35.4 million), while public secondary enrollment (grades 9 through 12) was less than 1 percent lower in 2014 ( 14.9 million) than in 2009 . Although public school enrollment increased overall between 2009 and 2014, there were decreases in enrollment for some racial/ethnic groups and increases for others (table 203.50). Between 2009 and 2014, the enrollment of Hispanic students increased 16 percent and the enrollment of Asian/Pacific Islander students increased 7 percent. In contrast, the enrollment of White students decreased 7 percent and the enrollment of American Indian/Alaska Native students decreased 14 percent. Also, the enrollment of Black students was 5 percent lower in 2014 than in 2009.

From 2009 to 2014, changes in public school enrollment varied from state to state. Thirty-two states and the District of Columbia had higher enrollment in 2014 than in 2009, while 18 states had lower enrollment in 2014 than in 2009 (table 203.20 and figure 8). The largest public school enrollment increases occurred in the District of Columbia (17 percent), North Dakota (12 percent), and Utah (11 percent), and increases of more than 5 percent occurred in 9 other states (Texas, South Dakota, Nevada, Colorado, Wyoming, Nebraska, Delaware, Idaho, and Oklahoma). The largest decrease in public school enrollment occurred in Michigan (a decrease of 7 percent), and decreases of more than 4 percent occurred in 2 other states (New Hampshire and Vermont).

Enrollment in private elementary and secondary schools in 2015 ( 5.8 million) was 5 percent lower than in 2005 ( 6.1 million) (table 205.10). In 2015, private school students made up 10.3 percent of all elementary and secondary school students.

In 2015, about 64 percent of 3 - to 5 -year-olds were enrolled in preprimary education (nursery school and kindergarten), which was not measurably different from the percentage enrolled in 2005 (table 202.10 and figure 9). However, the percentage of these children in full-day programs increased from 58 percent in 2005 to 63 percent in 2015.

A higher percentage of 4 -year-old children ( 57 percent) were cared for primarily in center-based programs during the day in 2005-06 than had no regular nonparental care ( 20 percent) or were cared for primarily in home-based settings by relatives (13 percent) or by nonrelatives ( 8 percent) (web-only table 202.50). There were differences in the average quality of care children received in these settings. A higher percentage of children in Head Start and other center-based programs ( 35 percent) received high-quality care than those in home-based relative and nonrelative care ( 9 percent), according to the ratings of trained observers (web-only table 202.60).

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates that children and youth ages 3-21 with disabilities be provided a free and appropriate public school education. The percentage of total public school enrollment that represents children served by federally supported special education programs increased from 8.3 percent to 13.8 percent between 1976-77 and 2004-05 (table 204.30). Much of this overall increase can be attributed to a rise in the percentage of students identified as having specific learning disabilities from 1976-77 (1.8 percent) to 2004-05 (5.7 percent). The overall percentage of students being served in programs for those with disabilities decreased between 2004-05 (13.8 percent) and 2014-15 (13.0 percent). However, there were different patterns of change in the percentages served with some specific conditions between 2004-05 and 2014-15. The percentage of children identified as having other health impairments (limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes) rose from 1.1 to 1.7 percent of total public school enrollment, the percentage with autism rose from 0.4 to 1.1 percent, and the percentage with developmental delay rose from 0.7 to 0.8
percent. The percentage of children with specific learning disabilities declined from 5.7 percent to 4.5 percent of total public school enrollment during this period. In fall 2014, some 95 percent of 6- to 21-year-old students with disabilities were served in regular schools; 3 percent were served in a separate school for students with disabilities; 1 percent were placed in regular private schools by their parents; and less than 1 percent each were served in one of the following environments: in a separate residential facility, homebound or in a hospital, or in a correctional facility (table 204.60).

## Teachers and Other School Staff

During the 1970s and early 1980s, public school enrollment decreased while the number of teachers generally increased. For public schools, the number of pupils per teacher-that is, the pupil/teacher ratio ${ }^{1}$-declined from 22.3 in 1970 to 17.9 in 1985 (table 208.20 and figure 7). After enrollment started increasing in 1985, the public school pupil/teacher ratio continued to decline, reaching 17.2 in 1989. After a period of relative stability from the late 1980s through the mid-1990s, the ratio declined from 17.3 in 1995 to 15.3 in 2008. After 2008, the public school pupil/ teacher ratio increased, reaching 16.1 in 2014. By comparison, the pupil/teacher ratio for private schools was 12.2 in 2014. The average class size in 2011-12 was 21.2 pupils for public elementary schools and 26.8 pupils for public secondary schools (table 209.30).

In 2011-12, some 76 percent of public school teachers were female, 44 percent were under age 40 , and 56 percent had a master's or higher degree (table 209.10). Compared with public school teachers, a lower percentage of private school teachers had a master's or higher degree (43 percent).

Public school principals tend to be older and have more advanced credentials than public school teachers. In 2011-12, some 20 percent of public school principals were under age 40 , and 98 percent of public school principals had a master's or higher degree (web-only table 212.10). Compared with public school principals, a lower percentage of private school principals had a master's or higher degree (69 percent). A lower percentage of principals than of teachers were female: About 52 percent of public school principals were female, compared with 76 percent of teachers. At private schools, 55 percent of principals were female in 2011-12, compared with 75 percent of teachers.

From 1969-70 to 1980, there was an 8 percent increase in the number of public school teachers, compared with a 48 percent increase in the number of all other public school staff ${ }^{2}$ (table B and table 213.10). Consequently, the percent-

[^14]age of staff who were teachers declined from 60 percent in 1969-70 to 52 percent in 1980 . From 1980 to 2014, the number of teachers and the number of all other staff grew at more similar rates ( 43 and 58 percent, respectively) than they did in the 1970s. As a result, the proportion of teachers among total staff was 2 percentage points lower in 2014 than in 1980, in contrast to the decrease of 8 percentage points during the 1970s. The numbers of staff in two categories increased more than 100 percent between 1980 and 2014: The number of instructional aides rose 130 percent, and the number of instruction coordinators rose 286 percent. Taken together, the percentage of staff with direct instructional responsibilities (teachers and instructional aides) increased from 60 to 62 percent between 1980 and 2014. In 2014, there were 8 pupils per staff member (total staff) at public schools, compared with 10 pupils per staff member in 1980 (table 213.10). At private schools in 2011-12, the number of pupils per staff member was 6 (web-only table 205.60).

In more recent years, the numbers of some types of staff have increased while most others have decreased (table 213.10). Overall, the number of public school staff was 1 percent lower in fall 2014 than in fall 2009. The number of officials and administrators rose 8 percent during this period. The number of principals and assistant principals was 4 percent higher in 2014 than in 2009, the number of instruction coordinators was 6 percent higher, and the number of instructional aides was 1 percent higher. In contrast, the number of support staff was 1 percent lower in 2014 than in 2009, the number of teachers was 2 percent lower, and the number of guidance counselors was 3 percent lower. The number of librarians decreased by 15 percent.

## Table B. Number of public school staff, by selected categories: 1969-70, 1980, and 2014

[In thousands]

| Selected staff category | 1969-70 | 1980 | 2014 |
| :---: | :---: | :---: | :---: |
| Total | 3,361 | 4,168 | 6,259 |
| Teachers. | 2,016 | 2,184 | 3,132 |
| Instructional aides. | 57 | 326 | 749 |
| Instruction coordinators...................... | 32 | 21 | 79 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1969-70; Statistics of Public Elementary and Secondary Schools, 1980; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2014-15.

## Schools

During most of the last century, the trend of consolidating small schools brought declines in the total number of public schools in the United States. In 1929-30, there were approximately 248,000 public schools, compared with about 98,000 in 2014-15 (table 214.10). However, the number of public schools has increased in recent decades: Between 1988-89 and 2006-07, there was an increase of approximately 15,600 schools. Since 2006-07, the number of public schools has remained relatively stable, varying by about 500 schools or fewer from year to year.

While the total number of public schools in the country has remained between 98,000 and 99,000 in recent years, new schools have opened and some schools have closed. In 2014-15, there were 1,573 school closures (table 216.95). The schools that closed had enrolled about 212,000 students in the prior school year (2013-14). Of the schools that closed, 1,118 were regular schools, 66 were special education schools, 23 were vocational schools, and 366 were alternative schools. The number of schools that closed in 2014-15 was higher than the number in 2000-01 ( 1,193 ); however, the number of annual school closures fluctuated during this period, ranging from about 1,200 to 2,200 . School closures do not necessarily reflect the number of school buildings that have been closed, since a school may share a building with another school, or one school may have multiple buildings.

Since the early 1970s, public school systems have been shifting away from junior high schools (schools consisting of either grades 7 and 8 or grades 7 to 9 ) and moving toward middle schools (a subset of elementary schools beginning with grade 4,5 , or 6 and ending with grade 6,7 , or 8 ) (table 216.10). Although the number of all elementary schools (schools beginning with grade 6 or below and having no grade higher than 8) was similar in 1970-71 and 2000-01 ( 64,000 and 64,600 , respectively), the number of middle schools was 462 percent higher in 2000-01 than in 1970-71 ( 11,700 vs. 2,100 ). During the same period, the number of junior high schools declined by 57 percent (from 7,800 in $1970-71$ to 3,300 in 2000-01). Between 2004-05 and 2014-15, the number of all elementary schools rose by 2 percent to 67,100 , while the subset of middle schools rose by 6 percent to 13,300. During the same period, the number of junior high schools declined by 17 percent to 2,700 .

The average number of students in public elementary schools in 2014-15 (483) was higher than in 2004-05 (474) (table 216.45). The average enrollment size of public secondary schools decreased from 713 students in 2004-05 to 694 students in 2014-15. The average size of regular public secondary schools-which exclude alternative, special education, and vocational education schools-decreased from 815 students in 2004-05 to 791 students in 2014-15.

## School Choice

Over the past two decades, the range of options that parents have for the education of their children has expanded. Private schools have been a traditional alternative to public school education, but there are now more options for parents to choose public charter schools, and more parents are also homeschooling their children. Between fall 1999 and fall 2015, enrollment in private schools decreased from 6.0 million to 5.8 million, a decline of 0.3 million or 4 percent (table 205.10). Although private school enrollment declined through much of this period, private school enrollment in fall 2015 ( 5.8 million) was higher than in fall 2011 ( 5.3 million). During the fall 1999 to fall 2015 period, the percentage of elementary and secondary students who were enrolled in private
schools declined from 11.4 percent to 10.3 percent. In contrast, enrollment in public charter schools increased between fall 1999 and fall 2014, rising from 0.3 million to 2.7 million, an increase of 2.4 million students (table 216.30). During this period, the percentage of public elementary and secondary school children who were in charter schools increased from 0.7 percent to 5.4 percent. In addition, there has been an increase in the number and percentage of 5- to 17 -year-olds who are homeschooled (tables 206.10 and 206.20). About 1.8 million children were homeschooled in 2012, compared to 0.9 million in 1999. ${ }^{3}$ Also, the percentage of 5- to 17 -year-olds who were homeschooled in 2012 ( 3.4 percent) was higher than in 1999 (1.7 percent).

Charter schools are the typical form of choice available to parents within the public education sector; however, some opportunity for parental choice also can be found among traditional public schools. In 2012, the parents of 37 percent of all 1st- through 12th-grade students indicated that public school choice was available to them (table 206.40). Also in 2012, 14 percent of the students in grades 1 through 12 were enrolled in public schools chosen by their families. Some 77 percent of students attended an assigned public school and 8 percent attended a private school (table 206.30). There were differences by some characteristics in the percentages of students who attended public schools chosen by their parents and private schools in 2012. For example, the percentage of students attending chosen public schools was higher for Black students (21 percent) and Hispanic students (17 percent) than for White students (11 percent). In contrast, the percentage attending private schools was higher for White students ( 9 percent) than for Black or Hispanic students (both 5 percent). There were no measurable differences in the percentage of students in chosen public schools by different levels of parental educational attainment (ranging from 13 to 15 percent). In contrast, the percentage of students attending private schools was higher for students whose parents had a bachelor's degree (12 percent) or graduate degree ( 15 percent) than for students whose parents had less than a high school diploma ( 3 percent), only a high school diploma (4 percent), or only some college or a vocational degree ( 5 percent). The percentage of students attending public chosen schools was higher for students living in cities ( 22 percent) than for students in suburban areas (13 percent), towns ( 9 percent), and rural areas ( 9 percent).

Compared with students in assigned public schools, a higher percentage of students in chosen public schools had parents who were very satisfied with some elements of their children's education in 2012 (table 206.50). Among students in grades 3 through 12, the percentage of students whose

[^15]parents were very satisfied with their school was higher for students in chosen schools ( 56 percent) than for students in assigned schools ( 52 percent). Similarly, the percentage of students whose parents were very satisfied with their school's academic standards was higher for students in chosen schools ( 59 percent) than for students in assigned schools ( 53 percent). Also, higher percentages of students in chosen schools had parents who were very satisfied with school order and discipline ( 58 vs. 52 percent) as well as with staff interaction with parents ( 49 vs. 45 percent). However, there was no measurable difference between the percentages of students in chosen and assigned public schools whose parents were highly satisfied with the teachers in their school ( 52 percent each).

## High School Graduates and Dropouts

About $3,568,000$ high school students are expected to graduate during the 2016-17 school year (table 219.10), including 3,254,000 public school graduates and 315,000 private school graduates. High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2016-17 projection of high school graduates is higher than the prior record high of $3,539,000$ graduates for 2015-16, and also exceeds the baby boom era's high point in 1975-76, when 3,142,000 students earned diplomas. In 2014-15, about 83 percent of public high school students graduated with a regular diploma within 4 years of first starting 9th grade (table 219.46). This rate is known as the 4 -year adjusted cohort graduation rate (ACGR).

The number of GED credentials issued by the states to GED test passers rose from 330,000 in 1977 to 487,000 in 2000 (table 219.60). A record number of 648,000 GED credentials were issued in 2001. In 2002, there were revisions to the GED test and to the data reporting procedures. In 2001, test takers were required to successfully complete all five components of the GED or else begin the five-part series again with the new test that was introduced in 2002. Prior to 2002, reporting was based on summary data from the states on the number of GED credentials issued. As of 2002, reporting has been based on individual GED candidate- and test-level records collected by the GED Testing Service. ${ }^{4}$ In 2013, some 541,000 people passed the GED tests, up from 387,000 in 2003.

The percentage of dropouts among 16- to 24 -year-olds (known as the status dropout rate) has decreased over the past two decades (table 219.70). The status dropout rate is the percentage of the civilian noninstitutionalized 16- to 24-year-old population who are not enrolled in school and who have not completed a high school program, regardless of when they left school. (People who left school but went on to receive a GED credential are not treated as dropouts.)

[^16]Between 1990 and 2015, the status dropout rate declined from 12.1 to 5.9 percent. Although the status dropout rate declined for both Blacks and Hispanics during this period, their rates in 2015 ( 6.5 and 9.2 percent, respectively) remained higher than the rate for Whites ( 4.6 percent).

## Achievement

Most of the student performance data in the Digest are drawn from the National Assessment of Educational Progress (NAEP). The NAEP assessments have been conducted using three basic designs: the national main NAEP, state NAEP (which includes the Trial Urban District Assessment), and national long-term trend NAEP. The main NAEP reports current information for the nation and specific geographic regions of the country. The assessment program includes students drawn from both public and private schools and reports results for student achievement at grades 4,8 , and 12. The main NAEP assessments follow the frameworks developed by the National Assessment Governing Board and use the latest advances in assessment methodology. Because the assessment items reflect curricula associated with specific grade levels, the main NAEP uses samples of students at those grade levels.

Since 1990, NAEP assessments have also been conducted at the state level. Each participating state receives assessment results that report on the performance of students in that state. In its content, the state assessment is identical to the assessment conducted nationally. From 1990 through 2001, the national sample was a subset of the combined sample of students assessed in each participating state along with an additional sample from the states that did not participate in the state assessment. For mathematics, reading, science, and writing assessments since 2002, a combined sample of public schools has been selected for 4th- and 8thgrade national NAEP and state NAEP (including the Trial Urban District Assessment).

NAEP long-term trend assessments are designed to give information on the changes in the basic achievement level of America's youth since the early 1970s. They are administered nationally and report student performance in reading and mathematics at ages 9,13, and 17. Measuring long-term trends of student achievement requires the precise replication of past procedures. For example, students of specific ages are sampled in order to maintain consistency with the original sample design. Similarly, the long-term trend instrument does not evolve based on changes in curricula or in educational practices. The differences in procedures between the main NAEP and the long-term trend NAEP mean that their results cannot be compared directly.

The following paragraphs discuss results for the national main NAEP, state NAEP, and long-term trend NAEP. Readers should keep in mind that comparisons of NAEP scores in the text (like all comparisons of estimates in the Digest) are based on statistical testing of unrounded values.

## Reading

The main NAEP reading assessment data are reported on a scale of 0 to 500 . In 2015, the average reading score for 4thgrade students (223) was not measurably different from the 2013 score, but it was higher than the 1992 score (217) (table 221.10). At grade 4 , the average 2015 reading scores for White (232), Black (206), Hispanic (208), and Asian/Pacific Islander students (239) were not measurably different from the corresponding scores in 2013, but their average scores were all higher than in 1992. For 8th-grade students, the average reading score in 2015 (265) was lower than in 2013 (268), but it was higher than in 1992 (260). At grade 8, average 2015 reading scores for White (274), Black (248), and Hispanic (253) students were lower than the scores in 2013 (276, 250, and 256 , respectively), while the average 2015 reading score for Asian/Pacific Islander students (280) was not measurably different from the score in 2013. Consistent with the findings at grade 4 , the average reading scores for White, Black, Hispanic, and Asian/Pacific Islander 8th-grade students were higher in 2015 than in 1992. For 12th-grade students, the average reading score in 2015 was not measurably different from that in 2013. At grade 12, the average 2015 reading scores for White (295), Hispanic (276), and Asian/Pacific Islander students (297) were not measurably different from the scores in 2013 and 1992. For Black students, the 2015 average score (266) was lower than the 1992 score (273) but was not measurably different from the 2013 score.

From 1992 through 2015, the average reading scores for White 4th- and 8th-graders were higher than those of their Black and Hispanic peers (table 221.10). Although the WhiteBlack and White-Hispanic achievement gaps did not change measurably from 2013 to 2015 at either grade 4 or 8 , some of the racial/ethnic achievement gaps have narrowed since 1992. At grade 4, the White-Black gap narrowed from 32 points in 1992 to 26 points in 2015; at grade 8 , the White-Hispanic gap narrowed from 26 points in 1992 to 21 points in 2015.

While there was no measurable change from 2013 to 2015 in the average reading score for 4th-grade public school students nationally, average scores were higher in 2015 than in 2013 in the District of Columbia and 12 states (table 221.40). Average 4th-grade scores were lower in 2015 than in 2013 in Maryland and Minnesota, while scores in all remaining states did not change measurably from 2013 to 2015. The average reading score for 8th-grade public school students was lower in 2015 than in 2013 nationally and in 8 states (table 221.60). However, 8th-grade students in West Virginia scored higher in 2015 than in 2013. In the remaining states and the District of Columbia, scores did not change measurably from 2013 to 2015.

Reported on a scale of 0 to 500, NAEP long-term trend results in reading are available for 13 assessment years going back to the first in 1971. The average reading score for 9 -yearolds was higher in 2012 (221) than in assessment years prior to 2008 , increasing 5 points since 2004 and 13 points in comparison to 1971 (table 221.85). The average score for 13-yearolds in 2012 (263) was higher than in all previous assessment years except for 1992. The average reading score for 17-year-
olds was higher in 2012 (287) than in 2004 (283), but was not significantly different from the score in 1971 (285).

White, Black, and Hispanic 9-, 13-, and 17-year-olds all had higher average reading scores in 2012 than they did in the first assessment year (which is 1975 for Hispanic students because separate data for Hispanics were not collected in 1971). Average reading scores were higher in 2012 than in 2004 for White, Black, and Hispanic students at all three ages (table 221.85). Reading results for 2012 continued to show gaps in scores between White and Black students (ranging from 23 to 26 points, depending on age) and between White and Hispanic students (about 21 points at all three ages). The White-Black and White-Hispanic reading gaps were smaller in 2012 than in the first assessment year at all three ages. For example, the White-Black reading gap for 17-year-olds was 53 points in 1971 compared with 26 points in 2012. Similarly, the White-Hispanic reading gap for 17-year-olds narrowed from 41 points in 1975 to 21 points in 2012.

In 2012, female 9-, 13-, and 17-year-old students continued to have higher average reading scores than male students at all three ages (table 221.85). The gap between male and female 9 -year-olds was 5 points in 2012; this was narrower than the gap in 1971 (13 points). The 8-point gender gap for 13-year-olds in 2012 was not significantly different from the gap in 1971. At age 17, the 8-point gap between males and females in 2012 was not significantly different from the gap in 1971.

## Mathematics

The main NAEP mathematics assessment data for 4th- and 8th-graders are reported on a scale of 0 to 500 (table 222.10). The average 4th-grade mathematics score in 2015 (240) was lower than the score in 2013 (242), although it was higher than the score in 1990 (213). At grade 4, the average mathematics score in 2015 for White students (248) was lower than the score in 2013 (250), while the average scores in 2015 for Black (224), Hispanic (230), and Asian/Pacific Islander students (257) were not measurably different from the corresponding 2013 scores. However, the 4th-grade average scores for White, Black, Hispanic, and Asian/Pacific Islander students were all higher in 2015 than in 1990. The average 8thgrade mathematics score in 2015 (282) was lower than the score in 2013 (285), although it was higher than the score in 1990 (263). At grade 8, the average scores for White (292), Black (260), and Hispanic students (270) were lower in 2015 than in 2013 (294, 263, and 272, respectively). The 2015 average score for Asian/Pacific Islander students (306) was not measurably different from the score in 2013. However, the average scores for 8th-grade White, Black, Hispanic, and Asian/Pacific Islander students were all higher in 2015 than in 1990. Due to changes in the 12th-grade mathematics assessment framework, a new trend line started in 2005, with scores reported on a scale of 0 to 300 . The average 12th-grade mathematics score in 2015 (152) was lower than the score in 2013 (153), but not measurably different from the score in 2005, the first year the revised assessment was administered.

From 1990 through 2015, the average mathematics scores for White students in grades 4 and 8 were higher than those of their Black and Hispanic peers. However, the White-Black achievement gap at grade 4 narrowed from 32 points in 1990 to 24 points in 2015 . The gap of 24 points in 2015 also represented a decrease from the 4th-grade White-Black achievement gap in 2013 ( 26 points), which was due to a decrease in White 4th-graders' scores from 2013 to 2015. The 4th-grade White-Hispanic achievement gap in 2015 (18 points) was not measurably different from the gap in 2013. In 2015, the 8thgrade White-Black achievement gap ( 32 points) and WhiteHispanic achievement gap ( 22 points) were not measurably different from the corresponding gaps in 2013.

The average mathematics score for 4th-grade public school students across the nation was lower in 2015 (240) than in 2013 (241) (table 222.50). Average 4th-grade mathematics scores for public school students were also lower in 2015 than in 2013 in 16 states. However, the average mathematics scores for 4th-grade students in Mississippi and the District of Columbia were higher in 2015 than in 2013. Scores were not measurably different in the other states during this period. The national public school average mathematics score for 8thgrade students was lower in 2015 (281) than in 2013 (284) (table 222.60). Similarly, 22 states had lower 8th-grade average scores in 2015 than in 2013, while scores for the remaining 28 states and the District of Columbia were not measurably different between 2013 and 2015. During this time, no state experienced a score increase at the 8th-grade level.

NAEP long-term trend mathematics results, reported on a scale of 0 to 500 , are available for 12 assessment years, going back to the first in 1973. In 2012, the average mathematics score for 9 -year-olds (244) was higher than in all previous assessment years prior to 2008 (table 222.85). The average score for 9 -year-olds in 2012 was 5 points higher than in 2004 and 25 points higher than in 1973. The average mathematics score for 13-year-olds in 2012 (285) was higher than in all previous assessment years. For 13-yearolds, the average score in 2012 was 6 points higher than in 2004 and 19 points higher than in 1973. In contrast, the average score for 17 -year-olds in 2012 (306) was not significantly different from the scores in 2004 and 1973.

White, Black, and Hispanic 9-, 13-, and 17-year-olds all had higher average mathematics scores in 2012 than in 1973 (table 222.85). In comparison to 2004, average mathematics scores were higher in 2012 for White 9- and 13-year-olds; Hispanic 13-year-olds; and Black 13-year-olds. Mathematics results for 2012 continued to show score gaps between White and Hispanic students (ranging from 17 to 21 points [based on unrounded scores], depending on age) and between White and Black students (ranging from 25 to 28 points). For 9 -yearolds, the White-Black gap in mathematics scores was lower in 2012 than in 1973. For 13- and 17-year-olds, both the WhiteBlack and the White-Hispanic gaps in mathematics scores were lower in 2012 than in 1973. For example, among 17-year-olds, the White-Black gap was 40 points in 1973 compared to 26 points in 2012, and the White-Hispanic gap was 33 points in 1973 compared to 19 points in 2012.

While there was no significant difference between the average mathematics scores of male and female 9 - and 13-yearolds in 2012, male students did score higher than female students at age 17 (table 222.85). At age 17, the 4-point gender score gap in 2012 was smaller than the gap in 1973 ( 8 points).

## Science

NAEP has assessed the science abilities of students in grades 4,8 , and 12 in both public and private schools since 1996. As of 2009, however, NAEP science assessments are based on a new framework, so results from these assessments cannot be compared to results from earlier science assessments. Scores are based on a scale ranging from 0 to 300 (table 223.10). In 2015, the average 4th-grade science score (154) was higher than the score in 2009 (150). The average 8th-grade science score in 2015 (154) was higher than the scores in both 2009 (150) and 2011 (152). The average 12th-grade science score in 2015 (150) was not measurably different from the score in 2009. In addition, the 5-point gender gap between male and female 12th-graders in 2015 was not measurably different from the gap in 2009. While the average science scores for White 4th- and 8th-grade students remained higher than those of their Black and Hispanic peers in 2015, racial/ethnic achievement gaps in 2015 were smaller than in 2009. At grade 4, the White-Black achievement gap was 36 points in 2009 and 33 points in 2015, and the White-Hispanic achievement gap was 32 points in 2009 and 27 points in 2015 . While the average science scores for White 12th-grade students remained higher than those of their Black and Hispanic peers in 2015, these racial/ethnic achievement gaps did not measurably change between 2009 and 2015.

## Skills of Young Children

In addition to student performance data available through NAEP, the Digest presents data from other surveys to provide additional perspectives on student achievement. Differences among demographic groups in the acquisition of cognitive skills have been demonstrated at relatively early ages in the Early Childhood Longitudinal Survey's Birth Cohort (ECLS-B) study as well as its Kindergarten Class (ECLS-K) studies.

In 2003-04, about 64 percent of 2-year-olds demonstrated proficiency in expressive vocabulary, which measured toddlers' ability to communicate using gestures, words, and sentences (web-only table 220.20). The percentage of 2-yearolds demonstrating expressive vocabulary was higher for females ( 69 percent) than for males ( 59 percent). Also, a higher percentage of White ( 71 percent) and Asian (62 percent) 2-year-olds demonstrated expressive vocabulary than of Black, Hispanic, or American Indian/Alaska Native 2-yearolds (56, 54, and 50 percent, respectively). The percentage of 2-year-olds from families with high socioeconomic status (SES) who demonstrated expressive vocabulary (75 percent) was higher than the percentage of children from low-SES families who did so ( 52 percent).

Patterns of differences were also observed by race/ethnicity and SES for children at about 4 years of age ( 48 to 57 months old). In 2005-06, average early reading scores were higher for White (27) and Asian (31) 48- to 57-month-old children than for Black (23), Hispanic (21), and American Indian/Alaska Native (20) children (table 220.30). Also, high-SES children (33) had higher average early reading scores than low-SES children (19) at this age. These same patterns were observed among 48- to 57-month-old children with respect to average mathematics scores. White (32) and Asian (35) 48- to 57-month-old children had higher mathematics scores than Black (27), Hispanic (26), and American Indian/Alaska Native children (23). High-SES 48- to 57-month-old children (36) had higher average mathematics scores than low-SES children (24).

Children who enrolled in kindergarten for the first time in 2010-11 showed similar patterns of score differences by race/ethnicity and SES (tables 220.40 and 220.41). In fall 2010, average mathematics scores were higher for first-time kindergartners from high-SES families (41) than for those from low-SES families (27). White (37) and Asian (39) first-time kindergartners had higher mathematics scores than their Black (31), Hispanic (30), and American Indian/ Alaska Native (32) counterparts. Similarly, reading scores in fall 2010 were higher for White (54) and Asian (57) firsttime kindergartners than for their Black (51), Hispanic (48), and American Indian/Alaska Native (49) counterparts. High-SES children (59) had higher average early reading scores than low-SES children (46). These same patterns were observed among these children during 1st grade in spring 2012. White (76) and Asian (76) 1st-graders had higher mathematics scores than their Black (64), Hispanic (65), and American Indian/Alaska Native (72) counterparts. Average mathematics scores were higher for 1st-graders from high-SES families (81) than for those from low-SES families (62). Average reading scores were also higher for White (94) and Asian (95) 1st-graders than for their Black (87), Hispanic (85), and American Indian/Alaska Native (90) counterparts; and 1st-graders from high-SES families (99) had higher average reading scores than those from lowSES families (81).

## SAT Scores of College-Bound Seniors

The SAT (formerly known as the Scholastic Assessment Test and the Scholastic Aptitude Test) is not designed as an indicator of student achievement, but rather as an aid for predicting how well students will do in college. Possible scores on each section of the SAT range from 200 to 800 . Between 1998-99 and 2004-05, the mathematics SAT average score increased by 9 points, but it decreased by 12 points between 2004-05 (520) and 2015-16 (508) (table 226.20). The critical reading average score decreased by 14 points between 2004-05 (508) and 2015-16 (494). Between 2005-06 (the year in which the SAT writing section was introduced) and

2015-16, the writing average score decreased by 15 points (from 497 to 482).

## Coursetaking in High School

The average number of science and mathematics courses completed by public high school graduates increased between 1982 and 2009. The average number of mathematics courses (Carnegie units) completed in high school rose from 2.6 in 1982 to 3.9 in 2009, and the number of science courses rose from 2.2 to 3.5 (table 225.10). The average number of courses in career/technical areas completed by public high school graduates was lower in 2009 ( 2.5 units) than in 2000 ( 2.9 units). As a result of the increased academic course load, the percentage of public and private high school graduates completing the 1983 National Commission on Excellence recommendations (4 units of English, 3 units of social studies, 3 units of science, 3 units of mathematics, and 2 units of foreign language) rose from 10 percent in 1982 to 62 percent in 2009 (web-only table 225.50).

## School Violence

In 2013-14, some 65 percent of public schools reported one or more violent incidents, such as a serious violent incident, a physical attack, or a threat of a physical attack (table 229.10). This 2013-14 percentage was lower than the 71 percent of schools reporting violent incidents in 1999-2000. Serious violent victimization is a subcategory of violent victimization that includes the crimes of rape, sexual assault, robbery, and aggravated assault. The percentage of public schools reporting a serious violent crime in 2013-14 (13 percent) was lower than the percentage reporting a serious violent crime in 1999-2000 ( 20 percent). In addition, the percentage of public schools reporting an incident of a physical attack or a fight without a weapon in 2013-14 (58 percent) was lower than in 1999-2000 (64 percent). Also, the percentage of schools reporting an incident of a threat of a physical attack in 2013-14 (47 percent) was lower than in 1999-2000 (52 percent). Overall, public schools reported 15 violent incidents per 1,000 students in 2013-14, which was lower than the 31 violent incidents per 1,000 students reported in 1999-2000 (table 229.20).

On the National Crime Victimization Survey, students ages 12 to 18 reported a decrease in victimizations at school between 1992 and 2015 (table 228.20). The total victimization rates for students ages 12 to 18 declined 82 percent, from 181 victimizations per 1,000 students in 1992 to 33 victimizations per 1,000 students in 2015. This pattern of decline in total victimization rates between 1992 and 2015 also held for thefts, violent victimizations, and serious violent victimizations. Thefts at school declined from a rate of 114 per 1,000 students to 12 per 1,000 . The rate of violent victimization at school declined overall from 68 victimizations per 1,000 students in 1992 to 21 per 1,000 in 2015. Serious violent victimizations at school declined from 8 per 1,000 students in 1992 to 4 per 1,000 in 2015.

## Revenues and Expenditures

The state share of revenues for public elementary and secondary schools generally grew from the 1930s through the mid-1980s, while the local share declined during the same time period (table 235.10 and figure 10). ${ }^{5}$ However, this pattern changed in the late 1980s, when the local share began to increase at the same time that the state share decreased. Between 1986-87 and 1993-94, the state share declined from 49.7 percent to 45.2 percent, while the local share rose from 43.9 percent to 47.8 percent. Between 1993-94 and 2000-01, the state share rose again to 49.7 per-cent-the highest share since 1986-87-but declined every school year thereafter until 2005-06, when the state share was 46.5 percent. In more recent years, the federal share in 2013-14 (8.7 percent) was lower than in 2003-04 (9.1 per-

[^17]cent). Also, the state share in 2013-14 (46.2 percent) was lower than in 2003-04 (47.1 percent). In contrast, the local share in 2013-14 (45.0 percent) was higher than in 2003-04 (43.9 percent).

After adjustment for inflation, current expenditures per student in fall enrollment at public schools rose during the 1980s, but remained stable during the first part of the 1990s (table 236.55 and figure 11). There was an increase of 37 percent from 1980-81 to 1990-91, followed by minor fluctuations from 1990-91 to 1994-95. Current expenditures per student increased 34 percent from 1994-95 to 2008-09, but declined 4 percent from 2008-09 to 2013-14. In 2013-14, current expenditures per student in fall enrollment were $\$ 11,066$ in unadjusted dollars. The expenditure for public school student transportation was $\$ 933$ per student transported in 2013-14 (also in unadjusted dollars), and 55 percent of students were transported at public expense in 2007-08 (table 236.90).

Figure 7. Enrollment, number of teachers, pupil/teacher ratio, and expenditures in public elementary and secondary schools: 1960-61 through 2014-15

Fall enrollment, in millions



Current expenditures, in billions


NOTE: Expenditure data for school year 2014 (2014-15) are projected.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1959-60 through 1969-70; Statistics of Public Elementary and Secondary Day Schools, 1959-60 through 1980-81; Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1980-81; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2014-15; "National Public Education Financial Survey," 1989-90 through 2013-14; and Public Elementary and Secondary Education Current Expenditure Projection Model, 1973-74 through 2026-27.

Figure 8. Percentage change in public elementary and secondary enrollment, by state: Fall 2009 to fall 2014


Percent change
Increase of 5 percent or more (11 states \& DC) Increase of less than 5 percent (21 states)
$\square$ Decrease of less than 5 percent (16 states)Decrease of 5 percent or more (2 states)

NOTE: Graphic display was generated using unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009-10 and 2014-15.

Figure 9. Total and full-day preprimary enrollment of 3- to 5-year-olds: October 1970 through October 2015


[^18]SOURCE: U.S. Department of Education, National Center for Education Statistics, Preprimary Enrollment, 1970 and 1975; U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1976 through October 2015.

Figure 10. Percentage of revenue for public elementary and secondary schools, by source of funds: 1970-71 through 2013-14

${ }^{1}$ Includes intermediate sources below the state level
SOURCE: U.S. Department of Education, National Center for Education Statistics, Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1986-87; and Common Core of Data (CCD), "National Public Education Financial Survey," 1987-88 through 2013-14.

Figure 11. Current expenditure per pupil in fall enrollment in public elementary and secondary schools: 1970-71 through 2013-14


| Selected characteristic | $\begin{array}{\|r\|} \hline 1869- \\ 70 \end{array}$ | $\begin{array}{r} 1879- \\ 80 \end{array}$ | $\begin{array}{r\|} \hline 1889- \\ 90 \end{array}$ | $\begin{array}{r\|} \hline 1899- \\ 1900 \end{array}$ | $\begin{array}{r} 1909- \\ 10 \end{array}$ | $\begin{array}{r\|} \hline 1919- \\ 20 \end{array}$ | $\begin{array}{r} 1929- \\ 30 \end{array}$ | $\begin{array}{r} 1939- \\ 40 \end{array}$ | $\begin{array}{r} 1949- \\ 50 \end{array}$ | $\begin{array}{r} 1959- \\ 60 \end{array}$ | 1969- | $\begin{array}{r} 1979- \\ 80 \end{array}$ | $\begin{array}{r} 1989- \\ 90 \end{array}$ | $\begin{gathered} 1999- \\ 2000 \end{gathered}$ | $\begin{array}{r} 2009- \\ 10 \end{array}$ | $\begin{array}{r} 2010- \\ 11 \end{array}$ | $\begin{array}{r} 2011- \\ 12 \end{array}$ | $\begin{array}{r} 2012- \\ 13 \end{array}$ | $\begin{array}{r} 2013- \\ 14 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Population, pupils, and instructional staff |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in thousands) ${ }^{1}$ | 38,558 | 50,156 | 62,622 | 75,995 | 90,490 | 104,514 | 121,878 | 131,028 | 149,188 | 177,830 | 201,385 | 225,055 | 246,819 | 279,040 | 306,772 | 309,347 | 311,719 | 314,103 | 316,427 |
| 5- to 17-year-olds (in thousands) ${ }^{1}$ | 11,683 | 15,066 | 18,473 | 21,573 | 24,011 | 27,571 | 31,414 | 30,151 | 30,223 | 43,881 | 52,386 | 48,043 | 44,947 | 52,811 | 53,890 | 53,933 | 53,791 | 53,729 | 53,739 |
| 5 - to 17-year-olds as a percent of total population | 30.3 | 30.0 | 29.5 | 28.4 | 26.5 | 26.4 | 25.8 | 23.0 | 20.3 | 24.7 | 26.0 | 21.3 | 18.2 | 18.9 | 17.6 | 17.4 | 17.3 | 17.1 | 17.0 |
| Total enrollment in elementary and secondary schools (in thousands) ${ }^{2}$. | $7,562^{3}$ | 9,867 | 12,723 | 15,503 | 17,814 | 21,578 | 25,678 | 25,434 | 25,112 | 36,087 | 45,550 | 41,651 | 40,543 | 46,857 | 49,361 | 49,484 | 49,522 | 49,771 | 50,045 |
| Prekindergarten through grade 8 (in thousands) ........................ | 7,481 ${ }^{3}$ | 9,757 | 12,520 | 14,984 | 16,899 | 19,378 | 21,279 | 18,833 | 19,387 | 27,602 | 32,513 | 28,034 | 29,152 | 33,486 | 34,409 | 34,625 | 34,773 | 35,018 | 35,251 |
| Grades 9-12 (in thousands) ............................................... | $80^{3}$ | 110 | 203 | 519 | 915 | 2,200 | 4,399 | 6,601 | 5,725 | 8,485 | 13,037 | 13,616 | 11,390 | 13,371 | 14,952 | 14,860 | 14,749 | 14,753 | 14,794 |
| Enrollment as a percent of total population | $19.6{ }^{3}$ | 19.7 | 20.3 | 20.4 | 19.7 | 20.6 | 21.1 | 19.4 | 16.8 | 20.3 | 22.6 | 18.5 | 16.4 | 16.8 | 16.1 | 16.0 | 15.9 | 15.8 | 15.8 |
| Enrollment as a percent of 5- to 17-year-olds | $64.7{ }^{3}$ | 65.5 | 68.9 | 71.9 | 74.2 | 78.3 | 81.7 | 84.4 | 83.1 | 82.2 | 87.0 | 86.7 | 90.2 | 88.7 | 91.6 | 91.8 | 92.1 | 92.6 | 93.1 |
| Percent of total enrollment in grades 9-12 ...... | $1.1{ }^{3}$ | 1.1 | 1.6 | 3.3 | 5.1 | 10.2 | 17.1 | 26.0 | 22.8 | 23.5 | 28.6 | 32.7 | 28.1 | 28.5 | 30.3 | 30.0 | 29.8 | 29.6 | 29.6 |
| High school graduates (in thousands) ............. | - |  | २2 | 62 | 111 | 231 | 592 | 1,143 | 1,063 | 1,627 | 2,589 | 2,748 | 2,320 | 2,554 | 3,128 | 3,144 | 3,149 | 3,169 | - |
| Average daily attendance (in thousands) ................................... | 4,077 | 6,144 | 8,154 | 10,633 | 12,827 | 16,150 | 21,265 | 22,042 | 22,284 | 32,477 | 41,934 | 38,289 | 37,799 | 43,807 7859 | 45,919 | 46,119 | 46,400 | 46,554 | 46,785 |
| Total number of days attended by pupils enrolled (in millions) ... | 539 | 801 | 1,098 | 1,535 | 2,011 | 2,615 | 3,673 | 3,858 | 3,964 | 5,782 | 7,501 | 6,835 ${ }^{4}$ | - | 7,858 | 8,199 | 8,335 | 8,298 | 8,354 | 8,396 |
| Percent of enrolled pupils attending daily .................................... | 59.3 | 62.3 | 64.1 | 68.6 | 72.1 | 74.8 | 82.8 | 86.7 | 88.7 | 90.0 | 90.4 | 90.14 | - | 94.3 | - | - | 93.9 | - | - |
| Average length of school term, in days .................................... | 132.2 | 130.3 | 134.7 | 144.3 | 157.5 | 161.9 | 172.7 | 175.0 | 177.9 | 178.0 | 178.9 | $178.5{ }^{4}$ | - | 179.4 | 178.6 | 178.6 | 178.8 | 179.5 | 179.5 |
| Average number of days attended per pupil .......................... | 78.4 | 81.1 | 86.3 | 99.0 | 113.0 | 121.2 | 143.0 | 151.7 | 157.9 | 160.2 | 161.7 | $160.8{ }^{4}$ | - | 169.2 | - | - | 167.9 | - | - |
| Total full-time-equivalent (FTE) instructional staff (in thousands) ........ | - | - | - | - | - | 678 | 880 | 912 | 963 | 1,457 | 2,286 | 2,406 | 2,986 | 3,819 | 4,279 | 4,151 | 4,134 | 4,158 | 4,167 |
| Supervisors (in thousands) ... | - | - |  | - | - | 1 | 7 | 5 | - | - | - | - | - | - | - | - | - |  |  |
| Principals (in thousands) ............ | - | - | - | - | - | 14 | 31 | 32 | 43 | 64 | 91 | 106 | 126 | 137 | 168 | 165 | 166 | 169 | 168 |
| Teachers, teacher aides, librarians, and guidance counselors (in thousands) ${ }^{5}$ | 201 | 287 | 364 | 423 | 523 | 657 | 843 | 875 | 920 | 1,393 | 2,195 | 2,300 | 2,860 | 3,682 | 4,111 | 3,986 | 3,967 | 3,989 | 3,999 |
| Males (in thousands) .... | 78 | 123 | 126 | 127 | 110 | 93 | 140 | 195 | 196 | 4044 | 7114 | $782{ }^{4}$ | - | - | - | - | - | - | - |
| Females (in thousands). | 123 | 164 | 238 | 296 | 413 | 585 | 703 | 681 | 724 | 9894 | 1,484 ${ }^{4}$ | 1,518 ${ }^{4}$ | - | - | - | - | - | - | - |
| Percent male | 38.7 | 42.8 | 34.5 | 29.9 | 21.1 | 14.1 | 16.6 | 22.2 | 21.3 | $29.0{ }^{4}$ | $32.4{ }^{4}$ | $34.0{ }^{4}$ | - | - | - | - | - | - | - |
| Total revenues and expenditures | Amounts in current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total revenue receipts (in millions) <br> Federal government $\qquad$ <br> State governments $\qquad$ <br> Local sources, including intermediate $\qquad$ | - | - | \$143 | \$220 | \$433 | \$970 | \$2,089 | \$2,261 | \$5,437 | \$14,747 | \$40,267 | \$96,881 | \$208,548 | \$372,944 | \$596,391 | \$604,229 | \$597,885 | \$603,770 | \$623,209 |
|  | - | - | - | - | - | 2 | 7 | 40 | 156 | 652 | 3,220 | 9,504 | 12,701 | 27,098 | 75,998 | 75,549 | 60,921 | 55,861 | 54,505 |
|  | - | - | - | - | - | 160 | 354 | 684 | 2,166 | 5,768 | 16,063 | 45,349 | 98,239 | 184,613 | 258,864 | 266,786 | 269,043 | 273,215 | 288,196 |
|  | - | - | - | - | - | 808 | 1,728 | 1,536 | 3,116 | 8,327 | 20,985 | 42,029 | 97,608 | 161,233 | 261,529 | 261,893 | 267,921 | 274,694 | 280,507 |
| Percentage distribution of revenue receipts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Federal government ..... | - | - | - | - | - | 0.3 | 0.4 | 1.8 | 2.9 | 4.4 | 8.0 | 9.8 | 6.1 | 7.3 | 12.7 | 12.5 | 10.2 | 9.3 | 8.7 |
| State governments ...... | - | - | - | - | - | 16.5 | 16.9 | 30.3 | 39.8 | 39.1 | 39.9 | 46.8 | 47.1 | 49.5 | 43.4 | 44.2 | 45.0 | 45.3 | 46.2 |
| Local sources, including intermediate ... | - | - | - | - | - | 83.2 | 82.7 | 68.0 | 57.3 | 56.5 | 52.1 | 43.4 | 46.8 | 43.2 | 43.9 | 43.3 | 44.8 | 45.5 | 45.0 |
| Total expenditures for public schools (in millions) ... | \$63 | \$78 | \$141 | \$215 | \$426 | \$1,036 | \$2,317 | \$2,344 | \$5,838 | \$15,613 | \$40,683 | \$95,962 | \$212,70 | \$381,838 | \$607,018 | \$604,356 | \$601,994 | \$606,813 | \$625,016 |
| Current expenditures ${ }^{6}$..... | - | - | 114 | 180 | 356 | 861 | 1,844 | 1,942 | 4,687 | 12,329 ${ }^{7}$ | 34,218 ${ }^{7}$ | 86,984 7 | 188,229 ${ }^{7}$ | 323,889 7 | 524,715 ${ }^{7}$ | $527,291{ }^{7}$ | $527,207^{7}$ | 535,796 ${ }^{7}$ | $553,501{ }^{7}$ |
| Capital outlay ${ }^{8}$................ | - | - | 26 | 35 | 70 | 154 | 371 | 258 | 1,014 | 2,662 | 4,659 | 6,506 | 17,781 | 43,357 | 56,715 | 50,969 | 48,793 | 45,721 | 46,438 |
| Interest on school debt .... | - | - | - | - | - | 18 | 93 | 131 | 101 | 490 | 1,171 | 1,874 | 3,776 | 9,135 | 17,232 | 17,934 | 17,804 | 17,266 | 17,152 |
| Other current expenditures ${ }^{9}$.. | - | - | - | - | - | 3 | 10 | 13 | 36 | 133 | 636 | 59810 | 2,983 | 5,457 | 8,356 | 8,161 | 8,189 | 8,031 | 7,925 |
| Percentage distribution of total expenditures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Current expenditures ${ }^{6}$.... | - | - | 81.3 | 83.5 | 83.6 | 83.1 | 79.6 | 82.8 | 80.3 | $79.0{ }^{7}$ | $84.1{ }^{7}$ | $90.6{ }^{7}$ | $88.5{ }^{7}$ | $84.8{ }^{7}$ | $86.4{ }^{7}$ | $87.2{ }^{7}$ | $87.6^{7}$ | $88.3{ }^{7}$ | $88.6{ }^{7}$ |
| Capital outlay ${ }^{8}$............ | - | - | 18.7 | 16.5 | 16.4 | 14.8 | 16.0 | 11.0 | 17.4 | 17.0 | 11.5 | 6.8 | 8.4 | 11.4 | 9.3 | 8.4 | 8.1 | 7.5 | 7.4 |
| Interest on school debt ... | - | - | - | - | - | 1.8 | 4.0 | 5.6 | 1.7 | 3.1 | 2.9 | 2.0 | 1.8 | 2.4 | 2.8 | 3.0 | 3.0 | 2.8 | 2.7 |
| Other current expenditures ${ }^{9}$......... | - | - | - | - | - | 0.3 | 0.4 | 0.6 | 0.6 | 0.8 | 1.6 | $0.6{ }^{10}$ | 1.4 | 1.4 | 1.4 | 1.4 | 1.4 | 1.3 | 1.3 |

[^19]Table 201.10. Historical summary of public elementary and secondary school statistics: Selected years, 1869-70 through 2013-14-Continued

| Selected characteristic | $\begin{array}{r} 1869- \\ 70 \end{array}$ | $\begin{array}{r\|} \hline 1879- \\ 80 \end{array}$ | $\begin{array}{r} 1889- \\ 90 \end{array}$ | $\begin{gathered} 1899- \\ 1900 \end{gathered}$ | $\begin{array}{r\|} \hline 1909- \\ 10 \end{array}$ | $\begin{array}{r} 1919- \\ 20 \end{array}$ | $\begin{array}{r} 1929- \\ 30 \end{array}$ | $\begin{array}{r} 1939- \\ 40 \end{array}$ | $\begin{array}{r} 1949- \\ 50 \end{array}$ | $\begin{array}{r\|} \hline 1959- \\ 60 \end{array}$ | $\begin{array}{r} 1969- \\ 70 \end{array}$ | $\begin{array}{r} 1979- \\ 80 \end{array}$ | $\begin{array}{r\|} \hline 1989- \\ 90 \end{array}$ | $\begin{gathered} 1999- \\ 2000 \end{gathered}$ | $\begin{array}{r} \hline 2009-10 \\ \hline \end{array}$ | $\begin{array}{r} \hline 2010- \\ 11 \\ \hline \end{array}$ | $\begin{array}{r} 2011- \\ 12 \end{array}$ | $\begin{array}{r} \hline 2012- \\ 13 \end{array}$ | $\begin{array}{r} 2013- \\ 14 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Teacher salaries; income and expenditures per pupil and per capita |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Annual salary of classroom teachers ${ }^{11}$ | \$189 | \$195 | \$252 | \$325 | \$485 | \$871 | \$1,420 | \$1,441 | \$3,010 | \$4,995 | \$8,626 | \$15,970 | \$31,367 | \$41,807 | \$55,202 | \$55,623 | \$55,418 | \$56,103 | \$56,610 |
| Personal income per member of labor force ${ }^{1}$................................ | - | - | - | - | - | - | 1,734 | 1,333 | 3,446 | 5,897 | 9,913 | 19,800 | 37,297 | 57,319 | 78,465 | 81,079 | 86,283 | 89,789 | 90,571 |
| Total school expenditures per capita of total population .................... | 2 | 2 | 2 | 3 | 5 | 10 | 19 | 18 | 39 | 88 | 202 | 426 | 862 | 1,368 | 1,979 | 1,954 | 1,931 | 1,932 | 1,975 |
| National income per capita ${ }^{1}$.................................................. | - | - | - | - | - | - | 773 | 630 | 1,609 | 2,584 | 4,467 | 9,990 | 19,375 | 29,832 | 39,528 | 41,182 | 42,834 | 44,768 | 45,650 |
| Current expenditure per pupil in ADA ${ }^{6,12,13}$................................. | - | - | 14 | 17 | 28 | 53 | 87 | 88 | 210 | 375 | 816 | 2,272 | 4,980 | 7,394 | 11,427 | 11,433 | 11,362 | 11,509 | 11,831 |
| Total expenditure per pupil in ADA ${ }^{13,14}$...................................... | 16 | 13 | 17 | 20 | 33 | 64 | 108 | 106 | 260 | 471 | 955 | 2,491 | 5,547 | 8,589 | 13,035 | 12,926 | 12,796 | 12,859 | 13,187 |
| National income per pupil in ADA ${ }^{13}$......................................... | - | - | - | - | - | - | 4,430 | 3,743 | 10,770 | 14,152 | 21,450 | 58,717 | 126,516 | 190,026 | 264,075 | 276,233 | 287,762 | 302,057 | 308,752 |
|  | - | - | 0.10 | 0.12 | 0.18 | 0.33 | 0.50 | 0.50 | 1.17 | 2.11 | 4.56 | 12.73 | - | 41.22 | 64.00 | 64.03 | 63.53 | 64.13 | 65.93 |
| Total expenditure per day per pupil in ADA ${ }^{13}$................................ | 0.12 | 0.10 | 0.13 | 0.14 | 0.21 | 0.40 | 0.63 | 0.60 | 1.46 | 2.65 | 5.34 | 13.95 | - | 47.90 | 73.02 | 72.39 | 71.56 | 71.67 | 73.50 |

Total expenditure per day per pupil in ADA ${ }^{13}$

Annual salary of classroom teachers ${ }^{11}$
Personal income per member of labor force ${ }^{1}$
Total school expenditures per capita of total population
Total school expenditures per capita of total
National income per capita ${ }^{1}$.....................
Current expenditure per pupil in ADA ${ }^{6,12,13}$
Total expenditure per pupil in ADA ${ }^{13,14}$
National income per pupil in ADA ${ }^{13}$
Current expenditure per day per pupil in ADA ${ }^{6,13,15}$
Total expenditure per day per pupil in ADA ${ }^{13}$
Amounts in constant 2015-16 dollars ${ }^{16}$

## -Not available.

Data on population and labor force are from the Census Bureau, and data on personal income and national income are from the Bureau of Economic Analysis, U.S. Department of Commerce. Population data through 1900 are based on total population from the decennial census. From 1909-10 to 1959-60, population data are total population, including armed forces overseas, as of July 1. Data for later years are for resident population that excludes armed forces overseas.
${ }^{2}$ Data for 1869-70 through 1959-60 are school year enrollment. Data for later years are fall enrollment. Total counts of ungraded students were prorated to prekindergarten through grade 8 and grades 9 through 12 based on prior reports.
${ }^{3}$ Data for 1870-71.
${ }^{5}$ Prior to 1919-20, data are for the number of different persons employed rather than number of positions.
${ }^{6}$ Prior to 1919-20, includes interest on school debt.
${ }^{7}$ Because of the modification of the scope of "current expenditures for elementary and secondary schools," data for 1959-60 and later years are not entirely comparable with prior years.
Beginning in 1969-70, includes capital outlay by state and local school building authorities.
Includes summer schools, community colleges, and adult education. Beginning in 1959-60, also includes community services,
${ }^{10}$ Excludes community colleges and adult education.
${ }^{11}$ Prior to 1959-60, average includes supervisors, principals, teachers, and other nonsupervisory instructional staff. Data for 1959-60 and later years are estimated by the National Education Association.
${ }^{12}$ Excludes current expenditures not allocable to pupil costs.
${ }^{13}$ "ADA" means average daily attendance in elementary and secondary schools.
${ }^{14}$ Expenditure figure is the sum of current expenditures allocable to pupil costs, capital outlay, and interest on school debt ${ }^{16} \mathrm{Cer-day}$ rates derived by dividing annual rates by average length of term.
Constant doliars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor adjusted to a school-year basis.
NOTE: Some data have been revised from previously published figures. Beginning in 1959-60, data include Alaska and Hawaii Detail may not sum to totals because of rounding.
SUURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the United States Commis sistics of State School Systems, 1959-60 and 1969-70; Statistics of Public Elementary and Secondary School Systems, 1979-80;
tistich Revenues and Expenditures for Public Elementary and Secondary Education, FY 1980; Schools and Staffing Survey (SASS), "Public School Questionnaire", 1999-2000, 2007-08, and 2011-12; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1989-90 through 2014-15, and "National Public Education Financial Survey," 1989-90 through 2013-14. U.S. Department of Commerce, Census Bureau, retrieved August 2, 2016, from http://www.census.gov/popest/data/ from http://www.bea.gov/itable/. U.S. Department of Labor, Bureau of Labor Statistics, retrieved February 17, 2017, from http:/l stats.bls.gov/cps/tables.htm\#empstat. (This table was prepared February 2017.)

Table 201.20. Enrollment in grades 9 through 12 in public and private schools compared with population 14 to 17 years of age: Selected years,
$1889-90$ through fall 2016
[In thousands]

| Year | Enrollment, grades 9 to 12 |  |  |  |  |  |  |  |  |  |  |  |  | Population <br> 14 to <br> 17 years of age ${ }^{2}$ | Enrollment as a ratio of population 14 to 17 years of age ${ }^{3}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Public schools |  |  |  |  |  | Private schools |  |  |  |  |  |  |  |
|  | All schools | Total | 9th grade | 10th grade | 11th grade | 12th grade | Secondary ungraded ${ }^{1}$ | Total | 9 9th grade | 10th grade | 11th grade | 12th grade | Secondary ungraded |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1889-90 | 298 | 203 | - | - | - | - | - | 95 | - | - | - |  | - | 5,355 | 5.6 |
| 1899-1900 ........ | 630 | 519 | - | - | - | - | - | 111 | - | - | - |  | - | 6,152 | 10.2 |
| 1909-10 ........... | 1,032 | 915 | - | - | - | - | - | 117 | - | - | - | - | - | 7,220 | 14.3 |
| 1919-20 .............. | 2,414 | 2,200 | 917 | 576 | 396 | 312 | 0 | 214 | - | - | - | - | - | 7,736 | 31.2 |
| 1929-30 ............ | 4,741 | 4,399 | 1,627 | 1,192 | 880 | 701 | 0 | 3414 | - | - | - | - | - | 9,341 | 50.7 |
| 1939-40 ............ | 7,059 | 6,601 | 2,011 | 1,767 | 1,486 | 1,282 | 55 | 4585 | - | - | - | - | - | 9,720 | 72.6 |
| 1949-50 ............ | 6,397 | 5,725 | 1,761 | 1,513 | 1,275 | 1,134 | 42 | 672 | - | - | - | - | - | 8,405 | 76.1 |
| Fall 1959 ........... | 9,306 | 8,271 |  |  |  |  |  | 1,035 | - | - | - | - | - | 11,155 | 83.4 |
| Fall 1965 ........... | 13,002 | 11,602 | 3,215 | 2,993 | 2,741 | 2,477 | 176 | 1,400 ${ }^{6}$ | - | - | - | - | - | 14,146 | 91.9 |
| Fall 1966 ............ | 13,280 | 11,880 | 3,318 | 3,111 | 2,756 | 2,508 | 187 | 1,400 ${ }^{6}$ | - | - | - | - | - | 14,398 | 92.2 |
| Fall 1967 ........... | 13,647 | 12,247 | 3,395 | 3,221 | 2,879 | 2,525 | 226 | 1,400 ${ }^{6}$ | - | - | - | - | - | 14,727 | 92.7 |
| Fall 1968 ........... | 14,123 | 12,723 | 3,508 | 3,310 | 2,986 | 2,650 | 268 | 1,400 ${ }^{6}$ | - | - | - | - | - | 15,170 | 93.1 |
| Fall 1969 ........... | 14,337 | 13,037 | 3,568 | 3,405 | 3,047 | 2,732 | 285 | 1,300 ${ }^{6}$ | - | - | - | - | - | 15,549 | 92.2 |
| Fall 1970 ........... | 14,647 | 13,336 | 3,654 | 3,458 | 3,128 | 2,775 | 321 | 1,311 | - | - | - | - | - | 15,924 | 92.0 |
| Fall 1971 ........... | 15,053 | 13,753 | 3,781 | 3,571 | 3,200 | 2,864 | 337 | 1,300 6 | - | - | - | - | - | 16,328 | 92.2 |
| Fall 1972 ........... | 15,148 | 13,848 | 3,779 | 3,648 | 3,248 | 2,873 | 299 | 1,300 6 | - | - | - | - | - | 16,639 | 91.0 |
| Fall 1973 ........... | 15,344 | 14,044 | 3,801 | 3,650 | 3,323 | 2,918 | 352 | 1,300 ${ }^{6}$ | - | - | - | - | - | 16,867 | 91.0 |
| Fall 1974 ........... | 15,403 | 14,103 | 3,832 | 3,675 | 3,302 | 2,955 | 339 | 1,300 ${ }^{6}$ | - | - | - | - | - | 17,035 | 90.4 |
| Fall 1975 ........... | 15,604 | 14,304 | 3,879 | 3,723 | 3,354 | 2,986 | 362 | 1,300 ${ }^{6}$ | - | - | - | - | - | 17,128 | 91.1 |
| Fall 1976 ........... | 15,656 | 14,314 | 3,825 | 3,738 | 3,373 | 3,015 | 363 | 1,342 | - | - | - | - | - | 17,119 | 91.5 |
| Fall 1977 ........... | 15,546 | 14,203 | 3,779 | 3,686 | 3,388 | 3,026 | 324 | 1,343 | - | - | - | - | - | 17,045 | 91.2 |
| Fall 1978 ........... | 15,441 | 14,088 | 3,726 | 3,610 | 3,312 | 3,023 | 416 | 1,353 | - | - | - | - | - | 16,946 | 91.1 |
| Fall 1979 ........... | 14,916 | 13,616 | 3,526 | 3,532 | 3,241 | 2,969 | 348 | 1,300 ${ }^{6}$ | - | - | - | - | - | 16,611 | 89.8 |
| Fall 1980 | 14,570 | 13,231 | 3,377 | 3,368 | 3,195 | 2,925 | 366 | 1,339 | - | - | - | - | - | 16,143 | 90.3 |
| Fall 1981 ........... | 14,164 | 12,764 | 3,286 | 3,218 | 3,039 | 2,907 | 314 | 1,400 ${ }^{6}$ | - | - | - | - | - | 15,609 | 90.7 |
| Fall 1982 ........... | 13,805 | 12,405 | 3,248 | 3,137 | 2,917 | 2,787 | 315 | 1,400 ${ }^{6}$ | - | - | - | - | - | 15,057 | 91.7 |
| Fall 1983 ........... | 13,671 | 12,271 | 3,330 | 3,103 | 2,861 | 2,678 | 299 | 1,400 | - | - | - | - | - | 14,740 | 92.7 |
| Fall 1984 ........... | 13,704 | 12,304 | 3,440 | 3,145 | 2,819 | 2,599 | 300 | 1,400 ${ }^{6}$ | - | - | - | - | - | 14,725 | 93.1 |
| Fall 1985 ... | 13,750 | 12,388 | 3,439 | 3,230 | 2,866 | 2,550 | 303 | 1,362 | - | - | - | - | - | 14,888 | 92.4 |
| Fall 1986 ............. | 13,669 | 12,333 | 3,256 | 3,215 | 2,954 | 2,601 | 308 | 1,336 ${ }^{6}$ | - | - | - | - | - | 14,824 | 92.2 |
| Fall 1987 ........... | 13,323 | 12,076 | 3,143 | 3,020 | 2,936 | 2,681 | 296 | 1,247 | - | - | - | - | - | 14,502 | 91.9 |
| Fall 1988 ........... | 12,893 | 11,687 | 3,106 | 2,895 | 2,749 | 2,650 | 288 | 1,206 ${ }^{6}$ |  |  |  |  | 5 | 14,023 | 91.9 |
| Fall 1989 ............ | 12,524 | 11,393 | 3,141 | 2,868 | 2,629 | 2,473 | 281 | 1,131 | 303 | 284 | 267 | 273 | 5 | 13,536 | 92.5 |
| Fall 1990 ........... | 12,476 | 11,341 | 3,169 | 2,896 | 2,612 | 2,381 | 284 | 1,136 ${ }^{6}$ | - | - |  | - | - | 13,329 | 93.6 |
| Fall 1991 ........... | 12,675 | 11,544 | 3,313 | 2,915 | 2,645 | 2,392 | 278 | 1,131 | 309 | 286 | 272 | 260 | 4 | 13,491 | 94.0 |
| Fall 1992 ........... | 12,862 | 11,737 | 3,352 | 3,027 | 2,656 | 2,431 | 272 | 1,125 ${ }^{6}$ |  | - |  |  | - | 13,775 | 93.4 |
| Fall 1993 ........... | 13,081 | 11,963 | 3,487 | 3,050 | 2,751 | 2,424 | 250 | 1,118 | 312 | 286 | 266 | 249 | 5 | 14,096 | 92.8 |
| Fall 1994 ........... | 13,354 | 12,215 | 3,604 | 3,131 | 2,748 | 2,488 | 244 | 1,138 ${ }^{6}$ |  |  | - | - | - | 14,637 | 91.2 |
| Fall 1995 ........... | 13,665 | 12,502 | 3,704 | 3,237 | 2,826 | 2,487 | 247 | 1,163 | 325 | 304 | 276 | 255 | 2 | 15,013 | 91.0 |
| Fall 1996 ........... | 14,027 | 12,849 | 3,801 | 3,323 | 2,930 | 2,586 | 208 | 1,178 ${ }^{6}$ | - |  |  |  | - | 15,443 | 90.8 |
| Fall 1997 ........... | 14,241 | 13,056 | 3,819 | 3,376 | 2,972 | 2,673 | 216 | 1,185 | 326 | 306 | 283 | 266 | 4 | 15,769 | 90.3 |
| Fall 1998 ........... | 14,407 | 13,195 | 3,856 | 3,382 | 3,021 | 2,722 | 214 | 1,212 ${ }^{6}$ | - | - | - | - | - | 15,829 | 91.0 |
| Fall 1999 ........... | 14,600 | 13,371 | 3,935 | 3,415 | 3,034 | 2,782 | 205 | 1,229 | 336 | 313 | 295 | 280 | 5 | 16,007 | 91.2 |
| Fall 2000 ........... | 14,781 | 13,517 | 3,963 | 3,491 | 3,083 | 2,803 | 177 | 1,264 ${ }^{6}$ | $\bar{\square}$ |  |  | - | - | 16,144 | 91.6 |
| Fall 2001 ........... | 15,032 | 13,736 | 4,012 | 3,528 | 3,174 | 2,863 | 159 | 1,296 | 350 | 333 | 316 | 293 | 3 | 16,280 | 92.3 |
| Fall 2002 ........... | 15,374 | 14,069 | 4,105 | 3,584 | 3,229 | 2,990 | 161 | 1,306 ${ }^{6}$ | - | - | - | - | 5 | 16,506 | 93.1 |
| Fall 2003 ........... | 15,651 | 14,339 | 4,190 | 3,675 | 3,277 | 3,046 | 150 | 1,311 | 351 | 334 | 317 | 304 | 5 | 16,694 | 93.8 |
| Fall 2004 ........... | 15,949 | 14,618 | 4,281 | 3,750 | 3,369 | 3,094 | 122 | 1,331 ${ }^{6}$ | - | - | - | - | - | 17,054 | 93.5 |
| Fall 2005 ........... | 16,258 | 14,909 | 4,287 | 3,866 | 3,454 | 3,180 | 121 | 1,349 | 356 | 348 | 326 | 315 | 3 | 17,358 | 93.7 |
| Fall 2006 ........... | 16,441 | 15,081 | 4,260 | 3,882 | 3,551 | 3,277 | 110 | 1,360 6 | - | - | - | - | - | 17,549 | 93.7 |
| Fall 2007 ............ | 16,451 | 15,086 | 4,200 | 3,863 | 3,557 | 3,375 | 92 | 1,364 6 | 357 | 347 | 334 | 324 | 2 | 17,597 | 93.5 |
| Fall 2008 ........... | 16,322 | 14,980 | 4,123 | 3,822 | 3,548 | 3,400 | 87 | 1,342 ${ }^{6}$ | - |  | - | - | - | 17,395 | 93.8 |
| Fall 2009 ........... | 16,261 | 14,952 | 4,080 | 3,809 | 3,541 | 3,432 | 90 | 1,309 | 333 | 330 | 324 | 319 | 3 | 17,232 | 94.4 |
| Fall 2010 ............ | 16,159 | 14,860 | 4,008 | 3,800 | 3,538 | 3,472 | 42 | 1,299 6 | - | - | - | - | - | 17,066 | 94.7 |
| Fall 2011 ........... | 16,040 | 14,749 | 3,957 | 3,751 | 3,546 | 3,452 | 43 | 1,291 | 330 | 325 | 318 | 315 | 4 | 16,873 | 95.1 |
| Fall 2012 ........... | 16,055 | 14,753 | 3,975 | 3,730 | 3,528 | 3,477 | 43 | 1,302 ${ }^{6}$ | - | - | - | - | - | 16,722 | 96.0 |
| Fall 2013 ........... | 16,106 | 14,794 | 3,980 | 3,761 | 3,526 | 3,476 | 52 | 1,312 | 334 | 331 | 325 | 320 | 3 | 16,656 | 96.7 |
| Fall 2014 ........... | 16,277 | 14,943 | 4,033 | 3,794 | 3,568 | 3,496 | 52 | 1,334 ${ }^{6}$ | - | - | - | - | - | 16,754 | 97.2 |
| Fall $2015^{7}$.......... | 16,400 | 15,070 | 4,036 | 3,844 | 3,599 | 3,538 | 52 | 1,329 | - | - | - | - | - | 16,814 | 97.5 |
| Fall $2016{ }^{7}$.......... | 16,427 | 15,111 | 3,994 | 3,848 | 3,647 | 3,570 | 52 | 1,316 | - | - | - | - | - | 16,779 | 97.9 |

[^20]on the secondary proportion of ungraded students in individual high schools. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1890 through 1910; Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of State School Systems, 1951-52 through 1957-58; Statistics of Public Elementary and Secondary School Systems, 1959 through 1980; Statistics of Nonpublic Elementary and Secondary Schools, 1959 through 1980; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2014-15; Schools and Staffing Survey, Private School Data File, 1987-88; Private School Universe Survey (PSS), 1989-90 through 2013-14; National Elementary and Secondary Enrollment Projection Model, 1972 through 2026; and unpublished data. U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-25, Nos. 1000, 1022, 1045, 1057, 1059, 1092, and 1095; 2000 through 2009 Population Estimates, retrieved August 14, 2012, from http://www.census.gov/popest/data/national/asrh/2011/index.html; and 2010 through 2016 Population Estimates, retrieved August 2, 2016, from http://www.census.gov/popest/data/ national/asrh/2015/2015-nat-res.html. (This table was prepared February 2017.)

Table 202.10. Enrollment of 3-, 4-, and 5-year-old children in preprimary programs, by age of child, level of program, control of program, and attendance status: Selected years, 1970 through 2015
[Standard errors appear in parentheses]

| Age of child, level and control of program, and attendance status |  | 1970 |  | 1980 |  | 1990 |  | $1995{ }^{1}$ |  | 20001 |  | 20031 |  | 20051 |  | 2010, ${ }^{\text {,2 }}$ |  | 2013 ${ }^{1,2}$ |  | 2014 ${ }^{1,2}$ |  | 20151,2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 3 to 5 years old ${ }^{3}$ Total population (in thousands) | 10,949 | (131.4) | 9,284 | (121.0) | 11,207 | (145.5) | 12,518 | (153.7) | 11,858 | (155.3) | 12,204 | (149.6) | 12,134 | (149.1) | 12,949 | (80.4) | 12,166 | (151.1) | 12,191 | (79.1) | 11,958 | (79.8) |
| Enrollment of 3 - to 5 -year-olds (in thousands) <br> Total $\qquad$ <br> Level and attendance status | 4,104 | (78.9) | 4,878 | (75.0) | 6,659 | (88.8) | 7,739 | (86.4) | 7,592 | (86.2) | 7,921 | (82.6) | 7,801 | (82.7) | 8,246 | (107.3) | 7,878 | (129.1) | 7,890 | (99.9) | 7,681 | (107.3) |
| Preschool | 1,094 | (48.9) | 1,981 | (61.5) | 3,379 | (83.0) | 4,331 | (84.6) | 4,326 | (86.5) | 4,859 | (84.7) | 4,529 | (83.4) | 4,797 | (94.5) | 4,625 | (115.4) | 4,658 | (94.0) | 4,475 | (96.9) |
| Full-day | 291 | (26.2) | 681 | (39.1) | 1,150 | (54.9) | 1,951 | (64.5) | 2,049 | (67.9) | 2,479 | (69.6) | 2,275 | (67.3) | 2,297 | (81.4) | 2,280 | (76.8) | 2,288 | (76.9) | 2,264 | (73.0) |
| Part-day | 803 | (42.5) | 1,301 | (52.1) | 2,229 | (72.2) | 2,381 | (69.8) | 2,277 | (70.8) | 2,380 | (68.5) | 2,255 | (67.1) | 2,500 | (75.4) | 2,345 | (87.6) | 2,370 | (77.1) | 2,211 | (81.3) |
| Kindergarten | 3,010 | (72.8) | 2,897 | (69.6) | 3,280 | (82.3) | 3,408 | (79.2) | 3,266 | (80.3) | 3,062 | (75.0) | 3,272 | (76.6) | 3,449 | (75.9) | 3,254 | (72.0) | 3,233 | (75.0) | 3,207 | (84.3) |
| Full-day ... | 407 | (30.9) | 870 | (43.8) | 1,428 | (60.3) | 1,738 | (61.5) | 1,959 | (66.7) | 1,950 | (63.4) | 2,274 | (67.3) | 2,516 | (69.7) | 2,473 | (70.7) | 2,576 | (72.2) | 2,613 | (77.3) |
| Part-day <br> Control | 2,603 | (69.4) | 2,026 | (62.0) | 1,853 | (67.2) | 1,670 | (60.5) | 1,307 | (56.3) | 1,112 | (49.8) | 998 | (47.4) | 932 | (53.4) | 780 | (47.0) | 657 | (42.9) | 594 | (42.3) |
| Public .. | 2,830 | (71.4) | 3,066 | (70.6) | 3,971 | (86.5) | 4,750 | (86.3) | 4,847 | (88.3) | 5,051 | (85.2) | 5,213 | (85.4) | 5,829 | (105.5) | 5,448 | (104.8) | 5,543 | (93.9) | 5,426 | (95.6) |
| Private | 1,274 | (52.3) | 1,812 | (59.5) | 2,688 | (77.2) | 2,989 | (75.8) | 2,745 | (75.8) | 2,870 | (73.4) | 2,588 | (70.7) | 2,417 | (77.1) | 2,430 | (84.9) | 2,348 | (76.5) | 2,255 | (70.5) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-day .. | 698 | (39.8) | 1,551 | (56.0) | 2,577 | (76.1) | 3,689 | (81.1) | 4,008 | (85.0) | 4,429 | (83.2) | 4,548 | (83.5) | 4,813 | (98.5) | 4,753 | (100.4) | 4,864 | (100.4) | 4,877 | (101.5) |
| Part-day | 3,406 | (75.5) | 3,327 | (72.0) | 4,082 | (87.0) | 4,051 | (83.2) | 3,584 | (82.5) | 3,492 | (78.2) | 3,253 | (76.4) | 3,432 | (88.5) | 3,125 | (100.4) | 3,027 | (79.1) | 2,804 | (91.6) |
| Percent of 3- to 5-year-olds enrolled |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 37.5 | (0.72) | 52.5 | (0.81) | 59.4 | (0.79) | 61.8 | (0.69) | 64.0 | (0.73) | 64.9 | (0.68) | 64.3 | (0.68) | 63.7 | (0.66) | 64.8 | (0.78) | 64.7 | (0.70) | 64.2 | (0.79) |
| Full-day as a percent of total enrollment | 17.0 | (0.91) | 31.8 | (1.04) | 38.7 | (1.02) | 47.7 | (0.90) | 52.8 | (0.95) | 55.9 | (0.87) | 58.3 | (0.87) | 58.4 | (0.92) | 60.3 | (0.99) | 61.6 | (0.93) | 63.5 | (1.04) |
| Full-day preschool as a percent of total preschool enrollment | 26.6 | (2.08) | 34.3 | (1.66) | 34.0 | (1.39) | 45.0 | (1.20) | 47.4 | (1.25) | 51.0 | (1.12) | 50.2 | (1.16) | 47.9 | (1.31) | 49.3 | (1.26) | 49.1 | (1.32) | 50.6 | (1.34) |
| Full-day kindergarten as a percent of total kindergarten enrollment | 13.5 | (0.97) | 30.0 | (1.33) | 43.5 | (1.48) | 51.0 | (1.36) | 60.0 | (1.41) | 63.7 | (1.36) | 69.5 | (1.26) | 73.0 | (1.38) | 76.0 | (1.35) | 79.7 | (1.24) | 81.5 | (1.21) |
| 3 and 4 years old | 7.135 | (106.1) | 6215 | (99.0) | 7,415 | (1183) | 8,294 | (125.1) | 7869 | (126.5) | 8336 | (123.6) | 8.179 | (122.4) | 8850 | (638) | 8,101 | (126.7) | 8,125 | (922) | 7,971 | (80.7) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 years old | 3,516 | (74.4) | 3,143 | (70.4) | 3,692 | (83.5) | 4,148 | (88.5) | 3,929 | (89.4) | 4,260 | (88.4) | 4,151 | (87.2) | 4,492 | (59.4) | 4,000 | (128.8) | 4,043 | (92.8) | 3,937 | (92.3) |
| 4 years old | 3,620 | (75.5) | 3,072 | (69.6) | 3,723 | (83.8) | 4,145 | (88.5) | 3,940 | (89.5) | 4,076 | (86.4) | 4,028 | (85.9) | 4,358 | (57.7) | 4,101 | (67.1) | 4,082 | (57.5) | 4,034 | (76.3) |
| Enrollment of 3-and 4-year-olds (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total $\qquad$ Age | 1,461 | (53.1) | 2,280 | (59.2) | 3,292 | (73.1) | 4,043 | (72.4) | 4,097 | (73.1) | 4,590 | (71.1) | 4,383 | (70.6) | 4,706 | (84.1) | 4,449 | (104.4) | 4,426 | (98.1) | 4,203 | (91.5) |
| 3 years old. | 454 | (31.0) | 857 | (38.9) | 1,205 | (48.7) | 1,489 | (49.1) | 1,541 | (50.5) | 1,806 | (50.5) | 1,715 | (49.7) | 1,718 | (59.5) | 1,674 | (87.2) | 1,721 | (80.4) | 1,512 | (70.2) |
| 4 years old ... | 1,007 | (42.0) | 1,423 | (43.1) | 2,087 | (51.7) | 2,553 | (49.8) | 2,556 | (49.4) | 2,785 | (46.5) | 2,668 | (47.0) | 2,988 | (67.2) | 2,775 | (69.5) | 2,705 | (60.2) | 2,691 | (72.1) |
| Level and attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Preschool | 1,003 | (45.8) | 1,889 | (56.5) | 3,026 | (72.3) | 3,720 | (72.0) | 3,762 | (73.1) | 4,198 | (71.5) | 4,024 | (70.8) | 4,245 | (85.3) | 4,022 | (106.3) | 4,070 | (90.1) | 3,855 | (88.9) |
| Full-day | 263 | (24.8) | 649 | (37.6) | 1,028 | (50.8) | 1,715 | (58.6) | 1,763 | (61.0) | 2,135 | (62.4) | 1,986 | (60.7) | 2,018 | (70.6) | 2,003 | (75.3) | 2,026 | (73.2) | 1,914 | (70.3) |
| Part-day .. | 741 | (40.1) | 1,240 | (49.1) | 1,998 | (65.3) | 2,006 | (62.0) | 1,999 | (63.7) | 2,063 | (61.7) | 2,038 | (61.3) | 2,226 | (73.0) | 2,020 | (79.6) | 2,044 | (70.7) | 1,941 | (75.5) |
| Kindergarten | 458 | (32.3) | 391 | (29.8) | 266 | (27.3) | 322 | (28.0) | 335 | (29.6) | 392 | (30.3) | 359 | (29.0) | 462 | (44.6) | 427 | (37.2) | 356 | (32.3) | 348 | (36.5) |
| Full-day ................................................................ | 110 | (16.2) | 139 | (18.2) | 135 | (19.7) | 144 | (18.9) | 181 | (21.9) | 245 | (24.1) | 247 | (24.2) | 247 | (31.4) | 247 | (28.6) | 244 | (27.6) | 253 | (32.2) |
| Part-day | 348 | (28.3) | 252 | (24.2) | 131 | (19.4) | 178 | (21.0) | 154 | (20.3) | 147 | (18.8) | 112 | (16.5) | 214 | (28.5) | 179 | (25.7) | 112 | (19.7) | 95 | (17.4) |
| Public. | 617 | (37.0) | 838 | (42.0) | 1,211 | (54.4) | 1,787 | (59.5) | 2,042 | (64.2) | 2,374 | (64.5) | 2,341 | (64.0) | 2,795 | (82.2) | 2,499 | (80.2) | 2,584 | (81.1) | 2,477 | (80.6) |
| Private | 844 | (42.5) | 1,441 | (51.9) | 2,081 | (66.1) | 2,256 | (64.4) | 2,055 | (64.3) | 2,216 | (63.2) | 2,042 | (61.3) | 1,911 | (64.0) | 1,950 | (77.9) | 1,842 | (68.7) | 1,726 | (68.7) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-day .. | 373 | (29.3) | 788 | (40.9) | 1,163 | (53.5) | 1,858 | (60.4) | 1,944 | (63.1) | 2,380 | (64.6) | 2,233 | (63.1) | 2,265 | (69.0) | 2,250 | (76.4) | 2,269 | (79.6) | 2,167 | (75.0) |
| Part-day ................................................................. | 1,088 | (47.3) | 1,492 | (52.5) | 2,129 | (66.6) | 2,184 | (63.8) | 2,153 | (65.3) | 2,211 | (63.1) | 2,150 | (62.4) | 2,441 | (76.5) | 2,199 | (83.1) | 2,157 | (71.7) | 2,036 | (75.3) |
| Percent of 3-and 4-year-olds enrolled Total | 20.5 | (1.65) | 36.7 | (1.57) | 44.4 | (1.48) | 48.7 | (1.25) | 52.1 | (1.29) | 55.1 | (1.15) | 53.6 | (1.18) | 53.2 | (0.89) | 54.9 | (1.00) | 54.5 | (0.98) | 52.7 | (1.02) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 years old ... | 12.9 | (2.45) | 27.3 | (2.37) | 32.6 | (2.31) | 35.9 | (1.98) | 39.2 | (2.05) | 42.4 | (1.82) | 41.3 | (1.86) | 38.2 | (1.25) | 41.8 | (1.40) | 42.6 | (1.52) | 38.4 | (1.45) |
| 4 years old. | 27.8 | (2.20) | 46.3 | (2.06) | 56.1 | (1.86) | 61.6 | (1.53) | 64.9 | (1.56) | 68.3 | (1.38) | 66.2 | (1.43) | 68.6 | (1.25) | 67.7 | (1.37) | 66.3 | (1.28) | 66.7 | (1.32) |
| Full-day as a percent of total enrollment ... | 25.5 | (1.78) | 34.5 | (1.55) | 35.3 | (1.42) | 46.0 | (1.25) | 47.4 | (1.29) | 51.8 | (1.16) | 50.9 | (1.18) | 48.1 | (1.26) | 50.6 | (1.35) | 51.3 | (1.31) | 51.6 | (1.42) |
| Full-day preschool as a percent of total preschool enrollment | 26.2 | (2.16) | 34.3 | (1.70) | 34.0 | (1.47) | 46.1 | (1.30) | 46.9 | (1.34) | 50.9 | (1.21) | 49.3 | (1.23) | 47.5 | (1.36) | 49.8 | (1.39) | 49.8 | (1.39) | 49.6 | (1.49) |
| Full-day kindergarten as a percent of total kindergarten enrollment | 24.0 | (3.11) | 35.6 | (3.77) | 50.8 | (5.24) | 44.6 | (4.40) | 54.0 | (4.49) | 62.4 | (3.83) | 68.8 | (3.83) | 53.6 | (4.30) | 58.0 | (4.67) | 68.4 | (4.73) | 72.8 | (4.53) |


| Age of child, level and control of program, and attendance status |  | 1970 |  | 1980 |  | 1990 |  | $1995{ }^{1}$ |  | $200{ }^{1}$ |  | 20031 |  | 20051 |  | 20101,2 |  | $2013{ }^{1,2}$ |  | $2014{ }^{1,2}$ |  | 20151,2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 5 years old ${ }^{3}$ <br> Total population (in thousands) | 3,814 | (77.5) | 3,069 | (69.6) | 3,792 | (84.6) | 4,224 | (89.3) | 3,989 | (90.1) | 3,867 | (84.2) | 3,955 | (85.1) | 4,099 | (57.9) | 4,064 | (69.1) | 4,066 | (80.9) | 3,987 | (73.9) |
| Enrollment of 5 -year-olds (in thousands) | 2,643 | (44.4) | 2,598 | (31.1) | 3,367 | (33.2) | 3,697 | (34.1) | 3,495 (34.3) |  | 3,331 (33.7) |  |  |  |  |  |  |  |  |  |  |  |
| Total $\qquad$ Level and attendance status |  |  |  |  |  |  |  |  |  |  | 3,418 (33.7) | 3,540 | (56.2) | 3,429 (72.1) |  | 3,464 | (70.0) | 3,478 | (74.8) |
| Preschool ...................... | 91 | (14.7) | 93 | (14.8) | 352 | (30.5) | 611 | (36.3) | 565 | (36.3) |  |  | 661 | (36.7) | 505 | (32.9) | 552 | (35.8) | 602 | (42.0) | 588 | (44.4) | 620 | (46.1) |
| Full-day | 28 | (8.3) | 32 | (8.8) | 122 | (18.5) | 236 | (23.7) | 286 | (26.9) | 344 | (27.7) | 289 | (25.6) | 279 | (29.2) | 277 | (28.3) | 262 | (30.7) | 350 | (31.8) |
| Part-day | 62 | (12.2) | 61 | (12.0) | 231 | (25.2) | 375 | (29.4) | 278 | (26.6) | 316 | (26.7) | 216 | (22.4) | 274 | (26.9) | 325 | (30.2) | 326 | (31.0) | 270 | (32.1) |
| Kindergarten | 2,552 | (45.3) | 2,505 | (33.4) | 3,015 | (42.5) | 3,086 | (45.8) | 2,931 | (46.0) | 2,670 | (45.0) | 2,913 | (43.4) | 2,987 | (59.8) | 2,827 | (68.5) | 2,877 | (69.4) | 2,859 | (75.1) |
| Full-day | 297 | (25.8) | 731 | (36.8) | 1,293 | (49.9) | 1,594 | (50.1) | 1,778 | (51.8) | 1,705 | (48.4) | 2,027 | (49.2) | 2,269 | (60.2) | 2,226 | (68.2) | 2,332 | (69.8) | 2,360 | (70.9) |
| Part-day Control | 2,255 | (47.3) | 1,774 | (42.6) | 1,722 | (52.4) | 1,492 | (49.4) | 1,152 | (47.2) | 965 | (42.1) | 886 | (41.1) | 718 | (43.0) | 601 | (38.3) | 545 | (37.7) | 499 | (39.8) |
| Public. | 2,214 | (47.5) | 2,228 | (38.5) | 2,760 | (46.8) | 2,963 | (47.3) | 2,806 | (47.6) | 2,677 | (45.0) | 2,872 | (43.9) | 3,034 | (57.8) | 2,949 | (68.2) | 2,959 | (69.7) | 2,950 | (70.7) |
| Private | -429 | (30.4) | 370 | (28.1) | 607 | (38.6) | 733 | (39.1) | 690 | (39.4) | 654 | (36.5) | - 546 | (34.0) | 506 | (35.0) | 480 | (34.7) | 505 | (35.5) | 529 | (37.6) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-day ............................................................ | 326 | (26.9) | $\begin{array}{r} 763 \\ 1,835 \end{array}$ | $(37.3)$$(42.3)$ | 1,414 | (50.9)(52.6) | 1,867 | (51.2) | 2,065 | (50.0) | 1,281 | (48.6) | 1,102 | (48.5) | 2,548 | (60.1) | 2,503926 | $(67.3)$$(46.2)$ | $\begin{array}{r} 2,594 \\ 870 \end{array}$ | $\begin{aligned} & (72.7) \\ & (43.8) \end{aligned}$ | $\begin{array}{r} 2,710 \\ 768 \end{array}$ | $\begin{aligned} & (72.4) \\ & (51.7) \end{aligned}$ |
| Part-day ................................................................ | 2,317 | (47.0) |  |  | 1,953 |  |  | (51.3) | 1,431 |  |  | (45.8) |  | (44.2) | - 992 | (44.6) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total. | 69.3 $(1.16)$ <br> 12.3 $(1.00)$ <br> 31.3 $(7.58)$ <br> 11.6 $(0.99)$ |  | $\begin{array}{ll} 84.7 & (1.01) \\ 29.4 & (1.39) \\ 34.6 & (7.70) \\ 29.2 & (1.42) \end{array}$ |  | 88.8 $(0.88)$ <br> 42.0 $(1.45)$ <br> 34.5 $(4.33)$ <br> 42.9 $(1.54)$ |  | 87.5 $(0.81)$ <br> 49.5 $(1.31)$ <br> 38.7 $(3.13)$ <br> 51.7 $(1.43)$ |  | 87.6 $(0.86)$ <br> 59.1 $(1.37)$ <br> 50.7 $(3.47)$ <br> 60.7 $(1.49)$ |  | 86.1 $(0.87)$ <br> 61.5 $(1.32)$ <br> 52.1 $(3.04)$ <br> 63.9 $(1.46)$ |  | $\begin{array}{ll} 86.4 & (0.85) \\ 67.7 & (1.25) \\ 57.2 & (3.45) \\ 69.6 & (1.34) \\ \hline \end{array}$ |  | 86.3 $(0.92)$ <br> 72.0 $(1.20)$ <br> 50.5 $(3.90)$ <br> 76.0 $(1.35)$ |  | 84.4 | (1.04) | 85.2 | (1.04) | 87.2 | (0.95) |
| Full-day as a percent of total enrollment. |  |  | 73.0 | (1.22) |  |  | 74.9 | (1.24) |  |  | 77.9 | (1.38) |  |  |  |  |  |  |  |  |  |  |
| Full-day preschool as a percent of total preschool enrollment |  |  | 46.1 | (3.33) |  |  | 44.6 | (3.62) |  |  | 56.5 | (3.60) |  |  |  |  |  |  |  |  |  |  |
| Full-day kindergarten as a percent of total kindergarten enrollment |  |  | 78.7 | (1.30) |  |  | 81.1 | (1.27) |  |  | 82.6 | (1.30) |  |  |  |  |  |  |  |  |  |  |

${ }^{1}$ Beginning in 1994, preprimary enrollment data were collected using new procedures. Data may not be comparable to figures or earlier years.
${ }^{2}$ Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.
${ }^{\circ}$ Enrollment data for 5 -year-olds include only those students in preprimary programs and do not include those enrolled in primary programs.

NOTE: Preprimary programs include kindergarten and preschool (or nursery school) programs. "Preschool," which was referred to as "nursery school" in previous versions of this table, is defined as a group or class that is organized to provide educational experiences for children during the year or years preceding kindergarten. Data are based on sample surveys of ons or nursing facilities). Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2015. (This table was prepared October 2016.)

Table 202.20. Percentage of 3-, 4-, and 5-year-old children enrolled in preprimary programs, by level of program, attendance status, and selected child and family characteristics: 2015
[Standard errors appear in parentheses]


Table 202.30. Number of children under 6 years old and not yet enrolled in kindergarten, percentage in center-based programs, average weekly hours in nonparental care, and percentage in various types of primary care arrangements, by selected child and family characteristics: 2012
[Standard errors appear in parentheses]

| Selected child or family characteristic | Number of children, ages 0 to 5 (in thousands) |  | Percent in center-based programs ${ }^{2}$ |  | Average hours per week in nonparental care ${ }^{3}$ |  | Percentage distribution, by type of primary care arrangement ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Parental care only |  |  |  |  |  |  |  |  | onpare | ntal care |  |  |  |  |  |
|  |  |  | Centerbased care |  |  |  | Nonrelative home-based care |  |  |  |  |  | Relative |  | Multiple arrangements ${ }^{4}$ |  |
|  |  |  |  | Total |  |  | another home $\begin{array}{r}\text { In } \\ \end{array}$ |  | In child's home |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Total children | 21,674 | (1.0) | 34.3 | (0.66) | 30.0 | (0.37) | 39.6 | (0.78) | 28.2 | (0.62) | 11.1 | (0.49) | 7.8 | (0.43) | 3.4 | (0.27) | 19.6 | (0.62) | 1.4 | (0.15) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 1 year | 4,794 | (130.9) | 11.0 | (1.11) | 29.1 | (0.98) | 54.1 | (1.92) | 9.1 | (0.90) | 11.6 | (1.11) | 7.2 | (0.80) | 4.4 | (0.72) | 24.1 | (1.48) | 1.2 ! | (0.38) |
| 1 year old | 4,468 | (114.7) | 17.9 | (1.25) | 31.0 | (0.94) |  | (1.86) | 15.4 | (1.14) | 13.3 | (1.17) | 10.0 | (1.16) | 3.3 | (0.54) | 21.0 | (1.36) | 1.0 | (0.25) |
| 2 years old | 4,167 | (133.9) | 26.5 | (1.43) | 32.2 | (0.88) | 42.6 | (1.57) | 20.4 | (1.30) | 14.1 | (1.13) | 10.2 | (1.12) | 4.0 | (0.61) | 21.3 | (1.38) | 1.5 | (0.39) |
| 3 years old . | 3,674 | (89.8) | 48.8 | (1.47) | 29.7 | (0.75) | 30.5 | (1.43) | 40.0 | (1.42) | 9.4 | (0.87) | 6.3 | (0.61) | 3.1 | (0.69) | 18.5 | (1.25) | 1.6 | (0.31) |
| 4 years old | 3,508 | (90.4) | 70.6 | (1.57) | 28.5 | (0.65) | 19.8 | (1.68) | 58.4 | (1.50) | 6.6 | (0.65) | 4.8 | (0.57) | 1.8 | (0.37) | 13.2 | (1.15) | 1.9 | (0.36) |
| 5 years old. | 1,062 | (59.6) | 68.3 | (3.48) | 29.7 | (1.42) | 18.5 | (2.38) | 58.4 | (3.43) | 9.0 | (2.09) | 6.7 | (1.91) | 2.3 ! | (0.92) | 12.1 | (1.85) | 2.0 ! | (0.90) |
| Race/ethnicity of child and poverty status of household ${ }^{5}$ White $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 10,893 | (99.5) | 35.5 | (0.90) | 29.2 | (0.38) | 38.3 | (0.95) | 29.3 | (0.84) | 13.9 | (0.78) | 9.6 | (0.72) | 4.3 | (0.33) | 17.2 | (0.73) | 1.3 | (0.20) |
| Poor | 1,544 | (63.3) | 16.7 | (1.72) | 27.7 | (1.65) | 62.5 | (2.84) | 14.3 | (1.52) | 6.0 | (1.36) | 4.1 ! | (1.24) | 2.0 ! | (0.73) | 16.8 | (1.78) | 0.4 ! | (0.15) |
| Near-poor | 2,190 | (82.6) | 26.5 | (1.83) | 27.2 | (1.20) | 49.7 | (2.35) | 20.9 | (1.72) | 6.9 | (0.91) | 4.8 | (0.73) | 2.1 | (0.57) | 21.3 | (1.79) | 1.1 ! | (0.37) |
| Nonpoor | 7,159 | (69.5) | 42.4 | (1.14) | 29.9 | (0.45) | 29.5 | (1.18) | 35.2 | (1.03) | 17.7 | (1.05) | 12.3 | (0.99) | 5.4 | (0.47) | 16.1 | (0.82) | 1.5 | (0.27) |
| Black | 2,890 | (\#) | 42.1 | (2.28) | 32.9 | (1.21) | 31.1 | (2.46) | 34.2 | (2.39) | 8.5 | (1.66) | 5.9 | (1.29) | 2.6 ! | (1.07) | 24.6 | (1.94) | 1.5 ! | (0.50) |
| Poor. | 1,245 | (34.2) | 34.5 | (3.33) | 34.4 | (1.68) | 39.1 | (3.99) | 26.7 | (3.16) | 7.7 ! | (2.62) | 4.7 ! | (2.22) | + | (t) | 25.2 | (2.98) | 1.3 ! | (0.51) |
| Near-poor | 729 | (43.4) | 44.0 | (4.62) | 33.4 | (2.36) | 29.2 | (4.89) | 36.3 | (4.55) | 8.2 | (2.27) | 7.2 ! | (2.24) | , | (t) | 24.8 | (3.93) | + | ( $\dagger$ ) |
| Nonpoor .. | 916 | (24.9) | 51.0 | (3.92) | 31.0 | (2.34) | 21.8 | (3.32) | 42.8 | (4.39) | 10.0 ! | (3.45) | 6.5 ! | (2.29) | $\ddagger$ | ( $\dagger$ ) | 23.5 | (3.34) | $\ddagger$ | ( $\dagger$ |
| Hispanic ..... | 5,469 | (1.0) | 27.7 | (1.15) | 30.2 | (0.80) | 44.9 | (1.62) | 22.3 | (1.13) | 8.1 | (0.97) | 6.3 | (0.71) | 1.8 | (0.54) | 22.9 | (1.58) | 1.8 | (0.44) |
| Poor | 1,914 | (42.0) | 21.6 | (1.81) | 26.3 | (1.54) | 54.6 | (2.57) | 17.7 | (1.78) | 4.1 | (0.80) | 3.5 | (0.75) | $\pm$ | (t) | 21.0 | (2.40) | 2.5 ! | (0.94) |
| Near-poor | 1,575 | (56.1) | 24.3 | (2.24) | 31.5 | (1.64) | 47.1 | (3.32) | 20.0 | (2.15) | 7.7 | (1.80) | 6.1 | (1.52) | t | ( $\dagger$ ) | 23.1 | (2.47) | 2.0 ! | (0.68) |
| Nonpoor | 1,980 | (39.7) | 36.3 | (2.52) | 32.0 | (1.06) | 33.8 | (2.76) | 28.4 | (2.24) | 12.3 | (1.87) | 9.2 | (1.47) | 3.1 | (0.93) | 24.6 | (2.71) | 0.9 ! | (0.34) |
| Asian | 1,030 | (60.5) | 37.3 | (2.74) | 28.8 | (1.47) | 44.9 | (3.21) | 32.9 | (2.63) | 5.2 | (1.11) | 3.1 | (0.83) | 2.1 ! | (0.80) | 15.7 | (1.95) | 1.3 ! | (0.44) |
| Other ${ }^{6}$ | 1,393 | (80.8) | 31.5 | (2.31) | 29.1 | (1.14) | 42.9 | (2.84) | 26.9 | (2.28) | 11.1 | (1.62) | 6.5 | (1.25) | 4.7 | (1.02) | 18.1 | (1.88) | 1.0 ! | (0.39) |
| Number of parents in the household ${ }^{7}$ <br> Two parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 15,428 5,629 | (139.0) | 33.4 36.0 | $(0.73)$ $(1.36)$ | 28.3 33.1 | $(0.36)$ $(0.79)$ |  | (0.87) $(1.55)$ | 28.6 27.5 | (0.68) | 11.8 9.8 | $(0.61)$ $(1.00)$ | 8.3 6.8 | $(0.55)$ $(0.84)$ | 3.5 3.0 | $(0.27)$ $(0.62)$ | 16.5 25.7 | $(0.68)$ $(1.36)$ | 1.4 1.5 | $(0.18)$ $(0.31)$ |
| Mother in household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 19,989 | (91.0) | 33.9 | (0.70) | 29.6 | (0.37) | 40.0 | (0.84) | 28.3 | (0.62) | 11.4 | (0.51) | 8.2 | (0.47) | 3.2 | (0.24) | 18.9 | (0.63) | 1.4 | (0.16) |
| No ............................. | 1,685 | (91.0) | 38.4 | (2.65) | 34.3 | (1.68) |  | (2.74) | 27.6 | (2.38) | 8.0 | (1.93) | 3.2 ! | (1.00) | 4.9 ! | (1.68) | 27.6 | (2.85) | 2.2 ! | (0.69) |
| Mother's employment status ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Currently employed ..... | 10,801 | (136.5) | 43.1 | (1.06) | 32.2 | (0.38) | 17.9 | (0.94) | 34.9 | (0.93) | 18.1 | (0.87) | 13.7 | (0.78) | 4.4 | (0.40) | 26.9 | (0.98) | 2.2 | (0.29) |
| 35 or more hours per week | 7,615 | (148.0) | 44.7 | (1.25) | 35.1 | (0.44) | 15.2 | (1.13) | 36.3 | (1.13) | 19.2 | (0.99) | 15.0 | (0.93) | 4.2 | (0.46) | 26.8 | (1.14) | 2.4 | (0.38) |
| Less than 35 hours per week | 3,186 | (102.7) | 39.4 | (1.79) | 24.6 | (0.67) | 24.5 | (1.59) | 31.4 | (1.58) | 15.3 | (1.41) | 10.5 | (1.35) | 4.8 | (0.74) | 27.0 | (1.45) | 1.7 | (0.40) |
| Looking for work... | 1,478 | (83.0) | 26.8 | (3.03) | 29.4 | (2.03) | 55.1 | (3.50) | 22.2 | (2.92) | 3.8 ! | (1.29) | 2.4 ! | (1.17) | 1.4 ! | (0.70) | 18.5 | (2.79) | , | (t) |
| Not in labor force ... | 7,710 | (130.4) | 22.3 | (0.93) | 20.1 | (0.70) | 68.1 | (1.15) | 20.2 | (0.90) | 3.5 | (0.40) | 1.5 | (0.32) | 1.9 | (0.33) | 7.9 | (0.77) | 0.3 ! | (0.12) |
| Mother's highest education ${ }^{8}$ | 2,991 | (71.5) | 20.5 | (1.83) | 28.9 | (1.69) | 56.4 | (2.74) | 17.8 | (1.75) | 6.4 | (1.40) | 4.8 | (1.27) | 1.6 ! | (0.59) | 17.8 | (2.06) | 1.6 ! | (0.65) |
| High school/GED .................. | 4,041 | (96.1) | 25.7 | (1.75) | 29.1 | (1.11) | 48.2 | (2.24) | 22.2 | (1.68) | 7.6 | (1.32) | 6.4 | (1.26) | 1.2 ! | (0.39) | 21.6 | (1.68) | 0.4 ! | (0.16) |
| Vocational/technical or some college $\qquad$ | 4,084 | (104.5) | 31.4 | (1.31) | 28.6 | (0.76) | 42.7 | (1.47) | 26.0 | (1.37) | 9.2 | (0.94) | 7.4 | (0.74) | 1.8 | (0.44) | 20.4 | (1.35) | 1.7 | (0.36) |
| Associate's degree ... | 1,795 | (80.2) | 35.9 | (2.30) | 31.9 | (1.14) | 34.3 | (2.49) | 28.0 | (2.04) | 14.3 | (1.96) | 11.3 | (1.85) | 3.0 | (0.77) | 21.0 | (2.04) | 2.4 ! | (0.77) |
| Bachelor's degree | 5,056 | (102.6) | 43.4 | (1.39) | 29.4 | (0.53) | 31.3 | (1.34) | 36.1 | (1.33) | 14.3 | (0.93) | 9.9 | (0.82) | 4.4 | (0.50) | 17.3 | (1.04) | 1.1 | (0.24) |
| Graduate/professional degree | 2,022 | (40.2) | 49.7 | (1.79) | 31.0 | (0.61) | 21.2 | (1.55) | 41.2 | (1.71) | 21.1 | (1.38) | 11.2 | (0.98) | 9.8 | (1.08) | 14.7 | (1.20) | 1.8 | (0.43) |
| Language spoken most at home by mother ${ }^{8}$ English $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 16,057 | (127.9) | 35.8 | (0.83) | 29.7 | (0.35) | 37.5 | (0.91) | 29.6 | (0.75) | 12.6 | (0.63) | 9.0 | (0.57) | 3.6 | (0.26) | 19.0 | (0.67) | 1.3 | (0.15) |
| Non-English ...................... | 3,932 | (108.8) | 26.1 | (1.44) | 28.9 | (1.05) | 50.3 | (2.03) | 22.7 | (1.39) | 6.6 | (0.94) | 4.9 | (0.80) | 1.7 | (0.44) | 18.7 | (1.88) | 1.7 ! | (0.53) |
| Mother's age when first became parent ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 18 ........................ | 1,628 | (86.3) | 28.9 | (2.94) | 31.3 | (1.81) | 48.3 | (2.95) | 23.3 | (2.80) | 5.5 ! | (1.81) | 4.9 ! | (1.79) | $\pm$ | ( $\dagger$ ) | 21.8 | (2.36) | 1.1 ! | (0.44) |
| 18 or 19. | 2,285 | (110.7) | 24.3 | (2.03) | 30.7 | (1.49) | 49.2 | (2.78) | 20.3 | (1.92) | 7.4 | (1.64) | 5.9 | (1.25) | 1.6 ! | (0.59) | 22.5 | (2.18) | 0.6 ! | (0.26) |
| 20 or older.. | 15,935 | (142.3) | 35.7 | (0.78) | 29.3 | (0.39) | 37.9 | (0.89) | 29.8 | (0.68) | 12.6 | (0.58) | 8.9 | (0.53) | 3.8 | (0.29) | 18.1 | (0.60) | 1.5 | (0.19) |
| Household income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$20,000 or less. | 3,955 | (\#) | 24.6 | (1.40) | 29.7 | (0.98) | 52.0 | (1.92) | 19.3 | (1.21) | 6.7 | (1.00) | 4.5 | (0.88) | 2.2 | (0.58) | 20.6 | (1.47) | 1.4 ! | (0.45) |
| \$20,001 to \$50,000 | 6,246 | (1.0) | 28.5 | (1.20) | 28.8 | (0.80) | 46.8 | (1.46) | 23.5 | (1.18) | 6.4 | (0.62) | 5.1 | (0.54) | 1.2 | (0.28) | 21.6 | (1.18) | 1.7 | (0.29) |
| \$50,001 to \$75,000. | 3,881 | (\#) | 34.3 | (1.75) | 29.4 | (0.94) | 38.7 | (2.00) | 28.9 | (1.61) | 10.4 | (1.14) | 8.6 | (1.03) | 1.8 | (0.44) | 20.9 | (1.22) | 1.0 | (0.26) |
| \$75,001 to \$100,000 | 2,745 | (\#) | 40.6 | (1.86) | 31.0 | (0.98) | 28.4 | (1.89) | 33.9 | (1.73) | 16.4 | (1.66) | 13.9 | (1.64) | 2.5 | (0.63) | 20.1 | (1.73) | 1.3 ! | (0.46) |
| Over \$100,000 ... | 4,847 | (\#) | 45.9 | (1.49) | 31.2 | (0.57) | 27.3 | (1.66) | 37.8 | (1.37) | 18.5 | (1.20) | 9.8 | (0.90) | 8.8 | (0.86) | 14.9 | (1.17) | 1.5 | (0.31) |
| Poverty status of household ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor | 5,213 | (75.9) | 23.7 | (1.31) | 29.0 | (0.86) | 53.2 | (1.73) | 19.5 | (1.24) | 5.7 | (0.76) | 3.9 | (0.69) | 1.7 | (0.45) | 20.3 | (1.21) | 1.3 | (0.37) |
| Near-poor. | 4,996 | (96.6) | 28.1 | (1.41) | 29.5 | (0.92) | 46.3 | (1.66) | 23.0 | (1.29) | 6.8 | (0.80) | 5.2 | (0.68) | 1.6 | (0.35) | 22.4 | (1.26) | 1.6 | (0.31) |
| Nonpoor . | 11,464 | (56.5) | 41.7 | (0.96) | 30.5 | (0.44) | 30.5 | (1.02) | 34.5 | (0.83) | 15.5 | (0.78) | 10.6 | (0.69) | 4.9 | (0.41) | 18.1 | (0.82) | 1.4 | (0.20) |

See notes at end of table.

Table 202.30. Number of children under 6 years old and not yet enrolled in kindergarten, percentage in center-based programs, average weekly hours in nonparental care, and percentage in various types of primary care arrangements, by selected child and family characteristics: 2012-Continued

| Selected child or family characteristic | Number of children, ages 0 to 5 (in thousands) |  | Percent in center-based programs ${ }^{2}$ |  | Average hours per week in nonparental care $^{3}$ |  | Percentage distribution, by type of primary care arrangement ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Parental care only |  |  |  |  |  |  |  |  | Nonpare | ntal care |  |  |  |  |  |
|  |  |  | Centerbased care |  |  |  | Nonrelative home-based care |  |  |  |  |  | Relative |  | Multiple arrangements ${ }^{4}$ |  |
|  |  |  |  | Total |  |  | another home |  | In child's home |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Household size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 or 3 persons ..................... | 5,427 | (96.1) | 37.4 | (1.13) | 32.5 | (0.60) | 33.2 | (1.33) | 30.2 | (1.08) | 13.1 | (0.79) | 9.4 | (0.66) | 3.7 | (0.51) | 21.7 | (0.95) | 1.8 | (0.26) |
| 4 persons ......................... | 7,435 | (96.1) | 38.0 | (1.21) | 28.5 | (0.55) | 36.1 | (1.18) | 32.2 | (1.12) | 12.6 | (0.94) | 9.4 | (0.85) | 3.2 | (0.43) | 18.3 | (0.93) | 0.9 | (0.18) |
| 5 persons | 4,243 | (107.2) |  | (1.46) |  | (0.91) |  | (1.72) | 27.7 | (1.29) | 9.6 | (1.22) | 6.4 | (1.03) | 3.2 | (0.58) | 17.8 | (1.40) | 1.4 | (0.41) |
| 6 or more persons ................ | 4,569 | (107.1) |  | (1.48) |  | (1.13) | 49.4 | (2.00) | 19.9 | (1.44) | 7.8 | (0.95) | 4.5 | (0.70) | 3.3 | (0.70) | 21.0 | (1.54) | 1.9 | (0.49) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ................................... | 7,165 | (154.8) | 34.3 | (1.16) | 30.4 | (0.66) | 38.3 | (1.42) | 28.3 | (1.12) | 11.3 | (0.90) | 7.1 | (0.68) | 4.3 | (0.56) | 20.5 | (1.25) | 1.5 | (0.25) |
| Suburban .......................... | 7,682 | (173.4) |  | (1.18) |  | (0.56) |  | (1.23) | 29.8 | (1.12) | 10.6 | (0.68) | 7.4 | (0.61) | 3.2 | (0.38) | 20.0 | (0.95) | 1.4 | (0.29) |
| Town | 2,208 | (119.2) |  | (1.80) |  | (1.19) | 45.1 | (2.10) | 23.4 | (1.86) | 10.0 | (1.13) | 7.1 | (0.97) | 2.9 | (0.79) | 19.6 | (1.81) | 2.0 ! | (0.67) |
| Rural ................................... | 4,619 | (121.6) | 34.0 | (1.58) | 30.1 | (0.66) | 41.4 | (1.50) | 27.7 | (1.42) | 12.2 | (1.19) | 9.8 | (1.00) | 2.5 | (0.46) | 17.6 | (1.04) | 1.1 | (0.23) |

## $\dagger$ Not applicable.

\#Rounds to zero
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ A child's primary arrangement is the regular nonparental care arrangement or early childhood education program in which the child spent the most time per week.
${ }^{2}$ Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.
${ }^{3}$ Mean hours per week per child, among preschool children enrolled in any type of nonparental care arrangement. For children with more than one arrangement, the hours of each weekly arrangement were summed to calculate the total amount of time in child care per week.
${ }^{4}$ Children who spent an equal number of hours per week in multiple nonparental care arrangements.
${ }^{5}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family
incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2011, for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.
Includes persons of all other races and Two or more races.
${ }^{7}$ Excludes children living apart from their parents.
${ }^{8}$ Excludes children living in households with no mother or female guardian present.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPP-NHES:2012). (This table was prepared April 2015.)

Table 202.35. Primary child care arrangements of 4-and 5-year-old children who are not yet enrolled in kindergarten, by race/ethnicity, poverty status, and mother's highest level of education: Selected years, 1995 through 2012
[Standard errors appear in parentheses]


## $\dagger$ Not applicable

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty poverty threshold is aor children are those whose family incomes were at or above 200 percent of the poverty threshold. The for inflation. In 2011, for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.
Includes persen living in households with no mother or female guardian present.
${ }^{3}$ Includes persons of all other races and Two or more races.
${ }^{4}$ A child's primary arrangement is the regular nonparental care arrangement or early childhood education program in which the child spent the most time per week.
${ }^{5}$ Center-based arrangements include day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.
NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 used self-administered paper-and-pencil questionnaires that were mailed to respon-
dents. Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the dents. Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the
changes could be due to the mode change from telephone to mail. Race categories exclude persons of Hispanic ethnicity. Detail changes could be due to the mode change from telephone to mail. Race categories exclude persons of Hispanic ethnicity. Detail
may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPP-NHES:1995, 2001, 2005, and 2012). (This table was pre-
pared November 2014.)

Table 202.40. Child care arrangements of 3 - to 5 -year-old children who are not yet in kindergarten, by age and race/ethnicity: Selected years, 1991 through 2012
[Standard errors appear in parentheses]

| Year and child care arrangement | Total |  | Age |  |  |  |  |  | Race/ethnicity |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 3 years old |  | 4 years old |  | 5 years old |  | White |  | Black |  | Hispanic |  | Asian/Pacific Islander |  | Other ${ }^{1}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 1991 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All 3- to 5-year-olds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In thousands | 8,402 | (40.9) | 3,733 | (7.1) | 3,627 | (14.6) | 1,042 | (38.6) | 5,850 | (59.9) | 1,236 | (41.0) | 999 | (31.3) | 147 | (19.0) | 170 | (29.9) |
| Percent ............. | 100.0 | ( $\dagger$ ) | 44.4 | (0.21) | 43.2 | (0.24) | 12.4 | (0.40) | 69.6 | (0.67) | 14.7 | (0.47) | 11.9 | (0.37) | 1.7 | (0.23) | 2.0 | (0.35) |
| Percent in nonparental arrangements ${ }^{2}$ | 69.0 | (0.80) | 62.2 | (1.19) | 74.0 | (1.05) | 75.7 | (2.10) | 69.4 | (0.87) | 75.2 | (2.02) | 59.3 | (2.35) | 73.5 | (4.94) | 61.7 | (6.08) |
| Relative care ........................... | 16.9 | (0.60) | 16.2 | (0.72) | 18.0 | (0.85) | 15.6 | (1.34) | 14.8 | (0.66) | 24.1 | (2.09) | 19.6 | (2.08) | 22.5 | (4.03) | 16.6 ! | (6.52) |
| Nonrelative care | 14.8 | (0.56) | 14.8 | (0.76) | 14.7 | (0.79) | 14.9 | (1.81) | 17.3 | (0.76) | 7.9 | (1.20) | 9.4 | (1.27) | 11.2 | (3.19) | 12.9 | (3.60) |
| Center-based programs ${ }^{3}$........ | 52.8 | (0.89) | 42.3 | (1.44) | 60.4 | (1.04) | 63.9 | (2.12) | 54.0 | (0.95) | 58.3 | (2.49) | 38.8 | (2.20) | 56.4 | (5.76) | 49.9 | (6.09) |
| Percent with parental care only. | 31.0 | (0.80) | 37.8 | (1.19) | 26.0 | (1.05) | 24.3 | (2.10) | 30.6 | (0.87) | 24.8 | (2.02) | 40.7 | (2.35) | 26.5 | (4.94) | 38.3 | (6.08) |
| 1995 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All 3- to 5 -year-olds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In thousands ..... | 9,222 | (52.9) | 4,123 | (8.3) | 4,061 | (12.5) | 1,038 | (48.3) | 6,334 | (94.0) | 1,389 | (56.1) | 1,042 | (38.8) | 208 | (25.0) | 249 | (31.0) |
| Percent | 100.0 | ( $\dagger$ ) | 44.7 | (0.25) | 44.0 | (0.24) | 11.3 | (0.46) | 68.7 | (0.94) | 15.1 | (0.60) | 11.3 | (0.42) | 2.3 | (0.27) | 2.7 | (0.34) |
| Percent in nonparental arrangements ${ }^{2}$ | 74.1 | (1.01) | 68.0 | (1.95) | 77.9 | (1.24) | 83.8 | (1.78) | 74.8 | (1.39) | 80.1 | (2.50) | 61.6 | (2.33) | 80.1 | (4.78) | 72.2 | (5.53) |
| Relative care . | 19.4 | (0.64) | 21.4 | (1.23) | 18.4 | (0.95) | 15.2 | (2.14) | 16.5 | (0.84) | 28.7 | (2.78) | 22.8 | (2.01) | 24.3 | (5.61) | 21.2 | (4.73) |
| Nonrelative care .. | 16.9 | (0.84) | 18.5 | (1.35) | 15.3 | (1.03) | 17.2 | (2.19) | 19.4 | (1.04) | 11.3 | (1.65) | 12.5 | (1.64) | 8.8 ! | (3.96) | 11.8 | (3.40) |
| Center-based programs ${ }^{3}$.......... | 55.1 | (0.97) | 40.7 | (1.55) | 64.8 | (1.45) | 74.5 | (2.35) | 56.9 | (1.44) | 59.8 | (3.19) | 37.4 | (2.15) | 59.4 | (6.51) | 54.5 | (6.96) |
| Percent with parental care only ........ | 25.9 | (1.01) | 32.0 | (1.95) | 22.1 | (1.24) | 16.2 | (1.78) | 25.2 | (1.39) | 19.9 | (2.50) | 38.4 | (2.33) | 19.9 | (4.78) | 27.8 | (5.53) |
| 1999 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All 3-to 5-year-olds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In thousands ..... | 8,518 | (139.7) | 3,809 | (79.1) | 3,703 | (79.9) | 1,006 | (54.2) | 5,384 | (77.4) | 1,214 | (59.2) | 1,376 | (52.3) | 204 | (25.5) | 341 | (33.5) |
| Percent ..................................... | 100.0 | ( $\dagger$ ) | 44.7 | (0.93) | 43.5 | (0.93) | 11.8 | (0.64) | 63.2 | (0.91) | 14.2 | (0.69) | 16.2 | (0.61) | 2.4 | (0.30) | 4.0 | (0.39) |
| Percent in nonparental arrangements ${ }^{2}$ | 76.9 | (0.72) | 69.2 | (1.42) | 82.3 | (0.99) | 86.5 | (1.78) | 76.8 | (0.91) | 86.3 | (1.97) | 66.6 | (2.04) | 84.0 | (5.25) | 83.0 | (4.28) |
| Relative care ..... | 22.8 | (0.77) | 24.3 | (1.28) | 22.0 | (1.14) | 20.2 | (2.06) | 18.7 | (0.90) | 33.4 | (2.58) | 26.5 | (1.86) | 22.5 ! | (6.85) | 34.4 | (4.81) |
| Nonrelative care | 16.1 | (0.67) | 16.3 | (1.02) | 15.9 | (1.07) | 16.1 | (2.08) | 19.4 | (0.88) | 7.4 | (1.37) | 12.7 | (1.29) | 9.1 ! | (3.95) | 11.2 | (2.22) |
| Center-based programs ${ }^{3}$ | 59.7 | (0.63) | 45.7 | (1.28) | 69.6 | (1.19) | 76.5 | (2.40) | 60.0 | (0.81) | 73.2 | (2.40) | 44.2 | (2.19) | 61.1 | (7.05) | 68.9 | (5.19) |
| Percent with parental care only ........ | 23.1 | (0.72) | 30.8 | (1.42) | 17.7 | (0.99) | 13.5 | (1.78) | 23.2 | (0.91) | 13.7 | (1.97) | 33.4 | (2.04) | 16.0 ! | (5.25) | 17.0 | (4.28) |
| 2001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All 3- to 5-year-olds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In thousands.. | 8,551 | (11.0) | 3,795 | (91.4) | 3,861 | (89.0) | 896 | (47.0) | 5,313 | (68.0) | 1,251 | (55.1) | 1,506 | (43.5) | 202 | (29.0) | 280 | (28.2) |
| Percent | 100.0 | ( $\dagger$ ) | 44.4 | (1.06) | 45.1 | (1.04) | 10.5 | (0.55) | 62.1 | (0.79) | 14.6 | (0.64) | 17.6 | (0.51) | 2.4 | (0.34) | 3.3 | (0.33) |
| Percent in nonparental arrangements ${ }^{2}$ | 73.9 | (0.67) | 66.2 | (1.29) | 79.6 | (1.11) | 82.0 | (2.49) | 74.7 | (0.99) | 84.9 | (2.22) | 61.0 | (2.03) | 69.9 | (7.18) | 80.9 | (4.11) |
| Relative care | 22.8 | (0.89) | 23.6 | (1.39) | 22.5 | (1.33) | 20.9 | (2.66) | 19.6 | (1.01) | 36.7 | (3.42) | 22.8 | (1.89) | 19.6 | (4.42) | 25.2 | (5.16) |
| Nonrelative care .......... | 14.0 | (0.65) | 14.7 | (1.17) | 13.6 | (0.95) | 13.1 | (2.13) | 16.5 | (0.98) | 8.5 | (1.65) | 11.3 | (1.43) | $\ddagger$ | ( $\dagger$ ) | 14.0 | (4.09) |
| Center-based programs ${ }^{3}$.............. | 56.4 | (0.55) | 42.8 | (1.21) | 65.9 | (1.25) | 73.0 | (2.69) | 59.1 | (0.89) | 63.1 | (2.93) | 39.9 | (1.86) | 63.4 | (7.13) | 60.6 | (4.85) |
| Percent with parental care only ........ | 26.1 | (0.67) | 33.8 | (1.29) | 20.4 | (1.11) | 18.0 | (2.49) | 25.3 | (0.99) | 15.1 | (2.22) | 39.0 | (2.03) | 30.1 | (7.18) | 19.1 | (4.11) |
| 2005 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All 3- to 5-year-olds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In thousands.. | 9,066 | (9.0) | 4,070 | (93.0) | 3,873 | (92.0) | 1,123 | (67.3) | 5,177 | (80.2) | 1,233 | (57.1) | 1,822 | (50.0) | 282 | (31.7) | 552 | (48.3) |
| Percent ...................................... | 100.0 | ( $\dagger$ ) | 44.9 | (1.03) | 42.7 | (1.01) | 12.4 | (0.74) | 57.1 | (0.89) | 13.6 | (0.63) | 20.1 | (0.56) | 3.1 | (0.35) | 6.1 | (0.53) |
| Percent in nonparental arrangements ${ }^{2}$ | 73.7 | (0.92) | 66.6 | (1.48) | 79.4 | (1.42) | 79.6 | (3.15) | 75.9 | (1.22) | 80.5 | (2.85) | 62.0 | (2.10) | 79.8 | (4.41) | 72.9 | (4.62) |
| Relative care .. | 22.6 | (1.02) | 24.0 | (1.44) | 20.8 | (1.56) | 23.8 | (3.17) | 21.4 | (1.34) | 25.0 | (3.42) | 22.6 | (1.79) | 15.9 | (4.68) | 31.7 | (4.49) |
| Nonrelative care .......... | 11.6 | (0.73) | 14.4 | (1.12) | 9.2 | (1.03) | 9.9 | (2.00) | 15.0 | (1.13) | 5.2 | (1.31) | 8.1 | (1.36) | 7.0 ! | (3.34) | 8.7 | (2.41) |
| Center-based programs ${ }^{3}$.............. | 57.2 | (0.83) | 42.5 | (1.67) | 69.2 | (1.36) | 68.7 | (3.51) | 59.1 | (1.32) | 66.5 | (3.41) | 43.4 | (2.10) | 72.5 | (4.99) | 55.9 | (4.89) |
| Percent with parental care only ........ | 26.3 | (0.92) | 33.4 | (1.48) | 20.6 | (1.42) | 20.4 | (3.15) | 24.1 | (1.22) | 19.5 | (2.85) | 38.0 | (2.10) | 20.2 | (4.41) | 27.1 | (4.62) |
| 2012 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All 3- to 5-year-olds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In thousands ..... | 8,244 | (85.1) | 3,674 | (89.8) | 3,508 | (90.4) | 1,062 | (59.6) | 4,062 | (97.4) | 1,154 | (63.4) | 2,100 | (76.1) | 423 | (32.7) | 505 | (44.4) |
| Percent .................................... | 100.0 | ( $\dagger$ ) | 44.6 | (0.97) | 42.5 | (1.01) | 12.9 | (0.72) | 49.3 | (1.12) | 14.0 | (0.75) | 25.5 | (0.84) | 5.1 | (0.38) | 6.1 | (0.55) |
| Percent in nonparental arrangements ${ }^{2}$ | 77.9 | (1.02) | 72.7 | (1.32) | 81.8 | (1.62) | 83.1 | (2.32) | 78.7 | (1.41) | 83.5 | (2.97) | 73.7 | (2.24) | 79.5 | (3.76) | 74.8 | (4.21) |
| Relative care .. | 26.2 | (0.98) | 27.9 | (1.45) | 25.1 | (1.44) | 24.6 | (2.72) | 24.0 | (1.17) | 30.2 | (3.23) | 29.3 | (2.12) | 21.7 | (3.50) | 26.6 | (3.92) |
| Nonrelative care ...................... | 13.3 | (0.75) | 15.4 | (1.09) | 11.0 | (0.88) | 13.9 | (2.41) | 16.1 | (1.20) | 11.4 | (2.18) | 10.8 | (1.16) | 5.9 | (1.57) | 12.1 | (2.77) |
| Center-based programs ${ }^{3}$.............. | 60.6 | (1.05) | 48.8 | (1.47) | 70.6 | (1.57) | 68.3 | (3.48) | 63.0 | (1.54) | 68.0 | (3.10) | 51.5 | (2.12) | 67.8 | (3.98) | 55.5 | (4.57) |
| Percent with parental care only ........ | 22.1 | (1.02) | 27.3 | (1.32) | 18.2 | (1.62) | 16.9 | (2.32) | 21.3 | (1.41) | 16.5 | (2.97) | 26.3 | (2.24) | 20.5 | (3.76) | 25.2 | (4.21) |

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ Includes persons of all other races and Two or more races.
${ }^{2}$ The total percentage of children who participated in nonparental arrangements. Counts each child only once, even if the child participated in more than one type of nonparental care.
${ }^{3}$ Center-based programs include day care centers, nursery schools, prekindergartens, preschools, and Head Start programs.
NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 used self-
administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey, Parent Survey, and Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECE-NHES:1991; ParentNHES:1999; ECPP-NHES:1995, 2001, 2005, and 2012). (This table was prepared September 2014.)

## Table 202.65. Percentage distribution of first-time kindergartners, by primary type of child care arrangement during the year prior to kindergarten entry and selected child, family, and school characteristics: 2010-11

[Standard errors appear in parentheses]

| Selected child, family, or school characteristic | Percent of first-time kindergartners during the year before starting kindergarten |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, all children |  | No regular nonparental care |  | Primary type of nonparental care arrangement ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
|  |  |  | Total, any regular nonparental care |  | Home-based care |  |  |  | Center-based care |  | Multiple arrangements |  |
|  |  |  | Relative care | Nonrelative care |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Total | 100.0 | (t) | 20.9 | (0.82) | 79.1 | (0.82) | 14.9 | (0.46) | 6.3 | (0.36) | 55.3 | (0.97) | 2.5 | (0.18) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 100.0 | ( $\dagger$ ) | 21.0 | (0.91) | 79.0 | (0.91) | 14.3 | (0.51) | 6.6 | (0.38) | 55.6 | (1.01) | 2.6 | (0.23) |
| Female | 100.0 | ( $\dagger$ ) | 20.8 | (0.88) | 79.2 | (0.88) | 15.6 | (0.67) | 6.0 | (0.46) | 55.1 | (1.13) | 2.4 | (0.25) |
| Age of child at kindergarten entry, fall 2010 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 years old ................................ | 100.0 | ( $\dagger$ ) | 19.5 | (1.88) | 80.5 | (1.88) | 14.4 | (1.39) | 4.3 | (1.19) | 59.3 | (2.53) | 2.5 | (0.53) |
| 5 years old to $51 / 2$ years old .............................. | 100.0 | (t) | 21.5 | (0.92) | 78.5 | (0.92) | 15.8 | (0.64) | 5.9 | (0.39) | 54.5 | (1.09) | 2.3 | (0.21) |
| More than $51 / 2$ years old to 6 years old ............... | 100.0 | ( $\dagger$ ) | 20.5 | (0.89) | 79.5 | (0.89) | 14.8 | (0.62) | 6.4 | (0.45) | 55.6 | (1.05) | 2.7 | (0.26) |
| More than 6 years old ...................................... | 100.0 | ( $\dagger$ ) | 21.1 | (1.56) | 78.9 | (1.56) | 11.8 | (1.15) | 8.6 | (1.15) | 55.8 | (2.26) | 2.6 | (0.63) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .. | 100.0 | ( $\dagger$ ) | 18.1 | (0.86) | 81.9 | (0.86) | 12.9 | (0.57) | 8.5 | (0.65) | 57.8 | (1.15) | 2.7 | (0.25) |
| Black | 100.0 | ( $\dagger$ ) | 19.9 | (1.93) | 80.1 | (1.93) | 17.8 | (1.29) | 3.9 | (0.59) | 55.5 | (2.06) | 2.8 | (0.47) |
| Hispanic | 100.0 | ( $\dagger$ ) | 28.3 | (1.28) | 71.7 | (1.28) | 18.1 | (0.70) | 4.0 | (0.43) | 47.8 | (1.41) | 1.8 | (0.21) |
| Asian | 100.0 | ( $\dagger$ ) | 19.6 | (2.37) | 80.4 | (2.37) | 14.6 | (1.43) | 2.3 | (0.57) | 61.6 | (3.25) | 1.8 | (0.52) |
| Paciicic Islander | 100.0 | ( $\dagger$ ) | 38.8 | (6.02) | 61.2 | (6.02) | 27.2 | (7.27) | $\ddagger$ | ( $\dagger$ ) | 27.6 | (6.59) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native .......................... | 100.0 | (t) | 23.5 | (3.93) | 76.5 | (3.93) | 13.2 ! | (4.58) | $\ddagger$ | ( $\dagger$ | 56.7 | (2.41) | $\ddagger$ | ( $\dagger$ |
| Two or more races ............................................ | 100.0 | (t) | 17.2 | (2.03) | 82.8 | (2.03) | 13.8 | (1.53) | 5.2 | (0.97) | 60.9 | (2.51) | 2.9 ! | (0.93) |
| Parents' employment status, fall $2010^{2}$ Two parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One employed full time, one part time | 100.0 | (t) | 16.5 | (1.19) | 83.5 | (1.19) | 14.7 | (0.85) | 7.1 | (0.75) | 58.8 | (1.40) | 2.8 | (0.38) |
| One employed full time, one looking for work ...... | 100.0 | ( $\dagger$ ) | 23.6 | (2.19) | 76.4 | (2.19) | 16.2 | (1.87) | 4.6 | (0.86) | 52.9 | (2.82) | 2.8 | (0.80) |
| One employed full time, one not in labor force .... | 100.0 | ( $\dagger$ ) | 33.7 | (1.63) | 66.3 | (1.63) | 4.7 | (0.49) | 1.6 | (0.25) | 58.9 | (1.59) | 1.0 | (0.22) |
| Other combination ........................................ | 100.0 | ( $\dagger$ ) | 36.8 | (1.48) | 63.2 | (1.48) | 11.7 | (1.29) | 4.3 | (0.90) | 45.8 | (1.92) | 1.5 | (0.43) |
| Single parent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Employed full time ....................................... | 100.0 | (t) | 9.5 | (0.97) | 90.5 | (0.97) | 29.0 | (1.23) | 7.9 | (0.95) | 49.4 | (1.39) | 4.2 | (0.41) |
| Employed part time ........................................ | 100.0 | (t) | 16.3 | (1.75) | 83.7 | (1.75) | 26.6 | (1.99) | 5.0 | (1.14) | 49.4 | (2.56) | 2.7 ! | (0.97) |
| Looking for work ............................................ | 100.0 | ( $\dagger$ ) | 23.0 | (2.23) | 77.0 | (2.23) | 17.9 | (2.32) | 2.8 ! | (1.19) | 54.7 | (2.38) | 1.5 ! | (0.72) |
| Not in labor force | 100.0 | ( $\dagger$ ) | 35.2 | (2.53) | 64.8 | (2.53) | 14.2 | (1.70) | $\ddagger$ | ( $\dagger$ ) | 48.1 | (2.69) | $\ddagger$ | (t) |
| No parent in household | 100.0 | ( $\dagger$ ) | 23.4 | (2.65) | 76.6 | (2.65) | 16.9 | (3.28) | 3.7 ! | (1.29) | 52.8 | (4.15) | 3.3 ! | (1.45) |
| Parents' highest level of education ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school ..................................... | 100.0 | ( $\dagger$ ) | 37.7 | (2.11) | 62.3 | (2.11) | 15.8 | (1.21) | 3.1 | (0.68) | 42.5 | (2.04) | 0.9 ! | (0.27) |
| High school completion ....................................... | 100.0 | (t) | 28.3 | (1.22) | 71.7 | (1.22) | 19.1 | (0.96) | 5.1 | (0.40) | 45.5 | (1.25) | 1.9 | (0.33) |
| Some college/vocational .................................. | 100.0 | ( $\dagger$ ) | 20.2 | (0.90) | 79.8 | (0.90) | 18.1 | (0.81) | 7.0 | (0.54) | 51.6 | (1.30) | 3.0 | (0.35) |
| Bachelor's degree .............................................. | 100.0 | (t) | 14.7 | (0.96) | 85.3 | (0.96) | 10.9 | (0.69) | 6.5 | (0.71) | 64.8 | (1.23) | 3.1 | (0.31) |
| Any graduate education .................................. | 100.0 | ( $\dagger$ ) | 12.9 | (1.14) | 87.1 | (1.14) | 8.7 | (0.70) | 7.6 | (0.67) | 68.3 | (1.38) | 2.4 | (0.33) |
| Household type, fall 2010 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two-parent household . | 100.0 | ( $\dagger$ ) | 21.5 | (0.94) | 78.5 | (0.94) | 12.4 | (0.45) | 6.9 | (0.49) | 56.7 | (1.14) | 2.5 | (0.21) |
| Mother-only household ................................... | 100.0 | ( $\dagger$ ) | 17.5 | (0.87) | 82.5 | (0.87) | 23.9 | (0.90) | 5.2 | (0.58) | 50.4 | (1.08) | 3.1 | (0.32) |
| Father-only household .................................... | 100.0 | (t) | 17.5 | (2.96) | 82.5 | (2.96) | 30.8 | (3.51) | 5.8 | (1.69) | 43.4 | (3.66) | 2.4 ! | (1.16) |
| Other household type ..................................... | 100.0 | ( $\dagger$ ) | 23.4 | (2.65) | 76.6 | (2.65) | 16.9 | (3.28) | 3.7 ! | (1.29) | 52.8 | (4.15) | 3.3 ! | (1.45) |
| Primary home language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English .................... | 100.0 | ( $\dagger$ ) | 18.4 | (0.72) | 81.6 | (0.72) | 14.9 | (0.56) | 7.0 | (0.41) | 57.1 | (0.98) | 2.7 | (0.21) |
| Non-English | 100.0 | (t) | 35.6 | (2.10) | 64.4 | (2.10) | 14.7 | (0.95) | 2.9 | (0.48) | 45.3 | (1.84) | 1.5 | (0.25) |
| Primary language not identified | 100.0 | ( $\dagger$ ) | 22.1 | (4.09) | 77.9 | (4.09) | 18.2 | (3.74) | + | ( $\dagger$ | 54.2 | (4.62) | $\pm$ | ( $\dagger$ |
| Poverty status ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Below poverty threshold .. | 100.0 | ( $\dagger$ ) | 30.4 | (1.46) | 69.6 | (1.46) | 16.4 | (0.90) | 2.6 | (0.36) | 48.9 | (1.46) | 1.7 | (0.30) |
| 100 to 199 percent of poverty threshold ............... | 100.0 | ( $\dagger$ ) | 24.9 | (1.20) | 75.1 | (1.20) | 16.5 | (0.90) | 5.0 | (0.49) | 51.8 | (1.40) | 1.7 | (0.25) |
| 200 percent or more of poverty threshold .............. | 100.0 | ( $\dagger$ ) | 13.5 | (0.69) | 86.5 | (0.69) | 12.3 | (0.64) | 8.7 | (0.58) | 62.3 | (1.12) | 3.2 | (0.29) |
| Socioeconomic status ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lowest 20 percent. | 100.0 | ( $\dagger$ ) | 35.2 | (1.52) | 64.8 | (1.52) | 15.6 | (0.75) | 3.4 | (0.44) | 44.3 | (1.28) | 1.6 | (0.27) |
| Middle 60 percent | 100.0 | ( $\dagger$ ) | 19.6 | (0.71) | 80.4 | (0.71) | 16.9 | (0.54) | 6.9 | (0.45) | 53.9 | (1.09) | 2.7 | (0.23) |
| Highest 20 percent .... | 100.0 | ( $\dagger$ ) | 12.3 | (1.13) | 87.7 | (1.13) | 8.7 | (0.67) | 7.1 | (0.56) | 69.1 | (1.29) | 2.7 | (0.29) |
| School type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ......................................................... | 100.0 | ( $\dagger$ ) | 21.8 | (0.80) | 78.2 | (0.80) | 15.8 | (0.51) | 6.2 | (0.35) | 53.7 | (0.98) | 2.5 | (0.20) |
| Private ............................................................ | 100.0 | (t) | 14.5 | (1.98) | 85.5 | (1.98) | 8.3 | (0.78) | 7.0 | (0.88) | 67.9 | (1.69) | 2.3 | (0.32) |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ The type of nonparental care in which the child spent the most hours. Multiple arrangements refers to children who spent an equal amount of time in each of two or more types of arrangements.
${ }^{2}$ Parents who reported working at least 35 hours per week are defined as employed full time, while those who reported working less than 35 hours per week are defined as employed part time. Those neither employed nor looking for work are not in the labor force ${ }^{3}$ Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.
${ }^{4}$ Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify incomes determined to meet household needs, given family size and composition.

For example, a family of three with one child was below the poverty threshold if its annual income was less than \$17,552 in 2010.
${ }^{5}$ Socioeconomic status (SES) was measured by a composite score based on parental education and occupations and household income at the time of data collection.
NOTE: Estimates weighted by W1_2P0. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. Two parents may refer to two biological parents, two adoptive parents, or one biological/adoptive parent and one other parent/partner. Single parent refers to one biological or adoptive parent only. In households without parents, the guardian or guardians may be related or unrelated to the child. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and survey item nonresponse. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergar-ten-First Grade Restricted-Use Data File. (This table was prepared November 2014.)

Table 202.70. Number and percentage distribution of 3- to 5 -year-olds not enrolled in school and all children enrolled in prekindergarten through second grade, by grade level and selected maternal and household characteristics: 2001, 2005, and 2012
[Standard errors appear in parentheses]

| Selected maternal or household characteristic | 3 - to 5-year-olds, not enrolled in school |  |  |  |  |  | Enrolled in nursery school or prekindergarten |  |  |  |  |  | Enrolled in kindergarten |  |  |  |  |  | Enrolled in first grade |  |  |  |  |  | Enrolled in second grade |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2001 |  | 2005 |  | 2012 |  | 2001 |  | 2005 |  | 2012 |  | 2001 |  | 2005 |  | 2012 |  | 2001 |  | 2005 |  | 2012 |  | 2001 |  | 2005 |  | 2012 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Number of children (in thousands) ..... | 3,990 | (3.2) | 4,156 | (5.0) | 3,250 | (90.6) | 4,586 | (\#) | 4,926 | (\#) | 4,994 | (103.8) | 3,831 | (\#) | 3,717 | (\#) | 5,710 | (115.2) | 4,333 | (\#) | 4,118 | (\#) | 3,944 | (136.3) | 3,934 | (\#) | 3,900 | (\#) | 4,192 | (151.8) |
| Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mother's highest level of education ${ }^{1}$ $\qquad$ | 100.0 | ( $)$ | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | (t) | 100.0 | () |
| Less than high school ... | 16.4 | (1.26) | 13.8 | (1.24) | 24.4 | (1.60) | 8.0 | (0.76) | 6.8 | (0.76) | 11.4 | (1.06) | 10.7 | (1.31) | 9.5 | (1.16) | 16.9 | (1.83) | 11.7 | (1.28) | 10.0 | (1.20) | 11.1 | (1.56) | 13.5 | (1.26) | 10.3 | (1.21) | 10.1 | (1.93) |
| High school/GED $\qquad$ Vocationaltechnical or | 39.7 | (1.59) | 37.2 | (2.17) | 26.8 | (1.61) | 26.1 | (1.34) | 24.6 | (1.34) | 16.7 | (1.04) | 30.3 | (1.86) | 27.5 | (1.92) | 21.6 | (1.92) | 30.3 | (2.17) | 31.1 | (2.13) | 16.4 | (1.45) | 32.8 | (2.11) | 29.5 | (1.77) | 27.0 | (2.94) |
| some college .......... | 19.1 | (1.30) | 21.2 | (1.43) | 24.1 | (1.41) | 24.6 | (1.28) | 19.2 | (1.32) | 19.5 | (1.21) | 23.5 | (1.84) | 20.7 | (1.70) | 21.3 | (2.12) | 24.3 | (1.87) | 19.9 | (1.93) | 25.4 | (1.96) | 22.5 | (2.18) | 19.8 | (1.64) | 20.0 | (1.60) |
| Associate's degree ........ | 5.9 | (0.67) | 6.8 | (0.82) | 7.7 | (0.82) | 7.7 | (0.71) | 8.4 | (0.71) | 9.4 | (0.86) | 7.6 | (1.18) | 7.7 | (0.96) | 8.0 | (1.06) | 7.5 | (1.01) | 10.3 | (1.22) | 8.4 | (0.81) | 7.5 | (0.92) | 8.0 | (0.98) | 12.0 | (1.50) |
| Bachelor's degree ........ | 13.0 | (1.05) | 14.9 | (1.20) | 13.9 | (1.10) | 20.4 | (1.03) | 25.5 | (1.13) | 30.6 | (1.15) | 18.8 | (1.51) | 21.3 | (1.42) | 23.4 | (1.73) | 18.5 | (1.71) | 18.0 | (1.23) | 28.1 | (1.78) | 14.9 | (1.66) | 18.7 | (1.46) | 20.7 | (1.59) |
| Graduate/professional degree $\qquad$ | 6.0 | (0.73) | 6.1 | (0.73) | 3.1 | (0.38) | 13.2 | (0.99) | 15.5 | (0.94) | 12.4 | (0.70) | 9.1 | (1.16) | 13.4 | (1.43) | 8.7 | (0.87) | 7.7 | (1.03) | 10.6 | (1.22) | 10.6 | (0.99) | 8.8 | (1.25) | 13.6 | (1.62) | 10.1 | (0.94) |
| Mother's employment status ${ }^{1}$ $\qquad$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
| Working 35 hours/week or more $\qquad$ | 36.7 | (1.55) | 33.5 | (1.92) | 34.2 | (2.03) | 43.7 | (1.18) | 39.4 | (1.42) | 45.3 | (1.23) | 38.9 | (1.99) | 36.9 | (2.25) | 40.4 | (2.32) | 46.1 | (2.33) | 40.7 | (2.35) | 44.2 | (1.98) | 42.3 | (2.30) | 41.2 | (2.19) | 42.6 | (2.26) |
| Working less than 35 hours/week $\qquad$ | 19.2 | (1.30) | 21.1 | (1.50) | 14.3 | (1.34) | 22.8 | (1.00) | 24.4 | (1.36) | 18.3 | (0.94) | 22.6 | (1.57) | 21.5 | (1.62) | 16.8 | (1.63) | 19.7 | (1.59) | 20.7 | (1.42) | 17.8 | (1.68) | 20.1 | (1.60) | 22.7 | (1.72) | 19.6 | (1.65) |
| Looking for work ... | 5.7 | (0.75) | 8.7 | (1.37) | 7.6 | (1.01) | 3.9 | (0.55) | 4.0 | (0.59) | 6.7 | (0.90) | 3.9 | (0.87) | 7.3 | (1.06) | 8.2 | (1.59) | 4.1 | (0.89) | 5.7 | (1.07) | 5.7 | (1.01) | 5.1 | (1.09) | 4.9 | (0.82) | 3.5 | (0.58) |
| Not in labor force ... | 38.4 | (1.48) | 36.8 | (1.79) | 43.9 | (2.00) | 29.6 | (1.27) | 32.2 | (1.35) | 29.7 | (1.18) | 34.7 | (2.16) | 34.3 | (1.99) | 34.6 | (2.31) | 30.1 | (2.05) | 32.8 | (1.97) | 32.3 | (2.06) | 32.5 | (2.22) | 31.2 | (1.99) | 34.4 | (2.42) |
| Household income ..... | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | ( $\dagger$ |
| \$20,000 or less ...... | 28.6 | (1.24) | 22.2 | (1.29) | 24.0 | (1.74) | 21.2 | (0.93) | 17.3 | (1.07) | 14.0 | (0.80) | 22.6 | (1.56) | 19.3 | (1.26) | 20.8 | (1.52) | 23.1 | (1.79) | 18.2 | (1.45) | 12.6 | (1.12) | 21.8 | (1.71) | 20.1 | (1.54) | 14.8 | (1.41) |
| \$20,001 to \$50,000 ... | 40.5 | (1.50) | 42.4 | (1.65) | 34.8 | (1.92) | 28.9 | (1.20) | 27.6 | (1.39) | 24.9 | (1.07) | 37.8 | (1.95) | 31.9 | (1.76) | 30.4 | (1.86) | 36.4 | (2.18) | 33.0 | (1.95) | 25.1 | (1.52) | 36.3 | (2.11) | 32.9 | (2.10) | 28.7 | (1.90) |
| \$50,001 to \$75,000. | 18.8 | (1.31) | 19.9 | (1.24) | 17.4 | (1.46) | 21.2 | (1.09) | 20.8 | (0.97) | 18.9 | (1.02) | 20.9 | (1.68) | 18.4 | (1.46) | 13.9 | (1.34) | 18.3 | (1.41) | 20.4 | (1.84) | 19.5 | (1.73) | 19.6 | (1.80) | 20.3 | (1.56) | 18.5 | (1.51) |
| \$75,001 to \$100,000 ..... | 7.2 | (0.76) | 9.0 | (1.08) | 10.2 | (1.08) | 13.0 | (0.92) | 14.7 | (0.93) | 15.1 | (0.88) | 9.0 | (1.04) | 14.1 | (1.29) | 13.4 | (1.02) | 11.1 | (1.41) | 10.8 | (1.22) | 15.1 | (1.26) | 12.0 | (1.33) | 13.9 | (1.41) | 10.8 | (1.08) |
| Over \$ 100,000 ............. | 4.9 | (0.61) | 6.4 | (0.93) | 13.7 | (1.60) | 15.7 | (0.83) | 19.7 | (1.11) | 27.1 | (1.02) | 9.6 | (0.98) | 16.3 | (1.29) | 21.5 | (1.63) | 11.0 | (1.30) | 17.6 | (1.36) | 27.8 | (1.90) | 10.3 | (1.27) | 12.8 | (1.39) | 27.3 | (1.68) |
| Poverty status of household ${ }^{2}$. | 100.0 |  | 100.0 |  | 100.0 |  | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | ( $\dagger$ |
| Poor | 27.5 | (1.24) | 25.9 | (1.53) | 33.0 | (1.79) | 19.3 | (0.94) | 17.2 | (1.10) | 17.7 | (1.00) | 22.2 | (1.67) | 21.2 | (1.53) | 28.9 | (2.16) | 23.1 | (2.00) | 20.8 | (1.47) | 17.1 | (1.46) | 21.2 | (1.70) | 22.1 | (1.50) | 22.0 | (1.76) |
| Near-poor .. | 23.9 | (1.27) | 31.3 | (1.73) | 29.6 | (1.78) | 17.9 | (0.99) | 20.9 | (1.24) | 20.0 | (1.18) | 22.6 | (1.86) | 23.1 | (2.05) | 21.4 | (1.84) | 20.9 | (1.93) | 22.8 | (1.35) | 20.9 | (1.39) | 22.1 | (1.92) | 23.4 | (1.66) | 23.0 | (1.81) |
| Nonpoor ...... | 48.6 | (1.39) | 42.8 | (1.66) | 37.5 | (1.62) | 62.8 | (1.18) | 61.9 | (1.34) | 62.3 | (1.32) | 55.2 | (1.91) | 55.7 | (1.82) | 49.7 | (1.77) | 56.0 | (1.99) | 56.4 | (1.74) | 62.1 | (1.89) | 56.7 | (1.97) | 54.5 | (1.82) | 55.0 | (2.14) |

## to zero

${ }^{1}$ Excludes children living in households with no mother or female guardian present.
${ }^{2}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The for inflation. In 2011, for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: Enrollment data include homeschooled students and ungraded students if a grade equivalent was available. For 2001 and 2005, excludes students for whom no grade equivalent was available. For 2012, all students had a known grade level and via telephone with an interviewer, NHES-2012 used self-administered (NHES) administrations prior to 2012 were adminnitered respondents. Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Detail may not sum to totals because of rounding. vey, Before- and After-School Programs and Activities Survey, and Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (ECPP-NHES:2001, 2005, and 2012; ASPA-NHES:2001 and 2005; and PFINHES:2012). (This table was prepared October 2014.)

Table 203.10. Enrollment in public elementary and secondary schools, by level and grade: Selected years, fall 1980 through fall 2026
[In thousands]

|  |  | Elementary |  |  |  |  |  |  |  |  |  |  |  | Secondary |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year | $\begin{array}{r} \text { All } \\ \text { grades } \end{array}$ | Total |  | Kindergarten | $\begin{array}{r} 1 s t \\ \text { grade } \end{array}$ | $\begin{array}{r} 2 n d \\ \text { grade } \end{array}$ | $\begin{array}{r} 3 \mathrm{rd} \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 4th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 5 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 6th } \\ \text { grade } \end{array}$ | $\begin{array}{r} 7 \text { th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 8th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { Un- } \\ \text { graded } \end{array}$ | Total | $\begin{array}{r} \text { 9th } \\ \text { grade } \end{array}$ | $\begin{array}{r} \text { 10th } \\ \text { grade } \end{array}$ | $\begin{aligned} & \text { 11th } \\ & \text { grade } \end{aligned}$ | $\begin{aligned} & \text { 12th } \\ & \text { grade } \end{aligned}$ | $\begin{aligned} & \text { Un- } \\ & \text { graded }^{1} \end{aligned}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1980 | 40,877 | 27,647 | 96 | 2,593 | 2,894 | 2,800 | 2,893 | 3,107 | 3,130 | 3,038 | 3,085 | 3,086 | 924 | 13,231 | 3,377 | 3,368 | 3,195 | 2,925 | 366 |
| 1985 | 39,422 | 27,034 | 151 | 3,041 | 3,239 | 2,941 | 2,895 | 2,771 | 2,776 | 2,789 | 2,938 | 2,982 | 511 | 12,388 | 3,439 | 3,230 | 2,866 | 2,550 | 303 |
| 1990. | 41,217 | 29,876 | 303 | 3,306 | 3,499 | 3,327 | 3,297 | 3,248 | 3,197 | 3,110 | 3,067 | 2,979 | 541 | 11,341 | 3,169 | 2,896 | 2,612 | 2,381 | 284 |
| 1991. | 42,047 | 30,503 | 375 | 3,311 | 3,556 | 3,360 | 3,334 | 3,315 | 3,268 | 3,239 | 3,181 | 3,020 | 542 | 11,544 | 3,313 | 2,915 | 2,645 | 2,392 | 278 |
| 1992 .. | 42,823 | 31,086 | 505 | 3,313 | 3,542 | 3,431 | 3,361 | 3,342 | 3,325 | 3,303 | 3,299 | 3,129 | 536 | 11,737 | 3,352 | 3,027 | 2,656 | 2,431 | 272 |
| 1993 | 43,465 | 31,502 | 545 | 3,377 | 3,529 | 3,429 | 3,437 | 3,361 | 3,350 | 3,356 | 3,355 | 3,249 | 513 | 11,963 | 3,487 | 3,050 | 2,751 | 2,424 | 250 |
| 1994. | 44,111 | 31,896 | 603 | 3,444 | 3,593 | 3,440 | 3,439 | 3,426 | 3,372 | 3,381 | 3,404 | 3,302 | 492 | 12,215 | 3,604 | 3,131 | 2,748 | 2,488 | 244 |
| 1995. | 44,840 | 32,338 | 637 | 3,536 | 3,671 | 3,507 | 3,445 | 3,431 | 3,438 | 3,395 | 3,422 | 3,356 | 500 | 12,502 | 3,704 | 3,237 | 2,826 | 2,487 | 247 |
| 1996. | 45,611 | 32,762 | 670 | 3,532 | 3,770 | 3,600 | 3,524 | 3,454 | 3,453 | 3,494 | 3,464 | 3,403 | 399 | 12,849 | 3,801 | 3,323 | 2,930 | 2,586 | 208 |
| 1997. | 46,127 | 33,071 | 695 | 3,503 | 3,755 | 3,689 | 3,597 | 3,507 | 3,458 | 3,492 | 3,520 | 3,415 | 440 | 13,056 | 3,819 | 3,376 | 2,972 | 2,673 | 216 |
| 1998. | 46,539 | 33,344 | 729 | 3,443 | 3,727 | 3,681 | 3,696 | 3,592 | 3,520 | 3,497 | 3,530 | 3,480 | 449 | 13,195 | 3,856 | 3,382 | 3,021 | 2,722 | 214 |
| 1999 .. | 46,857 | 33,486 | 751 | 3,397 | 3,684 | 3,656 | 3,691 | 3,686 | 3,604 | 3,564 | 3,541 | 3,497 | 415 | 13,371 | 3,935 | 3,415 | 3,034 | 2,782 | 205 |
| 2000. | 47,204 | 33,686 | 776 | 3,382 | 3,636 | 3,634 | 3,676 | 3,711 | 3,707 | 3,663 | 3,629 | 3,538 | 334 | 13,517 | 3,963 | 3,491 | 3,083 | 2,803 | 177 |
| 2001. | 47,672 | 33,936 | 865 | 3,379 | 3,614 | 3,593 | 3,653 | 3,695 | 3,727 | 3,769 | 3,720 | 3,616 | 304 | 13,736 | 4,012 | 3,528 | 3,174 | 2,863 | 159 |
| 2002 | 48,183 | 34,114 | 915 | 3,434 | 3,594 | 3,565 | 3,623 | 3,669 | 3,711 | 3,788 | 3,821 | 3,709 | 285 | 14,069 | 4,105 | 3,584 | 3,229 | 2,990 | 161 |
| 2003. | 48,540 | 34,201 | 950 | 3,503 | 3,613 | 3,544 | 3,611 | 3,619 | 3,685 | 3,772 | 3,841 | 3,809 | 255 | 14,339 | 4,190 | 3,675 | 3,277 | 3,046 | 150 |
| 2004 | 48,795 | 34,178 | 990 | 3,544 | 3,663 | 3,560 | 3,580 | 3,612 | 3,635 | 3,735 | 3,818 | 3,825 | 215 | 14,618 | 4,281 | 3,750 | 3,369 | 3,094 | 122 |
| 2005 | 49,113 | 34,204 | 1,036 | 3,619 | 3,691 | 3,606 | 3,586 | 3,578 | 3,633 | 3,670 | 3,777 | 3,802 | 205 | 14,909 | 4,287 | 3,866 | 3,454 | 3,180 | 121 |
| 2006 | 49,316 | 34,235 | 1,084 | 3,631 | 3,751 | 3,641 | 3,627 | 3,586 | 3,602 | 3,660 | 3,716 | 3,766 | 170 | 15,081 | 4,260 | 3,882 | 3,551 | 3,277 | 110 |
| 2007. | 49,291 | 34,204 | 1,081 | 3,609 | 3,750 | 3,704 | 3,659 | 3,624 | 3,600 | 3,628 | 3,700 | 3,709 | 139 | 15,086 | 4,200 | 3,863 | 3,557 | 3,375 | 92 |
| 2008. | 49,266 | 34,286 | 1,180 | 3,640 | 3,708 | 3,699 | 3,708 | 3,647 | 3,629 | 3,614 | 3,653 | 3,692 | 117 | 14,980 | 4,123 | 3,822 | 3,548 | 3,400 | 87 |
| 2009 | 49,361 | 34,409 | 1,223 | 3,678 | 3,729 | 3,665 | 3,707 | 3,701 | 3,652 | 3,644 | 3,641 | 3,651 | 119 | 14,952 | 4,080 | 3,809 | 3,541 | 3,432 | 90 |
| 2010 | 49,484 | 34,625 | 1,279 | 3,682 | 3,754 | 3,701 | 3,686 | 3,711 | 3,718 | 3,682 | 3,676 | 3,659 | 77 | 14,860 | 4,008 | 3,800 | 3,538 | 3,472 | 42 |
| 2011. | 49,522 | 34,773 | 1,291 | 3,746 | 3,773 | 3,713 | 3,703 | 3,672 | 3,699 | 3,724 | 3,696 | 3,679 | 77 | 14,749 | 3,957 | 3,751 | 3,546 | 3,452 | 43 |
| 2012 .. | 49,771 | 35,018 | 1,307 | 3,831 | 3,824 | 3,729 | 3,719 | 3,690 | 3,673 | 3,723 | 3,746 | 3,699 | 76 | 14,753 | 3,975 | 3,730 | 3,528 | 3,477 | 43 |
| 2013 | 50,045 | 35,251 | 1,328 | 3,834 | 3,885 | 3,791 | 3,738 | 3,708 | 3,697 | 3,684 | 3,748 | 3,753 | 85 | 14,794 | 3,980 | 3,761 | 3,526 | 3,476 | 52 |
| 2014 .. | 50,313 | 35,370 | 1,369 | 3,772 | 3,863 | 3,857 | 3,806 | 3,719 | 3,719 | 3,710 | 3,710 | 3,757 | 87 | 14,943 | 4,033 | 3,794 | 3,568 | 3,496 | 52 |
|  | Projected |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2015. | 50,485 | 35,414 | 1,373 | 3,783 | 3,754 | 3,836 | 3,870 | 3,798 | 3,727 | 3,735 | 3,734 | 3,717 | 87 | 15,070 | 4,036 | 3,844 | 3,599 | 3,538 | 52 |
| 2016. | 50,625 | 35,514 | 1,378 | 3,797 | 3,765 | 3,727 | 3,848 | 3,861 | 3,806 | 3,742 | 3,760 | 3,742 | 87 | 15,111 | 3,994 | 3,848 | 3,647 | 3,570 | 52 |
| 2017 | 50,710 | 35,562 | 1,372 | 3,781 | 3,778 | 3,738 | 3,739 | 3,840 | 3,870 | 3,822 | 3,767 | 3,768 | 87 | 15,148 | 4,021 | 3,808 | 3,651 | 3,617 | 52 |
| 2018. | 50,759 | 35,593 | 1,373 | 3,783 | 3,762 | 3,750 | 3,750 | 3,731 | 3,848 | 3,886 | 3,848 | 3,775 | 87 | 15,166 | 4,048 | 3,833 | 3,613 | 3,620 | 52 |
| 2019 ..... | 50,843 | 35,657 | 1,384 | 3,812 | 3,764 | 3,735 | 3,763 | 3,742 | 3,739 | 3,864 | 3,912 | 3,856 | 87 | 15,186 | 4,056 | 3,859 | 3,637 | 3,583 | 52 |
| 2020. | 50,996 | 35,667 | 1,394 | 3,840 | 3,793 | 3,737 | 3,747 | 3,755 | 3,750 | 3,755 | 3,890 | 3,920 | 87 | 15,329 | 4,143 | 3,867 | 3,661 | 3,606 | 52 |
| 2021 | 51,152 | 35,639 | 1,404 | 3,867 | 3,821 | 3,766 | 3,749 | 3,739 | 3,762 | 3,766 | 3,780 | 3,898 | 87 | 15,513 | 4,212 | 3,949 | 3,669 | 3,631 | 52 |
| 2022. | 51,301 | 35,660 | 1,414 | 3,894 | 3,848 | 3,793 | 3,778 | 3,741 | 3,747 | 3,778 | 3,791 | 3,788 | 87 | 15,641 | 4,188 | 4,015 | 3,747 | 3,638 | 53 |
| 2023. | 51,455 | 35,815 | 1,423 | 3,920 | 3,875 | 3,821 | 3,806 | 3,770 | 3,749 | 3,763 | 3,804 | 3,799 | 87 | 15,640 | 4,070 | 3,993 | 3,809 | 3,716 | 53 |
| 2024 ..... | 51,562 | 35,982 | 1,431 | 3,943 | 3,900 | 3,847 | 3,833 | 3,798 | 3,778 | 3,765 | 3,788 | 3,812 | 88 | 15,579 | 4,081 | 3,880 | 3,788 | 3,778 | 52 |
| 2025 | 51,632 | 36,156 | 1,439 | 3,964 | 3,924 | 3,872 | 3,860 | 3,825 | 3,805 | 3,794 | 3,790 | 3,796 | 88 | 15,476 | 4,095 | 3,891 | 3,681 | 3,757 | 52 |
| 2026 ............. | 51,738 | 36,362 | 1,445 | 3,981 | 3,944 | 3,896 | 3,885 | 3,851 | 3,833 | 3,822 | 3,819 | 3,798 | 89 | 15,376 | 4,078 | 3,904 | 3,691 | 3,651 | 52 |

${ }^{1}$ Includes students reported as being enrolled in grade 13.
NOTE: Due to changes in reporting and imputation practices, prekindergarten enrollment for years prior to 1992 represent an undercount compared to later years. The total ungraded counts of students were prorated to the elementary and secondary levels based on prior reports. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1980-81; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985-86 through 2014-15; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2026. (This table was prepared December 2016.)

Table 203.20. Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2026


[^21]
-Not available.
NOTE: DOD = Department of Defense. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990-91 through 2014-15; and State Public Elementary and Secondary Enrollment Projection Model, 1980 through 2026. (This table was prepared November 2016.)

Table 203.25. Public school enrollment in prekindergarten through grade 8, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2026

| Region, state, and jurisdiction | Actual enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  | Projected enrollment |  |  |  |  |  | Percent change in enrollment, 2014 to 2026 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 1990 | Fall 2000 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |  | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2020 | Fall 2026 |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| United States | 29,875,914 | 33,686,421 | 34,177,565 | 34,203,962 | 34,234,751 | 34,204,081 | 34,285,564 | 34,409,260 | 34,624,530 | 34,772,751 | 35,017,893 | 35,250,792 | 35,369,694 | 2.8 | 35,414,400 | 35,513,900 | 35,561,600 | 35,593,500 | 35,667,100 | 36,361,700 | 2.8 |
| Region |  | 5839970 | 5689094 | 5620.955 | 5573729 | 5504,400 | 5476224 | 5,494,080 | 5540276 | 5479174 | 5493308 | 5502015 |  | 05 | 5488.100 | 5478200 | 5456900 | 5433000 | 5386100 | 5202300 | 54 |
| Midwest | 7,129,501 | 7,523,246 | 7,438,674 | 7,425,308 | 7,404,578 | 7,059,028 | 7,373,391 | 7,361,959 | 7,349,334 | 7,358,792 | 7,3688484 | 7,394,141 | 7,374,598 | 0.2 | 7,347,400 | 7,432,500 | 7,307,700 | 7,270,500 | 7,210,000 | 7,135,800 | -5.4 -3.2 |
| South .. | 10,858,800 | 12,314,176 | 12,780,160 | 12,881,836 | 12,989,696 | 13,085,045 | 13,166,980 | 13,300,643 | 13,434,553 | 13,578,211 | 13,711,284 | 13,830,129 | 13,917,451 | 4.6 | 13,995,500 | 14,095,200 | 14,183,400 | 14,273,400 | 14,449,700 | 15,026,700 | 8.0 |
| West ............................ | 6,698,818 | 8,009,029 | 8,269,637 | 8,273,863 | 8,266,748 | 8,255,608 | 8,268,969 | 8,252,578 | 8,300,367 | 8,356,574 | 8,444,817 | 8,524,507 | 8,558,461 | 3.7 | 8,583,300 | 8,608,000 | 8,613,600 | 8,616,600 | 8,621,300 | 8,977,000 | 4.9 |
| State |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alabama | 527,097 | 538,634 | 521,757 | 529,347 | 528,664 | 525,978 | 528,078 | 529,394 | 533,612 | 527,006 | 527,434 | 527,499 | 523,096 | -1.2 | 520,500 | 520,300 | 520,800 | 520,900 | 521,900 | 519,100 | -0.8 |
| Alaska ... | 85,297 | 94,442 | 91,981 | 91,225 | 90,167 | 88,980 | 89,263 | 90,824 | 91,990 | 92,057 | 93,069 | 92,714 | 92,745 | 2.1 | 93,400 | 94,500 | 95,600 | 96,700 | 98,200 | 100,700 | 8.6 |
| Arizona | 479,046 | 640,564 | 722,203 | 739,535 | 759,656 | 771,056 | 771,749 | 760,420 | 751,992 | 759,494 | 767,734 | 775,280 | 780,123 | 2.6 | 787,600 | 796,100 | 803,100 | 809,900 | 823,100 | 898,000 | 15.1 |
| Arkansas. | 313,505 | 318,023 | 328,187 | 335,746 | 336,552 | 339,920 | 341,603 | 344,209 | 345,808 | 346,022 | 347,631 | 349,709 | 349,174 | 1.4 | 349,100 | 349,400 | 350,100 | 350,800 | 353,900 | 357,200 | 2.3 |
| California | 3,613,734 | 4,407,035 | 4,507,355 | 4,465,615 | 4,410,105 | 4,328,968 | 4,306,258 | 4,264,022 | 4,293,968 | 4,308,447 | 4,331,807 | 4,357,989 | 4,360,241 | 2.3 | 4,345,000 | 4,331,000 | 4,306,400 | 4,280,100 | 4,225,300 | 4,332,900 | -0.6 |
| Colorado. | 419,910 | 516,566 | 540,695 | 549,875 | 559,041 | 565,726 | 580,304 | 591,378 | 601,077 | 610,854 | 617,510 | 627,619 | 634,363 | 7.3 | 639,500 | 643,300 | 644,700 | 646,900 | 652,900 | 693,000 | 9.2 |
| Connecticut.... | 347,396 | 406,445 | 404,169 | 399,705 | 398,063 | 394,034 | 392,218 | 389,964 | 387,475 | 383,377 | 380,709 | 377,162 | 374,888 | -3.9 | 369,200 | 364,700 | 358,600 | 353,200 | 343,100 | 321,500 | -14.2 |
| Delaware. | 72,606 | 80,801 | 83,599 | 84,639 | 84,996 | 85,019 | 86,811 | 87,710 | 90,279 | 90,624 | 91,004 | 93,204 | 94,696 | 8.0 | 95,900 | 97,000 | 97,700 | 98,400 | 99,300 | 101,700 | 7.4 |
| District of Columbia .......... | 61,282 | 53,692 | 57,118 | 55,646 | 52,391 | 55,836 | 50,779 | 51,656 | 53,548 | 56,195 | 58,273 | 60,379 | 62,997 | 22.0 | 65,600 | 68,700 | 71,500 | 74,400 | 79,500 | 89,500 | 42.0 |
| Florida .......................... | 1,369,934 | 1,759,902 | 1,857,798 | 1,873,395 | 1,866,562 | 1,855,859 | 1,849,295 | 1,850,901 | 1,858,498 | 1,876,102 | 1,892,560 | 1,913,710 | 1,933,695 | 4.5 | 1,951,200 | 1,973,500 | 1,994,500 | 2,014,600 | 2,051,800 | 2,179,100 | 12.7 |
| Georgia | 849,082 | 1,059,983 | 1,118,379 | 1,145,446 | 1,166,508 | 1,178,577 | 1,185,684 | 1,194,751 | 1,202,479 | 1,211,250 | 1,22२,289 | 1,233,877 | 1,242,832 | 4.0 | 1,249,200 | 1,257,000 | 1,265,000 | 1,273,000 | 1,289,900 | 1,365,000 | 9.8 |
| Hawaii. | 122,840 | 132,293 | 128,788 | 127,472 | 126,008 | 125,556 | 125,910 | 127,477 | 127,525 | 131,005 | 133,590 | 135,925 | 131,307 | 3.0 | 136,300 | 137,300 | 138,200 | 138,700 | 139,200 | 138,300 | 5.3 |
| Idaho ... | 160,091 | 170,421 | 178,221 | 182,829 | 187,005 | 191,171 | 193,554 | 194,728 | 194,144 | 198,064 | 202,203 | 209,333 | 205,460 | 5.5 | 205,200 | 204,900 | 204,300 | 203,800 | 203,600 | 213,600 | 4.0 |
| Illinois .. | 1,309,516 | 1,473,933 | 1,483,644 | 1,480,320 | 1,477,679 | 1,472,909 | 1,479,195 | 1,463,713 | 1,454,793 | 1,453,156 | 1,448,201 | 1,445,459 | 1,428,964 | -2.4 | 1,422,000 | 1,414,200 | 1,403,400 | 1,388,800 | 1,363,000 | 1,342,000 | -6.1 |
| Indiana .. | 675,804 | 703,261 | 720,006 | 724,467 | 730,108 | 729,550 | 730,021 | 730,599 | 729,414 | 724,605 | 725,040 | 731,035 | 729,804 | -0.1 | 723,500 | 720,800 | 719,200 | 716,000 | 713,400 | 711,200 | -2.5 |
| lowa | 344,804 | 333,750 | 324,169 | 326,160 | 326,218 | 329,504 | 335,566 | 341,333 | 348,112 | 350,152 | 355,041 | 357,953 | 359,449 | 5.3 | 361,500 | 363,100 | 363,600 | 364,100 | 364,100 | 362,200 | 0.8 |
| Kansas ... | 319,648 | 323,157 | 321,176 | 320,513 | 326,201 | 326,771 | 331,079 | 332,997 | 342,927 | 347,129 | 349,695 | 355,929 | 355,305 | 6.7 | 355,900 | 357,000 | 357,300 | 357,500 | 357,700 | 360,000 | 1.3 |
| Kentucky ....................... | 459,200 | 471,429 | 485,794 | 487,429 | 487,165 | 469,373 | 472,204 | 484,466 | 480,334 | 488,456 | 491,065 | 485,001 | 491,766 | 1.5 | 493,200 | 496,900 | 499,800 | 502,200 | 506,400 | 509,300 | 3.6 |
| Louisiana ....................... | 586,202 | 546,579 | 533,751 | 482,082 | 492,116 | 499,549 | 504,213 | 509,883 | 512,266 | 518,802 | 524,792 | 523,310 | 522,009 | 2.4 | 523,400 | 524,700 | 526,800 | 525,900 | 531,500 | 534,400 | 2.4 |
| Maine ........................... | 155,203 | 145,701 | 136,275 | 133,491 | 132,338 | 130,742 | 129,324 | 128,646 | 128,929 | 130,046 | 127,924 | 127,071 | 126,109 | -2.0 | 124,800 | 123,800 | 122,600 | 121,100 | 118,200 | 111,500 | -11.6 |
| Maryland .. | 526,744 | 609,043 | 597,417 | 588,571 | 579,065 | 576,479 | 576,473 | 581,785 | 588,156 | 594,216 | 602,802 | 612,580 | 620,442 | 6.6 | 628,300 | 634,000 | 637,900 | 641,000 | 644,800 | 642,000 | 3.5 |
| Massachusetts ................ | 604,234 | 702,575 | 682,175 | 675,398 | 670,628 | 666,926 | 666,538 | 666,551 | 666,402 | 666,314 | 667,267 | 668,261 | 666,910 | 0.1 | 663,800 | 661,900 | 658,700 | 655,500 | 651,500 | 644,200 | -3.4 |
| Michigan ....................... | 1,144,878 | 1,222,482 | 1,211,698 | 1,191,397 | 1,170,558 | 1,136,823 | 1,118,569 | 1,114,611 | 1,075,584 | 1,070,873 | 1,061,930 | 1,060,065 | 1,051,722 | -5.6 | 1,036,400 | 1,025,800 | 1,014,800 | 1,001,600 | 982,100 | 958,300 | -8.9 |
| Minnesota ...... | 545,556 | 577,766 | 558,447 | 557,757 | 558,445 | 558,180 | 560,184 | 564,661 | 569,963 | 575,544 | 583,363 | 589,564 | 594,161 | 5.2 | 599,900 | 604,800 | 607,300 | 608,100 | 608,600 | 607,600 | 2.3 |
| Mississippi ..... | 371,641 | 363,873 | 361,057 | 358,030 | 356,382 | 353,512 | 351,807 | 351,652 | 350,885 | 352,999 | 356,364 | 356,432 | 352,884 | 0.4 | 350,500 | 349,200 | 348,300 | 347,000 | 344,100 | 331,600 | 6.0 |
| Missouri | 588,070 | 644,766 | 628,667 | 635,142 | 634,275 | 631,746 | 635,411 | 638,082 | 642,991 | 645,376 | 647,530 | 649,061 | 648,864 | 1.7 | 648,100 | 648,600 | 648,200 | 647,500 | 645,900 | 644,600 | -0.7 |
| Montana ... | 111,169 | 105,226 | 98,673 | 97,770 | 97,021 | 96,354 | 96,869 | 97,868 | 98,491 | 99,725 | 100,819 | 101,991 | 102,716 | 5.0 | 103,700 | 104,500 | 105,400 | 106,200 | 107,700 | 113,800 | 10.8 |
| Nebraska .... | 198,080 | 195,486 | 194,816 | 195,055 | 195,769 | 200,095 | 202,912 | 206,860 | 210,292 | 213,504 | 215,432 | 219,122 | 222,671 | 7.6 | 223,600 | 224,400 | 224,700 | 224,600 | 225,400 | 232,900 | 4.6 |
| Nevada | 149,881 | 250,720 | 288,753 | 295,989 | 302,953 | 307,573 | 308,328 | 305,512 | 307,297 | 309,360 | 313,730 | 319,240 | 324,518 | 6.2 | 328,500 | 332,700 | 336,900 | 341,000 | 348,000 | 369,500 | 13.9 |
| New Hampshire .............. | 126,301 | 147,121 | 140,241 | 138,584 | 136,188 | 134,359 | 132,995 | 132,768 | 131,576 | 129,632 | 128,169 | 126,933 | 125,845 | -5.2 | 124,000 | 122,100 | 120,300 | 118,300 | 115,000 | 109,500 | -13.0 |
| New Jersey ..... | 783,422 | 967,533 | 975,856 | 970,592 | 963,418 | 954,418 | 956,765 | 968,332 | 981,255 | 947,576 | 956,070 | 956,379 | 982,202 | 1.4 | 970,100 | 968,600 | 964,200 | 958,800 | 949,400 | 918,100 | -6.5 |
| New Mexico ................... | 208,087 | 224,879 | 227,900 | 229,552 | 230,091 | 229,718 | 231,415 | 235,343 | 239,345 | 239,481 | 240,978 | 241,528 | 241,105 | 2.4 | 240,300 | 240,000 | 239,700 | 239,300 | 238,600 | 242,500 | 0.6 |
| New York. | 1,827,418 | 2,028,906 | 1,942,575 | 1,909,028 | 1,887,284 | 1,856,315 | 1,843,080 | 1,847,003 | 1,869,150 | 1,857,574 | 1,868,561 | 1,884,845 | 1,889,428 | 2.3 | 1,890,400 | 1,896,000 | 1,898,500 | 1,900,600 | 1,898,600 | 1,852,000 | 2.0 |
| North Carolina ............... | 783,132 | 945,470 | 985,740 | 1,003,118 | 1,027,067 | 1,072,324 | 1,058,926 | 1,053,801 | 1,058,409 | 1,074,063 | 1,080,090 | 1,089,594 | 1,092,368 | 3.7 | 1,092,600 | 1,096,000 | 1,098,900 | 1,110,700 | 1,119,900 | 1,155,300 | 5.8 |
| North Dakota .................. | 84,943 | 72,421 | 67,122 | 65,638 | 64,395 | 63,492 | 63,955 | 64,576 | 66,035 | 67,888 | 70,995 | 73,527 | 76,165 | 17.9 | 78,800 | 81,500 | 83,800 | 85,700 | 89,100 | 94,100 | 23.6 |
| Ohio | 1,257,580 | 1,293,646 | 1,267,088 | 1,261,331 | 1,253,193 | 1,241,322 | 1,239,494 | 1,225,346 | 1,222,808 | 1,217,226 | 1,211,299 | 1,208,500 | 1,204,872 | -1.7 | 1,196,100 | 1,190,900 | 1,185,800 | 1,179,900 | 1,168,600 | 1,138,100 | -5.5 |
| Oklahoma ......... | 424,899 | 445,402 | 452,942 | 456,954 | 459,944 | 462,629 | 467,960 | 476,962 | 483,464 | 490,196 | 496,144 | 501,504 | 503,846 | 5.6 | 505,100 | 508,500 | 510,800 | 512,900 | 519,900 | 533,900 | 6.0 |
| Oregon ... | 340,243 | 379,264 | 376,933 | 379,680 | 380,576 | 383,598 | 395,421 | 404,451 | 392,601 | 391,310 | 409,325 | 414,405 | 421,561 | 4.2 | 425,200 | 429,400 | 432,300 | 435,000 | 440,300 | 449,800 | 6.7 |
| Pennsylvania .................. | 1,172,164 | 1,257,824 | 1,234,828 | 1,227,625 | 1,220,074 | 1,205,351 | 1,194,327 | 1,200,446 | 1,209,766 | 1,204,850 | 1,204,732 | 1,201,169 | 1,193,762 | -0.6 | 1,187,000 | 1,183,300 | 1,177,300 | 1,170,100 | 1,157,000 | 1,116,900 | -6.4 |
| Rhode Island .................. | 101,797 | 113,545 | 107,040 | 103,870 | 101,996 | 99,159 | 97,983 | 98,184 | 97,734 | 97,659 | 97,809 | 98,738 | 99,067 | 0.9 | 98,500 | 97,900 | 97,300 | 96,500 | 95,400 | 93,200 | -6.0 |
| South Carolina ....... | 452,033 | 493,226 | 504,264 | 498,030 | 501,273 | 504,566 | 507,602 | 512,124 | 515,581 | 519,389 | 527,350 | 533,822 | 539,800 | 5.4 | 544,500 | 550,300 | 555,400 | 560,100 | 567,400 | 578,900 | 7.2 |
| South Dakota ........... | 95,165 | 87,838 | 83,891 | 83,530 | 83,137 | 83,424 | 87,477 | 85,745 | 87,936 | 90,529 | 93,204 | 94,251 | 95,739 | 11.7 | 96,700 | 98,000 | 99,000 | 99,800 | 100,500 | 100,700 | 5.2 |
| Tennessee .................... | 598,111 | 668,123 | 670,880 | 676,576 | 691,971 | 681,751 | 684,549 | 686,668 | 701,707 | 712,749 | 711,525 | 709,668 | 707,067 | 3.0 | 707,300 | 709,400 | 711,600 | 714,000 | 717,800 | 747,300 | 5.7 |
| Texas ......................... | 2,510,955 | 2,943,047 | 3,184,235 | 3,268,339 | 3,319,782 | 3,374,684 | 3,446,511 | 3,520,348 | 3,586,609 | 3,636,852 | 3,690,146 | 3,742,266 | 3,783,324 | 7.5 | 3,821,000 | 3,860,500 | 3,892,800 | 3,925,500 | 3,996,900 | 4,264,300 | 12.7 |
| Utah ............................ | 324,982 | 333,104 | 355,445 | 357,644 | 371,272 | 410,258 | 404,469 | 413,343 | 424,979 | 434,536 | 444,202 | 451,332 | 456,667 | 10.5 | 462,200 | 467,000 | 470,600 | 474,400 | 484,800 | 538,200 | 17.9 |

See notes at end of table.

|  | Actual enrolment |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{\|r\|} \hline \text { Percent } \\ \text { change in } \\ \text { enrollment, } \\ 2009 \text { to } \\ 2014 \\ \hline \end{array}$ | Projected enrolment |  |  |  |  |  | Percentchange inenrollment,2014 to2026 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Region, state, and jurisdiction | Fall 1990 | Fall 2000 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |  | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2020 | Fall 2026 |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |  |
| Vermont ..... | 70,860 | 70,320 | 65,935 | 64,662 | 63,740 | 63,096 | 62,994 | 62,186 | 67,989 | 62,146 | 62.067 | 61,457 | 60,973 | -2.0 | 60,300 | 59,900 | 59,400 | 58,900 | 57,900 | 55,400 |  |  |
| Virginia ..... | 728,880 | 815,748 | 839,687 | 841,299 | 841,685 | 850,444 | 855,008 | 864,020 | 871,446 | 881,225 | 889,444 | 896,573 | 897,688 | 3.9 | 899,600 | 902,400 | 904,900 | 906,000 | 909,400 | 922,800 | 2.8 | \% $\bar{\circ}$ |
| Washington.....- | ${ }^{612,597}$ | 694,367 | 695,405 | 699,482 | ${ }^{694,858}$ | 697,407 | 704,794 | ${ }^{705,387}$ | 744,172 | 718,184 | 724,560 | ${ }^{730,868}$ | 740,320 | 5.0 | 748,200 | 758,100 | 766,700 | 774,500 | 789,300 | 814,500 | 10.0 |  |
| West Virginia ...... | 224,097 | 201,201 | 197,555 | 197,189 | 197,573 | 198,545 | 199,477 | 200,313 | 201,472 | 2020,05 | 202,371 | 201,001 | 199,767 | -0.3 | ${ }^{188,500}$ | 197,600 | 196,800 | ${ }^{196,000}$ | 195,300 | 195,300 | -2.2 | 울 |
| Wisconsin $\qquad$ | $\begin{gathered} 565,457 \\ 70,941 \end{gathered}$ | $\begin{gathered} 594,740 \\ 60,148 \end{gathered}$ | $\begin{gathered} 577,950 \\ 57,285 \end{gathered}$ | $\begin{gathered} 583,998 \\ 57,195 \end{gathered}$ | $\begin{gathered} 584,600 \\ 57,995 \end{gathered}$ | 585,212 | 589,528 | $\begin{gathered} 593,436 \\ 61,825 \end{gathered}$ | 598,479 | $\begin{gathered} 602,810 \\ 64,057 \end{gathered}$ | $\begin{gathered} 606,754 \\ 65,290 \end{gathered}$ | 609,675 | 606,882 67,335 | 2.3 8.9 | $\begin{array}{r} 605,000 \\ 68,300 \end{array}$ | $\begin{gathered} 603,500 \\ 69,200 \end{gathered}$ | $\begin{gathered} 600,500 \\ 69,600 \end{gathered}$ | $\begin{array}{r} 596,800 \\ 70,100 \end{array}$ | 591,600 | $\begin{gathered} 584,100 \\ 72,000 \end{gathered}$ | 3.8 6.9 |  |
| Jurisdiction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bureau of Indian |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ¢ |
| Education ..... | - | 35,746 | 33,671 | 36,133 |  | 44 | 30,612 | 31,381 | 31,985 | - | - | - |  | - | - | - | - | - |  | - | - | \% |
| DoD, overseas .......... | - | 59,299 | 26,195 | - ${ }_{26,558}$ | 24,052 | 24,807 | ${ }_{2}{ }_{25,555}^{4,931}$ | - | - | - | - | - | - | - | - | - | - | - | - | - | - |  |
| Other jurisdicicions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\stackrel{1}{2}$ |
| American Samoa ........ | 9,390 | ${ }^{11,895}$ | ${ }^{111,873}$ | 11,766 | 11,763 | - | - | - |  |  |  |  | - | - | - | - | - | - |  | - | - |  |
| Guam ................ | 19,276 4,918 | 23,988 7,809 | 21,686 8.416 | 21,946 8.427 |  |  | 7,816 | 7,743 | 21,561 7 | 21,223 7,703 | 21,166 7,396 | $\begin{array}{r}23,301 \\ 7,340 \\ \hline\end{array}$ |  | - | - | - | - | - | - | - | - |  |
| Puerto Rico.......... | 480,356 | 445,524 | 408,671 | 399,447 | 382,647 | 372,514 | 355,115 | 347,638 | 334,613 | 318,924 | 305,048 | 294,976 | 284,246 | -18.2 | - | - | - | - |  |  |  |  |
| U.S. VVirgin Slands ...... | 16,249 | 13,910 | 11,650 | 11,728 | 11,237 | 10,70 | 10,567 | 10,409 | 10,518 | 10,576 | 10,302 | 10,283 | 9,724 | 6.6 | - | - | - | - | - | - | - | $\bigcirc$ |

NOTE: DoD = Department of Defense. The total ungraded counts of students were prorated to the elementary level (prekindergarten through grade 8 ) and the secondary level (grades 9 through 12 ) based on prior reports. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990-91 through 2014-15; and State Public Elementary and Secondary Enroliment Projection Model, 1980 through 2026. (This table was prepared November 2016.)

Table 203.30. Public school enrollment in grades 9 through 12, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2026

| Region, state, and jurisdiction | Actual enrollment |  |  |  |  |  |  |  |  |  |  |  |  | Percent change in enrollment, 2009 to 2014 | Projected enrollment |  |  |  |  |  | Percent change in enrollment, 2014 to 2026 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 1990 | Fall 2000 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |  | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2020 | Fall 2026 |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| $\qquad$ | 11,340,769 | 13,517,118 | 14,617,900 | 14,909,336 | 15,081,091 | 15,086,478 | 14,980,008 | 14,951,722 | 14,859,651 | 14,748,918 | 14,753,225 | 14,793,730 | 14,942,887 | -0.1 | 15,070,500 | 15,111,000 | 15,148,100 | 15,165,800 | 15,329,000 | 15,376,200 | 2.9 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2,092,968 | $2,382,157$ $3,206,741$ | $2,582,165$ $3,336,735$ | $2,617,205$ $3,393,507$ | $2,684,160$ $3,414,670$ | $2,617,622$ $3,411,182$ | $2,576,761$ 3,36985 | $2,597,949$ $3,310,212$ | $2,531,059$ $3,260,270$ | $2,474,807$ $3,215,000$ | $2,465,820$ $3,190,746$ | $2,459,228$ $3,178,779$ | $2,460,672$ $3,185,941$ | -5.3 <br> -3.8 | $2,458,900$ $3,195,000$ | $2,444,100$ $3,192,800$ | $2,440,100$ $3,186,600$ | $2,430,500$ $3,188,600$ | $2,424,900$ $3,194,900$ | $2,361,200$ 3,0988800 | -4.0 -2.7 |
| Midwest ... | 3,948,216 | 4,006,74 | 5,111,827 | 5,221,330 | 5,303,937 | 5,337,728 | 5,323,790 | 5,351,246 | 5,370,447 | 5,377,721 | 5,417,092 | 5,468,585 | 5,588,742 | 4.4 | 5,691,700 | 5,743,200 | 5,772,600 | 5,779,700 | 5,858,700 | 6,104,600 | 9.2 |
| West ............................ | 2,485,325 | 3,235,135 | 3,587,173 | 3,677,294 | 3,678,324 | 3,719,946 | 3,709,875 | 3,692,315 | 3,697,875 | 3,681,390 | 3,679,567 | 3,687,138 | 3,707,532 | 0.4 | 3,724,800 | 3,730,900 | 3,748,700 | 3,767,100 | 3,850,500 | 3,811,600 | 2.8 |
| State |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alabama .. | 194,709 | 201,358 | 208,383 | 212,414 | 214,968 | 216,941 | 217,590 | 219,495 | 221,940 | 217,615 | 217,203 | 218,705 | 221,068 | 0.7 | 219,700 | 215,600 | 211,100 | 207,600 | 204,000 | 205,700 | -7.0 |
| Alaska ........................ | 28,606 | 38,914 | 40,989 | 42,063 | 42,441 | 42,049 | 41,399 | 40,837 | 40,114 | 39,110 | 38,420 | 38,230 | 38,431 | -5.9 | 38,500 | 38,400 | 38,000 | 37,800 | 38,500 | 41,400 | 7.7 |
| Arizona ......................... | 160,807 | 237,132 | 321,095 | 354,919 | 308,593 | 316,391 | 316,068 | 317,411 | 319,759 | 320,825 | 321,650 | 327,165 | 331,572 | 4.5 | 331,600 | 330,800 | 330,700 | 333,800 | 345,700 | 360,900 | 8.8 |
| Arkansas ... | 122,781 | 131,936 | 134,928 | 138,460 | 139,857 | 139,096 | 137,362 | 136,350 | 136,306 | 137,092 | 138,526 | 140,270 | 141,743 | 4.0 | 142,500 | 142,900 | 142,400 | 141,800 | 139,900 | 143,200 | 1.1 |
| California ...................... | 1,336,740 | 1,733,779 | 1,934,202 | 1,971,587 | 1,996,645 | 2,014,503 | 2,016,270 | 1,999,416 | 1,995,610 | 1,979,387 | 1,967,644 | 1,954,634 | 1,951,920 | -2.4 | 1,949,600 | 1,944,200 | 1,949,100 | 1,952,000 | 1,989,900 | 1,869,500 | -4.2 |
| Colorado . | 154,303 | 207,942 | 225,281 | 229,951 | 234,985 | 236,141 | 238,139 | 240,990 | 242,239 | 243,411 | 246,051 | 249,380 | 254,643 | 5.7 | 261,600 | 267,000 | 272,900 | 276,900 | 284,000 | 289,300 | 13.6 |
| Connecticut ..... | 121,727 | 155,734 | 173,221 | 175,354 | 177,037 | 176,592 | 174,980 | 174,004 | 173,071 | 171,060 | 170,245 | 169,038 | 167,790 | -3.6 | 166,600 | 164,900 | 163,800 | 162,000 | 159,000 | 143,400 | -14.5 |
| Delaware ... | 27,052 | 33,875 | 35,492 | 36,298 | 37,258 | 37,555 | 38,619 | 39,091 | 39,124 | 38,322 | 38,022 | 38,483 | 39,346 | 0.7 | 39,700 | 40,200 | 41,000 | 41,500 | 43,300 | 45,000 | 14.4 |
| District of Columbia ........ | 19,412 | 15,233 | 19,596 | 21,230 | 20,459 | 22,586 | 17,902 | 17,777 | 17,736 | 17,716 | 17,867 | 17,774 | 17,961 | 1.0 | 17,900 | 17,600 | 17,700 | 17,800 | 19,100 | 25,200 | 40.5 |
| Florida ..................... | 491,658 | 674,919 | 781,538 | 801,629 | 804,951 | 810,952 | 781,725 | 783,621 | 784,849 | 792,054 | 799,602 | 807,034 | 823,249 | 5.1 | 838,300 | 845,200 | 846,500 | 848,600 | 867,200 | 925,500 | 12.4 |
| Georgia | 302,605 | 384,954 | 435,058 | 453,015 | 462,649 | 471,012 | 470,108 | 472,934 | 474,588 | 473,766 | 481,043 | 490,032 | 501,605 | 6.1 | 512,000 | 517,700 | 519,500 | 520,300 | 527,100 | 547,900 | 9.2 |
| Hawaii. | 48,868 | 52,067 | 54,397 | 55,346 | 54,720 | 54,341 | 53,568 | 52,719 | 52,076 | 51,701 | 51,170 | 50,900 | 51,077 | -3.1 | 50,800 | 51,200 | 51,600 | 52,200 | 54,000 | 55,700 | 9.0 |
| Idaho ... | 60,749 | 74,696 | 77,863 | 79,153 | 80,375 | 80,948 | 81,497 | 81,571 | 81,715 | 81,809 | 82,631 | 87,143 | 85,425 | 4.7 | 86,900 | 88,200 | 89,100 | 89,800 | 90,300 | 88,000 | 3.0 |
| Illinois ... | 511,891 | 574,859 | 613,859 | 631,386 | 640,597 | 639,896 | 640,512 | 640,462 | 636,861 | 629,941 | 624,679 | 621,531 | 621,275 | -3.0 | 621,700 | 624,600 | 627,600 | 633,500 | 640,100 | 597,000 | -3.9 |
| Indiana ......................... | 278,721 | 286,006 | 301,342 | 310,607 | 315,832 | 317,214 | 316,126 | 316,062 | 317,818 | 316,160 | 316,329 | 316,350 | 316,465 | 0.1 | 320,000 | 319,300 | 316,200 | 314,100 | 307,400 | 301,700 | -4.7 |
| lowa ... | 138,848 | 161,330 | 154,150 | 157,322 | 156,904 | 155,611 | 151,993 | 150,509 | 147,663 | 145,718 | 144,784 | 145,011 | 145,862 | -3.1 | 146,700 | 147,100 | 147,600 | 147,700 | 150,400 | 152,700 | 4.7 |
| Kansas ...... | 117,386 | 147,453 | 147,960 | 147,012 | 143,305 | 141,524 | 139,981 | 141,492 | 140,774 | 138,979 | 139,348 | 140,511 | 141,970 | 0.3 | 143,400 | 143,400 | 143,900 | 143,900 | 145,700 | 146,500 | 3.2 |
| Kentucky ...................... | 177,201 | 194,421 | 189,002 | 192,449 | 195,987 | 196,852 | 197,826 | 195,623 | 192,794 | 193,531 | 194,102 | 192,388 | 196,874 | 0.6 | 199,400 | 199,100 | 199,700 | 199,900 | 202,000 | 209,600 | 6.5 |
| Louisiana .. | 198,555 | 196,510 | 190,530 | 172,444 | 183,735 | 181,489 | 180,660 | 181,032 | 184,292 | 184,588 | 186,111 | 188,181 | 194,791 | 7.6 | 197,400 | 199,000 | 198,800 | 199,500 | 197,600 | 201,800 | 3.6 |
| Maine ....... | 59,946 | 61,336 | 62,545 | 62,007 | 61,648 | 65,503 | 63,611 | 60,579 | 60,148 | 58,923 | 57,815 | 56,924 | 56,361 | -7.0 | 55,900 | 55,000 | 54,300 | 53,900 | 53,500 | 49,700 | -11.9 |
| Maryland | 188,432 | 243,877 | 268,144 | 271,449 | 272,575 | 269,221 | 267,388 | 266,627 | 264,055 | 259,870 | 256,836 | 253,589 | 254,072 | -4.7 | 254,500 | 257,200 | 261,200 | 264,100 | 272,500 | 284,900 | 12.2 |
| Massachusetts . | 230,080 | 272,575 | 293,399 | 296,511 | 298,033 | 296,032 | 292,372 | 290,502 | 289,161 | 287,055 | 287,506 | 287,478 | 288,934 | -0.5 | 290,000 | 288,900 | 288,900 | 288,300 | 286,000 | 277,400 | -4.0 |
| Michigan .. | 439,553 | 498,144 | 539,592 | 550,885 | 552,098 | 555,916 | 541,352 | 534,471 | 511,483 | 502,664 | 493,440 | 488,776 | 486,200 | -9.0 | 484,400 | 479,000 | 472,600 | 468,100 | 458,700 | 420,000 | -13.6 |
| Minnesota. | 210,818 | 276,574 | 280,056 | 281,486 | 282,120 | 279,398 | 275,864 | 272,392 | 268,074 | 264,194 | 262,041 | 261,409 | 263,074 | -3.4 | 266,300 | 268,300 | 271,400 | 275,600 | 283,900 | 288,900 | 9.8 |
| Mississippi | 130,776 | 133,998 | 134,319 | 136,924 | 138,644 | 140,610 | 140,155 | 140,829 | 139,641 | 137,620 | 137,286 | 136,154 | 138,033 | -2.0 | 139,100 | 138,400 | 136,200 | 133,700 | 131,600 | 130,300 | 5.6 |
| Missouri ... | 228,488 | 267,978 | 276,782 | 282,563 | 286,078 | 285,442 | 282,460 | 279,900 | 275,719 | 271,208 | 270,370 | 269,227 | 268,921 | -3.9 | 268,900 | 267,000 | 265,900 | 264,700 | 265,700 | 263,800 | -1.9 |
| Montana ........................ | 41,805 | 49,649 | 48,032 | 47,646 | 47,397 | 46,469 | 45,030 | 43,939 | 43,202 | 42,624 | 42,089 | 42,138 | 41,816 | -4.8 | 41,900 | 42,000 | 41,900 | 42,400 | 43,400 | 45,400 | 8.6 |
| Nebraska ...................... | 76,001 | 90,713 | 90,945 | 91,591 | 91,811 | 91,149 | 89,678 | 88,508 | 88,208 | 87,792 | 88,073 | 88,555 | 89,964 | 1.6 | 91,800 | 93,800 | 95,800 | 97,500 | 99,800 | 100,000 | 11.2 |
| Nevada ........................ | 51,435 | 89,986 | 111,330 | 116,406 | 121,813 | 121,789 | 125,043 | 123,435 | 129,852 | 130,274 | 131,977 | 132,591 | 134,671 | 9.1 | 136,400 | 138,200 | 139,400 | 140,600 | 144,700 | 156,700 | 16.3 |
| New Hampshire .............. | 46,484 | 61,340 | 66,611 | 67,183 | 67,384 | 66,413 | 64,939 | 64,372 | 63,135 | 62,268 | 60,805 | 59,377 | 58,825 | -8.6 | 58,300 | 57,600 | 56,900 | 56,300 | 55,000 | 49,500 | -15.9 |
| New Jersey | 306,224 | 345,872 | 417,491 | 425,010 | 425,432 | 427,930 | 424,655 | 427,697 | 421,293 | 408,855 | 416,133 | 413,916 | 418,377 | -2.2 | 419,000 | 416,400 | 416,500 | 416,500 | 416,300 | 404,500 | -3.3 |
| New Mexico ...... | 93,794 | 95,427 | 98,202 | 97,206 | 98,129 | 99,322 | 98,830 | 99,076 | 98,777 | 97,744 | 97,242 | 97,716 | 99,260 | 0.2 | 99,600 | 99,700 | 99,200 | 99,200 | 99,700 | 98,200 | -1.1 |
| New York ..... | 770,919 | 853,282 | 893,762 | 906,553 | 922,365 | 909,120 | 897,512 | 919,049 | 865,805 | 847,144 | 842,142 | 847,925 | 851,757 | -7.3 | 855,700 | 855,900 | 857,100 | 853,400 | 858,900 | 862,600 | 1.3 |
| North Carolina . | 303,739 | 348,168 | 400,014 | 413,318 | 417,414 | 417,168 | 429,719 | 429,596 | 432,196 | 433,801 | 438,375 | 441,263 | 456,527 | 6.3 | 469,600 | 475,600 | 479,000 | 468,700 | 469,500 | 488,000 | 6.9 |
| North Dakota ....... | 32,882 | 36,780 | 33,391 | 32,645 | 32,275 | 31,567 | 30,773 | 30,497 | 30,288 | 29,758 | 30,116 | 30,420 | 30,421 | -0.2 | 30,700 | 31,100 | 31,800 | 33,000 | 35,800 | 42,600 | 40.1 |
| Ohio. | 513,509 | 541,403 | 572,944 | 578,352 | 583,529 | 585,862 | 577,669 | 538,951 | 531,383 | 522,804 | 518,617 | 515,611 | 519,938 | -3.5 | 518,900 | 517,200 | 512,700 | 509,000 | 503,800 | 488,400 | -6.1 |
| Oklahoma ...................... | 154,188 | 177,708 | 176,534 | 177,785 | 179,447 | 179,436 | 177,148 | 177,840 | 176,447 | 175,924 | 177,339 | 180,344 | 184,665 | 3.8 | 187,200 | 188,700 | 189,900 | 190,900 | 191,800 | 199,300 | 7.9 |
| Oregon ....... | 132,151 | 166,967 | 175,572 | 172,514 | 181,998 | 181,988 | 179,972 | 178,388 | 178,119 | 176,898 | 178,239 | 178,595 | 179,757 | 0.8 | 180,200 | 179,300 | 179,300 | 179,800 | 182,800 | 192,000 | 6.8 |
| Pennsylvania ................. | 495,670 | 556,487 | 593,261 | 603,059 | 650,986 | 596,620 | 580,702 | 585,547 | 583,518 | 566,545 | 558,945 | 554,067 | 549,398 | -6.2 | 544,500 | 537,200 | 534,300 | 530,900 | 527,700 | 508,800 | -7.4 |
| Rhode Island ................. | 37,016 | 43,802 | 49,458 | 49,552 | 49,616 | 48,470 | 47,359 | 46,934 | 46,059 | 45,195 | 44,672 | 43,270 | 42,892 | -8.6 | 43,000 | 42,800 | 43,500 | 44,300 | 43,900 | 41,900 | -2.3 |
| South Carolina ............... | 170,079 | 184,185 | 199,472 | 203,514 | 206,748 | 207,751 | 210,511 | 211,019 | 210,257 | 207,797 | 208,648 | 211,835 | 216,723 | 2.7 | 221,000 | 222,100 | 2२2,400 | २२2,200 | 226,500 | 241,800 | 11.6 |
| South Dakota .................. | 33,999 | 40,765 | 38,907 | 38,482 | 38,021 | 38,182 | 38,952 | 37,968 | 38,192 | 37,487 | 37,267 | 36,639 | 37,301 | -1.8 | 37,300 | 37,600 | 37,900 | 38,300 | 40,400 | 42,400 | 13.7 |
| Tennessee ........... | 226,484 | 241,038 | 270,211 | 277,352 | 286,397 | 282,508 | 287,401 | 285,881 | 285,715 | 286,944 | 281,971 | 283,888 | 288,408 | 0.9 | 290,100 | 289,800 | 288,600 | 287,500 | 290,600 | 292,300 | 1.4 |
| Texas ........................... | 871,932 | 1,116,572 | 1,220,980 | 1,257,055 | 1,279,727 | 1,300,148 | 1,305,637 | 1,329,862 | 1,349,106 | 1,363,618 | 1,387,513 | 1,411,436 | 1,450,441 | 9.1 | 1,493,700 | 1,520,600 | 1,543,200 | 1,559,600 | 1,597,600 | 1,684,100 | 16.1 |
| Utah ............................. | 121,670 | 148,381 | 148,162 | 150,786 | 152,114 | 165,986 | 155,309 | 158,243 | 160,573 | 164,296 | 169,077 | 174,129 | 178,910 | 13.1 | 184,100 | 188,200 | 192,500 | 196,300 | 203,400 | 212,500 | 18.8 |

[^22]
## Table 203．30．Public school enrollment in grades 9 through 12，by region，state，and jurisdiction：Selected years，fall 1990 through fall 2026－Continued

| Region，state， and jurisdiction | Actual enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  | Projected enrollment |  |  |  |  |  | Percent change in enrollment， 2014 to 2026 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 1990 | Fall 2000 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |  | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2020 | Fall 2026 |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Vermont ．．．．．．．． | 24，902 | 31，729 | 32，417 | 31，976 | 31，659 | 30，942 | 30，631 | 29，265 | 28，869 | 27，762 | 27，557 | 27，233 | 26，338 | －10．0 | 25，900 | 25，400 | 24，900 | 24，800 | 24，600 | 23，400 | －11．2 |
| Virginia ．．．．．．．．．．．．．．．．．．．．．．．．．．． | 270，321 | 329，167 | 365，052 | 372，317 | 378，755 | 380，413 | 380，787 | 381，320 | 379，994 | 376，658 | 375，975 | 377，252 | 382，693 | 0.4 | 388，600 | 392，300 | 394，400 | 395，200 | 398，700 | 402，700 | 5.2 |
| Washington ．．．．．．．．．．．．．．．．．．． | 227，112 | 310，403 | 324，600 | 332，503 | 331，916 | 332，840 | 332，224 | 329，960 | 329，616 | 327，269 | 327，134 | 328，068 | 333，318 | 1.0 | 336，700 | 336，500 | 337，100 | 338，300 | 344，500 | 371，200 | 11.4 |
| West Virginia ．．．．．．．．．．．．．．．．．． | 98，292 | 85，166 | 82，574 | 83，677 | 84，366 | 83，990 | 83，252 | 82，349 | 81，407 | 80，805 | 80，673 | 79，957 | 80，543 | －2．2 | 81，100 | 81，300 | 81，200 | 80，800 | 79，600 | 77，200 | －4．2 |
| Wisconsin ．．．．．．．．．．．．．．．．．．．． | 232，164 | 284，736 | 286，807 | 291，176 | 292，100 | 289，421 | 284，222 | 279，000 | 273，807 | 268，295 | 265，682 | 264，739 | 264，550 | －5．2 | 264，900 | 264，300 | 263，400 | 263，100 | 263，100 | 254，800 | －3．7 |
| Wyoming ．．．．．．．．．．．．．．．．．．．．． | 27，285 | 29，792 | 27，448 | 27，214 | 27，198 | 27，179 | 26，526 | 26，330 | 26，223 | 26，042 | 26，243 | 26，449 | 26，732 | 1.5 | 27，100 | 27，300 | 27，800 | 28，100 | 29，600 | 30，800 | 15.4 |
| Jurisdiction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bureau of Indian Education | － | 11，192 | 12,157 | 14，805 | － | － | 10，315 | 9，970 | 9，977 | － | － | － | － | － |  |  | － | － | － | － | － |
| DoD，overseas ．．．．．．．．．．．．．．．．． | － | 14，282 | 14，607 | 13，852 | 13，302 | 12，829 | 12，837 |  |  |  |  |  |  | － | － | － | － | － | － | － | ＿ |
| DoD，domestic ．．．．．．．．．．．．．．． | － | 3，477 | 2，956 | 2，771 | 2，579 | 2，741 | 2，758 | － | － | － | － | － | － | － | － | － | － | － | － | － | － |
| Other jurisdictions American Samoa ．．．．．．．． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ．．．．．．．．．． Guam ．．．．．．．．．．．．．．．．． | 3，073 | 3，807 | 4，253 | 4，672 | 4，637 | － | － | 二 | 10.057 | 1020 | 1020 | 10.113 | 02 | － | 二 | － | 二 | 二 | － | － | － |
| Guam ．．．．．．．．．．．．．．．．．．．． | 7,115 1,531 | 8,775 2,195 | 8,919 3,185 | 9，040 3,291 | 3，191 | 3，159 | 3，097 | 3，218 | 3，417 | 10,020 3,308 | 10,020 3,250 | 10,13 3,298 |  | － | 二 | － | 二 | － | － | 二 | － |
| Puerto Rico ．．．．．．．．．．．．．．．．． | 164，378 | 167，201 | 166，977 | 164，043 | 161，491 | 154，051 | 148，520 | 145，755 | 139，122 | 133，816 | 129，561 | 128，958 | 126，704 | －13．1 | － | － | － | － | － | － | － |
| U．S．Virgin Islands ．．．．．．． | 5，501 | 5，549 | 4，779 | 5，022 | 5，047 | 5，133 | 5，201 | 5，084 | 4，977 | 5，135 | 4，890 | 4，670 | 4，517 | －11．2 | － | － | － | － | － | － | － |

NOTE：DoD＝Department of Defense．The total ungraded counts of students were prorated to the elementary level（prekinder－ garten through grade 8）and the secondary level（grades 9 through 12）based on prior reports．In addition to students in grades grade 13．Detail may not sum to totals because of rounding．Some data have been revised from previously published figures．

SOURCE：U．S．Department of Education，National Center for Education Statistics，Common Core of Data（CCD），＂State Non－ fiscal Survey of Public Elementary／Secondary Education，＂1990－91 through 2014－15；and State Public ondary Enrollment Projection Model， 1980 through 2026．（This table was prepared November 2016．）

Table 203.40. Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2014

|  |  | Elementary |  |  |  |  |  |  |  |  |  |  |  | Secondary |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Total, all grades | Total | Prekindergarten | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Elementary ungraded | Total | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Secondary ungraded |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| United States | 50,312,581 | 35,369,694 | 1,369,355 | 3,772,413 | 3,863,494 | 3,857,196 | 3,806,164 | 3,718,873 | 3,719,054 | 3,709,605 | 3,709,735 | 3,756,605 | 87,200 | 14,942,887 | 4,032,533 | 3,793,886 | 3,567,860 | 3,496,484 | 52,124 |
| Alabama | 744,164 | 523,096 | 11,076 | 57,939 | 60,379 | 58,370 | 56,007 | 55,479 | 55,265 | 54,859 | 56,251 | 57,471 | 0 | 221,068 | 61,876 | 57,113 | 52,150 | 49,929 | 0 |
| Alaska .. | 131,176 | 92,745 | 3,074 | 10,559 | 10,598 | 10,415 | 10,066 | 9,812 | 9,642 | 9,456 | 9,470 | 9,653 | 0 | 38,431 | 9,908 | 9,522 | 9,330 | 9,671 | 0 |
| Arizona . | 1,111,695 | 780,123 | 8,839 | 83,241 | 88,348 | 88,212 | 86,493 | 85,535 | 85,172 | 85,032 | 84,435 | 84,596 | 220 | 331,572 | 85,031 | 83,033 | 78,575 | 84,913 | 20 |
| Arkansas ... | 490,917 | 349,174 | 14,834 | 38,503 | 39,318 | 38,717 | 35,865 | 35,922 | 36,153 | 36,037 | 36,822 | 36,788 | 215 | 141,743 | 38,157 | 36,749 | 34,319 | 32,428 | 90 |
| California | 6,312,161 | 4,360,241 | 76,641 | 511,985 | 464,323 | 469,713 | 485,624 | 475,192 | 472,156 | 469,413 | 464,286 | 467,038 | 3,870 | 1,951,920 | 495,004 | 480,753 | 477,097 | 496,901 | 2,165 |
| Colorado | 889,006 | 634,363 | 31,663 | 66,068 | 68,905 | 68,687 | 67,829 | 66,809 | 66,613 | 67,032 | 65,641 | 65,116 | 0 | 254,643 | 66,612 | 63,695 | 61,335 | 63,001 | 0 |
| Connecticut. | 542,678 | 374,888 | 17,987 | 37,654 | 38,817 | 39,605 | 39,062 | 39,699 | 39,843 | 40,856 | 40,200 | 41,165 | 0 | 167,790 | 44,630 | 42,367 | 40,775 | 40,018 | 0 |
| Delaware. | 134,042 | 94,696 | 1,520 | 10,205 | 10,732 | 10,554 | 10,529 | 10,278 | 10,291 | 10,414 | 10,138 | 10,035 | 0 | 39,346 | 11,733 | 10,003 | 8,922 | 8,688 | 0 |
| District of Columbia ..... | 80,958 | 62,997 | 12,049 | 7,273 | 7,021 | 6,645 | 5,827 | 5,264 | 4,792 | 4,598 | 4,412 | 4,525 | 591 | 17,961 | 6,203 | 4,171 | 3,839 | 3,421 | 327 |
| Florida ....................... | 2,756,944 | 1,933,695 | 58,613 | 204,552 | 216,025 | 216,358 | 219,757 | 202,424 | 201,817 | 201,637 | 202,115 | 210,397 | 0 | 823,249 | 221,483 | 213,309 | 198,912 | 189,545 | 0 |
| Georgia . | 1,744,437 | 1,242,832 | 46,150 | 133,616 | 138,006 | 136,841 | 134,081 | 131,377 | 129,908 | 128,994 | 130,731 | 133,128 | 0 | 501,605 | 151,633 | 131,302 | 112,265 | 106,405 | 0 |
| Hawaii .... | 182,384 | 131,307 | 1,489 | 11,661 | 16,165 | 15,994 | 15,394 | 15,221 | 14,732 | 14,120 | 13,761 | 12,587 | 183 | 51,077 | 14,837 | 13,222 | 12,222 | 10,644 | 152 |
| Idaho ... | 290,885 | 205,460 | 2,597 | 21,509 | 23,166 | 23,175 | 22,702 | 22,799 | 22,468 | 22,236 | 22,401 | 22,407 | 0 | 85,425 | 22,915 | 21,834 | 20,604 | 19,879 | 193 |
| Illinois | 2,050,239 | 1,428,964 | 79,349 | 139,729 | 149,589 | 151,850 | 151,154 | 149,399 | 151,941 | 152,122 | 150,777 | 153,054 | 0 | 621,275 | 166,026 | 158,965 | 148,696 | 147,588 | 0 |
| Indiana | 1,046,269 | 729,804 | 16,206 | 78,861 | 80,921 | 79,864 | 80,265 | 75,552 | 78,180 | 76,909 | 79,148 | 82,669 | 1,229 | 316,465 | 83,148 | 80,691 | 77,674 | 74,952 | 0 |
| lowa .......... | 505,311 | 359,449 | 28,884 | 39,923 | 37,421 | 37,396 | 36,755 | 36,072 | 35,689 | 35,801 | 35,681 | 35,827 | 0 | 145,862 | 37,398 | 36,608 | 35,765 | 36,091 | 0 |
| Kansas .... | 497,275 | 355,305 | 19,104 | 37,524 | 38,204 | 37,885 | 37,138 | 36,435 | 36,396 | 36,184 | 35,848 | 36,140 | 4,447 | 141,970 | 37,489 | 35,813 | 34,291 | 32,731 | 1,646 |
| Kentucky | 688,640 | 491,766 | 27,345 | 51,876 | 54,761 | 53,439 | 51,771 | 50,300 | 50,433 | 50,333 | 49,913 | 51,246 | 349 | 196,874 | 54,325 | 50,679 | 47,867 | 43,862 | 141 |
| Louisiana ... | 716,800 | 522,009 | 28,200 | 56,119 | 59,425 | 57,663 | 54,758 | 54,030 | 53,366 | 52,311 | 53,302 | 52,835 | 0 | 194,791 | 60,473 | 49,469 | 44,239 | 40,610 | 0 |
| Maine .......... | 182,470 | 126,109 | 5,038 | 13,274 | 13,263 | 13,473 | 13,332 | 13,488 | 13,527 | 13,368 | 13,541 | 13,805 | 0 | 56,361 | 14,260 | 14,156 | 14,168 | 13,777 | 0 |
| Maryland | 874,514 | 620,442 | 30,385 | 66,200 | 69,065 | 68,555 | 66,621 | 65,382 | 64,704 | 64,114 | 63,669 | 61,747 | 0 | 254,072 | 71,685 | 64,046 | 59,717 | 58,624 | 0 |
| Massachusetts .... | 955,844 | 666,910 | 28,375 | 67,670 | 71,574 | 71,669 | 70,470 | 69,922 | 71,175 | 71,442 | 71,235 | 72,190 | 1,188 | 288,934 | 76,671 | 72,959 | 71,266 | 68,038 | 0 |
| Michigan ..... | 1,537,922 | 1,051,722 | 44,607 | 105,582 | 109,025 | 111,952 | 111,321 | 110,135 | 113,435 | 112,413 | 113,839 | 116,804 | 2,609 | 486,200 | 127,502 | 126,129 | 115,293 | 116,032 | 1,244 |
| Minnesota | 857,235 | 594,161 | 14,977 | 64,454 | 65,776 | 66,117 | 64,843 | 63,781 | 64,267 | 63,366 | 62,775 | 63,805 | 0 | 263,074 | 65,107 | 64,706 | 63,646 | 69,615 | 0 |
| Mississippi . | 490,917 | 352,884 | 4,409 | 40,543 | 41,710 | 41,014 | 38,084 | 36,620 | 36,471 | 35,900 | 36,743 | 36,791 | 4,599 | 138,033 | 38,910 | 35,366 | 31,601 | 28,980 | 3,176 |
| Missouri .... | 917,785 | 648,864 | 31,153 | 68,753 | 70,883 | 70,752 | 69,073 | 68,210 | 67,763 | 67,247 | 67,151 | 67,879 | 0 | 268,921 | 71,213 | 68,341 | 65,979 | 63,388 | 0 |
| Montana . | 144,532 | 102,716 | 1,229 | 11,682 | 11,901 | 11,545 | 11,578 | 11,044 | 11,104 | 10,884 | 10,942 | 10,807 | 0 | 41,816 | 10,908 | 10,828 | 10,255 | 9,825 | 0 |
| Nebraska | 312,635 | 222,671 | 15,253 | 23,951 | 23,892 | 22,112 | 23,394 | 22,921 | 23,277 | 22,790 | 22,707 | 22,374 | 0 | 89,964 | 22,762 | 22,327 | 21,824 | 23,051 | 0 |
| Nevada ..................... | 459,189 | 324,518 | 5,230 | 33,942 | 37,162 | 37,305 | 35,669 | 34,993 | 34,311 | 34,618 | 35,066 | 35,318 | 904 | 134,671 | 34,933 | 34,516 | 33,299 | 31,892 | 31 |
| New Hampshire .... | 184,670 | 125,845 | 3,639 | 11,580 | 13,219 | 13,422 | 13,576 | 13,590 | 14,018 | 14,007 | 14,371 | 14,423 | 0 | 58,825 | 15,619 | 14,891 | 14,441 | 13,856 | 18 |
| New Jersey ...... | 1,400,579 | 982,202 | 55,106 | 92,560 | 99,656 | 100,517 | 98,760 | 97,428 | 99,037 | 99,038 | 98,426 | 99,751 | 41,923 | 418,377 | 105,194 | 101,987 | 99,027 | 95,666 | 16,503 |
| New Mexico ... | 340,365 | 241,105 | 8,004 | 26,660 | 27,194 | 26,922 | 25,900 | 25,641 | 25,351 | 24,954 | 25,207 | 25,272 | 0 | 99,260 | 29,222 | 26,301 | 22,590 | 21,147 | 0 |
| New York ...... | 2,741,185 | 1,889,428 | 57,353 | 200,507 | 207,101 | 206,727 | 201,590 | 197,545 | 197,203 | 198,798 | 198,635 | 200,384 | 23,585 | 851,757 | 227,945 | 214,461 | 194,700 | 190,387 | 24,264 |
| North Carolina ..... | 1,548,895 | 1,092,368 | 31,550 | 119,730 | 123,446 | 122,064 | 118,227 | 115,539 | 108,293 | 116,702 | 117,181 | 119,636 | 0 | 456,527 | 131,924 | 118,224 | 107,558 | 97,257 | 1,564 |
| North Dakota .............. | 106,586 | 76,165 | 2,063 | 9,031 | 8,904 | 8,645 | 8,422 | 7,995 | 7,961 | 7,818 | 7,674 | 7,652 | 0 | 30,421 | 7,724 | 7,739 | 7,487 | 7,471 | 0 |
| Ohio ..... | 1,724,810 | 1,204,872 | 31,135 | 129,013 | 131,559 | 131,235 | 131,439 | 125,215 | 129,189 | 129,614 | 132,198 | 134,275 | 0 | 519,938 | 147,206 | 136,380 | 120,390 | 115,962 | 0 |
| Oklahoma .......... | 688,511 | 503,846 | 42,218 | 55,134 | 55,812 | 53,444 | 52,337 | 47,577 | 49,481 | 49,260 | 48,808 | 48,487 | 1,288 | 184,665 | 50,909 | 48,145 | 44,387 | 40,729 | 495 |
| Oregon ................ | 601,318 | 421,561 | 30,461 | 41,645 | 44,932 | 45,078 | 44,061 | 42,942 | 43,173 | 43,034 | 42,714 | 43,521 | 0 | 179,757 | 44,384 | 44,375 | 43,432 | 47,566 | 0 |
| Pennsylvania .............. | 1,743,160 | 1,193,762 | 8,106 | 127,398 | 131,517 | 132,683 | 131,137 | 129,927 | 132,293 | 132,331 | 132,687 | 135,683 | 0 | 549,398 | 144,763 | 139,420 | 133,521 | 131,694 | 0 |
| Rhode Island .............. | 141,959 | 99,067 | 2,369 | 9,885 | 10,795 | 10,946 | 10,808 | 10,720 | 10,986 | 10,787 | 10,872 | 10,899 | 0 | 42,892 | 11,023 | 10,312 | 10,979 | 10,578 | 0 |

[^23]| State or jurisdiction | Total， all grades | Elementary |  |  |  |  |  |  |  |  |  |  |  | Secondary |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Prekinder－ garten | Kinder－ garten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Elementary ungraded | Total | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Secondary ungraded |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| South Carolina ．．．．．．．．．．．．． | 756，523 | 539，800 | 24，274 | 58，282 | 60，354 | 60，138 | 57，394 | 55，741 | 55，214 | 55，429 | 55，949 | 57，025 | 0 | 216，723 | 64，673 | 56，465 | 49，966 | 45，619 | 0 |
| South Dakota ．．．．．．．．．．．．．． | 133，040 | 95，739 | 2，787 | 11，768 | 10，884 | 10，811 | 10，474 | 10，366 | 9，913 | 9，753 | 9，542 | 9，441 | 0 | 37，301 | 10，271 | 9，735 | 8，621 | 8，674 | 0 |
| Tennessee ．．．．．．．．．．．．．．．．． | 995，475 | 707，067 | 25，912 | 74，960 | 78，238 | 78，562 | 77，117 | 75，248 | 74，215 | 73，814 | 74，118 | 74，883 | 0 | 288，408 | 78，351 | 74，242 | 68，843 | 66，972 | 0 |
| Texas ．．．．．．．．．．．．．．．．．．．．．．．． | 5，233，765 | 3，783，324 | 241，826 | 390，552 | 412，355 | 408，155 | 396，344 | 390，570 | 388，335 | 383，705 | 383，054 | 388，428 | 0 | 1，450，441 | 420，608 | 373，582 | 342，212 | 314，039 | 0 |
| Utah ．．．．．．．．．．．．．．．．．．．．．．．．． | 635，577 | 456，667 | 13，142 | 48，841 | 51，417 | 51，483 | 50，413 | 49，173 | 49，161 | 48，572 | 47，496 | 46，969 | 0 | 178，910 | 46，765 | 45，940 | 44，042 | 42，163 | 0 |
| Vermont ．．．．．．．．．．．．．．．．．．．． | 87，311 | 60，973 | 5，984 | 5，768 | 6，194 | 6，191 | 5，963 | 6，211 | 6，107 | 6，101 | 6，186 | 6，268 | 0 | 26，338 | 6，655 | 6，723 | 6，543 | 6，417 | 0 |
| Virginia ．．．．．．．．．．．．．．．．．．．．． | 1，280，381 | 897，688 | 32，839 | 93，758 | 98，996 | 99，443 | 97，046 | 95，200 | 95，645 | 94，286 | 94，917 | 95，558 | 0 | 382，693 | 105，400 | 97，518 | 91，424 | 88，256 | 95 |
| Washington ．．．．．．．．．．．．．．．．． | 1，073，638 | 740，320 | 12，663 | 81，212 | 84，132 | 83，986 | 81，257 | 79，721 | 79，697 | 78，875 | 78，386 | 80，391 | 0 | 333，318 | 83，171 | 81，915 | 81，026 | 87，206 | 0 |
| West Virginia ．．．．．．．．．．．．．．． | 280，310 | 199，767 | 15，253 | 20，860 | 21，090 | 20，720 | 19，964 | 20，196 | 20，356 | 20，216 | 20，611 | 20，501 | 0 | 80，543 | 22，589 | 20，598 | 19，117 | 18，239 | 0 |
| Wisconsin ．．．．．．．．．．．．．．．．．． | 871，432 | 606，882 | 55，831 | 60，424 | 61，498 | 62，312 | 60，885 | 60，795 | 61，459 | 60，844 | 60，800 | 62，034 | 0 | 264，550 | 68，072 | 65，394 | 65，130 | 65，954 | 0 |
| Wyoming ．．．．．．．．．．．．．．．．．．． | 94，067 | 67，335 | 564 | 7，997 | 7，826 | 7，835 | 7，588 | 7，438 | 7，076 | 7，181 | 6，903 | 6，927 | 0 | 26，732 | 7，233 | 6，867 | 6，499 | 6，133 | 0 |
| Bureau of Indian Education $\qquad$ | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － |
| DoD，overseas <br> DoD，domestic | 二 | 二 | － | － | － | － | － | 二 | － | － | － | － | 二 | － | － | － | － | － | － |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ．．．．． | 31，$\square_{4}$ | 21，112 | 524 | －$\overline{8}^{-}$ | － | －$\overline{-}$ | － | － | － | 2215 | － | －$\overline{12}$ | $\bigcirc$ | 10， | － | 8 | －$\overline{-}$ | 7 | － |
| Guam $\qquad$ Northern Marianas | 31，144 | 21，112 | $\stackrel{524}{-}$ | 2，082 | 2，424 | 2，370 | 2，326 | 2，282 | 2，348 | 2，215 | 2，229 | 2，312 | 0 | 10，032 | 3，084 | 2，998 | 2，376 | 1，574 | 0 |
| Puerto Rico ．．．．．．．．．．．． | 410，950 | 284，246 | 1，975 | 27，439 | 31，591 | 30，076 | 29，435 | 30，556 | 29，830 | 29，129 | 32，296 | 32，691 | 9，228 | 126，704 | 32，095 | 32，847 | 29，805 | 27，054 | 4，903 |
| U．S．Virgin Islands ．．．． | 14，241 | 9，724 | 1，075 | 1，042 | 1，089 | 1，037 | 1，077 | 1，077 | 1，099 | 1，048 | 1，240 | 1，015 | 0 | 4，517 | 1，531 | 1，100 | 925 | ，961 | 0 |

－Not available．
－NOT available． levels based on prior state reports of the percentage of elementary and of secondary ungraded students．

SOURCE：U．S．Department of Education，National Center for Education Statistics，Common Core of Data（CCD）＂State Non－ fiscal Survey of Public Elementary／Secondary Education，＂2014－15．（This table was prepared August 2016．）

Table 203.50. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2026

| Region and year | Enrollment (in thousands) |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | $\begin{aligned} & \text { Asian/ } \\ & \text { Pacific } \\ & \text { Islander } \end{aligned}$ | American Indian/ Alaska Native | Two or more races | Total | White | Black | Hispanic | $\begin{aligned} & \text { Asian/ } \\ & \text { Pacific } \\ & \text { Islander } \end{aligned}$ | American Indian/ Alaska Native | $\begin{array}{r} \text { Two or } \\ \text { more races } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 ..... | 44,840 | 29,044 | 7,551 | 6.072 | 1,668 | 505 | - | 100.0 | 64.8 | 16.8 | 13.5 | 3.7 | 1.1 |  |
| 2000 .... | 47,204 | 28,878 | 8,100 | 7,726 | 1,950 | 550 | - | 100.0 | 61.2 | 17.2 | 16.4 | 4.1 | 1.2 |  |
| 2001 .......................... | 47,672 | 28,735 | 8,177 | 8,169 | 2,028 | 564 |  | 100.0 | ${ }^{60.3}$ | 17.2 | 17.1 | 4.3 | 1.2 |  |
|  | 48,540 48,183 | 28,642 28,42 | 8,349 | ${ }_{9}^{8,011}$ | 2,145 | 583 593 |  | 100.0 100.0 | 59.6 | 17.2 | 18.6 | 4.4 | 1.2 | $\dagger$ |
| 2004 ... | 48,795 | 28,318 | 8,386 | 9,317 | 2,183 | 591 | - | 100.0 | 58.0 | 17.2 | 19.1 | 4.5 | 1.2 |  |
|  | 49,113 | 28,005 | 8,445 | 9,787 | 2,279 | 598 |  | 100.0 | 57.0 | 17.2 | 19.9 | 4.6 | 1.2 |  |
| 2006 ........................ | 49,316 | 27.801 | 8,422 | 10,166 | 2,332 | 595 |  | 100.0 | 55.4 | 17.1 | 20.6 | 4.7 | 1.2 |  |
| 2007 .............................. | 49,296 | 27,454 27,57 | 8,358 | 10,454 10,563 | 2,396 2,451 | 594 589 | 2471 | 100.0 100.0 | 55.7 54.9 | 17.0 17.0 | 21.2 21.4 | 4.9 5.0 | 1.2 | 0.5 |
| 2009 ..................... | 49,361 | 26,702 | 8,245 | 10,991 | 2,484 | 601 | 3381 | 100.0 | 54.1 | 16.7 | 22.3 | 5.0 | 1.2 | 0.7 |
| 2010 ..................... | 49,484 | 25,933 | 7,917 | 11,439 | 2,466 | 566 | 1,164 | 100.0 | 52.4 | 16.0 | 23.1 | 5.0 | 1.1 | 2.4 |
| 2011. | 49,522 | 25,602 | 7,827 | 11,759 | 2,513 | 547 | 1,272 | 100.0 | 51.7 | 15.8 | 23.7 | 5.1 | 1.1 | ${ }^{2.6}$ |
| 2012 | 49,771 | 25,386 | 7,803 | 12,104 | 2,552 | 534 | 1,393 | 100.0 | 51.0 | 15.7 | 24.3 | 5.1 | 1.1 | ${ }_{3}^{2.8}$ |
| 2013 | 50,045 | 25,160 | 7,805 | 12,452 | 2,593 | 523 | 1,511 | 100.0 | 50.3 | 15.6 | 24.9 | 5.2 | 1.0 | 3.0 |
| ${ }^{2014}$............... | 50,313 | 24,923 | 7,807 | 12,805 | 2,646 | 519 | 1,612 | 100.0 | 49.5 | 15.5 | 25.4 | 5.3 | 1.0 | 3.2 |
| $2015^{2}$............ | 50,485 | 24,814 | 7,848 | 13,178 | 2,685 | 516 | 1,444 | 100.0 | 49.2 | 15.5 | 26.1 | 5.3 | 1.0 | 2.9 |
| $2016{ }^{2}$ | 50,625 | 24,613 | 7,916 | 13,382 | 2,718 | 511 | 1,485 | 100.0 | 48.6 | 15.6 | 26.4 | 5.4 | 1.0 | 2.9 |
| $2017{ }^{2}$ | 50,710 | 24,398 | 7,953 | 13,574 | 2,756 | 506 | 1,523 | 100.0 | 48.1 | 15.7 | 26.8 | 5.4 | 1.0 | 3.0 |
| $2018{ }^{2}$.......... | 50,759 | 24,189 | 7,950 | 13,778 | 2,783 | 502 | 1,557 | 100.0 | 47.7 | 15.7 | 27.1 | 5.5 | 1.0 | 3.1 |
| ${ }^{20199^{2}} . . . . .$. | 50,843 | 24,064 | 7,955 | 13,909 | 2,825 | 492 | 1,598 | 100.0 | 47.3 | 15.6 | 27.4 | 5.6 | 1.0 |  |
| $2020^{2}$......... | 50,996 | 23,951 | 7,973 | 14,074 | 2,865 | 485 | 1,648 | 100.0 | 47.0 | 15.6 | 27.6 |  | 1.0 | ${ }_{3}^{3.2}$ |
| ${ }_{2022} 202{ }^{2}$.... | 51,152 | $\begin{array}{r}23,840 \\ \hline 2373 \\ \hline\end{array}$ | 7,995 | 14,240 | 2,902 2,939 | 479 | 1,696 1,743 1 | 100.0 100.0 | 46.6 46.3 | 15.6 15.6 | 27.8 28.1 | 5.7 5.7 | 0.9 0.9 | 3.3 3.4 |
| $2023^{2}$.......................... | 51,455 | 23,655 | 8,024 | 14,538 | 2,981 | 468 | 1,789 | 100.0 | 46.0 | 15.6 | 28.3 | 5.8 | 0.9 |  |
| $2024{ }^{2}$ | 562 | 565 | 8,001 | 14,671 | 3,028 | 463 | 1,833 | 100.0 | 45.7 | 15.5 | 28.5 | 5.9 | 0.9 |  |
| $2025{ }^{2}$ |  |  |  | 14,791 |  |  |  | 100.0 | 45.4 |  |  |  | 0.9 | 3.6 |
| $2026^{2}$............ | 51,738 | 23,387 | 7,917 | 14,931 | 3,128 | 456 | 1,918 | 100.0 | 45.2 | 15.3 | 28.9 | 6.0 | 0.9 |  |
| Northeast |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 7,894 | 5,497 | 1,202 | 878 | 295 |  |  | 100.0 | 69.6 | 15.2 | 11.1 | 3.7 | 0.3 |  |
| 2004 .................. | ${ }_{8,271}^{8,22}$ | 5,384 | 1,292 | 1,023 1,155 | 361 414 | 24 27 27 | - | 100.0 100.0 | 67.4 65.1 | 15.4 <br> 15.6 | 12.4 14.0 | 4.4 5.0 | 0.3 0.3 | t |
| 2005 ...................... | 8,240 | 5,317 | 1,282 | 1,189 | 425 | 27 | - | 100.0 | 64.5 | 15.6 | 14.4 | 5.2 | 0.3 |  |
| 2010 ........................ | 8,071 | 4.876 | 1,208 | 1,364 | 500 | 27 | 96 | 100.0 | 60.4 | 15.0 | 16.9 | 6.2 | 0.3 | 1.2 |
| 2011 ...... | 7,954 | 4,745 | 1,166 | 1,394 | 510 | 27 27 | 113 | 100.0 | 59.7 | 14.7 | 17.5 | 6.4 | 0.3 | 1.4 |
| 2012 | 7.959 | 4,665 | 1,161 | 1,444 | 523 | 27 | ${ }^{138}$ | 100.0 | 58.6 | 14.6 | 18.1 | 6.6 | 0.3 | 1.7 |
| 2013 ... | 7,961 | 4,593 | 1,158 | 1,492 |  | ${ }^{28}$ |  | 100.0 | 57.7 |  | 18.7 |  | 0.3 | 2.0 |
| $2014 . . .{ }^{-1 .}$ | 7,980 | 4,507 | 1,155 | 1,566 | 545 | 28 | 179 | 100.0 | 56.5 | 14.5 | 19.6 | 6.8 | 0.4 | 2.2 |
| Midwest |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 $2000 . . . . .$. | 10,512 | 8,335 | 1,450 | 438 | 197 | 92 | - | 100.0 | 79.3 | 13.8 147 | 4.2 | 1.9 | 0.9 |  |
| 2004 ....... | 10,730 10,775 | ${ }_{7} 7.983$ | 1,634 | 793 | 269 | 96 | - | 100.0 | 74.1 | 15.2 | 7.4 | 2.5 | 0.9 |  |
| 2005. | 10,819 | 7,950 | 1,654 | 836 | 283 | 96 |  | 100.0 | 73.5 | 15.3 | 7.7 | 2.6 | 0.9 |  |
| 2010 ... | 10,610 | 7,327 | 1,505 | 1,077 | 312 | 94 | 294 | 100.0 | 69.1 | 14.2 | 10.2 | 2.9 | 0.9 | 2.8 |
| 2011. | 10,574 | 7,240 | 1,485 | 1,127 | 321 | 90 | 311 | 100.0 | 68.5 | 14.0 | 10.7 | 3.1 | 0.9 | . 9 |
| 2012 | 10,559 | 7,175 | 1,464 | 1,167 | 330 | 89 | 334 | 100.0 | 68.0 | 13.9 | 11.1 | 3.1 | 0.8 | 3.2 |
| 2013. | 10,573 | 7,111 | 1,464 | 1,212 | 341 | 87 | 358 | 100.0 | 67.3 | 13.8 | 11.5 | 3.2 | 0.8 | 3.4 |
| 2014 ......................... | 10,561 | 7,037 | 1,459 | 1,249 | 349 | 86 | 380 | 100.0 | 66.6 | 13.8 | 11.8 | 3.3 | 0.8 | 3.6 |
| South |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 16,118 | 9,565 | 4,236 416 | 1,890 | 280 | 148 | - | 100.0 | 59.3 | 26.3 | 11.7 | 1.7 | 0.9 | $\dagger$ |
| 2004 .... | 17,892 | 9,410 | 4,704 | 3,155 | 432 | 191 | - | 100.0 | 52.6 | 26.3 | 17.6 | 2.4 | 1.1 |  |
| 2005 ... | 18,103 | 9,381 | 4,738 | 3,334 | 456 | 194 | - | 100.0 | 51.8 | 26.2 | 18.4 | 2.5 | 1.1 |  |
| 2010 | 18,805 | 8,869 | 4,545 | 4,206 | 575 | 198 | 463 | 100.0 | 47.2 | 24.2. | ${ }^{22.4}$ | 3.0 | 1.1 | ${ }_{24}^{2.3}$ |
| ${ }^{2012}$ | 10,956 | 8888 | 4.545 | 4.513 | 595 | 191 | 504 | 100.0 | 45.9 | 23.8 | 23.6 | 3.1 | 1.0 |  |
| 2013 ......................... | 19,299 | 8 8,722 | 4,561 | 4,671 | 614 | 185 | 546 | 100.0 | 45.2 | 23.6 | 24.2 | 3.2 | 1.0 |  |
| 2014 .... | 19,506 | 8,681 | 4,577 | 4,846 | 640 | 184 | 579 | 100.0 | 44.5 | 23.5 | 24.8 | 3.3 | 0.9 | 3.0 |
| West |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000 | 10,316 | 5,648 | ${ }_{7}^{662}$ | 2,866 | 896 | 244 | - | 100.0 | 54.7 | 6.4 | 27.8 | 8.7 | 2.4 | $t$ |
| 2004 ... | 11,857 | 5,541 | 757 | 4,213 | 1,069 | 277 | - | 100.0 | 46.7 | 6.4 | 35.5 | 9.0 | 2.3 |  |
| 2005 ... | 11,951 | 5,356 | 771 | 4,428 | 1,115 | 281 |  | 100.0 | 44.8 | 6.5 | 37.1 | 9.3 | 2.4 | ${ }^{\dagger}$ |
|  | 11,998 | 4,787 | 659 | 4,892 | , 10 | 233 | 385 | 100.0 | 4.8 | 5 | 409 | 边 | 20 |  |
| 201. | 12, 124 | 4,766 | 642 | 4,988 | ,1105 | 233 | 317 | 100.0 | 39.8 | 5.3 | 40.1 | 9.1 | 1.9 | 3.4 |
| 2013 | -12,212 | 4.733 | 623 | 5 5,077 | 1,105 | 224 | 449 | 100.0 | 38.8 | 5.1 | 41.6 | 9.1 | 1.8 | 3.7 |
| 2014 ......................... | 12,266 | 4,698 | 616 | 5,144 | 1,112 | 221 | 475 | 100.0 | 38.3 | 5.0 | 41.9 | 9.1 | 1.8 | 3.9 |

## -Not available.

$\dagger$ Not applicable.
${ }^{1}$ For this year, data on students of Two or more races were reported by only a small number of
states. Therefore, the data are not comparable to figures for 2010 and later years.
2Projected.
NOTE: Race categories exclude persons of Hispanic ethnicity. Enrollment data for students not
reported by race/ethnicity were prorated by state and grade to match state totals. Prior to 2008,
data on students of Two or more races were not collected. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1995-96 through 2014-15; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, 1972 through 2026. (This table was prepared November 2016.)

Table 203.60. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and level of education: Fall 1999 through fall 2026

| Level of education and year | Enrollment (in thousands) |  |  |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | $\begin{aligned} & \text { His- } \\ & \text { panic } \end{aligned}$ | Asian/Paciicic slander |  |  | American Indian/ Alaska Native | $\begin{gathered} \text { Two or } \\ \text { more } \\ \text { races } \end{gathered}$ | Total | White | Black | $\begin{array}{r} \text { His- } \\ \text { panic } \end{array}$ | Asian/Paciicic slander |  |  | American Indian/ Alaska Native | Two or more races |
|  |  |  |  |  | Total | Asian | $\begin{gathered} \text { Pacific } \\ \text { Islander } \end{gathered}$ |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1999 .$. | 46,857 | 29,035 | 8,066 | 7,327 | 1,887 |  |  | 542 | - | 100.0 | 62.0 | 17.2 | 15.6 | 4.0 |  |  | 1.2 |  |
|  | 47,204 47,672 | 28,878 28,735 | 8,100 8,177 | 7,726 8,169 | 1,950 2,028 |  |  | 550 564 |  | 100.0 100.0 | 61.2 60.3 | 17.2 17.2 | $\begin{array}{r}16.4 \\ 17.1 \\ \hline\end{array}$ | 4.1 4.3 |  |  | 1.2 1.2 1.2 |  |
| 2002 ............................ | 48,183 | 28,618 | 8,299 | 8,594 | 2,088 |  |  | 583 |  | 100.0 | 59.4 | 17.2 | 17.8 | 4.3 |  |  | 1.2 |  |
| 2003 ...................... | 48,540 | 28,442 | 8,349 | 9,011 | 2,145 |  |  | 593 |  | 100.0 | 58.6 | 17.2 | 18.6 | 4.4 |  |  | 1.2 |  |
| 2004. | 48,795 | 28,318 | 8,386 | 9,317 | 2,183 |  |  | 591 |  | 100.0 | 58.0 | 17.2 | 19.1 | 4.5 |  |  | 1.2 |  |
| ${ }_{2}^{2005}$.... | 49,113 49,316 | 28,005 | ${ }_{8,422}^{8,45}$ | 9,787 10,166 | 2,279 <br> 2,33 |  |  | 598 595 | - | 100.0 100.0 | 57.0 56.4 | 17.2 17.1 | 19.9 20.6 | 4.6 |  |  | 1.2 |  |
| 2007. | 49,291 | 27,454 | 8,392 | 10,454 | 2,396 |  |  | 594 |  | 100.0 | 55.7 | 17.0 | 21.2 | 4.9 |  |  | 1.2 |  |
| 2008. | 49,266 | 27,057 | 8,358 | 10,563 | 2,451 | 2,405 | 46 | 589 | 247 | 100.0 | 54.9 | 17.0 | 21.4 | 5.0 | 4.9 | 0.1 | 1.2 | 0.51 |
| 2009. | 49,361 | 26,702 | 8,245 | 10,991 | 2,484 | 2,435 | 49 | 601 | 338 | 100.0 | 54.1 | 16.7 | 22.3 | 5.0 | 4.9 | 0.1 | 1.2 | 0.71 |
| 2010. | 49,484 | 25,933 | 7,917 | 11,439 | 2,466 | 2,296 | 171 | 566 | 1,164 | 1000 | 52.4 | 16.0 | 23.1 | 5.0 | 4.6 | 0.3 | 1.1 | 2.4 |
| 2011 ... | 49,522 | 25,602 | 7,827 | 11,759 | 2,513 | 2,334 | 179 | 547 | 1,272 | 100.0 | 51.7 | 15.8 | 23.7 | 5.1 | 4.7 | 0.4 | 1.1 |  |
| ${ }_{2012}^{2012 . . . . .}$ | 49,771 50,045 | 25,386 25,160 | 7,803 | 12,104 12,452 | 2,552 | ${ }_{2}^{2,417}$ | 180 176 | 534 523 | 1,393 1,511 | 100.0 100.0 | 51.0 50.3 | 15.7 15.6 | 24.3 24.9 | 5.1 5.2 | 4.8 4.8 | 0.4 0.4 | 1.1 1.0 | 2.8 3.0 |
| 2013 .. |  | 25,160 | 7,805 | 12,452 | 2,593 | 2,417 | 176 | 523 |  | 100.0 | 50.3 | 15.6 | 24.9 | 5.2 | 4.8 | 0.4 | 1.0 |  |
| 2014 | 50,313 | 24,923 | 7,807 | 12,805 | 2,646 | 2,470 | 176 | 519 | 1,612 | 100.0 | 49.5 | 15.5 | 25.4 | 5.3 | 4.9 | 0.3 | 1.0 | 3.2 |
| ${ }_{2016}$ | 50,485 50,625 | 24,814 24,613 | 7,848 | 13,178 <br> 13,382 | ${ }^{2,718}$ | ${ }_{2}^{2,540}$ | 177 <br> 178 | 516 511 | 1,444 1.485 | 100.0 100.0 | 49.2 | 15.5 15.6 | 26.1 26.4 | 5.3 5.4 | 5.0 5.0 | 0.4 0.4 | 1.0 | 2.9 2.9 |
| $2017{ }^{2}$... | 50,710 | 24,398 | 7,953 | 13,574 | 2,756 | 2,578 | 178 | 506 | ${ }_{1}^{1,523}$ | 100.0 | 48.1 | 15.7 | ${ }_{26.8}$ | 5.4 5.4 | 5.1 | 0.4 | 1.0 | 2.9 3.0 |
| $2018{ }^{2}$. | 50,759 | 24,189 | 7,950 | 13,778 | 2,783 | 2,604 | 178 | 502 | 1,557 | 100.0 | 47.7 | 15.7 | 27.1 | 5.5 | 5.1 | 0.4 | 1.0 | 3.1 |
| 20192. | 50,843 | 24,064 | 7,955 | 13,909 | 2,825 | 2,648 | 178 | 492 | 1,598 | 100.0 | 47.3 | 15.6 | 27.4 | 5.6 | 5.2 |  |  |  |
| $2020{ }^{2}$... | 50,996 | 23,951 | 7,973 | 14,074 | 2,865 | 2,689 | 177 | 485 | 1,648 | 100.0 | 47.0 | 15.6 | ${ }_{27}^{27.6}$ | 5.6 | 5.3 | 0.3 | 1.0 | 3.2 |
| $2021{ }^{2}$.... | 51,152 | 23,840 | 7,995 | 14,240 | 2,902 | 2,726 | 175 | 479 | 1,696 | 100.0 | 46.6 | 15.6 | 27.8 | 5.7 | 5.3 | 0.3 | 0.9 |  |
| ${ }^{202222^{2}}$.... | 51,301 | 23,737 | 8,019 | 14,391 | 2,939 | 2,764 | 174 | 473 | 1,743 | 100.0 | 46.3 | 15.6 | 28.1 | 5.7 | 5.4 | 0.3 | 0.9 | 3.4 |
| $2023{ }^{2}$..... | 51,455 | 23,655 | 8,024 | 14,538 | 2,981 | 2,808 | 173 | 468 | 1,789 | 100.0 | 46.0 | 15.6 | 28.3 | 5.8 | 5.5 | 0.3 | 0.9 | 3.5 |
| $2024^{2}$... | 51,562 | 23,565 | 8,001 | 14,671 | 3,028 | 2,856 | 173 | 463 | 1,833 | 100.0 | 45.7 | 15.5 | 28.5 | 5.9 | 5.5 | 0.3 | 0.9 |  |
| Prekindergarten through grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1999 . . . .{ }^{\text {a }}$. | 33,486 | 20,327 | 5,952 | 5,512 | 1,303 | - | - | 391 | - | 100.0 | 60.7 | 17.8 | 16.5 | 3.9 |  |  | 1.2 |  |
| 2001 | $\begin{array}{r}33,686 \\ 33936 \\ \hline\end{array}$ | 20, 1960 | 6,981 | ${ }_{6}^{5,830}$ | 1,449 |  |  | 397 <br> 405 | - | 100.0 100.0 | 59.8 | 17.8 <br> 177 <br> 17 | 17.3 <br> 18.1 | 4.0 4.2 |  |  | 1.2 |  |
| 2002 | 34,114 | 19,764 | 6,042 | 6.446 | 1.447 |  |  | 415 |  | 100.0 | 57.9 | 17.7 | 18.9 | 4.2 |  |  | 1.2 |  |
| 2003. | 34,201 | 19,558 | 6,015 | 6,729 | 1,483 |  |  | 415 |  | 100.0 | 57.2 | 17.6 | 19.7 | 4.3 |  |  | 1.2 |  |
| 2004. | 34,178 | 19,368 | 5,983 | 6,909 | 1,504 | - | - | 413 | - | 100.0 | 56.7 | 17.5 | 20.2 | 4.4 |  |  | 1.2 |  |
| 2005. | 34,204 | 19,051 | 5,954 | 7,216 | 1,569 | - | - | 412 414 | - | 100.0 | 55.7 | 17.4 |  | 4.6 |  |  | 1.2 |  |
| 2006. | 34,235 34,204 | 18,863 18,679 | 5,882 5 58 | 7,465 | 1,611 1,660 |  |  | 414 412 |  | 100.0 100.0 | 55.1 54.6 | 17.2 17.0 | 21.8 <br> 22.3 | 4.7 4.9 |  |  | 1.2 1.2 1.2 |  |
| 2008 … | 34,286 | 18,501 | 5,793 | 7,689 | 1,705 | 1,674 | 31 | 410 | 187 | 100.0 | 54.0 | 16.9 | 22.4 | 5.0 | 4.9 | 0.1 | 1.2 | 0.5 |
| 2009 ... | 34,409 | 18,316 | 5,713 | 7,977 | 1,730 | 1,697 | 33 | 419 | 254 | 100.0 | 53.2 | 16.6 | 23.2 | 5.0 | 4.9 | 0.1 | 1.2 |  |
| 2010 | 34,625 | 17,823 | 5,495 | 8,314 | 1,711 | 1,589 | ${ }^{122}$ | 394 | 887 | 100.0 | 51.5 | 15.9 | 24.0 | 4.9 | 4.6 | 0.4 | 1.1 | 2.6 |
| 2011. | 34,773 | 17,654 | 5,470 | 8,558 | 1,744 | 1,616 | 128 | 384 | 963 | 100.0 | 50.8 | 15.7 | 24.6 | 5.0 | 4.6 | 0.4 | 1.1 | 2.8 |
| 2012. | 35,018 <br> 35 | 17,535 | 5,473 | 8,804 | 1,773 | ${ }^{1,644}$ | 129 | 375 | 1,1148 | 100.0 | 50.1 | ${ }^{15.6}$ | 25.1 | 5.1 | 4.7 | 0.4 | 1.1 | 3.0 |
| 2013 ....... | 35,251 | 17,390 | 5,483 | 9,054 | 1,809 | 1,683 | 126 | 367 | 1,148 | 100.0 | 49.3 | 15.6 | 25.7 | 5.1 | 4.8 | 0.4 | 1.0 |  |
| 2014 . | 35,370 | 17,193 | 5,471 | 9,273 | 1,842 | 1,718 | 124 | 363 | 1,227 | 100.0 | 48.6 | 15.5 | 26.2 | 5.2 | 4.9 | 0.4 | 1.0 | 3.5 |
| $2014{ }^{2}$.... | 35,414 | 17,079 | 5,434 | 9,579 | 1,869 | 1,745 | 125 | 361 | 1,092 | 100.0 | 48.2 | 15.3 | 27.0 | 5.3 | 4.9 | 0.4 | 1.0 | 3.1 |
| $2016{ }^{2}$.... | 35,514 | 16,934 | 5,453 | 9,757 | 1,890 | 1,766 | 124 | 356 | 1,124 | 100.0 | 47.7 | 15.4 | 27.5 | 5.3 | 5.0 | 0.4 | 1.0 | 3.2 |
| $2017^{2}$....................... | 35,562 | 16,778 | 5,470 | 9,905 | 1,904 | 1,780 | 124 | 351 | 1,153 | 100.0 | 47.2 | 15.4 | 27.9 | 5.4 | 5.0 | 0.3 | 1.0 | 3.2 |
| $2018^{2}$...................... | 35,593 | 16,637 | 5,482 | 10,036 | 1,912 | 1,789 | 123 | 348 | 1,180 | 100.0 | 46.7 | 15.4 | 28.2 | 5.4 | 5.0 | 0.3 | 1.0 | 3.3 |
| $2019^{2}$... | 35,657 | 16,586 | 5,469 | 10,117 | 1,939 | 1,818 | 121 | 340 | 1,207 | 100.0 | 46.5 | 15.3 | 28.4 | 5.4 | 5.1 | 0.3 | 1.0 |  |
| $2020{ }^{2}$... | 35,667 | 16,507 | 5,431 | 10,187 | 1,967 | 1,847 | 120 | 334 | 1,241 | 100.0 | 46.3 | 15.2 | 28.6 | 5.5 | 5.2 | 0.3 | 0.9 | 3.5 |
| $2021^{2}$...................... | 35,639 | 16,421 | 5,374 | 10,245 | 1,997 | 1,878 | 119 | 329 | 1,274 | 100.0 | 46.1 | 15.1 | 28.7 | 5.6 | 5.3 | 0.3 | 0.9 | 3.6 |
| ${ }^{2022^{2}} \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots$ | 35,660 | 16,362 | 5,313 | 10,328 | 2,028 | 1,910 | 118 | 324 | 1,304 | 1000 | 45.9 | 14.9 | 29.0 | 5.7 | 5.4 | 0.3 | 0.9 |  |
| $2023^{2}$........................ | 35,815 | 16,369 | 5,324 | 10,394 | 2,072 | 1,954 | 119 | 322 | 1,334 | 100.0 | 45.7 | 14.9 | 29.0 | 5.8 | 5.5 | 0.3 | 0.9 | 3.7 |
| $2024{ }^{2}$... | 35,982 | 16,382 | 5,343 | 10,456 | 2,114 | 1,995 | 119 | 320 | 1,367 | 100.0 | 45.5 | 14.8 | 29.1 | 5.9 | 5.5 |  |  |  |
| ${ }_{20262^{2}}^{202 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~}$ | 36,156 36,362 | 16,394 16,408 | 5,363 5,385 | 10,524 10,614 | 2,200 | ${ }_{2}^{2,087}$ | 119 119 | 318 317 | 1,401 1,438 | 100.0 100.0 | 45.1 | 14.8 14.8 | 29.1 29.2 | 6.0 6.1 | 5.6 5.7 | 0.3 0.3 | 0.9 0.9 | 3.9 4.0 |
| Grades 9 through |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 13,371 | 8,708 | 2,114 | 1,815 | 584 |  | - | 151 | - | 100.0 | 65.1 | 15.8 | 13.6 | 4.4 |  | + | 1.1 |  |
| 2000 ....................... | 13,517 13,736 | ${ }_{8}^{8,774}$ | 2,119 | ${ }^{1,896}$ | 601 619 |  |  | 153 159 159 |  | 100.0 100.0 | 64.7 63.9 | 15.7 15.8 | 14.0 14.6 | 4.4 |  |  | 1.1 |  |
| 2002 ........................ | 14,069 | 8,854 | 2,257 | 2,148 | 642 |  |  | 168 |  | 100.0 | 62.9 | 16.0 | 15.3 | 4.6 |  |  | 1.2 |  |
| 2003 ....................... | 14,339 | 8,884 | 2,334 | 2,282 | 663 | - | - | 177 | - | 100.0 | 62.0 | 16.3 | 15.9 | 4.6 | t | † | 1.2 |  |
| 2004. | 14,618 | 8,950 | 2,403 | 2,408 | 679 | - | - | 178 | - | 100.0 | 61.2 | 16.4 | 16.5 | 4.6 |  |  | 1.2 |  |
| 2006. | 14,909 15,081 | 88.938 | ${ }_{2}^{2,540}$ | ${ }^{2,5701}$ | 720 |  | - | 186 181 181 | - | 100.0 100.0 | 60.1 59.3 | 16.7 16.8 | 17.2 | 4.8 |  |  | 1.2 |  |
| 2007. | 15,086 | 8,775 | 2,571 | 2,821 | 736 |  |  | 183 |  | 100.0 | 58.2 | 17.0 | 18.7 | 4.9 |  |  | 1.2 |  |
| 2008 ..... | 14,980 | 8,556 | 2,565 | 2,874 | 746 | 731 | 15 | 179 | 59 | 100.0 | 57.1 | 17.1 | 19.2 | 5.0 | 4.9 | 0.1 | 1.2 | 0.4 |
| 2009. | 14,952 | 8,385 | 2,532 | 3,014 | 754 | 738 | 16 | 182 | 84 | 100.0 | 56.1 | 16.9 | 20.2 | 5.0 | 4.9 | 0.1 | 1.2 | 0.61 |
| 2010. | 14,860 | 8,109 | 2,422 | 3,125 | 755 | 777 | 49 | 171 | 277 | 100.0 | 54.6 | 16.3 | 21.0 | 5.1 | 4.8 | 0.3 | 1.2 |  |
| 2011. | 14,749 | 7,948 | 2,357 | 3,202 | 769 | 719 | 51 | 163 | 309 <br> 3 | 100.0 | 53.9 | 16.0 | 21.7 | 5.2 | 4.9 | 0.3 | 1.1 | 2.1 |
| 2012. | 14,753 <br> 14794 | 7,851 | 2,330 | 3,300 3,398 | 7784 | 733 73 | 51 | 158 156 | 335 363 | 100.0 100.0 | 53.2 | 15.8 15.7 | 22.4 | 5.3 | 4.9 50 | 0.3 0.3 | 1.1 | 2.3 |
| 2013 ...................... | 14,94 | 7,7\% | 2,322 | 3,39 | 784 | 73 |  |  |  | 100.0 |  |  |  |  | 5.0 | 0.3 | 1.1 |  |

See notes at end of table.

Table 203.60. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and level of education: Fall 1999 through fall 2026-Continued

| Level of education and year | Enrollment (in thousands) |  |  |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Total | White | Black | $\begin{aligned} & \text { His- } \\ & \text { panic } \end{aligned}$ | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  | Total | Asian | Paciic Islander |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 2014 | 14,943 | 7,730 | 2,336 | 3,532 | 804 | 753 | 52 | 156 | 385 | 100.0 | 51.7 | 15.6 | 23.6 | 5.4 | 5.0 | 0.3 | 1.0 | 2.6 |
| $2015^{2}$....................... | 15,070 | 7,735 | 2,414 | 3,599 | 816 | 763 | 53 | 156 | 351 | 100.0 | 51.3 | 16.0 | 23.9 | 5.4 | 5.1 | 0.4 | 1.0 | 2.3 |
| $2016{ }^{2}$ | 15,111 | 7,678 | 2,463 | 3,625 | 828 | 774 | 54 | 155 | 362 | 100.0 | 50.8 | 16.3 | 24.0 | 5.5 | 5.1 | 0.4 | 1.0 | 2.4 |
| $2017^{2}$........................ | 15,148 | 7,621 | 2,483 | 3,669 | 852 | 797 | 54 | 154 | 369 | 100.0 | 50.3 | 16.4 | 24.2 | 5.6 | 5.3 | 0.4 | 1.0 | 2.4 |
| $2018^{2}$..................... | 15,166 | 7,553 | 2,469 | 3,742 | 870 | 815 | 55 | 154 | 378 | 100.0 | 49.8 | 16.3 | 24.7 | 5.7 | 5.4 | 0.4 | 1.0 | 2.5 |
| 20192 | 15,186 | 7,478 | 2,486 | 3,792 | 886 | 829 | 57 | 152 | 391 | 100.0 | 49.2 | 16.4 | 25.0 | 5.8 | 5.5 | 0.4 | 1.0 | 2.6 |
| $2020{ }^{2}$ | 15,329 | 7,444 | 2,542 | 3,887 | 898 | 842 | 57 | 151 | 406 | 100.0 | 48.6 | 16.6 | 25.4 | 5.9 | 5.5 | 0.4 | 1.0 | 2.7 |
| $2021^{2}$....................... | 15,513 | 7,420 | 2,621 | 3,995 | 905 | 848 | 57 | 150 | 422 | 100.0 | 47.8 | 16.9 | 25.8 | 5.8 | 5.5 | 0.4 | 1.0 | 2.7 |
| $2022{ }^{2}$ | 15,641 | 7,375 | 2,706 | 4,062 | 910 | 854 | 56 | 148 | 439 | 100.0 | 47.2 | 17.3 | 26.0 | 5.8 | 5.5 | 0.4 | 0.9 | 2.8 |
| $2023{ }^{2}$..... | 15,640 | 7,286 | 2,700 | 4,144 | 909 | 854 | 55 | 146 | 455 | 100.0 | 46.6 | 17.3 | 26.5 | 5.8 | 5.5 | 0.3 | 0.9 | 2.9 |
| $2024{ }^{2}$ | 15,579 | 7,183 | 2,658 | 4,215 | 915 | 860 | 54 | 144 | 466 | 100.0 | 46.1 | 17.1 | 27.1 | 5.9 | 5.5 | 0.3 | 0.9 | 3.0 |
| $2025^{2}$........................... | 15,476 | 7,071 | 2,600 | 4,267 | 922 | 868 | 54 | 141 | 475 | 100.0 | 45.7 | 16.8 | 27.6 | 6.0 | 5.6 | 0.3 | 0.9 | 3.1 |
| $2026^{2}$.......................... | 15,376 | 6,979 | 2,532 | 4,318 | 928 | 874 | 54 | 139 | 480 | 100.0 | 45.4 | 16.5 | 28.1 | 6.0 | 5.7 | 0.4 | 0.9 | 3.1 |

## -Not available.

$\dagger$ Not applicable.
${ }^{1}$ For this year, data on students of Two or more races were reported by only a small number of states. Therefore, the data are not comparable to figures for 2010 and later years.
${ }^{2}$ Projected.
NOTE: Race categories exclude persons of Hispanic ethnicity. Enrollment data for students not reported by race/ethnicity were prorated by state and grade to match state totals. Prior to 2008, data on students of Two or more races were not collected. Total counts of
ungraded students were prorated to prekindergarten through grade 8 and grades 9 through 12 based on prior reports. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1998-99 through 2014-15 ; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, 1972 through 2026. (This table was prepared November 2016.)

Table 203.70. Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 2004 and fall 2014

| State or jurisdiction | Percentage distribution, fall 2004 |  |  |  |  |  | Percentage distribution, fall 2014 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States ......... | 100.0 | 58.0 | 17.2 | 19.1 | 4.5 | 1.2 | 100.0 | 49.5 | 15.5 | 25.4 | 4.9 | 0.3 | 1.0 | 3.2 |
| Alabama ..................... | 100.0 | 59.7 | 36.1 | 2.4 | 1.0 | 0.8 | 100.0 | 56.3 | 33.2 | 6.1 | 1.4 | 0.1 | 0.9 | 2.0 |
| Alaska ......................... | 100.0 | 58.3 | 4.6 | 4.1 | 6.7 | 26.3 | 100.0 | 48.5 | 3.3 | 6.6 | 6.2 | 2.6 | 23.6 | 9.2 |
| Arizona ....................... | 100.0 | 48.3 | 5.0 | 38.2 | 2.3 | 6.2 | 100.0 | 40.0 | 5.2 | 44.5 | 2.8 | 0.3 | 4.7 | 2.4 |
| Arkansas ..................... | 100.0 | 69.2 | 23.0 | 6.0 | 1.3 | 0.6 | 100.0 | 62.4 | 20.9 | 11.9 | 1.5 | 0.6 | 0.6 | 2.0 |
| California ..................... | 100.0 | 31.9 | 8.1 | 47.7 | 11.5 | 0.8 | 100.0 | 24.6 | 6.0 | 53.6 | 11.3 | 0.5 | 0.6 | 3.4 |
| Colorado ...................... | 100.0 | 63.5 | 5.9 | 26.2 | 3.2 | 1.2 | 100.0 | 54.5 | 4.7 | 33.1 | 3.1 | 0.2 | 0.7 | 3.7 |
| Connecticut .................. | 100.0 | 67.5 | 13.8 | 15.0 | 3.4 | 0.4 | 100.0 | 57.3 | 12.9 | 22.1 | 4.8 | 0.1 | 0.3 | 2.5 |
| Delaware ...................... | 100.0 | 56.2 | 32.3 | 8.5 | 2.7 | 0.3 | 100.0 | 46.6 | 31.2 | 15.3 | 3.6 | 0.1 | 0.4 | 2.8 |
| District of Columbia ........ | 100.0 | 4.6 | 84.5 | 9.5 | 1.4 | \# | 100.0 | 9.6 | 71.8 | 15.0 | 1.4 | 0.1 | 0.3 | 1.8 |
| Florida ......................... | 100.0 | 50.5 | 24.1 | 23.0 | 2.1 | 0.3 | 100.0 | 40.2 | 22.7 | 30.7 | 2.6 | 0.1 | 0.3 | 3.3 |
| Georgia .............. | 100.0 | 50.5 | 38.9 | 7.9 | 2.7 | 0.2 | 100.0 | 41.8 | 36.9 | 14.0 | 3.6 | 0.1 | 0.2 | 3.3 |
| Hawaii ......................... | 100.0 | 20.0 | 2.4 | 4.5 | 72.5 | 0.6 | 100.0 | 13.3 | 2.0 | 10.7 | 31.2 | 31.4 | 0.3 | 11.1 |
| Idaho ......................... | 100.0 | 83.5 | 1.0 | 12.4 | 1.5 | 1.6 | 100.0 | 76.8 | 1.0 | 17.3 | 1.2 | 0.3 | 1.2 | 2.2 |
| Illinois ................ | 100.0 | 57.0 | 20.7 | 18.4 | 3.7 | 0.2 | 100.0 | 49.4 | 17.5 | 25.1 | 4.6 | 0.1 | 0.3 | 3.1 |
| Indiana ........................ | 100.0 | 81.0 | 12.4 | 5.2 | 1.1 | 0.3 | 100.0 | 70.1 | 12.3 | 10.7 | 2.0 | 0.1 | 0.2 | 4.6 |
| lowa .................. | 100.0 | 87.4 | 4.8 | 5.4 | 1.9 | 0.6 | 100.0 | 78.3 | 5.4 | 10.0 | 2.3 | 0.2 | 0.4 | 3.4 |
| Kansas ........................ | 100.0 | 75.9 | 8.7 | 11.6 | 2.3 | 1.4 | 100.0 | 65.4 | 7.1 | 18.9 | 2.7 | 0.2 | 1.0 | 4.8 |
| Kentucky ...................... | 100.0 | 86.6 | 10.5 | 1.8 | 0.9 | 0.2 | 100.0 | 78.9 | 10.6 | 5.6 | 1.5 | 0.1 | 0.1 | 3.1 |
| Louisiana ..................... | 100.0 | 48.3 | 47.7 | 1.9 | 1.4 | 0.7 | 100.0 | 46.2 | 44.3 | 5.5 | 1.5 | 0.1 | 0.7 | 1.7 |
| Maine ............................ | 100.0 | 95.5 | 1.9 | 0.8 | 1.3 | 0.5 | 100.0 | 90.6 | 3.2 | 1.9 | 1.5 | 0.1 | 0.8 | 1.9 |
| Maryland ...................... | 100.0 | 49.5 | 38.1 | 7.0 | 5.0 | 0.4 | 100.0 | 39.9 | 34.6 | 14.7 | 6.2 | 0.1 | 0.3 | 4.2 |
| Massachusetts ............... | 100.0 | 74.2 | 8.9 | 11.8 | 4.8 | 0.3 | 100.0 | 63.7 | 8.7 | 17.9 | 6.3 | 0.1 | 0.2 | 3.1 |
| Michigan ...................... | 100.0 | 72.7 | 19.9 | 4.2 | 2.2 | 1.0 | 100.0 | 67.7 | 18.2 | 7.1 | 3.0 | 0.1 | 0.7 | 3.2 |
| Minnesota .................... | 100.0 | 79.3 | 8.2 | 5.0 | 5.5 | 2.1 | 100.0 | 69.6 | 10.0 | 8.5 | 6.4 | 0.1 | 1.7 | 3.7 |
| Mississippi ................... | 100.0 | 47.0 | 50.8 | 1.3 | 0.8 | 0.2 | 100.0 | 45.1 | 49.3 | 3.2 | 1.0 | \# | 0.2 | 1.0 |
| Missouri ....................... | 100.0 | 77.3 | 17.9 | 2.9 | 1.5 | 0.4 | 100.0 | 72.7 | 16.3 | 5.6 | 1.9 | 0.2 | 0.4 | 2.9 |
| Montana ............ | 100.0 | 84.5 | 0.8 | 2.3 | 1.1 | 11.3 | 100.0 | 79.6 | 1.0 | 4.3 | 0.8 | 0.2 | 11.3 | 2.8 |
| Nebraska ..................... | 100.0 | 78.5 | 7.4 | 10.8 | 1.7 | 1.6 | 100.0 | 68.2 | 6.7 | 17.7 | 2.4 | 0.1 | 1.4 | 3.4 |
| Nevada ....................... | - | - | - | - | - | - | 100.0 | 35.1 | 10.2 | 41.1 | 5.5 | 1.4 | 1.0 | 5.8 |
| New Hampshire ............. | 100.0 | 93.8 | 1.6 | 2.6 | 1.8 | 0.3 | 100.0 | 87.4 | 1.9 | 4.7 | 3.1 | 0.1 | 0.3 | 2.5 |
| New Jersey .................... | 100.0 | 57.1 | 17.7 | 17.7 | 7.2 | 0.2 | 100.0 | 47.1 | 16.1 | 25.7 | 9.3 | 0.2 | 0.1 | 1.4 |
| New Mexico .................. | 100.0 | 31.9 | 2.5 | 53.3 | 1.2 | 11.1 | 100.0 | 24.0 | 1.9 | 61.1 | 1.1 | 0.1 | 10.2 | 1.5 |
| New York ...................... | 100.0 | 53.1 | 19.9 | 19.8 | 6.7 | 0.5 | 100.0 | 45.4 | 18.0 | 25.3 | 8.9 | 0.0 | 0.6 | 1.7 |
| North Carolina .............. | 100.0 | 57.4 | 31.6 | 7.5 | 2.0 | 1.5 | 100.0 | 50.6 | 25.9 | 15.4 | 2.9 | 0.1 | 1.3 | 3.6 |
| North Dakota ................ | 100.0 | 87.2 | 1.2 | 2.4 | 0.9 | 8.3 | 100.0 | 80.3 | 3.6 | 4.1 | 1.4 | 0.3 | 8.7 | 1.6 |
| Ohio ............................. | 100.0 | 79.1 | 17.1 | 2.3 | 1.4 | 0.1 | 100.0 | 71.9 | 16.4 | 4.9 | 2.0 | 0.1 | 0.1 | 4.7 |
| Oklahoma .................... | 100.0 | 60.6 | 10.8 | 8.2 | 1.6 | 18.7 | 100.0 | 50.9 | 9.1 | 15.6 | 1.9 | 0.3 | 14.6 | 7.7 |
| Oregon ........................ | 100.0 | 75.4 | 3.3 | 14.5 | 4.6 | 2.3 | 100.0 | 63.3 | 2.5 | 22.8 | 3.9 | 0.7 | 1.5 | 5.3 |
| Pennsylvania ................. | 100.0 | 75.5 | 16.0 | 6.0 | 2.3 | 0.1 | 100.0 | 68.3 | 15.0 | 10.0 | 3.5 | 0.1 | 0.1 | 3.0 |
| Rhode Island .................. | 100.0 | 70.9 | 8.6 | 16.8 | 3.2 | 0.6 | 100.0 | 60.7 | 8.1 | 23.6 | 3.2 | 0.2 | 0.7 | 3.5 |
| South Carolina ............... | 100.0 | 54.0 | 40.8 | 3.6 | 1.2 | 0.3 | 100.0 | 52.1 | 34.8 | 8.0 | 1.4 | 0.1 | 0.3 | 3.3 |
| South Dakota ................. | 100.0 | 84.6 | 1.6 | 1.9 | 1.0 | 10.9 | 100.0 | 76.0 | 2.9 | 4.9 | 1.7 | 0.1 | 11.4 | 3.0 |
| Tennessee .................... | 100.0 | 70.0 | 25.1 | 3.3 | 1.4 | 0.2 | 100.0 | 64.9 | 22.5 | 8.5 | 1.8 | 0.1 | 0.2 | 2.1 |
| Texas ......................... | 100.0 | 37.7 | 14.2 | 44.7 | 3.0 | 0.3 | 100.0 | 29.0 | 12.6 | 52.0 | 3.9 | 0.1 | 0.4 | 2.0 |
| Utah ........................... | 100.0 | 82.7 | 1.2 | 11.6 | 3.0 | 1.6 | 100.0 | 75.7 | 1.3 | 16.4 | 1.7 | 1.5 | 1.1 | 2.2 |
| Vermont ....................... | 100.0 | 95.8 | 1.4 | 0.9 | 1.5 | 0.5 | 100.0 | 91.3 | 2.0 | 1.7 | 1.9 | 0.1 | 0.3 | 2.8 |
| Virginia ........................ | 100.0 | 60.6 | 27.1 | 7.1 | 4.9 | 0.3 | 100.0 | 51.3 | 23.0 | 13.8 | 6.5 | 0.1 | 0.3 | 4.9 |
| Washington .................. | 100.0 | 70.7 | 5.7 | 12.9 | 8.0 | 2.7 | 100.0 | 57.2 | 4.5 | 21.7 | 7.2 | 1.0 | 1.3 | 7.1 |
| West Virginia ................. | 100.0 | 93.9 | 4.8 | 0.6 | 0.6 | 0.1 | 100.0 | 90.8 | 4.6 | 1.5 | 0.7 | \# | 0.1 | 2.3 |
| Wisconsin ...................... | 100.0 | 78.3 | 10.5 | 6.3 | 3.4 | 1.5 | 100.0 | 71.8 | 9.6 | 10.9 | 3.7 | 0.1 | 1.2 | 2.7 |
| Wyoming ........................ | 100.0 | 85.6 | 1.4 | 8.6 | 1.0 | 3.4 | 100.0 | 78.8 | 1.1 | 13.5 | 0.8 | 0.1 | 3.5 | 2.2 |
| Bureau of Indian Education | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | - | - | - | - | - | - | - | - |
| DoD, overseas ............... | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DoD, domestic ................ | 100.0 | 49.9 | 23.6 | 21.3 | 4.2 | 1.0 | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ........ | 100.0 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | - | - | - | - | - | - | - | - |
| Guam ...................... | 100.0 | 1.2 | 0.3 | 0.2 | 98.3 | \# | 100.0 | 0.6 | 0.2 | 0.2 | 23.2 | 73.5 | \# | 2.2 |
| Northern Marianas ...... | 100.0 | 0.6 | \# | 0.0 | 99.4 | 0.0 | - | - | - | - | - | - | - | - |
| Puerto Rico ............... | 100.0 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 100.0 | 0.1 | \# | 99.9 | \# | \# | \# | 0.0 |
| U.S. Virgin Islands ....... | 100.0 | 1.0 | 84.7 | 13.8 | 0.4 | 0.2 | - | - | - | - | - | - | - | - |

## -Not available. <br> \#Rounds to zero.

NOTE: Percentage distribution based on students for whom race/ethnicity was reported, which may be less than the total number of students in the state. U.S. totals for 2004 include imputed data for Nevada. Race categories exclude persons of Hispanic ethnicity. DoD = Department of Defense. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2004-05 and 2014-15. (This table was prepared November 2016.)

Table 203.75. Enrollment and percentage distribution of enrollment in public schools, by family poverty rate of 5 - to 17-year-olds living in the school district, student race/ethnicity, region, and school locale: 2013-14

| Student race/ethnicity, region, and school locale | Enrollment in public schools |  |  |  |  | Percentage distribution of enrollment |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Family poverty rate ${ }^{1}$ of 5 - to 17 -year-olds ${ }^{2}$ living in the school district |  |  |  |  | Family poverty rate ${ }^{1}$ of 5 - to 17 -year-olds ${ }^{2}$ living in the school district |  |  |  |
|  | Total | 0 to 12.0 percent | 12.1 to 20.0 percent | 20.1 to 28.0 percent | More than 28.0 percent | Total | 0 to 12.0 percent | 12.1 to 20.0 percent | 20.1 to 28.0 percent | More than 28.0 percent |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Total | 49,481,720 | 12,301,079 | 12,922,300 | 12,094,711 | 12,163,630 | 100.0 | 24.9 | 26.1 | 24.4 | 24.6 |
| White | 24,845,481 | 8,692,937 | 7,476,122 | 5,691,098 | 2,985,324 | 100.0 | 35.0 | 30.1 | 22.9 | 12.0 |
| Black ............................................................................. | 7,719,312 | 771,004 | 1,488,381 | 1,905,234 | 3,554,693 | 100.0 | 10.0 | 19.3 | 24.7 | 46.0 |
| Hispanic .................................... | 12,339,568 | 1,431,637 | 2,658,932 | 3,529,446 | 4,719,553 | 100.0 | 11.6 | 21.5 | 28.6 | 38.2 |
| Asian ..... | 2,398,012 | 889,457 | 655,025 | 404,814 | 448,716 | 100.0 | 37.1 | 27.3 | 16.9 | 18.7 |
| Pacific Islander | 174,671 | 25,723 | 93,798 | 35,346 | 19,804 | 100.0 | 14.7 | 53.7 | 20.2 | 11.3 |
| American Indian/Alaska Native ........ | 514,311 | 72,506 | 117,958 | 139,649 | 184,198 | 100.0 | 14.1 | 22.9 | 27.2 | 35.8 |
| Two or more races ........................ | 1,490,365 | 417,815 | 432,084 | 389,124 | 251,342 | 100.0 | 28.0 | 29.0 | 26.1 | 16.9 |
| Region |  |  |  |  |  |  |  |  |  |  |
| Northeast .............................. | 7,868,890 | 3,384,038 | 1,474,912 | 756,386 | 2,253,554 | 100.0 | 43.0 | 18.7 | 9.6 | 28.6 |
| White ..................................... | 4,530,450 | 2,644,675 | 1,025,428 | 435,433 | 424,914 | 100.0 | 58.4 | 22.6 | 9.6 | 9.4 |
| Black .................................. | 1,141,778 | 166,961 | 146,847 | 106,649 | 721,321 | 100.0 | 14.6 | 12.9 | 9.3 | 63.2 |
| Hispanic ............................. | 1,483,514 | 261,431 | 212,600 | 170,445 | 839,038 | 100.0 | 17.6 | 14.3 | 11.5 | 56.6 |
| Asian ................................. | 524,451 | 237,102 | 51,055 | 23,392 | 212,902 | 100.0 | 45.2 | 9.7 | 4.5 | 40.6 |
| Pacific Islander ....................... | 6,405 | 3,190 | 1,470 | 555 | 1,190 | 100.0 | 49.8 | 23.0 | 8.7 | 18.6 |
| American Indian/Alaska Native | 26,723 | 6,379 | 4,654 | 2,860 | 12,830 | 100.0 | 23.9 | 17.4 | 10.7 | 48.0 |
| Two or more races .................. | 155,569 | 64,300 | 32,858 | 17,052 | 41,359 | 100.0 | 41.3 | 21.1 | 11.0 | 26.6 |
| Midwest | 10,404,086 | 3,628,774 | 3,008,289 | 1,883,607 | 1,883,416 | 100.0 | 34.9 | 28.9 | 18.1 | 18.1 |
| White .................................... | 6,999,851 | 2,946,827 | 2,286,115 | 1,174,966 | 591,943 | 100.0 | 42.1 | 32.7 | 16.8 | 8.5 |
| Black ................................... | 1,433,910 | 166,580 | 209,790 | 272,151 | 785,389 | 100.0 | 11.6 | 14.6 | 19.0 | 54.8 |
| Hispanic .............................. | 1,197,286 | 232,755 | 304,204 | 282,979 | 377,348 | 100.0 | 19.4 | 25.4 | 23.6 | 31.5 |
| Asian ................................ | 326,685 | 156,921 | 78,301 | 53,191 | 38,272 | 100.0 | 48.0 | 24.0 | 16.3 | 11.7 |
| Pacific Islander | 10,657 | 3,324 | 3,147 | 2,684 | 1,502 | 100.0 | 31.2 | 29.5 | 25.2 | 14.1 |
| American Indian/Alaska Native | 84,113 | 15,354 | 27,889 | 20,904 | 19,966 | 100.0 | 18.3 | 33.2 | 24.9 | 23.7 |
| Two or more races ................... | 351,584 | 107,013 | 98,843 | 76,732 | 68,996 | 100.0 | 30.4 | 28.1 | 21.8 | 19.6 |
| South . | 19,199,289 | 2,655,102 | 4,900,385 | 6,295,205 | 5,348,597 | 100.0 | 13.8 | 25.5 | 32.8 | 27.9 |
| White .................................. | 8,671,331 | 1,491,574 | 2,548,037 | 3,073,684 | 1,558,036 | 100.0 | 17.2 | 29.4 | 35.4 | 18.0 |
| Black ................................. | 4,531,913 | 370,816 | 974,166 | 1,324,676 | 1,862,255 | 100.0 | 8.2 | 21.5 | 29.2 | 41.1 |
| Hispanic .............................. | 4,657,701 | 443,158 | 1,004,917 | 1,520,883 | 1,688,743 | 100.0 | 9.5 | 21.6 | 32.7 | 36.3 |
| Asian | 586,656 | 208,822 | 174,145 | 127,583 | 76,106 | 100.0 | 35.6 | 29.7 | 21.7 | 13.0 |
| Pacific Islander ..................... | 25,989 | 3,897 | 6,479 | 8,281 | 7,332 | 100.0 | 15.0 | 24.9 | 31.9 | 28.2 |
| American Indian/Alaska Native | 182,604 | 21,618 | 42,807 | 56,866 | 61,313 | 100.0 | 11.8 | 23.4 | 31.1 | 33.6 |
| Two or more races ................... | 543,095 | 115,217 | 149,834 | 183,232 | 94,812 | 100.0 | 21.2 | 27.6 | 33.7 | 17.5 |
| West | 12,009,455 | 2,633,165 | 3,538,714 | 3,159,513 | 2,678,063 | 100.0 | 21.9 | 29.5 | 26.3 | 22.3 |
| White ................................. | 4,643,849 | 1,609,861 | 1,616,542 | 1,007,015 | 410,431 | 100.0 | 34.7 | 34.8 | 21.7 | 8.8 |
| Black ................................. | 611,711 | 66,647 | 157,578 | 201,758 | 185,728 | 100.0 | 10.9 | 25.8 | 33.0 | 30.4 |
| Hispanic ................................ | 5,001,067 | 494,293 | 1,137,211 | 1,555,139 | 1,814,424 | 100.0 | 9.9 | 22.7 | 31.1 | 36.3 |
| Asian ................................. | 960,220 | 286,612 | 351,524 | 200,648 | 121,436 | 100.0 | 29.8 | 36.6 | 20.9 | 12.6 |
| Pacific Islander ..................... | 131,620 | 15,312 | 82,702 | 23,826 | 9,780 | 100.0 | 11.6 | 62.8 | 18.1 | 7.4 |
| American Indian/Alaska Native | 220,871 | 29,155 | 42,608 | 59,019 | 90,089 | 100.0 | 13.2 | 19.3 | 26.7 | 40.8 |
| Two or more races ................... | 440,117 | 131,285 | 150,549 | 112,108 | 46,175 | 100.0 | 29.8 | 34.2 | 25.5 | 10.5 |
| School locale |  |  |  |  |  |  |  |  |  |  |
| City | 15,033,168 | 1,534,603 | 2,801,732 | 3,828,456 | 6,868,377 | 100.0 | 10.2 | 18.6 | 25.5 | 45.7 |
| White . | 4,469,681 | 832,736 | 1,259,612 | 1,333,178 | 1,044,155 | 100.0 | 18.6 | 28.2 | 29.8 | 23.4 |
| Black ................................. | 3,605,174 | 124,911 | 359,545 | 793,345 | 2,327,373 | 100.0 | 3.5 | 10.0 | 22.0 | 64.6 |
| Hispanic ............................. | 5,296,601 | 259,359 | 780,337 | 1,314,327 | 2,942,578 | 100.0 | 4.9 | 14.7 | 24.8 | 55.6 |
| Asian ................................. | 1,014,109 | 216,841 | 241,298 | 189,312 | 366,658 | 100.0 | 21.4 | 23.8 | 18.7 | 36.2 |
| Pacific Islander ...................... | 58,505 | 6,841 | 23,252 | 16,015 | 12,397 | 100.0 | 11.7 | 39.7 | 27.4 | 21.2 |
| American Indian/Alaska Native | 108,738 | 14,031 | 21,442 | 35,715 | 37,550 | 100.0 | 12.9 | 19.7 | 32.8 | 34.5 |
| Two or more races .................. | 480,360 | 79,884 | 116,246 | 146,564 | 137,666 | 100.0 | 16.6 | 24.2 | 30.5 | 28.7 |
| Suburban ............................... | 19,681,922 | 7,934,194 | 5,641,891 | 4,085,643 | 2,020,194 | 100.0 | 40.3 | 28.7 | 20.8 | 10.3 |
| White ................................. | 10,125,473 | 5,497,938 | 2,777,160 | 1,456,154 | 394,221 | 100.0 | 54.3 | 27.4 | 14.4 | 3.9 |
| Black ................................. | 2,688,333 | 553,707 | 892,296 | 738,779 | 503,551 | 100.0 | 20.6 | 33.2 | 27.5 | 18.7 |
| Hispanic ............................. | 4,889,909 | 962,617 | 1,354,169 | 1,561,821 | 1,011,302 | 100.0 | 19.7 | 27.7 | 31.9 | 20.7 |
| Asian .................................... | 1,183,661 | 605,471 | 349,149 | 172,738 | 56,303 | 100.0 | 51.2 | 29.5 | 14.6 | 4.8 |
| Pacific Islander ..................... | 73,890 | 15,103 | 41,847 | 13,326 | 3,614 | 100.0 | 20.4 | 56.6 | 18.0 | 4.9 |
| American Indian/Alaska Native | 90,382 | 30,705 | 31,517 | 19,458 | 8,702 | 100.0 | 34.0 | 34.9 | 21.5 | 9.6 |
| Two or more races ................... | 630,274 | 268,653 | 195,753 | 123,367 | 42,501 | 100.0 | 42.6 | 31.1 | 19.6 | 6.7 |
| Town ..................................... | 5,656,097 | 757,138 | 1,660,327 | 1,699,017 | 1,539,615 | 100.0 | 13.4 | 29.4 | 30.0 | 27.2 |
| White .................................. | 3,659,321 | 634,632 | 1,239,716 | 1,143,382 | 641,591 | 100.0 | 17.3 | 33.9 | 31.2 | 17.5 |
| Black ................................. | 573,219 | 15,760 | 54,892 | 144,836 | 357,731 | 100.0 | 2.7 | 9.6 | 25.3 | 62.4 |
| Hispanic .............................. | 1,042,256 | 65,144 | 241,442 | 302,533 | 433,137 | 100.0 | 6.3 | 23.2 | 29.0 | 41.6 |
| Asian ................................ | 73,683 | 12,231 | 29,025 | 18,934 | 13,493 | 100.0 | 16.6 | 39.4 | 25.7 | 18.3 |
| Pacific Islander ................. | 24,396 | 1,266 | 18,165 | 3,180 | 1,785 | 100.0 | 5.2 | 74.5 | 13.0 | 7.3 |
| American Indian/Alaska Native | 124,190 | 10,245 | 27,541 | 31,038 | 55,366 | 100.0 | 8.2 | 22.2 | 25.0 | 44.6 |
| Two or more races .................. | 159,032 | 17,860 | 49,546 | 55,114 | 36,512 | 100.0 | 11.2 | 31.2 | 34.7 | 23.0 |

See notes at end of table.

Table 203.75. Enrollment and percentage distribution of enrollment in public schools, by family poverty rate of 5- to 17-year-olds living in the school district, student race/ethnicity, region, and school locale: 2013-14-Continued

| Student race/ethnicity, region, and school locale | Enrollment in public schools |  |  |  |  | Percentage distribution of enrollment |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Family poverty rate ${ }^{1}$ of 5 - to 17 -year-olds ${ }^{2}$ living in the school district |  |  |  | Total | Family poverty rate ${ }^{1}$ of 5 - to 17 -year-olds ${ }^{2}$ living in the school district |  |  |  |
|  | Total | 0 to 12.0 percent | $\begin{array}{r} 12.1 \text { to } 20.0 \\ \text { percent } \end{array}$ | $\begin{array}{r} 20.1 \text { to } 28.0 \\ \text { percent } \end{array}$ | More than 28.0 percent |  | 0 to 12.0 percent | 12.1 to 20.0 percent | 20.1 to 28.0 percent | More than 28.0 percent |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Rural ..................................... | 9,110,533 | 2,075,144 | 2,818,350 | 2,481,595 | 1,735,444 | 100.0 | 22.8 | 30.9 | 27.2 | 19.0 |
|  | 6,591,006 | 1,727,631 | 2,199,634 | 1,758,384 | 905,357 | 100.0 | 26.2 | 33.4 | 26.7 | 13.7 |
| Black ................................. | 852,586 | 76,626 | 181,648 | 228,274 | 366,038 | 100.0 | 9.0 | 21.3 | 26.8 | 42.9 |
| Hispanic .............................. | 1,110,802 | 144,517 | 282,984 | 350,765 | 332,536 | 100.0 | 13.0 | 25.5 | 31.6 | 29.9 |
| Asian .................................. | 126,559 | 54,914 | 35,553 | 23,830 | 12,262 | 100.0 | 43.4 | 28.1 | 18.8 | 9.7 |
| Pacific Islander ...................... | 17,880 | 2,513 | 10,534 | 2,825 | 2,008 | 100.0 | 14.1 | 58.9 | 15.8 | 11.2 |
| American Indian/Alaska Native | 191,001 | 17,525 | 37,458 | 53,438 | 82,580 | 100.0 | 9.2 | 19.6 | 28.0 | 43.2 |
| Two or more races .................. | 220,699 | 51,418 | 70,539 | 64,079 | 34,663 | 100.0 | 23.3 | 32.0 | 29.0 | 15.7 |

${ }^{1}$ A family is in poverty if its income falls below the Census Bureau's poverty threshold, which is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2013, for example, the poverty threshold for a family of four with two children was $\$ 23,624$. The family poverty rate of 5 - to 17 -year-olds is the percentage of children in this age group whose families are in poverty. Includes only children classified as "related" and "relevant" (see footnote 2).
${ }^{2}$ Includes only those children who live in households and meet both of the following conditions: (1) The children are related to the householder by birth, marriage, or adoption (except a child who is the spouse of the householder). The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. (2) The children are relevant to the school district. Children are relevant if they reside within the geographical boundaries of the district and are at a grade level served by the district, even if they do not attend a school in the district.
NOTE: School enrollment data were obtained from the Common Core of Data and poverty rate data were obtained from the Census Bureau. To create the school district categories, public
school districts were ranked and divided into quarters based on the family poverty rate of their 5 - to 17 -year-old population; the cut points between the four quarters were chosen so that, at the national level, each quarter contains approximately the same number of students. For the approximately 3 percent of public school students who attended charter or other special districts, no data were available on their school district's family poverty rate. The rate for their district was imputed to be the same as the rate for the regular public school district within which their charter or other special district was geographically located. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013-14. U.S. Department of Commerce, Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program, 2013 Poverty Estimates for School Districts. (This table was prepared March 2016.)

Table 203.80. Average daily attendance (ADA) in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2013-14

| State or jurisdiction | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-1 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |  |
| United States | 41,934,376 | 38,288,911 | 37,799,296 | 43,806,726 | 45,931,617 | 46,132,663 | 46,155,880 | 46,173,477 | 45,919,206 | 46,118,737 | 46,400,465 | 46,553,754 | 46,784,541 |
| Alabama | 777,123 | 711,432 | 683,833 | 725,212 | 714,197 | 714,302 | 731,161 | 712,179 | 698,208 | 709,225 | 715,402 | 688,614 | 706,566 |
| Alaska | 72,489 | 79,945 | 98,213 | 122,412 | 122,010 | 120,988 | 119,882 | 119,330 | 120,118 | 119,949 | 119,799 | 119,873 | 119,381 |
| Arizona | 391,526 | 481,905 | 557,252 | 782,851 | 933,663 | 972,404 | 973,689 | 999,386 | 968,764 | 964,683 | 969,825 | 973,369 | 987,171 |
| Arkansas | 414,158 | 423,610 | 403,025 | 422,958 | 435,278 | 436,804 | 439,347 | 439,432 | 435,676 | 443,118 | 443,125 | 470,644 | 449,815 |
| California ${ }^{1}$ | 4,418,423 | 4,044,736 | 4,893,341 | 5,957,216 | 6,349,270 | 6,351,774 | 6,365,266 | 6,365,278 | 6,017,381 ${ }^{2}$ | 6,029,786 ${ }^{2}$ | 6,034,192 ${ }^{2}$ | 6,021,550 ${ }^{2}$ | 6,048,363 ${ }^{2}$ |
| Colorado | 500,388 | 513,475 | 519,419 | 656,700 | 712,476 | 722,168 | 735,549 | 747,845 | 762,190 | 763,147 | 779,747 | 784,242 | 798,520 |
| Connecticut | 618,881 | 507,362 | 439,524 | 533,779 | 558,423 | 555,428 | 553,445 | 549,776 | 548,787 | 537,104 | 534,846 | 534,350 | 528,163 |
| Delaware | 120,819 | 94,058 | 89,838 | 106,444 | 113,986 | 113,992 | 116,472 | 119,092 | 119,879 | 121,959 | 122,864 | 124,676 | 127,887 |
| District of Columbia | 138,600 | 91,576 | 71,468 | 65,371 | 59,137 | 61,799 | 61,636 | 68,447 | 68,217 | 69,575 | 71,910 | 76,579 | 74,998 |
| Florida | 1,312,693 | 1,464,461 | 1,646,583 | 2,175,453 | 2,494,778 | 2,527,431 | 2,494,397 | 2,468,060 | 2,493,694 | 2,541,022 | 2,575,910 | 2,600,989 | 2,607,281 |
| Georgia | 1,019,427 | 989,433 | 1,054,097 | 1,326,713 | 1,499,317 | 1,542,305 | 1,561,935 | 1,569,767 | 1,596,180 | 1,621,397 | 1,646,051 | 1,646,352 | 1,670,887 |
| Hawaii | 168,140 | 151,563 | 157,360 | 171,180 | 168,009 | 165,415 | 166,179 | 166,118 | 165,766 | 169,926 | 171,763 | 173,092 | 175,246 |
| Idaho | 170,920 | 189,199 | 203,987 | 230,828 | 247,009 | 251,278 | 255,523 | 258,712 | 262,238 | 263,001 | 263,377 | 264,786 | 270,279 |
| Illinois | 2,084,844 | 1,770,435 | 1,587,733 | 1,789,089 | 1,871,619 | 1,879,288 | 1,881,810 | 1,881,276 | 1,887,561 | 1,863,017 | 1,858,409 | 1,867,289 | 1,858,766 |
| Indiana | 1,111,043 | 983,444 | 884,568 | 929,281 | 966,967 | 976,373 | 969,976 | 973,342 | 976,503 | 976,225 | 976,337 | 977,509 | 976,479 |
| Iow | 624,403 | 510,081 | 450,224 | 471,384 | 477,491 | 481,528 | 492,922 | 451,403 | 455,579 | 459,613 | 462,585 | 471,263 | 71,430 |
| Kansas | 470,296 | 382,019 | 388,986 | 426,853 | 407,812 | 422,142 | 418,751 | 418,495 | 435,745 | 443,131 | 454,740 | 453,778 | 454,681 |
| Kentucky | 647,970 | 619,868 | 569,795 | 565,693 | 580,937 | 583,102 | 585,775 | 585,556 | 587,102 | 593,323 | 594,440 | 618,774 | 22,088 |
| Louisiana | 776,555 | 727,601 | 727,125 | 701,957 | 648,243 | 625,916 | 631,163 | 637,764 | 643,374 | 654,093 | 664,640 | 673,911 | 676,421 |
| Maine | 225,146 | 211,400 | 195,089 | 194,554 | 180,223 | 178,870 | 175,161 | 173,357 | 168,213 | 165,067 | 166,483 | 164,339 | 163,539 |
| Maryland | 785,989 | 686,336 | 620,617 | 791,133 | 800,553 | 795,473 | 793,881 | 793,333 | 795,577 | 798,953 | 803,656 | 806,686 | 15,029 |
| Massachusetts | 1,056,207 | 935,960 | 763,231 | 913,502 | 930,151 | 933,697 | 917,181 | 913,976 | 912,792 | 910,568 | 906,736 | 907,954 | 912,102 |
| Michigan | 1,991,235 | 1,758,427 | 1,446,996 | 1,574,894 | 1,574,023 | 1,556,297 | 1,528,815 | 1,498,107 | 1,477,312 | 1,452,125 | 1,438,279 | 1,422,806 | 1,412,373 |
| Minnesota | 864,595 | 748,606 | 699,001 | 818,819 | 787,521 | 791,417 | 790,206 | 791,427 | 785,455 | 786,838 | 792,437 | 795,827 | 800,941 |
| Mississippi | 524,623 | 454,401 | 476,048 | 468,746 | 461,112 | 462,251 | 461,459 | 460,797 | 460,327 | 460,894 | 460,703 | 461,356 | 456,100 |
| Missouri | 906,132 | 777,269 | 729,693 | 836,105 | 859,441 | 858,821 | 852,106 | 853,580 | 852,460 | 839,997 | 840,917 | 843,762 | 47,838 |
| Montana | 162,664 | 144,608 | 135,406 | 142,313 | 129,948 | 128,872 | 132,104 | 131,982 | 130,704 | 130,949 | 133,266 | 132,579 | 133,187 |
| Nebraska | 314,516 | 270,524 | 254,754 | 261,767 | 262,805 | 263,800 | 264,810 | 266,536 | 269,590 | 271,468 | 285,837 | 288,023 | 292,297 |
| Nevada | 113,421 | 134,995 | 173,149 | 305,067 | 383,403 | 395,536 | 395,355 | 406,792 | 405,097 | 406,965 | 411,919 | 419,638 | 428,067 |
| New Hampshire | 140,203 | 154,187 | 154,915 | 200,283 | 199,952 | 198,004 | 195,383 | 192,890 | 191,969 | 188,913 | 185,947 | 183,571 | 181,193 |
| New Jersey | 1,322,124 | 1,140,111 | 997,561 | 1,2२2,438 | 1,358,562 | 1,348,279 | 1,340,220 | 1,342,419 | 1,343,405 | 1,339,012 | 1,340,367 | 1,336,336 | 1,334,583 |
| New Mexico | 259,997 | 253,453 | 290,245 | 323,963 | 323,964 | 327,244 | 326,034 | 327,562 | 331,152 | 334,272 | 335,165 | 335,773 | 334,150 |
| New York | 3,099,192 | 2,530,289 | 2,244,110 | 2,595,070 | 2,556,705 | 2,542,259 | 2,520,932 | 2,510,519 | 2,516,922 | 2,513,770 | 2,512,327 | 2,500,382 | 2,498,180 |
| North Carolina | 1,104,295 | 1,072,150 | 1,012,274 | 1,185,737 | 1,319,335 | 1,343,357 | 1,364,608 | 1,374,267 | 1,366,164 | 1,377,899 | 1,393,621 | 1,400,981 | 1,417,740 |
| North Dakota | 141,961 | 118,986 | 109,659 | 105,123 | 92,843 | 91,078 | 91,972 | 91,816 | 91,114 | 92,440 | 94,310 | 97,135 | 99,380 |
| Ohio | 2,246,282 | 1,849,283 | 1,584,735 | 1,659,903 | 1,730,080 | 1,691,206 | 1,660,981 | 1,628,515 | 1,609,008 | 1,601,188 | 1,605,571 | 1,587,878 | 1,583,866 |
| Oklahoma | 560,993 | 548,065 | 543,170 | 586,266 | 591,486 | 596,172 | 596,450 | 603,375 | 610,019 | 616,775 | 624,410 | 630,766 | 639,376 |
| Oregon ... | 436,736 | 418,593 | 419,771 | 479,321 | 513,650 | 516,258 | 515,834 | 518,119 | 515,644 | 517,373 | 518,896 | 520,326 | 525,879 |
| Pennsylvania | 2,169,225 | 1,808,630 | 1,524,839 | 1,684,913 | 1,702,566 | 1,701,044 | 1,693,569 | 1,680,772 | 1,661,990 | 1,668,916 | 1,659,616 | 1,649,205 | 1,640,755 |
| Rhode Island | 163,205 | 139,195 | 125,934 | 144,422 | 139,001 | 138,993 | 134,737 | 131,963 | 131,538 | 131,494 | 131,379 | 131,056 | 130,705 |
| South Carolina | 600,292 | 569,612 | 569,029 | 624,456 | 647,703 | 652,803 | 656,996 | 662,231 | 664,136 | 664,133 | 673,850 | 681,402 | 688,327 |
| South Dakota | 158,543 | 124,934 | 119,823 | 122,252 | 114,673 | 114,863 | 114,723 | 114,209 | 115,242 | 119,449 | 120,950 | 123,220 | 123,988 |
| Tennessee | 836,010 | 806,696 | 761,766 | 844,878 | 881,414 | 889,312 | 891,430 | 895,335 | 896,130 | 899,382 | 903,695 | 910,540 | 912,575 |
| Texas | 2,432,420 | 2,608,817 | 3,075,333 | 3,706,550 | 4,186,812 | 4,255,963 | 4,322,975 | 4,393,893 | 4,473,236 | 4,551,084 | 4,634,133 | 4,699,372 | 4,780,788 |
| Utah | 287,405 | 312,813 | 408,917 | 448,096 | 478,233 | 488,514 | 503,562 | 513,884 | 528,608 | 540,683 | 556,885 | 561,680 | 572,091 |
| Vermont | 97,772 | 95,045 | 87,832 | 98,894 | 92,508 | 91,437 | 89,880 | 87,931 | 86,378 | 85,501 | 85,184 | 84,326 | 84,187 |
| Virginia . | 995,580 | 955,105 | 989,197 | 1,195,123 | 1,141,790 | 1,142,342 | 1,150,316 | 1,154,689 | 1,159,105 | 1,165,907 | 1,177,274 | 1,180,497 | 1,191,090 |
| Washington | 764,735 | 710,929 | 755,141 | 925,696 | 946,824 | 947,857 | 947,791 | 953,719 | 960,084 | 965,191 | 964,255 | 968,149 | 974,361 |
| West Virginia | 372,278 | 353,264 | 301,947 | 273,277 | 271,780 | 272,045 | 267,989 | 269,623 | 268,872 | 270,961 | 273,355 | 273,305 | 270,744 |
| Wisconsin | 880,609 | 770,554 | 711,466 | 825,699 | 834,177 | 835,072 | 823,754 | 823,595 | 817,284 | 825,622 | 825,949 | 829,261 | 829,249 |
| Wyoming. | 81,293 | 89,471 | 91,277 | 86,092 | 77,757 | 79,090 | 79,788 | 81,006 | 80,717 | 81,654 | 83,131 | 83,983 | 85,439 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | - $\overline{-}$ |  | 11,448 | 15,102 | 15,237 | 14,606 | 14,646 | 14,646 | 14,403 | 15,451 | 15,541 | 13,355 | 13,028 |
| Guam | 20,315 |  | 23,883 |  | 29,617 | 29,515 | 28,358 | 28,521 | 28,075 | 28,765 | 28,735 | 29,591 | 28,932 |
| Northern Marianas .. |  |  | 6,809 | 8,712 | 10,871 | 10,277 | 9,927 | 9,815 | 9,900 | 9,965 | 9,731 | 9,564 | 9,545 |
| Puerto Rico ............... | - | 656,709 | 597,436 | 540,676 | 522,655 | 531,273 | 494,880 | 477,918 | 466,483 | 411,164 | 429,799 | 422,560 | 397,960 |
| U.S. Virgin Islands ...... | - | - | 18,924 | 18,676 | 15,241 | 14,927 | 15,903 | 15,768 | 15,493 | 15,747 | 15,711 | 15,192 | 14,953 |

-Not available.
${ }^{1}$ Data for California for 1989-90 and earlier years are not strictly comparable with those for other states because California's attendance figures included excused absences.
${ }^{2}$ Excludes average daily attendance for regional occupational programs and summe school programs that were reported in prior years.

NOTE: Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1979-80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2013-14. (This table was prepared July 2016.)

Table 203.90. Average daily attendance (ADA) as a percentage of total enrollment, school day length, and school year length in public schools, by school level and state: 2007-08 and 2011-12
[Standard errors appear in parentheses]

| State | 2007-08 |  |  |  | 2011-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ADA as percent of enrollment |  | Average hours in school day |  | Total elementary, secondary, and combined elementary/secondary schools |  |  |  |  |  |  |  | Elementary schools |  |  |  | Secondary schools |  |  |  |
|  |  |  | ADA as percent of enrollment | Average hours in school day |  | Average days in school year |  | Average hours in school year |  | ADA as percent of enrollment |  | Average hours in school day |  | ADA as percent of enrollment |  | Average hours in school day |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| United States | 93.1 | (0.22) | 6.6 | (0.02) | 93.9 | (0.12) | 6.7 | (0.01) | 179 | (0.1) | 1,203 | (2.0) | 94.9 | (0.12) | 6.7 | (0.01) | 91.7 | (0.34) | 6.7 | (0.02) |
| Alabama | 93.8 | (1.24) | 7.0 | (0.07) | 94.4 | (0.94) | 7.0 | (0.04) | 181 | (0.8) | 1,271 | (8.5) | 95.3 | (0.92) | 7.1 | (0.04) | 94.6 | (0.65) | 6.9 | (0.13) |
| Alaska | 89.9 | (1.22) | 6.5 | (0.05) | 91.4 | (1.19) | 6.7 | (0.17) | 177 | (1.3) | 1,183 | (37.3) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Arizona | 89.0 | (2.95) | 6.4 | (0.09) | 91.7 | (0.99) | 6.7 | (0.08) | 179 | (1.3) | 1,201 | (12.5) | 93.5 | (0.53) | 6.9 | (0.06) | 87.9 | (2.40) | 6.5 | (0.26) |
| Arkansas | 91.8 | (1.35) | 6.9 | (0.06) | 94.2 | (0.58) | 7.0 | (0.07) | 180 | (0.5) | 1,261 | (14.1) | 94.7 | (0.36) | 7.0 | (0.08) | 92.9 | (1.93) | 6.9 | (0.14) |
| California | 93.2 | (0.71) | 6.2 | (0.07) | 93.1 | (0.46) | 6.2 | (0.05) | 180 | (0.3) | 1,121 | (9.0) | 94.7 | (0.51) | 6.3 | (0.06) | 89.7 | (1.08) | 6.3 | (0.08) |
| Colorado | 93.9 | (0.44) | 7.0 | (0.05) | 93.1 | (0.71) | 7.1 | (0.06) | 172 | (1.4) | 1,215 | (7.7) | 94.6 | (0.59) | 7.0 | (0.07) | 88.0 | (2.57) | 7.1 | (0.10) |
| Connecticut | 87.9 | (2.98) | 6.5 | (0.09) | 94.9 | (0.47) | 6.6 | (0.04) | 181 | (0.1) | 1,201 | (7.5) | 95.4 | (0.61) | 6.6 | (0.05) | 94.3 | (0.33) | 6.7 | (0.09) |
| Delaware | 89.8 | (1.75) | 6.7 | (0.09) | 93.5 | (0.50) | 7.0 | (0.10) | 182 | (1.2) | 1,269 | (23.7) | 94.1 | (0.50) | 7.0 | (0.12) | 93.8 | (0.71) | 7.0 | (0.09) |
| District of Columbia . | 91.2 | (1.27) | 6.9 | (0.21) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Florida .... | 92.7 | (0.74) | 6.4 | (0.08) | 93.2 | (0.52) | 6.6 | (0.06) | 181 | (1.2) | 1,193 | (14.2) | 94.3 | (0.49) | 6.6 | (0.08) | 90.7 | (0.84) | 6.7 | (0.09) |
| Georgia | 93.3 | (1.28) | 6.8 | (0.06) | 94.3 | (0.53) | 7.0 | (0.04) | 178 | (0.4) | 1,242 | (8.5) | 95.0 | (0.59) | 6.9 | (0.05) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Hawaii | 90.7 | (4.58) | 6.3 | (0.10) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Idaho | 92.4 | (2.27) | 6.6 | (0.09) | 94.1 | (1.01) | 6.7 | (0.13) | 166 | (5.1) | 1,110 | (21.7) | 94.4 | (0.75) | 6.7 | (0.08) | 93.1 | (0.83) | 6.7 | (0.20) |
| Illinois | 94.0 | (0.71) | 6.5 | (0.05) | 94.1 | (0.40) | 6.5 | (0.04) | 176 | (0.4) | 1,151 | (7.7) | 95.1 | (0.29) | 6.5 | (0.05) | 92.4 | (1.29) | 6.8 | (0.08) |
| Indiana | 95.7 | (0.51) | 6.8 | (0.06) | 95.9 | (0.20) | 6.8 | (0.05) | 180 | (0.1) | 1,226 | (9.1) | 96.1 | (0.25) | 6.7 | (0.05) | 95.5 | (0.31) | 7.0 | (0.07) |
| lowa | 94.8 | (0.65) | 6.9 | (0.09) | 95.7 | (0.36) | 6.7 | (0.12) | 180 | (0.2) | 1,213 | (21.8) | 96.4 | (0.21) | 6.9 | (0.05) | 93.6 | (1.39) | 6.3 | (0.47) |
| Kansas . | 95.4 | (0.52) | 7.0 | (0.07) | 94.9 | (0.42) | 7.0 | (0.03) | 177 | (2.6) | 1,245 | (17.9) | 95.5 | (0.53) | 7.0 | (0.04) | 94.0 | (0.42) | 7.1 | (0.04) |
| Kentucky | 93.1 | (1.89) | 6.7 | (0.06) | 93.2 | (1.33) | 6.8 | (0.06) | 179 | (1.0) | 1,211 | (11.6) | 95.9 | (0.22) | 6.8 | (0.07) | 87.0 | (4.87) | 6.8 | (0.14) |
| Louisiana | 90.3 | (2.31) | 7.1 | (0.08) | 92.8 | (0.70) | 7.2 | (0.07) | 178 | (1.1) | 1,283 | (10.7) | 93.0 | (0.88) | 7.3 | (0.07) | 93.5 | (0.42) | 7.1 | (0.14) |
| Maine | 90.3 | (2.41) | 6.5 | (0.06) | 94.2 | (0.73) | 6.6 | (0.06) | 176 | (0.2) | 1,156 | (10.7) | 94.4 | (1.00) | 6.6 | (0.07) | 93.8 | (0.45) | 6.3 | (0.08) |
| Maryland ........ | 94.1 | (0.44) | 6.6 | (0.07) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | , | ( $\dagger$ ) |
| Massachusetts .. | 94.6 | (0.58) | 6.5 | (0.05) | 93.5 | (0.62) | 6.4 | (0.07) | 180 | (0.2) | 1,157 | (13.3) | 94.4 | (0.63) | 6.4 | (0.07) | 90.3 | (2.55) | 6.6 | (0.05) |
| Michigan .... | 93.0 | (1.01) | 6.6 | (0.08) | 91.6 | (0.71) | 6.8 | (0.03) | 177 | (0.5) | 1,196 | (5.9) | 92.3 | (0.99) | 6.8 | (0.03) | 89.4 | (1.28) | 6.7 | (0.07) |
| Minnesota | 93.1 | (0.91) | 6.3 | (0.12) | 93.1 | (0.49) | 6.4 | (0.08) | 173 | (1.3) | 1,111 | (14.0) | 96.1 | (0.19) | 6.6 | (0.07) | 89.5 | (1.21) | 6.0 | (0.20) |
| Mississippi .. | 92.1 | (2.00) | 7.0 | (0.12) | 94.4 | (0.47) | 7.2 | (0.09) | 181 | (0.4) | 1,312 | (16.4) | 94.9 | (0.57) | 7.3 | (0.06) | 93.7 | (0.86) | 7.2 | (0.24) |
| Missouri | 94.8 | (0.26) | 6.7 | (0.05) | 95.1 | (0.20) | 6.9 | (0.03) | 175 | (0.3) | 1,197 | (5.3) | 95.6 | (0.24) | 6.9 | (0.04) | 94.3 | (0.24) | 6.8 | (0.11) |
| Montana . | 91.3 | (1.39) | 6.8 | (0.05) | 93.9 | (0.81) | 6.6 | (0.06) | 179 | (0.4) | 1,189 | (11.2) | 94.3 | (0.79) | 6.6 | (0.09) | 93.0 | (0.48) | 6.7 | (0.08) |
| Nebraska | 94.9 | (1.21) | 6.9 | (0.08) | 94.8 | (0.60) | 7.1 | (0.05) | 177 | (1.0) | 1,257 | (9.6) | 96.0 | (0.53) | 7.1 | (0.04) | 94.5 | (0.66) | 6.8 | (0.19) |
| Nevada | 93.5 | (1.27) | 6.3 | (0.06) | 93.9 | (0.39) | 6.5 | (0.07) | 180 | (1.1) | 1,164 | (10.9) | 94.5 | (0.30) | 6.4 | (0.10) | 93.9 | (0.70) | 6.5 | (0.07) |
| New Hampshire | 92.2 | (1.75) | 6.5 | (0.06) | 91.1 | (2.86) | 6.6 | (0.05) | 180 | (0.3) | 1,181 | (10.3) | 95.9 | (0.45) | 6.5 | (0.07) | 75.1 | (12.63) | 6.7 | (0.05) |
| New Jersey ... | 94.6 | (0.59) | 6.4 | (0.05) | 93.5 | (1.13) | 6.6 | (0.06) | 181 | (0.2) | 1,201 | (11.8) | 93.7 | (1.40) | 6.6 | (0.07) | 92.6 | (1.29) | 6.7 | (0.07) |
| New Mexico | 91.9 | (1.76) | 6.8 | (0.08) | 92.8 | (0.80) | 6.9 | (0.09) | 177 | (0.6) | 1,216 | (15.7) | 93.8 | (0.80) | 6.7 | (0.08) | 88.5 | (2.41) | 7.1 | (0.14) |
| New York | 92.7 | (1.30) | 6.6 | (0.09) | 92.7 | (0.94) | 6.6 | (0.06) | 182 | (0.2) | 1,206 | (10.6) | 93.6 | (1.28) | 6.6 | (0.07) | 90.0 | (1.32) | 6.8 | (0.07) |
| North Carolina . | 92.6 | (1.73) | 6.7 | (0.06) | 94.7 | (0.37) | 6.9 | (0.04) | 181 | (0.2) | 1,240 | (7.4) | 95.2 | (0.23) | 6.8 | (0.04) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| North Dakota ... | 95.9 | (0.59) | 6.6 | (0.04) | 95.2 | (0.46) | 6.5 | (0.06) | 177 | (0.3) | 1,159 | (10.0) | 96.4 | (0.35) | 6.4 | (0.08) | 95.5 | (0.45) | 6.6 | (0.14) |
| Ohio .............. | 91.8 | (2.01) | 6.6 | (0.10) | 93.8 | (0.48) | 6.6 | (0.03) | 180 | (0.5) | 1,191 | (6.2) | 95.0 | (0.30) | 6.6 | (0.04) | 91.0 | (1.45) | 6.7 | (0.07) |
| Oklahoma | 92.1 | (2.24) | 6.6 | (0.06) | 94.4 | (0.32) | 6.7 | (0.04) | 174 | (0.7) | 1,176 | (8.6) | 94.9 | (0.38) | 6.7 | (0.04) | 93.3 | (0.74) | 6.8 | (0.10) |
| Oregon ......... | 94.4 | (0.59) | 6.6 | (0.06) | 94.2 | (0.40) | 6.6 | (0.05) | 170 | (0.9) | 1,118 | (7.9) | 95.1 | (0.29) | 6.5 | (0.06) | 91.1 | (1.41) | 6.7 | (0.06) |
| Pennsylvania ... | 94.9 | (0.39) | 6.4 | (0.12) | 94.4 | (0.29) | 6.7 | (0.05) | 181 | (0.3) | 1,212 | (9.5) | 94.9 | (0.38) | 6.7 | (0.06) | 92.9 | (0.56) | 6.9 | (0.14) |
| Rhode Island ... | 93.7 | (1.27) | 6.3 | (0.03) | 94.6 | (0.36) | 6.4 | (0.05) | 180 | (0.1) | 1,150 | (8.2) | 95.1 | (0.38) | 6.3 | (0.05) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) |
| South Carolina .... | 94.9 | (0.71) | 6.9 | (0.07) | 95.6 | (0.26) | 7.0 | (0.04) | 181 | (0.4) | 1,263 | (7.3) | 96.2 | (0.27) | 6.9 | (0.05) | 93.9 | (0.84) | 7.1 | (0.05) |
| South Dakota . | 93.6 | (2.53) | 6.8 | (0.08) | 96.1 | (0.24) | 7.0 | (0.07) | 170 | (1.1) | 1,180 | (6.7) | 96.7 | (0.30) | 6.9 | (0.08) | 93.6 | (0.53) | 6.9 | (0.17) |
| Tennessee | 94.9 | (0.23) | 7.0 | (0.05) | 94.6 | (0.30) | 7.1 | (0.03) | 179 | (0.4) | 1,272 | (7.8) | 95.0 | (0.28) | 7.1 | (0.04) | 94.2 | (0.45) | 7.0 | (0.02) |
| Texas | 94.1 | (1.34) | 7.2 | (0.11) | 95.2 | (0.43) | 7.3 | (0.04) | 179 | (0.7) | 1,297 | (8.8) | 95.9 | (0.41) | 7.3 | (0.03) | 94.8 | (0.29) | 7.3 | (0.06) |
| Utah . | 91.4 | (1.56) | 6.3 | (0.29) | 93.3 | (0.80) | 6.5 | (0.08) | 179 | (0.3) | 1,165 | (13.5) | 94.4 | (0.80) | 6.5 | (0.08) | 93.6 | (0.74) | 6.6 | (0.09) |
| Vermont | 92.7 | (3.39) | 6.7 | (0.07) | 94.0 | (0.95) | 6.7 | (0.04) | 178 | (0.3) | 1,183 | (7.2) | 93.7 | (1.30) | 6.8 | (0.04) | 94.7 | (0.35) | 6.2 | (0.12) |
| Virginia .......................... | 94.7 | (0.46) | 6.6 | (0.05) | 95.0 | (0.32) | 6.6 | (0.03) | 185 | (3.4) | 1,222 | (18.8) | 95.8 | (0.32) | 6.7 | (0.03) | 93.3 | (0.65) | 6.6 | (0.10) |
| Washington | 82.9 | (3.06) | 6.2 | (0.08) | 92.2 | (0.67) | 6.3 | (0.06) | 179 | (0.3) | 1,129 | (11.3) | 94.3 | (0.55) | 6.4 | (0.04) | 88.0 | (2.00) | 6.1 | (0.19) |
| West Virginia ....... | 94.0 | (0.99) | 6.9 | (0.07) | 94.9 | (0.46) | 7.0 | (0.05) | 181 | (0.4) | 1,272 | (9.8) | 96.2 | (0.27) | 7.0 | (0.07) | 89.8 | (1.98) | 7.3 | (0.09) |
| Wisconsin ...... | 95.0 | (0.57) | 6.9 | (0.04) | 94.9 | (0.31) | 6.9 | (0.11) | 179 | (0.2) | 1,234 | (19.2) | 95.7 | (0.21) | 7.0 | (0.03) | 91.9 | (1.08) | 7.0 | (0.12) |
| Wyoming .... | 92.4 | (1.15) | 6.9 | (0.05) | 93.6 | (0.81) | 7.0 | (0.04) | 174 | (0.5) | 1,209 | (6.5) | 94.8 | (0.78) | 6.9 | (0.05) | 89.9 | (2.19) | 7.0 | (0.08) |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Either the response rate is under 50 percent or there are too few cases for a reliable estimate.
NOTE: Averages reflect data reported by schools rather than state requirements. Schoolreported length of day may exceed state requirements, and there is a range of statistical error in reported estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 2007-08 and 2011-12. (This table was prepared May 2013.)

Table 204.10. Number and percentage of public school students eligible for free or reduced-price lunch, by state: Selected years, 2000-01 through 2014-15

| State | Number of students |  |  |  | Number of students eligible for free/reduced-price lunch |  |  |  | Percent of students eligible for free/reduced-price lunch |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2000-01 | 2010-11 | 2013-14 | 2014-15 | 2000-01 | 2010-11 | 2013-14 | 2014-15 | 2000-01 | 2010-11 | 2013-14 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 46,579,068 ${ }^{1}$ | 48,941,267 | 49,235,065 | 49,864,608 | 17,839,867 ${ }^{1}$ | 23,544,479 | 25,596,274 | 25,826,297 | $38.3{ }^{1}$ | 48.1 | 52.0 | 51.8 |
| Alabama | 728,351 | 730,427 | 743,018 | 743,655 | 335,143 | 402,386 | 434,095 | 384,985 | 46.0 | 55.1 | 58.4 | 51.8 |
| Alaska ....... | 105,333 | 132,104 | 130,386 | 131,158 | 32,468 | 50,701 | 56,053 | 56,566 | 30.8 | 38.4 | 43.0 | 43.1 |
| Arizona | 877,696 ${ }^{2}$ | 1,067,210 | 1,018,883 | 1,003,956 | 274,277 ${ }^{2}$ | 482,044 | 543,811 | 431,924 | $31.2{ }^{2}$ | 45.2 | 53.4 | 43.0 |
| Arkansas .. | 449,959 | 482,114 | 489,979 | 490,917 | 205,058 | 291,608 | 300,050 | 305,657 | 45.6 | 60.5 | 61.2 | 62.3 |
| California | 6,050,753 | 6,169,427 | 6,210,899 | 6,222,265 | 2,820,611 | 3,335,885 | 3,610,385 | 3,651,095 | 46.6 | 54.1 | 58.1 | 58.7 |
| Colorado | 724,349 | 842,864 | 875,866 | 888,721 | 195,148 | 336,426 | 367,665 | 369,738 | 26.9 | 39.9 | 42.0 | 41.6 |
| Connecticut | 562,179 ${ }^{2}$ | 552,919 | 546,020 | 542,412 | 143,030 ${ }^{2}$ | 190,554 | 202,514 | 204,521 | $25.4{ }^{2}$ | 34.5 | 37.1 | 37.7 |
| Delaware ........ | 114,676 | 128,342 | 130,849 | 133,835 | 37,766 | 61,564 | 51,939 | 49,598 | 32.9 | 48.0 | 39.7 | 37.1 |
| District of Columbia ....... | 68,380 | 71,263 | 78,153 | 80,907 | 47,839 | 52,027 | 77,505 | 74,760 | 70.0 | 73.0 | 99.2 | 92.4 |
| Florida | 2,434,755 | 2,641,555 | 2,720,739 | 2,755,825 | 1,079,009 | 1,479,519 | 1,589,861 | 1,609,398 | 44.3 | 56.0 | 58.4 | 58.4 |
| Georgia | 1,444,937 | 1,676,419 | 1,723,449 | 1,744,397 | 624,511 | 961,954 | 1,070,855 | 1,088,688 | 43.2 | 57.4 | 62.1 | 62.4 |
| Hawaii | 184,357 | 179,601 | 186,825 | 182,384 | 80,657 | 84,106 | 94,312 | 91,385 | 43.8 | 46.8 | 50.5 | 50.1 |
| Idaho ... | 244,755 | 275,815 | 293,001 | 290,860 | 85,824 | 124,104 | 138,886 | 141,199 | 35.1 | 45.0 | 47.4 | 48.5 |
| Illinois ... | 2,048,792 ${ }^{2}$ | 1,973,401 | 2,030,536 | 2,041,615 | 759,973 ${ }^{2}$ | 921,471 | 1,044,588 | 1,104,382 | $37.1^{2}$ | 46.7 | 51.4 | 54.1 |
| Indiana | 977,219 | 1,038,817 | 1,045,996 | 1,044,411 | 285,267 | 485,728 | 514,937 | 513,987 | 29.2 | 46.8 | 49.2 | 49.2 |
| lowa. | 492,021 | 484,856 | 493,505 | 496,848 | 131,553 | 188,486 | 201,703 | 202,288 | 26.7 | 38.9 | 40.9 | 40.7 |
| Kansas | 462,594 | 479,953 | 491,553 | 490,859 | 154,693 | 228,852 | 246,033 | 244,715 | 33.4 | 47.7 | 50.1 | 49.9 |
| Kentucky ... | 626,723 | 673,128 | 671,962 | 688,586 | 298,334 | 380,773 | 368,159 | 391,714 | 47.6 | 56.6 | 54.8 | 56.9 |
| Louisiana | 741,162 | 695,772 | 694,980 | 716,796 | 433,068 | 460,546 | 463,987 | 455,884 | 58.4 | 66.2 | 66.8 | 63.6 |
| Maine | 198,532 | 183,477 | 176,881 | 177,278 | 60,162 | 78,915 | 80,952 | 83,544 | 30.3 | 43.0 | 45.8 | 47.1 |
| Maryland .......... | 852,911 | 852,202 | 866,169 | 874,500 | 255,872 | 341,557 | 382,440 | 393,773 | 30.0 | 40.1 | 44.2 | 45.0 |
| Massachusetts . | 979,590 | 955,301 | 955,007 | 955,840 | 237,871 | 326,849 | 365,473 | 381,601 | 24.3 | 34.2 | 38.3 | 39.9 |
| Michigan .. | 1,703,260 | 1,551,861 | 1,505,679 | 1,491,721 | 504,044 | 719,800 | 726,974 | 695,328 | 29.6 | 46.4 | 48.3 | 46.6 |
| Minnesota ... | 854,154 | 837,930 | 850,232 | 856,895 | 218,867 | 306,136 | 326,864 | 328,531 | 25.6 | 36.5 | 38.4 | 38.3 |
| Mississippi ..... | 497,421 | 489,462 | 492,586 | 490,917 | 319,670 | 345,734 | 355,484 | 361,714 | 64.3 | 70.6 | 72.2 | 73.7 |
| Missouri ...... | 912,247 | 902,375 | 910,555 | 918,090 | 315,608 | 406,358 | 452,824 | 470,927 | 34.6 | 45.0 | 49.7 | 51.3 |
| Montana | 154,438 | 140,497 | 141,974 | 144,373 | 47,415 | 57,836 | 59,717 | 63,014 | 30.7 | 41.2 | 42.1 | 43.6 |
| Nebraska | 286,138 | 298,276 | 306,992 | 312,600 | 87,045 | 127,114 | 137,948 | 138,379 | 30.4 | 42.6 | 44.9 | 44.3 |
| Nevada | 282,621 | 436,840 | 449,895 | 458,371 | 92,978 | 219,904 | 238,936 | 239,865 | 32.9 | 50.3 | 53.1 | 52.3 |
| New Hampshire ................ | 206,919 | 194,001 | 185,299 | 183,597 | 31,212 | 48,904 | 51,564 | 53,232 | 15.1 | 25.2 | 27.8 | 29.0 |
| New Jersey .................... | 1,312,983 | 1,356,882 | 1,364,880 | 1,368,423 | 357,728 | 444,735 | 518,636 | 502,980 | 27.2 | 32.8 | 38.0 | 36.8 |
| New Mexico .................... | 320,303 | 335,810 | 338,607 | 338,108 | 174,939 | 227,077 | 227,413 | 211,610 | 54.6 | 67.6 | 67.2 | 62.6 |
| New York .... | 2,859,927 | 2,722,761 | 2,571,749 | 2,719,683 | 1,236,945 | 1,315,564 | 1,292,077 | 1,384,233 | 43.3 | 48.3 | 50.2 | 50.9 |
| North Carolina | 1,194,371 | 1,487,699 | 1,484,672 | 1,535,440 | 470,316 | 747,978 | 801,350 | 878,771 | 39.4 | 50.3 | 54.0 | 57.2 |
| North Dakota ................... | 109,201 | 94,273 | 101,656 | 104,327 | 31,840 | 29,929 | 30,676 | 30,429 | 29.2 | 31.7 | 30.2 | 29.2 |
| Ohio | 1,745,237 | 1,747,851 | 1,712,279 | 1,723,450 | 494,829 | 745,121 | 763,448 | 776,616 | 28.4 | 42.6 | 44.6 | 45.1 |
| Oklahoma .... | 623,110 | 659,376 | 674,985 | 680,176 | 300,179 | 398,917 | 417,589 | 413,971 | 48.2 | 60.5 | 61.9 | 60.9 |
| Oregon ......... | 535,617 | 553,468 | 526,296 | 543,924 | 186,203 | 280,174 | 281,580 | 287,720 | 34.8 | 50.6 | 53.5 | 52.9 |
| Pennsylvania ................... | 1,798,977 | 1,742,608 | 1,728,190 | 1,723,315 | 510,121 | 686,641 | 753,224 | 786,304 | 28.4 | 39.4 | 43.6 | 45.6 |
| Rhode Island ................... | 157,347 | 142,575 | 140,250 | 140,364 | 52,209 | 61,127 | 65,636 | 65,641 | 33.2 | 42.9 | 46.8 | 46.8 |
| South Carolina ................ | 677,411 | 722,203 | 742,324 | 754,108 | 320,254 | 395,033 | 426,387 | 421,291 | 47.3 | 54.7 | 57.4 | 55.9 |
| South Dakota .................. | 128,598 | 125,883 | 130,736 | 132,655 | 37,857 | 46,718 | 51,707 | 52,455 | 29.4 | 37.1 | 39.6 | 39.5 |
| Tennessee ..................... | 909,161 ${ }^{2}$ | 987,078 | 983,293 | 994,203 | 436,298 ${ }^{2}$ | 542,953 | 578,414 | 555,693 | $48.0{ }^{2}$ | 55.0 | 58.8 | 55.9 |
| Texas ............................ | 4,059,353 | 4,916,401 | 5,146,834 | 5,233,238 | 1,823,029 | 2,471,212 | 3,092,087 | 3,074,591 | 44.9 | 50.3 | 60.1 | 58.8 |
| Utah .............................. | 470,265 | 585,552 | 625,093 | 635,539 | 135,428 | 223,943 | 231,165 | 234,642 | 28.8 | 38.2 | 37.0 | 36.9 |
| Vermont ......................... | 102,049 | 85,144 | 85,391 | 84,403 | 23,986 | 31,339 | 33,639 | 32,979 | 23.5 | 36.8 | 39.4 | 39.1 |
| Virginia ........................... | 1,067,710 | 1,250,206 | 1,268,806 | 1,280,345 | 320,233 | 458,879 | 503,811 | 514,785 | 30.0 | 36.7 | 39.7 | 40.2 |
| Washington ...................... | 1,004,770 ${ }^{2}$ | 1,043,466 | 1,057,729 | 1,073,536 | 326,295 ${ }^{2}$ | 418,065 | 489,870 | 493,292 | $32.5{ }^{2}$ | 40.1 | 46.3 | 46.0 |
| West Virginia ................... | 286,285 | 282,879 | 168,180 | 280,309 | 143,446 | 145,605 | 80,479 | 129,309 | 50.1 | 51.5 | 47.9 | 46.1 |
| Wisconsin ...................... | 859,276 | 872,164 | 872,684 | 870,436 | 219,276 | 342,660 | 365,711 | 361,200 | 25.5 | 39.3 | 41.9 | 41.5 |
| Wyoming .......................... | 89,895 | 88,779 | 92,563 | 94,037 | 43,483 | 32,968 | 34,861 | 35,393 | 48.4 | 37.1 | 37.7 | 37.6 |

## IU.S. total includes imputation for nonreporting states.

${ }^{2}$ Imputation for survey nonresponse. State-level imputations for 2000-01 were based on
the reported percentages for 2001-02 applied to the 2000-01 enrollments.
NOTE: Table reflects counts of students enrolled in all schools for which both enrollment data and free/reduced-price lunch eligibility data were reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000-01, 2010-11, 2013-14, and 2014-15. (This table was prepared March 2017.)

Table 204.20. Number and percentage of public school students participating in English language learner (ELL) programs, by state: Selected years, fall 2004 through fall 2014

| State | Number of public school students participating in programs for English language learners |  |  |  |  |  |  | Percent of students participating in programs for English language learners |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2004 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2004 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 4,341,435 ${ }^{1}$ | 4,364,510 ${ }^{1}$ | 4,370,004 ${ }^{1}$ | 4,389,325 | 4,397,318 ${ }^{1}$ | 4,460,956 ${ }^{1}$ | 4,559,323 ${ }^{1}$ | $9.1{ }^{1}$ | $9.1{ }^{1}$ | $9.1{ }^{1}$ | 9.1 | $9.2{ }^{1}$ | $9.3{ }^{1}$ | $9.4{ }^{1}$ |
| Alabama | 14,801 | 19,497 | 17,559 | 17,895 | 17,837 ${ }^{2}$ | 17,457 | 17,863 | 2.0 | 2.6 | 2.4 | 2.4 | $2.4{ }^{2}$ | 2.3 | 2.4 |
| Alaska .... | 21,533 | 14,581 | 14,894 | 14,538 | 14,824 | 14,923 | 15,078 | 16.2 | 11.1 | 11.3 | 11.1 | 11.3 | 11.4 | 11.5 |
| Arizona | 185,050 | 78,793 | 70,716 | 70,527 | 58,512 | 63,242 | 60,171 | 20.2 | 8.2 | 7.5 | 7.5 | 6.2 | 6.7 | 6.4 |
| Arkansas | 18,642 | 29,735 | 31,457 | 32,671 | 33,745 | 35,814 | 37,587 | 4.0 | 6.3 | 6.6 | 6.9 | 7.1 | 7.5 | 7.8 |
| California | 1,574,397 | 1,468,815 ${ }^{3}$ | 1,445,496 ${ }^{2}$ | 1,415,623 | 1,391,913 | 1,392,871 | 1,390,316 | 25.2 | $24.1{ }^{3}$ | $23.6{ }^{2}$ | 23.2 | 22.8 | 22.7 | 22.4 |
| Colorado | 90,364 | 94,391 | 98,809 | 101,262 | 101,913 | 105,856 | 102,359 | 11.8 | 11.4 | 11.8 | 12.0 | 12.0 | 12.2 | 11.7 |
| Connecticut | 26,865 | 29,266 | 29,671 | 29,318 | 30,077 | 30,261 | 33,525 | 4.9 | 5.4 | 5.6 | 5.6 | 5.8 | 5.9 | 6.6 |
| Delaware .. | 4,846 | 7,615 | 6,766 | 6,972 | 7,280 | 7,927 | 8,092 | 4.3 | 6.5 | 5.6 | 5.9 | 6.1 | 6.6 | 6.6 |
| District of Columbia ..... | 4,771 | 4,203 | 3,741 | 3,745 | 4,530 | 4,716 | 4,882 | 7.7 | 9.6 | 8.4 | 8.4 | 10.3 | 10.5 | 10.6 |
| Florida . | 214,450 | 230,440 | 229,659 | 234,347 | 242,133 | 250,296 | 252,172 | 8.1 | 8.8 | 8.7 | 8.8 | 9.0 | 9.2 | 9.2 |
| Georgia .. | 60,334 | 86,668 | 80,965 | 83,400 | 87,104 | 90,481 | 97,670 | 3.9 | 5.2 | 4.9 | 5.0 | 5.2 | 5.3 | 5.7 |
| Hawaii ..... | 17,017 | 18,097 | 19,092 | 24,750 | 16,474 | 15,949 | 14,425 | 9.3 | 10.0 | 10.6 | 13.5 | 8.9 | 8.5 | 7.9 |
| Idaho | 20,986 | 15,931 | 15,361 | 15,143 | 16,615 | 13,147 | 12,657 | 8.3 | 6.0 | 5.8 | 5.7 | 6.1 | 4.7 | 4.6 |
| Illinois ... | 170,941 ${ }^{2}$ | 179,850 | 174,335 | 170,626 | 191,738 | 191,057 | 209,959 | $8.2{ }^{2}$ | 8.6 | 8.4 | 8.2 | 9.4 | 9.3 | 10.3 |
| Indiana . | 50,843 | 48,364 | 48,574 | 50,082 | 50,750 | 54,364 | 56,097 | 5.0 | 4.7 | 4.7 | 5.0 | 5.0 | 5.4 | 5.6 |
| Iowa .......... | 14,606 | 20,867 | 21,733 | 22,503 | 21,839 | 23,137 | 25,875 | 3.1 | 4.2 | 4.4 | 4.5 | 4.4 | 4.6 | 5.1 |
| Kansas ... | 26,041 | 38,011 | 39,323 | 41,052 | 42,590 | 45,530 | 47,209 | 5.6 | 8.0 | 8.1 | 8.5 | 8.7 | 9.4 | 9.5 |
| Kentucky ... | 10,471 | 14,244 | 16,351 | 16,878 | 18,761 | 19,594 | 20,708 | 1.6 | 2.1 | 2.4 | 2.5 | 2.7 | 2.9 | 3.0 |
| Louisiana ... | 12,916 | 12,499 | 11,617 | 12,348 | 13,105 | 14,438 | 17,473 | 1.8 | 1.9 | 1.7 | 1.9 | 2.0 | 2.2 | 2.6 |
| Maine | 2,814 | 4,467 | 4,792 | 5,104 | 4,980 | 5,194 | 5,174 | 1.4 | 2.4 | 2.5 | 2.7 | 2.7 | 2.8 | 2.9 |
| Maryland ........ | 21,706 | 43,179 | 45,500 | 51,574 | 55,343 | 56,047 | 60,705 | 2.5 | 5.1 | 5.3 | 6.0 | 6.4 | 6.5 | 6.9 |
| Massachusetts .... | 48,098 | 49,612 | 52,610 | 62,354 | 63,917 | 66,640 | 70,212 | 5.9 | 6.3 | 6.7 | 7.9 | 8.1 | 8.5 | 9.0 |
| Michigan ....... | 57,820 | 53,565 | 50,773 | 52,811 | 56,865 | 63,322 | 70,231 | 3.5 | 3.5 | 3.5 | 3.7 | 4.1 | 4.6 | 5.2 |
| Minnesota | 54,013 | 54,349 | 40,778 | 54,034 | 50,837 | 55,875 | 57,980 | 6.7 | 6.8 | 5.1 | 6.8 | 6.3 | 6.9 | 7.2 |
| Mississippi ... | 3,365 | 6,061 | 5,617 | 6,175 | 8,485 | 6,574 | 7,773 | 0.7 | 1.2 | 1.1 | 1.3 | 1.7 | 1.3 | 1.6 |
| Missouri ... | 18,745 | 19,393 | 20,411 | 23,169 | 24,455 | 25,149 | 26,731 | 2.0 | 2.2 | 2.3 | 2.6 | 2.7 | 2.8 | 3.0 |
| Montana | 6,716 | 3,806 | 3,299 | 3,318 | 3,750 | 3,311 | 3,299 | 4.6 | 2.7 | 2.3 | 2.3 | 2.6 | 2.3 | 2.3 |
| Nebraska .... | 16,124 | 19,323 | 20,062 | 17,532 | 16,895 | 15,416 | 17,494 | 5.7 | 6.6 | 6.7 | 5.8 | 5.6 | 5.0 | 5.6 |
| Nevada | 71,557 | 67,868 | 83,351 | 84,125 | 67,970 | 67,640 | 74,521 | 17.9 | 16.0 | 19.4 | 19.6 | 15.7 | 15.5 | 17.0 |
| New Hampshire ..... | 2,569 | 3,821 | 3,965 | 3,892 | 3,709 | 3,506 | 3,592 | 1.2 | 1.9 | 2.0 | 2.0 | 2.0 | 1.9 | 2.0 |
| New Jersey .... | 53,300 | 55,450 | 52,580 | 53,543 | 57,838 | 60,655 | 65,997 | 3.9 | 4.1 | 3.8 | 4.0 | 4.3 | 4.5 | 4.8 |
| New Mexico | 62,386 | 51,257 | 52,029 | 53,071 | 51,554 | 49,917 | 47,626 | 19.1 | 15.5 | 15.7 | 16.1 | 15.8 | 15.3 | 14.6 |
| New York ....... | 188,682 ${ }^{2}$ | 200,433 | 207,708 | 204,898 | 197,594 | 184,562 ${ }^{4}$ | 186,694 | 6.7 | 7.4 | 7.8 | 7.8 | 7.5 | 7.04 | 7.1 |
| North Carolina | 68,063 | 105,651 | 102,397 | 98,264 | 97,338 | 93,726 | 92,589 | 5.0 | 7.3 | 7.1 | 6.7 | 6.6 | 6.5 | 6.3 |
| North Dakota ...... | 2,033 | 3,031 | 2,788 | 2,589 | 2,667 | 2,749 | 3,111 | 2.0 | 3.3 | 3.0 | 2.7 | 2.7 | 2.7 | 3.0 |
| Ohio ........ | 27,176 | 36,527 | 35,170 | 35,729 | 37,207 | 40,195 | 42,016 | 1.5 | 2.2 | 2.1 | 2.2 | 2.3 | 2.5 | 2.6 |
| Oklahoma | 44,433 | 39,259 | 41,431 | 44,593 | 46,155 | 46,736 | 47,605 | 7.1 | 6.0 | 6.3 | 6.7 | 6.9 | 7.0 | 7.1 |
| Oregon ............ | 64,603 | 61,625 | 58,662 | 63,790 | 50,181 | 49,543 | 49,311 | 11.7 | 11.0 | 10.5 | 11.3 | 8.9 | 8.8 | 8.7 |
| Pennsylvania ....... | 36,663 ${ }^{2}$ | 44,359 | 44,729 | 44,242 | 44,017 | 44,777 | 47,443 | $2.1{ }^{2}$ | 2.6 | 2.7 | 2.7 | 2.7 | 2.8 | 3.0 |
| Rhode Island ...... | 8,508 | 6,340 | 7,161 | 7,724 | 7,856 | 8,562 | 9,180 | 6.0 | 4.9 | 5.5 | 6.1 | 6.2 | 6.8 | 7.3 |
| South Carolina .... | 12,523 | 34,661 | 36,360 | 38,986 | 40,876 | 40,087 | 42,133 | 1.8 | 4.8 | 5.1 | 5.4 | 5.7 | 5.5 | 5.7 |
| South Dakota . | 4,179 | 4,005 | 4,383 | 4,736 | 4,999 | 4,251 | 4,676 | 3.3 | 3.2 | 3.5 | 3.7 | 3.8 | 3.3 | 3.5 |
| Tennessee ....... | 27,875 ${ }^{2}$ | 27,550 | 29,680 | 30,996 | 32,331 | 34,397 | 36,398 | $3.0{ }^{2}$ | 2.8 | 3.0 | 3.1 | 3.3 | 3.5 | 3.7 |
| Texas | 676,857 | 708,615 | 718,350 | 722,043 | 739,639 | 765,952 | 772,843 | 15.6 | 15.0 | 15.0 | 14.9 | 15.1 | 15.5 | 15.4 |
| Utah .......... | 44,981 | 46,591 | 41,805 | 32,423 | 31,810 | 32,775 | 36,175 | 9.2 | 8.5 | 7.7 | 5.9 | 5.7 | 5.7 | 6.3 |
| Vermont .... | 1,989 | 1,525 | 1,510 | 1,447 | 1,427 | 1,348 ${ }^{5}$ | 1,442 ${ }^{5}$ | 2.1 | 1.7 | 1.6 | 1.6 | 1.6 | $1.5{ }^{5}$ | $1.7{ }^{5}$ |
| Virginia .......................... | 66,748 | 86,475 | 87,752 | 91,431 | 92,937 | 93,995 | 97,397 | 5.6 | 7.0 | 7.1 | 7.4 | 7.4 | 7.5 | 7.7 |
| Washington .................... | 75,103 | 65,101 | 90,282 | 82,070 | 93,940 | 99,650 | 107,197 | 7.4 | 6.3 | 8.7 | 7.9 | 8.9 | 9.4 | 10.0 |
| West Virginia ................... | 1,774 | 1,605 | 1,786 | 1,914 | 2,084 | 1,878 | 2,704 | 0.6 | 0.6 | 0.6 | 0.7 | 0.7 | 0.7 | 1.0 |
| Wisconsin ...................... | 26,616 | 45,041 | 43,562 | 44,362 | 43,189 | 42,711 | 42,259 | 3.1 | 5.2 | 5.0 | 5.1 | 5.0 | 4.9 | 4.9 |
| Wyoming ......................... | 3,543 | 2,098 | 2,602 | 2,706 | 2,733 | 2,756 | 2,697 | 4.2 | 2.4 | 2.9 | 3.0 | 3.0 | 3.0 | 2.9 |

${ }^{1}$ U.S. total includes imputation for nonreporting states.
${ }^{2}$ Imputation for survey nonresponse. State-level imputations were based on the percentages reported by the state for other years applied to the enrollment for the given year.
${ }^{3}$ Based on data reported by the California Education Agency (http://www.cde.ca.gov/ds/sd/ cb/cefelfacts.asp).
${ }^{4}$ For 2013, New York data on participation in programs for English language learners are
from U.S. Department of Education, National Center for Education Statistics, EDFacts file 046, Data Group 123, extracted December 2, 2015, from the EDFacts Data Warehouse (internal U.S. Department of Education source). service agencies and supervisory union administrative centers, state-operated agencies, federally operated agencies, and other types of local education agencies, such as independent charter schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2004-05 through 2014-15. (This table was prepared September 2016.)

Table 204.27. English language learner (ELL) students enrolled in public elementary and secondary schools, by grade, home language, and selected student characteristics: Selected years, 2008-09 through fall 2014

| Grade, home language, and selected student characteristic | Number of ELL students |  |  |  |  |  | Percentage distribution of ELL students |  |  |  |  |  | Number of ELL students as a percentage of total enrollment |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2008-091 | 2009-10 ${ }^{1}$ | 2011-12 ${ }^{1}$ | 2012-13 | 2013-14 | Fall $2014{ }^{2}$ | 2008-091 | 2009-101 | 2011-12 | 2012-13 | 2013-14 | Fall $2014{ }^{2}$ | 2008-091 | 2009-101 | 2011-12 ${ }^{1}$ | 2012-13 | 2013-14 | Fall $2014{ }^{2}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total | 4,685,746 | 4,647,016 | 4,635,185 | 4,850,293 | 4,929,989 | 4,813,693 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 9.7 | 9.7 | 9.6 | 10.0 | 10.1 | 9.8 |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kindergarten .......................... | 629,195 | 615,615 | 657,391 | 667,835 | 667,665 | 629,013 | 13.4 | 13.2 | 14.2 | 13.8 | 13.5 | 13.1 | 17.3 | 16.7 | 17.5 | 17.4 | 17.4 | 16.7 |
| Grade 1 .............................. | 621,541 | 617,599 | 646,362 | 665,327 | 665,612 | 640,017 | 13.3 | 13.3 | 13.9 | 13.7 | 13.5 | 13.3 | 16.8 | 16.6 | 17.1 | 17.4 | 17.1 | 16.6 |
| Grade 2 ............................... | 583,025 | 576,336 | 585,702 | 609,804 | 630,475 | 614,681 | 12.4 | 12.4 | 12.6 | 12.6 | 12.8 | 12.8 | 15.8 | 15.7 | 15.8 | 16.4 | 16.6 | 15.9 |
| Grade 3 ............................... | 495,814 | 511,545 | 500,032 | 540,396 | 558,925 | 567,131 | 10.6 | 11.0 | 10.8 | 11.1 | 11.3 | 11.8 | 13.4 | 13.8 | 13.5 | 14.5 | 15.0 | 14.9 |
| Grade 4 ................................ | 406,966 | 420,145 | 417,616 | 428,119 | 439,529 | 436,554 | 8.7 | 9.0 | 9.0 | 8.8 | 8.9 | 9.1 | 11.2 | 11.4 | 11.4 | 11.6 | 11.9 | 11.7 |
| Grade 5 .......................... | 333,975 | 336,194 | 338,174 | 367,088 | 361,651 | 364,178 | 7.1 | 7.2 | 7.3 | 7.6 | 7.3 | 7.6 | 9.2 | 9.2 | 9.1 | 10.0 | 9.8 | 9.8 |
| Grade 6 ............................. | 288,784 | 277,971 | 273,457 | 288,085 | 293,778 | 287,798 | 6.2 | 6.0 | 5.9 | 5.9 | 6.0 | 6.0 | 8.0 | 7.6 | 7.3 | 7.7 | 8.0 | 7.8 |
| Grade 7 ...................... | 263,483 | 254,830 | 239,156 | 255,395 | 267,416 | 260,507 | 5.6 | 5.5 | 5.2 | 5.3 | 5.4 | 5.4 | 7.2 | 7.0 | 6.5 | 6.8 | 7.1 | 7.0 |
| Grade 8 ...................... | 237,269 | 233,332 | 214,896 | 227,844 | 239,817 | 242,540 | 5.1 | 5.0 | 4.6 | 4.7 | 4.9 | 5.0 | 6.4 | 6.4 | 5.8 | 6.2 | 6.4 | 6.5 |
| Grade 9 | 268,927 | 258,728 | 244,266 | 255,008 | 261,564 | 263,081 | 5.7 | 5.6 | 5.3 | 5.3 | 5.3 | 5.5 | 6.5 | 6.3 | 6.2 | 6.4 | 6.6 | 6.5 |
| Grade 10 .................. | 218,235 | 211,691 | 201,724 | 202,774 | 202,377 | 197,494 | 4.7 | 4.6 | 4.4 | 4.2 | 4.1 | 4.1 | 5.7 | 5.6 | 5.4 | 5.4 | 5.4 | 5.2 |
| Grade 11 ............................ | 172,084 | 175,544 | 162,804 | 170,847 | 168,437 | 157,395 | 3.7 | 3.8 | 3.5 | 3.5 | 3.4 | 3.3 | 4.9 | 5.0 | 4.6 | 4.8 | 4.8 | 4.4 |
| Grade 12 ............................ | 142,406 | 148,173 | 145,444 | 159,410 | 161,227 | 143,189 | 3.0 | 3.2 | 3.1 | 3.3 | 3.3 | 3.0 | 4.2 | 4.3 | 4.2 | 4.6 | 4.6 | 4.1 |
| Ungraded ............................ | 23,489 | 8,672 | 8,118 | 11,783 | 11,422 | 10,114 | 0.5 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 11.5 | 4.2 | 6.8 | 10.0 | 8.3 | 7.3 |
| 30 most commonly reported home languages of ELL students ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spanish, Castilian ................... | 3,617,597 | 3,577,649 | 3,562,860 | 3,718,047 | 3,770,816 | 3,709,828 | 77.2 | 77.0 1.5 | 76.9 | 76.7 | 76.5 | 77.1 |  | 7.4 | 7.4 | 7.7 | 7.7 | 7.6 0.2 |
| Chinese ................................................ | 77,240 | 80,124 | 96,509 | 104,799 | 107,825 | 104,279 | 1.6 | 1.7 | 2.1 | 2.2 | 2.2 | 2.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Vietnamese ...................... | 91,607 | 93,204 | 89,536 | 92,560 | 89,705 | 85,289 | 2.0 | 2.0 | 1.9 | 1.9 | 1.8 | 1.8 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| English ${ }^{4}$............................... | 86,390 | 77,872 | 85,246 | 90,703 | 91,669 | 83,230 | 1.8 | 1.7 | 1.8 | 1.9 | 1.9 | 1.7 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Hmong ................................... | 52,990 | 49,697 | 43,845 | 41,368 | 39,860 | 37,412 | 1.1 | 1.1 | 0.9 | 0.9 | 0.8 | 0.8 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Somali ................................... | 26,264 | 27,771 | 27,861 | 30,959 | 34,472 | 33,712 | 0.6 | 0.6 | 0.6 | 0.6 | 0.7 | 0.7 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Russian .............................. | 34,085 | 33,349 | 32,225 | 33,678 | 33,821 | 32,493 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Haitian, Haitian Creole ............. | 37,074 | 39,736 | 39,883 | 38,768 | 37,371 | 31,428 | 0.8 | 0.9 | 0.9 | 0.8 | 0.8 | 0.7 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Tagalog .............................. | 38,849 | 37,038 | 32,766 | 35,395 | 32,141 | 28,547 | 0.8 | 0.8 | 0.7 | 0.7 | 0.7 | 0.6 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
|  | 43,169 | 39,739 | 33,704 | 34,874 | 32,445 | 28,530 | 0.9 | 0.9 | 0.7 | 0.7 | 0.7 | 0.6 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Urdu ................................... | 20,705 | 21,213 | 22,219 | 22,590 | 22,499 | 22,294 | 0.4 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | \# | \# | \# | \# | \# | \# |
| French ................................ | 16,525 | 18,504 | 18,849 | 20,018 | 20,799 | 20,275 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | \# | \# | \# | \# | \# | \# |
| Portuguese ............................ | 18,055 | 15,229 | 15,725 | 17,085 | 19,142 | 19,839 | 0.4 | 0.3 | 0.3 | 0.4 | 0.4 | 0.4 | \# | \# | \# | \# | \# | \# |
| Japanese .............................. | 16,212 | 14,582 | 15,011 | 16,727 | 16,591 | 16,403 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | \# | \# | \# | \# | \# | \# |
| Panjabi, Punjabi .................... | 14,262 | 14,331 | 14,055 | 15,622 | 15,842 | 15,207 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | \# | \# | \# | \# | \# | \# |
| Bengali ............................... | 10,700 | 11,913 | 14,151 | 15,294 | 15,681 | 14,704 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | \# | \# | \# | \# | \# | \# |
| Nepali ................................. | 3,205 | 6,283 | 12,200 | 14,254 | 15,331 | 14,446 | 0.1 | 0.1 | 0.3 | 0.3 | 0.3 | 0.3 | \# | \# | \# | \# | \# | \# |
| Burmese ............................. | 7,258 | 9,888 | 12,321 | 12,640 | 13,756 | 14,382 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | \# | \# | \# | \# | \# | \# |
| Hindi ..................... | 11,112 | 11,176 | 11,625 | 13,042 | 13,667 | 13,586 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | \# | \# | \# | \# | \# | \# |
| Karen languages ................... | 3,021 | 4,478 | 9,576 | 11,370 | 12,607 | 12,585 | 0.1 | 0.1 | 0.2 | 0.2 | 0.3 | 0.3 | \# | \# | \# | \# | \# | \# |
| Central Khmer ...................... | 14,443 | 13,465 | 11,613 | 11,530 | 12,584 | 11,027 | 0.3 | 0.3 | 0.3 | 0.2 | 0.3 | 0.2 | \# | \# | \# | \# | \# | \# |
| Gujarati .............................. | 9,153 | 9,491 | 10,152 | 10,328 | 10,463 | 10,385 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | \# | \# | \# | \# | \# | \# |
| Polish ................................... | 11,126 | 9,061 | 8,981 | 9,001 | 9,203 | 9,968 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | \# | \# | \# | \# | \# | \# |
| Persian ................................ | 8,784 | 8,593 | 8,396 | 9,666 | 9,978 | 9,642 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | \# | \# | \# | \# | \# | \# |
| Amharic ............................... | 5,838 | 6,950 | 7,902 | 9,147 | 9,400 | 9,337 | 0.1 | 0.1 | 0.2 | 0.2 | 0.2 | 0.2 | \# | \# | \# | \# | \# | \# |
| German .............................. | 9,605 | 9,898 | 9,274 | 9,190 | 9,642 | 9,241 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | \# | \# | \# | \# | \# | \# |
| Filipino; Pilipino ...................... | 5,511 | 5,801 | 4,463 | 6,158 | 6,701 | 8,684 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | \# | \# | \# | \# | \# | \# |
| Ukrainian ............................ | 8,941 | 8,736 | 7,577 | 7,786 | 7,756 | 7,857 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | \# | \# | \# | \# | \# | \# |
| Navajo, Navaho ..................... | 11,333 | 10,813 | 9,684 | 9,614 | 9,205 | 7,749 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | \# | \# | \# | \# | \# | \# |

See notes at end of table.

Table 204.27. English language learner (ELL) students enrolled in public elementary and secondary schools, by grade, home language, and selected student characteristics: Selected years, 2008-09 through fall 2014-Continued


- Not available.

IIncludes data for California that reflect ELL students enrolled on a single date, rather than a cumulative count of all ELL students enrolled at any time during the school year.
2Data include only ELL students enrolled on October 1
${ }^{3}$ Ranking of the 30 mes
${ }^{3}$ Ranking of the 30 most commonly reported home languages is based on fall 2014 data. In each year shown, home language data were unavailable for approximately $92,000-133,000$ students identified as English language learners. Enrollments of children speaking less common languages are not separately listed.

English learner's home language include students who live in ds and students adopted from other countries who speak English at home but also have been raised speaking another language.

Includes only students with disabilities who were served under the Individuals with Disabilities Education Act (IDEA). NOTE: Includes all students identified as English language learners-both those participating in ELL programs and those not participating in ELL programs. Except where otherwise noted, data include all ELL students enrolled at any time during the school year. Data exclude Puerto Rico and the Bureau of Indian Education. Detail may not sum to totals because grade levels were not reported for some students and because of rounding. 2010-11 not shown due to missing data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 141, Data Group 678, extracted August 24, 2016, from the EDFacts Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2008-09 through 2014-15. (This table was prepared August 2016.)

Table 204.30. Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by type of disability: Selected years, 1976-77 through 2014-15

| Type of disability | 1976-77 | 1980-81 | 1990-91 | 2000-01 | 2004-05 | 2005-06 | 2006-07 | 2007-08 ${ }^{1}$ | 2008-091 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  | Number served (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All disabilities | 3,694 | 4,144 | 4,710 | 6,296 | 6,720 | 6,718 | 6,687 | 6,597 | 6,483 | 6,481 | 6,436 | 6,401 | 6,429 | 6,464 | 6,555 |
| Autism .................................... | - | - | - | 93 | 191 | 223 | 258 | 296 | 336 | 378 | 417 | 455 | 498 | 538 | 576 |
| Deaf-blindness ......................... | - | 3 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| Developmental delay .................. | - | - | - | 213 | 332 | 339 | 333 | 357 | 354 | 368 | 382 | 393 | 402 | 410 | 419 |
| Emotional disturbance ................. | 283 | 347 | 389 | 480 | 489 | 477 | 464 | 442 | 420 | 407 | 390 | 373 | 362 | 354 | 349 |
| Hearing impairment ................... | 88 | 79 | 58 | 77 | 79 | 79 | 80 | 79 | 78 | 79 | 78 | 78 | 77 | 77 | 76 |
| Intellectual disability .................... | 961 | 830 | 534 | 624 | 578 | 556 | 534 | 500 | 478 | 463 | 448 | 435 | 430 | 425 | 423 |
| Multiple disabilities ..................... | - | 68 | 96 | 131 | 140 | 141 | 142 | 138 | 130 | 131 | 130 | 132 | 133 | 132 | 132 |
| Orthopedic impairment ................ | 87 | 58 | 49 | 82 | 73 | 71 | 69 | 67 | 70 | 65 | 63 | 61 | 59 | 56 | 52 |
| Other health impairment ${ }^{2}$............. | 141 | 98 | 55 | 303 | 521 | 570 | 610 | 641 | 659 | 689 | 716 | 743 | 779 | 817 | 862 |
| Preschool disabled ${ }^{3}$.................... | $\dagger$ | $\dagger$ | 390 | $\dagger$ | , | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Specific learning disability ............ | 796 | 1,462 | 2,129 | 2,860 | 2,798 | 2,740 | 2,665 | 2,569 | 2,476 | 2,431 | 2,361 | 2,303 | 2,277 | 2,264 | 2,278 |
| Speech or language impairment ... | 1,302 | 1,168 | 985 | 1,388 | 1,463 | 1,468 | 1,475 | 1,454 | 1,426 | 1,416 | 1,396 | 1,373 | 1,356 | 1,334 | 1,332 |
| Traumatic brain injury .................. | - | - | - | 16 | 24 | 24 | 25 | 25 | 26 | 25 | 26 | 26 | 26 | 26 | 26 |
| Visual impairment ...................... | 38 | 31 | 23 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 28 | 28 | 28 | 28 | 28 |

Percentage distribution of children served

| All disabilities ........ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Autism ...................................... | - | - | - | 1.5 | 2.8 | 3.3 | 3.9 | 4.5 | 5.2 | 5.8 | 6.5 | 7.1 | 7.8 | 8.3 | 8.8 |
| Deaf-blindness .......................... | - | 0.1 | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# |
| Developmental delay ................... | - | - | - | 3.4 | 4.9 | 5.0 | 5.0 | 5.4 | 5.5 | 5.7 | 5.9 | 6.1 | 6.2 | 6.3 | 6.4 |
| Emotional disturbance ................. | 7.7 | 8.4 | 8.3 | 7.6 | 7.3 | 7.1 | 6.9 | 6.7 | 6.5 | 6.3 | 6.1 | 5.8 | 5.6 | 5.5 | 5.3 |
| Hearing impairment .................... | 2.4 | 1.9 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
| Intellectual disability .................... | 26.0 | 20.0 | 11.3 | 9.9 | 8.6 | 8.3 | 8.0 | 7.6 | 7.4 | 7.1 | 7.0 | 6.8 | 6.7 | 6.6 | 6.4 |
| Multiple disabilities ..................... | - | 1.6 | 2.0 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 | 2.0 | 2.0 | 2.0 | 2.1 | 2.1 | 2.0 | 2.0 |
| Orthopedic impairment ............... | 2.4 | 1.4 | 1.0 | 1.3 | 1.1 | 1.1 | 1.0 | 1.0 | 1.1 | 1.0 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 |
| Other health impairment ${ }^{2}$............. | 3.8 | 2.4 | 1.2 | 4.8 | 7.7 | 8.5 | 9.1 | 9.7 | 10.2 | 10.6 | 11.1 | 11.6 | 12.1 | 12.6 | 13.2 |
| Preschool disabled ${ }^{3}$.................... | $\dagger$ | $\dagger$ | 8.3 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Specific learning disability ............ | 21.5 | 35.3 | 45.2 | 45.4 | 41.6 | 40.8 | 39.9 | 38.9 | 38.2 | 37.5 | 36.7 | 36.0 | 35.4 | 35.0 | 34.8 |
| Speech or language impairment ... | 35.2 | 28.2 | 20.9 | 22.0 | 21.8 | 21.8 | 22.1 | 22.0 | 22.0 | 21.8 | 21.7 | 21.4 | 21.1 | 20.6 | 20.3 |
| Traumatic brain injury .................. | - | - | - | 0.2 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| Visual impairment ...................... | 1.0 | 0.7 | 0.5 | 0.5 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
|  | Number served as a percent of total enrollment ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All disabilities .................... | 8.3 | 10.1 | 11.4 | 13.3 | 13.8 | 13.7 | 13.6 | 13.4 | 13.2 | 13.1 | 13.0 | 12.9 | 12.9 | 12.9 | 13.0 |
| Autism ................................... | - | - | - | 0.2 | 0.4 | 0.5 | 0.5 | 0.6 | 0.7 | 0.8 | 0.8 | 0.9 | 1.0 | 1.1 | 1.1 |
| Deaf-blindness .......................... | - | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# | \# |
| Developmental delay .................. | - | - | - | 0.5 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 |
| Emotional disturbance ................ | 0.6 | 0.8 | 0.9 | 1.0 | 1.0 | 1.0 | 0.9 | 0.9 | 0.9 | 0.8 | 0.8 | 0.8 | 0.7 | 0.7 | 0.7 |
| Hearing impairment ................... | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Intellectual disability ................... | 2.2 | 2.0 | 1.3 | 1.3 | 1.2 | 1.1 | 1.1 | 1.0 | 1.0 | 0.9 | 0.9 | 0.9 | 0.9 | 0.9 | 0.8 |
| Multiple disabilities ..................... | - | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Orthopedic impairment ............... | 0.2 | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Other health impairment ${ }^{2}$............. | 0.3 | 0.2 | 0.1 | 0.6 | 1.1 | 1.2 | 1.2 | 1.3 | 1.3 | 1.4 | 1.4 | 1.5 | 1.6 | 1.6 | 1.7 |
| Preschool disabled ${ }^{3}$.................... | $\dagger$ | $\dagger$ | 0.9 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Specific learning disability ........... | 1.8 | 3.6 | 5.2 | 6.1 | 5.7 | 5.6 | 5.4 | 5.2 | 5.0 | 4.9 | 4.8 | 4.7 | 4.6 | 4.5 | 4.5 |
| Speech or language impairment ... | 2.9 | 2.9 | 2.4 | 2.9 | 3.0 | 3.0 | 3.0 | 2.9 | 2.9 | 2.9 | 2.8 | 2.8 | 2.7 | 2.7 | 2.6 |
| Traumatic brain injury .................. | - | - | - | \# | \# | \# | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Visual impairment ....................... | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

## -Not available.

## $\dagger$ Not applicable.

\#Rounds to zero.
${ }^{1}$ Data do not include Vermont, for which 2007-08 and 2008-09 data were not available. In 2006-07, the total number of 3 - to 21 -year-olds served in Vermont was 14,010.
${ }^{2}$ Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.
${ }^{3}$ For 1990-91, preschool children are not included in the counts by disability condition but are separately reported. For other years, preschool children are included in the counts by disability condition.
${ }^{4}$ Based on the total enrollment in public schools, prekindergarten through 12th grade. For total enrollment in public schools, see table 203.20.
NOTE: Prior to October 1994, children and youth with disabilities were served under Chapter 1 of the Elementary and Secondary Education Act as well as under the Individuals with Disabilities

Education Act (IDEA), Part B. Data reported in this table for years prior to 1994-95 include children ages 0-21 served under Chapter 1. Data are for the 50 states and the District of Columbia only. Increases since 1987-88 are due in part to new legislation enacted in fall 1986, which added a mandate for public school special education services for 3 - to 5 -year-old children with disabilities. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1979 through 2006; and Individuals with Disabilities Education Act (IDEA) database, retrieved July 26, 2016, from http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html\#bcc. National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1977-78 and 1980-81; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990-91 through 2014-15. (This table was prepared July 2016.)

Table 204.40. Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity and age group: 2000-01 through 2014-15

| Age group and year | Total | White | Black | Hispanic | Asian ${ }^{1}$ | Paciific Islander | American Indian/ Alaska Native | Two or more races |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|  | Number of children served |  |  |  |  |  |  |  |
| 3 to 21 years old |  |  |  |  |  |  |  |  |
| 2000-01 .......................................... | 6,295,709 | 3,957,589 | 1,259,348 | 877,655 | 121,044 | - | 80,073 | - |
| 2001-02 .......................................... | 6,407,417 | 3,989,528 | 1,281,803 | 928,776 | 123,434 | - | 83,876 |  |
| 2002-03 ...................................... | 6,522,977 | 4,014,340 | 1,311,270 | 980,590 | 130,252 |  | 86,525 |  |
| 2003-04 ......................................... | 6,633,902 | 4,035,880 | 1,334,666 | 1,035,463 | 137,544 | - | 90,349 |  |
| 2004-05 ......................................... | 6,718,630 | 4,044,491 | 1,355,550 | 1,081,697 | 144,339 | - | 92,553 | - |
| 2005-06 ............................................ | 6,712,614 | 4,003,865 | 1,346,177 | 1,119,140 | 149,954 | - | 93,478 | - |
| 2006-07 ....................................................................... | 6,686,386 | 3,948,853 | 1,335,870 | 1,154,217 | 153,265 | - | 94,181 |  |
| 2007-08² .......................................................... | 6,574,368 | 3,833,922 | 1,307,462 | 1,181,130 | 158,623 | - | 93,231 | - |
| 2008-092 ....................................... | 6,461,938 | 3,725,896 | 1,273,996 | 1,200,290 | 162,630 | - | 93,672 | 5,454 ${ }^{3}$ |
| 2009-10 ............................................. | 6,461,226 | 3,659,194 | 1,262,799 | 1,252,493 | 167,144 | - | 92,646 | 26,950 ${ }^{3}$ |
| 2010-11.. | 6,435,141 | 3,518,169 | 1,214,849 | 1,310,031 | 145,896 | 19,581 | 91,258 | 135,357 |
| 2011-12 ................................................... | 6,401,238 | 3,436,105 | 1,196,679 | 1,352,435 | 147,697 | 19,203 | 88,665 | 160,458 |
| 2012-134 ....................................... | 6,429,331 | 3,396,135 | 1,189,148 | 1,406,540 | 150,913 | 20,343 | 86,884 | 180,268 |
| 2013-144 ....................................... | 6,464,096 | 3,356,261 | 1,191,817 | 1,469,282 | 155,668 | 19,606 | 86,307 | 185,274 |
| 2014-154 ........................................... | 6,555,291 | 3,350,084 | 1,199,743 | 1,531,923 | 161,250 | 20,227 | 86,226 | 205,980 |
| 3 to 5 years old |  |  |  |  |  |  |  |  |
| 2000-01 .............................................. | 592,090 | 400,650 | 93,281 | 78,070 | 13,203 | - | 6,886 | - |
| 2005-06 ...................................... | 698,608 | 453,531 | 102,310 | 112,883 | 20,791 | - | 9,093 | - |
| 2010-11 ..................................... | 723,793 | 416,034 | 102,097 | 153,033 | 23,189 | 2,159 | 9,141 | 18,140 |
| 2011-12 ...................................... | 730,558 | 408,973 | 103,051 | 158,507 | 23,023 | 2,146 | 8,729 | 26,133 |
| 2012-134 ..................................... | 735,890 | 399,019 | 102,677 | 163,997 | 23,101 | 2,087 | 8,291 | 36,774 |
|  | 729,703 | 394,227 | 103,829 | 170,939 | 24,497 | 1,972 | 8,338 | 25,917 |
| 2014-154 ..................................... | 735,760 | 396,052 | 102,471 | 172,783 | 25,908 | 2,251 | 8,422 | 27,876 |
| 6 to 21 years old |  |  |  |  |  |  |  |  |
| 2000-01 ..................................... | 5,703,619 | 3,556,939 | 1,166,067 | 799,585 | 107,841 | - | 73,187 | - |
| 2005-06 ....................................... | 6,014,006 | 3,550,334 | 1,243,867 | 1,006,257 | 129,163 | , - | 84,385 | - |
| 2010-11 ...................................... | 5,711,348 | 3,102,135 | 1,112,752 | 1,156,998 | 122,707 | 17,422 | 82,117 | 117,217 |
| 2011-12 ...................................... | 5,670,680 | 3,027,132 | 1,093,628 | 1,193,928 | 124,674 | 17,057 | 79,936 | 134,325 |
| 2012-134 ..................................................................... | 5,693,441 | 2,997,116 | 1,086,471 | 1,242,543 | 127,812 | 18,256 | 78,593 | 143,494 |
| 2013-144 .................................... | 5,734,393 | 2,962,034 | 1,087,988 | 1,298,343 | 131,171 | 17,634 | 77,969 | 159,357 |
| 2014-154 ....................................... | 5,819,531 | 2,954,032 | 1,097,272 | 1,359,140 | 135,342 | 17,976 | 77,804 | 178,104 |
|  | Percentage distribution of children served |  |  |  |  |  |  |  |
| 3 to 21 years old |  |  |  |  |  |  |  |  |
| 2000-01 ......................................... | 100.0 | 62.9 | 20.0 | 13.9 | 1.9 | - | 1.3 | - |
| 2001-02 | 100.0 | 62.3 | 20.0 | 14.5 | 1.9 | - | 1.3 | - |
| 2002-03 ............................................. | 100.0 | 61.5 | 20.1 | 15.0 | 2.0 | - | 1.3 | - |
| 2003-04 ........................................................................... | 100.0 | 60.8 | 20.1 | 15.6 | 2.1 | - | 1.4 | - |
| 2004-05 ........................................... | 100.0 | 60.2 | 20.2 | 16.1 | 2.1 | - | 1.4 | - |
| 2005-06 ................................................ | 100.0 | 59.6 | 20.1 | 16.7 | 2.2 | - | 1.4 | - |
| 2006-07 .......................................... | 100.0 | 59.1 | 20.0 | 17.3 | 2.3 | - | 1.4 | - |
|  | 100.0 | 58.3 | 19.9 | 18.0 | 2.4 | - | 1.4 | - |
| 2008-092 ......................................... | 100.0 | 57.7 | 19.7 | 18.6 | 2.5 | - | 1.4 | $0.1{ }^{3}$ |
| 2009-10 ............................................ | 100.0 | 56.6 | 19.5 | 19.4 | 2.6 | - | 1.4 | $0.4{ }^{3}$ |
| 2010-11 ............................................ | 100.0 | 54.7 | 18.9 | 20.4 | 2.3 | 0.3 | 1.4 | 2.1 |
| 2011-12 ......................................... | 100.0 | 53.7 | 18.7 | 21.1 | 2.3 | 0.3 | 1.4 | 2.5 |
| 2012-13 ........................................ | 100.0 | 52.8 | 18.5 | 21.9 | 2.3 | 0.3 | 1.4 | 2.8 |
| 2013-14 ......................................... | 100.0 | 51.9 | 18.4 | 22.7 | 2.4 | 0.3 | 1.3 | 2.9 |
| 2014-15 .......................................... | 100.0 | 51.1 | 18.3 | 23.4 | 2.5 | 0.3 | 1.3 | 3.1 |
|  |  |  | Num | ved as a per | tal enroll |  |  |  |
| 3 to 21 years old |  |  |  |  |  |  |  |  |
| 2000-01 ......................................... | 13.3 | 13.7 | 15.5 | 11.4 | 6.2 | - | 14.6 | - |
| 2001-02 .......................................... | 13.4 | 13.9 | 15.7 | 11.4 | 6.1 | - | 14.9 | - |
| 2002-03 ........................................... | 13.5 | 14.0 | 15.8 | 11.4 | 6.2 | - | 14.8 | - |
| 2003-04 ........................................... | 13.7 | 14.2 | 16.0 | 11.5 | 6.4 | - | 15.2 |  |
| 2004-05 ......................................... | 13.8 | 14.3 | 16.1 | 11.5 | 6.5 | - | 15.7 | - |
| 2005-06 ............................................. | 13.7 | 14.3 | 15.9 | 11.4 | 6.6 | - | 15.6 | - |
| 2006-07 ............................................... | 13.6 | 14.2 | 15.9 | 11.3 | 6.6 | - | 15.8 | - |
| 2007-08² ......................................... | 13.3 | 14.0 | 15.6 | 11.3 | 6.6 | - | 15.7 | - |
| 2008-092 .......................................... | 13.1 | 13.8 | 15.2 | 11.4 | 6.6 | - | 15.9 | $2.2{ }^{3}$ |
| 2009-10 .......................................... | 13.1 | 13.7 | 15.2 | 11.5 | 6.7 | - | 15.6 | $8.0{ }^{3}$ |
| 2010-11 ......................................... | 13.0 | 13.6 | 15.4 | 11.5 | 6.4 | 11.5 | 16.2 | 11.7 |
| 2011-12 ......................................... | 12.9 | 13.4 | 15.3 | 11.5 | 6.4 | 10.8 | 16.2 | 12.6 |
| 2012-13 ......................................... | 12.9 | 13.4 | 15.2 | 11.7 | 6.4 | 11.3 | 16.3 | 13.0 |
| 2013-14 ......................................... | 12.9 | 13.4 | 15.3 | 11.8 | 6.5 | 11.2 | 16.5 | 12.3 |
| 2014-15 .......................................... | 13.0 | 13.4 | 15.4 | 12.0 | 6.5 | 11.5 | 16.6 | 12.8 |

## —Not available.

${ }^{1}$ For years prior to 2010-11, Asian data include Pacific Islanders
${ }^{2}$ Data do not include Vermont, for which 2007-08 and 2008-09 data were not available. ${ }^{3}$ For 2008-09 and 2009-10, data on children of Two or more races were reported by only a small number of states. Therefore, these data are not comparable to figures for later years ${ }^{4}$ For 2012-13, 2013-14, and 2014-15, the total column shows the overall counts of children as reported by the 50 states and the District of Columbia rather than the sum of counts reported for individual racial/ethnic groups. (Due to data limitations, summing the data for the racial/ethnic groups can result in overcounts. For 2014-15, summing these data would result in a total overcount of 3 children in the 3- to 5 -year-old age group and 139 children in the 6 - to 21 -year-old age group.)
${ }^{5}$ Based on the total enrollment in public schools, prekindergarten through 12th grade, by race/ethnicity. For total enrollment in public schools by race/ethnicity, see table 203.60 NOTE: Data include only those children served for whom race/ethnicity was reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved September 25, 2016, from http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html\#bcc; and National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2000-01 through 2014-15. (This table was prepared October 2016.)

Table 204.50. Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by age group and sex, race/ ethnicity, and type of disability: 2014-15

| Type of disability | Total ${ }^{1}$ | Age group and sex ${ }^{2}$ |  |  |  | Race/ethnicity |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 3 to 5 years old |  | 6 to 21 years old |  | Total, 3 to 21 years old |  |  |  |  |  |  |
|  |  | Male | Female | Male | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  |  | Number of children served |  |  |  |  |  |  |  |  |  |  |
| All disabilities | 6,555,291 | 514,193 | 221,603 | 3,837,863 | 1,924,124 | 3,350,084 | 1,199,743 | 1,531,923 | 161,250 | 20,257 | 86,226 | 205,980 |
| Autism ................................................ | 575,879 | - | - | 429,390 | 79,782 | 320,202 | 80,563 | 116,616 | 32,010 | 1,551 | 4,340 | 20,599 |
| Deaf-blindness .................................... | 1,381 | - | - | 661 | 557 | 770 | 155 | 329 | 53 | 8 | 27 | 39 |
| Developmental delay ............................ | 419,488 | - | - | 99,296 | 41,998 | 221,626 | 78,649 | 80,053 | 12,252 | 1,683 | 8,484 | 16,742 |
| Emotional disturbance ........................... | 348,829 | - | - | 251,789 | 88,543 | 182,989 | 88,598 | 53,945 | 3,217 | 881 | 4,711 | 14,492 |
| Hearing impairment .............................. | 76,022 | - | - | 35,489 | 31,186 | 35,566 | 10,700 | 22,122 | 4,230 | 406 | 845 | 2,154 |
| Intellectual disability .............................. | 422,599 | - | - | 231,670 | 166,937 | 187,431 | 111,301 | 95,757 | 10,658 | 1,323 | 5,322 | 10,811 |
| Multiple disabilities ................................ | 131,996 |  | - | 76,719 | 47,147 | 73,639 | 23,923 | 24,266 | 4,192 | 527 | 1,968 | 3,492 |
| Orthopedic impairment .......................... | 52,113 | - | - | 26,954 | 18,263 | 27,526 | 6,389 | 13,942 | 2,193 | 184 | 420 | 1,490 |
| Other health impairment ${ }^{3}$....................... | 862,214 |  | - | 597,191 | 242,060 | 511,300 | 157,688 | 139,447 | 12,297 | 2,318 | 9,698 | 29,475 |
| Specific learning disability ...................... | 2,278,019 |  | - | 1,381,106 | 851,681 | 1,041,045 | 451,709 | 645,376 | 35,019 | 8,344 | 35,013 | 61,605 |
| Speech or language impairment ............... | 1,332,475 |  | - | 677,825 | 335,720 | 717,412 | 181,783 | 329,096 | 43,254 | 2,845 | 14,696 | 43,404 |
| Traumatic brain injury ............................. | 26,435 | - | - | 16,038 | 9,142 | 15,718 | 4,043 | 4,705 | 662 | 85 | 349 | 874 |
| Visual impairment ................................... | 27,841 | - | - | 13,735 | 11,107 | 14,860 | 4,242 | 6,269 | 1,213 | 102 | 353 | 803 |
|  | Percentage distribution of children served |  |  |  |  |  |  |  |  |  |  |  |
| All disabilities ................................. | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Autism ................................................ | 8.8 | - | - | 11.2 | 4.1 | 9.6 | 6.7 | 7.6 | 19.9 | 7.7 | 5.0 | 10.0 |
| Deaf-blindness ..................................... | \# | - | - | \# | \# | \# | \# | \# | \# | , | \# | \# |
| Developmental delay .............................. | 6.4 | - | - | 2.6 | 2.2 | 6.6 | 6.6 | 5.2 | 7.6 | 8.3 | 9.8 | 8.1 |
| Emotional disturbance ........................... | 5.3 | - | - | 6.6 | 4.6 | 5.5 | 7.4 | 3.5 | 2.0 | 4.3 | 5.5 | 7.0 |
| Hearing impairment ................................ | 1.2 | - | - | 0.9 | 1.6 | 1.1 | 0.9 | 1.4 | 2.6 | 2.0 | 1.0 | 1.0 |
| Intellectual disability .............................. | 6.4 | - | - | 6.0 | 8.7 | 5.6 | 9.3 | 6.3 | 6.6 | 6.5 | 6.2 | 5.2 |
| Multiple disabilities ................................ | 2.0 | - | - | 2.0 | 2.5 | 2.2 | 2.0 | 1.6 | 2.6 | 2.6 | 2.3 | 1.7 |
| Orthopedic impairment ............................ | 0.8 | - | - | 0.7 | 0.9 | 0.8 | 0.5 | 0.9 | 1.4 | 0.9 | 0.5 | 0.7 |
| Other health impairment ${ }^{3}$......................... | 13.2 | - | - | 15.6 | 12.6 | 15.3 | 13.1 | 9.1 | 7.6 | 11.4 | 11.2 | 14.3 |
| Specific learning disability ...................... | 34.8 | - | - | 36.0 | 44.3 | 31.1 | 37.7 | 42.1 | 21.7 | 41.2 | 40.6 | 29.9 |
| Speech or language impairment ............... | 20.3 | - | - | 17.7 | 17.4 | 21.4 | 15.2 | 21.5 | 26.8 | 14.0 | 17.0 | 21.1 |
| Traumatic brain injury .............................. | 0.4 | - | - | 0.4 | 0.5 | 0.5 | 0.3 | 0.3 | 0.4 | 0.4 | 0.4 | 0.4 |
| Visual impairment ................................... | 0.4 | - | - | 0.4 | 0.6 | 0.4 | 0.4 | 0.4 | 0.8 | 0.5 | 0.4 | 0.4 |
|  | Number served as a percent of total enrollment ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |
| All disabilities ................................. | 13.0 | 19.8 | 9.3 | 16.5 | 8.7 | 13.4 | 15.4 | 12.0 | 6.5 | 11.5 | 16.6 | 12.8 |
| Autism .............................................. | 1.1 | - | - | 1.8 | 0.4 | 1.3 | 1.0 | 0.9 | 1.3 | 0.9 | 0.8 | 1.3 |
| Deaf-blindness ..................................... | \# | - | - | \# | \# | \# | \# | \# | \# | \# | \# | \# |
| Developmental delay .............................. | 0.8 | - | - | 0.4 | 0.2 | 0.9 | 1.0 | 0.6 | 0.5 | 1.0 | 1.6 | 1.0 |
| Emotional disturbance ........................... | 0.7 | - | - | 1.1 | 0.4 | 0.7 | 1.1 | 0.4 | 0.1 | 0.5 | 0.9 | 0.9 |
| Hearing impairment ................................ | 0.2 | - | - | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 |
| Intellectual disability ................................ | 0.8 | - | - | 1.0 | 0.8 | 0.8 | 1.4 | 0.7 | 0.4 | 0.8 | 1.0 | 0.7 |
| Multiple disabilities .................................. | 0.3 | - | - | 0.3 | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 | 0.3 | 0.4 | 0.2 |
| Orthopedic impairment ............................ | 0.1 | - | - | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Other health impairment ${ }^{3}$......................... | 1.7 | - | - | 2.6 | 1.1 | 2.1 | 2.0 | 1.1 | 0.5 | 1.3 | 1.9 | 1.8 |
| Specific learning disability ....................... | 4.5 | - | - | 5.9 | 3.8 | 4.2 | 5.8 | 5.0 | 1.4 | 4.7 | 6.7 | 3.8 |
| Speech or language impairment ................ | 2.6 | - | - | 2.9 | 1.5 | 2.9 | 2.3 | 2.6 | 1.8 | 1.6 | 2.8 | 2.7 |
| Traumatic brain injury ................................ | 0.1 | - | - | 0.1 | 0.0 | 0.1 | 0.1 | \# | \# | \# | 0.1 | 0.1 |
| Visual impairment .................................... | 0.1 | - | - | 0.1 | 0.1 | 0.1 | 0.1 | * | \# | 0.1 | 0.1 | \# |

## -Not available. <br> \#Rounds to zero.

${ }^{1}$ Totals are based on overall counts of children by type of disability; they are not based on summing the counts reported for the individual racial/ethnic groups or the counts reported by sex. (Due to data limitations, summing the counts by disability type within each racial/ethnic group would result in a total overcount of 172 children. Because of missing data on type of disability by sex, summing the counts by disability type for males and females would result in undercounts.)
${ }^{2}$ For 3- to 5 -year-olds, no data are available on type of disability by sex. For 6- to 21-year-olds, data include only those children served for whom both sex and type of disability were reported. About 1 percent of all 6 - to 21 -year-olds served are excluded from this table because of missing data.
${ }^{3}$ Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.
${ }^{4}$ Percentages for students 3 to 5 years old by sex are based on total public school enrollment in prekindergarten and kindergarten by sex. Percentages for students 6 to 21 years old by sex are based on total public school enrollment in grades 1 through 12 by sex. Percentages for students of all ages ( 3 to 21 years old) by race/ethnicity are based on total enrollment in public schools, prekindergarten through grade 12, by race/ethnicity. For total enrollment in public schools by race/ethnicity, see table 203.50 .
NOTE: Although data are for the 50 states and the District of Columbia, data limitations result in inclusion of a small (but unknown) number of students from other jurisdictions. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved September 25, 2016, from http:// www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html\#bcc; and National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2014-15. (This table was prepared October 2016.)

Table 204.60. Percentage distribution of students 6 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by educational environment and type of disability: Selected years, fall 1989 through fall 2014

| Type of disability | $\begin{array}{r} \text { All } \\ \text { environments } \end{array}$ | Regular school, time inside general class |  |  | Separate school for students with disabilities | Separate residential facility | Parentally placed in regular private schools ${ }^{1}$ | Homebound/ hospital placement | Correctional facility |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Less than 40 percent | 40-79 percent | 80 percent or more |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| All students with disabilities |  |  |  |  |  |  |  |  |  |
| 1989 ...................................................... | 100.0 | 24.9 | 37.5 | 31.7 | 4.5 | 1.0 | - | 0.6 | - |
| 1990 ................................................ | 100.0 | 25.0 | 36.4 | 33.1 | 4.2 | 0.9 | - | 0.5 | - |
| 1994 .............................................. | 100.0 | 22.4 | 28.5 | 44.8 | 3.0 | 0.7 | - | 0.6 | - |
| 1995 ............................................ | 100.0 | 21.5 | 28.5 | 45.7 | 3.1 | 0.7 | - | 0.5 | - |
| 1996 ............................................ | 100.0 | 21.4 | 28.3 | 46.1 | 3.0 | 0.7 | - | 0.5 | - |
| 1997 ................................................ | 100.0 | 20.4 | 28.8 | 46.8 | 2.9 | 0.7 | - | 0.5 | - |
| 1998 .............................................. | 100.0 | 20.0 | 29.9 | 46.0 | 2.9 | 0.7 | - | 0.5 | - |
| 1999 .............................................. | 100.0 | 20.3 | 29.8 | 45.9 | 2.9 | 0.7 | - | 0.5 | - |
| 2000 .............................................. | 100.0 | 19.5 | 29.8 | 46.5 | 3.0 | 0.7 | - | 0.5 | - |
| 2001. | 100.0 | 19.2 | 28.5 | 48.2 | 2.9 | 0.7 | - | 0.4 | - |
| 2002 ..................................................... | 100.0 | 19.0 | 28.7 | 48.2 | 2.9 | 0.7 | - | 0.5 | - |
| 2003 ............................................. | 100.0 | 18.5 | 27.7 | 49.9 | 2.8 | 0.7 | - | 0.5 | - |
| 2004 ..................................................... | 100.0 | 17.9 | 26.5 | 51.5 | 3.0 | 0.6 | - | 0.4 | - |
| 2005 ............................................ | 100.0 | 16.7 | 25.1 | 54.2 | 2.9 | 0.6 | - | 0.4 | - |
| 2006 ............................................. | 100.0 | 16.4 | 23.8 | 54.8 | 2.9 | 0.4 | 1.0 | 0.4 | 0.4 |
| 2007 ....................................................................... | 100.0 | 15.4 | 22.4 | 56.8 | 3.0 | 0.4 | 1.1 | 0.4 | 0.4 |
| 2008 .............................................. | 100.0 | 14.9 | 21.4 | 58.5 | 2.9 | 0.4 | 1.1 | 0.4 | 0.4 |
| 2009 .............................................. | 100.0 | 14.6 | 20.7 | 59.4 | 3.0 | 0.4 | 1.2 | 0.4 | 0.4 |
| 2010 ................................................. | 100.0 | 14.6 | 20.7 | 59.4 | 3.0 | 0.4 | 1.2 | 0.4 | 0.4 |
| 2011 .................................................. | 100.0 | 14.0 | 19.8 | 61.1 | 3.0 | 0.3 | 1.1 | 0.4 | 0.3 |
| 2012 |  |  |  |  |  |  |  |  |  |
| All students with disabilities ........ | 100.0 | 13.9 | 19.7 | 61.2 | 3.0 | 0.3 | 1.2 | 0.4 | 0.3 |
| Autism ................................................. | 100.0 | 33.3 | 18.1 | 39.5 | 7.7 | 0.5 | 0.7 | 0.3 | , |
| Deaf-blindness .................................. | 100.0 | 34.7 | 11.4 | 21.0 | 19.8 | 8.2 | 1.5 | 2.7 | 0.7 |
| Developmental delay .......................... | 100.0 | 16.6 | 19.5 | 62.3 | 0.8 | 0.1 | 0.6 | 0.2 | \# |
| Emotional disturbance .......................... | 100.0 | 20.4 | 17.8 | 44.0 | 13.0 | 1.8 | 0.2 | 1.1 | 1.7 |
| Hearing impairment ............................ | 100.0 | 12.6 | 16.4 | 57.6 | 8.3 | 3.4 | 1.4 | 0.2 | 0.1 |
| Intellectual disability ............................ | 100.0 | 49.1 | 27.0 | 16.5 | 6.1 | 0.4 | 0.3 | 0.5 | 0.2 |
| Multiple disabilities ............................. | 100.0 | 46.4 | 16.3 | 12.9 | 19.1 | 1.7 | 0.4 | 3.1 | 0.1 |
| Orthopedic impairment ........................ | 100.0 | 21.8 | 16.2 | 54.6 | 4.5 | 0.2 | 0.9 | 1.7 | 0.1 |
| Other health impairment ${ }^{2}$..................... | 100.0 | 9.8 | 22.4 | 63.7 | 1.7 | 0.2 | 1.1 | 0.8 | 0.3 |
| Specific learning disability .................... | 100.0 | 6.4 | 25.0 | 66.7 | 0.5 | 0.1 | 0.9 | 0.1 | 0.3 |
| Speech or language impairment ............. | 100.0 | 4.3 | 5.4 | 86.8 | 0.3 | \# | 3.0 | \# | \# |
| Traumatic brain injury .......................... | 100.0 | 20.1 | 22.4 | 49.0 | 5.3 | 0.6 | 0.8 | 1.8 | 0.1 |
| Visual impairment ............................... | 100.0 | 11.3 | 13.3 | 64.0 | 6.0 | 3.6 | 1.2 | 0.6 | 0.1 |
| 2013 |  |  |  |  |  |  |  |  |  |
| All students with disabilities ......... | 100.0 | 13.8 | 19.4 | 61.8 | 2.9 | 0.3 | 1.1 | 0.4 | 0.3 |
| Autism ................................................... | 100.0 | 33.3 | 18.2 | 39.7 | 7.4 | 0.4 | 0.7 | 0.3 |  |
| Deaf-blindness .................................. | 100.0 | 35.6 | 11.9 | 23.1 | 18.5 | 7.9 | 0.1 | 2.8 | 0.1 |
| Developmental delay .......................... | 100.0 | 16.1 | 19.4 | 63.0 | 0.8 | \# | 0.5 | 0.2 | \# |
| Emotional disturbance ......................... | 100.0 | 19.8 | 17.8 | 45.1 | 12.9 | 1.6 | 0.3 | 1.1 | 1.6 |
| Hearing impairment .............................. | 100.0 | 12.2 | 16.0 | 59.3 | 7.7 | 3.1 | 1.3 | 0.2 | 0.1 |
| Intellectual disability ............................. | 100.0 | 49.4 | 26.9 | 16.3 | 6.1 | 0.3 | 0.3 | 0.5 | 0.2 |
| Multiple disabilities ............................. | 100.0 | 46.4 | 16.4 | 13.3 | 18.7 | 1.6 | 0.3 | 3.2 | 0.1 |
| Orthopedic impairment ....................... | 100.0 | 21.5 | 16.1 | 55.1 | 4.4 | 0.1 | 0.8 | 1.9 | 0.1 |
| Other health impairment ${ }^{2}$..................... | 100.0 | 9.6 | 21.9 | 64.5 | 1.7 | 0.2 | 1.0 | 0.8 | 0.3 |
| Specific learning disability .................... | 100.0 | 6.1 | 24.4 | 67.8 | 0.5 | 0.1 | 0.8 | 0.1 | 0.3 |
| Speech or language impairment .............. | 100.0 | 4.3 | 5.4 | 87.3 | 0.3 | \# | 2.6 | \# | \# |
| Traumatic brain injury ............................ | 100.0 | 20.1 | 22.2 | 49.6 | 5.1 | 0.5 | 0.7 | 1.7 | 0.1 |
| Visual impairment ............................... | 100.0 | 10.8 | 13.0 | 64.8 | 6.1 | 3.5 | 1.2 | 0.6 | \# |
| 2014 |  |  |  |  |  |  |  |  |  |
| All students with disabilities ........ | 100.0 | 13.7 | 18.9 | 62.2 | 2.9 | 0.3 | 1.3 | 0.4 | 0.2 |
| Autism ............................................. | 100.0 | 32.9 | 18.1 | 39.9 | 7.3 | 0.4 | 1.1 | 0.3 | \# |
| Deaf-blindness ................................. | 100.0 | 34.7 | 13.5 | 22.6 | 18.4 | 7.2 | 0.5 | 3.0 | \# |
| Developmental delay .......................... | 100.0 | 15.7 | 19.1 | 63.6 | 0.8 | \# | 0.5 | 0.2 | \# |
| Emotional disturbance ......................... | 100.0 | 18.8 | 17.6 | 46.1 | 13.1 | 1.5 | 0.3 | 1.1 | 1.5 |
| Hearing impairment ............................. | 100.0 | 11.6 | 15.6 | 60.0 | 7.9 | 3.0 | 1.7 | 0.2 | \# |
| Intellectual disability ............................ | 100.0 | 49.5 | 26.6 | 16.4 | 6.1 | 0.3 | 0.3 | 0.5 | 0.2 |
| Multiple disabilities ............................. | 100.0 | 46.2 | 16.4 | 13.2 | 18.9 | 1.4 | 0.5 | 3.2 | 0.1 |
| Orthopedic impairment ........................ | 100.0 | 22.0 | 15.9 | 54.3 | 4.3 | 0.1 | 1.1 | 2.2 | 0.1 |
| Other health impairment ${ }^{2}$...................... | 100.0 | 9.4 | 21.3 | 65.1 | 1.7 | 0.2 | 1.3 | 0.8 | 0.3 |
| Specific learning disability .................... | 100.0 | 5.8 | 23.5 | 68.8 | 0.5 | 0.1 | 1.1 | 0.1 | 0.2 |
| Speech or language impairment ............. | 100.0 | 4.3 | 5.2 | 87.0 | 0.3 | \# | 3.1 | \# | \# |
| Traumatic brain injury ........................... | 100.0 | 19.6 | 22.2 | 49.9 | 5.1 | 0.5 | 0.9 | 1.8 | 0.1 |
| Visual impairment ............................... | 100.0 | 10.5 | 12.5 | 65.8 | 5.8 | 3.4 | 1.4 | 0.6 | \# |

## -Not available.

\#Rounds to zero.
${ }^{1}$ Students who are enrolled by their parents or guardians in regular private schools and have their basic education paid through private resources, but receive special education services at public expense. These students are not included under "Regular school, time inside general class" (columns 3 through 5).
${ }^{2}$ Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis,
asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.
NOTE: Data are for the 50 states and the District of Columbia only. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved November 10, 2016, from http:// www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html\#bcc. (This table was prepared November 2016.)

Table 204.70. Number and percentage of children served under Individuals with Disabilities Education Act (IDEA), Part B, by age group and state or jurisdiction: Selected years, 1990-91 through 2014-15

| State or jurisdiction | 3- to 21-year-olds served |  |  |  |  |  |  |  | 3 - to 5-year-olds served |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2010-11 | 2012-13 | 2013-14 | 2014-15 | As a percent of public school enrollment, 2014-15 | Percent change in number served, $2000-01$ to $2014-15$ | 1990-91 | 2000-01 | 2010-11 | 2012-13 | 2013-14 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 4,710,089 | 6,295,816 | 6,434,916 | 6,429,331 | 6,464,096 | 6,555,291 | 13.0 | 4.1 | 389,751 | 592,087 | 723,738 | 735,890 | 729,703 | 735,760 |
| Alabama | 94,601 | 99,828 | 82,286 | 79,705 | 80,803 | 82,354 | 11.1 | -17.5 | 7,154 | 7,554 | 7,492 | 7,344 | 7,238 | 7,150 |
| Alaska | 14,390 | 17,691 | 18,048 | 17,959 | 17,920 | 18,023 | 13.7 | 1.9 | 1,458 | 1,637 | 2,104 | 2,116 | 2,062 | 2,034 |
| Arizona | 56,629 | 96,442 | 125,816 | 128,281 | 129,801 | 131,541 | 11.8 | 36.4 | 4,330 | 9,144 | 14,756 | 15,386 | 15,278 | 15,113 |
| Arkansas .. | 47,187 | 62,222 | 64,881 | 64,698 | 65,166 | 66,621 | 13.6 | 7.1 | 4,626 | 9,376 | 13,034 | 12,789 | 12,529 | 12,881 |
| California | 468,420 | 645,287 | 672,174 | 688,346 | 698,947 | 711,205 | 11.3 | 10.2 | 39,627 | 57,651 | 72,404 | 75,285 | 76,345 | 76,641 |
| Colorado ... | 56,336 | 78,715 | 84,710 | 89,280 | 90,904 | 92,782 | 10.4 | 17.9 | 4,128 | 8,202 | 11,797 | 12,799 | 12,576 | 12,553 |
| Connecticut . | 63,886 | 73,886 | 68,167 | 69,730 | 70,785 | 73,293 | 13.5 | -0.8 | 5,466 | 7,172 | 7,933 | 8,025 | 8,034 | 8,431 |
| Delaware ..... | 14,208 | 16,760 | 18,608 | 19,224 | 18,717 | 19,889 | 14.8 | 18.7 | 1,493 | 1,652 | 2,123 | 2,304 | 1,815 | 2,050 |
| District of Columbia ......... | 6,290 | 10,559 | 11,947 | 12,585 | 11,774 | 12,172 | 15.0 | 15.3 | 411 | 374 | 957 | 1,550 | 1,441 | 1,429 |
| Florida ........................... | 234,509 | 367,335 | 368,808 | 354,352 | 356,488 | 362,925 | 13.2 | -1.2 | 14,883 | 30,660 | 36,027 | 37,470 | 37,633 | 38,158 |
| Georgia | 101,762 | 171,292 | 177,544 | 185,037 | 190,587 | 196,048 | 11.2 | 14.5 | 7,098 | 16,560 | 15,911 | 17,395 | 17,528 | 17,725 |
| Hawaii | 12,705 | 23,951 | 19,716 | 19,696 | 19,221 | 19,081 | 10.5 | -20.3 | 809 | 1,919 | 2,398 | 2,554 | 2,402 | 2,364 |
| Idaho .. | 21,703 | 29,174 | 27,388 | 27,086 | 27,592 | 28,477 | 9.8 | -2.4 | 2,815 | 3,591 | 3,596 | 3,283 | 3,260 | 3,267 |
| Illinois | 236,060 | 297,316 | 302,830 | 292,430 | 294,227 | 294,916 | 14.4 | -0.8 | 22,997 | 28,787 | 36,488 | 37,211 | 37,611 | 37,599 |
| Indiana ... | 112,949 | 156,320 | 166,073 | 168,815 | 169,830 | 170,465 | 16.3 | 9.0 | 7,243 | 15,101 | 18,725 | 18,476 | 18,014 | 17,931 |
| lowa | 59,787 | 72,461 | 68,501 | 65,882 | 64,704 | 63,866 | 12.6 | -11.9 | 5,421 | 5,580 | 7,378 | 7,109 | 6,534 | 6,322 |
| Kansas . | 44,785 | 61,267 | 66,873 | 67,369 | 68,625 | 69,845 | 14.0 | 14.0 | 3,881 | 7,728 | 10,604 | 10,850 | 11,218 | 11,570 |
| Kentucky | 78,853 | 94,572 | 102,370 | 97,555 | 97,467 | 97,820 | 14.2 | 3.4 | 10,440 | 16,372 | 17,963 | 17,455 | 17,332 | 16,994 |
| Louisiana .... | 72,825 | 97,938 | 82,943 | 81,238 | 78,667 | 79,245 | 11.1 | -19.1 | 6,703 | 9,957 | 10,427 | 11,209 | 9,784 | 9,709 |
| Maine ........................... | 27,987 | 35,633 | 32,261 | 32,194 | 32,219 | 31,920 | 17.5 | -10.4 | 2,895 | 3,978 | 3,824 | 3,793 | 3,722 | 3,445 |
| Maryland | 88,017 | 112,077 | 103,490 | 103,429 | 103,788 | 104,136 | 11.9 | -7.1 | 7,163 | 10,003 | 12,875 | 13,062 | 13,136 | 13,105 |
| Massachusetts .... | 149,743 | 162,216 | 167,526 | 166,437 | 166,859 | 167,799 | 17.6 | 3.4 | 12,141 | 14,328 | 16,662 | 16,583 | 16,759 | 16,716 |
| Michigan ........... | 166,511 | 221,456 | 218,957 | 203,427 | 200,451 | 198,171 | 12.9 | -10.5 | 14,547 | 19,937 | 23,183 | 20,831 | 20,511 | 20,456 |
| Minnesota ... | 79,013 | 109,880 | 122,850 | 123,785 | 124,507 | 125,437 | 14.6 | 14.2 | 8,646 | 11,522 | 15,076 | 15,289 | 15,175 | 15,296 |
| Mississippi ...................... | 60,872 | 62,281 | 64,038 | 64,860 | 65,687 | 66,448 | 13.5 | 6.7 | 5,642 | 6,944 | 10,191 | 10,244 | 10,070 | 9,299 |
| Missouri | 101,166 | 137,381 | 127,164 | 123,655 | 123,292 | 124,652 | 13.6 | -9.3 | 4,100 | 11,307 | 15,891 | 16,040 | 16,047 | 16,598 |
| Montana .... | 16,955 | 19,313 | 16,761 | 16,450 | 16,473 | 17,032 | 11.8 | -11.8 | 1,751 | 1,635 | 1,656 | 1,697 | 1,596 | 1,620 |
| Nebraska ... | 32,312 | 42,793 | 44,299 | 45,564 | 46,983 | 47,341 | 15.1 | 10.6 | 2,512 | 3,724 | 5,050 | 5,379 | 5,373 | 5,465 |
| Nevada | 18,099 | 38,160 | 48,148 | 50,332 | 52,052 | 53,755 | 11.7 | 40.9 | 1,401 | 3,676 | 6,947 | 8,047 | 8,241 | 8,537 |
| New Hampshire ............... | 19,049 | 30,077 | 29,920 | 29,329 | 29,011 | 28,978 | 15.7 | -3.7 | 1,468 | 2,387 | 3,135 | 3,227 | 3,173 | 3,332 |
| New Jersey | 178,870 | 221,715 | 232,002 | 232,317 | 228,844 | 232,526 | 16.6 | 4.9 | 14,741 | 16,361 | 17,073 | 17,954 | 17,821 | 18,222 |
| New Mexico | 36,000 | 52,256 | 46,628 | 46,498 | 47,283 | 47,705 | 14.0 | -8.7 | 2,210 | 4,970 | 5,224 | 4,494 | 4,347 | 4,285 |
| New York ... | 307,366 | 441,333 | 454,542 | 450,794 | 454,971 | 489,077 | 17.8 | 10.8 | 26,266 | 51,665 | 64,923 | 65,031 | 65,705 | 68,528 |
| North Carolina | 122,942 | 173,067 | 185,107 | 190,098 | 193,092 | 196,045 | 12.7 | 13.3 | 10,516 | 17,361 | 18,433 | 18,665 | 18,801 | 18,887 |
| North Dakota ...... | 12,294 | 13,652 | 13,170 | 13,234 | 13,366 | 13,636 | 12.8 | -0.1 | 1,164 | 1,247 | 1,714 | 1,804 | 1,830 | 1,801 |
| Ohio | 205,440 | 237,643 | 259,454 | 255,953 | 254,541 | 254,187 | 14.7 | 7.0 | 12,487 | 18,664 | 22,454 | 23,401 | 22,933 | 22,411 |
| Oklahoma ..................... | 65,457 | 85,577 | 97,250 | 100,893 | 103,136 | 105,671 | 15.3 | 23.5 | 5,163 | 6,393 | 8,298 | 8,500 | 8,599 | 8,919 |
| Oregon .............. | 54,422 | 75,204 | 81,050 | 82,183 | 82,717 | 83,207 | 13.8 | 10.6 | 2,854 | 6,926 | 9,392 | 10,052 | 10,122 | 9,987 |
| Pennsylvania ................... | 214,254 | 242,655 | 295,080 | 295,502 | 296,249 | 298,274 | 17.1 | 22.9 | 17,982 | 21,477 | 31,072 | 33,041 | 32,464 | 32,726 |
| Rhode Island ................... | 20,646 | 30,727 | 25,332 | 24,165 | 23,402 | 23,360 | 16.5 | -24.0 | 1,682 | 2,614 | 2,945 | 2,910 | 2,906 | 2,942 |
| South Carolina | 77,367 | 105,922 | 100,289 | 99,530 | 98,930 | 99,100 | 13.1 | -6.4 | 7,948 | 11,775 | 11,083 | 10,626 | 9,728 | 8,971 |
| South Dakota ...... | 14,726 | 16,825 | 18,026 | 18,316 | 18,508 | 18,975 | 14.3 | 12.8 | 2,105 | 2,286 | 2,738 | 2,659 | 2,668 | 2,568 |
| Tennessee ...... | 104,853 | 125,863 | 120,263 | 127,407 | 130,387 | 130,729 | 13.1 | 3.9 | 7,487 | 10,699 | 13,096 | 13,067 | 12,583 | 12,527 |
| Texas ............ | 344,529 | 491,642 | 442,019 | 439,635 | 443,612 | 451,623 | 8.6 | -8.1 | 24,848 | 36,442 | 41,494 | 43,981 | 42,868 | 42,654 |
| Utah .............................. | 46,606 | 53,921 | 70,278 | 78,270 | 75,428 | 77,525 | 12.2 | 43.8 | 3,424 | 5,785 | 8,990 | 9,890 | 9,516 | 9,686 |
| Vermont ..... | 12,160 | 13,623 | 13,936 | 13,873 | 13,904 | 14,008 | 16.0 | 2.8 | 1,097 | 1,237 | 1,762 | 1,831 | 1,779 | 1,819 |
| Virginia .......................... | 112,072 | 162,212 | 162,338 | 161,498 | 161,160 | 162,165 | 12.7 | \# | 9,892 | 14,444 | 17,081 | 16,611 | 16,400 | 16,394 |
| Washington ..................... | 83,545 | 118,851 | 127,978 | 130,778 | 131,997 | 133,459 | 12.4 | 12.3 | 9,558 | 11,760 | 14,275 | 14,763 | 14,667 | 14,912 |
| West Virginia .................... | 42,428 | 50,333 | 45,007 | 44,487 | 44,375 | 44,267 | 15.8 | -12.1 | 2,923 | 5,445 | 5,607 | 5,483 | 5,363 | 4,804 |
| Wisconsin ...................... | 85,651 | 125,358 | 124,722 | 123,287 | 122,654 | 120,434 | 13.8 | -3.9 | 10,934 | 14,383 | 16,079 | 16,325 | 16,166 | 15,846 |
| Wyoming ......................... | 10,852 | 13,154 | 15,348 | 11,883 | 11,993 | - | - |  | 1,221 | 1,695 | 3,398 | - | - | 3,081 |
| Bureau of Indian Education | 6,997 | 8,448 | 6,801 | 6,504 | - | 6,384 | - | -24 | 1,092 | 338 | 396 | 305 | - | 410 |
| Other jurisdictions .. | 38,986 | 70,670 | 131,847 | 135,431 | 128,019 | 133,505 | - | 88.9 | 3,892 | 8,168 | 14,505 | 13,785 | 15,609 | 17,400 |
| American Samoa ............. | 363 | 697 | 935 | 870 | - | - | - | - | 48 | 48 | 142 | 102 | 148 | 148 |
| Guam ............................ | 1,750 | 2,267 | 2,003 | 2,017 | 1,981 | 2,026 | 6.5 | -10.6 | 198 | 205 | 165 | 161 | 166 | 171 |
| Northern Marianas .......... | 411 | 569 | 944 | 895 | 906 | 892 | - | 56.8 | 211 | 53 | 104 | 86 | 87 | 84 |
| Palau ............................ | - | 131 | - | 119 | 104 | 106 | - | -19.1 | - | 10 | - | 9 | 7 | 6 |
| Puerto Rico .................... | 35,129 | 65,504 | 126,560 | 130,212 | 123,754 | 129,086 | 31.4 | 97.1 | 3,345 | 7,746 | 13,952 | 13,276 | 15,038 | 16,868 |
| U.S. Virgin Islands ........... | 1,333 | 1,502 | 1,405 | 1,318 | 1,274 | 1,247 | 8.8 | -17.0 | 90 | 106 | 142 | 151 | 163 | 123 |

[^24]SOURCE: U.S. Department of Education, Office of Special Education Programs, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1992 through 2006, and Individuals with Disabilities Education Act (IDEA) database, retrieved October 29, 2016, from http://www2.ed.gov/programs/osepidea/618-data state-level-data-files/index.html\#bcc. National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2014-15. (This table was prepared December 2016.)

Table 204.75a. Homeless students enrolled in public elementary and secondary schools, by grade, primary nighttime residence, and selected student characteristics: 2009-10 through 2014-15

| Grade, primary nighttime residence, or selected student characteristic | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 ${ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Total number of homeless students ${ }^{2}$ | 910,439 | 1,047,397 | 1,128,503 | 1,216,117 | 1,285,641 | 1,260,721 |
| As a percent of total public school enrollment | 1.8 | 2.1 | 2.3 | 2.4 | 2.6 | 2.5 |
| Total number, by grade and nighttime residence Grade |  |  |  |  |  |  |
| Prekindergarten ${ }^{3}$............................................. | 28,871 | 32,966 | 32,866 | 38,281 | 47,976 | 39,381 |
| Kindergarten | 82,378 | 89,589 | 105,795 | 115,943 | 112,343 | 118,470 |
| Grade 1 .......................................................................... | 83,675 | 92,153 | 104,554 | 113,226 | 121,159 | 116,464 |
| Grade 2 ........................................................................................... | 80,437 | 88,125 | 96,845 | 105,311 | 113,238 | 111,189 |
| Grade 3 ............................................................................. | 77,594 | 86,253 | 93,214 | 99,446 | 107,574 | 105,739 |
| Grade 4 | 73,942 | 82,570 | 88,809 | 94,303 | 99,005 | 98,221 |
| Grade 5 ............................................................................. | 69,605 | 79,314 | 85,224 | 89,769 | 93,912 | 91,647 |
| Grade 6 ............................................................................ | 65,238 | 75,867 | 80,962 | 86,880 | 89,965 | 87,844 |
| Grade 7 .................................................................................. | 61,009 | 71,412 | 76,481 | 82,159 | 86,659 | 83,924 |
| Grade 8 .......................................................................... | 60,186 | 69,406 | 73,528 | 79,516 | 83,404 | 82,122 |
| Grade 9 | 66,474 | 79,897 | 81,262 | 90,139 | 97,129 | 94,508 |
| Grade 10 | 54,510 | 68,484 | 69,396 | 72,673 | 77,486 | 76,951 |
| Grade 11 ......................................................................................... | 47,835 | 59,120 | 63,078 | 66,519 | 69,619 | 68,729 |
| Grade 12 ......................................................................................... | 54,030 | 68,532 | 73,687 | 79,260 | 83,671 | 83,022 |
| Ungraded ${ }^{4}$........................................................................... | 4,655 | 3,709 | 2,802 | 2,692 | 2,501 | 2,510 |
| Primary nighttime residence ${ }^{5}$ |  |  |  |  |  |  |
| Doubled-up or shared housing ${ }^{6}$.......................................................... | 648,233 | 741,460 | 849,684 | 917,122 | 978,463 | 957,053 |
| Hotels or motels ................................................................. | 45,727 | 53,499 | 62,530 | 69,179 | 78,767 | 82,187 |
| Shelters, transitional housing, or awaiting foster care placement ..... | 172,644 | 177,028 | 174,472 | 173,397 | 183,653 | 180,302 |
| Unsheltered ${ }^{7}$................................................................................... | 38,450 | 74,044 | 40,151 | 39,108 | 41,738 | 39,327 |
| Number with selected characteristics |  |  |  |  |  |  |
| Unaccompanied homeless youth ${ }^{8}$.............................................. | - | - | - | 78,654 | 88,390 | 94,800 |
| English language learners ${ }^{9}$...................................................... | - | - | - | 174,821 | 190,256 | 181,764 |
|  | - | - | - | 16,231 | 18,588 | 17,748 |
| Students with disabilities ${ }^{11}$.......................................................... | - | - | - | 190,050 | 217,048 | 215,630 |

## -Not available

${ }^{1}$ The decrease in homeless students in 2014-15 was caused in part by changes to California's data collection systems. For more information, see section 1.9.1.1 of California's 2014-15 Consolidated State Performance Report, available at https://www2.ed.gov/admins/lead/account/ consolidated/sy14-15part1/ca.pdf.
${ }^{2}$ The sum of counts by grade.
${ }^{3}$ Homeless children 3 to 5 years old who are not in kindergarten.
${ }^{4}$ Includes students reported as being enrolled in grade 13.
${ }^{5}$ Does not sum to the total number of homeless students because of missing data on primary nighttime residence. (Counts by primary nighttime residence differ from those shown in the total row by less than 2 percent for 2012-13 and less than 1 percent for all other years.)
${ }^{6}$ Refers to temporarily sharing the housing of other persons due to loss of housing, economic hardship, or other reasons (such as domestic violence).
${ }^{7}$ Includes living in cars, parks, campgrounds, temporary trailers-including Federal Emergency Management Agency (FEMA) trailers-or abandoned buildings.
${ }^{8}$ Youth who are not in the physical custody of a parent or guardian. Includes youth living on their own and youth living with a caregiver who is not their legal guardian.
${ }^{9}$ Students who met the definition of limited English proficient students as outlined in the EDFacts workbook. For more information, see http://www2.ed.gov/about/inits/ed/edfacts/ eden-workbook.html.
${ }^{10}$ Students who met the definition of eligible migrant children as outlined in the EDFacts workbook. Such students are either migratory workers or the children or spouses of migratory workers and have moved within the preceding 36 months in order to obtain, or to accompany parents or spouses who moved in order to obtain, temporary or seasonal employment in agricultural or fishing work. For more information, see http://www2.ed.gov/about/inits/ed/edfacts/ eden-workbook.html. Connecticut, the District of Columbia, Rhode Island, and West Virginia did not operate a migrant education program during the 2012-13, 2013-14, and 2014-15 school years and therefore had no data to provide on migrant homeless students.
${ }^{11}$ Includes only students with disabilities who were served under the Individuals with Disabilities Education Act (IDEA).
NOTE: Homeless students are defined as children/youth who lack a fixed, regular, and adequate nighttime residence. For more information, see "C118 - Homeless Students Enrolled" at https://www2.ed.gov/about/inits/ed/edfacts/sy-14-15-nonxml.html. Data include all homeless students enrolled at any time during the school year. Data exclude Puerto Rico and the Bureau of Indian Education. This table is based on state-level data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 118, Data Group 655, extracted October 14, 2016, from the EDFacts Data Warehouse (internal U.S. Department of Education Source); and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009-10 through 2014-15. (This table was prepared March 2017.)

Table 204.75b. Number and percentage of homeless students enrolled in public elementary and secondary schools, by school district locale, primary nighttime residence, and selected student characteristics: 2014-15

| Primary nighttime residence or selected student characteristic | Total, all districts | City | Suburban | Town | Rural |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Total public school enrollment $\qquad$ <br> Total number of homeless students ${ }^{1}$ $\qquad$ | Number |  |  |  |  |
|  | 47,524,823 | 15,443,142 | 20,612,743 | 5,274,392 | 6,194,546 |
|  | 1,288,050 | 577,541 | 422,435 | 139,371 | 148,703 |
| Number of homeless students, by primary nighttime residence ${ }^{2}$ |  |  |  |  |  |
| Doubled-up or shared housing ${ }^{3}$ | 966,451 | 404,805 | 329,220 | 111,477 | 120,949 |
| Hotels or motels ................................................................................................................... | 83,193 | 33,242 | 35,939 | 7,783 | 6,229 |
| Shelters, transitional housing, or awaiting foster care placement ......... | 195,670 | 120,529 | 47,707 | 14,284 | 13,150 |
| Unsheltered ${ }^{4}$........................................................................ | 40,212 | 18,267 | 8,508 | 5,489 | 7,948 |
| Number of homeless students with selected characteristics |  |  |  |  |  |
| Unaccompanied homeless youth ${ }^{5}$............................................. | 95,475 | 40,844 | 29,140 | 11,732 | 13,759 |
| English language learners ${ }^{6}$..................................................... | 182,414 | 96,922 | 63,462 | 13,313 | 8,717 |
| Migrant students ${ }^{7}$............................ | 17,928 | 5,787 | 4,577 | 4,797 | 2,767 |
| Students with disabilities ${ }^{8}$.. | 225,940 | 101,337 | 71,764 | 24,889 | 27,950 |
|  | Percent |  |  |  |  |
| Homeless students as a percent of total public school enrollment ........... | 2.7 | 3.7 | 2.0 | 2.6 | 2.4 |
| Percentage distribution of homeless students, by primary nighttime residence |  |  |  |  |  |
| Doubled-up or shared housing ${ }^{3}$ | 75.0 | 70.1 | 77.9 | 80.0 | 81.3 |
| Hotels or motels .................................................................... | 6.5 | 5.8 | 8.5 | 5.6 | 4.2 |
| Shelters, transitional housing, or awaiting foster care placement ......... | 15.2 | 20.9 | 11.3 | 10.2 | 8.8 |
| Unsheltered ${ }^{4}$....................................................................... | 3.1 | 3.2 | 2.0 | 3.9 | 5.3 |
| Percent of homeless students with selected characteristics |  |  |  |  |  |
| Unaccompanied homeless youth ${ }^{5}$ | 7.4 | 7.1 | 6.9 | 8.4 | 9.3 |
| English language learners ${ }^{6}$...................................................... | 14.2 | 16.8 | 15.0 | 9.6 | 5.9 |
| Migrant students ${ }^{7}$.................................................................... | 1.4 | 1.0 17.5 | 1.1 | 3.4 17.9 | 1.9 |
| Students with disabilities ${ }^{8}$.......................................................... | 17.5 | 17.5 | 17.0 | 17.9 | 18.8 |

${ }^{1}$ Represents the sum of counts by grade.
${ }^{2}$ Does not sum to the total number of homeless students because of missing data on primary nighttime residence. (These data are missing for less than 1 percent of homeless students.) ${ }^{3}$ Refers to temporarily sharing the housing of other persons due to loss of housing, economic hardship, or other reasons (such as domestic violence).
${ }^{4}$ Includes living in cars, parks, campgrounds, temporary trailers-including Federal Emergency Management Agency (FEMA) trailers-or abandoned buildings.
${ }^{5}$ Youth who are not in the physical custody of a parent or guardian. Includes youth living on their own and youth living with a caregiver who is not their legal guardian.
${ }^{6}$ Students who met the definition of limited English proficient students as outlined in the EDFacts workbook. For more information, see http://www2.ed.gov/about/inits/ed/edfacts/ eden-workbook.html
${ }^{7}$ Students who met the definition of eligible migrant children as outlined in the EDFacts workbook. Such students are either migratory workers or the children or spouses of migratory workers and have moved within the preceding 36 months in order to obtain, or to accompany parents or spouses who moved in order to obtain, temporary or seasonal employment in agricultural or fishing work. For more information, see http://www2.ed.gov/about/inits/ed/edfacts/
eden-workbook.html. Connecticut, the District of Columbia, Rhode Island, and West Virginia did not operate a migrant education program during the 2014-15 school year and therefore had no data to provide on migrant homeless students.
${ }^{8}$ Includes only students with disabilities who were served under the Individuals with Disabilities Education Act (IDEA)
NOTE: Homeless students are defined as children/youth who lack a fixed, regular, and adequate nighttime residence. For more information, see "C118-Homeless Students Enrolled" at https://www2.ed.gov/about/inits/ed/edfacts/sy-14-15-nonxml.html. Data include all homeless students enrolled at any time during the school year. Data exclude Puerto Rico and the Bureau of Indian Education. Detail may not sum to totals because of rounding and missing data on primary nighttime residence. Because this table is based on data reported at the school district level, counts and percentages of homeless students may differ from those shown in tables based on state-level data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 118, Data Group 655, extracted January 23, 2017, from the EDFacts Data Warehouse (internal U.S. Department of Education source); and Common Core of Data (CCD), "Local Education Agency Universe Survey," 2014-15. (This table was prepared March 2017.)

Table 204.75c. Number and percentage of homeless students enrolled in public elementary and secondary schools, by state or jurisdiction: 2009-10 through 2014-15

| State or jurisdiction | Number of homeless students ${ }^{1}$ |  |  |  |  |  | Homeless students as percent of total public school enrollment ${ }^{2}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States .. | 910,439 | 1,047,397 | 1,128,503 | 1,216,117 | 1,285,641 | 1,260,721 | 1.8 | 2.1 | 2.3 | 2.4 | 2.6 | 2.5 |
| Alabama | 16,254 | 18,910 | 17,670 | 29,749 | 19,266 | 19,373 | 2.2 | 2.5 | 2.4 | 4.0 | 2.6 | 2.6 |
| Alaska ................................... | 3,804 | 4,451 | 4,459 | 3,972 | 3,934 | 4,018 | 2.9 | 3.4 | 3.4 | 3.0 | 3.0 | 3.1 |
| Arizona .................................. | 30,223 | 23,399 | 30,091 | 29,895 | 28,777 | 28,393 | 2.8 | 2.2 | 2.8 | 2.7 | 2.6 | 2.6 |
| Arkansas | 8,130 | 9,160 | 9,550 | 10,851 | 11,180 | 10,756 | 1.7 | 1.9 | 2.0 | 2.2 | 2.3 | 2.2 |
| California ${ }^{\text {a }}$......................................................... | 193,818 | 220,708 | 239,061 | 251,984 | 284,086 | 235,983 | 3.1 | 3.5 | 3.8 | 4.0 | 4.5 | 3.7 |
| Colorado .. | 18,408 | 20,624 | 23,680 | 22,958 | 23,681 | 24,146 | 2.2 | 2.4 | 2.8 | 2.7 | 2.7 | 2.7 |
| Connecticut ...... | 2,371 | 2,440 | 2,805 | 2,826 | 2,964 | 3,192 | 0.4 | 0.4 | 0.5 | 0.5 | 0.5 | 0.6 |
| Delaware . | 3,224 | 3,556 | 3,729 | 3,857 | 4,351 | 3,098 | 2.5 | 2.7 | 2.9 | 3.0 | 3.3 | 2.3 |
| District of Columbia ................... | 2,477 | 3,059 | 2,947 | 3,756 | 3,772 | 3,551 | 3.6 | 4.3 | 4.0 | 4.9 | 4.8 | 4.4 |
| Florida ................................... | 48,695 | 55,953 | 63,414 | 69,956 | 67,402 | 73,117 | 1.8 | 2.1 | 2.4 | 2.6 | 2.5 | 2.7 |
| Georgia . | 26,338 | 29,922 | 33,234 | 35,922 | 36,845 | 37,791 | 1.6 | 1.8 | 2.0 | 2.1 | 2.1 | 2.2 |
| Hawaii ....... | 2,966 | 2,320 | 2,465 | 2,312 | 2,634 | 3,526 | 1.6 | 1.3 | 1.3 | 1.3 | 1.4 | 1.9 |
| Idaho ......................................... | 4,342 | 4,774 | 6,076 | 6,118 | 6,447 | 7,162 | 1.6 | 1.7 | 2.2 | 2.1 | 2.2 | 2.5 |
| Illinois .................................... | 33,367 | 38,900 | 43,032 | 49,623 | 54,452 | 52,333 | 1.6 | 1.9 | 2.1 | 2.4 | 2.6 | 2.6 |
| Indiana .................................... | 12,124 | 13,313 | 14,654 | 15,777 | 17,926 | 19,205 | 1.2 | 1.3 | 1.4 | 1.5 | 1.7 | 1.8 |
| lowa ...... | 6,628 | 7,046 | 7,242 | 6,809 | 6,828 | 6,936 | 1.3 | 1.4 | 1.5 | 1.4 | 1.4 | 1.4 |
| Kansas .................................. | 8,452 | 8,995 | 8,904 | 9,330 | 10,378 | 9,715 | 1.8 | 1.9 | 1.8 | 1.9 | 2.1 | 2.0 |
| Kentucky ................................. | 23,075 | 33,194 | 35,658 | 31,179 | 27,227 | 27,836 | 3.4 | 4.9 | 5.2 | 4.6 | 4.0 | 4.0 |
| Louisiana ............................... | 24,891 | 23,211 | 20,762 | 20,476 | 20,402 | 20,277 | 3.6 | 3.3 | 3.0 | 2.9 | 2.9 | 2.8 |
| Maine ....................................... | - | 1,248 | 1,594 | 2,070 | 1,986 | 1,934 | - | 0.7 | 0.8 | 1.1 | 1.1 | 1.1 |
| Maryland .... | 13,140 | 13,920 | 14,468 | 15,663 | 16,239 | 16,096 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 1.8 |
| Massachusetts ........................ | 13,090 | 14,247 | 15,066 | 15,774 | 17,538 | 19,353 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 2.0 |
| Michigan ............................... | 22,180 | 30,671 | 36,571 | 37,738 | 38,117 | 40,861 | 1.3 | 1.9 | 2.3 | 2.4 | 2.5 | 2.7 |
| Minnesota | 9,366 | 11,076 | 11,567 | 11,874 | 14,343 | 15,196 | 1.1 | 1.3 | 1.4 | 1.4 | 1.7 | 1.8 |
| Mississippi .............................. | 7,324 | 8,848 | 11,448 | 12,845 | 9,680 | 10,309 | 1.5 | 1.8 | 2.3 | 2.6 | 2.0 | 2.1 |
| Missouri ..................................... | 15,466 | 19,719 | 24,549 | 26,506 | 29,784 | 30,650 | 1.7 | 2.1 | 2.7 | 2.9 | 3.2 | 3.3 |
| Montana ..... | 1,445 | 1,490 | 1,762 | 2,551 | 2,640 | 3,075 | 1.0 | 1.1 | 1.2 | 1.8 | 1.8 | 2.1 |
| Nebraska ..... | 2,188 | 2,674 | 3,057 | 3,247 | 3,449 | 3,317 | 0.7 | 0.9 | 1.0 | 1.1 | 1.1 | 1.1 |
| Nevada ................................ | 8,841 | 9,321 | 10,363 | 12,054 | 14,865 | 17,178 | 2.1 | 2.1 | 2.4 | 2.7 | 3.3 | 3.7 |
| New Hampshire ......................... | 2,573 | 3,164 | 3,304 | 3,319 | 3,276 | 3,335 | 1.3 | 1.6 | 1.7 | 1.8 | 1.8 | 1.8 |
| New Jersey ...... | 6,637 | 4,444 | 4,897 | 8,660 | 10,303 | 10,150 | 0.5 | 0.3 | 0.4 | 0.6 | 0.8 | 0.7 |
| New Mexico .... | 9,432 | 11,449 | 12,681 | 11,661 | 11,949 | 10,279 | 2.8 | 3.4 | 3.8 | 3.4 | 3.5 | 3.0 |
| New York ...... | 82,446 | 115,238 | 96,881 | 108,603 | 116,700 | 118,435 | 3.0 | 4.2 | 3.6 | 4.0 | 4.3 | 4.3 |
| North Carolina ........................... | 20,925 | 24,974 | 27,233 | 27,050 | 24,509 | 26,636 | 1.4 | 1.7 | 1.8 | 1.8 | 1.6 | 1.7 |
| North Dakota ........................... | 740 | 870 | 2,713 | 2,122 | 2,395 | 2,715 | 0.8 | 0.9 | 2.8 | 2.1 | 2.3 | 2.5 |
| Ohio | 19,113 | 21,849 | 24,236 | 23,748 | 28,632 | 27,939 | 1.1 | 1.2 | 1.4 | 1.4 | 1.7 | 1.6 |
| Oklahoma ................................ | - | - | 21,337 | 22,805 | 25,008 | 26,979 | - | - | 3.2 | 3.4 | 3.7 | 3.9 |
| Oregon .................................... | 19,040 | 21,632 | 21,345 | 19,189 | 21,058 | 22,637 | 3.3 | 3.8 | 3.8 | 3.3 | 3.6 | 3.8 |
| Pennsylvania ........................... | 18,206 | 18,531 | 18,050 | 19,349 | 21,309 | 22,014 | 1.0 | 1.0 | 1.0 | 1.1 | 1.2 | 1.3 |
| Rhode Island ............................ | 996 | 977 | 961 | 907 | 997 | 1,004 | 0.7 | 0.7 | 0.7 | 0.6 | 0.7 | 0.7 |
| South Carolina ................. | 10,820 | 10,530 | 10,495 | 11,436 | 12,809 | 13,353 | 1.5 | 1.5 | 1.4 | 1.6 | 1.7 | 1.8 |
| South Dakota ....... | 1,512 | 1,883 | 2,450 | 1,839 | 1,835 | 2,156 | 1.2 | 1.5 | 1.9 | 1.4 | 1.4 | 1.6 |
| Tennessee .............................. | 11,458 | 13,958 | 14,586 | 14,319 | 17,272 | 13,259 | 1.2 | 1.4 | 1.5 | 1.4 | 1.7 | 1.3 |
| Texas ...................................... | 74,664 | 83,626 | 83,626 | 101,088 | 111,759 | 113,063 | 1.5 | 1.7 | 1.7 | 2.0 | 2.2 | 2.2 |
| Utah ....................................... | 15,203 | 13,473 | 13,597 | 15,321 | 14,579 | 14,999 | 2.7 | 2.3 | 2.3 | 2.5 | 2.3 | 2.4 |
| Vermont | 784 | 915 | 1,202 | 1,055 | 1,145 | 1,124 | 0.9 | 0.9 | 1.3 | 1.2 | 1.3 | 1.3 |
| Virginia ............................. | 13,883 | 16,081 | 17,518 | 17,538 | 18,026 | 17,876 | 1.1 | 1.3 | 1.4 | 1.4 | 1.4 | 1.4 |
| Washington ............................. | 21,826 | 26,048 | 27,390 | 30,609 | 32,539 | 35,511 | 2.1 | 2.5 | 2.6 | 2.9 | 3.1 | 3.3 |
| West Virginia .............................. | 4,506 | 6,399 | 7,459 | 8,168 | 7,430 | 8,958 | 1.6 | 2.3 | 2.6 | 2.9 | 2.6 | 3.2 |
| Wisconsin ............................... | 12,027 | 13,370 | 15,491 | 18,637 | 19,471 | 18,366 | 1.4 | 1.5 | 1.8 | 2.1 | 2.2 | 2.1 |
| Wyoming ................................. | 1,021 | 837 | 1,173 | 1,022 | 1,447 | 1,556 | 1.2 | 0.9 | 1.3 | 1.1 | 1.6 | 1.7 |
| Bureau of Indian Education .......... | 1,867 | 1,857 | 2,015 | - | - | - | 4.5 | 4.4 | - | - | - | - |
| Puerto Rico .............................. | 4,533 | 4,727 | 4,350 | 3,701 | 3,224 | 3,628 | 0.9 | 1.0 | 1.0 | 0.9 | 0.8 | 0.9 |

## -Not available.

${ }^{1}$ Represents the sum of counts by grade.
${ }^{2}$ Total percentages for the United States were computed based on total public school enrollment in the 50 states and the District of Columbia.
${ }^{3}$ California's 2014-15 homeless count decreased in part because of changes to the state's data collection systems. For more information, see section 1.9.1.1 of California's 2014-15 Consolidated State Performance Report, available at https://www2.ed.gov/admins/lead/account/ consolidated/sy14-15part1/ca.pdf.

NOTE: Homeless students are defined as children/youth who lack a fixed, regular, and adequate nighttime residence. For more information, see "C118 - Homeless Students Enrolled" at https://www2.ed.gov/about/inits/ed/edfacts/sy-14-15-nonxml.html. Data are reported at the state level and include all homeless students enrolled at any time during the school year. SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 118, Data Group 655, extracted October 14, 2016, from the EDFacts Data Warehouse (internal U.S. Department of Education Source); and Common Core of Data (CCD), "State Nontiscal Survey of Public Elementary and Secondary Education," 2009-10 through 2014-15. (This table was prepared March 2017.)

Table 204.75d. Number and percentage of homeless students enrolled in public elementary and secondary schools, by primary nighttime residence, selected student characteristics, and state or jurisdiction: 2014-15

| State or jurisdiction | All homeless students |  |  |  |  |  | Number of homeless students with selected characteristics |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total number of homeless students ${ }^{2}$ | As a percent of total public school enrollment | Number, by primary nighttime residence ${ }^{1}$ |  |  |  |  |  |  |  |
|  |  |  | Doubled-up or shared housing ${ }^{3}$ | Hotels or motels | Shelters, transitional housing, or awaiting foster care placement | Unsheltered ${ }^{4}$ | Unaccompanied homeless youth ${ }^{5}$ | English language learners ${ }^{6}$ | Migrant students ${ }^{7}$ | Students with disabilities ${ }^{8}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| United States ..................... | 1,260,721 | 2.5 | 957,053 | 82,187 | 180,302 | 39,327 | 94,800 | 181,764 | 17,748 | 215,630 |
| Alabama | 19,373 | 2.6 | 16,639 | 880 | 1,168 | 686 | 832 | 765 | 194 | 1,660 |
| Alaska ..................................... | 4,018 | 3.1 | 2,356 | 314 | 1,026 | 322 | 893 | 597 | 353 | 1,082 |
| Arizona ${ }^{1}$............................................. | 28,393 | 2.6 | 18,098 | 1,323 | 7,727 | 711 | 570 | 4,332 | 174 | 4,383 |
| Arkansas ................................ | 10,756 | 2.2 | 9,150 | 415 | 1,012 | 179 | 393 | 582 | 224 | 1,715 |
| California ${ }^{9}$................................. | 235,983 | 3.7 | 204,629 | 8,391 | 16,762 | 6,201 | 6,271 | 73,367 | 5,047 | 29,037 |
| Colorado | 24,146 | 2.7 | 18,035 | 2,331 | 3,023 | 757 | 1,959 | 3,024 | 698 | 3,115 |
| Connecticut ${ }^{10}$..................................... | 3,192 | 0.6 | 1,963 | 420 | 789 | 20 | 90 | 565 | - | 637 |
| Delaware .............................. | 3,098 | 2.3 | 2,352 | 534 | 204 | 8 | 257 | 158 | 12 | 755 |
| District of Columbia ${ }^{10}$.................. | 3,551 | 4.4 | 1,588 | 278 | 1,635 | 50 | 139 | 114 | - | 643 |
| Florida .................................... | 73,117 | 2.7 | 54,164 | 8,205 | 8,878 | 1,870 | 7,243 | 7,349 | 1,092 | 13,100 |
| Georgia ........ | 37,791 | 2.2 | 27,057 | 6,644 | 3,427 | 663 | 2,097 | 1,177 | 242 | 6,206 |
| Hawaii ................................... | 3,526 | 1.9 | 2,204 | 14 | 1,021 | 287 | 18 | 573 | 36 | 560 |
| Idaho ..................................... | 7,162 | 2.5 | 5,986 | 334 | 555 | 287 | 731 | 632 | 286 | 1,236 |
| Illinois ${ }^{1}$..................................... | 52,333 | 2.6 | 43,353 | 1,897 | 5,951 | 386 | 5,131 | 3,340 | 95 | 10,630 |
| Indiana ....................................... | 19,205 | 1.8 | 15,017 | 1,267 | 2,546 | 375 | 1,001 | 1,151 | 60 | 3,554 |
| lowa ....................................... | 6,936 | 1.4 | 4,796 | 560 | 1,436 | 144 | 1,109 | 557 | 31 | 1,490 |
| Kansas .................................. | 9,715 | 2.0 | 8,173 | 505 | 942 | 95 | 1,122 | 1,363 | 152 | 1,695 |
| Kentucky ${ }^{1}$............................... | 27,836 | 4.0 | 21,374 | 1,047 | 3,420 | 1,238 | 757 | 1,880 | 338 | 5,727 |
| Louisiana .................................. | 20,277 | 2.8 | 17,277 | 697 | 1,239 | 1,064 | 2,155 | 31 | 1,572 | 1,505 |
| Maine .................................... | 1,934 | 1.1 | 1,225 | 243 | 413 | 53 | 446 | 149 | 0 | 599 |
| Maryland | 16,096 | 1.8 | 12,727 | 1,531 | 1,606 | 232 | 1,885 | 1,032 | 42 | 2,834 |
| Massachusetts ........................... | 19,353 | 2.0 | 8,416 | 3,530 | 7,234 | 173 | 851 | 5,070 | 11 | 5,107 |
| Michigan ................................ | 40,861 | 2.7 | 29,193 | 2,197 | 8,706 | 765 | 5,129 | 1,724 | 448 | 8,814 |
| Minnesota ............................... | 15,196 | 1.8 | 8,155 | 1,729 | 4,918 | 394 | 1,576 | 1,533 | 74 | 3,773 |
| Mississippi ................................. | 10,309 | 2.1 | 9,569 | 197 | 444 | 99 | 153 | 151 | 4 | 1,237 |
| Missouri ..... | 30,650 | 3.3 | 25,671 | 1,815 | 2,391 | 773 | 2,750 | 1,011 | 49 | 5,247 |
| Montana ................................. | 3,075 | 2.1 | 2,145 | 419 | 271 | 240 | 495 | 177 | 29 | 692 |
| Nebraska ................................ | 3,317 | 1.1 | 1,954 | 290 | 888 | 185 | 486 | 663 | 278 | 705 |
| Nevada .................................. | 17,178 | 3.7 | 12,553 | 2,585 | 1,562 | 478 | 1,043 | 3,075 | 29 | 2,598 |
| New Hampshire ......................... | 3,335 | 1.8 | 2,504 | 344 | 359 | 128 | 218 | 146 | 5 | 909 |
| New Jersey ........................ | 10,150 | 0.7 | 7,198 | 1,277 | 1,631 | 44 | 0 | 835 | 211 | 2,278 |
| New Mexico ${ }^{1}$............................... | 10,279 | 3.0 | 8,208 | 433 | 848 | 784 | 1,154 | 2,381 | 69 | 2,145 |
| New York .................................. | 118,435 | 4.3 | 73,470 | 2,167 | 37,678 | 5,120 | 8,447 | 23,422 | 277 | 25,887 |
| North Carolina ${ }^{1}$......................... | 26,636 | 1.7 | 19,891 | 3,160 | 2,832 | 886 | 2,610 | 1,559 | 92 | 4,618 |
| North Dakota ............................. | 2,715 | 2.5 | 1,397 | 246 | 196 | 876 | 150 | 200 | 0 | 474 |
| Ohio ................................ | 27,939 | 1.6 | 21,357 | 1,428 | 4,811 | 343 | 1,755 | 681 | 20 | 5,977 |
| Oklahoma .............................. | 26,979 | 3.9 | 21,726 | 934 | 2,855 | 1,464 | 2,905 | 2,150 | 360 | 4,577 |
| Oregon ................................... | 22,637 | 3.8 | 17,101 | 1,162 | 2,010 | 2,364 | 3,347 | 2,789 | 1,108 | 4,426 |
| Pennsylvania ........................... | 22,014 | 1.3 | 14,127 | 1,353 | 6,302 | 232 | 2,824 | 1,468 | 814 | 5,081 |
| Rhode Island ${ }^{10}$.......................... | 1,004 | 0.7 | 638 | 73 | 277 | 16 | 37 | 91 | - | 280 |
| South Carolina .......................... | 13,353 | 1.8 | 8,950 | 1,836 | 1,632 | 935 | 1,237 | 580 | 75 | 2,502 |
| South Dakota ${ }^{1}$.......................... | 2,156 | 1.6 | 1,206 | 425 | 460 | 66 | 113 | 92 | 8 | 438 |
| Tennessee ................................. | 13,259 | 1.3 | 10,320 | 1,588 | 1,082 | 269 | 617 | 629 | 17 | 2,357 |
| Texas ...................................... | 113,063 | 2.2 | 89,616 | 7,510 | 12,074 | 3,863 | 12,104 | 17,376 | 1,397 | 13,501 |
| Utah ...................................... | 14,999 | 2.4 | 12,956 | 470 | 940 | 633 | 1,862 | 2,412 | 0 | 2,934 |
| Vermont ................................... | 1,124 | 1.3 | 704 | 250 | 116 | 54 | 52 | 9 | 6 | 334 |
| Virginia .................................... | 17,876 | 1.4 | 12,562 | 2,846 | 2,260 | 208 | 2,173 | 2,392 | 89 | 3,364 |
| Washington ............................. | 35,511 | 3.3 | 25,911 | 2,194 | 5,805 | 1,601 | 3,722 | 5,138 | 1,586 | 7,301 |
| West Virginia ${ }^{1,10}$......................... | 8,958 | 3.2 | 6,144 | 247 | 2,291 | 309 | 0 | 0 | - | 1,990 |
| Wisconsin ${ }^{1}$.............................. | 18,366 | 2.1 | 14,373 | 1,409 | 2,271 | 337 | 1,891 | 1,189 | 44 | 3,621 |
| Wyoming .................................. | 1,556 | 1.7 | 875 | 243 | 378 | 60 | 0 | 83 | 0 | 300 |
| Bureau of Indian Education $\qquad$ Puerto Rico ${ }^{10}$ $\qquad$ | 3,628 | $\overline{0.9}$ | 1,922 | - | 1,582 | 124 | $\overline{0}$ | $\overline{42}$ | - | 1,176 |

[^25]cultural or fishing work. For more information, see http://www2.ed.gov/about/inits/ed/edfacts/ eden-workbook.html.
Includes only students with disabilities who were served under the Individuals with Disabilities Education Act (IDEA).
${ }^{9}$ California's 2014-15 homeless count decreased from previous years in part because of changes to the state's data collection systems. For more information, see section 1.9.1.1 of Calfornia's 2014-15 Consolidated State Performance Report, available at https://www2.ed.gov/ admins/lead/account/consolidated/sy14-15part1/ca.pdf.
${ }^{10}$ Did not operate a migrant education program during the 2014-15 school year and therefore had no data to provide on migrant homeless students.
NOTE: Homeless students are defined as children/youth who lack a fixed, regular, and adequate nighttime residence. For more information, see "C118-Homeless Students Enrolled" at https://www2.ed.gov/about/inits/ed/edfacts/sy-14-15-nonxml.html. Data are reported at the state level and include all homeless students enrolled at any time during the school year. SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 118, Data Group 655, extracted October 14, 2016, from the EDFacts Data Warehouse (internal U.S. Department of Education Source); and Common Core of Data (CCD), State Nonfiscal Survey of Public Elementary and Secondary Education, 2014-15. (This table was prepared March 2017.)
 student characteristics: 2014-15

| Name of district | State | Rank order, by total enrollment | Totalenrollment | All homeless students |  |  |  |  |  | Number of homeless students with selected characteristics |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total number of homeless students enrolled ${ }^{2}$ | Homeless students as a percent of total enrollment | Number, by primary nightime residence ${ }^{1}$ |  |  |  | Unaccompanied homeless youth ${ }^{5}$ | English language learners ${ }^{6}$ | Migrant students ${ }^{7}$ | Students with disabilities ${ }^{8}$ |
|  |  |  |  |  |  | Doubled-up or shared housing ${ }^{3}$ | Hotels or motels | Shelters, transitional housing, or awaiting foster care placement | Unsheltered ${ }^{4}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| New York City ${ }^{1}$......................... | New York | 1 | 995,192 | 100,254 | 10.1 | 51,828 | 94 | 42,995 | 4,120 | 6,423 | 21,545 | $\ddagger$ | 25,786 |
| Los Angeles Unified .................. | California | 2 | 646,683 | 5,048 | 0.8 | 2,901 | 572 | 789 | 786 | 34 | 1,444 | 4 | 704 |
| City of Chicago (SD 299)' ............ | Illinois | 3 | 392,558 | 19,902 | 5.1 | 17,336 | 129 | 2,311 | 111 | 2,520 | 856 | 0 | 3,644 |
| Dade ..................................... | Florida |  | 356,964 | 3,972 | 1.1 | 2,554 | 212 | 1,044 | 162 | 252 | 640 | 7 | 518 |
| Clark County ............................ | Nevada | 5 | 324,093 | 11,240 | 3.5 | 8,197 | 2,110 | 716 | 217 | 799 | 2,196 | 21 | 1,451 |
| Broward ................................. | Florida | 6 | 266,265 | 2,264 | 0.9 | 1,422 | 267 | 517 | 58 | 411 | 169 | $\ddagger$ | 414 |
| Houston ISD ............................ | Texas | 7 | 215,225 | 6,295 | 2.9 | 5,037 | 245 | 796 | 217 | 754 | 1,841 | 22 | 555 |
| Hillsborough ............................. | Florida | 8 | 207,469 | 3,803 | 1.8 | 2,893 | 383 | 428 | 99 | 223 | 491 | 44 | 659 |
| Orange ..................................... | Florida | 9 | 191,648 | 6,786 | 3.5 | 4,733 | 1,541 | 448 | 64 | 290 | 1,006 | 15 | 1,086 |
| Palm Beach ............................ | Florida | 10 | 186,605 | 3,750 | 2.0 | 2,492 | 275 | 870 | 113 | 458 | 671 | 107 | 732 |
| Fairfax County ........ | Virginia | 11 | 185,541 | 2,275 | 1.2 | 1,700 | 124 | 444 | 7 | 596 | 908 | 0 | 503 |
| Hawaii Department of Education .. | Hawaii | 12 | 182,384 | 3,526 | 1.9 | 2,204 | 14 | 1,021 | 287 | 18 | 573 | 36 | 560 |
| Gwinnett County ....................... | Georgia | 13 | 173,246 | 2,497 | 1.4 | 954 | 1,320 | 208 | 15 | 75 | 124 | 8 | 467 |
| Dallas ISD .............................. | Texas | 14 | 160,253 | 3,178 | 2.0 | 1,745 | 481 | 922 | 30 | 98 | 661 | 3 | 366 |
| Wake County ........................... | North Carolina | 15 | 155,820 | 2,570 | 1.6 | 1,755 | 429 | 373 | 13 | 51 | 157 | 0 | 627 |
| Montgomery County .................... | Maryland | 16 | 154,434 | 1,050 | 0.7 | 656 | 227 | 161 | 6 | 33 | 194 | $\ddagger$ | 203 |
| Charlotte-Mecklenburg ............... | North Carolina | 17 | 145,636 | 4,410 | 3.0 | 2,991 | 914 | 496 | 9 | 173 | 117 | 0 | 560 |
| Philadelphia City ...................... | Pennsylvania | 18 | 134,241 | 3,430 | 2.6 | 1,740 | 26 | 1,664 | 0 | 80 | 251 | 84 | 507 |
| San Diego Unified ....................... | California | 19 | 129,779 | 6,761 | 5.2 | 5,241 | 218 | 1,165 | 137 | 90 | 2,226 | 8 | 1,012 |
| Duval ........................................ | Florida | 20 | 128,685 | 2,163 | 1.7 | 1,535 | 166 | 443 | 19 | 405 | 78 | 0 | 328 |
| Prince George's County .............. | Maryland | 21 | 127,576 | 2,579 | 2.0 | 2,163 | 158 | 239 | 19 | 408 | 341 | $\ddagger$ | 417 |
| Shelby County ......................... | Tennessee | 22 | 115,810 | 648 | 0.6 | 473 | 94 | 74 | 7 | 22 | 23 | 0 | 69 |
| Cypress-Fairbanks ISD ................ | Texas | 23 | 113,023 | 1,801 | 1.6 | 1,513 | 203 | 68 | 17 | 275 | 272 | $\ddagger$ | 211 |
| Cobb County ............................. | Georgia | 24 | 111,751 | 1,609 | 1.4 | 852 | 614 | 130 | 13 | 48 | 58 | 0 | 296 |
| Baltimore County ........................ | Maryland | 25 | 109,830 | 2,689 | 2.4 | 2,214 | 229 | 232 | 14 | 358 | 118 | $\ddagger$ | 469 |
| Pinellas .................................. | Florida | 26 | 103,774 | 3,756 | 3.6 | 2,541 | 481 | 689 | 45 | 500 | 276 | 0 | 715 |
| Northside ISD ........................... | Texas | 27 | 103,606 | 1,432 | 1.4 | 1,022 | 148 | 257 | 5 | 158 | 103 | 7 | 229 |
| DeKalb County ......................... | Georgia | 28 | 101,103 | 1,975 | 2.0 | 1,109 | 615 | 160 | 91 | 80 | 40 | 0 | 298 |
| Jefferson County ${ }^{1}$...................... | Kentucky | 29 | 100,602 | 6,475 | 6.4 | 4,210 | 359 | 1,793 | 42 | 71 | 1,374 | 0 | 987 |
| Polk ........................................ | Florida | 30 | 99,723 | 3,515 | 3.5 | 2,570 | 409 | 357 | 179 | 475 | 323 | 53 | 527 |
| Fulton County .......................... | Georgia | 31 | 95,460 | 1,621 | 1.7 | 916 | 497 | 194 | 14 | 103 | 42 | 0 | 234 |
| Albuquerque .............................. | New Mexico | 32 | 93,001 | 3,400 | 3.7 | 2,310 | 191 | 259 | 640 | 741 | 848 | 0 | 850 |
| Lee ...................................... | Florida | 33 | 89,364 | 1,248 | 1.4 | 740 | 183 | 292 | 33 | 302 | 139 | 85 | 250 |
| Denver .................................. | Colorado | 34 | 88,839 | 3,175 | 3.6 | 1,661 | 525 | 937 | 52 | 179 | 123 | 6 | 479 |
| Prince William County ................ | Virginia | 35 | 86,641 | 521 | 0.6 | 267 | 118 | 126 | 10 | 29 | 70 | 0 | 105 |
| Jefferson County, No. R1 .............. | Colorado | 36 | 86,581 | 2,756 | 3.2 | 2,079 | 327 | 272 | 78 | 246 | 339 | 17 | 412 |
| Fort Worth ISD ......................... | Texas | 37 | 85,975 | 2,206 | 2.6 | 1,412 | 133 | 600 | 61 | 355 | 371 | 5 | 210 |
| Baltimore City .......................... | Maryland | 38 | 84,976 | 2,068 | 2.4 | 1,889 | $\ddagger$ | 179 | $\ddagger$ | 86 | 24 | $\ddagger$ | 374 |
| Austin ISD ............................... | Texas | 39 | 84,564 | 2,608 | 3.1 | 2,058 | 264 | 243 | 43 | 262 | 536 | $\ddagger$ | 478 |
| Davidson County ...................... | Tennessee | 40 | 84,069 | 3,080 | 3.7 | 2,341 | 437 | 287 | 15 | 104 | 165 | 0 | 462 |
| Long Beach Unified .................... | California | 41 | 79,709 | 5,118 | 6.4 | 4,485 | 233 | 364 | 36 | 13 | 1,200 | 7 | 550 |
| Anne Arundel County ................. | Maryland | 42 | 79,518 | 1,323 | 1.7 | 1,043 | 155 | 119 | 6 | 353 | 130 | $\ddagger$ | 229 |
| Milwaukee .............................. | Wisconsin | 43 | 77,316 | 3,654 | 4.7 | 2,826 | 161 | 626 | 41 | 591 | 173 | $\ddagger$ | 912 |
| Greenville, 01 ............................. | South Carolina | 44 | 75,508 | 987 | 1.3 | 536 | 213 | 230 | 8 | 26 | 73 | 0 | 229 |
| Alpine ....................................... \| | Utah | 45 | 75,161 | 63 | 0.1 | 57 | 3 | 3 | 0 | 17 | 11 | 0 | 7 |

See notes at end of table.

Table 204.75e. Number and percentage of homeless students enrolled in public elementary and secondary schools in the 120 largest school districts, by primary nighttime residence and selected student characteristics: 2014-15-Continued


[^26]| Name of district | State | Rank order, by total enrollment | Totalenrollment | All homeless students |  |  |  |  |  | Number of homeless students with selected characteristics |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total number of homeless students enrolled ${ }^{2}$ | Homeless students as a percent of total enrollment | Number, by primary nightime residence ${ }^{1}$ |  |  |  | Unaccompanied homeless youth ${ }^{5}$ | Englishlanguagelearners |  |  |
|  |  |  |  |  |  | Doubled-up or shared housing ${ }^{3}$ | Hotels or motels | Shelters, transitional housing, or awaiting foster care placement | Unsheltered ${ }^{4}$ |  |  | Migrant students ${ }^{7}$ | Students with disabilities ${ }^{8}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Henrico County .......................... | Virginia | 91 | 50,971 | 865 | 1.7 | 605 | 208 | 45 | 7 | 96 | 25 | 0 | 126 |
| Wichita .......................................................... | Kansas | 92 | 50,947 | 2,097 | 4.1 | 1,697 | 107 | 287 | 6 | 116 | 439 | 25 | 310 |
| Columbus City ......................... | Ohio | 93 | 50,407 | 2,427 | 4.8 | 1,304 | 143 | 975 | 5 | 168 | 52 | $\ddagger$ | 482 |
| Frisco ISD .............................. | Texas | 94 | 49,644 | 207 | 0.4 | 171 | 25 | 11 | 0 | $\ddagger$ | 13 | $\ddagger$ | 38 |
| Klein ISD ................................. | Texas | 95 | 49,402 | 218 | 0.4 | 163 | 34 | 13 | 8 | $\ddagger$ | 19 | $\ddagger$ | 34 |
| San Juan Unified ........................ | California | 96 | 49,114 | 2,900 | 5.9 | 2,656 | 113 | 101 | 30 | 146 | 370 | 0 | 497 |
| Tucson Unitied ${ }^{1}$......................... | Arizona | 97 | 48,455 | 2,457 | 5.1 | 1,623 | 43 | 780 | 4 | 0 | 226 | 0 | 534 |
| Brownsville ISD ........................ | Texas | 98 | 48,355 | 1,491 | 3.1 | 1,085 | 88 | 71 | 247 | 446 | 662 | 98 | 249 |
| Anchorage ............................. | Alaska | 99 | 48,089 | 2,213 | 4.6 | 1,347 | 224 | 551 | 91 | 458 | 439 | 259 | 590 |
| Oakland Unified .......................... | California | 100 | 48,077 | 756 | 1.6 | 601 | 47 | 89 | 19 | 0 | 70 | 0 | 121 |
| Manatee .................................. | Florida | 101 | 47,883 | 1,861 | 3.9 | 1,490 | 203 | 131 | 37 | 186 | 334 | 138 | 381 |
| Jefferson Parish ........................ | Louisiana | 102 | 47,817 | 888 | 1.9 | 869 | 7 | 12 | 0 | $\ddagger$ | 3 | 108 | 25 |
| Portland, SD1J ........................ | Oregon | 103 | 47,806 | 1,676 | 3.5 | 1,234 | 99 | 238 | 105 | 194 | 208 | 73 | 327 |
| Detroit City .................................................. | Michigan | 104 | 47,277 | ,674 | 1.4 | 431 | 43 | 178 | 22 | 26 | 10 | 0 | 163 |
| Round Rock ISD ........................ | Texas | 105 | 47,251 | 886 | 1.9 | 664 | 121 | 101 | 0 | 150 | 96 | $\ddagger$ | 122 |
| Alief ISD ..................................... | Texas | 106 | 47,202 | 1,650 | 3.5 | 1,501 | 96 | 46 | 7 | 47 | 393 | $\ddagger$ | 149 |
| Sacramento City Unified .............. | California | 107 | 46,868 | 1,423 | 3.0 | 1,196 | 83 | 133 | 11 | 4 | 117 | 0 | 171 |
| Charleston, 01 ........................ | South Carolina | 108 | 46,790 | 791 | 1.7 | 347 | 219 | 113 | 112 | 11 | 34 | 5 | 123 |
| Garden Grove Unified ................. | California | 109 | 46,177 | 990 | 2.1 | 826 | 72 | 78 | 14 | , | 406 | 0 | 167 |
| District of Columbia9 .................. | District of Columbia | 110 | 46,155 | 1,667 | 3.6 | 462 | 158 | 1,018 | 29 | 69 | 40 | - | 350 |
| Collier ................................... | Florida | 111 | 45,228 | 778 | 1.7 | 550 | 56 | 165 | 7 | 265 | 157 | 97 | 138 |
| Socorro ISD ............................. | Texas | 112 | 44,561 | 613 | 1.4 | 530 | 9 | 67 | 7 | 43 | 117 | 7 | 67 |
| Hamilton County ....................... | Tennessee | 113 | 43,797 | 477 | 1.1 | 340 | 74 | 60 | 3 | 3 | 12 | 0 | 103 |
| United ISD ............................. | Texas | 114 | 43,421 | 356 | 0.8 | 127 | 10 | 98 | 121 | $\ddagger$ | 216 | 21 | 43 |
| Killeen ISD .............................. | Texas | 115 | 42,638 | 1,561 | 3.7 | 1,341 | 34 | 176 | 10 | 372 | 99 | $\ddagger$ | 193 |
| Marion .................................. | Florida | 116 | 42,517 | 2,685 | 6.3 | 2,112 | 274 | 261 | 38 | 359 | 182 | 3 | 570 |
| Ysleta ISD ............................. | Texas | 117 | 42,488 | 646 | 1.5 | 498 | 16 | 126 | 6 | 99 | 191 | 8 | 95 |
| Forsyth County ........................ | Georgia | 118 | 42,435 | 603 | 1.4 | 408 | 46 | 123 | 26 | 30 | 124 | 3 | 137 |
| Riverside Unified ....................... | California | 119 | 42,339 | 3,718 | 8.8 | 3,481 | 77 | 131 | 29 | 68 | 811 | 0 | 470 |
| Chandler Unified District \#80 ...... | Arizona | 120 | 42,252 | 639 | 1.5 | 413 | 29 | 114 | 81 | 0 | 64 | 22 | 128 |

- Not available.
$\ddagger$ Reporting standards not met (too few cases)
For the six districts indicated, the counts by primary nighttime residence do not sum to the total number of homeless students because of missing data on primary nighttime residence. (For each affected district, these data are missing for about 1 percent or less of homeless students.)
${ }^{3}$ Refers to temporarily sharing the housing of other persons due to loss of housing, economic hardship, or other reasons (such as domestic violence).
${ }^{4}$ Includes living in cars, parks, campgrounds, temporary trailers-including Federal Emergency Management Agency (FEMA) trailers-or abandoned buildings.
Yauth who are not in the physical custody of a parent or guardian. Includes youth living on their own and youth living with a ${ }^{6}$ Students who met the definition of limite tion, see http://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html.
${ }^{7}$ Students who met the definition of eligible migrant children as outlined in the EDFacts workbook. Such students are either migratory workers or the children or spouses of migratory workers and have moved within the preceding 36 months in order to obtain, or to accompany parents or spouses who moved in order to obtain, temporary or seasonal employment in agricultural ${ }_{8}$ Includes orly students with disabilities who were served under the Individuals with Disabilities Education ${ }^{9}$ The District of Columbia did not operate a migrant education program during the 2014-15 school year and therefore had no data to provide on migrant homeless students.
NOTE: Homeless students are defined as children/youth who lack a fixed, regular, and adequate nighttime residence. For more information, see "C118-Homeless Students Enrolled" at https://www2.ed.gov/aboutinits/ed/edfacts/sy-14-15-nonxml.html. Data include all homeless students enrolled at any time during the school year. ISD = independent school district.
2014-15, retrieved November 25, 2016, from https://www2 ed gov/about/inits/ed/edfacts/data-files/school-status-dated (C118), National Center for Education Statistics, Common Core of Data (CCD), Local Education Agency Universe Survey, 2014-15. (This table was prepared March 2017.)

Table 204.80. Number of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: 2004, 2006, and 2011-12 [Standard errors appear in parentheses]

| State | 2004, total |  | 2006, total |  | 2011-12 ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Sex | Race/ethnicity |  |  |  |  |  |  |
|  |  |  | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 |  | 2 |  |  |  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 3,202,760 | $(24,248)$ |  |  | 3,236,990 | $(21,177)$ | 3,189,757 | 1,570,453 | 1,619,304 | 1,939,266 | 281,135 | 538,529 | 301,633 | 11,053 | 30,103 | 88,038 |
| Alabama | 35,680 | (798) | 40,610 | (361) | 62,392 | 30,098 | 32,294 | 45,622 | 12,155 | 1,613 | 1,596 | 46 | 901 | 459 |
| Alaska | 5,390 | (166) | 5,620 | (192) | 6,320 | 3,041 | 3,279 | 4,182 | 133 | 403 | 584 | 74 | 270 | 674 |
| Arizona | 57,570 | $(1,275)$ | 60,060 | (711) | 63,603 | 33,226 | 30,377 | 38,056 | 1,526 | 17,486 | 3,993 | 184 | 1,333 | 1,025 |
| Arkansas | 50,340 | $(3,219)$ | 45,600 | $(1,870)$ | 46,534 | 21,383 | 25,151 | 34,883 | 7,730 | 2,348 | 1,016 | 64 | 260 | 233 |
| California ... | 527,370 | $(10,256)$ | 523,450 | $(13,209)$ | 516,607 | 257,477 | 259,130 | 173,830 | 21,283 | 188,619 | 108,123 | 5,652 | 2,668 | 16,432 |
| Colorado | 50,350 | (747) | 54,000 | (620) | 55,743 | 29,048 | 26,695 | 40,561 | 1,126 | 9,193 | 2,625 | 93 | 272 | 1,873 |
| Connecticut | 15,980 | $(1,572)$ | 20,170 | $(2,183)$ | 13,153 | 6,179 | 6,974 | 9,196 | 1,117 | 1,379 | 1,168 | 4 | 32 | 257 |
| Delaware | 5,260 ${ }^{1}$ | ( $\dagger$ ) | 6,240 ${ }^{1}$ | (t) | 2,656 | 1,251 | 1,405 | 1,576 | 543 | 226 | 238 | 1-3 | 10 | 61 |
| District of Columbia ...................... | - $\overline{-}$ | ( $\dagger$ ) | - | ( $\dagger$ ) | 62 | 27 | 35 | 0 | 60 | 0 | $1-3$ | 0 | 0 | 0 |
| Florida ......................................... | 114,400 | $(1,095)$ | 132,440 | (893) | 145,079 | 72,777 | 72,302 | 79,722 | 13,486 | 38,513 | 8,204 | 108 | 426 | 4,620 |
| Georgia | 136,620 | $(3,954)$ | 150,680 | $(5,291)$ | 176,954 | 83,741 | 93,213 | 115,689 | 31,062 | 9,968 | 13,914 | 126 | 373 | 5,822 |
| Hawaii ... | 10,290 | (993) | 11,140 ${ }^{1}$ | ( $\dagger$ ) | 2,515 | 1,023 | 1,492 | 512 | 51 | 90 | 1,206 | 441 | 9 | 206 |
| Idaho .. | 9,920 | (528) | 10,650 | (475) | 8,494 | 4,365 | 4,129 | 7,498 | 38 | 517 | 224 | 22 | 46 | 149 |
| Illinois | 112,570 | $(4,554)$ | 118,480 | $(5,016)$ | 72,764 | 36,627 | 36,137 | 46,400 | 5,945 | 8,555 | 8,646 | 105 | 127 | 2,986 |
| Indiana ...................................... | 74,780 | $(5,219)$ | 82,830 | $(4,222)$ | 131,797 | 63,729 | 68,068 | 108,500 | 7,355 | 6,542 | 4,496 | 68 | 272 | 4,564 |
| lowa | 41,460 | $(1,657)$ | 39,300 | $(1,030)$ | 46,149 | 23,334 | 22,815 | 40,906 | 963 | 1,838 | 1,350 | 29 | 111 | 952 |
| Kansas .. | 15,150 | (389) | 14,430 | (487) | 14,015 | 7,644 | 6,371 | 11,380 | 355 | 777 | 849 | 9 | 105 | 540 |
| Kentucky | 85,660 | $(3,179)$ | 96,600 | $(2,885)$ | 87,214 | 41,311 | 45,903 | 79,288 | 3,525 | 1,394 | 1,709 | 75 | 68 | 1,155 |
| Louisiana | 28,020 | $(2,300)$ | 22,010 | (721) | 20,802 | 9,530 | 11,272 | 12,830 | 5,627 | 771 | 1,111 | 19 | 120 | 324 |
| Maine | 5,640 | (619) | 6,030 | (304) | 8,160 | 4,010 | 4,150 | 7,702 | 109 | 81 | 184 | 8 | 30 | 46 |
| Maryland . | 117,010 ${ }^{1}$ | ( $\dagger$ | 137,410 ${ }^{1}$ | ( $\dagger$ ) | 135,634 | 63,872 | 71,762 | 61,525 | 32,222 | 15,153 | 18,979 | 1,527 | 276 | 5,952 |
| Massachusetts ... | 7,440 | $(1,190)$ | 6,130 | (908) | 6,242 | 3,005 | 3,237 | 4,183 | 533 | 625 | 711 | 4 | 17 | 169 |
| Michigan | 65,970 | $(6,408)$ | 54,950 | $(4,750)$ | 30,814 | 14,725 | 16,089 | 24,703 | 2,747 | 998 | 1,864 | 20 | 154 | 328 |
| Minnesota | 73,940 | $(2,585)$ | 72,280 | $(2,154)$ | 70,165 | 35,293 | 34,872 | 49,852 | 5,744 | 3,678 | 9,316 | 20 | 650 | 905 |
| Mississippi | 30,510 | (837) | 31,070 | $(1,015)$ | 33,099 | 15,930 | 17,169 | 23,163 | 8,470 | 688 | 706 | 9 | 51 | 12 |
| Missouri | 34,470 | (898) | 33,070 | (831) | 37,175 | 18,780 | 18,395 | 30,109 | 3,280 | 1,110 | 1,951 | 36 | 125 | 564 |
| Montana . | 8,760 | (401) | 7,490 | (251) | 5,900 | 3,120 | 2,780 | 5,255 | 35 | 102 | 102 | 10 | 320 | 76 |
| Nebraska | 32,160 | (824) | 32,650 | (604) | 35,469 | 17,673 | 17,796 | 28,850 | 1,381 | 2,713 | 1,187 | 34 | 252 | 1,052 |
| Nevada | 7,640 | (23) | 8,270 ${ }^{1}$ | ( $\dagger$ ) | 8,674 | 4,510 | 4,164 | 5,280 | 257 | 1,586 | 851 | 58 | 49 | 593 |
| New Hampshire ............................ | 4,450 | $(1,089)$ | 4,700 | $(1,005)$ | 2,579 | 1,222 | 1,357 | 2,423 | 10 | 20 | 106 | 1-3 | 4 | 14 |
| New Jersey | 88,960 | $(4,851)$ | 97,260 | $(4,904)$ | 88,990 | 41,222 | 47,768 | 55,282 | 7,927 | 9,288 | 15,509 | 218 | 92 | 674 |
| New Mexico | 36,410 | (404) | 12,950 | (399) | 14,891 | 7,853 | 7,038 | 7,027 | 233 | 5,957 | 512 | 10 | 894 | 258 |
| New York. | 61,350 | $(5,223)$ | 81,520 | $(3,741)$ | 41,630 | 19,881 | 21,749 | 24,862 | 5,602 | 4,141 | 6,239 | 66 | 190 | 530 |
| North Carolina .............................. | 155,330 | $(10,613)$ | 149,700 | $(4,678)$ | 158,770 | 78,388 | 80,382 | 116,645 | 17,837 | 9,186 | 7,801 | 136 | 1,532 | 5,633 |
| North Dakota .............................. | 3,320 | (305) | 2,770 | (162) | 3,292 | 1,768 | 1,524 | 2,726 | 62 | 25 | 99 | , | 370 | 6 |
| Ohio | 133,690 | $(7,411)$ | 127,610 | $(5,925)$ | 65,821 | 33,263 | 32,558 | 55,946 | 3,403 | 1,021 | 3,296 | 19 | 55 | 2,081 |
| Oklahoma .................................. | 87,620 | $(2,447)$ | 87,320 | $(2,151)$ | 91,174 | 45,090 | 46,084 | 58,966 | 5,003 | 6,783 | 3,016 | 160 | 14,292 | 2,954 |
| Oregon.. | 39,440 | (903) | 38,570 | (666) | 37,767 | 20,072 | 17,695 | 28,241 | 498 | 3,019 | 3,498 | 120 | 301 | 2,090 |
| Pennsylvania ........................... | 85,070 | $(3,170)$ | 75,930 | $(2,681)$ | 66,867 | 34,353 | 32,514 | 54,609 | 4,170 | 1,797 | 5,274 | 59 | 67 | 891 |
| Rhode Island .............................. | 2,780 | (531) | 2,060 | (300) | 740 | 318 | 422 | 444 | 69 | 170 | 38 | 1-3 | 1-3 | 15 |
| South Carolina ........................ | 88,070 | $(6,564)$ | 77,520 | $(3,781)$ | 89,170 | 41,682 | 47,488 | 68,269 | 13,584 | 3,006 | 2,166 | 115 | 165 | 1,865 |
| South Dakota | 2,940 | (241) | 3,070 | (175) | 2,587 | 1,406 | 1,181 | 2,352 | 25 | 33 | 70 | $1-3$ | 82 | 23 |
| Tennessee | 32,630 | $(1,451)$ | 17,100 | (904) | 24,250 | 12,160 | 12,090 | 18,719 | 3,394 | 549 | 1,262 | 44 | 39 | 243 |
| Texas ........................................ | 344,500 | $(3,483)$ | 344,640 | $(2,413)$ | 385,047 | 190,311 | 194,736 | 162,288 | 26,419 | 154,617 | 31,018 | 449 | 1,692 | 8,564 |
| Utah ............................................ | 23,510 | $(1,218)$ | 25,660 | (170) | 23,204 | 11,302 | 11,902 | 18,348 | 266 | 2,675 | 1,105 | 446 | 182 | 182 |
| Vermont | 740 | (151) | 730 | (129) | 268 | 124 | 144 | 252 | 4 | 4 | 6 | 0 | 0 | 1-3 |
| Virginia | 142,140 | $(3,772)$ | 160,140 | $(3,319)$ | 150,642 | 74,272 | 76,370 | 96,993 | 18,104 | 11,447 | 16,486 | 198 | 351 | 7,063 |
| Washington .................................. | 38,520 | (843) | 39,010 | $(1,289)$ | 37,475 | 18,796 | 18,679 | 25,232 | 722 | 4,239 | 4,766 | 120 | 188 | 2,208 |
| West Virginia ................................ | 6,040 | (493) | 6,630 | (559) | 5,292 | 2,730 | 2,562 | 4,853 | 166 | 27 | 186 | 4 | 8 | 48 |
| Wisconsin ................................... | 62,000 | $(4,348)$ | 56,450 | $(3,095)$ | 52,058 | 25,957 | 26,101 | 40,742 | 4,767 | 3,410 | 2,231 | 29 | 241 | 638 |
| Wyoming ....................................... | 2,910! | (944) | 2,030 | (314) | 3,061 | 1,555 | 1,506 | 2,794 | 12 | 151 | 44 | 4 | 29 | 27 |

## -Not available

$\dagger$ Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between
30 and 50 percent.
${ }^{1}$ Data are based on universe counts of schools and school districts; therefore, these figures do not have standard errors.

NOTE: Race categories exclude persons of Hispanic ethnicity. Student counts between 1 and 3 are displayed as $1-3$ to protect student privacy. Detail may not sum to totals because of rounding and because of privacy protection routines applied to universe data
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection: 2004, 2006, and 2011-12. (This table was prepared January 2016.)

Table 204.90. Percentage of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: 2004, 2006, and 2011-12 [Standard errors appear in parentheses]

| State | 2004, total |  | 2006, total |  | 2011-12 ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Sex | Race/ethnicity |  |  |  |  |  |  |
|  |  |  | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 |  | 2 |  |  |  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States ........ | 6.7 | (0.05) |  |  | 6.7 | (0.04) | 6.4 | 6.2 | 6.4 | 7.6 | 3.6 | 4.6 | 13.0 | 5.0 | 5.2 | 6.8 |
| Alabama | 4.8 | (0.11) | 5.5 | (0.06) | 8.4 | 7.9 | 8.4 | 10.6 | 4.8 | 4.7 | 16.3 | 10.0 | 14.4 | 6.3 |
| Alaska ......................... | 4.1 | (0.19) | 4.1 | (0.19) | 4.7 | 4.4 | 4.7 | 6.2 | 2.7 | 4.7 | 6.8 | 2.5 | 0.9 | 6.4 |
| Arizona ....................... | 5.9 | (0.17) | 6.3 | (0.11) | 5.8 | 5.9 | 5.4 | 8.1 | 2.6 | 3.8 | 12.9 | 4.9 | 2.4 | 5.7 |
| Arkansas ...................... | 9.9 | (0.65) | 9.5 | (0.43) | 9.8 | 8.8 | 10.3 | 11.3 | 7.7 | 4.9 | 13.9 | 2.7 | 6.7 | 3.7 |
| California ..................... | 8.4 | (0.18) | 8.3 | (0.21) | 8.2 | 8.0 | 8.1 | 10.7 | 5.2 | 5.8 | 16.2 | 10.1 | 4.8 | 9.2 |
| Colorado .... | 6.7 | (0.11) | 6.8 | (0.11) | 6.5 | 6.6 | 6.0 | 8.4 | 2.7 | 3.4 | 9.7 | 5.0 | 3.6 | 7.1 |
| Connecticut .................. | 3.0 | (0.32) | 3.8 | (0.41) | 2.3 | 2.1 | 2.4 | 2.7 | 1.6 | 1.3 | 4.7 | 0.8 | 1.4 | 2.2 |
| Delaware .................... | $4.6{ }^{1}$ | ( $\dagger$ | $5.6{ }^{1}$ | ( $\dagger$ | 2.0 | 1.8 | 2.1 | 2.4 | 1.3 | 1.3 | 5.3 | 1.1-3.3 | 1.5 | 2.6 |
| District of Columbia ....... | - | ( $\dagger$ | - | ( $\dagger$ | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1-0.3 | 0.0 | 0.0 | 0.0 |
| Florida ........................ | 4.5 | (0.06) | 4.7 | (0.05) | 5.4 | 5.3 | 5.3 | 7.1 | 2.2 | 5.1 | 12.1 | 3.6 | 4.3 | 5.8 |
| Georgia ....................... | 8.9 | (0.30) | 9.3 | (0.35) | 10.4 | 9.6 | 10.7 | 15.5 | 4.9 | 4.9 | 24.3 | 6.8 | 9.6 | 11.4 |
| Hawaii ........................ | 5.7 | (0.57) | $6.2{ }^{1}$ | ( $\dagger$ | 1.4 | 1.1 | 1.6 | 2.0 | 1.2 | 0.7 | 1.9 | 0.7 | 0.9 | 1.4 |
| Idaho ......................... | 3.9 | (0.23) | 4.2 | (0.20) | 3.0 | 3.0 | 2.8 | 3.4 | 1.2 | 1.2 | 5.7 | 2.1 | 1.1 | 2.6 |
| Illinois ..... | 5.4 | (0.22) | 5.8 | (0.24) | 3.5 | 3.4 | 3.4 | 4.4 | 1.6 | 1.7 | 9.8 | 5.0 | 2.0 | 5.0 |
| Indiana ....................... | 7.1 | (0.49) | 7.9 | (0.40) | 12.6 | 11.9 | 12.7 | 14.3 | 5.9 | 7.0 | 24.6 | 8.9 | 8.9 | 10.0 |
| lowa ..... | 8.5 | (0.38) | 8.2 | (0.26) | 9.3 | 9.1 | 8.9 | 10.2 | 3.7 | 4.3 | 12.6 | 3.7 | 4.6 | 7.8 |
| Kansas ....................... | 3.3 | (0.11) | 3.0 | (0.12) | 2.9 | 3.1 | 2.6 | 3.5 | 1.0 | 1.0 | 6.8 | 1.1 | 1.6 | 2.6 |
| Kentucky ..................... | 13.0 | (0.54) | 14.6 | (0.50) | 12.7 | 11.6 | 12.9 | 14.2 | 4.8 | 4.6 | 18.0 | 11.4 | 7.2 | 7.4 |
| Louisiana .................... | 3.9 | (0.32) | 3.4 | (0.13) | 3.0 | 2.7 | 3.2 | 3.9 | 1.8 | 2.8 | 10.8 | 4.9 | 2.2 | 4.2 |
| Maine .......................... | 3.0 | (0.36) | 3.2 | (0.19) | 4.6 | 4.3 | 4.5 | 4.7 | 2.0 | 2.9 | 6.4 | 3.4 | 2.3 | 2.3 |
| Maryland ......... | $13.8{ }^{1}$ | ( $\dagger$ | $16.1^{1}$ | ( $\dagger$ ) | 15.8 | 14.5 | 16.3 | 19.6 | 9.6 | 14.4 | 37.7 | 7.5 | 9.4 | 19.0 |
| Massachusetts .............. | 0.8 | (0.13) | 0.7 | (0.10) | 0.7 | 0.6 | 0.7 | 0.7 | 0.7 | 0.4 | 1.3 | 0.4 | 0.7 | 0.6 |
| Michigan ..................... | 3.9 | (0.37) | 3.4 | (0.29) | 1.9 | 1.8 | 2.0 | 2.2 | 0.9 | 1.1 | 4.3 | 1.3 | 1.2 | 0.9 |
| Minnesota .................... | 8.1 | (0.37) | 8.8 | (0.28) | 8.0 | 7.9 | 7.8 | 7.8 | 6.8 | 5.7 | 17.1 | 2.0 | 3.9 | 4.9 |
| Mississippi ................... | 6.0 | (0.19) | 6.1 | (0.20) | 6.7 | 6.3 | 6.8 | 10.1 | 3.4 | 5.2 | 14.2 | 5.4 | 4.9 | 3.8 |
| Missouri | 3.8 | (0.12) | 3.6 | (0.11) | 4.0 | 4.0 | 3.9 | 4.4 | 2.2 | 2.6 | 11.3 | 2.1 | 2.9 | 3.6 |
| Montana ...................... | 5.6 | (0.28) | 5.2 | (0.20) | 4.2 | 4.3 | 3.8 | 4.6 | 2.3 | 2.2 | 8.2 | 2.5 | 1.8 | 4.0 |
| Nebraska ..................... | 11.4 | (0.31) | 11.4 | (0.24) | 11.8 | 11.3 | 11.4 | 13.7 | 6.8 | 5.5 | 18.9 | 8.6 | 4.6 | 11.7 |
| Nevada ...................... | 1.9 | (0.01) | $1.9{ }^{1}$ | ( $\dagger$ | 2.0 | 2.0 | 1.8 | 3.2 | 0.6 | 0.9 | 3.4 | 1.0 | 1.0 | 2.6 |
| New Hampshire ............ | 2.3 | (0.55) | 2.6 | (0.54) | 1.4 | 1.3 | 1.4 | 1.5 | 0.3 | 0.3 | 1.9 | 0.6-1.7 | 0.5 | 0.5 |
| New Jersey .................. | 6.9 | (0.38) | 7.0 | (0.35) | 6.5 | 5.9 | 6.8 | 7.9 | 3.5 | 3.1 | 12.6 | 8.0 | 5.3 | 4.4 |
| New Mexico .................. | 10.7 | (0.26) | 4.0 | (0.14) | 4.6 | 4.7 | 4.2 | 8.4 | 3.4 | 3.1 | 12.5 | 2.9 | 2.6 | 6.3 |
| New York ..................... | 2.2 | (0.18) | 2.9 | (0.13) | 1.5 | 1.4 | 1.5 | 1.9 | 1.1 | 0.7 | 2.7 | 1.3 | 1.2 | 2.0 |
| North Carolina .............. | 10.9 | (0.83) | 10.8 | (0.42) | 10.6 | 10.2 | 10.5 | 14.9 | 4.5 | 4.6 | 20.0 | 7.5 | 6.6 | 10.6 |
| North Dakota ............... | 3.1 | (0.30) | 2.8 | (0.18) | 3.3 | 3.4 | 2.9 | 3.3 | 2.1 | 0.9 | 7.9 | 1.7 | 3.8 | 1.3 |
| Ohio | 7.4 | (0.40) | 7.3 | (0.33) | 3.7 | 3.6 | 3.6 | 4.2 | 1.2 | 1.5 | 10.6 | 2.2 | 2.2 | 2.8 |
| Oklahoma ................... | 14.0 | (0.45) | 13.7 | (0.39) | 13.9 | 13.4 | 13.7 | 16.9 | 7.8 | 7.8 | 24.4 | 9.1 | 13.2 | 9.1 |
| Oregon ....................... | 7.1 | (0.20) | 6.9 | (0.16) | 6.8 | 7.0 | 6.2 | 7.7 | 3.5 | 2.6 | 15.8 | 3.1 | 2.8 | 8.0 |
| Pennsylvania ................. | 4.8 | (0.19) | 4.5 | (0.17) | 3.8 | 3.8 | 3.6 | 4.4 | 1.6 | 1.2 | 9.3 | 3.9 | 2.2 | 2.5 |
| Rhode Island ................ | 1.8 | (0.38) | 1.4 | (0.21) | 0.5 | 0.4 | 0.6 | 0.5 | 0.6 | 0.6 | 1.0 | 0.5-1.6 | 0.1-0.3 | 0.3 |
| South Carolina .............. | 12.7 | (0.98) | 11.0 | (0.57) | 12.0 | 10.9 | 12.4 | 17.3 | 5.1 | 6.2 | 21.2 | 11.7 | 7.0 | 9.7 |
| South Dakota ................ | 2.2 | (0.20) | 2.7 | (0.17) | 2.0 | 2.1 | 1.8 | 2.3 | 0.7 | 0.7 | 3.5 | 0.8-2.5 | 0.6 | 0.9 |
| Tennessee .................. | 3.3 | (0.18) | 1.7 | (0.10) | 2.5 | 2.4 | 2.4 | 2.8 | 1.5 | 1.1 | 7.4 | 3.8 | 1.9 | 2.6 |
| Texas .......................... | 8.0 | (0.10) | 7.6 | (0.07) | 7.7 | 7.4 | 7.6 | 10.7 | 4.1 | 6.1 | 17.5 | 6.7 | 6.9 | 9.6 |
| Utah ........................... | 4.6 | (0.29) | 5.0 | (0.05) | 3.9 | 3.7 | 3.9 | 4.0 | 3.2 | 2.9 | 10.2 | 4.9 | 2.4 | 2.0 |
| Vermont ..................... | 0.8 | (0.17) | 0.8 | (0.15) | 0.3 | 0.3 | 0.4 | 0.3 | 0.2 | 0.4 | 0.4 | 0.0 | 0.0 | 0.1-0.2 |
| Virginia ......................... | 12.1 | (0.38) | 12.6 | (0.32) | 11.8 | 11.3 | 11.6 | 14.2 | 5.9 | 7.6 | 21.4 | 10.9 | 7.8 | 13.5 |
| Washington ................... | 3.8 | (0.10) | 3.9 | (0.13) | 3.5 | 3.4 | 3.4 | 4.0 | 1.4 | 2.0 | 6.3 | 1.3 | 1.2 | 3.5 |
| West Virginia ................ | 2.2 | (0.19) | 2.2 | (0.21) | 1.9 | 1.8 | 1.7 | 1.9 | 1.1 | 0.8 | 9.3 | 3.6 | 2.4 | 1.3 |
| Wisconsin ................... | 6.8 | (0.47) | 6.4 | (0.35) | 6.0 | 5.8 | 5.8 | 6.3 | 5.5 | 4.0 | 7.2 | 3.8 | 2.1 | 3.9 |
| Wyoming ..................... | 3.2 ! | (1.04) | 2.2 | (0.35) | 3.3 | 3.2 | 3.1 | 3.7 | 0.9 | 1.3 | 5.0 | 1.4 | 0.8 | 2.0 |

## -Not available.

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
${ }^{1}$ Data are based on universe counts of schools and school districts; therefore, these figures do not have standard errors.

NOTE: Race categories exclude persons of Hispanic ethnicity. Percentages based on counts of between 1 and 3 gifted and talented students are displayed as ranges to protect student privacy.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection: 2004, 2006, and 2011-12. (This table was prepared January 2016.)

Table 205.10. Private elementary and secondary school enrollment and private enrollment as a percentage of total enrollment in public and private schools, by region and grade level: Selected years, fall 1995 through fall 2015
[Standard errors appear in parentheses]

| Grade level and year | Total private enrollment |  |  |  | Private enrollment, by region |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Northeast |  |  | Midwest |  |  | South |  |  |  | West |  |  |  |
|  | In thousands |  | Percent of total enrollment |  | In thousands |  | Percent of total enrollment in Northeast | In thousands |  | Percent of total enrollment in Midwest | In thousands |  | Percent of total enrollment in South |  | In thousands |  | Percent of total enrollment in West |  |
| 1 |  | 2 |  | 3 |  | 4 |  |  | 6 |  |  | 8 |  | 9 |  | 10 |  | 11 |
| Total, all grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1995 \text {................... }$ | 5,918 | (31.8) | 11.7 | (0.06) | 1,509 | (18.8) | 16.0 | 1,525 | (14.2) | 12.7 | 1,744 | (12.8) | 9.8 | (0.07) | 1,141 | (11.5) | 10.0 | (0.10) |
| 1997. | 5,944 | (18.5) | 11.4 | (0.04) | 1,496 | (8.3) | 15.6 | 1,528 | (11.6) | 12.5 | 1,804 | (11.3) | 9.8 | (0.06) | 1,116 | (5.2) | 9.4 | (0.04) |
| 1999 |  | (30.2) | 11.4 | (0.06) | 1,507 | (7.9) | 15.5 | 1,520 | (10.3) | 12.4 | 1,863 | (26.7) | 10.0 | (0.14) | 1,127 | (5.4) | 9.2 | (0.04) |
| 2001. | 6,320 | (40.3) | 11.7 | (0.08) | 1,581 | (9.5) | 16.1 | 1,556 | (22.9) | 12.6 | 1,975 | (21.4) | 10.3 | (0.11) | 1,208 | (23.4) | 9.6 | (0.19) |
| 2003. | 6,099 | (41.2) | 11.2 | (0.08) | 1,513 | (25.8) | 15.4 | 1,460 | (15.1) | 11.9 | 1,944 | (21.0) | 9.9 | (0.11) | 1,182 | (19.1) | 9.1 | (0.15) |
| 2005. | 6,073 | (42.4) | 11.0 | (0.08) | 1,430 | (7.7) | 14.8 | 1,434 | (21.0) | 11.7 | 1,976 | (24.7) | 9.8 | (0.12) | 1,234 | (26.3) | 9.4 | (0.20) |
| 2007. | 5,910 | (28.4) | 10.7 | (0.05) | 1,426 | (11.0) | 14.9 | 1,352 | (8.3) | 11.2 | 1,965 | (21.5) | 9.6 | (0.11) | 1,167 | (12.3) | 8.9 | (0.09) |
| 2009. | 5,488 | (35.9) | 10.0 | (0.07) | 1,310 | (15.7) | 14.0 | 1,296 | (25.9) | 10.8 | 1,842 | (17.6) | 9.1 | (0.09) | 1,041 | (8.0) | 8.0 | (0.06) |
| 2011 | 5,268 | (24.9) | 9.7 | (0.04) | 1,252 | (18.0) | 13.7 | 1,263 | (17.1) | 10.7 | 1,747 | (2.6) | 8.5 | (0.01) | 1,006 | (0.4) | 7.8 | (\#) |
| 2013. | 5,396 | (50.3) | 9.8 | (0.08) | 1,201 | (9.5) | 13.2 | 1,326 | (45.2) | 11.2 | 1,840 | (8.3) | 8.7 | (0.04) | 1,028 | (18.3) | 7.9 | (0.13) |
| 2015 .................................................................................. | 5,751 | (85.7) | 10.3 | (0.14) | 1,314 | (37.3) | 14.3 | 1,408 | (54.5) | 11.9 | 1,965 | (53.2) | 9.1 | (0.22) | 1,062 | (12.5) | 8.0 | (1.86) |
| Prekindergarten through grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 .............................. | 4,756 | (28.4) | 12.8 | (0.08) | 1,174 | (16.8) | 17.2 | 1,238 | (13.5) | 14.3 | 1,413 | (11.9) | 10.7 | (0.09) | 931 | (9.2) | 11.1 | (0.11) |
| 1997 | 4,759 | (17.3) | 12.6 | (0.05) | 1,165 | (8.3) | 16.8 | 1,235 | (11.0) | 14.1 | 1,449 | (10.0) | 10.8 | (0.07) | 909 | (4.4) | 10.5 | (0.05) |
| 1999 | 4,789 | (23.1) | 12.5 | (0.06) | 1,168 | (7.5) | 16.7 | 1,222 | (8.4) | 13.9 | 1,487 | (19.6) | 10.9 | (0.14) | 913 | (4.4) | 10.4 | (0.05) |
| 2001. | 5,023 | (36.1) | 12.9 | (0.09) | 1,216 | (9.4) | 17.3 | 1,253 | (21.2) | 14.3 | 1,584 | (17.8) | 11.3 | (0.13) | 969 | (21.2) | 10.6 | (0.23) |
| 2003 ... | 4,788 | (30.3) | 12.3 | (0.08) | 1,131 | (7.8) | 16.4 | 1,167 | (13.6) | 13.5 | 1,547 | (18.6) | 10.9 | (0.13) | 944 | (18.1) | 10.2 | (0.20) |
| 2005. | 4,724 | (33.0) | 12.1 | (0.09) | 1,063 | (6.6) | 15.9 | 1,142 | (19.3) | 13.3 | 1,551 | (21.2) | 10.7 | (0.15) | 969 | (15.0) | 10.5 | (0.16) |
| 2007. | 4,546 | (21.9) | 11.7 | (0.06) | 1,047 | (6.3) | 16.0 | 1,065 | (7.7) | 12.6 | 1,525 | (17.7) | 10.4 | (0.12) | 909 | (8.1) | 9.9 | (0.09) |
| 2009. | 4,179 | (33.2) | 10.8 | (0.09) | 938 | (12.6) | 14.6 | 1,016 | (25.1) | 12.1 | 1,424 | (16.2) | 9.8 | (0.11) | 802 | (7.2) | 8.8 | (0.08) |
| 2011. | 3,977 | (18.2) | 10.3 | (0.04) | 898 | (12.8) | 14.1 | 967 | (12.8) | 11.7 | 1,337 | (1.8) | 9.0 | (0.01) | 774 | (0.3) | 8.6 | (\#) |
| 2013. | 4,084 | (42.4) | 10.5 | (0.10) | 859 | (8.8) | 13.5 | 1,036 | (37.9) | 12.4 | 1,403 | (7.9) | 9.2 | (0.05) | 786 | (15.0) | 8.6 | (0.15) |
| 2015 .......................................................................... | 4,304 | (69.2) | 10.9 | (0.16) | 932 | (27.8) | 14.6 | 1,099 | (48.9) | 13.1 | 1,471 | (38.4) | 9.5 | (0.23) | 802 | (12.2) | 8.7 | (0.12) |
| Grades 9 through 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 ................................................................................ | 1,163 | (4.6) | 8.5 | (0.03) | 335 | (2.9) | 13.0 | 287 | (0.9) | 8.6 | 331 | (2.1) | 7.1 | (0.04) | 209 | (2.3) | 6.8 | (0.08) |
| 1997 ............................................................................. | 1,185 | (2.4) | 8.3 | (0.02) | 331 | (0.5) | 12.5 | 293 | (0.7) | 8.5 | 354 | (1.7) | 7.2 | (0.03) | 207 | (1.2) | 6.4 | (0.04) |
| 1999. | 1,229 | (8.3) | 8.4 | (0.06) | 340 | (1.1) | 12.6 | 299 | (2.5) | 8.6 | 376 | (7.6) | 7.5 | (0.15) | 215 | (1.8) | 6.3 | (0.05) |
| 2001 | 1,296 | (6.7) | 8.6 | (0.04) | 365 | (0.8) | 13.1 | 302 | (2.0) | 8.6 | 390 | (4.4) | 7.5 | (0.08) | 239 | (4.5) | 6.8 | (0.13) |
| 2003 ................................................................. | 1,311 | (24.7) |  | (0.16) | 382 | (24.0) | 13.1 | 294 | (4.1) | 8.2 | 397 | (3.0) | 7.4 | (0.06) | 238 | (3.5) | 6.4 | (0.09) |
| 2005 ................................................................ | 1,349 | (18.1) |  | (0.11) | 367 | (1.7) | 12.3 | 292 | (5.0) | 7.9 | 425 | (7.2) | 7.5 | (0.13) | 265 | (15.7) | 6.7 | (0.40) |
| 2007. | 1,364 | (12.0) |  | (0.07) | 379 | (8.8) | 12.7 | 287 | (1.3) | 7.8 | 440 | (5.5) | 7.6 | (0.10) | 257 | (5.7) | 6.5 | (0.14) |
| 2009. | 1,309 | (6.5) |  | (0.04) | 372 | (5.7) | 12.6 | 280 | (2.2) | 7.7 | 418 | (1.7) | 7.3 | (0.03) | 239 | (1.1) | 6.1 | (0.03) |
| 2011 | 1,291 | (15.4) |  | (0.09) | 353 | (5.2) | 12.6 | 295 | (14.4) | 8.4 | 411 | (1.8) | 7.1 | (0.03) | 232 | (0.1) | 5.9 | (\#) |
| 2013 | 1,312 | (14.9) |  | (0.09) | 342 | (0.8) | 12.4 | 291 | (13.1) | 8.4 | 437 | (1.3) | 7.4 | (0.02) | 242 | (7.0) | 6.2 | (0.17) |
| 2015 .................................................................. | 1,446 | (23.8) |  | (0.13) |  | (10.5) | 13.7 | 309 | (10.9) | 8.8 | 494 | (18.2) | 8.0 | (0.27) | 261 | (1.9) | 6.6 | (0.04) |
| \#Rounds to zero. <br> NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Ungraded students are prorated into prekindergarten through grade 8 and grades 9 through 12. Detail may not sum to totals because of rounding. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1995-96 through 2015-16; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1995-96 through 2015-16. (This table was prepared June 2017.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 205.15. Private elementary and secondary school enrollment, percentage distribution of private school enrollment, and private enrollment as a percentage of total enrollment in public and private schools, by school orientation and grade: Selected years, fall 1999 through fall 2015
[Standard errors appear in parentheses]

| Grade | 1999 |  | 2005 |  | 2011 |  | 2013 |  | 2015 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Catholic |  | Other religious |  | Nonsectarian |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total, all grades | 6,018,280 | $(30,179)$ | 6,073,240 | $(42,446)$ |  |  | 5,268,090 | $(24,908)$ | 5,395,740 | $(50,342)$ | 5,750,520 | $(85,729)$ | 2,082,660 | $(42,791)$ | 2,268,820 | $(68,162)$ | 1,399,030 | $(29,132)$ |
| Prekindergarten through grade 8 ..... | 4,788,990 | $(23,055)$ | 4,724,310 | $(33,034)$ | 3,976,960 | $(18,241)$ | 4,083,860 | $(42,441)$ | 4,304,470 | $(69,171)$ | 1,487,620 | $(42,646)$ | 1,771,440 | $(47,422)$ | 1,045,410 | $(27,611)$ |
| Prekindergarten .......................... | 763,790 | $(6,261)$ | 926,430 | $(15,701)$ | 773,240 | $(2,420)$ | 819,320 | $(10,185)$ | 846,920 | $(17,898)$ | 181,190 | $(7,731)$ | 336,000 | $(8,563)$ | 329,730 | $(10,690)$ |
| Kindergarten ............................... | 593,690 | $(4,053)$ | 547,590 | $(4,887)$ | 449,820 | $(2,989)$ | 461,730 | $(5,429)$ | 466,470 | $(8,411)$ | 148,250 | $(4,592)$ | 190,540 | $(4,799)$ | 127,680 | $(4,513)$ |
| 1st grade ..................................... | 472,110 | $(2,080)$ | 421,120 | $(2,826)$ | 348,730 | $(2,191)$ | 357,860 | $(4,963)$ | 373,850 | $(6,901)$ | 141,450 | $(4,075)$ | 165,900 | $(5,400)$ | 66,510 | $(1,789)$ |
| 2nd grade ................ | 449,090 | $(2,248)$ | 405,470 | $(2,659)$ | 340,230 | $(2,008)$ | 344,520 | $(4,887)$ | 368,450 | $(6,625)$ | 144,700 | $(4,639)$ | 159,360 | $(4,671)$ | 64,390 | $(1,534)$ |
| 3rd grade ................................. | 436,730 | $(1,962)$ | 398,120 | $(2,462)$ | 336,150 | $(1,850)$ | 338,840 | $(4,193)$ | 364,290 | $(6,479)$ | 144,160 | $(3,822)$ | 156,890 | $(5,176)$ | 63,240 | $(1,469)$ |
| 4th grade ........... | 425,140 | $(1,956)$ | 391,530 | $(2,297)$ | 328,950 | $(1,921)$ | 337,440 | $(4,508)$ | 357,820 | $(6,202)$ | 143,150 | $(4,268)$ | 152,500 | $(4,499)$ | 62,180 | $(1,144)$ |
| 5th grade ................................. | 407,590 | $(2,019)$ | 389,720 | $(2,379)$ | 330,390 | $(1,832)$ | 337,950 | $(4,192)$ | 354,710 | $(5,903)$ | 143,180 | $(3,731)$ | 148,220 | $(4,520)$ | 63,310 | $(1,015)$ |
| 6th grade ..................................... | 403,110 | $(2,094)$ | 393,220 | $(2,280)$ | 341,690 | $(1,766)$ | 344,960 | $(4,820)$ | 372,750 | $(7,276)$ | 148,830 | $(4,623)$ | 154,780 | $(5,440)$ | 69,140 | (980) |
| 7th grade ................................. | 384,140 | $(2,140)$ | 390,550 | $(4,093)$ | 336,770 | $(1,684)$ | 343,370 | $(4,317)$ | 367,920 | $(6,574)$ | 144,190 | $(3,463)$ | 151,970 | $(5,354)$ | 71,760 | (936) |
| 8th grade ..................................... | 369,580 | $(2,285)$ | 387,720 | $(4,024)$ | 336,670 | $(1,951)$ | 343,500 | $(3,717)$ | 363,840 | $(7,047)$ | 142,720 | $(3,446)$ | 147,740 | $(5,919)$ | 73,370 | $(1,228)$ |
| Elementary ungraded ..................... | 84,000 | $(1,267)$ | 72,830 | $(1,916)$ | 54,300 | (672) | 54,380 | $(1,061)$ | 67,440 | $(11,164)$ | 5,810 | ( $\dagger$ ) | 7,540 | $(1,184)$ | 54,090 | $(11,101)$ |
| Grades 9 through 12 ....................... | 1,229,290 | $(8,260)$ | 1,348,930 | $(18,073)$ | 1,291,130 | $(15,396)$ | 1,311,880 | $(14,936)$ | 1,446,060 | $(23,777)$ | 595,050 | $(2,166)$ | 497,390 | $(23,622)$ | 353,620 | $(5,530)$ |
| 9th grade .................................. | 336,220 | $(2,131)$ | 356,130 | $(4,333)$ | 329,600 | $(3,875)$ | 333,610 | $(3,612)$ | 367,810 | $(6,279)$ | 152,790 | (606) | 130,540 | $(6,197)$ | 84,470 | $(1,463)$ |
| 10th grade ................................ | 313,310 | $(1,919)$ | 348,190 | $(5,949)$ | 324,540 | $(4,161)$ | 330,710 | $(3,780)$ | 367,250 | $(6,041)$ | 151,290 | (535) | 126,220 | $(5,984)$ | 89,740 | $(1,451)$ |
| 11th grade .................................. | 294,650 | $(2,193)$ | 326,260 | $(4,456)$ | 318,310 | $(3,647)$ | 324,680 | $(3,850)$ | 356,150 | $(5,906)$ | 146,850 | (485) | 122,090 | $(5,881)$ | 87,210 | $(1,327)$ |
| 12th grade ................................ | 280,380 | $(1,958)$ | 315,290 | $(4,850)$ | 314,500 | $(3,769)$ | 319,720 | $(3,787)$ | 348,600 | $(5,652)$ | 143,830 | (544) | 116,950 | $(5,641)$ | 87,820 | $(1,371)$ |
| Secondary ungraded .................... | 4,720 | $(1,404)$ | 3,070 | ( $\dagger$ ) | 4,180 | (92) | 3,160 | (14) | 6,240 | ( $\dagger$ ) | 290 | (t) | 1,580 | (t) | 4,370 | ( $\dagger$ ) |
| Total, all grades | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
|  | 79.6 | (0.06) | 77.8 | (0.22) | 75.5 | (0.23) | 75.7 | (0.22) | 74.9 | (0.27) | 71.4 | (0.59) | 78.1 | (0.51) | 74.7 | (0.53) |
| Prekindergarten ........................... | 12.7 | (0.08) | 15.3 | (0.21) | 14.7 | (0.08) | 15.2 | (0.15) | 14.7 | (0.22) | 8.7 | (0.21) | 14.8 | (0.34) | 23.6 | (0.42) |
| Kindergarten .............................. | 9.9 | (0.04) | 9.0 | (0.06) | 8.5 | (0.04) | 8.6 | (0.08) | 8.1 | (0.08) | 7.1 | (0.08) | 8.4 | (0.13) | 9.1 | (0.18) |
| 1st grade ................................... | 7.8 | (0.02) | 6.9 | (0.03) | 6.6 | (0.02) | 6.6 | (0.05) | 6.5 | (0.07) | 6.8 | (0.07) | 7.3 | (0.17) | 4.8 | (0.08) |
| 2nd grade .................................... | 7.5 | (0.01) | 6.7 | (0.03) | 6.5 | (0.02) | 6.4 | (0.05) | 6.4 | (0.06) | 6.9 | (0.09) | 7.0 | (0.09) | 4.6 | (0.07) |
| 3rd grade ..................................... | 7.3 | (0.02) | 6.6 | (0.03) | 6.4 | (0.02) | 6.3 | (0.04) | 6.3 | (0.05) | 6.9 | (0.05) | 6.9 | (0.08) | 4.5 | (0.07) |
| 4th grade ................................. | 7.1 | (0.01) | 6.4 | (0.03) | 6.2 | (0.02) | 6.3 | (0.04) | 6.2 | (0.05) | 6.9 | (0.07) | 6.7 | (0.06) | 4.4 | (0.06) |
| 5th grade ................................... | 6.8 | (0.01) | 6.4 | (0.04) | 6.3 | (0.02) | 6.3 | (0.04) | 6.2 | (0.05) | 6.9 | (0.05) | 6.5 | (0.08) | 4.5 | (0.06) |
| 6th grade ..................................... | 6.7 | (0.02) | 6.5 | (0.03) | 6.5 | (0.02) | 6.4 | (0.05) | 6.5 | (0.07) | 7.1 | (0.10) | 6.8 | (0.10) | 4.9 | (0.09) |
| 7th grade ................................... | 6.4 | (0.02) | 6.4 | (0.04) | 6.4 | (0.02) | 6.4 | (0.05) | 6.4 | (0.06) | 6.9 | (0.06) | 6.7 | (0.10) | 5.1 | (0.09) |
| 8th grade ..................................... | 6.1 | (0.02) | 6.4 | (0.04) | 6.4 | (0.02) | 6.4 | (0.04) | 6.3 | (0.06) | 6.9 | (0.06) | 6.5 | (0.11) | 5.2 | (0.11) |
| Elementary ungraded .................... | 1.4 | (0.02) | 1.2 | (0.03) | 1.0 | (0.01) | 1.0 | (0.02) | 1.2 | (0.19) | 0.3 | (0.01) | 0.3 | (0.05) | 3.9 | (0.74) |
| Grades 9 through 12 ........................ | 20.4 | (0.06) | 22.2 | (0.22) | 24.5 | (0.23) | 24.3 | (0.22) | 25.1 | (0.27) | 28.6 | (0.59) | 21.9 | (0.51) | 25.3 | (0.53) |
| 9th grade ................................... | 5.6 | (0.02) | 5.9 | (0.05) | 6.3 | (0.06) | 6.2 | (0.05) | 6.4 | (0.07) | 7.3 | (0.15) | 5.8 | (0.13) | 6.0 | (0.13) |
| 10th grade ................................. | 5.2 | (0.01) | 5.7 | (0.08) | 6.2 | (0.06) | 6.1 | (0.06) | 6.4 | (0.07) | 7.3 | (0.15) | 5.6 | (0.13) | 6.4 | (0.14) |
| 11th grade .................................... | 4.9 | (0.02) | 5.4 | (0.06) | 6.0 | (0.05) | 6.0 | (0.06) | 6.2 | (0.07) | 7.1 | (0.15) | 5.4 | (0.13) | 6.2 | (0.13) |
| 12th grade .................................. | 4.7 | (0.02) | 5.2 | (0.07) | 6.0 | (0.06) | 5.9 | (0.06) | 6.1 | (0.07) | 6.9 | (0.14) | 5.2 | (0.12) | 6.3 | (0.13) |
| Secondary ungraded ..................... | 0.1 | (0.02) | 0.1 | (\#) | 0.1 | (\#) | 0.1 | (\#) | 0.1 | (\#) | \# | ( $\dagger$ ) | 0.1 | (\#) | 0.3 | (\#) |
| Total, all grades $\qquad$ <br> Prekindergarten through grade 8 | Private enrollment as a percent of total enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 11.4 | (0.05) | 11.0 | (0.07) | 9.7 | (0.04) | 9.8 | (0.08) | 10.3 | (0.14) | 4.0 | (0.08) | 4.3 | (0.12) | 2.7 | (0.06) |
|  | 12.6 | (0.05) | 12.2 | (0.07) | 10.3 | (0.04) | 10.4 | (0.10) | 10.9 | (0.16) | 4.1 | (0.11) | 4.8 | (0.12) | 2.9 | (0.07) |
| Prekindergarten ........................... | 55.4 | (0.20) | 52.3 | (0.42) | 40.4 | (0.08) | 41.5 | (0.30) | 41.6 | (0.51) | 13.2 | (0.49) | 22.0 | (0.44) | 21.7 | (0.55) |
| Kindergarten ................................ | 14.9 | (0.09) | 13.2 | (0.10) | 10.7 | (0.06) | 10.8 | (0.11) | 11.2 | (0.18) | 3.8 | (0.11) | 4.9 | (0.12) | 3.3 | (0.11) |
| 1st grade ..................................... | 11.4 | (0.04) | 10.2 | (0.06) | 8.5 | (0.08) | 8.4 | (0.11) | 9.0 | (0.15) | 3.6 | (0.10) | 4.2 | (0.13) | 1.7 | (0.05) |
| 2nd grade ..................................... | 10.9 | (0.05) | 10.1 | (0.06) | 8.4 | (0.05) | 8.3 | (0.11) | 8.8 | (0.14) | 3.6 | (0.11) | 4.0 | (0.11) | 1.6 | (0.04) |
| 3rd grade .................................... | 10.6 | (0.04) | 10.0 | (0.06) | 8.3 | (0.05) | 8.3 | (0.09) | 8.6 | (0.14) | 3.6 | (0.09) | 3.9 | (0.12) | 1.6 | (0.04) |

[^27]Table 205.15. Private elementary and secondary school enrollment, percentage distribution of private school enrollment, and private enrollment as a percentage of total enrollment in public and private schools, by school orientation and grade: Selected years, fall 1999 through fall 2015-Continued
[Standard errors appear in parentheses]


## $\dagger$ Not applicable.

\#Rounds to zero. dents are prorated into prekindergarten through grade 8 and grades 9 through 12. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1999-2000 through 2015-16; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999-2000 through 2015-16. (This table was prepared June 2017.)

Table 205.20. Enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and grade level: Selected years, fall 1995 through fall 2015
[Standard errors appear in parentheses]

| Grade level and year | Total private enrollment |  | Catholic |  |  |  |  |  |  |  | Other religious |  |  |  |  |  |  |  | Nonsectarian |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Parochial |  | Diocesan |  | Private |  |  | Total | Conservative Christian |  | Affiliated ${ }^{1}$ |  | Unaffiliated ${ }^{1}$ |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
|  | Enrolment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1997 | 5,944,320 | (18,543) | 2,665,630 | (5,472) | 1,438,860 | $(5,331)$ | 873,780 | (761) | 352,990 | (1,405) | 2,097,190 | (13733) | 823,610 | (7,342) | 646,500 | $\left(\begin{array}{l}(4,104) \\ \hline\end{array}\right.$ | 627,080 | (11,133) | 1,181510 | (18,443) |
|  | 6,018,280 | $(30,179)$ | 2,660,420 | $(4,831)$ | 1,397,570 | $(4,421)$ | 880,650 | (t) | 382,190 | (1,945) | 2,193,370 | $(27,176)$ | 871,060 | $(4,827)$ | 646,280 | $(4,894)$ | 676,030 | $(24,593)$ | 1,164,500 | ( $(8,156)$ |
| 2001. | 6,319,650 | $(40,272)$ | 2,672,650 | $(12,460)$ | 1,309,890 | $(5,626)$ | 979,050 | $(6,976)$ | 383,710 | (3,152) | 2,328,160 | $(17,281)$ | 937,420 | $(6,070)$ | 663,190 | $(8,636)$ | 727,550 | $(13,303)$ | 1,318,840 | $(27,300)$ |
| 2003 ................................................. | 6,099,220 | $(41,219)$ | 2,520,120 | $(10,580)$ | 1,183,250 | $(9,937)$ | 963,140 | $(4,754)$ | 373,740 | $(3,996)$ | 2,228,230 | $(19,674)$ | 889,710 | $(8,852)$ | 650,530 | $(5,860)$ | 688,000 | $(14,805)$ | 1,350,870 | $(29,197)$ |
| 2005 | 6,073,240 | $(42,446)$ | 2,402,800 | $(9,293)$ | 1,062,950 | $(6,355)$ | 956,610 | $(6,325)$ | 383,230 | $(3,996)$ | 2,303,330 | $(22,368)$ | 957,360 | $(9,561)$ | 696,910 | $(6,677)$ | 649,050 | $(14,200)$ | 1,367,120 | $(27,558)$ |
| 2007 | 5,910,210 | $(28,363)$ | 2,308,150 | $(6,083)$ | 945,860 | $(5,361)$ | 969,940 | $(1,788)$ | 392,340 | (3,432) | 2,283,210 | $(20,628)$ | 883,180 | $(6,616)$ | 527,040 | $(3,512)$ | 872,990 | $(18,217)$ | 1,318,850 | $(18,235)$ |
| 2009 | 5,488,490 | $(35,857)$ | 2,160,220 | $(3,494)$ | 856,440 | $(3,088)$ | 909,010 | $(4,393)$ | 394,770 | $(1,087)$ | 2,076,220 | $(32,751)$ | 737,020 | $(1,891)$ | 516,310 | $(4,366)$ | 822,890 | $(31,180)$ | 1,252,050 | $(8,849)$ |
| 2011 | 5,268,090 | $(24,908)$ | 2,087,870 | $(14,426)$ | 804,410 | $(3,686)$ | 899,810 | $(14,320)$ | 383,650 | (459) | 1,991,950 | $(21,814)$ | 730,570 | $(4,721)$ | 565,340 | $(2,990)$ | 696,040 | $(20,419)$ | 1,188,270 | $(5,376)$ |
| 2013 | 5,395,740 | $(50,342)$ | 2,055,140 | $(37,142)$ | 739,850 | $(18,829)$ | 936,320 | $(32,000)$ | 378,970 | (980) | 2,030,930 | $(30,090)$ | 707,100 | $(7,544)$ | 565,490 | $(5,884)$ | 758,350 | $(28,152)$ | 1,309,670 | $(14,800)$ |
| 2015 ................................................. | 5,750,520 | $(85,729)$ | 2,082,660 | $(42,791)$ | 716,120 | $(24,336)$ | 960,590 | $(22,533)$ | 405,950 | $(14,453)$ | 2,268,820 | $(68,162)$ | 760,790 | $(53,772)$ | 587,490 | $(23,414)$ | 920,550 | $(45,692)$ | 1,399,030 | $(29,132)$ |
| Prekindergarten through grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 ................................................... | 4,755,540 | $(28,435)$ | 2,041,990 | $(5,249)$ | 1,368,340 | $(2,079)$ | 575,190 | $(3,528)$ | 98,460 | (1,176) | 1,752,510 | $(14,834)$ | 651,050 | $(7,219)$ | 574,820 | $(4,581)$ | 526,630 | $(11,121)$ | 961,040 | $(17,471)$ |
| 1997 .................................................... | 4,759,060 | $(17,323)$ | 2,046,620 | $(5,469)$ | 1,352,620 | $(5,331)$ | 598,380 | (761) | 95,620 | $(1,393)$ | 1,744,500 | $(12,194)$ | 678,660 | $(5,957)$ | 529,050 | $(2,504)$ | 536,790 | $(10,120)$ | 967,940 | $(11,050)$ |
| 1999. | 4,788,990 | $(23,055)$ | 2,033,900 | $(4,830)$ | 1,317,300 | $(4,421)$ | 607,860 | ( $\dagger$ ) | 108,740 | $(1,943)$ | 1,818,260 | $(19,897)$ | 713,020 | $(3,748)$ | 529,280 | $(3,866)$ | 575,970 | $(17,632)$ | 936,820 | $(7,302)$ |
| 2001 ................................................... | 5,023,160 | $(36,096)$ | 2,032,080 | $(10,751)$ | 1,226,960 | $(4,494)$ | 687,540 | $(6,976)$ | 117,580 | $(2,978)$ | 1,926,870 | $(15,459)$ | 765,080 | $(5,110)$ | 535,850 | $(7,370)$ | 625,940 | $(12,240)$ | 1,064,210 | $(24,703)$ |
| 2003 ................................................... | 4,788,070 | $(30,338)$ | 1,886,530 | $(11,055)$ | 1,108,320 | $(9,937)$ | 670,910 | $(4,754)$ | 107,300 | (337) | 1,835,930 | $(16,931)$ | 722,460 | $(6,517)$ | 519,310 | $(4,134)$ | 594,160 | $(13,504)$ | 1,065,620 | $(15,379)$ |
| 2005 | 4,724,310 | $(33,034)$ | 1,779,830 | $(9,318)$ | 993,390 | $(6,355)$ | 673,110 | $(6,286)$ | 113,330 | $(2,896)$ | 1,865,430 | $(19,380)$ | 764,920 | $(8,028)$ | 561,320 | $(5,730)$ | 539,190 | $(12,633)$ | 1,079,050 | $(15,497)$ |
| 2007 | 4,545,910 | $(21,853)$ | 1,685,220 | $(5,288)$ | 878,830 | $(4,562)$ | 688,260 | $(1,640)$ | 118,130 | $(3,104)$ | 1,83,540 | $(18,364)$ | 698,930 | $(5,885)$ | 417,610 | $(3,218)$ | 717,000 | $(16,573)$ | 1,027,150 | $(11,379)$ |
| 2009 | 4,179,060 | $(33,168)$ | 1,541,830 | $(3,250)$ | 782,050 | $(3,085)$ | 642,720 | (846) | 117,050 | (578) | 1,665,680 | $(30,216)$ | 579,190 | $(1,685)$ | 401,430 | (3,952) | 685,050 | $(28,928)$ | 971,550 | $(8,113)$ |
| 2011 | 3,976,960 | $(18,241)$ | 1,481,620 | $(3,867)$ | 737,090 | $(3,675)$ | 630,970 | (321) | 113,560 | (459) | 1,583,610 | $(16,558)$ | 568,150 | $(3,607)$ | 443,780 | $(2,604)$ | 571,690 | $(15,197)$ | 911,730 | $(3,469)$ |
| 2013 | 4,083,860 | $(42,441)$ | 1,466,550 | $(27,646)$ | 680,370 | $(18,826)$ | 666,260 | $(20,228)$ | 119,930 | (843) | 1,615,120 | $(29,311)$ | 544,610 | $(5,638)$ | 446,050 | $(5,316)$ | 624,470 | $(27,948)$ | 1,002,180 | $(11,849)$ |
| 2015 ............................................... | 4,304,470 | $(69,171)$ | 1,487,620 | $(42,646)$ | 662,670 | $(24,233)$ | 677,540 | $(22,542)$ | 147,410 | $(14,387)$ | 1,771,440 | $(47,422)$ | 576,570 | $(38,496)$ | 445,620 | $(15,105)$ | 749,250 | $(33,313)$ | 1,045,410 | $(27,611)$ |
| Grades 9 through 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 1,162,500 | $(4,625)$ | 618,460 | $(2,786)$ | 90,650 | (t) | 275,370 | $(2,786)$ | 252,440 | (t) | 342,180 | $(3,174)$ | 135,610 | $(2,338)$ | 122,460 | (645) | 84,120 | $(1,720)$ | 201,860 | $(1,495)$ |
| 1997 | 1,185,260 | $(2,374)$ | 619,010 | (96) | 86,240 | ( $\dagger$ ) | 275,400 | (t) | 257,370 | (96) | 352,690 | $(2,261)$ | 144,950 | $(1,660)$ | 117,450 | (848) | 90,290 | $(1,221)$ | 213,560 | $(1,860)$ |
| 1999 | 1,229,290 | $(8,260)$ | 626,520 | (70) | 80,270 | ( $\dagger$ ) | 272,790 | (t) | 273,460 | (70) | 375,100 | $(7,920)$ | 158,040 | $(1,640)$ | 117,000 | $(1,237)$ | 100,060 | (7,461) | 227,670 | $(2,208)$ |
| 2001 ............................................. | 1,296,480 | $(6,669)$ | 640,570 | $(2,317)$ | 82,930 | $(2,293)$ | 291,520 | (t) | 266,130 | (338) | 401,290 | $(3,527)$ | 172,340 | $(2,633)$ | 127,340 | $(1,625)$ | 101,600 | $(1,852)$ | 254,620 | $(4,465)$ |
| 2003 ..................................................... | 1,311,150 | $(24,733)$ | 633,590 | $(3,888)$ | 74,930 | (t) | 292,230 | (t) | 266,430 | $(3,888)$ | 392,310 | $(4,195)$ | 167,250 | $(3,144)$ | 131,220 | $(1,924)$ | 93,840 | $(2,031)$ | 285,250 | $(23,952)$ |
| 2005 | 1,348,930 | $(18,073)$ | 622,970 | $(1,538)$ | 69,560 | ( $)$ | 283,510 | (700) | 269,900 | $(1,341)$ | 437,900 | $(6,541)$ | 192,440 | $(3,404)$ | 135,590 | $(1,493)$ | 109,860 | $(5,190)$ | 288,070 | $(16,551)$ |
| 2007 | 1,364,300 | $(11,958)$ | 622,930 | $(1,377)$ | 67,030 | $(1,201)$ | 281,680 | (566) | 274,210 | (364) | 449,680 | (3,796) | 184,260 | $(1,768)$ | 109,430 | (374) | 156,000 | $(3,052)$ | 291,700 | $(11,156)$ |
| 2009 | 1,309,430 | $(6,480)$ | 618,390 | $(4,409)$ | 74,380 | (42) | 266,290 | $(4,311)$ | 277,720 | (920) | 410,540 | $(4,285)$ | 157,830 | (362) | 114,880 | $(1,074)$ | 137,840 | $(4,111)$ | 280,500 | $(1,880)$ |
| 2011 | 1,291,130 | $(15,396)$ | 606,250 | $(14,313)$ | 67,320 | (10) | 268,840 | $(14,313)$ | 270,090 | ( $\dagger$ ) | 408,330 | $(5,747)$ | 162,420 | $(1,349)$ | 121,560 | (513) | 124,350 | $(5,792)$ | 276,550 | $(3,485)$ |
| 2013 | 1,311,880 | $(14,936)$ | 588,580 | $(13,452)$ | 59,480 | (358) | 270,060 | $(13,416)$ | 259,040 | (905) | 415,810 | $(2,774)$ | 162,490 | $(1,942)$ | 119,440 | $(1,862)$ | 133,880 | $(1,762)$ | 307,490 | $(6,938)$ |
| 2015 ............................................. | 1,446,060 | $(23,777)$ | 595,050 | $(2,166)$ | 53,450 | $(1,662)$ | 283,050 | (38) | 258,550 | $(1,388)$ | 497,390 | $(23,622)$ | 184,220 | $(15,411)$ | 141,870 | $(9,045)$ | 171,300 | $(16,438)$ | 353,620 | $(5,530)$ |


| Total, all grades$1995 . . . . . . . . . . . . . . ~$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 100.0 | ( $\dagger$ ) | 45.0 | (0.19) | 24.7 | (0.13) | 14.4 | (0.08) | 5.9 | (0.03) | 35.4 | (0.19) | 13.3 | (0.12) | 11.8 | (0.08) | 10.3 | (0.18) | 19.7 | (0.23) |
| 1997 | 100.0 | (t) | 44.8 | (0.13) | 24.2 | (0.09) | 14.7 | (0.05) | 5.9 | (0.03) | 35.3 | (0.18) | 13.9 | (0.12) | 10.9 | (0.06) | 10.5 | (0.17) | 19.9 | (0.17) |
| 1999 | 100.0 | ( $\dagger$ ) | 44.2 | (0.24) | 23.2 | (0.14) | 14.6 | (0.07) | 6.4 | (0.04) | 36.4 | (0.28) | 14.5 | (0.09) | 10.7 | (0.08) | 11.2 | (0.36) | 19.3 | (0.11) |
| 2001 | 100.0 | ( $\dagger$ ) | 42.3 | (0.25) | 20.7 | (0.14) | 15.5 | (0.12) | 6.1 | (0.04) | 36.8 | (0.22) | 14.8 | (0.13) | 10.5 | (0.13) | 11.5 | (0.18) | 20.9 | (0.33) |
| 2003 ............ | 100.0 | (t) | 41.3 | (0.27) | 19.4 | (0.17) | 15.8 | (0.14) | 6.1 | (0.07) | 36.5 | (0.25) | 14.6 | (0.13) | 10.7 | (0.10) | 11.3 | (0.22) | 22.1 | (0.36) |
| 2005 | 100.0 | (t) | 39.6 | (0.26) | 17.5 | (0.13) | 15.8 | (0.14) | 6.3 | (0.07) | 37.9 | (0.25) | 15.8 | (0.14) | 11.5 | (0.09) | 10.7 | (0.20) | 22.5 | (0.34) |
| 2007 | 100.0 | ( $\dagger$ ) | 39.1 | (0.20) | 16.0 | (0.11) | 16.4 | (0.09) | 6.6 | (0.06) | 38.6 | (0.25) | 14.9 | (0.12) | 8.9 | (0.06) | 14.8 | (0.26) | 22.3 | (0.25) |
| 2009 | 100.0 | ( $\dagger$ ) | 39.4 | (0.25) | 15.6 | (0.11) | 16.6 | (0.13) | 7.2 | (0.05) | 37.8 | (0.37) | 13.4 | (0.09) | 9.4 | (0.07) | 15.0 | (0.48) | 22.8 | (0.16) |
| 2011 | 100.0 | ( $\dagger$ ) | 39.6 | (0.25) | 15.3 | (0.09) | 17.1 | (0.25) | 7.3 | (0.04) | 37.8 | (0.28) | 13.9 | (0.09) | 10.7 | (0.08) | 13.2 | (0.34) | 22.6 | (0.15) |
| 2013 | 100.0 | (t) | 38.1 | (0.50) | 13.7 | (0.33) | 17.4 | (0.51) | 7.0 | (0.07) | 37.6 | (0.44) | 13.1 | (0.16) | 10.5 | (0.13) | 14.1 | (0.47) | 24.3 | (0.28) |
| 2015 .............................................. | 100.0 | (t) | 36.2 | (0.66) | 12.5 | (0.38) | 16.7 | (0.40) | 7.1 | (0.24) | 39.5 | (0.80) | 13.2 | (0.85) | 10.2 | (0.39) | 16.0 | (0.73) | 24.3 | (0.51) |

[^28]Table 205.20. Enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and grade level: Selected years, fall 1995 through fall 2015-Continued
[Standard errors appear in parentheses]

| Grade level and year | Total private enrollment |  | Catholic |  |  |  |  |  |  |  | Other religious |  |  |  |  |  |  |  | Nonsectarian |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Parochial |  | Diocesan |  | Private |  |  | Total | Conservative Christian |  | Affiliated ${ }^{1}$ |  | Unaffiliated ${ }^{1}$ |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 | $10 \quad 11$ |  |  |  |
| Prekindergarten through grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 ................................................ | 100.0 | (t) | 42.9 | (0.20) | 28.8 | (0.17) | 12.1 | (0.06) | 2.1 | (0.02) | 36.9 | (0.22) | 13.7 | (0.13) | 12.1 | (0.09) | 11.1 | (0.21) | 20.2 | (0.28) |
| 1997 ................................................. | 100.0 | ( $\dagger$ ) | 43.0 | (0.15) | 28.4 | (0.12) | 12.6 | (0.05) | 2.0 | (0.03) | 36.7 | (0.20) | 14.3 | (0.13) | 11.1 | (0.06) | 11.3 | (0.19) | 20.3 | (0.19) |
| 1999 .............................................. | 100.0 | (t) | 42.5 | (0.23) | 27.5 | (0.16) | 12.7 | (0.06) | 2.3 | (0.04) | 38.0 | (0.26) | 14.9 | (0.09) | 11.1 | (0.07) | 12.0 | (0.32) | 19.6 | (0.12) |
| 2001 .............................................. | 100.0 | (t) | 40.5 | (0.27) | 24.4 | (0.17) | 13.7 | (0.14) | 2.3 | (0.05) | 38.4 | (0.25) | 15.2 | (0.15) | 10.7 | (0.14) | 12.5 | (0.20) | 21.2 | (0.37) |
| 2003 .............................................. | 100.0 | ( $\dagger$ ) | 39.4 | (0.25) | 23.1 | (0.18) | 14.0 | (0.13) | 2.2 | (0.01) | 38.3 | (0.23) | 15.1 | (0.12) | 10.8 | (0.09) | 12.4 | (0.24) | 22.3 | (0.22) |
| 2005. | 100.0 | ( $\dagger$ ) | 37.7 | (0.25) | 21.0 | (0.14) | 14.2 | (0.15) | 2.4 | (0.06) | 39.5 | (0.21) | 16.2 | (0.16) | 11.9 | (0.09) | 11.4 | (0.22) | 22.8 | (0.23) |
| 2007 .............................................. | 100.0 | (t) | 37.1 | (0.20) | 19.3 | (0.13) | 15.1 | (0.09) | 2.6 | (0.07) | 40.3 | (0.27) | 15.4 | (0.14) | 9.2 | (0.07) | 15.8 | (0.30) | 22.6 | (0.21) |
| 2009 ............................................. | 100.0 | ( $\dagger$ ) | 36.9 | (0.29) | 18.7 | (0.15) | 15.4 | (0.12) | 2.8 | (0.03) | 39.9 | (0.43) | 13.9 | (0.11) | 9.6 | (0.10) | 16.4 | (0.57) | 23.2 | (0.20) |
| 2011 .............................................. | 100.0 | ( $\dagger$ ) | 37.3 | (0.18) | 18.5 | (0.11) | 15.9 | (0.08) | 2.9 | (0.02) | 39.8 | (0.24) | 14.3 | (0.08) | 11.2 | (0.08) | 14.4 | (0.32) | 22.9 | (0.11) |
| 2013 .............................................. | 100.0 | (t) | 35.9 | (0.53) | 16.7 | (0.42) | 16.3 | (0.44) | 2.9 | (0.04) | 39.5 | (0.52) | 13.3 | (0.17) | 10.9 | (0.15) | 15.3 | (0.59) | 24.5 | (0.31) |
| 2015 .............................................. | 100.0 | ( $\dagger$ ) | 34.6 | (0.78) | 15.4 | (0.48) | 15.7 | (0.50) | 3.4 | (0.31) | 41.2 | (0.81) | 13.4 | (0.82) | 10.4 | (0.35) | 17.4 | (0.73) | 24.3 | (0.61) |
| Grades 9 through 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 .............................................. | 100.0 | ( $\dagger$ | 53.2 | (0.20) | 7.8 | (0.03) | 23.7 | (0.20) | 1.7 | (0.09) | 29.4 | (0.20) | 11.7 | (0.18) | 10.5 | (0.06) | 7.2 | (0.14) | 17.4 | (0.12) |
| 1997 .............................................. | 100.0 | (t) | 52.2 | (0.10) | 7.3 | (0.01) | 23.2 | (0.05) | 1.7 | (0.04) | 29.8 | (0.16) | 12.2 | (0.13) | 9.9 | (0.08) | 7.6 | (0.10) | 18.0 | (0.14) |
| 1999 .............................................. | 100.0 | (t) | 51.0 | (0.34) | 6.5 | (0.04) | 22.2 | (0.15) | 2.2 | (0.15) | 30.5 | (0.45) | 12.9 | (0.14) | 9.5 | (0.11) | 8.1 | (0.56) | 18.5 | (0.19) |
| 2001 .............................................. | 100.0 | (t) | 49.4 | (0.26) | 6.4 | (0.17) | 22.5 | (0.12) | 2.5 | (0.10) | 31.0 | (0.19) | 13.3 | (0.17) | 9.8 | (0.12) | 7.8 | (0.13) | 19.6 | (0.28) |
| 2003 ............................................ | 100.0 | (t) | 48.3 | (0.91) | 5.7 | (0.11) | 22.3 | (0.42) | 2.3 | (0.44) | 29.9 | (0.59) | 12.8 | (0.32) | 10.0 | (0.23) | 7.2 | (0.20) | 21.8 | (1.43) |
| 2005 .............................................. | 100.0 | ( $\dagger$ | 46.2 | (0.60) | 5.2 | (0.07) | 21.0 | (0.28) | 0.0 | (0.27) | 32.5 | (0.52) | 14.3 | (0.28) | 10.1 | (0.16) | 8.1 | (0.37) | 21.4 | (0.97) |
| 2007 ............................................ | 100.0 | ( + | 45.7 | (0.40) | 4.9 | (0.09) | 20.6 | (0.18) | 0.1 | (0.17) | 33.0 | (0.33) | 13.5 | (0.16) | 8.0 | (0.07) | 11.4 | (0.22) | 21.4 | (0.65) |
| 2009 .............................................. | 100.0 | (t) | 47.2 | (0.25) | 5.7 | (0.03) | 20.3 | (0.27) | 1.2 | (0.12) | 31.4 | (0.25) | 12.1 | (0.06) | 8.8 | (0.08) | 10.5 | (0.28) | 21.4 | (0.15) |
| 2011 ............................................................. | 100.0 | (t) | 47.0 | (0.63) | 5.2 | (0.06) | 20.8 | (0.88) | 2.9 | (0.25) | 31.6 | (0.49) | 12.6 | (0.18) | 9.4 | (0.13) | 9.6 | (0.43) | 21.4 | (0.35) |
| 2013 ............................................... | 100.0 | (t) | 44.9 | (0.64) | 4.5 | (0.06) | 20.6 | (0.83) | 9.7 | (0.24) | 31.7 | (0.42) | 12.4 | (0.19) | 9.1 | (0.17) | 10.2 | (0.19) | 23.4 | (0.47) |
| 2015 ................................................... | 100.0 | ( $\dagger$ ) | 41.1 | (0.67) | 3.7 | (0.13) | 19.6 | (0.32) | 7.9 | (0.30) | 34.4 | (1.11) | 12.7 | (0.96) | 9.8 | (0.59) | 11.8 | (1.02) | 24.5 | (0.51) |

$\dagger$ Not applicable
${ }^{1}$ Affiliated schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated

NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Ungraded students are prorated into prekindergarten through grade 8 and grades 9 through 12. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1995-96 through 2015-16. (This table was prepared May 2017.)

Table 205.30. Percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and selected characteristics: Selected years, fall 2005 through fall 2015 [Standard errors appear in parentheses]

| Selected characteristic | 2005 |  | 2009 |  | 2013 |  | 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total |  |  |  | Catholic |  |  |  |  |  |  |  | Other religious |  |  |  |  |  |  |  | Nonsectarian |  |
|  |  |  | Total Parochial | Diocesan |  | Private |  | Total |  | Conservative Christian |  | Affiliated ${ }^{1}$ |  | Unaffiliated ${ }^{1}$ |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 | $13 \quad 14$ |  |  |  |
| Total .......... | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ |  |  | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ |
| School level ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ... | 56.8 | (0.34) | 53.5 | (0.24) | 52.8 | (0.47) | 50.3 | (0.80) | 66.5 | (0.69) | 89.7 | (0.46) | 66.4 | (0.79) | 26.1 | (2.63) | 37.9 | (1.57) | 21.1 | (1.46) | 42.1 | (1.70) | 49.1 | (2.58) | 46.2 | (0.85) |
| Secondary .... | 14.2 | (0.34) | 14.3 | (0.11) | 13.7 | (0.19) | 13.5 | (0.20) | 25.4 | (0.53) | 6.8 | (0.38) | 28.0 | (0.66) | 52.0 | (1.85) | 5.5 | (0.28) | 2.2 | (0.18) | 9.4 | (0.46) | 5.6 | (0.50) | 8.7 | (0.26) |
| Combined .............................. | 29.1 | (0.29) | 32.2 | (0.21) | 33.5 | (0.48) | 36.2 | (0.88) | 8.1 | (0.17) | 3.5 | (0.12) | 5.6 | (0.14) | 21.9 | (0.78) | 56.6 | (1.76) | 76.6 | (1.62) | 48.4 | (2.06) | 45.3 | (2.86) | 45.1 | (0.73) |
| Student race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 75.3 | (0.10) | 72.6 | (0.20) | 69.6 | (0.31) | 68.6 | (0.34) | 65.9 | (0.50) | 67.1 | (1.04) | 66.7 | (0.51) | 62.4 | (0.68) | 73.1 | (0.73) | 70.2 | (1.32) | 76.1 | (0.79) | 73.7 | (1.79) | 65.2 | (0.21) |
| Black .. | 9.6 | (0.08) | 9.2 | (0.07) | 9.3 | (0.27) | 9.3 | (0.31) | 7.8 | (0.23) | 6.9 | (0.65) | 7.5 | (0.15) | 10.0 | (0.14) | 10.6 | (0.74) | 10.6 | (0.49) | 8.2 | (0.24) | 12.2 | (1.81) | 9.3 | (0.12) |
| Hispanic | 9.2 | (0.05) | 9.4 | (0.09) | 10.2 | (0.11) | 10.4 | (0.15) | 15.6 | (0.30) | 16.2 | (0.67) | 15.2 | (0.25) | 15.6 | (0.49) | 6.6 | (0.16) | 8.1 | (0.48) | 6.6 | (0.27) | 5.4 | (0.19) | 8.0 | (0.12) |
| Asian .... | 4.1 | (0.05) | 5.1 | (0.05) | 5.9 | (0.05) | 6.2 | (0.06) | 5.2 | (0.08) | 4.9 | (0.12) | 5.0 | (0.08) | 6.3 | (0.25) | 5.4 | (0.10) | 6.2 | (0.51) | 5.4 | (0.21) | 4.7 | (0.41) | 9.4 | (0.08) |
| Paciific Islander | - | ( $\dagger$ ) | 0.6 | (0.02) | 0.7 | (0.01) | 0.7 | (0.02) | 0.6 | (0.01) | 0.6 | (0.02) | 0.5 | (\#) | 0.7 | (0.02) | 0.5 | (0.03) | 0.5 | (0.04) | 0.3 | (0.01) | 0.6 | (0.08) | 1.4 | (0.02) |
| American Indian/Alaska Native ... | 1.8 | (0.01) | 0.4 | (\#) | 0.5 | (0.01) | 0.5 | (0.01) | 0.5 | (0.01) | 0.5 | (0.02) | 0.5 | (0.01) | 0.6 | (0.04) | 0.4 | (0.03) | 0.5 | (0.04) | 0.3 | (0.01) | 0.4 | (0.06) | 0.5 | (0.01) |
| Two or more races .................... | - | ( $\dagger$ ) | 2.7 | (0.02) | 3.9 | (0.03) | 4.3 | (0.08) | 4.3 | (0.07) | 3.9 | (0.12) | 4.5 | (0.08) | 4.4 | (0.10) | 3.3 | (0.15) | 3.9 | (0.40) | 3.1 | (0.08) | 2.9 | (0.15) | 6.2 | (0.16) |
| School enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 50 | 4.5 | (0.10) | 5.4 | (0.39) | 5.4 | (0.47) | 5.5 | (0.39) | 0.4 | (0.05) | 0.5 ! | (0.21) | 0.2 | (0.01) | 0.8 | (0.10) | 7.9 | (0.95) | 3.8 | (0.31) | 4.2 | (1.21) | 13.6 | (1.94) | 9.0 | (0.56) |
| 50 to 149 | 16.7 | (0.17) | 17.3 | (0.18) | 17.1 | (0.23) | 16.8 | (0.40) | 7.3 | (0.58) | 7.9 | (1.18) | 7.6 | (0.85) | 5.4 | (0.42) | 19.8 | (0.85) | 16.3 | (1.31) | 15.4 | (0.66) | 25.6 | (1.48) | 26.0 | (0.56) |
| 150 to 299 | 26.6 | (0.18) | 25.9 | (0.17) | 25.5 | (0.29) | 25.1 | (0.49) | 29.5 | (0.50) | 37.8 | (1.47) | 28.3 | (0.71) | 17.7 | (2.53) | 23.1 | (1.01) | 22.9 | (1.65) | 26.8 | (2.79) | 20.9 | (1.11) | 21.9 | (0.81) |
| 300 to 499 | 21.1 | (0.20) | 21.0 | (0.19) | 20.4 | (0.21) | 19.5 | (0.49) | 27.7 | (0.90) | 29.1 | (1.01) | 29.1 | (1.54) | 21.7 | (1.54) | 15.8 | (0.86) | 19.2 | (2.05) | 18.0 | (0.72) | 11.4 | (0.62) | 13.6 | (0.46) |
| 500 to 749 | 15.0 | (0.31) | 14.0 | (0.09) | 14.5 | (0.24) | 15.8 | (0.97) | 18.8 | (1.01) | 19.2 | (3.19) | 17.8 | (0.42) | 20.4 | (0.73) | 16.4 | (2.26) | 23.2 | (5.15) | 13.8 | (0.55) | 12.5 | (3.28) | 10.3 | (0.24) |
| 750 or more ...................... | 16.1 | (0.24) | 16.3 | (0.12) | 17.0 | (0.54) | 17.3 | (0.29) | 16.3 | (0.34) | 5.4 | (0.18) | 17.0 | (0.40) | 34.0 | (1.21) | 17.0 | (0.56) | 14.5 | (1.22) | 21.7 | (0.87) | 16.0 | (0.80) | 19.3 | (0.46) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast | 23.5 | (0.19) | 23.9 | (0.26) | 22.3 | (0.25) | 22.9 | (0.59) | 23.2 | (0.51) | 22.7 | (0.86) | 20.0 | (0.47) | 31.7 | (1.15) | 20.9 | (1.40) | 12.7 ! | (4.49) | 25.2 | (1.03) | 25.1 | (1.43) | 25.5 | (0.88) |
| Midwest .. | 23.6 | (0.30) | 23.6 | (0.38) | 24.6 | (0.64) | 24.5 | (0.77) | 36.5 | (1.28) | 41.0 | (1.94) | 36.8 | (1.49) | 27.9 | (2.28) | 21.0 | (1.35) | 21.8 | (3.96) | 17.5 | (0.76) | 22.6 | (2.29) | 12.3 | (0.48) |
| South .................................... | 32.5 | (0.33) | 33.6 | (0.29) | 34.1 | (0.33) | 34.2 | (0.73) | 23.3 | (0.52) | 21.0 | (0.94) | 26.0 | (0.61) | 21.2 | (0.77) | 42.0 | (1.50) | 42.1 | (3.05) | 42.8 | (2.28) | 41.5 | (2.66) | 37.6 | (1.13) |
| West ....... | 20.3 | (0.36) | 19.0 | (0.17) | 19.1 | (0.32) | 18.5 | (0.33) | 16.9 | (0.50) | 15.3 | (0.87) | 17.2 | (0.41) | 19.1 | (1.53) | 16.0 | (0.52) | 23.5 | (1.80) | 14.5 | (0.58) | 10.9 | (0.56) | 24.7 | (0.70) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City .. | 41.3 | (0.26) | 41.0 | (0.31) | 42.5 | (0.50) | 43.0 | (0.77) | 47.0 | (1.03) | 42.4 | (1.48) | 48.6 | (1.21) | 51.2 | (1.83) | 38.8 | (1.44) | 28.6 | (2.12) | 42.7 | (1.71) | 44.8 | (2.59) | 43.8 | (0.91) |
| Suburban ................................ | 40.0 | (0.35) | 39.0 | (0.34) | 41.0 | (0.44) | 40.2 | (0.82) | 41.4 | (1.11) | 45.5 | (1.79) | 39.4 | (0.93) | 38.9 | (2.00) | 37.7 | (1.60) | 44.8 | (3.63) | 40.0 | (1.62) | 30.3 | (1.50) | 42.3 | (0.70) |
| Town ...................................... | 7.2 | (0.13) | 7.1 | (0.17) | 6.3 | (0.33) | 6.2 | (0.56) | 7.1 | (0.18) | 8.6 | (0.42) | 8.0 | (0.19) | 2.4 | (0.09) | 7.4 | (1.40) | 11.6 ! | (4.00) | 4.5 | (0.18) | 5.8 | (0.45) | 2.8 | (0.07) |
| Rural ........................................ | 11.5 | (0.37) | 12.9 | (0.42) | 10.1 | (0.47) | 10.7 | (0.57) | 4.5 | (0.34) | 3.5 | (0.20) | 4.0 | (0.09) | 7.5 | (1.66) | 16.1 | (1.31) | 15.0 | (1.12) | 12.7 | (3.46) | 19.2 | (2.01) | 11.0 | (0.46) |

## -Not available. <br> $\dagger$ Not applicable. \#Rounds to zero

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Affiliated schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian.
Unaffiliated schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.
${ }^{2}$ Elementary schools have grade 6 or lower and no grade higher than 8 . Secondary schools have no grade lower than 7 . Combined
schools include those that have grades lower than 7 and higher than 8 , as well as those that do not classify students by grade level.
${ }^{3}$ Race/ethnicity was not collected for prekindergarten students ( 846,900 out of $5,750,520$ students in 2015). Percentage distribution is based on the students for whom race/ethnicity was reported

IE. Includes enrollment in prekindergarten through grade 12 in schools that ofter kindergarten or higher grade. Prior to 2009, data on students of Two or more races and separate data for Pacific Islanders were not collected. Race categories SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2005-06 through 2015-16. (This table was prepared May 2017.)

Table 205.40. Number and percentage distribution of private elementary and secondary students, teachers, and schools, by orientation of school and selected characteristics: Fall 1999, fall 2009, and fall 2015
[Standard errors appear in parentheses]

| Selected characteristic | Fall 1999, total number |  | Fall 2009, total number |  | Fall 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Catholic |  |  |  | Other religious |  |  |  | Nonsectarian |  |  |  |
|  |  |  | Number | Percent |  | Number |  | Percent |  | Number |  | Percent |  | Number |  | Percent |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Students ${ }^{1}$ Total |  |  |  |  | 5,750,520 | $(85,729)$ | 100.0 | ( + | 2,082,660 | $(42,791)$ | 100.0 | (t) | 2,268,820 | $(68,162)$ | 100.0 | ( + | 1,399,030 | $(29,132)$ | 100.0 | (t) |
| School level ${ }^{2}$ Elementary $\qquad$ Secondary $\qquad$ Combined $\qquad$ | $\begin{array}{r} 3,595,020 \\ 806,640 \\ 1,616,620 \end{array}$ | $\begin{aligned} & (11,516) \\ & (2,395) \\ & (23,949) \end{aligned}$ |  |  | $\begin{array}{r} 2,937,090 \\ 785,810 \\ 1,765,590 \end{array}$ | $\begin{array}{r} (26,8077 \\ (4,810) \\ (15,909) \end{array}$ | $2,892,010$ 744,650 $2,083,870$ | $\begin{gathered} (55,88) \\ (6,323) \\ (69,011) \end{gathered}$ | 50.3 13.5 36.2 | $\begin{aligned} & (0.80) \\ & (0.20) \\ & (0.88) \end{aligned}$ | $\begin{array}{r} 1,385,930 \\ 528,460 \\ 168,280 \end{array}$ | $\begin{array}{r} (42,655) \\ (2,721) \end{array}$ (90) | 66.5 25.4 8.1 | $\begin{aligned} & (0.69) \\ & (0.53) \\ & (0.17) \end{aligned}$ | 860,380 124,050 $1,284,390$ | $\begin{gathered} (31,793) \\ (5,926) \\ (68,103) \end{gathered}$ | 37.9 56 56.6 | $\begin{aligned} & (1.57) \\ & (0.28) \\ & (1.76) \end{aligned}$ | 645,690 122,140 631,200 | $\begin{array}{r} (20,790) \\ (3,735) \\ (14,155) \end{array}$ | 46.2 8.7 45.1 | $(0.85)$ $(0.26)$ $(0.73)$ |
| School enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | (0.56) |
| 50 to 149 ......... | 939,110 | (10,717) | 950,050 | $(12,053)$ | 964,910 | $(21,28)$ | 16.8 | (0.40) | 151,700 | $(11,198)$ | 7.3 | (0.58) | 449,980 | $(16,242)$ | 19.8 | (0.85) | 363,230 | $(9,074)$ | 26.0 | (0.56) |
| 150 to 299 .... | 1,615,970 | (7,315) | 1,423,220 | $(9,951)$ | 1,445,000 | $(33,147)$ | 25.1 | (0.49) | 614,000 | $(16,856)$ | 29.5 | (0.50) | 524,2२0 | $(23,690)$ | 23.1 | (1.01) | 306,770 | ( 15,443 ) | 21.9 | (0.81) |
| 300 to $499 . .$. | 1,419,360 | $(13,203)$ | 1,154,950 | (10,730) | 1,123,450 | $(25,543)$ | 19.5 | (0.49) | 576,110 | $(21,829)$ | 27.7 | (0.90) | 357,560 | $(14,931)$ | 15.8 | (0.86) | 189,780 | $(5,812)$ | 13.6 | (0.46) |
| 500 to 749 ..... | 917,670 | $(2,330)$ | 768,540 | ( $\dagger$ ) | 908,080 | $(66,158)$ | 15.8 | (0.97) | 391,340 | $(26,531)$ | 18.8 | (1.01) | 373,070 | (60,722) | 16.4 | (2.26) | 143,660 | $(3,078)$ | 10.3 | (0.24) |
| 750 or more .... | 887,190 | (18,232) | 895,720 | $(6,538)$ | 995,120 | $(8,994)$ | 17.3 | (0.29) | 340,170 | ( $\dagger$ | 16.3 | (0.34) | 384,720 | $(5,766)$ | 17.0 | (0.56) | 270,230 | $(5,680)$ | 19.3 | (0.46) |
| Student race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .................... | 4,061,870 | (24,242) | 3,410,360 | (31,067) | 3,363,900 | $(58,435)$ | 68.6 | (0.34) | 1,253,540 | $(30,813)$ | 65.9 | (0.50) | 1,413,310 | $(48,831)$ | 73.1 | (0.73) | 697,050 | $(15,024)$ | 65.2 | (0.21) |
| Black .... | 494,530 | $(5,079)$ | 430,970 | $(2,579)$ | 453,590 | $(18,121)$ | 9.3 | (0.31) | 149,000 | $(4,569)$ | 7.8 | (0.23) | 204,780 | $(17,392)$ | 10.6 | (0.74) | 99,810 | $(2,096)$ | 9.3 | (0.12) |
| Hispanic. | 435,890 | $(1,592)$ | 443,290 | $(4,113)$ | 510,400 | $(6,041)$ | 10.4 | (0.15) | 296,770 | $(5,045)$ | 15.6 | (0.30) | 128,400 | (1,724) | 6.6 | (0.16) | 85,220 | $(1,870)$ | 8.0 | (0.12) |
| Asian ... | 239,510 | (877) | 239,320 | $(1,894)$ | 304,440 | $(3,687)$ | 6.2 | (0.06) | 99,330 | $(1,750)$ | 5.2 | (0.08) | 104,500 | $(2,813)$ | 5.4 | (0.10) | 100,610 | $(1,736)$ | 9.4 | (0.08) |
| Pacific Islander .... | [4] | ( $\dagger$ ) | 28,020 | (884) | 35,480 | (678) | 0.7 | (0.02) | 10,930 | (155) | 0.6 | (0.01) | 9,570 | (610) | 0.5 | (0.03) | 14,980 | (241) | 1.4 | (0.02) |
| American Indian/ Alaska Native .. | 22,690 | (164) | 21,080 | (162) | 24,030 | (524) | 0.5 | (0.01) | 9,940 | (237) | 0.5 | (0.01) | 8,500 | (458) | 0.4 | (0.03) | 5,590 | (89) | 0.5 | (0.01) |
| Two or more races ... | - | ( $\dagger$ | 127,090 | (781) | 211,780 | $(3,749)$ | 4.3 | (0.08) | 81,960 | (676) | 4.3 | (0.07) | 63,750 | $(3,351)$ | 3.3 | (0.15) | 66,070 | $(1,911)$ | 6.2 | (0.16) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Suburban ... | - | (t) | 2,137,800 | $(20,891)$ | 2,309,860 | $(57,410)$ | 40.2 | (0.82) | 862,870 | $(33,018)$ | 41.4 | (1.11) | 854,660 | $(41,909)$ | 37.7 | (1.60) | 592,330 | $(12,780)$ | 42.3 | (0.70) |
| Town ... | - | (t) | 387,920 | $(9,565)$ | 355,410 | $(34,093)$ | 6.2 | (0.56) | 147,580 | $(2,341)$ | 7.1 | (0.18) | 168,270 | $(34,003)$ | 7.4 | (1.40) | 39,560 | (815) | 2.8 | (0.07) |
| Rural ..... | - | ( + | 709,990 | (26,462) | 614,410 | $(34,188)$ | 10.7 | (0.57) | 94,350 | $(7,354)$ | 4.5 | (0.34) | 365,700 | $(31,744)$ | 16.1 | (1.31) | 154,350 | $(6,418)$ | 11.0 | (0.46) |
| Teachers ${ }^{5}$ Total | 408,400 | (2,977) | 437,410 | $(3,222)$ | 481,560 | $(7,265)$ | 100.0 | ( $\dagger$ ) | 143,190 | $(1,958)$ | 100.0 | (.00) | 193,220 | $(6,433)$ | 100.0 | ( $\dagger$ ) | 145,160 | $(2,801)$ | 100.0 | (t) |
| School level2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ..... | 200,910 | (735) | 194,480 | $(1,878)$ | 202,630 | $(3,654)$ | 42.1 | (0.71) | 88,570 | $(1,949)$ | 61.9 | (0.53) | 62,860 | $(2,409)$ | 32.5 | (1.38) | 51,200 | $(1,698)$ | 35.3 | (0.81) |
| Secondary .............. | 62,740 | (229) | 67,530 | (553) | 69,490 | (703) | 14.4 | (0.23) | 39,830 | (208) | 27.8 | (0.39) | 13,750 | (657) | 7.1 | (0.37) | 15,910 | (486) | 11.0 | (0.30) |
| Combined ............. | 144,750 | $(2,682)$ | 175,410 | $(1,853)$ | 209,440 | $(6,315)$ | 43.5 | (0.84) | 14,780 | (24) | 10.3 | (0.15) | 116,610 | $(6,181)$ | 60.4 | (1.63) | 78,040 | $(1,656)$ | 53.8 | (0.70) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | (0.74) |
| 50 to 149 ........... | 70,800 | (983) | 82,460 | $(1,102)$ | 87,710 | $(2,113)$ | 18.2 | (0.45) | 13,980 | $(1,196)$ | 9.8 | (0.85) | 40,460 | $(1,626)$ | 20.9 | (0.98) | 33,270 | $(1,148)$ | 22.9 | (0.66) |
| 150 to 299 ..... | 102,240 | (486) | 107,490 | $(1,873)$ | 114,470 | $(3,619)$ | 23.8 | (0.63) | 42,120 | $(1,181)$ | 29.4 | (0.62) | 42,770 | $(3,209)$ | 22.1 | (1.42) | 29,580 | $(1,135)$ | 20.4 | (0.64) |
| 300 to 499 ..... | 90,010 | $(1,316)$ | 86,850 | (751) | 87,750 | $(1,408)$ | 18.2 | (0.39) | 37,640 | $(1,114)$ | 26.3 | (0.64) | 29,080 | (958) | 15.1 | (0.74) | 21,030 | (540) | 14.5 | (0.42) |
| 500 to 749 ..... | 57,930 | (79) | 56,920 | ( $\dagger$ ) | 72,080 | $(5,118)$ | 15.0 | (0.91) | 24,930 | (983) | 17.4 | (0.59) | 30,390 | $(5,017)$ | 15.7 | (2.23) | 16,760 | (390) | 11.5 | (0.25) |
| 750 or more .... | 61,440 | $(2,143)$ | 69,570 | (566) | 81,230 | (746) | 16.9 | (0.29) | २३,२२० | ( $\dagger$ ) | 16.2 | (0.22) | 29,750 | (416) | 15.4 | (0.54) | 28,250 | (620) | 19.5 | (0.41) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ............. | - | (t) | 176,740 | (799) | 204,320 | $(4,101)$ | 42.4 | (0.77) | 65,620 | $(1,539)$ | 45.8 | (0.71) | 74,980 | $(3,031)$ | 38.8 | (1.52) | 63,710 | $(1,996)$ | 43.9 | (0.95) |
| Suburban .... | - | ( $\dagger$ ) | 166,170 | (2,463) | 185,460 | $(3,848)$ | 38.5 | (0.75) | 58,630 | $(1,148)$ | 40.9 | (0.69) | 69,380 | $(3,235)$ | 35.9 | (1.57) | 57,440 | $(1,273)$ | 39.6 | (0.79) |
| Town ...... | - | ( $\dagger$ ) | 30,390 | (663) | 30,530 | $(3,366)$ | 6.3 | (0.66) | 11,100 | (186) | 7.8 | (0.16) | 15,340 | $(3,558)$ | 7.9 | (1.62) | 4,090 | (138) | 2.8 | (0.09) |
| Rural ... | - | (t) | 64,120 | $(1,960)$ | 61,260 | $(3,835)$ | 12.7 | (0.72) | 7,840 | (453) | 5.5 | (0.30) | 33,510 | $(3,521)$ | 17.3 | (1.60) | 19,910 | $(1,223)$ | 13.7 | (0.75) |
| Schools Total $\qquad$ | 33,000 | (301) | 33,370 | (834) | 34,580 | (953) | 100.0 | ( + | 7,010 | (121) | 100.0 | (.00) | 16,260 | (871) | 100.0 | (t) | 11,300 | (424) | 100.0 | (t) |
| School level' ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ........... | 22,300 | (242) | 21,420 | (745) | 21,910 | (831) | 63.4 | (1.08) | 5,570 | (130) | 79.4 | (0.50) | 9,110 | (806) | 56.0 | (2.42) | 7,230 | (282) | 64.0 | (1.16) |
| Secondary ............. | 2,540 | (62) | 2,780 | (39) | 2,950 | (120) | 8.5 | (0.27) | 990 | (9) | 14.2 | (0.27) | 990 | (113) | 6.1 | (0.54) | 960 | (34) | 8.5 | (0.40) |
| Combined ........... | 8,150 | (160) | 9,160 | (153) | 9,720 | (377) | 28.1 | (1.13) | 450 | (13) | 6.4 | (0.27) | 6,160 | (316) | 37.9 | (2.61) | 3,110 | (207) | 27.5 | (1.16) |
| School enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 50 ........ | 9,160 | (210) | 11,070 | (801) | 11,800 | (771) | 34.1 | (1.37) | 320 | (38) | 4.5 | (0.51) | 6,900 | (738) | 42.4 | (2.44) | 4,580 | (309) | 40.5 | (1.37) |
| 50 to 149 .............. | 10,260 | (134) | 10,470 | (154) | 10,670 | (268) | 30.9 | (0.65) | 1,430 | (99) | 20.4 | (1.30) | 5,000 | (236) | 30.7 | (1.22) | 4,440 | (126) | 37.5 | (1.18) |
| 150 to 299 ....... | 7,440 | (34) | 6,600 | (46) | 6,800 | (161) | 19.7 | (0.59) | 2,790 | (67) | 39.9 | (0.82) | 2,490 | (118) | 15.3 | (0.99) | 1,520 | (85) | 13.4 | (0.58) |
| 300 to 499 ...... | 3,730 | (41) | 3,010 | (30) | 2,930 | (62) | 8.5 | (0.36) | 1,480 | (47) | 21.2 | (0.63) | 950 | (44) | 5.8 | (0.56) | 500 | (17) | 4.4 | (0.22) |
| 500 to 749 ....... | 1,530 | (3) | 1,280 | (t) | 1,500 | (103) | 4.3 | (0.31) | 650 | (42) | 9.3 | (0.60) | 610 | (94) | 3.7 | (0.59) | 240 | (4) | 2.1 | (0.08) |
| 750 or more ..... | 870 | (20) | 850 | (7) | 880 | (7) | 2.5 | (0.07) | 330 | (t) | 4.7 | (0.08) | 320 | (5) | 2.0 | (0.11) | 230 | (4) | 2.0 | (0.08) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ............... | - | ( $\dagger$ ) | 10,810 | (171) | 11,480 | (398) | 33.2 | (1.04) | 2,880 | (107) | 41.2 | (0.94) | 4,550 | (205) | 28.0 | (1.56) | 4,040 | (277) | 35.7 | (1.71) |
| Suburban ...... | - | ( $\dagger$ ) | 11,610 | (176) | 12,660 | (273) | 36.6 | (1.06) | 2,690 | (52) | 38.4 | (1.12) | 4,600 | (149) | 28.3 | (1.43) | 5,370 | (199) | 47.5 | (1.54) |
| Town ............... | - | (t) | 3,340 | (154) | 2,900 | (216) | 8.4 | (0.60) | 830 | (8) | 11.9 | (0.23) | 1,630 | (213) | 10.0 | (1.20) | 430 | (36) | 3.8 | (0.30) |
| Rural .................... | - | (t) | 7,610 | (799) | 7,540 | (725) | 21.8 | (1.64) | 600 | (55) | 8.6 | (0.69) | 5,480 | (705) | 33.7 | (2.79) | 1,460 | (150) | 12.9 | (1.14) |

## -Not available.

## $\dagger$ Not applicable.

${ }^{1}$ Includes students in prekindergarten through grade 12 in schools that offer kindergarten or higher grade.
${ }^{2}$ Elementary schools have grade 6 or lower and no grade higher than 8 . Secondary schools have no grade lower than 7 . Combined schools include those that have grades lower than 7 and higher than 8 , as well as those that do not classify students by grade level.
${ }^{3}$ Race/ethnicity was not collected for prekindergarten students (846,900 in fall 2015). Per centage distribution is based on the students for whom race/ethnicity was reported.

For 1999, Pacific Islander students are included under Asian. Prior to 2009, data were not collected on Pacific Islander students as a separate category.
${ }^{5}$ Reported in full-time equivalents (FTE). Excludes teachers who teach only prekindergaren students.
NOTE: Tabulation includes schools that offer kindergarten or higher grade. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1999-2000, 2009-10, and 2015-16. (This table was prepared June 2017.)

Table 205.50. Private elementary and secondary enrollment, number of schools, and average tuition, by school level, orientation, and tuition: Selected years, 1999-2000 through 2011-12

| School orientation and tuition | Kindergarten through 12th-grade enrollment ${ }^{1}$ |  |  |  |  |  |  |  | Total schools |  | Average tuition charged ${ }^{2}$ (in current dollars) |  |  |  |  |  |  |  | Average tuition charged ${ }^{2}$ (in constant 2015-16 dollars ${ }^{3}$ ), total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Elementary |  | Secondary |  | Combined |  |  |  | Total |  | Elementary |  | Secondary |  | Combined |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| 1999-2000 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 5,262,850 | $(131,001)$ | 2,920,680 | $(55,057)$ | 818,920 | $(34,102)$ | 1,523,240 | $(88,816)$ | 27,220 | (239) | \$4,980 | (157) | \$3,740 | (249) | \$6,080 | (175) | \$6,760 | (261) | \$7,010 | (221) |
| Catholic | 2,548,710 | $(23,352)$ | 1,810,330 | $(18,134)$ | 616,200 | $(25,935)$ | 122,190 | $(15,613)$ | 8,100 | (24) | 3,340 | (57) | 2,600 | (47) | 4,830 | (92) | 6,890 | (690) | 4,700 | (80) |
| Other religious | 1,871,850 | $(86,782)$ | 831,060 | $(41,035)$ | 115,010 | $(10,981)$ | 925,780 | $(66,926)$ | 13,270 | (237) | 4,440 | (153) | 4,070 | (130) | 6,400 | (456) | 4,520 | (280) | 6,250 | (216) |
| Nonsectarian .......................... | 842,290 | $(61,373)$ | 279,290 | $(28,987)$ | 87,720 | $(11,774)$ | 475,270 | $(43,377)$ | 5,850 | (76) | 11,120 | (775) | 10,130 | $(1,921)$ | 14,450 | $(1,461)$ | 11,090 | (801) | 15,650 | $(1,090)$ |
| 2003-04 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 5,059,450 | $(104,287)$ | 2,675,960 | $(55,714)$ | 832,320 | $(54,051)$ | 1,551,170 | $(82,059)$ | 28,380 | (262) | \$6,600 | (145) | \$5,050 | (120) | \$8,410 | (433) | \$8,300 | (290) | \$8,450 | (185) |
| Catholic . | 2,320,040 | $(49,156)$ | 1,645,680 | $(41,231)$ | 584,250 | $(32,236)$ | 90,110 | $(14,746)$ | 7,920 | (35) | 4,250 | (96) | 3,530 | (106) | 6,050 | (131) | 5,800 | (883) | 5,440 | (123) |
| Other religious ... | 1,746,460 | $(63,090)$ | 714,860 | $(28,935)$ | 107,980 ! | $(33,776)$ | 923,630 | $(48,379)$ | 13,660 | (203) | 5,840 | (144) | 5,400 | (161) | 9,540 | (963) | 5,750 | (230) | 7,480 | (184) |
| Nonsectarian .......................... | 992,940 | $(71,519)$ | 315,430 | $(30,820)$ | 140,080 | $(27,556)$ | 537,440 | $(59,332)$ | 6,810 | (136) | 13,420 | (379) | 12,170 | (468) | 17,410 | $(1,988)$ | 13,110 | (480) | 17,180 | (485) |
| 2007-08 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 5,165,280 | (104,435) | 2,462,980 | $(58,830)$ | 850,750 | $(38,553)$ | 1,851,550 | $(91,348)$ | 28,220 | (328) | \$8,550 | (176) | \$6,730 | (181) | \$10,550 | (356) | \$10,050 | (372) | \$9,620 | (198) |
| Less than \$3,500 | 1,122,300 | $(50,988)$ | 750,020 | $(35,402)$ | $\ddagger$ | ( $\dagger$ | 342,100 | $(35,615)$ | 10,030 | (344) | 2,710 | (61) | 2,900 | (54) | $\ddagger$ | ( $\dagger$ ) | 2,350 | (134) | 3,050 | (68) |
| \$3,500 to \$5,999 .................... | 1,790,410 | $(77,850)$ | 1,066,750 | $(45,444)$ | 143,510 | $(19,815)$ | 580,150 | $(53,528)$ | 9,110 | (341) | 5,210 | (42) | 5,220 | (49) | 5,080 | (80) | 5,210 | (89) | 5,860 | (47) |
| \$6,000 to \$9,999 .................... | 1,155,290 | $(60,342)$ | 366,470 | $(37,396)$ | 455,840 | $(33,376)$ | 332,980 | $(36,574)$ | 4,460 | (232) | 8,260 | (101) | 9,230 | (287) | 7,660 | (105) | 8,030 | (192) | 9,300 | (113) |
| \$10,000 to \$14,999 ................. | 503,380 | $(45,776)$ | 169,970 | $(26,731)$ | $\pm$ | ( $\dagger$ | 237,850 | $(37,089)$ | 1,980 | (154) | 13,640 | (319) | 15,730 | (696) | $\pm$ | (t) | 12,910 | (318) | 15,350 | (360) |
| \$15,000 or more ..................... | 593,900 | $(50,049)$ | 109,770 | $(19,266)$ | 125,660 | $(15,623)$ | 358,470 | $(43,060)$ | 2,650 | (187) | 25,890 | (768) | 25,360 | $(1,940)$ | 28,400 | $(1,327)$ | 25,180 | $(1,061)$ | 29,140 | (864) |
| Catholic. | 2,224,470 | $(49,385)$ | 1,457,960 | $(32,114)$ | 620,840 | $(32,581)$ | 145,680 | $(25,445)$ | 7,400 | (34) | 6,020 | (180) | 4,940 | (212) | 7,830 | (232) | 9,070 | (964) | 6,780 | (203) |
| Less than \$3,500 .... | 619,410 | $(37,867)$ | 571,560 | $(34,303)$ | $\ddagger$ | (t) | $\ddagger$ | (t) | 2,810 | (132) | 2,980 | (55) | 3,010 | (57) | $\ddagger$ | (t) | $\ddagger$ | (t) | 3,350 | (61) |
| \$3,500 to \$5,999 ............................. | 826,120 | $(37,974)$ | 683,980 | $(32,576)$ | 111,770 | $(16,043)$ | $\ddagger$ | (t) | 3,040 | (131) | 4,900 | (49) | 4,860 | (57) | 5,150 | (80) | $\ddagger$ | (t) | 5,520 | (55) |
| \$6,000 to \$9,999 .............................. | 607,980 | $(49,329)$ | 165,120 | $(28,123)$ | 395,900 | $(30,158)$ |  | (t) | 1,170 | (102) | 7,680 | (116) | 7,790 | (240) | 7,650 | (117) | $\ddagger$ | (t) | 8,640 | (131) |
| \$10,000 to \$14,999 ............... | $\ddagger$ | (t) | $\ddagger$ |  | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| \$15,000 or more .................. | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | (t) | $\pm$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Other religious ........... | 1,975,980 | $(81,216)$ | 709,730 | $(36,666)$ | 128,550 | $(15,136)$ | 1,137,700 | $(75,038)$ | 13,950 | (282) | 7,120 | (237) | 6,580 | (241) | 10,490 | $(1,336)$ | 7,070 | (359) | 8,010 | (267) |
| Less than \$3,500 ................ | 430,010 | $(31,875)$ | 172,660 | $(14,154)$ | $\ddagger$ | (t) | 252,490 | $(29,920)$ | 6,180 | (291) | 2,520 | (106) | 2,550 | (167) | $\ddagger$ | (t) | 2,510 | (133) | 2,840 | (119) |
| \$3,500 to \$5,999 .................. | 860,370 | $(59,588)$ | 340,150 | $(27,800)$ | $\ddagger$ | ( $\dagger$ ) | 489,390 | $(49,116)$ | 5,030 | (257) | 5,370 | (75) | 5,570 | (111) | $\ddagger$ | ( $\dagger$ ) | 5,270 | (101) | 6,040 | (84) |
| \$6,000 to \$9,999 ................. | 384,850 | $(39,687)$ | 103,280 | $(15,561)$ | 57,150 | $(10,809)$ | 224,420 | $(33,273)$ | 1,640 | (137) | 8,050 | (155) | 8,810 | (430) | 7,680 | (188) | 7,790 | (164) | 9,060 | (175) |
| \$10,000 to \$14,999 ............... | 167,770 | $(25,960)$ | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 620 | (83) | 13,230 | (401) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 14,890 | (451) |
| \$15,000 or more .................. | 132,980 | $(24,657)$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 480 | (91) | 22,880 | $(1,053)$ | $\pm$ | (t) | + | (t) | $\pm$ | (t) | 25,750 | $(1,186)$ |
| Nonsectarian ............ | 964,830 | $(55,074)$ | 295,280 | $(25,191)$ | 101,370 | $(12,739)$ | 568,180 | $(48,321)$ | 6,860 | (119) | 17,320 | (555) | 15,940 | (702) | 27,300 | $(1,506)$ | 16,250 | (795) | 19,490 | (625) |
| Less than \$3,500 ............... | 72,890 | $(10,998)$ |  |  | $\ddagger$ | ( $\dagger$ ) | 59,910 | $(10,584)$ | 1,030 | (125) | 1,610 | (387) | $\ddagger$ | (t) | $\ddagger$ | (t) | 1,640 | (467) | 1,810 | (435) |
| \$3,500 to \$5,999 ................. | 103,930 | $(18,494)$ | 42,610 | $(7,809)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 1,040 | (143) | 6,290 | (352) | 8,090 | (687) | $\ddagger$ | (t) | $\ddagger$ | (t) | 7,080 | (396) |
| \$6,000 to \$9,999 ................ | 162,450 | $(24,872)$ | 98,070 | $(16,434)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 1,650 | (168) | 10,960 | (530) | 12,110 | (792) | $\ddagger$ | (t) | $\ddagger$ | (t) | 12,340 | (597) |
| \$10,000 to \$14,999 .............. | 208,670 | $(29,194)$ | 77,450 | $(15,769)$ | $\ddagger$ | ( $\dagger$ ) | 126,610 | $(25,784)$ | 1,150 | (124) | 14,890 | (567) | 17,750 | $(1,501)$ | $\ddagger$ | ( $\dagger$ ) | 13,230 | (336) | 16,760 | (639) |
| \$15,000 or more ................. | 416,900 | $(39,779)$ | 71,360 | $(14,776)$ | 85,870 | $(13,205)$ | 259,670 | $(38,826)$ | 2,000 | (157) | 26,500 | (943) | 25,010 | $(1,422)$ | 31,220 | $(1,647)$ | 25,350 | $(1,334)$ | 29,830 | $(1,062)$ |
| 2011-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ........................... | 4,479,530 | (105,651) | 2,133,810 | $(59,964)$ | 731,620 | $(53,646)$ | 1,614,100 | $(98,602)$ | 26,230 | (541) | \$10,740 | (316) | \$7,770 | (211) | \$13,030 | (727) | \$13,640 | (753) | \$11,250 | (330) |
| Less than \$3,500 ................... | 618,710 | $(45,753)$ | 404,700 | $(36,956)$ | 42,580 ! | $(13,642)$ | 171,430 | $(23,140)$ | 7,950 | (581) | 2,190 | (112) | 2,410 | (139) | 1,370 | (392) | 1,870 | (182) | 2,290 | (117) |
| \$3,500 to \$5,999 .................... | 1,351,550 | $(64,739)$ | 946,810 | $(56,403)$ | $\ddagger$ | ( $\dagger$ ) | 364,520 | $(30,056)$ | 7,800 | (326) | 5,300 | (58) | 5,350 | (67) | $\ddagger$ | (t) | 5,250 | (118) | 5,550 | (61) |
| \$6,000 to \$9,999 .................... | 1,167,820 | $(80,517)$ | 467,040 | $(41,842)$ | 275,980 | $(29,528)$ | 424,800 | $(62,852)$ | 5,070 | (279) | 8,560 | (124) | 9,090 | (230) | 7,980 | (172) | 8,360 | (251) | 8,960 | (129) |
| \$10,000 to \$14,999 ................... | 534,560 | $(45,926)$ | 143,500 | $(18,976)$ | 208,750 | $(38,977)$ | 182,310 | $(36,985)$ | 1,840 | (150) | 13,400 | (207) | 15,050 | (454) | 11,960 | (225) | 13,750 | (348) | 14,030 | (217) |
| \$15,000 or more ..................... | 806,880 | $(69,846)$ | 171,760 | $(25,237)$ | 164,090 | $(32,298)$ | 471,040 | $(65,345)$ | 3,570 | (194) | 27,820 | (951) | 24,020 | (960) | 28,000 | $(2,487)$ | 29,140 | $(1,274)$ | 29,130 | (996) |
| Catholic .............................. | 1,892,480 | $(59,899)$ | 1,244,480 | $(36,762)$ | 511,870 | $(43,761)$ | 136,130 | $(19,283)$ | 6,760 | (39) | 6,890 | (185) | 5,330 | (128) | 9,790 | (405) | 10,230 | $(1,230)$ | 7,210 | (193) |
| Less than \$3,500 ............... | 307,610 | $(35,036)$ | 259,330 | $(33,704)$ | $\ddagger$ | (t) | $\ddagger$ | (t) | 1,730 | (170) | 2,580 | (123) | 2,690 | (122) | $\ddagger$ | (t) | $\ddagger$ | (t) | 2,700 | (129) |
| \$3,500 to \$5,999 ................ | 781,420 | $(53,974)$ | 716,630 | $(50,260)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 3,070 | (187) | 5,110 | (68) | 5,120 | (72) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 5,350 | (71) |
| \$6,000 to \$9,999 ................ | 516,660 | $(48,765)$ | 243,570 | $(35,924)$ | 234,460 | $(29,418)$ | $\ddagger$ | ( $\dagger$ ) | 1,320 | (126) | 7,850 | (139) | 7,820 | (210) | 7,970 | (199) | $\ddagger$ | (t) | 8,220 | (145) |
| \$10,000 to \$14,999 .............. | 221,150 | $(36,032)$ | $\ddagger$ | (t) | 177,560 | $(34,919)$ | , | (t) | 440 | (68) | 12,290 | (240) | $\ddagger$ | (t) | 12,020 | (252) | $\pm$ | (t) | 12,870 | (251) |
| \$15,000 or more ................. |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | , | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) |  | (t) | $\ddagger$ | (t) |  | ( $\dagger$ |

See notes at end of table.

Table 205.50. Private elementary and secondary enrollment, number of schools, and average tuition, by school level, orientation, and tuition: Selected years, 1999-2000 through 2011-12-Continued [Standard errors appear in parentheses]

| School orientation and tuition | Kindergarten through 12th-grade enrollment ${ }^{1}$ |  |  |  |  |  |  |  | Total schools |  | Average tuition charged ${ }^{2}$ (in current dollars) |  |  |  |  |  |  |  | Average tuition charged ${ }^{2}$ (in constant 2015-16 dollars ${ }^{3}$, total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Elementary |  |  | Secondary |  | Combined |  |  |  | Total | Elementary |  | Secondary |  | Combined |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Other religious | 1,604,900 | $(84,424)$ | 609,930 | $(38,479)$ | 116,660 | $(31,187)$ | 878,320 | $(77,923)$ | 13,040 | (550) | 8,690 | (397) | 7,960 | (447) | 16,520 | $(2,288)$ | 8,160 | (518) | 9,100 | (416) |
| Less than \$3,500 ...... | 243,840 | $(25,511)$ | 136,240 | $(19,015)$ | $\pm$ | (t) | 103,980 | $(13,231)$ | 5,190 | (518) | 2,090 | (156) | 1,860 | (245) | $\ddagger$ | (t) | 2,440 | (169) | 2,190 | (164) |
| \$3,500 to \$5,999 ........... | 507,660 | $(38,017)$ | 214,270 | $(23,446)$ | $\ddagger$ | ( $\dagger$ ) | 286,370 | $(28,337)$ | 4,280 | (259) | 5,540 | (101) | 5,980 | (183) | $\ddagger$ | ( $\dagger$ ) | 5,220 | (123) | 5,800 | (106) |
| \$6,000 to \$9,999 ..................... | 532,720 | $(61,948)$ | 144,110 | $(26,978)$ | 40,740 | $(7,928)$ | 347,870 | $(59,370)$ | 2,220 | (228) | 8,460 | (186) | 9,010 | (269) | 8,030 | (196) | 8,280 | (260) | 8,860 | (195) |
| \$10,000 to \$14,999 .............. | 165,130 | $(32,486)$ | $\ddagger$ | (t) | + | ( $\dagger$ ) | $\ddagger$ | (t) | 630 | (89) | 13,490 | (359) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 14,120 | (376) |
| \$15,000 or more ................. | 155,550 | $(33,317)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | 720 | (126) | 25,000 | $(2,243)$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 26,180 | $(2,349)$ |
| Nonsectarian ............. | 982,140 | $(67,032)$ | 279,400 | $(21,508)$ | 103,090 | $(19,049)$ | 599,650 | $(61,512)$ | 6,430 | (68) | 21,510 | $(1,018)$ | 18,170 | (906) | 25,180 | $(2,907)$ | 22,440 | $(1,503)$ | 22,520 | $(1,066)$ |
| Less than \$3,500 ................ | 67,260 | $(15,092)$ | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | 47,370 ! | $(14,470)$ | 1,040 | (140) | 740 ! | (285) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 490 ! | (244) | 770 ! | (299) |
| \$3,500 to \$5,999 ................. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| \$6,000 to \$9,999 ................ | 118,440 | $(21,597)$ | 79,370 | $(7,976)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 1,530 | (119) | 12,130 | (628) | 13,140 | (683) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 12,700 | (658) |
| \$10,000 to \$14,999 .............. | 148,280 | $(33,642)$ | 59,130 | $(11,788)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 770 | (106) | 14,950 | (418) | 15,960 | (908) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 15,650 | (438) |
| \$15,000 or more .................. | 585,680 | $(66,696)$ | 115,850 | $(20,781)$ | 74,630 | $(16,406)$ | 395,200 | $(61,972)$ | 2,640 | (165) | 29,160 | $(1,092)$ | 25,490 | $(1,219)$ | 32,120 | $(3,206)$ | 29,670 | $(1,368)$ | 30,530 | $(1,143)$ |

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Only includes kindergarten students who attend schools that offer first or higher grade.
Each school reports the highest annual tuition charged for a full-time student; this amount does not take into account discounts ${ }^{3}$ Constant dollars based on the Coive. This amount is weighted by the number of students enrolled in each school and averaged. Labor, adjusted to a school-year basis.

NOTE: Excludes schools not offering first or higher grade. Elementary schools have grade 6 or lower and no grade higher than 8. Secondary schools have no grade lower than 7. Combined schools include those that have grades lower than 7 and higher than 8 , as well as those that do not classify students by grade level. Excludes prekindergarten students. Includes a small percentage of schools reporting tuition of 0 ; these private schools are often under contract to public school districts to provide special education services. Detail may not sum to totals because of rounding and cell suppression. Some data have been revised SOURCE: U.S. Department vate School Data File," 1999-2000, 2003-04, 2007-08, and 2011-12. (This table was prepared in September 2016.)

Table 205.80. Private elementary and secondary schools, enrollment, teachers, and high school graduates, by state: Selected years, 2005 through 2015
[Standard errors appear in parentheses]

| State | Schools, fall 2015 |  | Enrollment in prekindergarten through grade 12 |  |  |  |  |  |  |  |  |  |  |  | Teachers, ${ }^{1}$ fall 2015 |  | High school graduates,2014-15 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Fall 2005 |  | Fall 2007 |  | Fall 2009 |  | Fall 2011 |  | Fall 2013 |  | Fall 2015 |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| United States | 34,580 | (953) | 6,073,240 | $(42,446)$ | 5,910,210 | $(28,363)$ | 5,488,490 | $(35,857)$ | 5,268,090 | $(24,908)$ | 5,395,740 | $(50,342)$ | 5,750,520 | $(85,729)$ | 481,560 | $(7,265)$ | 343,250 | $(6,331)$ |
| Alabama | 350 | ( $)$ | 92,280 | $(5,892)$ | 83,840 | (103) | 95,570 | $(11,745)$ | 81,070 | (49) | 76,400 | (295) | 75,070 | ( $\dagger$ ) | 5,870 | (t) | 4,710 | ( $\dagger$ ) |
| Alaska | 50 | (t) | 7,500 | $(1,028)$ | 4,990 | (t) | 7,510! | $(2,740)$ | 5,170 | (t) | 5,080 | (t) | 5,540 | (t) | 480 | (t) | २2० | ( $\dagger$ ) |
| Arizona | 320 | (t) | 66,840 | ( $\dagger$ ) | 64,910 | (t) | 55,390 | (t) | 53,120 | (229) | 55,070 | (t) | 56,610 | (t) | 4,110 | (t) | 3,030 | ( $\dagger$ ) |
| Arkansas | 330 ! | (134) | 35,390 | $(5,858)$ | 40,120 | $(11,961)$ | 28,900 | $(1,371)$ | 29,930 | $(1,245)$ | 30,340 | $(1,496)$ | 37,930 | $(6,108)$ | 3,670 | $(1,019)$ | 1,800 | (134) |
| California | 3,420 | (58) | 737,490 | $(15,529)$ | 703,810 | $(6,129)$ | 623,150 | $(4,185)$ | 608,070 | (6) | 596,160 | $(3,500)$ | 627,170 | $(10,231)$ | 49,520 | $(1,001)$ | 36,930 | (544) |
| Colorado | 600 ! | (183) | 70,770 | $(1,160)$ | 64,740 | ( + | 63,720 | $(3,486)$ | 61,140 | (148) | 60,690 | $(4,498)$ | 68,140 | $(9,589)$ | 5,680 | $(1,172)$ | 2,790 | ( $\dagger$ ) |
| Connecticut | 420 | (61) | 76,220 | $(1,619)$ | 85,150 | $(9,241)$ | 72,540 | (464) | 66,320 | (142) | 72,770 | $(8,293)$ | 66,710 | $(2,671)$ | 7,770 | (410) | 7,140 | (632) |
| Delaware | 100 | (t) | 29,830 | ( $\dagger$ ) | 32,520 | $(2,701)$ | 26,640 | (t) | 25,090 | (t) | 23,640 | (t) | 19,660 | (t) | 1,650 | (t) | 1,180 | ( $\dagger$ |
| District of Columbia | $90!$ | (31) | 19,880 | ( $\dagger$ ) | 19,640 | (t) | 17,810 | (t) | 16,950 | (t) | 19,790 | (27) | 17,110 | $(1,939)$ | 2,050 | (285) | 1,500 | (16) |
| Florida | 2,200 | (69) | 396,790 | $(7,429)$ | 391,660 | $(6,123)$ | 343,990 | $(1,023)$ | 340,960 | (230) | 372,790 | $(2,812)$ | 389,310 | (207) | 30,520 | (6) | २2,770 | ( $\dagger$ |
| Georgia | 1,220 | (308) | 152,600 | $(10,394)$ | 157,430 | $(9,185)$ | 150,300 | $(6,251)$ | 138,080 | (t) | 150,360 | $(2,250)$ | 189,630 | $(27,662)$ | 19,930 | (3,7२2) | 11,630 | (1,556) |
| Hawaii | 140 | (11) | 32,810 | ( $\dagger$ ) | 37,300 | (290) | 37,130 | (t) | 37,530 | (t) | 33,820 | (32) | 45,600 | $(7,730)$ | 3,730 | (662) | 3,510 | (660) |
| Idaho | 260 ! | (113) | 15,320 | $(2,518)$ | 24,700! | $(11,608)$ | 18,680 | $(4,814)$ | 13,670 | (193) | 18,580 | $(3,090)$ | 20,230 | $(3,947)$ | 1,420 | (229) | 640 | ( $\dagger$ ) |
| Illinois | 1,500 | (51) | 317,940 | $(4,263)$ | 312,270 | $(6,638)$ | 289,720 | $(9,237)$ | 271,030 | $(1,289)$ | 281,360 | $(6,026)$ | 280,440 | $(19,662)$ | 19,600 | (922) | 16,800 | (132) |
| Indiana | 1,660! | (678) | 139,370 | $(17,870)$ | 119,910 | $(2,284)$ | 120,770 | $(5,919)$ | 129,120 | $(12,177)$ | 121,230 | $(3,928)$ | 171,570 | $(4,510)$ | 11,940 | (774) | 7,130 | $(1,024)$ |
| lowa | 510 ! | (180) | ,960 | $(8,311)$ | 820 | ( $\dagger$ ) | 45,160 | (t) | 3,840 | $(14,665)$ | 56,150 | $(9,338)$ | 70,870 | $(16,178)$ | 5,120 | (999) | 2,580 | (20) |
| Kansas | 210 | (t) | 47,130 | $(1,654)$ | 47,780 | $(2,414)$ | 44,680 | $(1,668)$ | 43,100 | $(1,640)$ | 41,520 | $(3,286)$ | 42,270 | (t) | 3,210 | (t) | 2,550 | ( $\dagger$ ) |
| Kentucky | 330 | (t) | 78,880 | $(1,228)$ | 76,140 | $(2,074)$ | 70,590 | $(2,132)$ | 69,410 | (12) | 74,750 | $(4,226)$ | 70,090 | (t) | 5,670 | (t) | 4,520 | ( $\dagger$ ) |
| Louisiana .. | 580 | (150) | 138,270 | (525) | 137,460 | (t) | 147,040 | $(9,890)$ | 125,720 | (108) | 129,720 | $(2,606)$ | 166,560 | $(33,949)$ | 12,640 | $(2,721)$ | 11,420! | $(3,620)$ |
| Maine . | 140 | (t) | 20,680 | (337) | 21,260 | (143) | 18,310 | (t) | 18,350 | (t) | 18,380 | (272) | 18,600 | ( $\dagger$ ) | 2,020 | (t) | 2,700 | 0 |
| Maryland ... | 760 | (18) | 170,350 | $(4,201)$ | 165,760 | $(1,160)$ | 145,690 | (160) | 137,450 | (564) | 143,530 | $(2,030)$ | 142,630 | $(3,549)$ | 13,810 | (21) | 9,130 | ( $\dagger$ ) |
| Massachusetts | 760 | (43) | 157,770 | $(3,273)$ | 151,640 | $(2,516)$ | 137,110 | $(1,169)$ | 130,940 | $(1,596)$ | 134,560 | (943) | 123,230 | (865) | 14,440 | (242) | 9,270 | ( $\dagger$ ) |
| Michigan . | 890 | (120) | 166,950 | (407) | 159,100 | $(2,047)$ | 153,230 | $(5,828)$ | 135,580 | (544) | 141,590 | $(6,240)$ | 172,130 | $(34,196)$ | 13,550 | $(3,271)$ | 10,960 | $(2,377)$ |
| Minnesota | 470 | (t) | 104,730 | $(3,467)$ | 101,740 | $(3,903)$ | 89,530 | (t) | 87,620 | (t) | 85,260 | (t) | 75,630 | (t) | 5,860 | (t) | 4,430 | ( $\dagger$ |
| Mississippi | 180 | (t) | 57,930 | $(4,104)$ | 55,270 | (t) | 54,650 | $(2,458)$ | 52,060 | (t) | 50,330 | $(3,33)$ | 43,580 | ( $)$ | 3,530 | (t) | 2,700 | ( $\dagger$ |
| ssouri | 870 | (173) | 137,810 | $(10,580)$ | 125,610 | $(3,685)$ | 117,970 | $(2,065)$ | 130,130 | $(8,715)$ | 139,570 | $(25,980)$ | 125,290 | (8,723) | 10,340 | (935) | 8,540 | (811) |
| Montana | 120 | (t) | $\ddagger$ |  | 15,030 ! | $(5,465)$ | 10,390 | $(1,221)$ | 10,550 | (t) | 10,560 | (521) | 11,690 | (t) | 980 | (t) | 400 | ( $\dagger$ ) |
| Nebraska | 350 ! | (133) | 42,420 | ( $\dagger$ ) | 40,320 | ( $)$ | 39,040 | (t) | 40,750 | (t) | 42,300 | (t) | 48,960 | $(5,442)$ | 3,120 | (133) | 2,460 | ( $\dagger$ ) |
| Nevada | 150 | (t) | 29,120 | (t) | 29,820 | $(2,009)$ | 25,060 | (t) | 26,130 | (t) | 21,980 | (t) | 23,910 | (t) | 1,540 | (t) | 1,240 | ( + |
| New Hampshire | 260 | (t) | 33,220 | ( $\dagger$ ) | 30,920 | (t) | 26,470 | (t) | 27,350 | (t) | 26,700 | (t) | 25,330 | (t) | 2,670 | (t) | 2,430 | ( $\dagger$ |
| New Jersey | 1,270 | (97) | 256,160 | $(8,439)$ | 253,250 | $(5,016)$ | 232,020 | $(16,536)$ | 210,220 | $(1,211)$ | 211,150 | $(4,607)$ | 213,170 | $(13,684)$ | 19,170 | $(1,154)$ | 14,320 | (836) |
| New Mexico .. | 170 | (t) | 25,030 | (141) | 27,290 | $(1,388)$ | 23,730 | (507) | 22,680 | (10) | 21,750 | (t) | 22,230 | (t) | 2,010 | (t) | 1,440 | ( $\dagger$ |
| New York ........ | 1,940 | (88) | 510,750 | $(3,596)$ | 518,850 | $(7,196)$ | 486,310 | $(5,211)$ | 487,810 | $(19,574)$ | 452,380 | (901) | 520,660 | $(16,620)$ | 46,140 | $(1,834)$ | 35,600 | $(3,485)$ |
| North Carolina . | 650 | (t) | 117,280 | $(11,681)$ | 121,660 | $(2,226)$ | 110,740 | $(1,851)$ | 119,070 | (t) | 118,090 | (492) | 124,030 | (t) | 11,830 | (t) | 7,490 | ( $\dagger$ ) |
| North Dakota ..... | 50 | (t) | 7,290 | ( $\dagger$ ) | 7,430 | (t) | 7,750 | (t) | 7,770 | (t) | 8,290 | (t) | 7,830 | ( $\dagger$ ) | 630 | (t) | 370 | ( $\dagger$ |
| Ohio | 1,360 | (133) | 254,530 | $(9,821)$ | 239,520 | (2,741) | 246,250 | $(24,214)$ | 213,990 | $(3,419)$ | 238,620 | $(19,487)$ | 255,690 | $(40,837)$ | 18,380 | $(2,652)$ | 12,920 | ( $\dagger$ |
| Oklahoma . | 180 | (27) | 35,350 | $(1,194)$ | 40,320 | $(5,032)$ | 34,000 | (716) | 35,750 | (847) | 32,740 | ( $\dagger$ ) | 32,160 | $(1,061)$ | 2,740 | (53) | 1,570 | (212) |
| Oregon ......... | 410 | (t) | 69,620 | $(14,139)$ | 66,260 | $(5,188)$ | 56,820 | $(3,502)$ | 53,200 | ( $\dagger$ ) | 58,830 | $(3,109)$ | 57,310 | (t) | 4,210 | (t) | 3,470 | ( $\dagger$ ) |
| Pennsylvania . | 2,740 | (221) | 332,740 | $(3,918)$ | 324,020 | $(6,253)$ | 301,640 | $(5,036)$ | 276,300 | $(3,668)$ | 253,800 | (756) | 315,830 | $(38,974)$ | 26,350 | $(3,070)$ | 19,640 | $(3,078)$ |
| Rhode Island .... | 130 | (19) | 30,600 | ( $\dagger$ ) | 28,260 | $(1,096)$ | 24,940 | (t) | 25,420 | (t) | 22,180 | (t) | 20,620 | $(2,711)$ | 1,900 | (218) | 1,460 | ( $\dagger$ |
| South Carolina ... | 370 | (t) | 70,240 | $(1,797)$ | 1,430 | $(1,043)$ | 62,320 | (311) | 60,890 | (t) | 65,350 | $(4,447)$ | 62,830 | (t) | 5,310 | (t) | 3,130 | ( $\dagger$ ) |
| South Dakota | 70 | (t) | 12,700 | ( $\dagger$ ) | 12,280 | (t) | 11,470 | (t) | 12,490 | (t) | 9,950 | ( $\dagger$ ) | 10,740 | (t) | 830 | (t) | 380 | ( $\dagger$ ) |
| Tennessee .. | 500 | (t) | 105,240 | $(2,531)$ | 117,540 | $(12,851)$ | 98,310 | $(4,176)$ | 92,430 | (34) | 93,990 | $(3,210)$ | 91,950 | (t) | 8,730 | (t) | 6,040 | ( $\dagger$ ) |
| Texas. | 2,400 | (373) | 304,170 | $(20,453)$ | 296,540 | $(4,132)$ | 313,360 | $(11,968)$ | 285,320 | $(2,046)$ | 312,640 | $(5,896)$ | 351,270 | $(26,334)$ | 30,430 | $(1,644)$ | 16,540 | (851) |
| Utah .... | 160 | (t) | 21,220 |  | 20,860 | (t) | 21,990 | $(1,558)$ | 18,660 | (55) | 23,310 | (t) | 21,140 | ( $\dagger$ ) | 1,800 | (t) | 1,490 | (t) |
| Vermont .. | 110 | (t) | 11,530 | (t) | 12,600 | (232) | 10,350 | (t) | 9,030 | (t) | 8,890 | (t) | 10,040 | (t) | 1,280 | (t) | 1,080 | ( $\dagger$ ) |
| Virginia ........ | 950 | (119) | 155,220 | $(14,290)$ | 143,140 | $(7,988)$ | 128,140 | $(2,581)$ | 123,780 | (82) | 131,330 | $(1,828)$ | 140,350 | $(12,832)$ | 12,850 | (921) | 7,150 | ( $\dagger$ ) |
| Washington ...... | 640 | (24) | 119,640 | $(13,187)$ | 104,070 | $(3,554)$ | 94,340 | (625) | 93,630 | (234) | 119,730 | $(17,349)$ | 100,140 | (479) | 7,680 | (48) | 5,650 | ( $\dagger$ ) |
| West Virginia ... | 130 | (t) | 16,120 | (t) | 14,980 | (t) | 13,860 | (t) | 13,430 | (1) | 14,350 | (t) | 14,780 | (t) | 1,330 | (t) | 850 | ( $\dagger$ ) |
| Wisconsin .... | 1,050 | (114) | 142,280 | (137) | 138,290 | $(1,597)$ | 130,510 | (t) | 127,250 | (t) | 160,650 | $(32,980)$ | 144,020 | $(11,405)$ | 11,310 | $(1,128)$ | 5,540 | ( $\dagger$ |
| Wyoming .................... | 40 | (t) | 2,310 | (t) | 2,930 | (t) | 2,910 | (t) | 2,740 | (t) | 2,780 | (t) | 2,240 | ( $\dagger$ ) | २२० | (t) | 30 | ( $\dagger$ ) |

## Not applicable

Interpret data with caution. The coefficient of variation (CVV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 per cent or greater.
${ }^{1}$ Reported in full-time equivalents (FTE). Excludes teachers who teach only prekindergarten students

NOTE: Includes special education, vocational/technical education, and alternative schools. Tabulation includes schools that offer kindergarten or higher grade. Includes enrollment of students in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2005-06 through 2015-16. (This table was prepared June 2017.)

Table 206.10. Number and percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through 12 th grade, by selected child, parent, and household characteristics: 2003, 2007, and 2012
[Standard errors appear in parentheses]


Table 206.20. Percentage distribution of students ages 5 through 17 attending kindergarten through 12th grade, by school type or participation in homeschooling and selected child, parent, and household characteristics: 1999, 2003, and 2007
[Standard errors appear in parentheses]


## -Not available.

†Not applicable.
fReporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater
${ }^{1}$ 'Excludes students who were enrolled in school for more than 25 hours a week; also excluded in 1999 and 2003 are students who were homeschooled only due to a temporary illness and, in 2007, students who were homeschooled primarily due to a temporary iliness.
${ }^{2}$ Students whose grade equivalent was "ungraded" were excluded from the grade analysis. The percentage of students with an "ungraded" grade equivalent was 0.03 percent in 1999 and 0.02 percent in 2003 and 2007
NOTE: Data are based on parent reports. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey (Parent:1999) and Parent and Family Involvement in Education Survey (PFI:2003 and PFI:2007) of the National Household Education Surveys Program. (This table was prepared July 2010.)

Table 206.30. Percentage of students enrolled in grades 1 through 12, by public school type and charter status, private school type, and selected child and household characteristics: 2012
[Standard errors appear in parentheses]

| Selected child or household characteristic and public school type | Total |  | Public school, total |  | Public school type ${ }^{1}$ |  |  |  | Public school charter status |  |  |  | Private school, total |  | Private school type |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Assigned | Chosen |  | Traditional ${ }^{2}$ |  | Charter |  | Religious |  | Nonsectarian |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |
| Total | 100.0 | ( $\dagger$ | 92.4 | (0.26) | 77.3 | (0.49) | 14.1 | (0.42) | 89.5 | (0.31) | 2.9 | (0.20) | 7.6 | (0.26) | 6.3 | (0.24) | 1.4 | (0.09) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 100.0 | ( $\dagger$ | 92.2 | (0.39) |  | (0.56) | 13.7 | (0.49) |  | (0.40) | 2.5 | (0.21) |  | (0.39) |  | (0.37) | 1.4 | (0.15) |
| Female | 100.0 | ( $\dagger$ ) | 92.5 | (0.37) | 76.9 | (0.79) | 14.5 | (0.64) | 89.3 | (0.49) | 3.2 | (0.34) |  | (0.37) |  | (0.34) | 1.4 | (0.12) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 100.0 | ( $\dagger$ ) | 90.5 | (0.42) |  | (0.61) | 10.8 | (0.46) | 88.8 | (0.43) | 1.7 | (0.18) |  | (0.42) |  | (0.36) | 1.9 | (0.16) |
| Black | 100.0 | ( $\dagger$ | 94.6 | (0.60) |  | (1.31) | 21.1 | (1.26) | 88.6 | (0.93) | 5.9 | (0.80) | 5.4 | (0.60) |  | (0.55) | 0.6 | (0.17) |
| Hispanic | 100.0 | ( $\dagger$ ) | 94.9 | (0.49) |  | (1.04) | 17.0 | (0.88) | 91.0 | (0.75) | 3.9 | (0.49) |  | (0.49) |  | (0.48) | 0.5 | (0.11) |
| Asian/Pacific Islander | 100.0 | ( $\dagger$ ) | 92.3 | (0.91) |  | (1.89) | 14.9 | (1.85) | 89.3 | (1.27) | 3.0 ! | (1.01) | 7.7 | (0.91) |  | (0.86) | 1.6 | (0.38) |
| Other | 100.0 | ( $\dagger$ ) | 93.8 | (1.00) | 78.6 | (1.76) | 13.9 | (1.40) | 92.6 | (1.07) | 1.3 ! | (0.42) |  | (1.00) |  | (0.94) | 1.7 | (0.51) |
| Disability status of child as reported by parent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Has a disability . | 100.0 | ( $\dagger$ ) | 94.6 | (0.51) |  | (1.06) | 14.4 | (0.87) |  | (0.65) | 2.6 | (0.38) |  | (0.51) |  | (0.41) | 1.4 | (0.25) |
| Does not have a disability .................. | 100.0 | ( $\dagger$ ) | 91.9 | (0.29) | 76.9 | (0.52) | 14.0 | (0.45) | 89.0 | (0.35) | 2.9 | (0.21) |  | (0.29) |  | (0.27) | 1.4 | (0.10) |
| Grade level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Grades 1 through 5 | 100.0 | ( $\dagger$ ) | 91.8 | (0.44) |  | (0.78) | 13.2 | (0.59) | 88.7 | (0.54) | 3.1 | (0.32) |  | (0.44) |  | (0.39) | 1.4 | (0.16) |
| Grades 6 through 8 | 100.0 | ( $\dagger$ ) | 93.1 | (0.50) |  | (0.82) | 15.2 | (0.76) | 89.5 | (0.63) | 3.7 | (0.45) | 6.9 | (0.50) |  | (0.45) | 1.2 | (0.20) |
| Grades 9 through 12 | 100.0 | ( $\dagger$ ) | 92.5 | (0.46) | 77.3 | (0.63) | 14.5 | (0.56) | 90.7 | (0.50) | 1.9 | (0.24) | 7.5 | (0.46) |  | (0.40) | 1.4 | (0.18) |
| Number of parents in the household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two parents ............................. | 100.0 | ( $\dagger$ | 90.8 | (0.34) |  | (0.59) | 13.2 | (0.46) | 88.3 | (0.41) | 2.5 | (0.23) |  | (0.34) |  | (0.31) | 1.6 | (0.13) |
| One parent | 100.0 | ( $\dagger$ ) | 95.4 | (0.35) | 78.9 | (0.86) | 15.8 | (0.81) | 91.9 | (0.53) | 3.6 | (0.42) | 4.6 | (0.35) |  | (0.32) | 0.8 | (0.11) |
| Nonparental guardians | 100.0 | ( $\dagger$ ) | 94.5 | (0.95) | 77.8 | (2.05) | 15.6 | (1.86) | 91.3 | (1.32) | 3.2 ! | (0.99) | 5.5 | (0.95) |  | (0.94) | 0.8 ! | (0.32) |
| Highest education level of parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than a high school diploma | 100.0 | ( $\dagger$ ) | 96.9 | (0.72) |  | (1.49) | 14.9 | (1.31) | 93.9 | (1.02) | 3.0 | (0.82) | 3.1 | (0.72) |  | (0.61) | $\ddagger$ | ( $\dagger$ ) |
| High school diploma or GED | 100.0 | ( $\dagger$ ) | 96.3 | (0.52) |  | (1.07) | 12.6 | (1.00) | 92.7 | (0.74) | 3.6 | (0.60) | 3.7 | (0.52) | 3.2 | (0.48) | 0.4 ! | (0.15) |
| Vocational/technical or some college | 100.0 | ( $\dagger$ ) | 95.0 | (0.39) |  | (0.77) | 14.0 | (0.68) | 92.5 | (0.44) | 2.5 | (0.27) | 5.0 | (0.39) |  | (0.37) | 0.7 | (0.12) |
| Bachelor's degree/some graduate school ... | 100.0 | ( $\dagger$ ) | 87.9 | (0.71) |  | (1.02) | 14.8 | (0.80) | 85.0 | (0.77) | 2.9 | (0.36) | 12.1 | (0.71) |  | (0.65) | 1.8 | (0.29) |
| Graduate/professional degree | 100.0 | ( $\dagger$ ) | 84.9 | (0.74) | 69.1 | (0.94) | 14.5 | (0.70) | 82.5 | (0.78) | 2.4 | (0.35) | 15.1 | (0.74) |  | (0.66) | 4.0 | (0.35) |
| Poverty status of household ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor | 100.0 | ( $\dagger$ ) | 97.1 | (0.47) |  | (1.14) | 14.6 | (0.99) |  | (0.78) | 3.9 | (0.65) | 2.9 | (0.47) |  | (0.43) | 0.6 ! | (0.21) |
| Near-poor | 100.0 | ( $\dagger$ ) | 96.3 | (0.45) |  | (0.87) | 14.6 | (0.66) |  | (0.61) | 3.6 | (0.45) |  | (0.45) |  | (0.43) | 0.5 | (0.11) |
| Nonpoor | 100.0 | ( $\dagger$ ) | 89.4 | (0.39) | 74.7 | (0.57) | 13.7 | (0.50) | 87.2 | (0.42) | 2.3 | (0.21) | 10.6 | (0.39) |  | (0.35) | 1.9 | (0.16) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ... | 100.0 | ( $\dagger$ ) | 90.8 | (0.53) |  | (0.93) | 22.3 | (0.81) |  | (0.65) | 5.1 | (0.40) | 9.2 | (0.53) |  | (0.50) | 1.8 | (0.21) |
| Suburban | 100.0 | ( $\dagger$ ) | 91.7 | (0.39) |  | (0.72) | 12.5 | (0.62) | 89.3 | (0.46) | 2.3 | (0.31) | 8.3 | (0.39) |  | (0.38) | 1.3 | (0.15) |
| Town | 100.0 | ( $\dagger$ ) | 95.9 | (0.52) | 86.8 | (1.34) | 8.8 | (1.34) | 94.4 | (0.80) | 1.6 ! | (0.65) | 4.1 | (0.52) |  | (0.46) | 0.8 | (0.24) |
| Rural | 100.0 | ( $\dagger$ ) | 94.0 | (0.52) | 83.8 | (0.91) | 8.6 | (0.60) | 92.5 | (0.61) | 1.5 | (0.26) | 6.0 | (0.52) |  | (0.48) | 1.1 | (0.18) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast | 100.0 | ( $\dagger$ ) | 89.3 | (0.72) |  | (0.93) | 8.0 | (0.69) |  | (0.84) | 2.1 | (0.38) | 10.7 | (0.72) |  | (0.72) | 2.2 | (0.36) |
| South | 100.0 | ( $\dagger$ ) | 93.5 | (0.37) |  | (0.67) | 14.5 | (0.60) |  | (0.45) | 2.4 | (0.29) | 6.5 | (0.37) | 5.0 | (0.33) | 1.5 | (0.14) |
| Midwest | 100.0 | ( $\dagger$ ) | 92.0 | (0.57) | 78.0 | (0.94) | 12.7 | (0.79) |  | (0.65) | 3.1 | (0.47) | 8.0 | (0.57) | 7.5 | (0.57) | 0.4 | (0.11) |
| West | 100.0 | ( $\dagger$ ) | 93.3 | (0.55) | 73.5 | (1.07) | 19.0 | (0.87) | 89.4 | (0.69) | 3.8 | (0.40) | 6.7 | (0.55) |  | (0.50) | 1.4 | (0.23) |
| Public school type ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assigned ... | $100.0{ }^{4}$ | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 |  |  | $\dagger$ ( $\dagger$ ) |  | (0.00) | $\dagger$ | ( $\dagger$ ) | $\dagger$ |  | $\dagger$ |  | $\dagger$ | ( $\dagger$ ) |
| Chosen ........ | $100.0{ }^{4}$ | ( $\dagger$ | 100.0 | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 79.7 | (1.20) | 20.3 | (1.20) | $\dagger$ | ( $\dagger$ ) | $\dagger$ |  | $\dagger$ | ( $\dagger$ |

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
In 160 cases, questions about whether a student's school was assigned were not asked because parents reported the school as a private school, and it was only later identified as a public school based on administrative data. Due to the missing data on whether the school was assigned or chosen, these cases were included neither with assigned public schools nor with chosen public schools. These cases were included in the public school totals, however, and they could still be accurately classified as either traditional or charter schools based on administrative data.
${ }^{2}$ Includes all types of public noncharter schools.
${ }^{3}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes
ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2011, for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.
Includes only students enrolled in public schools.
NOTE: Data exclude homeschooled children. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2012). (This table was prepared June 2017.)

Table 206.40. Percentage of students enrolled in grades 1 through 12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the public school, by school type and selected child and household characteristics: 2012
[Standard errors appear in parentheses]

| School type and selected child or household characteristic | Public choice available |  | Considered other schools |  | School was parent's first choice |  | Moved to neighborhood for public school ${ }^{1}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| Total | 37.3 | (0.54) | 30.5 | (0.51) | 78.6 | (0.43) | 18.6 | (0.54) |
| School type ${ }^{2}$ |  |  |  |  |  |  |  |  |
| Public, assigned | 27.8 | (0.58) | 24.2 | (0.59) | 77.5 | (0.50) | 20.3 | (0.64) |
| Public, chosen ${ }^{3}$ | 100.0 | ( $\dagger$ | 53.1 | (1.49) | 79.3 | (1.05) | 9.8 | (0.97) |
| Private, religious | 20.7 | (1.57) | 46.5 | (1.92) | 87.2 | (1.51) | $\dagger$ | ( $\dagger$ ) |
| Private, nonsectarian | 21.2 | (3.58) | 61.5 | (3.63) | 88.9 | (2.37) | $\dagger$ | ( $\dagger$ ) |
| Sex of child |  |  |  |  |  |  |  |  |
| Male | 36.3 | (0.78) | 29.9 | (0.78) | 79.0 | (0.56) | 17.6 | (0.67) |
| Female | 38.5 | (0.71) | 31.2 | (0.81) | 78.1 | (0.71) | 19.7 | (0.79) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |
| White .... | 34.2 | (0.64) | 26.5 | (0.67) | 83.4 | (0.60) | 20.5 | (0.60) |
| Black | 43.2 | (1.56) | 40.1 | (1.56) | 69.4 | (1.69) | 15.0 | (1.70) |
| Hispanic | 38.9 | (1.25) | 31.5 | (1.20) | 74.3 | (1.04) | 16.5 | (1.33) |
| Asian/Pacific Islander | 42.8 | (2.51) | 33.2 | (2.50) | 77.2 | (2.12) | 24.4 | (1.75) |
| Other ............................................................................. | 40.5 | (2.33) | 36.4 | (2.55) | 75.6 | (1.99) | 14.9 | (1.55) |
| Disability status of child as reported by parent |  |  |  |  |  |  |  |  |
| Has a disability ....................... | 37.8 | (1.25) | 32.5 | (1.32) | 75.4 | (1.15) | 18.3 | (1.22) |
| Does not have a disability ............................................ | 37.2 | (0.56) | 30.1 | (0.55) | 79.2 | (0.50) | 18.7 | (0.62) |
| Grade level |  |  |  |  |  |  |  |  |
| Grades 1 through 5. | 35.0 | (0.87) | 30.9 | (0.94) | 78.4 | (0.81) | 18.7 | (0.86) |
| Grades 6 through 8 | 39.0 | (1.11) | 30.3 | (0.92) | 78.1 | (0.83) | 19.4 | (1.05) |
| Grades 9 through 12 ................................................. | 39.2 | (0.86) | 30.1 | (0.80) | 79.1 | (0.73) | 17.9 | (1.06) |
| Number of parents in the household |  |  |  |  |  |  |  |  |
| Two parents .... | 37.2 | (0.62) | 30.7 | (0.61) | 81.3 | (0.45) | 19.2 | (0.57) |
| One parent | 37.4 | (1.01) | 30.4 | (0.97) | 73.1 | (1.04) | 18.5 | (1.08) |
| Nonparental guardians | 38.5 | (2.63) | 27.9 | (2.67) | 75.3 | (2.87) | 10.6 | (1.74) |
| Highest education level of parents |  |  |  |  |  |  |  |  |
| Less than a high school diploma | 37.3 | (1.71) | 25.8 | (1.63) | 75.7 | (1.65) | 16.3 | (1.89) |
| High school diploma or GED ....................................... | 34.7 | (1.45) | 23.9 | (1.46) | 77.9 | (1.10) | 13.5 | (1.03) |
| Vocational/technical or some college ............................. | 37.5 | (0.90) | 28.5 | (0.74) | 75.3 | (0.87) | 17.0 | (0.85) |
| Bachelor's degree/some graduate school ....................... | 38.4 | (1.17) | 35.1 | (1.22) | 81.9 | (0.85) | 21.6 | (0.97) |
| Graduate/professional degree .................................... | 39.0 | (0.93) | 40.2 | (0.99) | 83.3 | (0.67) | 27.8 | (0.84) |
| Poverty status of household ${ }^{4}$ |  |  |  |  |  |  |  |  |
| Poor ............................. | 37.7 | (1.35) | 26.8 | (1.32) | 72.5 | (1.18) | 14.8 | (1.06) |
| Near-poor | 39.2 | (1.14) | 28.4 | (1.13) | 76.6 | (1.01) | 14.6 | (0.92) |
| Nonpoor ..................................................................... | 36.5 | (0.67) | 32.4 | (0.75) | 81.2 | (0.56) | 21.5 | (0.69) |
| Locale |  |  |  |  |  |  |  |  |
| City | 48.8 | (1.07) | 39.7 | (1.05) | 73.6 | (0.77) | 17.0 | (0.80) |
| Suburban .............................................................. | 32.0 | (0.88) | 30.0 | (0.72) | 78.1 | (0.80) | 22.5 | (0.90) |
| Town .................................................................... | 33.1 | (1.91) | 19.6 | (1.46) | 82.2 | (1.33) | 14.0 | (1.77) |
| Rural ..................................................................... | 33.6 | (1.15) | 24.3 | (1.02) | 84.0 | (0.88) | 16.4 | (0.96) |
| Region |  |  |  |  |  |  |  |  |
| Northeast | 22.4 | (1.01) | 29.5 | (1.08) | 76.5 | (1.13) | 18.4 | (1.10) |
| South | 34.2 | (0.93) | 28.9 | (0.90) | 78.3 | (0.79) | 18.3 | (0.96) |
| Midwest ............................................................... | 41.8 | (1.01) | 28.5 | (1.24) | 80.1 | (1.08) | 21.1 | (1.13) |
| West ...................................................................... | 48.6 | (1.21) | 35.3 | (0.98) | 79.2 | (0.80) | 17.1 | (0.89) |

$\dagger$ Not applicable.
${ }^{1}$ This column shows percentages of public school students only. Private school students are excluded from the analysis.
${ }^{2}$ There were 160 cases excluded from the school type analysis because parents reported the school as a private school when it was later found to be a public school and therefore questions about whether the school was assigned were not asked.
${ }^{3}$ Students who attended chosen public schools were automatically coded as yes for whether or not their district allowed public school choice.
${ }^{4}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 per-
cent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2011, for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.
NOTE: Data exclude homeschooled children. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2012). (This table was prepared September 2014.)

Table 206.50. Percentage of students enrolled in grades 3 through 12 whose parents were satisfied or dissatisfied with various aspects of their children's schools, by school type: 2003, 2007, and 2012
[Standard errors appear in parentheses]


[^29] shools nor with chosen public schools; however, they were included in the public school totals.

NOTE: Data exclude homeschooled children. While National Household Education Surveys Program (NHES) administration prior to 2012 were administered via telephone with an interviewer, NHES:2012 used self-administered paper-and-pencil ques-
tionnaires that were mailed to respondents. Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2003, 2007, and 2012). (This table was prepared January 2017.)

Table 207.10. Number of 3- to 5 -year-olds not yet enrolled in kindergarten and percentage participating in home literacy activities with a family member, by type and frequency of activity and selected child and family characteristics: 2001, 2007, and 2012
[Standard errors appear in parentheses]

| Selected child or family characteristic | Number of children (in thousands) |  |  |  |  |  | Percent of children participating in activity with family member ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2001 |  | 2007 |  | 2012 |  | Read to by family member three or more times in past week |  |  |  |  |  | At least once in past week |  |  |  |  |  |  |  |  |  | Visited a library at least once in past month |  |  |  |  |
|  |  |  | Told a story by family member | Taught letters, words, or numbers |  |  |  |  |  |  |  |  | Did arts and crafts |  |  |  |  |  |  |  |  |
|  |  |  |  | 2001 |  |  |  | 2007 |  | 2012 | 2001 | 2007 | 2012 | 2001 | 2007 | 2012 | 2001 | 2007 |  | 2012 | 2001 | 2007 |  | 2012 |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |  | 16 | 17 |  | 18 |  | 19 |
| Total ..... | 8,551 | (11.0) |  |  | 8,686 | (18.1) | 8,244 | (85.1) |  | (0.8) | 83 | (1.1) | 83 | (0.8) | 84 (0.8) | 79 (1.1) | 83 (0.9) | 94 (0.6) | 87 (1.1) | 98 (0.3) | 79 (0.9) | 90 (1.1) |  | (0.8) | 36 (1.1) |  | (1.2) | 42 | (1.2) |
| Age <br> 3 years old $\qquad$ <br> 4 years old $\qquad$ <br> 5 years old $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3,795 | (91.4) | 3,755 | (108.1) | 3,674 | (89.8) |  | (1.1) |  | (1.5) |  | (1.3) | 83 (1.2) | 80 (2.0) | 82 (1.4) | 93 (1.0) | 87 (1.4) | 97 (0.5) | 77 (1.3) | 91 (1.3) |  | (1.1) | 35 (1.9) | 36 | (2.0) | 38 | (1.6) |
|  | 3,861 | (89.0) | 3,738 | (123.5) | 3,508 | (90.4) | 85 | (1.2) |  | (1.6) | 84 | (1.3) | 84 (1.1) | 76 (2.0) | 85 (1.3) | 95 (0.7) | 86 (1.9) | 98 (0.3) | 82 (1.2) | 89 (2.0) | 87 | (1.2) | 37 (1.4) | 35 | (1.6) | 43 | (1.8) |
|  | 896 | (47.0) | 1,193 | (78.0) | 1,062 | (59.6) |  | (2.7) |  | (3.0) |  | (2.7) | 82 (2.4) | 86 (2.6) | 81 (2.6) | 93 (1.8) | 89 (2.2) | 98 (0.7) | 80 (2.4) | 89 (2.7) |  | (1.9) | 37 (3.4) |  | (3.4) | 49 | (3.8) |
| SexMale ....Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 4,292 | (79.9) | 4,364 | (101.1) | 4,251 | (103.9) |  | (1.2) |  | (1.7) |  | (1.2) | 82 (1.1) | 77 (1.9) | 82 (1.4) | 94 (0.7) | 86 (1.6) | $97 \quad(0.4)$ | 76 (1.3) | 87 (1.8) |  | (1.1) | 35 (1.4) |  | (1.8) | 41 | (1.7) |
|  | 4,260 | (79.6) | 4,322 | (100.8) | 3,993 | (104.2) |  | (1.0) |  | (1.2) |  | (1.4) | 85 (1.0) | 81 (1.6) | 85 (1.0) | 94 (0.8) | 88 (1.5) | 98 (0.4) | 83 (1.3) | 93 (1.1) |  | (1.1) | 37 (1.6) |  | (1.8) | 42 | (1.4) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 5,313 | (68.0) | 4,664 | (66.3) | 4,062 | (97.4) |  | (0.8) |  | (1.3) |  | (1.0) | 86 (1.0) | 85 (1.4) | 87 (1.1) | 95 (0.7) | 88 (1.3) | 98 (0.4) | 85 (1.0) | 92 (1.3) |  | (0.9) | 39 (1.3) |  | (1.6) | 44 | (1.4) |
| Black .... | 1,251 | (55.1) | 1,311 | (6.0) | 1,154 | (63.4) | 77 | (2.6) |  | (4.0) | 77 | (3.3) | 81 (2.1) | 61 (5.0) | 80 (2.3) | 94 (1.8) | 81 (5.2) | 99 (0.6) | 70 (3.1) | 82 (5.1) | 83 | (2.8) | 31 (2.6) | 25 | (3.6) | 41 | (3.8) |
| Hispanic | 1,506 | (43.5) | 1,899 | (13.6) | 2,100 | (76.1) | 71 | (1.9) |  | (2.4) | 71 | (2.0) | 75 (2.0) | 75 (2.2) | 78 (2.2) | 92 (1.1) | 86 (1.6) | 97 (0.7) | 67 (2.2) | 91 (1.4) | 80 | (1.9) | 30 (2.0) | 27 | (2.2) | 34 | (2.2) |
| Asian/Pacific Islander ........... | 202 | (29.0) | 368 | (44.3) | 423 | (32.7) |  | (4.1) |  | (3.7) | 77 | (3.2) | 81 (5.8) | 73 (7.2) | 85 (2.7) | 96 (2.2) | 92 (2.7) | 98 (1.1) | 74 (6.9) | 84 (5.8) | 86 | (2.6) | 47 (7.5) | 48 | (7.2) | 55 | (4.4) |
| Other .............................. | 280 | (28.2) | 444 | (46.3) | 505 | (44.4) |  | (3.4) |  | (5.8) |  | (2.9) | 92 (2.4) | 95 (1.6) | 84 (3.4) | 94 (2.7) | 90 (4.7) | 99 (0.7) | 85 (4.3) | 90 (4.2) |  | (3.4) | 31 (5.4) |  | (6.7) | 46 | (4.4) |
| Mother's highest level of education ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school |  | (54.5) | 808 | (71.6) | 1,291 | (71.9) |  |  |  |  |  |  |  |  | 75 (3.5) | 91 (2.0) |  |  | 62 (3.0) |  |  |  | 21 (2.4) | 20 |  | 26 |  |
| High school/GED | 2,712 |  | 2,048 | (108.7) |  | (64.0) |  |  |  |  |  |  | 83 (1.3) | 74 (3.2) | 83 (1.8) | 95 (0.9) | 82 (3.3) | 97 (0.9) | 77 (1.8) | 89 (2.3) |  |  | 30 (1.9) |  |  | 38 | (2.8) |
| Vocational/technical or some college $\qquad$ | 1,833 | (73.9) | 1,838 | (107.2) | 1,663 | (77.3) |  |  |  |  |  |  | 85 (1.7) | 75 (3.5) | 83 (1.5) | 94 (1.2) | 85 (3.2) | 97 (0.8) | 81 (1.9) | 87 (3.4) |  |  | 38 (2.2) |  |  | 40 | (2.0) |
| Associate's degree .............. |  | (40.9) | 821 | (59.4) | 678 | (50.0) | 89 | (2.5) |  | (2.1) |  | (2.3) | 84 (2.7) | 84 (2.8) | 84 (2.2) | 92 (2.3) | 91 (2.1) | 98 (0.7) | 82 (3.2) | 92 (2.2) |  | (2.3) | 42 (4.3) | 45 |  | 43 | (3.9) |
| Bachelor's degree | 1,553 | (68.4) | 1,990 | (92.4) | 1,870 | (65.9) | 93 | (1.2) |  | (0.9) |  | (1.2) | 88 (1.5) | 86 (1.7) | 90 (1.2) | 95 (1.1) | 90 (1.3) | 99 (0.3) | 89 (1.4) | 92 (1.7) |  | (1.0) | 46 (2.4) | 43 |  | 49 | (2.2) |
| Graduate/professional degree |  | (45.7) | 1,053 | (63.7) |  | (30.8) |  |  | 95 | (1.6) |  | (1.0) | 89 (2.3) | 90 (1.7) | 89 (1.5) | 95 (1.3) | 93 (1.4) | 97 (0.8) | 86 (2.2) | 92 (1.8) |  |  | 55 (3.8) |  |  | 64 | (2.5) |
| Mother's employment status ${ }^{2}$ <br> Employed $\qquad$ <br> Unemployed $\qquad$ <br> Not in labor force $\qquad$ | 5,148 | (84.2) | 4,985 | (130.1) | 4,491 | (88.6) |  |  |  |  |  |  | 84 (1.0) | 80 (1.4) | 84 (1.2) | 94 (0.7) | 86 (1.5) | 98 (0.3) | 80 (1.2) | 90 (1.3) |  | (0.9) | 36 (1.2) |  |  | 42 | (1.5) |
|  | 396 | (36.9) | 467 | (61.5) | 550 | (52.0) |  |  |  |  |  | (4.4) | 80 (4.7) | 69 (7.9) | 84 (3.5) | 94 (3.3) | 94 (2.0) | 98 (1.1) | 69 (5.5) | 88 (7.1) | 89 | (4.0) | 37 (4.8) | 26 |  | 33 | (4.2) |
|  | 2,809 |  | 3,105 | (128.9) | 2,756 | (86.9) |  |  | 83 | (1.7) |  |  | 82 (1.5) | 79 (2.2) | 84 (1.6) | 94 (0.9) | 87 (2.1) | 97 (0.7) | 80 (1.3) | 89 (2.1) |  |  | 38 (1.9) |  |  | 43 | (1.9) |
| Number of parents in the household Two parents $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 6,416 | (75.1) | 6,826 | (82.0) | 5,702 | (95.5) |  |  |  |  |  |  | 84 (0.9) | 82 (1.2) | 85 (1.0) | 94 (0.6) | 88 (1.0) | 98 (0.3) | 81 (0.9) | $\begin{array}{ll}91 & (1.0) \\ 84 & (3.5)\end{array}$ |  | (0.9) | $\begin{array}{ll}38 & (1.2) \\ 30\end{array}$ |  | (1.4) | 42 | (1.4) |
| None or one parent ............... | 2,135 |  | 1,859 | (83.9) |  |  |  |  |  |  |  |  | 82 (1.6) | 70 (3.6) | 79 (1.5) | 93 (1.2) | 83 (3.7) | 97 (0.6) | 74 (2.3) | 84 (3.5) |  | (1.7) | 30 (2.1) |  |  | 40 | (2.3) |
| Poverty status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ................................. | 2,008 | (60.4) | 1,934 | (72.9) | 1,958 | (77.8) |  | (2.1) |  | (3.4) |  | (2.2) | 81 (1.7) | 69 (3.4) | 82 (1.7) | 92 (1.6) | 86 (3.1) | 96 (0.8) | 73 (2.3) | 85 (3.2) |  | (1.7) | 27 (2.1) |  | (2.8) | 39 | (2.2) |
| Near-poor $\qquad$ <br> Nonpoor $\qquad$ | 1,782 | (70.5) | 1,939 | (109.5) | 1,960 | (86.5) |  | (1.8) |  | (1.9) |  | (2.1) | 82 (2.0) | 76 (2.8) | 81 (2.0) | 95 (1.0) | 81 (3.4) | 98 (0.5) | 76 (1.9) | 89 (2.0) | 82 | (2.1) | 33 (2.8) |  | (3.3) | 38 | (2.6) |
|  | 4,762 | (71.9) | 4,812 | (83.0) | 4,327 | (87.6) |  | (0.9) | 89 | (1.3) |  | (1.0) | 85 (1.0) | 84 (1.2) | 85 (1.2) | 95 (0.6) | 90 (0.9) | 98 (0.4) | 84 (1.0) | 92 (1.1) | 89 | (1.0) | 41 (1.4) |  | (1.7) | 44 | (1.5) |

The respondent was the parent most knowledgeable about the child's care and education. Responding parents reported on their own activities and the activities of their spouse/other adults in the household.
${ }^{2}$ Excludes children living in households with no mother or female guardian present.
${ }^{3}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty
threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2011, for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation SurEducation Surveys Program. (This table was prepared October 2014.)

Table 207.20. Percentage of kindergartners through fifth-graders whose parents reported doing education-related activities with their children in the past month, by selected child, parent, and school characteristics: 2003, 2007, and 2012

See notes at end of table.

Table 207.20. Percentage of kindergartners through fifth-graders whose parents reported doing education-related activities with their children in the past month, by selected child, parent, and school characteristics: 2003, 2007, and 2012-Continued
[Standard errors appear in parentheses]

| Selected child, parent, or school characteristic | Visited a library |  |  |  |  |  | Went to a play, concert, or other live show |  |  |  |  |  | Visited an art gallery, museum, or historical site |  |  |  |  |  | Visited a zoo or aquarium |  |  |  |  |  | Attended an event sponsored by a community, religious, or ethnic group ${ }^{1}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2003 |  | 2007 |  | 2012 |  | 2003 |  | 2007 |  | 2012 |  | 2003 |  | 2007 |  | 2012 |  | 2003 |  | 2007 |  | 2012 |  | 2003 |  | 2007 |  | 2012 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Poverty status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ............ | 43.3 | (2.30) | 42.1 | (3.38) | 45.0 | (2.53) | 26.3 | (1.98) | 19.4 | (2.18) | 22.5 | (1.63) | 18.9 | (1.97) | 20.4 | (3.83) | 18.3 | (1.55) | 19.5 | (1.67) | 17.0 | (2.04) | 24.3 | (2.09) | 52.0 | (2.14) | 45.8 | (3.76) | 54.0 | (2.18) |
| Near-poor .................... | 48.9 | (1.63) | 47.1 | (2.40) | 41.8 | (1.86) | 31.6 | (2.10) | 31.7 | (2.15) | 28.5 | (2.10) | 17.7 | (1.50) | 20.6 | (1.96) | 21.9 | (1.77) | 16.1 | (1.28) | 21.9 | (2.17) | 26.2 | (1.99) | 61.6 | (2.24) | 57.4 | (2.28) | 57.1 | (2.10) |
| Nonpoor .................... | 52.8 | (1.02) | 51.7 | (1.14) | 48.8 | (1.14) | 39.8 | (1.17) | 35.7 | (1.07) |  | (1.00) | 24.9 | (1.06) | 30.2 | (1.08) | 30.4 | (1.04) | 15.8 | (0.87) | 18.8 | (0.90) | 24.1 | (0.91) | 65.2 | (0.99) | 64.0 | (1.14) | 58.7 | (0.96) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ....................... | 49.2 | (0.87) | 47.6 | (1.22) | 46.2 | (0.94) | 34.9 | (0.88) | 31.0 | (0.93) |  | (0.96) | 21.2 | (0.92) | 24.9 | (1.12) | 25.0 | (0.82) | 16.3 | (0.71) | 19.1 | (0.88) | 24.1 | (0.94) | 60.6 | (0.85) | 56.9 | (1.25) | 55.9 | (0.87) |
| Private ........................ | 57.0 | (2.31) | 57.0 | (2.86) | 49.0 | (2.51) | 40.0 | (2.55) | 34.3 | (2.65) | 41.8 | (2.56) | 29.0 | (2.04) | 35.6 | (2.82) | 34.4 | (2.49) | 17.9 | (1.85) | 18.5 | (2.05) | 28.8 | (2.43) | 72.2 | (2.15) | 71.8 | (2.77) | 70.0 | (2.30) |

## $\dagger$ Not applicable.

!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
theporting standards not met (too few cases for a reliable estimate).
IIn 2007 and 2012, a single item asked parents if they had attended an event sponsored by a community, ethnic, or religious group. In 2003, attendance at an event sponsored by a religious group was asked about separately from attendance at an event sponsored by a community or ethnic group.
${ }^{3}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2011, for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents
are asked to select the range within which their measure of poverty status is an approximation.
NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 used self-administered paper-and-pencil questionnaires that were mailed to respon-
dents. Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. The respondent was the parent most knowledgeable about the child's education. Responding parents reported on their own activities and the activities of their spouse/other adults in the household. All information, including control of school, is based on parent reports. Excludes homeschooled children. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey (PFi:2003, 2007, and 2012) of the National Household Education Surveys Program. (This table was prepared September 2014.)

Table 207.30. Percentage of kindergartners through fifth-graders whose parents reported doing education-related activities with their children in the past week, by selected child, parent, and school characteristics: 2003, 2007, and 2012
[Standard errors appear in parentheses]

| Selected child, parent, or school characteristic | Told child a story |  |  |  |  |  | Did arts and crafts |  |  |  |  |  | Discussed family history/ethnic heritage |  |  |  |  |  | Played board games or did puzzles |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 |  | 2007 |  | 2012 |  | 2003 |  | 2007 |  | 2012 |  | 2003 |  | 2007 |  | 2012 |  | 2003 |  | 2007 |  | 2012 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total | 74.9 | (0.66) | 70.3 | (1.11) | 68.8 | (0.91) | 74.9 | (0.70) | 75.7 | (1.00) | 67.0 | (0.84) | 53.1 | (0.89) | 53.5 | (1.10) | 49.4 | (1.00) | 72.9 | (0.68) | 69.0 | (0.99) | 64.0 | (0.94) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 73.3 | (0.86) | 68.7 | (1.51) | 68.2 | (1.27) | 69.7 | (0.98) | 70.3 | (1.32) | 60.7 | (1.19) | 51.1 | (1.16) | 52.9 | (1.48) | 47.6 | (1.10) | 71.8 | (0.92) | 69.0 | (1.49) | 63.0 | (1.20) |
| Female ................................................... | 76.6 | (0.96) | 72.0 | (1.47) | 69.5 | (1.22) | 80.2 | (1.01) | 81.7 | (1.33) | 73.8 | (1.25) | 55.1 | (1.28) | 54.3 | (1.45) | 51.2 | (1.47) | 74.1 | (1.05) | 69.0 | (1.43) | 65.2 | (1.14) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .................... | 76.0 | (0.96) | 73.2 | (1.20) | 71.9 | (0.98) | 75.4 | (0.89) | 74.9 | (1.23) | 67.5 | (1.08) | 44.7 | (1.13) | 45.6 | (1.28) | 37.3 | (1.21) | 73.8 | (0.87) | 69.0 | (1.19) | 66.6 | (1.03) |
| Black. | 69.6 | (2.00) | 61.6 | (3.81) | 64.3 | (2.40) | 68.1 | (2.14) | 73.0 | (3.53) | 64.0 | (2.76) | 66.6 | (2.45) | 66.9 | (3.59) | 67.4 | (2.44) | 72.9 | (1.92) | 72.8 | (3.14) | 60.1 | (2.94) |
| Hispanic | 74.2 | (1.55) | 67.6 | (2.46) | 65.4 | (2.15) | 79.6 | (1.45) | 81.2 | (1.66) | 67.7 | (1.69) | 64.5 | (1.71) | 61.1 | (2.22) | 58.1 | (2.09) | 68.5 | (1.82) | 67.5 | (2.33) | 62.2 | (1.88) |
| Asian/Paciitic Islander | 75.8 | (3.73) | 71.4 | (4.75) | 70.9 | (3.19) | 70.9 | (4.34) | 70.4 | (4.64) | 65.0 | (3.53) | 68.2 | (4.83) | 74.6 | (4.32) | 69.3 | (3.67) | 77.0 | (3.82) | 63.7 | (4.79) | 61.1 | (3.94) |
| Other ..................................................... | 83.6 | (4.37) | 72.4 | (4.43) | 65.2 | (3.20) | 76.2 | (3.58) | 73.5 | (4.00) | 69.4 | (2.66) | 67.5 | (5.02) | 59.7 | (4.90) | 51.7 | (3.72) | 76.7 | (3.81) | 68.7 | (4.34) | 62.6 | (3.64) |
| Grade of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kindergarten through grade 1. | 84.5 | (0.93) | 74.1 | (1.81) | 78.0 | (1.60) | 89.3 | (0.84) | 89.1 | (1.08) | 81.2 | (1.14) | 47.7 | (1.38) | 45.7 | (2.03) | 44.4 | (1.89) | 77.5 | (1.17) | 73.5 | (1.71) | 69.3 | (1.56) |
| Grades 2 through 3 ..... | 74.5 | (1.21) | 70.7 | (1.94) | 66.9 | (1.51) | 74.0 | (1.12) | 75.4 | (1.84) | 66.7 | (1.54) | 54.7 | (1.34) | 55.7 | (1.93) | 52.1 | (1.53) | 72.7 | (1.09) | 68.9 | (1.70) | 65.5 | (1.44) |
| Grades 4 through 5. | 66.4 | (1.20) | 66.1 | (1.60) | 60.2 | (1.55) | 62.2 | (1.36) | 62.6 | (1.80) | 51.2 | (1.45) | 56.5 | (1.42) | 59.3 | (1.78) | 52.3 | (1.44) | 68.9 | (1.18) | 64.6 | (1.83) | 56.6 | (1.50) |
| Language spoken most at home by child ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English .............................................. | 75.4 | (0.73) | 71.0 | (1.22) | 69.4 | (1.00) | 74.4 | (0.72) | 74.6 | (1.04) | 67.2 | (0.81) | 51.5 | (0.93) | 52.0 | (1.10) | 46.8 | (1.13) | 73.7 | (0.73) | 68.8 | (1.06) | 64.0 | (1.06) |
| Spanish. | 65.6 | (2.85) | 60.7 | (3.74) | 56.4 | (5.08) | 81.7 | (2.16) | 84.5 | (2.84) | 70.7 | (3.63) | 60.2 | (3.11) | 62.2 | (3.48) | 64.7 | (4.04) | 58.1 | (3.10) | 69.2 | (3.62) | 60.2 | (4.36) |
| English and Spanish equally ... | 76.6 | (3.83) | 67.5 | (4.69) | 68.7 | (4.01) | 78.7 | (3.88) | 85.7 | (3.23) | 64.5 | (4.01) | 77.3 | (4.18) | 63.2 | (3.98) | 64.0 | (3.84) | 75.2 | (3.73) | 76.9 | (4.06) | 67.0 | (3.51) |
| English and other language equally Other language | 81.7 | ( $\left.{ }^{( }\right)$ $(6.95)$ | 80.3 | (t) (8.34) | 74.6 66.1 | (3.94) $(9.93)$ | 76.7 | $(t)$ $(4.81)$ | 84.4 | ( ${ }^{(+)}$ $(5.61)$ | 66.9 55.2 | (40.78) | 75.1 | ( $\dagger$ ) $(6.13)$ | ¢ 74.8 | ( (8.83) | 72.2 63.1 | (11.51) | ¢ 74.8 | ( $\left.{ }^{( }\right)$ $(7.43)$ | 66.3 | (10.40) | 68.2 65.5 | (11.12) |
| Highest education level of parents/guardians in the household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school ........................... | 68.6 | (2.73) | 58.4 | (3.93) | 65.0 | (3.19) | 75.7 | (2.63) | 78.5 | (3.55) | 67.2 | (3.32) | 59.1 | (3.11) | 54.2 | (3.05) | 60.7 | (3.45) | 70.1 | (2.69) | 65.7 | (3.57) | 61.7 | (3.09) |
| High school/GED | 71.2 | (1.56) | 68.4 | (2.75) | 65.7 | (2.45) | 75.1 | (1.41) | 79.2 | (2.57) | 70.3 | (2.50) | 54.7 | (2.01) | 55.9 | (3.56) | 50.8 | (2.04) | 72.6 | (1.39) | 74.5 | (2.61) | 64.8 | (2.32) |
| Vocational/technical or some college . | 75.9 | (1.54) | 70.0 | (2.56) | 69.1 | (1.56) | 76.2 | (1.51) | 76.4 | (2.15) | 64.4 | (1.87) | 50.8 | (1.75) | 53.1 | (2.69) | 47.0 | (1.90) | 71.6 | (1.58) | 69.0 | (2.44) | 63.9 | (1.72) |
| Associate's degree .............................. | 76.0 | (2.00) | 68.9 | (2.58) | 67.0 | (3.80) | 73.6 | (2.47) | 72.3 | (3.13) | 66.0 | (2.45) | 50.9 | (3.16) | 48.7 | (3.17) | 44.6 | (3.22) | 70.1 | (2.50) | 64.9 | (2.77) | 57.9 | (3.69) |
| Bachelor's degree/some graduate school | 77.3 | (1.60) | 70.6 | (2.11) | 71.3 | (1.37) | 74.0 | (1.48) | 74.2 | (1.31) | 66.8 | (1.47) | 47.3 | (1.74) | 51.8 | (2.06) | 45.6 | (1.49) | 75.8 | (1.27) | 69.4 | (1.65) | 65.1 | (1.67) |
| Graduate/protessional degree ....................... | 78.6 | (1.64) | 77.9 | (1.91) | 72.7 | (1.41) | 73.9 | (1.72) | 74.1 | (1.99) | 67.3 | (1.41) | 60.1 | (2.16) | 55.9 | (1.87) | 51.9 | (1.74) | 74.9 | (1.82) | 66.8 | (1.88) | 67.8 | (1.39) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$20,000 or less .................... | 73.9 | (1.61) | 64.9 | (4.03) | 68.7 | (1.81) | 76.0 | (1.87) | 79.8 | (2.93) | 71.4 | (2.08) | 61.6 | (2.05) | 57.8 | (3.43) | 54.3 | (2.17) | 73.3 | (1.70) | 73.9 | (2.57) | 61.7 | (2.22) |
| \$20,001 to \$50,000 | 74.0 | (1.31) | 69.5 | (2.19) | 68.6 | (1.87) | 75.3 | (1.05) | 77.2 | (1.86) | 68.1 | (1.86) | 53.5 | (1.59) | 57.9 | (2.05) | 53.6 | (2.07) | 72.3 | (1.45) | 66.6 | (2.01) | 63.6 | (1.80) |
| \$50,001 to \$75,000. | 74.9 | (1.53) | 69.1 | (2.00) | 68.5 | (2.31) | 75.3 | (1.55) | 75.5 | (1.94) | 67.5 | (1.86) | 49.6 | (1.99) | 44.4 | (2.27) | 47.7 | (2.35) | 72.1 | (1.51) | 66.6 | (2.26) | 63.3 | (2.35) |
| \$75,001 to \$100,000 | 74.7 | (2.02) | 72.4 | (2.29) | 68.4 | (2.03) | 71.2 | (1.98) | 73.0 | (2.03) | 64.7 | (2.13) | 48.8 | (2.28) | 49.4 | (2.77) | 46.3 | (2.46) | 73.3 | (2.30) | 70.5 | (2.41) | 65.6 | (2.29) |
| Over \$100,000 .......................................... | 78.6 | (1.52) | 75.3 | (1.86) | 69.4 | (1.35) | 75.1 | (1.87) | 72.5 | (1.89) | 64.1 | (1.62) | 50.1 | (1.93) | 55.4 | (2.09) | 44.5 | (1.48) | 74.7 | (1.81) | 69.1 | (1.69) | 65.5 | (1.50) |
| Poverty status ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ........... | 73.2 | (1.67) | 65.5 | (3.24) | 68.6 | (2.15) | 76.9 | (1.85) | 77.7 | (3.19) | 72.0 | (2.01) | 60.9 | (2.13) | 59.8 | (3.15) | 57.6 | (2.64) | 72.4 | (1.88) | 72.5 | (2.77) | 61.7 | (2.29) |
| Near-poor. | 74.3 | (1.30) | 68.5 | (2.28) | 68.3 | (1.88) | 76.7 | (1.24) | 81.3 | (1.81) | 67.5 | (1.63) | 53.3 | (1.79) | 56.0 | (2.53) | 49.8 | (2.18) | 73.6 | (1.85) | 68.7 | (2.22) | 63.3 | (1.71) |
| Nonpoor ........ | 75.7 | (0.85) | 72.6 | (1.07) | 69.0 | (1.07) | 73.6 | (0.92) | 73.2 | (1.13) | 64.9 | (0.98) | 50.6 | (1.11) | 50.5 | (1.26) | 46.1 | (1.09) | 72.8 | (0.87) | 67.8 | (1.05) | 65.2 | (1.16) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ................................................................... | 75.0 | (0.68) | 69.6 | (1.19) | 68.2 | (1.04) | 75.2 | (0.72) | 75.9 | (0.99) | 67.0 | (0.89) | 52.4 | (0.98) | 54.0 | (1.16) | 49.6 | (1.07) | 73.4 | (0.74) | 68.9 | (1.06) | 63.7 | (1.04) |
| Private ............................................................................................. | 74.2 | (2.09) | 75.2 | (2.51) | 73.7 | (2.08) | 72.1 | (1.94) | 74.8 | (2.76) | 67.0 | (2.45) | 58.1 | (2.17) | 50.6 | (2.72) | 47.0 | (2.75) | 69.1 | (1.99) | 69.6 | (2.40) | 67.2 | (2.25) |

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
${ }^{1}$ Excludes children who were not able to speak
${ }^{2}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; is a dollar amount chate are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 used self-administered paper-and-pencil questionnaires that were mailed to respondents.
Measurable differences in estimates between 2012 and prior years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. The respondent was the parent most knowledgeable about the child's education. Responding parents reported on their own activities and the activities of their spouse/other adults in the household. All information, including control of school, is based on parent reports. Excludes homeschooled children. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Sur-
vey (PFI:2003, 2007, and 2012) of the National Household Education Surveys Program. (This table was pred vey (PFI:2003, 2007, and 2012) of the National Household Education Surveys Program. (This table was prepared October 2014.)

Table 207.40. Percentage of elementary and secondary school children whose parents were involved in school activities, by selected child, parent, and school characteristics: 2003, 2007, and 2012
[Standard errors appear in parentheses]

| Selected child, parent, or school characteristic | Percent of children whose parents report the following types of involvement in school activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 |  |  |  |  |  |  |  | 2007 |  |  |  |  |  |  |  | 2012 |  |  |  |  |  |  |  |
|  | Attended a general school meeting |  | Attended parent-teacher conference |  | Attended a class event |  | Volunteered at school |  | Attended a general school meeting |  | Attended parent-teacher conference |  | Attended a class event |  | Volunteered at school |  | Attended a general school meeting |  | Attended parent-teacher conference |  | Attended a class event |  | Volunteered at school |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total | 87.7 | (0.37) | 77.1 | (0.42) | 69.9 | (0.42) | 41.8 | (0.60) | 89.4 | (0.48) | 78.1 | (0.52) | 74.5 | (0.57) | 46.4 | (0.63) | 87.4 | (0.41) | 75.8 | (0.43) | 74.4 | (0.45) | 41.7 | (0.49) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 87.4 | (0.49) | 77.7 | (0.63) | 67.4 | (0.75) | 41.2 | (0.87) | 89.3 | (0.70) | 79.2 | (0.65) | 71.5 | (0.90) | 44.8 | (0.95) | 87.1 | (0.66) | 76.4 | (0.61) | 72.3 | (0.65) | 40.0 | (0.71) |
| Female | 87.9 | (0.55) | 76.5 | (0.63) | 72.6 | (0.63) | 42.4 | (0.83) | 89.6 | (0.59) | 76.8 | (0.94) | 77.7 | (0.82) | 48.1 | (1.01) | 87.7 | (0.50) | 75.1 | (0.61) | 76.7 | (0.68) | 43.5 | (0.88) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ................... | 88.7 | (0.50) | 76.4 | (0.62) | 74.1 | (0.65) |  | (0.82) | 90.9 | (0.52) | 77.8 | (0.64) | 80.1 | (0.68) | 54.2 | (0.85) | 89.1 | (0.50) | 77.2 | (0.56) | 81.5 | (0.54) | 49.6 | (0.72) |
| Black | 88.7 | (0.85) | 78.7 | (1.35) | 63.3 | (1.54) | 31.9 | (1.64) | 86.7 | (1.77) | 77.3 | (1.98) | 64.7 | (2.31) | 35.0 | (1.89) | 85.0 | (1.35) | 76.1 | (1.35) | 68.0 | (1.66) | 30.3 | (1.33) |
| Hispanic | 82.6 | (1.05) | 78.1 | (1.10) | 60.9 | (1.36) | 27.7 | (1.23) | 86.7 | (1.14) | 80.2 | (1.05) | 65.0 | (1.46) | 31.8 | (1.34) | 85.7 | (0.98) | 72.8 | (1.08) | 64.0 | (1.34) | 31.7 | (1.14) |
| Asian/Pacific Islander | 88.5 | (2.14) | 77.7 | (3.03) | 65.1 | (3.65) | 33.9 | (2.69) | 90.5 | (1.98) | 80.1 | (2.80) | 72.5 | (2.86) | 45.9 | (3.78) | 83.5 | (1.73) | 72.3 | (1.91) | 65.4 | (2.56) | 36.9 | (2.30) |
| Asian | - |  | - |  | - |  | - |  | 91.0 | (2.06) | 79.9 | (2.87) | 71.4 | (2.89) | 45.8 | (3.78) | 82.5 | (1.80) | 71.5 | (2.03) | 65.0 | (2.30) | 34.0 | (2.33) |
| Paciific Islander .......... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 90.7 | (3.96) | 71.4 | (8.97) | 79.0 | (6.32) | 54.3 | (11.37) |
| American Indian/Alaska Native ${ }^{1}$...... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 94.2 | (2.96) | 79.7 | (7.16) | 80.8 | (9.63) | 58.4 | (12.64) | 85.1 | (4.91) | 79.9 | (6.85) | 75.6 | (6.61) | 42.3 | (8.61) |
| Other .. | 86.7 | (2.22) | 77.6 | (3.17) | 71.6 | (2.95) | 40.3 | (3.86) |  | (1.76) | 73.6 | (3.48) | 75.7 | (2.83) | 44.8 | (3.13) | 88.8 | (1.30) | 78.4 | (2.31) | 76.0 | (2.52) | 45.3 | (2.57) |
| Highest education level of parents/guardians in the household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 73.5 | (1.76) | 70.2 | (1.94) | 47.0 | (2.07) | 17.5 | (1.65) | 77.1 | (1.83) | 72.0 | (2.16) | 49.8 | (2.41) | 20.2 | (2.68) | 77.0 | (1.79) | 63.3 | (1.88) | 48.0 | (2.04) | 18.3 | (1.72) |
| High school/GED ...... | 84.0 | (0.93) | 75.3 | (1.03) | 62.7 | (1.30) | 31.4 | (1.25) | 84.8 | (1.28) | 73.8 | (1.25) | 66.6 | (1.63) | 34.5 | (1.71) | 82.1 | (1.42) | 72.2 | (1.23) | 62.3 | (1.45) | 27.6 | (1.38) |
| Vocational/technical or some college ..... | 88.5 | (0.67) | 78.0 | (1.02) | 69.1 | (0.94) | 38.8 | (1.25) | 87.5 | (1.56) | 75.7 | (1.48) | 69.3 | (1.60) | 40.3 | (1.66) | 87.5 | (0.62) | 75.4 | (1.02) | 76.1 | (0.99) | 39.0 | (1.14) |
| Associate's degree ............. | 88.6 | (1.27) | 76.6 | (1.68) | 73.0 | (1.76) | 39.8 | (1.67) | 91.9 | (1.18) | 80.2 | (1.75) | 76.9 | (2.14) | 45.3 | (2.32) | 88.9 | (0.91) | 79.5 | (1.13) | 80.5 | (1.37) | 44.9 | (1.77) |
| Bachelor's degree/some graduate school ......... | 92.0 | (0.73) | 79.8 | (0.89) | 80.1 | (0.94) | 53.9 | (1.30) | 93.6 | (0.75) | 81.4 | (1.00) | 83.2 | (0.95) | 57.1 | (1.44) | 92.1 | (0.53) | 79.9 | (0.62) | 85.0 | (0.63) | 55.0 | (1.11) |
| Graduate/professional degree ........................... | 94.6 | (0.74) | 79.5 | (1.00) | 80.8 | (1.10) | 61.7 | (1.57) | 95.6 | (0.64) | 82.3 | (1.13) | 87.3 | (0.95) | 64.1 | (1.33) | 95.1 | (0.47) | 83.0 | (0.68) | 90.1 | (0.59) | 61.8 | (1.30) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$20,000 or less ....... | 79.8 | (1.43) | 74.6 | (1.33) | 56.6 | (1.42) | 26.1 | (1.45) | 78.9 | (1.87) | 75.1 | (1.90) | 54.8 | (2.11) | 24.8 | (1.87) | 79.9 | (1.15) | 69.4 | (1.36) | 57.2 | (1.31) | 24.1 | (1.18) |
| \$20,001 to \$50,000 | 85.1 | (0.67) | 77.3 | (0.85) | 66.2 | (0.94) | 34.6 | (1.14) | 86.7 | (1.02) | 77.1 | (1.21) | 68.6 | (1.15) | 34.8 | (1.10) | 84.3 | (0.73) | 74.5 | (1.04) | 67.2 | (1.28) | 31.1 | (1.22) |
| \$50,001 to \$75,000 ... | 89.9 | (0.79) | 76.9 | (0.96) | 74.5 | (1.03) | 46.0 | (1.26) | 92.0 | (0.73) | 78.6 | (0.96) | 79.0 | (1.15) | 51.7 | (1.18) | 88.7 | (0.97) | 77.3 | (1.23) | 77.3 | (1.19) | 43.7 | (1.40) |
| \$75,001 to \$100,000 | 94.0 | (0.80) | 79.4 | (1.28) | 77.7 | (1.34) | 51.5 | (1.71) | 92.9 | (0.85) | 79.6 | (1.47) | 83.2 | (1.20) | 57.3 | (1.90) | 89.9 | (0.88) | 77.3 | (1.15) | 81.9 | (1.13) | 47.8 | (1.24) |
| Over \$100,000 .................................................... | 93.9 | (0.71) | 77.9 | (1.21) | 80.7 | (1.03) | 61.1 | (1.19) | 96.1 | (0.39) | 80.1 | (1.06) | 86.7 | (0.80) | 64.7 | (1.39) | 92.5 | (0.92) | 79.0 | (0.80) | 85.5 | (0.96) | 57.6 | (1.05) |
| Poverty status ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ... | 79.4 | (1.55) | 74.5 | (1.37) | 56.7 | (1.57) | 26.8 | (1.55) | 80.9 | (1.81) | 76.8 | (1.76) | 55.8 | (2.01) | 26.5 | (1.84) | 82.5 | (1.08) | 71.3 | (1.29) | 60.0 | (1.52) | 26.8 | (1.28) |
| Near-poor . | 85.1 | (0.89) | 77.9 | (1.05) | 64.8 | (0.98) | 32.5 | (1.31) | 86.2 | (1.28) | 76.8 | (1.58) | 68.1 | (1.32) | 35.2 | (1.31) | 83.7 | (0.78) | 75.2 | (0.97) | 66.5 | (1.22) | 31.2 | (1.35) |
| Nonpoor ... | 91.0 | (0.46) | 77.6 | (0.58) |  | (0.51) | 49.5 | (0.76) | 93.1 | (0.34) | 78.9 | (0.58) | 82.3 | (0.57) | 56.1 | (0.77) | 90.4 | (0.51) | 77.5 | (0.55) | 82.2 | (0.61) | 50.6 | (0.71) |
| Control of school and enrollment level of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public school ...................................... | 86.7 | (0.40) | 75.9 | (0.45) | 68.0 | (0.47) | 38.5 | (0.64) | 88.5 | (0.53) | 76.9 | (0.59) | 72.6 | (0.66) | 42.7 | (0.69) | 86.5 | (0.43) | 74.8 | (0.45) | 72.9 | (0.50) | 39.0 | (0.52) |
| Elementary (kindergarten to grade 8) ........ | 90.9 | (0.40) | 85.1 | (0.42) | 71.7 | (0.57) | 42.8 | (0.74) | 91.7 | (0.59) | 85.1 | (0.69) | 76.1 | (0.79) | 48.5 | (1.00) | 90.0 | (0.42) | 82.4 | (0.47) | 76.0 | (0.64) | 44.1 | (0.69) |
| Secondary (grades 9 to 12) ................. | 76.9 | (1.06) | 54.8 | (1.02) | 59.4 | (1.06) | 28.5 | (0.98) | 82.0 | (1.12) | 59.9 | (1.14) | 65.5 | (1.20) | 30.6 | (1.05) | 77.8 | (0.92) | 55.5 | (1.04) | 65.1 | (0.90) | 26.2 | (0.71) |
| Private school ...................... | 95.7 | (0.61) | 86.6 | (1.03) | 85.6 | (1.23) | 68.7 | (1.57) | 96.3 | (1.08) | 86.5 | (1.84) | 88.1 | (1.27) | 74.1 | (1.75) | 96.2 | (0.58) | 86.9 | (1.13) | 90.1 | (1.18) | 69.5 | (1.63) |
| Elementary (kindergarten to grade 8) ................ | 96.6 | (0.69) | 91.6 | (0.92) | 88.4 | (1.22) | 73.4 | (1.90) | 96.8 | (1.46) | 92.5 | (1.61) | 89.2 | (1.65) | 80.3 | (1.87) | 97.4 | (0.63) | 91.2 | (1.47) | 91.8 | (1.39) | 74.4 | (1.87) |
| Secondary (grades 9 to 12) ............................. | 93.0 | (1.56) | 72.2 | (2.54) | 77.6 | (2.93) | 55.2 | (2.78) | 95.2 | (1.11) | 71.2 | (4.05) | 85.2 | (2.21) | 58.6 | (3.50) | 92.5 | (1.20) | 73.6 | (2.19) | 84.9 | (2.08) | 54.6 | (2.44) |

## -Not available

## cable. <br> $\dagger$ Reporting standards not met (too few cases for a reliable estimate).

IIncluded in "Other" in 2003 data.
2Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty
threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2011, for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the
measure of poverty status is an approximation.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 used self-administered paper-and-pencil questionnaires that were mailed to responchanges could be due to the mode change from telephone to mail. Includes children enrolled in kindergarten through grade 12 and ungraded students. Excludes homeschooled children. The respondent was the parent most knowledgeable about the child's education. Responding parents reported on their own activities and the activities of their spouse/other adults in the household. Race categories exclude persons of Hispanic ethnicity. Asian and Pacific Islander data were not collected separately prior to 2007. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education: 2002-03 and Parent and Family Involvement in Education Survey (PFI:2003, 2007, and 2012) of the National Household Education Surveys Program. (This table was prepared October 2014.)

Table 208.10. Public elementary and secondary pupil/teacher ratios, by selected school characteristics: Selected years, fall 1990 through fall 2014

| Selected school characteristic | 1990 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | $2010^{1}$ | 2011 | 2012 | 2013 | 2014 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| All schools ....... | 17.4 | 17.8 | 17.6 | 17.2 | 16.9 | 16.6 | 16.4 | 16.3 | 16.2 | 16.4 | 16.2 | 16.0 | 15.8 | 15.7 | 15.7 | 16.0 | 16.4 | 16.3 | 16.2 | 16.3 | 16.2 |
| Enrollment size of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under $300 . . . .$. | 14.0 | 14.1 | 14.0 | 13.7 | 13.6 | 13.3 | 13.1 | 12.9 | 12.8 | 13.0 | 12.8 | 12.7 | 12.7 | 12.7 | 12.5 | 12.6 | 12.9 | 12.8 | 12.7 | 12.7 | 12.7 |
| 300 to 499. | 17.0 | 17.1 | 16.9 | 16.5 | 16.2 | 15.8 | 15.5 | 15.4 | 15.3 | 15.5 | 15.2 | 15.0 | 14.9 | 15.0 | 14.8 | 15.2 | 15.4 | 15.4 | 15.3 | 15.4 | 15.3 |
| 500 to 999 | 18.0 | 18.2 | 17.9 | 17.5 | 17.1 | 16.8 | 16.7 | 16.5 | 16.5 | 16.6 | 16.4 | 16.2 | 15.9 | 15.9 | 15.9 | 16.3 | 16.7 | 16.7 | 16.6 | 16.7 | 16.5 |
| 1,000 to 1,499.... | 17.9 | 18.7 | 18.5 | 18.1 | 17.7 | 17.6 | 17.4 | 17.4 | 17.4 | 17.6 | 17.3 | 16.9 | 16.7 | 16.5 | 16.5 | 16.8 | 17.3 | 17.1 | 17.0 | 17.1 | 16.9 |
| 1,500 or more ..... | 19.2 | 20.0 | 20.0 | 19.7 | 19.3 | 19.3 | 19.1 | 19.0 | 18.9 | 19.2 | 19.1 | 18.8 | 18.6 | 18.1 | 18.3 | 18.7 | 19.5 | 19.0 | 18.8 | 19.1 | 19.0 |
| Type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Regular schools ............ | 17.6 | 17.9 | 17.7 | 17.3 | 17.0 | 16.7 | 16.5 | 16.4 | 16.3 | 16.5 | 16.3 | 16.1 | 15.9 | 15.8 | 15.8 | 16.1 | 16.5 | 16.4 | 16.4 | 16.5 | 16.3 |
| Alternative | 14.2 | 16.6 | 16.6 | 16.5 | 16.4 | 15.8 | 15.2 | 14.9 | 14.9 | 15.0 | 14.4 | 14.0 | 14.7 | 13.5 | 14.2 | 14.3 | 14.8 | 14.7 | 14.7 | 14.3 | 14.5 |
| Special education .... | 6.5 | 7.2 | 7.4 | 7.6 | 7.3 | 7.2 | 7.0 | 6.4 | 7.0 | 7.3 | 7.4 | 6.2 | 6.6 | 7.1 | 6.8 | 7.1 | 6.9 | 7.1 | 6.9 | 6.6 | 7.0 |
| Vocational ................... | 13.0 | 12.7 | 12.9 | 12.9 | 13.1 | 13.0 | 12.7 | 12.7 | 9.9 | 10.3 | 11.5 | 12.0 | 13.3 | 11.3 | 10.7 | 10.2 | 11.7 | 11.8 | 11.6 | 11.7 | 11.8 |
| Percent of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 percent or less ......... | - | - | - | - | - | - | - | - | - | - | 16.8 | 16.4 | 16.4 | 16.3 | 16.1 | 16.5 | 16.9 | 17.5 | 16.4 | 16.4 | 16.4 |
| 26 percent to 50 percent | - | - | - | - | - | - | - | - | - | - | 16.2 | 16.1 | 15.8 | 15.7 | 15.7 | 16.1 | 16.5 | 16.2 | 16.3 | 16.3 | 16.2 |
| 51 percent to 75 percent | - | - | - | - | - | - | - | - | - | - | 15.9 | 15.6 | 15.3 | 15.2 | 15.4 | 15.8 | 16.2 | 15.8 | 16.1 | 16.2 | 16.0 |
| More than 75 percent .... | - | - | - | - | - | - | - | - | - | - | 15.9 | 15.5 | 15.4 | 15.0 | 15.1 | 15.6 | 16.0 | 15.5 | 16.2 | 16.4 | 16.4 |
| Level and size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary schools ...... | 18.1 | 18.1 | 17.8 | 17.4 | 17.0 | 16.7 | 16.5 | 16.3 | 16.2 | 16.3 | 16.0 | 15.8 | 15.6 | 15.6 | 15.5 | 15.9 | 16.3 | 16.3 | 16.3 | 16.3 | 16.1 |
| Regular ................... | 18.2 | 18.1 | 17.9 | 17.4 | 17.0 | 16.7 | 16.5 | 16.3 | 16.2 | 16.3 | 16.0 | 15.8 | 15.6 | 15.6 | 15.5 | 15.9 | 16.3 | 16.3 | 16.3 | 16.4 | 16.2 |
| Under 300 ............. | 16.0 | 15.7 | 15.6 | 15.3 | 15.1 | 14.6 | 14.4 | 14.1 | 13.9 | 14.0 | 13.7 | 13.6 | 13.5 | 13.7 | 13.5 | 13.7 | 14.0 | 14.0 | 13.9 | 14.0 | 13.8 |
| 300 to 499 ..... | 17.6 | 17.5 | 17.2 | 16.8 | 16.4 | 16.1 | 15.8 | 15.6 | 15.5 | 15.6 | 15.3 | 15.2 | 15.1 | 15.2 | 15.0 | 15.4 | 15.6 | 15.7 | 15.6 | 15.6 | 15.5 |
| 500 to 999 ........... | 18.8 | 18.6 | 18.3 | 17.8 | 17.4 | 17.1 | 16.9 | 16.8 | 16.7 | 16.8 | 16.5 | 16.3 | 16.0 | 16.0 | 16.0 | 16.5 | 16.9 | 16.9 | 16.9 | 17.0 | 16.7 |
| 1,000 to 1,499 ....... | 19.5 | 19.7 | 19.4 | 18.8 | 18.4 | 18.3 | 18.1 | 18.0 | 18.0 | 18.1 | 17.7 | 17.2 | 17.0 | 16.7 | 16.8 | 17.2 | 17.8 | 17.7 | 17.7 | 17.7 | 17.5 |
| 1,500 or more ........ | 19.9 | 20.9 | 21.2 | 20.7 | 19.9 | 20.0 | 20.5 | 20.2 | 20.3 | 20.8 | 20.5 | 19.6 | 19.4 | 18.0 | 18.1 | 18.5 | 19.3 | 19.0 | 18.7 | 19.0 | 19.0 |
| Secondary schools ....... | 16.6 | 17.6 | 17.5 | 17.3 | 17.0 | 16.8 | 16.6 | 16.6 | 16.7 | 16.9 | 16.8 | 16.6 | 16.4 | 16.3 | 16.2 | 16.4 | 16.8 | 16.5 | 16.5 | 16.6 | 16.6 |
| Regular ................... | 16.7 | 17.7 | 17.6 | 17.4 | 17.1 | 16.9 | 16.7 | 16.7 | 16.8 | 17.0 | 16.9 | 16.8 | 16.6 | 16.4 | 16.3 | 16.6 | 16.9 | 16.7 | 16.6 | 16.7 | 16.7 |
| Under $300 . . . .$. | 12.3 | 12.8 | 12.7 | 12.5 | 12.5 | 12.0 | 12.0 | 11.9 | 12.0 | 12.3 | 12.0 | 12.2 | 12.0 | 12.1 | 11.9 | 11.9 | 12.2 | 12.0 | 12.0 | 12.0 | 11.9 |
| 300 to 499 ....... | 14.9 | 15.7 | 15.5 | 15.3 | 15.1 | 14.6 | 14.5 | 14.4 | 14.4 | 14.7 | 14.7 | 14.6 | 14.4 | 14.4 | 14.3 | 14.3 | 14.6 | 14.6 | 14.5 | 14.4 | 14.6 |
| 500 to 999 ......... | 16.1 | 16.9 | 16.7 | 16.4 | 16.2 | 16.0 | 15.8 | 15.7 | 15.8 | 16.0 | 15.9 | 15.8 | 15.6 | 15.4 | 15.4 | 15.6 | 15.8 | 15.7 | 15.6 | 15.7 | 15.7 |
| 1,000 to 1,499 ....... | 17.2 | 18.0 | 17.9 | 17.5 | 17.2 | 17.1 | 16.8 | 16.8 | 16.9 | 17.2 | 17.0 | 16.8 | 16.5 | 16.5 | 16.3 | 16.6 | 16.9 | 16.6 | 16.5 | 16.6 | 16.5 |
| 1,500 or more ........ | 19.3 | 20.0 | 20.0 | 19.7 | 19.3 | 19.2 | 18.9 | 18.8 | 18.8 | 19.0 | 19.0 | 18.8 | 18.5 | 18.2 | 18.2 | 18.6 | 19.3 | 18.8 | 18.7 | 18.9 | 18.9 |
| Combined schools .. | 14.5 | 15.0 | 14.7 | 14.4 | 13.4 | 13.4 | 13.7 | 13.4 | 13.5 | 13.8 | 13.9 | 14.1 | 14.7 | 13.4 | 13.9 | 14.0 | 15.4 | 14.4 | 14.3 | 14.6 | 14.2 |
| Under 300 .............. | 8.9 | 9.0 | 8.7 | 8.6 | 8.9 | 9.1 | 9.2 | 9.1 | 9.1 | 9.5 | 9.2 | 9.5 | 10.1 | 9.2 | 8.9 | 9.1 | 9.2 | 9.4 | 9.1 | 9.1 | 9.2 |
| 300 to 499 .... | 14.2 | 14.7 | 14.3 | 14.0 | 13.6 | 13.8 | 13.5 | 13.1 | 13.1 | 14.4 | 13.4 | 13.9 | 14.3 | 13.7 | 13.9 | 13.8 | 13.6 | 13.3 | 13.2 | 13.5 | 13.6 |
| 500 to 999 ........... | 16.3 | 16.6 | 16.6 | 16.2 | 15.5 | 14.9 | 15.8 | 15.6 | 16.0 | 15.4 | 15.8 | 15.9 | 16.0 | 15.2 | 15.6 | 15.8 | 16.9 | 15.6 | 15.5 | 15.5 | 15.1 |
| 1,000 to 1,499 ........... | 17.8 | 18.2 | 18.4 | 18.0 | 16.9 | 16.9 | 17.5 | 18.1 | 17.7 | 17.5 | 17.4 | 16.4 | 17.3 | 15.9 | 16.7 | 17.9 | 19.2 | 18.1 | 17.8 | 17.9 | 17.3 |
| 1,500 or more ..... | 17.7 | 19.6 | 19.3 | 19.3 | 18.7 | 19.2 | 18.6 | 18.9 | 19.1 | 19.2 | 18.7 | 20.0 | 20.3 | 18.0 | 21.7 | 21.7 | 25.7 | 23.4 | 23.0 | 24.6 | 20.9 |
| Ungraded .................... | 6.4 | 6.9 | 5.9 | 6.2 | 5.9 | 5.3 | 7.0 | 6.3 | 6.8 | 9.6 | 8.0 | 7.7 | 7.2 | 7.3 | 5.5 | 8.5 | 5.3 | 6.0 | 5.6 | 2.9 | 8.1 |
| Level, type, and percent of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 percent or less ..... | - | - | - | - | - | - | - | - | - | - | 16.6 | 16.4 | 16.2 | 16.2 | 16.0 | 16.4 | 16.8 | 17.4 | 16.4 | 16.4 | 16.3 |
| 26 to 50 percent | - | - | - | - | - | - | - | - | - | - | 16.0 | 15.8 | 15.5 | 15.6 | 15.6 | 16.0 | 16.4 | 16.3 | 16.3 | 16.3 | 16.1 |
| 51 to 75 percent ........ | - | - | - | - | - | - | - | - | - | - | 15.7 | 15.5 | 15.1 | 15.2 | 15.2 | 15.7 | 16.0 | 15.9 | 16.1 | 16.1 | 15.8 |
| More than 75 percent | - | - | - | - | - | - | - | - | - | - | 16.0 | 15.6 | 15.4 | 15.1 | 15.2 | 15.8 | 16.1 | 15.7 | 16.4 | 16.6 | 16.5 |
| Secondary, regular |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 percent or less ..... | - | - | - | - | - | - | - | - | - | - | 17.5 | 17.0 | 16.9 | 16.8 | 16.6 | 16.8 | 17.2 | 17.8 | 16.6 | 16.7 | 16.7 |
| 26 to 50 percent ........ | - | - | - | - | - | - | - | - | - | - | 16.9 | 16.8 | 16.4 | 16.4 | 16.2 | 16.5 | 16.8 | 16.4 | 16.6 | 16.5 | 16.5 |
| 51 to 75 percent ........ | - | - | - | - | - | - | - | - | - | - | 16.9 | 16.7 | 16.3 | 16.1 | 16.4 | 16.5 | 17.1 | 16.1 | 16.7 | 16.8 | 16.9 |
| More than 75 percent | - | - | - | - | - | - | - | - | - | - | 16.2 | 16.7 | 16.2 | 15.7 | 15.9 | 16.0 | 16.5 | 15.5 | 16.5 | 16.9 | 17.0 |

## -Not available.

${ }^{1}$ Includes imputations for California and Wyoming.
NOTE: Pupil/teacher ratios are based on data reported by types of schools rather than by instructional programs within schools. Only includes schools that reported both enrollment and teacher data. Ratios are based on data reported by schools and may differ from data reported in other tables that reflect aggregate totals reported by states.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990-91 through 2014-15. (This table was prepared May 2017.)

Table 208.20. Public and private elementary and secondary teachers, enrollment, pupil/teacher ratios, and new teacher hires: Selected years, fall
1955 through fall 2026

| Year | Teachers (in thousands) |  |  | Enrollment (in thousands) |  |  | Pupil/teacher ratio |  |  | Number of new teacher hires (in thousands) ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Public | Private | Total | Public | Private | Total | Public | Private | Total | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1955 ... | 1,286 | 1,141 | $145{ }^{2}$ | 35,280 | 30,680 | 4,600 ${ }^{2}$ | 27.4 | 26.9 | $31.7{ }^{2}$ | - | - | - |
| 1960 ......................................................... | 1,600 | 1,408 | $192{ }^{2}$ | 42,181 | 36,281 | 5,900 ${ }^{2}$ | 26.4 | 25.8 | $30.7{ }^{2}$ | - | - | - |
| $1965 . .$. | 1,933 | 1,710 | 223 | 48,473 | 42,173 | 6,300 | 25.1 | 24.7 | 28.3 | - | - | - |
| 1970 .............................. | 2,292 | 2,059 | 233 | 51,257 | 45,894 | 5,363 | 22.4 | 22.3 | 23.0 | - | - | - |
| 1975 ................................ | 2,453 | 2,198 | $255{ }^{2}$ | 49,819 | 44,819 | 5,000 ${ }^{2}$ | 20.3 | 20.4 | $19.6{ }^{2}$ | - | - | - |
| 1976 .... | 2,457 | 2,189 | 268 | 49,478 | 44,311 | 5,167 | 20.1 | 20.2 | 19.3 | - | - | - |
| 1977 .... | 2,488 | 2,209 | 279 | 48,717 | 43,577 | 5,140 | 19.6 | 19.7 | 18.4 | - | - | - |
| 1978 ... | 2,479 | 2,207 | 272 | 47,637 | 42,551 | 5,086 | 19.2 | 19.3 | 18.7 | - | - | - |
| 1979 ................................. | 2,461 | 2,185 | $276{ }^{2}$ | 46,651 | 41,651 | 5,000 ${ }^{2}$ | 19.0 | 19.1 | $18.1{ }^{2}$ | - | - | - |
| 1980 ................................... | 2,485 | 2,184 | 301 | 46,208 | 40,877 | 5,331 | 18.6 | 18.7 | 17.7 |  |  |  |
| 1981. | 2,440 | 2,127 | $313{ }^{2}$ | 45,544 | 40,044 | 5,500 ${ }^{2}$ | 18.7 | 18.8 | $17.6{ }^{2}$ | - | - | - |
| 1982 .............................. | 2,458 | 2,133 | $325{ }^{2}$ | 45,166 | 39,566 | 5,600 ${ }^{2}$ | 18.4 | 18.6 | $17.2{ }^{2}$ | - | - | - |
| 1983 .... | 2,476 | 2,139 | 337 | 44,967 | 39,252 | 5,715 | 18.2 | 18.4 | 17.0 | - | - | - |
| 1984 ................................ | 2,508 | 2,168 | $340{ }^{2}$ | 44,908 | 39,208 | 5,700 ${ }^{2}$ | 17.9 | 18.1 | $16.8{ }^{2}$ | - | - | - |
| 1985 ................................ | 2,549 | 2,206 | 343 | 44,979 | 39,422 | 5,557 | 17.6 | 17.9 | 16.2 | - | - | - |
| 1986 .... | 2,592 | 2,244 | 3482 | 45,205 | 39,753 | 5,452 ${ }^{2}$ | 17.4 | 17.7 | $15.7{ }^{2}$ | - | - | - |
| 1987 ... | 2,631 | 2,279 | 352 | 45,488 | 40,008 | 5,479 | 17.3 | 17.6 | 15.6 | - | - | - |
| 1988. | 2,668 | 2,323 | $345{ }^{2}$ | 45,430 | 40,189 | 5,242 ${ }^{2}$ | 17.0 | 17.3 | $15.2{ }^{2}$ | - | - | - |
| 1989 ............................... | 2,713 | 2,357 | 356 | 46,141 | 40,543 | 5,599 | 17.0 | 17.2 | 15.7 | - | - | - |
| 1990 ................................... | 2,759 | 2,398 | $361{ }^{2}$ | 46,864 | 41,217 | 5,648 ${ }^{2}$ | 17.0 | 17.2 | $15.6{ }^{2}$ | - | - | - |
| $1991 . .$. | 2,797 | 2,432 | 365 | 47,728 | 42,047 | 5,681 | 17.1 | 17.3 | 15.6 | - | - | - |
| 1992 ................................. | 2,823 | 2,459 | $364{ }^{2}$ | 48,694 | 42,823 | 5,870 ${ }^{2}$ | 17.2 | 17.4 | $16.1{ }^{2}$ | - | - | - |
| 1993 .................................. | 2,868 | 2,504 | 364 | 49,532 | 43,465 | 6,067 | 17.3 | 17.4 | 16.7 | - | - | - |
| 1994 ................................. | 2,922 | 2,552 | $370{ }^{2}$ | 50,106 | 44,111 | 5,994 ${ }^{2}$ | 17.1 | 17.3 | $16.2{ }^{2}$ | - | - | - |
| 1995 ................................. | 2,974 | 2,598 | 376 | 50,759 | 44,840 | 5,918 | 17.1 | 17.3 | 15.7 | - | - | - |
| 1996 .... | 3,051 | 2,667 | $384{ }^{2}$ | 51,544 | 45,611 | 5,933 ${ }^{2}$ | 16.9 | 17.1 | $15.5{ }^{2}$ | - | - | - |
| 1997 .... | 3,138 | 2,746 | 391 | 52,071 | 46,127 | 5,944 | 16.6 | 16.8 | 15.2 | - | - | - |
| 1998 ...... | 3,230 | 2,830 | $400{ }^{2}$ | 52,526 | 46,539 | 5,988 ${ }^{2}$ | 16.3 | 16.4 | $15.0{ }^{2}$ | - | - | - |
| 1999. | 3,319 | 2,911 | 408 | 52,875 | 46,857 | 6,018 | 15.9 | 16.1 | 14.7 | 305 | 222 | 83 |
| 2000 ................................... | 3,366 | 2,941 | $424{ }^{2}$ | 53,373 | 47,204 | 6,169 ${ }^{2}$ | 15.9 | 16.0 | $14.5{ }^{2}$ | - | - | - |
| 2001 .... | 3,440 | 3,000 | 441 | 53,992 | 47,672 | 6,320 | 15.7 | 15.9 | 14.3 | - | - | - |
| 2002 ................................. | 3,476 | 3,034 | $442{ }^{2}$ | 54,403 | 48,183 | 6,220 ${ }^{2}$ | 15.7 | 15.9 | $14.1{ }^{2}$ | - | - | - |
| 2003 .... | 3,490 | 3,049 | 441 | 54,639 | 48,540 | 6,099 | 15.7 | 15.9 | 13.8 | 311 | 236 | 74 |
| 2004 ................................ | 3,536 | 3,091 | $445{ }^{2}$ | 54,882 | 48,795 | 6,087 ${ }^{2}$ | 15.5 | 15.8 | $13.7{ }^{2}$ | - | - | - |
| 2005 .................................. | 3,593 | 3,143 | 450 | 55,187 | 49,113 | 6,073 | 15.4 | 15.6 | 13.5 | - | - | - |
| 2006 ... | 3,622 | 3,166 | $456{ }^{2}$ | 55,307 | 49,316 | 5,991 ${ }^{2}$ | 15.3 | 15.6 | $13.2{ }^{2}$ | - | - | - |
| 2007. | 3,656 | 3,200 | 456 | 55,201 | 49,291 | 5,910 | 15.1 | 15.4 | 13.0 | 327 | 246 | 80 |
| 2008 .. | 3,670 | 3,222 | $448{ }^{2}$ | 54,973 | 49,266 | 5,707 ${ }^{2}$ | 15.0 | 15.3 | $12.8{ }^{2}$ | - | - | - |
| 2009 | 3,647 | 3,210 | 437 | 54,849 | 49,361 | 5,488 | 15.0 | 15.4 | 12.5 | - | - | - |
| 2010 ................................... | 3,529 | 3,099 | $429{ }^{2}$ | 54,867 | 49,484 | 5,382 ${ }^{2}$ | 15.5 | 16.0 | $12.5{ }^{2}$ | - | - | - |
| 2011 ...... | 3,524 | 3,103 | 421 | 54,790 | 49,522 | 5,268 | 15.5 | 16.0 | 12.5 | 241 | 173 | 68 |
| 2012 ................................ | 3,540 | 3,109 | $431{ }^{2}$ | 55,104 | 49,771 | 5,333 ${ }^{2}$ | 15.6 | 16.0 | $12.4{ }^{2}$ | 338 | 247 | 91 |
| 2013 ............................... | 3,555 | 3,114 | 441 | 55,440 | 50,045 | 5,396 | 15.6 | 16.1 | 12.2 | 334 | 244 | 90 |
| 2014 .............................. | 3,568 | 3,132 | $436{ }^{2}$ | 55,635 | 50,313 | 5,323 ${ }^{2}$ | 15.6 | 16.1 | $12.2{ }^{2}$ | 336 | 259 | 77 |
| 20153 ................................ | 3,575 | 3,143 | 432 | 55,763 | 50,485 | 5,278 | 15.6 | 16.1 | 12.2 | 331 | 254 | 77 |
| $2016{ }^{3}$................................ | 3,580 | 3,152 | 428 | 55,859 | 50,625 | 5,234 | 15.6 | 16.1 | 12.2 | 328 | 251 | 76 |
| 20173 | 3,581 | 3,157 | 424 | 55,891 | 50,710 | 5,181 | 15.6 | 16.1 | 12.2 | 323 | 247 | 76 |
| $2018{ }^{3}$ | 3,580 | 3,160 | 420 | 55,892 | 50,759 | 5,133 | 15.6 | 16.1 | 12.2 | 320 | 245 | 75 |
| 20193 | 3,601 | 3,182 | 420 | 55,947 | 50,843 | 5,104 | 15.5 | 16.0 | 12.2 | 340 | 262 | 78 |
| $2020^{3}$.............................. | 3,620 | 3,201 | 419 | 56,079 | 50,996 | 5,083 | 15.5 | 15.9 | 12.1 | 338 | 260 | 78 |
| $2021{ }^{3}$ | 3,645 | 3,225 | 420 | 56,216 | 51,152 | 5,064 | 15.4 | 15.9 | 12.1 | 344 | 266 | 78 |
| $2022{ }^{3}$ | 3,671 | 3,250 | 421 | 56,356 | 51,301 | 5,055 | 15.4 | 15.8 | 12.0 | 347 | 268 | 80 |
| $2023^{3}$............................... | 3,700 | 3,277 | 423 | 56,513 | 51,455 | 5,058 | 15.3 | 15.7 | 11.9 | 351 | 270 | 81 |
| $2024^{3}$.............................. | 3,730 | 3,303 | 427 | 56,632 | 51,562 | 5,070 | 15.2 | 15.6 | 11.9 | 354 | 272 | 83 |
| $2025^{3}$............................... | 3,759 | 3,329 | 431 | 56,715 | 51,632 | 5,083 | 15.1 | 15.5 | 11.8 | 358 | 274 | 84 |
| $2026{ }^{3}$............................... | 3,783 | 3,349 | 434 | 56,834 | 51,738 | 5,096 | 15.0 | 15.4 | 11.8 | 353 | 270 | 84 |

## -Not available.

${ }^{1}$ A teacher is considered to be a new hire for a public or private school if the teacher had not taught in that control of school in the previous year. A teacher who moves from a public to private or a private to public school is considered a new teacher hire, but a teacher who moves from one public school to another public school or one private school to another private school is not considered a new teacher hire.
${ }^{2}$ Estimated.
${ }^{2}$ Estimated.
${ }^{3}$ Projected.
NOTE: Data for teachers are expressed in full-time equivalents (FTE). Counts of private school teachers and enrollment include prekindergarten through grade 12 in schools offering kindergarten or higher grades. Counts of public school teachers and enrollment include prekindergarten through grade 12. The pupi/teacher ratio includes teachers for students with disabilities and other special teachers, while these teachers are generally excluded
from class size calculations. Ratios for public schools reflect totals reported by states and differ from totals reported for schools or school districts. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1955-56 through 1980-81; Statistics of Nonpublic Elementary and Secondary Schools, 1955 through 1980; 1983-84, 1985-86, and 1987-88 Private School Survey; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2014-15; Prifiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2014-15; Pri-
vate School Universe Survey (PSS), 1989-90 through 2013-14; Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1999-2000 through 2011-12; Elementary and Secondary Teacher Projection Model, 1973 through 2026; and New Teacher Hires Projection Model, 1988 through 2026. (This table was prepared March 2017.)

Table 208.30. Public elementary and secondary teachers, by level and state or jurisdiction: Selected years, fall 2000 through fall 2014
[In full-time equivalents]

| State or jurisdiction | Fall 2000 | Fall 2005 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |  |  |  | Fall 2014 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Total | Elementary | Secondary | Ungraded | Total | Elementary | Secondary | Ungraded |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| United States | 2,941,461 ${ }^{1}$ | 3,143,003 ${ }^{1}$ | 3,099,095 ${ }^{1}$ | 3,103,263 ${ }^{1}$ | 3,109,101 ${ }^{1}$ | 3,113,764 ${ }^{1}$ | 1,736,644 1 | 1,207,774 | 169,347 ${ }^{1}$ | 3,132,351 ${ }^{1}$ | 1,743,157 1 | 1,203,263 1 | 185,931 ${ }^{1}$ |
| Alabama | 48,194 ${ }^{2}$ | 57,757 | 49,363 | 47,723 | 51,877 | 47,162 | 33,029 | 14,133 | 0 | 42,737 | 22,660 | 20,076 | 0 |
| Alaska ... | 7,880 | 7,912 | 8,171 | 8,088 | 7,682 | 7,898 | 4,255 | 3,643 | 0 | 7,759 | 4,257 | 3,502 | 0 |
| Arizona .... | 44,438 | 51,376 | 50,031 | 50,800 | 48,866 | 48,359 | 33,890 | 14,468 | 0 | 48,124 | 33,274 | 14,851 | 0 |
| Arkansas ... | 31,947 | 32,997 | 34,273 | 33,983 | 34,131 | 34,933 | 18,198 | 14,216 | 2,518 | 35,430 | 18,551 | 14,288 | 2,591 |
| California .... | 298,021 ${ }^{2}$ | 309,222 ${ }^{2}$ | 260,806 ${ }^{2}$ | 268,689 ${ }^{2}$ | 266,255 ${ }^{2}$ | 259,506 ${ }^{2}$ | 175,937 ${ }^{2}$ | 80,911 | 2,657 | 267,685 ${ }^{2}$ | 180,094 ${ }^{2}$ | 85,079 | 2,512 |
| Colorado . | 41,983 | 45,841 | 48,543 | 48,078 | 48,922 | 50,157 | 28,807 | 21,350 | 0 | 51,388 | 29,488 | 21,900 | 0 |
| Connecticut | 41,044 | 39,687 | 42,951 | 43,805 | 43,931 | 43,443 | 28,951 | 13,268 | 1,225 | 42,062 | 26,594 | 15,237 | 31 |
| Delaware ... | 7,469 | 7,998 | 8,933 | 8,587 | 9,257 | 9,388 | 4,782 | 4,606 | 0 | 9,649 | 4,879 | 4,770 | 0 |
| District of Columbia ..... | 4,949 | 5,481 ${ }^{3}$ | 5,925 | 6,278 | 5,925 | 5,991 | 3,068 | 1,726 | 1,198 | 6,565 | 4,806 | 1,722 | 38 |
| Florida ..... | 132,030 | 158,962 | 175,609 | 175,006 | 176,537 | 177,853 | 77,076 | 66,896 | 33,881 | 180,442 | 77,052 | 66,301 | 37,089 |
| Georgia | 91,043 | 108,535 | 112,460 | 111,133 | 109,365 | 109,441 | 50,826 | 42,831 | 15,785 | 111,470 | 51,858 | 43,261 | ,351 |
| Hawaii | 10,927 | 11,226 | 11,396 | 11,458 | 11,608 | 11,781 | 6,467 | 5,240 | 74 | 11,663 | 6,380 | 5,218 | 65 |
| Idaho ... | 13,714 | 14,521 | 15,673 | 15,990 | 14,563 | 15,002 | 7,163 | 7,839 | 0 | 15,609 | 7,393 | 8,216 | 0 |
| Illinois .. | 127,620 | 133,857 | 132,983 | 131,777 | 135,701 ${ }^{4}$ | 136,355 ${ }^{5}$ | 91,826 ${ }^{6}$ | 43,459 | 1,070 ${ }^{3}$ | 132,456 | 91,688 | 40,706 | 62 |
| Indiana. | 59,226 | 60,592 | 58,121 ${ }^{2}$ | 62,339 | 59,863 | 59,823 | 31,188 | 28,635 | 0 | 56,547 | 29,621 | 26,927 | 0 |
| lowa | 34,636 | 35,181 | 34,642 | 34,658 | 35,080 | 35,397 | 24,719 | 10,677 | 0 | 35,684 | 24,969 | 10,716 | 0 |
| Kansas ... | 32,742 | 33,608 | 34,644 | 37,407 | 41,243 | 38,153 | 19,360 | 18,298 | 496 | 37,659 | 19,188 | 18,471 | 0 |
| Kentucky | 39,589 | 42,413 | 42,042 | 41,860 | 42,769 | 41,820 | 24,751 | 9,959 | 7,110 | 41,586 | 24,653 | 9,887 | 7,046 |
| Louisiana | 49,915 | 44,660 | 48,655 | 48,657 | 46,493 | 46,437 | 31,650 | 14,787 | 0 | 46,340 | 26,884 | 11,920 | 7,536 |
| Maine ......... | 16,559 | 16,684 | 15,384 | 14,888 | 15,222 | 15,452 | 10,699 | 4,744 | 9 | 14,937 | 10,374 | 4,563 | 0 |
| Maryland ... | 52,433 | 56,685 | 58,428 | 57,589 | 57,718 | 58,611 | 35,332 | 23,279 | 0 | 59,194 | 35,870 | 23,324 |  |
| Massachusetts ... | 67,432 | 73,596 | 68,754 | 69,342 | 70,636 | 70,490 | 46,284 | 24,206 | 0 | 71,859 | 47,116 | 24,743 | 0 |
| Michigan ..... | 97,031 | 98,069 | 88,615 | 86,997 | 86,154 | 85,786 | 35,535 | 33,666 | 16,585 | 85,038 | 35,201 | 33,377 | 16,460 |
| Minnesota ... | 53,457 | 51,107 | 52,672 | 52,832 | 53,585 | 54,413 | 29,197 | 23,650 | 1,565 | 55,690 | 30,105 | 23,961 | 1,624 |
| Mississippi ... | 31,006 | 31,433 | 32,255 | 32,007 | 32,613 | 32,292 | 15,291 | 13,068 | 3,934 | 32,311 | 15,299 | 13,092 | 3,921 |
| Missouri | 64,735 | 67,076 | 66,735 | 66,252 | 66,248 | 66,651 | 34,510 | 32,141 |  | 67,356 | 35,050 | 32,306 | 0 |
| Montana | 10,411 | 10,369 | 10,361 | 10,153 | 10,200 | 10,310 | 7,143 | 3,150 | 18 | 10,234 | 7,149 | 3,073 | 12 |
| Nebraska | 20,983 | 21,359 | 22,345 | 22,182 | 22,103 | 22,401 | 14,095 | 8,306 | 0 | 22,988 | 14,499 | 8,488 | 0 |
| Nevada | 18,293 | 21,744 | 21,839 | 21,132 | 20,695 | 21,921 | 10,760 | 8,071 | 3,090 | 21,656 | 10,547 | 7,959 | 3,150 |
| New Hampshire | 14,341 | 15,536 | 15,365 | 15,049 | 14,925 | 14,826 | 10,052 | 4,774 | 0 | 14,773 | 10,009 | 4,764 | 0 |
| New Jersey .. | 99,061 | 112,673 | 110,202 | 109,719 | 110,929 | 114,581 | 60,466 | 38,638 | 15,477 | 115,067 | 60,999 | 38,229 | 15,839 |
| New Mexico . | 21,042 | 22,021 | 22,437 | 21,957 | 22,201 | 22,239 | 9,825 | 8,332 | 4,082 | 22,411 | 9,951 | 8,407 | 4,053 |
| New York... | 206,961 | 218,989 | 211,606 | 209,527 | 207,060 | 206,693 | 109,430 | 97,055 | 208 | 203,781 | 103,469 | 91,679 | 8,634 |
| North Carolina | 83,680 | 95,664 | 98,357 | 97,308 | 98,590 | 99,327 | 68,076 | 30,249 | 1,002 | 99,320 | 69,276 | 29,198 | 846 |
| North Dakota | 8,141 | 8,003 | 8,417 | 8,525 | 8,677 | 8,805 | 5,754 | 3,051 | 0 | 9,049 | 5,900 | 3,149 | 0 |
| Ohio | 118,361 | 117,982 | 109,282 | 107,972 | 106,000 | 106,010 | 49,680 | 47,207 | 9,123 | 106,526 ${ }^{3}$ | 50,181 ${ }^{3}$ | $47,251^{3}$ | $9,094{ }^{3}$ |
| Oklahoma ... | 41,318 | 41,833 | 41,278 | 41,349 | 41,775 | 41,983 | 23,239 | 18,743 |  | 42,073 | 23,506 | 18,568 |  |
| Oregon.. | 28,094 | 28,346 | 28,109 | 26,791 | 26,410 | 26,733 | 18,776 | 7,957 | 0 | 27,850 | 19,580 | 8,270 | 0 |
| Pennsylvania .... | 116,963 | 122,397 | 129,911 | 124,646 | 123,147 | 121,330 | 58,121 | 53,270 | 9,938 | 122,030 | 58,536 | 53,320 | 10,174 |
| Rhode Island | 10,645 | 14,180 ${ }^{2}$ | 11,212 | 11,414 | 9,871 | 9,824 | 5,280 | 4,544 | 0 | 9,471 | 5,186 | 4,285 | 0 |
| South Carolina | 45,380 | 48,212 | 45,210 | 46,782 | 48,072 | 48,151 | 33,849 | 14,303 | 0 | 49,475 | 34,696 | 14,779 | 0 |
| South Dakota ..... | 9,397 | 9,129 | 9,512 | 9,247 | 9,334 | 9,510 | 6,157 | 2,518 | 834 | 9,618 | 6,247 | 2,510 | 861 |
| Tennessee ....... | 57,164 | 59,596 | 66,558 | 66,382 | 66,406 | 65,847 | 45,018 | 18,937 | 1,892 | 65,341 | 44,738 | 18,687 | 1,916 |
| Texas .............. | 274,826 | 302,425 | 334,997 | 324,282 | 327,357 | 334,580 | 167,594 | 137,971 | 29,015 | 342,257 | 171,843 | 141,716 | 28,698 |
| Utah ............ | 22,008 | 22,993 | 25,677 | 25,970 | 26,610 | 27,247 | 13,464 | 11,219 | 2,564 | 27,374 ${ }^{3}$ | 13,588 ${ }^{3}$ | 11,230 ${ }^{3}$ | 2,556 ${ }^{3}$ |
| Vermont ...... | 8,414 | 8,851 | 8,382 | 8,364 | 8,403 | 8,375 | 3,369 | 3,152 | 1,854 | 8,276 | 3,239 | 2,928 | 2,109 |
| Virginia ........ | 86,977 ${ }^{2}$ | 103,944 | 70,947 | 90,832 | 89,389 | 90,098 | 42,088 | 48,009 | 0 | 89,968 | 41,853 | 48,115 |  |
| Washington ..... | 51,098 | 53,508 | 53,934 | 53,119 | 53,699 | 54,867 | 29,057 | 24,060 | 1,750 | 59,555 | 41,872 | 15,629 | 2,054 |
| West Virginia ....... | 20,930 | 19,940 | 20,338 | 20,247 | 20,101 | 19,978 | 9,392 | 10,586 | 0 | 20,029 | 9,425 | 10,585 | 19 |
| Wisconsin ..... | 60,165 | 60,127 | 57,625 | 56,245 | 57,551 | 57,980 | 29,092 | 28,496 | 392 | 58,376 ${ }^{3}$ | 29,462 ${ }^{3}$ | 28,523 ${ }^{3}$ | $391^{3}$ |
| Wyoming ....................... | 6,783 | 6,706 | 7,127 | 7,847 | 7,350 | 7,555 | 4,078 | 3,477 | 0 | 7,615 | 4,105 | 3,509 | 0 |
| Bureau of Indian Education | - | - | - | - | 5,308 | - | - | - | - | - | - | - | - |
| DoD, overseas ..... | 5,105 | 5,726 | - | - | - | - | - | - | - | - | - | - | - |
| DoD, domestic .............. | 2,399 | 2,033 | - | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa . | 820 | 989 | - |  |  | - |  |  |  | - | - | - |  |
| Guam ............... | 1,975 | 1,804 | 1,843 | 2,291 | 2,291 | 2,291 | 925 | 991 | 375 | 2,886 | 1,213 | 1,073 | 0 |
| Northern Marianas | 526 | 614 | 607 | 496 | 409 | 417 | 243 | 170 | 4 | - | - | - | - |
| Puerto Rico ........ | 37,620 | 42,036 | 36,506 | 33,079 | 30,986 | 33,412 | 15,209 | 12,642 | 5,560 | 31,186 | 13,458 | 11,996 | 5,732 |
| U.S. Virgin Islands ....... | 1,511 | 1,434 | 1,457 | 1,217 | 1,129 | 1,082 | 470 | 276 | 336 | 1,131 | 483 | 346 | 302 |

## -Not available.

${ }^{1}$ Includes imputed values for states.
${ }^{2}$ Includes imputations to correct for underreporting of prekindergarten teachers.
${ }^{3}$ Imputed.
${ }^{4}$ Includes imputations to correct for underreporting of prekindergarten, kindergarten, and secondary teachers.
${ }^{5}$ Includes imputations to correct for underreporting of prekindergarten, kindergarten, and ungraded teachers.
${ }^{6}$ Includes imputations to correct for underreporting of prekindergarten and kindergarten teachers.
NOTE: Distribution of elementary and secondary teachers determined by reporting units. DoD = Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000-01 through 2014-15. (This table was prepared January 2017.)

Table 208.40. Public elementary and secondary teachers, enrollment, and pupil/teacher ratios, by state or jurisdiction: Selected years, fall 2000 through fall 2014


[^30]${ }^{6}$ Imputed.
NOTE: Teachers reported in full-time equivalents (FTE). DoD = Department of Defense. The pupil/teacher ratio includes teachers for students with disabilities and other special teachers, while these teachers are generally excluded from class size calculations. Ratios reflect totals reported by states and differ from totals reported for schools or school districts.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000-01 through 2014-15. (This table was prepared January 2017.)

Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2011-12
[Standard errors appear in parentheses]

| Selected teacher characteristic | Number of teachers (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  | Percentage distribution of teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1987-88 |  | 1990-91 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 1987-88 |  | 1990-91 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| Public schools <br> Total $\qquad$ | 2,323 | (13.2) | 2,559 | (20.7) | 2,561 | (20.8) | 3,002 | (19.4) | 3,251 | (29.2) | 3,405 | (44.0) | 3,385 | (41.4) | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | ( $\dagger$ ) |
| Sex <br> Male $\qquad$ <br> Female $\qquad$ | $\begin{array}{r} 685 \\ 1,638 \end{array}$ | $\begin{array}{r} (6.8) \\ (10.1) \end{array}$ | 719 1,840 | $\begin{aligned} & (11.2) \\ & (14.7) \end{aligned}$ | 694 1,867 | $\begin{aligned} & (11.8) \\ & (16.2) \end{aligned}$ | 754 2,248 | $(10.7)$ $(16.0)$ | 813 2,438 | (13.3) | 821 2,584 | $(20.4)$ (34.6) | 802 2,584 | (22.2) |  | $(0.22)$ $(0.22)$ | 28.1 | $(0.31)$ $(0.31)$ | 27.1 72.9 | $(0.36)$ $(0.36)$ | 25.1 74.9 | $(0.30)$ $(0.30)$ | 25.0 75.0 | $(0.32)$ $(0.32)$ | 24.1 75.9 | $(0.47)$ $(0.47)$ | 23.7 76.3 | $\begin{aligned} & (0.49) \\ & (0.49) \end{aligned}$ |
| Race/ethnicity White ${ }^{1}$ $\qquad$ | 2,018 | (12.6) | 2,214 | (20.0) | 2,217 | (19.5) | 2,532 | (17.2) | 2,702 |  | 2,829 |  | 2,773 |  | 86.9 |  | 86.5 |  | 86.5 |  | 84.3 |  | 83.1 |  | 83.1 | (0.53) | 81.9 | (0.53) |
| Black ${ }^{1}$........... | 191 | (4.6) | 212 | (6.4) | , 188 | (5.4) | 2, 228 | (6.0) | 257 | (11.0) | 239 | (15.8) | 231 | (12.1) |  | (0.19) | 8.3 | (0.25) | 7.4 | (0.21) | 7.6 | (0.19) | 7.9 | (0.34) | 7.0 | (0.45) | 6.8 | (0.31) |
| Hispanic ${ }^{1}$ | 69 | (2.6) | 87 | (4.5) | 109 | (6.2) | 169 | (6.4) | 202 | (11.3) | 240 | (16.6) | 264 | (13.4) | 3.0 | (0.11) | 3.4 | (0.17) | 4.2 | (0.23) | 5.6 | (0.20) | 6.2 | (0.34) | 7.1 | (0.46) | 7.8 | (0.37) |
| Asian ${ }^{1,2}$... | 21 | (1.1) | 27 | (1.7) | 28 | (1.2) | 48 | (2.7) | 42 | (2.5) | 42 | (7.2) | 61 | (7.3) | 0.9 | (0.05) | 1.0 | (0.06) | 1.1 | (0.05) | 1.6 | (0.09) | 1.3 | (0.08) | 1.2 | (0.21) | 1.8 | (0.21) |
| Pacific Islander American Indian/ |  |  |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 6 | (0.8) | 6 | (1.3) | 5 | (1.4) | . | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 1.6 | ( $\dagger$ ) | 0.2 | (0.03) | 0.2 | (0.04) | 0.1 | (0.04) |
| Alaska Native ${ }^{1}$........... | 24 | (1.3) | 20 | (1.4) | 20 | (1.4) | 26 | (1.9) | 17 | (1.2) | 17 | (1.9) | 17 | (2.9) | 1.0 | (0.06) | 0.8 | (0.05) | 0.8 | (0.06) | 0.9 | (0.06) | 0.5 | (0.04) | 0.5 | (0.06) | 0.5 | (0.08) |
| Two or more races ...... |  |  |  |  |  | ( $\dagger$ ) |  | (t) | 24 | (2.2) | 31 | (2.9) | 35 | (3.7) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 0.7 | (0.07) | 0.9 | (0.09) | 1.0 | (0.11) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 30 30 to 39 | 313 823 | (5.0) | 257 | (10.7) | 280 573 | (4.5) | 509 | $(9.2)$ $(9.8)$ | 540 | (27.4) | 612 898 | (22.4) | 518 979 | $(15.9)$ $(19.3)$ | 13.5 35.4 | (0.19) | 10.0 | (0.23) | 10.9 | (0.16) | 17.0 22.0 | $(0.28)$ $(0.29)$ | 16.6 24.5 | $(0.84)$ $(0.38)$ | 18.0 26.4 | $(0.61)$ $(0.39)$ | 15.3 28.9 | $(0.44)$ $(0.53)$ |
|  | 762 | (7.4) | 1,034 | (13.3) | 1,070 | (12.5) | 953 | (10.3) | 840 | (14.3) | 808 | (19.2) | 849 | (19.2) | 32.8 | (0.25) | 40.4 | (0.37) | 41.8 | (0.33) | 31.8 | (0.32) | 25.9 | (0.38) | 23.7 | (0.47) | 25.1 | (0.51) |
| 50 to 59 ......................... | 357 | (5.7) | 477 | (8.6) | 540 | (10.1) | 786 | (12.6) | 942 | (26.0) | 879 | (21.1) | 783 | (20.5) | 15.4 | (0.23) | 18.7 | (0.29) | 21.1 | (0.29) | 26.2 | (0.35) | 29.0 | (0.74) | 25.8 | (0.51) | 23.1 | (0.49) |
| 60 and over ........................ | 68 | (2.5) | 107 | (4.1) | 97 | (3.5) | 93 | (4.0) | 131 | (4.8) |  | (10.3) | 256 | (13.2) | 2.9 | (0.11) | 4.2 | (0.16) | 3.8 | (0.14) | 3.1 | (0.13) | 4.0 | (0.14) | 6.1 | (0.29) | 7.6 | (0.34) |
| Highest degree earned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than bachelor's ........ | 15 | (1.0) | 17 | (1.2) | 18 | (1.4) | 20 | (1.3) | 35 | (2.5) | 27 | (2.1) | 128 | (8.6) | 0.7 | (0.04) | 0.7 | (0.05) | 0.7 | (0.06) | 0.7 | (0.04) | 1.1 | (0.08) | 0.8 | (0.06) | 3.8 | (0.24) |
| Bachelor's .... | 1,214 | (9.8) | 1,327 | (11.7) | 1,331 | (13.4) | 1,560 | (15.8) | 1,651 | (22.8) | 1,612 | (28.8) | 1,350 | (21.1) | 52.3 | (0.28) | 51.9 | (0.31) | 52.0 | (0.33) | 52.0 | (0.40) | 50.8 | (0.56) | 47.4 | (0.59) | 39.9 | (0.52) |
| Master's ........................ | 932 | (8.5) | 1,077 | (13.5) | 1,075 | (12.0) | 1,257 | (13.9) | 1,331 | (21.7) | 1,517 | (27.8) | 1,614 | (29.1) | 40.1 | (0.30) | 42.1 | (0.34) | 42.0 | (0.33) | 41.9 | (0.38) | 40.9 | (0.56) | 44.5 | (0.55) | 47.7 | (0.57) |
| Education specialist ${ }^{3}$........ | 146 | (3.4) | 118 | (5.3) | 117 | (3.8) | 143 | (5.2) | 195 | (6.8) | 218 | (8.6) | 257 | (9.7) | 6.3 | (0.14) | 4.6 | (0.20) | 4.6 | (0.14) | 4.7 | (0.17) | 6.0 | (0.19) | 6.4 | (0.25) | 7.6 | (0.27) |
| Doctor's .......................... | 16 | (1.2) | 20 | (1.7) | 19 | (1.7) | 22 | (1.8) | 38 | (3.5) | 30 | (2.7) | 37 | (4.0) | 0.7 | (0.05) | 0.8 | (0.07) | 0.7 | (0.07) | 0.7 | (0.06) | 1.2 | (0.11) | 0.9 | (0.08) | 1.1 | (0.11) |
| Years of full-time teaching experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 3 ................ | 188 | (3.3) | 223 | (4.8) | 249 | (5.2) | 387 | (8.7) | 396 | (39.8) | 457 | (21.8) | 305 | (10.2) | 8.1 | (0.15) | 8.7 | (0.19) | 9.7 | (0.20) | 12.9 | (0.27) | 12.2 | (1.23) | 13.4 | (0.59) | 9.0 | (0.29) |
| 3 to 9 ..... | 605 | (6.1) | 634 | (9.8) | 653 | (9.7) | 865 | (12.0) | 1,070 | (15.3) | 1,143 | (19.7) | 1,128 | (19.9) | 26.0 | (0.20) | 24.8 | (0.31) | 25.5 | (0.32) | 28.8 | (0.36) | 32.9 | (0.34) | 33.6 | (0.52) | 33.3 | (0.52) |
| 10 to 20 ....................... | 1,034 | (8.2) | 1,025 | (11.7) | 898 | (9.2) | 854 | (10.3) | 924 | (21.6) | 997 | (23.2) | 1,232 | (21.0) | 44.5 | (0.25) | 40.0 | (0.35) | 35.0 | (0.33) | 28.5 | (0.33) | 28.4 | (0.59) | 29.3 | (0.55) | 36.4 | (0.51) |
| Over 20 ......................... | 497 | (5.8) | 678 | (10.4) | 762 | (12.4) | 896 | (12.8) | 860 | (26.6) | 808 | (22.9) | 720 | (23.7) | 21.4 | (0.21) | 26.5 | (0.30) | 29.8 | (0.32) | 29.8 | (0.34) | 26.5 | (0.77) | 23.7 | (0.60) | 21.3 | (0.54) |
| Level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ...................... | 1,292 | (9.5) | 1,442 | (11.8) | 1,331 | (17.0) | 1,602 | (13.5) | 1,716 | (25.8) | 1,725 | (37.1) | 1,726 | (20.2) | 55.6 | (0.33) | 56.3 | (0.40) | 52.0 | (0.57) | 53.3 | (0.42) | 52.8 | (0.66) | 50.7 | (0.91) | 51.0 | (0.65) |
| General .... | 788 | (7.4) | 887 | (10.6) | 881 | (13.5) | 1,042 | (12.5) | 1,130 | (29.8) | 1,100 | (26.5) | 1,078 | (22.1) | 33.9 | (0.29) | 34.6 | (0.39) | 34.4 | (0.46) | 34.7 | (0.41) | 34.8 | (0.86) | 32.3 | (0.70) | 31.8 | (0.71) |
| Arts/music | 116 | (3.0) | 110 | (4.3) | 83 | (3.1) | 99 | (3.7) | 101 | (5.3) | 103 | (6.6) | 82 | (5.4) | 5.0 | (0.13) | 4.3 | (0.17) | 3.2 | (0.12) | 3.3 | (0.12) | 3.1 | (0.17) | 3.0 | (0.19) | 2.4 | (0.16) |
| English ...................... | 60 | (2.3) | 72 | (3.8) | 49 | (3.2) | 66 | (3.8) | 70 | (5.1) | 104 | (9.9) | 92 | (6.9) | 2.6 | (0.10) | 2.8 | (0.14) | 1.9 | (0.12) | 2.2 | (0.13) | 2.2 | (0.16) | 3.0 | (0.29) | 2.7 | (0.21) |
| ESL/bilingual ............... | 18 | (1.1) | 20 | (1.3) | 27 | (2.2) | 28 | (1.8) | 25 | (3.6) | 24 | (3.3) | 51 | (6.8) | 0.8 | (0.05) | 0.8 | (0.05) | 1.1 | (0.09) | 0.9 | (0.06) | 0.8 | (0.11) | 0.7 | (0.10) | 1.5 | (0.20) |
| Health/physical ed. ....... | 56 | (2.0) | 66 | (3.2) | 58 | (3.0) | 57 | (3.5) | 73 | (5.0) | 63 | (6.0) | 79 | (8.1) | 2.4 | (0.09) | 2.6 | (0.12) | 2.3 | (0.12) | 1.9 | (0.12) | 2.2 | (0.15) | 1.8 | (0.18) | 2.3 | (0.23) |
| Mathematics ................ | 31 | (2.0) | 30 | (1.9) | 24 | (2.2) | 23 | (2.4) | 19 | (2.3) | 28 | (3.8) | 32 | (6.5) | 1.3 | (0.09) | 1.2 | (0.08) | 0.9 | (0.08) | 0.8 | (0.08) | 0.6 | (0.07) | 0.8 | (0.11) | 0.9 | (0.19) |
| Science ................ | 18 | (1.5) | 21 | (1.9) | 10 | (1.2) | 11 | (1.3) | 19 | (3.0) | 15 | (3.4) | 18 | (3.3) | 0.8 | (0.06) | 0.8 | (0.07) | 0.4 | (0.05) | 0.4 | (0.04) | 0.6 | (0.09) | 0.4 | (0.10) | 0.5 | (0.10) |
| Special education ......... | 168 | (3.9) | 176 | (5.9) | 158 | (4.2) | 227 | (5.6) | 240 | (20.6) | 230 | (13.0) | 239 | (10.3) | 7.2 | (0.16) | 6.9 | (0.23) | 6.2 | (0.16) | 7.6 | (0.18) | 7.4 | (0.63) | 6.7 | (0.37) | 7.1 | (0.31) |
| Other elementary ......... | 37 | (2.4) | 60 | (3.2) | 42 | (2.9) | 49 | (3.5) | 40 | (3.5) | 58 | (4.2) | 55 | (5.2) | 1.6 | (0.10) | 2.4 | (0.12) | 1.7 | (0.11) | 1.6 | (0.12) | 1.2 | (0.11) | 1.7 | (0.12) | 1.6 | (0.15) |
| Secondary ..................... | 1,031 | (10.5) | 1,118 | (16.5) | 1,230 | (18.9) | 1,401 | (17.7) | 1,534 | (26.0) | 1,680 | (39.0) | 1,659 | (37.8) | 44.4 | (0.33) | 43.7 | (0.40) | 48.0 | (0.57) | 46.7 | (0.42) | 47.2 | (0.66) | 49.3 | (0.91) | 49.0 | (0.65) |
| Arts/music ................... | 73 | (2.0) | 74 | (2.3) | 92 | (2.5) | 110 | (3.4) | 112 | (4.1) | 121 | (6.2) | 121 | (5.6) | 3.1 | (0.09) | 2.9 | (0.08) | 3.6 | (0.10) | 3.7 | (0.11) | 3.4 | (0.12) | 3.6 | (0.18) | 3.6 | (0.14) |
| English ....................... | 171 | (3.2) | 195 | (5.1) | 209 | (5.0) | 245 | (5.1) | 269 | (9.0) | 306 | (10.0) | 289 | (9.9) | 7.4 | (0.12) | 7.6 | (0.18) | 8.2 | (0.18) | 8.2 | (0.15) | 8.3 | (0.27) | 9.0 | (0.27) | 8.5 | (0.25) |
| ESL/bilingual ............... | , | (0.5) | 10 | (0.7) | 12 | (1.3) | 16 | (1.2) | 18 | (2.5) | 21 | (2.5) | 20 | (2.4) | 0.3 | (0.02) | 0.4 | (0.03) | 0.5 | (0.05) | 0.5 | (0.04) | 0.6 | (0.08) | 0.6 | (0.07) | 0.6 | (0.07) |
| Foreign language ......... | 43 | (1.2) | 52 | (2.4) | 59 | (2.0) | 71 | (2.4) | 73 | (3.3) | 78 | (5.0) | 88 | (4.5) | 1.9 | (0.05) | 2.0 | (0.09) | 2.3 | (0.07) | 2.4 | (0.08) | 2.3 | (0.10) | 2.3 | (0.14) | 2.6 | (0.12) |
| Health/physical ed. ....... | 76 | (2.4) | 76 | (2.2) | 88 | (2.7) | 99 | (3.1) | 102 | (4.3) | 119 | (5.7) | 101 | (3.9) | 3.3 | (0.10) | 3.0 | (0.08) | 3.4 | (0.10) | 3.3 | (0.10) | 3.1 | (0.12) | 3.5 | (0.16) | 3.0 | (0.11) |
| Mathematics ........... | 139 | (2.5) | 155 | (4.3) | 174 | (3.7) | 207 | (4.5) | 213 | (5.5) | 252 | (9.1) | 250 | (7.5) | 6.0 | (0.10) | 6.0 | (0.15) | 6.8 | (0.13) | 6.9 | (0.14) | 6.5 | (0.17) | 7.4 | (0.25) | 7.4 | (0.19) |
| Science .......... | 115 | (2.9) | 128 | (4.0) | 143 | (3.4) | 169 | (4.0) | 189 | (6.8) | 195 | (8.3) | 209 | (6.1) | 4.9 | (0.11) | 5.0 | (0.15) | 5.6 | (0.11) | 5.6 | (0.12) | 5.8 | (0.20) | 5.7 | (0.24) | 6.2 | (0.16) |
| Social studies ...... | 118 | (2.4) | 124 | (3.3) | 138 | (3.3) | 163 | (4.4) | 178 | (5.7) | 209 | (9.9) | 197 | (6.3) | 5.1 | (0.10) | 4.8 | (0.12) | 5.4 | (0.12) | 5.4 | (0.14) | 5.5 | (0.16) | 6.1 | (0.27) | 5.8 | (0.16) |
| Special education ....... | 100 | (2.2) | 113 | (3.5) | 126 | (3.1) | 113 | (2.8) | 174 | (7.5) | 165 | (9.7) | 191 | (12.2) | 4.3 | (0.09) | 4.4 | (0.13) | 4.9 | (0.11) | 3.8 | (0.09) | 5.4 | (0.23) | 4.9 | (0.28) | 5.7 | (0.32) |
| Vocational/technical ... | 166 | (3.0) | 160 | (3.7) | 153 | (3.5) | 161 | (3.5) | 169 | (5.7) | 164 | (6.3) | 147 | (5.7) | 7.1 | (0.12) | 6.3 | (0.12) | 6.0 | (0.12) | 5.4 | (0.10) | 5.2 | (0.17) | 4.8 | (0.17) | 4.3 | (0.16) |
| Other secondary .......... | 25 | (1.3) | 30 | (1.5) | 36 | (1.4) | 47 | (2.0) | 36 | (2.1) | 47 | (3.4) | 46 | (4.0) | 1.1 | (0.06) | 1.2 | (0.06) | 1.4 | (0.06) | 1.6 | (0.07) | 1.1 | (0.06) | 1.4 | (0.10) | 1.4 | (0.12) |

See notes at end of table.

Table 209.10. Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2011-12-Continued
[Standard errors appear in parentheses]

| Selected teacher characteristic | Number of teachers (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  | Percentage distribution of teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1987-88 |  | 1990-91 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 1987-88 |  | 1990-91 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 | $\stackrel{\text { O }}{\text { ¢ }}$ |
| Private schools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Female ............................... | 240 | (7.2) | 275 | (5.8) | 285 | (4.2) | 342 | (7.7) | 357 | (14.3) | 362 | (7.7) | 348 | (10.1) | 78.2 | (0.86) | 77.1 | (0.74) | 75.4 | (0.43) | 76.1 | (0.48) | 76.4 | (1.93) | 26.0 74.0 | (0.78) | 25.2 74.8 | (1.33) | $\bigcirc$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black ${ }^{1}$.......... | 7 | (0.8) |  | (1.0) | 12 | (1.0) | 17 | (1.4) | 19 | (2.9) | 20 | (2.2) | 17 | (2.4) | 2.3 | (0.27) | 2.7 | (0.28) | 3.1 | (0.27) | 3.7 | (0.29) | 4.0 | (0.65) | 4.0 | (0.44) | 3.6 | (0.54) | N |
| Hispanic ${ }^{1}$........................ | 9 | (1.1) | 12 | (1.0) | 12 | (1.0) | 21 | (1.5) | 23 | (3.1) | 29 | (2.1) | 24 | (2.4) | 2.8 | (0.36) | 3.3 | (0.26) | 3.2 | (0.26) | 4.7 | (0.30) | 4.8 | (0.71) | 5.9 | (0.38) | 5.2 | (0.51) | $\stackrel{8}{\circ}$ |
| Asian ${ }^{1,2}$................................ | 4 | (0.8) | 5 | (0.6) | 5 | (0.6) | 7 | (0.6) | 9 | (1.0) | 11 | (1.5) | 9 | (1.4) | 1.2 | (0.26) | 1.5 | (0.18) | 1.4 | (0.16) | 1.6 | (0.14) | 1.8 | (0.20) | 2.2 | (0.29) | 1.8 | (0.31) | $\bigcirc$ |
| Pacific Islander ................ | - |  | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ | $\pm$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | - | ( $\dagger$ ) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 0.2 ! | (0.07) | 0.3 ! | (0.14) | $\pm$ | ( $\dagger$ ) | え |
| American Indian/ <br> Alaska Native ${ }^{1}$ $\qquad$ <br> Two or more races $\qquad$ | 3 | $\underset{(0)}{(0.4)}$ | 1 | $(0.3)$ $(\dagger)$ | 2 | $\underset{(0)}{(0.3)}$ | 2 | (0.4) | $\stackrel{7}{3!}$ | ( ${ }_{(1)}^{(1.4)}$ | $\pm$ | $\begin{gathered} (\mathrm{t}) \\ (0.6) \end{gathered}$ | $\pm$ | $\binom{(t)}{(0.9)}$ | 0.9 | $(0.12)$ | 0.4 | $\left(\begin{array}{c} 0.09) \\ (+) \end{array}\right.$ | 0.4 | $\begin{array}{r} (0.07) \\ (\dagger) \end{array}$ |  | $(0.08)$ | $\ddagger$ 0.6 | $\begin{gathered} \binom{\dagger}{(0.28)} \end{gathered}$ | $\begin{array}{r} \ddagger \\ 0.7 \end{array}$ | $\begin{array}{r} \binom{+}{(0.12)} \end{array}$ | - $\begin{array}{r}\ddagger \\ 0.8\end{array}$ | $\begin{array}{r} \left(\begin{array}{l} \text { a } \\ (0.19) \end{array}\right. \end{array}$ | 穴 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under $30 . .$. | 67 | (2.6) | 60 | (2.2) | 65 | (1.7) | 87 | (3.1) | 88 | (3.7) | 80 | (3.9) | 78 | (6.8) | 21.8 | (0.77) | 16.7 | (0.61) | 17.2 | (0.39) | 19.3 | (0.43) | 18.9 | (0.78) | 16.3 | (0.67) | 16.7 | (1.48) | 궁 |
| 30 to 39 .......................... | 106 | (3.6) | 100 | (4.0) | 94 | (2.1) | 101 | (3.2) | 103 | (5.8) | 109 | (5.2) | 112 | (6.2) | 34.5 | (0.81) | 28.1 | (0.78) | 24.8 | (0.48) | 22.4 | (0.50) | 22.0 | (1.36) | 22.3 | (0.91) | 24.0 | (1.07) | $\stackrel{\text { ® }}{ }$ |
|  | 84 | (3.4) | 121 | (3.1) | 131 | (3.3) | 131 | (4.2) | 119 | (7.1) | 116 | (3.6) | 110 | (6.3) | 27.4 | (0.78) | 33.9 | (0.74) | 34.8 | (0.60) | 29.2 | (0.62) | 25.4 | (1.41) | 23.8 | (0.65) | 23.8 | (1.06) | Ш |
| 50 to 59 ....................... | 34 | (2.2) | 53 | (2.3) | 66 | (2.1) | 106 | (3.2) | 121 | (11.1) | 128 | (4.5) | 99 | (5.0) | 11.1 | (0.57) | 14.8 | (0.55) | 17.4 | (0.48) | 23.5 | (0.46) | 25.8 | (2.07) | 26.2 | (0.87) | 21.3 | (1.06) |  |
| 60 and over ..................... | 16 | (1.7) | 23 | (1.6) | 22 | (1.1) | 25 | (1.2) | 37 | (4.7) | 56 | (3.1) | 66 | (5.0) | 5.3 | (0.49) | 6.4 | (0.41) | 5.8 | (0.27) | 5.7 | (0.24) | 8.0 | (0.99) | 11.5 | (0.62) | 14.2 | (1.05) |  |
| Highest degree earned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than bachelor's ........ | 13 189 | (1.4) | 23 | (1.6) | 25 | (1.8) |  | (2.3) |  | (21.5) | 40 | (2.9) | $\begin{array}{r}39 \\ \hline 25\end{array}$ | (5.2) | 4.4 | (0.42) | 6.4 | (0.45) | 6.7 59 | (0.46) | 7.3 |  | 9.2! | (4.41) | 8.1 53 |  | 8.4 | (1.07) |  |
| Bachelor's ........................ | 189 92 | $(5.1)$ (3.8) | 221 96 | (5.7) | 223 113 | (3.3) (3.6) $(2)$ | 258 136 | $(5.8)$ $(4.5)$ | 259 138 | (11.2) | 264 161 | $(6.8)$ $(5.3)$ | 225 166 | (6.7) | 61.4 29.8 | $(0.75)$ $(0.73)$ | 61.9 27.0 | (0.90) | 59.0 29.8 | $(0.63)$ <br> $(0.69)$ | 57.5 30.3 | (0.64) | 55.5 29.5 | $(2.90)$ $(1.35)$ | 53.9 32.8 | $(0.95)$ $(0.84)$ | 48.5 35.8 | (1.37) $(1.16)$ |  |
| Education specialist ${ }^{3}$........ | 9 | (0.9) | 11 | (0.9) | 11 | (0.7) | 14 | (1.0) | 17 | (2.4) | 14 | (1.3) | 23 | (2.3) | 3.0 | (0.30) | 2.9 | (0.24) | 2.9 | (0.19) | 3.1 | (0.19) | 3.6 | (0.54) | 2.8 | (0.25) | 5.0 | (0.48) |  |
| Doctor's ......................... | 4 | (0.7) | 6 | (0.8) | 6 | (0.6) | 8 | (0.8) |  | (1.2) | 12 | (1.9) | 11 | (2.0) | 1.5 | (0.23) | 1.8 | (0.22) | 1.7 | (0.15) | 1.8 | (0.16) | 2.2 | (0.26) | 2.4 | (0.38) | 2.3 | (0.41) |  |
| Years of full-time teaching experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 3 .................... | 59 | (2.1) | 73 | (2.8) | 79 | (2.1) | 108 | (3.8) | 116 | (14.6) | 116 | (5.4) | 91 | (8.4) | 19.0 | (0.60) | 20.4 | (0.72) | 20.9 | (0.54) | 23.9 | (0.52) | 24.8 | (2.75) | 23.6 | (0.99) | 19.5 | (1.76) |  |
| 3 to 9 ........................... | 115 | (4.1) | 123 | (4.0) | 128 | (3.1) | 139 | (4.2) | 154 | (6.0) | 152 | (5.2) | 145 | (5.7) | 37.6 | (0.88) | 34.6 | (0.69) | 33.9 | (0.60) | 31.0 | (0.55) | 33.0 | (1.23) | 31.0 | (0.82) | 31.3 | (0.94) |  |
| 10 to 20 ......................... | 92 | (3.8) | 107 | (3.5) | 112 | (3.0) | 122 | (3.6) | 112 | (5.8) | 120 | (4.7) | 129 | (5.8) | 29.8 | (0.80) | 30.0 | (0.78) | 29.6 | (0.60) | 27.2 | (0.52) | 23.9 | (1.19) | 24.6 | (0.86) | 27.7 | (1.06) |  |
| Over 20 .......................... | 42 | (2.4) | 53 | (2.5) | 59 | (2.1) | 80 | (2.6) | 86 | (8.0) | 102 | (4.0) | 100 | (7.2) | 13.6 | (0.62) | 14.9 | (0.67) | 15.6 | (0.51) | 17.8 | (0.45) | 18.3 | (1.87) | 20.8 | (0.75) | 21.4 | (1.47) |  |
| Level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ................... | 179 | (5.6) | 225 | (4.7) | 221 | (3.6) | 261 | (5.8) | 263 | (17.5) | 258 | (6.5) | 245 | (9.3) | 58.3 | (0.92) | 63.2 | (0.72) | 58.4 | (0.57) | 58.1 | (0.66) | 56.4 | (3.06) | 52.8 | (1.03) | 52.8 | (1.67) |  |
| Secondary ....................... | 128 | (4.7) | 131 | (4.0) | 157 | (3.4) | 188 | (6.2) | 204 | (13.4) | 231 | (7.1) | 219 | (9.9) | 41.7 | (0.92) | 36.8 | (0.72) | 41.6 | (0.57) | 41.9 | (0.66) | 43.6 | (3.06) | 47.2 | (1.03) | 47.2 | (1.67) |  |

## -Not available.

!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Data for years 1987-88 through 1999-2000 are only roughly comparable to data for later years, because the new category of Two or more races was introduced in 2003-04
${ }^{2}$ Includes Pacific Islander for years 1987-88 through 1999-2000.
${ }^{3}$ Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies
O number of full-time-equivten teachers. Data are based data, and cell suppression. Race categori reported in other tables. Detail may not sum to totals because of rounding, missing SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987-88 through 2011-12; "Private School Teacher Data File," 1987-88 through 2011-12; and "Charter School Teacher Data File," 1999-2000. (This table was prepared July 2013.)

Table 209.20. Number, highest degree, and years of full-time teaching experience of teachers in public and private elementary and secondary schools, by selected teacher characteristics: 1999-2000 through 2011-12
[Standard error appears in parentheses]

| Selected teacher characteristic | Number of teachers (in thousands) |  |  |  |  |  |  |  | Percent of teachers, by highest degree earned, 2011-12 |  |  |  |  |  |  |  |  |  | Percent of teachers, by years of full-time teaching experience, 2011-12 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | Less than bachelor's |  | Bachelor's |  | Master's |  | Education specialist ${ }^{1}$ |  | Doctor's |  | Less than 3 |  | 3 to 9 |  | 10 to 20 |  | Over 20 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| Public schools Total | 3,002 | (19.4) | 3,251 | (29.2) | 3,405 | (44.0) | 3,385 | (41.4) | 3.8 | (0.24) | 39.9 | (0.52) | 47.7 | (0.57) | 7.6 | (0.27) | 1.1 | (0.11) | 9.0 | (0.29) | 33.3 | (0.52) | 36.4 | (0.51) | 21.3 | (0.54) |
| Se |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | 754 | (10.7) | 813 | (13.3) | 821 | (20.4) | 802 | (22.2) | 5.7 | (0.58) | 39.7 | (1.03) | 46.3 | (1.04) | 6.6 | (0.51) | 1.7 | (0.20) | 9.7 | (0.52) | 32.3 | (1.11) | 38.3 | (0.98) | 19.7 | (1.01) |
| Females | 2,248 | (16.0) | 2,438 | (23.5) | 2,584 | (34.6) | 2,584 | (30.5) | 3.2 | (0.22) | 39.9 | (0.59) | 48.1 | (0.64) |  | (0.33) | 0.9 | (0.13) | 8.8 | (0.34) | 33.7 | (0.59) | 35.8 | (0.61) | 21.8 | (0.61) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ...... | 2,532 | $(17.2)^{2}$ | 2,702 | (30.1) | 2,829 | (38.7) | 2,773 | (30.5) | 3.7 | (0.23) | 39.3 | (0.57) | 48.7 | (0.61) | 7.4 | (0.28) | 0.9 | (0.12) | 8.7 | (0.33) | 32.5 | (0.54) | 36.5 | (0.56) | 22.3 | (0.64) |
| Black ........................................ | 228 | (6.0) ${ }^{2}$ | 257 | (11.0) | 239 | (15.8) | 231 | (12.1) | 4.2 | (0.91) | 39.6 | (2.36) | 45.0 | (3.06) | 8.7 | (1.39) | 2.5 | (0.52) | 9.5 | (1.25) | 32.4 | (2.85) | 34.7 | (2.46) | 23.4 | (2.54) |
| Hispanic | 169 | (6.4) ${ }^{2}$ | 202 | (11.3) | 240 | (16.6) | 263 | (13.4) | 4.5 | (1.16) | 48.1 | (2.31) | 39.0 | (2.18) | 6.9 | (0.98) | 1.5 | (0.41) | 10.8 | (2.05) | 40.4 | (2.44) | 36.4 | (2.54) | 12.4 | (1.63) |
| Asian .... | 48 | (2.7) ${ }^{3}$ | 42 | (2.5) | 42 | (7.2) | 61 | (7.3) | 1.8 ! | (0.76) | 27.9 | (4.51) | 53.4 | (5.32) | 15.8 ! | (4.91) | 1.1 ! | (0.50) | 10.1 | (2.13) | 45.0 | (6.77) | 33.7 | (6.51) | 11.2 | (3.19) |
| Pacific Islander ... | - | ( $\dagger$ ) | 6 | (0.8) | 6 | (1.3) | 5 | (1.4) | $\ddagger$ | ( $\dagger$ ) | 39.2 ! | (12.26) | 39.2 ! | (13.35) | $\ddagger$ | ( $\dagger$ ) | , | (t) | $\ddagger$ | ( $\dagger$ ) | 30.0 ! | (13.01) | 46.0 | (12.75) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ....... | 26 | (1.9) ${ }^{2}$ | 17 | (1.2) | 17 | (1.9) | 17 | (2.9) | $\ddagger$ | (t) | 48.0 | (8.20) | 30.7 | (6.60) | 7.6 ! | (3.45) | $\ddagger$ | (t) | $\ddagger$ | (t) | 24.3 | (4.72) | 49.5 | (6.77) | 18.0 ! | (5.46) |
| Two or more races ........................ |  | ( $\dagger$ ) | 24 | (2.2) | 31 | (2.9) | 35 | (3.8) | 2.3 ! | (0.84) | 45.0 | (5.56) | 44.2 | (5.15) | 6.8 ! | (2.58) | $\ddagger$ | (t) | 17.6 | (3.95) | 37.6 | (5.52) | 35.0 | (5.32) | 9.8 | (2.70) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 30 | 509 | (9.2) | 540 | (27.4) | 612 | (22.4) | 518 | (15.9) | 2.7 | (0.36) | 61.6 | (1.27) | 33.7 | (1.27) | 1.9 | (0.33) | $\ddagger$ | (t) | 35.9 | (1.16) | 64.1 | (1.16) | $\ddagger$ | (t) | $\ddagger$ | ( + |
| 30 to 39 | 661 | (9.8) | 798 | (14.5) | 898 | (16.8) | 979 | (19.3) | 3.3 | (0.36) | 37.0 | (1.04) | 51.1 | (1.07) | 7.8 | (0.49) | 0.9 | (0.23) | 6.3 | (0.46) | 51.5 | (1.07) | 42.2 | (1.08) | $\ddagger$ | ( $\dagger$ |
| 40 to 49 | 953 | (10.3) | 840 | (14.3) | 808 | (19.2) | 849 | (19.2) | 4.1 | (0.42) | 35.2 | (1.15) | 51.2 | (1.17) | 8.1 | (0.64) | 1.4 | (0.23) | 4.0 | (0.41) | 21.2 | (0.88) | 55.9 | (1.08) | 18.8 | (0.98) |
| 50 to 59. | 786 | (12.6) | 942 | (26.0) | 879 | (21.1) | 783 | (20.5) | 4.5 | (0.52) | 36.3 | (1.18) | 48.7 | (1.06) | 9.3 | (0.56) | 1.2 | (0.19) | 2.6 | (0.31) | 11.8 | (0.74) | 34.4 | (1.31) | 51.1 | (1.25) |
| 60 and over ........ | 93 | (4.0) | 131 | (4.8) | 207 | (10.3) | 256 | (13.2) | 4.8 | (0.85) | 33.6 | (2.08) | 48.1 | (2.17) | 11.3 | (1.15) | 2.2 | (0.42) | 1.4 | (0.39) | 7.3 | (1.09) | 28.8 | (1.83) | 62.5 | (1.86) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ......... | 1,602 | (13.5) | 1,716 | (25.8) | 1,725 | (37.1) | 1,726 | (20.2) | 3.2 | (0.35) | 41.3 | (0.80) | 47.1 | (0.90) | 7.9 | (0.47) | 0.4 | (0.10) | 8.3 | (0.46) | 33.6 | (0.91) | 36.1 | (1.00) | 22.0 | (0.83) |
| General ... | 1,019 | (13.6) | 1,130 | (29.8) | 1,100 | (26.5) | 1,078 | (22.1) | 3.3 | (0.42) | 43.5 | (1.12) | 46.0 | (1.20) | 6.8 | (0.57) | 0.3 ! | (0.12) | 8.0 | (0.56) | 33.8 | (1.19) | 36.9 | (1.21) | 21.3 | (1.09) |
| Arts/music | $\left.{ }^{5}\right]$ | ( $\dagger$ ) | 101 | (5.3) | 103 | (6.6) | 82 | (5.4) | 3.5 ! | (1.24) | 42.9 | (3.71) | 44.8 | (3.76) | 7.1 | (2.12) | 1.7 ! | (0.75) | 12.9 | (2.56) | 28.7 | (3.00) | 36.1 | (3.60) | 22.3 | (3.98) |
| English ..... | 33 | (2.8) | 70 | (5.1) | 104 | (9.9) | 92 | (6.9) | $\ddagger$ | ( $\dagger$ ) | 35.4 | (3.93) | 48.4 | (3.71) | 13.5 | (2.88) | $\ddagger$ | ( $\dagger$ ) | 7.5 | (1.94) | 20.7 | (2.70) | 41.2 | (3.37) | 30.6 | (3.64) |
| ESL/bilingual | $\left.{ }^{5}\right]$ | ( $\dagger$ | 25 | (3.6) | 24 | (3.3) | 51 | (6.8) | $\ddagger$ | ( $\dagger$ ) | 42.9 | (5.52) | 37.6 | (6.42) | 16.2 | (4.09) | $\ddagger$ | (t) | $\ddagger$ | (t) | 44.7 | (6.79) | 26.8 | (5.75) | 20.8 | (5.95) |
| Health/physical ed. | $\left.{ }^{5}\right]$ | ( $\dagger$ | 73 | (5.0) | 63 | (6.0) | 79 | (8.1) | $\ddagger$ | (t) | 48.4 | (5.08) | 42.7 | (4.67) | 4.3 ! | (1.78) | $\ddagger$ | (t) | 10.1 | (2.24) | 28.4 | (4.53) | 33.3 | (4.84) | 28.2 | (4.70) |
| Mathematics .... | 26 | (2.5) | 19 | (2.3) | 28 | (3.8) | 32 | (6.5) | 4.2 ! | (2.04) | 31.8 | (5.90) | 59.4 | (6.33) | 4.6 ! | (1.79) | $\ddagger$ | (t) | 5.9 ! | (1.96) | 29.9 | (7.56) | 41.0 | (8.18) | 23.1 | (5.80) |
| Science | [5] | ( $\dagger$ ) | 19 | (3.0) | 15 | (3.4) | 18 | (3.3) | $\ddagger$ | (t) | 42.0 | (6.99) | 46.6 | (7.72) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 42.6 | (9.63) | 38.5 | (8.31) | 12.6 ! | (4.48) |
| Special education .... | 210 | (5.8) | 240 | (20.6) | 230 | (13.0) | 239 | (10.3) | 2.7 ! | (1.00) | 33.6 | (2.18) | 53.0 | (2.52) | 10.6 | (1.45) | $\ddagger$ | ( $\dagger$ ) | 8.8 | (1.39) | 39.1 | (2.38) | 32.1 | (2.16) | 20.0 | (1.72) |
| Other elementary ... | 314 | (8.4) | 40 | (3.5) | 58 | (4.2) | 55 | (5.2) | 4.4 ! | (2.11) | 33.6 | (4.12) | 52.8 | (4.77) | 9.2 | (2.31) | $\ddagger$ | (t) | 7.1 | (1.68) | 30.6 | (4.28) | 39.4 | (4.33) | 22.9 | (3.67) |
| Secondary .... | 1,401 | (17.7) | 1,534 | (26.0) | 1,680 | (39.0) | 1,659 | (37.8) | 4.4 | (0.26) | 38.4 | (0.60) | 48.2 | (0.61) | 7.2 | (0.32) | 1.8 | (0.20) | 9.8 | (0.31) | 33.0 | (0.59) | 36.7 | (0.53) | 20.5 | (0.61) |
| Arts/music | [ ${ }^{\text {] }}$ | ( $\dagger$ ) | 112 | (4.1) | 121 | (6.2) | 121 | (5.6) | 4.1 | (0.59) | 44.6 | (2.01) | 44.7 | (1.87) | 5.8 | (1.23) | 0.8 ! | (0.29) | 10.0 | (1.01) | 30.2 | (1.79) | 34.7 | (1.84) | 25.1 | (1.64) |
| English ........ | 235 | (5.0) | 269 | (9.0) | 306 | (10.0) | 289 | (9.9) | 3.4 | (0.52) | 36.6 | (1.44) | 49.0 | (1.43) | 9.1 | (0.75) | 1.9 | (0.44) | 9.6 | (0.82) | 33.3 | (1.21) | 38.3 | (1.39) | 18.7 | (0.95) |
| ESL/bilingual ...... | ${ }^{[6]}$ | ( $\dagger$ | 18 | (2.5) | 21 | (2.5) | 20 | (2.4) | 8.0 ! | (3.15) | 27.6 | (6.21) | 51.4 | (5.76) | 11.1 | (2.98) | $\ddagger$ | (t) | 6.9 ! | (2.86) | 41.4 | (5.52) | 35.7 | (4.77) | 16.1 | (3.19) |
| Foreign language ... | ${ }^{6}$ [9] | ( $\dagger$ ) | 73 | (3.3) | 78 | (5.0) | 88 | (4.5) | 3.0 | (0.76) | 37.0 | (2.42) | 51.3 | (2.48) | 7.1 | (1.08) | 1.6 ! | (0.52) | 11.6 | (1.24) | 31.7 | (2.14) | 37.5 | (2.35) | 19.2 | (1.70) |
| Health/physical ed. | ${ }^{[6]}$ | ( $\dagger$ ) | 102 | (4.3) | 119 | (5.7) | 101 | (3.9) | 4.9 | (0.91) | 44.6 | (1.92) | 44.9 | (2.03) | 4.9 | (1.11) | 0.6 ! | (0.28) | 9.2 | (1.34) | 25.6 | (2.06) | 37.7 | (2.04) | 27.5 | (1.72) |
| Mathematics .... | 191 | (4.3) | 213 | (5.5) | 252 | (9.1) | 250 | (7.5) | 2.7 | (0.43) | 41.4 | (1.50) | 48.9 | (1.27) | 5.6 | (0.62) | 1.4 ! | (0.70) | 12.0 | (1.05) | 33.9 | (1.21) | 35.0 | (1.00) | 19.1 | (1.25) |
| Science | 159 | (3.7) | 189 | (6.8) | 195 | (8.3) | 209 | (6.1) | 3.2 | (0.51) | 37.8 | (1.57) | 49.7 | (1.51) | 6.3 | (0.73) | 3.0 | (0.54) | 9.7 | (0.95) | 36.0 | (1.75) | 35.9 | (1.34) | 18.4 | (1.40) |
| Social studies ... | 147 | (4.3) | 178 | (5.7) | 209 | (9.9) | 197 | (6.3) | 3.2 | (0.57) | 39.2 | (1.45) | 49.1 | (1.62) | 5.8 | (0.62) | 2.8 | (0.54) | 8.8 | (0.79) | 34.4 | (1.54) | 38.5 | (1.94) | 18.3 | (1.31) |
| Special education .......... | 99 | (2.3) | 174 | (7.5) | 165 | (9.7) | 191 | (12.2) | 3.1 ! | (0.99) | 31.3 | (1.53) | 52.7 | (1.72) | 11.8 | (1.09) | 1.1 ! | (0.41) | 8.1 | (0.93) | 35.5 | (2.14) | 35.3 | (2.25) | 21.1 | (1.13) |
| Vocational/technical ...... | 125 | (3.2) | 169 | (5.7) | 164 | (6.3) | 147 | (5.7) | 12.8 | (1.28) | 38.7 | (1.56) | 41.2 | (1.57) | 5.7 | (0.78) | 1.6 ! | (0.60) | 9.8 | (0.88) | 30.2 | (1.62) | 35.8 | (1.68) | 24.2 | (1.53) |
| Other secondary ...................... | 443 | (8.5) | 36 | (2.1) | 47 | (3.4) | 46 | (4.0) | 9.8 | (2.15) | 37.9 | (3.80) | 42.2 | (3.68) | 8.2 | (2.46) | 1.8 ! | (0.87) | 8.6 ! | (2.76) | 28.4 | (3.32) | 40.5 | (3.04) | 22.6 | (3.04) |

See notes at end of table.

Table 209.20. Number, highest degree, and years of full-time teaching experience of teachers in public and private elementary and secondary schools, by selected teacher characteristics: 1999-2000 through 2011-12-Continued
[Standard error appears in parentheses]

| Selected teacher characteristic | Number of teachers (in thousands) |  |  |  |  |  |  |  | Percent of teachers, by highest degree earned, 2011-12 |  |  |  |  |  |  |  |  |  | Percent of teachers, by years of full-time teaching experience, 2011-12 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | Less than bachelor's |  | Bachelor's |  | Master's |  | Education specialist ${ }^{1}$ |  | Doctor's |  | Less than 3 |  | 3 to 9 |  | 10 to 20 |  | Over 20 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| Private schools Total $\qquad$ | 449 | (10.6) | 467 | (10.3) | 490 | (9.2) | 465 | (11.1) | 8.4 | (1.07) | 48.5 | (1.37) | 35.8 | (1.16) | 5.0 | (0.48) | 2.3 | (0.41) | 19.5 | (1.76) | 31.3 | (0.94) | 27.7 | (1.06) | 21.4 | (1.47) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | 107 | (3.8) | 110 | (8.4) | 127 | (4.6) | 117 | (6.9) | 10.0 ! | (3.00) | 40.0 | (2.90) | 40.1 | (3.26) |  | (1.09) | 4.6 | (1.23) | 18.3 | (2.98) | 31.2 | (2.36) | 25.4 | (2.15) | 25.0 | (3.18) |
| Females ..................................... | 342 | (7.7) | 357 | (14.3) | 362 | (7.7) | 348 | (10.1) | 7.9 | (0.97) | 51.3 | (1.53) | 34.3 | (1.21) | 4.9 | (0.56) | 1.5 | (0.41) | 19.9 | (1.67) | 31.3 | (1.28) | 28.5 | (1.29) | 20.2 | (1.28) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........................................... | 402 | (9.6) 2 | 411 |  | 423 | (8.8) | 411 | (11.1) |  | (1.23) | 48.1 | (1.34) | 36.7 | (1.20) |  | (0.52) |  | (0.39) | 18.5 | (1.73) | 30.7 | (1.07) | 27.9 | (1.09) | 22.9 | (1.53) |
| Black | 17 | (1.4) 2 | 19 | (2.9) | 20 | (2.2) | 17 | (2.4) | 10.5 | (2.50) | 53.4 | (5.90) | 29.1 | (5.81) | 4.8 ! | (1.50) | $\ddagger$ | (t) | 22.9 | (6.38) | 31.7 | (5.60) | 32.0 | (5.94) | 13.5 | (3.97) |
| Hispanic ................................... | 21 | (1.5) 2 | 23 | (3.1) | 29 | (2.1) | 24 | (2.4) | 13.3 | (2.67) | 47.0 | (4.62) | 29.5 | (5.29) | 6.0 | (1.79) | $\ddagger$ | (t) | 24.4 | (3.44) | 40.6 | (4.88) | 26.1 | (5.05) | 9.0 ! | (3.01) |
| Asian ..................................... | $\ddagger$ | (t) | , |  | 11 | (1.5) | 9 | (1.4) | $\ddagger$ | ( $\dagger$ ) | 55.5 | (10.22) | 27.3 | (7.53) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 42.4 | (10.10) | 26.6 | (7.95) | 24.8 | (6.50) | , | ( $\dagger$ |
| Pacific Islander . | - | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ....... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races ...................... | - | ( $\dagger$ ) | $\ddagger$ |  | , | (0.6) | , | (0.9) | 12.5 ! | (5.87) | 60.2 | (11.13) | 24.2 ! | (10.48) | $\ddagger$ |  | $\ddagger$ | (t) | 35.0 ! | (11.38) | 40.6 ! | (12.49) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 30 | 87 | (3.1) | 88 | (3.7) | 80 | (3.9) | 78 | (6.8) | 10.4 | (2.29) | 63.0 | (3.25) | 24.7 | (2.55) |  | (0.59) | $\ddagger$ | (t) | 53.9 | (4.80) | 46.1 | (4.80) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( + |
| 30 to 39 ..... | 101 | (3.2) | 103 | (5.8) | 109 | (5.2) | 112 | (6.2) |  | (2.51) | 47.9 | (2.57) | 38.0 | (2.56) | 3.9 | (0.80) | $\ddagger$ | ( $\dagger$ ) | 18.0 | (2.10) | 55.0 | (2.74) | 27.0 | (2.71) | $\ddagger$ | ( + |
| 40 to 49 ... | 131 | (4.2) | 119 | (7.1) | 116 | (3.6) | 110 | (6.3) | 8.6 | (1.57) | 45.3 | (2.66) | 37.7 | (2.47) | 5.3 | (1.26) | 3.1 ! | (0.99) | 13.4 | (1.63) | 25.3 | (2.34) | 48.7 | (2.38) | 12.7 | (1.87) |
| 50 to 59. | 106 | (3.2) | 121 | (11.1) | 128 | (4.5) | 99 | (5.0) | 8.1 | (1.16) | 48.7 | (2.50) | 33.4 | (2.47) | 6.1 | (1.07) | 3.6 | (0.82) | 10.3 | (1.51) | 14.9 | (1.47) | 32.5 | (2.08) | 42.3 | (2.31) |
| 60 and over ............. | 25 | (1.2) | 37 | (4.7) | 56 | (3.1) | 66 | (5.0) | 5.0 | (1.23) | 37.2 | (2.54) | 45.5 | (3.34) | 9.0 | (1.84) | 3.4 ! | (1.43) | 5.7 ! | (1.85) | 8.2 | (1.96) | 19.5 | (2.55) | 66.6 | (3.49) |
| Level of instruction ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ......... | 261 | (5.8) | 263 | (17.5) | 258 | (6.5) | 245 | (9.3) | 11.1 | (1.88) | 53.0 | (1.60) | 29.3 | (1.41) | 5.7 | (0.67) | 0.9 ! | (0.36) | 20.0 | (1.69) | 31.5 | (1.46) | 28.3 | (1.55) | 20.2 | (1.43) |
| General ... | 168 | (4.0) | 174 | (17.1) | 163 | (3.9) | 151 | (7.0) | 12.5 | (2.49) | 55.4 | (2.01) | 26.1 | (1.64) | 5.3 | (0.70) | $\ddagger$ | (t) | 15.1 | (1.68) | 33.1 | (1.99) | 29.2 | (1.81) | 22.5 | (1.77) |
| Arts/music | ${ }^{5}$ | ( $\dagger$ | 21 | (2.5) | 20 | (1.6) | 20 | (1.8) | 10.7 | (3.04) | 59.9 | (4.34) | 18.6 | (2.90) | 10.0 ! | (3.66) | $\ddagger$ | (t) | 39.5 | (5.51) | 23.3 | (4.04) | 23.5 | (6.09) | 13.7 | (3.17) |
| English | ${ }^{5}$ | ( $\dagger$ ) | 8 | (1.1) | 13 | (1.2) | 16 | (2.8) | $\ddagger$ | (t) | 43.3 | (9.17) | 43.9 | (8.21) | 3.2 ! | (1.57) | $\ddagger$ | (t) | 17.6 ! | (8.52) | 25.9 | (6.21) | 31.1 | (6.92) | 25.5 | (6.17) |
| Health/physical ed. | ${ }^{5} 5$ | ( $\dagger$ ) | 14 | (1.8) | 14 | (1.7) | 11 | (1.2) | 8.7 ! | (3.21) | 57.1 | (6.06) | 30.1 | (5.80) | $\ddagger$ | (t) | $\ddagger$ | (t) | 29.3 | (6.66) | 31.3 | (4.58) | 24.7 | (7.14) | 14.7 | (4.19) |
| Mathematics ......... | $\left.{ }^{5}\right]$ | ( $\dagger$ ) | 6 | (0.7) | 7 | (1.0) | 6 | (1.1) | $\ddagger$ | (t) | 51.2 | (9.03) | 38.8 | (8.87) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 24.6 | (7.35) | 35.3 | (7.24) | 29.0 | (8.25) | 11.1 ! | (4.46) |
| Science | ${ }^{5]}$ | ( $\dagger$ ) | 5 | (0.8) | 6 | (0.8) | 5 | (1.0) | $\ddagger$ | (t) | 39.7 | (9.14) | 39.9 | (10.37) | 15.1 ! | (6.05) | $\ddagger$ | (t) | 17.0 ! | (5.96) | 25.7 ! | (7.80) | 35.6 | (8.32) | 21.6 ! | (9.24) |
| Special education ....................... | 16 | (1.6) | 12 | (2.3) | 9 | (1.0) | 10 | (1.9) | $\ddagger$ | (t) | 29.7 | (6.55) | 58.3 | (7.50) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 21.2 | (6.23) | 33.0 | (8.47) | 30.3 | (7.24) | 15.5 ! | (5.20) |
| Other elementary .... | 77 | (2.2) | 24 | (3.5) | 27 | (2.3) | 25 | (2.8) | 11.7 | (3.14) | 50.8 | (4.16) | 30.5 | (3.48) | 4.3 ! | (1.98) | 2.7 ! | (1.22) | 30.4 | (4.23) | 31.9 | (5.04) | 23.8 | (3.64) | 13.9 | (3.01) |
| Secondary .......... | 188 | (6.2) | 204 | (13.4) | 231 | (7.1) | 219 | (9.9) | 5.4 | (0.66) | 43.3 | (2.28) | 43.1 | (2.14) | 4.4 | (0.85) | 3.8 | (0.73) | 19.0 | (2.58) | 31.0 | (1.58) | 27.1 | (1.52) | 22.9 | (2.13) |
| Arts/music ... | ${ }^{[6]}$ | (t) | 18 | (1.9) | 19 | (1.8) | 21 | (2.2) | 10.6 ! | (4.00) | 36.8 | (5.86) | 40.6 | (7.37) | 5.9 ! | (2.68) | $\ddagger$ | (t) | 24.7 | (5.27) | 27.1 | (6.25) | 33.8 | (7.11) | 14.3 | (3.87) |
| English .............. | 33 | (1.7) | 38 | (2.8) | 39 | (2.8) | 39 | (4.1) | 3.1 ! | (0.96) | 46.0 | (3.81) | 41.6 | (4.36) | 7.5 ! | (2.57) | 1.8 ! | (0.87) | 12.8 | (2.57) | 35.7 | (4.90) | 29.7 | (4.01) | 21.9 | (3.73) |
| Foreign language .................... | $\left.{ }^{6}\right]$ | ( $\dagger$ | 18 | (2.1) | 22 | (2.6) | 22 | (3.5) | 5.3 ! | (2.42) | 34.0 | (6.40) | 49.9 | (5.92) | $\ddagger$ | (t) | $\ddagger$ | (t) | 24.0 | (5.59) | 34.9 | (7.22) | 23.6 | (7.03) | 17.5 | (3.50) |
| Health/physical ed. ..... | [6] | ( $\dagger$ ) | 1 | (1.0) | 12 | (1.8) | 10 | (1.8) | 8.6 ! | (3.75) | 47.2 | (10.06) | 44.1 | (9.51) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 23.6 ! | (9.69) | 28.0 ! | (9.59) | 27.0 ! | (8.24) | 21.4 ! | (9.03) |
| Mathematics ........... | 33 | (1.6) | 31 | (3.2) | 36 | (2.6) | 38 | (5.1) | 3.5 ! | (1.09) | 41.6 | (4.57) | 48.6 | (5.38) | $\ddagger$ | ( $\dagger$ ) | 4.8 ! | (2.03) | 16.9 | (4.18) | 27.8 | (3.96) | 27.5 | (4.64) | 27.8 | (5.20) |
| Science | 23 | (1.3) | 27 | (1.8) | 31 | (1.9) | 28 | (2.7) | 5.0 ! | (2.23) | 42.1 | (5.15) | 45.2 | (4.66) | 2.5 ! | (1.22) | 5.2 ! | (1.97) | 14.6 | (3.18) | 33.3 | (5.88) | 28.6 | (5.57) | 23.6 | (5.05) |
| Social studies | 19 | (1.1) | 27 | (2.4) | 31 | (2.6) | 28 | (2.9) | $\ddagger$ | (t) | 45.4 | (5.22) | 43.5 | (5.25) | 3.4 ! | (1.25) | 5.4 ! | (2.50) | 16.8 | (4.16) | 24.3 | (3.63) | 26.7 | (5.51) | 32.2 | (5.76) |
| Special education. | 7 | (1.0) | 7 | (1.5) | 6 | (1.0) | 9 | (1.5) | 2.3 ! | (1.12) | 61.0 | (6.98) | 25.8 | (5.34) | 9.7 ! | (3.69) | $\ddagger$ | (t) | 18.9 | (5.39) | 50.9 | (6.28) | 19.8 | (4.31) | 10.3 ! | (3.73) |
| Vocational/technical ................... | - | (0.6) | , | (0.9) | 5 | (0.8) | 5 | (1.2) | $\ddagger$ | (t) | 48.1 | (11.53) | 26.3 ! | (9.50) | $\ddagger$ | (t) | $\ddagger$ | (t) | 20.3 ! | (9.08) | 35.8 ! | (11.28) | $\ddagger$ | (t) | 37.8 ! | (11.69) |
| Other secondary ....................... | 69 | (2.6) | 24 | (2.7) | 29 | (2.3) | 20 | (2.2) | 10.8 | (3.10) | 45.6 | (5.04) | 38.7 | (5.24) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | (t) | 29.9 | (6.17) | 25.4 | (3.33) | 24.8 | (5.33) | 19.9 | (5.33) |

-Not available.
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
tReporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 ercent or greater
ducation specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes cercate of advanced graduate studies.
${ }^{2}$ Data for 1999-2000 are only roughly comparable to data for later years, because the new category of Two or more races was introduced in 2003-04.
3Includes Pacific Islander.
${ }^{4}$ Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 5 and
those teaching mutiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, sec ondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5
${ }^{5}$ Included under Other elementary.
NOTE: Excludes prekindergarten teachers. Data are based on a head count of full-time and part-time teachers rather than on the number of full-time-equivalent teachers reported in other tables. Detail may not sum to totals because of rounding and cell suppression. Race categories exclude persons of Hispanic ethnicity,
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1999-2000, 2003-04, 2007-08, and 2011-12; "Private School Teacher Data File," 1999-2000, 2003-04, 2007-08, and 2011-12; and "Charter School Teacher Data File," 1999-2000. (This table was prepared May 2013.)

Table 209.25. Number and percentage of public elementary and secondary school teachers who met licensing/certification requirements and of public school teachers who had less than 2 years of teaching experience, by state: 2011-12

| State | Total numberof publicschoolteachers | Met all state licensing/ certification requirements ${ }^{1}$ |  | Had less than 2 years of teaching experience ${ }^{2}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total |  | In first year of teaching |  | In second year of teaching |  |
|  |  | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| United States .................... | 3,129,363 | 3,046,577 | 97.4 | 310,298 | 9.9 | 172,611 | 5.5 | 137,686 | 4.4 |
| Alabama .................... | 47,371 | 46,905 | 99.0 | 3,431 | 7.2 | 1,854 | 3.9 | 1,577 | 3.3 |
| Alaska ........................................ | 7,800 | 7,764 | 99.5 | 1,114 | 14.3 | 655 | 8.4 | 458 | 5.9 |
|  | 55,527 | 53,722 | 96.7 | 7,796 | 14.0 | 4,195 | 7.6 | 3,602 | 6.5 |
|  | 33,803 | 33,354 | 98.7 | 3,778 | 11.2 | 1,464 | 4.3 | 2,314 | 6.8 |
|  | 264,566 | 261,721 | 98.9 | 17,213 | 6.5 | 9,484 | 3.6 | 7,729 | 2.9 |
| Colorado | 48,479 | 47,399 | 97.8 | 5,262 | 10.9 | 2,738 | 5.6 | 2,524 | 5.2 |
| Connecticut ................................ | 43,467 | 42,851 | 98.6 | 3,677 | 8.5 | 2,034 | 4.7 | 1,643 | 3.8 |
| Delaware . | 9,573 | 9,323 | 97.4 | 1,140 | 11.9 | 592 | 6.2 | 548 | 5.7 |
| District of Columbia .............................. | 5,745 | 5,165 | 89.9 | 1,449 | 25.2 | 842 | 14.7 | 607 | 10.6 |
| Florida ............................................ | 179,972 | 153,680 | 85.4 | 42,145 | 23.4 | 34,944 | 19.4 | 7,201 | 4.0 |
| Georgia ........... | 111,877 | 109,979 | 98.3 | 7,759 | 6.9 | 5,079 | 4.5 | 2,680 | 2.4 |
| Hawaii ............................................ | 11,142 | 10,777 | 96.7 | 1,454 | 13.0 | 853 | 7.7 | 602 | 5.4 |
| Idaho .............................................. | 14,589 | 14,463 | 99.1 | 1,389 | 9.5 | 738 | 5.1 | 651 | 4.5 |
| Ilinois .............................................. | 133,397 | 131,897 | 98.9 | 14,078 | 10.6 | 8,155 | 6.1 | 5,923 | 4.4 |
| Indiana ............................................ | 61,053 | 60,688 | 99.4 | 7,561 | 12.4 | 2,941 | 4.8 | 4,620 | 7.6 |
|  | 35,676 | 35,642 | 99.9 | 2,997 | 8.4 | 1,565 | 4.4 | 1,432 | 4.0 |
| Kansas ............................................ | 34,039 | 33,654 | 98.9 | 3,119 | 9.2 | 1,693 | 5.0 | 1,425 | 4.2 |
| Kentucky ........................................... | 42,747 | 42,645 | 99.8 | 4,875 | 11.4 | 2,444 | 5.7 | 2,431 | 5.7 |
| Louisiana ......................................... | 46,810 | 45,581 | 97.4 | 3,996 | 8.5 | 2,191 | 4.7 | 1,805 | 3.9 |
| Maine .............................................. | 14,567 | 14,326 | 98.3 | 1,030 | 7.1 | 561 | 3.9 | 469 | 3.2 |
| Maryland .................................... | 61,834 | 59,349 | 96.0 | 5,968 | 9.7 | 2,777 | 4.5 | 3,191 | 5.2 |
| Massachusetts .................................. | 71,204 | 68,828 | 96.7 | 7,491 | 10.5 | 3,982 | 5.6 | 3,509 | 4.9 |
| Michigan ......................................... | 82,811 | 82,490 | 99.6 | 6,211 | 7.5 | 2,534 | 3.1 | 3,676 | 4.4 |
| Minnesota ....................................... | 54,806 | 54,199 | 98.9 | 4,948 | 9.0 | 2,729 | 5.0 | 2,219 | 4.0 |
| Mississippi ..................................... | 32,807 | 32,488 | 99.0 | 4,222 | 12.9 | 2,300 | 7.0 | 1,922 | 5.9 |
| Missouri ....... | 65,759 | 63,733 | 96.9 | 7,018 | 10.7 | 3,976 | 6.0 | 3,042 | 4.6 |
|  | 10,831 | 10,781 | 99.5 | 1,284 | 11.9 | 489 | 4.5 | 795 | 7.3 |
| Nebraska ......................................... | 23,154 | 23,077 | 99.7 | 2,357 | 10.2 | 1,139 | 4.9 | 1,217 | 5.3 |
|  | 23,309 | 23,283 | 99.9 | 1,689 | 7.2 | 922 | 4.0 | 767 | 3.3 |
| New Hampshire ................................ | 14,823 | 14,674 | 99.0 | 1,302 | 8.8 | 523 | 3.5 | 778 | 5.3 |
| New Jersey ......... | 118,746 | 118,099 | 99.5 | 10,831 | 9.1 | 6,041 | 5.1 | 4,790 | 4.0 |
| New Mexico ..................................... | 21,576 | 21,501 | 99.7 | 2,107 | 9.8 | 1,138 | 5.3 | 969 | 4.5 |
|  | 210,866 | 202,327 | 96.0 | 13,019 | 6.2 | 6,804 | 3.2 | 6,214 | 2.9 |
| North Carolina ................................. | 99,775 | 97,748 | 98.0 | 11,287 | 11.3 | 6,264 | 6.3 | 5,023 | 5.0 |
| North Dakota ........ | 8,552 | 8,543 | 99.9 | 973 | 11.4 | 449 | 5.2 | 524 | 6.1 |
| Ohio ................. | 108,717 | 107,757 | 99.1 | 6,916 | 6.4 | 3,428 | 3.2 | 3,489 | 3.2 |
| Oklahoma ........................................ | 43,318 | 43,223 | 99.8 | 4,557 | 10.5 | 2,436 | 5.6 | 2,121 | 4.9 |
|  | 25,902 | 25,789 | 99.6 | 1,495 | 5.8 | 731 | 2.8 | 764 | 2.9 |
|  | 123,514 | 116,752 | 94.5 | 8,888 | 7.2 | 2,958 | 2.4 | 5,930 | 4.8 |
| Rhode Isand .................................... | 10,708 | 10,662 | 99.6 | 550 | 5.1 | 325 | 3.0 | 225 | 2.1 |
| South Carolina ..................................... | 46,357 | 45,899 | 99.0 | 4,382 | 9.5 | 2,453 | 5.3 | 1,929 | 4.2 |
| South Dakota ...................................... | 9,221 | 8,824 | 95.7 | 858 | 9.3 | 476 | 5.2 | 382 | 4.1 |
| Tennessee ........................................ | 68,957 | 66,543 | 96.5 | 7,721 | 11.2 | 4,074 | 5.9 | 3,647 | 5.3 |
| Texas ............................................. | 328,306 | 323,531 | 98.5 | 34,390 | 10.5 | 16,178 | 4.9 | 18,211 | 5.5 |
| Utah ................................................ | 25,051 | 24,081 | 96.1 | 3,002 | 12.0 | 1,550 | 6.2 | 1,452 | 5.8 |
| Vermont ......................................... | 7,237 | 7,122 | 98.4 | 563 | 7.8 | 303 | 4.2 | 259 | 3.6 |
| Virginia ............................................ | 90,839 | 88,345 | 97.3 | 8,802 | 9.7 | 4,851 | 5.3 | 3,951 | 4.3 |
| Washington ....................................... | 53,585 | 52,532 | 98.0 | 2,888 | 5.4 | 1,360 | 2.5 | 1,528 | 2.9 |
|  | 19,291 | 18,503 | 95.9 | 1,615 | 8.4 | 781 | 4.0 | 834 | 4.3 |
|  | 58,136 | 57,200 | 98.4 | 6,969 | 12.0 | 3,204 | 5.5 | 3,766 | 6.5 |
| Wyoming ......................................... | 7,173 | 7,160 | 99.8 | 737 | 10.3 | 417 | 5.8 | 319 | 4.4 |

${ }^{1}$ Requirements vary by state. Includes teachers who met all applicable state teacher certification requirements for a standard certificate (i.e., had a regular/standard certificate/ license/endorsement issued by the state). Includes teachers who met the standard teacher education requirements, but had not completed a state-required probationary period. Excludes teachers with emergency, temporary, or provisional credentials.
${ }^{2}$ The number of years of teaching experience includes the current year and any prior years teaching in any school, subject, or grade. Does not include any student teaching or other similar preparation experiences
NOTE: Teachers reported in full-time equivalents (FTE). Due to differing survey procedures, data in this table differ from data in tables based on other survey systems. SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011-12 Classroom Teachers Estimations." (This table was prepared January 2016.)

Table 209.30. Highest degree earned, years of full-time teaching experience, and average class size for teachers in public elementary and secondary schools, by state: 2011-12
[Standard errors appear in parentheses]
DIGEST OF EDUCATION STATISTICS 2016

| State | Total number of teachers (in thousands) |  | Percent of teachers, by highest degree earned |  |  |  |  |  |  |  | Percent of teachers, by years of full-time teaching experience |  |  |  |  |  |  |  | Average class size, by level of instruction ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than b | chelor's | Bachelor's |  | Master's |  | Education specialist ${ }^{2}$ or doctor's |  | Less than 3 |  | 3 to 9 |  | 10 to 20 |  | Over 20 |  | Elementary |  | Secondary |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| United States | 3,385.2 | (41.42) | 3.8 | (0.24) | 39.9 | (0.52) | 47.7 | (0.57) | 8.7 | (0.28) | 9.0 | (0.29) | 33.3 | (0.52) | 36.4 | (0.51) | 21.3 | (0.54) | 21.2 | (0.18) | 26.8 | (0.22) |
| Alabama $\qquad$ <br> Alaska <br> Arizona $\qquad$ <br> Arkansas <br> California $\qquad$ $\qquad$ | $\begin{array}{r} 45.0 \\ 7.5 \\ 61.7 \\ 37.7 \\ 285.5 \end{array}$ | $\begin{aligned} & (2.61) \\ & (0.700 \\ & (2.611 \\ & 2.014 \\ & (7.27) \end{aligned}$ | $\begin{aligned} & 3.8! \\ & 4.4! \\ & 4.6! \\ & 3.7! \\ & 4.8 \end{aligned}$ | $\begin{aligned} & (1.51) \\ & (1.78 \\ & 1.16 \\ & 1.45 \\ & (0.91) \end{aligned}$ | $\begin{aligned} & 34.5 \\ & 45.6 \\ & 44.4 \\ & 54.7 \\ & 43.4 \end{aligned}$ | $(2.69)$ $(4.44$ 3.67 3.76 $(2.33)$ $(2.33$ | $\begin{aligned} & \hline 52.8 \\ & 41.9 \\ & 44.1 \\ & 35.0 \\ & 39.2 \end{aligned}$ | $\begin{aligned} & (2.81) \\ & 4.011 \\ & 3.49 \\ & 3.13 \\ & 2.18) \end{aligned}$ | $\begin{array}{r} 8.9 \\ 8.2 \\ 6.9 \\ 6.6 \\ 12.7 \end{array}$ | $\begin{aligned} & (1.64) \\ & (2.37) \\ & (1.71) \\ & (1.72) \\ & (1.56) \end{aligned}$ | $\begin{array}{r} 8.0 \\ 12.9 \\ 16.4 \\ 11.5 \\ 11.4 \\ 9.4 \end{array}$ | $\begin{aligned} & (1.28) \\ & (3.20 \\ & (2.29 \\ & 2(2.03 \\ & 1.29) \end{aligned}$ | $\begin{array}{r} 30.9 \\ 30.8 \\ 38.0 \\ 28.9 \\ 29.1 \end{array}$ | $\begin{aligned} & (2.75) \\ & (4.15) \\ & (2.75 \\ & (3.88 \\ & (2.13) \end{aligned}$ | $\begin{aligned} & 39.2 \\ & 39.6 \\ & 28.5 \\ & 32.5 \\ & 42.3 \end{aligned}$ | $\begin{aligned} & (2.85) \\ & (4.16 \\ & 2.60 \\ & 3 \\ & 3.93 \\ & (2.25) \end{aligned}$ | $\begin{aligned} & \hline 21.9 \\ & 16.7 \\ & 17.2 \\ & 27.3 \\ & 19.1 \end{aligned}$ | $\begin{aligned} & (2.34) \\ & (3.76 \\ & 2.02 \\ & 3.37 \\ & 1.89 \end{aligned}$ | $\begin{aligned} & 19.2 \\ & 18.3 \\ & 24.1 \\ & 20.4 \\ & 25.0 \end{aligned}$ | $\begin{aligned} & (0.42) \\ & (1.35) \\ & (0.67 \\ & (.73) \\ & (0.52) \end{aligned}$ | $\begin{aligned} & 27.4 \\ & 18.7 \\ & 27.7 \\ & 25.4 \\ & 32.0 \end{aligned}$ | $\begin{aligned} & (0.94) \\ & (1.22 \\ & (0.96 \\ & 1.69 \\ & (0.53) \end{aligned}$ |
| Colorado $\qquad$ <br> Connecticut $\qquad$ <br> Delaware <br> District of Columbia $\qquad$ <br> Florida $\qquad$ | $\begin{array}{r} 55.9 \\ 44.9 \\ 9.3 \\ \ddagger \\ \hline \end{array}$ | $\left.\begin{array}{r} (3.14) \\ (2.51 \\ (0.70 \\ (+) \end{array}\right)$ | $\begin{gathered} 2.8! \\ \ddagger \\ 4.0! \\ \vdots \\ \ddagger \end{gathered}$ | $\left.\begin{array}{c} (1.00 \\ (1) \\ (1.50 \\ (+) \\ (+) \end{array}\right)$ | $\begin{array}{r} 36.1 \\ 15.3 \\ 34.5 \\ \ddagger \\ \hline \end{array}$ | $\begin{gathered} (3.51 \\ (1.86 \\ (4.36 \\ (+) \\ (+) \end{gathered}$ | $\begin{array}{r} 49.9 \\ 64.4 \\ 49.7 \\ \ddagger \\ \ddagger \end{array}$ | $\begin{gathered} (4.26) \\ (3.01) \\ (4.55) \\ (+) \end{gathered}$ | $\begin{array}{r} 11.2 \\ 17.7 \\ 11.8 \\ \ddagger \\ \ddagger \end{array}$ | $\begin{array}{r} (2.79 \\ (2.37 \\ (2.85) \\ (+) \end{array}$ | $\begin{array}{r} 10.8 \\ 10.0 \\ 12.6 \\ \ddagger \\ \ddagger \end{array}$ | $\left.\begin{array}{r} (2.25) \\ (1.43 \\ (3.31) \\ (+) \end{array}\right)$ | $\begin{array}{r} 33.4 \\ 29.1 \\ 35.0 \\ \ldots \\ \hline \end{array}$ | $\begin{gathered} (3.50) \\ (2.66 \\ (3.59 \\ (+) \\ (+) \end{gathered}$ | $\begin{array}{r} 42.9 \\ 37.1 \\ 33.8 \\ \ddagger \\ \hline \end{array}$ | $\begin{array}{r} (3.96 \\ (2.43 \\ (4.04) \\ (+) \end{array}$ | $\begin{array}{r} 12.9 \\ 23.8 \\ 18.6 \\ \ddagger \\ \ddagger \end{array}$ | $\begin{array}{r} (2.51 \\ (3.34) \\ (2.75) \\ (\dagger) \end{array}$ | $\begin{array}{r} 22.8 \\ 19.6 \\ 20.3 \\ \ldots \\ \hline \end{array}$ | $\begin{gathered} 1.29 \\ (0.68 \\ (0.82 \\ (+) \\ (+) \end{gathered}$ | $\begin{array}{r} 29.1 \\ 22.0 \\ 25.8 \\ \ddagger \\ \ddagger \end{array}$ | $(1.25)$ $(0.71$ $(2.09)$ $(+)$ ( |
| Georgia <br> Hawaii $\qquad$ <br> Idaho $\qquad$ <br> Illinois <br> Indiana $\qquad$ $\qquad$ | $\begin{array}{r} 123.3 \\ 16.3 \\ 14.3 \\ 64.9 \end{array}$ | $\begin{aligned} & (3.97) \\ & \left(\begin{array}{l} 4 \\ (1.83 \\ (0.09 \\ 2.98) \end{array}\right) \end{aligned}$ | $\begin{aligned} & 3.4! \\ & 4.7 \\ & 4.6! \\ & 2.7! \end{aligned}$ | $\begin{aligned} & (1.15) \\ & (1.37 \\ & (0.81 \\ & (0.52) \\ & (0.51 \end{aligned}$ | $\begin{aligned} & 29.5 \\ & 55.6 \\ & 32.6 \\ & 43.6 \end{aligned}$ | $\begin{aligned} & (3.48) \\ & \left(\begin{array}{l} 4 \\ (3.30 \\ (2.33 \\ 3.04 \end{array}\right) \end{aligned}$ | $\begin{aligned} & 43.5 \\ & 35.3 \\ & 57.8 \\ & 47.4 \end{aligned}$ | $\begin{aligned} & (3.79) \\ & \left(\begin{array}{l} (1.18 \\ (2.44 \\ (2.29) \end{array}\right) \end{aligned}$ | $\begin{array}{r} 23.6 \\ 4.4 \\ 7.0 \\ 7.0 \\ 6.9 \end{array}$ | $\begin{aligned} & (3.00) \\ & (1.20) \\ & (1.34 \\ & (1.45) \end{aligned}$ | $\begin{array}{r} 6.3 \\ 10.4 \\ 9.3 \\ 90.3 \end{array}$ | $\begin{aligned} & (1.70) \\ & (1 .+3 \\ & (1.56 \\ & (1.92) \end{aligned}$ | $\begin{aligned} & 34.2 \\ & 30.4 \\ & 30.4 \\ & 36.4 \end{aligned}$ | $\begin{aligned} & (3.42) \\ & (3.18 \\ & (2.59 \\ & (2.42) \end{aligned}$ | $\begin{aligned} & 39.8 \\ & 35.2 \\ & 34.4 \\ & 35.6 \end{aligned}$ | $\begin{aligned} & (3.34) \\ & \left(\begin{array}{l} (3.0 \\ (2.85 \\ (3.01) \end{array}\right) \end{aligned}$ | $\begin{array}{r} 19.7 \\ 2 \ddagger \\ 24.0 \\ 20.0 \\ 28.3 \end{array}$ | $\begin{aligned} & (2.58) \\ & \left(\begin{array}{l} \text { ( } \end{array}\right) \\ & (2.891 \\ & (3.51) \\ & (3.02) \end{aligned}$ | $\begin{aligned} & 21.0 \\ & 24.0 \\ & 24.5 \\ & 21.9 \\ & 21.4 \end{aligned}$ | $\begin{aligned} & (0.91) \\ & \left(\begin{array}{l} 4 \\ (0.63 \\ (1.26 \\ (0.45) \end{array}\right. \end{aligned}$ | $\begin{array}{r} 27.5 \\ 25.4 \\ 27.7 \\ 27.3 \end{array}$ | $\begin{aligned} & (1.42) \\ & (2.13 \\ & (2.100 \\ & (1.07) \end{aligned}$ |
| Iowa <br> Kansas <br> Kentucky <br> Louisiana $\qquad$ <br> Maine $\qquad$ | $\begin{aligned} & 36.1 \\ & 36.5 \\ & 46.8 \\ & 44.5 \\ & 18.4 \end{aligned}$ | $(2.28)$ $(2.27)$ $(2.51$ 2.39 $0.90)$ | $\begin{aligned} & 3.5! \\ & 3.8 \\ & 5.1 \\ & 3.5! \\ & 4.99 \end{aligned}$ | $\begin{aligned} & (1.22) \\ & (0.83 \\ & 1.22 \\ & (1.72) \\ & (1.60) \end{aligned}$ | 52.8 43.8 17.5 61.9 46.3 | $(3.89)$ <br> $(3.52$ <br> $(2.24$ <br> 3.12 <br> $(3.41)$ | $\begin{aligned} & 39.7 \\ & 47.0 \\ & 57.5 \\ & 27.0 \\ & 42.8 \end{aligned}$ | $(3.60$ 3.66 3.58 2.58 $(2.68$ $(3.30)$ | $\begin{array}{r} 4.1! \\ 5.4 \\ 20.0 \\ 7.6 \\ 6.0 \end{array}$ | $\begin{aligned} & (1.26) \\ & (1.88 \\ & (2.11 \\ & (1.55 \\ & (1.36) \end{aligned}$ | $\begin{array}{r} 8.8 \\ 12.5 \\ 10.1 \\ 10.6 \\ 8.6 \\ 5.8 \end{array}$ | $\begin{aligned} & (1.85) \\ & (2.98 \\ & (1.83 \\ & 1.51 \\ & (1.47) \end{aligned}$ | $\begin{aligned} & 29.0 .0 \\ & 27.4 \\ & 32.4 \\ & 31.2 \\ & 24.1 \end{aligned}$ | $(2.98)$ $33^{2} .00$ $(2.82$ 3.13 $2.57)$ | $\begin{aligned} & 33.0 \\ & 32.7 \\ & 38.5 \\ & 33.4 \\ & 39.4 \end{aligned}$ | $\begin{aligned} & (2.77) \\ & (3.51 \\ & (2.81 \\ & (3.31 \\ & 3.32) \\ & 3.32 \end{aligned}$ | $\begin{aligned} & 29.2 \\ & 27.4 \\ & 19.2 \\ & 26.8 \\ & 30.6 \end{aligned}$ | $(2.55)$ $2(2.83$ 2.82 3.10 $2.81)$ | $\begin{aligned} & 20.3 \\ & 20.4 \\ & 23.3 \\ & 19.0 \\ & 17.6 \end{aligned}$ | $\begin{aligned} & (0.93) \\ & (0.86 \\ & (1.92 \\ & (8.80 \\ & (0.64) \end{aligned}$ | $\begin{aligned} & 27.4 \\ & 24.6 \\ & 26.6 \\ & 23.4 \\ & 19.4 \end{aligned}$ | $\begin{gathered} (1.35) \\ (1.11 \\ (1.09 \\ (.78) \\ (1.76) \end{gathered}$ |
| Maryland <br> Massachusetts <br> Michigan <br> Minnesota <br> Mississippi | $\begin{array}{r} 79.5 \\ 96.7 \\ 96.7 \\ 67.6 \end{array}$ | $\begin{aligned} & \left(\begin{array}{c} (t) \\ (4.42 \\ 3.73 \\ (2.99 \\ 2.11) \end{array}\right) \end{aligned}$ | $\begin{aligned} & 1 . \ddagger \\ & 3.9 \\ & 2.3 \\ & 4.4 \\ & 5.3 \end{aligned}$ |  | $\begin{aligned} & 21.7 \\ & 29.8 \\ & 39.8 \\ & 34.3 \end{aligned}$ | $\begin{aligned} & \left(\begin{array}{c} (t) \\ (2.3 \\ (2.50 \\ 2 \\ 2.06 \\ 3.87) \end{array}\right. \end{aligned}$ | $\begin{aligned} & 67 . \ddagger \\ & 62.5 \\ & 60.9 \\ & 50.1 \\ & 35.2 \end{aligned}$ | $\begin{aligned} & \left(\left.\begin{array}{c} (5) \\ (2.54) \\ (2.52 \\ 1.87 \\ (3.57) \end{array} \right\rvert\,\right. \end{aligned}$ | $\begin{array}{r}  \pm \pm \\ 6.8 \\ 5.0 \\ 10.2 \\ 5.1 \end{array}$ | $\begin{gathered} \left(\begin{array}{c} (\mathrm{t} \\ (1.88 \\ (1.40 \\ 1.40 \\ (1.51) \end{array}\right) \end{gathered}$ | $\begin{array}{r} 12.4 .4 \\ 7.3 \\ 9.5 \\ 10.3 \end{array}$ | $\begin{aligned} & (1.96 \\ & (1.00 \\ & 1.00 \\ & 1.20 \\ & 1.97) \end{aligned}$ | $\begin{aligned} & 33.7 \\ & 31.4 \\ & 27.4 \\ & 41.0 \end{aligned}$ | $\begin{aligned} & \left(\left.\begin{array}{c} (t) \\ (3.04) \\ (2.68 \\ 2.05 \\ 3.45) \end{array} \right\rvert\,\right. \end{aligned}$ | $\begin{aligned} & 36.7 \\ & \begin{array}{l} . \\ 42.7 \\ 40.3 \\ 30.5 \end{array} \end{aligned}$ | $\begin{aligned} & \left(\begin{array}{l} (t) \\ (3.02 \\ (2.44 \\ 2.14 \\ 3.35) \end{array}\right. \\ & \hline \end{aligned}$ | $\begin{array}{r} 17 \ddagger .4 \\ 18.7 \\ 22.7 \\ 28.9 \end{array}$ | $\begin{aligned} & \left(\left.\begin{array}{c} (t) \\ (3.09 \\ 2.12 \\ 2 \\ 2 \\ 3.180 \\ 3.18) \end{array} \right\rvert\,\right. \end{aligned}$ | $\begin{aligned} & 19.9 \\ & 19.9 \\ & 23.8 \\ & 22.8 \\ & 21.6 \end{aligned}$ | $\begin{aligned} & (1.5) \\ & \left(\begin{array}{c} t \\ (.93 \\ (0.70) \\ (1.01) \end{array}\right) \end{aligned}$ | $\begin{aligned} & 24.5 \\ & 28.5 \\ & 28.9 \\ & 22.9 \\ & 22.8 \end{aligned}$ | $\begin{aligned} & (+(t) \\ & (1.8) \\ & (0.81 \\ & (0.86 \\ & (1.15) \end{aligned}$ |
| Missouri $\qquad$ <br> Montana <br> Nebraska $\qquad$ <br> Nevada <br> New Hampshire $\qquad$ | $\begin{aligned} & 68.7 .7 \\ & 12.4 \\ & 23.9 \\ & 25.9 \\ & 15.9 \end{aligned}$ | $\begin{aligned} & (2.34) \\ & (0.90 \\ & (1.73 \\ & (2.63 \\ & (1.05) \end{aligned}$ | $\begin{aligned} & 4.4 \\ & 6.4 \\ & 5.5 \\ & 4.5 \\ & 3.0 \end{aligned}$ | $\begin{aligned} & (0.91) \\ & (1.52 \\ & (1.31 \\ & (1.85) \\ & (1.12) \end{aligned}$ | $\begin{aligned} & 33.3 \\ & 55.2 \\ & 44.9 \\ & 25.1 \\ & 00.2 \end{aligned}$ | $(2.90)$ <br> $(3.34$ <br> $(3.29$ <br> 3.92 <br> $(3.49)$ | $\begin{aligned} & 57.5 \\ & 34.6 \\ & 45.9 \\ & 49.8 \\ & \hline 8.8 \end{aligned}$ | $\begin{aligned} & (2.96) \\ & (3.39 \\ & 3.15 \\ & 4.15 \\ & (3.55) \end{aligned}$ | $\begin{array}{r} 4.8 \\ 3.8! \\ 3.7 \\ 20.6 \\ 8.1 \end{array}$ | $\begin{aligned} & (0.94) \\ & (1.66 \\ & (0.98 \\ & 3.83 \\ & (1.82) \end{aligned}$ | $\begin{gathered} 10.4 \\ 9.6 \\ 10.6 \\ 6.6! \\ 8.5 \end{gathered}$ | $\begin{aligned} & (1.90) \\ & (2.33 \\ & 1.74) \\ & (2.17 \\ & (1.54) \end{aligned}$ | $\begin{aligned} & 35.3 \\ & 31.3 \\ & 27.2 \\ & 39.0 \\ & 32.8 \end{aligned}$ | $\begin{aligned} & \left(\begin{array}{l} 2.21) \\ 3.17) \\ (2.52 \\ 4.02 \\ (3.41) \end{array}\right) \end{aligned}$ | $\begin{aligned} & 35.2 \\ & 30.5 \\ & 34.6 \\ & 36.6 \\ & 31.5 \end{aligned}$ | $\begin{aligned} & (2.31 \\ & (3.04) \\ & (2.63 \\ & 4.29 \\ & 3.57) \end{aligned}$ | $\begin{aligned} & 19.2 \\ & 28.6 \\ & 27.6 \\ & 18.6 \\ & 27.5 \end{aligned}$ | $\begin{aligned} & (2.31 \\ & (3.65) \\ & (2.54 \\ & (3.55) \\ & (3.54) \end{aligned}$ | $\begin{array}{r} 20.2 \\ 18.9 \\ 17.9 \\ 25.3 \\ 20.4 \end{array}$ | $\begin{aligned} & (0.83) \\ & (0.80 \\ & (0.72) \\ & (1.41) \\ & (3.09) \end{aligned}$ | $\begin{aligned} & 26.8 \\ & 21.7 \\ & 23.5 \\ & 34.5 \\ & 21.7 \end{aligned}$ | $\begin{aligned} & (1.18) \\ & (1.81 \\ & (.99 \\ & (1.54) \\ & (1.16) \end{aligned}$ |
| New Jersey <br> New Mexico <br> New York <br> North Carolina <br> North Dakota $\qquad$ | $\begin{array}{r} 125.2 \\ 2.1 \\ 241.4 \\ 104.3 \\ 10.3 \end{array}$ | $\begin{array}{r} (4.16) \\ \left(\begin{array}{l} (24.83 \\ (14.58 \\ (5.71 \\ (0.74) \end{array}\right) \end{array}$ | $\begin{aligned} & 3.0 \\ & 4.31 \\ & 2.8 \\ & 4.1 \\ & 6.9 \end{aligned}$ | $\begin{aligned} & (0.74) \\ & (2.01 \\ & 1.00 \\ & (1.57 \\ & (1.63) \end{aligned}$ | 48.5 43.3 4.4 54.2 59.2 | $\begin{aligned} & (2.47) \\ & (3.80 \\ & (1.09 \\ & 3.16 \\ & 3.08) \end{aligned}$ | $\begin{aligned} & 40.8 \\ & 42.1 \\ & 84.2 \\ & 33.8 \\ & 30.1 \end{aligned}$ | $\begin{aligned} & (2.30) \\ & (3.72 \\ & (1.56 \\ & (2.80 \\ & (2.60) \end{aligned}$ | $\begin{array}{r} 7.6 \\ 10.3 \\ 8.6 \\ 7.8 \\ 3.9 \end{array}$ | $\begin{aligned} & (1.60 \\ & (2.82 \\ & (1.32 \\ & (1.84 \\ & (1.13) \\ & (13) \end{aligned}$ | $\begin{array}{r} 7.3 \\ 8.01 \\ 5.3 \\ 8.4 \\ 12.2 \end{array}$ | $\begin{aligned} & (1.24 \\ & (2.46 \\ & 1.38 \\ & 1.52 \\ & (2.09) \end{aligned}$ | $\begin{aligned} & 35.4 \\ & 30.9 \\ & 30.0 \\ & 35.8 \\ & 24.6 \end{aligned}$ | $(2.45)$ <br> $3.73)$ <br> $(2.81$ <br> 3.13 <br> $3.06)$ | $\begin{aligned} & 37.4 \\ & 40.3 \\ & 45.5 \\ & 34.8 \\ & 30.6 \end{aligned}$ | $\left.\begin{array}{l} (2.66) \\ (5.11 \\ (2.35 \\ 3.05 \\ 3.28 \end{array}\right)$ | $\begin{aligned} & 20.0 \\ & 20.8 \\ & 19.1 \\ & 21.1 \\ & 32.6 \end{aligned}$ | $\begin{aligned} & (2.03) \\ & (5.199 \\ & (2.41 \\ & (2.74) \\ & 3.45) \end{aligned}$ | $\begin{array}{r} 18.5 \\ 19.8 \\ 20.7 \\ 18.8 \\ 17.8 \end{array}$ | $\begin{aligned} & (0.81) \\ & (.76 \\ & (1.36 \\ & 0.65) \\ & (0.60) \end{aligned}$ | $\begin{aligned} & 23.9 \\ & 23.7 \\ & 25.1 \\ & 25.8 \\ & 19.2 \end{aligned}$ | $\begin{aligned} & (0.68) \\ & (1.88 \\ & (0.96 \\ & (1.5) \\ & (1.41) \end{aligned}$ |
| Ohio <br> Oklahoma <br> Oregon. <br> Pennsylvania <br> Rhode Island $\qquad$ <br> ....................... | $\begin{array}{r} 122.1 \\ 46.2 \\ 31.8 \\ 148.8 \\ \ddagger \end{array}$ | $\begin{gathered} (4.29) \\ (2.49 \\ (1.28 \\ (7.48) \\ (+) \end{gathered}$ | $\begin{aligned} & 5.3 \\ & 4.3 \\ & 4.2! \\ & 4.5 \\ & \ddagger \end{aligned}$ | $\begin{aligned} & 1.17 \\ & (1.04 \\ & (1.53 \\ & (.94 \\ & (t) \end{aligned}$ | $\begin{array}{r} 24.0 \\ 65.6 \\ 26.3 \\ 32.9 \\ \ddagger \end{array}$ | $\begin{aligned} & (1.79) \\ & (2.66 \\ & 3.18 \\ & (2.52) \\ & (\uparrow) \end{aligned}$ | $\begin{array}{r} 64.5 \\ 26.9 \\ 59.8 \\ 53.9 \\ \hline \end{array}$ | $\begin{aligned} & (2.16) \\ & (2.56 \\ & 3.62 \\ & (3.34 \\ & (\dagger) \end{aligned}$ | $\begin{aligned} & 6.2! \\ & 3.2! \\ & 9.7 \\ & 8.7 \\ & \ddagger \end{aligned}$ | $\begin{aligned} & (1.28) \\ & (1.12 \\ & (1.94 \\ & (.77) \\ & (t) \end{aligned}$ | $\begin{aligned} & 7.1 \\ & 9.8 \\ & 7.2 \\ & 6.2 \\ & 7 \end{aligned}$ | $\begin{gathered} (1.11) \\ (1.84) \\ (1.54 \\ (1.8) \\ (\dagger) \end{gathered}$ | $\begin{array}{r} 28.8 \\ 30.1 \\ 37.0 \\ 37.0 \\ \ddagger \end{array}$ | $\begin{array}{r} (2.48 \\ \left(\begin{array}{l} 2.58 \\ 3.58 \\ (2.55 \\ (\dagger) \\ (\dagger) \end{array}\right) \end{array}$ | $\begin{array}{r} 40.8 \\ 36.9 \\ 35.6 \\ 35.8 \\ \ddagger \end{array}$ | $\begin{aligned} & \left(\begin{array}{c} 2.67 \\ (2.93 \\ (3.58 \\ (2.77 \\ (+) \end{array}\right) \end{aligned}$ | $\begin{array}{r} 23.3 \\ 23.3 \\ 20.2 \\ 21.0 \\ \ddagger \end{array}$ | $\begin{aligned} & (2.00 \\ & (2.27 \\ & (2.45 \\ & (2.30) \\ & (\dagger) \end{aligned}$ | $\begin{array}{r} 21.3 \\ 20.7 \\ 26.4 \\ 22.4 \\ \vdots \end{array}$ | $\begin{aligned} & (0.99) \\ & (0.56 \\ & (0.96 \\ & (0.99) \\ & (\dagger) \end{aligned}$ | $\begin{array}{r} 26.7 \\ 23.7 \\ 30.0 \\ 25.2 \\ \hline \ddagger \end{array}$ | $\begin{gathered} (0.85) \\ (0.88 \\ (1.05 \\ (0.96 \\ (+) \end{gathered}$ |
| South Carolina <br> South Dakota <br> Tennessee <br> Texas <br> Utah | $\begin{array}{r} 51.8 \\ 10.8 \\ 76.5 \\ 350.8 \\ 27.9 \end{array}$ | $\begin{array}{r} (1.76) \\ (0.92 \\ (2.91) \\ (22.99 \\ (1.67) \\ (1.69) \end{array}$ | $\begin{aligned} & 3.0! \\ & 2.3 \\ & 4.4 \\ & 3.3 \\ & 4.2 \end{aligned}$ | $\begin{aligned} & (1.34) \\ & (0.73 \\ & 1.52 \\ & (0.65) \\ & (1.10) \end{aligned}$ | 28.8 68.8 35.1 66.4 56.8 | $\begin{aligned} & (3.14) \\ & (3.52 \\ & (3.54 \\ & (2.49 \\ & (3.96) \end{aligned}$ | $\begin{aligned} & 57.9 \\ & 26.6 \\ & 46.3 \\ & 25.8 \\ & 27.3 \end{aligned}$ | $\left(\begin{array}{l}3.95 \\ 3 \\ 3.13 \\ 3.44 \\ 2 \\ (2.28 \\ 3.88) \\ \hline\end{array}\right)$ | $\begin{aligned} & 10.3 \\ & 2.3! \\ & 14.2 \\ & 4.6 \text { ! } \\ & 11.7 \text { ! } \end{aligned}$ | $\begin{aligned} & (2.15) \\ & (1.14 \\ & (2.83 \\ & (.77) \\ & (3.94) \end{aligned}$ | $\begin{array}{r} 8.4 \\ 8.8 \\ 10.6 \\ 8.9 \\ 15.0 \end{array}$ | $\begin{gathered} (1.58) \\ (1.65) \\ (1.80 \\ (0.95) \\ (2.43) \end{gathered}$ | $\begin{array}{r} 30.5 \\ 24.6 \\ 34.0 \\ 40.4 \\ 39.9 \end{array}$ | $\begin{aligned} & (3.22) \\ & (2.76 \\ & 3.66 \\ & (2.05 \\ & (4.49) \end{aligned}$ | $\begin{aligned} & 32.3 \\ & 32.9 \\ & 34.1 \\ & 31.1 \\ & 25.6 \end{aligned}$ | $\begin{aligned} & (3.54 \\ & (3.63 \\ & (3.48 \\ & 1.88 \\ & (4.52) \end{aligned}$ | $\begin{aligned} & 28.9 \\ & 33.7 \\ & 21.3 \\ & 19.7 \\ & 19.5 \end{aligned}$ | $\left(\begin{array}{l}(3.38 \\ 3 \\ 3.38 \\ 3.28 \\ 1.74 \\ (3.12) \\ \hline\end{array}\right)$ | $\begin{aligned} & 19.1 \\ & 20.4 \\ & 17.7 \\ & 18.2 \\ & 27.4 \end{aligned}$ | $\begin{aligned} & (0.75) \\ & (0.66 \\ & (0.52 \\ & (0.82) \\ & (2.09) \end{aligned}$ | $\begin{aligned} & 26.0 \\ & 22.3 \\ & 26.9 \\ & 26.9 \\ & 31.5 \end{aligned}$ | $\begin{gathered} (1.98) \\ (1.11) \\ (1.60 \\ (1.07) \\ (1.29) \end{gathered}$ |
| Vermont $\qquad$ <br> Virginia $\qquad$ <br> Washington <br> West Virginia $\qquad$ <br> wisconsin $\qquad$ $\qquad$ | $\begin{array}{r} 9.4 \\ 88.5 \\ 55.5 \\ 24.2 \\ 66.8 \\ 8.5 \end{array}$ | $(0.34)$ $(3.35)$ 3.15 $(0.79$ $(3.42$ $0.57)$ | $\begin{aligned} & 6.6 \\ & 3.3! \\ & 2.9 \\ & 3.1 \\ & 2.7 \\ & 2.0! \end{aligned}$ | $\begin{aligned} & 1.46 \\ & 1.07 \\ & (.59 \\ & (0.90 \\ & 0.79 \\ & (3.08) \end{aligned}$ | $\begin{aligned} & 35.4 \\ & 47.5 \\ & 23.1 \\ & 46.6 \\ & 36.7 \\ & 44.3 \end{aligned}$ | $\begin{aligned} & (2.78) \\ & (3.08 \\ & (2.161) \\ & (2.82 \\ & 2.96 \\ & 4.47) \end{aligned}$ | $\begin{aligned} & 52.0 \\ & 41.6 \\ & 62.9 \\ & 43.9 \\ & 55.1 \\ & 41.2 \end{aligned}$ | $(2.87)$ $(3.17$ $(2.92$ 4.11 2.98 $4.18)$ | $\begin{array}{r} 6.0 \\ 7.6 \\ 1.1 \\ 7.1 \\ 5.5 \\ 7.5! \end{array}$ | $\begin{aligned} & (1.59) \\ & (1.26 \\ & (1.96 \\ & 1.73 \\ & (1.41 \\ & (2.74) \end{aligned}$ | $\begin{array}{r} 12.9 \\ 9.1 \\ 6.2 \\ 12.0 \\ 10.5 \\ 7.6! \end{array}$ | $\begin{aligned} & (1.60 \\ & (1.68 \\ & (1.45) \\ & (2.26) \\ & (1.672 \\ & (2.62) \end{aligned}$ | $\begin{aligned} & 22.1 .1 \\ & 31.5 \\ & 32.2 \\ & 31.2 \\ & 26.2 \\ & 25.2 \end{aligned}$ | $\left.\begin{array}{l}(2.38) \\ (3.20 \\ 3 \\ 3.00 \\ 4.12 \\ 3.12 \\ 4.09\end{array}\right)$ | $\begin{aligned} & 37.0 \\ & 34.2 \\ & 34.8 \\ & 30.5 \\ & 42.1 \\ & 35.1 \end{aligned}$ | $\begin{aligned} & (2.56 \\ & (2.73 \\ & (2.72) \\ & (2.82) \\ & (3.24 \\ & (3.24 \\ & 3.73) \end{aligned}$ | $\begin{aligned} & 28.0 \\ & 25.2 \\ & 26.8 \\ & 26.8 \\ & 21.3 \\ & 21.3 \\ & 32.1 \end{aligned}$ | $(2.73)$ $(2.43$ 3.03 3.244 2.73 $(4.30)$ | $\begin{aligned} & 16.6 \\ & 20.4 \\ & 23.4 \\ & 18.7 \\ & 20.8 \\ & 17.0 \end{aligned}$ | $\begin{aligned} & (0.40 \\ & (1.27 \\ & (0.60 \\ & (1.00 \\ & (0.55) \\ & (1.05) \end{aligned}$ | $\begin{aligned} & 19.8 \\ & 23.8 \\ & 29.7 \\ & 24.0 \\ & 27.9 \\ & 19.6 \end{aligned}$ | $\begin{aligned} & (1.25) \\ & (0.90 \\ & (0.99) \\ & 1.65 \\ & (0.95 \\ & (1.22) \end{aligned}$ |

$\dagger$ Not applicable.
IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greate
who taught departmentalized classes (e.g., science, art, social science, or other course subecondary teachers are those Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 5 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6 . In general, sec-
ondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5 .
${ }^{2}$ Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies.
NOTE: Data are based on a head count of all teachers rather than on the number of full-time-equivalent teachers appearing SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011-12. (This table was prepared May 2013.)

## Table 209.50. Percentage of public school teachers of grades 9 through 12, by field of main teaching assignment and selected demographic and educational characteristics: 2011-12

[Standard errors appear in parentheses]

| Selected demographic or educational characteristic | Total |  | Field of main teaching assignment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Arts music | English or language arts |  | Foreignlanguages |  | Health and physical education |  | Mathematics |  | Natural sciences |  | Socialsciences |  | Special education |  | Vocational/ technical |  | All other |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Number of teachers (in thousands) | 1,108.2 | (32.76) | 87.3 | (4.85) | 166.0 | (7.03) | 74.0 | (4.18) | 65.6 | (3.47) | 152.8 | (6.67) | 132.9 | (5.35) | 126.2 | (5.35) | 130.3 | (10.33) | 125.6 | (5.49) | 47.5 | (3.92) |
| Total | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | ( $\dagger$ |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 41.9 | (0.66) | 43.3 | (2.45) | 23.2 | (1.73) | 24.5 | (2.38) | 63.5 | (2.62) | 42.7 | (1.88) | 46.4 | (2.16) | 63.4 | (1.79) | 29.0 | (2.10) | 48.9 | (1.99) | 47.4 | (3.75) |
| Female | 58.1 | (0.66) | 56.7 | (2.45) | 76.8 | (1.73) | 75.5 | (2.38) | 36.5 | (2.62) | 57.3 | (1.88) | 53.6 | (2.16) | 36.6 | (1.79) | 71.0 | (2.10) | 51.1 | (1.99) | 52.6 | (3.75) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 83.0 | (0.75) | 89.8 | (2.53) | 84.8 | (1.55) | 67.5 | (2.43) | 83.3 | (2.44) | 81.5 | (1.90) | 84.5 | (1.50) | 86.5 | (1.30) | 84.0 | (1.83) | 85.9 | (1.81) | 69.6 | (3.48) |
| Black | 6.2 | (0.60) | 4.4 ! | (2.16) | 6.1 | (1.47) | 2.1 ! | (0.68) | 9.2 | (1.89) | 6.4 | (1.40) | 5.4 | (0.97) | 4.4 | (0.88) | 8.4 | (1.85) | 6.2 | (1.05) | 11.2 | (2.31) |
| Hispanic | 6.8 | (0.46) | 3.5 | (1.01) | 6.3 | (1.15) | 25.5 | (2.55) | 4.5 | (1.34) | 6.2 | (0.82) | 5.1 | (1.01) | 5.9 | (0.93) | 4.4 | (0.96) |  | (1.31) | 12.6 | (2.49) |
| Asian | 2.0 | (0.25) | 0.8 ! | (0.39) | 0.9 | (0.23) |  | (0.93) | $\ddagger$ | (t) | 4.1 | (1.01) | 3.7 | (0.93) |  | (0.38) | 1.7 ! | (0.52) |  | (0.41) | 2.4 ! | (0.97) |
| Pacific Islander .. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |  | $\pm$ (t) |  | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | (t) | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native $\qquad$ | 0.6 ! | (0.17) |  |  |  | ( $\dagger$ ) |  |  | $\ddagger$ | ( $\dagger$ ) |  | (0.21) |  |  |  | ( $\dagger$ ) | 0.5 ! | (0.20) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races ........... | 1.2 | (0.15) |  | (0.38) |  | (0.27) | 1.0 ! | (0.46) |  | (0.32) | 1.1 | (0.31) |  | (0.23) |  | (0.51) | 0.7 ! | (0.23) | $\ddagger$ |  |  | (0.93) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 30 | 15.4 | (0.63) | 17.2 | (1.33) | 17.4 | (1.29) | 15.3 | (1.90) | 13.0 | (1.61) | 20.9 | (2.04) | 16.0 | (1.78) | 16.5 | (1.62) | 12.2 | (1.36) | 10.5 | (0.97) | 8.0 | (1.58) |
| 30 to 39 | 28.1 | (0.66) | 27.2 | (2.08) | 29.4 | (1.59) | 28.8 | (2.36) | 29.6 | (2.68) | 28.1 | (1.75) | 29.6 | (1.94) | 33.8 | (1.80) | 27.0 | (2.27) | 21.3 | (1.63) | 22.8 | (3.22) |
| 40 to 49 | 25.0 | (0.57) | 21.1 | (1.97) | 24.6 | (1.69) | 25.8 | (2.35) | 29.1 | (2.40) | 24.7 | (1.59) | 25.7 | (1.74) | 25.4 | (1.71) | 23.1 | (1.56) | 26.6 | (1.68) | 25.1 | (2.76) |
| 50 to 59 . | 22.8 | (0.82) | 26.2 | (2.10) | 20.1 | (1.39) | 20.9 | (2.27) | 22.2 | (1.95) | 18.1 | (1.81) | 21.5 | (1.67) | 16.7 | (1.37) | 28.3 | (2.26) | 30.3 | (1.75) | 30.8 | (3.54) |
| 60 and over ..... | 8.8 | (0.43) | 8.4 | (1.43) | 8.5 | (0.87) |  | (1.39) |  | (1.33) | 8.3 | (1.31) | 7.2 | (1.39) | 7.6 | (0.98) | 9.5 | (1.12) | 11.3 | (1.00) | 13.4 | (2.31) |
| Age at which first began to teach full time or part time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 30.2 | (0.55) | 29.1 | (2.50) | 29.2 | (1.48) | 30.9 | (2.26) | 31.9 | (2.54) | 24.1 | (1.49) | 35.3 | (1.73) | 34.4 | (1.84) | 28.7 | (1.84) | 29.8 | (1.81) | 31.5 | (3.82) |
| 36 to 45 | 12.6 | (0.51) | 9.5 | (1.40) | 12.7 | (1.19) | 12.1 | (1.68) | 4.6 | (1.03) | 10.0 | (1.05) | 10.6 | (1.20) | 11.8 | (1.28) | 14.5 | (1.86) | 20.0 | (1.62) | 21.6 | (3.23) |
| 46 to 55 | 4.8 | (0.32) | 4.6 ! | (1.42) | 3.9 | (0.79) | 3.2 ! | (0.98) | $\ddagger$ | (t) | 4.2 | (1.10) | 4.5 | (0.79) | 3.0 | (0.54) | 8.2 | (1.47) | 6.6 | (1.11) | 9.4 | (2.38) |
| 56 or over ..... | 0.6 | (0.12) |  | ( $\dagger$ ) |  | $\pm$ (t) |  | ( $\dagger$ | $\ddagger$ | (t) | $\pm$ | ( $\dagger$ ) | $\pm$ | (t) |  | (t) | 0.4 ! | (0.16) | 1.7 | (0.39) | 2.2 ! | (1.03) |
| Years of full-time teaching experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 3 years ...... | 9.9 | (0.36) | 10.8 | (1.16) | 9.7 | (0.87) | 11.2 | (1.39) | 10.1 | (1.90) | 11.6 | (1.12) | 10.0 | (1.24) | 8.8 | (0.98) | 7.9 | (0.96) | 10.4 | (0.96) | 7.4 | (2.01) |
| 3 to 9 years ........ | 32.7 | (0.76) | 30.7 | (2.48) | 34.3 | (1.56) | 31.1 | (2.50) | 23.9 | (2.33) | 33.8 | (1.69) | 33.5 | (1.88) | 34.7 | (1.89) | 34.8 | (2.69) | 30.9 | (1.75) | 34.0 | (3.80) |
| 10 to 20 years... | 36.7 | (0.62) | 34.4 | (2.12) | 37.1 | (1.61) | 37.2 | (2.63) | 38.4 | (2.53) | 34.5 | (1.58) | 35.8 | (1.82) | 40.2 | (2.23) | 37.3 | (3.04) | 35.2 | (1.81) | 38.6 | (3.37) |
| Over 20 years ........... | 20.7 | (0.68) | 24.1 | (1.82) | 18.9 | (1.42) | 20.4 | (2.04) | 27.6 | (2.37) | 20.1 | (1.49) | 20.7 | (1.77) | 16.3 | (1.31) | 19.9 | (1.53) | 23.5 | (1.74) | 19.9 | (2.97) |
| Highest degree earned Less than bachelor's |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bachelor's degree .... | 38.2 | (0.73) | 46.5 | (2.67) | 35.8 | (1.99) | 37.9 | (2.64) | 44.9 | (2.41) | 41.0 | (2.03) | 35.6 | (1.86) | 37.9 | (1.70) | 31.8 | (1.97) | 38.9 | (1.76) | 38.2 | (3.72) |
| Master's degree | 47.9 | (0.74) | 42.6 | (2.41) | 50.3 | (2.26) | 50.6 | (2.77) | 43.5 | (2.31) | 49.8 | (1.74) | 51.8 | (1.96) | 49.6 | (1.79) | 52.3 | (2.08) | 39.7 | (1.82) | 40.4 | (3.48) |
| Education specialist ${ }^{1}$ | 6.8 | (0.39) | 5.8 | (1.56) | 8.6 | (0.91) | 6.8 | (1.15) | 5.3 | (1.42) | 4.8 | (0.67) | 5.6 | (0.71) | 5.9 | (0.85) | 11.2 | (1.16) | 5.6 | (0.86) | 8.1 | (2.02) |
| Doctor's degree .......... | 2.1 | (0.28) | 0.9 ! | (0.34) |  | ! (0.71) | 1.4 ! | (0.57) | 0.8 ! | (0.39) | $\pm$ | ( $\dagger$ ) | 4.0 | (0.85) |  | (0.78) | 1.5 ! | (0.58) |  | (0.64) | 1.8 ! | (0.88) |
| Major field of study in bachelor's or higher degree ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts and music ......... | 9.2 | (0.42) | 87.6 | (1.37) |  | (0.84) |  | (0.78) | 1.0 ! | (0.51) | 1.2 | (0.34) |  | (0.36) | 1.7 ! | (0.52) | 3.5 | (0.79) |  | (0.93) | 3.5 ! | (1.49) |
| Education, elementary instruction $\qquad$ | 6.4 | (0.32) | 2.9 | (0.77) | 5.0 | (0.63) | 5.2 ! | (1.62) | 2.6 | (0.65) | 4.9 | (0.68) | 3.2 | (0.66) | 2.6 | (0.52) | 21.7 | (1.81) |  | (0.56) | 14.9 | (2.17) |
| Education, secondary instruction $\qquad$ | 20.7 | (0.64) | 11.1 | (1.83) | 29.1 | (1.68) | 19.7 | (1.91) | 9.5 | (1.38) | 27.1 | (1.36) | 29.9 | (1.76) | 29.5 | (2.00) | 8.1 ! | (2.96) | 11.2 | (1.06) | 15.5 | (2.80) |
| Education, special education ....... | 11.4 | (0.58) | 1.3 | (0.36) | 5.8 | (0.81) |  | (0.68) | 2.9 ! | (1.19) |  | (1.20) |  | (0.98) | 3.6 | (0.65) | 70.9 | (1.84) |  | (0.89) | 7.9 | (1.75) |
| Education, other ............... | 17.7 | (0.54) | 12.8 | (1.83) | 17.4 | (1.19) | 17.3 | (1.91) | 20.5 | (1.94) | 18.2 | (1.54) | 17.8 | (1.34) | 21.5 | (1.84) | 17.0 | (1.57) | 17.2 | (1.77) | 16.3 | (2.29) |
| English and language arts | 17.1 | (0.54) | 6.7 | (1.39) | 77.9 | (1.22) | 15.0 | (1.73) | 2.3 ! | (0.82) | 3.8 | (0.62) | 1.6 | (0.35) | 6.4 | (1.03) | 11.5 | (2.11) | 2.4 | (0.52) | 15.4 | (2.92) |
| Foreign languages ............ | 6.2 | (0.32) | 1.1 ! | (0.50) | 2.4 | (0.47) | 75.1 | (2.32) | $\ddagger$ | ( $\dagger$ | 1.2 ! | (0.41) | $\ddagger$ | ( $\dagger$ ) | 1.2 ! | (0.43) | 1.4 | (0.38) |  | (t) | 3.9 | (1.05) |
| Health and physical education $\qquad$ | 10.0 | (0.43) |  |  | 3.1 | (0.61) |  |  | 82.9 | (2.11) | 4.9 | (0.83) | 6.5 | (0.96) |  | (0.96) | 9.0 | (1.38) |  | (0.99) | 11.7 | (2.79) |
| Mathematics ......... | 10.0 | (0.31) |  |  |  | - (t) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 64.5 | (2.00) | 3.0 | (0.58) |  | (0.09) | 1.6 ! | (0.52) | 1.5 | (0.40) | 3.1 ! | (1.03) |
| Natural sciences ..... | 12.0 | (0.46) |  | (0.24) | 0.7 | (0.20) | 0.9 ! | (0.35) | 3.2 | (0.89) | 8.4 | (1.10) | 78.3 | (2.04) | 1.1 | (0.31) | 2.0 | (0.54) | 4.1 | (0.71) | 4.8 | (1.10) |
| Social sciences ....... | 18.6 | (0.55) | 4.0 | (0.94) | 10.6 | (1.07) | 15.9 | (1.92) | 6.8 | (1.72) | 9.2 | (1.31) | 7.3 | (1.31) | 78.6 | (1.55) | 21.5 | (1.53) | 6.4 | (1.19) | 20.1 | (2.71) |
| Vocational/technical education $\qquad$ | 14.6 | (0.51) | 3.1 | (0.85) | 4.4 | (0.78) | 4.9 | (1.15) | 5.5 | (1.26) | 11.3 | (1.55) | 7.1 | (1.18) | 7.1 | (1.10) | 8.2 | (1.07) | 70.8 | (1.81) | 20.2 | (3.24) |
| Other field ...... | 5.9 | (0.31) | 2.2 | (0.49) | 5.7 | (0.88) | 10.6 | (1.80) | 3.3 | (0.85) | 5.7 | (0.65) | 3.5 | (0.65) | 6.3 | (0.93) | 5.3 | (1.15) | 4.3 | (0.66) | 21.4 | (2.77) |
| No degree ....................... | 4.9 | (0.36) | 4.2 | (0.77) | 3.4 | (0.72) | 3.3 | (0.88) | 5.4 | (1.25) | 2.6 | (0.55) | 2.9 | (0.62) | 3.1 | (0.80) | 3.3 ! | (1.37) | 14.2 | (1.43) | 11.4 | (2.38) |

## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificates of advanced graduate studies.
${ }^{2}$ Data may sum to more than 100 percent because (1) a teacher who reported more than one major is represented in more than one field of study and (2) a teacher with multiple degrees in different fields of study is represented in more than one field of study.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011-12. (This table was prepared May 2013.)

| Control of school and issue | $\begin{array}{r} \text { 1987-88 } \\ \text { total } \end{array}$ |  | $\begin{array}{r} \text { 1993-94 } \\ \text { total } \end{array}$ |  | $\begin{array}{r} 1999-2000 \\ \text { total } \end{array}$ |  | 2003－04 |  |  |  |  | 2007－08 |  |  |  |  |  |  |  | 2011－12 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total ${ }^{1}$ | Elementary schools |  |  | Secondary schools |  |  | Total | Elementary schools |  | Secondary schools |  | Combined schools |  |  | Total | Elementary schools |  | Secondary schools |  | Combined schools |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| Public schools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student tardiness |  | （0．18） | 10.5 | （0．28） |  | （0．22） | 13.8 | （0．29） | 9.8 （0．38） | 23.1 | （0．58） | 9.8 | （0．33） | 5.8 | （0．37） | 17.9 | （0．65） | 9.0 | （1．36） | 11.9 | （0．33） | 8.5 | （0．49） | 17.6 | （0．55） | 16.4 | （1．11） |
| Student absenteeism | 16.4 | （0．23） | 14.4 | （0．29） | 13.9 | （0．26） | 13.1 | （0．31） | 8.3 （0．36） | 23.7 | （0．59） | 11.7 | （0．36） |  | （0．42） | 21.4 | （0．63） | 14.2 | （0．95） | 13.9 | （0．35） | 8.6 | （0．49） | 22.6 | （0．63） | 21.9 | （1．48） |
| Teacher absenteeism |  | （0．09） | 1.5 | （0．09） | 2.2 | （0．10） | 1.1 | （0．08） | 0.9 （0．12） | 1.7 | （0．15） | 1.5 | （0．15） |  | （0．20） | 2.0 | （0．20） | 2.3 | （0．48） | 1.6 | （0．14） | 1.3 | （0．16） | 1.8 | （0．20） | 3.3 | （0．58） |
| Students cutting class | 5.9 | （0．16） | 5.1 | （0．12） | 4.7 | （0．12） | 5.5 | （0．23） | 1.5 （0．17） | 14.5 | （0．59） | 4.0 | （0．20） | 0.5 | （0．12） | 10.9 | （0．52） | 4.0 | （0．64） | 4.9 | （0．22） | 1.2 | （0．16） | 10.8 | （0．47） | 10.4 | （1．05） |
| Physical conflicts among students ．．．．．．．．．．．．．．．．． |  | （0．18） |  | （0．25） |  | （0．19） | 12.1 | （0．29） | 13.7 （0．43） |  | （0．38） | － | （t） |  |  |  |  |  |  | － | （ $\dagger$ ） |  |  | － |  |  |  |
| Robbery or theft |  | （0．12） |  | （0．17） | 2.4 | （0．11） | 3.7 | （0．17） | 2.9 （0．23） | 5.9 | （0．24） | － |  | － |  | － |  | － |  | － | （ $\dagger$ ） | － | （t） | － | （t） | － |  |
| Vandalism of school property |  | （0．15） |  | （0．23） |  | （0．15） | 3.7 | （0．16） | 2.5 （0．21） | 6.3 | （0．33） | － | （ $\dagger$ ） | － |  | － |  | － |  | － | （t） | － | （t） | － |  |  |  |
| Student pregnancy ．．．．．．．．．．．．．． | 6.9 11.4 | （0．17） | 7.3 9.3 | $(0.24)$ $(0.17)$ | 3.7 7.4 | $(0.12)$ $(0.14)$ | 2.4 3.0 | $(0.12)$ 0 0.10 0 | $\begin{array}{rrr}\ddagger \\ 0.3 \\ 0 . & (0.07) \\ 0.5\end{array}$ | 7.0 9.0 | $(0.34)$ <br> $0.28)$ | － | （t） | 二 |  | － |  | － | $\binom{1+}{+\dagger}$ | 二 | （t） | － | $\left(\begin{array}{c}\text {（ } \\ \text {（ }\end{array}\right.$ | － | （t） |  | （ + |
| Student use of alcohol $\qquad$ <br> Student drug abuse $\qquad$ | 11.4 8.0 | （0．14） | 9.3 5.7 | $(0.17)$ $(0.14)$ |  | $(0.14)$ $(0.11)$ | 3.0 4.5 | $(0.10)$ $(0.14)$ | $\begin{array}{ll}0.3 & (0.07) \\ 0.5 & (0.10)\end{array}$ | 9.0 13.0 | $(0.28)$ $(0.35)$ | － |  | － |  | － | （t） | － |  | － |  | － | （t） （t） | － | $\left(\begin{array}{c}\text { t } \\ (\dagger)\end{array}\right.$ |  | （ ＋ |
| Student drug abuse |  | （0．14） |  |  |  |  | 4.5 |  | 0.5 （0．10） |  |  |  |  |  |  | － |  |  |  | － |  |  |  | － |  |  |  |
| Student possession of weapons |  | （0．06） | 2.8 | （0．12） | 0.8 | （0．06） | 0.5 | （0．05） |  | 1.2 | （0．12） | － |  | － |  | － |  | － |  | － |  | － |  | － |  |  |  |
| Verbal abuse of teachers | 8.1 | （0．21） | 11.1 | （0．26） |  |  | 11.8 | （0．31） | 9.3 （0．39） | 17.1 | （0．50） | － |  | － |  | － |  | － |  | － |  | － |  | － |  |  | （t） |
| Student disrespect for teachers ．． |  | －${ }^{(t)}$ | 18.5 | （0．35） |  | （0．34） | 21.6 | （0．45） | 18.6 | 28.3 | （0．58） | 35 |  |  |  | $\overline{7}$ | （t） | 53 |  | 31 |  | $\bar{\square}$ |  | － |  | $\overline{7}$ | （t） $(085$ |
| Students dropping out ．．．．．．．．．．．．．．．． |  |  | 5.8 | （0．16） |  | （0．11） | 3.3 | （0．13） | 0.4 （0．08） | 9.6 | （0．41） | 3.5 | （0．19） | 0.8 | （0．19） | 8.7 | （0．41） | 5.3 | （0．77） | 3.1 |  | 0.9 |  | 6.3 |  | 7.7 | （0．85） |
| Student apathy ．．．．．．．．．．．．．．．．．．．．． |  | （ $\dagger$ ） | 23.6 | （0．35） | 20.6 | （0．30） | 16.6 | （0．34） | 9.9 （0．40） |  | （0．56） | 16.5 | （0．45） | 10.0 | （0．55） | 28.5 | （0．67） | 21.4 | （1．16） | 20.0 | （0．44） | 13.4 | （0．61） | 31.4 | （0．74） | 27.3 | （1．41） |
| Lack of parental involvement | － | （t） | 27.6 | （0．45） | 23.7 | （0．36） | 21.6 | （0．42） | 19.3 （0．58） | 26.3 | （0．59） | 19.5 | （0．49） | 16.8 | （0．68） | 24.0 | （0．69） | 23.5 | （1．42） | 24.6 | （0．54） | 22.1 | （0．77） | 28.3 | （0．65） | 29.4 | （1．55） |
| Poverty ．．． |  | （ $\dagger$ ） | 19.5 | （0．52） |  | （0．43） | 21.4 | （0．45） | 22.4 （0．64） | 19.0 | （0．57） | 22.1 | （0．59） | 22.8 | （0．83） | 20.2 | （0．68） | 26.7 | （1．36） | 29.0 | （0．59） | 29.5 | （0．86） | 26.8 | （0．79） | 32.4 | （2．00） |
| Students come unprepared to learn ．．．．．．．．．．．．．． |  |  | 28.8 | （0．39） | 29.5 | （0．36） | 26.8 | （0．46） | 23.7 （0．68） | 33.5 | （0．69） | 24.2 | （0．56） | 20.7 | （0．84） | 30.5 | （0．77） | 28.5 | （1．45） | 30.2 | （0．59） | 27.1 | （0．86） | 35.4 | （0．85） | 34.9 | （1．54） |
| Poor student health ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． |  |  |  |  |  |  |  | （t） |  |  |  |  | （0．20） |  | （0．30） |  | （0．21） |  | （0．50） | 5.0 | （0．25） |  | （0．38） |  | （0．37） | 6.3 | （0．63） |
| Private schools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student tardiness ．．．． | 3.6 | （0．38） | 2.6 | （0．23） | 2.9 | （0．21） | 2.8 | （0．40） | 2.1 （0．45） | 5.0 | （0．83） | 2.5 | （0．28） | 2.3 | （0．37） | 3.0 | （0．83） | 2.6 | （0．47） | 3.8 | （0．59） | 3.7 | （0．61） | 4.9 | （1．11） | $\ddagger$ | （ $\dagger$ ） |
| Student absenteeism | 3.7 | （0．39） | 2.2 | （0．19） |  | （0．22） | 1.9 | （0．23） | 0.9 （0．17） | 4.0 | （0．75） | 2.0 | （0．23） |  | （0．23） | 3.9 | （0．99） |  | （0．40） | 3.0 | （0．34） | 2.1 | （0．44） | 4.6 | （0．99） | $\ddagger$ | （ + |
| Teacher absenteeism | 0.8 | （0．13） | 0.8 | （0．10） | 0.8 | （0．11） | $\ddagger$ | （ $\dagger$ ） |  |  | （t） | 0.5 | （0．13） |  | （0．08） |  |  |  | （0．32） | 0.5 | （0．12） |  |  | 0.7 ！ | ！（0．28） | $\ddagger$ |  |
| Students cutting class ．．．．．．．．．．．．．．．． | 0.9 | （0．16） | 0.7 | （0．11） | 0.8 | （0．12） | 0.5 | （0．11） |  |  |  | 0.5 ！ | （0．18） | $\ddagger$ | $\left(\begin{array}{l}\text {（ }\end{array}\right.$ |  | （0．41） | $\pm$ | （ $\dagger$ ） | 0.7 | （0．20） | $\ddagger$ |  | $\ddagger$ | （t） | $\ddagger$ | （t） |
| Physical conflicts among students ．．．．． |  | （0．19） |  | （0．15） |  | （0．18） | 2.4 | （0．31） | 2.7 （0．55） |  |  | － | （t） |  |  |  |  |  |  |  | （t） |  |  |  |  |  | （ $\dagger$ |
| Robbery or theft | 1.3 | （0．18） | 0.8 | （0．10） | 0.9 | （0．11） | 0.4 | （0．10） | $\ddagger \quad$（ $\dagger$ |  | （0．40） | － |  | － |  | － |  | － |  | － |  | － |  | － | （ $\dagger$ ） | － |  |
| Vandalism of school property | 1.3 | （0．19） | 1.2 | （0．11） |  | （0．11） | 0.5 | （0．11） |  | $\ddagger$ | （t） | － | （ $\dagger$ ） | － |  | － |  | － |  | － | （t） |  | （t） |  | （t） |  |  |
| Student pregnancy ．．．．．．．．．．．．．．．．． | 0.6 | （0．12） | 0.4 | （0．06） | 0.4 | （0．09） | $\ddagger$ | （t） | $\pm{ }_{\text {¢ }}+$ |  | （ ${ }_{\text {（ })}$ | － | （t） | 二 |  | － |  | － | $(+$ | － | $\left(\begin{array}{l}\text {（ }\end{array}\right.$ | 二 | （ + | － | （t） |  | （t） |
| Student use of alcohol ．．．．．．．．．．．．．．．．．．．． |  | （0．30） | 3.1 | （0．19） |  | （0．16） | 0.7 | （0．17） |  |  | （0．86） | － |  | － |  | － |  | － |  | － |  | － |  | － | （t） |  |  |
| Student drug abuse ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． |  | （0．24） | 1.3 | （0．15） |  | （0．14） | 1.1 | （0．25） |  |  |  | － | （t） |  |  | － |  | － |  | － | （ $\dagger$ |  |  | － | （ $\dagger$ ） | － | （ $\dagger$ |
| Student possession of weapons | 0.4 | （0．11） | 0.3 | （0．06） | 0.3 | （0．06） | \＃ |  |  |  |  | － |  | － |  | － |  | － |  | － |  | － |  | － |  |  |  |
| Verbal abuse of teachers ．．．．．．．．．．．．．． | 2.0 | （0．24） | 2.3 | （0．25） |  |  | 2.4 | （0．40） | 1.1 （0．29） | 4.0 | （0．84） | － |  | － |  | － |  | － | （t） | － |  | － |  | － | （t） | － | （t） |
| Student disrespect for teachers ．．． |  | （ $\dagger$ | 3.4 | （0．27） |  | （0．31） | 5.1 | （0．37） | 3.6 （0．54） |  | （1．05） | － |  | － |  |  |  | － | （ $\dagger$ ） | － |  | － | （ $\dagger$ ） | － | （t） | － |  |
| Students dropping out ．．．．．．．．．．．．．．．． | － | （t） | 0.6 | （0．09） |  | （0．10） | 0.3 ！ | （0．09） | $\ddagger$（ $\dagger$ ） |  |  |  | （0．20） |  | （0．13） |  | （0．22） |  | （t） | 0.3 ！ | （0．13） |  |  |  |  | $\ddagger$ | （t） |
| Student apathy ．．．．．．．．．．．．．．．．．．．．．．．．． |  | （ $\dagger$ ） |  | （0．28） |  | （0．29） | 3.0 | （0．39） | 1.4 （0．23） |  | （0．95） | 3.9 | （0．34） |  | （0．30） | 6.9 | （1．06） | 5.1 | （0．74） | 3.6 | （0．38） |  | （0．42） |  | （1．32） | $\ddagger$ | （ $\dagger$ ） |
| Lack of parental involvement | － | （t） | 4.0 | （0．26） |  | （0．30） | 2.5 | （0．37） | 1.6 （0．28） | 3.6 | （0．77） | 2.5 | （0．24） | 1.9 | （0．36） | 2.8 | （0．67） | 3.0 | （0．46） | 2.7 | （0．32） | 1.8 | （0．34） | 3.2 | （0．80） | $\ddagger$ |  |
| Poverty ．．．．． |  | （t） | 2.7 | （0．23） |  | （0．21） | 2.2 | （0．26） | 1.7 （0．31） |  | （0．78） | 2.0 | （0．21） |  | （0．28） | 2.0 | （0．56） | 2.6 | （0．44） | 2.6 | （0．33） | 2.7 | （0．52） | 2.8 | （0．79） | $\ddagger$ | （t） |
| Students come unprepared to learn ．．．．．．．．．．．．．． |  | （t） | 4.1 | （0．28） | 4.9 | （0．36） | 3.5 | （0．30） | 2.1 （0．53） | 6.8 | （0．99） | 3.6 | （0．34） |  | （0．33） | 6.2 | （1．51） | 4.4 | （0．85） | 3.9 | （0．41） |  | （0．41） |  | （1．07） | $\ddagger$ | （t） |
| Poor student health ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | － | （ $\dagger$ ） | － | （ $\dagger$ ） |  | （ $\dagger$ ） |  | （ $\dagger$ | －（t） |  | （ $\dagger$ ） | 0.7 | （0．13） |  | （0．12） | $\ddagger$ | （ $\dagger$ ） | 1.0 | （0．25） | 0.8 | （0．21） | 0.4 ！ | （0．17） | 0.5 ！ | ！（0．25） | $\ddagger$ | （ $\dagger$ ） |

## －Not available．

$\dagger$ Not applicable．
\＃Rounds to zer．
\＃Interpret data with caution．The coefficient of variation（CV）for this estimate is between 30 and 50 percent．
$\ddagger$ Reporting standards not met．Data may be suppressed because the response rate is under 50 percent，there are too few
cases for a reliable estimate，or the coefficient of variation（CV）is 50 percent or greater．
${ }^{1}$ For 2003－04，combined schools are included in the total but not shown separately．

NOTE：Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12 ．Sec－ ondary schools have any of grades 7 through 12 ，and none of grades kindergarten through grade 6．Combined schools have both elementary and secondary grades，or have all students in ungraded classrooms．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Schools and Staffing Survey（SASS），
＂Public School Teacher Data File＂，selected years，1987－88 through 2011－12；＂Private School Teacher Data File，＂selected ＂Public Schol Teacher Data File，＂selected years，1987－88 through 2011－12；＂Private School Teacher Data File，＂selected
years，1987－88 through 2011－12；and＂Charter School Teacher Data File，＂1999－2000．（This table was prepared May 2013．）

Table 210.30. Mobility of public elementary and secondary teachers, by selected teacher and school characteristics: Selected years, 1987-88 through 2012-13
[Standard errors appear in parentheses]


## —Not available.

-Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Data were not available for approximately 4 percent of teachers for 2011-12 to 2012-13.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Characteristics of Stayers, Movers, and Leavers: Results From the Teacher Follow-up Survey 1994-95; Teacher Attrition and Mobility: Results From the Teacher Follow-up Survey: 2000-01; "Public School Teacher Data File" 2003-04, 2007-08, and 2011-12; and Teacher Follow-up Survey (TFS), "Current and Former Teacher Data Files," 1988-89, 2004-05, 2008-09, and 2012-13. (This table was prepared October 2014.)
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| Selected characteristic | Number of <br> full-time <br> teachers (in thousands) |  | Total schoolyear and summer earned income from school and nonschool sources ${ }^{1}$ |  | Base salary |  | School year supplemental contract ${ }^{2}$ |  |  |  | School year income from merit pay bonus |  |  |  | School year income from state supplements |  |  |  | Job outside the school system during the school year |  |  |  | Supplemental school system contract during summer ${ }^{3}$ |  |  |  | Employed in a nonschool job during the summer |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percentof teachers | Averagesupplement |  | Percent of teachers |  | Average amount |  | Percentof teachers |  | Average amount |  | Percent of teachers |  | Average income |  | Percent of teachers |  | Average supplement |  | Percent of teachers |  | Average income |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Public schools Total $\qquad$ | 3,139.2 | (38.34) | \$56,410 | (251) |  |  | \$53,070 | (213) | 41.8 | (0.53) | \$2,530 | (74) | 4.4 | (0.23) | \$1,400 | (85) | 7.9 | (0.31) | \$2,070 | (96) | 16.1 | (0.39) | \$4,820 | (172) | 17.8 | (0.41) | \$2,510 | (69) | 15.0 | (0.41) | \$3,430 | (112) |
| Sex <br> Males $\qquad$ Females ... | $\begin{array}{r\|r} 754.6 \\ 2,384.6 \end{array}$ | $\begin{aligned} & (20.70) \\ & (28.89) \end{aligned}$ | $\begin{aligned} & 60,360 \\ & 55,160 \end{aligned}$ | $\left.\begin{array}{l} (464) \\ (267) \end{array}\right)$ | $\begin{aligned} & 54,430 \\ & 52,640 \end{aligned}$ | $\begin{aligned} & (385) \\ & (237) \end{aligned}$ |  | $\begin{aligned} & (0.92) \\ & (0.58) \end{aligned}$ | 3,920 1,860 | (134) (61) | $\begin{aligned} & 3.9 \\ & 4.6 \end{aligned}$ | $(0.35)$ | $\begin{aligned} & 1,450 \\ & 1,390 \end{aligned}$ | $\left.\begin{array}{c} (101) \\ (101) \end{array}\right)$ | $\begin{aligned} & 8.0 \\ & 7.9 \end{aligned}$ | $\begin{aligned} & (0.54) \\ & (0.34) \end{aligned}$ | $\begin{aligned} & 2,440 \\ & 1,950 \end{aligned}$ | $\left.\begin{array}{l} (189) \\ (105) \end{array}\right)$ |  | $\begin{aligned} & (0.76) \\ & (0.50) \end{aligned}$ | $\begin{aligned} & 6,060 \\ & 4,150 \end{aligned}$ | $\left(\begin{array}{l} (309) \\ (208) \end{array}\right.$ | $\begin{aligned} & 21.4 \\ & 16.6 \end{aligned}$ | $\begin{aligned} & (0.90) \\ & (0.49) \end{aligned}$ | $\begin{aligned} & 2,880 \\ & 2,360 \end{aligned}$ | $\begin{gathered} (86) \\ (87) \end{gathered}$ | 23.2 12.4 | $(0.75)$ | $\begin{aligned} & 4,560 \\ & 2,770 \end{aligned}$ | (201) $(108)$ |
| Race/ethnicity White |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... Black ....... | $2,556.2$ 221.0 | (28.29) | 56,400 | (265) | 53,020 | $\binom{(225)}{(901)}$ | 42.8 36.2 | $\begin{aligned} & (0.57) \\ & (2.58) \end{aligned}$ | 2,560 2,690 | (75) | 4.1 5.4 | (0.24) | 1,390 1,470 | (101) $(263)$ | 7.9 9.6 | $\begin{aligned} & (0.30) \\ & (1.52) \end{aligned}$ | 2,130 1,970 | (100) (339) | 17.0 15.5 | (0.44) | 4,740 4,740 | (183) | 16.7 26.2 | (0.43) | 2,410 2,920 | (67) | 16.1 9.5 | (0.48) | 3,310 4,540 | (96) |
| Hispanic | 252.2 | (12.62) | 56,240 | (891) | 53,620 | (872) | 39.3 | (2.29) | 2,150 | (219) | 7.2 | (1.29) | 1,280 | (202) | 7.4 | (1.23) | 1,570 | (367) | 9.5 | (1.13) | 4,600 | (456) | 20.7 | (1.85) | 2,710 | (233) | 9.4 | (1.19) | 3,640 | (509) |
| Asian ..... | 57.5 | (7.30) | 62,480 | $(2,702)$ | 58,850 | $(2,253)$ | 28.4 | (5.19) | 2,110 | (477) | 3.3 ! | (1.42) | 2,320! | (725) | $\ddagger$ | (t) |  | (t) | 7.9 | (1.89) | 7,000 | $(1,520)$ | 19.7 | (3.75) | 3,080 | (743) | 7.0 | (1.68) | 5,400! | $(2,166)$ |
| Pacific Islander ...... American Indian/ | 4.4 | (1.24) | 57,280 | $(3,301)$ | 52,920 | $(2,692)$ | $\pm$ | ( $\dagger$ ) | $\ddagger$ | (t) | + | (t) | $\ddagger$ | (t) | $\ddagger$ |  | $\ddagger$ | (t) | + | (t) | $\pm$ | (t) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) |
| Alaska Native ...... | 15.4 | (2.79) | 53,000 | $(3,354)$ | 46,630 | $(2,005)$ | 43.9 | (7.72) | 2,360 | (414) | + | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 22.4 | (5.49) | $\ddagger$ | (t) | 19.2 | (3.74) | 2,640 | (639) | 21.5 | (6.15) | 4,470! | $(1,464)$ |
| Two or more races ..... | 31.2 | (3.64) | 53,750 | $(1,306)$ | 50,230 | $(1,195)$ | 45.9 | (6.50) | 2,230 | (293) | $\pm$ | (t) | $\ddagger$ | (t) | 9.0 ! | (3.13) | 2,020 | (537) | 16.0 | (3.39) | 5,690! | $(1,977)$ | 14.5 | (2.76) | 2,610 | (268) | 16.1 | (3.24) | 3,550 ! | $(1,648)$ |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 30 ..... | 487.4 | (15.04) | 45,160 | (393) | 41,720 | (405) | 49.0 | (1.53) | 2,340 | (86) | 5.2 | (0.61) | 1,150 | (134) | 8.3 | (0.76) | 1,560 | (143) | 18.7 | (1.05) | 3,360 | (239) | 21.5 | (1.10) | 2,430 | (150) | 24.5 | (1.16) | 2,980 | (181) |
| 30 to $39 . . . . . . . . . .$. | 921.9 | (19.46) | 53,120 | (392) | 50,020 | (350) | 43.8 | (0.96) | 2,810 | (182) | 4.3 | (0.41) | 1,240 | (113) | 7.6 | (0.63) | 1,870 | (148) | 15.7 | (0.73) | 4,380 | (340) | 18.4 | (0.90) | 2,420 | (83) | 14.8 | (0.86) | 3,320 | (218) |
| 40 to 49 .. | 783.7 | (18.62) | 58,660 | (394) | 55,420 | (368) | 41.9 | (1.12) | 2,490 | (81) | 4.2 | (0.45) | 1,410 | (135) | 7.7 | (0.58) | 2,210 | (183) | 16.8 | (0.79) | 5,070 | (339) | 17.4 | (0.77) | 2,490 | (108) | 14.6 | (0.70) | 3,720 | (199) |
| 50 or more ............... | 946.2 | (25.68) | 63,550 | (410) | 59,940 | (351) | 36.1 | (1.06) | 2,370 | (100) | 4.2 | (0.43) | 1,710 | (206) | 8.3 | (0.56) | 2,390 | (181) | 14.6 | (0.72) | 6,000 | (413) | 15.6 | (0.80) | 2,680 | (140) | 10.6 | (0.62) | 3,800 | (211) |
| Years of full-time teaching experience 1 year or less |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 year or less ............ | 149.2 3959 | (12.54) | 44,490 | $(305)$ | 41,480 | (244) | 44.1 | (1.42) | 2,100 | (85) | 5.6 4.5 | (1.29) | 1,280 | (127) | 7.4 | (0.76) | 1,800 | (179) | 17.3 | (1.02) | 4,380 | (275) | 18.2 | (0.86) | 2,260 | (116) | 20.6 | (0.89) | 2,800 | (181) |
| 5 to 9 years .................. | 784.6 | (18.32) | 50,370 | (360) | 47,300 | (312) | 43.3 | (1.10) | 2,520 | (96) | 5.1 | (0.59) | 1,270 | (129) | 8.2 | (0.70) | 1,640 | (137) | 16.6 | (0.94) | 4,250 | (321) | 19.4 | (0.97) | 2,380 | (113) | 14.7 | (1.00) | 3,110 | (238) |
| 10 to 14 years ......... | 652.1 | (16.57) | 58,040 | (412) | 54,860 | (369) | 42.5 | (1.28) | 2,740 | (178) | 3.6 | (0.38) | 1,240 | (135) | 8.4 | (0.68) | 2,060 | (166) | 15.7 | (0.81) | 4,830 | (318) | 17.2 | (0.83) | 2,670 | (152) | 12.2 | (0.76) | 3,450 | (213) |
| 15 to 19 years | 426.2 | (14.56) | 62,050 | (623) | 58,880 | (596) | 41.3 | (1.51) | 2,550 | (179) | 4.3 | (0.76) | 1,820 | (332) | 7.7 | (1.05) | 2,300 | (239) | 15.4 | (1.13) | 5,940 | (861) | 17.2 | (1.34) | 2,430 | (124) | 13.0 | (0.84) | 3,390 | (277) |
| 20 to 24 years | 295.8 | (10.26) | 64,210 | (602) | 60,930 | (593) | 40.9 | (1.51) | 2,500 | (146) | 4.4 | (0.85) | 1,610 | (365) | 7.6 | (0.94) | 1,980 | (230) | 15.2 | (1.07) | 5,730 | (612) | 13.4 | (1.09) | 2,460 | (158) | 13.8 | (1.29) | 4,220 | (498) |
| 25 to 29 years ........... | 217.9 | (11.00) | 67,440 | $(1,044)$ | 63,780 | (838) | 39.8 | (2.37) | 2,810 | (278) | 5.0 | (0.90) | 1,500 | (274) | 9.0 | (1.30) | 2,530 | (304) | 15.9 | (1.49) | 5,000 | (781) | 16.8 | (1.62) | 2,550 | (214) | 12.8 | (1.42) | 3,010 | (316) |
| 30 or more years ....... | 222.5 | (11.58) | 69,790 | (763) | 64,820 | (646) | 37.0 | (1.98) | 2,730 | (186) | 3.1 | (0.58) | 1,680 | (270) | 7.3 | (1.14) | 3,360 | (558) | 15.6 | (1.35) | 5,400 | (433) | 16.5 | (1.57) | 2,920 | (376) | 11.0 | (1.12) | 3,700 | (401) |
| Highest degree earned Less than bachelor's degree $\qquad$ | 118.9 | (8.32) | 55,430 | (960) | 51,330 | (794) | 41.5 | (2.79) | 2,460 | (199) | 6.1 | (1.29) | 1,190 | (353) | 9.4 | (2.00) | 2,030 | (420) | 20.1 | (1.76) | 7,340 | $(1,356)$ | 16.6 | (2.16) | 2,360 | (200) | 20.9 | (2.38) | 3,750 | (468) |
| Bachelor's degree ..... | 1,278.2 | (20.53) | 49,410 | (262) | 46,340 | (225) | 42.4 | (.85) | 2,370 | (66) | 5.2 | (0.39) | 1,350 | (100) | 8.6 | (0.56) | 1,790 | (99) | 14.5 | (0.62) | 4,600 | (295) | 16.8 | (0.61) | 2,360 | (97) | 16.2 | (0.68) | 3,400 | (191) |
| Master's degree . | 1,479.3 | (27.00) | 61,230 | (408) | 57,830 | (352) | 41.5 | (.71) | 2,650 | (125) | 3.6 | (0.26) | 1,500 | (148) | 7.1 | (0.38) | 2,250 | (178) | 16.6 | (0.61) | 4,570 | (160) | 18.1 | (0.67) | 2,600 | (104) | 13.8 | (0.58) | 3,380 | (145) |
| Education specialist ${ }^{4}$. | 228.7 | (9.17) | 63,420 | (727) | 59,680 | (642) | 39.4 | (1.97) | 2,640 | (184) | 3.6 | (0.83) | 1,450 | (270) | 9.0 | (1.05) | 2,480 | (297) | 17.7 | (1.62) | 5,330 | (536) | 20.4 | (1.67) | 2,650 | (198) | 12.2 | (1.45) | 3,620 | (361) |
| Doctor's degree ......... | 34.2 | (3.97) | 66,140 | $(1,718)$ | 60,230 | $(1,775)$ | 49.2 | (4.70) | 3,110 | (748) | , | (t) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | 30.8 | (3.99) | 6,610 | $(1,139)$ | 26.9 | (3.97) | 2,810 | (397) | 18.8 | (3.00) | 3,940 | (825) |
| Instructional level\| ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ........ | 1,572.3 | (22.63) | 54,820 | (349) | 52,620 | (303) | 30.9 | (0.87) | 1,530 | (104) | 4.2 | (0.37) | 1,310 | (157) | 7.4 | (0.41) | 1,720 | (127) | 12.8 | (0.62) | 4,350 | (313) | 16.6 | (0.68) | 2,270 | (113) | 12.6 | (0.67) | 2,930 | (178) |
| Secondary ........... | 1,566.9 | (35.32) | 58,000 | (280) | 53,520 | (261) | 52.8 | (0.57) | 3,110 | (77) | 4.6 | (0.26) | 1,480 | (82) | 8.5 | (0.41) | 2,370 | (109) | 19.5 | (0.48) | 5,130 | (186) | 19.0 | (0.48) | 2,720 | (87) | 17.4 | (0.49) | 3,790 | (129) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City $\qquad$ Suburban | 1 $\begin{array}{r}\text { ¢ } \\ 1,016.9\end{array}$ | $(+)$ $(30.46)$ | 61,610 | (476) | 58,470 | (427) | $\ddagger$ 42.4 | $\left(\begin{array}{r}\text { ( }\end{array}\right)$ $(1.09)$ | 2,750 | $\left(\begin{array}{c} (136) \end{array}\right)$ | $\begin{array}{r} \ddagger \\ 4.0 \end{array}$ | ( ${ }_{(0.43)}$ | 1,450 | $\left.\begin{array}{r} (\mathrm{t}) \\ (140) \end{array}\right)$ | $\begin{array}{r} \ddagger \\ 6.6 \end{array}$ | $\begin{array}{r} \left(\left.\begin{array}{r} (t) \\ (0.53) \end{array} \right\rvert\,\right. \end{array}$ | $\ddagger$ 1,870 | $\begin{array}{r} (4) \\ (148) \end{array}$ | 15.6 | $\begin{array}{r} \left(\left.\begin{array}{r} (t) \\ (0.65) \end{array} \right\rvert\,\right. \end{array}$ | $\ddagger$ 4,300 | ( $\begin{array}{r}\text { (t) } \\ (188)\end{array}$ | 17.4 | $\begin{array}{r} (t) \\ (0.75) \end{array}$ | 2,450 | ( ${ }_{(+)}$ | $\ddagger$ 13.8 | (0.63) | $\ddagger$ 3,550 | ( $\dagger$ ) $(161)$ |
| Town ..... | 382.9 | (13.34) | 51,050 | (475) | 47,780 | (431) | 43.6 | (1.43) | 2,580 | (101) | 3.0 | (0.55) | 1,110 | (194) | 7.4 | (0.72) | 1,940 | (169) | 16.3 | (0.93) | 4,910 | (474) | 15.6 | (1.21) | 2,030 | (127) | 16.0 | (0.85) | 3,520 | (240) |
| Rural ...................................... | 853.0 | (21.06) | 50,670 | (275) | 47,130 | (237) | 44.3 | (1.07) | 2,520 | (81) | 3.7 | (0.42) | 1,390 | (151) | 10.0 | (0.71) | 2,070 | (138) | 16.3 | (0.61) | 5,340 | (393) | 15.1 | (0.63) | 2,290 | (129) | 16.9 | (0.69) | 3,600 | (193) |

See notes at end of table.

Table 211.10. Average salaries for full-time teachers in public and private elementary and secondary schools, by selected characteristics: 2011-12-Continued
[Amounts in current dollars. Standard errors appear in parentheses]

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{2}{*}{Selected characteristic} \& \multicolumn{2}{|l|}{\multirow[b]{2}{*}{Number of full-time teachers (in thousands)}} \& \multicolumn{2}{|l|}{\multirow[t]{2}{*}{Total schoolyear and summer earned income from school and nonschool sources \({ }^{1}\)}} \& \multicolumn{2}{|l|}{\multirow[b]{2}{*}{Base salary}} \& \multicolumn{4}{|l|}{School year supplemental contract \({ }^{2}\)} \& \multicolumn{3}{|l|}{School year income from merit pay bonus} \& \multicolumn{4}{|l|}{School year income from state supplements} \& \multicolumn{4}{|l|}{Job outside the school system during the school year} \& \multicolumn{4}{|l|}{Supplemental school system contract during summer \({ }^{3}\)} \& \multicolumn{4}{|l|}{Employed in a nonschool job during the summer} \\
\hline \& \& \& \& \& \& \& \multicolumn{2}{|l|}{Percent of teachers} \& \multicolumn{2}{|l|}{Average supplement} \& Percent of teachers \& \multicolumn{2}{|r|}{Average amount} \& \multicolumn{2}{|l|}{Percent of teachers} \& \multicolumn{2}{|r|}{Average amount} \& \multicolumn{2}{|l|}{Percent of teachers} \& \multicolumn{2}{|l|}{Average income} \& \multicolumn{2}{|l|}{Percent
of teachers} \& \multicolumn{2}{|l|}{Average supplement} \& \multicolumn{2}{|l|}{Percent of teachers} \& \multicolumn{2}{|l|}{Average income} \\
\hline 1 \& \& 2 \& \& 3 \& \& 4 \& \& 5 \& \& 6 \& 7 \& \& 8 \& \& 9 \& \& 10 \& \& 11 \& \& 12 \& \& 13 \& \& 14 \& \& 15 \& \& 16 \\
\hline Private schools Total \(\qquad\) \& 368.4 \& (10.95) \& \$44,130 \& (803) \& \$40,200 \& (732) \& 28.9 \& (1.30) \& \$2,730 \& (168) \& \(\ddagger \quad\) (t) \& \(\ddagger\) \& (t) \& 1.8 \& (0.48) \& \$1,960 ! \& (615) \& 19.6 \& (1.08) \& \$5,440 \& (373) \& 20.8 \& (1.15) \& \$3,370 \& (361) \& 17.1 \& (1.01) \& \$3,780 \& (484) \\
\hline \begin{tabular}{l}
Sex \\
Males \(\qquad\) \\
Females \(\qquad\)
\end{tabular} \& 92.9
275.5 \& \[
\begin{aligned}
\& (6.50) \\
\& (9.40)
\end{aligned}
\] \& \[
\begin{aligned}
\& 51,150 \\
\& 41,760
\end{aligned}
\] \& \[
\begin{array}{r}
(1,829) \\
(887)
\end{array}
\] \& \[
\begin{aligned}
\& 44,470 \\
\& 38,760
\end{aligned}
\] \& \[
\begin{array}{r}
(1,264) \\
(864)
\end{array}
\] \& 42.7
24 \& \[
\begin{aligned}
\& (2.52) \\
\& (1.54)
\end{aligned}
\] \& 3,850
2,070 \& \[
\begin{aligned}
\& (254) \\
\& (201)
\end{aligned}
\] \& \[
\begin{array}{ll}
\ddagger \& (t) \\
\ddagger \& (t)
\end{array}
\] \& \(\stackrel{\ddagger}{\ddagger}\) \& \((+)\)
\((+)\) \& \(\ddagger\)
1.8 \& (0) ( \({ }_{\text {( })}^{\text {(0) }}\) ) \& \(\underset{2,200!}{\ddagger}\) \& (806) \& \& \[
\begin{aligned}
\& (2.86) \\
\& (1.14)
\end{aligned}
\] \& \[
6,550
\] \& (661) \& 29.3
17.9 \& \[
\begin{aligned}
\& (2.61) \\
\& (1.27)
\end{aligned}
\] \& \[
\begin{aligned}
\& 3,600 \\
\& 3,240
\end{aligned}
\] \& \[
\begin{aligned}
\& (471) \\
\& (483)
\end{aligned}
\] \& 23.3
15.0 \& (3.12) \& 4,650
3,320 \& (508)
\((665)\) \\
\hline \begin{tabular}{l}
Race/ethnicity \\
White \(\qquad\) \\
Black \(\qquad\) \\
Hispanic \(\qquad\) \\
Asian \(\qquad\)
\end{tabular} \& 26.5

326.0
13.0
19.8

6.3 \& $$
\begin{array}{r}
(1.40) \\
(11.07) \\
(1.83) \\
(2.35) \\
(1.25)
\end{array}
$$ \& 1,760

44,390
41,790
42,50
40,770 \& $(826)$
$(2,813)$
$(2,307)$
$(3,767)$ \& 38,760
40,450
37,080
39,530

36,720 \& $$
\begin{array}{r}
(778) \\
(2,201) \\
(2,271) \\
(3,796)
\end{array}
$$ \& 29.1

23.0
27.2

$\ddagger$ \& | (1.43) |
| :--- |
| (5.65) |
| (4.96) |
| ( $\dagger$ | \& | 2,750 |
| :--- |
| 2,360 |
| 2,180 | \& \[

$$
\begin{array}{r}
(174) \\
(414) \\
(397) \\
(\mathrm{t})
\end{array}
$$

\] \& \[

$$
\begin{array}{ll}
+ & (1) \\
& (+) \\
\ddagger & (+) \\
\ddagger & (+) \\
\ddagger & (+) \\
\ddagger & (t)
\end{array}
$$

\] \& \[

$$
\begin{aligned}
& \ddagger \\
& \ddagger \\
& \ddagger \\
& \ddagger
\end{aligned}
$$
\] \& (t)

$(+4)$
$(+)$
$(+)$
$(+)$ \& 1.6
$\ddagger$ \& $(0.52)$
$(0.47)$
$(+)$
$(+)$
$(+)$ \& 2,200

1,690
$\ddagger$
$\ddagger$
$\ddagger$ \& (252)
(
$(+)$
$(+)$
$(+)$
$(+)$ \& 19.4
$\ddagger$
$\ddagger$
15.3

$\ddagger$ \& | (1.21) |
| :--- |
| (t) |
| (3.28) |
| ( $\dagger$ ) | \& 5,80

5,350
$\ddagger$
6,090
$\ddagger$ \& $\begin{array}{r}\text { (378) } \\ (+) \\ (1,617 \\ (+) \\ \\ \hline\end{array}$ \& 17.0
20.2
29.6
18.0

$\ddagger$ \& | (1.25) |
| :--- |
| (4.67) |
| (3.33) |
| ( $\dagger$ ) | \& 3,410

$3,560!$
2,590
$\ddagger$ \& $(408)$
$(1,145)$
$(464)$
$(\dagger)$ \& 17.5
$\ddagger$
$\ddagger$
$\ddagger$

$\pm$ \& | (1.06) |
| :---: |
| $(+)$ |
| $(+)$ |
| $(+)$ | \& 3

3,710
$\ddagger$
3,070
$\pm$ \& (519)
$(+)$
$(765)$
$(\dagger)$ <br>
\hline Age

$$
\begin{aligned}
& \text { Less than } 30 \ldots . . . . . . . . . . . ~ \\
& 30 \text { to } 39 . . . . . . . . . . . . . . . . . ~ \\
& 40 \text { to } 49 . . . . . . . . . . . . . . . . . ~ \\
& 50 \text { or more .............. }
\end{aligned}
$$ \& \[

$$
\begin{array}{r}
63.2 \\
94.3 \\
87.9 \\
123.0
\end{array}
$$
\] \& $(5.13)$

$(5.59)$
$(5.74)$
$(6.67)$ \& 34,340
42,10
45,740

49,580 \& $$
\begin{aligned}
& (710) \\
& (1,051) \\
& (1,316) \\
& (1,439)
\end{aligned}
$$ \& 31,010

38,420
42,860

44,420 \& $$
\begin{array}{r}
(680) \\
(1922) \\
(1,282) \\
(1,203)
\end{array}
$$ \& \[

$$
\begin{aligned}
& 34.1 \\
& 34.6 \\
& 26.2 \\
& 23.8
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (2.76) \\
& (3.07) \\
& (2.96) \\
& (1.87)
\end{aligned}
$$
\] \& 1,980

3,080
2,940

2,750 \& $$
\begin{aligned}
& (298) \\
& (258) \\
& (486) \\
& (263)
\end{aligned}
$$ \& \[

$$
\begin{array}{ll}
\ddagger & (t) \\
\ddagger & (t) \\
\ddagger & (t) \\
\ddagger & (t)
\end{array}
$$

\] \& \[

$$
\begin{aligned}
& \ddagger \\
& \ddagger \\
& \ddagger \\
& \ddagger
\end{aligned}
$$
\] \& $(+)$

$(+)$
$(+)$
$(+)$
$(+)$ \& $\ddagger$
$\ddagger$
$\ddagger$

$\ddagger$ \& $$
\begin{aligned}
& (t) \\
& (+) \\
& (+) \\
& (+) \\
& (+)
\end{aligned}
$$ \& $\ddagger$ \& (t)

(t)
(t)
( + ) \& 23.6
19.4
18.2

18.5 \& | $(2.55)$ |
| :--- |
| $(2.08)$ |
| $(2.19)$ |
| $(2.14)$ | \& 4,170

4,950
4,980
7,000 \& $(575)$
$(592)$
$(966)$
(712) \& 24.0
23.9
20.2

17.1 \& | $(2.23)$ |
| :--- |
| $(2.44)$ |
| $\left(\begin{array}{l}\text { (25) }\end{array}\right.$ |
| $(1.56)$ | \& 2,050

$4,270!$
3,460
3,280 \& $(141)$
$(1,293)$
$(451)$
$(644)$ \& 32.7
15.4
12.3
13.9 \& $(2.70)$
$(2.05)$
$(1.91)$
$(1.88)$ \& 3,460
3,590
2,690
5,000 \& $(454)$
$(548)$
$(403)$
$(1,398)$ <br>
\hline Years of full-time teaching experience \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline 1 year or less ............ \& 30.9 \& (4.65) \& 33,980 \& $(1,386)$ \& 29,940 \& $(1,139)$ \& 29.6 \& (5.24) \& 2,440! \& (768) \& $\ddagger \quad$ (t) \& $\pm$ \& (t) \& + \& (t) \& $\ddagger$ \& (t) \& 24.5 \& (4.12) \& 5,100 \& $(1,103)$ \& 21.4 \& (5.20) \& 2,330 \& (511) \& 30.9 \& (4.68) \& 4,390 \& $(1,170)$ <br>
\hline 2 to 4 years ........ \& 61.5 \& (4.73) \& 36,760 \& $(1,024)$ \& 33,540 \& (948) \& 31.6 \& (2.89) \& 2,760 \& (347) \& $\ddagger \quad$ ( $\dagger$ ) \& $\ddagger$ \& (t) \& $\pm$ \& (t) \& $\ddagger$ \& (t) \& 22.0 \& (2.63) \& 4,250 \& (550) \& 23.9 \& (2.96) \& 2,540 \& (196) \& 23.5 \& (2.80) \& 2,820 \& (400) <br>
\hline 5 to 9 years .............. \& 85.0 \& (4.67) \& 40,990 \& $(1,036)$ \& 37,220 \& (830) \& 30.8 \& (2.80) \& 2,560 \& (299) \& $\pm \begin{aligned} & \ddagger \\ & \text { (t) }\end{aligned}$ \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& t \& (t) \& 19.3 \& (2.34) \& 5,760 \& (734) \& 24.8 \& (3.29) \& 4,170! \& $(1,277)$ \& 16.1 \& (1.92) \& 4,080 \& (637) <br>

\hline 10 to 14 years .......... \& 58.6 \& (4.57) \& 43,570 \& $(1,203)$ \& 40,440 \& $(1,095)$ \& 27.4 \& (3.19) \& 3,050 \& (563) \& $\pm$| $\ddagger$ |
| :--- | \& $\ddagger$ \& (+) \& $\ddagger$ \& (+) \& $\pm$ \& (t) \& 19.3 \& (3.11) \& 5,310 \& (915) \& 18.6 \& (2.26) \& 3,740 \& (607) \& 14.2 \& (2.73) \& 3,340 \& (615) <br>

\hline 15 to 19 years ........... \& 43.9 \& (3.38) \& 47,190 \& $(2,185)$ \& 44,820 \& $(2,218)$ \& 23.2 \& (4.60) \& 2,560 \& (478) \& $\pm \begin{aligned} & \ddagger \\ & \text { (t) } \\ & \text { (t) }\end{aligned}$ \& \& (+) \& \& \& $\ddagger$ \& (t) \& 15.1 \& (3.05) \& 5,110! \& $(2,128)$ \& 20.5 \& (3.62) \& 3,180 \& (768) \& 10.6 \& (2.21) \& 2,400 \& (528) <br>
\hline 20 to 24 years .......... \& 27.7 \& (2.85) \& 52,380 \& $(2,991)$ \& 48,170 \& $(2,386)$ \& 30.8 \& (4.37) \& 1,900 \& (214) \& $\pm \begin{aligned} & \text { ( } \\ & \text { (t) }\end{aligned}$ \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& 20.3 \& (4.78) \& 6,230 \& $(1,740)$ \& 16.0 \& (3.19) \& 1,790 \& (370) \& 15.4 \& (4.00) \& 3,860! \& $(1,393)$ <br>
\hline 25 to 29 years ........... \& 24.3 \& (2.53) \& 52,040 \& $(2,524)$ \& 47,070 \& $(2,091)$ \& 25.3 \& (4.04) \& 3,660 \& (999) \& $\ddagger$

( \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& 17.6 \& (4.16) \& 5,340 \& $(1,069)$ \& 17.6 \& (4.29) \& 3,230 \& ${ }^{(628)}$ \& $\stackrel{+}{+}$ \& (t) \& ${ }_{\text {¢ }}$ \& (t) <br>
\hline 30 or more years .......
Highest degree earned \& \multicolumn{28}{|l|}{} \& (474) <br>
\hline Highest degree earned
Less than bachelor's degree $\qquad$ \& 27.9 \& (4.18) \& 30,160 \& $(1,733)$ \& 27,690 \& $(1,749)$ \& 21.3 \& (5.09) \& 3,210 \& (653) \& $\ddagger \quad$ (t) \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $)$ \& + \& (t) \& 15.3 \& (4.03) \& 3,820! \& $(1,216)$ \& 19.5 \& (3.96) \& 2,760 \& (363) \& 15.5 \& (4.10) \& 3,750! \& $(1,158)$ <br>
\hline Bachelor's degree ..... \& 180.9 \& (5.98) \& 39,450 \& (887) \& 36,270 \& (830) \& 27.2 \& (1.73) \& 2,490 \& (251) \& $\ddagger \quad(t)$ \& $\ddagger$ \& (t) \& 1.3 \& (0.36) \& 1,970 \& (540) \& 18.2 \& (1.32) \& 5,420 \& (549) \& 19.6 \& (1.36) \& 2,880 \& (333) \& 18.7 \& (1.16) \& 4,000 \& (840) <br>
\hline Master's degree ........ \& 134.3 \& (7.12) \& 50,670 \& $(1,074)$ \& 46,400 \& $(1,045)$ \& 32.9 \& (2.25) \& 2,850 \& (228) \& $\ddagger \quad(t)$ \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& 20.7 \& (1.77) \& 5,070 \& (584) \& 21.8 \& (2.35) \& 4,160 \& (807) \& 16.3 \& (1.60) \& 3,470 \& (357) <br>
\hline Education specialist ${ }^{4}$ \& 17.7 \& (1.95) \& 55,230 \& $(3,542)$ \& 47,450 \& $(2,839)$ \& 22.5 \& (5.57) \& 3,230! \& (1,570) \& $\ddagger \quad(t)$ \& $\ddagger$ \& (t) \& $\pm$ \& (t) \& $\ddagger$ \& (t) \& 25.2 \& (4.61) \& 7,280 \& $(1,580)$ \& 24.6 \& (4.78) \& 2,820 \& (598) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) <br>
\hline Doctor's degree ......... \& 7.7 \& (1.84) \& 64,890 \& $(11,118)$ \& 52,590 \& $(6,259)$ \& \& \& + \& (t) \& $\ddagger \quad$ (t) \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ \& \& (t) \& \& ( $\dagger$ ) \& \& ( $\dagger$ ) \& $\ddagger$ \& (t) \& \& (t) \& $\ddagger$ \& ( $\dagger$ ) <br>
\hline Instructional level ${ }^{5}$ Elementary \& 196.8 \& (8.15) \& 39,310 \& \& 36,260 \& (632) \& \& (1.39) \& 2,130 \& (251) \& (t) \& \& (t) \& \& \& $\ddagger$ \& (t) \& 16.0 \& (1.21) \& 5,190 \& (720) \& 17.1 \& (1.23) \& 2,770 \& (349) \& \& (1.37) \& 3,730 \& <br>
\hline Secondary ................ \& 171.6 \& (8.24) \& 49,640 \& $(1,319)$ \& 44,720 \& $(1,174)$ \& \& (2.23) \& 3,070 \& (224) \& $\ddagger \quad(t)$ \& $\ddagger$ \& (t) \& $2.6{ }^{\ddagger}$ \& (0.85) \& 1,600 \& (308) \& 23.7 \& (1.70) \& 5,640 \& (499) \& 25.0 \& (2.03) \& 3,840 \& (602) \& \& (1.39) \& 3,820 \& (439) <br>
\hline
\end{tabular}

## Not applicable.

interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few ases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater
${ }^{1}$ Includes retirement pension funds paid during the school year
${ }^{2}$ Includes compensation for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching ning classes
IIncludes teaching summer sessions and other non-teaching jobs at any school
Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificates of advanced graduate studies.
${ }^{5}$ Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 5 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those 7 throgh 12 grades 7 through 12 and those leaching multiple grades, with a preponderance grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5
(regular part-time teachers, itinerant teachers, long-term substitutes, administrators, library media specialists, other profes sional staff, and support staff). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and missing values in cells with too few cases to report.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS) "Public School Teacher Data File" and "Private School Teacher Data File," 2011-12. (This table was prepared May 2013.)
 2011-12
[Standard errors appear in parentheses]

| Years of full-time teaching experience | Number of full-time teachers |  | Salary (current dollars) |  |  |  |  |  |  |  |  |  | Salary (constant 2015-16 dollars) ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Highest degree earned |  |  |  |  |  |  |  |  |  | Highest degree earned |  |  |  |  |  |  |  |  |  |
|  |  |  | All teachers ${ }^{2}$ |  | Bachelor's degree |  | Master's degree |  | Education specialist ${ }^{3}$ |  | Doctor's degree |  | All teachers ${ }^{2}$ |  | Bachelor's degree |  | Master's degree |  | Education specialis ${ }^{3}$ |  | Doctor's degree |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| $\begin{gathered} \hline \text { 1990-91 } \\ \text { Total } \end{gathered}$ | 2,336,750 | $(20,958)$ | \$31,330 | (97) | \$27,740 | (103) | \$34,960 | (125) | \$37,230 | (391) | \$40,070 | (817) | \$55,750 | (173) | \$49,350 | (183) | \$62,200 | (223) | \$66,240 | (695) | \$71,290 | $(1,453)$ |
| 1 year or less | 94,000 | $(3,014)$ | 22,210 | (200) | 21,510 | (207) | 26,440 | (863) | 26,630 | (982) | $\ddagger$ | ( $\dagger$ ) | 39,520 | (356) | 38,280 | (368) | 47,040 | $(1,536)$ | 47,380 | $(1,747)$ | $\ddagger$ | ( $\dagger$ ) |
| 2 years | 86,900 | $(2,963)$ | 22,120 | (162) | 21,650 | (147) | 25,060 | (505) | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | 39,360 | (289) | 38,520 | (262) | 44,600 | (899) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 3 years. | 80,340 | $(2,542)$ | 23,010 | (177) | 22,440 | (174) | 25,960 | (695) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 40,940 | (315) | 39,930 | (310) | 46,190 | $(1,236)$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| 4 years... | 79,610 | $(3,271)$ | 23,960 | (236) | 23,150 | (246) | 26,340 | (526) | 29,160 | $(1,489)$ | $\ddagger$ | ( $\dagger$ ) | 42,630 | (421) | 41,190 | (437) | 46,870 | (936) | 51,890 | $(2,650)$ | + | ( $\dagger$ ) |
| 5 years | 83,540 | $(3,238)$ | 25,080 | (202) | 24,070 | (240) | 27,220 | (436) | 29,870 | $(2,195)$ | $\pm$ | ( $\dagger$ ) | 44,630 | (359) | 42,830 | (428) | 48,430 | (776) | 53,150 | $(3,905)$ | $\ddagger$ | ( $\dagger$ ) |
| 6 to 9 years ........ | 316,210 | $(6,805)$ | 26,500 | (109) | 25,010 | (135) | 28,800 | (237) | 30,210 | (761) | $\ddagger$ | ( $\dagger$ ) | 47,150 | (193) | 44,500 | (241) | 51,240 | (422) | 53,750 | $(1,354)$ | $\pm$ | ( $\dagger$ |
| 10 to 14 years .... | 408,300 | $(7,843)$ | 29,620 | (161) | 27,320 | (172) | 31,760 | (299) | 33,640 | (592) | 37,900 | $(1,943)$ | 52,710 | (286) | 48,610 | (306) | 56,510 | (533) | 59,850 | $(1,053)$ | 67,440 | $(3,457)$ |
| 15 to 19 years .... | 444,930 | $(7,580)$ | 33,590 | (209) | 30,820 | (253) | 35,240 | (248) | 37,800 | (842) | 40,340 | $(1,548)$ | 59,760 | (372) | 54,840 | (450) | 62,710 | (442) | 67,250 | $(1,498)$ | 71,770 | $(2,755)$ |
| 20 to 24 years ... | 392,330 | $(8,038)$ | 36,960 | (202) | 34,050 | (274) | 38,460 | (243) | 39,520 | (838) | 43,740 | $(1,391)$ | 65,760 | (360) | 60,590 | (488) | 68,420 | (432) | 70,320 | $(1,492)$ | 77,820 | $(2,476)$ |
| 25 to 29 years ... | 219,140 | $(6,214)$ | 38,100 | (305) | 34,770 | (409) | 39,830 | (370) | 42,460 | $(1,257)$ | 43,110 | $(2,179)$ | 67,800 | (543) | 61,870 | (728) | 70,860 | (658) | 75,550 | $(2,237)$ | 76,710 | $(3,878)$ |
| 30 to 34 years .......... | 100,460 | $(4,766)$ | 38,530 | (380) | 35,040 | (451) | 40,660 | (489) | 40,900 | $(1,596)$ | $\ddagger$ | ( $\dagger$ ) | 68,550 | (675) | 62,340 | (802) | 72,340 | (871) | 72,780 | $(2,840)$ | $\pm$ | ( $\dagger$ ) |
| 35 years or more ...... | 30,980 | $(2,515)$ | 39,150 | (888) | 34,120 | $(1,258)$ | 41,730 | $(1,116)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 69,670 | $(1,581)$ | 60,700 | $(2,239)$ | 74,260 | $(1,985)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| $\begin{aligned} & \text { 1999-2000 } \\ & \text { Total ... } \end{aligned}$ | 2,742,210 | $(20,301)$ | \$39,890 | (118) | \$35,310 | (116) | \$44,700 | (174) | \$47,990 | (439) | \$48,180 | $(1,418)$ | \$56,150 | (166) | \$49,360 | (162) | \$62,500 | (243) | \$67,540 | (619) | \$67,810 | $(1,996)$ |
| 1 year or less | 172,710 | $(5,492)$ | 29,280 | (166) | 28,110 | (150) | 34,010 | (446) | 33,360 | $(1,009)$ | $\ddagger$ | ( $\dagger$ ) | 41,220 | (233) | 39,570 | (211) | 47,860 | (628) | 46,950 | $(1,420)$ | $\ddagger$ | ( $\dagger$ ) |
| 2 years. | 161,220 | $(5,678)$ | 29,670 | (179) | 28,800 | (165) | 33,030 | (404) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 41,760 | (252) | 40,530 | (232) | 46,480 | (569) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ |
| 3 years .. | 145,290 | $(4,630)$ | 30,690 | (169) | 29,650 | (199) | 34,360 | (370) | 34,540 | $(1,341)$ | $\ddagger$ | ( $\dagger$ ) | 43,190 | (238) | 41,730 | (280) | 48,360 | (520) | 48,620 | $(1,887)$ | $\ddagger$ | ( $\dagger$ ) |
| 4 years... | 133,840 | $(5,657)$ | 32,380 | (258) | 30,810 | (232) | 35,870 | (665) | 37,130 | $(1,354)$ | $\ddagger$ | ( $\dagger$ ) | 45,580 | (363) | 43,360 | (327) | 50,480 | (936) | 52,250 | $(1,906)$ | $\ddagger$ | ( $\dagger$ ) |
| 5 years....... | 120,490 | $(4,300)$ | 32,440 | (253) | 31,040 | (287) | 34,880 | (392) | 35,800 | $(1,915)$ | $\ddagger$ | ( $\dagger$ ) | 45,660 | (357) | 43,690 | (404) | 49,100 | (552) | 50,390 | $(2,696)$ | $\ddagger$ | ( $\dagger$ |
| 6 to 9 years ............. | 385,840 | $(8,205)$ | 34,960 | (167) | 32,630 | (190) | 37,800 | (240) | 40,170 | (836) | 41,260 | $(2,302)$ | 49,210 | (235) | 45,930 | (268) | 53,200 | (338) | 56,540 | $(1,177)$ | 58,070 | $(3,239)$ |
| 10 to 14 years ..... | 382,730 | $(6,298)$ | 39,340 | (257) | 36,160 | (386) | 42,070 | (334) | 44,840 | (988) | 36,500 | $(2,313)$ | 55,370 | (362) | 50,890 | (543) | 59,210 | (471) | 63,110 | $(1,390)$ | 51,370 | $(3,255)$ |
| 15 to 19 years ...... | 321,740 | $(8,067)$ | 43,400 | (225) | 40,280 | (318) | 45,930 | (356) | 47,270 | (916) | 34,890 | (872) | 61,080 | (316) | 56,690 | (448) | 64,640 | (502) | 66,530 | $(1,290)$ | 49,110 | $(1,228)$ |
| 20 to 24 years.... | 351,730 | $(6,993)$ | 45,650 | (264) | 41,260 | (279) | 48,480 | (383) | 49,000 | $(1,055)$ | 33,430 | $(1,319)$ | 64,250 | (371) | 58,070 | (392) | 68,240 | (539) | 68,970 | $(1,485)$ | 47,050 | $(1,856)$ |
| 25 to 29 years ... | 329,170 | $(7,167)$ | 48,540 | (276) | 44,750 | (333) | 50,170 | (399) | 54,230 | (968) | 38,150 | $(2,437)$ | 68,320 | (389) | 62,990 | (469) | 70,610 | (561) | 76,330 | $(1,362)$ | 53,700 | $(3,430)$ |
| 30 to 34 years ....... | 185,470 | $(5,488)$ | 52,150 | (346) | 47,270 | (634) | 54,240 | (441) | 55,990 | $(1,126)$ | $\ddagger$ | ( $\dagger$ ) | 73,410 | (487) | 66,530 | (892) | 76,350 | (620) | 78,810 | $(1,585)$ | $\pm$ | ( $\dagger$ |
| 35 years or more ..... | 51,990 | $(3,006)$ | 50,620 | (673) | 46,690 | $(1,359)$ | 52,270 | (923) | 56,200 | $(2,797)$ | $\ddagger$ | ( $\dagger$ ) | 71,250 | (947) | 65,720 | $(1,913)$ | 73,570 | $(1,300)$ | 79,110 | $(3,937)$ | $\ddagger$ | ( $\dagger$ |
| $\begin{aligned} & \text { 2003-04 } \\ & \text { Total ...... } \end{aligned}$ | 2,948,230 | $(28,203)$ | \$44,360 | (245) | \$39,200 | (300) | \$49,440 | (202) | \$52,940 | (458) | \$53,750 | $(1,295)$ | \$56,800 | (313) | \$50,190 | (384) | \$63,300 | (259) | \$67,780 | (587) | \$68,820 | $(1,658)$ |
| 1 year or less | 177,920 | $(17,391)$ | 33,160 | (381) | 31,820 | (342) | 38,600 | (732) | 44,280 | $(5,030)$ | 37,320 | $(1,690)$ | 42,460 | (488) | 40,740 | (438) | 49,430 | (937) | 56,320 | $(6,397)$ | 47,780 | $(2,164)$ |
| 2 years ... | 153,950 | $(17,695)$ | 34,060 | (284) | 32,720 | (334) | 37,940 | (646) | 33,960 | $(1,299)$ | $\ddagger$ | ( $\dagger$ ) | 43,610 | (364) | 41,900 | (428) | 48,580 | (827) | 43,190 | $(1,652)$ | + | ( $\dagger$ |
| 3 years.... | 168,140 | $(9,009)$ | 35,230 | (349) | 33,420 | (282) | 40,230 | (683) | 40,340 | $(3,173)$ | $\ddagger$ | ( $\dagger$ ) | 45,110 | (447) | 42,790 | (361) | 51,510 | (874) | 51,310 | $(4,035)$ | $\ddagger$ | ( $\dagger$ |
| 4 years | 159,490 | $(6,723)$ | 36,260 | (265) | 34,560 | (279) | 40,280 | (530) | 38,530 | $(1,799)$ | $\ddagger$ | ( $\dagger$ ) | 46,430 | (340) | 44,250 | (357) | 51,580 | (678) | 49,000 | $(2,287)$ | $\ddagger$ | ( $\dagger$ |
| 5 years... | 153,180 | $(6,194)$ | 37,370 | (403) | 34,950 | (324) | 40,830 | (763) | 42,810 | $(1,957)$ | $\ddagger$ | ( $\dagger$ ) | 47,850 | (516) | 44,750 | (415) | 52,290 | (977) | 54,450 | $(2,489)$ | $\ddagger$ | ( $\dagger$ |
| 6 to 9 years | 498,590 | $(13,859)$ | 40,340 | (201) | 37,070 | (209) | 43,700 | (300) | 45,810 | $(1,308)$ | 44,270 | $(2,321)$ | 51,660 | (257) | 47,470 | (267) | 55,960 | (384) | 58,260 | $(1,664)$ | 56,680 | $(2,971)$ |
| 10 to 14 years ........... | 433,530 | $(14,595)$ | 44,330 | (257) | 39,730 | (267) | 47,900 | (393) | 50,000 | (956) | 55,040 | $(3,584)$ | 56,760 | (329) | 50,880 | (342) | 61,330 | (503) | 63,600 | $(1,216)$ | 70,470 | $(4,589)$ |
| 15 to 19 years ........ | 343,970 | $(9,606)$ | 49,200 | (356) | 44,310 | (482) | 52,290 | (469) | 56,250 | $(1,349)$ | 58,350 | $(3,443)$ | 63,000 | (456) | 56,730 | (617) | 66,950 | (601) | 71,550 | $(1,716)$ | 74,720 | $(4,408)$ |
| 20 to 24 years ................. | 285,980 | $(8,434)$ | 50,810 | (362) | 46,390 | (374) | 53,980 | (583) | 54,900 | (999) | 53,580 | $(3,531)$ | 65,050 | (464) | 59,390 | (479) | 69,120 | (746) | 69,820 | $(1,270)$ | 68,600 | $(4,521)$ |
| 25 to 29 years ........... | 283,460 | $(11,809)$ | 52,790 | (281) | 48,650 | (488) | 55,000 | (411) | 55,870 | (975) | 65,210 | $(3,524)$ | 67,600 | (359) | 62,290 | (625) | 70,420 | (527) | 71,050 | $(1,240)$ | 83,500 | $(4,513)$ |
| 30 to 34 years ................ | 223,710 | $(11,435)$ | 56,280 | (428) | 51,310 | (606) | 58,070 | (566) | 62,450 | $(1,389)$ | 60,830 | $(2,664)$ | 72,060 | (548) | 65,700 | (776) | 74,360 | (724) | 79,420 | $(1,767)$ | 77,880 | $(3,411)$ |
| 35 years or more ................. | 66,310 | $(3,427)$ | 58,220 | (755) | 55,360 | $(1,296)$ | 59,150 | (978) | 61,260 | $(2,224)$ | $\ddagger$ | ( $\dagger$ ) | 74,550 | (966) | 70,880 | $(1,660)$ | 75,740 | $(1,252)$ | 77,910 | $(2,829)$ | $\ddagger$ | ( $\dagger$ |

See notes at end of table.
 2011-12-Continued
[Standard errors appear in parentheses]

| Years of full-time teaching experience | Number of full-time teachers |  | Salary (current dollars) |  |  |  |  |  |  |  |  |  | Salary (constant 2015-16 dollars) ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Highest degree earned |  |  |  |  |  |  |  |  |  | Highest degree earned |  |  |  |  |  |  |  |  |  |
|  |  |  | All teachers ${ }^{2}$ |  | Bachelor's degree |  | Master's degree |  | Education specialist ${ }^{3}$ |  | Doctor's degree |  | All teachers ${ }^{2}$ |  | Bachelor's degree |  | Master's degree |  | Education specialis ${ }^{3}$ |  | Doctor's degree |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| $\begin{gathered} \hline 2007-08 \\ \text { Total . } \end{gathered}$ | 3,114,690 | $(41,111)$ | \$49,630 | (203) | \$43,650 | (220) | \$54,810 | (281) | \$58,420 | (722) | \$59,150 | $(1,620)$ | \$55,860 | (228) | \$49,120 | (248) | \$61,690 | (316) | \$65,760 | (812) | \$66,580 | $(1,823)$ |
| 1 year or less | 211,500 | $(12,029)$ | 38,210 | (332) | 36,670 | (308) | 42,840 | (807) | 47,410 | $(3,584)$ | $\ddagger$ | ( $\dagger$ ) | 43,000 | (373) | 41,280 | (346) | 48,220 | (908) | 53,370 | $(4,034)$ | $\ddagger$ | ${ }^{+}$) |
| 2 years ...... | 185,130 | $(10,587)$ | 38,640 | (334) | 36,900 | (340) | 42,640 | (717) | 47,420 | $(4,082)$ |  | ( $\dagger$ ) | 43,500 | (375) | 41,540 | (382) | 47,990 | (807) | 53,370 | $(4,595)$ | $\ddagger$ | ( $\dagger$ |
| 3 years .... | 177,230 | $(7,735)$ | 40,070 | (374) | 37,740 | (358) | 44,430 | (864) | 52,230 | $(4,612)$ | $\ddagger$ | ( $\dagger$ ) | 45,100 | (421) | 42,470 | (402) | 50,010 | (973) | 58,790 | $(5,191)$ | $\ddagger$ | ( $\dagger$ |
| 4 years | 174,350 | $(7,951)$ | 41,180 | (377) | 38,550 | (428) | 45,490 | (577) | 47,590 | $(2,293)$ | + | ( $\dagger$ ) | 46,350 | (424) | 43,390 | (482) | 51,200 | (650) | 53,570 | $(2,581)$ | $\ddagger$ | ( $\dagger$ |
| 5 years .............................. | 148,540 | $(7,995)$ | 42,830 | (534) | 39,690 | (476) | 46,470 | (869) | 46,670 | $(2,690)$ | $\ddagger$ | ( $\dagger$ ) | 48,210 | (601) | 44,680 | (536) | 52,300 | (978) | 52,530 | $(3,027)$ | $\ddagger$ | ( $\dagger$ ) |
| 6 to 9 years ......... | 557,050 | $(14,475)$ | 46,330 | (252) | 41,800 | (379) | 50,190 | (441) | 51,740 | $(1,128)$ | 52,850 | $(2,349)$ | 52,150 | (283) | 47,040 | (427) | 56,490 | (496) | 58,230 | $(1,270)$ | 59,490 | $(2,644)$ |
| 10 to 14 years. | 508,300 | $(14,867)$ | 50,470 | (377) | 45,380 | (436) | 53,430 | (559) | 56,550 | $(1,220)$ | 60,400 | $(4,124)$ | 56,800 | (424) | 51,080 | (491) | 60,130 | (629) | 63,650 | $(1,373)$ | 67,980 | $(4,642)$ |
| 15 to 19 years. | 350,690 | $(12,953)$ | 55,000 | (484) | 48,500 | (553) | 59,180 | (722) | 59,620 | $(1,353)$ | 63,280 | $(3,462)$ | 61,900 | (544) | 54,590 | (622) | 66,600 | (813) | 67,100 | $(1,522)$ | 71,220 | $(3,896)$ |
| 20 to 24 years .... | 288,110 | $(11,954)$ | 57,830 | (636) | 52,760 | (783) | 60,640 | (794) | 65,300 | $(2,162)$ | 67,960 | $(6,394)$ | 65,090 | (716) | 59,390 | (882) | 68,250 | (894) | 73,500 | $(2,433)$ | 76,490 | $(7,197)$ |
| 25 to 29 years ..................... | 221,950 | $(8,609)$ | 60,260 | (740) | 54,420 | (830) | 63,280 | $(1,068)$ | 66,830 | $(3,306)$ | $\ddagger$ | (t) | 67,820 | (833) | 61,260 | (934) | 71,220 | $(1,202)$ | 75,210 | $(3,721)$ | $\ddagger$ | ( $\dagger$ ) |
| 30 to 34 years ........................ | 197,490 | $(8,304)$ | 61,120 | (754) | 54,860 | (997) | 64,280 | (998) | 63,820 | $(1,555)$ | , | ( $\dagger$ ) | 68,790 | (849) | 61,750 | $(1,122)$ | 72,350 | $(1,123)$ | 71,830 | $(1,750)$ | $\ddagger$ | ( $\dagger$ ) |
| 35 years or more ................. | 94,340 | $(7,055)$ | 61,920 | $(1,067)$ | 55,350 | $(1,561)$ | 64,400 | $(1,499)$ | 68,780 | $(3,364)$ | $\ddagger$ | ( $\dagger$ ) | 69,690 | $(1,200)$ | 62,300 | $(1,757)$ | 72,480 | $(1,688)$ | 77,410 | $(3,786)$ | $\ddagger$ | ( $\dagger$ ) |
| $\begin{array}{r} \text { 2011-12 } \\ \text { Total } \end{array}$ | 3,139,250 | $(38,342)$ | \$53,070 | (213) | \$46,340 | (225) | \$57,830 | (352) | \$59,680 | (642) | \$60,230 | $(1,775)$ | \$55,570 | (223) | \$48,520 | (236) | \$60,550 | (369) | \$62,490 | (672) | \$63,060 | $(1,858)$ |
| 1 year or less | 144,240 | $(7,545)$ | 40,540 | (512) | 38,490 | (578) | 45,240 | $(1,122)$ | 49,140 | $(3,732)$ | $\ddagger$ | ( $\dagger$ ) | 42,440 | (536) | 40,310 | (605) | 47,370 | $(1,175)$ | 51,450 | $(3,908)$ | $\ddagger$ | ( $\dagger$ ) |
| 2 years. | 118,520 | $(5,799)$ | 39,740 | (356) | 38,140 | (381) | 42,930 | (725) | 47,570 | $(4,451)$ |  | ( $\dagger$ ) | 41,610 | (373) | 39,930 | (399) | 44,950 | (760) | 49,810 | $(4,661)$ | $\ddagger$ | ( $\dagger$ ) |
| 3 years ............................. | 126,030 | $(7,109)$ | 41,470 | (450) | 39,150 | (478) | 45,590 | (800) | 47,850 | $(2,277)$ | $\ddagger$ | ( $\dagger$ ) | 43,420 | (472) | 40,990 | (501) | 47,740 | (838) | 50,100 | $(2,384)$ | $\ddagger$ | ( $\dagger$ ) |
| 4 years ............................ | 151,350 | $(8,219)$ | 42,840 | (422) | 40,280 | (461) | 45,940 | (637) | 46,360 | $(2,122)$ | + | ( $\dagger$ ) | 44,860 | (441) | 42,180 | (482) | 48,100 | (667) | 48,540 | $(2,222)$ | $\ddagger$ | ( $\dagger$ ) |
| 5 years ............................... | 174,140 | $(8,549)$ | 43,830 | (789) | 40,600 | (422) | 47,420 | $(1,610)$ | 45,950 | $(2,262)$ | $\ddagger$ | ( $\dagger$ ) | 45,890 | (826) | 42,510 | (442) | 49,650 | $(1,685)$ | 48,110 | $(2,368)$ | $\ddagger$ | ( $\dagger$ ) |
| 6 to 9 years ......................... | 610,420 | $(16,507)$ | 48,290 | (327) | 43,450 | (419) | 51,400 | (457) | 52,780 | $(1,237)$ | 51,340 | $(2,507)$ | 50,570 | (342) | 45,490 | (438) | 53,820 | (478) | 55,260 | $(1,296)$ | 53,760 | $(2,625)$ |
| 10 to 14 years .................... | 652,140 | $(16,569)$ | 54,860 | (369) | 48,620 | (537) | 58,260 | (541) | 58,070 | $(1,044)$ | 61,190 | $(2,548)$ | 57,440 | (386) | 50,910 | (562) | 61,000 | (567) | 60,810 | $(1,093)$ | 64,070 | $(2,668)$ |
| 15 to 19 years .................... | 426,250 | $(14,564)$ | 58,880 | (596) | 51,290 | (749) | 62,460 | (775) | 65,430 | $(1,673)$ | 64,420 | $(3,910)$ | 61,650 | (624) | 53,700 | (784) | 65,400 | (812) | 68,510 | $(1,752)$ | 67,450 | $(4,094)$ |
| 20 to 24 years ..................... | 295,760 | $(10,256)$ | 60,930 | (593) | 54,110 | (849) | 65,340 | (871) | 64,560 | $(1,665)$ | 67,630 | $(4,095)$ | 63,800 | (621) | 56,660 | (889) | 68,410 | (912) | 67,600 | $(1,743)$ | 70,820 | $(4,288)$ |
| 25 to 29 years ...................... | 217,870 | $(11,000)$ | 63,780 | (838) | 56,890 | $(1,046)$ | 67,550 | $(1,253)$ | 69,410 | $(2,890)$ | $\ddagger$ | ( $\dagger$ ) | 66,780 | (877) | 59,570 | $(1,095)$ | 70,730 | $(1,312)$ | 72,680 | $(3,026)$ | $\ddagger$ | ( $\dagger$ ) |
| 30 to 34 years .................... | 142,630 | $(9,117)$ | 65,610 | (791) | 58,510 | $(1,069)$ | 69,420 | $(1,083)$ | 67,260 | $(2,406)$ | $\ddagger$ | ( $\dagger$ ) | 68,700 | (828) | 61,270 | $(1,119)$ | 72,690 | $(1,134)$ | 70,430 | $(2,519)$ | $\ddagger$ | ( $\dagger$ ) |
| 35 years or more ................... | 79,900 | $(5,008)$ | 63,400 | (947) | 59,560 | $(1,548)$ | 66,120 | $(1,133)$ | 64,660 | $(2,385)$ | $\ddagger$ | ( $\dagger$ ) | 66,390 | (991) | 62,370 | $(1,621)$ | 69,230 | $(1,186)$ | 67,710 | $(2,497)$ | $\ddagger$ | ( $\dagger$ ) |

## ot applicable

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
Includes teachers with levels of education below the bachelor's degree (not shown separately)
Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes cerificate of advanced graduate studies.

NOTE: This table includes regular fult-ime teachers only, it excludes other staff even when they have ful-time teaching duties (regular part-time teachers, itinerant teachers, long-term substitutes, administrators, library media specialists, other profes because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1990-91, 1999-2000, 2003-04, 2007-08, and 2011-12; and "Charter School Teacher Data File," 1999-2000. (This table was prepared September 2016.)

Table 211.30. Average base salary for full-time public elementary and secondary school teachers with a bachelor's degree as their highest degree, by years of full-time teaching experience and state: 1993-94 through 2011-12
[Amounts in current dollars. Standard errors appear in parentheses]

|  | 1993-94, total |  | 1999-2000, total |  | 2003-04, total |  | 2007-08 |  |  |  |  |  | 2011-12 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State |  |  |  | Total |  |  | 2 or fewer years |  | Over 20 years |  |  | Total | 2 or fewer years |  | 3 to 5 years |  | 6 to 10 years |  | 11 to 20 years |  | Over 20 years |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| United States | \$30,150 | (97) | \$35,310 | (116) | \$39,200 | (300) | \$43,650 | (220) | \$36,780 | (262) | \$54,170 | (463) | \$46,340 | (225) | \$38,330 | (341) | \$40,030 | (256) | \$44,040 | (456) | \$50,440 | (456) | \$56,620 | (604) |
| Alabama Alaska | 24,450 42,620 | $\left(\begin{array}{l}151 \\ 308\end{array}\right.$ | 31,300 42,170 | $\left(\begin{array}{l}210 \\ 269\end{array}\right.$ | 32,750 46,160 | $\left(\begin{array}{l}256) \\ 720\end{array}\right.$ | 39,210 51,950 | $(381)$ | 34,810 40,100 | $\left(\begin{array}{l}465) \\ 746\end{array}\right.$ | 44,220 63,600 | $\left(\begin{array}{l}1,210 \\ 1,932)\end{array}\right.$ | 41,010 58,800 | $(641)$ $(2,016$ | 35,030 47 | $(1.664)$ | 39,070 50 | $\binom{1,329}{(2,385}$ | 50 | (t) | 43,490 | $(1,250)$ | 46,810 | 7) |
| Arizona .......................... | 28,050 | (347) | 30,110 | (491) | 33,370 | (556) | 36,880 | (571) | 33,640 | (388) | 63,600 | $(1,770)$ | 58,800 | (2, 644 | 42,850 | (1,664) | 35,170 | (2,885) | 35,650 | (770) | 65,020 | (2,320) | 46,640 | (3,131) |
| Arkansas ... | 24,970 | 199 | 29,810 | (345) | 32,710 | (328) | 40,220 | (418) | 33,090 | (626) | 44,610 | (984) | 41,830 | $(1,073)$ | 37,390 | $(1,481)$ | 36,200 | $(1,204)$ | 39,540 | $(1,153)$ | 43,390 | (942) | 48,000 | (3,092) |
| California .................... | 37,330 | (412) | 41,930 | (301) | 51,210 | (704) | 56,950 | (966) | 44,770 | (997) | 72,680 | $(1,235)$ | 62,010 | $(1,031)$ | 47,310 | $(3,537)$ | 48,930 | (966) | 58,570 | $(2,253)$ | 66,030 | $(1,129)$ | 73,980 | $(1,820)$ |
| Colorado | 27,590 | (391) | 32,180 | (428) | 36,140 | (699) | 38,090 | (884) | 32,600 | (621) |  |  | 40,770 | $(1,284)$ | 33,270 | (750) | 35,140 | (763) | 40,420 | $(1,206)$ | 49,250 | $(2,841)$ | $\ddagger$ |  |
| Connecticut | 40,510 | 645 | 38,530 | (883) | 48,380 | $(1,997)$ | 49,700 | $(1,286)$ | 42,830 | $(1,348)$ |  |  | 53,300 | $(1,578)$ |  |  | 45,860 | $(1,365)$ |  |  |  |  |  |  |
| Delaware ................... | 31,400 | (375) | 37,620 | (893) | 41,210 | (991) | 45,880 | (960) | $\begin{aligned} & \ddagger \\ & 42.180 \end{aligned}$ | 425 |  |  | 47,000 | $(1,504)$ | 39,020 | $(1,497)$ |  |  |  | t |  |  | 毛 |  |
| District of Columbia ...... | $\begin{aligned} & 37,690 \\ & 28,970 \end{aligned}$ | $\binom{645}{229}$ | 40,980 | (593) | 48,350 | (1,290) | $\begin{aligned} & 54,970 \\ & 41,640 \end{aligned}$ | $(2,025)$ | $\begin{aligned} & 42,180 \\ & 36,030 \end{aligned}$ | $\left(\begin{array}{l} 425 \\ (473) \end{array}\right.$ | 55,480 | $(1,182)$ | $\ddagger$ |  |  |  |  |  | $\ddagger$ | (t) |  |  | $\ddagger$ | ( $\dagger$ ) |
| Georgia Hawaii ... | $\begin{aligned} & 25,650 \\ & 34,060 \end{aligned}$ | $\left(\begin{array}{l}215 \\ 460\end{array}\right.$ | $\begin{aligned} & 33,610 \\ & 36,710 \end{aligned}$ | $\left(\begin{array}{l}373) \\ 533\end{array}\right.$ | $\begin{aligned} & 37,160 \\ & 39,250 \end{aligned}$ | $\begin{aligned} & (490) \\ & (887) \end{aligned}$ | $\begin{aligned} & 41,640 \\ & 45,380 \end{aligned}$ | 760 922 | $\begin{aligned} & 34,580 \\ & 38,650 \end{aligned}$ | (1.493) | 54,330 | $(1,192)$ | 42,490 | $(1,032)$ | 38,060 | $(4,530)$ | 37,820 | $(858)$ | 40,760 | $\stackrel{(922)}{(+)}$ | 46,140 | (1,243) | $\ddagger$ | ( |
| Idaho | $\begin{aligned} & 34,060 \\ & 24,610 \end{aligned}$ | $(252)$ | $\begin{aligned} & 36,710 \\ & 31,500 \end{aligned}$ | (533) | $\begin{aligned} & 39,250 \\ & 36,150 \end{aligned}$ | (627) | $\begin{aligned} & 45,380 \\ & 39,870 \end{aligned}$ | (609 | $\begin{aligned} & 38,650 \\ & 31,110 \end{aligned}$ | $(1,496$ $(619)$ | 48,450 | $(1,122)$ | $38,680$ | (794) | 32,230 ${ }^{\ddagger}$ | $(1,010)$ | 33,770 | (2,284) | 32,270 | $(491)$ | 43,270 | (1,178) | 47,650 | (1,002) |
| Illinois. | 29,480 | (277) | 35,250 | (563) | 38,730 | (791) | 42,740 | (836) | 36,030 | (926) | 52,950 | $(1,857)$ | 45,660 | $(1,156)$ | 37,380 | $(1,287)$ | 41,570 | $(1,299)$ | 46,120 | $(1,710)$ | 52,480 | $(2,868)$ | 54,690 | (2,716) |
| Indiana | 25,400 | (329) | 30,760 | (296) | 34,600 | (640) | 38,670 | (786) | 32,850 | (452) |  | ( $\dagger$ ) | 42,900 | $(1,489)$ | 34,240 | (701) | 37,420 | (996) | 39,960 | $(1,273)$ | 47,630 | $(1,457)$ | $\ddagger$ | ( $\dagger$ ) |
| lowa | 24,950 | (319) | 28,910 | (279) | 33,600 | (696) | 35,240 | (500) | 28,580 | (827) | 40,400 | (903) | 41,040 | (759) | 33,900 | $(1,926)$ | 36,410 | (850) | 39,280 | $(1,164)$ | 45,250 | $(1,378)$ | 45,100 | $(1,920)$ |
| Kansas ........................ | 25,930 | (135) | 29,430 | (264) | 32,290 | (326) | 37,160 | (476) | 34,390 | (523) | 42,250 | (880) | 38,120 | (438) | 35,670 | (955) | 35,560 | (445) | 37,610 | (872) | 39,190 | (659) | 42,730 | (1,282) |
| Kentucky | 24,910 | (457) | 27,720 | (358) | 31,610 | (468) | 35,640 | (608) | 33,460 | (1,011) |  |  | 38,840 | 896 | 36,060 | $(716)$ | 36,670 | (496) |  |  |  | ( $\dagger$ |  |  |
| Louisiana .................... | 22,520 | $(159)$ | 28,020 | (476) | 32,590 | 489 | 39,880 | (462) | 36,300 | $(825)$ | 44,800 | $(1,061)$ | 43,040 43,710 | ${ }_{(1023)}$ | 39,120 | $(798)$ | 39,560 | $(1,105)$ | 42,510 | $(1,134)$ | 44,130 | $(980)$ | 47,540 | (1961) |
| Maine ......................... | 28,550 | (330) | 34,690 | (775) | 36,650 | (606) | 38,770 | (651) | 31,260 | (573) | 46,260 | $(1,321)$ | 43,710 | $(1,023)$ |  | ( | 34,180 | $(1,538)$ | 38,000 | $(1,033)$ | 45,230 | (891) | 52,570 | $(1,385)$ |
| Michigan ......... | -34,340 | (670) | 39,950 | (838) | 45,230 | (682) | 47,440 | (1,612) | 35,930 | 664) | 58,330 | $(1,506)$ | 57, 260 | $(1,588)$ | 46,620 | $(1,186)$ | 38,070 | (839) | 46,250 | $(1,873)$ | 58,540 | (2,167) | 60,850 | (2,504 |
| Minnesota ..................... | 31,010 | (419) | 35,270 | 685) | 39,030 | (566) | 41,760 | (593) | 33,830 | (574) | 51,890 | (924) | 45,250 | $(1,184)$ | 35,830 | $(2,261)$ | 39,570 | $(1,387)$ | 41,950 | $(1,915)$ | 48,040 | $(1,229)$ | 56,320 | $(2,294)$ |
| Mississippi .................. | 22,640 | (106) | 28,000 | (186) | 31,890 | (425) | 36,610 | (344) | 32,770 | (434) | 43,690 | (850) | 36,030 | (520) | 31,890 | (761) | 33,470 | (490) | 34,080 | (658) | 39,220 | (802) | 44,490 | $(1,504)$ |
| Missouri | 23,510 | $(286)$ | 28,020 | (378) | 31,340 | (547) | 34,730 | (553) | 31,200 | (632) | 39,320 | $(1,512)$ | 36,640 | (941) | 36,210 | $(2,581)$ | 34,100 | (891) |  |  | 38,370 |  | 42,550 | $(2,022)$ |
| Montana | 24,070 | (199) | 27,920 | (256) | 31,870 | (522) | 35,880 | (597) | 27,090 | (591) | 44,080 | $(1,045)$ | 38,470 | $(1,155)$ | 28,560 | $(1,128)$ | 31,410 | $(1,454)$ | $35,040$ | $(1,442)$ | 41,240 | $(1,713)$ | 48,570 | (1,719) |
| Nebraska | 22,580 | (388) | 26,090 | (254) | 30,300 | $(435)$ | 34,190 | 805 | 29,400 | (379) | 36,690 | $(1,524)$ | 38,670 | (912) | 33,970 | (1,111) | 34,240 | (775) | 34,980 | (1,238) | 41,330 | $(1,354)$ | 44,090 | (2,004) |
| Nevada ................ | 29,350 31,280 | $\left(\begin{array}{l}285 \\ (437)\end{array}\right.$ | 34,470 34,210 | (434) | 35,970 38,800 | $\left(\begin{array}{l}700 \\ (644)\end{array}\right.$ | $4 \mathrm{40,060}$ | (619) | 34,040 33,810 | $(1,139)$ | 48,800 52,430 | $\binom{2,143}{(1,050}$ | 45,100 48,320 | $(1,913)$ | $\ddagger$ | (t) | $\ddagger$ | (t) | 43,260 44,300 | $(1,505)$ | 51,190 51,260 | $\left(\begin{array}{l}2,994 \\ (1,568)\end{array}\right.$ | 56,980 | (1,956) |
| New Jersey | 41,330 | (744) | 46,720 | (653) |  |  | 54,580 | $(1,091)$ | 45,370 | (977) |  | $(2,642)$ | 61,120 | $(1,391)$ | 50,880 | $(1,517)$ | 49,590 | (920) | 54,610 | $(1,178)$ | 66,830 | $(2,276)$ | 78,660 | $(3,520)$ |
| New Mexico .................. | 25,260 | (224) | 29,290 | (363) | 34,310 | (470) | 39,830 | (596) | 32,520 | (844) | 48,430 | (885) | 41,460 | (747) | 34,900 | $(1,856)$ | 36,750 | $(1,639)$ | 42,620 | (851) | 42,480 | $(1,418)$ | 46,950 | (1,045) |
| New York ......... | 39,650 | $(1,152)$ | 41,600 | $(1,094)$ | 42,630 | (1,074) | 48,520 | $(2,004)$ | 43,670 | $(1,652)$ |  | ( $\dagger$ | 60,460 | (2,704) |  | ( $\dagger$ |  | ( $\dagger$ |  | ( ${ }^{\text {( }}$ |  | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| North Carolina ............. | 26,010 | (220) | 31,920 | (331) | 33,650 | (479) | 37,050 | (469) | 30,930 | (499) | 48,070 | (843) | 37,660 | (545) | 32,770 | (895) | 31,620 | (913) | 35,090 | (613) | 39,660 | (832) | 46,430 | $(1,154)$ |
| North Dakota ............... | 22,450 | (193) | 25,910 | (279) | 30,870 | (490) | 34,790 | (695) | 27,770 | (579) | 38,920 | $(1,069)$ | 40,470 | $(1,666)$ | 33,570 | (722) | 35,190 | (720) | 38,22 | $(1,096)$ | 43,230 | $(2,102)$ | 45,570 | $(2,866)$ |
|  | 30,370 | (399) | 35,120 | (583) | 41,600 | (891) | 41,670 | $(1,567)$ | 35,350 | $(1,976)$ | 54,890 | $(2,001)$ | 46,070 | $(1,116)$ | 34,980 | $(1,085)$ | 36,990 | (878) | 43,670 | $(1,507)$ | 51,930 | $(1,642)$ | 59,950 | $(2,284)$ |
| Oklahoma ... | 24,880 | (108) | 27,400 | (224) | 31,190 | (211) | 35,880 | (226) | 32,390 | (458) | 41,410 | (477) | 36,700 | (371) | 33,260 | (868) | 33,360 | (469) | 33,750 | (416) | 38,100 | (409) | 42,860 | (1,104) |
| Oregon... | 31,310 | (440) | 38,370 | (613) | 42,430 | (865) | 46,930 | $(1,282)$ | 32,050 | 655 | 52,750 | $(1,869)$ | 51,260 | $(1,653)$ |  |  |  |  |  |  | 54,330 | $(2,170)$ | 57,940 | (1,849) |
| Pennsylvania ............... Rhode Island ........... | 37,260 38,000 | (522) | 42,620 | (826) | 44,250 49,360 | (963) | 47,780 56,680 | $1,162)$ $(1,362)$ | 38,950 $\ddagger$ | (780) | 64,470 $\ddagger$ | (1,680) | 54,210 | $(1,485)$ | 41,180 $\ddagger$ | (1,073) | 44,250 | (1,367) | 47,540 $\ddagger$ | (1,414) | 58,910 | $\xrightarrow[(~+~]{(2,45)}$ | 72,350 | (2,919) |
| South Carolina | 25,120 | (280) | 29,820 | (300) | 34,950 | (483) | 37,150 | (606) | 31,670 | (625) | 45,920 | $(1,013)$ | 39,380 | $(1,077)$ | 32,760 | (668) | 33,280 | (601) | 36,080 | $(1,103)$ |  | () |  | ) |
| South Dakota ..... | 22,000 | $(186)$ | 26,000 | (230) | 29,360 | (301) | 32,180 | (445) | 27,730 | (422) | 36,250 | (784) | 34,870 | (601) | 32,890 | $(2,513)$ | 30,760 | (639) | 32,100 | (490) | 34,950 | (900) | 38,820 | $(1,345)$ |
| Tennessee | 25,650 | (291) | 30,830 | (378) | 34,510 | (432) | 37,420 | (553) | 32,990 | (481) | 43,350 | (1,430) | 39,420 | (877) | 34,490 | $(2,730)$ | 37,380 | $(1,322)$ | 38,120 | $(1,301)$ | 41,650 | 832 | 45,900 | (1,820) |
| Texas ............... | 26,950 | (295) | 34,770 | (386) | 38,140 | (278) | 42,890 | (480) | 39,150 | (706) | 48,800 | (753) | 46,820 | (440) | 41,200 | (935) | 43,630 | (571) | 44,900 | (590) | 47,820 | (639) | 54,600 | $(1,206)$ |
| Utah .......... | 25,800 | (195) | 31,810 | (375) | 35,160 | (525) | 38,570 | (863) | 30,430 | (745) | 48,750 | $(1,469)$ | 39,740 | $(1,087)$ | 30,000 | $(1,831)$ | 34,230 | (411) | 38,680 | $(1,059)$ | 45,660 | $(1,248)$ | 55,230 | $(1,500)$ |
| Vermont | 29,750 | (494) | 33,470 | (733) | 39,040 | (840) | 43,430 | $(1,005)$ |  |  | 52,160 | $(1,253)$ | 48,240 | $(1,416)$ |  |  |  | ( $\dagger$ |  |  | 50,670 | $(2,079)$ | 55,660 | $(2,233)$ |
| Virginia | 29,410 | (378) | 34,060 | (424) | 37,520 | (583) | 43,440 | (569) | 37,170 | (974) | 54,320 | $(1,391)$ | 44,860 | (999) | 38,080 | (850) | 38,200 | (710) | 41,220 | (1,203) | 46,500 | $(2,085)$ | 54,290 | (1,561) |
| Washington | 33,150 | 490 | 36,330 | (359) | 40,040 | $(916)$ | 44,650 | (905) | 37,220 | $(2,053)$ | 53,950 | $(1,445)$ | 45,590 | $(1,439)$ | 37,360 | $(2,125)$ | 39,280 | (1,702) | 42,010 | (878) | 52,600 | $(2,364)$ | 53,220 | $(4,347)$ |
| West Virginia . | 26,980 | (183) | 30,040 | (246) | 32,980 | (344) | 34,410 | (475) | 29,030 | (491) | 40,660 | (581) | 38,360 | (646) | 34,240 | $(1,737)$ | 34,120 | (595) | 36,830 | (775) | 40,020 | (1,158 | 46,740 | (1,211) |
| Wisconsin .................... | 31,490 | (351) | 35,470 | (331) | 37,150 | (634) | 41,390 | (859) | 32,020 | (651) | 49,630 | $(1,457)$ | 42,790 | (840) | 34,180 | (637) | 38,830 | $(1,124)$ | 42,470 | $(1,338)$ | 46,880 | $(1,598)$ | 54,890 | $(1,714)$ |
| Wyoming ..................... | 27,310 | (247) | 29,470 | (248) | 34,080 | (576) | 45,750 | (543) | 38,230 | (863) | 51,210 | $(1,119)$ | 50,610 | $(1,105)$ | 43,440 | $(1,162)$ | 47,530 | $(1,083)$ | 48,910 | $(1,480)$ | 52,180 | $(1,212)$ | 55,710 | $(2,807)$ |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
NOTE: This table includes regular full-time teachers only; it excludes other staff even when they have full-time teaching duties
(regular part-time teachers, itinerant teachers, long-term substitutes, administrators, library media specialists, other profes-
sional staff, and support staff).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS),
"Public School Teacher Data File," 1993-94, 1999-2000, 2003-04, 2007-08, and 2011-12; and "Public Charter School Teacher Data File," 1999-2000. (This table was prepared June 2013.)
 1993-94 through 2011-12
[Amounts in current dollars. Standard errors appear in parentheses]


[^31]professional staff, and support staff),
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993-94, 1999-2000, 2003-04,
Teacher Data File," 1999-2000. (This table was prepared June 2013.)

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Table 211.50. Estimated average annual salary of teachers in public elementary and secondary schools: Selected years, 1959-60 through 2015-16

| School year | Current dollars |  |  |  |  | Average public school teachers' salary in constant 2015-16 dollars ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Average public school teachers' salary |  |  | Wage and salary accruals per full-time-equivalent (FTE) employee ${ }^{2}$ | Ratio of average teachers' salary to accruals per FTE employee |  |  |  |
|  | All teachers | Elementary teachers ${ }^{3}$ | Secondary teachers ${ }^{4}$ |  |  | All teachers | Elementary teachers ${ }^{3}$ | Secondary teachers ${ }^{4}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1959-60 | \$4,995 | \$4,815 | \$5,276 | \$4,749 | 1.05 | \$40,506 | \$39,046 | \$42,785 |
| 1961-62 ...................................................... | 5,515 | 5,340 | 5,775 | 5,063 | 1.09 | 43,718 | 42,331 | 45,780 |
| 1963-64 ............................................... | 5,995 | 5,805 | 6,266 | 5,478 | 1.09 | 46,315 | 44,848 | 48,409 |
| 1965-66 ..................................................... | 6,485 | 6,279 | 6,761 | 5,934 | 1.09 | 48,427 | 46,889 | 50,488 |
| 1967-68 ................................................. | 7,423 | 7,208 | 7,692 | 6,533 | 1.14 | 52,009 | 50,503 | 53,894 |
| 1969-70 ............................................. | 8,626 | 8,412 | 8,891 | 7,486 | 1.15 | 54,411 | 53,061 | 56,082 |
| 1970-71 ................................................ | 9,268 | 9,021 | 9,568 | 7,998 | 1.16 | 55,591 | 54,109 | 57,390 |
| 1971-72 .......................................... | 9,705 | 9,424 | 10,031 | 8,521 | 1.14 | 56,196 | 54,569 | 58,084 |
| 1972-73 .................................................... | 10,174 | 9,893 | 10,507 | 9,056 | 1.12 | 56,630 | 55,066 | 58,484 |
| 1973-74 ................................................... | 10,770 | 10,507 | 11,077 | 9,667 | 1.11 | 55,040 | 53,696 | 56,609 |
| 1974-75 ............................................ | 11,641 | 11,334 | 12,000 | 10,411 | 1.12 | 53,556 | 52,144 | 55,208 |
| 1975-76 .......................................... | 12,600 | 12,280 | 12,937 | 11,194 | 1.13 | 54,136 | 52,761 | 55,584 |
| 1976-77 ............................................... | 13,354 | 12,989 | 13,776 | 11,971 | 1.12 | 54,214 | 52,732 | 55,927 |
| 1977-78 .... | 14,198 | 13,845 | 14,602 | 12,811 | 1.11 | 54,014 | 52,671 | 55,551 |
| 1978-79 ................................................... | 15,032 | 14,681 | 15,450 | 13,807 | 1.09 | 52,288 | 51,068 | 53,742 |
| 1979-80. | 15,970 | 15,569 | 16,459 | 15,050 | 1.06 | 49,016 | 47,785 | 50,517 |
| 1980-81 .............................................. | 17,644 | 17,230 | 18,142 | 16,461 | 1.07 | 48,533 | 47,394 | 49,902 |
| 1981-82 ... | 19,274 | 18,853 | 19,805 | 17,795 | 1.08 | 48,801 | 47,735 | 50,145 |
| 1982-83 .............................................. | 20,695 | 20,227 | 21,291 | 18,873 | 1.10 | 50,241 | 49,104 | 51,687 |
| 1983-84 ..................................................... | 21,935 | 21,487 | 22,554 | 19,781 | 1.11 | 51,350 | 50,301 | 52,799 |
| 1984-85 ........... | 23,600 | 23,200 | 24,187 | 20,694 | 1.14 | 53,167 | 52,266 | 54,489 |
| 1985-86 .............................................. | 25,199 | 24,718 | 25,846 | 21,685 | 1.16 | 55,178 | 54,125 | 56,595 |
| 1986-87 ........................................... | 26,569 | 26,057 | 27,244 | 22,700 | 1.17 | 56,914 | 55,818 | 58,360 |
| 1987-88 | 28,034 | 27,519 | 28,798 | 23,777 | 1.18 | 57,663 | 56,604 | 59,235 |
| 1988-89 | 29,564 | 29,022 | 30,218 | 24,752 | 1.19 | 58,126 | 57,060 | 59,412 |
| 1989-90 .. | 31,367 | 30,832 | 32,049 | 25,762 | 1.22 | 58,862 | 57,858 | 60,142 |
| 1990-91 ..................................................... | 33,084 | 32,490 | 33,896 | 26,935 | 1.23 | 58,866 | 57,809 | 60,310 |
| 1991-92 .............................................. | 34,063 | 33,479 | 34,827 | 28,169 | 1.21 | 58,726 | 57,719 | 60,043 |
| 1992-93 ............................................... | 35,029 | 34,350 | 35,880 | 29,245 | 1.20 | 58,562 | 57,427 | 59,985 |
| 1993-94 ................................................ | 35,737 | 35,233 | 36,566 | 30,030 | 1.19 | 58,237 | 57,416 | 59,588 |
| 1994-95 ..... | 36,675 | 36,088 | 37,523 | 30,857 | 1.19 | 58,100 | 57,170 | 59,444 |
| 1995-96 ..................................................... | 37,642 | 37,138 | 38,397 | 31,822 | 1.18 | 58,053 | 57,276 | 59,217 |
| 1996-97 .............................................. | 38,443 | 38,039 | 39,184 | 33,058 | 1.16 | 57,644 | 57,038 | 58,755 |
| 1997-98 .............................................. | 39,350 | 39,002 | 39,944 | 34,638 | 1.14 | 57,970 | 57,457 | 58,845 |
| 1998-99 .................................................. | 40,544 | 40,165 | 41,203 | 36,280 | 1.12 | 58,712 | 58,164 | 59,667 |
| 1999-2000 ................................................... | 41,807 | 41,306 | 42,546 | 38,144 | 1.10 | 58,843 | 58,138 | 59,883 |
| 2000-01 .............................................. | 43,378 | 42,910 | 44,053 | 39,727 | 1.09 | 59,031 | 58,394 | 59,950 |
| 2001-02 .................................................. | 44,655 | 44,177 | 45,310 | 40,589 | 1.10 | 59,712 | 59,073 | 60,588 |
| 2002-03 ................................................ | 45,686 | 45,408 | 46,106 | 41,629 | 1.10 | 59,777 | 59,413 | 60,326 |
| 2003-04 ................................................. | 46,542 | 46,187 | 46,976 | 43,259 | 1.08 | 59,593 | 59,139 | 60,149 |
| 2004-05 ................................................ | 47,516 | 47,122 | 47,688 | 44,908 | 1.06 | 59,063 | 58,573 | 59,277 |
| 2005-06 ............................................... | 49,086 | 48,573 | 49,496 | 46,626 | 1.05 | 58,776 | 58,162 | 59,267 |
| 2006-07 ............................................... | 51,052 | 50,740 | 51,529 | 48,713 | 1.05 | 59,589 | 59,225 | 60,146 |
| 2007-08 ................................................... | 52,800 | 52,385 | 53,262 | 50,504 | 1.05 | 59,428 | 58,961 | 59,948 |
| 2008-09 ................................................... | 54,319 | 53,998 | 54,552 | 51,409 | 1.06 | 60,295 | 59,939 | 60,554 |
| 2009-10 ................................................. | 55,202 | 54,918 | 55,595 | 52,413 | 1.05 | 60,688 | 60,376 | 61,120 |
| 2010-11 ................................................ | 55,623 | 55,217 | 56,225 | 53,975 | 1.03 | 59,947 | 59,510 | 60,596 |
| 2011-12 ............................................... | 55,418 | 54,704 | 56,226 | 55,398 | 1.00 | 58,026 | 57,279 | 58,872 |
| 2012-13 ............................................... | 56,103 | 55,344 | 57,077 | 56,356 | 1.00 | 57,782 | 57,000 | 58,785 |
| 2013-14 .................................................. | 56,610 | 56,395 | 56,886 | 57,128 | 0.99 | 57,407 | 57,189 | 57,687 |
| 2014-15 ................................................ | 57,420 | 57,092 | 57,678 | 58,775 | 0.98 | 57,808 | 57,478 | 58,068 |
| 2015-16 ................................................ | 58,064 | 57,598 | 59,568 | - | - | 58,064 | 57,598 | 59,568 |

## -Not available.

${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
${ }^{2}$ The average monetary remuneration earned by FTE employees across all industries in a given year, including wages, salaries, commissions, tips, bonuses, voluntary employee contributions to certain deferred compensation plans, and receipts in kind that represent income. Calendar-year data from the U.S. Department of Commerce, Bureau of Economic Analysis, have been converted to a school-year basis by averaging the two appropriate calendar years in each case.
${ }^{3}$ Teachers at schools that are classified as elementary by state and local practice and composed of any span of grades not above grade 8. Preschool or kindergarten schools are included only if they are an integral part of an elementary school or a regularly established school system.
${ }^{4}$ Teachers at schools comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7,8 , or 9 ) and ending with or below grade 12. Includes both junior high schools and senior high schools.
NOTE: Some data have been revised from previously published figures. Standard errors are not available for these estimates, which are based on state reports.
SOURCE: National Education Association, Estimates of School Statistics, 1959-60 through 2015-16; and unpublished tabulations. U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts, tables 6.6D, retrieved August 23, 2016, from http://www.bea.gov/Table/Table.cfm?ReqID=9\&step=1\#reqid=9\&step=3\&isuri=1\&903=201. (This table was prepared August 2016.)

## Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2015-16

| State | Current dollars |  |  |  |  |  |  | Constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2009-10 | 2014-15 | 2015-16 | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2009-10 | 2014-15 | 2015-16 | Percent change, 1999-2000 to 2015-16 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States .. | \$8,626 | \$15,970 | \$31,367 | \$41,807 | \$55,202 | \$57,420 | \$58,064 | \$54,411 | \$49,016 | \$58,862 | \$58,843 | \$60,688 | \$57,808 | \$58,064 | -1.3 |
| Alabama | 6,818 | 13,060 | 24,828 | 36,689 | 47,571 | 48,611 | 49,781 | 43,006 | 40,084 | 46,591 | 51,639 | 52,299 | 48,939 | 49,781 | -3.6 |
| Alaska | 10,560 | 27,210 | 43,153 | 46,462 | 59,672 | 66,755 | 67,443 | 66,610 | 83,514 | 80,979 | 65,395 | 65,603 | 67,206 | 67,443 | 3.1 |
| Arizona . | 8,711 | 15,054 | 29,402 | 36,902 | 46,952 | 45,406 | 45,477 | 54,947 | 46,204 | 55,174 | 51,939 | 51,618 | 45,713 | 45,477 | -12.4 |
| Arkansas ... | 6,307 | 12,299 | 22,352 | 33,386 | 46,700 | 47,823 | 48,220 | 39,783 | 37,749 | 41,945 | 46,990 | 51,341 | 48,146 | 48,220 | 2.6 |
| California . | 10,315 | 18,020 | 37,998 | 47,680 | 68,203 | 72,535 | 72,842 | 65,065 | 55,308 | 71,305 | 67,109 | 74,981 | 73,025 | 72,842 | 8.5 |
| Colorado | 7,761 | 16,205 | 30,758 | 38,163 | 49,202 | 49,828 | 50,039 | 48,955 | 49,737 | 57,719 | 53,714 | 54,092 | 50,165 | 50,039 | -6.8 |
| Connecticut .... | 9,262 | 16,229 | 40,461 | 51,780 | 64,350 | 71,709 | 72,013 | 58,422 | 49,811 | 75,927 | 72,880 | 70,746 | 72,193 | 72,013 | -1.2 |
| Delaware ......... | 9,015 | 16,148 | 33,377 | 44,435 | 57,080 | 59,195 | 59,085 | 56,864 | 49,562 | 62,634 | 62,542 | 62,753 | 59,595 | 59,085 | -5.5 |
| District of Columbia . | 10,285 | 22,190 | 38,402 | 47,076 | 64,548 | 75,490 | 75,810 | 64,875 | 68,107 | 72,063 | 66,259 | 70,963 | 76,000 | 75,810 | 14.4 |
| Florida .................. | 8,412 | 14,149 | 28,803 | 36,722 | 46,708 | 48,992 | 49,199 | 53,061 | 43,427 | 54,050 | 51,686 | 51,350 | 49,323 | 49,199 | -4.8 |
| Georgia . | 7,276 | 13,853 | 28,006 | 41,023 | 53,112 | 53,382 | 54,190 | 45,895 | 42,518 | 52,555 | 57,739 | 58,391 | 53,743 | 54,190 | -6.1 |
| Hawaii .... | 9,453 | 19,920 | 32,047 | 40,578 | 55,063 | 57,189 | 57,431 | 59,627 | 61,139 | 60,138 | 57,113 | 60,536 | 57,575 | 57,431 | 0.6 |
| Idaho ..... | 6,890 | 13,611 | 23,861 | 35,547 | 46,283 | 45,218 | 45,409 | 43,460 | 41,775 | 44,776 | 50,032 | 50,883 | 45,524 | 45,409 | -9.2 |
| Illinois .... | 9,569 | 17,601 | 32,794 | 46,486 | 62,077 | 61,083 | 61,342 | 60,359 | 54,022 | 61,540 | 65,428 | 68,247 | 61,496 | 61,342 | -6.2 |
| Indiana .... | 8,833 | 15,599 | 30,902 | 41,850 | 49,986 | 50,877 | 50,715 | 55,716 | 47,877 | 57,989 | 58,903 | 54,954 | 51,221 | 50,715 | -13.9 |
| Iowa ...... | 8,355 | 15,203 | 26,747 | 35,678 | 49,626 | 53,408 | 54,416 | 52,701 | 46,662 | 50,192 | 50,216 | 54,558 | 53,769 | 54,416 | 8.4 |
| Kansas ...... | 7,612 | 13,690 | 28,744 | 34,981 | 46,657 | 48,990 | 49,197 | 48,015 | 42,018 | 53,940 | 49,235 | 51,294 | 49,321 | 49,197 | -0.1 |
| Kentucky .... | 6,953 | 14,520 | 26,292 | 36,380 | 49,543 | 51,155 | 51,666 | 43,858 | 44,565 | 49,338 | 51,204 | 54,467 | 51,501 | 51,666 | 0.9 |
| Louisiana | 7,028 | 13,760 | 24,300 | 33,109 | 48,903 | 47,886 | 46,733 | 44,331 | 42,233 | 45,600 | 46,600 | 53,763 | 48,210 | 46,733 | 0.3 |
| Maine ....... | 7,572 | 13,071 | 26,881 | 35,561 | 46,106 | 50,017 | 50,229 | 47,762 | 40,118 | 50,444 | 50,052 | 50,688 | 50,355 | 50,229 | 0.4 |
| Maryland ............... | 9,383 | 17,558 | 36,319 | 44,048 | 63,971 | 65,477 | 66,482 | 59,186 | 53,890 | 68,155 | 61,997 | 70,329 | 65,919 | 66,482 | 7.2 |
| Massachusetts ....... | 8,764 | 17,253 | 34,712 | 46,580 | 69,273 | 75,398 | 76,981 | 55,281 | 52,954 | 65,139 | 65,561 | 76,158 | 75,907 | 76,981 | 17.4 |
| Michigan ...... | 9,826 | 19,663 | 37,072 | 49,044 | 57,958 | 63,856 | 63,878 | 61,980 | 60,351 | 69,568 | 69,029 | 63,718 | 64,287 | 63,878 | -7.5 |
| Minnesota ... | 8,658 | 15,912 | 32,190 | 39,802 | 52,431 | 56,670 | 56,910 | 54,613 | 48,838 | 60,406 | 56,021 | 57,642 | 57,053 | 56,910 | 1.6 |
| Mississippi ............ | 5,798 | 11,850 | 24,292 | 31,857 | 45,644 | 42,564 | 42,744 | 36,572 | 36,371 | 45,585 | 44,838 | 50,180 | 42,852 | 42,744 | -4.7 |
| Missouri ...... | 7,799 | 13,682 | 27,094 | 35,656 | 45,317 | 47,409 | 47,849 | 49,194 | 41,993 | 50,843 | 50,185 | 49,821 | 47,729 | 47,849 | -4.7 |
| Montana ..... | 7,606 | 14,537 | 25,081 | 32,121 | 45,759 | 50,670 | 51,215 | 47,977 | 44,618 | 47,066 | 45,210 | 50,307 | 51,012 | 51,215 | 13.3 |
| Nebraska .... | 7,375 | 13,516 | 25,522 | 33,237 | 46,227 | 50,525 | 51,364 | 46,520 | 41,484 | 47,893 | 46,781 | 50,821 | 50,866 | 51,364 | 9.8 |
| Nevada ............ | 9,215 | 16,295 | 30,590 | 39,390 | 51,524 | 56,703 | 56,943 | 58,126 | 50,013 | 57,404 | 55,441 | 56,645 | 57,086 | 56,943 | 2.7 |
| New Hampshire ..... | 7,771 | 13,017 | 28,986 | 37,734 | 51,443 | 58,554 | 58,802 | 49,018 | 39,952 | 54,394 | 53,110 | 56,556 | 58,950 | 58,802 | 10.7 |
| New Jersey ........... | 9,130 | 17,161 | 35,676 | 52,015 | 65,130 | 69,038 | 69,330 | 57,590 | 52,671 | 66,948 | 73,210 | 71,603 | 69,504 | 69,330 | -5.3 |
| New Mexico ........... | 7,796 | 14,887 | 24,756 | 32,554 | 46,258 | 46,625 | 47,163 | 49,175 | 45,692 | 46,456 | 45,819 | 50,855 | 46,940 | 47,163 | 2.9 |
| New York .......... | 10,336 | 19,812 | 38,925 | 51,020 | 71,633 | 77,628 | 77,957 | 65,197 | 60,808 | 73,045 | 71,810 | 78,752 | 78,152 | 77,957 | 8.6 |
| North Carolina ....... | 7,494 | 14,117 | 27,883 | 39,404 | 46,850 | 47,819 | 47,985 | 47,270 | 43,329 | 52,324 | 55,461 | 51,506 | 48,142 | 47,985 | -13.5 |
| North Dakota ......... | 6,696 | 13,263 | 23,016 | 29,863 | 42,964 | 50,025 | 50,237 | 42,237 | 40,707 | 43,191 | 42,032 | 47,234 | 50,363 | 50,237 | 19.5 |
| Ohio .......... | 8,300 | 15,269 | 31,218 | 41,436 | 55,958 | 56,172 | 56,410 | 52,354 | 46,864 | 58,582 | 58,321 | 61,519 | 56,552 | 56,410 | -3.3 |
| Oklahoma .... | 6,882 | 13,107 | 23,070 | 31,298 | 47,691 | 45,317 | 44,921 | 43,410 | 40,229 | 43,292 | 44,051 | 52,431 | 45,623 | 44,921 | 2.0 |
| Oregon ................. | 8,818 | 16,266 | 30,840 | 42,336 | 55,224 | 59,811 | 60,064 | 55,622 | 49,924 | 57,873 | 59,587 | 60,713 | 60,215 | 60,064 | 0.8 |
| Pennsylvania .......... | 8,858 | 16,515 | 33,338 | 48,321 | 59,156 | 64,447 | 64,991 | 55,874 | 50,689 | 62,561 | 68,011 | 65,035 | 64,882 | 64,991 | -4.4 |
| Rhode Island ......... | 8,776 | 18,002 | 36,057 | 47,041 | 59,686 | 65,918 | 66,197 | 55,357 | 55,253 | 67,663 | 66,210 | 65,618 | 66,363 | 66,197 | \# |
| South Carolina ....... | 6,927 | 13,063 | 27,217 | 36,081 | 47,508 | 48,486 | 48,542 | 43,694 | 40,094 | 51,074 | 50,784 | 52,230 | 48,814 | 48,542 | -4. |
| South Dakota ......... | 6,403 | 12,348 | 21,300 | 29,071 | 38,837 | 40,934 | 42,025 | 40,389 | 37,899 | 39,971 | 40,917 | 42,697 | 41,211 | 42,025 | 2.7 |
| Tennessee ...... | 7,050 | 13,972 | 27,052 | 36,328 | 46,290 | 47,979 | 48,708 | 44,470 | 42,883 | 50,765 | 51,131 | 50,891 | 48,303 | 48,708 | -4.7 |
| Texas | 7,255 | 14,132 | 27,496 | 37,567 | 48,261 | 50,713 | 51,758 | 45,763 | 43,375 | 51,598 | 52,875 | 53,058 | 51,056 | 51,758 | -2.1 |
| Utah ..................... | 7,644 | 14,909 | 23,686 | 34,946 | 45,885 | 45,848 | 46,042 | 48,217 | 45,759 | 44,448 | 49,186 | 50,445 | 46,158 | 46,042 | -6.4 |
| Vermont ................ | 7,968 | 12,484 | 29,012 | 37,758 | 49,084 | 57,642 | 58,901 | 50,260 | 38,316 | 54,443 | 53,144 | 53,962 | 58,031 | 58,901 | 10.8 |
| Virginia ................. | 8,070 | 14,060 | 30,938 | 38,744 | 50,015 | 50,620 | 50,834 | 50,904 | 43,154 | 58,057 | 54,532 | 54,986 | 50,962 | 50,834 | -6.8 |
| Washington ........... | 9,225 | 18,820 | 30,457 | 41,043 | 53,003 | 52,502 | 52,539 | 58,189 | 57,763 | 57,154 | 57,767 | 58,271 | 52,857 | 52,539 | -9.1 |
| West Virginia .......... | 7,650 | 13,710 | 22,842 | 35,009 | 45,959 | 45,783 | 45,977 | 48,254 | 42,079 | 42,864 | 49,275 | 50,527 | 46,092 | 45,977 | -6.7 |
| Wisconsin ............. | 8,963 | 16,006 | 31,921 | 41,153 | 51,264 | 54,535 | 54,766 | 56,536 | 49,126 | 59,902 | 57,922 | 56,359 | 54,903 | 54,766 | -5.4 |
| Wyoming ............... | 8,232 | 16,012 | 28,141 | 34,127 | 55,861 | 57,414 | 57,761 | 51,925 | 49,145 | 52,808 | 48,033 | 61,413 | 57,802 | 57,761 | 20.3 |

[^32] for differences in inflation rates from state to state.

NOTE: Some data have been revised from previously published figures. Standard errors are not available for these estimates, which are based on state reports.
SOURCE: National Education Association, Estimates of School Statistics, selected years, 1969-70 through 2015-16. (This table was prepared September 2016.)

Table 212.08. Number and percentage distribution of principals in public and private elementary and secondary schools, by selected characteristics: Selected years, 1993-94 through 2011-12
[Standard errors appear in parentheses]


[^33]Table 212.08. Number and percentage distribution of principals in public and private elementary and secondary schools, by selected characteristics: Selected years, 1993-94 through 2011-12-Continued [Standard errors appear in parentheses]

| Selected characteristic | Number of principals |  |  |  |  |  |  |  |  |  | Percentage distribution of principals |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Private schools Total $\qquad$ | 25,020 | (198) | 26,230 | (259) | 27,690 | (677) | 27,960 | (328) | 25,730 | (605) | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ ) |
| Sex <br> Male $\qquad$ <br> Female $\qquad$ | $\begin{aligned} & 11,610 \\ & 13,410 \end{aligned}$ | $\begin{aligned} & (301) \\ & (283) \end{aligned}$ | $\begin{aligned} & 11,900 \\ & 14,330 \end{aligned}$ | $\begin{aligned} & (308) \\ & (307) \end{aligned}$ | $\begin{aligned} & 12,110 \\ & 15,580 \end{aligned}$ | $(552)$ $(491)$ | $\begin{aligned} & 13,070 \\ & 14,890 \end{aligned}$ | (457) $(369)$ | $\begin{aligned} & 11,490 \\ & 14,240 \end{aligned}$ | $(501)$ $(462)$ | $\begin{aligned} & 46.4 \\ & 5.6 \end{aligned}$ | $\begin{gathered} (1.10) \\ (1.10) \end{gathered}$ | $\begin{aligned} & 45.4 \\ & 54.6 \end{aligned}$ | $\begin{aligned} & (1.06) \\ & (1.06) \end{aligned}$ | $\begin{aligned} & 43.7 \\ & 56.3 \end{aligned}$ | $\begin{aligned} & (1.43) \\ & (1.43) \end{aligned}$ | $\begin{aligned} & 46.7 \\ & 53.3 \end{aligned}$ | $(1.38)$ $(1.38)$ | $\begin{aligned} & 44.6 \\ & 55.4 \end{aligned}$ | $\begin{aligned} & (1.48) \\ & (1.48) \end{aligned}$ |
| Race/ethnicity White ${ }^{1}$ | 23,130 | (270) | 23,320 | (309) | 24850 | (715) | 24.400 | (409) | 22.470 | (628) | 92.5 | (0.70) | 88.9 | (0.76) | 89.8 | (0.88) | 87.3 |  |  |  |
| Black ${ }^{1} . . . . . . . .$. | 1,060 | (124) | 1,570 | (164) | 1,440 | (155) | 1,820 | (184) | 1,750 | (193) | 92.5 4.2 | (0.50) | 88.9 | (0.76) | 89.8 5.2 | (0.87) | 87.3 6.5 | $(0.91)$ $(0.67)$ | 87.3 6.8 | $(1.08)$ $(0.75)$ |
|  | , 520 | (91) | 830 | (135) | 820 | (116) | 1,110 | (149) | 860 | (141) | 2.1 | (0.37) | 3.2 | (0.52) | 3.0 | (0.41) | 4.0 | (0.52) | 3.3 | (0.56) |
| Asian ${ }^{1,2}$................................... | 170 | (43) | 350 | (64) | 330 | (82) | 330 | (77) | 460 | (101) | 0.7 | (0.17) | 1.3 | (0.25) | 1.2 | (0.29) | 1.2 | (0.28) | 1.8 | (0.38) |
| Pacific Islander ..... | - | (t) | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ${ }^{1}$...... | 130 | (37) | 150 ! | (39) | 160 ! | (77) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 0.5 | (0.15) | 0.6 | (0.15) | 0.6 ! | (0.27) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races ................... | - | ( $\dagger$ ) | - | ( $\dagger$ | 60 ! | (28) | 200 ! | (62) | 90 ! | (45) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 0.2 ! | (0.10) | 0.7 ! | (0.22) | 0.4 ! | (0.17) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 40 .. | 4,790 | (302) | 3,750 | (223) | 4,420 | (267) | 4,750 | (318) | 4,360 | (392) | 19.2 | (1.21) | 14.3 | (0.80) | 16.0 | (0.94) | 17.0 | (1.09) | 16.9 | (1.44) |
| 40 to 44 ..... | 4,400 | (217) | 3,450 | (212) | 3,040 | (250) | 3,250 | (277) | 3,130 | (300) | 17.6 | (0.83) | 13.2 | (0.83) | 11.0 | (0.85) | 11.6 | (1.00) | 12.2 | (1.05) |
| 45 to 49 .................................. | 5,140 | (216) | 5,210 | (261) | 4,020 | (250) | 3,420 | (246) | 2,630 | (281) | 20.6 | (0.87) | 19.9 | (0.96) | 14.5 | (0.82) | 12.2 | (0.86) | 10.2 | (1.00) |
| 50 to 54. | 4,120 | (228) | 5,840 | (291) | 5,820 | (337) | 4,390 | (263) | 3,480 | (247) | 16.5 | (0.90) | 22.3 | (1.11) | 21.0 | (1.00) | 15.7 | (0.94) | 13.5 | (0.93) |
| 55 or over ................................. | 6,550 | (043) | 7,980 | (276) | 10,390 | (82) | 12,150 | (77) | 12,120 | (101) | 26.2 | (0.17) | 30.4 | (1.01) | 37.5 | (0.29) | 43.5 | (0.28) | 47.1 | (0.38) |
| School level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary .... | 13,350 ${ }^{4}$ | (244) | 15,810 | (245) | 16,750 | (327) | 16,110 | (297) | 14,510 | (505) | 59.5 | (0.74) | 60.3 | (0.85) | 60.5 | (1.07) | 57.6 | (0.81) | 56.4 | (0.90) |
| Secondary ................................ | 2,300 ${ }^{4}$ | (115) | 2,630 | (133) | 2,510 | (364) | 2,930 | (168) | 2,660 | (138) | 10.3 | (0.52) | 10.0 | (0.51) | 9.1 | (1.14) | 10.5 | (0.59) | 10.3 | (0.57) |
| Combined ................................... | 6,770 ${ }^{4}$ | (174) | 7,800 | (265) | 8,430 | (281) | 8,920 | (271) | 8,570 | (210) | 30.2 | (0.77) | 29.7 | (0.89) | 30.4 | (0.77) | 31.9 | (0.88) | 33.3 | (0.71) |
| Highest degree earned Bachelor's or less ..... | 8,590 | (337) | 8,050 | (334) | 9,170 | (422) | 9,120 | (427) | 7,990 | (570) | 34.3 | (1.23) | 30.7 | (1.16) | 33.1 | (1.27) |  | (1.37) | 31.0 |  |
| Master's .................. | 12,900 | (292) | 13,370 | (288) | 13,720 | (458) | 14,030 | (344) | 12,800 | (363) | 51.6 | (1.28) | 51.0 | (1.09) | 49.5 | (1.20) | 50.2 | (1.20) | 49.7 | $(1.73)$ $(1.49)$ |
| Education specialist ${ }^{3}$ | 2,050 | (103) | 2,600 | (159) | 2,950 | (183) | 2,800 | (203) | 2,610 | (200) | 8.2 | (0.41) | 9.9 | (0.60) | 10.7 | (0.61) | 10.0 | (0.75) | 10.1 | (0.80) |
| Doctor's or first professional ............ | 1,480 | (138) | 2,220 | (167) | 1,850 | (190) | 2,010 | (177) | 2,340 | (224) | 5.9 | (0.54) | 8.5 | (0.64) | 6.7 | (0.63) | 7.2 | (0.63) | 9.1 | (0.87) |
| Number of years as a principal 3 or fewer $\qquad$ | 8,270 | (341) | 7,540 | (327) | 8,990 | (395) | 9,190 | (351) | 7,100 | (516) | 33.1 | (1.32) | 28.7 | (1.19) | 32.5 | (1.23) | 32.9 | (1.20) | 27.6 |  |
| 4 to 9 .......................................................... | 7,080 | (269) | 6,990 | (320) | 6,830 | (283) | 7,230 | (345) | 6,750 | (415) | 28.3 | (1.03) | 26.6 | (1.16) | 24.6 | (0.95) | 25.9 | (1.19) | 26.2 | $(1.74)$ $(1.45)$ |
| 10 to 19 ....... | 6,950 | (310) | 7,340 | (250) | 7,260 | (381) | 6,430 | (298) | 6,910 | (350) | 27.8 | (1.23) | 28.0 | (0.93) | 26.2 | (1.03) | 23.0 | (1.04) | 26.8 | (1.33) |
| 20 or more ............................... | 2,710 | (189) | 4,360 | (230) | 4,610 | (275) | 5,110 | (260) | 4,970 | (318) | 10.8 | (0.77) | 16.6 | (0.90) | 16.7 | (0.88) | 18.3 | (0.91) | 19.3 | (1.27) |
| Years of full-time teaching experience prior to becoming a principal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 or fewer ................................... | 6,290 | (335) | 3,610 | (241) | 7,350 | (359) | 7,850 | (381) | 6,820 | (473) | 25.2 | (1.27) | 13.8 | (0.87) | 26.6 | (1.19) | 28.1 | (1.24) | 26.5 | (1.48) |
| 4 to 9 | 6,940 | (268) | 5,560 | (244) | 6,690 | (357) | 7,030 | (287) | 6,810 | (363) | 27.8 | (1.05) | 21.2 | (0.88) | 24.2 | (1.15) | 25.1 | (1.00) | 26.5 | (1.36) |
| 10 to 19 ..... | 9,240 | (251) | 9,070 | (260) | 9,110 | (394) | 8,510 | (306) | 7,790 | (403) | 36.9 | (1.03) | 34.6 | (1.04) | 32.9 | (1.09) | 30.4 | (1.09) | 30.3 | (1.50) |
| 20 or more ................................ | 2,540 | (136) | 7,990 | (265) | 4,530 | (275) | 4,580 | (247) | 4,310 | (249) | 10.1 | (0.54) | 30.4 | (0.98) | 16.4 | (0.83) | 16.4 | (0.89) | 16.7 | (0.99) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ........... | - | ( $\dagger$ | 11,250 | (226) | 9,670 | (374) | 9,610 | (268) | 8,590 | (267) | - | ( $\dagger$ ) | 42.9 | (0.78) | 34.9 | (1.05) | 34.4 | (0.90) | 33.4 | (1.28) |
| Suburban ... | - | ( $\dagger$ | 9,190 | (229) | 11,690 | (370) | 9,510 | (229) | 8,110 | (298) | - | ( $\dagger$ ) | 35.0 | (0.80) | 42.2 | (1.14) | 34.0 | (0.83) | 31.5 | (1.27) |
| Town ....................................... | - | (t) | 3,250 | (190) | 1,980 | (179) | 2,780 | (205) | 2,630 | (323) | - | (t) | 12.4 | (0.73) | 7.2 | (0.59) | 10.0 | (0.72) | 10.2 | (1.16) |
| Rural ........................................ | - | ( $\dagger$ ) | 2,540 | (211) | 4,350 | (293) | 6,060 | (296) | 6,390 | (510) | - | ( $\dagger$ ) | 9.7 | (0.78) | 15.7 | (0.85) | 21.7 | (0.95) | 24.8 | (1.57) |

## -Not available.

$\dagger$ Not applicable.
\#! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
ata for 1993-94 and 1999-2000 are only roughly comparable to data for later years, because the new category of Two or
${ }^{2}$ Includes Pacific Islander for 1993-94 and 1999-2000.
${ }^{3}$ Education specialist degrees or certificates are generally awarded for 1 year's work beyond the master's level. Includes certificate of advanced graduate studies
NOTE: Data are based on a head count of full-time and part-time principals rather than on the number of full-time-equivalent principals reported in other tables. Detail may not sum to totals because of rounding, missing data, and cell suppression. Race categories exclude persons of Hispanic ethnicity.
"Public School Principal Data File" and "Private Schanter for Education Statistics, Schools and Staffing Survey (SASS), 2011-12; and "Charter School Principal Data File," 1999-2000. (This table was prepared November 2015.)

Table 213.10. Staff employed in public elementary and secondary school systems, by type of assignment: Selected years, 1949-50 through fall 2014 [In full-time equivalents]

| School year | Total | School district administrative staff |  |  | Instructional staff |  |  |  |  |  | Support staff ${ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Officials and administrators | Instruction coordinators | Total | Principals and assistant principals | Teachers | Instructional aides | Librarians | Guidance counselors |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $\begin{aligned} & \text { 1949-50² ........................................... } \\ & 1959-60^{2} \\ & 1969-70^{2} . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \\ & \text { Fall } 1980^{2} . . . . . . ~ \\ & \text { all } \end{aligned}$ | Number |  |  |  |  |  |  |  |  |  |  |
|  | $1,300,031$$2,089,283$$3,360,763$4,1688286$4,494,076$ |  | $23,868$ | 9,774 | 956,808$1,448,931$$2,255,707$$2,729,023$$3,051,404$ | $\begin{array}{r} 43,137 \\ 63,554 \\ 90,593 \\ 107,061 \\ 127,417 \end{array}$ | 913,671$1,353,372$$2,016,244$$2,184,216$$2,398,169$ | $\begin{array}{r} \left(\begin{array}{l} 3 \\ (3) \\ 57 \end{array}\right) \\ 325,418 \\ 395,959 \end{array}$ | $\begin{array}{r} \left(^{3}\right) \\ 17,63 \\ 42,689 \\ 48,018 \\ 49,909 \end{array}$ | $\left({ }^{(3)}\right.$14,64348,76363,97379,950 | $\begin{array}{r} 309,582 \\ 597,929 \\ 1,039,774 \\ 1,360,479 \\ 1,366,804 \end{array}$ |
|  |  | 42,423 | 28,648 | 13,775 |  |  |  |  |  |  |  |
|  |  | 65,282 | 33,745 | 31,537 |  |  |  |  |  |  |  |
|  |  | 78,784 | 58,230 | 20,554 |  |  |  |  |  |  |  |
|  |  | 75,868 |  | - |  |  |  |  |  |  |  |
| Fall 1998 | $\begin{aligned} & 5,419,181 \\ & 5,632,004 \\ & 5,709,753 \\ & 5,904,195 \\ & 5,954,661 \end{aligned}$ | $\begin{array}{r} 88,939 \\ 94,134 \\ 97,270 \\ 109,526 \\ 110,777 \end{array}$ | $\begin{aligned} & 52,975 \\ & 55,467 \\ & 57,837 \\ & 63,517 \\ & 62,781 \end{aligned}$ | $\begin{aligned} & 35,966 \\ & 38,66 \\ & 39,433 \\ & 46,09 \\ & 47,996 \end{aligned}$ | $\begin{aligned} & 3,693,630 \\ & 3,819,057 \\ & 3,876,628 \\ & 3,989,211 \\ & 4,016,963 \end{aligned}$ | $\begin{aligned} & 129,317 \\ & 137,199 \\ & 141,792 \\ & 160,543 \\ & 164,171 \end{aligned}$ | $\begin{aligned} & 2,830,286 \\ & 2,910,633 \\ & 2,941,461 \\ & 2,999,528 \\ & 3,034,123 \end{aligned}$ | 588,108621,942641,392674,741663,552 | $\begin{aligned} & 52,805 \\ & 53,659 \\ & 54,246 \\ & 54,350 \\ & 54,205 \end{aligned}$ | $\begin{array}{r} 93,114 \\ 95,624 \\ 97,737 \\ 100,049 \\ 100,912 \end{array}$ | $\begin{array}{r} 1,636,612 \\ 1,718,813 \\ 1,735,855 \\ 1,805,458 \\ 1,866,921 \end{array}$ |
| Fall 1999 |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2000 |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2001 |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2002 ................................... |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2003 | $\begin{aligned} & 5,953,667 \\ & 6,058,174 \\ & 6,130,686 \\ & 6,153,735 \\ & 6,232,911 \end{aligned}$ | $\begin{aligned} & 107,483 \\ & 111,832 \\ & 121,164 \\ & 118,707 \\ & 130,044 \end{aligned}$ | $\begin{aligned} & 63,418 \\ & 64,101 \\ & 62,464 \\ & 53,722 \\ & 59,361 \end{aligned}$ | $\begin{aligned} & 44,065 \\ & 4,731 \\ & 58,700 \\ & 64,985 \\ & 0,683 \end{aligned}$ | $4,052,739$$4,120,063$$4,151,236$$4,186,968$$4,235,238$ | $\begin{aligned} & 165,233 \\ & 165,657 \\ & 156,454 \\ & 153,673 \\ & 157,539 \end{aligned}$ | $\begin{aligned} & 3,048,652 \\ & 3,090,925 \\ & 3,143,003 \\ & 3,166,391 \\ & 3,199,995 \end{aligned}$ | $\begin{aligned} & 685,118 \\ & 707,514 \\ & 693,792 \\ & 709,715 \\ & 717,806 \end{aligned}$ | $\begin{aligned} & 54,349 \\ & 54,145 \\ & 54,057 \\ & 54,444 \\ & 54,386 \end{aligned}$ | 99,387101,822103,930102,745105,512 | $\begin{array}{r} 1,793,445 \\ 1,826,29 \\ 1,858,286 \\ 1,848,060 \\ 1,867,629 \end{array}$ |
| Fall 2004 ...................................................... |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2005 ..................................................... |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2006 .................................... |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2007 .................................. |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2008 | $\begin{aligned} & 6,326,702 \\ & 6,351,157 \\ & 6,195,207 \\ & 6,138,890 \\ & 6,181,238 \end{aligned}$ | $\begin{aligned} & 135,706 \\ & 138,471 \\ & 133,833 \\ & 130,595 \\ & 136,387 \end{aligned}$ | $\begin{aligned} & 62,153 \\ & 63,969 \\ & 64,597 \\ & 62,884 \\ & 65,420 \end{aligned}$ | $\begin{aligned} & 73,553 \\ & 74,502 \\ & 69,236 \\ & 67,711 \\ & 70,967 \end{aligned}$ | $\begin{aligned} & 4,277,674 \\ & 4,279,488 \\ & 4,151,225 \\ & 4,133,767 \\ & 4,158,000 \end{aligned}$ | $\begin{aligned} & 159,897 \\ & 168,450 \\ & 165,047 \\ & 166,416 \\ & 169,240 \end{aligned}$ | $\begin{aligned} & 3,222,154 \\ & 3,29,672 \\ & 3,099,095 \\ & 3,103,263 \\ & 3,109,101 \end{aligned}$ | $\begin{aligned} & 734,010 \\ & 741,337 \\ & 731,705 \\ & 710,335 \\ & 729,756 \end{aligned}$ | $\begin{aligned} & 53,805 \\ & 52,545 \\ & 50,300 \\ & 48,402 \\ & 46,685 \end{aligned}$ | $\begin{aligned} & 107,808 \\ & 107,484 \\ & 105,079 \\ & 105,351 \\ & 103,218 \end{aligned}$ | $1,913,322$$1,933,198$$1,910,150$$1,844,528$$1,886,851$ |
| Fall 2009. |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2010 .................................... |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2011 ............................... |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2012 |  |  |  |  |  |  |  |  |  |  |  |
| Fall 2013 <br> Fall 2014 | $\begin{aligned} & 6,187,901 \\ & 6,258,543 \end{aligned}$ | $\begin{aligned} & 139,667 \\ & 148,229 \end{aligned}$ | $\begin{aligned} & 66,732 \\ & 68,962 \end{aligned}$ | $\begin{aligned} & 72,935 \\ & 79,267 \end{aligned}$ | $\begin{aligned} & 4,167,118 \\ & 4,205,088 \end{aligned}$ | $\begin{aligned} & 168,101 \\ & 174,664 \end{aligned}$ | $\begin{aligned} & 3,113,764 \\ & 3,132,351 \end{aligned}$ | $\begin{aligned} & 738,226 \\ & 749,143 \end{aligned}$ | $\begin{aligned} & 45,106 \\ & 44,624 \end{aligned}$ | $\begin{aligned} & 101,920 \\ & 104,306 \end{aligned}$ | $\begin{aligned} & 1,881,116 \\ & 1,905,226 \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |
|  | 100.0 | 2.6 | 1.8 | 0.8 | 73.6 | 3.3 | 70.3 | $\left.{ }^{3}\right)$ | ${ }^{(3)}$ | ${ }^{(3)}$ | 23.8 |
|  | 100.0 | 2.0 | 1.4 | 0.7 | 69.4 | 3.0 | 64.8 | (3) | 0.8 | 0.7 | 28.6 |
|  | 100.0 | 1.9 | 1.0 | 0.9 | 67.1 | 2.7 | 60.0 | 1.7 | 1.3 | 1.5 | 30.9 |
|  | 100.0 | 1.9 | 1.4 | 0.5 | 65.5 | 2.6 | 52.4 | 7.8 | 1.2 | 1.5 | 32.6 |
|  | 100.0 | 1.7 | - |  | 67.9 | 2.8 | 53.4 | 8.8 | 1.1 | 1.8 | 30.4 |
| Fall 1998. | 100.0 | 1.6 | 1.0 | 0.7 | 68.2 | 2.4 | 52.2 | 10.9 | 1.0 | 1.7 | 30.2 |
| Fall 1999 ......................................... | 100.0 | 1.7 | 1.0 | 0.7 | 67.8 | 2.4 | 51.7 | 11.0 | 1.0 | 1.7 | 30.5 |
| Fall 2000 .................................. | 100.0 | 1.7 | 1.0 | 0.7 | 67.9 | 2.5 | 51.5 | 11.2 | 1.0 | 1.7 | 30.4 |
| Fall 2001 | 100.0 | 1.9 | 1.1 | 0.8 | 67.6 | 2.7 | 50.8 | 11.4 | 0.9 | 1.7 | 30.6 |
| Fall 2002 ....................................... | 100.0 | 1.9 | 1.1 | 0.8 | 67.5 | 2.8 | 51.0 | 11.1 | 0.9 | 1.7 | 30.7 |
| Fall 2003 | 100.0 | 1.8 | 1.1 | 0.7 | 68.1 | 2.8 | 51.2 | 11.5 | 0.9 | 1.7 | 30.1 |
| Fall 2004 .................................... | 100.0 | 1.8 | 1.1 | 0.8 | 68.0 | 2.7 | 51.0 | 11.7 | 0.9 | 1.7 | 30.1 |
| Fall 2005 .................................... | 100.0 | 2.0 | 1.0 | 1.0 | 67.7 | 2.6 | 51.3 | 11.3 | 0.9 | 1.7 | 30.3 |
| Fall 2006 | 100.0 | 1.9 | 0.9 | 1.1 | 68.0 | 2.5 | 51.5 | 11.5 | 0.9 | 1.7 | 30.0 |
| Fall 2007 ... | 100.0 | 2.1 | 1.0 | 1.1 | 67.9 | 2.5 | 51.3 | 11.5 | 0.9 | 1.7 | 30.0 |
| Fall 2008 | 100.0 | 2.1 | 1.0 | 1.2 | 67.6 | 2.5 | 50.9 | 11.6 | 0.9 | 1.7 | 30.2 |
| Fall 2009 | 100.0 | 2.2 | 1.0 | 1.2 | 67.4 | 2.7 | 50.5 | 11.7 | 0.8 | 1.7 | 30.4 |
| Fall 2010 ............................................................. | 100.0 | 2.2 | 1.0 | 1.1 | 67.0 | 2.7 | 50.0 | 11.8 | 0.8 | 1.7 | 30.8 |
| Fall 2011 ...................................... | 100.0 | 2.1 | 1.0 | 1.1 | 67.3 | 2.7 | 50.6 | 11.6 | 0.8 | 1.7 | 30.5 |
| Fall 2012 ............................... | 100.0 | 2.2 | 1.1 | 1.1 | 67.3 | 2.7 | 50.3 | 11.8 | 0.8 | 1.7 | 30.5 |
| Fall 2013 <br> Fall 2014 $\qquad$ | 100.0 | 2.3 | 1.1 | 1.2 | 67.3 | 2.7 | 50.3 | 11.9 | 0.7 | 1.6 | 30.4 |
|  | 100.0 | 2.4 | 1.1 | 1.3 | 67.2 | 2.8 | 50.0 | 12.0 | 0.7 | 1.7 | 30.4 |
|  | Pupils per staff member |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 1949-50^{2} \\ & 1959-60^{2} \\ & 1969-70^{2} \\ & \text { Fall } 1980^{2} \\ & \text { Fall } 1990 . \end{aligned}$ | 19.3 <br> 16.8 <br> 13.6 <br> 9.8 <br> 9.2 | $\begin{aligned} & 746.4 \\ & 829.3 \\ & 697.7 \\ & 518.9 \\ & 543.3 \end{aligned}$ | $\begin{array}{r} 1,052.1 \\ 1,228.1 \\ 1,34.8 \\ 792.0 \end{array}$ | $\begin{aligned} & 2,569.2 \\ & 2,554.1 \\ & 1,44.3 \\ & 1,988.8 \end{aligned}$ | $\begin{aligned} & 26.2 \\ & 24.3 \\ & 20.2 \\ & 15.0 \\ & 13.5 \end{aligned}$ | $\begin{aligned} & 582.1 \\ & 553.6 \\ & 502.8 \\ & 381.8 \\ & 323.5 \end{aligned}$ | 27.526.0 | $\begin{array}{r} \left(\begin{array}{l} 3 \\ 3 \\ ( \end{array}\right) \\ 793.3 \\ 125.5 \\ 104.1 \end{array}$ | $\begin{array}{r} \left.\hline .^{3}\right) \\ 2,026.3 \\ 1,067.0 \\ 851.3 \\ 825.8 \end{array}$ | 2,402.7 ${ }^{(3)}$ | 81.158.843.830.030.2 |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 22.6 |  |  | 934.1 |  |
|  |  |  |  |  |  |  | 18.7 |  |  | 639.0 |  |
|  |  |  |  |  |  |  | 17.2 |  |  | 515.5 |  |
| Fall 1998 $\qquad$ <br> Fall 1999 $\qquad$ <br> Fall 2000 $\qquad$ <br> Fall 2001 $\qquad$ <br> Fall 2002 $\qquad$ | 8.68.38.38.18.1 | $\begin{aligned} & 523.3 \\ & 497.8 \\ & 485.3 \\ & 435.3 \\ & 435.0 \end{aligned}$ | $\begin{aligned} & 878.5 \\ & 844.8 \\ & 816.1 \\ & 750.5 \\ & 767.5 \end{aligned}$ | $\begin{aligned} & 1,294.0 \\ & 1,211.8 \\ & 1,197.1 \\ & 1,036.1 \\ & 1,003.9 \end{aligned}$ | $\begin{aligned} & 12.6 \\ & 12.3 \\ & 12.2 \\ & 12.0 \\ & 12.0 \end{aligned}$ | $\begin{aligned} & 359.9 \\ & 341.5 \\ & 332.9 \\ & 296.9 \\ & 293.5 \end{aligned}$ | 16.4 | $\begin{aligned} & 79.1 \\ & 75.3 \\ & 73.6 \\ & 70.7 \\ & 70 . \end{aligned}$ | $\begin{aligned} & 881.3 \\ & 873.2 \\ & 870.2 \\ & 877.1 \\ & 888.9 \end{aligned}$ | 499.8490.0483.0476.5477.5 | $\begin{aligned} & 28.4 \\ & 27.3 \\ & 27.2 \\ & 26.4 \\ & 26.4 \end{aligned}$ |
|  |  |  |  |  |  |  | 16.1 |  |  |  |  |
|  |  |  |  |  |  |  | 16.0 |  |  |  |  |
|  |  |  |  |  |  |  | 15.9 |  |  |  |  |
|  |  |  |  |  |  |  | 15.9 | 72.6 |  |  |  |
| Fall 2003 $\qquad$ <br> Fall 2004 $\qquad$ <br> Fall 2005 $\qquad$ <br> Fall 2006 $\qquad$ <br> Fall 2007 $\qquad$ | $\begin{aligned} & 8.2 \\ & 8.1 \\ & 8.0 \\ & 8.0 \\ & 7.9 \end{aligned}$ | $\begin{aligned} & 451.6 \\ & 436.3 \\ & 405.3 \\ & 415.4 \\ & 379.0 \end{aligned}$ | $\begin{aligned} & 765.4 \\ & 761.2 \\ & 786.3 \\ & 918.0 \\ & 830.4 \end{aligned}$ | $\begin{array}{r} 1,101.6 \\ 1,022.3 \\ 836.7 \\ 758.9 \\ 697.3 \end{array}$ | 12.0 | 293.8 | 15.9 | 70.8 | 893.1 <br> 901.2 <br> 908.5 <br> 905.8 <br> 906.3 | $\begin{aligned} & 488.4 \\ & 479.2 \\ & 472.6 \\ & 480.0 \\ & 467.2 \end{aligned}$ | $\begin{aligned} & 27.1 \\ & 26.7 \\ & 26.4 \\ & 26.7 \\ & 26.4 \end{aligned}$ |
|  |  |  |  |  | 11.8 | 294.6 | 15.8 | 69.0 |  |  |  |
|  |  |  |  |  | 11.8 | 313.9 | 15.6 | 70.8 |  |  |  |
|  |  |  |  |  | 11.8 | 320.9 | 15.6 | 69.5 |  |  |  |
|  |  |  |  |  | 11.6 | 312.9 | 15.4 | 68.7 |  |  |  |
| Fall 2008 ................................... | $\begin{aligned} & 7.8 \\ & 7.8 \\ & 8.0 \\ & 8.1 \\ & 8.1 \end{aligned}$ | $\begin{aligned} & 363.0 \\ & 356.5 \\ & 369.7 \\ & 379.2 \\ & 364.9 \end{aligned}$ | $\begin{aligned} & 792.6 \\ & 771.6 \\ & 766.0 \\ & 787.5 \\ & 760.8 \end{aligned}$ | 669.8 <br> 662.5 <br> 714.7 <br> 731.4 <br> 701.3 | 11.5 | 308.1 | 15.3 | 67.1 | 915.6 | 457.0 | 25.7 |
| Fall 2009 ..................................... |  |  |  |  | 11.5 | 293.0 | 15.4 | 66.6 | 939.4 | 459.2 | 25.5 |
| Fall 2010 ................................... |  |  |  |  | 11.9 | 299.8 | 16.0 | 67.6 | 983.8 | 470.9 | 25.9 |
| Fall 2011 ................................... |  |  |  |  | 12.0 | 297.6 | 16.0 | 69.7 | 1,023.1 | 470.1 | 26.4 |
| Fall 2012 .................................. |  |  |  |  | 12.0 | 294.1 | 16.0 | 68.2 | 1,066.1 | 482.2 | 26.4 |
| Fall 2013 .................................... | 8.18.0 | $\begin{aligned} & 358.3 \\ & 339.4 \end{aligned}$ | 749.9 | $\begin{aligned} & 686.2 \\ & 634.7 \end{aligned}$ | 12.0 | 297.7 | 16.1 | 67.8 | 1,109.5 | 491.0 | 26.6 |
| Fall 2014 ....................................... |  |  | 729.6 |  | 12.0 | 288.1 | 16.1 | 67.2 | 1,127.5 | 482.4 | 26.4 |

[^34]NOTE: Data for 1949-50 through 1969-70 are cumulative for the entire school year, rather than counts as of the fall of the year. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, various years; Statistics of Public Elementary and Secondary Schools, various years; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/ Secondary Education," 1986-87 through 2014-15. (This table was prepared August 2016.)

Table 213.20. Staff employed in public elementary and secondary school systems, by type of assignment and state or jurisdiction: Fall 2014 [In full-time equivalents]

| State or jurisdiction | Total | School district staff |  |  | School staff |  |  |  |  |  | Student support staff | Other support services staff |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Officials and administrators | Administrative support staff | Instruction coordinators | Principals and assistant principals | School and library support staff | Teachers | Instructional aides | Guidance counselors | Librarians |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States ${ }^{1}$.. | 6,258,543 | 68,962 | 187,941 | 79,267 | 174,664 | 280,908 | 3,132,351 | 749,143 | 104,306 | 44,624 | 313,034 | 1,123,343 |
| Alabama | 87,454 | 770 | 754 | 182 | 3,837 | 2,873 | 42,737 | 6,200 | 1,643 | 984 | 3,079 | 24,395 |
| Alaska ${ }^{2}$... | 17,088 | 638 | 789 | 203 | 645 | 1,137 | 7,759 | 2,477 | 297 | 141 | 613 | 2,389 |
| Arizona ......................... | 102,383 | 1,321 | 4,107 | 641 | 2,492 | 3,672 | 48,124 | 14,690 | 1,204 | 458 | 11,345 | 14,329 |
| Arkansas . | 74,107 | 637 | 2,595 | 958 | 1,789 | 3,018 | 35,430 | 8,830 | 1,317 | 962 | 8,138 | 10,434 |
| California ${ }^{3,4}$.................... | 571,389 | 3,240 | 20,021 | 20,195 | 17,791 | 36,462 | 267,685 | 73,220 | 8,303 | 811 | 17,739 | 105,923 |
| Colorado .... | 108,671 | 1,275 | 4,583 | 2,865 | 3,160 | 5,496 | 51,388 | 16,719 | 2,320 | 601 | 6,130 | 14,134 |
| Connecticut .................... | 94,058 | 2,151 | 1,703 | 4,759 | 2,216 | 3,543 | 42,062 | 15,525 | 1,164 | 742 | 2,910 | 17,282 |
| Delaware ....................... | 18,553 | 434 | 397 | 293 | 458 | 397 | 9,649 | 2,007 | 312 | 125 | 1,119 | 3,362 |
| District of Columbia .......... | 13,617 | 638 | 715 | 224 | 755 | 689 | 6,565 | 1,758 | 225 | 94 | 1,185 | 769 |
| Florida ............................. | 341,440 | 2,067 | 15,384 | 726 | 8,582 | 16,739 | 180,442 | 31,227 | 5,690 | 2,079 | 11,045 | 67,458 |
| Georgia | 221,926 | 2,435 | 2,669 | 2,861 | 6,262 | 9,951 | 111,470 | 23,911 | 3,604 | 2,104 | 8,072 | 48,588 ${ }^{5}$ |
| Hawaii ..... | 22,424 | 252 | 696 | 636 | 662 | 1,013 | 11,663 | 2,457 | 623 | 173 | 1,732 | 2,518 |
| Idaho ....... | 27,451 | 131 | 663 | 228 | 678 | 1,218 | 15,609 | 3,052 | 477 | 49 | 542 | 4,805 |
| Illinois ..... | 261,922 | 4,132 | 6,639 | 1,678 | 8,226 | 10,681 | 132,456 | 25,929 | 3,089 | 1,693 | 36,938 | 30,460 |
| Indiana .......................... | 139,587 | 548 | 740 | 3,384 | 3,246 | 8,018 | 56,547 | 16,737 | 1,925 | 703 | 9,542 | 38,196 |
| lowa | 72,129 | 1,253 | 1,990 | 549 | 1,758 | 2,756 | 35,684 | 11,754 | 1,209 | 440 | 4,373 | 10,365 |
| Kansas ........................... | 71,175 | 467 | 1,442 | 991 | 1,899 | 2,642 | 37,659 | 9,139 | 1,051 | 677 | 4,472 | 10,736 |
| Kentucky ....................... | 97,269 | 897 | 2,238 | 1,584 | 3,424 | 5,746 | 41,586 | 12,961 | 1,521 | 1,063 | 2,951 | 23,297 |
| Louisiana ...................... | 85,371 | 88 | 385 | 895 | 3,009 | 3,351 | 46,340 | 10,958 | 1,532 | 1,006 | 3,164 | 14,642 |
| Maine ........... | 32,225 | 459 | 738 | 287 | 905 | 1,502 | 14,937 | 5,764 | 579 | 198 | 1,417 | 5,438 |
| Maryland . | 117,238 | 3,606 | 2,193 | 1,591 | 3,578 | 6,415 | 59,194 | 11,017 | 2,369 | 1,170 | 4,930 | 21,175 ${ }^{5}$ |
| Massachusetts ................ | 128,723 | 2,528 | 2,959 | 415 | 4,713 | 6,774 | 71,859 | 25,455 | 2,258 | 700 | 9,415 | 1,646 |
| Michigan ..... | 183,722 | 4,138 | 1,121 | 1,287 | 6,632 | 11,450 | 85,038 | 20,578 | 2,109 | 500 | 13,457 | 37,413 |
| Minnesota . | 115,999 | 2,338 | 2,272 | 2,550 | 2,322 | 4,632 | 55,690 | 18,462 | 1,186 | 622 | 13,101 | 12,825 |
| Mississippi ..................... | 68,000 | 984 | 2,072 | 679 | 1,994 | 2,500 | 32,311 | 8,225 | 1,120 | 813 | 3,171 | 14,132 |
| Missouri | 127,062 | 868 | 6,737 | 1,437 | 3,229 | 336 | 67,356 | 13,401 | 2,641 | 1,390 | 5,043 | 24,624 |
| Montana ${ }^{3}$ | 20,456 | 405 | 678 | 203 | 508 | 814 | 10,234 | 2,454 | 453 | 363 | 682 | 3,662 |
| Nebraska | 46,931 | 629 | 1,126 | 817 | 1,073 | 1,930 | 22,988 | 6,771 | 807 | 551 | 1,551 | 8,690 |
| Nevada ${ }^{2,3,6,7,8}$.................. | 33,749 | 176 | 976 | 1,458 | 1,108 | 1,629 | 21,656 | 4,259 | 889 | 322 | 61 | 1,216 |
| New Hampshire ............... | 31,851 | 742 | 716 | 256 | 513 | 761 | 14,773 | 7,007 | 812 | 318 | 706 | 5,248 |
| New Jersey ${ }^{3}$. | 235,231 | 1,428 | 5,628 | 3,973 | 5,075 | 10,819 | 115,067 | 36,595 | 3,781 | 1,477 | 13,445 | 37,944 |
| New Mexico ................... | 46,921 | 886 | 114 | 638 | 1,366 | 4,123 | 22,411 | 6,160 | 755 | 236 | 3,316 | 6,917 |
| New York ....................... | 356,055 | 2,525 | 18,647 | 1,400 | 5,130 | 7,017 | 203,781 | 43,136 | 4,314 | 2,360 | 8,485 | 59,260 |
| North Carolina ................ | 191,323 | 1,643 | 5,485 | 1,161 | 5,700 | 7,288 | 99,320 | 22,601 | 4,098 | 2,178 | 10,824 | 31,024 |
| North Dakota .................. | 17,599 | 502 | 277 | 215 | 464 | 742 | 9,049 | 2,431 | 347 | 196 | 850 | 2,527 |
| Ohio ${ }^{\text {a }}$.. | 250,106 | 2,507 | 13,814 | 1,593 | 5,453 | 12,649 | 106,526 | 19,667 | 3,810 | 911 | 23,209 | 59,967 |
| Oklahoma ...................... | 85,835 | 534 | 3,080 | 345 | 2,367 | 4,516 | 42,073 | 9,732 | 1,614 | 1,027 | 4,869 | 15,679 |
| Oregon .......................... | 62,956 | 449 | 2,627 | 442 | 1,609 | 4,615 | 27,850 | 9,654 | 1,054 | 130 | 2,734 | 11,791 |
| Pennsylvania .................. | 243,290 | 2,479 | 6,991 | 1,544 | 5,010 | 11,408 | 122,030 | 31,231 | 4,409 | 1,734 | 7,248 | 49,206 |
| Rhode Island ................... | 15,716 | 124 | 428 | 165 | 523 | 637 | 9,471 | 1,967 | 336 | 191 | 431 | 1,444 |
| South Carolina ................. | 75,718 | 768 | 2,502 | 1,916 | 2,901 | 1,854 | 49,475 | 9,713 | 2,049 | 1,090 | 3,449 | 2 |
| South Dakota ................... | 19,326 | 706 | 355 | 170 | 429 | 664 | 9,618 | 2,621 | 331 | 106 | 844 | 3,482 |
| Tennessee ..................... | 127,043 | 188 | 1,209 | 798 | 3,545 | 5,684 | 65,341 | 16,095 | 2,933 | 1,898 | 1,358 | 27,994 |
| Texas ........................... | 675,112 | 6,351 | 24,103 | 3,605 | 24,521 | 27,462 | 342,257 | 64,936 | 11,646 | 4,647 | 25,832 | 139,752 |
|  | 55,355 | 798 | 1,057 | 1,958 | 1,427 | 2,737 | 27,374 | 8,668 | 929 | 240 | 1,194 | 8,973 |
| Vermont | 18,130 | 127 | 451 | 239 | 472 | 874 | 8,276 | 4,068 | 436 | 211 | 950 | 2,028 |
| Virginia ......................... | 177,733 | 1,741 | 4,370 | 1,796 | 4,150 | 8,557 | 89,968 | 18,989 | 3,462 | 1,709 | 4,773 | 38,219 |
| Washington .................... | 111,696 | 2,549 | 1,967 | 332 | 3,063 | 5,164 | 59,555 | 11,201 | 2,230 | 1,092 | 3,396 | 21,148 |
| West Virginia ${ }^{3}$................. | 39,272 | 921 | 1,399 | 393 | 1,146 | 792 | 20,029 | 3,699 | 752 | 300 | 1,188 | 8,653 |
| Wisconsin9 ${ }^{\text {.................... }}$ | 103,208 | 1,088 | 2,861 | 1,388 | 2,468 | 4,178 | 58,376 | 10,648 | 1,865 | 936 | 5,302 | 14,098 |
| Wyoming ........................ | 16,946 | 400 | 479 | 360 | 383 | 984 | 7,615 | 2,389 | 429 | 107 | 716 | 3,085 |
| Bureau of Indian Education | - | - | - | - | - | - | - | - | - | - | - | - |
| DoD, overseas ................ | - | - | - | - | - | - | - | - | - | - | - | - |
| DoD, domestic ................. | - | - | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa .......... | - | - | - | - | - | - | - | - | - | - | - | - |
| Guam ......................... | 3,938 | 44 | 139 | 218 | 96 | 178 | 2,286 | 605 | 86 | 36 | 126 | 124 |
| Northern Marianas ........ | - | - | - | - | - | - | - | - | - | - | - | - |
| Puerto Rico ................ | 50,099 | 361 | 563 | 423 | 1,299 | 2,641 | 31,186 | 71 | 685 | 891 | 4,661 | 7,318 |
| U.S. Virgin Islands .......... | 2,212 | 5 | 79 | 32 | 72 | 90 | 1,131 | 274 | 55 | 26 | 58 | 390 |

## -Not available.

Includes imputations to correct for undercounts in states as designated in footnotes 2 through 4 and 6 through 9.
${ }^{2}$ Includes imputations for instruction coordinators.
${ }^{3}$ Includes imputations for library support staff
${ }^{4}$ Includes imputations for prekindergarten teachers
${ }^{5}$ Includes staff not reported by type of assignment.
${ }^{6}$ Includes imputations for administrative support staff
${ }^{7}$ Includes imputations for school support staff.
${ }^{8}$ Includes imputations for instructional aides.
${ }^{9}$ All data are imputed
NOTE: DoD = Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2014-15. (This table was prepared August 2016.)

Table 213.40. Staff, teachers, and teachers as a percentage of staff in public elementary and secondary school systems, by state or jurisdiction:
Selected years, fall 2000 through fall 2014
[In full-time equivalents]

|  | Teachers as a percent of staff |  |  |  |  |  | Fall 2012 |  |  | Fall 2013 |  |  | Fall 2014 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | $\begin{array}{r} \text { Fall } \\ 2000 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2005 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2008 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2009 \end{array}$ | $\begin{array}{r} \text { Fall } \\ 2010 \end{array}$ | $\begin{gathered} \text { Fall } \\ 2011 \end{gathered}$ | All staff | Teachers | Teachers as a percent of staff | All staff | Teachers | Teachers as a percent of staff | All staff | Teachers | Teachers as a percent of staff |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 6 |
| United States ${ }^{1}$ | 51.5 | 51.3 | 50.9 | 50.5 | 50.0 | 50.6 | 6,181,238 | 3,109,101 | 50.3 | 6,187,901 | 3,113,764 | 50.3 | 6,258,543 | 3,132,351 | 50.0 |
| Alabama | 53.7 | 55.7 | 50.1 | 50.5 | 51.9 | 51.7 | 96,485 ${ }^{2}$ | 51,877 | $53.8{ }^{2}$ | 91,753 | 47,162 | 51.4 | 87,454 | 42,737 | 48.9 |
| Alaska ... | 49.32 | 44.12 | $46.2^{2}$ | 45.62 | 45.12 | 45.62 | 17,116 ${ }^{2}$ | 7,682 | $44.9{ }^{2}$ | 17,127 ${ }^{2}$ | 7,898 | $46.1{ }^{2}$ | 17,088 ${ }^{2}$ | 7,759 | $45.4{ }^{2}$ |
| Arizona ... | 49.3 | 51.3 | 51.8 | 51.8 | 51.8 | 51.5 | 103,228 | 48,866 | 47.3 | 103,343 | 48,359 | 46.8 | 102,383 | 48,124 | 47.0 |
| Arkansas . | 50.6 | 46.7 | 52.1 | 50.1 | 47.5 | 46.8 | 71,279 | 34,131 | 47.9 | 70,387 | 34,933 | 49.6 | 74,107 | 35,430 | 47.8 |
| California ... | 54.12 | $53.4{ }^{2}$ | 51.52 | 51.92 | $49.2{ }^{2}$ | 49.12 | 544,875 ${ }^{2}$ | 266,255 ${ }^{2}$ | $48.9{ }^{2}$ | 541,762 ${ }^{2}$ | 259,506 ${ }^{2}$ | 47.92 | 571,389 2 | 267,685 ${ }^{2}$ | $46.8{ }^{2}$ |
| Colorado | 50.7 | 49.2 | 47.5 | 47.5 | 47.9 | 47.9 | 102,480 | 48,922 | 47.7 | 104,025 | 50,157 | 48.2 | 108,671 | 51,388 | 47.3 |
| Connecticut | 50.0 | 46.9 | 52.4 | 46.9 | 46.1 | 47.1 | 91,264 | 43,931 | 48.1 | 94,208 | 43,443 | 46.1 | 94,058 | 42,062 | 44.7 |
| Delaware ... | 59.2 | 51.7 | 56.2 | 50.9 | 54.2 | 55.6 | 17,554 | 9,257 | 52.7 | 18,253 | 9,388 | 51.4 | 18,553 | 9,649 | 52.0 |
| District of Columbia | 46.2 | $44.3{ }^{2}$ | 43.9 | 50.1 | 52.1 | 54.4 | 12,480 | 5,925 | 47.5 | 11,403 | 5,991 | 52.5 | 13,617 | 6,565 | 48.2 |
| Florida ..... | 47.8 | 50.6 | 54.7 | 54.8 | 52.7 | 53.2 | 335,100 | 176,537 | 52.7 | 335,081 | 177,853 | 53.1 | 341,440 | 180,442 | 52.8 |
| Georgia | 49.2 | 49.6 | 49.7 | 49.4 | 49.5 | 49.6 | 220,603 | 109,365 | 49.6 | 218,097 | 109,441 | 50.2 | 221,926 | 111,470 | 50.2 |
| Hawaii | 59.5 | 53.3 | 52.3 | 52.9 | 52.5 | 51.9 | 22,238 | 11,608 | 52.2 | 22,438 | 11,781 | 52.5 | 22,424 | 11,663 | 52.0 |
| Idaho. | 56.2 | 55.8 | 55.6 | 54.9 | 56.4 | 57.0 | 26,319 ${ }^{2}$ | 14,563 | $55.3{ }^{2}$ | 23,803 ${ }^{2}$ | 15,002 | $63.0{ }^{2}$ | 27,451 | 15,609 | 56.9 |
| Illinois. | $51.1{ }^{2}$ | $53.2{ }^{2}$ | 61.42 | 62.42 | $61.6{ }^{2}$ | $61.7{ }^{2}$ | 263,565 ${ }^{2}$ | 135,701 ${ }^{2}$ | $51.5{ }^{2}$ | 266,645 ${ }^{2}$ | 136,355 | $51.1{ }^{2}$ | 261,922 | 132,456 | 50.6 |
| Indiana. | 46.7 | 45.5 | 44.1 | 43.6 | $41.9{ }^{2}$ | 41.5 | 147,936 | 59,863 | 40.5 | 144,412 | 59,823 | 41.4 | 139,587 | 56,547 | 40.5 |
| lowa | 51.1 | 50.9 | 49.7 | 49.4 | 49.8 | 49.6 | 71,089 | 35,080 | 49.3 | 71,551 | 35,397 | 49.5 | 72,129 | 35,684 | 49.5 |
| Kansas .... | 50.9 | 51.3 | 64.8 | 51.4 | 51.1 | 53.0 | 73,020 | 41,243 | 56.5 | 72,016 | 38,153 | 53.0 | 71,175 | 37,659 | 52.9 |
| Kentucky | 44.1 | 43.3 | 43.4 | 42.3 | 42.4 | 45.4 | 99,176 | 42,769 | 43.1 | 97,808 | 41,820 | 42.8 | 97,269 | 41,586 | 42.8 |
| Louisiana | 49.3 | 48.2 | 48.9 | 48.3 | 48.2 | 48.2 | 95,585 | 46,493 | 48.6 | 95,687 | 46,437 | 48.5 | 85,371 | 46,340 | 54.3 |
| Maine ...... | 49.7 | 47.3 | 43.6 | 43.8 | 47.3 | $37.3{ }^{2}$ | 32,859 | 15,222 | 46.3 | 34,249 | 15,452 | 45.1 | 32,225 | 14,937 | 46.4 |
| Maryland ... | 54.3 | 51.0 | 50.4 | 50.7 | 50.6 | 50.8 | 113,093 | 57,718 | 51.0 | 115,066 | 58,611 | 50.9 | 117,238 | 59,194 | 50.5 |
| Massachusetts ... | 55.1 | 53.02 | 56.9 | 56.8 | 56.3 | 56.4 | 125,347 | 70,636 | 56.4 | 126,962 | 70,490 | 55.5 | 128,723 | 71,859 | 55.8 |
| Michigan .. | 46.1 | $47.9{ }^{2}$ | 45.5 | 45.3 | 45.8 | 46.2 | 186,065 | 86,154 | 46.3 | 184,175 | 85,786 | 46.6 | 183,722 | 85,038 | 46.3 |
| Minnesota | 51.62 | 48.9 | 48.6 | 48.4 | 48.3 | 48.4 | 111,069 | 53,585 | 48.2 | 112,735 | 54,413 | 48.3 | 115,999 | 55,690 | 48.0 |
| Mississippi. | 47.9 | 46.5 | 46.3 | 46.8 | 47.5 | 47.2 | 68,215 | 32,613 | 47.8 | 68,252 | 32,292 | 47.3 | 68,000 | 32,311 | 47.5 |
| Missouri .... | 53.2 | 52.1 | 51.3 | 51.3 | 52.0 | 50.1 | 126,937 | 66,248 | 52.2 | 123,505 | 66,651 | 54.0 | 127,062 | 67,356 | 53.0 |
| Montana ...... | $53.5{ }^{2}$ | 52.92 | 54.52 | $54.1{ }^{2}$ | $53.8{ }^{2}$ | 54.02 | 18,896 ${ }^{2}$ | 10,200 | $54.0{ }^{2}$ | 20,885 ${ }^{2}$ | 10,310 | 49.42 | 20,456 ${ }^{2}$ | 10,234 | $50.0{ }^{2}$ |
| Nebraska | 52.6 | 51.9 | 48.8 | 48.6 | 49.1 | 49.0 | 45,426 | 22,103 | 48.7 | 45,907 | 22,401 | 48.8 | 46,931 | 22,988 | 49.0 |
| Nevada | 58.6 | $67.2^{2}$ | $65.6{ }^{2}$ | 65.52 | $65.4{ }^{2}$ | 65.02 | 32,702 ${ }^{2}$ | 20,695 | $63.3{ }^{2}$ | 34,003 ${ }^{2}$ | 21,921 | $64.5{ }^{2}$ | 33,749 ${ }^{2}$ | 21,656 | $64.2{ }^{2}$ |
| New Hampshire | 51.1 | 48.5 | 47.7 | 47.1 | 46.6 | 47.1 | 31,734 | 14,925 | 47.0 | 31,832 | 14,826 | 46.6 | 31,851 | 14,773 | 46.4 |
| New Jersey. | 53.4 | $53.2{ }^{2}$ | $55.8{ }^{2}$ | 53.92 | $54.4{ }^{2}$ | $54.1{ }^{2}$ | 223,279 ${ }^{2}$ | 110,929 | $49.7{ }^{2}$ | 231,012 ${ }^{2}$ | 114,581 | $49.6{ }^{2}$ | 235,231 ${ }^{2}$ | 115,067 | $48.9{ }^{2}$ |
| New Mexico . | 46.8 | 45.9 | 47.7 | 47.8 | 48.2 | 47.8 | 46,222 | 22,201 | 48.0 | 46,380 | 22,239 | 47.9 | 46,921 | 22,411 | 47.8 |
| New York ...... | 49.7 | 58.6 | 50.9 | 50.9 | 51.1 | 51.5 | 370,214 | 207,060 | 55.9 | 359,255 | 206,693 | 57.5 | 356,055 | 203,781 | 57.2 |
| North Carolina | 51.5 | 52.5 | 52.7 | 52.42 | 51.0 | 51.6 | 191,732 | 98,590 | 51.4 | 192,336 | 99,327 | 51.6 | 191,323 | 99,320 | 51.9 |
| North Dakota .... | 53.9 | 52.9 | 52.3 | 52.3 | 51.8 | 52.0 | 16,713 | 8,677 | 51.9 | 17,036 | 8,805 | 51.7 | 17,599 | 9,049 | 51.4 |
| Ohio | 53.1 | 49.4 | 46.1 | 45.6 | 45.3 | 44.3 | 242,806 | 106,000 | 43.7 | 248,469 | 106,010 | 42.7 | 250,106 2 | 106,526 | $42.6{ }^{2}$ |
| Oklahoma | 55.0 | 51.1 | 53.2 | 50.3 | 50.2 | 50.0 | 84,380 | 41,775 | 49.5 | 85,152 | 41,983 | 49.3 | 85,835 | 42,073 | 49.0 |
| Oregon. | 50.0 | 47.0 | 46.3 | 45.7 | 44.2 | 44.1 | 59,771 | 26,410 | 44.2 | 59,768 | 26,733 | 44.7 | 62,956 | 27,850 | 44.2 |
| Pennsylvania | 52.2 | 50.9 | 51.5 | 51.6 | 48.7 | 49.0 | 252,179 | 123,147 | 48.8 | $243,021^{2}$ | 121,330 | 49.92 | 243,290 | 122,030 | 50.2 |
| Rhode Island. | 60.0 | $58.4{ }^{2}$ | 60.8 | 60.4 | 60.2 | 60.9 | 16,934 | 9,871 | 58.3 | 17,312 | 9,824 | 56.7 | 15,716 | 9,471 | 60.3 |
| South Carolina | 65.72 | 70.92 | 71.6 | 69.7 | 69.0 | 67.5 | 72,511 | 48,072 | 66.3 | 72,401 | 48,151 | 66.5 | 75,718 | 49,475 | 65.3 |
| South Dakota | 52.0 | 48.0 | 50.3 | 50.1 | 48.7 | 48.5 | 19,146 | 9,334 | 48.8 | 19,205 | 9,510 | 49.5 | 19,326 | 9,618 | 49.8 |
| Tennessee ... | 52.1 | 52.2 | 51.2 | 51.2 | 51.9 | 51.9 | 127,643 | 66,406 | 52.0 | 125,506 | 65,847 | 52.5 | 127,043 | 65,341 | 51.4 |
| Texas ... | 50.6 | 50.5 | 50.5 | 50.3 | 50.3 | 50.7 | 644,442 | 327,357 | 50.8 | 656,340 | 334,580 | 50.8 | 675,112 | 342,257 | 50.7 |
| Utah ............ | 54.1 | 50.2 | 48.2 | 49.4 | 49.1 | 49.9 | 53,730 | 26,610 | 49.5 | 54,945 | 27,247 | 49.6 | 55,355 ${ }^{2}$ | 27,374 | $49.5{ }^{2}$ |
| Vermont. | 47.3 | 46.5 | 45.3 | 45.2 | 45.3 | 45.5 | 18,422 | 8,403 | 45.6 | 18,300 | 8,375 | 45.8 | 18,130 | 8,276 | 45.6 |
| Virginia | $54.1{ }^{2}$ | 44.4 | 35.1 | 34.8 | 35.3 | 50.4 | 177,357 | 89,389 | 50.4 | 178,202 | 90,098 | 50.6 | 177,733 | 89,968 | 50.6 |
| Washington. | 52.3 | 47.0 | 52.0 | 51.4 | 52.0 | 52.1 | 102,540 | 53,699 | 52.4 | 105,365 | 54,867 | 52.1 | 111,696 | 59,555 | 53.3 |
| West Virginia . | 54.3 | 52.3 | 52.4 | 51.82 | $51.8{ }^{2}$ | 51.42 | 39,267 ${ }^{2}$ | 20,101 | $51.2{ }^{2}$ | 39,121 ${ }^{2}$ | 19,978 | $51.1{ }^{2}$ | 39,272 ${ }^{2}$ | 20,029 | $51.0{ }^{2}$ |
| Wisconsin | 56.3 | 57.0 | 55.7 | 55.5 | 55.5 | 55.4 | 101,644 | 57,551 | 56.6 | 102,476 | 57,980 | 56.6 | 103,208 ${ }^{2}$ | 58,376 ${ }^{2}$ | $56.6{ }^{2}$ |
| Wyoming ............................ | 48.6 | 46.2 | 44.2 | 43.5 | 43.4 | 45.8 | 16,573 | 7,350 | 44.3 | 16,931 | 7,555 | 44.6 | 16,946 | 7,615 | 44.9 |
| Bureau of Indian Education ... | - | - | - | - | - | - | 12,373 | 5,308 | $42.9{ }^{3}$ | - | - | - | - | - | - |
| DoD, overseas | 66.0 | 62.9 | 60.5 | - | - | - | - | - | - | - | - | - | - | - | - |
| DoD, domestic | 59.2 | 55.4 | 55.8 |  | - | - |  | - | - | - | - | - | - | - |  |
| Other jurisdictions American Samoa | 50.0 | 68.4 | - |  |  |  |  |  |  | - |  | - | - |  |  |
| Guam ..................... | 51.5 | 52.2 | - |  | 54.5 | 58.4 | 3,923 | 2,291 | 58.4 | 3,923 | 2,291 | 58.4 | 3,938 | 2,886 | 58.0 |
| Northern Marianas ....... | 50.2 | 49.8 | 49.3 | 47.8 | 50.0 | 47.6 | 891 | 409 | 45.9 | 876 | 417 | 47.6 | - | - | - |
| Puerto Rico ................... | 54.4 | 56.0 | 56.2 | 61.9 | 61.6 | 59.3 | 54,381 | 30,986 | 57.0 | 54,430 | 33,412 | 61.4 | 50,099 | 31,186 | 62.2 |
| U.S. Virgin Islands .............. | 52.1 | 53.8 | 53.8 | 49.9 | 49.9 | 50.9 | 2,208 | 1,129 | 51.1 | 2,170 | 1,082 | 49.9 | 2,212 | 1,131 | 51.1 |

-Not available.
${ }^{1}$ U.S. totals include imputations for underreporting and nonreporting states.
${ }^{2}$ Includes imputations to correct for underreporting.
${ }^{3}$ Total staff count excludes officials and administrators and administrative support staff, so
computed percentage of teachers may be overstated.

NOTE: DoD = Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000-01 through 2014-15. (This table was prepared August 2016.)

Table 213.50. Staff, enrollment, and pupil/staff ratios in public elementary and secondary school systems, by state or jurisdiction: Selected years, fall 2000 through fall 2014

| State or jurisdiction | Pupil/staff ratio |  |  |  |  |  | Fall 2012 |  |  | Fall 2013 |  |  | Fall 2014 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 2000 | Fall 2005 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Staff | Enrollment | $\begin{array}{\|r\|} \hline \text { Pupil/ } \\ \text { staff ratio } \end{array}$ | Staff | Enrollment | $\begin{array}{\|r\|} \hline \text { Pupil/ } \\ \text { staff ratio } \end{array}$ | Staff | Enrollment | $\begin{array}{r} \text { Pupil } \\ \text { staff ratio } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States ${ }^{1}$... | 8.3 | 8.0 | 7.8 | 7.8 | 8.0 | 8.1 | 6,181,238 | 49,771,118 | 8.1 | 6,187,901 | 50,044,522 | 8.1 | 6,258,543 | 50,312,581 | 8.0 |
| Alabama | $8.2{ }^{2}$ | 7.1 | 7.8 | 8.0 | 7.9 | 8.1 | 96,485 ${ }^{2}$ | 744,637 | $7.7{ }^{2}$ | 91,753 | 746,204 | 8.1 | 87,454 | 744,164 | 8.5 |
| Alaska ......... | $8.3{ }^{2}$ | $7.4{ }^{2}$ | $7.6{ }^{2}$ | $7.4{ }^{2}$ | $7.3{ }^{2}$ | $7.4{ }^{2}$ | 17,116 ${ }^{2}$ | 131,489 | $7.7{ }^{2}$ | 17,127 ${ }^{2}$ | 130,944 | $7.6{ }^{2}$ | 17,088 ${ }^{2}$ | 131,176 | $7.7^{2}$ |
| Arizona | 9.7 | 10.9 | 10.3 | 10.7 | 11.1 | 10.9 | 103,228 | 1,089,384 | 10.6 | 103,343 | 1,102,445 | 10.7 | 102,383 | 1,111,695 | 10.9 |
| Arkansas .. | 7.1 | 6.7 | 6.7 | 6.5 | 6.7 | 6.6 | 71,279 | 486,157 | 6.8 | 70,387 | 489,979 | 7.0 | 74,107 | 490,917 | 6.6 |
| California ................. | $11.1{ }^{2}$ | $11.1^{2}$ | $10.7{ }^{2}$ | $10.3{ }^{2}$ | $11.9{ }^{2}$ | $11.5{ }^{2}$ | 544,875 ${ }^{2}$ | 6,299,451 | $11.6{ }^{2}$ | 541,762 ${ }^{2}$ | 6,312,623 | $11.7{ }^{2}$ | 571,389 ${ }^{2}$ | 6,312,161 | $11.0{ }^{2}$ |
| Colorado .... | 8.7 | 8.4 | 8.0 | 8.1 | 8.3 | 8.5 | 102,480 | 863,561 | 8.4 | 104,025 | 876,999 | 8.4 | 108,671 | 889,006 | 8.2 |
| Connecticut ... | 6.8 | 6.8 | 6.1 | 6.1 | 6.0 | 6.0 | 91,264 | 550,954 | 6.0 | 94,208 | 546,200 | 5.8 | 94,058 | 542,678 | 5.8 |
| Delaware ... | 9.1 | 7.8 | 8.5 | 7.5 | 7.9 | 8.3 | 17,554 | 129,026 | 7.4 | 18,253 | 131,687 | 7.2 | 18,553 | 134,042 | 7.2 |
| District of Columbia ... | 6.4 | $6.2{ }^{2}$ | 5.7 | 5.9 | 6.3 | 6.4 | 12,480 | 76,140 | 6.1 | 11,403 | 78,153 | 6.9 | 13,617 | 80,958 | 5.9 |
| Florida ....................... | 8.8 | 8.5 | 7.7 | 7.9 | 7.9 | 8.1 | 335,100 | 2,692,162 | 8.0 | 335,081 | 2,720,744 | 8.1 | 341,440 | 2,756,944 | 8.1 |
| Georgia . | 7.8 | 7.3 | 6.9 | 7.1 | 7.4 | 7.5 | 220,603 | 1,703,332 | 7.7 | 218,097 | 1,723,909 | 7.9 | 221,926 | 1,744,437 | 7.9 |
| Hawaii | 10.0 | 8.7 | 8.3 | 8.3 | 8.3 | 8.3 | 22,238 | 184,760 | 8.3 | 22,438 | 186,825 | 8.3 | 22,424 | 182,384 | 8.1 |
| Idaho ...................... | 10.1 | 10.1 | 10.1 | 10.0 | 9.9 | 10.0 | 26,319 ${ }^{2}$ | 284,834 | $10.8{ }^{2}$ | 23,803 ${ }^{2}$ | 296,476 | $12.5{ }^{2}$ | 27,451 | 290,885 | 10.6 |
| Illinois ..................... | $8.2{ }^{2}$ | $8.4{ }^{2}$ | $9.6{ }^{2}$ | $9.5{ }^{2}$ | $9.7{ }^{2}$ | $9.8{ }^{2}$ | 263,565 ${ }^{2}$ | 2,072,880 | $7.9{ }^{2}$ | 266,645 ${ }^{2}$ | 2,066,990 | $7.8{ }^{2}$ | 261,922 | 2,050,239 | 7.8 |
| Indiana ..................... | 7.8 | 7.8 | 7.4 | 7.3 | $7.5{ }^{2}$ | 6.9 | 147,936 | 1,041,369 | 7.0 | 144,412 | 1,047,385 | 7.3 | 139,587 | 1,046,269 | 7.5 |
| lowa .... | 7.3 | 7.0 | 6.7 | 6.8 | 7.1 | 7.1 | 71,089 | 499,825 | 7.0 | 71,551 | 502,964 | 7.0 | 72,129 | 505,311 | 7.0 |
| Kansas ..... | 7.3 | 7.1 | 8.5 | 7.0 | 7.1 | 6.9 | 73,020 | 489,043 | 6.7 | 72,016 | 496,440 | 6.9 | 71,175 | 497,275 | 7.0 |
| Kentucky .................. | 7.4 | 6.9 | 6.7 | 6.9 | 6.8 | 7.4 | 99,176 | 685,167 | 6.9 | 97,808 | 677,389 | 6.9 | 97,269 | 688,640 | 7.1 |
| Louisiana ................. | 7.3 | 7.1 | 6.8 | 6.7 | 6.9 | 7.0 | 95,585 | 710,903 | 7.4 | 95,687 | 711,491 | 7.4 | 85,371 | 716,800 | 8.4 |
| Maine ..................... | 6.2 | 5.5 | 5.3 | 5.1 | 5.8 | $4.7{ }^{2}$ | 32,859 | 185,739 | 5.7 | 34,249 | 183,995 | 5.4 | 32,225 | 182,470 | 5.7 |
| Maryland .................. | 8.8 | 7.7 | 7.2 | 7.4 | 7.4 | 7.5 | 113,093 | 859,638 | 7.6 | 115,066 | 866,169 | 7.5 | 117,238 | 874,514 | 7.5 |
| Massachusetts .......... | 8.0 | $7.0{ }^{2}$ | 7.8 | 7.8 | 7.8 | 7.8 | 125,347 | 954,773 | 7.6 | 126,962 | 955,739 | 7.5 | 128,723 | 955,844 | 7.4 |
| Michigan .................. | $8.2{ }^{2}$ | $8.5{ }^{2}$ | 8.0 | 8.1 | 8.2 | 8.4 | 186,065 | 1,555,370 | 8.4 | 184,175 | 1,548,841 | 8.4 | 183,722 | 1,537,922 | 8.4 |
| Minnesota ................ | $8.2{ }^{2}$ | 8.0 | 7.7 | 7.7 | 7.7 | 7.7 | 111,069 | 845,404 | 7.6 | 112,735 | 850,973 | 7.5 | 115,999 | 857,235 | 7.4 |
| Mississippi ... | 7.7 | 7.3 | 6.8 | 7.0 | 7.2 | 7.2 | 68,215 | 493,650 | 7.2 | 68,252 | 492,586 | 7.2 | 68,000 | 490,917 | 7.2 |
| Missouri ..... | 7.5 | 7.1 | 6.9 | 7.0 | 7.2 | 6.9 | 126,937 | 917,900 | 7.2 | 123,505 | 918,288 | 7.4 | 127,062 | 917,785 | 7.2 |
| Montana ...... | $8.0{ }^{2}$ | $7.4{ }^{2}$ | $7.4{ }^{2}$ | $7.3{ }^{2}$ | $7.4{ }^{2}$ | $7.6{ }^{2}$ | 18,896 ${ }^{2}$ | 142,908 | $7.6{ }^{2}$ | 20,885 ${ }^{2}$ | 144,129 | $6.9{ }^{2}$ | 20,456 ${ }^{2}$ | 144,532 | $7.1{ }^{2}$ |
| Nebraska ..... | 7.2 | 7.0 | 6.5 | 6.4 | 6.6 | 6.7 | 45,426 | 303,505 | 6.7 | 45,907 | 307,677 | 6.7 | 46,931 | 312,635 | 6.7 |
| Nevada .................... | 10.9 | $12.7{ }^{2}$ | $12.9{ }^{2}$ | $12.7{ }^{2}$ | $13.1{ }^{2}$ | $13.5{ }^{2}$ | 32,702 ${ }^{2}$ | 445,707 | $13.6{ }^{2}$ | 34,003 ${ }^{2}$ | 451,831 | $13.3{ }^{2}$ | 33,749 ${ }^{2}$ | 459,189 | $13.6{ }^{2}$ |
| New Hampshire ......... | 7.4 | 6.4 | 6.0 | 6.0 | 5.9 | 6.0 | 31,734 | 188,974 | 6.0 | 31,832 | 186,310 | 5.9 | 31,851 | 184,670 | 5.8 |
| New Jersey ..... | 7.1 | $6.6{ }^{2}$ | $6.7{ }^{2}$ | $6.5{ }^{2}$ | 6.92 | $6.7{ }^{2}$ | 223,279 ${ }^{2}$ | 1,372,203 | 6.12 | 231,012 ${ }^{2}$ | 1,370,295 | 5.92 | 235,231 ${ }^{2}$ | 1,400,579 | $6.0{ }^{2}$ |
| New Mexico ..... | 7.1 | 6.8 | 6.9 | 7.0 | 7.3 | 7.3 | 46,222 | 338,220 | 7.3 | 46,380 | 339,244 | 7.3 | 46,921 | 340,365 | 7.3 |
| New York ............ | 6.9 | 7.5 | 6.4 | 6.6 | 6.6 | 6.7 | 370,214 | 2,710,703 | 7.3 | 359,255 | 2,732,770 | 7.6 | 356,055 | 2,741,185 | 7.7 |
| North Carolina ........... | 8.0 | 7.8 | 7.2 | 7.42 | 7.7 | 8.0 | 191,732 | 1,518,465 | 7.9 | 192,336 | 1,530,857 | 8.0 | 191,323 | 1,548,895 | 8.1 |
| North Dakota ............ | 7.2 | 6.5 | 6.1 | 5.9 | 5.9 | 6.0 | 16,713 | 101,111 | 6.0 | 17,036 | 103,947 | 6.1 | 17,599 | 106,586 | 6.1 |
| Ohio | 8.2 | 7.7 | 7.4 | 7.2 | 7.3 | 7.1 | 242,806 | 1,729,916 | 7.1 | 248,469 | 1,724,111 | 6.9 | 250,106 ${ }^{2}$ | 1,724,810 | $6.9{ }^{2}$ |
| Oklahoma ....... | 8.3 | 7.8 | 7.4 | 7.7 | 8.0 | 8.1 | 84,380 | 673,483 | 8.0 | 85,152 | 681,848 | 8.0 | 85,835 | 688,511 | 8.0 |
| Oregon ...................... | 9.7 | 9.2 | 8.8 | 9.3 | 9.0 | 9.4 | 59,771 | 587,564 | 9.8 | 59,768 | 593,000 | 9.9 | 62,956 | 601,318 | 9.6 |
| Pennsylvania ............. | 8.1 | 7.6 | 7.0 | 7.0 | 6.7 | 7.0 | 252,179 | 1,763,677 | 7.0 | 243,021 ${ }^{2}$ | 1,755,236 | $7.2{ }^{2}$ | 243,290 | 1,743,160 | 7.2 |
| Rhode Island ............ | 8.9 | $6.3{ }^{2}$ | 7.8 | 7.7 | 7.7 | 7.6 | 16,934 | 142,481 | 8.4 | 17,312 | 142,008 | 8.2 | 15,716 | 141,959 | 9.0 |
| South Carolina .... | $9.8{ }^{2}$ | $10.3{ }^{2}$ | 10.3 | 10.7 | 11.1 | 10.5 | 72,511 | 735,998 | 10.2 | 72,401 | 745,657 | 10.3 | 75,718 | 756,523 | 10.0 |
| South Dakota ............. | 7.1 | 6.4 | 6.9 | 6.6 | 6.5 | 6.7 | 19,146 | 130,471 | 6.8 | 19,205 | 130,890 | 6.8 | 19,326 | 133,040 | 6.9 |
| Tennessee ................ | $8.3{ }^{2}$ | 8.4 | 7.7 | 7.6 | 7.7 | 7.8 | 127,643 | 993,496 | 7.8 | 125,506 | 993,556 | 7.9 | 127,043 | 995,475 | 7.8 |
| Texas ... | 7.5 | 7.6 | 7.3 | 7.3 | 7.4 | 7.8 | 644,442 | 5,077,659 | 7.9 | 658,340 | 5,153,702 | 7.8 | 675,112 | 5,233,765 | 7.8 |
| Utah ......................... | 11.8 | 11.1 | 11.4 | 11.0 | 11.2 | 11.5 | 53,730 | 613,279 | 11.4 | 54,945 | 625,461 | 11.4 | 55,355 ${ }^{2}$ | 635,577 | $11.5{ }^{2}$ |
| Vermont ...... | 5.7 | 5.1 | 4.8 | 4.7 | 5.2 | 4.9 | 18,422 | 89,624 | 4.9 | 18,300 | 88,690 | 4.8 | 18,130 | 87,311 | 4.8 |
| Virginia .................... | $7.1^{2}$ | 5.2 | 6.1 | 6.1 | 6.2 | 7.0 | 177,357 | 1,265,419 | 7.1 | 178,202 | 1,273,825 | 7.1 | 177,733 | 1,280,381 | 7.2 |
| Washington .............. | 10.3 | 9.1 | 9.9 | 10.0 | 10.1 | 10.3 | 102,540 | 1,051,694 | 10.3 | 105,365 | 1,058,936 | 10.1 | 111,696 | 1,073,638 | 9.6 |
| West Virginia ............. | 7.4 | 7.4 | 7.3 | $7.2{ }^{2}$ | $7.2{ }^{2}$ | $7.2{ }^{2}$ | 39,267 ${ }^{2}$ | 283,044 | $7.2{ }^{2}$ | 39,121 ${ }^{2}$ | 280,958 | $7.2{ }^{2}$ | 39,272 ${ }^{2}$ | 280,310 | $7.1^{2}$ |
| Wisconsin ................ | 8.2 | 8.3 | 8.2 | 8.3 | 8.4 | 8.6 | 101,644 | 872,436 | 8.6 | 102,476 | 874,414 | 8.5 | 103,208 ${ }^{2}$ | 871,432 | $8.4{ }^{2}$ |
| Wyoming .................. | 6.4 | 5.8 | 5.5 | 5.4 | 5.4 | 5.3 | 16,573 | 91,533 | 5.5 | 16,931 | 92,732 | 5.5 | 16,946 | 94,067 | 5.6 |
| Bureau of Indian Education. $\qquad$ | - | - | - | - | - | - | 12,373 ${ }^{3}$ | - | - | - | - | - | - | - | - |
| DoD, overseas ......... | 9.5 | 6.9 | 7.5 | - | - | - | - | - | - | - | - | - | - | - | - |
| DoD, domestic ........... | 8.4 | 7.7 | 7.3 | - | - | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ... | 9.6 | 11.4 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Guam | 8.5 | 9.0 | - | - | 9.3 | 8.0 | 3,923 | 31,186 | 7.9 | 3,923 | 33,414 | 8.5 | 3,938 | 31,144 | 7.9 |
| Northern Marianas . | 9.6 | 9.5 | 10.5 | 9.5 | 9.1 | 10.6 | 891 | 10,646 | 11.9 | 876 | 10,638 | 12.1 | - | - | - |
| Puerto Rico ........... | 8.9 | 7.5 | 7.2 | 7.8 | 8.0 | 8.1 | 54,381 | 434,609 | 8.0 | 54,430 | 423,934 | 7.8 | 50,099 | 410,950 | 8.2 |
| U.S. Virgin Islands .. | 6.7 | 6.3 | 6.4 | 5.4 | 5.3 | 6.6 | 2,208 | 15,192 | 6.9 | 2,170 | 14,953 | 6.9 | 2,212 | 14,241 | 6.4 |

## -Not available.

${ }^{1}$ U.S. totals include imputations for underreporting and nonreporting states.
${ }^{2}$ Includes imputations to correct for underreporting.
${ }^{3}$ Excludes counts for officials and administrators and for administrative support staff, which
were not reported.

NOTE: Staff reported in full-time equivalents. DoD = Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2000-01 through 2014-15. (This table was prepared August 2016.)

Table 214.10. Number of public school districts and public and private elementary and secondary schools: Selected years, 1869-70 through 2014-15

| School year | Regular public school districts ${ }^{1}$ | Total, all public and private schools | Public schools ${ }^{2}$ |  |  |  |  | Private schools ${ }^{2,3}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total, schools with reported grade spans ${ }^{5}$ | Schools with elementary grades |  | Schools with secondary grades | Total, all private schools ${ }^{4}$ | Schools with elementary grades | Schools with secondary grades |
|  |  |  | public schools ${ }^{4}$ |  | Total | One-teacher |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1869-70 | - | - | 116,312 | - | - | - | - | - | - | - |
| 1879-80 | - | - | 178,122 | - | - | - | - | - | - | - |
| 1889-90 .. | - | - | 224,526 | - | - | - | - | - | - | - |
| 1899-1900 ... | - | - | 248,279 | - | - | - | - | - | - | - |
| 1909-10 | - | - | 265,474 | - | - | 212,448 | - | - | - | - |
| 1919-20 | - | - | 271,319 | - | - | 187,948 | - | - | - | - |
| 1929-30 | - | - | 248,117 | - | 238,306 | 148,712 | 23,930 | - | 9,275 ${ }^{6}$ | 3,258 ${ }^{6}$ |
| 1939-40 | 117,108 ${ }^{7}$ | - | 226,762 | - | - | 113,600 |  | - | 11,306 ${ }^{6}$ | 3,568 ${ }^{6}$ |
| 1949-50 ................................................... | $83,718{ }^{7}$ |  | - | - | 128,225 | 59,652 | 24,542 | - | 10,375 ${ }^{6}$ | 3,331 ${ }^{6}$ |
| 1959-60 ......................................................... | $40,520{ }^{7}$ | - | - | - | 91,853 | 20,213 | 25,784 | - | 13,574 ${ }^{6}$ | 4,061 ${ }^{6}$ |
| 1961-62 | 35,676 ${ }^{7}$ | 125,634 | 107,260 | - | 81,910 | 13,333 | 25,350 | 18,374 | 14,762 ${ }^{6}$ | 4,129 6 |
| 1963-64 ... | 31,705 ${ }^{7}$ | - | 104,015 | - | 77,584 | 9,895 | 26,431 | - | - | 4,451 ${ }^{6}$ |
| 1965-66 | 26,983 ${ }^{7}$ | 117,662 | 99,813 | - | 73,216 | 6,491 | 26,597 | 17,849 ${ }^{6}$ | 15,340 ${ }^{6}$ | $4,606{ }^{6}$ |
| 1967-68 | $22,010{ }^{7}$ | - | - | 94,197 | 70,879 | 4,146 | 27,011 | - | - | - |
| 1970-71 | 17,995 ${ }^{7}$ | - | - | 89,372 | 65,800 | 1,815 | 25,352 | - | 14,372 ${ }^{6}$ | $3,770{ }^{6}$ |
| 1973-74 | 16,730 ${ }^{7}$ | - | - | 88,655 | 65,070 | 1,365 | 25,906 | - | - | - |
| 1975-76 | 16,376 ${ }^{7}$ | - | 88,597 | 87,034 | 63,242 | 1,166 | 25,330 | - | - | - |
| 1976-77 | 16,271 ${ }^{7}$ | - | - | 86,501 | 62,644 | 1,111 | 25,378 | 19,910 ${ }^{6}$ | 16,385 ${ }^{6}$ | 5,904 ${ }^{6}$ |
| 1978-79 | 16,014 ${ }^{7}$ | - | - | 84,816 | 61,982 | 1,056 | 24,504 | 19,489 ${ }^{6}$ | 16,097 ${ }^{6}$ | 5,766 ${ }^{6}$ |
| 1979-80 ..................................................... | 15,944 ${ }^{7}$ | - | 87,004 |  | - | - | - | - | - | - |
| 1980-81 | 15,912 ${ }^{7}$ | 106,746 | 85,982 | 83,688 | 61,069 | 921 | 24,362 | 20,764 ${ }^{6}$ | 16,792 ${ }^{6}$ | 5,678 ${ }^{6}$ |
| 1982-83. | 15,824 ${ }^{7}$ | - | 84,740 | 82,039 | 59,656 | 798 | 23,988 | - | - | - |
| 1983-84 | 15,747 ${ }^{7}$ | 111,872 | 84,178 | 81,418 | 59,082 | 838 | 23,947 | 27,694 | 20,872 | 7,862 |
| 1984-85 | - | - | 84,007 | 81,147 | 58,827 | 825 | 23,916 | - | - | - |
| 1985-86 ................ | - | - | - | - | - | - | - | 25,616 | 20,252 | 7,387 |
| 1986-87 | 15,713 | - | 83,421 | 82,316 | 60,811 | 763 | 23,481 | - | - | - |
| 1987-88 | 15,577 | 110,055 | 83,248 | 81,416 | 59,754 | 729 | 23,841 | 26,807 | 22,959 | 8,418 |
| 1988-89 | 15,376 | - | 83,165 | 81,579 | 60,176 | 583 | 23,638 | - | - |  |
| 1989-90. | 15,367 | 110,137 | 83,425 | 81,880 | 60,699 | 630 | 23,461 | 26,712 | 24,221 | 10,197 |
| 1990-91.... | 15,358 | 109,228 | 84,538 | 82,475 | 61,340 | 617 | 23,460 | 24,690 | 22,223 | 8,989 |
| 1991-92. | 15,173 | 110,576 | 84,578 | 82,506 | 61,739 | 569 | 23,248 | 25,998 | 23,523 | 9,282 |
| 1992-93 | 15,025 | - | 84,497 | 82,896 | 62,225 | 430 | 23,220 | - | - | - |
| 1993-94 | 14,881 | 111,486 | 85,393 | 83,431 | 62,726 | 442 | 23,379 | 26,093 | 23,543 | 10,555 |
| 1994-95 | 14,772 | - | 86,221 | 84,476 | 63,572 | 458 | 23,668 | - | - | - |
| 1995-96 | 14,766 | 121,519 | 87,125 | 84,958 | 63,961 | 474 | 23,793 | 34,394 | 32,401 | 10,942 |
| 1996-97 | 14,841 | - | 88,223 | 86,092 | 64,785 | 487 | 24,287 | - | - | -7- |
| 1997-98 | 14,805 | 123,403 | 89,508 | 87,541 | 65,859 | 476 | 24,802 | 33,895 | 31,408 | 10,779 |
| 1998-99 | 14,891 | - | 90,874 | 89,259 | 67,183 | 463 | 25,797 | - | - | - |
| 1999-2000 | 14,928 | 125,007 | 92,012 | 90,538 | 68,173 | 423 | 26,407 | 32,995 | 30,457 | 10,693 |
| 2000-01 ....... | 14,859 | - | 93,273 | 91,691 | 69,697 | 411 | 27,090 | - | - | - |
| 2001-02 ................................................................... | 14,559 | 130,007 | 94,112 | 92,696 | 70,516 | 408 | 27,468 | 35,895 | 33,191 | 11,846 |
| 2002-03. | 14,465 | - | 95,615 | 93,869 | 71,270 | 366 | 28,151 | - | - | - |
| 2003-04 | 14,383 | 130,407 | 95,726 | 93,977 | 71,195 | 376 | 28,219 | 34,681 | 31,988 | 11,188 |
| 2004-05 | 14,205 | - | 96,513 | 95,001 | 71,556 | 338 | 29,017 | - | - | - |
| 2005-06 ..................................................... | 14,166 | 132,436 | 97,382 | 95,731 | 71,733 | 326 | 29,705 | 35,054 | 32,127 | 12,184 |
| 2006-07 | 13,856 | - | 98,793 | 96,362 | 72,442 | 313 | 29,904 | - | - | - |
| 2007-08 | 13,838 | 132,656 | 98,916 | 97,654 | 73,011 | 288 | 30,542 | 33,740 | 30,808 | 11,870 |
| 2008-09 ... | 13,809 |  | 98,706 | 97,119 | 72,771 | 237 | 29,971 | - | - | - |
| 2009-10 ... | 13,625 | 132,183 | 98,817 | 97,521 | 72,870 | 217 | 30,381 | 33,366 | 30,590 | 11,941 |
| 2010-11 ......................................................... | 13,588 | - | 98,817 | 97,767 | 73,223 | 224 | 30,681 | - | - | - |
| 2011-12 | 13,567 | 129,189 | 98,328 | 97,357 | 73,000 | 205 | 30,668 | 30,861 | 28,184 | 11,165 |
| 2012-13. | 13,515 | - | 98,454 | 97,331 | 73,037 | 196 | 30,623 | - | - | - |
| 2013-14 | 13,491 | 131,890 | 98,271 | 97,290 | 73,223 | 193 | 30,256 | 33,619 | 30,919 | 11,110 |
| 2014-15 ..................................................... | 13,601 | - | 98,176 | 97,601 | 73,420 | 165 | 30,528 | - | - | - |

[^35]Table 214.20. Number and percentage distribution of regular public school districts and students, by enrollment size of district: Selected years, 1979-80 through 2014-15

| Year | Enrollment size of district |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | $25,000 \text { or }$ more | $\begin{array}{r} 10,000 \text { to } \\ 24,999 \end{array}$ | $\begin{array}{r} 5,000 \text { to } \\ 9,999 \end{array}$ | $\begin{array}{r} 2,500 \text { to } \\ 4,999 \end{array}$ | $\begin{array}{r} 1,000 \text { to } \\ 2,499 \end{array}$ | 600 to 999 | 300 to 599 | 1 to 299 | Size not reported |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|  | Number of districts |  |  |  |  |  |  |  |  |  |
| 1979-80 | 15,944 | 181 | 478 | 1,106 | 2,039 | 3,475 | 1,841 | 2,298 | 4,223 | 303 |
| 1989-90 ................................................ | 15,367 | 179 | 479 | 913 | 1,937 | 3,547 | 1,801 | 2,283 | 3,910 | 318 |
| 1999-2000 ............................................... | 14,928 | 238 | 579 | 1,036 | 2,068 | 3,457 | 1,814 | 2,081 | 3,298 | 357 |
| 2002-03 ... | 14,465 | 248 | 587 | 1,062 | 2,033 | 3,411 | 1,745 | 1,987 | 3,117 | 275 |
| 2003-04 ................................................................................. | 14,383 | 256 | 594 | 1,058 | 2,031 | 3,421 | 1,728 | 1,981 | 2,994 | 320 |
| 2004-05 | 14,205 | 264 | 589 | 1,056 | 2,018 | 3,391 | 1,739 | 1,931 | 2,881 | 336 |
| 2005-06 ............................................................................... | 14,166 | 269 | 594 | 1,066 | 2,015 | 3,335 | 1,768 | 1,895 | 2,857 | 367 |
| 2006-07 | 13,856 | 275 | 598 | 1,066 | 2,006 | 3,334 | 1,730 | 1,898 | 2,685 | 264 |
| 2007-08 .................................................. | 13,838 | 281 | 589 | 1,062 | 2,006 | 3,292 | 1,753 | 1,890 | 2,692 | 273 |
| 2008-09 .................................................................................. | 13,809 | 280 | 594 | 1,049 | 1,995 | 3,272 | 1,766 | 1,886 | 2,721 | 246 |
| 2009-10 ................................................ | 13,625 | 284 | 598 | 1,044 | 1,985 | 3,242 | 1,750 | 1,891 | 2,707 | 124 |
| 2010-11 ................................................. | 13,588 | 282 | 600 | 1,052 | 1,975 | 3,224 | 1,738 | 1,887 | 2,687 | 143 |
| 2011-12 ................................................ | 13,567 | 286 | 592 | 1,044 | 1,952 | 3,222 | 1,755 | 1,911 | 2,676 | 129 |
| 2012-13 ................................................. | 13,515 | 290 | 588 | 1,048 | 1,924 | 3,227 | 1,751 | 1,908 | 2,678 | 101 |
| 2013-14 .................................................. | 13,491 | 286 | 596 | 1,046 | 1,920 | 3,186 | 1,791 | 1,894 | 2,668 | 104 |
| 2014-15 ................................................ | 13,601 | 288 | 609 | 1,046 | 1,898 | 3,221 | 1,766 | 1,880 | 2,687 | 206 |
|  | Percentage distribution of districts |  |  |  |  |  |  |  |  |  |
| 1979-80 ................................................. | 100.0 | 1.1 | 3.0 | 6.9 | 12.8 | 21.8 | 11.5 | 14.4 | 26.5 | 1.9 |
| 1989-90 ................................................... | 100.0 | 1.2 | 3.1 | 5.9 | 12.6 | 23.1 | 11.7 | 14.9 | 25.4 | 2.1 |
| 1999-2000 ............................................... | 100.0 | 1.6 | 3.9 | 6.9 | 13.9 | 23.2 | 12.2 | 13.9 | 22.1 | 2.4 |
| 2002-03 ................................................. | 100.0 | 1.7 | 4.1 | 7.3 | 14.1 | 23.6 | 12.1 | 13.7 | 21.5 | 1.9 |
| 2003-04 ................................................... | 100.0 | 1.8 | 4.1 | 7.4 | 14.1 | 23.8 | 12.0 | 13.8 | 20.8 | 2.2 |
| 2004-05 | 100.0 | 1.9 | 4.1 | 7.4 | 14.2 | 23.9 | 12.2 | 13.6 | 20.3 | 2.4 |
| 2005-06 | 100.0 | 1.9 | 4.2 | 7.5 | 14.2 | 23.5 | 12.5 | 13.4 | 20.2 | 2.6 |
| 2006-07 | 100.0 | 2.0 | 4.3 | 7.7 | 14.5 | 24.1 | 12.5 | 13.7 | 19.4 | 1.9 |
| 2007-08 | 100.0 | 2.0 | 4.3 | 7.7 | 14.5 | 23.8 | 12.7 | 13.7 | 19.5 | 2.0 |
| 2008-09 ................................................. | 100.0 | 2.0 | 4.3 | 7.6 | 14.4 | 23.7 | 12.8 | 13.7 | 19.7 | 1.8 |
| 2009-10 | 100.0 | 2.1 | 4.4 | 7.7 | 14.6 | 23.8 | 12.8 | 13.9 | 19.9 | 0.9 |
| 2010-11 | 100.0 | 2.1 | 4.4 | 7.7 | 14.5 | 23.7 | 12.8 | 13.9 | 19.8 | 1.1 |
| 2011-12 | 100.0 | 2.1 | 4.4 | 7.7 | 14.4 | 23.7 | 12.9 | 14.1 | 19.7 | 1.0 |
| 2012-13 | 100.0 | 2.1 | 4.4 | 7.8 | 14.2 | 23.9 | 13.0 | 14.1 | 19.8 | 0.7 |
| 2013-14 | 100.0 | 2.1 | 4.4 | 7.8 | 14.2 | 23.6 | 13.3 | 14.0 | 19.8 | 0.8 |
| 2014-15 | 100.0 | 2.1 | 4.5 | 7.7 | 14.0 | 23.7 | 13.0 | 13.8 | 19.8 | 1.5 |
|  | Number of students |  |  |  |  |  |  |  |  |  |
| 1979-80 | 41,882,000 | 11,415,000 | 7,004,000 | 7,713,000 | 7,076,000 | 5,698,000 | 1,450,000 | 1,005,000 | 521,000 |  |
| 1989-90 | 40,069,756 | 11,209,889 | 7,107,362 | 6,347,103 | 6,731,334 | 5,763,282 | 1,402,623 | 997,434 | 510,729 |  |
| 1999-2000 | 46,318,635 | 14,886,636 | 8,656,672 | 7,120,704 | 7,244,407 | 5,620,962 | 1,426,280 | 911,127 | 451,847 |  |
| 2002-03 | 47,379,395 | 15,690,805 | 8,957,891 | 7,348,643 | 7,150,205 | 5,547,189 | 1,375,070 | 874,163 | 435,429 |  |
| 2003-04 | 47,685,982 | 15,939,776 | 9,039,697 | 7,342,745 | 7,160,367 | 5,558,125 | 1,355,563 | 867,599 | 422,110 |  |
| 2004-05 | 47,800,967 | 16,182,672 | 8,980,096 | 7,346,960 | 7,134,861 | 5,533,156 | 1,368,546 | 851,455 | 403,221 |  |
| 2005-06 | 48,013,931 | 16,376,213 | 9,055,547 | 7,394,010 | 7,114,942 | 5,442,588 | 1,391,314 | 835,430 | 403,887 |  |
| 2006-07 .................................................. | 48,105,666 | 16,496,573 | 9,083,944 | 7,395,889 | 7,092,532 | 5,433,770 | 1,363,287 | 840,032 | 399,639 |  |
| 2007-08 ................................................. | 48,096,140 | 16,669,611 | 8,946,432 | 7,408,553 | 7,103,274 | 5,358,492 | 1,381,342 | 834,295 | 394,141 |  |
| 2008-09 .................................................. | 48,033,126 | 16,634,807 | 9,043,665 | 7,324,565 | 7,079,061 | 5,329,406 | 1,392,110 | 832,262 | 397,250 |  |
|  | 48,021,335 | 16,788,789 | 9,053,144 | 7,265,111 | 7,034,640 | 5,266,945 | 1,381,415 | 835,035 | 396,256 |  |
| 2010-11 | 48,059,830 | 16,803,247 | 9,150,912 | 7,318,413 | 6,973,720 | 5,215,389 | 1,372,759 | 833,764 | 391,626 |  |
| 2011-12 ............................................................................... | 47,973,834 | 16,934,369 | 9,031,528 | 7,266,770 | 6,907,658 | 5,218,533 | 1,381,289 | 842,134 | 391,553 |  |
| 2012-13 .................................................. | 48,033,002 | 17,101,040 | 8,967,874 | 7,300,285 | 6,817,724 | 5,232,487 | 1,377,490 | 841,150 | 394,952 |  |
| 2013-14 | 48,124,386 | 17,125,416 | 9,128,194 | 7,270,070 | 6,792,172 | 5,169,748 | 1,412,987 | 832,091 | 393,708 |  |
| 2014-15 | 48,390,432 | 17,267,232 | 9,275,438 | 7,270,961 | 6,740,298 | 5,214,007 | 1,393,249 | 831,703 | 397,544 |  |
|  | Percentage distribution of students |  |  |  |  |  |  |  |  |  |
| 1979-80 ................................................... | 100.0 | 27.3 | 16.7 | 18.4 | 16.9 | 13.6 | 3.5 | 2.4 | 1.2 |  |
| 1989-90 ..................................................... | 100.0 | 28.0 | 17.7 | 15.8 | 16.8 | 14.4 | 3.5 | 2.5 | 1.3 |  |
| 1999-2000 .............................................. | 100.0 | 32.1 | 18.7 | 15.4 | 15.6 | 12.1 | 3.1 | 2.0 | 1.0 |  |
| 2002-03 ................................................. | 100.0 | 33.1 | 18.9 | 15.5 | 15.1 | 11.7 | 2.9 | 1.8 | 0.9 |  |
| 2003-04 ............................................... | 100.0 | 33.4 | 19.0 | 15.4 | 15.0 | 11.7 | 2.8 | 1.8 | 0.9 |  |
| 2004-05 .................................................. | 100.0 | 33.9 | 18.8 | 15.4 | 14.9 | 11.6 | 2.9 | 1.8 | 0.8 |  |
| 2005-06 .................................................................................. | 100.0 | 34.1 | 18.9 | 15.4 | 14.8 | 11.3 | 2.9 | 1.7 | 0.8 |  |
| 2006-07 ................................................ | 100.0 | 34.3 | 18.9 | 15.4 | 14.7 | 11.3 | 2.8 | 1.7 | 0.8 |  |
| 2007-08 .................................................. | 100.0 | 34.7 | 18.6 | 15.4 | 14.8 | 11.1 | 2.9 | 1.7 | 0.8 |  |
| 2008-09 .................................................. | 100.0 | 34.6 | 18.8 | 15.2 | 14.7 | 11.1 | 2.9 | 1.7 | 0.8 |  |
| 2009-10 .................................................. | 100.0 | 35.0 | 18.9 | 15.1 | 14.6 | 11.0 | 2.9 | 1.7 | 0.8 |  |
| 2010-11 ..................................................... | 100.0 | 35.0 | 19.0 | 15.2 | 14.5 | 10.9 | 2.9 | 1.7 | 0.8 |  |
| 2011-12 | 100.0 | 35.3 | 18.8 | 15.1 | 14.4 | 10.9 | 2.9 | 1.8 | 0.8 |  |
| 2012-13 | 100.0 | 35.6 | 18.7 | 15.2 | 14.2 | 10.9 | 2.9 | 1.8 | 0.8 |  |
| 2013-14 | 100.0 | 35.6 | 19.0 | 15.1 | 14.1 | 10.7 | 2.9 | 1.7 | 0.8 |  |
| 2014-15 ................................................... | 100.0 | 35.7 | 19.2 | 15.0 | 13.9 | 10.8 | 2.9 | 1.7 | 0.8 |  |

## $\dagger$ Not applicable.

NOTE: Size not reported (column 11) includes school districts reporting enrollment of zero and school districts whose enrollment counts were suppressed because they failed data quality edits. Regular districts exclude regional education service agencies and supervisory union administrative centers, state-operated agencies, federally operated agencies, and other types of local education agencies, such as independent charter schools. Enrollment
totals differ from other tables because this table represents data reported by regular school districts rather than states or schools. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 1979-80 through 2014-15. (This table was prepared November 2016.)

Table 214.30. Number of public elementary and secondary education agencies, by type of agency and state or jurisdiction: 2013-14 and 2014-15

${ }^{1}$ Regular school districts include both independent districts and those that are a dependent segment of a local government. Also includes components of supervisory unions that operate schools, but share superintendent services with other districts.
${ }^{2}$ New York City counted as one school district.

NOTE: DoD = Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2013-14 and 2014-15. (This table was prepared November 2016.)

Table 214.4. Public elementary and secondary school enrollment, number of schools, and other selected characteristics, by locale: Fall 2011 through fall 2014


See notes at end of table.

| Enrollment, number of schools, and other characteristics | Total | City |  |  |  | Suburban |  |  |  | Town |  |  |  | Rural |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Large ${ }^{1}$ | Midsize ${ }^{2}$ | Small ${ }^{3}$ | Total | Large ${ }^{4}$ | Midsize ${ }^{5}$ | Small ${ }^{6}$ | Total | Fringe ${ }^{7}$ | Distant ${ }^{8}$ | Remote ${ }^{9}$ | Total | Fringe ${ }^{10}$ | Distant ${ }^{11}$ | Remote ${ }^{12}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Students participating in English language learner (ELL) programs (in thousands) ${ }^{13}$ <br> ELL program participants as a percent of enrollment ${ }^{13}$ $\qquad$ | 4,461 9.3 | 2,076 14.1 | 1,301 16.6 | 439 12.8 | 336 9.6 | 1,796 8.7 | 1,620 9.0 | 112 6.0 | 64 6.9 | 338 6.1 | 75 6.0 | 151 6.0 | 112 6.2 | 251 3.5 | 153 4.5 | 59 2.2 | 39 3.9 |
| Schools $\qquad$ <br> Average school size ${ }^{14}$ $\qquad$ <br> Pupil/teacher ratio ${ }^{15}$ $\qquad$ | $\begin{array}{r} 98,271 \\ 525 \\ 16.3 \end{array}$ | $\begin{array}{r} 26,581 \\ 590 \\ 17.0 \end{array}$ | 13,910 592 17.3 | $\begin{array}{r} 5,916 \\ 605 \\ 17.1 \end{array}$ | $\begin{array}{r} 6,755 \\ 574 \\ 16.3 \end{array}$ | $\begin{array}{r} 30,941 \\ 657 \\ 16.7 \end{array}$ | $\begin{array}{r} 25,795 \\ 676 \\ 16.7 \end{array}$ | $\begin{array}{r} 3,224 \\ 582 \\ 16.3 \end{array}$ | $\begin{array}{r} 1,922 \\ 536 \\ 17.0 \end{array}$ | $\begin{array}{r} 13,485 \\ 446 \\ 15.8 \end{array}$ | $\begin{array}{r} 2,962 \\ 501 \\ 16.5 \end{array}$ | $\begin{array}{r} 5,893 \\ 450 \\ 15.7 \end{array}$ | 4,630 403 15.4 | 27,264 347 14.9 | 10,333 527 15.9 | 10,442 286 14.3 | $\begin{array}{r} 6,489 \\ 164 \\ 12.5 \end{array}$ |
| Enrollment (percentage distribution) Schools (percentage distribution) | $\begin{aligned} & 100.0 \\ & 100.0 \\ & \hline \end{aligned}$ | $\begin{aligned} & 30.4 \\ & 27.0 \end{aligned}$ | $\begin{aligned} & 16.2 \\ & 14.2 \end{aligned}$ | $\begin{aligned} & 6.8 \\ & 6.0 \end{aligned}$ | $\begin{aligned} & 7.4 \\ & 6.9 \end{aligned}$ | $\begin{aligned} & 39.8 \\ & 31.5 \end{aligned}$ | $\begin{aligned} & 34.1 \\ & 26.2 \end{aligned}$ | $\begin{aligned} & 3.7 \\ & 3.3 \end{aligned}$ | $\begin{aligned} & 2.0 \\ & 2.0 \end{aligned}$ | $\begin{aligned} & 11.4 \\ & 13.7 \end{aligned}$ | $\begin{aligned} & 2.9 \\ & 3.0 \end{aligned}$ | $\begin{aligned} & 5.0 \\ & 6.0 \end{aligned}$ | 3.5 4.7 | $\begin{aligned} & 18.4 \\ & 27.7 \end{aligned}$ | $\begin{aligned} & 10.5 \\ & 10.5 \end{aligned}$ | 5.8 10.6 | 2.1 6.6 |
| Fall 2014 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Enrollment (in thousands) $\qquad$ Percentage distribution of enrollment, | 50,010 | 15,235 | 8,042 | 3,319 | 3,874 | 19,882 | 17,072 | 1,821 | 989 | 5,680 | 1,436 | 2,694 | 1,549 | 9,213 | 5,310 | 2,881 | 1,022 |
| by race/ethnicity ....................... | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White ........................................ | 49.6 | 29.5 | 20.4 | 32.5 | 45.8 | 50.6 | 48.7 | 60.7 | 64.4 | 64.2 | 67.8 | 65.4 | 58.9 | 71.6 | 66.9 | 79.6 | 73.3 |
| Black ..................................... | 15.5 | 23.7 | 26.1 | 25.0 | 17.5 | 13.7 | 14.4 | 10.1 | 8.4 | 10.0 | 7.0 | 11.6 | 10.1 | 9.4 | 10.9 | 7.5 | 6.8 |
| Hispanic ................................... | 25.4 | 35.6 | 42.0 | 32.1 | 25.4 | 25.4 | 26.2 | 21.0 | 19.8 | 18.9 | 19.0 | 17.3 | 21.6 | 12.7 | 15.9 | 8.1 | 9.5 |
| Asian .................................... | 4.9 | 6.8 | 7.6 | 5.5 | 6.2 | 6.1 | 6.6 | 3.0 | 3.2 | 1.3 | 1.5 | 1.0 | 1.6 | 1.4 | 2.1 | 0.5 | 0.5 |
| Pacitic Islander ... | 0.3 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.5 | 0.2 | 0.4 | 0.4 | 0.1 | 0.9 | 0.2 | 0.2 | 0.1 | 0.3 |
| American Indian/Alaska Native ...... | 1.0 | 0.7 | 0.7 | 0.6 | 0.8 | 0.5 | 0.4 | 0.7 | 0.7 | 2.2 | 1.2 | 1.6 | 4.1 | 2.1 | 1.1 | 2.0 | 7.5 |
| Two or more races ...................... | 3.2 | 3.4 | 2.9 | 3.9 | 4.0 | 3.4 | 3.3 | 4.1 | 3.4 | 3.0 | 3.1 | 3.0 | 2.8 | 2.6 | 2.9 | 2.2 | 2.1 |
| Students participating in English language learner (ELL) programs (in thousands) ${ }^{13}$ $\qquad$ | 4,559 | 2,108 | 1,294 | 433 | 381 | 1,850 | 1,670 | 115 | 66 | 349 | 78 | 160 | 112 | 251 | 156 | 60 | 35 |
| ELL program participants as a percent of enrollment ${ }^{13}$ | 9.4 | 14.2 | 16.8 | 12.6 | 10.3 | 8.9 | 9.2 | 6.2 | 6.9 | 6.2 | 6.0 | 5.9 | 6.9 | 3.5 | 4.6 | 2.2 | 3.6 |
| Schools ...................................... | 98,176 | 26,560 | 13,870 | 5,745 | 6,945 | 31,099 | 25,966 | 3,217 | 1,916 | 13,391 | 2,949 | 6,299 | 4,143 | 27,126 | 10,422 | 10,315 | 6,389 |
| Average school size Pupil/teacher ratio ${ }^{15}$ $\qquad$ | 525 16.2 | 591 16.9 | 593 17.1 | 599 17.0 | 579 16.3 | 655 16.5 | 673 16.5 | 579 16.2 | 537 16.9 | 445 15.8 | 500 16.4 | 448 15.6 | 398 15.5 | 350 14.9 | 528 15.9 | 286 14.2 | 165 12.5 |
| Enrollment (percentage distribution) .. | 100.0 | 30.5 | 16.1 | 6.6 | 7.7 | 39.8 | 34.1 | 3.6 | 2.0 | 11.4 | 2.9 | 5.4 | 3.1 | 18.4 | 10.6 | 5.8 | 2.0 |
| Schools (percentage distribution) ...... | 100.0 | 27.1 | 14.1 | 5.9 | 7.1 | 31.7 | 26.4 | 3.3 | 2.0 | 13.6 | 3.0 | 6.4 | 4.2 | 27.6 | 10.6 | 10.5 | 6.5 |

${ }^{1}$ Located inside an urbanized area and inside a principal city with a population of at least of 250,000 or more.
${ }^{2}$ Located inside an urbanized area and inside a principal city with a population of at least 100,000, but less than 250,000 Located inside an urbanized area and outside a principal city with a population of 250,000 or more.
${ }^{5}$ Located inside an urbanized area and outside a principal city with a population of at least 100,000 , but less than 250,000 ELocated inside an urbanized area and outside a principal city with a population less than 100,000.
${ }^{7}$ Located inside an urban cluster that is 10 miles or less from an urbanized area.
${ }^{8}$ Located inside an urban cluster that is more than 10 but less than or equal to 35 miles from an urbanized area.
QLocated inside an urban cluster that is more than 35 miles from an urbanized area.
${ }^{10}$ Located outside any urbanized area or urban cluster, but 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster.

Located outside any urbanized area or urban cluster and more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
${ }^{12}$ Located outside any urbanized area or urban cluster, more than 25 miles from an urbanized area, and more than 10 miles from an urban cluster.
${ }^{13}$ Data are based on locales of school districts rather than locales of schools as in the rest of the table. Includes imputed data for Alabama in 2012 and New York in 2013. Includes only students served in regular school districts-excluding other types of districts, such as regional education service agencies and charter schar
2014-15, which are for students served in all types of districts. ${ }_{14}$ Average for schools reporting enrollment Enrolment data we ${ }^{15}$ Ratio for schools reporting both full-time-equivalent teachers and fall
NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Enrollment and ratios are based on data reported by schools and may differ from data reported in other tables that reflect aggregate totals reported by states. Some data have been revised from previously published figures.
mentary/Secondary School Universe Survey" 2011-12, 2012-13, 2013-14, and 2014-15; and "Loo Data (CCD), "Public Eleverse Survey," 2011-12, 2012-13, 2013-14, and 2014-15. (This table was prepared October 2016.)

Table 215.30. Enrollment, poverty, and federal funds for the 120 largest school districts, by enrollment size in 2014: Selected years, 2013-14 through 2016

| Name of district | State | Rank order | Enroll-ment, fall2014 | 5- to 17-year-old population, 2014 | 5- to 17 -year-olds in poverty, 20141 | Poverty rate of 5- to $17-$ year-olds, $2014{ }^{1}$ | Revenues by source of funds, 2013-14 |  |  |  | Revenue from selected federal programs (in thousands), 2013-14 |  |  |  |  |  | Federal Title I allocations (in thousands), federal fiscal year $2016^{2}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Total (in thousands) | Federal (in thousands) | Federal as a percent of total | Federal revenue per student ${ }^{3}$ | Title I basic and concentration grants | School lunch | Individuals with Disabilities Education Act (IDEA) | Eisen- <br> hower math and science | Vocational education | Drug-free schools | Total | Basic grants | Concentration grants | Targeted grants | Education finance incentive grants |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| New York City | NY | 1 | 995,192 | 1,229,829 | 363,002 | 29.5 | \$24,215,438 | \$1,814,405 | 7.5 | \$1,835 | \$719,301 | \$408,401 | \$311,404 | \$0 | \$13,495 | \$954 | \$729,748 | \$262,610 | \$62,556 | \$215,097 | \$189,484 |
| Los Angeles Unified ... | CA | 2 | 646,683 | 730,567 | 226,135 | 31.0 | 8,569,075 | 1,041,701 | 12.2 | 1,593 | 284,172 | 333,467 | 144,670 | \$47,295 | 7,226 | 0 | 367,156 | 120,761 | 28,766 | 105,765 | 111,863 |
| City of Chicago (SD 299) ...... | IL | 3 | 392,558 | 414,996 | 127,717 | 30.8 | 5,436,572 | 875,650 | 16.1 | 2,208 | 376,367 | 182,519 | 100,092 | 50,038 | 5,156 | 0 | 279,553 | 92,068 | 21,909 | 78,314 | 87,262 |
| Dade ................................... | FL | 4 | 356,964 | 393,218 | 105,733 | 26.9 | 3,487,639 | 508,115 | 14.6 | 1,426 | 146,154 | 135,158 | 81,574 | 20,615 | 4,642 | 0 | 140,977 | 50,352 | 11,994 | 42,283 | 36,348 |
| Clark County ....................... | NV | 5 | 324,093 | 360,554 | 74,850 | 20.8 | 3,028,851 | 271,745 | 9.0 | 848 | 84,173 | 90,890 | 51,746 | 7,642 | 3,693 | 0 | 96,780 | 36,003 | 8,576 | 29,291 | 22,911 |
| Broward | FL | 6 | 266,265 | 293,180 | 56,199 | 19.2 | 2,434,610 | 264,645 | 10.9 | 1,008 | 71,376 | 76,366 | 52,654 | 8,938 | 3,150 | 129 | 72,527 | 26,925 | 6,414 | 21,073 | 18,115 |
| Houston ISD .... | TX | 7 | 215,225 | 242,052 | 76,608 | 31.6 | 2,261,496 | 310,784 | 13.7 | 1,469 | 109,559 | 104,099 | 37,655 | 13,297 | 2,735 | 0 | 108,905 | 36,624 | 8,724 | 29,854 | 33,704 |
| Hillsborough ....................... | FL | 8 | 207,469 | 221,618 | 46,807 | 21.1 | 1,948,637 | 295,025 | 15.1 | 1,450 | 59,987 | 75,568 | 47,746 | 10,278 | 3,355 | 0 | 59,402 | 22,433 | 5,344 | 17,006 | 14,619 |
| Orange ............................. | FL | 9 | 191,648 | 206,539 | 47,650 | 23.1 | 2,016,464 | 209,640 | 10.4 | 1,121 | 49,846 | 66,771 | 45,434 | 4,565 | 2,179 | 0 | 59,991 | 22,635 | 5,392 | 17,188 | 14,776 |
| Palm Beach ........................ | FL | 10 | 186,605 | 201,286 | 41,536 | 20.6 | 1,878,577 | 184,144 | 9.8 | 1,007 | 53,577 | 57,459 | 38,159 | , | 1,602 | 0 | 51,726 | 19,807 | 4,718 | 14,627 | 12,574 |
| Fairfax County . | VA | 11 | 185,541 | 194,906 | 16,178 | 8.3 | 2,574,960 | 110,912 | 4.3 | 605 | 17,286 | 32,665 | 37,774 | 3,169 | 1,686 | 0 | 25,702 | 9,667 | 2,303 | 6,327 | 7,405 |
| Hawaii Department of Education | HI | 12 | 182,384 | 216,964 | 31,378 | 14.5 | 2,696,665 | 286,988 | 10.6 | 1,536 | 50,252 | 60,237 | 43,178 | 842 | 2,776 | 0 | 53,450 | 21,512 | 5,060 | 12,943 | 13,935 |
| Gwinnett County .................. | GA | 13 | 173,246 | 181,206 | 32,650 | 18.0 | 1,634,831 | 135,461 | 8.3 | 801 | 37,435 | 60,475 | 25,927 | 2,572 | 1,132 | 286 | 40,811 | 15,554 | 3,705 | 10,965 | 10,586 |
| Dallas ISD ........................ | TX | 14 | 160,253 | 191,975 | 68,416 | 35.6 | 1,684,637 | 281,662 | 16.7 | 1,764 | 82,391 | 88,504 | 32,523 | 8,289 | 2,026 | 0 | 96,382 | 32,736 | 7,798 | 26,333 | 29,515 |
| Wake County ..................... | NC | 15 | 155,820 | 184,872 | 24,028 | 13.0 | 1,452,733 | 101,050 | 7.0 | 658 | 26,309 | 28,043 | 30,436 | 2,691 | - | 0 | 30,279 | 11,516 | 2,743 | 7,918 | 8,102 |
| Montgomery County .. | MD | 16 | 154,434 | 175,078 | 14,658 | 8.4 | 2,839,428 | 112,970 | 4.0 | 747 | 25,164 | 31,641 | 30,203 | 3,556 | 1,088 | 0 | 26,580 | 10,563 | 2,516 | 6,814 | 6,686 |
| Charlotte-Mecklenburg ....... | NC | 17 | 145,636 | 178,037 | 34,747 | 19.5 | 1,418,577 | 137,144 | 9.7 | 959 | 39,649 | 45,689 | 28,092 | 4,510 | 0 | 0 | 44,228 | 16,561 | 3,945 | 11,724 | 11,997 |
| Philadelphia City ............ | PA | 18 | 134,241 | 236,219 | 84,625 | 35.8 | 2,756,217 | 279,442 | 10.1 | 2,030 | 122,293 | 68,928 | 0 | 13,547 | 5,467 | 0 | 190,427 | 62,080 | 14,788 | 51,249 | 62,309 |
| San Diego Unified ............... | CA | 19 | 129,779 | 138,849 | 30,718 | 22.1 | 1,664,011 | 146,547 | 8.8 | 1,125 | 40,644 | 48,889 | 23,972 | 7,052 | 955 | 240 | 41,704 | 16,066 | 3,827 | 11,289 | 10,521 |
| Duval ................................ | FL | 20 | 128,685 | 144,708 | 35,999 | 24.9 | 1,172,424 | 166,719 | 14.2 | 1,306 | 45,196 | 42,931 | 38,544 | 6,519 | 1,195 | 0 | 44,113 | 17,201 | 4,097 | 12,268 | 10,546 |
| Prince George's County ..... | MD | 21 | 127,576 | 145,001 | 20,841 | 14.4 | 2,031,990 | 137,340 | 6.8 | 1,098 | 31,642 | 47,093 | 24,875 | 3,418 | 1,129 | 0 | 38,642 | 14,977 | 3,568 | 10,143 | 9,954 |
| Shelby County .................... | TN | 22 | 115,810 | 171,345 | 55,853 | 32.6 | 1,470,379 | 207,599 | 14.1 | 1,386 | 74,564 | 63,089 | 29,940 | 0 | 2,731 | 0 | 75,971 | 26,950 | 6,420 | 21,095 | 21,506 |
| Cypress-Fairbanks ISD ......... | TX | 23 | 113,023 | 115,268 | 16,416 | 14.2 | 1,055,405 | 84,507 | 8.0 | 758 | 14,872 | 32,292 | 19,737 | 1,081 | 909 | 0 | 19,978 | 7,848 | 1,869 | 5,150 | 5,110 |
| Cobb County ..................... | GA | 24 | 111,751 | 122,826 | 19,331 | 15.7 | 1,111,413 | 75,505 | 6.8 | 686 | 19,161 | 26,863 | 17,236 | 2,393 | 663 | 1,685 | 23,729 | 9,277 | 2,210 | 6,229 | 6,014 |
| Baltimore County ................. | MD | 25 | 109,830 | 128,697 | 15,575 | 12.1 | 1,622,912 | 93,314 | 5.7 | 862 | 24,340 | 27,184 | 24,055 | 3,370 | 960 | 0 | 29,170 | 11,511 | 2,742 | 7,529 | 7,388 |
| Pinellas | FL | 26 | 103,774 | 117,596 | 25,217 | 21.4 | 980,496 | 122,797 | 12.5 | 1,187 | 35,232 | 32,661 | 26,118 | 3,106 | 1,237 | 0 | 30,513 | 12,095 | 2,881 | 8,355 | 7,182 |
| Northside ISD .............. | TX | 27 | 103,606 | 105,322 | 19,058 | 18.1 | 1,008,253 | 94,239 | 9.3 | 923 | 17,008 | 30,797 | 17,081 | 1,877 | 1,003 | 0 | 23,715 | 9,182 | 2,187 | 6,157 | 6,188 |
| DeKalb County .................. | GA | 28 | 101,103 | 111,801 | 35,503 | 31.8 | 1,125,505 | 133,083 | 11.8 | 1,339 | 43,760 | 39,208 | 20,817 | 4,249 | 763 | 313 | 44,945 | 17,046 | 4,061 | 12,128 | 11,710 |
| Jefferson County ................. | KY | 29 | 100,602 | 122,442 | 26,282 | 21.5 | 1,216,767 | 139,572 | 11.5 | 1,388 | 36,783 | 40,329 | 0 | 0 | 0 | 0 | 38,822 | 13,847 | 3,299 | 9,615 | 12,062 |
| Polk .................................. | FL | 30 | 99,723 | 107,640 | 25,612 | 23.8 | 893,380 | 110,388 | 12.4 | 1,127 | 25,540 | 35,125 | 21,763 | 2,724 | 1,201 | 0 | 30,910 | 12,249 | 2,916 | 8,466 | 7,278 |
| Fulton County ... | GA | 31 | 95,460 | 112,391 | 19,066 | 17.0 | 1,122,984 | 68,971 | 6.1 | 724 | 21,391 | 23,599 | 16,439 | 2,361 | 609 | 0 | 23,251 | 9,101 | 2,168 | 6,096 | 5,886 |
| Albuquerque ...................... | NM | 32 | 93,001 | 112,939 | 24,942 | 22.1 | 981,497 | 98,705 | 10.1 | 1,059 | 22,252 | 14 | 29,263 | 4,413 | 1,246 | 0 | 33,067 | 12,363 | 2,930 | 8,508 | 9,266 |
| Lee ................................. | FL | 33 | 89,364 | 94,060 | 23,013 | 24.5 | 847,241 | 100,912 | 11.9 | 1,154 | 22,934 | 30,298 | 18,843 | 2,283 | 916 | 0 | 27,594 | 10,990 | 2,618 | 7,521 | 6,465 |
| Denver ............................ | CO | 34 | 88,839 | 93,160 | 21,547 | 23.1 | 1,121,233 | 125,160 | 11.2 | 1,455 | 31,693 | 33,842 | 17,395 | 3,452 | 1,112 | 0 | 30,522 | 11,274 | 2,672 | 7,375 | 9,201 |
| Prince William County ........... | VA | 35 | 86,641 | 88,805 | 8,650 | 9.7 | 1,041,588 | 55,492 | 5.3 | 649 | 8,614 | 21,663 | 13,976 | 713 | 779 | 0 | 12,404 | 5,156 | 1,228 | 2,923 | 3,097 |
| Jefferson County, No. R1 ... | CO | 36 | 86,581 | 87,504 | 8,298 | 9.5 | 868,646 | 53,170 | 6.1 | 618 | 9,179 | 13,072 | 15,292 | 2,507 | 400 | 0 | 10,630 | 4,362 | 1,034 | 2,481 | 2,754 |
| Fort Worth ISD ................... | TX | 37 | 85,975 | 92,439 | 30,363 | 32.8 | 843,871 | 114,902 | 13.6 | 1,358 | 30,088 | 35,633 | 13,985 | 3,238 | 1,211 | 0 | 38,657 | 14,517 | 3,458 | 10,182 | 10,499 |
| Baltimore City .................... | MD | 38 | 84,976 | 90,456 | 28,449 | 31.5 | 1,466,484 | 172,564 | 11.8 | 2,037 | 61,297 | 38,112 | 20,910 | 6,858 | 1,747 | 0 | 54,764 | 20,876 | 4,973 | 14,594 | 14,322 |
| Austin ISD ............... | TX | 39 | 84,564 | 99,939 | 24,928 | 24.9 | 940,578 | 134,845 | 14.3 | 1,579 | 29,868 | 27,928 | 16,681 | 3,338 | 1,073 | 0 | 31,498 | 11,961 | 2,849 | 8,254 | 8,434 |
| Davidson County ................. | TN | 40 | 84,069 | 97,547 | 29,217 | 30.0 | 941,812 | 112,811 | 12.0 | 1,362 | 27,898 | 33,792 | 18,832 | , | 1,938 | 165 | 36,946 | 13,941 | 3,321 | 9,747 | 9,937 |
| Long Beach Unified | CA | 41 | 79,709 | 85,834 | 22,059 | 25.7 | 823,132 | 101,393 | 12.3 | 1,249 | 21,910 | 27,668 | 14,546 | 4,497 | 681 | 0 | 29,334 | 11,523 | 2,745 | 7,861 | 7,206 |
| Anne Arundel County ......... | MD | 42 | 79,518 | 91,401 | 8,098 | 8.9 | 1,173,577 | 58,665 | 5.0 | 747 | 10,183 | 13,825 | 17,823 | 1,875 | 591 | 0 | 13,592 | 5,812 | 1,384 | 3,228 | 3,168 |
| Milwaukee ........... | WI | 43 | 77,316 | 111,068 | 43,213 | 38.9 | 1,165,993 | 189,945 | 16.3 | 2,419 | 83,862 | 37,613 | 20,164 | 0 | 1,677 | 0 | 76,878 | 26,293 | 6,263 | 19,624 | 24,697 |
| Greenville, 01 ..................... | SC | 44 | 75,508 | 85,074 | 17,260 | 20.3 | 775,007 | 66,758 | 8.6 | 896 | 21,138 | 20,297 | 16,873 | 1,844 | 1,066 | 0 | 24,139 | 8,989 | 2,141 | 5,949 | 7,059 |
| Alpine ................................ | UT | 45 | 75,161 | 84,039 | 7,624 | 9.1 | 498,910 | 32,588 | 6.5 | 441 | 5,408 | 10,671 | 8,309 | 1,015 | 568 | 0 | 8,907 | 3,724 | 887 | 2,038 | 2,258 |

DIGEST OF EDUCATION STATISTICS 2016

| Name of district | State | Rank order | $\begin{array}{r} \text { Enroll- } \\ \text { ment, fall } \\ 2014 \end{array}$ | 5- to 17-year-old population, 2014 | 5- to 17 -year-olds in poverty, $2014^{1}$ | Poverty rate of 5- to 17 -year-olds, $2014^{1}$ | Revenues by source of funds, 2013-14 |  |  |  | Revenue from selected federal programs (in thousands), 2013-14 |  |  |  |  |  | Federal Title I allocations (in thousands), federal fiscal year 2016 ${ }^{2}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Total (in thousands) | Federal (in thousands) | Federal as a percent of total | Federal revenue per student ${ }^{3}$ | Title I basic and concentration grants | School lunch | Individuals with <br> Disabilities Education Act (IDEA) | Eisen- <br> hower math and science | Vocational education | Drug-free schools | Total | Basic grants | Concen- tration grants | Targeted grants | Education finance incentive grants |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Fresno Unified | CA | 46 | 73,543 | 79,678 | 36,626 | 46.0 | 777,044 | 111,325 | 14.3 | 1,518 | 43,479 | 37,498 | 14,713 | 6,165 | 1,019 | 0 | 50,264 | 19,075 | 4,544 | 13,700 | 12,944 |
| Loudoun County ... | VA | 47 | 73,418 | 78,692 | 3,257 | 4.1 | 1,019,133 | 21,090 | 2.1 | 298 | 1,019 | 5,139 | 9,782 | 511 | 430 | 0 | 2,001 | 2,001 | 0 | 0 | 0 |
| Guilford County .... | NC | 48 | 73,416 | 85,497 | 19,689 | 23.0 | 760,181 | 98,797 | 13.0 | 1,371 | 27,683 | 26,874 | 16,179 | 1,931 | 0 | 0 | 24,710 | 9,638 | 2,284 | 6,320 | 6,468 |
| Brevard ................ | FL | 49 | 72,285 | 78,183 | 15,431 | 19.7 | 633,792 | 70,079 | 11.1 | 984 | 15,480 | 17,962 | 16,761 | 2,526 | 642 | 0 | 18,147 | 7,413 | 1,766 | 4,822 | 4,146 |
| Fort Bend ISD ... | TX | 50 | 72,152 | 85,459 | 10,071 | 11.8 | 668,819 | 40,882 | 6.1 | 576 | 6,884 | 11,239 | 11,218 | 757 | 530 | 0 | 11,727 | 4,902 | 1,168 | 2,928 | 2,730 |
| Davis | UT | 51 | 70,857 | 80,468 | 6,492 | 8.1 | 503,158 | 39,785 | 7.9 | 565 | 3,960 | 12,122 | 10,365 | 1,194 | 513 | 0 | 7,411 | 3,133 | 746 | 1,681 | 1,850 |
| Katy ISD ... | TX | 52 | 70,330 | 65,403 | 6,101 | 9.3 | 693,078 | 38,481 | 5.6 | 573 | 5,186 | 10,464 | 8,773 | 568 | 385 | 0 | 6,352 | 2,930 | 518 | 1,558 | 1,347 |
| Virginia Beach City | VA | 53 | 70,121 | 72,933 | 8,407 | 11.5 | 766,959 | 60,153 | 7.8 | 853 | 10,392 | 14,463 | 17,672 | 2,294 | 774 | 0 | 12,158 | 5,072 | 1,208 | 2,860 | 3,017 |
| Granite .................. | UT | 54 | 69,994 | 81,790 | 14,675 | 17.9 | 493,754 | 56,706 | 11.5 | 805 | 15,394 | 18,570 | 12,926 | 2,146 | 963 | 0 | 18,915 | 7,038 | 1,677 | 4,540 | 5,660 |
| Aldine ISD ............. | TX | 55 | 69,716 | 64,633 | 22,380 | 34.6 | 681,722 | 97,808 | 14.3 | 1,452 | 27,086 | 40,266 | 11,571 | 2,924 | 866 | 0 | 27,962 | 10,699 | 2,549 | 7,301 | 7,414 |
| Pasco | FL | 56 | 69,295 | 74,881 | 14,045 | 18.8 | 631,396 | 66,654 | 10.6 | 979 | 15,048 | 21,296 | 13,927 | 2,118 | 503 | 0 | 16,299 | 6,714 | 1,599 | 4,294 | 3,692 |
| North East ISD ....... | TX | 57 | 67,971 | 77,283 | 13,636 | 17.6 | 681,200 | 54,608 | 8.0 | 801 | 10,962 | 17,641 | 12,430 | 1,457 | 624 | 0 | 16,398 | 6,570 | 1,565 | 4,186 | 4,078 |
| Douglas County, No. RE1 ..... | CO | 58 | 66,702 | 69,924 | 2,479 | 3.5 | 634,388 | 15,573 | 2.5 | 235 | 942 | 3,056 | 8,911 | 591 | 183 | 0 | 1,231 | 1,231 | 0 | , | 0 |
| Seminole .......................... | FL | 59 | 66,134 | 72,007 | 10,701 | 14.9 | 573,482 | 53,989 | 9.4 | 833 | 7,857 | 16,554 | 18,654 | 1,753 | 464 | 0 | 12,098 | 5,123 | 1,220 | 3,095 | 2,660 |
| Washoe County .................. | NV | 60 | 65,682 | 72,177 | 12,495 | 17.3 | 619,504 | 64,602 | 10.4 | 986 | 16,071 | 15,656 | 10,207 | 1,436 | 607 | 95 | 14,002 | 6,121 | 1,458 | 3,847 | 2,576 |
| Arlington ISD | TX | 61 | 63,882 | 69,388 | 16,212 | 23.4 | 618,451 | 65,882 | 10.7 | 1,018 | 15,152 | 24,159 | 10,429 | 1,137 | 747 | 0 | 19,672 | 7,739 | 1,843 | 5,068 | 5,022 |
| Mesa Unified ..... | AZ | 62 | 63,849 | 82,636 | 19,794 | 24.0 | 559,798 | 67,727 | 12.1 | 1,056 | 23,369 | 22,728 | 8,909 | 2,452 | 998 | 736 | 25,552 | 9,891 | 2,356 | 6,692 | 6,612 |
| Elk Grove Unified .... | CA | 63 | 62,888 | 69,013 | 12,538 | 18.2 | 620,557 | 54,440 | 8.8 | 871 | 11,663 | 19,088 | 11,581 | 2,874 | 509 | 0 | 15,826 | 6,560 | 1,563 | 4,117 | 3,586 |
| Volusia ........................ | FL | 64 | 61,777 | 67,908 | 16,530 | 24.3 | 565,318 | 59,481 | 10.5 | 971 | 16,990 | 18,425 | 14,023 | 2,736 | 598 | 0 | 19,681 | 7,994 | 1,904 | 5,261 | 4,522 |
| El Paso ISD ....................... | TX | 65 | 60,852 | 62,274 | 19,191 | 30.8 | 605,436 | 101,043 | 16.7 | 1,640 | 28,424 | 23,132 | 11,238 | 6,430 | 869 | 0 | 25,279 | 9,952 | 2,536 | 6,618 | 6,173 |
| Knox County | TN | 66 | 59,733 | 70,108 | 14,330 | 20.4 | 535,162 | 57,692 | 10.8 | 974 | 13,238 | 17,012 | 11,907 | 0 | 1,234 | 491 | 17,557 | 6,921 | 1,649 | 4,451 | 4,537 |
| Chesterfield County ... | VA | 67 | 59,725 | 61,814 | 6,253 | 10.1 | 617,696 | 29,674 | 4.8 | 501 | 5,634 | 8,109 | 10,339 | 1,306 | 567 | 0 | 7,757 | 3,734 | 0 | 1,989 | 2,034 |
| Osceola ........... | FL | 68 | 59,320 | 57,866 | 15,459 | 26.7 | 528,384 | 60,272 | 11.4 | 1,036 | 12,940 | 23,785 | 10,248 | 1,049 | 558 | 0 | 18,202 | 7,517 | 1,781 | 4,788 | 4,116 |
| San Francisco Unified ........... | CA | 69 | 58,414 | 75,162 | 11,094 | 14.8 | 797,971 | 66,644 | 8.4 | 1,157 | 18,474 | 14,996 |  | 3,242 | 248 | 249 | 13,634 | 5,755 | 1,371 | 3,510 | 2,998 |
| Mobile County ..................... | AL | 70 | 57,910 | 67,912 | 19,511 | 28.7 | 558,871 | 79,684 | 14.3 | 1,355 | 25,524 | 28,247 | 17,955 | 4,740 | 1,025 | 636 | 24,407 | 9,330 | 2,223 | 6,269 | 6,585 |
| Garland ISD .. | TX | 71 | 57,436 | 61,758 | 13,264 | 21.5 | 539,301 | 49,673 | 9.2 | 862 | 12,398 | 17,894 | 10,402 | 1,000 | 621 | 0 | 15,751 | 6,339 | 1,510 | 4,011 | 3,891 |
| Santa Ana Unified | CA | 72 | 56,815 | 53,782 | 15,722 | 29.2 | 584,040 | 73,602 | 12.6 | 1,280 | 19,814 | 27,890 | 11,294 | 2,412 | 444 | 0 | 20,134 | 8,143 | 1,940 | 5,311 | 4,740 |
| Conroe ISD ..... | TX | 73 | 56,363 | 58,998 | 7,196 | 12.2 | 507,483 | 31,386 | 6.2 | 571 | 7,369 | 9,329 | 7,445 | 1,170 | 519 | 0 | 7,772 | 3,451 | 822 | 1,872 | 1,628 |
| Pasadena ISD ............ | TX | 74 | 55,577 | 56,838 | 15,038 | 26.5 | 553,630 | 69,649 | 12.6 | 1,277 | 16,439 | 24,770 | 8,534 | 1,576 | 671 | 0 | 18,135 | 7,190 | 1,713 | 4,654 | 4,578 |
| Winston-Salem/Forsyth County $\qquad$ | NC | 75 | 54,762 | 63,557 | 16,270 | 25.6 | 542,004 | 60,042 | 11.1 | 1,124 | 18,936 | 16,290 | 12,624 | 1,506 | 0 | 0 | 19,823 | 7,734 | 1,842 | 5,064 | 5,182 |
| Plano ISD | TX | 76 | 54,689 | 66,984 | 6,088 | 9.1 | 589,062 | 30,111 | 5.1 | 549 | 4,617 | 8,224 | 8,939 | 812 | 352 | 0 | 5,845 | 2,935 | 0 | 1,561 | 1,350 |
| Cherry Creek, No. 5 .... | CO | 77 | 54,535 | 56,754 | 5,675 | 10.0 | 575,517 | 27,031 | 4.7 | 498 | 4,370 | 7,752 | 10,084 | 751 | 218 | 0 | 5,840 | 2,802 | 0 | 1,474 | 1,564 |
| Boston ........................ | MA | 78 | 54,312 | 73,093 | 24,016 | 32.9 | 1,401,107 | 132,331 | 9.4 | 2,437 | 44,187 | 35,973 | 18,883 | 0 | 1,448 | 0 | 49,613 | 17,416 | 4,149 | 11,983 | 16,065 |
| Capistrano Unified ................ | CA | 79 | 54,036 | 62,488 | 5,152 | 8.2 | 443,511 | 21,917 | 4.9 | 407 | 4,454 | 4,763 | 9,456 | 947 | 246 | 0 | 5,124 | 2,669 | 0 | 1,383 | 1,072 |
| San Antonio ISD ............... | TX | 80 | 53,750 | 59,790 | 24,146 | 40.4 | 596,092 | 126,276 | 21.2 | 2,345 | 26,075 | 38,061 | 10,242 | 7,071 | 817 | 0 | 30,616 | 11,646 | 2,774 | 8,016 | 8,180 |
| Corona-Norco Unified ..... | CA | 81 | 53,739 | 55,775 | 7,454 | 13.4 | 503,870 | 35,244 | 7.0 | 655 | 9,673 | 11,397 | 8,854 | 1,440 | 334 | 0 | 8,677 | 3,922 | 934 | 2,139 | 1,682 |
| Howard County ..... | MD | 82 | 53,685 | 57,488 | 3,857 | 6.7 | 941,940 | 23,233 | 2.5 | 440 | 4,421 | 5,198 | 9,361 | 894 | 365 | 0 | 5,428 | 2,757 | 0 | 1,348 | 1,323 |
| Clayton County .. | GA | 83 | 53,367 | 54,743 | 18,595 | 34.0 | 491,037 | 68,403 | 13.9 | 1,308 | 17,938 | 29,341 | 9,767 | 1,765 | 485 | 0 | 22,692 | 8,909 | 2,117 | 5,935 | 5,731 |
| San Bernardino City Unified . | CA | 84 | 53,365 | 55,703 | 22,450 | 40.3 | 596,092 | 76,098 | 12.8 | 1,415 | 31,983 | 24,186 | 10,570 | 3,222 | 576 | 0 | 30,157 | 11,825 | 2,817 | 8,089 | 7,427 |
| Lewisville ISD .................... | TX | 85 | 53,356 | 62,147 | 4,538 | 7.3 | 555,057 | 28,894 | 5.2 | 547 | 3,364 | 9,709 | 8,496 | 652 | 345 | 0 | 4,238 | 2,185 | 0 | 1,108 | 946 |
| Seattle. | WA | 86 | 52,834 | 64,676 | 8,451 | 13.1 | 761,141 | 49,290 | 6.5 | 976 | 10,894 | 9,767 | 11,823 | 338 | 350 | 0 | 12,103 | 4,834 | 1,152 | 2,737 | 3,380 |
| Jordan .... | UT | 87 | 52,274 | 60,500 | 4,764 | 7.9 | 384,606 | 24,926 | 6.5 | 467 | 3,047 | 8,143 | 7,672 | 610 | 408 | 0 | 4,787 | 2,313 | 0 | 1,185 | 1,289 |
| Omaha ..................... | NE | 88 | 51,928 | 64,018 | 14,346 | 22.4 | 622,477 | 80,933 | 13.0 | 1,585 | 12,290 | 22,760 | 11,734 | 2,109 | 695 | 0 | 25,937 | 9,441 | 2,249 | 6,121 | 8,127 |
| Cumberland County ......... | NC | 89 | 51,604 | 53,892 | 13,028 | 24.2 | 444,054 | 61,107 | 13.8 | 1,187 | 16,297 | 17,965 | 11,687 | 2,837 | , | 0 | 16,029 | 6,362 | 1,515 | 4,029 | 4,123 |
| Atlanta | GA | 90 | 51,145 | 58,060 | 21,140 | 36.4 | 809,900 | 98,079 | 12.1 | 1,956 | 38,272 | 21,986 | 11,893 | 4,889 | 523 | 1,198 | 29,951 | 11,617 | 2,833 | 7,279 | 8,222 |

Table 215.30. Enrollment, poverty, and federal funds for the 120 largest school districts, by enrollment size in 2014: Selected years, 2013-14 through 2016-Continued

| Name of district | State | Rank order | $\begin{array}{r} \text { Enroll- } \\ \text { ment, fall } \\ 2014 \end{array}$ | 5- to 17-year-old population, 2014 | 5- to $17-$ year-olds in poverty, 20141 | Poverty rate of 5- to 17-year-olds, $2014^{1}$ | Revenues by source of funds, 2013-14 |  |  |  | Revenue from selected federal programs (in thousands), 2013-14 |  |  |  |  |  | Federal Title I allocations (in thousands), federal fiscal year $2016^{2}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Total (in thousands) | Federal (in thousands) | Federal as a percent of total | Federal revenue per student ${ }^{3}$ | Title I basic and concentration grants | School lunch | Individuals with Disabilities Education Act (IDEA) | $\begin{array}{r} \text { Eisen- } \\ \text { hower } \\ \text { math and } \\ \text { science } \end{array}$ | Vocational education | Drug-free schools | Total | Basic grants | Concentration grants | Targeted grants | Education finance incentive grants |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Henrico County | VA | 91 | 50,971 | 55,166 | 8,134 | 14.7 | 505,763 | 35,047 | 6.9 | 693 | 10,523 | 11,634 | 10,231 | 800 | 1,231 | 0 | 11,523 | 4,857 | 1,157 | 2,697 | 2,812 |
| Wichita .............. | KS | 92 | 50,947 | 57,168 | 14,172 | 24.8 | 610,285 | 72,456 | 11.9 | 1,431 | 22,192 | 19,715 | 0 | 0 | 0 | 0 | 23,481 | 8,445 | 2,012 | 5,462 | 7,562 |
| Columbus City .................... | OH | 93 | 50,407 | 71,553 | 27,429 | 38.3 | 898,842 | 93,450 | 10.4 | 1,851 | 45,355 | 18,966 | 8,142 | 0 | 2,001 | 0 | 49,212 | 17,427 | 4,151 | 12,152 | 15,482 |
| Frisco ISD .......................... | TX | 94 | 49,644 | 41,561 | 1,923 | 4.6 | 451,522 | 10,645 | 2.4 | 231 | 1,042 | 3,283 | 4,895 | 131 | 214 | 0 | 920 | 920 | 0 | 0 | 0 |
| Klein ISD ............................. | TX | 95 | 49,402 | 49,987 | 6,992 | 14.0 | 472,978 | 30,948 | 6.5 | 641 | 6,233 | 10,481 | 7,197 | 547 | 353 | 0 | 7,520 | 3,345 | 797 | 1,808 | 1,571 |
| San Juan Unified | CA | 96 | 49,114 | 49,968 | 9,861 | 19.7 | 488,006 | 44,791 | 9.2 | 913 | 12,379 | 10,064 | 9,587 | 1,653 | 337 | 295 | 12,178 | 5,221 | 1,244 | 3,106 | 2,608 |
| Tucson Unified .............. | AZ | 97 | 48,455 | 73,065 | 20,444 | 28.0 | 487,152 | 79,267 | 16.3 | 1,608 | 27,201 | 17,653 | 17,317 | 2,931 | 1,043 | 2,817 | 26,532 | 10,244 | 2,440 | 6,958 | 6,890 |
| Brownsville ISD ................... | TX | 98 | 48,355 | 46,858 | 22,365 | 47.7 | 511,226 | 100,324 | 19.6 | 2,032 | 27,230 | 35,252 | 9,564 | 2,796 | 810 | 0 | 28,468 | 10,666 | 2,541 | 7,555 | 7,706 |
| Anchorage ....................... | AK | 99 | 48,089 | 52,801 | 6,543 | 12.4 | 771,804 | 75,613 | 9.8 | 1,570 | 15,103 | 15,240 | 13,504 | 2,182 | 1,287 | 0 | 16,477 | 6,197 | 1,362 | 4,428 | 4,489 |
| Oakland Unified ................... | CA | 100 | 48,077 | 57,957 | 13,903 | 24.0 | 556,997 | 69,546 | 12.5 | 1,474 | 21,803 | 15,792 | 8,948 | 4,398 | 441 | 457 | 17,602 | 7,213 | 1,718 | 4,609 | 4,062 |
| Manatee | FL | 101 | 47,883 | 50,716 | 10,372 | 20.5 | 451,859 | 49,210 | 10.9 | 1,054 | 12,106 | 16,948 | 8,120 | 669 | 540 | 0 | 12,688 | 5,480 | 1,299 | 3,145 | 2,765 |
| Jefferson Parish .................. | LA | 102 | 47,817 | 68,076 | 16,573 | 24.3 | 548,942 | 74,686 | 13.6 | 1,613 | 24,837 | 19,076 | 10,557 | 1,458 | 665 | 266 | 24,930 | 9,529 | 2,270 | 6,259 | 6,872 |
| Portland, SD1J .................... | OR | 103 | 47,806 | 55,917 | 8,680 | 15.5 | 616,729 | 48,890 | 7.9 | 1,033 | 14,984 | 9,794 | 11,134 | 2,317 | 360 | 0 | 12,164 | 4,749 | 1,131 | 2,715 | 3,569 |
| Detroit City ...... | MI | 104 | 47,277 | 126,774 | 62,343 | 49.2 | 835,911 | 212,595 | 25.4 | 4,335 | 113,758 | 39,296 | 10,346 | 0 | 2,235 | 0 | 132,683 | 43,593 | 11,111 | 34,555 | 43,425 |
| Round Rock ISD .................. | TX | 105 | 47,251 | 52,688 | 4,242 | 8.1 | 461,381 | 29,599 | 6.4 | 634 | 2,880 | 7,814 | 7,003 | 652 | 277 | 0 | 3,981 | 2,065 | , | 1,035 | 881 |
| Alief ISD | TX | 106 | 47,202 | 53,317 | 18,173 | 34.1 | 481,181 | 63,510 | 13.2 | 1,373 | 17,492 | 21,412 | 8,632 | 1,186 | 622 | 0 | 22,331 | 8,688 | 2,070 | 5,784 | 5,789 |
| Sacramento City Unified ....... | CA | 107 | 46,868 | 52,652 | 14,499 | 27.5 | 523,292 | 82,588 | 15.8 | 1,756 | 23,700 | 20,464 | 10,309 | 3,471 | 1,206 | 471 | 18,620 | 7,587 | 1,807 | 4,891 | 4,334 |
| Charleston, $01 . . . . . . . . . . . . . . . . . . . . . . ~$ | SC | 108 | 46,790 | 53,714 | 12,876 | 24.0 | 707,706 | 77,192 | 10.9 | 1,691 | 21,832 | 16,547 | 13,211 | 1,895 | 452 | 0 | 17,289 | 6,670 | 1,589 | 4,199 | 4,830 |
| Garden Grove Unified ........... | CA | 109 | 46,177 | 49,891 | 12,425 | 24.9 | 506,982 | 49,333 | 9.7 | 1,051 | 11,513 | 19,420 | 8,702 | 1,351 | 363 | 0 | 15,485 | 6,435 | 1,533 | 4,023 | 3,494 |
| District of Columbia ............... | DC | 110 | 46,155 | 72,411 | 20,378 | 28.1 | 1,342,220 | 134,959 | 10.1 | 3,003 | 32,958 | 25,850 | 13,116 | 5,999 | 2,551 | 253 | 44,254 | 17,744 | 3,796 | 11,375 | 11,339 |
| Collier | FL | 111 | 45,228 | 47,039 | 10,889 | 23.1 | 511,269 | 51,433 | 10.1 | 1,158 | 15,788 | 16,373 | 7,821 | 1,338 | 525 | 0 | 12,287 | 5,195 | 1,237 | 3,148 | 2,706 |
| Socorro ISD .... | TX | 112 | 44,561 | 43,157 | 10,800 | 25.0 | 409,815 | 43,445 | 10.6 | 976 | 11,031 | 19,051 | 5,938 | 1,343 | 524 | 0 | 12,359 | 5,128 | 1,221 | 3,098 | 2,912 |
| Hamiton County ................... | TN | 113 | 43,797 | 53,594 | 10,938 | 20.4 | 414,185 | 53,855 | 13.0 | 1,237 | 17,844 | 15,336 | 10,145 | 0 | 768 | 477 | 13,143 | 5,322 | 1,268 | 3,245 | 3,308 |
| United ISD ........................ | TX | 114 | 43,421 | 42,044 | 13,212 | 31.4 | 408,571 | 50,469 | 12.4 | 1,158 | 13,478 | 20,163 | 7,021 | 1,063 | 641 | 0 | 15,624 | 6,293 | 1,499 | 3,977 | 3,854 |
| Killeen ISD ........................... | TX | 115 | 42,638 | 41,436 | 8,649 | 20.9 | 392,193 | 87,196 | 22.2 | 2,106 | 7,866 | 13,008 | 8,273 | 1,133 | 446 | 0 | 9,762 | 4,200 | 1,001 | 2,398 | 2,163 |
| Marion | FL | 116 | 42,517 | 47,092 | 13,088 | 27.8 | 379,904 | 51,195 | 13.5 | 1,216 | 12,505 | 18,994 | 10,374 | 1,603 | 482 | 0 | 15,155 | 6,280 | 1,496 | 3,968 | 3,411 |
| Ysleta ISD .......................... | TX | 117 | 42,488 | 37,700 | 13,380 | 35.5 | 443,670 | 62,494 | 14.1 | 1,451 | 18,442 | 19,545 | 7,484 | 2,685 | 579 | 0 | 15,829 | 6,352 | 1,553 | 4,022 | 3,902 |
| Forsyth County ................... | GA | 118 | 42,435 | 46,220 | 3,201 | 6.9 | 372,007 | 15,165 | 4.1 | 373 | 2,833 | 5,100 | 5,108 | 426 | 174 | 0 | 2,966 | 1,546 | 0 | 722 | 697 |
| Riverside Unified .................. | CA | 119 | 42,339 | 45,947 | 9,658 | 21.0 | 408,542 | 39,517 | 9.7 | 928 | 8,718 | 16,092 | 7,785 | 1,844 | 266 | 0 | 11,797 | 5,081 | 1,210 | 3,000 | 2,506 |
| Chandler Unified .................. | AZ | 120 | 42,252 | 46,140 | 5,344 | 11.6 | 306,368 | 19,662 | 6.4 | 477 | 3,925 | 6,518 | 5,207 | 720 | 374 | 0 | 5,213 | 2,652 | 0 | 1,390 | 1,171 |

'Poverty is defined based on the number of persons and related children in the family and their income. For information on poverty hresholds, see http://www.census.gov/hhes/www/poverty/datathreshla/.
${ }^{2}$ Fiscal year 2016 Department of Education funds available for spending by school districts in the 2016-17 school year.
${ }^{\text {FFederal revenue }}$ per student is based on fall enrollment collected through the "Local Education Agency (School District) Finance Survey (F33)."

NOTE. Detail may not sum to totals because of rounding. ISD = independent school distric.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2014-15; "Local Education Agency (School District) Finance Survey (F33)," 2013-14; and unpublished Department of Education budget data. U.S. Department of Commerce, Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program, 2014 Poverty Estimates for School Districts. (This table was prepared June 2017.)

Table 216.10. Public elementary and secondary schools, by level of school: Selected years, 1967-68 through 2014-15

| Year | Total, all public schools | Schools with reported grade spans |  |  |  |  |  |  |  |  |  |  | Other schools ${ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Elementary schools |  |  |  | Secondary schools |  |  |  |  | Combined elementaryl secondary schools ${ }^{2}$ |  |
|  |  | Total | Total ${ }^{3}$ | Middle schools ${ }^{4}$ | Oneteacher schools | Other elementary schools | Total ${ }^{5}$ | Junior high ${ }^{6}$ | 3 -year or 4-year high schools | 5 -year or 6-year high schools | Other secondary schools |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1967-68 | - | 94,197 | 67,186 | - | 4,146 | 63,040 | 23,318 | 7,437 | 10,751 | 4,650 | 480 | 3,693 | - |
| 1970-71 .... | - | 89,372 | 64,020 | 2,080 | 1,815 | 60,125 | 23,572 | 7,750 | 11,265 | 3,887 | 670 | 1,780 | - |
| 1972-73 .... | - | 88,864 | 62,942 | 2,308 | 1,475 | 59,159 | 23,919 | 7,878 | 11,550 | 3,962 | 529 | 2,003 | - |
| 1974-75 ....... | - | 87,456 | 61,759 | 3,224 | 1,247 | 57,288 | 23,837 | 7,690 | 11,480 | 4,122 | 545 | 1,860 | - |
| 1975-76 ..................... | 88,597 | 87,034 | 61,704 | 3,916 | 1,166 | 56,622 | 23,792 | 7,521 | 11,572 | 4,113 | 586 | 1,538 | 1,563 |
| 1976-77. | - | 86,501 | 61,123 | 4,180 | 1,111 | 55,832 | 23,857 | 7,434 | 11,658 | 4,130 | 635 | 1,521 | - |
| 1978-79 ..... | - | 84,816 | 60,312 | 5,879 | 1,056 | 53,377 | 22,834 | 6,282 | 11,410 | 4,429 | 713 | 1,670 | - |
| 1980-81 ..................... | 85,982 | 83,688 | 59,326 | 6,003 | 921 | 52,402 | 22,619 | 5,890 | 10,758 | 4,193 | 1,778 | 1,743 | 2,294 |
| 1982-83 ...................... | 84,740 | 82,039 | 58,051 | 6,875 | 798 | 50,378 | 22,383 | 5,948 | 11,678 | 4,067 | 690 | 1,605 | 2,701 |
| 1983-84 ..................... | 84,178 | 81,418 | 57,471 | 6,885 | 838 | 49,748 | 22,336 | 5,936 | 11,670 | 4,046 | 684 | 1,611 | 2,760 |
| 1984-85 ........ | 84,007 | 81,147 | 57,231 | 6,893 | 825 | 49,513 | 22,320 | 5,916 | 11,671 | 4,021 | 712 | 1,596 | 2,860 |
| 1986-87 ......... | 83,421 | 82,316 | 58,835 | 7,483 | 763 | 50,589 | 21,505 | 5,109 | 11,430 | 4,196 | 770 | 1,976 | 1,105 7 |
| 1987-88 .... | 83,248 | 81,416 | 57,575 | 7,641 | 729 | 49,205 | 21,662 | 4,900 | 11,279 | 4,048 | 1,435 | 2,179 | 1,832 ${ }^{7}$ |
| 1988-89 ... | 83,165 | 81,579 | 57,941 | 7,957 | 583 | 49,401 | 21,403 | 4,687 | 11,350 | 3,994 | 1,372 | 2,235 | 1,586 ${ }^{7}$ |
| 1989-90 | 83,425 | 81,880 | 58,419 | 8,272 | 630 | 49,517 | 21,181 | 4,512 | 11,492 | 3,812 | 1,365 | 2,280 | 1,545 ${ }^{7}$ |
| 1990-91 ... | 84,538 | 82,475 | 59,015 | 8,545 | 617 | 49,853 | 21,135 | 4,561 | 11,537 | 3,723 | 1,314 | 2,325 | 2,063 |
| 1991-92 .... | 84,578 | 82,506 | 59,258 | 8,829 | 569 | 49,860 | 20,767 | 4,298 | 11,528 | 3,699 | 1,242 | 2,481 | 2,072 |
| 1992-93 .... | 84,497 | 82,896 | 59,676 | 9,152 | 430 | 50,094 | 20,671 | 4,115 | 11,651 | 3,613 | 1,292 | 2,549 | 1,601 |
| 1993-94 | 85,393 | 83,431 | 60,052 | 9,573 | 442 | 50,037 | 20,705 | 3,970 | 11,858 | 3,595 | 1,282 | 2,674 | 1,962 |
| 1994-95 ................... | 86,221 | 84,476 | 60,808 | 9,954 | 458 | 50,396 | 20,904 | 3,859 | 12,058 | 3,628 | 1,359 | 2,764 | 1,745 |
| 1995-96 .... | 87,125 | 84,958 | 61,165 | 10,205 | 474 | 50,486 | 20,997 | 3,743 | 12,168 | 3,621 | 1,465 | 2,796 | 2,167 |
| 1996-97 .... | 88,223 | 86,092 | 61,805 | 10,499 | 487 | 50,819 | 21,307 | 3,707 | 12,424 | 3,614 | 1,562 | 2,980 | 2,131 |
| 1997-98 .................... | 89,508 | 87,541 | 62,739 | 10,944 | 476 | 51,319 | 21,682 | 3,599 | 12,734 | 3,611 | 1,738 | 3,120 | 1,967 |
| 1998-99 ..... | 90,874 | 89,259 | 63,462 | 11,202 | 463 | 51,797 | 22,076 | 3,607 | 13,457 | 3,707 | 1,305 | 3,721 | 1,615 |
| 1999-2000 .................. | 92,012 | 90,538 | 64,131 | 11,521 | 423 | 52,187 | 22,365 | 3,566 | 13,914 | 3,686 | 1,199 | 4,042 | 1,474 |
| 2000-01 ... | 93,273 | 91,691 | 64,601 | 11,696 | 411 | 52,494 | 21,994 | 3,318 | 13,793 | 3,974 | 909 | 5,096 | 1,582 |
| 2001-02 ..................... | 94,112 | 92,696 | 65,228 | 11,983 | 408 | 52,837 | 22,180 | 3,285 | 14,070 | 3,917 | 908 | 5,288 | 1,416 |
| 2002-03 ...................... | 95,615 | 93,869 | 65,718 | 12,174 | 366 | 53,178 | 22,599 | 3,263 | 14,330 | 4,017 | 989 | 5,552 | 1,746 |
| 2003-04 ..................... | 95,726 | 93,977 | 65,758 | 12,341 | 376 | 53,041 | 22,782 | 3,251 | 14,595 | 3,840 | 1,096 | 5,437 | 1,749 |
| 2004-05 ............... | 96,513 | 95,001 | 65,984 | 12,530 | 338 | 53,116 | 23,445 | 3,250 | 14,854 | 3,945 | 1,396 | 5,572 | 1,512 |
| 2005-06 .... | 97,382 | 95,731 | 66,026 | 12,545 | 326 | 53,155 | 23,998 | 3,249 | 15,103 | 3,910 | 1,736 | 5,707 | 1,651 |
| 2006-07 ...................... | 98,793 | 96,362 | 66,458 | 12,773 | 313 | 53,372 | 23,920 | 3,112 | 15,043 | 4,048 | 1,717 | 5,984 | 2,431 |
| 2007-08 .... | 98,916 | 97,654 | 67,112 | 13,014 | 288 | 53,810 | 24,643 | 3,117 | 16,146 | 3,981 | 1,399 | 5,899 | 1,262 |
| 2008-09 ... | 98,706 | 97,119 | 67,148 | 13,060 | 237 | 53,851 | 24,348 | 3,037 | 16,246 | 3,761 | 1,304 | 5,623 | 1,587 |
| 2009-10 ................ | 98,817 | 97,521 | 67,140 | 13,163 | 217 | 53,760 | 24,651 | 2,953 | 16,706 | 3,778 | 1,214 | 5,730 | 1,296 |
| 2010-11 ... | 98,817 | 97,767 | 67,086 | 13,045 | 224 | 53,817 | 24,544 | 2,855 | 16,321 | 4,047 | 1,321 | 6,137 | 1,050 |
| 2011-12 ... | 98,328 | 97,357 | 66,689 | 12,963 | 205 | 53,521 | 24,357 | 2,865 | 16,586 | 3,899 | 1,007 | 6,311 | 971 |
| 2012-13 | 98,454 | 97,331 | 66,708 | 13,064 | 196 | 53,448 | 24,294 | 2,816 | 16,393 | 3,875 | 1,210 | 6,329 | 1,123 |
| 2013-14 ..................... | 98,271 | 97,290 | 67,034 | 13,324 | 193 | 53,517 | 24,067 | 2,721 | 16,704 | 3,467 | 1,175 | 6,189 | 981 |
| 2014-15 ....................... | 98,176 | 97,601 | 67,073 | 13,250 | 165 | 53,658 | 24,181 | 2,706 | 16,603 | 3,585 | 1,287 | 6,347 | 575 |

## -Not available.

${ }^{1}$ Includes special education, alternative, and other schools not reported by grade span. ${ }^{2}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above. 3Includes schools beginning with grade 6 or below and with no grade higher than 8 . ${ }^{4}$ Includes schools with grade spans beginning with 4,5 , or 6 and ending with 6,7 , or 8 .
5 Includes schools with no grade lower than 7 .
${ }^{6}$ Includes schools with grades 7 and 8 or grades 7 through 9 .
'Because of revision in data collection procedures, figures not comparable to data for other years. NOTE: Some data have been revised from previously published figures.
NOTE: Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1967-68 and 1975-76; Statistics of Public Elementary and Secondary Day Schools, 1970-71, 1972-73, 1974-75, and 1976-77 through 1980-81; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1982-83 through 2014-15. (This table was prepared October 2016.)

Table 216.20. Number and enrollment of public elementary and secondary schools, by school level, type, and charter and magnet status: Selected years, 1990-91 through 2014-15

| School level, type, and charter and magnet status | Number of schools |  |  |  |  |  |  |  |  |  | Fall enrollment |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2004-05 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 1990-91 | 2000-01 | 2004-05 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Total, all schools ..... | 84,538 | 93,273 | 96,513 | 98,706 | 98,817 | 98,817 | 98,328 | 98,454 | 98,271 | 98,176 | 41,141,366 | 47,060,714 | 48,583,506 | 49,053,786 | 49,081,519 | 49,177,617 | 49,256,120 | 49,519,559 | 49,77,410 | 50,009,71 |
| School type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Regular ... | 80,395 | 85,422 | 87,279 | 88,801 | 89,018 | 88,929 | 88,663 | 89,031 | 89,183 | 89,386 | 40,599,943 | 46,194,730 | 47,668,986 | 48,168,727 | 48,186,142 | 48,259,245 | 48,273,539 | 48,583,049 | 48,863,752 | 49,178,890 |
| Special education | 1,932 | 2,008 | 1,972 | 2,289 | 2,089 | 2,206 | 2,087 | 2,034 | 2,010 | 1,954 | 209,145 | 174,577 | 203,426 | 164,874 | 192,989 | 190,910 | 195,161 | 198,626 | 214,611 | 186,269 |
| Vocational ........... | 1,060 | 1,025 | 1,192 | 1,409 | 1,417 | 1,485 | 1,434 | 1,403 | 1,380 | 1,387 | 198,117 | 199,669 | 180,662 | 156,390 | 129,840 | 164,013 | 159,905 | 160,207 | 148,447 | 147,550 |
| Alternative ${ }^{1}$ | 1,151 | 4,818 | 6,070 | 6,207 | 6,293 | 6,197 | 6,144 | 5,986 | 5,698 | 5,449 | 134,161 | 491,738 | 530,432 | 563,795 | 572,548 | 563,449 | 627,515 | 577,677 | 550,600 | 497,062 |
| School level and type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ${ }^{2}$............. | 59,015 | 64,601 | 65,984 | 67,148 | 67,140 | 67,086 | 66,689 | 66,708 | 67,034 | 67,073 | 26,503,677 | 30,673,453 | 31,161,899 | 31,446,040 | 31,547,988 | 31,581,751 | 31,724,573 | 31,918,613 | 32,226,881 | 32,225,908 |
| Regular ... | 58,440 | 63,674 | 64,964 | 65,999 | 65,947 | 65,874 | 65,461 | 65,572 | 65,948 | 66,036 | 26,400,740 | 30,582,610 | 31,049,705 | 31,325,566 | 31,413,221 | 31,441,027 | 31,545,886 | 31,72,432 | 32,083,759 | 32,116,995 |
| Special education | 419 | 496 | 460 | 538 | 520 | 587 | 544 | 541 | 543 | 578 | 58,204 | 42,127 | 46,433 | 49,661 | 56,959 | 58,987 | 58,844 | 59,826 | 62,596 | 54,161 |
| Vocational ............ | 31 | 8 | 4 | 1 | 24 | 16 | 17 | 15 | 7 | , | 17,686 | 2,409 | 1,154 | 16 | 1,892 | 3,495 | 4,558 | 3,734 | 1,791 | 1,749 |
| Alternative ${ }^{1}$.. | 125 | 423 | 556 | 610 | 649 | 609 | 667 | 580 | 536 | 453 | 27,047 | 46,307 | 64,607 | 70,797 | 75,916 | 78,242 | 115,285 | 82,621 | 78,735 | 53,003 |
| Secondary ${ }^{3}$ | 21,135 | 21,994 | 23,445 | 24,348 | 24,651 | 24,544 | 24,357 | 24,294 | 24,067 | 24,181 | 13,569,787 | 15,038,171 | 15,877,599 | 16,055,123 | 15,930,401 | 15,692,610 | 15,708,815 | 15,670,275 | 15,640,128 | 15,731,561 |
| Regular ..... | 19,459 | 18,456 | 19,028 | 19,349 | 19,604 | 19,449 | 19,441 | 19,479 | 19,411 | 19,441 | 13,313,097 | 14,567,969 | 15,411,760 | 15,568,281 | 15,454,043 | 15,197,786 | 15,194,153 | 15,161,226 | 15,167,671 | 15,270,834 |
| Special education ...... | 165 | 219 | 267 | 325 | 354 | 359 | 339 | 333 | 331 | 339 | 11,913 | 12,607 | 16,678 | 24,266 | 30,443 | 27,990 | 27,905 | 28,235 | 28,312 | 24,729 |
| Vocational ... | 1,010 | 997 | 1,147 | 1,326 | 1,343 | 1,387 | 1,349 | 1,324 | 1,311 | 1,318 | 174,105 | 193,981 | 172,697 | 154,522 | 126,827 | 154,088 | 154,187 | 154,610 | 144,066 | 144,042 |
| Alternative ${ }^{1}$ | 501 | 2,322 | 3,003 | 3,348 | 3,350 | 3,349 | 3,228 | 3,158 | 3,014 | 3,083 | 70,672 | 263,614 | 276,464 | 308,054 | 319,088 | 312,746 | 332,570 | 326,204 | 300,079 | 291,956 |
| Combined elementary/secondary ${ }^{4}$.. | 2,325 | 5,096 | 5,572 | 5,623 | 5,730 | 6,137 | 6,311 | 6,329 | 6,189 | 6,347 | 925,887 | 1,266,778 | 1,502,102 | 1,520,246 | 1,542,734 | 1,897,712 | 1,818,020 | 1,926,786 | 1,898,252 | 2,049,039 |
| Regular ................................ | 1,784 | 2,780 | 3,026 | 2,793 | 3,028 | 3,363 | 3,435 | 3,558 | 3,446 | 3,713 | 855,814 | 1,007,368 | 1,203,145 | 1,253,785 | 1,288,109 | 1,620,031 | 1,533,002 | 1,649,010 | 1,611,918 | 1,790,208 |
| Special education ... | 376 | 715 | 865 | 938 | 847 | 964 | 970 | 935 | 940 | 935 | 43,992 | 86,253 | 112,053 | 80,245 | 76,691 | 99,120 | 104,344 | 107,295 | 111,958 | 106,500 |
| Vocational ............ | 19 | 20 | 41 | 82 | 50 | 82 | 68 | 64 | 62 | 63 | 6,326 | 3,279 | 6,811 | 1,852 | 1,121 | 6,430 | 1,160 | 1,863 | 2,590 | 1,759 |
| Alternative ${ }^{1}$ | 146 | 1,581 | 1,640 | 1,810 | 1,805 | 1,728 | 1,838 | 1,772 | 1,741 | 1,636 | 19,755 | 169,878 | 180,093 | 184,364 | 176,813 | 172,131 | 179,514 | 168,618 | 171,786 | 150,572 |
| Other (not classified by grade span) .... | 2,063 | 1,582 | 1,512 | 1,587 | 1,296 | 1,050 | 971 | 1,123 | 981 | 575 | 142,015 | 82,312 | 41,906 | 32,377 | 60,396 | 5,544 | 4,712 | 3,885 | 12,149 | 3,263 |
| Regular ............... | 712 | 512 | 261 | 660 | 439 | 243 | 326 | 422 | 378 | 196 | 30,292 | 36,783 | 4,376 | 21,095 | 30,769 | 401 | 498 | 381 | 404 | 853 |
| Special education ... | 972 | 578 | 380 | 488 | 368 | 296 | 234 | 225 | 196 | 102 | 95,036 | 33,590 | 28,262 | 10,702 | 28,896 | 4,813 | 4,068 | 3,270 | 11,745 | 879 |
| Vocational .. | 77 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 7 |  | O | 0 | 0 | 0 | 0 | - | 0 | 0 | 0 |
| Alternative ${ }^{1}$ | 379 | 492 | 871 | 439 | 489 | 511 | 411 | 476 | 407 | 277 | 16,687 | 11,939 | 9,268 | 580 | 731 | 330 | 146 | 234 | 0 | 1,531 |
| Charter status and level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All charter schools ${ }^{5}$ | - | 1,993 | 3,399 | 4,694 | 4,952 | 5,274 | 5,696 | 6,079 | 6,465 | 6,747 | - | 448,343 | 887,327 | 1,433,116 | 1,610,285 | 1,787,091 | 2,057,599 | 2,269,435 | 2,522,022 | 2,721,786 |
| Elementary ${ }^{2}$ | - | 1,011 | 1,763 | 2,513 | 2,679 | 2,866 | 3,127 | 3,388 | 3,634 | 3,851 | - | 249,101 | 471,875 | 746,950 | 824,297 | 905,575 | 1,045,492 | 1,156,075 | 1,288,568 | 1,405,015 |
| Secondary ${ }^{3}$............................... | - | 467 | 925 | 1,255 | 1,329 | 1,368 | 1,418 | 1,465 | 1,522 | 1,563 | - | 79,588 | 186,416 | 291,016 | 327,289 | 341,534 | 386,482 | 399,921 | 443,423 | 467,231 |
| Combined elementary/secondary ${ }^{4}$. | - | 448 | 673 | 865 | 929 | 1,027 | 1,112 | 1,204 | 1,268 | 1,330 | - | 117,377 | 226,630 | 395,122 | 458,075 | 539,653 | 625,429 | 713,073 | 789,883 | 848,875 |
| Other (not classified by grade span) .... | - | 67 | 38 | 61 | 15 | 13 | 39 | 22 | 41 | 3 | - | 2,271 | 2,406 | 28 | 624 | 329 | 196 | 66 | 48 | 665 |
| Magnet status and level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All magnet schools ${ }^{5}$.... | - | 1,469 | 2,166 | 3,021 | 2,213 | 2,722 | 2,949 | 3,151 | 3,254 | 3,285 | - | 1,213,976 | 1,650,790 | 2,307,712 | 1,515,562 | 2,055,133 | 2,248,177 | 2,478,531 | 2,556,644 | 2,609,104 |
| Elementary ${ }^{2}$........ | - | 1,111 | 1,609 | 2,193 | 1,530 | 1,849 | 2,012 | 2,150 | 2,164 | 2,216 | - | 704,763 | 947,631 | 1,267,944 | 799,546 | 1,035,288 | 1,158,405 | 1,287,771 | 1,300,317 | 1,312,571 |
| Secondary ${ }^{3}$............................... | - | 328 | 479 | 728 | 582 | 746 | 802 | 862 | 939 | 911 | - | 484,684 | 664,262 | 976,483 | 668,832 | 944,434 | 1,015,267 | 1,118,574 | 1,178,272 | 1,207,448 |
| Combined elementary/secondary ${ }^{4}$..... | - | 29 | 63 | 92 | 79 | 103 | 116 | 121 | 133 | 142 | - | 24,529 | 38,897 | 63,285 | 46,467 | 75,411 | 74,505 | 72,148 | 78,055 | 89,277 |
| Other (not classified by grade span) .... | - | 1 | 15 | 8 | 22 | 24 | 19 | 18 | 18 | 16 | - | 0 | 0 | 0 | 717 | 0 | 0 | 38 | 0 | 8 |

[^36]4Includes schools beginning with grade 6 or below and ending with grade 9 or above
${ }^{5}$ Magnet and charter schools are also included under regular, special education, vocational, or alternative schools as appropriate NOTE: Some data have been revised from previously published figures SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD),
tary/Secondary School Universe Survey," 1990-91 through 2014-15. (This table was prepared October 2016.)

Table 216.30. Number and percentage distribution of public elementary and secondary students and schools, by traditional or charter school status and selected characteristics: Selected years, 1999-2000 through 2014-15

| Selected characteristic | 1999-2000 |  |  | 2004-05 |  |  | Charter schools |  |  |  | 2014-15 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, all public schools | Traditional (noncharter) schools | Charter schools | Total, all public schools | $\begin{array}{\|r\|} \hline \text { Traditional } \\ \text { (noncharter) } \\ \text { schoools } \end{array}$ | Charter schools | 2009-10 | 2011-12 | 2012-13 | 2013-14 | Total, al public schools | Traditional (noncharter) schools | Charter schools |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Fall enrollment (in thousands) ................. | 46,689 | 46,350 | 340 | 48,584 | 47,696 | 887 | 1,610 | 2,058 | 2,269 | 2,522 | 50,010 | 47,288 | 2,722 |
| Percentage distribution of students |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex .. | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Male ... | 51.4 | 51.4 | 51.0 | 51.4 | 51.4 | 50.1 | 49.5 | 49.6 | 49.6 | 49.6 | 51.4 | 51.5 | 49.6 |
| Female ......................................... | 48.6 | 48.6 | 49.0 | 48.6 | 48.6 | 49.9 | 50.5 | 50.4 | 50.4 | 50.4 | 48.6 | 48.5 | 50.4 |
| Race/ethnicity | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White ............. | 61.8 | 61.9 | 42.5 | 57.7 | 58.0 | 42.0 | 37.3 | 35.6 | 35.3 | 34.9 | 49.6 | 50.5 | 34.0 |
| Black ... | 17.1 | 16.9 | 33.5 | 17.1 | 16.9 | 31.3 | 30.3 | 28.7 | 27.7 | 27.1 | 15.5 | 14.9 | 27.0 |
| Hispanic | 15.9 | 15.9 | 19.6 | 19.4 | 19.4 | 21.8 | 26.0 | 28.0 | 29.2 | 30.0 | 25.4 | 25.1 | 30.8 |
| Asian/Pacific Islander ....................... | 4.1 | 4.1 | 2.8 | 4.5 | 4.6 | 3.3 | 3.9 | 4.0 | 4.2 | 4.1 | 5.3 | 5.3 | 4.2 |
| American Indian/Alaska Native ............ | 1.2 | 1.2 | 1.5 | 1.2 | 1.2 | 1.5 | 1.0 | 0.9 | 0.8 | 0.8 | 1.0 | 1.0 | 0.8 |
| Two or more races ........................... |  |  | - | - | - | - | 1.4 | 2.8 | 2.9 | 3.0 | 3.2 | 3.2 | 3.3 |
| Percent of students eligible for free or reduced-price lunch program ${ }^{1}$ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 0 to 25.0 ......................................... | 44.9 | 45.0 | 36.9 | 33.3 | 33.3 | 32.1 | 20.6 | 21.9 | 19.2 | 20.0 | 20.4 | 20.4 | 20.8 |
| 25.1 to 50.0 | 25.4 | 25.5 | 12.7 | 26.7 | 26.9 | 17.4 | 18.8 | 18.4 | 19.9 | 19.0 | 27.5 | 28.1 | 17.2 |
| 50.1 to 75.0 | 16.0 | 16.1 | 13.0 | 19.0 | 19.0 | 17.4 | 20.2 | 21.0 | 22.4 | 21.7 | 27.5 | 27.8 | 22.4 |
| More than 75.0 . | 12.2 | 12.2 | 14.3 | 13.8 | 13.7 | 20.3 | 30.7 | 30.8 | 36.1 | 37.1 | 24.3 | 23.7 | 35.3 |
| Missing/school does not participate ...... | 1.4 | 1.2 | 23.2 | 7.2 | 7.1 | 12.8 | 9.7 | 7.9 | 2.3 | 2.2 | 0.3 | 0.1 | 4.3 |
| Number of teachers ${ }^{2}$ | 2,636,277 | 2,622,678 | 13,599 | 2,971,995 | 2,928,535 | 43,461 | 84,983 | 107,929 | 116,384 | 127,500 | 2,874,654 | 2,745,487 | 129,167 |
| Pupil/teacher ratio ${ }^{2}$.............................. | 16.6 | 16.6 | 18.8 | 16.2 | 16.2 | 17.0 | 17.3 | 17.6 | 17.8 | 18.0 | 16.2 | 16.1 | 17.4 |
| Total number of schools | 92,012 | 90,488 | 1,524 | 96,513 | 93,114 | 3,399 | 4,952 | 5,696 | 6,079 | 6,465 | 98,176 | 91,429 | 6,747 |
| Percentage distribution of schools |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Elementary ${ }^{3}$.................................. | 69.7 | 70.0 | 54.6 | 68.4 | 69.0 | 51.9 | 54.1 | 54.9 | 55.7 | 56.2 | 68.3 | 69.1 | 57.1 |
| Secondary ${ }^{4}$................................... | 24.3 | 24.3 | 25.9 | 24.3 | 24.2 | 27.2 | 26.8 | 24.9 | 24.1 | 23.5 | 24.6 | 24.7 | 23.2 |
| Combined ${ }^{5}$ | 4.4 | 4.2 | 18.6 | 5.8 | 5.3 | 19.8 | 18.8 | 19.5 | 19.8 | 19.6 | 6.5 | 5.5 | 19.7 |
| Other ......... | 1.6 | 1.6 | 0.9 | 1.6 | 1.6 | 1.1 | 0.3 | 0.7 | 0.4 | 0.6 | 0.6 | 0.6 | \# |
| Size of enrollment | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Less than 300 ..... | 31.4 | 30.7 | 77.1 | 32.4 | 31.0 | 71.1 | 61.5 | 55.8 | 54.0 | 51.8 | 30.2 | 28.7 | 50.1 |
| 300 to 499 . | 26.4 | 26.7 | 12.0 | 26.7 | 27.1 | 15.9 | 20.8 | 23.1 | 23.6 | 24.3 | 27.4 | 27.6 | 24.7 |
| 500 to 999 ........................................ | 32.6 | 33.0 | 8.6 | 31.0 | 31.7 | 10.1 | 14.0 | 17.0 | 18.0 | 19.0 | 33.2 | 34.2 | 20.0 |
| 1,000 or more ................................. | 9.5 | 9.7 | 2.4 | 9.9 | 10.1 | 2.9 | 3.7 | 4.2 | 4.4 | 5.0 | 9.2 | 9.5 | 5.3 |
| Racial/ethnic concentration |  |  |  |  |  |  |  |  |  |  |  |  |  |
| More than 50 percent White ................ | 70.9 | 71.2 | 51.1 | 66.2 | 66.9 | 48.5 | 40.3 | 37.5 | 36.6 | 35.8 | 57.3 | 59.0 | 35.7 |
| More than 50 percent Black ................ | 11.1 | 10.8 | 26.5 | 11.5 | 11.0 | 24.9 | 25.8 | 25.3 | 24.9 | 24.3 | 10.0 | 9.0 | 23.6 |
| More than 50 percent Hispanic ............. | 8.8 | 8.7 | 11.4 | 11.4 | 11.3 | 14.4 | 19.8 | 21.8 | 22.5 | 23.4 | 16.3 | 15.7 | 23.9 |
| Percent of students eligible for free or reduced-price lunch program ${ }^{1}$ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 0 to 25.0 ..... | 42.3 | 42.3 | 44.5 | 27.9 | 27.8 | 29.0 | 19.3 | 18.7 | 18.3 | 18.4 | 19.0 | 19.0 | 19.4 |
| 25.1 to 50.0 ................................... | 25.6 | 25.9 | 11.1 | 26.1 | 26.5 | 15.4 | 17.2 | 17.9 | 18.7 | 18.2 | 25.9 | 26.6 | 17.1 |
| 50.1 to 75.0 | 16.8 | 16.9 | 10.2 | 19.7 | 19.9 | 16.3 | 20.9 | 19.9 | 21.2 | 20.6 | 27.6 | 28.1 | 21.7 |
| More than 75.0 ................................. | 11.9 | 11.9 | 12.4 | 14.9 | 14.6 | 21.8 | 32.8 | 33.8 | 37.7 | 39.3 | 24.8 | 24.0 | 36.4 |
| Missing/school does not participate ...... | 3.3 | 3.0 | 21.9 | 11.4 | 11.2 | 17.6 | 9.8 | 9.7 | 4.0 | 3.5 | 2.6 | 2.4 | 5.5 |
| Locale ...... | - | - | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| City ............................................... | - | - | - | 26.0 | 25.1 | 51.4 | 54.8 | 55.4 | 56.7 | 56.5 | 27.1 | 24.9 | 56.0 |
| Suburban ...................................... | - | - | - | 27.7 | 27.9 | 22.7 | 21.1 | 21.2 | 25.5 | 26.1 | 31.7 | 32.1 | 26.2 |
| Town ............................................ | - | - | - | 15.1 | 15.3 | 9.7 | 8.0 | 7.4 | 7.0 | 7.0 | 13.6 | 14.1 | 6.9 |
| Rural ........................................... | - | - | - | 31.1 | 31.7 | 16.1 | 16.1 | 16.0 | 10.8 | 10.4 | 27.6 | 28.9 | 10.8 |
| Region ....................................... | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Northeast ...................................... | 16.1 | 16.3 | 7.2 | 15.8 | 16.0 | 9.0 | 9.1 | 9.7 | 10.0 | 10.1 | 15.6 | 16.0 | 10.1 |
| Midwest . | 28.9 | 29.0 | 24.9 | 28.1 | 28.1 | 25.7 | 24.0 | 22.3 | 21.9 | 21.7 | 25.8 | 26.1 | 21.2 |
| South .......................................... | 33.1 | 33.2 | 28.9 | 33.6 | 33.9 | 26.5 | 29.5 | 30.8 | 30.7 | 31.2 | 34.8 | 35.0 | 31.6 |
| West ............................................ | 21.8 | 21.6 | 38.9 | 22.6 | 22.0 | 38.9 | 37.4 | 37.2 | 37.3 | 37.0 | 23.8 | 22.8 | 37.1 |

## -Not available.

\#Rounds to zero.
${ }^{1}$ The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program, a student must be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a studen must be from a household with an income between 130 percent and 185 percent of the poverty threshold.
${ }^{2}$ Pupil/teacher ratio based on schools that reported both enrollment and teacher data.

Includes schools beginning with grade 6 or below and with no grade higher than 8
${ }^{4}$ Includes schools with no grade lower than 7
Includes schools beginning with grade 6 or below and ending with grade 9 or above. NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999-2000 through 2014-15. (This table was prepared October 2016.)

Table 216.40. Number and percentage distribution of public elementary and secondary schools and enrollment, by level, type, and enrollment size of school: 2012-13, 2013-14, and 2014-15

| Enrollment size of school | Number and percentage distribution of schools, by level and type |  |  |  |  |  | Enrollment totals and percentage distribution, by level and type of school ${ }^{1}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ | Elementary ${ }^{3}$ | Secondary ${ }^{4}$ |  | Combined elementaryl secondary ${ }^{5}$ | Other ${ }^{6}$ | Total ${ }^{2}$ | Elementary ${ }^{3}$ | Secondary ${ }^{4}$ |  | Combined elementary/ secondary ${ }^{5}$ | Other ${ }^{6}$ |
|  |  |  | All schools | Regular schools ${ }^{7}$ |  |  |  |  | All schools | Regular schools ${ }^{7}$ |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 2012-13 |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ..................... | 98,454 | 66,708 | 24,294 | 19,479 | 6,329 | 1,123 | 49,519,559 | 31,918,613 | 15,670,275 | 15,161,226 | 1,926,786 | 3,885 |
| Percent ${ }^{8}$.................. | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Under $100 . . .$. | 10.12 | 5.34 | 17.25 | 9.28 | 36.71 | 71.74 | 0.88 | 0.56 | 1.08 | 0.65 | 4.41 | 37.09 |
| 100 to 199 ...................... | 9.21 | 7.76 | 11.66 | 10.57 | 16.22 | 21.74 | 2.63 | 2.45 | 2.48 | 1.99 | 6.90 | 37.32 |
| 200 to 299 ....................... | 10.91 | 11.51 | 9.33 | 9.69 | 10.28 | 4.35 | 5.28 | 6.08 | 3.37 | 3.08 | 7.55 | 13.51 |
| 300 to 399 ..................... | 13.62 | 16.04 | 7.95 | 8.63 | 8.20 | 0.00 | 9.14 | 11.71 | 4.01 | 3.83 | 8.46 | 0.00 |
| 400 to 499 ...................... | 13.86 | 16.93 | 6.91 | 7.77 | 6.04 | 2.17 | 11.91 | 15.80 | 4.48 | 4.42 | 8.02 | 12.07 |
| 500 to 599 ....................... | 11.73 | 14.25 | 5.88 | 6.66 | 5.90 | 0.00 | 12.30 | 16.21 | 4.66 | 4.64 | 9.59 | 0.00 |
| 600 to 699 ........................ | 8.63 | 10.34 | 4.90 | 5.52 | 3.73 | 0.00 | 10.70 | 13.90 | 4.61 | 4.55 | 7.16 | 0.00 |
| 700 to 799 ...................... | 6.15 | 7.05 | 4.26 | 4.90 | 3.19 | 0.00 | 8.79 | 10.93 | 4.62 | 4.67 | 7.06 | 0.00 |
| 800 to 999 ..................... | 6.70 | 6.94 | 6.71 | 7.78 | 3.87 | 0.00 | 11.36 | 12.74 | 8.71 | 8.86 | 10.11 | 0.00 |
| 1,000 to 1,499 ................. | 5.46 | 3.52 | 11.59 | 13.36 | 3.70 | 0.00 | 12.53 | 8.47 | 20.73 | 20.96 | 13.15 | 0.00 |
| 1,500 to 1,999 .................. | 2.03 | 0.29 | 7.34 | 8.58 | 1.17 | 0.00 | 6.74 | 1.00 | 18.53 | 19.03 | 5.91 | 0.00 |
| 2,000 to 2,999 .................. | 1.31 | 0.03 | 5.24 | 6.13 | 0.47 | 0.00 | 5.87 | 0.14 | 17.87 | 18.37 | 3.19 | 0.00 |
| 3,000 or more .................. | 0.27 | \# | 0.97 | 1.13 | 0.51 | 0.00 | 1.87 | 0.02 | 4.84 | 4.94 | 8.50 | 0.00 |
| Average enrollment ${ }^{8}$2013-14 | 522 | 481 | 689 | 785 | 337 | 84 | 522 | 481 | 689 | 785 | 337 | 84 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ............................. | 98,271 | 67,034 | 24,067 | 19,411 | 6,189 | 981 | 49,777,410 | 32,226,881 | 15,640,128 | 15,167,671 | 1,898,252 | 12,149 |
| Percent ${ }^{8}$ | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Under 100 ....................... | 10.11 | 5.35 | 17.33 | 9.42 | 37.43 | 50.98 | 0.88 | 0.56 | 1.10 | 0.66 | 4.45 | 8.61 |
| 100 to 199 ...................... | 9.04 | 7.68 | 11.27 | 10.24 | 16.31 | 11.76 | 2.58 | 2.41 | 2.39 | 1.92 | 6.88 | 6.21 |
| 200 to 299 ..................... | 10.90 | 11.45 | 9.40 | 9.67 | 10.29 | 15.69 | 5.24 | 6.02 | 3.36 | 3.05 | 7.42 | 15.77 |
| 300 to 399 ...................... | 13.40 | 15.69 | 8.02 | 8.79 | 7.86 | 7.84 | 8.96 | 11.40 | 4.04 | 3.89 | 8.07 | 11.49 |
| 400 to 499 ...................... | 13.89 | 16.94 | 6.88 | 7.72 | 5.92 | 1.96 | 11.89 | 15.74 | 4.45 | 4.40 | 7.82 | 3.97 |
| 500 to 599 ....................... | 11.82 | 14.43 | 5.81 | 6.52 | 5.03 | 3.92 | 12.32 | 16.34 | 4.58 | 4.53 | 8.07 | 8.41 |
| 600 to 699 | 8.73 | 10.36 | 4.99 | 5.63 | 4.37 | 1.96 | 10.76 | 13.87 | 4.66 | 4.63 | 8.30 | 5.41 |
| 700 to 799 ....................... | 6.13 | 7.07 | 4.09 | 4.71 | 3.19 | 0.00 | 8.72 | 10.92 | 4.42 | 4.48 | 6.99 | 0.00 |
| 800 to 999 ...................... | 6.85 | 7.14 | 6.87 | 7.94 | 3.44 | 1.96 | 11.57 | 13.05 | 8.84 | 8.99 | 9.06 | 7.68 |
| 1,000 to 1,499 .................. | 5.48 | 3.57 | 11.55 | 13.32 | 3.85 | 1.96 | 12.50 | 8.55 | 20.51 | 20.80 | 13.65 | 10.36 |
| 1,500 to 1,999 .................. | 2.04 | 0.29 | 7.44 | 8.64 | 1.25 | 0.00 | 6.73 | 0.99 | 18.61 | 19.03 | 6.34 | 0.00 |
| 2,000 to 2,999 ................. | 1.33 | 0.03 | 5.37 | 6.27 | 0.55 | 1.96 | 5.95 | 0.13 | 18.20 | 18.71 | 3.92 | 22.09 |
| 3,000 or more .................. | 0.27 | * | 0.98 | 1.13 | 0.52 | 0.00 | 1.88 | 0.02 | 4.85 | 4.90 | 9.04 | 0.00 |
| Average enrollment ${ }^{8}$......... | 525 | 483 | 693 | 788 | 340 | 238 | 525 | 483 | 693 | 788 | 340 | 238 |
| 2014-15 |  |  |  |  |  |  |  |  |  |  |  |  |
| Total $\qquad$ <br> Percent ${ }^{8}$ $\qquad$ | 98,176 | 67,073 | 24,181 | 19,441 | 6,347 | 575 | 50,009,771 | 32,225,908 | 15,731,561 | 15,270,834 | 2,049,039 | 3,263 |
|  | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Under 100 ................. | 10.16 | 5.29 | 17.68 | 9.37 | 36.65 | 68.00 | 0.87 | 0.55 | 1.08 | 0.65 | 4.22 | 13.39 |
| 100 to 199 ....................... | 9.01 | 7.71 | 11.17 | 10.22 | 15.58 | 16.00 | 2.56 | 2.42 | 2.35 | 1.90 | 6.31 | 17.16 |
| 200 to 299 ...................... | 10.89 | 11.54 | 9.14 | 9.60 | 10.17 | 4.00 | 5.23 | 6.08 | 3.26 | 3.01 | 7.09 | 7.08 |
| 300 to 399 ...................... | 13.43 | 15.74 | 8.09 | 8.88 | 7.83 | 8.00 | 8.96 | 11.44 | 4.06 | 3.91 | 7.73 | 20.59 |
| 400 to 499 ........................ | 13.93 | 16.98 | 6.99 | 7.89 | 5.93 | 0.00 | 11.90 | 15.80 | 4.51 | 4.47 | 7.51 | 0.00 |
| 500 to 599 ....................... | 11.83 | 14.41 | 5.87 | 6.61 | 5.45 | 0.00 | 12.32 | 16.33 | 4.62 | 4.58 | 8.40 | 0.00 |
| 600 to 699 ...................... | 8.61 | 10.29 | 4.82 | 5.43 | 4.15 | 0.00 | 10.61 | 13.79 | 4.50 | 4.46 | 7.61 | 0.00 |
| 700 to 799 ...................... | 6.10 | 7.02 | 4.04 | 4.65 | 3.54 | 0.00 | 8.66 | 10.85 | 4.35 | 4.39 | 7.48 | 0.00 |
| 800 to 999 ..................... | 6.82 | 7.09 | 6.78 | 7.85 | 3.94 | 0.00 | 11.50 | 12.96 | 8.71 | 8.85 | 9.98 | 0.00 |
| 1,000 to 1,499 .................. | 5.52 | 3.63 | 11.45 | 13.23 | 4.22 | 4.00 | 12.55 | 8.68 | 20.26 | 20.55 | 14.21 | 41.77 |
| 1,500 to 1,999 ................. | 2.04 | 0.28 | 7.41 | 8.61 | 1.40 | 0.00 | 6.73 | 0.97 | 18.51 | 18.87 | 6.78 | 0.00 |
| 2,000 to 2,999 ................. | 1.39 | 0.03 | 5.59 | 6.53 | 0.62 | 0.00 | 6.20 | 0.12 | 18.91 | 19.41 | 4.16 | 0.00 |
| 3,000 or more ................... | 0.27 | 0.00 | 0.98 | 1.13 | 0.52 | 0.00 | 1.90 | 0.01 | 4.89 | 4.96 | 8.53 | 0.00 |
| Average enrollment ${ }^{8}$......... | 525 | 483 | 694 | 791 | 354 | 131 | 525 | 483 | 694 | 791 | 354 | 131 |

## \#Rounds to zero.

${ }^{1}$ Because the data reflect reports by schools, totals differ from those in tables based on reports by states or school districts. Percentage distribution and average enrollment calculations exclude data for schools not reporting enrollment.
${ }^{2}$ Includes elementary, secondary, combined elementary/secondary, and other schools ${ }^{3}$ Includes schools beginning with grade 6 or below and with no grade higher than 8 ${ }^{4}$ Includes schools with no grade lower than 7
${ }^{5}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above. ${ }^{6}$ Includes special education, alternative, and other schools not reported by grade span.
${ }^{7}$ Excludes special education schools, vocational schools, and alternative schools.
Data are for schools reporting enrollments greater than zero. Enrollments greater than zero were reported for 94,859 out of 98,454 schools in 2012-13, 94,876 out of 98,271 in 2013-14, and 95,230 out of 98,176 in 2014-15.
NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2012-13, 2013-14, and 2014-15. (This table was prepared October 2016.)

Table 216.45. Average enrollment and percentage distribution of public elementary and secondary schools, by level, type, and enrollment size: Selected years, 1982-83 through 2014-15

| Year | Average enrollment in schools, by level and type |  |  |  |  |  | Percentage distribution of schools, by enrollment size |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{1}$ | Elementary ${ }^{2}$ | Secondary ${ }^{3}$ |  | Combined elementary/ secondary ${ }^{4}$ | Other ${ }^{5}$ | Under 200 | 200 to 299 | 300 to 399 | 400 to 499 | 500 to 599 | 600 to 699 | 700 to 999 | $\begin{array}{r} 1,000 \\ \text { or more } \end{array}$ |
|  |  |  | $\begin{array}{r} \text { All } \\ \text { schools } \end{array}$ | Regular schools ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1982-83 ..... | 478 | 399 | 719 | - | 478 | 142 | 21.9 | 13.8 | 15.5 | 13.1 | 10.2 | 7.1 | 10.2 | 8.3 |
| 1983-84 ....................... | 480 | 401 | 720 | - | 475 | 145 | 21.7 | 13.7 | 15.5 | 13.2 | 10.2 | 7.1 | 10.3 | 8.3 |
| 1984-85 ........................ | 482 | 403 | 721 | - | 476 | 146 | 21.5 | 13.6 | 15.5 | 13.2 | 10.3 | 7.1 | 10.4 | 8.4 |
| 1986-87 ...................... | 489 | 416 | 707 | 714 | 426 | 118 | 21.1 | 13.1 | 15.0 | 13.5 | 10.8 | 7.5 | 10.7 | 8.1 |
| 1987-88 ....................... | 490 | 424 | 695 | 711 | 420 | 122 | 20.3 | 12.9 | 14.9 | 13.8 | 11.1 | 7.8 | 11.2 | 8.0 |
| 1988-89 ...................... | 494 | 433 | 689 | 697 | 412 | 142 | 20.0 | 12.5 | 14.7 | 13.8 | 11.4 | 8.0 | 11.6 | 8.0 |
| 1989-90 ...................... | 493 | 441 | 669 | 689 | 402 | 142 | 19.8 | 12.2 | 14.5 | 13.7 | 11.5 | 8.3 | 12.0 | 7.9 |
| 1990-91 ....... | 497 | 449 | 663 | 684 | 398 | 150 | 19.7 | 11.9 | 14.2 | 13.6 | 11.7 | 8.5 | 12.3 | 8.1 |
| 1991-92 ...................... | 507 | 458 | 677 | 717 | 407 | 152 | 19.1 | 11.7 | 14.1 | 13.5 | 11.8 | 8.6 | 12.8 | 8.5 |
| 1992-93 ........................ | 513 | 464 | 688 | 733 | 423 | 135 | 18.6 | 11.6 | 13.9 | 13.5 | 11.9 | 8.7 | 13.1 | 8.7 |
| 1993-94 ........................ | 518 | 468 | 693 | 748 | 418 | 136 | 18.6 | 11.5 | 13.6 | 13.5 | 11.7 | 8.8 | 13.3 | 9.0 |
| 1994-95 ....................... | 520 | 471 | 696 | 759 | 412 | 131 | 18.6 | 11.4 | 13.6 | 13.4 | 11.8 | 8.7 | 13.3 | 9.2 |
| 1995-96 .................. | 525 | 476 | 703 | 771 | 401 | 136 | 18.5 | 11.2 | 13.5 | 13.4 | 11.8 | 8.8 | 13.4 | 9.4 |
| 1996-97 ....................... | 527 | 478 | 703 | 777 | 387 | 135 | 18.7 | 11.3 | 13.2 | 13.2 | 11.8 | 8.8 | 13.6 | 9.5 |
| 1997-98 ...................... | 525 | 478 | 699 | 779 | 374 | 121 | 19.3 | 11.2 | 13.1 | 13.3 | 11.6 | 8.6 | 13.4 | 9.6 |
| 1998-99 ................... | 524 | 478 | 707 | 786 | 290 | 135 | 19.6 | 11.2 | 13.1 | 13.2 | 11.5 | 8.5 | 13.3 | 9.6 |
| 1999-2000 ................... | 521 | 477 | 706 | 785 | 282 | 123 | 20.0 | 11.3 | 13.3 | 13.2 | 11.2 | 8.4 | 13.1 | 9.5 |
| 2000-01 ...................... | 519 | 477 | 714 | 795 | 274 | 136 | 20.4 | 11.4 | 13.2 | 13.3 | 11.0 | 8.2 | 12.9 | 9.6 |
| 2001-02 ...................... | 520 | 477 | 718 | 807 | 270 | 138 | 20.5 | 11.5 | 13.3 | 13.1 | 10.9 | 8.1 | 12.7 | 9.7 |
| 2002-03 ..................... | 519 | 476 | 720 | 813 | 265 | 136 | 20.7 | 11.6 | 13.4 | 13.0 | 10.9 | 8.1 | 12.4 | 9.8 |
| 2003-04 ...................... | 521 | 476 | 722 | 816 | 269 | 142 | 20.7 | 11.6 | 13.5 | 13.2 | 10.8 | 8.0 | 12.3 | 9.9 |
| 2004-05 ...................... | 521 | 474 | 713 | 815 | 298 | 143 | 20.7 | 11.6 | 13.5 | 13.2 | 10.8 | 8.1 | 12.2 | 9.9 |
| 2005-06 .......... | 521 | 473 | 709 | 819 | 318 | 128 | 20.7 | 11.5 | 13.6 | 13.2 | 11.0 | 8.1 | 12.2 | 9.8 |
| 2006-07 ...................... | 521 | 473 | 711 | 818 | 325 | 138 | 20.3 | 11.5 | 13.8 | 13.4 | 11.0 | 8.2 | 12.2 | 9.6 |
| 2007-08 ....................... | 516 | 469 | 704 | 816 | 292 | 136 | 20.4 | 11.5 | 13.9 | 13.6 | 11.1 | 8.1 | 12.0 | 9.3 |
| 2008-09 ........................ | 517 | 470 | 704 | 807 | 308 | 177 | 20.0 | 11.4 | 13.8 | 13.9 | 11.3 | 8.3 | 12.2 | 9.1 |
| 2009-10 ...................... | 516 | 473 | 692 | 796 | 300 | 191 | 20.0 | 11.3 | 13.7 | 13.9 | 11.4 | 8.5 | 12.3 | 9.0 |
| 2010-11 ........................ | 517 | 475 | 684 | 790 | 343 | 57 | 19.8 | 11.0 | 13.9 | 13.9 | 11.5 | 8.5 | 12.5 | 9.0 |
| 2011-12 ....................... | 520 | 479 | 690 | 788 | 322 | 84 | 19.4 | 11.0 | 13.8 | 13.9 | 11.7 | 8.6 | 12.7 | 9.0 |
| 2012-13 ....................... | 522 | 481 | 689 | 785 | 337 | 84 | 19.3 | 10.9 | 13.6 | 13.9 | 11.7 | 8.6 | 12.8 | 9.1 |
| 2013-14 ........................ | 525 | 483 | 693 | 788 | 340 | 238 | 19.2 | 10.9 | 13.4 | 13.9 | 11.8 | 8.7 | 13.0 | 9.1 |
| 2014-15 ...................... | 525 | 483 | 694 | 791 | 354 | 131 | 19.2 | 10.9 | 13.4 | 13.9 | 11.8 | 8.6 | 12.9 | 9.2 |

## -Not available.

${ }^{\text {In }}$ Includes elementary, secondary, combined elementary/secondary, and other schools.
${ }^{2}$ Includes schools beginning with grade 6 or below and with no grade higher than 8 .
${ }^{3}$ Includes schools with no grade lower than 7 .
${ }^{4}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above.
${ }^{5}$ Includes special education, alternative, and other schools not reported by grade span.
${ }^{6}$ Excludes special education schools, vocational schools, and alternative schools.

NOTE: Data reflect reports by schools rather than by states or school districts. Percentage distribution and average enrollment calculations include data only for schools reporting enrollments greater than zero. Enrollments greater than zero were reported for 95,230 out of 98,176 schools in 2014-15. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, ComSOURCE: U.S. Department of Education, National Center for Education Statistics, Com-" 1982-83 through 2014-15. (This table was prepared October 2016.)

Table 216.50. Number and percentage distribution of public elementary and secondary school students, by percentage of minority enrollment in the school and student's racial/ethnic group: Selected years, fall 1995 through fall 2014

|  | Number of students in racial/ethnic group, by percent minority enrollment in the school |  |  |  |  |  |  | Percentage distribution of students in racial/ethnic group, by percent minority enrollment in the school |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and racial/ ethnic group | Total | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | 75 to 89 percent | 90 percent or more | Total | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | 75 to 89 percent | 90 percent or more |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 11 | 12 | 13 | 14 | 15 |
| Total, 1995 ... | 44,424,467 | 14,508,573 | 8,182,484 | 8,261,110 | 5,467,784 | 2,876,302 | 5,128,214 | 100.0 | 32.7 | 18.4 | 18.6 | 12.3 | 6.5 | 11.5 |
| White ..... | 28,736,961 | 13,939,633 | 6,812,196 | 5,246,785 | 2,094,440 | 499,884 | 144,023 | 100.0 | 48.5 | 23.7 | 18.3 | 7.3 | 1.7 | 0.5 |
| Minority .................... | 15,687,506 | 568,940 | 1,370,288 | 3,014,325 | 3,373,344 | 2,376,418 | 4,984,191 | 100.0 | 3.6 | 8.7 | 19.2 | 21.5 | 15.1 | 31.8 |
| Black | 7,510,678 | 198,386 | 598,716 | 1,588,850 | 1,622,448 | 941,335 | 2,560,943 | 100.0 | 2.6 | 8.0 | 21.2 | 21.6 | 12.5 | 34.1 |
| Hispanic | 6,016,293 | 174,140 | 415,761 | 932,949 | 1,289,184 | 1,099,109 | 2,105,150 | 100.0 | 2.9 | 6.9 | 15.5 | 21.4 | 18.3 | 35.0 |
| Asian/Pacific Islander | 1,656,787 | 142,886 | 259,335 | 367,888 | 379,110 | 297,680 | 209,888 | 100.0 | 8.6 | 15.7 | 22.2 | 22.9 | 18.0 | 12.7 |
| Alaska Native .... | 503,748 | 53,528 | 96,476 | 124,638 | 82,602 | 38,294 | 108,210 | 100.0 | 10.6 | 19.2 | 24.7 | 16.4 | 7.6 | 21.5 |
| Total, 2000 | 46,120,425 | 12,761,478 | 8,736,252 | 8,760,300 | 6,013,131 | 3,472,083 | 6,377,181 | 100.0 | 27.7 | 18.9 | 19.0 | 13.0 | 7.5 | 13.8 |
| White .... | 28,146,613 | 12,218,862 | 7,271,285 | 5,566,681 | 2,303,106 | 596,478 | 190,201 | 100.0 | 43.4 | 25.8 | 19.8 | 8.2 | 2.1 | 0.7 |
| Minority ..................... | 17,973,812 | 542,616 | 1,464,967 | 3,193,619 | 3,710,025 | 2,875,605 | 6,186,980 | 100.0 | 3.0 | 8.2 | 17.8 | 20.6 | 16.0 | 34.4 |
| Black ..... | 7,854,032 | 178,185 | 561,488 | 1,485,130 | 1,652,393 | 1,043,907 | 2,932,929 | 100.0 | 2.3 | 7.1 | 18.9 | 21.0 | 13.3 | 37.3 |
| Hispanic | 7,649,728 | 181,685 | 505,612 | 1,121,809 | 1,542,982 | 1,432,639 | 2,865,001 | 100.0 | 2.4 | 6.6 | 14.7 | 20.2 | 18.7 | 37.5 |
| Asian/Pacificicislander | 1,924,875 | 132,813 | 295,437 | 441,769 | 423,175 | 353,395 | 278,286 | 100.0 | 6.9 | 15.3 | 23.0 | 22.0 | 18.4 | 14.5 |
| Alaska Native | 545,177 | 49,933 | 102,430 | 144,911 | 91,475 | 45,664 | 110,764 | 100.0 | 9.2 | 18.8 | 26.6 | 16.8 | 8.4 | 20.3 |
| Total, 2005 | 48,584,980 | 10,711,307 | 9,283,783 | 9,865,121 | 6,839,850 | 4,149,802 | 7,735,117 | 100.0 | 22.0 | 19.1 | 20.3 | 14.1 | 8.5 | 15.9 |
| White ........................ | 27,742,612 | 10,208,608 | 7,720,632 | 6,259,485 | 2,604,846 | 707,603 | 241,438 | 100.0 | 36.8 | 27.8 | 22.6 | 9.4 | 2.6 | 0.9 |
| Minority .... | 20,842,368 | 502,699 | 1,563,151 | 3,605,636 | 4,235,004 | 3,442,199 | 7,493,679 | 100.0 | 2.4 | 7.5 | 17.3 | 20.3 | 16.5 | 36.0 |
| Black .... | 8,366,722 | 162,455 | 560,928 | 1,513,020 | 1,752,207 | 1,176,649 | 3,201,463 | 100.0 | 1.9 | 6.7 | 18.1 | 20.9 | 14.1 | 38.3 |
| Hispanic | 9,638,712 | 182,039 | 581,533 | 1,388,496 | 1,873,877 | 1,803,567 | 3,809,200 | 100.0 | 1.9 | 6.0 | 14.4 | 19.4 | 18.7 | 39.5 |
| Asian/Pacaific Islander | 2,242,628 | 115,084 | 319,524 | 543,952 | 496,515 | 406,788 | 360,765 | 100.0 | 5.1 | 14.2 | 24.3 | 22.1 | 18.1 | 16.1 |
| Alaska Native ... | 594,306 | 43,121 | 101,166 | 160,168 | 112,405 | 55,195 | 122,251 | 100.0 | 7.3 | 17.0 | 27.0 | 18.9 | 9.3 | 20.6 |
| Total, 2010 .... | 49,212,031 | 7,395,549 | 9,177,649 | 11,236,328 | 7,904,340 | 4,718,126 | 8,780,039 | 100.0 | 15.0 | 18.6 | 22.8 | 16.1 | 9.6 | 17.8 |
| White ..... | 25,801,021 | 6,987,898 | 7,614,557 | 7,097,284 | 3,003,599 | 808,637 | 289,046 | 100.0 | 27.1 | 29.5 | 27.5 | 11.6 | 3.1 | 1.1 |
| Minority | 23,411,010 | 407,651 | 1,563,092 | 4,139,044 | 4,900,741 | 3,909,489 | 8,490,993 | 100.0 | 1.7 | 6.7 | 17.7 | 20.9 | 16.7 | 36.3 |
| Black | 7,873,809 | 95,108 | 415,807 | 1,335,674 | 1,697,727 | 1,236,333 | 3,093,160 | 100.0 | 1.2 | 5.3 | 17.0 | 21.6 | 15.7 | 39.3 |
| Hispanic ... | 11,367,157 | 142,927 | 583,019 | 1,654,084 | 2,238,071 | 2,063,492 | 4,685,564 | 100.0 | 1.3 | 5.1 | 14.6 | 19.7 | 18.2 | 41.2 |
| Asian ...... | 2,281,908 | 63,974 | 259,910 | 585,447 | 552,633 | 390,731 | 429,213 | 100.0 | 2.8 | 11.4 | 25.7 | 24.2 | 17.1 | 18.8 |
| Pacific Islander ........ | 169,678 | 4,958 | 13,772 | 27,478 | 32,241 | 41,652 | 49,577 | 100.0 | 2.9 | 8.1 | 16.2 | 19.0 | 24.5 | 29.2 |
| American Indian/ Alaska Native .... | 561,126 | 26,066 | 77,990 | 157,300 | 116,787 | 58,476 | 124,507 | 100.0 | 4.6 | 13.9 | 28.0 | 20.8 | 10.4 | 22.2 |
| Two or more races ... | 1,157,332 | 74,618 | 212,594 | 379,061 | 263,282 | 118,805 | 108,972 | 100.0 | 6.4 | 18.4 | 32.8 | 22.7 | 10.3 | 9.4 |
| Total, 2012 | 49,403,540 | 6,500,147 | 9,106,054 | 11,467,868 | 8,266,165 | 4,978,186 | 9,085,120 | 100.0 | 13.2 | 18.4 | 23.2 | 16.7 | 10.1 | 18.4 |
| White ....................... | 25,22,897 | 6,125,567 | 7,549,181 | 7,236,471 | 3,149,059 | 856,924 | 305,695 | 100.0 | 24.3 | 29.9 | 28.7 | 12.5 | 3.4 | 1.2 |
| Minority .................... | 24,180,643 | 374,580 | 1,556,873 | 4,231,397 | 5,117,106 | 4,121,262 | 8,779,425 | 100.0 | 1.5 | 6.4 | 17.5 | 21.2 | 17.0 | 36.3 |
| Black. | 7,729,537 | 76,340 | 378,453 | 1,275,590 | 1,688,090 | 1,254,467 | 3,056,597 | 100.0 | 1.0 | 4.9 | 16.5 | 21.8 | 16.2 | 39.5 |
| Hispanic ................. | 12,006,597 | 136,920 | 601,095 | 1,720,930 | 2,370,000 | 2,203,912 | 4,973,740 | 100.0 | 1.1 | 5.0 | 14.3 | 19.7 | 18.4 | 41.4 |
| Asian | 2,354,438 | 52,217 | 244,125 | 595,479 | 588,193 | 416,247 | 458,177 | 100.0 | 2.2 | 10.4 | 25.3 | 25.0 | 17.7 | 19.5 |
| Pacific Islander ........ | 179,153 | 4,879 | 13,860 | 28,583 | 34,430 | 40,749 | 56,652 | 100.0 | 2.7 | 7.7 | 16.0 | 19.2 | 22.7 | 31.6 |
| American Indian/ Alaska Native |  | 20,815 |  | 147,041 |  |  | 124,092 | 100.0 | 3.9 | 12.4 |  | 21.0 |  |  |
| Two or more races ... | 1,383,438 | 83,409 | 253,777 | 463,774 | 325,675 | 146,636 | 110,167 | 100.0 | 6.0 | 18.3 | 33.5 | 23.5 | 10.6 | 8.0 |
| Total, 2013 | 49,649,037 | 6,127,704 | 9,017,544 | 11,591,426 | 8,487,715 | 5,173,033 | 9,251,615 | 100.0 | 12.3 | 18.2 | 23.3 | 17.1 | 10.4 | 18.6 |
| White | 24,983,504 | 5,767,859 | 7,473,340 | 7,311,023 | 3,234,552 | 885,393 | 311,337 | 100.0 | 23.1 | 29.9 | 29.3 | 12.9 | 3.5 | 1.2 |
| Minority .................... | 24,665,533 | 359,845 | 1,544,204 | 4,280,403 | 5,253,163 | 4,287,640 | 8,940,278 | 100.0 | 1.5 | 6.3 | 17.4 | 21.3 | 17.4 | 36.2 |
| Black .................... | 7,725,382 | 69,410 | 358,260 | 1,249,277 | 1,692,385 | 1,294,777 | 3,061,273 | 100.0 | 0.9 | 4.6 | 16.2 | 21.9 | 16.8 | 39.6 |
| Hispanic ................. | 12,350,492 | 132,815 | 602,569 | 1,754,425 | 2,443,662 | 2,303,162 | 5,113,859 | 100.0 | 1.1 | 4.9 | 14.2 | 19.8 | 18.6 | 41.4 |
| Asian. | 2,398,105 | 48,153 | 237,723 | 603,165 | 611,174 | 430,680 | 467,210 | 100.0 | 2.0 | 9.9 | 25.2 | 25.5 | 18.0 | 19.5 |
| Pacific Islander ....... | 175,172 | 4,207 | 13,238 | 28,531 | 35,482 | 39,931 | 53,783 | 100.0 | 2.4 | 7.6 | 16.3 | 20.3 | 22.8 | 30.7 |
| American Indian/ Alaska Native .... | 517,456 |  |  |  | 110,507 |  | 124,917 |  | 3.6 | 11.9 | 27.6 | 21.4 |  | 24.1 |
| Two or more races .... | 1,498,926 | 86,549 | 270,829 | 502,372 | 359,953 | 159,987 | 119,236 | 100.0 | 5.8 | 18.1 | 33.5 | 24.0 | 10.7 | 8.0 |
| Total, 2014 | 50,009,771 | 5,741,083 | 9,011,877 | 11,661,644 | 8,756,197 | 5,324,763 | 9,514,207 | 100.0 | 11.5 | 18.0 | 23.3 | 17.5 | 10.6 | 19.0 |
| White ....................... | 24,786,411 | 5,400,298 | 7,465,449 | 7,348,390 | 3,335,168 | 909,871 | 327,235 | 100.0 | 21.8 | 30.1 | 29.6 | 13.5 | 3.7 | 1.3 |
| Minority .................... | 25,223,360 | 340,785 | 1,546,428 | 4,313,254 | 5,421,029 | 4,414,892 | 9,186,972 | 100.0 | 1.4 | 6.1 | 17.1 | 21.5 | 17.5 | 36.4 |
| Black .................... | 7,759,943 | 62,983 | 342,668 | 1,225,416 | 1,697,167 | 1,335,814 | 3,095,895 | 100.0 | 0.8 | 4.4 | 15.8 | 21.9 | 17.2 | 39.9 |
| Hispanic ................. | 12,716,373 | 126,800 | 612,981 | 1,780,885 | 2,539,142 | 2,355,996 | 5,300,569 | 100.0 | 1.0 | 4.8 | 14.0 | 20.0 | 18.5 | 41.7 |
| Asian .................... | 2,454,856 | 42,901 | 231,503 | 606,496 | 647,976 | 444,359 | 481,621 | 100.0 | 1.7 | 9.4 | 24.7 | 26.4 | 18.1 | 19.6 |
| Pacific Islander ....... American Indian/ | 174,834 | 3,928 | 13,146 | 28,596 | 35,634 | 39,266 | 54,264 | 100.0 | 2.2 | 7.5 | 16.4 | 20.4 | 22.5 | 31.0 |
| American Indian Alaska Native .... | 514,123 | 16,971 | 58,319 | 139,443 | 109,437 | 62,654 | 127,299 | 100.0 | 3.3 | 11.3 | 27.1 | 21.3 | 12.2 | 24.8 |
| Two or more races ... | 1,603,231 | 87,202 | 287,811 | 532,418 | 391,673 | 176,803 | 127,324 | 100.0 | 5.4 | 18.0 | 33.2 | 24.4 | 1.0 | 7.9 |

NOTE: Data reflect racial/ethnic data reported by schools. Because some schools do not report complete racial/ethnic data, totals may differ from figures in other tables. Excludes 1995 data for Idaho and 2000 data for Tennessee because racial/ethnic data were not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 995-96 through 2014-15. (This table was prepared October 2016.)

Table 216.55. Number and percentage distribution of public elementary and secondary school students, by percentage of student's racial/ethnic group enrolled in the school and student's racial/ethnic group: Selected years, fall 1995 through fall 2014

|  | Number of students in each racial/ethnic group, by percent of that racial/ethnic group in the school |  |  |  |  |  |  | Percentage distribution of students in each racial/ethnic group, by percent of that racial/ethnic group in the school |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and racial/ ethnic group | Total | Less than 10 percent of group | 10 to 24 percent of group | 25 to 49 percent of group | 50 to 74 percent of group | 75 to 89 percent of group | 90 percent or more of group | Total | Less than 10 percent of group | 10 to 24 percent of group | 25 to 49 percent of group | 50 to 74 percent of group | 75 to 89 percent of group | 90 percent or more of group |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1995 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 28,736,961 | 143,787 | 498,649 | 2,084,689 | 5,244,015 | 6,813,804 | 13,952,017 | 100.0 | 0.5 | 1.7 | 7.3 | 18.2 | 23.7 | 48.6 |
| Black . | 7,510,678 | 657,403 | 1,119,556 | 1,873,303 | 1,386,802 | 811,898 | 1,661,716 | 100.0 | 8.8 | 14.9 | 24.9 | 18.5 | 10.8 | 22.1 |
| Hispanic ....................... | 6,016,293 | 646,364 | 847,792 | 1,359,649 | 1,360,020 | 874,878 | 927,590 | 100.0 | 10.7 | 14.1 | 22.6 | 22.6 | 14.5 | 15.4 |
| Asian/Pacific Islander ..... | 1,656,787 | 703,101 | 435,495 | 301,984 | 135,001 | 67,558 | 13,648 | 100.0 | 42.4 | 26.3 | 18.2 | 8.1 | 4.1 | 0.8 |
| American Indian/ Alaska Native | 503,748 | 223,244 | 75,019 | 63,070 | 39,200 | 15,084 | 88,131 | 100.0 | 44.3 | 14.9 | 12.5 | 7.8 | 3.0 | 17.5 |
| 2000 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 28,146,613 | 189,779 | 595,137 | 2,294,232 | 5,556,108 | 7,279,301 | 12,232,056 | 100.0 | 0.7 | 2.1 | 8.2 | 19.7 | 25.9 | 43.5 |
| Black | 7,854,032 | 735,459 | 1,199,865 | 1,899,982 | 1,366,363 | 871,399 | 1,780,964 | 100.0 | 9.4 | 15.3 | 24.2 | 17.4 | 11.1 | 22.7 |
| Hispanic | 7,649,728 | 738,509 | 1,054,396 | 1,696,944 | 1,739,038 | 1,134,466 | 1,286,375 | 100.0 | 9.7 | 13.8 | 22.2 | 22.7 | 14.8 | 16.8 |
| Asian/Pacific Islander ..... | 1,924,875 | 799,220 | 524,279 | 331,576 | 171,739 | 81,461 | 16,600 | 100.0 | 41.5 | 27.2 | 17.2 | 8.9 | 4.2 | 0.9 |
| American Indian/ Alaska Native $\qquad$ | 545,177 | 251,983 | 81,119 | 75,831 | 39,944 | 15,363 | 80,937 | 100.0 | 46.2 | 14.9 | 13.9 | 7.3 | 2.8 | 14.8 |
| 2005 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 27,742,612 | 240,614 | 705,300 | 2,596,310 | 6,256,109 | 7,718,175 | 10,226,104 | 100.0 | 0.9 | 2.5 | 9.4 | 22.6 | 27.8 | 36.9 |
| Black | 8,366,722 | 849,399 | 1,396,670 | 2,004,856 | 1,453,759 | 884,663 | 1,777,375 | 100.0 | 10.2 | 16.7 | 24.0 | 17.4 | 10.6 | 21.2 |
| Hispanic | 9,638,712 | 848,160 | 1,316,558 | 2,071,303 | 2,218,616 | 1,545,322 | 1,638,753 | 100.0 | 8.8 | 13.7 | 21.5 | 23.0 | 16.0 | 17.0 |
| Asian/Pacific Islander ..... | 2,242,628 | 925,411 | 616,762 | 363,562 | 214,304 | 100,845 | 21,744 | 100.0 | 41.3 | 27.5 | 16.2 | 9.6 | 4.5 | 1.0 |
| American Indian/ Alaska Native $\qquad$ | 594,306 | 276,846 | 86,978 | 84,665 | 43,272 | 21,275 | 81,270 | 100.0 | 46.6 | 14.6 | 14.2 | 7.3 | 3.6 | 13.7 |
| 2010 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 25,801,021 | 288,136 | 807,107 | 2,991,928 | 7,090,581 | 7,620,071 | 7,003,198 | 100.0 | 1.1 | 3.1 | 11.6 | 27.5 | 29.5 | 27.1 |
| Black .......................... | 7,873,809 | 904,777 | 1,453,068 | 1,907,158 | 1,328,164 | 859,843 | 1,420,799 | 100.0 | 11.5 | 18.5 | 24.2 | 16.9 | 10.9 | 18.0 |
| Hispanic ........................ | 11,367,157 | 896,796 | 1,603,546 | 2,473,080 | 2,657,108 | 1,791,161 | 1,945,466 | 100.0 | 7.9 | 14.1 | 21.8 | 23.4 | 15.8 | 17.1 |
| Asian . | 2,281,908 | 944,657 | 633,149 | 431,446 | 219,381 | 43,509 | 9,766 | 100.0 | 41.4 | 27.7 | 18.9 | 9.6 | 1.9 | 0.4 |
| Pacific Islander .............. | 169,678 | 104,646 | 15,170 | 27,558 | 14,860 | 5,146 | 2,298 | 100.0 | 61.7 | 8.9 | 16.2 | 8.8 | 3.0 | 1.4 |
| American Indian/ <br> Alaska Native | 561,126 | 276,859 | 76,874 | 78,978 | 38,349 | 21,156 | 68,910 | 100.0 | 49.3 | 13.7 | 14.1 | 6.8 | 3.8 | 12.3 |
| Two or more races ........... | 1,157,332 | 996,181 | 128,813 | 15,347 | 6,709 | 3,286 | 6,996 | 100.0 | 86.1 | 11.1 | 1.3 | 0.6 | 0.3 | 0.6 |
| 2012 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .. | 25,2२2,897 | 305,368 | 854,700 | 3,134,932 | 7,229,401 | 7,554,992 | 6,143,504 | 100.0 | 1.2 | 3.4 | 12.4 | 28.7 | 30.0 | 24.4 |
| Black . | 7,729,537 | 911,821 | 1,458,402 | 1,894,233 | 1,321,769 | 853,533 | 1,289,779 | 100.0 | 11.8 | 18.9 | 24.5 | 17.1 | 11.0 | 16.7 |
| Hispanic ...................... | 12,006,597 | 917,364 | 1,705,502 | 2,602,271 | 2,809,313 | 1,916,245 | 2,055,902 | 100.0 | 7.6 | 14.2 | 21.7 | 23.4 | 16.0 | 17.1 |
| Asian ....... | 2,354,438 | 953,716 | 647,160 | 460,452 | 235,569 | 44,768 | 12,773 | 100.0 | 40.5 | 27.5 | 19.6 | 10.0 | 1.9 | 0.5 |
| Pacific Islander .............. | 179,153 | 115,166 | 15,295 | 27,946 | 14,844 | 4,534 | 1,368 | 100.0 | 64.3 | 8.5 | 15.6 | 8.3 | 2.5 | 0.8 |
| American Indian/ Alaska Native $\qquad$ | 527,480 | 259,807 | 70,543 | 77,010 | 33,490 | 20,743 | 65,887 | 100.0 | 49.3 | 13.4 | 14.6 | 6.3 | 3.9 | 12.5 |
| Two or more races .......... | 1,383,438 | 1,205,783 | 164,444 | 7,898 | 1,229 | 3,112 | 972 | 100.0 | 87.2 | 11.9 | 0.6 | 0.1 | 0.2 | 0.1 |
| 2013 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........................... | 24,983,504 | 310,701 | 882,009 | 3,224,896 | 7,305,136 | 7,479,817 | 5,780,945 | 100.0 | 1.2 | 3.5 | 12.9 | 29.2 | 29.9 | 23.1 |
| Black | 7,725,382 | 909,754 | 1,472,181 | 1,915,108 | 1,331,037 | 858,726 | 1,238,576 | 100.0 | 11.8 | 19.1 | 24.8 | 17.2 | 11.1 | 16.0 |
| Hispanic ....................... | 12,350,492 | 917,833 | 1,746,552 | 2,685,972 | 2,913,480 | 1,969,139 | 2,117,516 | 100.0 | 7.4 | 14.1 | 21.7 | 23.6 | 15.9 | 17.1 |
| Asian .......................... | 2,398,105 | 954,471 | 660,219 | 477,747 | 244,261 | 48,790 | 12,617 | 100.0 | 39.8 | 27.5 | 19.9 | 10.2 | 2.0 | 0.5 |
| Paciitic Islander ............. | 175,172 | 112,191 | 14,802 | 30,012 | 12,417 | 5,129 | 621 | 100.0 | 64.0 | 8.4 | 17.1 | 7.1 | 2.9 | 0.4 |
| American Indian/ Alaska Native | 517,456 | 254,320 | 69,830 | 74,469 | 34,099 | 19,334 | 65,404 | 100.0 | 49.1 | 13.5 | 14.4 | 6.6 | 3.7 | 12.6 |
| Two or more races .......... | 1,498,926 | 1,289,726 | 194,838 | 8,071 | 2,819 | 2,360 | 1,112 | 100.0 | 86.0 | 13.0 | 0.5 | 0.2 | 0.2 | 0.1 |
| 2014 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .................... | 24,786,411 | 326,391 | 906,861 | 3,321,959 | 7,347,405 | 7,467,279 | 5,416,516 | 100.0 | 1.3 | 3.7 | 13.4 | 29.6 | 30.1 | 21.9 |
| Black ........................... | 7,759,943 | 916,247 | 1,495,510 | 1,925,536 | 1,350,373 | 874,182 | 1,198,095 | 100.0 | 11.8 | 19.3 | 24.8 | 17.4 | 11.3 | 15.4 |
| Hispanic ....................... | 12,716,373 | 917,811 | 1,815,981 | 2,766,817 | 3,013,933 | 2,057,591 | 2,144,240 | 100.0 | 7.2 | 14.3 | 21.8 | 23.7 | 16.2 | 16.9 |
| Asian .......................... | 2,454,856 | 958,881 | 677,894 | 500,886 | 252,293 | 48,914 | 15,988 | 100.0 | 39.1 | 27.6 | 20.4 | 10.3 | 2.0 | 0.7 |
| Paciitic Islander .............. | 174,834 | 113,812 | 15,541 | 27,772 | 12,828 | 4,786 | 95 | 100.0 | 65.1 | 8.9 | 15.9 | 7.3 | 2.7 | 0.1 |
| American Indian/ Alaska Native $\qquad$ | 514,123 | 251,476 | 70,266 | 72,766 | 33,205 | 21,219 | 65,191 | 100.0 | 48.9 | 13.7 | 14.2 | 6.5 | 4.1 | 12.7 |
| Two or more races .......... | 1,603,231 | 1,370,555 | 220,692 | 8,815 | 1,482 | 1,062 | 625 | 100.0 | 85.5 | 13.8 | 0.5 | 0.1 | 0.1 | \# |

\#Rounds to zero.
NOTE: Data reflect racial/ethnic data reported by schools. Because some schools do not report complete racial/ethnic data, totals may differ from figures in other tables. Excludes 1995 data for Idaho and 2000 data for Tennessee because racial/ethnic data were no
reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1995-96 through 2014-15. (This table was prepared October 2016.)

Table 216.60. Number and percentage distribution of public school students, by percentage of students in school who are eligible for free or reduced-price lunch, school level, locale, and student race/ethnicity: Fall 2014

| School level, locale, and student race/ethnicity | Number of students, by percent of students in school eligible for free or reduced-price lunch |  |  |  |  |  | Percentage distribution of students, by percent of students in school eligible for free or reduced-price lunch |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{1}$ | $0 \text { to } 25.0$ percent | $\begin{array}{r} 25.1 \text { to } 50.0 \\ \text { percent } \end{array}$ | 50.1 to 75.0 percent | More than 75.0 percent | Missing/ school does not participate | Total ${ }^{1}$ | $0 \text { to } 25.0$ percent | 25.1 to 50.0 percent | 50.1 to 75.0 percent | More than 75.0 percent | Missing/ school does not participate |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Total | 50,009,771 | 10,213,411 | 13,744,758 | 13,741,769 | 12,164,670 | 145,163 | 100.0 | 20.4 | 27.5 | 27.5 | 24.3 | 0.3 |
| White | 24,786,411 | 7,231,364 | 9,052,403 | 6,468,234 | 1,948,101 | 86,309 | 100.0 | 29.2 | 36.5 | 26.1 | 7.9 | 0.3 |
| Black | 7,759,943 | 548,437 | 1,301,674 | 2,379,335 | 3,521,519 | 8,978 | 100.0 | 7.1 | 16.8 | 30.7 | 45.4 | 0.1 |
| Hispanic ... | 12,716,373 | 1,077,000 | 2,118,818 | 3,667,995 | 5,820,721 | 31,839 | 100.0 | 8.5 | 16.7 | 28.8 | 45.8 | 0.3 |
| Asian .. | 2,454,856 | 911,941 | 620,624 | 536,755 | 378,639 | 6,897 | 100.0 | 37.1 | 25.3 | 21.9 | 15.4 | 0.3 |
| Pacific Islander .............. | 174,834 | 20,774 | 47,677 | 62,319 | 43,569 | 495 | 100.0 | 11.9 | 27.3 | 35.6 | 24.9 | 0.3 |
| American Indian/ <br> Alaska Native $\qquad$ <br> Two or more races $\qquad$ | $\begin{array}{r} 514,123 \\ 1,603,231 \end{array}$ | $\begin{array}{r} 61,324 \\ 362,571 \end{array}$ | $\begin{aligned} & 111,382 \\ & 492,180 \end{aligned}$ | $\begin{aligned} & 164,722 \\ & 462,409 \end{aligned}$ | $\begin{aligned} & 171,579 \\ & 280,542 \end{aligned}$ | $\begin{aligned} & 5,116 \\ & 5,529 \end{aligned}$ | $\begin{aligned} & 100.0 \\ & 100.0 \end{aligned}$ | $\begin{aligned} & 11.9 \\ & 22.6 \end{aligned}$ | $\begin{aligned} & 21.7 \\ & 30.7 \end{aligned}$ | $\begin{aligned} & 32.0 \\ & 28.8 \end{aligned}$ | $\begin{aligned} & 33.4 \\ & 17.5 \end{aligned}$ | 1.0 0.3 |
| School level ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ${ }^{3}$.. | 32,225,908 | 6,160,484 | 7,824,729 | 8,908,915 | 9,271,200 | 60,580 | 100.0 | 19.1 | 24.3 | 27.6 | 28.8 | 0.2 |
| White .......... | 15,570,251 | 4,313,633 | 5,191,539 | 4,478,840 | 1,550,727 | 35,512 | 100.0 | 27.7 | 33.3 | 28.8 | 10.0 | 0.2 |
| Black ....................... | 5,022,792 | 296,195 | 691,296 | 1,387,896 | 2,642,499 | 4,906 | 100.0 | 5.9 | 13.8 | 27.6 | 52.6 | 0.1 |
| Hispanic .................... | 8,500,891 | 661,932 | 1,185,768 | 2,230,654 | 4,409,762 | 12,775 | 100.0 | 7.8 | 13.9 | 26.2 | 51.9 | 0.2 |
| Asian ....................... | 1,569,179 | 599,191 | 360,504 | 332,926 | 274,019 | 2,539 | 100.0 | 38.2 | 23.0 | 21.2 | 17.5 | 0.2 |
| Pacific Islander ........... | 108,909 | 11,723 | 24,305 | 38,475 | 34,196 | 210 | 100.0 | 10.8 | 22.3 | 35.3 | 31.4 | 0.2 |
| American Indian/ <br> Alaska Native $\qquad$ | 320,438 | 34,096 | 57,528 | 102,126 | 124,660 | 2,028 | 100.0 | 10.6 | 18.0 | 31.9 | 38.9 | 0.6 |
| Two or more races ...... | 1,133,448 | 243,714 | 313,789 | 337,998 | 235,337 | 2,610 | 100.0 | 21.5 | 27.7 | 29.8 | 20.8 | 0.2 |
| Secondary ${ }^{4}$ | 15,731,561 | 3,681,226 | 5,438,887 | 4,224,223 | 2,356,950 | 30,275 | 100.0 | 23.4 | 34.6 | 26.9 | 15.0 | 0.2 |
| White ....... | 8,214,576 | 2,665,802 | 3,545,219 | 1,676,495 | 311,927 | 15,133 | 100.0 | 32.5 | 43.2 | 20.4 | 3.8 | 0.2 |
| Black ............. | 2,335,775 | 212,545 | 563,669 | 871,415 | 686,166 | 1,980 | 100.0 | 9.1 | 24.1 | 37.3 | 29.4 | 0.1 |
| Hispanic .................... | 3,736,097 | 375,616 | 854,572 | 1,303,648 | 1,192,766 | 9,495 | 100.0 | 10.1 | 22.9 | 34.9 | 31.9 | 0.3 |
| Asian ....................... | 815,807 | 293,793 | 241,277 | 189,338 | 90,857 | 542 | 100.0 | 36.0 | 29.6 | 23.2 | 11.1 | 0.1 |
| Pacific Islander ........... | 57,570 | 7,810 | 21,925 | 20,616 | 7,099 | 120 | 100.0 | 13.6 | 38.1 | 35.8 | 12.3 | 0.2 |
| American Indian/ <br> Alaska Native | 160,923 | 23,711 | 49,423 | 53,552 | 32,184 | 2,053 | 100.0 | 14.7 | 30.7 | 33.3 | 20.0 | 1.3 |
| Two or more races ...... | 410,813 | 101,949 | 162,802 | 109,159 | 35,951 | 952 | 100.0 | 24.8 | 39.6 | 26.6 | 8.8 | 0.2 |
| School locale ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| City ............................ | 15,234,686 | 1,924,067 | 2,985,412 | 4,065,435 | 6,193,976 | 65,796 | 100.0 | 12.6 | 19.6 | 26.7 | 40.7 | 0.4 |
| White ....................... | 4,492,135 | 1,083,660 | 1,534,221 | 1,205,119 | 632,629 | 36,506 | 100.0 | 24.1 | 34.2 | 26.8 | 14.1 | 0.8 |
| Black ....................... | 3,603,557 | 157,258 | 419,105 | 986,030 | 2,035,789 | 5,375 | 100.0 | 4.4 | 11.6 | 27.4 | 56.5 | 0.1 |
| Hispanic ................... | 5,423,399 | 308,424 | 632,770 | 1,393,702 | 3,071,981 | 16,522 | 100.0 | 5.7 | 11.7 | 25.7 | 56.6 | 0.3 |
| Asian ......................... | 1,031,943 | 266,232 | 228,122 | 280,085 | 254,284 | 3,220 | 100.0 | 25.8 | 22.1 | 27.1 | 24.6 | 0.3 |
| Pacific Islander ........... | 58,726 | 5,391 | 13,605 | 19,595 | 19,888 | 247 | 100.0 | 9.2 | 23.2 | 33.4 | 33.9 | 0.4 |
| American Indian/ Alaska Native $\qquad$ | 108,914 | 11,786 | 23,225 | 31,403 | 40,679 | 1,821 | 100.0 | 10.8 | 21.3 | 28.8 | 37.3 | 1.7 |
| Two or more races ...... | 516,012 | 91,316 | 134,364 | 149,501 | 138,726 | 2,105 | 100.0 | 17.7 | 26.0 | 29.0 | 26.9 | 0.4 |
| Suburban .... | 19,881,841 | 6,293,793 | 5,621,916 | 4,327,922 | 3,596,215 | 41,995 | 100.0 | 31.7 | 28.3 | 21.8 | 18.1 | 0.2 |
| White ........................ | 10,053,417 | 4,533,670 | 3,384,330 | 1,619,689 | 489,702 | 26,026 | 100.0 | 45.1 | 33.7 | 16.1 | 4.9 | 0.3 |
| Black ....................... | 2,719,930 | 317,503 | 632,344 | 874,040 | 894,125 | 1,918 | 100.0 | 11.7 | 23.2 | 32.1 | 32.9 | 0.1 |
| Hispanic .................... | 5,048,487 | 608,288 | 1,007,080 | 1,426,578 | 1,998,343 | 8,198 | 100.0 | 12.0 | 19.9 | 28.3 | 39.6 | 0.2 |
| Asian ...................... | 1,216,787 | 583,006 | 323,639 | 202,707 | 104,454 | 2,981 | 100.0 | 47.9 | 26.6 | 16.7 | 8.6 | 0.2 |
| Pacific Islander ............ | 73,758 | 12,798 | 23,260 | 22,849 | 14,706 | 145 | 100.0 | 17.4 | 31.5 | 31.0 | 19.9 | 0.2 |
| American Indian/ <br> Alaska Native $\qquad$ | 90,230 | 18,487 | 29,813 | 25,577 | 15,685 | 668 | 100.0 | 20.5 | 33.0 | 28.3 | 17.4 | 0.7 |
| Two or more races ...... | 679,232 | 220,041 | 221,450 | 156,482 | 79,200 | 2,059 | 100.0 | 32.4 | 32.6 | 23.0 | 11.7 | 0.3 |
| Town | 5,679,501 | 472,321 | 1,850,820 | 2,245,016 | 1,093,778 | 17,566 | 100.0 | 8.3 | 32.6 | 39.5 | 19.3 | 0.3 |
| White ....................... | 3,646,871 | 371,687 | 1,481,989 | 1,442,822 | 339,613 | 10,760 | 100.0 | 10.2 | 40.6 | 39.6 | 9.3 | 0.3 |
| Black ....................... | 569,777 | 14,312 | 65,675 | 213,053 | 276,097 | 640 | 100.0 | 2.5 | 11.5 | 37.4 | 48.5 | 0.1 |
| Hispanic ................... | 1,073,010 | 51,277 | 192,055 | 428,394 | 397,389 | 3,895 | 100.0 | 4.8 | 17.9 | 39.9 | 37.0 | 0.4 |
| Asian ....................... | 73,618 | 8,613 | 25,982 | 28,038 | 10,727 | 258 | 100.0 | 11.7 | 35.3 | 38.1 | 14.6 | 0.4 |
| Pacific Islander ........... | 24,075 | 726 | 6,397 | 12,253 | 4,648 | 51 | 100.0 | 3.0 | 26.6 | 50.9 | 19.3 | 0.2 |
| American Indian/ <br> Alaska Native | 122,922 | 14,036 | 27,445 | 46,030 | 34,078 | 1,333 | 100.0 | 11.4 | 22.3 | 37.4 | 27.7 | 1.1 |
| Two or more races ...... | 169,228 | 11,670 | 51,277 | 74,426 | 31,226 | 629 | 100.0 | 6.9 | 30.3 | 44.0 | 18.5 | 0.4 |
| Rural ........................... | 9,212,803 | 1,523,230 | 3,286,466 | 3,102,744 | 1,280,560 | 19,803 | 100.0 | 16.5 | 35.7 | 33.7 | 13.9 | 0.2 |
| White ........................ | 6,593,601 | 1,242,347 | 2,651,797 | 2,200,387 | 486,055 | 13,015 | 100.0 | 18.8 | 40.2 | 33.4 | 7.4 | 0.2 |
| Black ....................... | 866,192 | 59,364 | 184,490 | 305,812 | 315,481 | 1,045 | 100.0 | 6.9 | 21.3 | 35.3 | 36.4 | 0.1 |
| Hispanic ................... | 1,171,440 | 109,011 | 286,903 | 419,301 | 353,002 | 3,223 | 100.0 | 9.3 | 24.5 | 35.8 | 30.1 | 0.3 |
| Asian ......................... | 132,507 | 54,090 | 42,880 | 25,925 | 9,174 | 438 | 100.0 | 40.8 | 32.4 | 19.6 | 6.9 | 0.3 |
| Pacific Islander ........... | 18,274 | 1,859 | 4,415 | 7,621 | 4,327 | 52 | 100.0 | 10.2 | 24.2 | 41.7 | 23.7 | 0.3 |
| American Indian/ <br> Alaska Native | 192,055 | 17,015 | 30,899 | 61,710 | 81,137 | 1,294 | 100.0 | 8.9 | 16.1 | 32.1 | 42.2 | 0.7 |
| Two or more races ...... | 238,734 | 39,544 | 85,082 | 81,988 | 31,384 | 736 | 100.0 | 16.6 | 35.6 | 34.3 | 13.1 | 0.3 |

${ }^{-}$Includes students enrolled in schools that did not report free or reduced-price lunch eligibility.
${ }^{2}$ Combined elementary/secondary schools and schools not reported by grade span are not shown separately
${ }^{3}$ Includes schools beginning with grade 6 or below and with no grade higher than 8.
${ }^{4}$ Includes schools with no grade lower than 7.
${ }^{5}$ Excludes 940 students enrolled in schools for which locale data are not available.
NOTE: Students with household incomes under 185 percent of the poverty threshold are eligible for free or reduced-price lunch under the National School Lunch Program (NSLP). In addition, some groups of children-such as foster children, children participating in the Head Start and Migrant Education programs, and children receiving services under the Runaway and

Homeless Youth Act-are assumed to be categorically eligible to participate in the NSLP. Also, under the Community Eligibility option, some nonpoor children who attend school in a lowincome area may participate if the district decides that it would be more efficient to provide free unch to all children in the school. For more information, see http://www.fns.usda.gov/nslp/ national-school-lunch-program-nslp. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2014-15. (This able was prepared October 2016.)

Table 216.70. Public elementary and secondary schools, by level, type, and state or jurisdiction: 1990-91, 2000-01, 2010-11, and 2014-15

| State or jurisdiction | Total, all schools, 1990-91 | Total, all schools, 2000-01 | Total, all schools, 2010-11 | Schools by level, 2014-15 |  |  |  |  |  |  |  | Selected types of schools, 2014-15 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Combined elementary/secondary ${ }^{3}$ |  |  |  | Other ${ }^{4}$ | Alternative ${ }^{5}$ | Special education ${ }^{5}$ | Oneteacher schools ${ }^{5}$ |
|  |  |  |  | Total, all schools | Elementary ${ }^{1}$ | Secondary ${ }^{2}$ | Total | Prekindergarten, kindergarten, or grade 1 to grade 12 | Other schools ending with grade 12 | Other combined schools |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States ........ | 84,538 | 93,273 | 98,817 | 98,176 | 67,073 | 24,181 | 6,347 | 3,162 | 2,534 | 651 | 575 | 5,449 | 1,954 | 165 |
| Alabama | 1,297 | 1,517 | 1,600 | 1,519 | 931 | 408 | 157 | 105 | 49 | 3 | 23 | 84 | 35 | 0 |
| Alaska ......................... | 498 | 515 | 509 | 507 | 197 | 83 | 227 | 213 | 11 | 3 | 0 | 40 | 3 | 7 |
| Arizona ....................... | 1,049 | 1,724 | 2,265 | 2,281 | 1,352 | 740 | 169 | 87 | 59 | 23 | 20 | 61 | 20 | 1 |
| Arkansas ...................... | 1,098 | 1,138 | 1,110 | 1,099 | 714 | 369 | 16 | 3 | 9 | 4 | 0 | 6 | 4 | 0 |
| California .................... | 7,913 | 8,773 | 10,124 | 10,296 | 6,999 | 2,575 | 598 | 436 | 147 | 15 | 124 | 1,190 | 147 | 29 |
| Colorado ...................... | 1,344 | 1,632 | 1,796 | 1,843 | 1,310 | 383 | 150 | 70 | 69 | 11 | 0 | 90 | 6 | 0 |
| Connecticut .................. | 985 | 1,248 | 1,157 | 1,299 | 893 | 357 | 38 | 12 | 20 | 6 | 11 | 95 | 134 | 0 |
| Delaware ...................... | 173 | 191 | 214 | 219 | 162 | 38 | 19 | 9 | 7 | 3 | 0 | 6 | 13 | 0 |
| District of Columbia ....... | 181 | 198 | 228 | 222 | 170 | 33 | 12 | 2 | 6 | 4 | 7 | 7 | 4 | 0 |
| Florida ......................... | 2,516 | 3,316 | 4,131 | 4,162 | 2,839 | 673 | 650 | 261 | 362 | 27 | 0 | 377 | 178 | 3 |
| Georgia ....................... | 1,734 | 1,946 | 2,449 | 2,329 | 1,774 | 454 | 70 | 16 | 40 | 14 | 31 | 67 | 19 | 0 |
| Hawaii ......................... | 235 | 261 | 289 | 289 | 209 | 52 | 28 | 24 | 3 | 1 | 0 | 1 | 1 | 1 |
| Idaho .......................... | 582 | 673 | 748 | 742 | 448 | 215 | 79 | 50 | 26 | 3 | 0 | 78 | 18 | 7 |
| Illinois ......................... | 4,239 | 4,342 | 4,361 | 4,201 | 3,097 | 941 | 160 | 28 | 116 | 16 | 3 | 139 | 106 | 0 |
| Indiana ........................ | 1,915 | 1,976 | 1,936 | 1,910 | 1,360 | 456 | 94 | 51 | 35 | 8 | 0 | 8 | 22 | 0 |
| Iowa ........................... | 1,588 | 1,534 | 1,436 | 1,364 | 959 | 363 | 42 | 5 | 37 | 0 | 0 | 23 | 3 | 2 |
| Kansas ........................ | 1,477 | 1,430 | 1,378 | 1,337 | 935 | 349 | 50 | 18 | 32 | 0 | 3 | 1 | 4 | 0 |
| Kentucky ..................... | 1,400 | 1,526 | 1,554 | 1,548 | 978 | 477 | 82 | 27 | 46 | 9 | 11 | 194 | 8 | 0 |
| Louisiana ..................... | 1,533 | 1,530 | 1,471 | 1,383 | 957 | 277 | 149 | 96 | 45 | 8 | 0 | 5 | 32 | 0 |
| Maine ......................... | 747 | 714 | 631 | 616 | 454 | 147 | 13 | 10 | 2 | 1 | 2 | 0 | 1 | 1 |
| Maryland ...................... | 1,220 | 1,383 | 1,449 | 1,438 | 1,113 | 245 | 68 | 20 | 22 | 26 | 12 | 45 | 37 | 0 |
| Massachusetts .............. | 1,842 | 1,905 | 1,829 | 1,866 | 1,429 | 380 | 51 | 15 | 30 | 6 | 6 | 20 | 7 | 1 |
| Michigan ...................... | 3,313 | 3,998 | 3,877 | 3,496 | 2,185 | 914 | 391 | 205 | 167 | 19 | 6 | 313 | 186 | 3 |
| Minnesota .................... | 1,590 | 2,362 | 2,392 | 2,435 | 1,318 | 837 | 280 | 137 | 132 | 11 | 0 | 469 | 283 | 0 |
| Mississippi ................... | 972 | 1,030 | 1,083 | 1,071 | 625 | 329 | 105 | 64 | 40 | 1 | 12 | 65 | 1 | 0 |
| Missouri ...................... | 2,199 | 2,368 | 2,410 | 2,394 | 1,600 | 637 | 157 | 74 | 83 | 0 | 0 | 42 | 53 | 0 |
| Montana ....................... | 900 | 879 | 827 | 824 | 488 | 336 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 59 |
| Nebraska ..................... | 1,506 | 1,326 | 1,096 | 1,092 | 721 | 306 | 13 | 11 | 1 | 1 | 52 | 52 | 24 | 2 |
| Nevada ....................... | 354 | 511 | 645 | 662 | 480 | 134 | 48 | 14 | 31 | 3 | 0 | 36 | 15 | 9 |
| New Hampshire ............ | 439 | 526 | 480 | 488 | 378 | 110 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Jersey ................... | 2,272 | 2,410 | 2,607 | 2,571 | 1,951 | 539 | 68 | 40 | 23 | 5 | 13 | 79 | 63 | 0 |
| New Mexico ................. | 681 | 765 | 862 | 885 | 611 | 243 | 31 | 10 | 18 | 3 | 0 | 32 | 5 | 0 |
| New York ...................... | 4,010 | 4,336 | 4,757 | 4,826 | 3,310 | 1,140 | 373 | 163 | 152 | 58 | 3 | 55 | 129 | 0 |
| North Carolina .............. | 1,955 | 2,207 | 2,567 | 2,594 | 1,906 | 535 | 152 | 60 | 62 | 30 | 1 | 78 | 23 | 0 |
| North Dakota ............... | 663 | 579 | 516 | 513 | 298 | 183 | 0 | 0 | 0 | 0 | 32 | 0 | 31 | 5 |
| Ohio ........................... | 3,731 | 3,916 | 3,758 | 3,631 | 2,451 | 999 | 170 | 50 | 75 | 45 | 11 | 0 | 44 | 0 |
| Oklahoma .................... | 1,880 | 1,821 | 1,785 | 1,796 | 1,227 | 564 | 4 | 0 | 4 | 0 | 1 | 1 | 4 | 0 |
| Oregon ........................ | 1,199 | 1,273 | 1,296 | 1,242 | 882 | 275 | 85 | 57 | 28 | 0 | 0 | 32 | 1 | 11 |
| Pennsylvania ................ | 3,260 | 3,252 | 3,233 | 3,055 | 2,149 | 803 | 102 | 46 | 46 | 10 | 1 | 7 | 4 | 0 |
| Rhode Island ................ | 309 | 328 | 317 | 307 | 228 | 73 | 6 | 4 | 1 | 1 | 0 | 5 | 1 | 0 |
| South Carolina .............. | 1,097 | 1,127 | 1,214 | 1,244 | 917 | 286 | 41 | 15 | 22 | 4 | 0 | 12 | 9 | 0 |
| South Dakota ................ | 802 | 769 | 710 | 698 | 435 | 242 | 21 | 9 | 12 | 0 | 0 | 28 | 12 | 12 |
| Tennessee ................... | 1,543 | 1,624 | 1,784 | 1,851 | 1,374 | 379 | 98 | 36 | 48 | 14 | 0 | 22 | 16 | 0 |
| Texas ......................... | 5,991 | 7,519 | 8,732 | 8,796 | 5,972 | 2,112 | 709 | 292 | 232 | 185 | 3 | 965 | 13 | 0 |
| Utah ........................... | 714 | 793 | 1,016 | 1,020 | 665 | 281 | 74 | 43 | 6 | 25 | 0 | 27 | 69 | 0 |
| Vermont ....................... | 397 | 393 | 320 | 316 | 232 | 68 | 16 | 11 | 5 | 0 | 0 | 1 | 0 | 1 |
| Virginia ........................ | 1,811 | 1,969 | 2,175 | 2,134 | 1,492 | 439 | 30 | 20 | 9 | 1 | 173 | 125 | 53 | 0 |
| Washington .................. | 1,936 | 2,305 | 2,338 | 2,398 | 1,511 | 622 | 261 | 156 | 73 | 32 | 4 | 318 | 94 | 3 |
| West Virginia ................. | 1,015 | 840 | 757 | 745 | 562 | 125 | 55 | 39 | 16 | 0 | 3 | 30 | 3 | 0 |
| Wisconsin .................... | 2,018 | 2,182 | 2,238 | 2,255 | 1,582 | 557 | 112 | 37 | 70 | 5 | 4 | 92 | 11 | 0 |
| Wyoming ..................... | 415 | 393 | 360 | 367 | 243 | 98 | 23 | 11 | 5 | 7 | 3 | 22 | 3 | 8 |
| Bureau of Indian Education $\qquad$ | - | 189 | 173 | 174 | 110 | 19 | 45 | 39 | 3 | 3 | 0 | 0 | 0 | - |
| DoD, domestic and overseas $\qquad$ | - | 227 | 191 | 179 | - | - | - | - | - | - | 179 | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ....... | 30 | 31 | 28 | - | - | - | - | - | - | - | - | - | - | - |
| Guam ...................... | 35 | 38 | 40 | 40 | 34 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas ..... | 26 | 29 | 30 | - | - | - | - | - | - | - | $\bar{\square}$ | - | - | 0 |
| Puerto Rico ............... | 1,619 | 1,543 | 1,473 | 1,378 | 791 | 386 | 173 | 4 | 1 | 168 | 28 | 10 | 19 | 0 |
| U.S. Virgin Islands ...... | 33 | 36 | 32 | 30 | 21 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

[^37]${ }^{5}$ Schools are also included under elementary, secondary, combined, or other as appropriate. NOTE: DoD = Department of Defense
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990-91, 2000-01, 2010-11, and 2014-15. (This table was prepared October 2016.)

Table 216.75. Public elementary schools, by grade span, average school enrollment, and state or jurisdiction: 2014-15

| State or jurisdiction | Total, all elementary schools | Total, all regular elementary schools ${ }^{1}$ | Schools, by grade span |  |  |  |  |  | Average school enrollment ${ }^{2}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Prekindergarten, kindergarten, or grade 1 to grades 3 or 4 | Prekindergarten, kindergarten, or grade 1 to grade 5 | Prekindergarten, kindergarten, or grade 1 to grade 6 | Prekindergarten, kindergarten, or grade 1 to grade 8 | Grade 4, 5, or 6 to grade 6, 7 , or 8 | Other grade spans | All elementary schools | Regular elementary schools ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| United States ....................... | 67,073 | 66,036 | 5,092 | 25,278 | 10,191 | 6,581 | 13,250 | 6,681 | 483 | 488 |
| Alabama . | 931 | 921 | 93 | 295 | 139 | 62 | 219 | 123 | 496 | 497 |
| Alaska .......................................... | 197 | 197 | 2 | 37 | 97 | 24 | 25 | 12 | 334 | 334 |
| Arizona ....................................... | 1,352 | 1,334 | 50 | 235 | 371 | 449 | 164 | 83 | 516 | 517 |
| Arkansas .................................... | 714 | 711 | 119 | 159 | 156 | 6 | 163 | 111 | 432 | 434 |
| California ................................... | 6,999 | 6,816 | 125 | 2,498 | 2,095 | 1,029 | 1,064 | 188 | 557 | 566 |
| Colorado ..................................... | 1,310 | 1,306 | 29 | 613 | 204 | 121 | 245 | 98 | 443 | 444 |
| Connecticut ................................ | 893 | 816 | 98 | 258 | 68 | 105 | 172 | 192 | 388 | 422 |
| Delaware .................................. | 162 | 158 | 15 | 80 | 2 | 8 | 37 | 20 | 553 | 559 |
| District of Columbia ..................... | 170 | 168 | 19 | 69 | 2 | 31 | 27 | 22 | 353 | 352 |
| Florida ......................................... | 2,839 | 2,778 | 36 | 1,682 | 138 | 266 | 591 | 126 | 659 | 671 |
| Georgia ........ | 1,774 | 1,773 | 34 | 1,060 | 26 | 36 | 462 | 156 | 682 | 683 |
| Hawaii ...................................... | 209 | 209 | 0 | 85 | 85 | 9 | 28 | 2 | 546 | 546 |
| Idaho ......................................... | 448 | 439 | 35 | 154 | 127 | 28 | 75 | 29 | 397 | 403 |
| Illinois ......................................... | 3,097 | 3,055 | 284 | 780 | 305 | 656 | 585 | 487 | 434 | 438 |
| Indiana ........................................ | 1,360 | 1,358 | 166 | 467 | 313 | 47 | 254 | 113 | 476 | 477 |
| Iowa ............................................ | 959 | 958 | 124 | 329 | 135 | 10 | 231 | 130 | 343 | 343 |
| Kansas ...................................... | 935 | 933 | 81 | 359 | 173 | 65 | 193 | 64 | 342 | 342 |
| Kentucky ..................................... | 978 | 961 | 32 | 469 | 106 | 74 | 209 | 88 | 478 | 486 |
| Louisiana .................................. | 957 | 956 | 78 | 310 | 117 | 117 | 200 | 135 | 485 | 486 |
| Maine ....................................... | 454 | 454 | 61 | 96 | 51 | 87 | 84 | 75 | 264 | 264 |
| Maryland ........ | 1,113 | 1,099 | 13 | 653 | 97 | 93 | 202 | 55 | 534 | 540 |
| Massachusetts ............................. | 1,429 | 1,424 | 194 | 480 | 119 | 97 | 295 | 244 | 435 | 436 |
| Michigan ................................... | 2,185 | 2,134 | 241 | 784 | 190 | 243 | 465 | 262 | 419 | 421 |
| Minnesota ................................. | 1,318 | 1,161 | 120 | 385 | 279 | 79 | 256 | 199 | 426 | 466 |
| Mississippi ................................ | 625 | 623 | 73 | 131 | 99 | 37 | 156 | 129 | 506 | 506 |
| Missouri ........................................ | 1,600 | 1,592 | 152 | 497 | 298 | 115 | 319 | 219 | 377 | 378 |
| Montana .................................... | 488 | 485 | 18 | 62 | 200 | 112 | 62 | 34 | 190 | 191 |
| Nebraska .................................. | 721 | 718 | 54 | 173 | 271 | 25 | 101 | 97 | 285 | 285 |
| Nevada ..................................... | 480 | 470 | 9 | 264 | 79 | 24 | 90 | 14 | 633 | 643 |
| New Hampshire ............................. | 378 | 378 | 54 | 113 | 38 | 53 | 81 | 39 | 324 | 324 |
| New Jersey .................................. | 1,951 | 1,935 | 270 | 572 | 138 | 283 | 367 | 321 | 461 | 464 |
| New Mexico ............................... | 611 | 607 | 18 | 255 | 115 | 35 | 129 | 59 | 364 | 366 |
| New York ................................... | 3,310 | 3,288 | 296 | 1,249 | 356 | 276 | 728 | 405 | 516 | 517 |
| North Carolina .............................. | 1,906 | 1,894 | 85 | 1,077 | 79 | 123 | 456 | 86 | 538 | 541 |
| North Dakota ................................ | 298 | 298 | 10 | 79 | 110 | 61 | 30 | 8 | 235 | 235 |
| Ohio ............................................ | 2,451 | 2,433 | 369 | 597 | 355 | 239 | 522 | 369 | 435 | 438 |
| Oklahoma ................................... | 1,227 | 1,225 | 82 | 292 | 178 | 280 | 239 | 156 | 386 | 387 |
| Oregon ...................................... | 882 | 879 | 30 | 409 | 120 | 126 | 176 | 21 | 412 | 412 |
| Pennsylvania .............................. | 2,149 | 2,149 | 292 | 657 | 376 | 189 | 418 | 217 | 487 | 487 |
| Rhode Island ................................ | 228 | 228 | 34 | 84 | 35 | 3 | 43 | 29 | 407 | 407 |
| South Carolina ............................ | 917 | 914 | 35 | 473 | 46 | 42 | 220 | 101 | 562 | 564 |
| South Dakota .............................. | 435 | 430 | 14 | 135 | 69 | 94 | 97 | 26 | 213 | 214 |
| Tennessee ................................ | 1,374 | 1,361 | 170 | 532 | 62 | 182 | 321 | 107 | 507 | 511 |
| Texas ...................................... | 5,972 | 5,845 | 609 | 2,796 | 457 | 138 | 1,324 | 648 | 573 | 581 |
| Utah ......................................... | 665 | 627 | 12 | 122 | 403 | 35 | 44 | 49 | 545 | 567 |
| Vermont ...................................... | 232 | 232 | 13 | 26 | 102 | 62 | 18 | 11 | 234 | 234 |
| Virginia ..................................... | 1,492 | 1,492 | 47 | 838 | 151 | 13 | 308 | 135 | 576 | 576 |
| Washington ................................ | 1,511 | 1,439 | 42 | 582 | 414 | 89 | 263 | 121 | 445 | 459 |
| West Virginia ............................... | 562 | 562 | 69 | 261 | 38 | 37 | 114 | 43 | 350 | 350 |
| Wisconsin ................................... | 1,582 | 1,572 | 165 | 601 | 130 | 151 | 336 | 199 | 361 | 363 |
| Wyoming .................................... | 243 | 241 | 21 | 64 | 77 | 15 | 42 | 24 | 237 | 238 |
| Bureau of Indian Education ............ | 110 | 110 | 6 | 5 | 25 | 68 | 4 | 2 | 0 | 0 |
| DoD, domestic and overseas ........... | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |
| American Samoa ..................... | - | - | - | - | - | - | - | - | - | - |
| Guam ...................................... | 34 | 34 | 0 | 24 | 0 | 0 | 8 | 2 | - | - |
| Northern Marianas ...................... | - | - | - | - | - | - | - | - | - | - |
| Puerto Rico ............................ | 791 21 | 791 21 | 28 1 | 5 1 | 737 16 | 1 1 | 15 2 | 5 | 233 383 | 233 383 |
| U.S. Virgin Islands ....................... |  | 21 | 1 | 1 | 16 |  |  | 0 | 383 | 383 |

## -Not available

Excludes special education and alternative schools
${ }^{2}$ Average for schools reporting enrollment data. Enrollment data were available for 66,763 out of 67,073 public elementary schools in 2014-15.

NOTE: Includes schools beginning with grade 6 or below and with no grade higher than 8 . Excludes schools not reported by grade level, such as some special education schools for students with disabilities. DoD = Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2014-15. (This table was prepared October 2016.)

Table 216.80. Public secondary schools, by grade span, average school enrollment, and state or jurisdiction: 2014-15

| State or jurisdiction | Total, all secondary schools | Total, all regular secondary schools' | Schools, by grade span |  |  |  |  |  |  | Vocational schools ${ }^{2}$ | Average school enrollment ${ }^{3}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Grades 7 to 8 and 7 to 9 | $\begin{gathered} \text { Grades } \\ 7 \text { to } 12 \end{gathered}$ | $\begin{gathered} \text { Grades } \\ 8 \text { to } 12 \end{gathered}$ | $\begin{aligned} & \text { Grades } \\ & 9 \text { to } 12 \end{aligned}$ | $\begin{gathered} \text { Grades } \\ 10 \text { to } 12 \end{gathered}$ | Other spans ending with grade 12 | Other grade spans |  | secondary schools | Regular secondary schools ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States ............. | 24,181 | 19,441 | 2,706 | 2,998 | 587 | 15,994 | 609 | 361 | 926 | 1,387 | 694 | 791 |
| Alabama ...... | 408 | 317 | 39 | 74 | 8 | 250 | 29 | 1 | 7 | 67 | 707 | 723 |
| Alaska ................................ | 83 | 63 | 12 | 23 | 1 | 43 | 2 | 1 | 1 | 3 | 445 | 539 |
| Arizona ............................ | 740 | 490 | 74 | 52 | 7 | 575 | 12 | 5 | 15 | 229 | 633 | 730 |
| Arkansas .......................... | 369 | 339 | 46 | 120 | 14 | 132 | 34 | 1 | 22 | 25 | 503 | 510 |
| California ......................... | 2,575 | 1,654 | 371 | 286 | 10 | 1,798 | 70 | 29 | 11 | 73 | 864 | 1,221 |
| Colorado ........................... | 383 | 325 | 36 | 44 | 2 | 289 | 4 | 1 | 7 | 6 | 664 | 746 |
| Connecticut ....................... | 357 | 208 | 35 | 17 | 8 | 217 | 22 | 43 | 15 | 17 | 508 | 799 |
| Delaware ......................... | 38 | 30 | 1 | 1 | 1 | 33 | 0 | 0 | 2 | 6 | 1,003 | 1,021 |
| District of Columbia ............. | 33 | 29 | 0 | 1 | 1 | 29 | 0 | 0 | 2 | 0 | 449 | 500 |
| Florida ............................. | 673 | 513 | 15 | 35 | 33 | 560 | 6 | 18 | 6 | 35 | 1,238 | 1,508 |
| Georgia ............................ | 454 | 423 | 16 | 6 | 5 | 393 | 5 | 1 | 28 | 0 | 1,097 | 1,173 |
| Hawaii .............................. | 52 | 51 | 12 | 7 | 0 | 33 | 0 | 0 | 0 | 0 | 1,136 | 1,157 |
| Idaho ............................. | 215 | 141 | 34 | 40 | 3 | 126 | 12 | 0 | 0 | 12 | 482 | 617 |
| Illinois ............................... | 941 | 848 | 132 | 74 | 18 | 658 | 14 | 23 | 22 | 0 | 711 | 776 |
| Indiana ............................ | 456 | 435 | 77 | 84 | 5 | 279 | 2 | 6 | 3 | 28 | 818 | 825 |
| lowa ................................ | 363 | 342 | 37 | 71 | 0 | 238 | 10 | 1 | 6 | 0 | 438 | 460 |
| Kansas ............................ | 349 | 346 | 38 | 92 | 4 | 212 | 1 | 2 | 0 | 0 | 449 | 452 |
| Kentucky ......................... | 477 | 236 | 27 | 49 | 23 | 230 | 6 | 7 | 135 | 121 | 581 | 851 |
| Louisiana ......................... | 277 | 255 | 30 | 41 | 89 | 98 | 13 | 0 | 6 | 12 | 731 | 768 |
| Maine ............................. | 147 | 119 | 8 | 12 | 1 | 96 | 1 | 0 | 29 | 27 | 459 | 463 |
| Maryland ........................ | 245 | 191 | 6 | 4 | 3 | 204 | 3 | 7 | 18 | 27 | 1,083 | 1,244 |
| Massachusetts .................. | 380 | 329 | 31 | 38 | 16 | 283 | 1 | 5 | 6 | 38 | 803 | 812 |
| Michigan .......................... | 914 | 671 | 69 | 101 | 48 | 651 | 22 | 15 | 8 | 4 | 549 | 685 |
| Minnesota ........................ | 837 | 456 | 48 | 279 | 30 | 396 | 36 | 44 | 4 | 9 | 395 | 597 |
| Mississippi ......................... | 329 | 231 | 26 | 61 | 2 | 208 | 23 | 2 | 7 | 91 | 639 | 639 |
| Missouri ........................... | 637 | 557 | 61 | 178 | 5 | 361 | 15 | 8 | 9 | 64 | 539 | 542 |
| Montana ......................... | 336 | 333 | 165 | 0 | 0 | 171 | 0 | 0 | 0 | 0 | 155 | 156 |
| Nebraska ......................... | 306 | 298 | 30 | 159 | 2 | 108 | 1 | 6 | 0 | 0 | 373 | 373 |
| Nevada ........................... | 134 | 116 | 20 | 5 | 3 | 99 | 2 | 5 | 0 | 0 | 1,031 | 1,155 |
| New Hampshire ................. | 110 | 110 | 16 | 0 | 0 | 91 | 1 | 0 | 2 | 0 | 570 | 570 |
| New Jersey ........................ | 539 | 413 | 54 | 43 | 10 | 404 | 5 | 6 | 17 | 55 | 916 | 1,025 |
| New Mexico ..................... | 243 | 215 | 35 | 37 | 2 | 153 | 8 | 0 | 8 | 1 | 468 | 502 |
| New York ......................... | 1,140 | 1,048 | 62 | 140 | 20 | 825 | 21 | 5 | 67 | 24 | 722 | 751 |
| North Carolina ................... | 535 | 508 | 22 | 5 | 6 | 479 | 3 | 6 | 14 | 8 | 852 | 883 |
| North Dakota ...................... | 183 | 171 | 7 | 93 | 0 | 66 | 1 | 1 | 15 | 12 | 203 | 203 |
| Ohio ................................. | 999 | 921 | 133 | 135 | 51 | 628 | 17 | 14 | 21 | 70 | 587 | 598 |
| Oklahoma ........................ | 564 | 562 | 92 | 1 | 0 | 433 | 28 | 1 | 9 | 0 | 377 | 378 |
| Oregon ............................ | 275 | 255 | 26 | 48 | 3 | 196 | 0 | 2 | 0 | 0 | 647 | 686 |
| Pennsylvania ..................... | 803 | 712 | 111 | 146 | 10 | 511 | 14 | 2 | 9 | 85 | 800 | 809 |
| Rhode Island ..................... | 73 | 60 | 9 | 1 | 0 | 52 | 1 | 0 | 10 | 10 | 691 | 712 |
| South Carolina ................... | 286 | 233 | 22 | 6 | 1 | 237 | 9 | 4 | 7 | 42 | 902 | 942 |
| South Dakota .................... | 242 | 224 | 63 | 1 | 0 | 175 | 1 | 2 | 0 | 4 | 168 | 175 |
| Tennessee ....................... | 379 | 359 | 11 | 19 | 11 | 314 | 11 | 5 | 8 | 17 | 818 | 836 |
| Texas .............................. | 2,112 | 1,541 | 274 | 147 | 55 | 1,322 | 40 | 43 | 231 | 0 | 756 | 1,002 |
| Utah ............................... | 281 | 249 | 94 | 46 | 6 | 60 | 59 | 1 | 15 | 4 | 876 | 945 |
| Vermont ........................... | 68 | 52 | 7 | 19 | 0 | 27 | 0 | 0 | 15 | 15 | 483 | 492 |
| Virginia ........................... | 439 | 344 | 33 | 5 | 26 | 281 | 2 | 0 | 92 | 90 | 1,176 | 1,189 |
| Washington ....................... | 622 | 439 | 68 | 56 | 35 | 412 | 24 | 18 | 9 | 20 | 635 | 825 |
| West Virginia ....................... | 125 | 104 | 1 | 20 | 4 | 94 | 2 | 0 | 4 | 30 | 634 | 737 |
| Wisconsin ......................... | 557 | 494 | 52 | 62 | 4 | 401 | 14 | 20 | 4 | 6 | 501 | 545 |
| Wyoming ........................... | 98 | 81 | 18 | 14 | 1 | 63 | 2 | 0 | 0 | 0 | 332 | 382 |
| Bureau of Indian Education . | 19 | 19 | 1 | 5 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| DoD, domestic and overseas | - | - | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ............ | $\overline{6}$ | $\overline{6}$ | $\bigcirc$ | $\bigcirc$ | - | - | $\bigcirc$ | - | - | $\bigcirc$ | - | - |
| Northern Marianas .......... | - | - | - | - | - | - | 0 | - | - | 0 | - | - |
| Puerto Rico ..................... | 386 | 355 | 187 | 30 | 2 | 4 | 153 | 0 | 10 | 30 | 433 | 416 |
| U.S. Virgin Islands ........... | 9 | 8 | 4 | 0 | 0 | 5 | 0 | 0 | 0 | 1 | 776 | 776 |

## —Not available.

${ }^{1}$ Excludes vocational, special education, and alternative schools.
${ }^{2}$ Vocational schools are also included under appropriate grade span. Includes vocationa
schools not classified as secondary schools.
${ }^{3}$ Average for schools reporting enrollment data. Enrollment data were available for 22,658
out of 24,181 public secondary schools in 2014-15.

NOTE: Includes schools with no grade lower than 7. Excludes schools not reported by grade level, such as some special education schools for students with disabilities. DoD = Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2014-15. (This table was prepared October 2016.)

Table 216.90. Public elementary and secondary charter schools and enrollment, by state: Selected years, 1999-2000 through 2014-15

| State | Number of charter schools |  |  |  |  | Fall enrollment in charter schools |  |  |  |  | Charter schools as a percent of total public schools |  |  |  | Charter school enrollment as a percent of total fall enrollment in public schools |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1999-2000 | 2004-05 | 2009-10 | 2013-14 | 2014-15 | 1999-2000 | 2004-05 | 2009-10 | 2013-14 | 2014-15 | 1999-2000 | 2004-05 | 2009-10 | 2014-15 | 1999-2000 | 2004-05 | 2009-10 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| United States ........................ | 1,524 | 3,399 | 4,952 | 6,465 | 6,747 | 339,678 | 887,327 | 1,610,285 | 2,522,022 | 2,721,786 | 1.7 | 3.5 | 5.0 | 6.9 | 0.7 | 1.8 | 3.3 | 5.4 |
| Alabama ............................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Alaska .................................... | 18 | 21 | 25 | 27 | 27 | 2,300 | 4,108 | 5,196 | 6,118 | 6,217 | 3.6 | 4.2 | 4.9 | 5.3 | 1.7 | 3.1 | 3.9 | 4.7 |
| Arizona .................................... | 245 | 498 | 504 | 600 | 619 | 31,176 | 87,198 | 113,974 | 195,027 | 206,667 | 14.9 | 24.3 | 22.4 | 27.1 | 3.7 | 8.4 | 10.6 | 18.6 |
| Arkansas ............................... | 0 | 17 | 38 | 52 | 60 | 0 | 3,296 | 8,662 | 16,921 | 20,135 | 0.0 | 1.5 | 3.4 | 5.5 | 0.0 | 0.7 | 1.8 | 4.1 |
| California ............................... | 238 | 495 | 813 | 1,125 | 1,177 | 104,730 | 177,642 | 316,658 | 514,075 | 544,293 | 2.8 | 5.2 | 8.1 | 11.4 | 1.8 | 2.8 | 5.1 | 8.7 |
| Colorado ... | 69 | 110 | 158 | 200 | 214 | 17,822 | 36,932 | 66,826 | 95,860 | 101,359 | 4.3 | 6.5 | 8.8 | 11.6 | 2.5 | 4.8 | 8.0 | 11.4 |
| Connecticut ................. | 16 | 14 | 18 | 18 | 22 | 2,148 | 2,692 | 5,215 | 7,093 | 8,036 | 1.5 | 1.3 | 1.5 | 1.7 | 0.4 | 0.5 | 0.9 | 1.5 |
| Delaware ............................... | 1 | 13 | 18 | 21 | 24 | 115 | 6,543 | 9,173 | 11,064 | 12,197 | 0.5 | 6.0 | 8.3 | 11.0 | 0.1 | 5.5 | 7.3 | 9.1 |
| District of Columbia ................... | 27 | 40 | 99 | 109 | 107 | 6,432 | 14,063 | 25,813 | 33,158 | 34,541 | 14.3 | 18.6 | 42.5 | 48.2 | 8.3 | 18.3 | 37.3 | 42.7 |
| Florida ..................................... | 113 | 319 | 412 | 623 | 651 | 17,251 | 83,075 | 137,887 | 230,173 | 251,825 | 3.5 | 8.7 | 10.2 | 15.6 | 0.7 | 3.1 | 5.2 | 9.1 |
| Georgia .................................. | 18 | 51 | 63 | 94 | 89 | 11,005 | 26,358 | 37,545 | 70,544 | 71,617 | 1.0 | 2.2 | 2.6 | 3.8 | 0.8 | 1.7 | 2.3 | 4.1 |
| Hawaii ................................... | 2 | 27 | 31 | 33 | 34 | 790 | 5,177 | 7,869 | 9,816 | 10,435 | 0.8 | 9.5 | 10.7 | 11.8 | 0.4 | 2.8 | 4.4 | 5.7 |
| Idaho .................................... | 8 | 20 | 36 | 49 | 52 | 915 | 5,975 | 14,529 | 19,904 | 19,079 | 1.2 | 2.9 | 4.9 | 7.0 | 0.4 | 2.3 | 5.3 | 6.6 |
|  | 17 | 29 | 39 | 65 | 68 | 6,152 | 13,669 | 35,836 | 59,788 | 62,446 | 0.4 | 0.7 | 0.9 | 1.6 | 0.3 | 0.7 | 1.7 | 3.1 |
| Indiana .................................. | 0 | 28 | 53 | 76 | 80 | 0 | 4,266 | 18,488 | 35,676 | 37,448 | 0.0 | 1.4 | 2.7 | 4.2 | 0.0 | 0.4 | 1.8 | 3.6 |
| lowa ................................... | 0 | 2 | 9 | 3 | 3 | 0 | 145 | 593 | 315 | 322 | 0.0 | 0.1 | 0.6 | 0.2 | 0.0 | \# | 0.1 | 0.1 |
| Kansas .......... | 0 | 20 | 35 | 11 | 11 | 0 | 1,482 | 4,684 | 2,518 | 2,758 | 0.0 | 1.4 | 2.5 | 0.8 | 0.0 | 0.3 | 1.0 | 0.6 |
| Kentucky ................................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Louisiana ................................ | 16 | 17 | 77 | 118 | 135 | 2,449 | 5,155 | 31,467 | 50,049 | 69,817 | 1.0 | 1.1 | 5.2 | 9.8 | 0.3 | 0.7 | 4.6 | 9.7 |
| Maine .................................... | 0 | 0 | 0 | 5 | 6 | , | , | 0 | 384 | 857 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.5 |
| Maryland .............................. | 0 | 1 | 42 | 53 | 47 | 0 | 228 | 11,995 | 20,269 | 19,337 | 0.0 | 0.1 | 2.9 | 3.3 | 0.0 | \# | 1.4 | 2.2 |
| Massachusetts ........................ | 40 | 57 | 62 | 81 | 80 | 12,518 | 20,349 | 27,393 | 34,631 | 37,402 | 2.1 | 3.0 | 3.4 | 4.3 | 1.3 | 2.1 | 2.9 | 3.9 |
| Michigan ............................... | 193 | 247 | 294 | 370 | 375 | 46,078 | 81,615 | 110,504 | 139,110 | 142,752 | 4.9 | 6.1 | 7.6 | 10.7 | 2.8 | 4.7 | 6.8 | 9.6 |
| Minnesota .............................. | 62 | 129 | 181 | 186 | 205 | 7,794 | 17,530 | 35,375 | 43,937 | 47,747 | 2.6 | 5.0 | 7.4 | 8.4 | 0.9 | 2.1 | 4.2 | 5.6 |
| Mississippi ............................. | 1 | 1 | 1 | 0 | 0 | 347 | 344 | 375 | 0 | 0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 |
| Missouri .................................. | 15 | 0 | 48 | 59 | 62 | 4,303 | 0 | 18,415 | 19,462 | 20,012 | 0.6 | 0.0 | 2.0 | 2.6 | 0.5 | 0.0 | 2.0 | 2.2 |
| Montana ........................................................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Nebraska .............................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Nevada ................................. | 5 | 20 | 35 | 41 | 45 | 898 | 4,178 | 11,613 | 24,621 | 28,975 | 1.0 | 3.6 | 5.5 | 6.8 | 0.3 | 1.0 | 2.7 | 6.3 |
| New Hampshire ....................... | 0 |  | 15 | 23 | 28 | 0 | 81 | 816 | 2,097 | 2,547 | 0.0 | 0.6 | 3.1 | 5.7 | 0.0 | \# | 0.4 | 1.4 |
| New Jersey ............................ | 0 | 50 | 70 | 87 | 87 | 0 | 13,537 | 22,981 | 33,430 | 37,257 | 0.0 | 2.0 | 2.7 | 3.4 | 0.0 | 1.0 | 1.7 | 2.7 |
| New Mexico ........................... | 1 | 44 | 72 | 95 | 97 | 22 | 8,131 | 13,090 | 21,376 | 22,715 | 0.1 | 5.3 | 8.4 | 11.0 | \# | 2.5 | 3.9 | 6.7 |
| New York ........... | 5 | 61 | 140 | 233 | 248 |  | 18,124 | 43,963 | 92,143 | 106,483 | 0.1 | 1.3 | 3.0 | 5.1 | - | 0.6 | 1.6 | 3.9 |
| North Carolina ........................... | 82 | 97 | 96 | 128 | 149 | 12,691 | 25,248 | 38,973 | 58,307 | 70,244 | 3.8 | 4.2 | 3.8 | 5.7 | 1.0 | 1.8 | 2.6 | 4.6 |
| North Dakota ................................ | 0 | 0 | 0 | 0 | 0 | 120 | 25,248 | - 0 | 580 | -2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Ohio .................................... | 48 | 255 | 323 | 390 | 381 | 9,809 | 59,353 | 90,989 | 120,716 | 122,437 | 1.2 | 6.4 | 8.5 | 10.5 | 0.5 | 3.2 | 5.2 | 7.1 |
| Oklahoma ................................ | 0 | 12 | 18 | 25 | 35 | 0 | 3,709 | 6,315 | 13,473 | 16,585 | 0.0 | 0.7 | 1.0 | 1.9 | 0.0 | 0.6 | 1.0 | 2.4 |
| Oregon ................................. | 1 | 57 | 102 | 124 | 126 | 109 | 4,188 | 18,334 | 28,581 | 29,883 | 0.1 | 4.4 | 7.8 | 10.1 | \# | 0.8 | 3.3 | 5.3 |
| Pennsylvania .......................... | 47 | 109 | 134 | 181 | 185 | 11,413 | 48,212 | 79,167 | 128,701 | 132,766 | 1.5 | 3.3 | 4.1 | 6.1 | 0.6 | 2.6 | 4.5 | 7.7 |
| Rhode Island .......................... | 2 | 11 | 12 | 23 | 25 | 446 | 2,198 | 3,233 | 5,950 | 6,433 | 0.6 | 3.2 | 3.7 | 8.1 | 0.3 | 1.4 | 2.3 | 4.6 |
| South Carolina ......................... | 7 | 24 | 39 | 60 | 66 | 327 | 3,726 | 13,035 | 23,432 | 27,055 | 0.6 | 2.1 | 3.2 | 5.3 | \# | 0.5 | 1.8 | 3.6 |
| South Dakota ............................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 |  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Tennessee ............................ | 0 | 7 | 20 | 72 | 80 | 0 | 981 | 4,343 | 15,690 | 22,142 | 0.0 | 0.4 | 1.1 | 4.3 | 0.0 | 0.1 | 0.4 | 2.2 |
| Texas ................................... | 176 | 296 | 536 | 658 | 681 | 25,687 | 66,152 | 148,392 | 236,899 | 262,103 | 2.4 | 3.7 | 6.2 | 7.7 | 0.6 | 1.5 | 3.1 | 5.0 |
| Utah ...................................... | 6 | 27 | 72 | 95 | 110 | 390 | 6,214 | 33,968 | 54,795 | 61,411 | 0.8 | 2.9 | 6.9 | 10.8 | 0.1 | 1.3 | 5.8 | 9.7 |
| Vermont .................................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Virginia ................................. | 0 | 5 | 3 | 6 | 7 | 0 | 370 | 179 | 603 | 883 | 0.0 | 0.2 | 0.1 | 0.3 | 0.0 | \# | \# | 0.1 |
| Washington ............................ | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | \# | 0.0 | 0.0 | 0.0 | 0.0 |
| West Virginia ............................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Wisconsin ........................................................ | 45 | 163 | 206 | 242 | 244 | 3,561 | 24,879 | 36,153 | 44,853 | 44,109 | 2.1 | 7.3 | 9.2 | 10.8 | 0.4 | 2.9 | 4.1 | 5.1 |
| Wyoming .................................. | 0 | 2 | 3 | 4 | 4 | 0 | 204 | 269 | 463 | 459 | 0.0 | 0.5 | 0.8 | 1.1 | 0.0 | 0.2 | 0.3 | 0.5 |
| -Not available. <br> \#Rounds to zero. <br> NOTE: Some data have been revi | sed from pre | ously publis | ed figures. |  |  |  |  |  | OURCE: U.S. mentary/Seco | S. Departme ndary Scho | ent of Educatio ol Universe | n, National urvey," 199 | Center for E 2000 throu | $\begin{aligned} & \text { ucation Stat } \\ & \text { h 2014-15. } \end{aligned}$ | atistics, Com (This table | on Core of as prepare | ata (CCD), October 20 | Public Ele- <br> .) |

Table 216.95. Number and enrollment of public elementary and secondary schools that have closed, by school level, type, and charter status: Selected years, 1995-96 through 2014-15

| School level, type, and charter status | 1995-96 | 2000-01 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  | Number of schools that closed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total, all schools | 954 | 1,193 | 1,368 | 2,168 | 1,913 | 1,553 | 1,877 | 2,120 | 1,515 | 1,822 | 1,929 | 1,840 | 1,493 | 1,737 | 1,573 |
| School type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Regular ... | 686 | 908 | 985 | 1,248 | 1,190 | 1,171 | 1,348 | 1,450 | 1,059 | 1,321 | 1,486 | 1,340 | 1,075 | 1,179 | 1,118 |
| Special education | 110 | 84 | 91 | 114 | 271 | 88 | 160 | 195 | 99 | 235 | 72 | 87 | 83 | 90 | 66 |
| Vocational ............ | 17 | 17 | 27 | 33 | 18 | 28 | 14 | 30 | 15 | 11 | 7 | 11 | 66 | 20 | 23 |
| Alternative ${ }^{1}$ | 141 | 184 | 265 | 773 | 434 | 266 | 355 | 445 | 342 | 255 | 364 | 402 | 269 | 448 | 366 |
| School level and type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ${ }^{2}$............ | 497 | 601 | 721 | 947 | 901 | 770 | 846 | 844 | 769 | 936 | 1,073 | 1,020 | 776 | 864 | 789 |
| Regular | 449 | 563 | 660 | 870 | 847 | 725 | 771 | 804 | 713 | 893 | 1,010 | 959 | 726 | 778 | 729 |
| Special education ....................... | 28 | 20 | 26 | 23 | 25 | 13 | 53 | 20 | 22 | 13 | 18 | 18 | 18 | 33 | 25 |
| Vocational ............................... | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Alternative ${ }^{1}$. | 20 | 16 | 35 | 54 | 29 | 31 | 21 | 20 | 33 | 30 | 45 | 43 | 32 | 52 | 35 |
| Secondary ${ }^{3}$.... | 199 | 302 | 245 | 347 | 302 | 342 | 308 | 394 | 368 | 346 | 436 | 451 | 421 | 502 | 453 |
| Regular | 114 | 173 | 127 | 144 | 177 | 192 | 171 | 233 | 186 | 212 | 237 | 238 | 204 | 231 | 249 |
| Special education | 12 | 19 | 9 | 10 | 4 | 11 | 24 | 19 | 21 | 12 | 15 | 15 | 24 | 15 | 9 |
| Vocational ..... | 17 | 14 | 27 | 33 | 18 | 27 | 13 | 29 | 13 | 11 | 7 | 10 | 64 | 19 | 20 |
| Alternative ${ }^{1}$ | 56 | 96 | 82 | 160 | 103 | 112 | 100 | 113 | 148 | 111 | 177 | 188 | 129 | 237 | 175 |
| Combined elementary/secondary ${ }^{4}$ | 42 | 146 | 124 | 158 | 321 | 184 | 193 | 172 | 164 | 91 | 157 | 207 | 170 | 183 | 220 |
| Regular ................................. | 10 | 83 | 57 | 54 | 68 | 82 | 65 | 65 | 50 | 42 | 74 | 82 | 64 | 67 | 88 |
| Special education ...................... | 13 | 22 | 22 | 30 | 28 | 38 | 45 | 48 | 34 | 16 | 24 | 34 | 34 | 33 | 25 |
| Vocational ... | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 2 | 0 | 3 |
| Alternative ${ }^{1}$..... | 19 | 40 | 45 | 74 | 225 | 64 | 83 | 58 | 79 | 33 | 59 | 90 | 70 | 83 | 104 |
| Other (not classified by grade span) | 216 | 144 | 278 | 716 | 389 | 257 | 530 | 710 | 214 | 449 | 263 | 162 | 126 | 188 | 111 |
| Regular | 113 | 89 | 141 | 180 | 98 | 172 | 341 | 348 | 110 | 174 | 165 | 61 | 81 | 103 | 52 |
| Special education | 57 | 23 | 34 | 51 | 214 | 26 | 38 | 108 | 22 | 194 | 15 | 20 | 7 |  | 7 |
| Vocational ... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 0 |
| Alternative ${ }^{1}$. | 46 | 32 | 103 | 485 | 77 | 59 | 151 | 254 | 82 | 81 | 83 | 81 | 38 | 76 | 52 |
| All charter schools ${ }^{5}$.......................... | - | 72 | 85 | 74 | 171 | 206 | 267 | 133 | 161 | 189 | 216 | 202 | 183 | 284 | 308 |
|  | Prior year enrollment of schools that have closed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total, enrollment | 173,766 | 209,228 | 195,033 | 262,183 | 297,487 | 229,259 | 242,388 | 268,212 | 243,166 | 306,806 | 321,246 | 300,764 | 240,704 | 274,397 | 211,681 |
| School type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Regular ..... | 151,574 | 198,699 | 185,536 | 242,383 | 282,432 | 216,360 | 227,260 | 253,409 | 227,714 | 292,915 | 304,001 | 281,961 | 227,444 | 252,172 | 198,338 |
| Special education | 4,475 | 1,665 | 1,789 | 4,144 | 2,799 | 3,068 | 4,745 | 4,060 | 1,916 | 2,173 | 1,709 | 3,765 | 1,168 | 4,331 | 1,881 |
| Vocational. | 1,613 | 632 | 223 | 719 | 2,975 | 73 | 429 | 183 | 1,665 | 767 | 22 | 26 | 289 | 1,578 | 1,858 |
| Alternative ${ }^{1}$ | 16,104 | 8,232 | 7,485 | 14,937 | 9,281 | 9,758 | 9,954 | 10,560 | 11,871 | 10,951 | 15,514 | 15,012 | 11,803 | 16,316 | 9,604 |
| School level and type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ${ }^{2}$ | 112,328 | 134,934 | 146,709 | 194,752 | 213,607 | 161,649 | 172,403 | 179,554 | 171,722 | 221,681 | 242,193 | 225,205 | 174,885 | 195,776 | 139,599 |
| Regular | 108,440 | 134,060 | 144,013 | 192,117 | 211,822 | 158,744 | 169,895 | 176,862 | 169,815 | 219,469 | 239,913 | 222,186 | 173,272 | 190,138 | 137,237 |
| Special education. | 2,991 | 338 | 1,020 | 1,040 | 1,153 | 1,158 | 1,892 | 2,131 | 651 | 727 | 404 | 1,539 | 272 | 2,042 | 919 |
| Vocational. | 0 | 2 |  |  | 0 | 0 | 9 | 0 | 569 | 0 | 0 | 0 | 0 | 308 | 0 |
| Alternative ${ }^{1}$. | 897 | 534 | 1,676 | 1,595 | 632 | 1,747 | 607 | 561 | 687 | 1,485 | 1,876 | 1,480 | 1,341 | 3,288 | 1,443 |
| Secondary ${ }^{3}$ | 48,074 | 47,950 | 33,243 | 52,437 | 60,029 | 54,489 | 55,834 | 66,163 | 55,261 | 68,548 | 56,935 | 54,558 | 51,820 | 59,920 | 55,088 |
| Regular ..... | 39,307 | 42,666 | 30,271 | 42,750 | 51,547 | 49,335 | 48,797 | 60,085 | 45,800 | 60,734 | 48,430 | 46,345 | 43,775 | 49,374 | 47,759 |
| Special education ...... | 398 | 121 | 357 | 172 | 108 | 83 | 1,126 | 440 | 501 | 508 | 520 | 404 | 500 | 633 | 286 |
| Vocational ... | 1,613 | 592 | 223 | 719 | 2,975 | 73 | 420 | 183 | 1,096 | 767 | 22 | 19 | 202 | 1,270 | 1,698 |
| Alternative ${ }^{1}$............................. | 6,756 | 4,571 | 2,392 | 8,796 | 5,399 | 4,998 | 5,491 | 5,455 | 7,864 | 6,539 | 7,963 | 7,790 | 7,343 | 8,643 | 5,345 |
| Combined elementary/secondary ${ }^{4}$... | 12,418 | 25,031 | 12,957 | 13,150 | 22,022 | 12,993 | 12,157 | 19,349 | 16,093 | 12,151 | 21,360 | 20,931 | 13,963 | 18,614 | 16,994 |
| Regular | 3,743 | 21,973 | 9,451 | 7,484 | 18,415 | 8,281 | 7,682 | 16,295 | 12,081 | 8,342 | 14,941 | 13,430 | 10,361 | 12,660 | 13,342 |
| Special education ... | 326 | 701 | 365 | 1,328 | 840 | 1,791 | 1,293 | 1,008 | 692 | 882 | 744 | 1,752 | 396 | 1,569 | 676 |
| Vocational. | 0 | 38 |  | 0 | 0 | 0 | - | 0 | 0 | 0 | 0 | 7 | 87 | 0 | 160 |
| Alternative ${ }^{1}$... | 8,349 | 2,319 | 3,141 | 4,338 | 2,767 | 2,921 | 3,182 | 2,046 | 3,320 | 2,927 | 5,675 | 5,742 | 3,119 | 4,385 | 2,816 |
| Other (not classified by grade span) | 946 | 1,313 | 2,124 | 1,844 | 1,829 | 128 | 1,994 | 3,146 | 90 | 4,426 | 758 | 70 | 36 | 87 | 0 |
| Regular ................ | 84 |  | 1,801 | 32 | 648 | 0 | 886 | 167 | 18 | 4,370 | 717 | 0 | 36 | 8 | 0 |
| Special education .......... | 760 | 505 | 47 | 1,604 | 698 | 36 | 434 | 481 | 72 | 56 | 41 | 70 | 0 | 87 | 0 |
| Vocational .......... | 0 |  | 0 | 0 | , | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alternative ${ }^{1}$...... | 102 | 808 | 276 | 208 | 483 | 92 | 674 | 2,498 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All charter schools ${ }^{5}$........ | - | 5,925 | 11,894 | 6,797 | 21,505 | 14,118 | 15,340 | 12,226 | 20,537 | 17,954 | 24,165 | 29,095 | 24,437 | 38,327 | 33,589 |

## -Not available

${ }^{1}$ Includes schools that provide nontraditional education, address needs of students that typically cannot be met in regular schools, serve as adjuncts to regular schools, or fall outside the categories of regular, special education, or vocational education.
${ }^{2}$ Includes schools beginning with grade 6 or below and with no grade higher than 8
${ }^{3}$ Includes schools with no grade lower than 7.
${ }^{4}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above.
${ }^{5}$ Charter schools are also included under the school level and type categories, as appropriate

NOTE: This table indicates the school year by which the school no longer operated (generally it closed between that school year and the prior school year). The closure of a school does not necessarily mean that a building is no longer used for educational purposes. A single school may share a building with another school, or one school may be housed in several buildings. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1995-96 through 2014-15. (This table was prepared June 2017.)

Table 217.10. Functional age of public schools' main instructional buildings and percentage of schools with permanent and portable (temporary) buildings, by selected school characteristics and condition of permanent and portable buildings: 2012

| Functional age of main instructional building; presence and condition of permanent and portable buildings | All public schools ${ }^{1}$ |  | Instructional level |  |  |  |  |  | Community type |  |  |  |  |  |  |  | Percent of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Elementary |  | Secondary |  | Combined |  | City Suburban |  |  |  | Town |  | Rural |  | Less than 35 percent |  | 35 to 49 percent |  | 50 to 74 percent |  | 75 percent or more |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 | 12 13 |  |  |  |
| Estimated number of schools ..... | 84,000 | ( $\dagger$ ) | 62,600 | ( $\dagger$ ) | 18,900 | ( $\dagger$ ) | 2,400 | ( $\dagger$ ) | 21,200 | ( $\dagger$ | 23,500 | ( $\dagger$ ) | 10,900 | ( $\dagger$ ) | 28,400 | ( $\dagger$ ) | 31 | ( $\dagger$ ) | 18 | ( $\dagger$ ) | 27 | ( $\dagger$ ) | $23 \quad(\dagger)$ |  |
| Main instructional building Percent of schools, by functional age ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 years old ...................... | 21 | (1.1) | 19 | (1.2) | 25 | (2.2) | 27 | (6.8) | 24 | (2.6) | 23 | (2.2) | 19 | (2.9) | 17 | (1.9) | 20 | (2.1) | 23 | (2.9) | 18 | (2.0) | 24 | (2.5) |
| 5 to 14 years old ............................ | 38 | (1.2) | 37 | (1.4) | 39 | (2.3) | 34 | (7.2) | 33 | (2.5) | 39 | (2.7) | 37 | (4.1) | 40 | (2.3) | 40 | (2.2) | 34 | (3.3) | 39 | (2.6) | 35 | (3.0) |
| 15 to 34 years old ........................ | 23 | (1.2) | 25 | (1.6) | 17 | (1.8) | 28 | (7.5) | 20 | (2.3) | 20 | (1.8) | 27 | (3.6) | 28 | (2.3) | 25 | (2.1) | 22 | (2.9) | 25 | (2.3) | 20 | (2.7) |
| 35 or more years old ...................... | 18 | (1.2) | 19 | (1.4) | 18 | (1.7) |  | (4.3) | 22 | (2.4) | 19 | (2.2) | 17 | (3.0) | 15 | (1.9) | 15 | (2.0) | 21 | (2.9) | 17 | (2.1) | 21 | (2.8) |
| Average years |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Since construction .................. | 44 12 | $(0.7)$ $(0.4)$ | 45 12 | $(0.9)$ $(0.5)$ | 43 11 | $(1.2)$ $(0.7)$ | 50 12 | $(4.2)$ $(2.0)$ | 50 11 | $(1.7)$ $(0.7)$ | 43 11 | $(1.2)$ $(0.7)$ | 48 14 | (1.8) | 40 12 | $(1.2)$ $(0.8)$ | 42 11 | $(1.3)$ $(0.6)$ | 46 12 | $\left(\begin{array}{l}(1.8) \\ (1.1)\end{array}\right.$ | 43 12 | $(1.4)$ $(0.8)$ | 48 11 | $(1.9)$ $(0.8)$ |
| Permanent buildings (percent of schools) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School has permanent buildings Overall condition of buildings ${ }^{4}$ | 99 | (0.2) | 99 | (0.3) | 100 | (0.3) | 100 | (\#) | 99 | (0.7) | 100 | (0.4) | 99 | (0.6) | 100 | (0.3) | 100 | (0.4) | 99 | (0.6) | 100 | (\#) | 98 | (0.8) |
| Excellent .................................. | 20 | (1.1) | 20 | (1.4) | 20 | (1.5) | 15 ! | (5.5) | 17 | (2.0) | 23 | (2.2) | 18 | (3.3) | 20 | (1.8) | 24 | (2.0) | 18 | (2.3) | 20 | (2.1) | 16 | (2.0) |
| Good ............................ | 56 | (1.4) | 57 | (1.7) | 57 | (2.2) | 44 | (7.0) | 55 | (2.6) | 56 | (2.6) | 57 | (3.8) | 57 | (2.5) | 56 | (2.3) | 63 | (3.5) | 56 | (2.7) | 52 | (3.2) |
| Fair ........ | 21 | (1.0) | 21 | (1.3) | 20 | (2.0) | 38 | (7.4) | 23 | (2.3) | 20 | (2.1) | 23 | (3.2) | 20 | (2.0) | 18 | (1.9) | 17 | (2.5) | 22 | (2.0) | 28 | (2.7) |
| Poor ...................... | 3 | (0.5) | 3 | (0.6) |  | (0.7) |  | ( $\dagger$ ) | 5 | (1.3) | $\ddagger$ | (t) | $\ddagger$ | (t) | $2!$ | (0.8) | $2!$ | (0.8) | $2!$ | (0.9) | $2!$ | (1.0) | 4 | (1.3) |
| Environmental factors are unsatisfactory ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lighting, artificial ............. | 8 | (0.9) | 8 | (1.1) | 7 | (1.4) | $\ddagger$ | ( $\dagger$ ) | 9 | (1.6) | 7 | (1.4) | 8 | (2.1) | 9 | (1.4) | 6 | (1.4) | 7 | (1.8) | 8 | (1.8) | 11 | (1.9) |
| Lighting, natural ................... | 16 | (1.1) | 17 | (1.4) | 16 | (1.7) | 15 ! | (5.3) | 16 | (2.2) | 15 | (2.0) | 20 | (3.2) | 16 | (1.9) | 14 | (1.7) | 17 | (2.7) | 17 | (2.0) | 19 | (2.6) |
| Heating ........................ | 14 | (0.9) | 13 | (1.2) | 16 | (2.1) | 20 ! | (6.2) | 16 | (2.1) | 10 | (1.6) | 14 | (2.4) | 14 | (1.7) | 12 | (1.6) | 14 | (2.4) | 14 | (2.2) | 15 | (2.3) |
| Air conditioning .......................... | 17 | (1.1) | 16 | (1.4) | 20 | (2.3) | $21!$ | (6.7) | 21 | (2.5) | 13 | (1.9) | 18 | (3.2) | 17 | (2.0) | 17 | (1.9) | 16 | (2.7) | 15 | (2.5) | 19 | (2.7) |
| Ventilation ............................... | 17 | (1.2) | 16 | (1.4) | 16 | (1.8) | 28 | (7.3) | 18 | (2.0) | 12 | (1.9) | 16 | (3.2) | 20 | (2.1) | 15 | (1.9) | 16 | (2.6) | 16 | (2.0) | 20 | (2.7) |
| Indoor air quality ....................... | 9 | (0.8) | 9 | (1.0) | 9 | (1.4) | 13 ! | (5.0) | 11 | (1.8) | 4 | (1.0) | 7 | (2.2) | 12 | (1.7) | 7 | (1.2) | 9 | (2.1) | 11 | (1.8) | 10 | (1.9) |
| Water quality ......... | 5 | (0.6) | 5 | (0.8) | 6 | (1.1) | 16 ! | (6.4) | 6 | (1.5) | 3 | (0.9) | 5 | (1.6) | 1 | (1.3) | 4 | (1.0) | 5 | (1.5) | 6 | (1.4) | 7 | (1.4) |
| Acoustics or noise control .......... | 14 | (1.0) | 14 | (1.3) | 12 | (1.5) | 25 | (6.2) | 14 | (2.1) | 10 | (1.5) | 15 | (3.0) | 16 | (2.0) | 12 | (1.7) | 13 | (2.4) | 13 | (1.8) | 17 | (2.3) |
| Portable (temporary) buildings (percent of schools) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School has portable buildings ...... | 31 | (1.4) | 33 | (1.8) | 24 | (2.0) | 29 | (6.8) | 40 | (2.8) | 32 | (2.2) | 27 | (3.6) | 25 | (2.1) | 25 | (2.0) | 30 | (2.9) | 31 | (2.2) | 39 | (3.4) |
| Overall condition of buildings ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Excellent ........................... | 6 | (1.1) | 6 | (1.4) | $5!$ | (1.5) | $\ddagger$ | (t) | 4! | (1.8) | $5!$ | (1.8) | 10 ! | (4.7) | $7!$ | (2.3) | 8! | (2.7) | 7 ! | (3.0) | $4!$ | (1.9) | 5 | (2.0) |
| Good ........ | 49 | (2.8) | 49 | (3.2) | 46 | (4.4) | 56 | (14.2) | 53 | (4.2) | 51 | (4.9) | 43 | (7.7) | 44 | (5.0) | 51 | (4.8) | 53 | (6.1) | 45 | (4.4) | 48 | (5.0) |
| Fair ...... | 36 9 | (2.4) | 36 9 | (2.9) |  | (4.8) | $\ddagger$ |  | $\begin{gathered} 34 \\ 8! \end{gathered}$ | (4.1) |  | (4.8) | $\begin{gathered} 38 \\ 9! \end{gathered}$ | (7.5) | $\begin{aligned} & 36 \\ & 13 \end{aligned}$ | (4.8) |  | (4.1) | 36 | (5.9) |  | (4.2) | 38 | (4.6) |
| Poor ......................... |  | (1.4) |  | (1.7) |  | (2.3) |  | ( $\dagger$ ) | $8!$ | (2.6) |  | (2.0) |  | (4.1) |  | (3.5) |  | (3.2) |  | ( $\dagger$ ) |  | (3.2) |  | (3.0) |
| Environmental factors are unsatisfactory ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lighting, artificial ........ | 11 | (1.8) | 11 | (2.1) | 12 | (3.3) | \# | (t) | 10 | (2.9) | $6!$ | (2.6) | $14!$ | (5.7) | 15 | (4.0) | 10 ! | (3.0) | $8!$ | (3.5) | 12 | (3.3) | 12 | (3.3) |
| Lighting, natural ......................... | 28 | (2.5) | 29 | (3.0) | 28 | (4.3) | $\ddagger$ | ( $\dagger$ ) | 26 | (4.2) | 26 | (4.4) | 41 | (8.0) | 28 | (4.4) | 26 | (4.1) | 28 | (4.9) | 29 | (4.8) | 30 | (4.5) |
| Heating .................................. | 12 | (1.8) | 11 | (2.0) | 16 | (3.5) | \# | (t) | 11 | (2.9) | 7! | (2.4) | 17! | (5.7) | 16 | (4.0) | 13 | (3.5) | $8!$ | (3.5) | 15 | (3.5) | 10 | (3.1) |
| Air conditioning ......................... | 15 | (2.2) | 16 | (2.6) | 14 | (3.3) | $\ddagger$ | ( $\dagger$ ) | 15 | (3.6) | 12 | (3.1) | 14 ! | (5.3) | 18 | (4.3) | 17 | (3.9) | 13 ! | (4.1) | 16 | (3.9) | 14 | (3.7) |
| Ventilation .......... | 19 | (2.2) | 19 | (2.6) | 22 | (3.9) | $\ddagger$ | ( $\dagger$ ) | 18 | (3.7) | 14 | (3.1) | 26 | (6.7) | 24 | (4.4) | 18 | (3.9) | 18 ! | (5.7) | 23 | (4.6) | 18 | (4.0) |
| Indoor air quality ........................ | 16 | (2.0) | 17 | (2.3) | 14 | (3.0) | \# | (t) | 17 | (3.6) | 11 | (2.8) | $18!$ | (5.5) | 19 | (4.2) | 14 | (3.4) | 15 ! | (4.4) | 19 | (4.1) | 16 | (3.6) |
| Water quality ........................... | 10 | (1.7) | 10 | (2.0) | $8!$ | (3.1) | $\ddagger$ | (t) | $7!$ | (2.7) | 7! | (2.9) | 16 ! | (6.7) | 14 ! | (4.6) | $9!$ | (3.8) | $\ddagger$ | (t) | 11 ! | (3.8) | 14 | (3.8) |
| Acoustics or noise control ............. | 21 | (2.5) | 21 | (2.9) | 21 | (4.1) | $\ddagger$ | ( $\dagger$ ) | 19 | (3.6) | 17 | (3.9) | $24!$ | (7.1) | 26 | (4.6) | 19 | (4.2) | 11! | (4.2) | 26 | (4.6) | 23 | (4.7) |

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) for this
estimate is 50 percent or greater.
${ }^{1}$ Excludes special education, vocational, and alternative schools; schools without enrollment data; and schools offering only preprimary education
The functional age of the main instructional building is the number of years since its most recent major renovation or since its
${ }^{4}$ Based on the 99 percent of public schools with permanent buildings
${ }^{5}$ Based on schools with the specified environmental factor in their permanent buildings. Includes ratings of "unsatisfactory" and "very unsatisfactory."
${ }^{7}$ Based on schools with the specified environmental factor in their portable (temporary) buildings. Includes ratings of "unsatisfactory" and "very unsatisfactory."
NOTE: Detail may not sum to totals because of rounding.
SOURCE: 1 .
ter for Education Statistics, Fast Response Survey System (FRSS) "Condition of Public School Facilities: 2012-13," FRSS 105, 2013. (This table was prepared June 2014.)

Table 217.15. Percentage of public schools with plans for major repair, renovation, or replacement of building systems or features in the next 2 years and percentage distribution of schools with such plans, by selected school characteristics, type of system or feature, and main reason for the plans: 2012-13
[Standard errors appear in parentheses]


See notes at end of table.

Table 217.15. Percentage of public schools with plans for major repair, renovation, or replacement of building systems or features in the next 2 years and percentage distribution of schools with such plans, by selected school characteristics, type of system or feature, and main reason for the plans: 2012-13-Continued
[Standard errors appear in parentheses]


See notes at end of table.

| Type of system or feature and main reason for major repair, renovation, or replacement plans | All public schools |  | Instructional level |  |  |  |  |  | Community type |  |  |  |  |  |  |  | Percent of students eligible for free or reduced-priced lunch |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Elementary |  | Secondary |  | Combined |  | City Suburban |  |  |  | Town |  | Rural |  | Less than 35 percent |  | 35 to 49 percent |  | 50 to 74 percent |  | 75 percent or more |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Interior lighting-percent of schools with plans | 13 | (0.9) | 13 | (1.1) | 13 | (1.4) | 18! | (6.5) | 14 | (1.9) | 14 | (1.7) | 10 | (2.3) | 12 | (1.6) | 15 | (1.6) | 10 | (1.9) | 13 | (1.7) | 12 | (2.1) |
| Percentage distribution by main reason for the plans $\qquad$ |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  |  |  |  | 100 | ( $\dagger$ |  | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) |
| Functional problem in existing system or feature $\qquad$ | 12 | (2.6) |  | (3.4) | 11 ! | (3.8) |  |  | 12 ! | (4.5) | 12 ! | (5.3) | 22 ! | (9.5) | $\ddagger$ | ( $\dagger$ ) | 11 ! | (4.4) | $\ddagger$ |  | $13!$ | (5.4) | 19 ! | (6.5) |
|  | 70 | (3.9) | 68 | (4.9) | 74 | (5.6) | 73 | (17.7) | 66 | (7.2) | 67 | (7.4) | 62 | (11.2) | 78 | (6.1) | 65 | (7.1) | 78 | (8.6) | 78 | (5.9) | 60 | (8.4) |
| Replacement cycle ................ | 9 | (2.0) | 10 | (2.6) | $6!$ | (2.8) |  |  | 13 ! | (5.5) | 8! | (3.4) | $\ddagger$ | ( $\dagger$ ) | 8! | (3.5) | 13 ! | (4.3) | $\ddagger$ | (t) | 7! | (3.2) | $\ddagger$ | ( $\dagger$ ) |
| Other reason .... | 9 | (2.3) | 10 ! | (2.9) | $\pm$ | ( $\dagger$ ) | * |  | $\ddagger$ | ( $\dagger$ ) | 13 ! | (4.9) | t | ( $\dagger$ ) | t | ( $\dagger$ ) | 10 ! | (4.6) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | 11! | (5.4) |
| Exterior lighting-percent of schools with plans | 10 | (0.8) | 9 | (1.0) |  | (1.3) | 18 ! | (6.0) | 9 | (1.5) | 10 | (1.5) | 9 | (2.1) | 10 | (1.6) | 12 | (1.6) | 8 | (1.7) | 7 | (1.2) | 10 | (1.8) |
| Percentage distribution by main reason for the plans $\qquad$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 100 | ( $\dagger$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) |
| Functional problem in existing system or feature $\qquad$ | 19 | (3.5) |  | (4.6) | 19 ! | (5.8) |  |  | 12! | (5.2) | 14 ! | (6.3) | 39 ! | (14.2) | 22 ! | (7.2) | 13! | (5.5) | $\ddagger$ | ( $\dagger$ ) | $29!$ | (9.9) | 21 ! | (8.1) |
| Improve operational or energy efficiency $\qquad$ | 56 | (4.7) | 53 | (5.9) | 62 | (6.9) | 73 | (17.2) | 50 | (9.2) | 67 | (8.8) | 47 | (13.9) | 56 | (8.5) | 57 | (7.8) | 66 | (10.9) | 48 | (10.2) | 56 | (10.2) |
| Replacement cycle ................ | 14 | (3.0) | 15 | (3.9) | 10 ! | (3.9) | $\ddagger$ | ( $\dagger$ ) | 27 ! | (8.6) | $\ddagger$ | ( $\dagger$ ) | , | (t) | 15 ! | (6.2) | 17! | (5.1) | $\ddagger$ | ( $\dagger$ ) | 17! | (7.5) | $\ddagger$ | ( $\dagger$ |
| Other reason ....................... | 11 | (3.2) | 12 ! | (3.8) | $\ddagger$ | ( $\dagger$ | + | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | 14 ! | (6.1) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | 13! | (5.7) | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Energy management system-percent of schools with plans | 14 | (0.9) | 13 | (1.2) |  | (1.9) |  | (7.9) | 13 | (2.0) |  | (1.9) | 17 | (2.9) | 15 | (1.9) | 17 | (1.9) | 12 | (2.0) | 14 | (1.9) | 14 | (2.0) |
| Percentage distribution by main reason for the plans $\qquad$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 100 | ( $\dagger$ ) |  | (t) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) |
| Functional problem in existing system or feature $\qquad$ | 14 | (2.4) |  | (3.2) | 15 | (4.1) | $\ddagger$ |  | 19 ! | (5.9) | $\ddagger$ | ( $\dagger$ ) | $21!$ | (7.9) | 11 ! | (4.2) | 16 | (4.4) | $\ddagger$ | ( $\dagger$ ) | $16!$ | (5.7) | 11 ! | (5.2) |
| Improve operational or energy efficiency $\qquad$ | 65 | (3.6) | 64 | (4.5) | 66 | (6.0) | 68 | (14.8) | 59 | (8.7) | 63 | (7.3) | 64 | (10.3) | 71 | (5.6) | 58 | (6.8) | 68 | (8.4) | 72 | (6.3) | 67 | (8.4) |
| Replacement cycle ..... | 14 | (2.7) | 16 | (3.5) | $9!$ | (4.3) | $\ddagger$ | (t) | $13!$ | (5.6) | 16 ! | (6.2) | 13 ! | (5.1) | 14 ! | (5.0) | 20 | (5.8) | 15 ! | (6.7) | 8 ! | (3.4) | $\ddagger$ | ( $\dagger$ ) |
| Other reason ................ | 7 | (2.0) |  | (2.6) |  | (4.1) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 12 ! | (4.8) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 11 ! | (5.3) |
| Life safety features ${ }^{1}$-percent of schools with plans | 12 | (0.8) | 11 | (1.0) |  | (1.5) |  | (5.8) | 11 | (1.6) |  | (1.8) | 16 | (2.7) | 10 | (1.5) |  | (1.8) | 12 | (2.0) | 11 | (1.8) | 9 | (1.7) |
| Percentage distribution by main reason for the plans $\qquad$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) |  | ( $\dagger$ | 100 | ( $\dagger$ ) |
| Functional problem in existing system or feature $\qquad$ | 24 | (3.7) | 23 | (4.4) |  | (5.8) |  |  | 22 ! | (7.5) | 30 | (7.8) | 21 ! | (7.7) | 21 ! | (6.6) | 26 | (6.2) | 36 | (9.4) | 20! | (6.3) | 12 ! | (4.7) |
| Improve operational or energy efficiency $\qquad$ | 37 | (4.2) | 34 | (4.9) | 41 | (6.9) |  | (22.4) | 42 | (8.3) | 33 | (7.6) | 40 | (8.5) | 35 | (8.1) | 31 | (6.9) | 29 | (7.9) | 41 | (8.2) | 51 | (9.6) |
| Replacement cycle .. | 21 | (3.0) | 22 | (4.0) | 19 | (4.9) | $\ddagger$ | ( $\dagger$ ) | 24 ! | (7.5) |  | (6.6) | $24!$ | (8.7) | 18 ! | (6.0) | 23 | (6.0) | 17! | (6.2) | $20!$ | (6.2) | 20 ! | (8.6) |
| Other reason ........... | 19 | (3.5) | 21 | (4.2) | 16 ! | (5.5) |  |  | $\ddagger$ | ( $\dagger$ | 19 ! | (5.8) | 16 ! | (6.7) | 26 ! | (8.2) | 19 ! | (6.0) | 19 ! | (8.1) | 19! | (6.7) | 17 ! | (7.2) |
| Security systems-percent of schools with plans | 21 | (1.2) | 20 | (1.5) |  | (1.9) |  | (7.4) | 16 | (2.1) | 19 | (2.0) | 24 | (3.1) | 24 | (2.2) | 23 | (2.2) | 19 | (2.7) | 21 | (2.2) | 17 | (2.3) |
| Percentage distribution by main reason for the plans $\qquad$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ | 100 | ( $\dagger$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ | 100 | ( $\dagger$ ) |
| Functional problem in existing system or feature $\qquad$ | 22 | (2.8) | 22 | (3.5) | 25 | (4.4) |  | ( $\dagger$ ) | 19 ! | (5.7) | 16 | (4.7) | 33 | (7.5) | 24 | (4.6) | 17 | (3.8) | 33 | (7.7) | 22 | (4.9) | 21 | (6.1) |
| Improve operational or energy efficiency $\qquad$ | 46 | (3.0) | 44 | (3.7) | 50 | (5.5) | 67 | (12.3) | 43 | (7.2) | 53 | (6.2) | 51 | (7.6) | 41 | (5.3) | 48 | (5.2) | 36 | (7.2) | 48 | (5.7) | 48 | (8.0) |
| Replacement cycle ................. | - | (1.8) | 10 | (2.3) | 10 ! | (3.1) |  |  | 14 ! | (5.1) | $8!$ | (2.5) | $\ddagger$ | ( $\dagger$ ) | $9!$ | (3.1) | 13 | (3.6) | $\ddagger$ | (t) | $7!$ | (3.0) | $\pm$ | ( $\dagger$ ) |
| Other reason ........................... | 22 | (3.0) | 25 | (3.9) | 15 | (4.3) | $\ddagger$ | ( $\dagger$ ) | 24 | (6.9) | 22 | (5.5) | $9!$ | (4.2) | 26 | (4.8) | 21 | (4.7) | 25 | (6.9) | 22 | (4.8) | 22 | (6.6) |

See notes at end of table.

Table 217.15. Percentage of public schools with plans for major repair, renovation, or replacement of building systems or features in the next 2 years and percentage distribution of schools with such plans, by selected school characteristics, type of system or feature, and main reason for the plans: 2012-13-Continued
[Standard errors appear in parentheses]

| Type of system or feature and main reason for major repair, renovation, or replacement plans | All public schools |  | Instructional level |  |  |  |  |  | Community type |  |  |  |  |  |  |  | Percent of students eligible for free or reduced-priced lunch |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Elementary |  | Secondary |  | Combined |  | City Suburban |  |  |  | Town |  | Rural |  | Less than 35 percent |  | 35 to 49 percent |  | 50 to 74 percent |  | 75 percent or more |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Internal communication systemspercent of schools with plans | 14 | (1.0) | 13 | (1.2) | 16 | (2.1) | 23 ! | (7.0) | 13 | (2.0) | 13 | (1.7) | 16 | (2.6) | 14 | (1.7) | 15 | (1.8) | 12 | (2.1) | 14 | (1.8) | 14 | (2.5) |
| Percentage distribution by main reason for the plans $\qquad$ |  | ( $\dagger$ |  | ( $\dagger$ |  | ( $\dagger$ |  |  | 100 | ( $\dagger$ ) |  | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ | 100 | ( $\dagger$ ) |  | ( $\dagger$ ) | 100 | ( $\dagger$ ) |
| Functional problem in existing <br> system or feature $\qquad$ |  | (3.3) |  | (4.2) |  | (5.5) |  |  | 24 | (6.4) | 19! | (5.9) | 17 ! | (6.7) | 30 | (6.2) | 21 | (5.2) | 31 | (8.0) | 23 | (6.3) | 24 | (7.0) |
| Improve operational or energy efficiency $\qquad$ | 43 | (3.5) | 39 | (4.7) | 49 | (6.9) |  | (18.4) | 41 | (7.3) | 50 | (8.1) | 42 | (9.1) | 39 | (7.0) | 43 | (6.3) | 47 | (9.5) | 39 | (7.5) | 44 | (7.1) |
| Replacement cycle ................. | 21 | (3.1) | 25 | (4.2) | 12 ! | (3.8) |  | ( $\dagger$ ) | 21 | (6.4) | 15! | (5.2) | 34 | (9.3) | 19 ! | (5.7) | 25 | (6.2) | $\ddagger$ | (t) | 22 | (6.5) | 19 ! | (6.3) |
| Other reason ................................ | 13 | (2.7) | 15 | (3.5) | 11 ! | (4.6) |  | ( $\dagger$ ) | 14 ! | (6.2) | 16 ! | (5.7) | $\ddagger$ | ( $\dagger$ ) | 12 ! | (4.8) | 12 ! | (4.8) | $\ddagger$ | ( $\dagger$ ) | 16 ! | (5.3) | 13 ! | (5.5) |
| Technology infrastructure-percent of schools with plans | 20 | (1.0) | 19 | (1.2) |  | (2.2) |  | (7.4) | 17 | (2.1) |  | (2.1) | 23 | (2.8) | 21 | (2.0) | 23 | (2.0) | 20 | (2.6) | 18 | (2.1) | 19 | (2.6) |
| Percentage distribution by main reason for the plans $\qquad$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ |  | ( $\dagger$ | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) |  | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | (t) | 100 | ( $\dagger$ ) | 100 | ( $\dagger$ ) | 100 | (t) | 100 | ( $\dagger$ |
| Functional problem in existing system or feature $\qquad$ | 17 | (2.4) | 16 | (3.0) |  | (4.1) |  |  | 16 ! | (5.0) | 11! | (4.1) | 16 ! | (5.6) | 22 | (4.7) | 14 | (3.8) | 17 ! | (5.9) | 16 | (4.6) | 23 | (5.3) |
| Improve operational or energy efficiency $\qquad$ |  | (3.3) | 46 | (4.2) |  | (5.0) |  | (14.0) | 53 | (6.5) | 51 | (6.5) | 65 | (7.3) | 44 | (5.3) | 44 | (4.9) | 53 | (7.3) | 59 | (6.6) | 51 | (6.5) |
| Replacement cycle ..................... | 21 | (2.6) | 25 | (3.4) | 14 | (3.4) |  | (t) | 21 | (5.5) | 21 | (4.5) | 10 ! | (4.6) | 26 | (5.1) | 28 | (5.1) | 19 ! | (6.0) | 19 | (5.4) | 15 ! | (4.8) |
| Other reason ............................. |  | (2.0) | 13 | (2.7) |  | (2.9) |  | ( $\dagger$ ) | 9 ! | (4.3) | 17 | (4.5) | + | ( $\dagger$ ) | 8 ! | (3.6) | 13 | (3.7) | 11 ! | (4.5) | $6!$ | (2.9) | 12 ! | (4.8) |

$\dagger$ Not applicable.
\#Rounds to zero
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) for this
'Life safety features include sprinklers, fire alarms, and smoke detectors.

NOTE: Percentage of schools with major repair, renovation, or replacement plans is based on schools having the specified building system or feature. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Condition of Public School Facilities: 2012-13," FRSS 105, 2013. (This table was prepared April 2014.)

Table 218.10. Number and internet access of instructional computers and rooms in public schools, by selected school characteristics: Selected years, 1995 through 2008
[Standard errors appear in parentheses]


## - Not available

$\dagger$ Not applicable.
IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
${ }^{1}$ Data for combined schools are included in the totals and in analyses by other school characteristics, but are not shown separately.
${ }^{2}$ Due to definitional changes for community type, estimates for years prior to 2005 may not be directly comparable with estimates for years.
${ }^{3}$ Free or reduced-price lunch information was obtained on the questionnaire and supplemented, if necessary, with data from the
Common Core of Data (CCD).
${ }^{4}$ Includes computers used for instructional or administrative purposes.

In 2008, instructional rooms included classrooms only and excluded computer labs and library/media centers. Prior to 2008, instructional rooms included classrooms, computer labs and other labs, library/media centers, and other rooms used for instructional purposes.
${ }^{6}$ Some data differ slightly (e.g., by 1 percent) from previously published figures.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), Internet Access in U.S. Public Schools and Classrooms: 1994-2005 and Educational Technology in U.S. Public Schools: Fall 2008; and unpublished tabulations. (This table was prepared August 2010.)

Table 218.40. Percentage of 4th-, 8th-, and 12th-grade public school students with their own or a shared digital device at home, by selected student and school characteristics: 2015
[Standard errors appear in parentheses]

| Selected student or school characteristic | 4th-graders |  | 8th-graders |  | 12th-graders |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |
| Total | 95.0 | (0.33) | 98.3 | (0.2) | 98.0 | (0.20) |
| Sex |  |  |  |  |  |  |
| Male | 94.2 | (0.51) | 98.0 | (0.3) | 97.8 | (0.30) |
| Female ................................................................................ | 95.9 | (0.43) | 98.7 | (0.2) | 98.3 | (0.27) |
| Race/ethnicity |  |  |  |  |  |  |
| White ........ | 96.5 | (0.43) | 98.8 | (0.2) | 98.6 | (0.25) |
| Black ............................................................................................ | 93.1 | (0.84) | 98.0 | (0.5) | 96.7 | (0.56) |
| Hispanic | 93.6 | (0.72) | 97.9 | (0.4) | 98.1 | (0.41) |
| Asian | 99.0 | (0.72) | 99.3 | (0.5) | 98.4 | (0.79) |
| Pacific Islander .............................................................................. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 95.5 | (1.96) |
| American Indian/Alaska Native ................................................. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races .................................................................... | 93.0 | (2.38) | 95.4 | (1.8) | 99.1 | (0.87) |
| English language learner (ELL) status |  |  |  |  |  |  |
| ELL ................................ | 90.8 | (1.34) | 97.0 | (0.9) | 96.3 | (1.48) |
| Non-ELL ................................................................................. | 95.6 | (0.34) | 98.4 | (0.2) | 98.1 | (0.20) |
| Disability status ${ }^{1}$ |  |  |  |  |  |  |
| Identified as student with disability (SD) | 91.8 | (1.28) | 95.9 | (0.8) | 97.4 | (0.81) |
| Not identified as SD ........................................................................... | 95.4 | (0.34) | 98.6 | (0.2) | 98.1 | (0.21) |
| Eligibility for free or reduced-price lunch |  |  |  |  |  |  |
| Eligible | 93.0 | (0.51) | 97.7 | (0.3) | 97.4 | (0.35) |
| Not eligible | 97.8 | (0.36) | 99.1 | (0.2) | 98.5 | (0.23) |
| Information not available ............................................................. | $\ddagger$ | ( $\dagger$ | 98.1 | (1.3) | $\ddagger$ | ( $\dagger$ ) |
| School locale |  |  |  |  |  |  |
| City | 93.9 | (0.66) | 97.8 | (0.4) | 97.9 | (0.33) |
| Suburb .............................................................................. | 95.8 | (0.48) | 98.4 | (0.3) | 98.2 | (0.32) |
| Town ................................................................................. | 94.3 | (1.11) | 98.1 | (0.6) | 97.6 | (0.96) |
| Rural .................................................................................... | 95.6 | (0.75) | 98.9 | (0.3) | 98.1 | (0.47) |

$\dagger$ Not applicable.
fReporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).

NOTE: Digital devices include desktop computers, laptop computers, tablets, and smartphones. Race categories exclude persons of Hispanic ethnicity.
SOURCE: American Institutes for Research, National Assessment of Educational Progress (NAEP) Validity Studies Panel, Initial Tables From the 2015 Computer Access and Familiarity Study. (This table was prepared January 2017.)

Table 218.45. Percentage distribution of 4th-, 8th-, and 12th-grade public school students, by when student first used a laptop or desktop computer and selected student and school characteristics: 2015
[Standard errors appear in parentheses]

| Selected student or school characteristic | 4th-graders, by first use of computer |  |  |  |  |  | 8th-graders, by first use of computer |  |  |  |  |  |  |  |  |  | 12th-graders, by first use of computer |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | In <br> kindergarten or before | In 1st, 2nd, or 3rd grade | In 4th grade |  | Never used |  | In <br> kindergarten or before |  | In 1st, 2nd, or 3rd grade |  | In 4th or 5th grade |  | In 6th, 7th, or 8th grade |  | Never used |  | In <br> kindergarten or before |  | In 1st, 2nd, or 3rd grade |  | In 4th or 5 th grade |  | In 6th, 7th, or 8th grade |  | In high school |  | Never used |  |
| 1 | 2 | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Total | 41.1 (0.77) | 44.0 (0.77) | 10.6 | (0.48) |  | (0.31) | 34.8 | (0.66) | 41.7 | (0.68) | 15.8 | (0.51) | 7.0 | (0.35) | 0.7 | (0.11) | 28.9 | (0.66) | 35.1 | (0.70) | 17.0 | (0.55) | 15.0 | (0.52) | 3.5 | (0.27) | 0.5 | (0.10) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 39.4 (1.07) | 44.8 (1.09) | 10.7 | (0.68) | 5.0 | (0.48) | 32.6 | (0.90) | 42.6 | (0.95) | 16.7 | (0.72) | 7.2 | (0.50) | 1.0 | (0.19) | 29.3 | (0.94) | 35.2 | (0.98) | 17.0 | (0.77) |  | (0.72) | 3.8 | (0.39) | 0.7 | (0.17) |
| Female | 42.8 (1.09) | 43.1 (1.09) | 10.5 | (0.68) | 3.5 | (0.41) | 37.2 | (0.97) | 40.7 | (0.98) | 15.0 | (0.71) |  | (0.50) | 0.3 ! | (0.11) | 28.6 | (0.94) | 35.0 | (0.99) | 16.9 | (0.78) | 16.0 | (0.76) | 3.2 | (0.37) | 0.3 ! | (0.11) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 46.0 (1.17) | 43.7 (1.16) | 7.8 | (0.63) | 2.5 | (0.37) |  | (1.01) |  | (1.01) | 13.1 | (0.70) | 5.7 | (0.48) | 0.5 ! | (0.14) | 33.6 | (1.02) | 34.3 | (1.03) | 16.2 | (0.80) |  | (0.72) | 2.8 | (0.36) | 0.4 ! | (0.14) |
| Black .. | 40.4 (1.67) | 39.1 (1.66) | 14.1 | (1.18) | 6.5 | (0.83) | 34.8 | (1.57) | 41.0 | (1.62) | 14.2 | (1.15) | 8.8 | (0.93) | 1.3 | (0.37) | 28.6 | (1.44) | 35.9 | (1.53) | 15.7 | (1.16) |  | (1.16) | 3.4 | (0.58) | 0.7 ! | (0.27) |
| Hispanic | 33.2 (1.41) | 46.7 (1.49) | 13.8 | (1.03) | 6.3 | (0.73) | 27.3 | (1.15) | 43.2 | (1.28) | 20.7 | (1.05) | 8.3 | (0.71) | 0.5 ! | (0.19) | 20.4 | (1.22) | 36.0 | (1.46) | 20.5 | (1.22) | 18.0 | (1.17) | 4.4 | (0.62) | 0.6 ! | (0.24) |
| Asian ... | 41.3 (3.53) | 50.5 (3.58) | 6.6 | (1.78) | $\ddagger$ | (t) | 31.1 | (2.82) | 45.6 | (3.04) | 18.1 | (2.35) | 5.2 | (1.35) | \# | ( $\dagger$ ) | 26.9 | (2.82) | 35.7 | (3.04) | 12.4 | (2.10) | 19.3 | (2.50) | 5.2 | (1.41) | $\ddagger$ | ( $\dagger$ |
| Pacitic Islander ............................ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ | (t) | $\ddagger$ | (t) | 21.6 | (3.93) | 34.2 | (4.52) | 18.9 | (3.73) | 18.0 | (3.66) | 7.2 ! | (2.47) | \# | ( $\dagger$ ) |
| American Indian/Alaska Native .......... | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | $\ddagger$ | (t) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |  |  | , | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races ........................ | 43.4 (4.68) | 49.6 (4.72) |  | (2.12) |  |  | 35.9 | (4.26) | 41.4 | (4.37) | 14.8 | (3.15) | 6.3 ! | (2.15) | $\ddagger$ |  | 37.2 | (4.57) |  | (4.46) | 16.8 | (3.53) |  | (3.01) | $\pm$ | ( $\dagger$ ) | * | ( $\dagger$ |
| English language learner (ELL) status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ELL .................................................. | 31.0 (2.17) | 41.3 (2.31) | 17.4 | (1.78) | 10.3 | (1.43) | 18.0 | (2.04) | 41.0 | (2.61) | 27.8 | (2.38) | 11.8 | (1.71) | 1.4 ! | (0.62) | 12.3 | (2.58) | 23.9 | (3.35) | 21.5 | (3.23) |  | (3.58) | 9.8 | (2.34) | 3.1 ! | (1.35) |
| Non-ELL | 42.4 (0.81) | 44.3 (0.82) | 9.8 | (0.49) | 3.5 | (0.30) |  | (0.69) |  | (0.71) | 15.0 | (0.51) |  | (0.36) | 0.6 | (0.11) | 29.5 | (0.68) | 35.5 | (0.71) | 16.8 | (0.56) |  | (0.52) | 3.3 | (0.26) | 0.4 | (0.10) |
| Disability status ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identified as student with disability (SD) | 35.6 (2.27) | 38.5 (2.30) | 18.3 | (1.83) | 7.6 | (1.26) |  | (1.97) | 36.2 | (2.09) | 19.2 | (1.71) | 13.0 | (1.46) | 2.5 | (0.67) | 26.1 | (2.25) | 27.6 | (2.30) | 20.3 | (2.06) |  | (2.00) | 6.8 | (1.30) | $\ddagger$ | ( $\dagger$ |
| Not identified as SD | 41.8 (0.81) | 44.7 (0.82) | 9.7 | (0.49) | 3.9 | (0.32) | 35.5 | (0.70) |  | (0.72) | 15.5 | (0.53) |  | (0.36) | 0.4 | (0.10) | 29.2 | (0.69) | 35.7 | (0.73) | 16.7 | (0.57) |  | (0.54) | 3.2 | (0.27) | 0.5 | (0.11) |
| Eligibility for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eligible ...................................... | 36.5 (0.98) | 44.6 (1.01) | 13.1 | (0.69) | 5.7 | (0.47) |  | (0.85) |  | (0.91) | 17.7 | (0.71) | 8.5 | (0.52) | 1.0 | (0.18) |  | (0.92) | 36.3 | (1.06) | 18.4 | (0.86) |  | (0.85) | 4.1 | (0.44) | 0.8 | (0.20) |
| Not eligible ... | 47.7 (1.21) | 43.2 (1.20) | 7.0 | (0.62) | 2.2 | (0.36) | 40.8 | (1.05) | 40.5 | (1.05) | 13.4 | (0.73) | 5.1 | (0.47) | 0.2 ! | (0.10) | 34.2 | (0.93) | 34.1 | (0.93) | 15.8 | (0.72) | 12.7 | (0.65) | 3.0 | (0.33) | 0.3 ! | (0.10) |
| Information not available ................... | $\ddagger$ (t) | $\ddagger \quad(\dagger)$ |  | (t) |  | ( $\dagger$ | 31.4 | (4.55) | 50.5 | (4.90) | 14.3 | (3.43) | 3.8 ! | (1.88) | \# | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |  | ( $\dagger$ ) | $\ddagger$ | (t) |  |  | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City .... | 36.9 (1.34) | 44.7 (1.38) | 13.2 | (0.94) | 5.3 | (0.62) |  | (1.25) | 42.9 | (1.33) | 17.1 | (1.01) | 7.2 | (0.69) | 0.7 ! | (0.23) | 28.4 | (1.06) | 34.6 | (1.12) | 17.2 | (0.89) | 15.5 | (0.85) | 3.7 | (0.45) | 0.6 ! | (0.18) |
| Suburb ... | 45.6 (1.22) | 41.9 (1.21) | 8.8 | (0.69) | 3.7 | (0.46) | 36.8 | (1.02) | 41.1 | (1.04) | 14.3 | (0.74) | 7.0 | (0.54) | 0.8 | (0.19) | 28.1 | (1.07) | 35.9 | (1.14) | 17.1 | (0.90) | 15.6 | (0.86) | 3.1 | (0.41) | 0.3 ! | (0.14) |
| Town .............................................. | 35.3 (2.31) | 48.8 (2.41) | 12.1 | (1.57) | 3.7 | (0.91) | 35.3 | (2.10) | 39.3 | (2.15) | 19.1 | (1.73) | 6.2 | (1.06) | $\ddagger$ | (t) | 32.1 | (2.95) | 30.6 | (2.91) | 14.3 | (2.21) | 17.9 | (2.42) | 5.2 | (1.40) | , | ( $\dagger$ ) |
| Rural ........................................... | 41.8 (1.81) | 44.7 (1.83) |  | (1.07) | 4.2 | (0.74) | 33.9 | (1.47) | 42.6 | (1.54) | 16.1 | (1.14) | 7.0 | (0.79) | 0.5 ! | (0.22) | 31.0 | (1.58) | 35.7 | (1.64) | 16.9 | (1.28) | 12.1 | (1.11) | 3.5 | (0.63) | 0.8 ! | (0.31) |

$\dagger$ Not applicable
\#Rounds to zero
interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV)
is 50 percent or greater.
${ }^{1}$ The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP)
SOURCE: American Institutes for Research, National Assessment of Educational Progress (NAEP) Validity Studies Panel, Initial Tables From the 2015 Computer Access and Familiarity Study. (This table was prepared January 2017.)

Table 218.50. Percentage distribution of 8th-grade public school students, by number of hours they spend using a laptop or desktop computer for schoolwork on a weekday and selected student and school characteristics: 2015
[Standard errors appear in parentheses]

| Selected student or school characteristic |  | None | Less than 1 hour |  | 1 to 2 hours |  | 2 to 3 hours |  | More than 3 hours |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| Total | 19.9 | (0.55) | 28.6 | (0.63) | 29.0 | (0.63) | 11.0 | (0.43) | 11.5 | (0.44) |
| Sex |  |  |  |  |  |  |  |  |  |  |
| Male | 21.4 | (0.79) | 28.3 | (0.87) | 28.4 | (0.87) | 10.5 | (0.59) | 11.4 | (0.61) |
| Female | 18.3 | (0.77) | 29.0 | (0.91) | 29.6 | (0.91) | 11.4 | (0.63) | 11.6 | (0.64) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |
| White ......... | 18.0 | (0.79) | 34.1 | (0.98) | 28.8 | (0.93) | 9.1 | (0.59) | 9.9 | (0.62) |
| Black | 21.6 | (1.35) | 22.2 | (1.36) | 27.3 | (1.46) | 12.8 | (1.10) | 16.1 | (1.21) |
| Hispanic | 23.8 | (1.10) | 24.2 | (1.11) | 29.9 | (1.18) | 11.7 | (0.83) | 10.4 | (0.79) |
| Asian | 10.8 | (1.89) | 26.8 | (2.70) | 32.3 | (2.86) | 16.4 | (2.26) | 13.8 | (2.10) |
| Paciific Islander | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ............................................. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Two or more races ............................................................. | 16.3 | (3.26) | 29.5 | (4.03) | 27.9 | (3.96) | 13.2 | (2.99) | 13.2 | (2.99) |
| English language learner (ELL) status |  |  |  |  |  |  |  |  |  |  |
| ELL | 23.2 | (2.24) | 22.7 | (2.22) | 27.7 | (2.37) | 13.4 | (1.81) | 12.9 | (1.78) |
| Non-ELL | 19.7 | (0.57) | 29.1 | (0.65) | 29.1 | (0.65) | 10.8 | (0.45) | 11.4 | (0.46) |
| Disability status ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |
| Identified as student with disability (SD) ........................................... | 25.4 | (1.88) | 25.6 | (1.89) | 24.4 | (1.86) | 12.7 | (1.44) | 11.9 | (1.40) |
| Not identified as SD .............................................................. | 19.3 | (0.58) | 29.0 | (0.66) | 29.5 | (0.67) | 10.8 | (0.45) | 11.4 | (0.47) |
| Eligibility for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |
| Eligible ....................................... | 24.5 | (0.79) | 23.9 | (0.79) | 28.4 | (0.83) | 11.3 | (0.58) | 12.0 | (0.60) |
| Not eligible | 13.6 | (0.74) | 34.4 | (1.02) | 30.1 | (0.98) | 10.9 | (0.67) | 11.0 | (0.67) |
| Information not available .......................................................... | 22.6 | (4.08) | 42.5 | (4.82) | 24.5 | (4.20) | 3.8 ! | (1.86) | 6.6 ! | (2.42) |
| School locale |  |  |  |  |  |  |  |  |  |  |
| City | 22.3 | (1.12) | 25.9 | (1.18) | 29.5 | (1.22) | 11.0 | (0.84) | 11.5 | (0.86) |
| Suburb .............................................................................. | 18.0 | (0.81) | 29.0 | (0.95) | 29.7 | (0.96) | 11.0 | (0.66) | 12.4 | (0.69) |
| Town .................................................................................. | 17.0 | (1.65) | 29.1 | (1.99) | 30.5 | (2.02) | 11.9 | (1.42) | 11.5 | (1.40) |
| Rural .................................................................................. | 22.4 | (1.30) | 31.3 | (1.44) | 26.1 | (1.37) | 10.5 | (0.96) | 9.6 | (0.92) |

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: American Institutes for Research, National Assessment of Educational Progress (NAEP) Validity Studies Panel, Initial Tables From the 2015 Computer Access and Familiarity Study. (This table was prepared January 2017.)

Table 218.70. Number and percentage distribution of 5- to 17-year-old students, by home internet access, poverty status, and locale: 2015
[Standard errors appear in parentheses]

| Poverty status and locale | Number of students with known poverty status living in households ${ }^{1}$ (in thousands) |  | Percentage distribution of students, ${ }^{1}$ by home access to the Internet ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total |  | Access with a broadband subscription |  |  |  |  |  | Access without a subscription ${ }^{4}$ |  | Either no access or only dial-up access |  |
|  |  |  | Total, any broadband subscription | Fixed broadband (of any sort) ${ }^{3}$ |  | broadba or with dial-up) |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Total | 51,275 | (23.8) | 100.0 | (t) | 85.0 | (0.09) | 77.8 | (0.11) | 7.3 | (0.06) | 4.2 | (0.04) | 10.8 | (0.08) |
| City | 15,591 | (24.2) | 100.0 |  | 81.7 |  | 74.1 |  |  |  | 5.1 |  | 13.2 |  |
| Large | 8,755 | (16.4) | 100.0 | $\dagger$ | 80.0 | (0.22) | 72.1 | (0.23) | 7.9 |  | 5.3 | (0.11) | 14.7 |  |
| Small | - | (13.2) | 1000 | + | ${ }_{84}^{83.5}$ | (0.29 | 77.1 | (0.34 | 7.4 | ( 0.23 | $\begin{aligned} & 4.7 \\ & 48 \end{aligned}$ | (0.21) | 11.8 | (0.22 |
| Suburb | 21,381 | (34.3) | 100.0 | + | 89.8 | (0.11) | 84.5 | (0.12 | 5.3 | (0.08) | 3.0 | (0.06) | 7.2 | (0.10) |
| Large | 18,283 | (30.4) | 100.0 | + | 90.1 | (0.12) | 85.0 | (0.13) | 5.1 | (0.08) | 2.9 | (0.06) | 7.0 | (0.10) |
| Midssize | 1,984 | (13.8 | 100.0 | + | 87.6 | (0.36 | 81.8 | (0.44) | 5.9 | 0.26 | 3.9 | 0.23 | 8.4 | (0.31) |
| Town .. | 4,772 | (36.7) | 100.0 | (t) | 80.9 | (0.29) | 72.2 | (0.34) | 8.7 | (0.20 | 5.3 | (0.16) | 13.8 | (0.25) |
| Fringe. | 1,323 | (12.9 | 100.0 | (t) | 84.5 | (0.46) | 77.0 | (0.52 | 7.4 | (0.37) | 4.8 | (0.27) | 10.7 | (0.39 |
| Distant | 2,161 | ${ }^{21.8}$ | 100.0 | (t) | 79.3 | (0.37) | 70.1 | (0.43 | 9.3 | 0.27) | 5.5 | (0.22) | 15.2 | (0.32) |
| Rural ...e. | 9,531 | (40.0) | 100.0 |  | 81.8 | (0.16) | 71.5 | (0.22) | 10.3 | (0.13) | 4.8 | (0.07) | 13.4 |  |
| ge | 4,665 | (22.9) | 100.0 | + | 85.9 | (0.24) | 77.2 | (0.32 | 8.6 | (0.18) | 4.1 | (0.11) | 10.1 |  |
| Dismote | - | $(14.0)$ | $\begin{aligned} & 100.0 \\ & 100.0 \end{aligned}$ | (t) | 78.5 | $\begin{aligned} & (0.25) \\ & (0.45) \end{aligned}$ | $\begin{aligned} & 66.3 \\ & 64.6 \end{aligned}$ | $\left.\begin{array}{l} (0.30 \\ 0.44 \end{array}\right)$ | $\begin{aligned} & 12.3 \\ & 11.0 \end{aligned}$ | $\left.\begin{array}{l} 0.20 \\ (0.30 \end{array}\right)$ | $\begin{aligned} & 5.4 \\ & 6.0 \end{aligned}$ | $\begin{aligned} & 0.13 \\ & (0.25) \end{aligned}$ | $\begin{aligned} & 16.0 \\ & 18.5 \end{aligned}$ | (0.39) |
| Below poverty threshold ${ }^{5}$ | 10,105 | (57.7) | 100.0 | (t) | 65.5 | (0.21) | 54.7 | (0.25) | 10.9 | (0.16) | 8.1 | (0.13) | 26.4 | 9) |
| City | 4,131 | 28.2) | 100.0 |  | 63.8 | 0.3 |  |  |  |  | 8.8 |  |  |  |
| Large | 2,486 | 9,6 | 100.0 | + | 62.7 | 0.48 | 51.7 | (0.55) | 11.1 | (0.29 | $8.8$ | 0.53 | 28.5 | (0.45) |
| Small | 828 | (13.2) | 100.0 | $t$ | 66.3 | (0.83) | 55.0 | (0.88 | 11.4 | (0.52 | $8.4$ | (0.46 | 25.2 | 0.81 |
| Suburb | 3,168 | (30.3) | 100.0 | (t) | 71.0 | (0.41) | 61.9 | (0.40) | 9.2 | (0.28) | 6.8 | (0.22) | 22.2 | (0.39) |
| Large | 2,614 | (28.4) | 100.0 100.0 |  | 71.0 68.7 | (0.42) | 62.3 58.0 | (1.42) | 88.7 | ${ }^{0.29}$ | ${ }_{8}^{6.8}$ | (0.25) | 22.2 <br> 23 <br> 1 | (0.42) |
| Small | 208 | (8.2) | 100.0 | + | 74.4 | (1.65) | 62.1 | (1.80) | 12.3 | (1.32) | 5.3 | (0.80) | 20.3 | (1.55) |
| Town .. | 1,195 | (23.1) | 100.0 |  | 62.8 |  | 50.7 | 0.64 | 12.1 | (0.51) | 8.4 | (0.43) | 28.8 |  |
| Fringe | 272 | ${ }^{(13.9}$ | 100.0 | + | ${ }_{60 .}^{67.7}$ | (1.42 | 56.6 | (1.47 | 11.1 | (0.99 | 7.7 | (0.77) | 24.6 | 1.33 |
| Remote | 330 | (19.0) | 100.0 |  | 63.4 | (1.28) | 51.0 | (1.33) | 12.4 12.4 | (0.92) | 7.9 |  | 38.7 |  |
| Rural ..... | 1,611 | (16.4) | 100.0 |  | 61.3 | (0.52) | 48.6 | (0.50) | 12.7 | (0.41) | 8.2 | (0.27) | 30.5 |  |
| Fringe. | 625 | (12.4) | 100.0 | + | 64.2 | (0.87) | 52.6 | (0.90) | 11.6 | (0.66) | 7.8 | (0.46) | 28.0 | (0.86) |
| Distant | $\begin{aligned} & 731 \\ & 255 \end{aligned}$ | $\begin{gathered} (11.0) \\ (5.6) \end{gathered}$ | $\begin{aligned} & 100.0 \\ & 100.0 \end{aligned}$ | ( | 60.6 56.1 | $\begin{aligned} & 0.78 \\ & (1.30) \end{aligned}$ | $\begin{aligned} & 46.6 \\ & 44.4 \end{aligned}$ |  | $\begin{aligned} & 14.0 \\ & 11.7 \end{aligned}$ | $\left.\begin{array}{l} 0.59 \\ (0.69 \end{array}\right)$ |  |  | $\begin{aligned} & 30.9 \\ & 35.2 \end{aligned}$ | (1.21) |
| 100 to 185 percent of poverty threshold ${ }^{5}$ | 9,8 | (50.7) | 100.0 | (t) | 79.1 | (0.1) | 70.0 | (0.21) |  |  |  |  | 15.3 |  |
|  | 3,36 |  | 100.0 |  | 77.9 |  |  |  |  |  | 6.0 |  |  |  |
| Large. | 1,948 | 21.6 | 100.0 | + | 76.5 | (0.46) | 67.2 | (0.45) | 9.3 | 0.31 | 6.2 | (0.26) | 17.4 | (0.40) |
| Mmall | 699 | $(13.1$ | 100.0 100.0 | + | ${ }_{80.1}$ | (0.76) | 71.2 | (1.00 | 8.9 | 0.62 | 5.5 | 0.53 | 14.6 14.3 | 0.59 |
| Suburb | 3,532 | (30.7) | 100.0 |  | 83.3 | (0.35) | 76.0 | (0.40 | 7.3 | (0.24) | 4.7 | 0.18 | 12.1 | (0.30) |
| Large | 2,970 | (27.6) | 100.0 |  | 83.6 | (0.36) | 76.4 | (0.43 | 7.2 |  | 4.5 | 0.19 | 11.9 |  |
| Midsiz | 357 | (8.8) | 100.0 |  | 81.4 | (0.88) | 73.5 | (1.13 | 7.9 | (0.75) | 5.8 | 0.62 | 12.8 | 76 |
| Town | 1.094 | (17.1) | 1000 |  | 770 |  | 66.8 | (1.56 | 10.2 | 0.45 | 6.8 | (0.37) | 16.2 | 1.51 |
| Fringe | -264 | (8.8) | 100.0 |  | 78.1 | (1.36) | 69.1 | (1.73) | 9.1 | 0.91 | 6.7 |  | 15.2 |  |
| Distant | 520 | (10.7) | 100.0 |  | 76.9 | (0.81) | 66.9 | 0.87 | 10.0 | (0.61) | 6.5 | (0.51) | 16.7 | 0.72 |
| Remote | 310 | (8.4) | 100.0 | (t) | 76.3 | (1.05) | 64.7 | (1.21) | 11.6 | 0.87 | 7.5 | 0.67 | 16.2 | (0.86) |
|  | 1,812 | (13.6) | 100.0 |  | 74.3 | (0.44) | 63.0 | (0.48 | 11.3 | 0.34 | 6.3 | 0.19 | 19.4 |  |
| Fringe | 763 | (11.7) | 100.0 | ( | 77.4 | (0.67) | 66.8 | (0.82) | 10.7 | (0.58 | 5.6 | (0.32) | 17.0 | (0.63) |
| Remote ..................................................... | 254 | (5.6) | 100.0 | (t) | 71.3 | (0.94) | 60.2 | (1.00) | 11.1 | (0.62) | 7.2 | (0.64) | 21.5 | (0.86) |
| Greater than 185 percent of poverty threshold ${ }^{5}$ | 31,369 |  | 100.0 |  | 93.1 |  |  |  |  |  |  |  |  |  |
| City ............................................ | 8,097 | (33.2) | 100.0 |  | 92.4 | (0.13) | 87.2 | (0.17) | 5.2 | (0.12) | $2.8$ | 0.09 |  | 10 |
| Midsize | ${ }^{1}, 812$ | (15.1) | 100.0 |  | ${ }_{93.6}$ | (0.28) | 888.6 | (0.36) | 4.9 | 0.21) | 2.2 | (0.17) | 4.3 | (0.22) |
| Small | 1,965 | (14.5) | 100.0 | (t) | 93.3 | (0.28) | 88.5 | (0.34) | 4.8 | (0.22) | 3.0 | (0.20) | 3.7 | (0.18) |
| Suburb | 14,681 | (34.7) | 100.0 | ( $)$ | 95.4 | (0.08) | 91.4 | (0.11) | 4.0 | (0.07) | 1.8 | (0.05) | 2.8 | 0.0 |
| Large | 12,699 | (32.6) | 100.0 |  | 95.5 | (0.08) | 91.6 | (0.11) | 3.9 | 0.07 | 1.8 | 0.06 | 2.7 | 0.06 |
| Midssize | 1,282 | (12.5) | 100.0 | ( | 94.5 | (0.31) | 90.5 | (0.41) | 4.0 | (0.26) | 2.3 | (0.21) | 3.2 | 0.23 |
| Town | 2.483 | (18.1) | 100.0 | $t$ | 91.4 | (0.23) | 88.4 85.0 | (0.33 | 6.4 | 0.23 | 3.2 | (0.18 | 5.4 | 0.20 |
|  | ,787 | (9.5) | 100.0 | (t) | 92.4 | (0.45) | 86.8 | (0.64) | 5.6 | (0.45) | 3.2 | (0.32) | 4.4 | 0.37 |
| Distant | 1,049 | (11.2) | 100.0 |  | 91.4 | (0.34) | 84.2 | (0.43 |  | 0.31 | 2.9 | (0.24) | 5.7 | (0.30) |
| Remote | 648 | (7.7) | 100.0 | ( | 90.2 | (0.51) | 84.1 | (0.58) | 6.2 | 0.37 | 3.6 | (0.30) | 6.2 | 0.40 |
|  | 6,107 |  | 100.0 | + | 89.4 | (0.15) | 80.0 | (0.23 | 9.4 | (0.16) | 3.5 | 0.09 | 7.1 |  |
| Fringe | 3,278 |  | 100.0 | + | 92.0 | (0.19 | 844, | (0.27 | 7.6 | 0.21 | 3.0 | ( 0.13 | 5.0 9.5 | 0.1 |
| Remote | 549 | (9.2) | 100.0 | (t) | 86.5 | (0.50) | 75.9 | (0.64) | 10.6 | (0.51) | 4.2 | (0.28) | 9.3 | (0.36) |

## $\dagger$ Not applicable.

${ }^{1}$ Includes students who are 5 to 17 years old, live in a household, and are in the poverty universe. The poverty universe includes all children who are related to the householder by birth, marriage, or adoption and includes unrelated children age 15 and over. The householder is the person (or one of the people) who owns or rents (maintains) the housing unit. Poverty status is determined by the total family income of the householder for related children and individual income for unrelated children. Poverty status cannot be determined for unrelated children under age 15 (e.g., foster children) because their family and individual income is not known.
${ }^{2}$ Percentages refer to students whose household members access the Internet at home by the means specified. "Either no access or only dial-up access" includes households where no mem ber accesses the Internet at home as well as households where members access the Interne only with a dial-up service.
${ }^{3}$ Excludes mobile broadband, but includes all other non-dial-up internet service, such as DSL cable modem, and fiber-optic cable.
${ }^{4}$ Includes respondents living in a city or town that provides free internet services for its residents.
${ }^{5}$ Students are considered to be in poverty if their family income falls below the Census Bureau's poverty threshold, which is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was $\$ 24,036$. Respondents were interviewed throughout the year and reported on the income they received during the previous 12 months.
NOTE: Data are based on sample surveys of the entire population residing within the United States. However, this table includes only students living in households, because respondents living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities) were not asked about internet access. Some students living in households were also excluded from this table, because their poverty status could not be determined (see footnote 1). As noted in footnote 5, the Census Bureau determines poverty status using a set of money income thresholds that vary by family size and composition. For additional information about poverty status, see https:// www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2015. (This table was prepared January 2017.)

Table 218.71. Number and percentage distribution of 5- to 17-year-old students, by home internet access, race/ethnicity, and locale: 2015
[Standard errors appear in parentheses]

| Race/ethnicity and locale | Number of students living in households' (in thousands) |  | Percentage distribution of students, ${ }^{1}$ by home access to the Internet ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Access with a broadband subscription |  |  |  |  |  |  |  | Access without a subscription ${ }^{4}$ |  | Either no access or only dial-up access |  |
|  |  |  |  | Total | Total, any broadband subscription |  | Fixed broadband (of any sort) ${ }^{3}$ |  | $\begin{aligned} & \text { Mobile } \\ & \text { broadband (alone } \\ & \text { or with dial-up) } \end{aligned}$ |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Total ${ }^{\text {. }}$ | 51,937 | (20.4) | 100.0 | (t) | 85.0 | (0.08) | 77.7 | (0.11) | 7.3 | (0.06) | 4.2 | (0.04) | 10.8 | (0.08) |
| City | 15,776 | (24.9) | 100.0 | (t) | 81.7 | (0.14) | 74.0 | (0.16) | 7.7 | (0.09) | 5.1 | (0.09) | 13.3 | (0.13) |
| Large | 8,849 | (16.3) | 100.0 | (t) | 80.0 | (0.22) | 72.1 | (0.23) | 7.9 | (0.13) | 5.3 | (0.11) | 14.7 | (0.20) |
| Midsize | 3,385 | (16.3) | 100.0 | (t) | 83.5 | (0.25) | 76.1 | (0.33) | 7.4 | (0.23) | 4.7 | (0.21) | 11.8 | (0.22) |
| Small | 3,542 | (13.1) | 100.0 | (t) | 84.2 | (0.29) | 77.0 | (0.33) | 7.2 | (0.19) | 4.8 | (0.19) | 11.0 | (0.27) |
| Suburb | 21,616 | (32.7) | 100.0 | (t) | 89.7 | (0.11) | 84.4 | (0.12) | 5.3 | (0.08) | 3.1 | (0.06) | 7.2 | (0.09) |
| Large | 18,472 | (29.3) | 100.0 | (t) | 90.1 | (0.11) | 84.9 | (0.13) | 5.1 | (0.08) | 3.0 | (0.06) | 7.0 | (0.10) |
| Midsize | 2,014 | (14.0) | 100.0 | (t) | 87.6 | (0.36) | 81.8 | (0.43) | 5.9 | (0.26) | 3.9 | (0.23) | 8.5 | (0.30) |
| Small | 1,131 | (12.0) | 100.0 | (t) | 88.2 | (0.49) | 80.9 | (0.54) | 7.3 | (0.37) | 3.2 | (0.22) | 8.6 | (0.44) |
| Town | 4,849 | (37.2) | 100.0 | (t) | 80.9 | (0.28) | 72.2 | (0.34) | 8.7 | (0.20) | 5.3 | (0.15) | 13.8 | (0.25) |
| Fringe | 1,343 | (13.0) | 100.0 | (t) | 84.4 | (0.46) | 76.9 | (0.51) | 7.5 | (0.36) | 4.9 | (0.27) | 10.8 | (0.39) |
| Distant. | 2,198 | (22.0) | 100.0 | (t) | 79.3 | (0.37) | 70.1 | (0.42) | 9.3 | (0.27) | 5.5 | (0.22) | 15.2 | (0.32) |
| Remote | 1,308 | (15.6) | 100.0 | (t) | 80.0 | (0.52) | 70.9 | (0.63) | 9.1 | (0.39) | 5.6 | (0.27) | 14.4 | (0.42) |
| Rural | 9,696 | (40.4) | 100.0 | (t) | 81.8 | (0.16) | 71.4 | (0.22) | 10.4 | (0.13) | 4.9 | (0.07) | 13.4 | (0.16) |
| Fringe | 4,737 | (23.7) | 100.0 | (t) | 85.8 | (0.24) | 77.2 | (0.32) | 8.6 | (0.19) | 4.1 | (0.12) | 10.1 | (0.22) |
| Distant. | 3,881 | (28.2) | 100.0 | (t) | 78.5 | (0.24) | 66.2 | (0.30) | 12.3 | (0.20) | 5.4 | (0.13) | 16.0 | (0.24) |
| Remote ... | 1,077 | (14.2) | 100.0 | (t) | 75.5 | (0.45) | 64.5 | (0.45) | 11.0 | (0.31) | 6.0 | (0.25) | 18.5 | (0.39) |
| White | 26,966 | (13.0) | 100.0 | (t) | 90.2 | (0.09) | 84.0 | (0.12) | 6.3 | (0.07) | 3.2 | (0.05) | 6.6 | (0.07) |
| City | 5,233 | (18.4) | 100.0 | (t) | 91.2 | (0.19) | 86.2 | (0.21) | 4.9 | (0.13) | 3.2 | (0.12) | 5.7 | (0.17) |
| Large | 2,296 | (12.0) | 100.0 | (t) | 90.9 | (0.25) | 86.2 | (0.29) | 4.7 | (0.18) | 2.9 | (0.13) | 6.3 | (0.23) |
| Midssize | 1,249 | (11.0) | 100.0 | (t) | 92.8 | (0.32) | 87.8 | (0.44) | 5.1 | (0.29) | 2.6 | (0.26) | 4.6 | (0.21) |
| Small | 1,688 | (11.0) | 100.0 | (t) | 90.3 | (0.32) | 85.2 | (0.41) | 5.2 | (0.26) | 4.1 | (0.23) | 5.6 | (0.24) |
| Suburb | 11,298 | (26.5) | 100.0 | (t) | 94.4 | (0.10) | 90.4 | (0.13) | 4.1 | (0.09) | 2.1 | (0.06) | 3.5 | (0.08) |
| Large. | 9,367 | (24.8) | 100.0 | (t) | 95.0 | (0.10) | 91.2 | (0.13) | 3.8 | (0.09) | 1.9 | (0.06) | 3.1 | (0.08) |
| Midssize | 1,223 | (10.2) | 100.0 | (t) | 92.0 | (0.36) | 87.4 | (0.44) | 4.7 | (0.31) | 3.0 | (0.24) | 5.0 | (0.34) |
| Small | 707 | (9.7) | 100.0 | (t) | 91.9 | (0.52) | 85.6 | (0.65) | 6.3 | (0.47) | 2.6 | (0.28) | 5.5 | (0.44) |
| Town. | 2,897 | (22.7) | 100.0 | (t) | 86.6 | (0.30) | 79.4 | (0.39) | 7.2 | (0.21) | 4.5 | (0.20) | 8.9 | (0.27) |
| Fringe. | 842 | (11.9) | 100.0 | (t) | 89.1 | (0.48) | 82.6 | (0.60) | 6.5 | (0.36) | 4.3 | (0.37) | 6.7 | (0.37) |
| Distant | 1,320 | (14.0) | 100.0 | (t) | 85.1 | (0.43) | 77.5 | (0.49) | 7.5 | (0.34) | 4.8 | (0.25) | 10.2 | (0.35) |
| Remote | 735 | (10.6) | 100.0 | (t) | 86.6 | (0.57) | 79.1 | (0.71) | 7.5 | (0.43) | 4.1 | (0.26) | 9.3 | (0.53) |
| Rural | 7,539 | (27.8) | 100.0 | (t) | 84.6 | (0.18) | 74.6 | (0.23) | 10.1 | (0.13) | 4.5 | (0.07) | 10.9 | (0.16) |
| Fringe. | 3,655 | (17.8) | 100.0 | (t) | 88.4 | (0.24) | 80.2 | (0.31) | 8.2 | (0.18) | 3.8 | (0.13) | 7.8 | (0.20) |
| Distant | 3,116 | (21.1) | 100.0 | (t) | 81.1 | (0.27) | 68.9 | (0.33) | 12.2 | (0.21) | 5.0 | (0.14) | 13.9 | (0.25) |
| Remote | 769 | (9.9) | 100.0 | (t) | 81.3 | (0.43) | 70.8 | (0.50) | 10.5 | (0.38) | 5.8 | (0.25) | 12.9 | (0.34) |
| Black. | 7,044 | (19.2) | 100.0 | (t) | 74.2 | (0.23) | 65.8 | (0.27) | 8.4 | (0.17) | 6.9 | (0.16) | 18.9 | (0.22) |
| City. | 3,292 | (16.1) | 100.0 | (t) | 71.0 | (0.31) | 61.3 | (0.37) | 9.7 | (0.27) | 7.9 | (0.24) | 21.1 | (0.33) |
| Large ... | 2,022 | (9.2) | 100.0 | (t) | 70.5 | (0.48) | 61.4 | (0.54) | 9.1 | (0.35) | 8.4 | (0.31) | 21.1 | (0.41) |
| Midsize | 710 | (8.5) | 100.0 | (t) | 72.8 | (0.81) | 62.6 | (0.89) | 10.3 | (0.50) | 7.3 | (0.51) | 19.9 | (0.76) |
| Small ... | 560 | (8.8) | 100.0 | (t) | 70.5 | (0.76) | 59.6 | (0.89) | 10.9 | (0.62) | 6.9 | (0.56) | 22.6 | (0.79) |
| Suburb | 2,636 | (16.3) | 100.0 | (t) | 82.3 | (0.40) | 75.6 | (0.43) | 6.7 | (0.24) | 5.2 | (0.25) | 12.5 | (0.34) |
| Large ... | 2,364 | (14.2) | 100.0 | (t) | 82.5 | (0.39) | 76.2 | (0.45) | 6.3 | (0.27) | 5.2 | (0.25) | 12.4 | (0.33) |
| Midsize | 184 | (6.2) | 100.0 | (t) | 80.4 | (1.63) | 70.4 | (1.79) | 10.0 | (1.32) | 5.6 | (0.89) | 14.0 | (1.52) |
| Small .... | 88 | (4.7) | 100.0 | (t) | 80.9 | (2.08) | 72.0 | (2.29) | 8.9 | (1.35) | 5.2 | (1.22) | 13.9 | (1.79) |
| Town. | 535 | (11.0) | 100.0 | (t) | 63.0 | (1.12) | 52.7 | (1.14) | 10.3 | (0.54) | 9.2 | (0.63) | 27.9 | (0.89) |
| Fringe. | 111 | (5.7) | 100.0 | (t) | 70.5 | (2.17) | 62.3 | (2.23) | 8.2 | (1.33) | 9.4 | (1.45) | 20.2 | (2.06) |
| Distant. | 287 | (7.0) | 100.0 | (t) | 62.9 | (1.41) | 51.4 | (1.32) | 11.4 | (0.76) | 8.1 | (0.82) | 29.0 | (1.20) |
| Remote | 137 | (3.9) | 100.0 | (t) | 57.2 | (2.26) | 47.5 | (2.23) | 9.7 | (0.99) | 11.2 | (1.59) | 31.7 | (1.86) |
| Rural | 581 | (10.4) | 100.0 | (t) | 66.0 | (0.98) | 58.2 | (1.03) | 7.8 | (0.53) | 6.9 | (0.49) | 27.1 | (0.85) |
| Fringe. | 278 | (8.4) | 100.0 | (t) | 74.3 | (1.38) | 67.6 | (1.56) | 6.7 | (0.75) | 5.5 | (0.71) | 20.2 | (1.26) |
| Distant. | 235 | (7.0) | 100.0 |  | 60.6 | (1.31) | 51.4 | (1.45) | 9.2 | (0.74) | 8.3 | (0.80) | 31.1 | (1.25) |
| Remote | 68 | (2.9) | 100.0 | (t) | 50.9 | (2.96) | 43.1 | (2.74) | 7.7 | (1.35) | 7.6 | (1.11) | 41.5 | (3.10) |
| Hispanic. | 12,591 | (10.7) | 100.0 | (t) | 77.7 | (0.19) | 68.1 | (0.24) | 9.6 | (0.14) | 5.3 | (0.10) | 17.0 | (0.18) |
| City .... | 5,327 | (18.9) | 100.0 | (t) | 75.9 | (0.27) | 66.0 | (0.33) | 9.9 | (0.20) | 5.8 | (0.17) | 18.4 | (0.26) |
| Large . | 3,465 | (14.2) | 100.0 | (t) | 75.2 | (0.35) | 65.1 | (0.42) | 10.1 | (0.25) | 5.8 | (0.20) | 19.0 | (0.36) |
| Midsize | 1,019 | (8.0) | 100.0 | (t) | 77.0 | (0.65) | 67.7 | (0.70) | 9.3 | (0.45) | 5.8 | (0.33) | 17.2 | (0.56) |
| Small ... | 842 | (10.0) | 100.0 | (t) | 77.2 | (0.73) | 67.8 | (0.83) | 9.5 | (0.47) | 5.8 | (0.43) | 17.0 | (0.77) |
| Suburb | 5,266 | (17.2) | 100.0 | (t) | 81.5 | (0.30) | 73.4 | (0.32) | 8.0 | (0.19) | 4.4 | (0.14) | 14.1 | (0.27) |
| Large. | 4,604 | (16.0) | 100.0 | (t) | 82.0 | (0.33) | 74.1 | (0.35) | 7.9 | (0.20) | 4.3 | (0.15) | 13.7 | (0.28) |
| Midssize | 426 | (7.8) | 100.0 | (t) | 76.8 | (1.07) | 68.8 | (1.22) | 8.0 | (0.64) | 6.1 | (0.63) | 17.1 | (0.87) |
| Small . | 236 | (6.4) | 100.0 | (t) | 79.0 | (1.63) | 67.8 | (1.68) | 11.1 | (0.97) | 4.2 | (0.57) | 16.8 | (1.64) |
| Town ... | 1,062 | (13.3) | 100.0 | (t) | 73.8 | (0.62) | 61.6 | (0.70) | 12.1 | (0.53) | 5.9 | (0.40) | 20.3 | (0.58) |
| Fringe | 299 | (6.9) | 100.0 | (t) | 74.8 | (1.29) | 64.3 | (1.31) | 10.4 | (0.98) | 5.4 | (0.64) | 19.9 | (1.19) |
| Distant. | 451 | (9.1) | 100.0 | (t) | 72.3 | (0.92) | 59.3 | (0.98) | 13.0 | (0.75) | 5.9 | (0.47) | 21.8 | (0.94) |
| Remote | 312 | (5.5) | 100.0 | (t) | 74.9 | (1.10) | 62.4 | (1.24) | 12.4 | (0.87) | 6.5 | (0.68) | 18.6 | (0.94) |
| Rural | 937 | (12.9) | 100.0 | (t) | 71.5 | (0.67) | 57.5 | (0.73) | 14.0 | (0.55) | 6.4 | (0.38) | 22.2 | (0.64) |
| Fringe | 514 | (12.0) | 100.0 | (t) | 73.6 | (0.89) | 60.4 | (1.00) | 13.2 | (0.80) | 5.8 | (0.45) | 20.7 | (0.82) |
| Distant. | 318 | (7.7) | 100.0 | (t) | 69.8 | (1.14) | 54.2 | (1.21) | 15.6 | (0.92) | 7.1 | (0.54) | 23.1 | (1.14) |
| Remote | 105 | (3.4) | 100.0 |  | 66.1 | (1.48) |  | (1.60) | 13.0 | (0.96) | 7.5 | (1.12) | 26.5 | (1.41) |

[^38]Table 218.71. Number and percentage distribution of 5- to 17-year-old students, by home internet access, race/ethnicity, and locale: 2015-Continued [Standard errors appear in parentheses]

| Race/ethnicity and locale | Number of students living in households ${ }^{1}$ (in thousands) |  | Percentage distribution of students, ${ }^{1}$ by home access to the Internet ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total |  | Access with a broadband subscription |  |  |  |  |  | Access without a subscription ${ }^{4}$ |  | Either no access or only dial-up access |  |
|  |  |  | Total, any broadband subscription | Fixed broadband (of any sort) ${ }^{3}$ |  | Mobile broadband (alone or with dial-up) |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Asian | 2,462 | (10.5) | 100.0 | ( $\dagger$ | 95.0 | (0.17) | 91.4 | (0.24) | 3.5 | (0.15) | 1.6 | (0.11) | 3.4 | (0.14) |
| City | 1,033 | (10.3) | 100.0 | ( $\dagger$ ) | 93.6 | (0.28) | 89.8 | (0.35) | 3.9 | (0.23) | 1.9 | (0.18) | 4.5 | (0.25) |
| Large | 614 | (7.2) | 100.0 | ( $\dagger$ ) | 92.4 | (0.42) | 88.3 | (0.51) | 4.1 | (0.33) | 1.9 | (0.26) | 5.6 | (0.39) |
| Midsize | 197 | (5.4) | 100.0 | ( $\dagger$ ) | 94.8 | (0.59) | 91.7 | (0.78) | 3.1 | (0.55) | 2.1 | (0.38) | 3.1 | (0.46) |
| Small | 222 | (4.5) | 100.0 | ( $\dagger$ ) | 96.0 | (0.57) | 92.1 | (0.86) | 3.9 | (0.62) | 1.6 | (0.31) | 2.5 | (0.42) |
| Suburb | 1,273 | (10.7) | 100.0 | ( $\dagger$ ) | 96.4 | (0.22) | 93.2 | (0.31) | 3.2 | (0.19) | 1.3 | (0.11) | 2.3 | (0.21) |
| Large .. | 1,176 | (9.8) | 100.0 | ( $\dagger$ ) | 96.5 | (0.23) | 93.3 | (0.31) | 3.1 | (0.22) | 1.3 | (0.11) | 2.2 | (0.21) |
| Midsize | 60 | (2.8) | 100.0 | ( $\dagger$ ) | 95.0 | (1.16) | 90.7 | (1.74) | 4.3 | (1.25) | 2.6 ! | (0.85) | 2.4 | (0.66) |
| Small | 37 | (2.4) | 100.0 | ( $\dagger$ ) | 95.5 | (1.50) | 92.7 | (2.05) | 2.8 ! | (1.04) | $\ddagger$ | ( $\dagger$ | 3.4 ! | (1.32) |
| Town ... | 68 | (3.0) | 100.0 | ( $\dagger$ ) | 91.8 | (1.14) | 87.8 | (1.47) | 4.0 | (1.02) | 2.4 | (0.54) | 5.8 | (0.99) |
| Fringe | 19 | (1.9) | 100.0 | ( $\dagger$ ) | 95.6 | (1.51) | 93.8 | (1.83) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 3.4 ! | (1.40) |
| Distant | 26 | (1.7) | 100.0 | ( $\dagger$ ) | 90.4 | (1.94) | 84.7 | (2.76) | 5.7 ! | (1.95) | 3.1 | (0.91) | 6.6 | (1.69) |
| Remote | 23 | (1.6) | 100.0 | ( $\dagger$ ) | 90.5 | (2.24) | 86.6 | (2.64) | 3.9 ! | (1.60) | 2.6 ! | (0.98) | 6.9 | (1.85) |
| Rural | 88 | (3.7) | 100.0 | ( $\dagger$ ) | 92.5 | (1.17) | 87.9 | (1.24) | 4.6 | (0.93) | 2.2 | (0.53) | 5.3 | (0.94) |
| Fringe | 67 | (3.3) | 100.0 | ( $\dagger$ ) | 94.2 | (1.07) | 90.6 | (1.32) | 3.6 ! | (1.11) | 1.9 | (0.49) | 3.9 | (0.89) |
| Distant | 17 | (1.5) | 100.0 | ( $\dagger$ ) | 86.7 | (3.58) | 79.1 | (3.69) | 7.6 | (1.75) | 3.7 ! | (1.81) | 9.6 ! | (3.21) |
| Remote .......................................................... | 4 | (0.6) | 100.0 | ( $\dagger$ ) | 88.1 | (3.00) | 79.5 | (4.08) | 8.6 ! | (3.15) | $\ddagger$ | ( $\dagger$ ) | 10.9 | (2.92) |
| Pacific Islander ${ }^{6}$ | 79 | (3.0) | 100.0 | ( $\dagger$ | 85.5 | (2.12) | 79.3 | (2.49) | 6.2 | (1.30) | 2.2 ! | (1.05) | 12.3 | (1.75) |
| American Indian/Alaska Native ${ }^{6}$....................................... | 385 | (6.5) | 100.0 | ( $\dagger$ ) | 66.5 | (0.96) | 55.7 | (0.99) | 10.7 | (0.64) | 6.6 | (0.66) | 26.9 | (1.02) |
| Two or more races ${ }^{6}$........................................................ | 2,233 | (23.8) | 100.0 | ( $\dagger$ ) | 88.8 | (0.39) | 82.1 | (0.49) | 6.7 | (0.28) | 4.0 | (0.24) | 7.2 | (0.30) |

## $\dagger$ Not applicable.

!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes all students who are 5 to 17 years old and live in a household.
${ }^{2}$ Percentages refer to students whose household members access the Internet at home by the means specified. "Either no access or only dial-up access" includes households where no member accesses the Internet at home as well as households where members access the Internet only with a dial-up service.
${ }^{3}$ Excludes mobile broadband, but includes all other non-dial-up internet service, such as DSL, cable modem, and fiber-optic cable.

Includes respondents living in a city or town that provides free internet services for its residents. Total includes other racial/ethnic groups not shown separately.
${ }^{6}$ Data for this race category cannot be broken out by locale.
NOTE: Data are based on sample surveys of the entire population residing within the United States. However, this table includes only students living in households, because respondents living in group quarters (e.g., shelters, healthcare facilities, or correctional facilities) were not asked about internet access. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2015. (This table was prepared January 2017.)

Table 219.10. High school graduates, by sex and control of school: Selected years, 1869-70 through 2026-27


[^39]${ }^{9}$ Includes estimate for Connecticut, which did not report graduates by sex. ${ }^{10}$ Projected by NCES.
NOTE: Includes graduates of regular day school programs. Excludes graduates of other programs, when separately reported, and recipients of high school equivalency certificates. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding and adjustments to protect student privacy.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Report of the Commissioner of Education, 1870 through 1910; Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of State School Systems, 1951-52 through 1957-58; Statistics of Public Elementary and Secondary School Systems, 1958-59 through 1980-81; Statistics of Nonpublic Elementary and Secondary Schools, 1959 through 1980; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2009-10; "State Dropout and Completion Data File," 2005-06 through 2012-13; Public School Graduates and Dropouts From the Common Core of Data, 2007-08 and 2008-09; Private School Universe Survey (PSS), 1989 through 2013; and National High School Graduates Projection Model, 1972-73 through 2026-27. U.S. Department of Commerce, Census Bureau, Population Estimates, retrieved August 11, 2011, from http://www.census.gov/popest/ data/national/asrh/2009/2009-nat-res.html and Population Estimates, retrieved December 18, 2015, from http://www.census.gov/popest/data/national/asrh/2014/2014-nat-res.html. (This table was prepared May 2017.)

| Region, state, and jurisdiction | Actual data |  |  |  |  |  |  |  |  | Projected data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1980-81 | 1989-90 | 1999-2000 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | $\begin{array}{r} \text { Percent } \\ \text { change, } \\ 2012-13 \text { to } \\ 2026-27 \end{array}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | O |
| United States | 2,725,285 | 2,320,337 ${ }^{1}$ | 2,553,844 | 3,001,337 | 3,039,015 ${ }^{1}$ | 3,128,022 | 3,144,100 | 3,149,185 | 3,169,257 | 3,168,450 | 3,87,000 | 3,225,160 | 3,253,730 | 3,297,050 | 3,299,910 | 3,265,550 | 3,287,230 | 3,309,540 | 3,316,280 | 3,386,980 | 3,443,430 | 3,424,140 | 3,327,500 | 5.0 | - |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \stackrel{\rightharpoonup}{\mathbb{D}} \\ & \stackrel{\rightharpoonup}{\top} \end{aligned}$ |
| Northeast. | 593,727 | 446,045 | 453,814 | 552,289 | 552,973 | 556,400 | 556,611 | 554,705 | 555,202 | 546,910 | 543,080 | 548,200 | 543,500 | 547,690 | 542,370 | 535,360 | 539,600 | 538,460 | 533,830 | 539,470 | 547,570 | 542,430 | 524,270 | -5.6 | $\stackrel{\text { co }}{\substack{0}}$ |
| Midwest ..... | 784,071 | 616,700 | 648,020 | 721,220 | 717,536 | 726,844 | 718,779 | 716,072 | 713,662 | 705,550 | 708,240 | 704,100 | 708,920 | 713,060 | 715,500 | 703,240 | 703,940 | 714,180 | 705,660 | 719,350 | 727,720 | 717,890 | 693,320 | -2.9 |  |
| South ...................... | 868,068 | 796,385 | 861,498 | 1,031,773 | 1,068,270 | 1,104,770 | 1,119,414 | 1,121,400 | 1,138,965 | 1,145,570 | 1,162,950 | 1,192,410 | 1,217,720 | 1,247,340 | 1,255,590 | 1,242,010 | 1,246,320 | 1,252,900 | 1,265,780 | 1,297,030 | 1,340,120 | 1,342,950 | 1,311,130 | 15.1 49 | 를 |
| West ........................ | 479,419 | 461,207 | 590,512 | 696,055 | 700,236 | 740,008 | 749,296 | 757,008 | 761,428 | 70,420 | 772,720 | 780,450 | 783,510 | 788,960 | 786,440 | 784,940 | 797,370 | 804,000 | 811,000 | 831,130 | 827,990 | 820,870 | 798,780 | 4.9 | - |
| State |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - ¢ |
| Alabama ... | 44,894 | 40,485 | 37,819 | 41,346 | 42,082 | 43,166 | 46,035 | 45,394 | 44,233 7860 | 44,540 | 45,420 | 45,910 | 45,490 | 45,100 | 44,400 | 42,750 | 41,800 7590 | 42,060 | 41,890 | 42,070 | 43,330 8530 | 43,570 | 42,210 8380 | 4.6 | $\bigcirc$ |
| Alaska ............................. | 5,343 28,416 | $\begin{array}{r}5,386 \\ 32,103 \\ \hline 2,45\end{array}$ | 6,615 38,304 | 7,855 61,667 | 8,008 62,374 | 8,245 61,145 | 8,064 64,472 | 7,989 63,208 | 7,860 62,208 | 7,720 66,700 | 7,860 67,200 | 7,690 67,290 | 7,930 68,190 | 7,940 66,760 | 7,880 67,240 | 7,650 66,50 | 7,590 68,050 | 7,730 69,230 | 7,950 70,780 | 8,200 72,710 | 8,530 75,70 | 8,620 74,870 | 8,380 72,60 | 6.6 17.0 | ¢ へ |
| Arkansas . | 20,57 | 26,475 | 27,335 | 28,725 | 28,057 | 28,276 | 28,205 | 28,419 | 28,928 | 29,610 | 30,350 | 30,610 | 30,960 | 30,970 | 31,010 | 30,990 | 30,510 | 30,510 | 30,220 | 30,110 | 32,190 | 31,930 | 30,920 | 6.9 | $\stackrel{1}{2}$ |
| California .................. | 242,172 | 236,291 | 309,866 | 374,561 | $372,310^{2}$ | 404,987 | 410,467 | 418,664 | 422,125 | 424,080 | 422,830 | 424,430 | 422,200 | 426,140 | 420,520 | 419,670 | 425,880 | 428,690 | 431,410 | 442,160 | 427,290 | 418,940 | 406,100 | -3.8 | $\cdots$ |
| Colorado | 35,897 | 32,967 | 38,924 | 46,082 | 47,459 | 49,321 | 50,122 | 50,087 | 50,968 | 51,310 | 51,450 | 53,470 | 54,630 | 56,300 | 57,330 | 58,000 | 59,620 | 59,600 | 60,030 | 61,370 | 62,430 | 62,890 | 61,280 | 20.2 | C |
| Connecticut. | 38,369 | 27,878 | 31,562 | 38,419 | 34,968 | 34,495 | 38,854 | 38,681 | 38,722 | 37,860 | 37,160 | 36,660 | 36,970 | 36,440 | 36,090 | 35,220 | 35,890 | 34,910 | 34,710 | 34,120 | 34,500 | 33,470 | 32,000 | -17.4 | $\stackrel{0}{\square}$ |
| Delaware | 7,349 | 5,550 | 6,108 | 7,388 | 7,839 | 8,133 | 8,043 | 8,247 | 8,070 | 8,240 | 8,390 | 8,360 | 8,540 | 8,780 | 8,690 | 8,790 | 9,190 | 9,270 | 9,360 | 9,670 | 9,710 | 9,970 | 9,690 | 20.1 | \% |
| District of Columbia ${ }^{3}$ | 4,848 | 3,626 | 2,695 | 3,352 | 3,517 | 3,602 | 3,477 | 3,860 | 3,961 | 3,880 | 3,990 | 3,950 | 3,690 | 3,820 | 3,930 | 3,690 | 3,810 | 3,830 | 4,140 | 4,390 | 4,820 | 4,950 | 5,070 | 28.0 |  |
| Florida ...................... | 88,755 | 88,934 | 106,708 | 149,046 | 153,461 | 156,130 | 155,493 | 151,964 | 158,029 | 158,440 | 163,740 | 165,090 | 170,990 | 173,290 | 176,060 | 171,230 | 172,080 | 174,950 | 178,000 | 183,980 | 190,880 | 191,140 | 187,730 | 18.8 |  |
| Georgia | 62,963 | 56,605 | 62,563 | 83,505 | 88,003 | 91,561 | 92,338 | 90,582 | 92,416 | 94,380 | 97,420 | 99,770 | 102,660 | 104,820 | 106,090 | 105,030 | 104,480 | 105,380 | 106,740 | 109,140 | 112,230 | 113,150 | 110,210 | 19.3 |  |
| Hawaii .. | 11,472 | 10,325 | 10,437 | 11,613 | 11,508 | 10,998 | 10,716 | 11,360 | 10,790 | 11,050 | 10,760 | 10,920 | 10,930 | 11,060 | 10,580 | 11,190 | 11,290 | 11,430 | 11,710 | 11,740 | 12,110 | 12,120 | 11,830 | 9.6 |  |
| Idaho ....... | 12,679 | 11,971 | 16,170 | 16,567 | 16,807 | 17,793 | 17,525 | 17,568 | 17,198 | 19,120 | 18,050 | 18,180 | 18,670 | 18,940 | 19,340 | 19,330 | 19,390 | 19,540 | 19,660 | 19,520 | 19,720 | 19,460 | 19,040 | 10.7 |  |
| Illinois ..... | 136,795 | 108,119 | 111,835 | 135,143 | 131,670 | 139,035 | 134,956 | 139,575 | 139,228 | 137,640 | 140,520 | 136,820 | 137,340 | 138,320 | 140,550 | 139,380 | 140,030 | 143,440 | 142,830 | 143,090 | 145,890 | 140,460 | 134,620 | -3.3 |  |
| Indiana ..................... | 73,381 | 60,012 | 57,012 | 61,901 | 63,663 | 64,551 | 66,133 | 65,667 | 66,595 | 67,560 | 66,750 | 67,190 | 67,620 | 68,200 | 69,730 | 66,680 | 65,120 | 66,400 | 64,530 | 66,050 | 66,940 | 66,590 | 64,500 | -3.1 |  |
| lowa | 42,635 | 31,796 | 33,926 | 34,573 | 33,926 | 34,462 | 33,853 | 33,230 | 32,548 | 32,590 | 32,450 | 32,890 | 33,160 | 33,590 | 33,200 | 33,210 | 33,640 | 33,670 | 34,060 | 34,850 | 35,510 | 35,590 | 34,650 | 6.5 |  |
| Kansas .. | 20,397 | 25,367 | 29,102 | 30,737 | 30,368 | 31,642 | 31,370 | 31,898 | 31,922 | 32,150 | 31,900 | 32,950 | 33,110 | 33,610 | 33,270 | 33,050 | 33,460 | 33,570 | 33,670 | 34,400 | 35,060 | 35,040 | 33,980 | 6.4 |  |
| Kentucky .................. | 41,714 | 38,05 | 36,830 | 39,339 | 41,851 | 42,664 | 43,031 | 42,642 | 42,888 | 42,400 | 42,530 | 43,850 | 43,510 | 44,380 | 44,830 | 43,630 | 4,110 | 44,470 | 44,310 | 45,910 | 47,620 | 47,650 | 46,100 | 7.5 |  |
| Louisiana ................. | 46,199 | 36,053 | 38,430 | 34,401 | 35,622 | 36,573 | 35,844 | 36,675 | 37,508 | 38,180 | 37,720 | 39,080 | 39,610 | 42,120 | 40,330 | 40,580 | 39,740 | 42,070 | 38,650 | 41,010 | 42,510 | 42,350 | 40,980 | 9.3 |  |
| Maine ...................... | 15,554 | 13,839 | 12,211 | 14,350 ${ }^{4}$ | 14,093 ${ }^{4}$ | 14,069 | 13,653 | 13,473 | 13,170 | 12,730 | 12,560 | 12,50 | 12,410 | 12,340 | 12,160 | 11,910 | 11,810 | 11,990 | 11,930 | 11,790 | 11,880 | 11,630 | 11,180 | -15.1 |  |
| Maryland | 54,050 | 41,566 | 47,849 | 59,171 | 58,304 | 59,078 | 58,745 | 58,811 | 58,996 | 58,120 | 57,650 | 57,560 | 57,130 | 58,670 | 58,010 | 59,890 | 60,680 | 61,270 | 61,970 | 63,650 | 65,760 | 66,570 | 64,840 | 10.1 |  |
| Massachusetts .......... | 74,831 | 55,941 ${ }^{5}$ | 52,950 | 65,197 | 65,258 | 64,462 | 64,724 | 65,157 | 66,360 | 65,200 | 65,790 | 66,980 | 66,600 | 66,880 | 66,840 | 66,020 | 66,500 | 66,300 | 65,040 | 65,810 | 66,980 | 66,690 | 64,000 | -3.6 |  |
| Michigan .................. | 124,372 | 93,807 | 97,679 | 115,183 | 112,742 | 110,682 | 106,017 | 105,446 | 104,210 | 102,520 | 102,020 | 100,960 | 101,010 | 101,490 | 100,500 | 96,670 | 95,800 | 97,450 | 94,330 | 95,080 | 94,990 | 91,460 | 88,050 | -15.5 |  |
| Minnesota ............... | 64,166 | 49,087 | 57,372 | 60,409 | 59,729 | 59,667 | 59,357 | 57,501 | 58,255 | 56,370 | 56,800 | 56,700 | 57,420 | 57,950 | 59,100 | 58,450 | 60,020 | 61,590 | 61,630 | 63,290 | 65,150 | 64,770 | 62,740 | 7.7 |  |
| Mississippi .............. | 28,083 | 25,182 | 24,232 | 24,795 | 24,505 | 25,478 | 27,321 | 26,158 | 26,502 | 26,650 | 26,260 | 27,140 | 27,510 | 28,230 | 27,360 | 26,710 | 25,890 | 26,060 | 25,800 | 26,400 | 27,790 | 27,070 | 26,100 | -1.5 |  |
| Missouri ...... | 60,359 | 48,957 | 52,848 | 61,717 | 62,969 | 63,994 | 62,994 | 61,313 | 61,407 | 60,900 | 60,590 | 61,480 | 61,060 | 61,250 | 60,670 | 59,780 | 59,940 | 60,150 | 60,300 | 61,050 | 62,330 | 61,850 | 59,950 | -2.4 |  |
| Montana .................. | 11,634 | 9,370 | 10,903 | 10,396 | 10,077 | 10,075 | 9,732 | 9,750 | 9,369 | 9,470 | 9,390 | 9,420 | 9,550 | 9,300 | 9,440 | 9,520 | 9,500 | 9,710 | 9,690 | 10,160 | 10,140 | 10,400 | 10,140 | 8.2 |  |
| Nebraska ................. | 21,411 | 17,664 | 20,149 | 20,035 | 19,501 | 19,370 | 20,331 | 20,464 | 20,442 | 20,580 | 20,650 | 20,960 | 21,420 | 22,150 | 22,400 | 22,890 | 23,210 | 23,760 | 23,490 | 24,030 | 22,820 | 24,70 | 23,640 | 15.7 |  |
| Nevada ... | 9,069 | 9,477 | 14,551 | 18,815 | 19,904 ${ }^{2}$ | 20,956 | 21,182 | 21,891 | 23,038 | 22,720 | 23,040 | 22,910 | 23,390 | 23,720 | 24,200 | 24,210 | 24,190 | 24,550 | 25,230 | 25,950 | 27,260 | 27,310 | 26,900 | 16.8 |  |
| New Hampshire ........ | 11,552 | 10,766 | 11,829 | 14,982 | 14,757 | 15,034 | 14,495 | 14,426 | 14,262 | 13,790 | 13,520 | 13,670 | 13,490 | 13,340 | 13,090 | 13,040 | 12,790 | 12,810 | 12,440 | 12,480 | 12,340 | 12,090 | 11,550 | -19.0 |  |
| New Jersey | 93,168 | 69,824 | 74,420 | 94,994 | 95,085 | 96,225 | 95,186 | 93,819 | 96,490 | 95,220 | 95,250 | 97,300 | 96,150 | 96,510 | 96,190 | 94,850 | 96,200 | 96,470 | 94,960 | 96,170 | 97,710 | 97,050 | 93,700 | -2.9 |  |
| New Mexico ........... | 17,915 | 14,884 | 18,031 | 18,264 | 17,931 | 18,595 | 19,352 | 20,315 | 19,232 | 18,590 | 19,530 | 19,640 | 19,890 | 19,520 | 19,800 | 19,700 | 19,520 | 19,550 | 19,790 | 19,990 | 20,520 | 20,320 | 19,480 | 1.3 |  |
| New York ................ | 198,465 | 143,318 | 141,731 | 176,310 | 180,917 | 183,826 | 182,759 | 180,806 | 180,351 | 178,810 | 179,110 | 181,550 | 182,620 | 186,250 | 183,100 | 182,090 | 183,500 | 182,720 | 183,440 | 186,540 | 190,120 | 188,960 | 183,680 | 1.8 |  |
| North Carolina .......... | 69,395 | 64,782 | 62,140 | 83,307 | 86,712 | 88,704 | 89,892 | 93,977 | 94,339 | 96,210 | 97,020 | 101,420 | 103,800 | 108,230 | 109,450 | 107,420 | 107,340 | 99,670 | 106,850 | 109,340 | 112,790 | 113,190 | 109,720 | 16.3 |  |
| North Dakota ............ | 9,924 | 7,690 | 8,606 | 6,999 | 7,232 | 7,155 | 7,156 | 6,942 | 6,900 | 6,960 | 7,040 | 7,070 | 7,140 | 7,080 | 7,330 | 7,430 | 7,800 | 8,190 | 8,380 | 8,980 | 9,320 | 9,660 | 9,700 | 40.5 |  |
| Ohio | 143,503 | 114,513 | 111,668 | 120,758 | 122,203 | 123,437 | 124,229 | 123,135 | 122,491 | 119,520 | 120,940 | 118,870 | 120,410 | 120,010 | 119,850 | 117,740 | 116,370 | 116,520 | 113,300 | 118,960 | 118,500 | 117,310 | 113,330 | -7.5 |  |
| Oklahoma | 38,875 | 35,606 | 37,646 | 37,630 | 37,219 | 38,503 | 37,744 | 37,305 | 37,033 | 37,260 | 38,420 | 39,400 | 40,280 | 40,810 | 40,700 | 40,770 | 41,310 | 41,600 | 39,890 | 42,470 | 43,550 | 43,420 | 42,500 | 14.7 |  |
| Oregon ......... | 28,729 | 25,473 | 30,151 | 34,949 | 35,138 | 34,671 | 34,723 | 34,261 | 33,899 | 34,440 | 34,800 | 35,240 | 35,180 | 35,100 | 35,090 | 34,580 | 35,170 | 35,460 | 35,410 | 36,640 | 37,710 | 37,930 | 37,210 | 9.8 |  |
| Pennsylvania ............ | 144,645 | 110,527 | 113,959 | 130,298 | 130,658 | 131,182 | 130,284 | 131,733 | 129,777 | 127,200 | 123,560 | 122,970 | 120,030 | 120,760 | 119,150 | 116,570 | 117,380 | 117,520 | 115,780 | 117,170 | 118,410 | 116,920 | 113,210 | -12.8 |  |
| Rhode Island ............. | 10,719 | 7,825 | 8,477 | 10,347 | 10,028 | 9,908 | 9,724 | 9,751 | 9,579 | 9,730 | 9,900 | 10,160 | 9,250 | 9,350 | 9,960 | 9,950 | 9,870 | 10,060 | 9,750 | 9,820 | 9,900 | 9,890 | 9,500 | -0.9 |  |

[^40]Table 219.20. Public high school graduates, by region, state, and jurisdiction: Selected years, 1980-81 through 2026-27-Continued


Table 219.30. Public high school graduates, by race/ethnicity: 1998-99 through 2026-27

| Year | Number of high school graduates |  |  |  |  |  |  | Percentage distribution of graduates |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more races | Total | White | Black | Hispanic | Asian/ Pacific slander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1998-99 | 2,485,630 | 1,749,561 | 325,708 | 270,836 | 115,216 | 24,309 | - | 100.0 | 70.4 | 13.1 | 10.9 | 4.6 | 1.0 | $\dagger$ |
| 1999-2000 | 2,553,844 | 1,778,370 | 338,116 | 289,139 | 122,344 | 25,875 | - | 100.0 | 69.6 | 13.2 | 11.3 | 4.8 | 1.0 | $\dagger$ |
| 2000-01.. | 2,569,200 | 1,775,036 | 339,578 | 301,740 | 126,465 | 26,381 | - | 100.0 | 69.1 | 13.2 | 11.7 | 4.9 | 1.0 | $\dagger$ |
| 2001-02 | 2,621,534 | 1,796,110 | 348,969 | 317,197 | 132,182 | 27,076 | - | 100.0 | 68.5 | 13.3 | 12.1 | 5.0 | 1.0 | $\dagger$ |
| 2002-03 ........................ | 2,719,947 | 1,856,454 | 359,920 | 340,182 | 135,588 | 27,803 | - | 100.0 | 68.3 | 13.2 | 12.5 | 5.0 | 1.0 | $\dagger$ |
| 2003-04 | 2,753,438 | 1,829,177 | 383,443 | 374,492 | 137,496 | 28,830 | - | 100.0 | 66.4 | 13.9 | 13.6 | 5.0 | 1.0 | $\dagger$ |
| 2004-05 | 2,799,250 | 1,855,198 | 385,987 | 383,714 | 143,729 | 30,622 | - | 100.0 | 66.3 | 13.8 | 13.7 | 5.1 | 1.1 | $\dagger$ |
| 2005-06 .... | 2,815,544 | 1,838,765 | 399,406 | 396,820 | 150,925 | 29,628 | - | 100.0 | 65.3 | 14.2 | 14.1 | 5.4 | 1.1 | $\dagger$ |
| 2006-07 ......................... | 2,893,045 | 1,868,056 | 418,113 | 421,036 | 154,837 | 31,003 | - | 100.0 | 64.6 | 14.5 | 14.6 | 5.4 | 1.1 | $\dagger$ |
| 2007-08 ......................... | 3,001,337 | 1,898,367 | 429,840 | 448,887 | 159,410 | 32,036 | 32,797 ${ }^{1}$ | 100.0 | 63.3 | 14.3 | 15.0 | 5.3 | 1.1 | $1.1{ }^{1}$ |
| 2008-09 .. | 3,039,015 | 1,883,382 | 451,384 | 481,698 | 163,575 | 32,213 | 26,763 ${ }^{1}$ | 100.0 | 62.0 | 14.9 | 15.9 | 5.4 | 1.1 | 0.91 |
| 2009-10 | 3,128,022 | 1,871,980 | 472,261 | 545,518 | 167,840 | 34,131 | 36,292 ${ }^{1}$ | 100.0 | 59.8 | 15.1 | 17.4 | 5.4 | 1.1 | $1.2{ }^{1}$ |
| 2010-11. | 3,144,100 | 1,835,332 | 471,461 | 583,907 | 168,875 | 32,768 | 51,748 | 100.0 | 58.4 | 15.0 | 18.6 | 5.4 | 1.0 | 1.6 |
| 2011-12. | 3,149,185 | 1,807,528 | 467,932 | 608,726 | 173,835 | 32,450 | 58,703 | 100.0 | 57.4 | 14.9 | 19.3 | 5.5 | 1.0 | 1.9 |
| 2012-13 .... | 3,169,257 | 1,791,147 | 461,919 | 640,413 | 179,101 | 31,100 | 65,569 | 100.0 | 56.5 | 14.6 | 20.2 | 5.7 | 1.0 | 2.1 |
| 2013-14² | 3,168,450 | 1,771,700 | 453,800 | 657,520 | 183,010 | 30,230 | 72,190 | 100.0 | 55.9 | 14.3 | 20.8 | 5.8 | 1.0 | 2.3 |
| 2014-15 ${ }^{2}$ | 3,187,000 | 1,753,050 | 458,850 | 682,300 | 186,300 | 30,100 | 76,400 | 100.0 | 55.0 | 14.4 | 21.4 | 5.8 | 0.9 | 2.4 |
| 2015-16 ${ }^{2}$ | 3,225,160 | 1,765,020 | 483,000 | 691,180 | 188,050 | 30,340 | 67,560 | 100.0 | 54.7 | 15.0 | 21.4 | 5.8 | 0.9 | 2.1 |
| 2016-17 ${ }^{2}$ | 3,253,730 | 1,769,620 | 511,300 | 687,500 | 185,460 | 29,970 | 69,870 | 100.0 | 54.4 | 15.7 | 21.1 | 5.7 | 0.9 | 2.1 |
| 2017-18 ${ }^{2}$ | 3,297,050 | 1,771,600 | 543,540 | 686,200 | 194,720 | 29,020 | 71,980 | 100.0 | 53.7 | 16.5 | 20.8 | 5.9 | 0.9 | 2.2 |
| 2018-19 ${ }^{2}$ | 3,299,910 | 1,749,570 | 529,540 | 721,800 | 195,970 | 29,630 | 73,390 | 100.0 | 53.0 | 16.0 | 21.9 | 5.9 | 0.9 | 2.2 |
| 2019-20 ${ }^{2}$ | 3,265,550 | 1,718,830 | 528,590 | 712,440 | 199,840 | 29,890 | 75,970 | 100.0 | 52.6 | 16.2 | 21.8 | 6.1 | 0.9 | 2.3 |
| 2020-21 ${ }^{2}$ | 3,287,230 | 1,718,740 | 529,760 | 723,120 | 208,060 | 29,300 | 78,250 | 100.0 | 52.3 | 16.1 | 22.0 | 6.3 | 0.9 | 2.4 |
| 2021-22 ${ }^{2}$ | 3,309,540 | 1,711,660 | 531,690 | 744,120 | 212,500 | 29,150 | 80,430 | 100.0 | 51.7 | 16.1 | 22.5 | 6.4 | 0.9 | 2.4 |
| 2022-232 ....................... | 3,316,280 | 1,687,420 | 545,590 | 760,620 | 211,480 | 28,560 | 82,610 | 100.0 | 50.9 | 16.5 | 22.9 | 6.4 | 0.9 | 2.5 |
| 2023-24 ${ }^{2}$ | 3,386,980 | 1,695,180 | 577,510 | 787,910 | 212,340 | 28,720 | 85,330 | 100.0 | 50.0 | 17.1 | 23.3 | 6.3 | 0.8 | 2.5 |
| 2024-25² | 3,443,430 | 1,702,470 | 599,190 | 810,220 | 215,260 | 28,530 | 87,750 | 100.0 | 49.4 | 17.4 | 23.5 | 6.3 | 0.8 | 2.5 |
| 2025-26 ${ }^{2}$ | 3,424,140 | 1,676,630 | 607,630 | 802,500 | 218,310 | 28,230 | 90,850 | 100.0 | 49.0 | 17.7 | 23.4 | 6.4 | 0.8 | 2.7 |
| 2026-27² ....................... | 3,327,500 | 1,617,250 | 548,730 | 830,000 | 211,420 | 27,090 | 93,010 | 100.0 | 48.6 | 16.5 | 24.9 | 6.4 | 0.8 | 2.8 |

## -Not available.

'Data on students of Two or more races were not reported by all states; therefore, the data are not comparable to figures for 2010-11 and later years.
${ }^{2}$ Projected.
NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2007-08, data on students of Two or more races were not collected separately. Some data have been revised
from previously published figures. Detail may not sum to totals because of rounding and statistical methods used to prevent the identification of individual students.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Educamon Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Educa-
tion," 1999-2000 through 2005-06; "State Dropout and Completion Data File," 2005-06 tion," 1999-2000 through 2005-06; "State Dropout and Completion Data File," 2005-06
through 2012-13; and National Public High School Graduates by Race/Ethnicity Projection Model, 1995-96 through 2026-27. (This table was prepared May 2017.)

Table 219.32. Public high school graduates, by sex, race/ethnicity, and state or jurisdiction: 2012-13


[^41]
## Table 219．32．Public high school graduates，by sex，race／ethnicity，and state or jurisdiction：2012－13－Continued

| State or jurisdiction | Total，male and female |  |  |  |  |  |  |  |  | Male |  |  |  |  |  |  | Female |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian／Pacific slander |  |  | American Indian／ Alaska Native | Two or more races | Total | White | Black | Hispanic | Asian／ Paciic Islander | American Indian／ Alaska Native | Two or more races | Total | White | Black | Hispanic | Asian／ Paciic Islander | American Indian／ Alaska Native | Two or more races |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| Bureau of Indian Education ．．．． | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － |
| DoD，overseas ．．．．．．．．．．．．．．．．．．．．．． | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － |
| DoD，domestic ．．．．．．．．．．．．．．．．．．．．． | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ．．．．．．．．．．．．．．． | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － |
| Guam ．．．．．．．．．．．．．．．．．．．．．．．．．．． | － | － | － | － | － | － | － | 二 | － | － | － | － | － | － | － | 二 | － | － | － | － | － | － | － |
| Northern Marianas ．．．．．．．．．．．．．． | － |  | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － | － |
| Puerto Rico <br> U．S．Virgin Islands $\qquad$ $\qquad$ | 897 | $\overline{7}$ | 727 | 139 | $\overline{\leq}$ | $\overline{\leq}$ | $\leq 3$ | $\overline{\leq}$ | $\overline{20}$ | 383 | $\overline{\leq}$ | 321 | $\overline{55}$ | $\overline{<}$ | $\leq 3$ | $\overline{\leq}$ | 514 | $\overline{4}$ | 406 | 84 | $\overline{\leq}$ | $\overline{\leq}$ | 17 |

SOURCE：U．S．Department of Education，National Center for Education Statistics，Common Core of Data（CCD），State Drop－ out and Completion Data File，2012－13．（This table was prepared January 2016．）

Table 219.35. Public high school averaged freshman graduation rate (AFGR), by state or jurisdiction: Selected years, 1990-91 through 2012-13

| State or jurisdiction | 1990-91 | 1995-96 | 1999-2000 | 2000-01 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States | 73.7 | 71.0 | 71.7 | 71.7 | 73.9 | $74.3{ }^{1}$ | 74.7 | $73.4{ }^{2}$ | 73.9 | 74.7 | $75.5{ }^{2}$ | 78.2 | 79.6 | 80.8 | 81.9 |
| Alabama | 69.8 | 62.7 | 64.1 | 63.7 | 64.7 | 65.0 | 65.9 | 66.2 | 67.1 | 69.0 | 69.9 | 71.8 | 76.1 | 75.1 | 74.2 |
| Alaska ... | 74.6 | 68.3 | 66.7 | 68.0 | 68.0 | 67.2 | 64.1 | 66.5 | 69.0 | 69.1 | 72.6 | 75.5 | 77.9 | 78.6 | 79.9 |
| Arizona ... | 76.7 | 60.8 | 63.6 | 74.2 | 75.9 | 66.8 | 84.7 | 70.5 | 69.6 | 70.7 | 72.5 | 74.7 | 78.9 | 77.3 | 76.5 |
| Arkansas ... | 76.6 | 74.2 | 74.6 | 73.9 | 76.6 | 76.8 | 75.7 | 80.4 | 74.4 | 76.4 | 74.0 | 75.0 | 77.0 | 78.1 | 80.1 |
| California ........................... | 69.6 | 67.6 | 71.7 | 71.6 | 74.1 | 73.9 | 74.6 | 69.2 | 70.7 | 71.2 | $71.0^{3}$ | 78.2 | 79.7 | 81.7 | 83.6 |
| Colorado ... | 76.3 | 74.8 | 74.1 | 73.2 | 76.4 | 78.7 | 76.7 | 75.5 | 76.6 | 75.4 | 77.6 | 79.8 | 82.0 | 82.3 | 83.3 |
| Connecticut ......................... | 80.2 | 76.1 | 81.9 | 77.5 | 80.9 | 80.7 | 80.9 | 80.9 | 81.8 | 82.2 | 75.4 | 75.1 | 84.7 | 86.1 | 87.4 |
| Delaware ... | 72.5 | 70.4 | 66.8 | 71.0 | 73.0 | 72.9 | 73.0 | 76.3 | 71.9 | 72.1 | 73.7 | 75.5 | 76.1 | 77.1 | 77.0 |
| District of Columbia ........ | 54.5 | 49.7 | 54.5 | 60.2 | 59.6 | 68.2 | 66.3 | $65.4{ }^{4}$ | 54.8 | 56.0 | 62.4 | 59.9 | 64.9 | 70.8 | 77.7 |
| Florida .................................. | 65.6 | 62.3 | 61.0 | 61.2 | 66.7 | 66.4 | 64.6 | 63.6 | 65.0 | 66.9 | 68.9 | 70.8 | 72.0 | 74.7 | 75.8 |
| Georgia | 70.3 | 61.9 | 59.7 | 58.7 | 60.8 | 61.2 | 61.7 | 62.4 | 64.1 | 65.4 | 67.8 | 69.9 | 69.6 | 69.6 | 70.5 |
| Hawaii ... | 75.9 | 74.5 | 70.9 | 68.3 | 71.3 | 72.6 | 75.1 | 75.5 | 75.4 | 76.0 | 75.3 | 75.4 | 73.7 | 77.9 | 78.0 |
| Idaho . | 79.6 | 80.5 | 79.4 | 79.6 | 81.4 | 81.5 | 81.0 | 80.5 | 80.4 | 80.1 | 80.6 | 84.0 | 83.2 | 83.9 | 82.1 |
| Illinois .. | 76.6 | 75.2 | 76.3 | 75.6 | 75.9 | 80.3 | 79.4 | 79.7 | 79.5 | 80.4 | 77.7 | 81.9 | 80.0 | 82.1 | 82.7 |
| Indiana ................................. | 76.9 | 73.6 | 71.8 | 72.1 | 75.5 | 73.5 | 73.2 | 73.3 | 73.9 | 74.1 | 75.2 | 77.2 | 79.9 | 80.0 | 81.0 |
| lowa | 84.4 | 84.3 | 83.1 | 82.8 | 85.3 | 85.8 | 86.6 | 86.9 | 86.5 | 86.4 | 85.7 | 87.9 | 89.0 | 89.3 | 89.4 |
| Kansas .. | 80.8 | 77.1 | 77.1 | 76.5 | 76.9 | 77.9 | 79.2 | 77.5 | 78.8 | 79.0 | 80.2 | 84.5 | 86.5 | 88.3 | 88.4 |
| Kentucky | 72.9 | 71.3 | 69.7 | 69.8 | 71.7 | 73.0 | 75.9 | 77.2 | 76.4 | 74.4 | 77.6 | 79.9 | 80.9 | 81.9 | 83.1 |
| Louisiana | 57.5 | 61.7 | 62.2 | 63.7 | 64.1 | 69.4 | 63.9 | 59.5 | 61.3 | 63.5 | 67.3 | 68.8 | 71.2 | 71.9 | 72.7 |
| Maine ................................. | 80.7 | 73.7 | 75.9 | 76.4 | 76.3 | 77.6 | 78.6 | 76.3 | 78.5 | $79.1{ }^{5}$ | $79.9{ }^{5}$ | $82.8{ }^{6}$ | 85.7 | 86.7 | 87.5 |
| Maryland | 77.5 | 78.3 | 77.6 | 78.7 | 79.2 | 79.5 | 79.3 | 79.9 | 80.0 | 80.4 | 80.1 | 82.2 | 83.8 | 84.5 | 85.6 |
| Massachusetts .... | 79.1 | 78.0 | 78.0 | 78.9 | 75.7 | 79.3 | 78.7 | 79.5 | 80.8 | 81.5 | 83.3 | 82.6 | 85.4 | 86.5 | 88.4 |
| Michigan ....... | 72.1 | 71.4 | 75.3 | 75.4 | 74.0 | 72.5 | 73.0 | 72.2 | 77.0 | 76.3 | 75.3 | 75.9 | 74.7 | 77.5 | 78.3 |
| Minnesota ........................... | 90.8 | 86.1 | 84.9 | 83.6 | 84.8 | 84.7 | 85.9 | 86.2 | 86.5 | 86.4 | 87.4 | 88.2 | 89.2 | 88.4 | 91.0 |
| Mississippi ......................... | 63.3 | 59.7 | 59.4 | 59.7 | 62.7 | 62.7 | 63.3 | 63.5 | 63.5 | 63.9 | 62.0 | 63.8 | 68.5 | 67.3 | 68.4 |
| Missouri .... | 76.0 | 75.0 | 76.3 | 75.5 | 78.3 | 80.4 | 80.6 | 81.0 | 81.9 | 82.4 | 83.1 | 83.7 | 84.7 | 85.9 | 86.6 |
| Montana ..... | 84.4 | 83.9 | 80.8 | 80.0 | 81.0 | 80.4 | 81.5 | 81.9 | 81.5 | 82.0 | 82.0 | 81.9 | 83.7 | 85.7 | 84.7 |
| Nebraska ... | 86.7 | 85.6 | 85.7 | 83.8 | 85.2 | 87.6 | 87.8 | 87.0 | 86.3 | 83.8 | 82.9 | 83.8 | 89.8 | 92.7 | 93.3 |
| Nevada | 77.0 | 65.8 | 69.7 | 70.0 | 72.3 | 57.4 | 55.8 | 55.8 | 54.2 | 56.3 | $56.3{ }^{3}$ | 57.8 | 58.7 | 59.5 | 67.5 |
| New Hampshire ................... | 78.6 | 77.5 | 76.1 | 77.8 | 78.2 | 78.7 | 80.1 | 81.1 | 81.7 | 83.3 | 84.3 | 86.3 | 86.6 | 87.0 | 87.3 |
| New Jersey .... | 81.4 | 82.8 | 83.6 | 85.4 | 87.0 | 86.3 | 85.1 | 84.8 | 84.4 | 84.6 | 85.3 | 87.2 | 86.6 | 86.4 | 89.1 |
| New Mexico | 70.1 | 63.7 | 64.7 | 65.9 | 63.1 | 67.0 | 65.4 | 67.3 | 59.1 | 66.8 | 64.8 | 67.3 | 70.7 | 74.3 | 71.6 |
| New York.. | 66.1 | 63.6 | 61.8 | 61.5 | 60.9 | $60.9{ }^{7}$ | 65.3 | 67.4 | 68.9 | 70.9 | 73.5 | 76.0 | 77.6 | 77.1 | 78.5 |
| North Carolina ..................... | 71.3 | 66.5 | 65.8 | 66.5 | 70.1 | 71.4 | 72.6 | 71.8 | 68.6 | 72.8 | 75.1 | 76.9 | 76.8 | 78.7 | 80.5 |
| North Dakota ....................... | 87.6 | 89.5 | 86.0 | 85.4 | 86.4 | 86.1 | 86.3 | 82.2 | 83.1 | 83.8 | 87.4 | 88.4 | 90.2 | 91.1 | 91.4 |
| Ohio | 77.5 | 74.5 | 75.2 | 76.5 | 79.0 | 81.3 | 80.2 | 79.2 | 78.7 | 79.0 | 79.6 | 81.4 | 82.3 | 83.9 | 84.9 |
| Oklahoma ..... | 76.5 | 75.6 | 75.8 | 75.8 | 76.0 | 77.0 | 76.9 | 77.8 | 77.8 | 78.0 | 77.3 | 78.5 | 79.9 | 79.3 | 79.4 |
| Oregon ............................... | 72.7 | 68.3 | 69.6 | 68.3 | 73.7 | 74.2 | 74.2 | 73.0 | 73.8 | 76.7 | 76.5 | 76.3 | 78.1 | 78.0 | 76.8 |
| Pennsylvania .......... | 79.7 | 80.0 | 78.7 | 79.0 | 81.7 | 82.2 | 82.5 | 83.54 | 83.0 | 82.7 | 80.5 | 84.1 | 85.8 | 88.3 | 88.4 |
| Rhode Island ....................... | 75.0 | 72.7 | 72.8 | 73.5 | 77.7 | 75.9 | 78.4 | 77.8 | 78.4 | 76.4 | 75.3 | 76.4 | 76.6 | 77.1 | 79.0 |
| South Carolina ..................... | 66.6 | 60.9 | 58.6 | 56.5 | 59.7 | 60.6 | 60.1 | $61.0{ }^{4}$ | 58.9 | 62.2 | 66.0 | 68.2 | 69.0 | 71.6 | 74.2 |
| South Dakota ....................... | 83.8 | 84.5 | 77.6 | 77.4 | 83.0 | 83.7 | 82.3 | 84.5 | 82.5 | 84.4 | 81.7 | 81.8 | 81.6 | 83.1 | 83.8 |
| Tennessee ......................... | 69.8 | 66.6 | 59.5 | 59.0 | 63.4 | 66.1 | 68.5 | 70.7 | 72.6 | 74.9 | 77.4 | 80.4 | 81.1 | 83.6 | 82.4 |
| Texas ................................ | 72.2 | 66.1 | 71.0 | 70.8 | 75.5 | 76.7 | 74.0 | 72.5 | 71.9 | 73.1 | 75.4 | 78.9 | 81.4 | 83.0 | 83.6 |
| Utah ................................. | 77.5 | 76.9 | 82.5 | 81.6 | 80.2 | 83.0 | 84.4 | 78.6 | 76.6 | 74.3 | 79.4 | 78.6 | 78.5 | 77.6 | 81.6 |
| Vermont ....................... | 79.5 | 85.3 | 81.0 | 80.2 | 83.6 | 85.4 | 86.5 | 82.3 | 88.5 | 89.3 | 89.6 | 91.4 | 92.7 | 91.9 | 89.3 |
| Virginia .............................. | 76.2 | 76.2 | 76.9 | 77.5 | 80.6 | 79.3 | 79.6 | 74.5 | 75.5 | 77.0 | 78.4 | 81.2 | 82.7 | 83.9 | 84.8 |
| Washington ......................... | 75.7 | 75.5 | 73.7 | 69.2 | 74.2 | 74.6 | 75.0 | 72.9 | 74.8 | 71.9 | 73.7 | 77.2 | 79.0 | 79.2 | 80.4 |
| West Virginia | 76.6 | 77.0 | 76.7 | 75.9 | 75.7 | 76.9 | 77.3 | 76.9 | 78.2 | 77.3 | 77.0 | 78.3 | 78.1 | 80.3 | 81.5 |
| Wisconsin .......................... | 85.2 | 83.6 | 82.7 | 83.3 | 85.8 | $85.8{ }^{7}$ | 86.7 | 87.5 | 88.5 | 89.6 | 90.7 | 91.1 | 92.2 | 92.2 | 93.0 |
| Wyoming .............................. | 81.1 | 77.7 | 76.3 | 73.4 | 73.9 | 76.0 | 76.7 | 76.1 | 75.8 | 76.0 | 75.2 | 80.3 | 80.4 | 80.2 | 82.5 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ......... | 85.3 | 79.7 | 71.9 | 77.0 | 81.0 | 80.2 | 81.1 | 81.0 | 84.6 | - | - | - | - | - | - |
| Guam ............................. | 48.2 | 44.6 | 52.9 | 51.7 | 56.3 | 48.4 | - | - | - | - | - | - | - | - | - |
| Northern Marianas ............. | - | 63.3 | 61.1 | 62.7 | 65.2 | 75.3 | 75.4 | 80.3 | 73.6 | - | - | - | - | - |  |
| Puerto Rico ..................... | 60.9 | 60.8 | 64.7 | 65.7 | 67.8 | 64.8 | 61.7 | 68.6 | 66.7 | 64.5 | 67.2 | 60.2 | 61.6 | 61.7 | - |
| U.S. Virgin Islands .............. | 53.2 | 54.2 | 53.8 | 57.3 | 53.5 | - | - | - | 57.8 | 58.3 | 63.1 | 65.5 | 96.8 | 72.5 | 67.8 |

-Not available.
${ }^{1}$ Includes estimates for New York and Wisconsin. Without estimates for these two states, the averaged freshman graduation rate for the remaining 48 states and the District of Columbia is 75.0 percent.
${ }^{2}$ U.S. total includes estimates for nonreporting states.
${ }^{3}$ Estimated high school graduates from NCES 2011-312, Public School Graduates and Dropouts From the Common Core of Data: School Year 2008-09.
${ }^{4}$ Projected high school graduates from NCES 2009-062, Projections of Education Statistics to 2018.
${ }^{5}$ Includes 1,161 graduates in 2007-08 and 1,169 graduates in 2008-09 from private high schools that received a majority of their funding from public sources.
${ }^{6}$ Includes 1,419 fall 2006 9th-graders who attended publicly funded private schools that were not reported in the 2006-07 Common Core of Data, but were reported in data for later years. ${ }^{7}$ Estimated high school graduates from NCES 2006-606rev, The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002-03 and 2003-04.

NOTE: The averaged freshman graduation rate provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering ninth grade. The rate uses students who receive a regular diploma within aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. Averaged freshman graduation rates in this table are based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986-87 through 2010-11; "State Dropout and Completion Data File," 2005-06 through 2012-13; The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002-03 and 2003-04; Public School Graduates and Dropouts From the Common Core of Data, 2007-08 and 2008-09; and Projections of Education Statistics to 2018. (This table was prepared January 2016.)

Table 219.40. Public high school averaged freshman graduation rate (AFGR), by sex, race/ethnicity, and state or jurisdiction: 2012-13

|  | Total, male and female |  |  |  |  |  | Male |  |  |  |  |  | Female |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Total ${ }^{1}$ | White | Black | Hispanic |  | American <br> Indiar <br> Alaska <br> Native | Total ${ }^{1}$ | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Total ${ }^{1}$ | White | Black | Hispanic |  | American Indian/ Alaska Native |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| United States | 81.9 | 85.6 | 69.4 | 78.2 | 94.6 | 67.7 | 78.8 | 83.5 | 64.3 | 74.1 | 92.6 | 65.3 | 85.2 | 87.8 | 74.8 | 82.6 | 96.7 | 70.2 |
| Alabama | 74.2 | 78.1 | 67.6 | 67.5 | 87.2 | 84.7 | 70.5 | 75.8 | 61.3 | 64.9 | 86.7 | 83.4 | 78.2 | 80.6 | 74.3 | 70.5 | 87.8 | 86.0 |
| Alaska | 79.9 | 82.3 | 74.7 | 87.6 | 94.1 | 68.6 | 77.7 | 80.7 | 67.3 | 87.7 | 92.1 | 64.7 | 82.2 | 83.9 | 83.6 | 87.6 | 96.5 | 72.8 |
| Arizona | 76.5 | 80.1 | 70.0 | 72.1 | 90.1 | 64.2 | 72.7 | 77.1 | 67.3 | 66.9 | 89.0 | 61.3 | 80.6 | 83.1 | 72.8 | 77.6 | 91.4 | 67.0 |
| Arkansas | 80.1 | 81.0 | 74.5 | 81.1 | 87.8 | 67.0 | 77.1 | 78.8 | 69.0 | 78.5 | 86.7 | 65.5 | 83.3 | 83.5 | 80.2 | 83.9 | 89.0 | 68.5 |
| California | 83.6 | 88.7 | 72.7 | 79.7 | 97.3 | 73.5 | 80.1 | 86.3 | 68.9 | 75.2 | 95.5 | 68.9 | 87.3 | 91.3 | 76.8 | 84.4 | 99.2 | 78.4 |
| Colorado | 83.3 | 84.5 | 68.7 | 77.7 | 90.4 | 62.7 | 79.8 | 81.7 | 66.5 | 73.0 | 87.2 | 60.3 | 87.0 | 87.6 | 71.1 | 82.7 | 93.5 | 65.2 |
| Connecticut | 87.4 | 90.4 | 76.6 | 77.7 | 100.0 | 79.5 | 84.9 | 89.1 | 72.0 | 73.0 | 99.6 | $80.1{ }^{2}$ | 90.0 | 91.7 | 81.8 | 82.8 | 100.0 | $78.8{ }^{2}$ |
| Delaware .. | 77.0 | 79.8 | 70.6 | 75.8 | 94.2 | $83.0{ }^{2}$ | 72.7 | 76.1 | 65.2 | 71.8 | 92.8 | $\ddagger$ | 81.6 | 83.8 | 76.5 | 79.7 | 98.1 | 7 |
| District of Columbia | 77.7 | 94.8 | 69.8 | 80.7 | $87.1^{2}$ | $\ddagger$ | 68.9 | $84.6{ }^{2}$ | 59.8 | 76.8 | $82.9{ }^{2}$ | $\ddagger$ | 86.2 | $100.0^{2}$ | 79.7 | 84.3 | $93.5{ }^{2}$ | $\ddagger$ |
| Florida ............ | 75.8 | 77.8 | 67.2 | 79.1 | 93.3 | 85.2 | 72.1 | 74.4 | 62.3 | 75.7 | 91.7 | 82.3 | 79.7 | 81.4 | 72.5 | 82.6 | 95.0 | 88.7 |
| Georgia | 70.5 | 76.5 | 63.7 | 64.4 | 90.8 | 66.9 | 66.5 | 73.3 | 58.0 | 60.9 | 89.3 | 63.3 | 74.9 | 79.8 | 69.6 | 68.1 | 92.5 | 70.8 |
| Hawaii. | 78.0 | 57.5 | 70.6 | 84.8 | 79.8 | $57.0{ }^{2}$ | 74.8 | 53.9 | 60.2 | 76.2 | 77.0 | $49.1{ }^{2}$ | 81.4 | 61.3 | 82.8 | 94.4 | 82.9 | $67.7{ }^{2}$ |
| Idaho | 82.1 | 82.4 | 77.3 | 78.7 | 88.8 | 55.2 | 79.8 | 80.0 | 84.5 | 75.1 | 87.8 | 55.1 | 84.5 | 84.8 | 71.0 | 82.2 | 89.8 | 55.2 |
| Illinois | 82.7 | 90.6 | 63.6 | 78.3 | 97.8 | 78.5 | 80.7 | 90.5 | 58.1 | 75.1 | 96.7 | 81.8 | 84.7 | 90.7 | 69.4 | 81.6 | 98.9 | 74.7 |
| Indiana | 81.0 | 83.1 | 66.4 | 85.7 | 99.2 | 92.7 | 77.0 | 79.8 | 59.3 | 80.2 | 96.8 | 89.6 | 85.2 | 86.6 | 73.9 | 91.6 | 100.0 | 95.6 |
| lowa | 89.4 | 90.2 | 69.0 | 85.5 | 98.0 | 67.2 | 87.3 | 88.3 | 65.9 | 82.1 | 96.1 | 69.1 | 91.6 | 92.2 | 72.6 | 89.0 | 100.0 | 65.5 |
| Kansas . | 88.4 | 89.6 | 75.5 | 85.9 | 95.9 | 68.8 | 86.3 | 88.6 | 73.6 | 79.8 | 94.2 | 68.1 | 90.6 | 90.6 | 77.5 | 92.7 | 97.5 | 69.6 |
| Kentucky | 83.1 | 83.4 | 79.5 | 86.8 | 99.7 | $100.0{ }^{2}$ | 81.7 | 81.6 | 75.0 | 79.8 | 100.0 | $100.0^{2}$ | 86.6 | 85.4 | 84.4 | 94.9 | 99.0 | $100.0^{2}$ |
| Louisiana | 72.7 | 78.0 | 64.3 | 94.4 | 97.1 | 69.5 | 67.3 | 73.7 | 57.7 | 87.4 | 94.5 | 64.6 | 78.4 | 82.6 | 71.1 | 100.0 | 99.9 | 74.7 |
| Maine .. | 87.5 | 86.5 | 92.7 | 92.9 | 100.0 | 76.9 | 86.0 | 85.0 | 95.7 | 87.6 | 100.0 | $79.2{ }^{2}$ | 89.1 | 88.2 | 90.0 | $100.0{ }^{2}$ | 100.0 | $74.6{ }^{2}$ |
| Maryland | 85.6 | 88.6 | 76.2 | 84.5 | 99.3 | 85.0 | 81.8 | 86.5 | 70.7 | 79.8 | 97.8 | 83.6 | 89.7 | 90.9 | 82.1 | 89.9 | 100.0 | 86.7 |
| Massachusetts | 88.4 | 90.9 | 87.0 | 72.7 | 100.0 | 67.6 | 86.1 | 89.3 | 81.2 | 69.6 | 100.0 | 71.5 | 90.8 | 92.6 | 93.4 | 76.0 | 100.0 | 63.6 |
| Michigan | 78.3 | 83.4 | 60.6 | 52.6 | 95.3 | 68.2 | 74.5 | 80.3 | 54.8 | 49.8 | 93.3 | 66.6 | 82.3 | 86.7 | 67.0 | 55.7 | 97.5 | 69.8 |
| Minnesota | 91.0 | 93.2 | 74.2 | 77.1 | 97.8 | 50.7 | 88.5 | 91.3 | 70.4 | 73.1 | 94.3 | 48.5 | 93.6 | 95.3 | 78.4 | 81.6 | 100.0 | 53.0 |
| Mississippi .. | 68.4 | 74.2 | 63.1 | 64.7 | 88.7 | $60.8{ }^{2}$ | 63.1 | 70.5 | 56.4 | 62.5 | 85.1 | $52.6{ }^{2}$ | 73.7 | 78.1 | 69.8 | 67.1 | 92.7 | $71.1^{2}$ |
| Missouri | 86.6 | 88.2 | 73.6 | 91.2 | 95.7 | 86.8 | 84.8 | 87.0 | 69.9 | 89.9 | 96.6 | 84.2 | 88.4 | 89.6 | 77.6 | 92.6 | 94.7 | 89.6 |
| Montana | 84.7 | 86.9 | $66.6{ }^{2}$ | 94.6 | 92.3 | 60.1 | 83.7 | 85.8 | $66.7{ }^{2}$ | 94.1 | $90.9{ }^{2}$ | 59.1 | 85.8 | 88.0 | $66.4{ }^{2}$ | 95.3 | $93.6{ }^{2}$ | 61.2 |
| Nebraska | 93.3 | 94.6 | 71.3 | 90.7 | 93.4 | 65.5 | 91.3 | 93.4 | 67.4 | 85.7 | 90.5 | 66.0 | 95.5 | 95.9 | 75.5 | 96.1 | 96.6 | 64.9 |
| Nevada | 67.5 | 69.5 | 48.6 | 62.0 | 73.4 | 45.1 | 63.2 | 65.6 | 45.6 | 56.9 | 70.9 | 42.0 | 71.9 | 73.7 | 51.7 | 67.2 | 76.1 | 48.5 |
| New Hampshire | 87.3 | 86.7 | 85.9 | 87.0 | 97.3 | $68.5{ }^{2}$ | 84.9 | 84.5 | 85.3 | 77.6 | 99.6 | , | 89.8 | 89.1 | 86.8 | 97.3 | 95.2 | $71.0{ }^{2}$ |
| New Jersey | 89.1 | 92.7 | 79.4 | 83.3 | 98.6 | 70.3 | 86.9 | 91.3 | 75.7 | 79.9 | 98.5 | $60.5{ }^{2}$ | 91.4 | 94.3 | 83.4 | 86.8 | 98.8 | $80.2{ }^{2}$ |
| New Mexico | 71.6 | 76.9 | 64.9 | 68.3 | 94.8 | 71.8 | 67.6 | 73.7 | 58.4 | 63.9 | 92.6 | 67.8 | 76.0 | 80.2 | 73.6 | 73.0 | 97.2 | 76.2 |
| New York. | 78.5 | 87.1 | 65.2 | 66.4 | 90.9 | 71.9 | 76.1 | 87.1 | 60.5 | 62.1 | 86.1 | 65.2 | 81.0 | 87.1 | 70.1 | 70.9 | 96.1 | 79.4 |
| North Carolina | 80.5 | 83.4 | 69.7 | 79.9 | 91.9 | 76.3 | 76.6 | 80.8 | 64.3 | 74.7 | 89.5 | 72.5 | 84.7 | 86.2 | 75.4 | 85.7 | 94.3 | 80.6 |
| North Dakota | 91.4 | 93.8 | 100.0 | 85.4 | $100.0{ }^{2}$ | 59.1 | 89.1 | 91.8 | $100.0{ }^{2}$ | $89.7{ }^{2}$ | $100.0^{2}$ | 54.5 | 93.8 | 95.8 | $100.0{ }^{2}$ | $81.0^{2}$ | $100.0{ }^{2}$ | 63.7 |
| Ohio | 84.9 | 89.4 | 65.2 | 85.7 | 98.8 | 73.9 | 82.7 | 87.7 | 60.5 | 84.0 | 96.5 | 81.6 | 87.3 | 91.1 | 70.3 | 87.6 | 100.0 | 66.0 |
| Oklahoma | 79.4 | 81.0 | 66.2 | 76.6 | 92.8 | 71.5 | 76.9 | 78.7 | 63.1 | 73.0 | 92.4 | 70.0 | 82.0 | 83.5 | 69.5 | 80.3 | 93.2 | 73.1 |
| Oregon ... | 76.8 | 76.7 | 66.4 | 76.0 | 87.3 | 56.5 | 73.2 | 73.7 | 59.9 | 70.3 | 86.2 | 49.2 | 80.6 | 80.0 | 72.7 | 82.0 | 88.4 | 64.3 |
| Pennsylvania | 88.4 | 90.8 | 76.4 | 77.4 | 100.0 | 68.4 | 86.0 | 89.2 | 71.7 | 73.2 | 100.0 | 63.0 | 91.0 | 92.6 | 81.2 | 81.9 | 100.0 | 74.3 |
| Rhode Island | 79.0 | 80.5 | 69.7 | 74.6 | 81.1 | $46.2^{2}$ | 75.3 | 77.2 | 64.0 | 70.4 | 77.8 | $53.3{ }^{2}$ | 83.0 | 84.1 | 76.0 | 79.1 | 84.3 | $40.2^{2}$ |
| South Carolina | 74.2 | 78.2 | 66.3 | 74.7 | 86.3 | 57.4 | 69.4 | 74.4 | 60.0 | 70.7 | 85.6 | 56.2 | 79.5 | 82.3 | 73.1 | 79.0 | 87.0 | $58.8{ }^{2}$ |
| South Dakota .. | 83.8 | 87.9 | 76.7 | 80.5 | 100.0 | 47.7 | 81.3 | 85.3 | 72.6 | 71.0 | $100.0^{2}$ | 47.9 | 86.3 | 90.7 | 81.4 | 90.1 | $100.0{ }^{2}$ | 47.6 |
| Tennessee . | 82.4 | 83.8 | 77.6 | 82.7 | 100.0 | 96.1 | 79.2 | 81.6 | 71.6 | 78.4 | 100.0 | $100.0{ }^{2}$ | 85.8 | 86.2 | 83.8 | 87.5 | 100.0 | $85.2{ }^{2}$ |
| Texas ... | 83.6 | 85.8 | 77.0 | 82.1 | 97.4 | 71.5 | 80.9 | 84.3 | 73.1 | 78.6 | 96.9 | 71.5 | 86.6 | 87.4 | 81.2 | 85.7 | 98.0 | 71.4 |
| Utah ...... | 81.6 | 83.2 | 67.4 | 71.4 | 82.5 | 62.5 | 78.9 | 80.9 | 66.3 | 67.2 | 85.2 | 55.3 | 84.4 | 85.7 | 68.7 | 75.9 | 79.6 | 69.6 |
| Vermont | 89.3 | 89.2 | 88.0 | $97.3^{2}$ | 100.0 | $\ddagger$ | 88.9 | 88.9 | $79.2{ }^{2}$ | $100.0^{2}$ | $100.0^{2}$ | $\ddagger$ | 89.7 | 89.6 | $95.9{ }^{2}$ | $83.9{ }^{2}$ | $100.0{ }^{2}$ | $\ddagger$ |
| Virginia ...... | 84.8 | 86.4 | 72.7 | 89.7 | 98.5 | 76.2 | 81.5 | 84.2 | 67.2 | 84.5 | 97.1 | 74.4 | 88.4 | 88.7 | 78.6 | 95.5 | 100.0 | 78.0 |
| Washington. | 80.4 | 80.1 | 62.7 | 80.7 | 84.5 | 40.3 | 76.8 | 76.8 | 58.5 | 74.8 | 82.1 | 40.5 | 84.6 | 83.7 | 67.2 | 86.9 | 87.0 | 40.1 |
| West Virginia . | 81.5 | 81.5 | 73.5 | 83.4 | 93.7 | $\ddagger$ | 79.7 | 79.7 | 73.5 | 80.0 | $92.8{ }^{2}$ | $\ddagger$ | 83.3 | 83.5 | 73.5 | 86.8 | $99.0{ }^{2}$ | $\ddagger$ |
| Wisconsin | 93.0 | 96.3 | 68.1 | 83.7 | 97.7 | 72.9 | 90.7 | 95.1 | 61.5 | 78.5 | 93.5 | 68.6 | 95.5 | 97.5 | 75.5 | 89.3 | 100.0 | 77.9 |
| Wyoming ............................... | 82.5 | 84.0 | $75.3{ }^{2}$ | 77.9 | $100.0{ }^{2}$ | 42.6 | 80.0 | 82.1 | $73.9{ }^{2}$ | 69.4 | $\ddagger$ | $41.0^{2}$ | 85.0 | 85.9 | $77.1^{2}$ | 86.8 | $100.0{ }^{2}$ | 44.2 |
| Bureau of Indian Education ..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DoD, overseas $\qquad$ <br> DoD, domestic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Guam ................... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Northern Marianas .. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Puerto Rico ............. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Virgin Islands ..... | 67.8 | $\ddagger$ | 67.2 | 63.8 | $\ddagger$ | $\ddagger$ | 59.1 | $\ddagger$ | 59.6 | 54.5 | $\ddagger$ | $\ddagger$ | 76.1 | $\ddagger$ | 74.7 | 71.8 | $\ddagger$ | $\ddagger$ |

## -Not available.

$\ddagger$ Reporting standards not met (too few cases).
${ }^{1}$ Total averaged freshman graduation rate (AFGR) is based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.
${ }^{2}$ AFGR is based on an estimate of 30 to 99 students entering ninth grade and may show large variation from year to year.
NOTE: The AFGR provides an estimate of the percentage of students who receive a regular
diploma within 4 years of entering ninth grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The enrollment data used in computing the AFGR for race/ethnicity categories include only students for whom race/ethnicity was reported. Race categories exclude persons of Hispanic ethnicity. DoD = Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Dropout and Completion Data File," 2012-13 . (This table was prepared January 2016.)

Table 219.46. Public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics and state: 2010-11 through 2014-15

| State | Total, ACGR for all students |  |  |  |  | ACGR for students with selected characteristics, ${ }^{1}$ 2014-15 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Race/ethnicity |  |  |  |  | Students with disabilities ${ }^{3}$ |  | Economically disadvantaged ${ }^{5}$ |
|  |  |  |  |  |  | White | Black | Hispanic |  | American Indian/ Alaska Native |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| United States ${ }^{6}$......................... | 79 | 80 | 81 | 82 | 83 | 88 | 75 | 78 | 90 | 72 | 65 | 65 | 76 |
| Alabama ${ }^{7}$.................................... | 72 | 75 | 80 | 86 | 89 | 91 | 87 | 90 | 93 | 90 | 72 | 75 | 85 |
| Alaska ........................................... | 68 | 70 | 72 | 71 | 76 | 80 | 71 | 72 | 83 | 64 | 57 | 56 | 67 |
| Arizona ....................................... | 78 | 76 | 75 | 76 | 77 | 83 | 73 | 73 | 87 | 67 | 64 | 34 | 73 |
| Arkansas .................................... | 81 | 84 | 85 | 87 | 85 | 87 | 78 | 85 | 86 | 80 | 82 | 86 | 82 |
| California .................................... | 76 | 79 | 80 | 81 | 82 | 88 | 71 | 79 | 92 | 73 | 65 | 69 | 78 |
| Colorado ....................................... | 74 | 75 | 77 | 77 | 77 | 83 | 70 | 68 | 87 | 64 | 54 | 61 | 66 |
| Connecticut .................................. | 83 | 85 | 86 | 87 | 87 | 93 | 78 | 75 | 95 | 87 | 66 | 67 | 76 |
| Delaware .................................... | 78 | 80 | 80 | 87 | 86 | 88 | 83 | 81 | 94 | 69 | 66 | 69 | 76 |
| District of Columbia ....................... | 59 | 59 | 62 | 61 | 69 | 86 | 67 | 68 | 79 | $\ddagger$ | 46 | 62 | 68 |
| Florida ........................................ | 71 | 75 | 76 | 76 | 78 | 83 | 68 | 77 | 91 | 76 | 57 | 60 | 70 |
| Georgia ......................................... | 67 | 70 | 72 | 73 | 79 | 83 | 75 | 72 | 88 | 76 | 54 | 56 | 75 |
| Hawaii ....................................... | 80 | 81 | 82 | 82 | 82 | 79 | 74 | 75 | 83 | 61 | 60 | 46 | 76 |
| Idaho ${ }^{8}$......................................... | - | - | - | 77 | 79 | 81 | 75 | 71 | 84 | 66 | 58 | 72 | 72 |
| Illinois ........................................... | 84 | 82 | 83 | 86 | 86 | 90 | 76 | 81 | 94 | 79 | 71 | 72 | 78 |
| Indiana ....................................... | 86 | 86 | 87 | 88 | 87 | 90 | 75 | 83 | 88 | 86 | 71 | 75 | 84 |
| lowa ................................................. | 88 | 89 | 90 | 91 | 91 | 92 | 79 | 83 | 92 | 85 | 77 | 83 | 85 |
| Kansas ......................................... | 83 | 85 | 86 | 86 | 86 | 88 | 79 | 78 | 91 | 81 | 77 | 77 | 77 |
| Kentucky ${ }^{8}$..................................... | - | - | 86 | 88 | 88 | 89 | 80 | 83 | 91 | 81 | 66 | 67 | 85 |
| Louisiana ...................................................................... | 71 | 72 | 74 | 75 | 78 | 83 | 71 | 75 | 90 | 76 | 44 | 50 | 71 |
| Maine ........................................ | 84 | 85 | 86 | 87 | 88 | 88 | 80 | 80 | 93 | 82 | 74 | 77 | 76 |
| Maryland ....... | 83 | 84 | 85 | 86 | 87 | 92 | 82 | 77 | 96 | 79 | 64 | 49 | 79 |
| Massachusetts ................................ | 83 | 85 | 85 | 86 | 87 | 92 | 78 | 72 | 92 | 80 | 70 | 64 | 78 |
| Michigan ..................................... | 74 | 76 | 77 | 79 | 80 | 84 | 67 | 72 | 90 | 71 | 57 | 72 | 68 |
| Minnesota .................................. | 77 | 78 | 80 | 81 | 82 | 87 | 62 | 66 | 83 | 52 | 61 | 63 | 67 |
| Mississippi .................................. | 75 | 75 | 76 | 78 | 81 | 85 | 77 | 81 | 94 | 82 | 34 | 68 | 77 |
| Missouri ............................................ | 81 | 84 | 86 | 87 | 88 | 91 | 76 | 84 | 93 | 86 | 77 | 71 | 81 |
| Montana ...................................... | 82 | 84 | 84 | 85 | 86 | 89 | 82 | 83 | 95 | 67 | 75 | 62 | 77 |
| Nebraska ................................... | 86 | 88 | 89 | 90 | 89 | 93 | 75 | 82 | 79 | 76 | 71 | 55 | 81 |
| Nevada ........................................ | 62 | 63 | 71 | 70 | 71 | 78 | 56 | 67 | 82 | 58 | 29 | 32 | 64 |
| New Hampshire ............................ | 86 | 86 | 87 | 88 | 88 | 89 | 80 | 75 | 91 | 75 | 73 | 77 | 77 |
| New Jersey ................................... | 83 | 86 | 88 | 89 | 90 | 94 | 82 | 83 | 96 | 89 | 78 | 74 | 82 |
| New Mexico ................................ | 63 | 70 | 70 | 69 | 69 | 74 | 61 | 67 | 79 | 63 | 59 | 64 | 64 |
| New York ..................................... | 77 | 77 | 77 | 78 | 79 | 89 | 67 | 66 | 85 | 65 | 53 | 36 | 71 |
| North Carolina ............................... | 78 | 80 | 83 | 84 | 86 | 88 | 82 | 80 | 92 | 82 | 67 | 58 | 80 |
| North Dakota ................................. | 86 | 87 | 88 | 87 | 87 | 91 | 76 | 75 | 78 | 60 | 68 | 62 | 71 |
| Ohio ................................................. | 80 | 81 | 82 | 82 | 81 | 86 | 60 | 70 | 86 | 75 | 67 | 50 | 69 |
| Oklahoma ${ }^{8}$.................................. | - | - | 85 | 83 | 83 | 84 | 77 | 79 | 89 | 82 | 76 | 60 | 78 |
| Oregon ......................................... | 68 | 68 | 69 | 72 | 74 | 76 | 63 | 67 | 84 | 55 | 53 | 51 | 66 |
| Pennsylvania ............................... | 83 | 84 | 86 | 85 | 85 | 89 | 72 | 70 | 91 | 76 | 72 | 63 | 76 |
| Rhode Island ................................ | 77 | 77 | 80 | 81 | 83 | 87 | 77 | 76 | 87 | 65 | 68 | 77 | 76 |
| South Carolina ............................... | 74 | 75 | 78 | 80 | 80 | 83 | 77 | 77 | 91 | 80 | 49 | 76 | 74 |
| South Dakota ................................... | 83 | 83 | 83 | 83 | 84 | 90 | 72 | 70 | 81 | 49 | 60 | 56 | 67 |
| Tennessee ................................... | 86 | 87 | 86 | 87 | 88 | 91 | 81 | 84 | 93 | 85 | 70 | 75 | 84 |
| Texas ........................................ | 86 | 88 | 88 | 88 | 89 | 93 | 85 | 87 | 95 | 86 | 78 | 73 | 86 |
| Utah ........................................... | 76 | 80 | 83 | 84 | 85 | 87 | 70 | 74 | 86 | 70 | 68 | 66 | 77 |
| Vermont ........................................ | 87 | 88 | 87 | 88 | 88 | 89 | 81 | 82 | 76 | >=50 | 72 | 69 | 78 |
| Virginia ...................................... | 82 | 83 | 85 | 85 | 86 | 90 | 79 | 76 | 92 | - | 53 | 45 | 75 |
| Washington ................................. | 76 | 77 | 76 | 78 | 78 | 81 | 69 | 70 | 86 | 60 | 58 | 56 | 68 |
| West Virginia ................................ | 78 | 79 | 81 | 85 | 87 | 87 | 83 | 83 | >=95 | 71 | 69 | 86 | 83 |
| Wisconsin ..................................... | 87 | 88 | 88 | 89 | 88 | 93 | 64 | 78 | 91 | 78 | 68 | 62 | 77 |
| Wyoming ...................................... | 80 | 79 | 77 | 79 | 79 | 82 | 68 | 72 | 88 | 45 | 59 | 64 | 66 |

## -Not available.

$\ddagger$ Reporting standards not met (too few cases).
${ }^{1}$ The time when students are identified as having certain characteristics varies by state. Depending on the state, a student may be included in a category if the relevant characteristic is reported in 9th-grade data, if the characteristic is reported in 12th-grade data, or if it is reported at any point during the student's high school years.
${ }^{2}$ Represents either the value reported by the state for the "Asian/Pacific Islander" group or an aggregation of values reported by the state for separate "Asian," "Native Hawaiian/Other Pacific Islander or Pacific Islander," and "Filipino" groups.
${ }^{3}$ Students identified as children with disabilities under the Individuals with Disabilities Education Act (IDEA)
${ }^{4}$ Students who met the definition of limited English proficient students as outlined in the EDFacts workbook. For more information, see http://www2.ed.gov/about/inits/ed/edfacts/ eden-workbook.html.
${ }^{5}$ Students who met the state criteria for classification as economically disadvantaged. ${ }^{6}$ The 4-year ACGR for the United States was estimated using both state-reported 4 -year ACGR data and imputed data for states for which data were unavailable. Does not include the Bureau of Indian Education and Puerto Rico.
${ }^{7}$ Use data with caution. The Alabama State Department of Education has indicated that their ACGR data was misstated. For more information, please see the following press release issued by the state: https://www.alsde.edu/sec/comm/News\ Releases/12-082016\ Graduation\ Rate\ Review.pdf.
${ }^{8}$ The U.S. Department of Education's Office of Elementary and Secondary Education approved a timeline extension for these states to begin reporting 4-year ACGR data, resulting in the 4-year ACGR not being available in one or more of the school years shown.
NOTE: The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Values preceded by the " $>=$ " symbol have been "blurred" to protect student privacy. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2010-11 through 2014-15. (This table was prepared November 2016.)

Table 219.50. Number and percentage of 9th- to 12th-graders who dropped out of public schools (event dropout rate), by race/ethnicity, grade, and state or jurisdiction: 2009-10

| State or jurisdiction | Percent of 9th- to 12th-graders who dropped out (event dropout rate), by race/ethnicity |  |  |  |  |  |  | Number and percent of 9th- to 12th-graders who dropped out (event dropout rate), by grade |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic |  | American Indian/ Alaska Native | Two or more races | Grade 9 |  | Grade 10 |  | Grade 11 |  | Grade 12 |  |
|  |  |  |  |  |  |  |  | Number of <br> dropouts | Event dropout rate | Number of dropouts | Event dropout rate | Number of dropouts | Event dropout rate | Number of dropouts | Event dropout rate |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States ........... | 3.4 | 2.3 | 5.5 | 5.0 | 1.9 | 6.7 | $\ddagger$ | 104,756 | 2.6 | 113,370 | 3.0 | 117,536 | 3.3 | 175,806 | 5.1 |
| Alabama .... | 1.8 | 1.6 | 2.0 | 0.9 | 1.4 | 1.3 | - | 864 | 1.4 | 1,128 | 2.0 | 1,048 | 2.1 | 862 | 1.8 |
| Alaska ............................ | 6.9 | 5.1 | 6.4 | 6.1 | 4.8 | 11.6 | 9.6 | 404 | 4.0 | 551 | 5.5 | 1,014 | 9.3 | 851 | 8.7 |
| Arizona .......................... | 7.8 | 6.8 | 8.8 | 8.1 | 4.9 | 14.6 | - | 4,207 | 5.1 | 4,594 | 5.7 | 5,269 | 7.0 | 10,795 | 13.6 |
| Arkansas ........................ | 3.6 | 3.1 | 5.0 | 4.1 | 2.0 | 4.9 | 3.1 | 720 | 1.9 | 1,130 | 3.2 | 1,427 | 4.4 | 1,613 | 5.3 |
| California ....................... | 4.6 | 2.8 | 8.4 | 5.8 | 2.0 | 6.5 | 5.0 | 13,849 | 2.6 | 15,518 | 3.1 | 20,625 | 4.2 | 42,587 | 8.9 |
| Colorado ................... | 5.3 | 3.2 | 8.6 | 9.9 | 2.4 | 10.1 | - | 1,957 | 3.1 | 2,216 | 3.7 | 3,045 | 5.3 | 5,673 | 9.7 |
| Connecticut ..................... | 3.0 | 1.4 | 6.8 | 6.9 | 1.1 | 3.0 | - | 1,316 | 2.8 | 1,127 | 2.6 | 1,452 | 3.4 | 1,299 | 3.2 |
| Delaware ........................ | 3.9 | 3.1 | 4.9 | 4.7 | 3.2 | 10.3 | - | 546 | 4.7 | 386 | 3.7 | 299 | 3.4 | 288 | 3.5 |
| District of Columbia ${ }^{1}$......... | 7.0 | 4.9 | 6.9 | 8.3 | 5.4 | \# | - | 501 | 8.1 | 262 | 5.9 | 153 | 4.2 | 133 | 4.0 |
| Florida ........................... | 2.3 | 1.6 | 3.5 | 2.8 | 0.8 | 2.7 | - | 4,189 | 1.9 | 4,348 | 2.2 | 4,678 | 2.4 | 4,816 | 2.8 |
| Georgia .......................... | 3.8 | 3.1 | 4.6 | 4.3 | 1.5 | 4.2 | 3.4 | 5,800 | 4.0 | 5,095 | 4.2 | 4,074 | 3.8 | 2,800 | 2.9 |
| Hawaii ............................. | 5.2 | 6.4 | 7.9 | 5.9 | 4.7 | 9.0 | - | 562 | 3.7 | 816 | 5.7 | 726 | 5.8 | 632 | 6.0 |
| Idaho ............................ | 1.4 | 1.2 | 1.9 | 2.2 | 1.2 | 2.5 | - | 211 | 1.0 | 235 | 1.1 | 301 | 1.5 | 386 | 2.0 |
| Illinois ........................... | 2.9 | 1.8 | 5.7 | 3.8 | 0.9 | 3.0 | - | 3,482 | 2.0 | 5,287 | 3.1 | 3,970 | 2.7 | 5,801 | 4.0 |
| Indiana ........................... | 1.6 | 1.3 | 3.1 | 2.4 | 1.1 | 2.2 | - | 373 | 0.4 | 945 | 1.2 | 1,349 | 1.7 | 2,346 | 3.2 |
| lowa ................... | 3.4 | 2.8 | 9.1 | 6.9 | 2.1 | 8.9 | 4.9 | 363 | 1.0 | 713 | 1.9 | 1,276 | 3.5 | 2,747 | 7.1 |
| Kansas .......................... | 2.1 | 1.8 | 3.7 | 2.9 | 0.7 | 4.1 | 2.0 | 442 | 1.2 | 661 | 1.9 | 765 | 2.3 | 1,105 | 3.3 |
| Kentucky ........................ | 3.2 | 2.9 | 5.5 | 5.6 | 2.0 | 1.9 | - | 1,076 | 2.0 | 1,769 | 3.5 | 1,762 | 3.8 | 1,615 | 3.7 |
| Louisiana ........................ | 4.8 | 3.2 | 6.8 | 3.9 | 2.0 | 4.8 | - | 3,229 | 5.7 | 1,920 | 4.2 | 1,663 | 4.1 | 1,892 | 4.9 |
| Maine ............................ | 4.2 | 4.2 | 4.9 | 5.0 | 3.8 | 8.6 | - | 252 | 1.7 | 349 | 2.3 | 703 | 4.8 | 1,260 | 8.3 |
| Maryland | 2.7 | 2.0 | 3.4 | 4.2 | 0.9 | 3.2 | - | 1,998 | 2.7 | 2,029 | 3.0 | 1,686 | 2.7 | 1,369 | 2.2 |
| Massachusetts ................. | 2.8 | 1.7 | 5.0 | 7.3 | 1.7 | 3.3 | 3.1 | 2,356 | 3.0 | 2,045 | 2.8 | 1,837 | 2.6 | 1,847 | 2.7 |
| Michigan ......................... | 4.3 | 2.7 | 9.2 | 6.2 | 3.1 | 5.4 | - | 4,305 | 3.1 | 6,661 | 4.9 | 5,318 | 4.2 | 6,699 | 5.3 |
| Minnesota ...................... | 1.6 | 1.0 | 3.9 | 4.2 | 1.6 | 5.7 | - | 337 | 0.5 | 453 | 0.7 | 796 | 1.2 | 2,752 | 3.7 |
| Mississippi ..................... | 7.4 | 5.6 | 9.3 | 5.9 | 2.8 | 4.6 | \# | 2,399 | 6.0 | 2,651 | 7.3 | 2,339 | 7.3 | 2,023 | 7.0 |
| Missouri ......... | 3.5 | 2.4 | 8.4 | 4.1 | 1.5 | 3.0 | - | 2,139 | 2.9 | 2,009 | 2.9 | 2,449 | 3.6 | 3,245 | 4.8 |
| Montana ......................... | 4.3 | 3.5 | 7.0 | 6.2 | 2.0 | 10.3 | - | 340 | 2.9 | 435 | 3.9 | 527 | 4.9 | 599 | 5.7 |
| Nebraska ....................... | 2.2 | 1.6 | 4.1 | 4.0 | 1.8 | 7.0 | - | 186 | 0.8 | 372 | 1.7 | 538 | 2.5 | 825 | 3.7 |
| Nevada .......................... | 4.5 | 3.4 | 6.5 | 5.4 | 3.1 | 4.7 | - | 790 | 2.3 | 1,389 | 4.0 | 1,294 | 4.4 | 2,071 | 8.0 |
| New Hampshire ............... | 1.2 | 1.1 | 1.6 | 2.9 | 1.1 | 1.5 | 1.0 | 3 | \# | 6 | * | 90 | 0.6 | 667 | 4.3 |
| New Jersey ................ | 1.6 | 0.9 | 3.5 | 2.8 | 0.4 | 1.5 | 3.4 | 1,696 | 1.6 | 1,667 | 1.6 | 1,522 | 1.5 | 1,594 | 1.6 |
| New Mexico ...................... | 6.9 | 5.3 | 9.0 | 7.2 | 4.6 | 8.8 | 4.7 | 2,229 | 7.5 | 2,075 | 7.8 | 1,484 | 6.6 | 1,021 | 5.1 |
| New York ......................... | 3.6 | 1.7 | 6.5 | 5.9 | 2.4 | 5.6 | - | 7,354 | 3.1 | 8,222 | 3.5 | 6,674 | 3.4 | 8,931 | 4.7 |
| North Carolina ................ | 4.7 | 4.0 | 5.4 | 6.1 | 2.0 | 6.1 | - | 6,553 | 5.1 | 5,535 | 4.9 | 4,769 | 4.8 | 3,338 | 3.8 |
| North Dakota ................... | 2.2 | 1.7 | 2.6 | 3.5 | 0.9 | 7.5 | - | 40 | 0.5 | 174 | 2.3 | 207 | 2.7 | 259 | 3.4 |
| Ohio ............................... | 4.2 | 2.8 | 9.4 | 7.4 | 1.4 | 7.8 | - | 6,968 | 4.4 | 3,853 | 2.8 | 4,574 | 3.7 | 7,011 | 5.9 |
| Oklahoma ...................... | 2.4 | 2.1 | 3.3 | 3.5 | 1.1 | 2.5 | - | 949 | 1.9 | 1,062 | 2.3 | 1,188 | 2.8 | 1,086 | 2.7 |
| Oregon .......................... | 3.4 | 2.9 | 6.2 | 4.7 | 1.4 | 6.7 | - | 465 | 1.0 | 771 | 1.7 | 1,451 | 3.3 | 3,299 | 7.2 |
| Pennsylvania .................. | 2.1 | 1.5 | 3.7 | 5.1 | 1.3 | 2.2 | - | 1,643 | 1.1 | 3,029 | 2.0 | 3,268 | 2.3 | 4,302 | 3.1 |
| Rhode Island .................. | 4.6 | 3.8 | 6.6 | 6.8 | 4.5 | 8.5 | - | 573 | 4.4 | 613 | 5.0 | 509 | 4.7 | 471 | 4.4 |
| South Carolina ................. | 3.0 | 2.7 | 3.3 | 3.6 | 1.3 | 5.6 | - | 1,691 | 2.7 | 1,811 | 3.3 | 1,547 | 3.2 | 1,220 | 2.7 |
| South Dakota .................. | 2.6 | 1.6 | 3.4 | 5.2 | 2.7 | 10.5 | - | 184 | 1.8 | 267 | 2.7 | 258 | 2.8 | 291 | 3.3 |
| Tennessee ..................... | 2.7 | 1.8 | 4.9 | 3.3 | 1.2 | 2.7 | - | 1,370 | 1.8 | 1,579 | 2.1 | 1,790 | 2.6 | 2,843 | 4.3 |
| Texas ........................... | 2.7 | 1.2 | 4.2 | 3.6 | 0.5 | 3.6 | - | 6,945 | 1.8 | 8,253 | 2.5 | 6,824 | 2.2 | 14,048 | 4.8 |
| Utah ............................. | 2.6 | 2.1 | 3.8 | 5.5 | 2.8 | 5.7 | - | 207 | 0.5 | 555 | 1.4 | 927 | 2.3 | 2,444 | 6.1 |
| Vermont ......................... | 2.4 | 2.4 | 1.5 | 2.6 | 2.0 | \# | 4.1 | 76 | 1.0 | 180 | 2.4 | 215 | 3.0 | 250 | 3.4 |
| Virginia .......................... | 2.1 | 1.4 | 3.0 | 4.6 | 1.2 | 1.6 | - | 1,741 | 1.7 | 1,857 | 1.9 | 1,934 | 2.1 | 2,467 | 2.8 |
| Washington .................... | 4.2 | 3.6 | 6.1 | 5.8 | 3.0 | 8.2 | - | 2,881 | 3.4 | 2,792 | 3.4 | 3,472 | 4.4 | 4,815 | 5.8 |
| West Virginia ................... | 4.0 | 4.0 | 4.6 | 4.6 | 0.5 | 3.6 | 1.9 | 809 | 3.4 | 848 | 4.1 | 839 | 4.4 | 798 | 4.3 |
| Wisconsin ...................... | 2.2 | 1.2 | 7.5 | 4.7 | 1.6 | 5.2 | - | 971 | 1.4 | 611 | 0.9 | 1,222 | 1.7 | 3,260 | 4.6 |
| Wyoming ......................... | 6.0 | 5.0 | 13.1 | \# | 1.7 | 20.8 | 94.9 | 215 | 3.2 | 516 | 7.3 | 389 | 6.1 | 460 | 7.5 |
| Bureau of Indian Education | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DoD, overseas | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DoD, domestic | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Northern Marianas ........ | - | - | - | - | - | - | - | - | - | - | - | - | - | - |  |
| Puerto Rico ................... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Virgin Islands ......... | 5.5 | \# | 5.3 | 7.4 | \# | \# | - | 122 | 7.2 | 68 | 5.5 | 53 | 4.7 | 38 | 3.7 |

## -Not available. <br> \#Rounds to zero.

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Data were imputed based on prior year rates.
NOTE: Race categories exclude persons of Hispanic ethnicity. Event dropout rates measure the percentage of public school students in grades 9 through 12 who dropped out of
school between one October and the next. Enrollment and dropout data for ungraded students were prorated into grades 9 through 12 based on the counts for graded students. DoD stands for Department of Defense.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Dropout and Completion Data File," 2009-10. (This table was prepared November 2012.)

Table 219.55. Among 15- to 24 -year-olds enrolled in grades 10 through 12, percentage who dropped out (event dropout rate), by sex and race/ ethnicity: 1972 through 2015
[Standard errors appear in parentheses]

| Year | Event dropout rate ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |
|  |  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |
| 1972 ........................... | 6.1 | (0.34) | 5.9 | (0.47) | 6.3 | (0.49) | 5.3 | (0.35) | 9.6 | (1.36) | 11.2 ! | (3.70) |
| 1973 .......................................................... | 6.3 | (0.34) | 6.8 | (0.50) | 5.7 | (0.46) | 5.5 | (0.35) | 10.0 | (1.39) | 10.0 ! | (3.50) |
| 1974 .............................. | 6.7 | (0.35) | 7.4 | (0.52) | 6.0 | (0.47) | 5.8 | (0.36) | 11.6 | (1.44) | 9.9 ! | (3.34) |
| 1975 ............................ | 5.8 | (0.32) | 5.4 | (0.45) | 6.1 | (0.47) | 5.1 | (0.34) | 8.7 | (1.28) | 10.9 ! | (3.30) |
| 1976 ............................. | 5.9 | (0.33) | 6.6 | (0.49) | 5.2 | (0.44) | 5.6 | (0.36) | 7.4 | (1.18) | 7.3 ! | (2.71) |
| 1977 .............................. | 6.5 | (0.34) | 6.9 | (0.49) | 6.1 | (0.47) | 6.1 | (0.37) | 8.6 | (1.21) | 7.8 ! | (2.79) |
| 1978 ............................ | 6.7 | (0.35) | 7.5 | (0.52) | 5.9 | (0.46) | 5.8 | (0.36) | 10.2 | (1.32) | 12.3 | (3.60) |
| 1979 ............................. | 6.7 | (0.35) | 6.8 | (0.50) | 6.7 | (0.49) | 6.1 | (0.37) | 10.0 | (1.34) | 9.8 ! | (3.20) |
| 1980 ............................. | 6.1 | (0.33) | 6.7 | (0.49) | 5.5 | (0.45) | 5.3 | (0.35) | 8.3 | (1.22) | 11.7 | (3.36) |
| 1981 ............................. | 5.9 | (0.33) | 6.0 | (0.47) | 5.8 | (0.46) | 4.9 | (0.34) | 9.7 | (1.30) | 10.7 | (3.00) |
| 1982 ............................. | 5.5 | (0.34) | 5.8 | (0.50) | 5.2 | (0.47) | 4.8 | (0.37) | 7.8 | (1.23) | 9.2 ! | (3.04) |
| 1983 ............................. | 5.2 | (0.34) | 5.8 | (0.50) | 4.7 | (0.46) | 4.4 | (0.36) | 7.0 | (1.20) | 10.1 ! | (3.18) |
| 1984 ............................ | 5.1 | (0.34) | 5.5 | (0.50) | 4.8 | (0.47) | 4.5 | (0.37) | 5.8 | (1.08) | 11.1 | (3.28) |
| 1985 ............................... | 5.3 | (0.35) | 5.4 | (0.51) | 5.1 | (0.49) | 4.4 | (0.37) | 7.8 | (1.29) | 9.8 | (2.58) |
| 1986 ............................. | 4.7 | (0.33) | 4.7 | (0.46) | 4.7 | (0.46) | 3.8 | (0.34) | 5.5 | (1.08) | 11.9 | (2.70) |
| 1987 ....... | 4.1 | (0.31) | 4.4 | (0.45) | 3.8 | (0.42) | 3.6 | (0.33) | 6.4 | (1.16) | 5.6 ! | (1.94) |
| 1988 ................................... | 4.8 | (0.37) | 5.4 | (0.55) | 4.6 | (0.53) | 4.4 | (0.42) | 6.3 | (1.28) | 11.0 | (3.08) |
| 1989 ............................ | 4.5 | (0.35) | 4.6 | (0.50) | 4.6 | (0.50) | 3.6 | (0.37) | 8.2 | (1.40) | 8.1 | (2.43) |
| 1990 ............................. | 4.0 | (0.33) | 4.2 | (0.49) | 4.1 | (0.49) | 3.5 | (0.37) | 5.2 | (1.17) | 8.4 | (2.41) |
| 1991 ............................. | 4.0 | (0.33) | 3.9 | (0.47) | 4.4 | (0.51) | 3.3 | (0.37) | 6.4 | (1.27) | 7.8 | (2.33) |
| 1992 ....... | 4.4 | (0.35) | 3.9 | (0.46) | 4.9 | (0.53) | 3.7 | (0.38) | 5.0 | (1.09) | 8.2 | (2.23) |
| 1993 ............................ | 4.5 | (0.36) | 4.6 | (0.51) | 4.3 | (0.50) | 3.9 | (0.40) | 5.8 | (1.20) | 6.7 ! | (2.02) |
| 1994 ........................... | 5.3 | (0.37) | 5.2 | (0.51) | 5.4 | (0.53) | 4.2 | (0.40) | 6.6 | (1.21) | 10.0 | (2.18) |
| 1995. | 5.7 | (0.35) | 6.2 | (0.51) | 5.3 | (0.48) | 4.5 | (0.38) | 6.4 | (1.01) | 12.4 | (1.62) |
| 1996 ............................... | 5.0 | (0.34) | 5.0 | (0.48) | 5.1 | (0.49) | 4.1 | (0.38) | 6.7 | (1.05) | 9.0 | (1.49) |
| 1997 ... | 4.6 | (0.32) | 5.0 | (0.47) | 4.1 | (0.43) | 3.6 | (0.35) | 5.0 | (0.91) | 9.5 | (1.45) |
| 1998. | 4.8 | (0.33) | 4.6 | (0.45) | 4.9 | (0.47) | 3.9 | (0.36) | 5.2 | (0.91) | 9.4 | (1.46) |
| 1999 ............................. | 5.0 | (0.33) | 4.6 | (0.44) | 5.4 | (0.49) | 4.0 | (0.36) | 6.5 | (0.99) | 7.8 | (1.27) |
| 2000 ................................ | 4.8 | (0.33) | 5.5 | (0.49) | 4.1 | (0.43) | 4.1 | (0.37) | 6.1 | (1.00) | 7.4 | (1.24) |
| 2001 ............................. | 5.0 | (0.32) | 5.6 | (0.46) | 4.3 | (0.42) | 4.1 | (0.35) | 6.3 | (0.96) | 8.8 | (1.31) |
| 2002. | 3.5 | (0.27) | 3.7 | (0.39) | 3.4 | (0.37) | 2.6 | (0.28) | 4.9 | (0.87) | 5.8 | (1.01) |
| 2003 .............................. | 4.0 | (0.28) | 4.2 | (0.40) | 3.8 | (0.38) | 3.2 | (0.31) | 4.8 | (0.85) | 7.1 | (1.06) |
| 2004 ........................... | 4.7 | (0.30) | 5.1 | (0.44) | 4.3 | (0.41) | 3.7 | (0.34) | 5.7 | (0.94) | 8.9 | (1.20) |
| 2005 ............................ | 3.8 | (0.27) | 4.2 | (0.40) | 3.4 | (0.36) | 2.8 | (0.29) | 7.3 | (1.03) | 5.0 | (0.87) |
| 2006 ............................. | 3.8 | (0.27) | 4.1 | (0.39) | 3.4 | (0.36) | 2.9 | (0.30) | 3.8 | (0.77) | 7.0 | (1.01) |
| 2007. | 3.5 | (0.26) | 3.7 | (0.37) | 3.3 | (0.35) | 2.2 | (0.26) | 4.5 | (0.80) | 6.0 | (0.98) |
| 2008 ........................... | 3.5 | (0.26) | 3.1 | (0.34) | 4.0 | (0.39) | 2.3 | (0.27) | 6.4 | (0.94) | 5.3 | (0.85) |
| 2009 ............................ | 3.4 | (0.25) | 3.5 | (0.36) | 3.4 | (0.35) | 2.4 | (0.28) | 4.8 | (0.83) | 5.8 | (0.87) |
| 2010 ............................. | 3.0 | (0.26) | 3.0 | (0.36) | 2.9 | (0.35) | 2.3 | (0.29) | 3.6 | (0.88) | 4.1 | (0.73) |
| 2011 ............................ | 3.4 | (0.25) | 3.6 | (0.36) | 3.1 | (0.35) | 2.7 | (0.30) | 4.4 | (0.77) | 4.6 | (0.75) |
| 2012 .............................. | 3.4 | (0.32) | 3.6 | (0.48) | 3.3 | (0.49) | 1.6 | (0.24) | 6.8 | (1.35) | 5.4 | (0.93) |
| 2013 ............................ | 4.7 | (0.40) | 4.8 | (0.53) | 4.5 | (0.55) | 4.3 | (0.51) | 5.8 | (1.17) | 5.7 | (0.95) |
| 2014 ............................. | 5.2 | (0.38) | 5.4 | (0.58) | 5.0 | (0.53) | 4.7 | (0.43) | 5.7 | (1.21) | 7.9 | (1.05) |
| 2015 .............................. | 4.9 | (0.43) | 5.1 | (0.60) | 4.6 | (0.57) | 3.8 | (0.47) | 6.8 | (1.37) | 6.2 | (1.12) |

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
${ }^{1}$ The event dropout rate is the percentage of 15 - to 24 -year-olds in grades 10 through 12 who dropped out between one October and the next (e.g., the 2015 data refer to 10ththrough 12th-graders who were enrolled in October 2014 but had dropped out by October 2015). Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.
${ }^{2}$ Includes other racial/ethnic groups not separately shown.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2015. (This table was prepared June 2017.)

## Table 219.57. Among 15- to 24 -year-olds enrolled in grades 10 through 12, percentage who dropped out (event dropout rate), and number and percentage distribution of 15- to 24 -year-olds in grades 10 through 12, by selected characteristics: Selected years, 2005 through 2015

[Standard errors appear in parentheses]

| Selected characteristic | Event dropout rate (percent) ${ }^{1}$ |  |  |  |  |  |  |  | 2015 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | Number of 15- to 24-year-olds enrolled in grades 10 through 12 (in thousands) |  |  |  | Percentage distribution of 15 - to 24 -year-olds enrolled in grades 10 through 12 |  |  |  |
|  | 2005 |  | 2010 |  | 2014 |  | 2015 |  | Total population ${ }^{2}$ |  | Event dropouts only ${ }^{3}$ |  | Total population ${ }^{2}$ |  | Event dropouts only ${ }^{3}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total .......................................... | 3.8 | (0.27) | 3.0 | (0.26) | 5.2 | (0.38) | 4.9 | (0.43) | 11,000 | (125.6) | 535 | (48.8) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 4.2 | (0.40) | 3.0 | (0.36) | 5.4 | (0.58) | 5.1 | (0.60) | 5,563 | (90.6) | 283 | (34.2) | 50.6 | (0.52) | 52.9 | (4.16) |
| Female .......................................... | 3.4 | (0.36) | 2.9 | (0.35) | 5.0 | (0.53) | 4.6 | (0.57) | 5,437 | (78.3) | 252 | (31.8) | 49.4 | (0.52) | 47.1 | (4.16) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White . | 2.8 | (0.29) | 2.3 | (0.29) | 4.7 | (0.43) | 3.8 | (0.47) | 6,117 | (93.9) | 233 | (29.5) | 55.6 | (0.60) | 43.5 | (4.57) |
| Black ... | 7.3 | (1.03) | 3.6 | (0.88) | 5.7 | (1.21) | 6.8 | (1.37) | 1,519 | (57.2) | 104 | (21.6) | 13.8 | (0.46) | 19.4 | (3.60) |
| Hispanic | 5.0 | (0.87) | 4.1 | (0.73) | 7.9 | (1.05) | 6.2 | (1.12) | 2,386 | (60.3) | 148 | (27.3) | 21.7 | (0.52) | 27.6 | (4.13) |
| Asian ..... | $\ddagger$ | ( $\dagger$ ) | 3.1 ! | (1.47) | $\ddagger$ | ( $\dagger$ ) | 6.7 ! | (2.26) | 513 | (31.9) | $\ddagger$ | ( $\dagger$ ) | 4.7 | (0.28) | 6.4 ! | (2.10) |
| Pacific Islander .. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | , | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native .............. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 10.1 ! | (3.91) | 8.6 ! | (4.14) | 91 | (15.4) | $\ddagger$ | ( $\dagger$ ) | 0.8 | (0.14) | 1.5 ! | (0.72) |
| Two or more races ............................. | 4.9 ! | (2.17) | 5.8 ! | (2.60) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 332 | (27.0) | $\pm$ |  | 3.0 | (0.25) | $\ddagger$ | ( $\dagger$ ) |
| Family income ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lowest quarter .................................. | 8.9 | (0.97) | 5.7 | (0.95) | 9.4 | (1.27) | 8.1 | (1.17) | 1,919 | (80.7) | 155 | (23.7) | 17.4 | (0.70) | 29.0 | (3.64) |
| Middle low quarter ............................. | 4.4 | (0.66) | 2.6 | (0.54) | 5.1 | (0.74) | 5.0 | (0.84) | 2,528 | (83.8) | 128 | (21.6) | 23.0 | (0.76) | 23.9 | (3.58) |
| Middle high quarter ........................... | 3.2 | (0.47) | 3.0 | (0.55) | 5.5 | (0.71) | 5.3 | (0.79) | 2,686 | (91.4) | 143 | (22.0) | 24.4 | (0.75) | 26.6 | (3.32) |
| Highest quarter .................................... | 1.6 | (0.29) | 1.7 | (0.39) | 2.8 | (0.47) | 2.8 | (0.57) | 3,867 | (102.6) | 110 | (22.0) | 35.2 | (0.83) | 20.5 | (3.47) |
| Age ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15-16.. | 2.1 | (0.37) | 2.0 | (0.40) | 6.2 | (0.82) | 5.4 | (0.77) | 3,106 | (87.2) | 166 | (24.6) | 28.2 | (0.65) | 31.1 | (3.92) |
| 17. | 2.4 | (0.37) | 1.8 | (0.33) | 3.3 | (0.60) | 2.8 | (0.46) | 3,682 | (54.5) | 103 | (17.0) | 33.5 | (0.56) | 19.2 | (2.84) |
| 18. | 3.9 | (0.54) | 4.0 | (0.61) | 4.2 | (0.73) | 3.8 | (0.67) | 2,948 | (60.9) | 111 | (20.0) | 26.8 | (0.51) | 20.8 | (3.25) |
| 19 ................................................ | 9.1 | (1.58) | 3.3 ! | (1.11) | 7.4 | (1.38) | 8.5 | (1.97) | 884 | (56.9) | $\pm$ | ( $\dagger$ ) | 8.0 | (0.49) | 14.0 | (2.98) |
| 20-24 ............................................. | 24.4 | (3.44) | 13.7 | (2.98) | 19.5 | (4.25) | 21.0 | (4.25) | 380 | (42.0) | t | ( $\dagger$ ) | 3.5 | (0.37) | 14.9 | (3.14) |
| Recency of immigration ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic ....................................... | 6.7 ! | (2.14) |  | ( $\dagger$ ) | 20.1 | (4.27) | 4.8 ! | (2.00) | 374 | (35.0) | $\ddagger$ |  | 3.4 | (0.32) | 3.4 ! | (1.31) |
| Non-Hispanic ................................ | 5.7 ! | (1.98) | $\ddagger$ | ( $\dagger$ ) | 4.7 ! | (2.18) | 5.6 ! | (2.29) | 436 | (39.5) | $\ddagger$ | ( $\dagger$ ) | 4.0 | (0.35) | 4.6 ! | (1.83) |
| First generation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-Hispanic ..... | + | ( $\dagger$ ) | 3.2 ! | (1.11) | 3.1 ! | (1.00) | 4.9 ! | (1.53) | 783 | (48.4) | $\ddagger$ |  | 7.1 | (0.43) | 7.1 ! | (2.13) |
| Second or later generation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic ......................................... | 3.7 ! | (1.23) | 3.1 ! | (1.08) | 6.2 | (1.86) | 8.4 | (2.06) | 890 | (51.5) | $\ddagger$ | ( $\dagger$ ) | 8.1 | (0.46) | 14.0 | (3.12) |
| Non-Hispanic ................................ | 3.7 | (0.35) | 2.7 | (0.29) | 4.7 | (0.37) | 4.4 | (0.47) | 7,395 | (116.0) | 325 | (35.7) | 67.2 | (0.68) | 60.7 | (4.74) |
| Disability status ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| With a disability ............................... | - | ( $\dagger$ ) | 4.3 ! | (1.69) | 4.0 ! | (1.39) | 7.1 ! | (2.33) | 425 | (40.9) | $\ddagger$ | ( $\dagger$ ) | 3.9 | (0.36) | 5.7 ! | (1.81) |
| Without a disability ............................. | - | ( $\dagger$ ) | 2.9 | (0.26) | 5.3 | (0.39) | 4.8 | (0.42) | 10,576 | (121.0) | 505 | (46.4) | 96.1 | (0.36) | 94.3 | (1.81) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast ............................................ | 3.8 | (0.58) | 2.0 | (0.50) | 4.8 | (0.98) | 4.1 | (0.91) | 1,859 | (75.6) | $\ddagger$ | ( $\dagger$ ) | 16.9 | (0.64) | 14.2 | (3.09) |
| Midwest ............................................. | 3.1 | (0.48) | 2.1 | (0.53) | 4.6 | (0.68) | 2.8 | (0.59) | 2,374 | (74.5) | $\ddagger$ | ( $\dagger$ ) | 21.6 | (0.66) | 12.4 | (2.60) |
| South ............................................. | 4.4 | (0.52) | 3.4 | (0.49) | 5.1 | (0.67) | 5.3 | (0.72) | 4,182 | (104.8) | 222 | (31.2) | 38.0 | (0.82) | 41.5 | (4.28) |
| West ............................................... | 3.6 | (0.59) | 3.9 | (0.61) | 6.2 | (0.93) | 6.6 | (1.01) | 2,585 | (84.1) | 170 | (27.4) | 23.5 | (0.72) | 31.8 | (4.01) |

## -Not available.

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ The event dropout rate is the percentage of 15 - to 24 -year-olds in grades 10 through 12 who dropped out between one October and the next (e.g., the 2015 data refer to 10ththrough 12th-graders who were enrolled in October 2014 but had dropped out by October 2015). Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate
${ }^{2}$ Includes all 15 - to 24 -year-olds who were enrolled in grades 10 through 12 in October 2014.
${ }^{3}$ Includes only those 15 - to 24 -year-olds who dropped out of grades 10 through 12 between October 2014 and October 2015. Dropping out is defined as leaving school without a high school diploma or alternative credential such as a GED certificate.
${ }^{4}$ Lowest quarter refers to the bottom 25 percent of all family incomes; middle low quarter refers to the 26th through the 50th percentile of all family incomes; middle high quarter refers to the 51st through the 75th percentile of all family incomes; and highest quarter refers to the top 25 percent of all family incomes.
${ }^{5}$ Age at the time of data collection. A person's age at the time of dropping out may be 1 year younger, because the dropout event could occur at any time over the previous 12-month period. ${ }^{6}$ United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Children born abroad to U.S.-citizen parents are counted as born in the United States. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents.
Individuals identified as having a disability reported difficulty with at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2005 through 2015. (This table was prepared June 2017.)

Table 219.60. Number of people taking the GED test and percentage distribution of those who passed, by age group: 1971 through 2013

| Year | Number of test takers (in thousands) |  |  | Percentage distribution of test passers, by age group ${ }^{1}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ | Completing test battery ${ }^{3}$ | Passing tests ${ }^{4}$ | 16 to 18 years old | 19 to 24 years old | 25 to 29 years old | 30 to 34 years old | 35 years old or over |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| $1971^{5}$............................ | 377 | - | 227 | - | - | - | - | - |
| $1972^{5}$............................ | 419 | - | 245 | - | - | - | - | - |
| $19733^{5} . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~$ | 423 | - | 249 | - | - | - | - | - |
| 1974 ............................... | - | - | 294 | $35{ }^{6}$ | 276 | 13 | 9 | 17 |
| 1975 .............................. | - | - | 340 | $33^{6}$ | $26{ }^{6}$ | 14 | 9 | 18 |
| 1976 .............................. | - | - | 333 | $31^{6}$ | $28{ }^{6}$ | 14 | 10 | 17 |
| 1977 ............................... | - | - | 330 | $40^{6}$ | $24{ }^{6}$ | 13 | 8 | 14 |
| 1978 ............................... | - | - | 381 | $31{ }^{6}$ | $27{ }^{6}$ | 13 | 10 | 18 |
| 1979 .............................. | - | - | 426 | $37{ }^{6}$ | $28{ }^{6}$ | 12 | 13 | 11 |
| 1980 .............................. | - | - | 479 | $37^{6}$ | $27^{6}$ | 13 | 8 | 15 |
| 1981 ............................... | - | - | 489 | 376 | $27{ }^{6}$ | 13 | 8 | 14 |
| 1982 .............................. | - | - | 486 | 376 | $28{ }^{6}$ | 13 | 8 | 15 |
| 1983 .............................. | - | - | 465 | $34{ }^{6}$ | 296 | 14 | 8 | 15 |
| 1984 .............................. | - | - | 427 | $32{ }^{6}$ | $28{ }^{6}$ | 15 | 9 | 16 |
| 1985 .............................. | - | - | 413 | $32{ }^{6}$ | $26{ }^{6}$ | 15 | 10 | 16 |
| 1986 ............................. | - | - | 428 | $32{ }^{6}$ | $26{ }^{6}$ | 15 | 10 | 17 |
| 1987 .............................. | - | - | 444 | 336 | 246 | 15 | 10 | 18 |
| 1988 .............................. | - | - | 410 | $35{ }^{6}$ | $22{ }^{6}$ | 14 | 10 | 18 |
| 1989 ............................... | 632 | 541 | 357 | 22 | 37 | 13 | - | - |
| 1990 .............................. | 714 | 615 | 410 | 22 | 39 | 13 | 10 | 15 |
| 1991 .............................. | 755 | 657 | 462 | 20 | 40 | 13 | 10 | 16 |
| 1992 .............................. | 739 | 639 | 457 | 22 | 39 | 13 | 9 | 17 |
| 1993 .............................. | 746 | 651 | 469 | 22 | 38 | 13 | 10 | 16 |
| 1994 ................................. | 774 | 668 | 491 | 25 | 37 | 13 | 10 | 15 |
| 1995 .............................. | 787 | 682 | 504 | 27 | 36 | 13 | 9 | 15 |
| 1996 ........................... | 824 | 716 | 488 | 27 | 37 | 13 | 9 | 14 |
| 1997 ............................. | 785 | 681 | 460 | 31 | 36 | 12 | 8 | 13 |
| 1998 ............................. | 776 | 673 | 481 | 32 | 36 | 11 | 7 | 13 |
| 1999 .............................. | 808 | 702 | 498 | 32 | 37 | 11 | 7 | 13 |
| 2000 .............................. | 811 | 699 | 487 | 33 | 37 | 11 | 7 | 13 |
| $2001{ }^{7}$............................. | 1,016 | 928 | 648 | 29 | 38 | 11 | 8 | 14 |
| $2002^{7}$............................. | 557 | 467 | 330 | 38 | 36 | 10 | 6 | 11 |
| 2003 .............................. | 657 | 552 | 387 | 35 | 37 | 10 | 7 | 11 |
| 2004 .............................. | 666 | 570 | 406 | 35 | 38 | 11 | 6 | 10 |
| 2005 .............................. | 681 | 588 | 424 | 34 | 37 | 12 | 7 | 11 |
| 2006 .............................. | 676 | 580 | 398 | 35 | 36 | 12 | 6 | 11 |
| 2007 ............................... | 692 | 600 | 429 | 35 | 35 | 12 | 7 | 11 |
| 2008 .............................. | 737 | 642 | 469 | 34 | 35 | 13 | 7 | 11 |
| 2009 ............................. | 748 | 645 | 448 | 31 | 36 | 13 | 8 | 12 |
| 2010 .............................. | 720 | 623 | 452 | 27 | 37 | 14 | 9 | 14 |
| 2011 .............................. | 691 | 602 | 434 | 27 | 37 | 13 | 9 | 14 |
| 2012 ............................... | 674 | 581 | 401 | 26 | 37 | 14 | 9 | 13 |
| 2013 ............................... | 816 | 714 | 541 | 22 | 35 | 15 | 11 | 17 |

## -Not available

${ }^{1}$ Age data for 1988 and prior years are for all test takers and may not be comparable to data for later years. For 1989 and later years, age data are only for test passers. The less than 1 percent of people who failed to report their date of birth-2,948 of the 540,535 test passers in 2013-were excluded from the calculation.
${ }^{2}$ All people taking the GED tests (one or more subtests).
${ }^{3}$ People completing the entire GED battery of five tests.
${ }^{4}$ Data for 2002 and later years are for people passing the GED tests (i.e., earning both a passing total score on the test battery and a passing score on each individual test). Data for 2001 and prior years are for high school equivalency credentials issued by the states to GED test passers. In order to receive high school equivalency credentials in some states, GED test passers must meet additional state requirements (e.g., complete an approved course in civics or government).
${ }^{5}$ Includes other jurisdictions, such as Puerto Rico, Guam, and American Samoa.
${ }^{6}$ For 1988 and prior years, 19-year-olds are included with the 16-to 18-year-olds instead of the 19 - to 24-year-olds.
${ }^{7}$ A revised GED test was introduced in 2002. In 2001, test takers were required to successfully complete all five components of the GED or else begin the five-part series again with the new test that was introduced in 2002.
NOTE: Data are for the United States only and exclude other jurisdictions, except where noted. Detail may not sum to totals because of rounding.
SOURCE: American Council on Education, General Educational Development Testing Service, the GED annual Statistical Report, 1971 through 1992; Who Took the GED? 1993 through 2001; Who Passed the GED Tests? 2002 through 2005; and GED Testing Program Statistical Report, 2006 through 2013, retrieved November 5, 2014, from http://www.gedtesting service.com/educators/historical-testing-data. (This table was prepared November 2014.)

Table 219.65. High school completion rate of 18- to 24 -year-olds not enrolled in high school (status completion rate), by sex and race/ethnicity: 1972 through 2015
[Standard errors appear in parentheses]

| Year | Status completion rate ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |  |  |
|  |  |  |  | Male |  | Female |  | White |  | Black |  | ispanic |  | Asian ${ }^{2}$ |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| 1972 | 82.8 | (0.36) | 83.0 | (0.52) | 82.7 | (0.49) | 86.0 | (0.36) | 72.1 | (1.45) | 56.2 | (3.67) | - | ( $\dagger$ ) |
| 1973. | 83.7 | (0.34) | 84.0 | (0.50) | 83.4 | (0.48) | 87.0 | (0.35) | 71.6 | (1.42) | 58.7 | (3.68) | - | ( $\dagger$ ) |
| 1974 .. | 83.6 | (0.34) | 83.4 | (0.50) | 83.8 | (0.47) | 86.7 | (0.35) | 72.9 | (1.41) | 60.1 | (3.40) | - | ( $\dagger$ ) |
| 1975. | 83.8 | (0.34) | 84.1 | (0.48) | 83.6 | (0.47) | 87.2 | (0.34) | 70.2 | (1.43) | 62.2 | (3.45) | - | ( $\dagger$ |
| 1976 ............................. | 83.5 | (0.33) | 83.0 | (0.49) | 84.0 | (0.46) | 86.4 | (0.34) | 73.5 | (1.36) | 60.3 | (3.36) | - | ( $\dagger$ |
| 1977 ..... | 83.6 | (0.33) | 82.8 | (0.49) | 84.4 | (0.45) | 86.7 | (0.34) | 73.9 | (1.34) | 58.6 | (3.50) | - | ( $\dagger$ ) |
| 1978 | 83.6 | (0.33) | 82.8 | (0.48) | 84.2 | (0.45) | 86.9 | (0.34) | 73.4 | (1.33) | 58.8 | (3.21) | - | ( $\dagger$ |
| 1979. | 83.1 | (0.33) | 82.1 | (0.49) | 84.0 | (0.45) | 86.5 | (0.34) | 72.6 | (1.33) | 58.5 | (3.15) | - | ( $\dagger$ |
| 1980. | 83.9 | (0.32) | 82.3 | (0.48) | 85.3 | (0.43) | 87.5 | (0.33) | 75.2 | (1.28) | 57.1 | (2.99) | - | ( $\dagger$ ) |
| 1981. | 83.8 | (0.32) | 82.0 | (0.48) | 85.4 | (0.43) | 87.1 | (0.33) | 76.7 | (1.22) | 59.1 | (2.90) | - | ( $\dagger$ |
| 1982 ...... | 83.8 | (0.34) | 82.7 | (0.50) | 84.9 | (0.46) | 87.0 | (0.35) | 76.4 | (1.28) | 60.9 | (2.61) | - | ( $\dagger$ ) |
| 1983. | 83.9 | (0.34) | 82.1 | (0.51) | 85.6 | (0.45) | 87.4 | (0.35) | 76.8 | (1.27) | 59.4 | (3.13) | - | ( $\dagger$ |
| 1984 | 84.7 | (0.34) | 83.3 | (0.50) | 85.9 | (0.45) | 87.5 | (0.35) | 80.3 | (1.19) | 63.7 | (3.03) | - | ( $\dagger$ ) |
| 1985. | 85.4 | (0.34) | 84.0 | (0.50) | 86.7 | (0.45) | 88.2 | (0.35) | 81.0 | (1.20) | 66.6 | (2.40) | - | ( $\dagger$ ) |
| 1986 ...... | 85.5 | (0.34) | 84.2 | (0.51) | 86.7 | (0.45) | 88.8 | (0.35) | 81.8 | (1.19) | 63.5 | (2.30) | - | ( $\dagger$ ) |
| 1987 .............................. | 84.7 | (0.35) | 83.6 | (0.52) | 85.8 | (0.47) | 87.7 | (0.37) | 81.9 | (1.20) | 65.1 | (2.24) | - | ( $\dagger$ ) |
| 1988 ..... | 84.5 | (0.39) | 83.2 | (0.58) | 85.8 | (0.52) | 88.6 | (0.40) | 80.9 | (1.35) | 58.2 | (2.56) | - | ( $\dagger$ |
| 1989. | 84.7 | (0.37) | 83.2 | (0.55) | 86.2 | (0.49) | 89.0 | (0.38) | 81.9 | (1.25) | 59.4 | (2.29) | 89.3 | (2.46) |
| 1990 ............................ | 85.6 | (0.36) | 85.1 | (0.53) | 86.0 | (0.50) | 89.6 | (0.37) | 83.2 | (1.22) | 59.1 | (2.35) | 94.2 | (1.72) |
| 1991 ............................. | 84.9 | (0.37) | 83.8 | (0.55) | 85.9 | (0.51) | 89.4 | (0.38) | 82.5 | (1.26) | 56.5 | (2.32) | 95.2 | (1.42) |
| 1992 ............................... | 86.4 | (0.36) | 85.3 | (0.53) | 87.4 | (0.49) | 90.7 | (0.36) | 82.0 | (1.26) | 62.1 | (2.32) | 93.1 | (1.73) |
| 1993 ............................ | 86.2 | (0.36) | 85.4 | (0.53) | 86.9 | (0.50) | 90.1 | (0.37) | 81.9 | (1.27) | 64.4 | (2.26) | 93.9 | (1.66) |
| 1994 ..... | 85.8 | (0.36) | 84.5 | (0.53) | 87.0 | (0.49) | 90.7 | (0.36) | 83.3 | (1.19) | 61.8 | (2.06) | 92.4 | (1.83) |
| 1995 | 85.0 | (0.34) | 84.3 | (0.50) | 85.7 | (0.47) | 89.5 | (0.36) | 84.1 | (1.01) | 62.6 | (1.40) | 94.8 | (1.43) |
| 1996 | 86.2 | (0.35) | 85.7 | (0.50) | 86.8 | (0.48) | 91.5 | (0.34) | 83.0 | (1.08) | 61.9 | (1.49) | 93.5 | (1.24) |
| 1997 ............................. | 85.9 | (0.35) | 84.6 | (0.51) | 87.2 | (0.47) | 90.5 | (0.36) | 82.0 | (1.10) | 66.7 | (1.42) | 90.6 | (1.58) |
| 1998 | 84.8 | (0.36) | 82.6 | (0.53) | 87.0 | (0.47) | 90.2 | (0.36) | 81.4 | (1.11) | 62.8 | (1.37) | 94.2 | (1.22) |
| 1999 ............................ | 85.9 | (0.34) | 84.8 | (0.50) | 87.0 | (0.46) | 91.2 | (0.34) | 83.5 | (1.04) | 63.4 | (1.39) | 94.0 | (1.19) |
| 2000. | 86.5 | (0.33) | 84.9 | (0.49) | 88.1 | (0.44) | 91.8 | (0.33) | 83.7 | (1.01) | 64.1 | (1.36) | 94.6 | (1.13) |
| 2001. | 86.5 | (0.31) | 84.6 | (0.47) | 88.3 | (0.41) | 91.1 | (0.32) | 85.7 | (0.92) | 65.7 | (1.24) | 96.1 | (0.91) |
| 2002 ............................. | 86.6 | (0.31) | 84.8 | (0.46) | 88.4 | (0.41) | 91.8 | (0.31) | 84.7 | (0.95) | 67.3 | (1.15) | 95.7 | (0.89) |
| 2003. | 87.1 | (0.30) | 85.1 | (0.46) | 89.2 | (0.40) | 91.9 | (0.31) | 85.0 | (0.96) | 69.2 | (1.15) | 94.8 | (1.06) |
| 2004 ............................. | 86.9 | (0.30) | 84.9 | (0.46) | 88.8 | (0.40) | 91.7 | (0.31) | 83.5 | (0.98) | 69.9 | (1.12) | 95.2 | (1.00) |
| 2005 ............................ | 87.6 | (0.30) | 85.4 | (0.45) | 89.8 | (0.38) | 92.3 | (0.30) | 86.0 | (0.91) | 70.3 | (1.12) | 96.0 | (0.93) |
| 2006 .............................. | 87.8 | (0.29) | 86.5 | (0.43) | 89.2 | (0.39) | 92.6 | (0.30) | 84.9 | (0.93) | 70.9 | (1.11) | 95.8 | (0.95) |
| 2007 ............................. | 89.0 | (0.28) | 87.4 | (0.42) | 90.6 | (0.37) | 93.5 | (0.28) | 88.8 | (0.80) | 72.7 | (1.07) | 92.8 | (1.23) |
| 2008. | 89.9 | (0.27) | 89.3 | (0.39) | 90.5 | (0.37) | 94.2 | (0.26) | 86.9 | (0.86) | 75.5 | (1.03) | 95.5 | (1.01) |
| 2009 ............................ | 89.8 | (0.27) | 88.3 | (0.40) | 91.2 | (0.35) | 93.8 | (0.27) | 87.1 | (0.84) | 76.8 | (1.00) | 97.6 | (0.72) |
| 2010 .............................. | 90.4 | (0.35) | 89.2 | (0.53) | 91.6 | (0.38) | 93.7 | (0.38) | 89.2 | (1.08) | 79.4 | (1.21) | 95.3 | (1.26) |
| 2011 .............................. | 90.8 | (0.35) | 89.9 | (0.50) | 91.8 | (0.46) | 93.8 | (0.39) | 90.1 | (0.98) | 82.2 | (1.04) | 94.1 | (1.48) |
| 2012 .............................. | 91.3 | (0.33) | 90.3 | (0.47) | 92.3 | (0.45) | 94.6 | (0.38) | 90.0 | (1.01) | 82.8 | (1.02) | 95.3 | (1.24) |
| 2013 .............................. | 92.0 | (0.35) | 91.4 | (0.47) | 92.6 | (0.45) | 94.3 | (0.38) | 91.5 | (1.13) | 85.0 | (0.98) | 96.3 | (1.27) |
| 2014 ............................. | 92.4 | (0.32) | 91.8 | (0.46) | 93.1 | (0.38) | 94.2 | (0.40) | 91.7 | (0.91) | 87.1 | (0.88) | 98.8 | (0.47) |
| 2015 .............................. | 93.0 | (0.33) | 92.5 | (0.44) | 93.4 | (0.45) | 94.7 | (0.36) | 91.9 | (0.91) | 88.4 | (0.93) | 97.3 | (0.75) |

## -Not available.

$\dagger$ Not applicable
${ }^{1}$ The status completion rate is the number of 18 - to 24 -year-olds who are high school com pleters as a percentage of the total number of 18 - to 24 -year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high schoo diploma, as well as those with an alternative credential, such as a GED
${ }^{2}$ Prior to 2003, Asian data include Pacific Islanders
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in
households. Because of changes in data collection procedures, data for 1992 and later years may not be comparable with figures for prior years. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not separately shown.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1972 through 2015. (This table was prepared July 2016.)

Table 219.67. Number and high school completion rate of 18- to 24 -year-olds not enrolled in high school (status completion rate), by selected
characteristics: Selected years, 2005 through 2015
[Standard errors appear in parentheses]

| Selected characteristic | Status completion rate ${ }^{1}$ |  |  |  |  |  |  |  | 2015 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | Number of 18-to 24-year-olds not enrolled in high school (in thousands) |  |  |  | Percentage distribution of 18 - to 24 -year-olds not enrolled in high school |  |  |  |
|  | 2005 |  | 2010 |  | 2014 |  | 2015 |  | $\begin{array}{r} \text { Total } \\ \text { population } \end{array}$ |  | Status completers only ${ }^{3}$ |  | Total population ${ }^{2}$ |  | Status <br> completers only ${ }^{3}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Tot | 87.6 | (0.30) | 90.4 | (0.35) | 92.4 | (0.32) | 93.0 | (0.33) | 28,165 | (104.2) | 26,185 | (139.4) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 85.4 | (0.45) | 89.2 | (0.53) | 91.8 | (0.46) | 92.5 | (0.44) | 14,065 | (81.8) | 13,010 | (97.2) | 49.9 | (0.22) | 49.7 | (0.27) |
| Female | 89.8 | (0.38) | 91.6 | (0.38) | 93.1 | (0.38) | 93.4 | (0.45) | 14,100 | (78.5) | 13,175 | (100.3) | 50.1 | (0.22) | 50.3 | (0.27) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 92.3 | (0.30) | 93.7 | (0.38) | 94.2 | (0.40) | 94.7 | (0.36) | 15,628 | (105.5) | 14,796 | (111.7) | 55.5 | (0.32) | 56.5 | (0.35) |
| Black | 86.0 | (0.91) | 89.2 | (1.08) | 91.7 | (0.91) | 91.9 | (0.91) | 4,041 | (53.5) | 3,715 | (61.9) | 14.3 | (0.17) | 14.2 | (0.21) |
| Hispanic | 70.3 | (1.12) | 79.4 | (1.21) | 87.1 | (0.88) | 88.4 | (0.93) | 6,035 | (68.2) | 5,336 | (84.5) | 21.4 | (0.23) | 20.4 | (0.28) |
| Asian | 96.0 | (0.93) | 95.3 | (1.26) | 98.8 | (0.47) | 97.3 | (0.75) | 1,486 | (41.8) | 1,445 | (42.1) | 5.3 | (0.15) | 5.5 | (0.16) |
| Pacific Islander... | 91.3 | (6.17) | 92.9 | (4.17) | 94.3 | (5.59) | 94.2 | (4.80) | 130 | (21.9) | 123 | (19.7) | 0.5 | (0.08) | 0.5 | (0.08) |
| American Indian/Alaska Native ................ | 80.4 | (4.49) | 84.3 | (4.61) | 78.7 | (4.18) | 81.8 | (5.03) | 204 | (28.5) | 167 | (25.9) | 0.7 | (0.10) | 0.6 | (0.10) |
| Two or more races ............................... | 89.5 | (2.24) | 92.1 | (2.06) | 96.6 | (1.16) | 94.1 | (1.71) | 641 | (42.6) | 603 | (42.2) | 2.3 | (0.15) | 2.3 | (0.16) |
| Race/ethnicity by sex Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 91.2 | (0.46) | 93.1 | (0.53) | 93.7 | (0.53) | 94.2 | (0.50) | 7,847 | (82.4) | 7,391 | (87.3) | 55.8 | (0.43) | 56.8 | (0.48) |
| Black | 83.1 | (1.45) | 87.3 | (1.60) | 91.2 | (1.30) | 92.2 | (1.34) | 1,972 | (53.2) | 1,817 | (54.8) | 14.0 | (0.34) | 14.0 | (0.37) |
| Hispanic | 64.8 | (1.61) | 76.4 | (1.75) | 86.0 | (1.22) | 87.9 | (1.16) | 3,021 | (62.3) | 2,654 | (65.3) | 21.5 | (0.48) | 20.4 | (0.52) |
| Asian | 96.3 | (1.25) | 96.0 | (1.62) | 98.0 | (0.86) | 96.4 | (1.19) | 748 | (29.7) | 721 | (30.7) | 5.3 | (0.22) | 5.5 | (0.24) |
| Paciicic Islander | $\ddagger$ | ( $\dagger$ ) | 88.6 | (6.30) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 73 | (15.3) | 68 | (14.0) | 0.5 | (0.11) | 0.5 | (0.11) |
| American Indian/Alaska Native | 74.4 | (7.41) | 86.8 | (5.61) | 78.0 | (5.79) | 79.7 | (8.34) | 105 | (17.8) | 83 | (16.0) | 0.7 | (0.13) | 0.6 | (0.12) |
| Two or more races. | 88.2 | (3.40) | 97.7 | (1.93) | 94.7 | (2.14) | 91.7 | (2.83) | 299 | (25.8) | 274 | (25.4) | 2.1 | (0.18) | 2.1 | (0.19) |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 93.3 | (0.40) | 94.4 | (0.45) | 94.7 | (0.52) | 95.2 | (0.46) | 7,781 | (61.8) | 7,405 | (66.0) | 55.2 | (0.40) | 56.2 | (0.44) |
| Black | 88.4 | (1.14) | 91.0 | (1.18) | 92.0 | (1.16) | 91.7 | (1.29) | 2,070 | (58.1) | 1,898 | (58.9) | 14.7 | (0.37) | 14.4 | (0.40) |
| Hispanic | 76.5 | (1.51) | 82.4 | (1.34) | 88.1 | (1.16) | 89.0 | (1.32) | 3,013 | (45.8) | 2,682 | (59.0) | 21.4 | (0.34) | 20.4 | (0.42) |
| Asian | 95.6 | (1.38) | 94.7 | (1.71) | 99.6 | (0.31) | 98.2 | (0.99) | 737 | (28.5) | 724 | (28.0) | 5.2 | (0.20) | 5.5 | (0.21) |
| Pacific Islander | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 100.0 | (\#) | $\ddagger$ | ( $\dagger$ ) | 58 | (13.9) | 54 | (13.5) | 0.4 | (0.10) | 0.4 | (0.10) |
| American Indian/Alaska Native ............. | 85.2 | (5.39) | 81.2 | (7.58) | 79.4 | (4.56) | 83.9 | (5.72) | 99 | (18.1) | 83 | (17.4) | 0.7 | (0.13) | 0.6 | (0.13) |
| Two or more races ............................. | 90.8 | (2.93) | 87.3 | (3.58) | 98.2 | (1.05) | 96.2 | (2.03) | 342 | (29.0) | 328 | (29.3) | 2.4 | (0.20) | 2.5 | (0.22) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 and 19 | 88.0 | (0.60) | 90.6 | (0.67) | 90.7 | (0.70) | 90.1 | (0.79) | 6,546 | (70.7) | 5,896 | (83.7) | 23.2 | (0.20) | 22.5 | (0.25) |
| 20 and 21 | 87.6 | (0.53) | 90.0 | (0.64) | 92.8 | (0.53) | 93.7 | (0.51) | 8,566 | (149.2) | 8,026 | (146.9) | 30.4 | (0.53) | 30.7 | (0.55) |
| 22 to 24 ............................... | 87.4 | (0.44) | 90.6 | (0.48) | 93.1 | (0.44) | 93.9 | (0.41) | 13,053 | (152.5) | 12,263 | (154.2) | 46.3 | (0.53) | 46.8 | (0.55) |
| Recency of immigration ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic | 55.0 | (1.86) | 66.3 | (2.46) | 74.1 | (2.48) | 78.9 | (2.34) | 1,283 | (72.0) | 1,013 | (66.7) | 4.6 | (0.25) | 3.9 | (0.25) |
| Non-Hispanic ..................................... | 93.5 | (1.11) | 92.5 | (1.44) | 95.7 | (1.12) | 94.6 | (1.25) | 1,507 | (91.4) | 1,426 | (87.5) | 5.4 | (0.32) | 5.4 | (0.34) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic ........................................ | 81.0 | (1.81) | 86.7 | (1.28) | 91.7 | (1.09) | 91.8 | (1.14) | 2,662 | (96.8) | 2,443 | (91.9) | 9.5 | (0.34) | 9.3 | (0.34) |
| Non-Hispanic | 95.7 | (0.86) | 95.5 | (0.85) | 97.8 | (0.68) | 97.8 | (0.54) | 2,037 | (85.7) | 1,992 | (85.5) | 7.2 | (0.30) | 7.6 | (0.32) |
| Second generation or higher |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic ............................................ | 82.8 | (1.73) | 83.7 | (1.82) | 89.7 | (1.51) | 90.0 | (1.53) | 2,089 | (80.1) | 1,880 | (81.3) | 7.4 | (0.29) | 7.2 | (0.30) |
| Non-Hispanic ..................................... | 90.8 | (0.35) | 92.7 | (0.37) | 93.4 | (0.36) | 93.8 | (0.36) | 18,587 | (139.8) | 17,430 | (148.8) | 66.0 | (0.45) | 66.6 | (0.47) |
| Disability ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| With a disability .................................. | - | ( $\dagger$ | 75.8 | (2.41) | 83.7 | (2.10) | 83.5 | (1.90) | 1,099 | (62.5) | 917 | (54.3) | 3.9 | (0.22) | 3.5 | (0.21) |
| Without a disability ............ | - | ( $\dagger$ ) | 90.9 | (0.35) | 92.8 | (0.31) | 93.4 | (0.33) | 27,067 | (124.7) | 25,268 | (149.7) | 96.1 | (0.22) | 96.5 | (0.21) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast. | 91.2 | (0.57) | 92.7 | (0.74) | 94.3 | (0.71) | 95.2 | (0.67) | 4,975 | (139.2) | 4,734 | (138.8) | 17.7 | (0.49) | 18.1 | (0.51) |
| Midwest. | 89.9 | (0.54) | 91.5 | (0.71) | 93.6 | (0.70) | 93.9 | (0.71) | 5,870 | (139.2) | 5,510 | (144.0) | 20.8 | (0.48) | 21.0 | (0.53) |
| South ............................................... | 85.2 | (0.57) | 89.7 | (0.65) | 91.2 | (0.62) | 91.3 | (0.55) | 10,296 | (162.2) | 9,397 | (162.1) | 36.6 | (0.58) | 35.9 | (0.61) |
| West .................................................. | 86.2 | (0.68) | 88.6 | (0.74) | 92.0 | (0.68) | 93.2 | (0.60) | 7,024 | (165.4) | 6,544 | (158.5) | 24.9 | (0.57) | 25.0 | (0.60) |

[^42]parents are also counted as born in the United States. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents.
${ }^{5}$ Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet NCES reporting standards.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2005 through 2015. (This table was prepared July 2016.)

## Table 219.70. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2015

[Standard errors appear in parentheses]

| Year | Total status dropout rate |  |  |  | Male status dropout rate |  |  |  | Female status dropout rate |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All races ${ }^{1}$ | White | Black | Hispanic | All races ${ }^{1}$ | White | Black | Hispanic | All races ${ }^{1}$ | White | Black |  | ispanic |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  | 13 |
| $1960^{2}$ | 27.2 | (t) | ( $\dagger$ ) |  | 7.8 | ( $\dagger$ | ( $\dagger$ ) | ( $\dagger$ | 6.7 (-) | (t) | (t) |  | †) |
| $1967{ }^{3}$ | 17.0 (-) | 15.4 (-) | 28.6 (-) | (t) | 16.5 (-) | 14.7 (-) | 30.6 (-) | ( $\dagger$ | 17.3 (-) | 16.1 (-) | 26.9 (-) |  | () |
| $1968{ }^{3}$ | 16.2 (-) | 14.7 (-) | 27.4 (-) | ( $\dagger$ ) | 15.8 (-) | 14.4 (-) | 27.1 (-) | ( $\dagger$ | 16.5 (-) | 15.0 (-) | 27.6 (-) |  | ( $\dagger$ |
| $1969{ }^{3}$ | 15.2 (-) | 13.6 (-) | 26.7 (-) | ( $\dagger$ | 14.3 (-) | 12.6 (-) | 26.9 (-) | ( $\dagger$ | 16.0 (-) | 14.6 (-) | 26.7 (-) |  | t) |
| $1970{ }^{3}$ | 15.0 (0.30) | 13.2 (0.30) | 27.9 (1.25) | ( $\dagger$ | 14.2 (0.42) | 12.2 (0.43) | 29.4 (1.87) | ( $\dagger$ ) | 15.7 (0.42) | 14.1 (0.43) | 26.6 (1.69) |  | ( $\dagger$ ) |
| $1971{ }^{3}$ | 14.7 (0.29) | 13.4 (0.30) | 24.0 (1.17) | ( $\dagger$ | 14.2 (0.41) | 12.6 (0.42) | 25.5 (1.74) | ( $\dagger$ | 15.2 (0.41) | 14.2 (0.42) | 22.6 (1.58) |  | t) |
| 1972 | 14.6 (0.28) | 12.3 (0.29) | 21.3 (1.09) | 34.3 (2.93) | 4.1 (0.40) | 11.6 (0.41) | 22.3 (1.63) | 33.7 (4.26) | 15.1 (0.40) | 12.8 (0.42) | 20.5 (1.48) | 34.8 | (4.03) |
| 1973 | 14.1 (0.28) | 11.6 (0.28) | 22.2 (1.09) | 33.5 (2.96) | 13.7 (0.39) | 11.5 (0.40) | 21.5 (1.57) | 30.4 (4.17) | 14.5 (0.39) | 11.8 (0.40) | 22.8 (1.51) | 36.4 | (4.18) |
| 1974 | 14.3 (0.28) | 11.9 (0.28) | 21.2 (1.07) | 33.0 (2.74) | 14.2 (0.39) | 12.0 (0.41) | 20.1 (1.55) | 33.8 (3.94) | 14.3 (0.39) | 11.8 (0.40) | 22.1 (1.49) | 32.2 | (3.82) |
| 1975 | 13.9 (0.27) | (0.28) | 22.9 (1.08) | 29.2 (2.67) | 3.3 (0.38) | 1.0 (0.39) | 23.0 (1.60) | 26.7 (3.75) | 14.5 (0.38) | 11.8 (0.39) | 22.9 (1.48) | 31.6 | (3.78) |
| 1976 | 14.1 (0.27) | 12.0 (0.28) | 20.5 (1.03) | 31.4 (2.66) | ( 1 (0.39) | 2.1 (0.40) | 21.2 (1.53) | 30.3 (3.88) | 14.2 (0.38) | 11.8 (0.39) | 19.9 (1.39) | 32.3 | (3.64) |
| 1977. | 14.1 (0.27) | 11.9 (0.28) | 19.8 (1.00) | 33.0 (2.65) | 14.5 (0.39) | 12.6 (0.41) | 19.5 (1.47) | 31.6 (3.79) | 13.8 (0.37) | 11.2 (0.38) | 20.0 (1.38) | 34.3 | (3.71) |
| 1978 | 14.2 (0.27) | 11.9 (0.28) | 20.2 (1.01) | 33.3 (2.62) | 14.6 (0.39) | 12.2 (0.40) | 22.5 (1.54) | 33.6 (3.77) | 13.9 (0.37) | 11.6 (0.39) | 18.3 (1.32) | 33.1 | (3.65) |
| 1979 | 14.6 (0.27) | 12.0 (0.28) | 21.1 (1.02) | 33.8 (2.60) | 15.0 (0.39) | 12.6 (0.40) | 22.4 (1.53) | 33.0 (3.71) | 14.2 (0.37) | 11.5 (0.39) | 20.0 (1.36) | 34.5 | (3.63) |
| 1980 | 14.1 (0.27) | (0.27) | 19.1 (0.98) | 35.2 (2.47) | (0.39) | 12.3 (0.40) | 20.8 (1.48) | 37.2 (3.57) | 13.1 (0.36) | 10.5 (0.37) | 17.7 (1.29) | 33.2 | (3.42) |
| 1981 | 13.9 (0.26) | 11.3 (0.27) | 18.4 (0.94) | 33.2 (2.36) | 5.1 (0.39) | 12.5 (0.40) | 19.9 (1.41) | 36.0 (3.42) | 12.8 (0.35) | 10.2 (0.37) | 17.1 (1.25) | 30.4 | (3.25) |
| 1982 | 13.9 (0.28) | 11.4 (0.29) | 18.4 (0.99) | 31.7 (2.51) | 14.5 (0.40) | 12.0 (0.43) | 21.2 (1.52) | 30.5 (3.57) | 13.3 (0.38) | 10.8 (0.40) | 15.9 (1.28) | 32.8 | (3.53) |
| 1983 | 13.7 (0.28) | 11.1 (0.29) | 18.0 (0.98) | 31.6 (2.51) | 14.9 (0.41) | 12.2 (0.43) | 19.9 (1.48) | 34.3 (3.71) | 12.5 (0.38) | 10.1 (0.40) | 16.2 (1.30) | 29.1 | (3.41) |
| 1984 | 13.1 (0.28) | 11.0 (0.29) | 15.5 (0.93) | 29.8 (2.49) | 14.0 (0.41) | 11.9 (0.43) | 16.8 (1.39) | 30.6 (3.62) | 12.3 (0.38) | 10.1 (0.40) | 14.3 (1.24) | 29.0 | (3.42) |
| 1985 | 12.6 (0.28) | 10.4 (0.29) | 15.2 (0.93) | 27.6 (1.93) | 13.4 (0.40) | (0.43) | (1.39) | 29.9 (2.77) | 11.8 (0.37) | 9.8 (0.40) | 14.3 (1.25) | 25 | (2.68) |
| 1986 | 12.2 (0.27) | 9.7 (0.29) | 14.2 (0.91) | 30.1 (1.88) | 13.1 (0.40) | 10.3 (0.42) | 15.0 (1.36) | 32.8 (2.67) | 11.4 (0.37) | 9.1 (0.39) | 13.5 (1.23) | 27. | (2.64) |
| 1987 | 12.6 (0.28) | 10.4 (0.30) | 14.1 (0.92) | 28.6 (1.85) | 13.2 (0.41) | 10.8 (0.43) | 15.0 (1.37) | 29.1 (2.58) | 12.1 (0.39) | 10.0 (0.41) | 13.3 (1.23) | 28.1 | (2.65) |
| 1988 | 12.9 (0.31) | 9.6 (0.32) | 14.5 (1.01) | 35.8 (2.17) | 13.5 (0.45) | 10.3 (0.47) | 15.0 (1.50) | 36.0 (3.02) | 12.2 (0.42) | 8.9 (0.43) | 14.0 (1.38) | 35. | (3.13) |
| 1989 | 12.6 (0.30) | 9.4 (0.31) | 13.9 (0.94) | 33.0 (1.92) | 13.6 (0.43) | 10.3 (0.45) | 14.9 (1.41) | 34.4 (2.70) | 11.7 (0.40) | 8.5 (0.41) | 13.0 (1.27) | 31.6 | (2.73) |
| 1990 | 12.1 (0.29) | 9.0 (0.30) | 13.2 (0.94) | 32.4 (1.91) | 12.3 (0.42) | 9.3 (0.44) | 11.9 (1.30) | 34.3 (2.71) | 11.8 (0.41) | 8.7 (0.42) | 14.4 (1.34) | 30.3 | (2.70) |
| 1991 | 12.5 (0.30) | 8.9 (0.31) | 13.6 (0.95) | 35.3 (1.93) | 13.0 (0.43) | 8.9 (0.44) | 13.5 (1.37) | 39.2 (2.74) | 11.9 (0.41) | 8.9 (0.43) | 13.7 (1.31) | 31. | (2.70) |
| $1992{ }^{4}$ | 11.0 (0.28) | 7.7 (0.29) | 13.7 (0.95) | 29.4 (1.86) | 11.3 (0.41) | 8.0 (0.42) | 12.5 (1.31) | 32.1 (2.67) | 10.7 (0.39) | 7.4 (0.40) | 14.8 (1.35) | 26.6 | (2.56) |
| $1993{ }^{4}$ | 11.0 (0.28) | 7.9 (0.29) | 13.6 (0.94) | 27.5 (1.79) | 11.2 (0.40) | 8.2 (0.42) | 12.6 (1.32) | 28.1 (2.54) | 10.9 (0.40) | 7.6 (0.41) | 14.4 (1.34) | 26.9 | (2.51) |
| $1994{ }^{4}$ | 11.4 (0.28) | 7.7 (0.29) | 12.6 (0.89) | 30.0 (1.66) | 12.3 (0.41) | 8.0 (0.41) | 14.1 (1.34) | 31.6 (2.30) | 10.6 (0.38) | 7.5 (0.40) | 11.3 (1.17) | 28. | (2.38) |
| $1995{ }^{4}$ | 12.0 (0.27) | 8.6 (0.28) | 12.1 (0.75) | 30.0 (1.15) | 12.2 (0.38) | . 0 (0.40) | (1.05) | 30.0 (1.59) | 11.7 (0.37) | 8.2 (0.39) | 12.9 (1.06) | 30.0 | (1.66) |
| $1996{ }^{4}$ | 11.1 (0.27) | 7.3 (0.27) | 13.0 (0.80) | 29.4 (1.19) | (0.38) | 7.3 (0.38) | 13.5 (1.18) | 30.3 (1.67) | 10.9 (0.38) | 7.3 (0.39) | 12.5 (1.08) | 28.3 | (1.69) |
| 19974 | 11.0 (0.27) | 7.6 (0.28) | 13.4 (0.80) | 25.3 (1.11) | 11.9 (0.39) | 8.5 (0.41) | 13.3 (1.16) | 27.0 (1.55) | 10.1 (0.36) | 6.7 (0.37) | 13.5 (1.11) | 23. | (1.59) |
| $1998{ }^{4}$ | 11.8 (0.27) | 7.7 (0.28) | 13.8 (0.81) | 29.5 (1.12) | 13.3 (0.40) | 8.6 (0.41) | 15.5 (1.23) | 33.5 (1.59) | 10.3 (0.36) | 6.9 (0.37) | 12.2 (1.05) | 25.0 | (1.56) |
| 19994 | 11.2 (0.26) | 7.3 (0.27) | 12.6 (0.77) | 28.6 (1.11) | 11.9 (0.38) | 7.7 (0.39) | 12.1 (1.10) | 31.0 (1.58) | 10.5 (0.36) | 6.9 (0.37) | 13.0 (1.08) | 26.0 | (1.54) |
| $2000{ }^{4}$ | 10.9 (0.26) | 6.9 (0.26) | 13.1 (0.78) | 27.8 (1.08) | 12.0 (0.38) | 7.0 (0.37) | 15.3 (1.20) | 31.8 (1.56) | 9.9 (0.35) | 6.9 (0.37) | 11.1 (1.00) | 23.5 | (1.48) |
| 20014 | 10.7 (0.24) | 7.3 (0.25) | 10.9 (0.68) | 27.0 (1.01) | 12.2 (0.36) | 7.9 (0.37) | 13.0 (1.06) | 31.6 (1.47) | 9.3 (0.32) | 6.7 (0.34) | 9.0 (0.86) | 22. | (1.35) |
| $2002{ }^{4}$ | 10.5 (0.24) | 6.5 (0.24) | 11.3 (0.70) | 25.7 (0.93) | 11.8 (0.35) | 6.7 (0.35) | 12.8 (1.07) | 29.6 (1.32) | 9.2 (0.32) | 6.3 (0.34) | 9.9 (0.91) | 21.2 | (1.27) |
| 20034,5 | 9.9 (0.23) | 6.3 (0.24) | 10.9 (0.69) | 23.5 (0.90) | 11.3 (0.34) | 7.1 (0.35) | 12.5 (1.05) | 26.7 (1.29) | 8.4 (0.30) | 5.6 (0.32) | 9.5 (0.89) | 20.1 | (1.23) |
| 20044,5 | 10.3 (0.23) | 6.8 (0.24) | 11.8 (0.70) | 23.8 (0.89) | 11.6 (0.34) | 7.1 (0.35) | 13.5 (1.08) | 28.5 (1.30) | 9.0 (0.31) | 6.4 (0.34) | 10.2 (0.92) | 18.5 | (1.18) |
| 20054,5 | 9.4 (0.22) | 6.0 (0.23) | 10.4 (0.66) | 22.4 (0.87) | 10.8 (0.33) | 6.6 (0.34) | 12.0 (1.02) | 26.4 (1.26) | 8.0 (0.29) | 5.3 (0.31) | 9.0 (0.86) | 18. | (1.16) |
| 20064,5 | 9.3 (0.22) | 5.8 (0.23) | 10.7 (0.66) | 22.1 (0.86) | 10.3 (0.33) | 6.4 (0.33) | 9.7 (0.91) | 25.7 (1.25) | 8.3 (0.30) | 5.3 (0.31) | 11.7 (0.96) | 18.1 | (1.15) |
| 20074 | 8.7 (0.21) | 5.3 (0.22) | 8.4 (0.59) | 21.4 (0.83) | 9.8 (0.32) | 6.0 (0.32) | 8.0 (0.82) | 24.7 (1.22) | 7.7 (0.29) | 4.5 (0.28) | 8.8 (0.84) | 18.0 | (1.13) |
| 20084,5 | 8.0 (0.20) | 4.8 (0.21) | 9.9 (0.63) | 18.3 (0.78) | 8.5 (0.30) | 5.4 (0.30) | 8.7 (0.85) | 19.9 (1.12) | 7.5 (0.28) | 4.2 (0.28) | 11.1 (0.93) | 16.7 | (1.08) |
| 20094,5 | 8.1 (0.20) | 5.2 (0.21) | 9.3 (0.61) | 17.6 (0.76) | 9.1 (0.31) | 6.3 (0.33) | 10.6 (0.93) | 19.0 (1.10) | 7.0 (0.27) | 4.1 (0.27) | 8.1 (0.80) | 16.1 | (1.06) |
| 2010 ${ }^{4,5,6}$ | 7.4 (0.27) | 5.1 (0.30) | 8.0 (0.76) | 15.1 (0.87) | 8.5 (0.40) | 5.9 (0.42) | 9.5 (1.11) | 17.3 (1.24) | 6.3 (0.28) | 4.2 (0.35) | 6.7 (0.85) | 12.8 | (0.97) |
| 20114,5,6 | 7.1 (0.26) | 5.0 (0.31) | 7.3 (0.67) | 13.6 (0.78) | 7.7 (0.36) | 5.4 (0.41) | 8.3 (0.98) | 14.6 (1.09) | 6.5 (0.34) | 4.6 (0.38) | 6.4 (0.94) | 12.4 | (0.97) |
| $2012^{4,5,6}$ | 6.6 (0.25) | 4.3 (0.31) | 7.5 (0.76) | 12.7 (0.72) | 7.3 (0.36) | 4.8 (0.40) | 8.1 (1.15) | 13.9 (1.04) | 5.9 (0.33) | 3.8 (0.37) | 7.0 (1.01) | 11.3 | (1.00) |
| 2013,5,5 | 6.8 (0.28) | 5.1 (0.31) | 7.3 (0.87) | 11.7 (0.74) | 7.2 (0.37) | 5.5 (0.39) | 8.2 (1.11) | 12.6 (1.01) | 6.3 (0.34) | 4.7 (0.36) | 6.6 (1.07) | 10.8 | (0.98) |
| 2014,5,6 | 6.5 (0.25) | 5.2 (0.32) | 7.4 (0.74) | 10.6 (0.68) | 7.1 (0.37) | 5.7 (0.42) | 7.1 (1.02) | 11.8 (1.04) | 5.9 (0.29) | 4.8 (0.41) | 7.7 (1.02) | 9.3 | (0.84) |
| 2015 ${ }^{4,5,6}$. | 5.9 (0.26) | 4.6 (0.29) | 6.5 (0.70) | 9.2 (0.71) | 6.3 (0.37) | 5.0 (0.40) | 6.4 (1.04) | 9.9 (0.93) | 5.4 (0.33) | 4.1 (0.37) | 6.5 (0.98) | 8.4 | (0.97) |

[^43]NOTE: "Status" dropouts are 16- to 24 -year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. All data except for 1960 are based on October counts. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity except where otherwise noted. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1967 through 2015. (This table was prepared August 2016.)

Table 219.71. Population 16 to 24 years old and number of 16 - to 24 -year-old high school dropouts (status dropouts), by sex and race/ethnicity: 1970 through 2015
[Standard errors appear in parentheses]

|  | Total |  |  |  |  |  |  |  | Males |  |  |  |  |  |  |  | Females |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year |  | All races ${ }^{1}$ |  | White |  | Black |  | Hispanic |  | All races ${ }^{1}$ |  | White |  | Black |  | Hispanic |  | All races ${ }^{1}$ |  | White |  | Black |  | Hispanic |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
|  | Population 16 to 24 years old (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1970{ }^{2}$ | 30,251 | (260.7) | 26,241 | (245.8) | 3,669 | (93.6) |  | (t) | 14,260 | (175.6) | 12,403 | (165.7) | 1,703 | (62.5) | - | (t) | 15,991 | (177.3) | 13,838 | (167.3) | 1,966 | (63.7) | - | (t) |
| $1971{ }^{2}$....... | 31,538 | 265.1) | 27,299 | (249.9) | 3,871 | (95.5) |  |  | 15,060 | (179.5) | 13,076 | (169.4) | 1,809 | (64.0) |  |  | 16,478 | (179.4) | 14,223 | (169.2) | 2,062 | (64.8) |  |  |
| 1972 ......... | 32,643 | (268.8) | 26,502 | (246.8) | 4,024 | (96.9) | 1,774 | (81.5) | 15,787 | (183.0) | 12,913 | (168.5) | 1,878 | (64.8) | 830 | (55.2) | 16,856 | (181.0) | 13,589 | (166.1) | 2,145 | (65.7) | 944 | (55.3) |
| 1973 | 33,430 | (271.4) | 27,100 | (249.1) | 4,190 | (98.3) | 1,718 | (80.4) | 16,248 | (185.1) | 13,259 | (170.4) | 1,976 | (66.0) | 821 | (54.9) | 17,182 | (182.3) | 13,841 | (167.4) | 2,214 | (66.4) | 896 | (54.1) |
| 1974 ..... | 33,968 | (273.1) | 27,301 | (249.9) | 4,153 | (98.0) | 1,981 | (85.6) | 16,508 | (186.2) | 13,361 | (171.0) | 1,921 | (65.3) | 972 | (59.2) | 17,460 | (183.4) | 13,941 | (167.8) | 2,232 | (66.6) | 1,009 | (57.0) |
| 1975 | 34,700 | (275.4) | 27,867 | (252.0) | 4,310 | (99.3) | 1,962 | (85.3) | 16,925 | (188.0) | 13,711 | (172.8) | 1,992 | (66.2) | 940 | (58.3) | 17,775 | (184.7) | 14,157 | (168.9) | 2,319 | (67.4) | 1,022 | (57.3) |
| 1976 ... | 35,222 | (277.0) | 28,146 | (253.1) | 4,429 | (100.2) | 2,060 | (87.1) | 17,210 | (189.3) | 13,925 | (173.9) | 2,054 | (66.9) | 944 | (58.4) | 18,012 | (185.6) | 14,221 | (169.2) | 2,375 | (67.9) | 1,115 | (59.4) |
| 1977 ... | 35,658 | (278.3) | 28,393 | (254.0) | 4,516 | (100.9) | 2,123 | (88.3) | 17,431 | (190.2) | 14,027 | (174.4) | 2,086 | (67.2) | 1,018 | (60.4) | 18,227 | (186.4) | 14,366 | (169.9) | 2,430 | (68.4) | 1,106 | (59.2) |
| 1978 .... | 35,931 | (279.1) | 28,490 | (254.3) | 4,584 | (101.4) | 2,183 | (89.3) | 17,582 | (190.8) | 14,084 | (174.7) | 2,113 | (67.5) | 1,059 | (61.5) | 18,349 | (188.9) | 14,406 | (170.1) | 2,471 | (68.8) | 1,123 | (59.6) |
| 1979 ................. | 36,131 | (279.7) | 28,602 | (254.8) | 4,618 | (101.7) | 2,242 | (90.4) | 17,708 | (191.4) | 14,172 | (175.2) | 2,128 | (67.7) | 1,085 | (62.1) | 18,423 | (187.2) | 14,430 | (170.2) | 2,490 | (69.0) | 1,157 | (60.3) |
| 1980 ... | 36,143 | (279.7) | 28,253 | (253.5) | 4,651 | (101.9) | 2,518 | (95.0) | 17,715 | (191.4) | 13,979 | (174.2) | 2,148 | (67.9) | 1,240 | (65.8) | 18,428 | (187.2) | 14,274 | (169.5) | 2,503 | (69.1) | 1,277 | (62.8) |
| 1981 ............ | 36,945 | (282.1) | 28,483 | (254.3) | 4,895 | (103.7) | 2,684 | (97.5) | 18,167 | (193.2) | 14,111 | (174.9) | 2,286 | (69.2) | 1,333 | (67.8) | 18,778 | (188.5) | 14,372 | (169.9) | 2,608 | (69.9) | 1,352 | (64.3) |
| 1982 ..... | 36,452 | (296.5) | 27,979 | (266.7) | 4,912 | (109.6) | 2,598 | (102.1) | 17,938 | (203.2) | ${ }^{13,841}$ | (183.3) | 2,303 | (73.3) | 1,263 | (70.3) | 18,514 | (198.1) | 14,139 | (178.4) | 2,609 | (73.9) | 1,335 | (67.9) |
| 1983 | 35,884 | (294.7) | 27,385 | (264.3) | 4,907 | (109.6) | 2,587 | (101.9) | 17,712 | (202.2) | 13,616 | (182.0) | 2,329 | (73.6) | 1,242 | (69.8) | 18,172 | (196.7) | 13,769 | (176.4) | 2,578 | (73.6) | 1,345 | (68.1) |
| 1984 | 35,204 | (292.6) | 26,758 | (261.8) | 4,890 | (109.5) | 2,558 | (101.4) | 17,387 | (200.8) | 13,325 | (180.4) | 2,329 | (73.6) | 1,226 | (69.4) | 17,817 | (195.3) | 13,433 | (174.7) | 2,561 | (73.5) | 1,332 | (67.8) |
| 1985 | 34,382 | (289.9) | 25,772 | (257.7) | 4,749 | (108.4) | 2,887 | (89.9) | 16,892 | (198.5) | 12,715 | (176.9) | 2,239 | (72.7) | 1,472 | (63.1) | 17,490 | (193.9) | 13,057 | (172.6) | 2,510 | (73.0) | 1,415 | (58.6) |
| 1986 | 33,945 | (288.4) | 24,959 | (254.2) | 4,698 | (108.0) | 3,206 | (93.7) | 16,709 | (197.7) | 12,276 | (174.3) | 2,222 | (72.5) | 1,667 | (66.4) | 17,236 | (192.9) | 12,684 | (170.5) | 2,476 | (72.7) | 1,538 | (60.5) |
| 1987 | 33,452 | (286.8) | 24,479 | (252.1) | 4,631 | (107.5) | 3,234 | (94.1) | 16,458 | (196.5) | 12,058 | (173.0) | 2,176 | (72.0) | 1,680 | (66.6) | 16,994 | (191.8) | 12,420 | (169.1) | 2,455 | (72.5) | 1,554 | (60.7) |
| 1988 ...... | 32,893 | (310.4) | 23,908 | (272.0) | 4,584 | (116.7) | 3,267 | (105.6) | 16,134 | (212.5) | 11,725 | (186.3) | 2,156 | (78.2) | 1,696 | (74.7) | 16,759 | (207.9) | 12,184 | (182.7) | 2,429 | (78.7) | 1,571 | (68.2) |
| 1989 ...... | 32,007 | (291.9) | 22,947 | (254.0) | 4,593 | (111.1) | 3,459 | (100.0) | 15,783 | (200.2) | 11,314 | (174.4) | 2,193 | (74.8) | 1,783 | (70.5) | 16,224 | (195.2) | 11,634 | (170.3) | 2,399 | (74.6) | 1,676 | (64.7) |
| 1990 ...... | 31,443 | (289.8) | 22,360 | (251.1) | 4,487 | (110.2) | 3,443 | (99.8) | 15,502 | (198.8) | 11,059 | (172.7) | 2,117 | (73.9) | 1,773 | (70.4) | 15,941 | (193.8) | 11,302 | (168.2) | 2,370 | (74.3) | 1,669 | (64.6) |
| $1991 . .$. | 31,171 | (288.8) | 21,883 | (248.8) |  | (110.1) |  | (100.7) |  | (198.3) | 10,819 | (171.0) |  | (74.0) | 1,829 | (71.2) | 15,763 | (193.0) | 11,064 | (166.7) | 2,350 | (74.1) | 1,690 | (64.9) |
| 19923 | 30,944 | (287.9) | 21,697 | (247.9) | 4,527 | (110.6) | 3,476 | (100.2) | 15,375 | (198.1) | 10,826 | (171.1) | 2,169 | (74.5) | 1,760 | (70.2) | 15,569 | (192.0) | 10,871 | (165.5) | 2,358 | (74.2) | 1,716 | (65.3) |
| $1993{ }^{3}$ | 30,845 | (287.5) | 21,499 | (246.9) | 4,536 | (110.7) | 3,595 | (101.5) | 15,355 | (198.0) | 10,742 | (170.5) | 2,179 | (74.6) | 1,802 | (70.8) | 15,490 | (191.6) | 10,757 | (164.7) | 2,357 | (74.2) | 1,793 | (66.3) |
| $1994{ }^{3}$ | 32,560 | (293.9) | 22,080 | (249.8) | 4,805 | (112.8) | 4,411 | (109.3) | 16,304 | (202.8) | 11,016 | (172.4) | 2,298 | (75.9) | 2,355 | (77.9) | 16,257 | (195.3) | 11,064 | (166.7) | 2,507 | (75.7) | 2,056 | (69.5) |
| $1995{ }^{3}$ | 32,379 | (293.2) | 21,991 | (249.3) | 4,732 | (112.2) | 4,485 | (109.9) | 16,208 | (202.3) | 11,062 | (172.7) | 2,236 | (75.3) | 2,338 | (77.7) | 16,170 | (194.9) | 10,929 | (165.8) | 2,496 | (75.6) | 2,147 | (70.5) |
| $1996{ }^{3}$ | 32,452 | (304.7) | 21,527 | (256.4) |  | (116.6) |  |  |  | (210.5) |  | (177.7) |  | (78.2) |  | (80.4) | 16,156 | (202.3) | 10,690 | (170.5) | 2,494 | (78.4) | 2,168 | (73.4) |
| 19973 | 32,960 | (306.6) | 21,800 | (257.8) | 4,847 | (117.4) | 4,660 | (115.6) | 16,619 | (212.1) | 11,001 | (178.8) | 2,308 | (78.9) | 2,487 | 82.3) | 16,341 | 203.2) | 10,799 | 171.3) | 2,540 | (78.8) | 2,173 | (73.4) |
| $1998{ }^{3}$ | 33,445 | (308.3) | 21,920 | (258.4) | 4,893 | (117.7) | 5,034 | (118.5) | 16,854 | (213.3) | 11,067 | (179.3) | 2,305 | (78.8) | 2,683 | (84.2) | 16,592 | (204.4) | 10,854 | (171.6) | 2,588 | (79.3) | 2,351 | (75.2) |
| $1999{ }^{3}$ | 34,169 | (310.9) | 22,408 | (260.9) | 4,939 | (118.1) | 5,060 | (118.7) | 17,106 | (214.5) | 11,325 | (181.1) | 2,336 | (79.2) | 2,603 | (83.5) | 17,063 | (206.6) | 11,084 | (173.2) | 2,603 | (79.4) | 2,457 | (76.2) |
| $2000{ }^{3}$ | 34,568 | (312.4) | 22,574 | (261.8) | 5,058 | (119.0) | 5,237 | (120.0) | 17,402 | (215.9) | 11,390 | (181.5) | 2,417 | (80.0) | 2,725 | (84.6) | 17,166 | (207.0) | 11,184 | (173.9) | 2,641 | (79.7) | 2,513 | (76.7) |
| $2001{ }^{3}$ | 35,167 | (298.5) | 22,874 | (249.9) | 5,119 | (113.3) | 5,344 | (114.6) | 17,663 | (206.1) | 11,598 | (173.6) | 2,418 | (75.9) | 2,744 | (80.5) | 17,504 | (198.0) | 11,276 | (165.6) | 2,701 | (76.2) | 2,601 | (73.4) |
| $2002{ }^{3}$ | 35,495 | (299.6) | 22,358 | (247.4) | 4,991 | (112.4) | 6,120 | (118.9) | 17,893 | (207.2) | 11,183 | (170.9) | 2,375 | (75.5) | 3,281 | 84.3) | 17,602 | (198.4) | 11,175 | (165.0) | 2,617 | (75.5) | 2,838 | (75.0) |
| 20033,4 | 36,017 | (301.3) | 22,565 | (248.4) | 4,973 | (115.6) | 6,103 | (118.8) | 18,099 | (208.1) | 11,329 | (171.9) | 2,385 | (78.1) | 3,214 | (83.9) | 17,918 | (199.7) | 11,236 | (165.4) | 2,588 | (77.7) | 2,888 | (75.3) |
| 20043,4 | 36,504 | (302.8) | 22,654 | (248.8) | 5,048 | (116.3) | 6,301 | (119.8) | 18,406 | (209.4) | 11,395 | (172.3) | 2,425 | (78.5) | 3,326 | (84.6) | 18,097 | (200.5) | 11,259 | (165.5) | 2,623 | (78.0) | 2,975 | (75.8) |
| 20053,4 | 36,761 | (303.6) | 22,806 | (249.6) | 5,111 | (116.8) | 6,364 | (120.1) | 18,547 | (210.0) | 11,492 | (173.0) | 2,457 | (78.9) | 3,341 | (84.6) | 18,214 | (201.0) | 11,314 | (165.9) | 2,654 | (78.4) | 3,023 | (76.0) |
| 20063,4 | 37,047 | (304.5) | 22,863 | (249.8) | 5,260 | (118.0) | 6,439 | (120.4) | 18,707 | (210.7) | 11,537 | (173.3) | 2,573 | (80.1) | 3,357 | (84.7) | 18,340 | (201.5) | 11,327 | (165.9) | 2,688 | (78.7) | 3,083 | (76.3) |
| 20073,4 | 37,480 | (305.9) | 22,962 | (250.3) | 5,363 | (118.7) | 6,632 | (121.2) | 18,940 | (211.6) | 11,641 | (173.9) | 2,639 | (80.7) | 3,447 | (85.2) | 18,541 | (202.3) | 11,320 | (165.9) | 2,724 | (79.1) | 3,186 | (76.8) |
| 20083,4 | 37,569 | (306.2) | 22,956 | (250.3) | 5,387 | (118.9) | 6,721 | (121.5) | 18,948 | (211.7) | 11,628 | (173.8) | 2,616 | (80.5) | 3,472 | (85.3) | 18,621 | (202.6) | 11,328 | (165.9) | 2,771 | (79.5) | 3,249 | (77.1) |
| 20093,4 ........ | 37,616 | (306.3) | 22,809 | (249.6) | 5,445 | (119.4) | 6,809 | (121.9) | 18,949 | (211.7) | 11,542 | (173.3) | 2,633 | (80.7) | 3,497 | (85.4) | 18,667 | (202.8) | 11,267 | (165.6) | 2,812 | (79.9) | 3,313 | (77.3) |
| 20103,4,5 | 37,949 |  | 22,607 | (38.0) | 5,450 | (33.5) | 7,193 | (10.0) | 19,126 |  | 11,437 | (27.6) | 2,609 | (24.1) | 3,714 | (5.8) | 18,823 |  | 11,170 | (24.6) | 2,841 | (20.2) | 3,479 | (8.6) |
| 20113,4,5 | 38,205 | (133.8) | 22,359 | (138.0) | 5,444 | (86.7) | 7,656 | (59.0) | 19,430 | (40.3) | 11,290 | (36.9) | 2,627 | (58.2) | 4,123 | (41.9) | 18,775 | (135.4) | 11,068 | (133.6) | 2,817 | (36.2) | 3,533 | (23.1) |
| $2012^{3,4,5}$ | 38,800 | (306.3) | 21,708 | (137.5) | 5,540 | (64.1) | 8,201 | (73.5) | 19,557 | (266.3) | 10,963 | (120.5) | 2,699 | (47.9) | 4,241 | (85.8) | 19,243 | (54.1) | 10,745 | (44.8) | 2,841 | (35.0) | 3,959 | (22.9) |
| 2013 3 ,4, | 38,804 | (210.7) | 21,542 | (196.8) | 5,570 | (48.4) | 8,263 | (43.2) | 19,561 | (150.8) | 10,911 | (119.0) | 2,708 | (40.5) | 4,248 | (30.3) | 19,243 | (71.7) | 10,631 | (89.5) | 2,863 | (33.1) | 4,015 | (22.0) |
| 20143,4,5... | 38,650 | (67.1) | 21,290 | (111.6) | 5,590 | (99.2) | 8,345 | (61.6) | 19,484 | (46.7) | 10,775 | (67.6) | 2,739 | (31.6) | 4,278 | (41.7) | 19,166 | (57.8) | 10,515 | (57.9) | 2,851 | (81.4) | 4,066 | (26.8) |
| 20153,4, ............. | 38,491 | (66.4) | 21,161 | (80.4) | 5,502 | (54.0) | 8,412 | (32.5) | 19,392 | (58.4) | 10,715 | (58.5) | 2,703 | (49.2) | 4,280 | (29.2) | 19,099 | (51.5) | 10,446 | (46.8) | 2,799 | (57.2) | 4,132 | (27.0) |

See notes at end of table.

Table 219.71. Population 16 to 24 years old and number of 16 - to 24 -year-old high school dropouts (status dropouts), by sex and race/ethnicity: 1970 through 2015-Continued [Standard errors appear in parentheses]


## -Not available.

†Not applicable
Includes other racial/ethnic groups not separately shown.
For 1970 and 1971, White and Black include persons of Hispanic ethnicity.
Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992
Beginning in 2010 standard errors were computed using
ig replicate weights, which produced more precise values than the gen-
eralized variance function methodology used in prior years.

NOTE: "Status" dropouts are 16 - to 24 -year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. All data are based on October counts. Data are based on sample surveys of the civilian noninstitutionalized population, which sons of Hispanic ethnicity except where otherwise noted. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2015 (This table was prepared August 2016.)

Table 219.73. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate) and number and percentage distribution of 16- to 24-year-olds, by selected characteristics: Selected years, 2005 through 2015

| Selected characteristic | Status dropout rate ${ }^{1}$ |  |  |  |  |  |  |  | 2015 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | Number of 16 - to 24 -year-olds (in thousands) |  |  |  | Percentage distribution of 16- to 24 -year-olds |  |  |  |
|  | 2005 |  | 2010 |  | 2014 |  | 2015 |  | Total population ${ }^{2}$ |  | Statusdropouts only ${ }^{3}$ |  | $\begin{array}{r} \text { Total } \\ \text { population }{ }^{2} \end{array}$ |  | Statusdropouts only ${ }^{3}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total | 9.4 | (0.22) | 7.4 | (0.27) | 6.5 | (0.25) | 5.9 | (0.26) | 38,491 | (66.4) | 2,254 | (99.1) | 100.0 | (t) | 100.0 | (t) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 10.8 | (0.33) | 8.5 | (0.40) | 7.1 | (0.37) | 6.3 | (0.37) | 19,392 | (58.4) | 1,220 | (70.8) | 50.4 | (0.11) | 54.1 | (2.00) |
| Female ...... | 8.0 | (0.29) | 6.3 | (0.28) | 5.9 | (0.29) | 5.4 | (0.33) | 19,099 | (51.5) | 1,034 | (63.3) | 49.6 | (0.11) | 45.9 | (2.00) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 6.0 | (0.23) | 5.1 | (0.30) | 5.2 | (0.32) | 4.6 | (0.29) | 21,161 | (80.4) | 965 | (61.5) | 55.0 | (0.19) | 42.8 | (2.25) |
| Black | 10.4 | (0.66) | ${ }_{15}^{8.0}$ | (0.76) | 7.4 | (0.74) | 6.5 | (0.70) | 5,502 | (54.0) | 356 771 | $(38.2)$ $(59.8)$ | 14.3 21.9 | (0.14) | 15.8 34.2 3 |  |
| Hispanic ... | 22.4 | $(0.87)$ $0.66)$ | 15.1 4.1 | (0.87) | 10.6 | (0.68) | ${ }_{3} 9.4$ | (0.71) | 8,412 1977 | (32.5) | 771 68 | $(59.8)$ $(168)$ | 21.9 5.1 | (0.08) | 34.2 3 | (2.03) |
| Pacific Isilander |  |  | $\ddagger$ |  | 12.1 ! | (6.05) | $\ddagger$ |  | 181 | (30.2) | $\ddagger$ | ( + ( | 0.5 | (0.08) | $\ddagger$ | ${ }_{(+)}^{(0.7)}$ |
| American Indian/Alaska Native ..... | 14.0 | (3.31) | 12.4 | (3.43) | 15.7 | (3.02) | 14.4 | (3.75) | 298 | (37.4) | 43 | (11.3) | 0.8 | (0.10) | 1.9 | (0.49) |
| Two or more races .................... | 8.2 | (1.63) | 5.4 | (1.34) | 2.7 | (0.80) | 4.5 | (1.16) | 960 | (43.2) | 43 | (11.2) | 2.5 | (0.11) | 1.9 | (0.50) |
| Race/ethnicity by sex Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 6.6 | (0.34) | 5.9 | (0.42) | 5.7 | (0.42) | 5.0 | (0.40) | 10,715 | (58.5) | 534 | (43.4) | 55.3 | (0.25) | 43.7 | (2.86) |
| Black .... | 12.0 | (1.02) | 9.5 | (1.11) | 7.1 | (1.02) | 6.4 | (1.04) | 2,703 | (49.2) | 174 | (28.2) | 13.9 | (0.23) | 14.2 |  |
| Hispanic | 26.4 | (1.26) | 17.3 | (1.24) | 11.8 | (1.04) | 9.9 | (0.93) | 4,280 | (29.2) | 424 | (40.2) | 22.1 | (0.16) | 34.7 | (2.56) |
| Asian | 2.8 ! | (0.93) | 3.6 ! | (1.32) | 1.9 ! | (0.66) | 4.0 | (1.13) | 985 | (26.7) | 40 | (11.3) | 5.1 | (0.14) | 3.3 | (0.92) |
| Paciific Islander ................... | 6 | (t) |  |  | $\ddagger$ |  |  |  | 91 | (18.7) |  | $\left({ }^{(+)}\right.$ | 0.5 | (0.10) |  |  |
| American Indian/Alaska Native Two or more races | 16.6 8.3 | (2.96) | $\stackrel{10.6}{\ddagger}$ | $\stackrel{(4.52)}{(t)}$ | $\stackrel{13.7}{4.1}$ ! | (3.48) | 14.4 4.5 | (5.86) | 164 455 | $\begin{aligned} & (23.9) \\ & (25.0) \end{aligned}$ | $24!$ | (9.8) | 0.8 2.3 | (0.12) | $1.9!$ 1.7 | ${ }_{(0.80)}^{(0.67)}$ |
| Female <br> White |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black | 9.0 | (0.86) | 6.7 | (0.85) | 7.7 | (1.02) | 6.5 | (0.98) | 2,799 | (57.2) | 182 | (28.1) | 14.7 | (0.28) | 17.6 | (2.46) |
| Hispanic. | 18.1 | (1.16) | 12.8 | (0.97) | 9.3 | (0.84) | 8.4 | (0.97) | 4,132 | (27.0) | 347 | (40.2) | 21.6 | (0.16) | 33.6 | (3.08) |
| Asian. | 2.7 ! | (0.94) | 4.5 ! | (1.40) | $\ddagger$ | (t) | 2.8 ! | 1.0 | 992 | (21.0) | 28.1 ! | 10.0 | 5.2 | (0.11) | 2.7 ! | (0.95) |
| Pacific Islander | $\ddagger$ | (t) | 午 | (t) | ${ }^{\ddagger}$ | (t) | ${ }_{14}^{\ddagger}$ | ${ }_{(1)}^{(+)}$ | 90 | (19.7) | $\ddagger$ | ( $\dagger$ ) | 0.5 | (0.10) | $\ddagger$ | (t) |
| American Indian/Alaska Native ......... | 11.3 ! | (4.33) | 14.2 ! | (5.25) | 18.1 | (4.01) | 14.3 ! | (4.53) | 135 | (20.3) | $19!$ | (6.0) | 0.7 | (0.11) | 1.9 ! | (0.58) |
| Two or more races ........................... | 8.2 | (2.26) | 8.2 | (2.41) | 1.5 ! | (0.72) | 4.4 | (1.80) | 505 | (30.2) | 22 ! | (9.2) | 2.6 | (0.16) | 2.1 ! | (0.89) |
| Family Income ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lowest quarter | 17.9 | (0.60) | 13.8 | (0.83) | 11.6 | (0.68) | 9.9 | (0.69) | 9,026 | (205.4) | 897 | (63.7) | 23.5 |  | 39.8 |  |
| Middle low quarter | 11.5 | (0.51) | 8.9 | (0.54) | 7.6 | (0.57) | 7.4 | (0.60) | 9,493 | (194.4) | 700 | (59.8) | 24.7 | (0.50) | 31.0 | (2.10) |
| Middle high quarter ..... | 7.1 2.7 | (0.39) | 5.1 2.5 | (0.48) | 4.7 2.8 | (0.43) | 2.4 | (0.39) | re, $\begin{array}{r}\text { 9,362 } \\ 10,610\end{array}$ | (205.1) | ${ }_{253}^{405}$ | $(37.5)$ $(33.0)$ | 24.6 24.6 | (0.53) | 18.0 11.2 | (1.53) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2.5 | (0.34) | 2.0 | (0.33) | 5.2 | (0.62) | 4.6 | (0.60) | 4,329 | (53.7) | 201 | (26.0) | 11.2 | (0.14) | 8.9 | (1.09) |
| 17. | 4.4 | (0.45) | 3.5 | (0.43) | 5.2 | (0.67) | 3.3 | (0.45) | 4,125 | (52.1) | ${ }^{136}$ | (18.6) | 10.7 | (0.14) | 6.0 | (0.76) |
| 18. | 8.1 | (0.65) | 6.8 | (0.72) | 7.0 | (0.72) | 7.0 | (0.77) | 4,112 | (47.2) | 287 | (32.0) | 10.7 | (0.12) | 12.7 | (1.26) |
|  | 9.4 | (0.69) | 7.9 | (0.79) | 7.2 | (0.76) | 8.0 | (0.83) | 4,046 | (45.8) | 324 | (33.2) | 10.5 | (0.12) | 14.4 | (1.32) |
| 20 to 24 .............................. | 12.3 | (0.34) | 9.3 | (0.37) | 6.8 | (0.33) | 6.0 | (0.32) | 21,879 | (64.5) | 1,306 | (70.7) | 56.8 | (0.08) | 57.9 | (2.04) |
| Recency of immigration ${ }^{5}$ Born outside the United States |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic ........................... | 38.5 | (1.64) | 27.6 | (2.03) | 22.0 | (2.04) | 17.4 | (1.89) | 1,675 | (87.1) | 291 | (34.1) | 4.4 | (0.23) | 12.9 | (1.43) |
| Non-Hispanic ................... | 4.8 | (0.86) | 6.4 | (1.20) | 3.6 | (0.93) | 4.7 | (1.05) | 1,893 | (105.4) | 89 | (20.7) | 4.9 | (0.27) | 4.0 | (0.92) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic ......... Non-Hispanic ... | 13.3 3.0 | $\begin{aligned} & (1.27) \\ & (0.52) \end{aligned}$ | $\begin{aligned} & 9.3 \\ & 3.7 \end{aligned}$ | $\begin{aligned} & (0.89) \\ & (0.64) \end{aligned}$ | $\begin{aligned} & 6.8 \\ & 2.6 \end{aligned}$ | $\begin{aligned} & (0.86) \\ & (0.60) \end{aligned}$ | $\begin{aligned} & 6.1 \\ & 2.4 \end{aligned}$ | $\begin{aligned} & (0.87) \\ & (0.56) \end{aligned}$ | $\begin{aligned} & 3,741 \\ & 2,782 \end{aligned}$ | $\begin{gathered} (102.8) \\ (99.2) \end{gathered}$ | 229 65 | $\begin{aligned} & (33.4) \\ & (15.3) \end{aligned}$ | $\begin{aligned} & 9.7 \\ & 7.2 \end{aligned}$ | $\begin{aligned} & (0.27) \\ & (0.26) \end{aligned}$ | $\begin{array}{r} 10.2 \\ 2.9 \end{array}$ | $\begin{aligned} & (1.35) \\ & (0.67) \end{aligned}$ |
| Second generation or higher |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic ............ | 12.1 | (1.21) | 11.5 | (1.29) | 8.6 | (1.18) | 8.4 | (1.15) | 2,997 | (95.2) | 251 | (35.3) | 7.8 | (0.25) | 11.1 | (1.45) |
| Non-Hispanic ....................... | 7.1 | (0.23) | 5.8 | (0.28) | 5.9 | (0.29) | 5.2 | (0.29) | 25,404 | (137.9) | 1,328 | (74.2) | 66.0 | (0.35) | 58.9 | (2.17) |
| Disability ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| With a disability .. | - | (t) | 17.3 | (1.73) | 13.9 | (1.59) | 12.6 | (1.38) | 1,542 | (77.0) | 194 | (25.1) | 4.0 | (0.20) | 8.6 |  |
| Without a disability ..... | - | (t) | 7.0 | (0.27) | 6.2 | (0.24) | 5.6 | (0.26) | 36,949 | (102.2) | 2,060 | (96.3) | 96.0 | (0.20) | 91.4 | (1.09) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast | 6.9 | (0.43) | 5.8 | (0.58) | 5.3 | (0.54) |  | (0.57) |  |  | 285 | (37.8) | 17.2 | (0.36) | 12.7 |  |
| Midwest ..... | 7.2 | (0.39) | 6.6 | (0.54) | 5.4 | (0.52) | 5.0 | (0.55) | 8,090 | (158.4) | 406 | (45.0) | 21.0 | (0.40) | 18.0 | (1.77) |
| South. | 11.5 | (0.44) | 7.9 | (0.49) | 7.6 | (0.49) | 7.0 | (0.43) | 14,314 | (172.8) | 1,006 | (62.3) | 37.2 | (0.45) | 44.6 | (2.09) |
| West ........................................ | 10.4 | (0.52) | 8.8 | (0.54) | 6.8 | (0.55) | 5.9 | (0.49) | 9,480 | (161.2) | 557 | (48.2) | 24.6 | (0.42) | 24.7 | (1.84) |

## -Not available.

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ The status dropout rate is the percentage of 16- to 24 -year-olds who are not enrolled in high school and who lack a high school credential. High school credentials include high school diplomas and alternative credentials, such as a GED certificate.

## ${ }^{2}$ Includes all 16- to 24-year-olds.

${ }^{3}$ Status dropouts are 16-to 24-year-olds who are not enrolled in high school and who lack a high school credential. High school credentials include high school diplomas and alternative credentials, such as a GED certificate.
${ }^{4}$ Lowest quarter refers to the bottom 25 percent of all family incomes; middle low quarter refers to the 26th through the 50th percentile of all family incomes; middle high quarter refers to the 51st through the 75th percentile of all family incomes; and highest quarter refers to the top 25 percent of all family incomes.
${ }^{5}$ United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Children born abroad to U.S.-citizen parents are counted as born in the United States. Individuals defined as "first generation" were born in the United States, but one or both of their parents were born outside the United States. Individuals defined as "second generation or higher" were born in the United States, as were both of their parents.
${ }^{6}$ Individuals identified as having a disability reported difficulty in at least one of the following: hearing, seeing even when wearing glasses, walking or climbing stairs, dressing or bathing, doing errands alone, concentrating, remembering, or making decisions.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and the suppression of cells that do not meet NCES reporting standards. Some data have been revised from previously published figures. Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2005 through 2015. (This table was prepared June 2017.)

Table 219.75. Percentage of high school dropouts among persons 16 to 24 years old (status dropout rate), by income level, and percentage distribution of status dropouts, by labor force status and years of school completed: 1970 through 2015
[Standard errors appear in parentheses]


## - Not available.

${ }^{\text {D }}$ Data are not comparable to employment and unemployment rate data produced by the Bureau of Labor Statistics, because the percentage distributions presented here include persons who are not in the labor force. The labor force consists of those who are employed and those who are unemployed (i.e., seeking employment); persons who are neither employed nor seeking employment are not in the labor force
ncludes persons who were employed but not at work during the survey week
${ }^{3}$ Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.
${ }^{4}$ Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the gen,
NOTE: "Status" dropouts are 16 - to 24 -year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and per sons living in institutions (e.g., prisons or nursing facilities). Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
(This Census Bureau, Current Population Survey (CPS), October, 1970 through 2015

Table 219．80．Percentage of high school dropouts among persons 16 to 24 years old（status dropout rate）and number of status dropouts，by noninstitutionalized or institutionalized status，birth in or outside of the United States，and selected characteristics：Selected years， 2006 through 2015
［Standard errors appear in parentheses］

| Selected characteristic | Total status dropout rate |  |  |  |  |  |  |  | 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2006 |  | 2010 |  | 2014 |  | 2015 |  | Noninstitutionalized population ${ }^{1}$ |  |  |  |  |  |  |  |  |  | Institutionalized population ${ }^{2}$ |  |  |  |
|  |  |  | Status dropout rate | Number of status dropouts （in thousands） |  | Status dropout rate |  |
|  |  |  | Number of status dropouts （in thousands） |  |  |  |  |  |  |  |  | Percentagedistributionof status dropouts |  | noninstitutio | Total for nalized ulation | For those born in the United States ${ }^{3}$ |  | For those born outside of the United States ${ }^{3}$ |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Total | 9.7 | （0．07） |  |  | 8.3 | （0．08） | 6.3 | （0．05） | 6.0 | （0．05） | 2，246 | （20．2） | 100.0 | （ $\dagger$ ） | 5.7 | （0．05） | 5.2 | （0．05） | 11.1 | （0．24） | 151 | （3．6） | 34.6 | （0．71） |
| Sex <br> Male <br> Female $\qquad$ | 11.3 7.9 | $(0.11)$ $(0.08)$ | 10.0 6.6 | $(0.10)$ $(0.08)$ |  |  | 7.2 5.2 | $(0.09)$ $(0.07)$ | 7.0 5.0 | $(0.08)$ $(0.06)$ | $\begin{array}{r}1,293 \\ \hline 95\end{array}$ | $\binom{15.5}{(12.1}$ | 57.6 42.4 | $\begin{aligned} & (0.41) \\ & (0.41) \end{aligned}$ | 6.5 4.9 | $\left(\begin{array}{l} 0.08) \\ (0.06) \end{array}\right.$ | 5.8 4.5 | $\begin{aligned} & (0.08) \\ & (0.06) \end{aligned}$ | 12.8 9.2 | $\begin{aligned} & (0.36) \\ & (0.30) \end{aligned}$ | 139 12 | $\binom{3.6}{1.1}$ | 36.0 24.1 | $\begin{aligned} & (0.75) \\ & (1.84) \end{aligned}$ |
| Race／ethnicity <br> White <br> Black $\qquad$ $\qquad$ | 6.4 11.5 | $\binom{0.07}{(0.21}$ | $\begin{array}{r} 5.3 \\ 10.3 \end{array}$ | $\left(\begin{array}{l} 0.07 \\ (0.17) \end{array}\right.$ | $\begin{aligned} & 4.4 \\ & 7.9 \end{aligned}$ | $\left(\begin{array}{l} 0.06 \\ (0.17) \end{array}\right.$ | 4.5 | $\left(\begin{array}{l} 0.07 \\ (0.15) \end{array}\right.$ | $\begin{aligned} & 939 \\ & 346 \end{aligned}$ | $\left(\begin{array}{r} 14.2 \\ (8.6) \end{array}\right.$ | $\begin{aligned} & 41.8 \\ & 15.4 \end{aligned}$ | $\begin{aligned} & (0.49) \\ & (0.36) \end{aligned}$ | 4.4 6.2 | $\begin{aligned} & 0.07) \\ & (0.15) \end{aligned}$ | 4.4 | $\begin{aligned} & (0.07) \\ & (0.16) \end{aligned}$ | $\begin{aligned} & 3.9 \\ & 6.2 \end{aligned}$ | $\begin{aligned} & (0.39) \\ & (0.61) \end{aligned}$ | 31 69 | $\begin{aligned} & 1.8) \\ & (2.4) \end{aligned}$ | 24.6 39.0 | $\left(\begin{array}{l} (1.22) \\ (1.06) \end{array}\right.$ |
| Hispanic ．．． | 21.0 | （0．26） | 16.7 | （0．26） | 10.7 | （0．15） | 9.9 | （0．16） | 810 | （13．1） | 36.0 | （0．48） | 9.5 | （0．15） | 7.3 | （0．15） | 18.7 | （0．46） | 43 | （2．2） | 41.0 | （1．63） |
| Cuban ．．．．． | 7.2 | （0．83） | 7.7 | （0．85） | 6.3 | （0．85） | 4.1 | （0．49 | 9 | （1．2） | 0.4 | （0．05） | 4.0 | （0．48） | 3.5 | （0．62） | 5.1 | （1．08） | $\ddagger$ | （t） | $\ddagger$ | （t） |
| Dominican ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 10.0 | （0．92） | 11.0 | （0．81） | 8.0 | （0．67） | 8.7 | 0．76） | 25 | （2．4） | 1.1 | （0．11） | 8.3 | （0．73） | 6.4 | （0．85） | 12.0 | （1．52） | $\ddagger$ | ${ }^{(t)}$ | 50.9 | （9．95） |
| Mexican ．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 23.6 | （0．31） | 18.1 | （0．31） | 11.0 | （0．16） | 10.4 | （0．21） | 558 | $(11.2)$ | 24.9 | （0．44） | 10.0 | （0．20） | 7.7 | （0．20） | 20.4 | （0．55） | 29 | （1．6） | 45.5 | $\left(\begin{array}{l}1.71) \\ 4.25\end{array}\right.$ |
| Puerto Rican ．．．．．．．．．．．．．．．．．．．．．．．． | 6.9 | （0．64） | 13.3 6.2 | （0．53） | 9.6 | （0．51） | 8.7 | （0．47） | 65 4 | （3．7） | 2.9 | 0.17 <br> 0.04 | 8.2 4.1 | （0．48） | 8.3 4.2 | $(0.48$ <br> 0.81 | $\ddagger$ | （t） | 5 | （0．8） | 30.5 | $\left(\begin{array}{c}4.25) \\ (+)\end{array}\right.$ |
| Central American ${ }^{4}$ ．．．．．．．．．．．．．．．．．．．．． | 29.8 | （0．93） | 24.9 | （0．81） | 17.8 | （0．73） | 15.8 | （0．63） | 114 | （5．3） | 5.1 | （0．23） | 15.4 | （0．63） | 6.1 | （0．54） | 29.0 | （1．27） | 4 | （0．7） | 44.5 | （6．09） |
| Costa Rican ．．．．．．．．．．．．．．．．．．．．．． | 13.6 | （3．84） | 7.6 | （2．24） | 6.1 ！ | （2．38） | $\ddagger$ | （t） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ | （ $\dagger$ ） |
| Guatemalan ．．．．．．．．．．．．．．．．．．．．．．． | 43.4 | （2．17） | 37.9 | （1．64） | 28.7 | （1．66） | 22.8 | （1．34） | 45 | （3．2） | 2.0 | （0．14） | 22.7 | （1．36） | 7.5 | （1．07） | 38.5 | （2．44） | $\ddagger$ | ＋ | 28.6 ！ | （9．17） |
| Honduran ．．．．．．．．．．．．．．．．．．．．．．．．．．． | 34.2 | （2．75） | 30.0 | （2．25） | 19.5 | （1．76） | 18.9 | （1．63） | 23 | （2．1） | 1.0 | （0．10） | 18.4 | （1．61） | 6.6 | （1．76） | 27.4 | （2．38） | $\ddagger$ | ＋ | $\ddagger$ | （ |
| Nicaraguan ．．．．．．．．．．．．．．．．．．．．．．．． | 13.6 7.4 | （2．41） | 10.2 4.4 | $\left(\begin{array}{l}2.01 \\ 1.72 \\ \hline\end{array}\right.$ | 7.3 1．8！ | $\left(\begin{array}{l}1.24 \\ 0.81 \\ 0\end{array}\right.$ | ${ }^{7.8} 5$ | $\left(\begin{array}{l}1.94 \\ 1.12 \\ \hline\end{array}\right.$ | $\ddagger$ | （t） | 0.2 | （0．05） | ${ }^{7.7} 2.5$ | $\left(\begin{array}{l}1.94 \\ 1.12 \\ \hline\end{array}\right.$ | 2.4 ！ | $\left(\begin{array}{l}1.31 \\ 1.20 \\ \hline\end{array}\right.$ | 20.1 ！ | $\left(\begin{array}{r}(6.24) \\ (+)\end{array}\right.$ | $\ddagger$ | ＋ | $\ddagger$ | $\dagger$ |
| Salvadoran ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 23.9 | （1．46） | 20.5 | （1．17） | 14.9 | （0．92） | 13.8 | （0．91） | 41 | （3．2） | 1.8 | （0．14） | 13.3 | （0．91） | 6.2 ！ | （0．83） | $26 .{ }^{+}$ | （2．09） | $\stackrel{7}{2}$ |  | 49.7 | （7．80） |
| South American ．．．．．．．．．．．．．．．．．．．． | 8.1 | （0．71） | 6.0 | （0．58） | 4.1 | （0．45） | 3.4 | （0．35） | 14 | （1．5） | 0.6 | （0．07） | 3.3 | （0．35） | 2.6 | （0．40） | 4.2 | （0．63） | $\ddagger$ | （t） | 22.7 ！ | （10．35） |
| Chilean ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 4.9 ！ | （2．19） | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （t） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ |  | $\ddagger$ | （t） | $\ddagger$ | ＋ |  | （ $\dagger$ |
| Colombian ．．．．．．．．．．．．．．．．．．．．．．．．．． | 5.6 | （0．89） | 3.4 | （0．75） | 3.4 | （0．79） | 3.3 | （0．58 | 5 | （0．8） | 0.2 | （0．04） | 3.3 | （0．59） | 3.5 | （0．81） | 3.1 | （0．75） | $\ddagger$ | ＋ | $\ddagger$ | ＋ |
| Ecuadorian ．．．．．．．．．．．．．．．．．．．．．．．．． | 14.1 | （2．31） | 14.9 | （2．25） | 7.3 | （1．38） | 7.2 | （1．16） | 6 | （1．1） | 0.3 | （0．05） | 6.9 | （1．16） | 3.16 | （0．99） | 12.6 | （2．56） | $\ddagger$ | $t$ | $\pm$ | ＋ |
| Peruvian ．．．．．．．．．．．．．．．．．．．．．．．．．．． | 6.2 5.15 | （1．89） | 3.15 | （0.74 <br> 1.10 | 3.1 4.1 | （0．88） | 2.0 ！ | （0．64） | 者 | （t） | \＃．1！ | （0．02） | 1.6 ！ | （0．66） | $\stackrel{1.6}{\ddagger}$ | （0．66） | $\stackrel{2.9!}{\ddagger}$ | （1．32） | 邫 | （t） | $\ddagger$ | ＋+ |
| Other South American ．．．．．．．．．． | 9.5 13.4 | （2．38） | 5.4 | （1．14） | 2.7 | （0．79） | $\stackrel{\ddagger}{\ddagger}$ |  | $\ddagger$ |  | $\stackrel{\ddagger}{9}$ |  | $\ddagger$ |  | $\stackrel{\ddagger}{\square}$ | （0）${ }_{(0)}$ |  | $\left.\begin{array}{l} 1 \\ 1 \\ 1 \end{array}\right)$ | $\ddagger$ | （ + （） | $\stackrel{\ddagger}{7}$ |  |
| Other Hispanic ．．．．．．．．．．．．．．．．．．．．．．． | 13.4 | （0．70） |  | （0．66） | 10.0 | （0．77） |  | （0．57） | 19 | （1．7） | 0.9 | （0．08） | 6.8 | $(0.55)$ |  |  |  | $(3.18)$ | 4 |  |  | （5．41） |
| Asian ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 3.1 | （0．20） | 2.8 | （0．16） | 2.5 | （0．14） | 2.4 | （0．15） | 49 | （3．0） | 2.2 | （0．14） | 2.4 | （0．14） | 1.5 | （0．13） | 3.5 | （0．25） | 1 ！ | （0．4） | 26.1 ！ | （7．98） |
| Chinese ${ }^{5}$ ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 3.1 | （0．45） | 2.0 | （0．28） | 1.2 | （0．18） | 1.5 | （0．21） | 8 | （1．1） | 0.4 | （0．05） | 1.5 | （0．20） | 1.3 | （0．29） | 1.7 | （0．32） | $\ddagger$ | （t） | $\ddagger$ | （ + |
| Filipino ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 2.6 | （0．37） | 2.0 | （0．27） | 1.9 | （0．35） | 1.9 | $0.31)$ | 6 | （0．9） | 0.2 | （0．04） | 1.9 | （0．31） | 1.2 | （0．27） |  | （0．64） |  | ＋ | $\ddagger$ | $\dagger$ |
| Japanese ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 1.0 ！ | （0．39） | 0.7 ！ | （0．36） | $1.3!$ | （0．51） | 1.6 ！ | （0．56） | $\ddagger$ | $\left({ }_{+}\right.$ | \＃ | （t） | 1.3 ！ | （0．55） | $1.1!$ | （0．48） | ＋${ }_{\text {¢ }}$ | （t） | $\ddagger$ | ＋ | $\pm$ | $\dagger$ |
| Korean ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 0.9 2.7 | $(0.21)$ $(0.41$ 0.4 | 0.9 2.2 | $(0.22)$ <br> 0.31 | 0.9 ！ 3.2 | $(0.28)$ <br> $(0.38)$ | 1.4 2.2 | 0.42 0.28 0 | ${ }_{10}^{\ddagger}$ | $\binom{$（ }{$(1.3}$ | 0.1 ！ 0.4 | $(0.03$ 0.06 0 | 1.3 2.2 | $(0.40$ 0.28 0 | 1.0 ！ 0.8 | $(0.45$ 0.20 0 | 1.5 ！ 3.4 | $\left(\begin{array}{l}0.57 \\ 0.52 \\ \hline\end{array}\right.$ | $\ddagger$ | ＋ | $\ddagger$ | $\pm$ |
| Asian Indian ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 2.6 | （0．47） | 2.0 | （0．33） | 2.0 | （0．31） | 1.7 | （0．25） | 6 | （0．9） | 0.3 | （0．04） | 1.7 | （0．25） | 0.8 | （0．24） | 2.6 | （0．51） | $\ddagger$ | t） | $\ddagger$ | t） |
| Bangladeshi ．．．．．．．．．．．．．．．．．．．．． | $\ddagger$ | （t） | 2.6 ！ | （1．13） | 6.1 ！ | （2．34） | 4.9 ！ | （2．02） | $\ddagger$ | （t） | \＃ | （t） | 4.9 ！ | （2．02） | $\ddagger$ | （t） | 6.9 ！ | （2．82） | $\ddagger$ | $t$ | $\ddagger$ | $t$ |
| Bhutanese $\qquad$ <br> Nepalese | － | （t） | － | $\left(\begin{array}{l}+ \\ + \\ \hline\end{array}\right.$ | 19.6 | $\begin{aligned} & (+) \\ & (5.67) \end{aligned}$ | $\begin{aligned} & \ddagger \\ & 7.8 \end{aligned}$ | $\begin{aligned} & \binom{\dagger}{(2.24} \end{aligned}$ | $\pm$ | （t） | $0 . \ddagger$ | （t） 0 0.02 | $\begin{aligned} & \ddagger \\ & 7.8 \end{aligned}$ | $\begin{aligned} & \binom{1}{(2.24} \end{aligned}$ | $\ddagger$ | （t） | $\begin{aligned} & \neq \\ & 8.6 \end{aligned}$ | $\begin{array}{r}\text {（ } \\ \text {（ } 2.43 \\ \hline\end{array}$ | $\ddagger$ | ＋+ | $\pm$ | ＋ |
| Nepalese ．．．．．．．．．．．．．．．．．．．．．．．．．． | 3.5 ！ | （1．22） | 2．4！ | （0．79） | 2.6 | （0．76） | 1.9 ！ | （2．64） | $\ddagger$ | （t） | 0.11 | （0．02） | 1.9 ！ | （2．64） | $\ddagger$ | （t） | ${ }_{3}^{8.0}$ ！ | （1．11） | $\ddagger$ | ＋ | － | t） |
| Southeast Asian ．．．．．．．．．．．．．．．．．．．．． | 5.7 | （0．55） | 5.1 | （0．52） | 5.3 | （0．50） | 5.0 | （0．48） | 20 | （2．1） | 0.9 | （0．09） | 5.0 | （0．48） | 2.6 | （0．42） | 9.2 | （1．01） | $\ddagger$ | t | ＋ | ＋ |
| Burmese ．．．．．．．．．．．．．．．．．．．．．．．．．．． |  | （ ${ }_{( }^{\text {t }}$ |  | （ $\dagger$ ） | 27.5 | （5．70） | 23.8 | 4.46 | $\ddagger$ | （t） | 0.2 | （0．06 | 23.8 | （4．46） | $\ddagger$ | ${ }_{(0)}$ | 25.2 | （4．56） | $\ddagger$ | $t$ | $\pm$ | $t$ |
| Cambodian ．．．．．．．．．．．．．．．．．．．．．．．．． | 6.5 | （1．59） | 10.4 | （2．37） | 8.4 | （1．71） | 9.4 ！ | （3．08） | $\ddagger$ | （t） | 0.1 ！ | （0．05） | 9.4 ！ | （3．08） | 7.7 ！ | （2．45） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | t | $\ddagger$ | $t$ |
| Hmong ．．．．．．．．．．．．．．．．．．．．．．．．． | 6.7 | （1．56） | ${ }_{54}^{8.5}$ | （1．71） | 5.8 | （1．20） | 4.51 | （1．10） | $\ddagger$ | （t） | 0.11 | （0．03） | 4.51 | （1．11） | 3.7 ！ | （1．21） | 7.7 ！ | （3．70） | $\ddagger$ | $\dagger$ | $\ddagger$ | $\dagger$ |
| Thai ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 8.5 2.5 | （1．24） | 7.5 ！ | （2．79） | 6.3 ！ | （2．02） | 4.6 ！ | （1．97） | $\ddagger$ | （t） | \＃ | （ $\dagger$ ） | 4.6 ！ | （1．97） | $\pm$ | （） | 9.3 ！ | （4．11） | $\ddagger$ | ＋ | $\pm$ | ） |
| Vietnamese ．．．．．．．．．．．．．．．．．．．．． | 5.4 | （0．76） | 2.9 | （0．46） | 2.4 | （0．45） | 2.8 | （0．39） | 6 | （0．9） | 0.3 | （0．04） | 2.8 | （0．39） | 1.3 | （0．33） | 5.3 | （0．88） | $\ddagger$ | $\dagger$ | $\ddagger$ | t |
| Other Southeast Asian ${ }^{7}$ Other Asian $\qquad$ $\qquad$ |  | $\begin{gathered} (\dagger) \\ (0.69) \end{gathered}$ | 8．${ }^{\ddagger}$ | $\begin{aligned} & (\dagger) \\ & (1.24) \end{aligned}$ | $2.2$ | $\begin{gathered} (\dagger) \\ (0.64) \end{gathered}$ | $\begin{gathered} \ddagger \\ 7.8 \end{gathered}$ | $\begin{gathered} (\dagger) \\ (0.63) \end{gathered}$ | $\ddagger$ | （ ＋ | $\begin{aligned} & \ddagger \\ & 0.1 \end{aligned}$ | （t） （0．02） | $\begin{array}{r} \ddagger \\ 2.3 \end{array}$ | （ $(0)$ $(0.54)$ | 1.9 ！ | （ $\dagger$（ $(0.63)$ | 3.5 ！ | （1．37） | $\ddagger$ | t） | $\ddagger$ | ＋ <br> + |
| Pacific Islander ．．．．．．．．．．．．．．．．．．．．．．．．．． | 7.4 | （1．13） | 4.8 | （0．95） | 10.6 | （1．66） | 5.4 | （1．58） | $4!$ | （1．3） | 0.2 ！ | （0．06） | 5.3 | （1．59） | 5.1 ！ | （1．72） | 7.5 ！ | （2．95） | $\ddagger$ | （ $\dagger$ | $\ddagger$ | （ $\dagger$ ） |
| American Indian／Alaska Native ${ }^{8}$ ．．． | 15.1 | （0．63） | 15.4 | （0．80） | 11.5 | （0．77） | 13.2 | （0．78） | 36 | （2．3） | 1.6 | （0．10） | 12.6 | （0．79） | 12.5 | （0．80） |  | （t） | 3 | （0．6） | 37.9 | （6．08） |
| American Indian ．．．．．．．．．．．．．．．．．．．． | 15.0 | （0．79） | 16.0 | （0．92） | 11.5 | （0．83） | 13.6 | （0．87） | 31 | （2．2） | 1.4 | （0．10） | 12.9 | （0．89） | 12.9 | （0．89） | $\ddagger$ | （t） | 2 | （0．5） | 42.0 | （7．23） |
| Alaska Native ．．．．．．．．．．．．．．．．．．．．．．． | 17.2 | （3．93） | 13.9 | （2．51） | 10.6 | （1．73） | 13.9 | （3．56） | 3 | （0．8） | 0.1 | （0．03） | 14.0 | （3．60） | 13.1 | （3．70） | t | （t） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） |

[^44] or outside of the United States, and selected characteristics: Selected years, 2006 through 2015—Continued
[Standard errors appear in parentheses]

| Selected characteristic | Total status dropout rate |  |  |  |  |  |  |  | 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2006 |  | 2010 |  | 2014 |  | 2015 |  | Noninstitutionalized population ${ }^{1}$ |  |  |  |  |  |  |  |  |  | Institutionalized population ${ }^{2}$ |  |  |  |
|  |  |  | Number of status dropouts (in thousands) |  |  |  | Percentage distribution of status dropouts |  | Status dropout rate |  |  |  |  |  | Number of status dropouts (in thousands) |  | Status dropout rate |  |
|  |  |  | noninstitu | Total for nalized oulation |  |  | For those born in the United States ${ }^{3}$ | For those born outside of the United States ${ }^{3}$ |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Some other race ${ }^{9}$ $\qquad$ <br> Two or more races $\qquad$ | 10.2 7.8 | $\begin{aligned} & (1.23) \\ & (0.39) \end{aligned}$ | $\begin{aligned} & 9.2 \\ & 6.1 \end{aligned}$ | $\begin{aligned} & (1.42) \\ & (0.30) \end{aligned}$ | 5.6 5.0 | $\begin{aligned} & (1.03) \\ & 0.26) \end{aligned}$ | $\begin{aligned} & 7.5 \\ & 4.7 \end{aligned}$ | $\begin{aligned} & 1.15) \\ & 0.22) \end{aligned}$ | 7 55 | $\binom{1.2}{(2.7)}$ | $\begin{aligned} & 0.3 \\ & 2.4 \end{aligned}$ | $\begin{aligned} & (0.06) \\ & (0.12) \end{aligned}$ | $\begin{aligned} & 7.3 \\ & 4.4 \end{aligned}$ | $\begin{aligned} & 1.15) \\ & (0.21) \end{aligned}$ | $\begin{aligned} & 6.4 \\ & 4.4 \end{aligned}$ | $\begin{aligned} & 1.24) \\ & (0.22) \end{aligned}$ | $\begin{aligned} & 9.9 \\ & 5.0 \end{aligned}$ | $\left(\begin{array}{l} (2.86) \\ (1.09) \end{array}\right.$ | $\stackrel{\ddagger}{\ddagger}$ |  | 24.5 | $\left(\begin{array}{l}(+) \\ (3.76)\end{array}\right.$ |
| Race/ethnicity by sex Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ................................... | 7.2 | (0.10) | 6.1 | (0.09) | 5.0 | (0.08) | 5.1 | (0.10) | 537 | (11.2) | 41.6 | (0.61) | 4.9 | (0.10) | 4.9 | (0.10) | 3.9 | (0.52) | 26 | (1.7) | 25.0 | (1.42) |
| Black .................................. | 14.0 | (0.31) | 12.7 | (0.26) | 9.5 | (0.22) | 8.7 | (0.22) | 187 | (6.2) | 14.4 | (0.44) | 6.8 | (0.23) | 6.8 | (0.23) | 6.5 | (0.94) | 66 | (2.3) | 40.3 | (1.07) |
| Hispanic ............................. | 24.8 | (0.36) | 20.2 | (0.34) | 12.7 | (0.23) | 11.8 | (0.21) | 483 | (8.9) | 37.3 | (0.58) | 11.1 | (0.20) | 8.3 | (0.21) | 21.8 | (0.70) | 40 | (2.0) | 42.4 | (1.78) |
| Asian ................................ | 3.5 | (0.28) | 3.4 | (0.25) | 2.5 | (0.19) | 2.9 | (0.22) | 30 | (2.2) | 2.3 | (0.17) | 2.8 | (0.21) | 1.9 | (0.20) | 4.0 | (0.37) |  | + | 25.4 ! | (8.18) |
| Pacitic Islander -................... | 7.7 173 | (1.54) | 4.9 176 | $\left(\begin{array}{l}1.05 \\ 1 \\ 1.34 \\ \hline\end{array}\right.$ | 12.6 | (2.45) | 4.0 14.4 | (1.27) | $\pm$ | ( $\dagger$ ) | 0.15 | (0.04) | 3.9 ! | $\left(\begin{array}{l}1.31) \\ 1 \\ 1.07 \\ \hline\end{array}\right.$ | 4.2 ! | (1.44) | $\ddagger$ | (t) | $\ddagger$ | ${ }_{(0)}^{+}$ | $43 .{ }^{\ddagger}$ | $\left(\begin{array}{l}\text { ( }\end{array}\right.$ |
| American Indian/Alaska Native Some other race ${ }^{\text {a }}$............... | 17.3 11.4 | $\left(\begin{array}{l}1.08) \\ (1.78) \\ \hline\end{array}\right.$ | 17.6 11.3 | (1.34) | 13.1 5.5 | 1.13 <br> 1.36) | 14.4 8.6 | $\left(\begin{array}{l}1.03 \\ 1.73\end{array}\right.$ | 19 | (1.6) | 1.5 0.3 | $0.13)$ <br> 0.07 | 13.2 8.4 | (1.07) | 13.2 9.0 | $\left(\begin{array}{l}1.07) \\ (1.91)\end{array}\right.$ | $\ddagger$ | $\left(\begin{array}{c}\text { ( } \\ \text { + }\end{array}\right.$ | $\stackrel{2}{\ddagger}$ | (0.6) | $\stackrel{43.4}{ }$ | (6.79) |
| Two or more races ........................ | 8.8 | (0.59) | 7.3 | (0.49) | 5.0 | (0.34) | 5.4 | (0.36) | 37 | (2.2) | 2.4 | (0.17) | 5.0 | (0.34) | 5.2 | (0.34) | 2.8 ! | (0.99) | ${ }_{3}^{+}$ | (0.6) | 24.5 | (4.16) |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 5.5 9.0 | $(0.08)$ <br> $0.23)$ | 4.5 | $\left(\begin{array}{l}(0.09) \\ 0.23)\end{array}\right.$ | 3.9 6.3 | $(0.09)$ $0.21)$ | 3.9 5.7 | $(0.08)$ $0.20)$ | 402 159 | (8.6) | 42.2 16.7 | $(0.73)$ $(0.53)$ | 3.8 5.6 | $\binom{(0.08)}{0.19}$ | 3.8 5.6 | $\left(\begin{array}{l}(0.08) \\ 0.19 \\ 0\end{array}\right)$ | 4.0 5.9 | $(0.53)$ $(0.81)$ | 5 3 | (0.7) | 22.7 21.9 | (2.54) |
| Hispanic .................................. | 16.7 | (0.29) | 12.8 | (0.27) | 8.5 | (0.20) | 8.0 | (0.20) | 327 | 8.3 | 34.3 | (0.78) | 7.9 | (0.20) | 6.2 | (0.19) | 15.2 | (0.48) | 4 | 0.6 | 30.0 | (3.66) |
| Asian ................................ | 2.7 | (0.22) | 2.3 | (0.20) | 2.6 | (0.21) | 1.9 | (0.19) | 19 | (1.9) | 2.0 | (0.20) | 1.9 | (0.19) | 1.0 | (0.16) | 3.0 | (0.34) | $\ddagger$ |  | $\ddagger$ | + |
| Paciific Islander .................... | 7.2 | (1.49) | 4.8 ! | (1.60) | 8.3 | (1.64) | 6.6! | (2.46 | $\ddagger$ | (t) | 0.3 ! | (0.12) | 6.5 ! | (2.47) | 5.8 ! | (2.72) | 11.3 ! | (4.52) | $\ddagger$ | + |  | + |
| American Indian/Alaska Native Some other race ${ }^{9}$ | 12.9 8.9 | (0.98) | 13.2 7.1 | 1.15 <br> 1.69 | 9.9 5.6 | (0.93) | 11.9 6.2 | $\left(\begin{array}{l}1.15 \\ 1.73 \\ (0.7)\end{array}\right.$ | 17 | (1.7) | 1.8 | (0.17) | 11.9 6.3 | (1.15) | $\begin{array}{r}11.8 \\ 3.8 \\ \hline\end{array}$ | (1.15) | ${ }_{13}{ }^{7}$ ! | (t) | $\pm$ | + | $\ddagger$ | + |
| Two or more races ...................... | 6.8 | (0.51) | 4.9 | (0.41) | 5.0 | (0.39) | 3.9 | (0.31) | 23 | (1.9) |  | (0.20) | 3.8 | (0.31) | 3.6 | (0.31) |  | (2.15) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 ....................................... | 3.3 | (0.10) | 2.5 | (0.09) | 2.2 | (0.10) | 2.3 | (0.09) | 95 | (4.0) | 4.2 | (0.17) | 2.3 | (0.09) | 2.2 | (0.09) | 3.7 | (0.51) | 2 | (0.5) | 6.3 |  |
| 17 .......................................... | 5.5 | (0.14) | 4.0 | (0.12) | 3.0 | (0.12) | 3.2 | (0.10) | 127 | (4.1) | 5.7 | (0.18) | 3.1 | (0.10) | 3.0 | (0.10) | 3.8 | (0.47) | 5 | (0.6) | 13.3 | (1.69) |
| 18 ......................................... | 8.0 | (0.18) | 6.7 | (0.14) | 4.8 | (0.15) | 4.6 | (0.13) | 200 | (5.8) | 8.9 | (0.25) | 4.4 | (0.13) | 4.2 | (0.13) | 7.3 | (0.62) | 9 | (1.0) | 31.0 | (2.57) |
| 19 ....................................... | 10.0 | (0.18) | 8.9 | (0.19) | 6.0 | (0.18) | 5.9 | (0.15) | 230 | (5.8) | 10.3 | (0.25) | 5.6 | (0.14) | 5.3 | (0.13) | 8.7 | (0.62) | 15 | (1.4) | 43.1 | (2.87) |
| 20-24 ..................................... | 12.2 | (0.11) | 10.6 | (0.10) | 7.9 | (0.07) | 7.6 | (0.08) | 1,593 | (17.9) | 70.9 | (0.44) | 7.1 | (0.08) | 6.4 | (0.08) | 13.7 | (0.32) | 120 | (3.1) | 39.7 | (0.93) |
| English speaking ability Spoke English at home or spoke English very well $\qquad$ | 7.9 | (0.06) | 6.9 | (0.07) | 5.5 | (0.05) | 5.3 | (0.05) | 1,886 | (18.4) | 84.0 | (0.36) | 5.0 | (0.05) | 5.0 | (0.05) | 4.8 | (0.18) | 139 | (3.4) | 33.5 | (0.70) |
| Spoke a language other than English at home and spoke English less than very well ..... | 34.7 | (0.47) | 31.0 | (0.42) | 21.8 | (0.47) | 20.5 | (0.41) | 359 | (8.7) | 16.0 | (0.36) | 20.0 | (0.41) | 12.4 | (0.57) | 24.0 | (0.53) | 13 | (1.4) | 55.3 | (3.20) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast ................................. | 7.4 | (0.14) | 6.3 | (0.13) | 5.2 | (0.11) | 4.8 | (0.13) | 308 | (8.6) | 13.7 | (0.36) | 4.5 | (0.13) | 4.0 | (0.12) | 9.2 | (0.55) | 20 | (1.5) | 29.9 | (1.79) |
| Midwest .................................... | 8.1 | (0.13) | 7.2 | (0.12) | 5.7 | (0.10) | 5.6 | (0.11) | 448 | (9.2) | 20.0 | (0.37) | 5.4 | (0.11) | 5.1 | (0.11) | 10.0 | (0.66) | 27 | (1.3) | 29.4 | (1.32) |
| South .................................... | 11.0 | (0.13) | 9.6 | (0.13) | 6.9 | (0.10) | 6.6 | (0.10) | 910 | (14.1) | 40.5 | (0.46) | 6.2 | (0.10) | 5.6 | (0.10) | 12.3 | (0.42) | 75 | (2.4) | 39.7 | (1.15) |
| West ...................................... | 10.7 | (0.13) | 8.9 | (0.14) | 6.6 | (0.10) | 6.4 | (0.10) | 580 | (9.5) | 25.8 | (0.38) | 6.2 | (0.10) | 5.5 | (0.11) | 11.4 | (0.46) | 30 | (1.8) | 32.8 | (1.64) |

-Not available.
\#Rounds to zero
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
iPersons living in
ers include college and univalds as well as persons living in noninstitutionalized group quarters. Noninstitutionalized group quarters for the homeless.
${ }^{2}$ Persons living in institutionalized group quarters, including adult and juvenile correctional facilities, nursing facilities, and ther health care facilities.
3United States refers to the 50 states and the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin lands, and the Northern Marianas.
${ }_{4}$ Includes other Central American subgroups not shown separately.
${ }^{5}$ Includes Taiwanese.
${ }^{6}$ In addition to the subgroups shown, also includes Sri Lankan
${ }^{7}$ Consists of Indonesian and Malaysian.
${ }^{8}$ Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American Indian and/or Alaska Native tribes specified or not specified.
IOTE: "Stats"" dro wrote in some other race that was not included as an option on the questionnaire.
gram, regardless of when they left school and whether the not enrolled in school and who have not completed a high school proGED credentials are counted as high school completers. Data are based on sample surveys of the entire population of 16 - to 24 -year-olds residing within the United States. Estimates may differ from those in tables based on the Current Population Survey (CPS) because of differences in survey design and target populations. Detail may not sum to totals because of rounding and the suppression of data that do not meet reporting standards. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2006, 2010, 2014, and 2015 (This table was prepared February 2017.)

Table 219.90. Number and percentage distribution of 14-through 21-year-old students served under Individuals with Disabilities Education Act (IDEA), Part B, who exited school, by exit reason, sex, race/ethnicity, age, and type of disability: 2012-13 and 2013-14

| Year, sex, race/ethnicity, age, and type of disability | Exited school |  |  |  |  |  | Transferred to regular education ${ }^{4}$ | Moved, known to be continuing ${ }^{5}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Graduated with regular diploma | Received alternative certificate | $\begin{array}{r} \text { Reached } \\ \text { maximum age }{ }^{2} \end{array}$ | $\begin{array}{r} \text { Dopped } \\ \text { out }^{3} \end{array}$ | Died |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2012-13 Total number | 396,292 | 258,028 | 56,404 | 5,846 | 74,575 | 1,439 | 57,677 | 162,901 |
| Percentage distribution of total .......... | 100.0 | 65.1 | 14.2 | 1.5 | 18.8 | 0.4 | $\dagger$ | $\dagger$ |
| Number by sex <br> Male ... <br> Female $\qquad$ | 258,321 137,971 | $\begin{array}{r} 166,023 \\ 92,005 \end{array}$ | 35,705 20,699 | 3,786 2,060 | 51,810 22,765 | 997 | 38,328 19,349 | 109,036 53,665 |
| Number by race/ethnicity <br> White <br> Black $\qquad$ <br> ispanic $\qquad$ <br> Asian <br> acific Islander <br> Two or more races $\qquad$ | $\begin{array}{r} 208,030 \\ 84,905 \\ 82,015 \\ 6,450 \\ 1,617 \\ 15,645 \\ 7,630 \end{array}$ | $\begin{array}{r} 149,89 \\ 46,50 \\ 47,60 \\ 4,51 \\ 4,501 \\ 1,061 \\ 3,59 \\ 4,861 \end{array}$ | $\begin{array}{r} 22,314 \\ 16,360 \\ 15,032 \\ 1,054 \\ 159 \\ 518 \\ 967 \end{array}$ | $\begin{array}{r} 3,035 \\ 1,296 \\ 1,062 \\ 264 \\ 50 \\ 51 \\ 88 \end{array}$ | $\begin{array}{r} 32,105 \\ 20,391 \\ 18,007 \\ 555 \\ 338 \\ 1,498 \\ 1,681 \end{array}$ | $\begin{array}{r} 767 \\ 338 \\ 243 \\ 30 \\ 9 \\ 19 \\ 33 \end{array}$ | 33,817 9,795 10.548 1,263 1200 754 1,200 | 79,442 44,79 30,722 1,638 474 3,092 4,754 |
| Number by age ${ }^{6}$ $\qquad$ | $\begin{array}{r} 2,687 \\ 5,280 \\ 15,964 \\ 147,525 \\ 149,844 \\ 43,275 \\ 18,536 \\ 13,181 \end{array}$ | $\begin{array}{r} 13 \\ 46 \\ 3,537 \\ 111,224 \\ 107,060 \\ 25,284 \\ 7,624 \\ 3,240 \end{array}$ | $\begin{array}{r} 21 \\ 32 \\ 560 \\ 15,493 \\ 22,095 \\ 8,939 \\ 5,512 \\ 4,372 \end{array}$ | $\begin{array}{r} 5 \\ 1 \\ 73 \\ 1,588 \\ 4,179 \end{array}$ | $\begin{array}{r} 2,461 \\ 4,974 \\ 11,574 \\ 20,525 \\ 20,467 \\ 9,483 \\ 3,741 \\ 1,350 \end{array}$ | $\begin{gathered} 192 \\ 228 \\ 293 \\ 278 \\ 221 \\ 116 \\ 71 \\ 40 \end{gathered}$ | 15,210 13,229 12,766 10,158 4.464 1,126 1,106 206 218 | 33,807 34,83 33,506 33,5061 18,570 5,975 5,981 1,981 718 |
| Number by type of disability <br> utism <br> Deaf-blindness <br> Emotional disturbance Hearing impairment Intellectual disabiility Orthopedic impairmen Other health impairment Specific learning disability Speech or language impairment raumatic brain injury Visual impairment | $\begin{array}{r} 19,429 \\ 892 \\ 39,493 \\ 40,623 \\ 40,690 \\ 93,205 \\ 58,586 \\ 5060,434 \\ 206,058 \\ 10,486 \\ 2,525 \\ 1,704 \end{array}$ |  | $\begin{array}{r} 4,506 \\ 1,53 \\ 3,787 \\ 1388 \\ 13,438 \\ 2,602 \\ 708 \\ 5,84 \\ 23,260 \\ \hline 907 \\ 405 \\ 196 \\ \hline \hline \end{array}$ | $\begin{array}{r} 1,027 \\ 94 \\ 340 \\ 70,315 \\ 718 \\ 165 \\ 1667 \\ 754 \\ 45 \\ 881 \\ 51 \\ \hline \end{array}$ | $\begin{array}{r} 1,375 \\ 13, \\ 13,441 \\ 7,302 \\ 7,397 \\ 1382 \\ 10,550 \\ 37,191 \\ 1,525 \\ 1280 \\ 136 \end{array}$ | $\begin{array}{r} 54 \\ 24 \\ 29 \\ 9 \\ 951 \\ 304 \\ 63 \\ 256 \\ 319 \\ 21 \\ 18 \\ 13 \\ \hline \hline \end{array}$ |  |  |
| 2013-14 Total number | 391,785 | 259,036 | 53,031 | 5,937 | 72,351 | 1,430 | 56,590 | 167,195 |
| Percentage distribution of total | 100.0 | 66.1 | 13.5 | 1.5 | 18.5 | 0.4 | $\dagger$ | $\dagger$ |
| Number by sex <br> Male ... <br> Female $\qquad$ | 254,942 136843 | $\begin{gathered} 166,488 \\ 92,548 \end{gathered}$ | $\begin{aligned} & 33,583 \\ & 19,448 \end{aligned}$ | $3,841$ | $\begin{aligned} & 50,045 \\ & \\ & \hline 22,306 \end{aligned}$ | 985 | 37,558 18,573 | 110,925 56,270 |
| Number by race/ethnicity <br> White <br> Black <br> Hispanic $\qquad$ <br> Asian $\qquad$ <br> acific Islander <br> American Indian/Älaska Native <br> Two or more races $\qquad$ $\qquad$ | $\begin{array}{r} 201,726 \\ 83,052 \\ 85,231 \\ 6,622 \\ 1,489 \\ 51,666 \\ 7,999 \end{array}$ | $\begin{array}{r} 146,881 \\ 47,79 \\ 50,12 \\ 4,712 \\ 1,703 \\ 3,3+32 \\ 5,157 \end{array}$ | $\begin{array}{r} 21,241 \\ 14,306 \\ 14,723 \\ 1,092 \\ 117 \\ 521 \\ 1,031 \end{array}$ | 2,984 1,226 1,320 1243 142 49 103 | 29,876 19,452 18,812 543 343 1,646 1,679 | 744 329 264 32 14 18 18 29 | 32,764 8,910 11,017 1,369 1357 857 1,316 | 80,238 $44,1+3$ 33,003 1,479 342 3,063 4,767 |
| Number by age ${ }^{6}$ |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | 5,602 15,621 |  | $\begin{array}{r}23 \\ 483 \\ \hline\end{array}$ |  | 5,296 11,309 | 237 269 | 12,809 12.434 | 37,607 36,450 |
| 17 ................................................ | 146,276 | 112,169 | 14,232 |  | 19,587 | 287 | 9,883 | 311,268 |
|  | 147,787 | 107,542 | 20,758 |  | 19,289 | 196 | 4,571 | 17,574 |
|  | 41,667 18,054 | 24,336 7,931 | 8,078 4 4 | ${ }_{1.571}^{16}$ | 9,124 | $\begin{array}{r}113 \\ 174 \\ \hline\end{array}$ | 1, 538 | 5,893 2,061 |
|  | ${ }_{13,821}$ | 3,445 | 4,715 | 4,347 | 1,266 | 48 | 249 | 780 |
| Number by type of disability |  |  |  |  |  |  |  |  |
| Autism <br> Deaf-blindness | 21,584 | 14,148 | 4,630 30 | 1,173 | 1,565 16 | 68 5 | 1,942 | 6,016 ${ }_{31}$ |
| Emotional disturbance ........................ | 37,595 | 20,570 | 3,373 | 278 | 13,238 | 136 | 5,315 | 29,468 |
| Hearing impairment | 4,4,592 | -3,382 | + $\begin{array}{r}674 \\ 12,296\end{array}$ | 2,398 | 5,873 | $\begin{array}{r}10 \\ 222 \\ \hline\end{array}$ | -1,431 | 1,541 13,059 |
| Multiple disabilities ..................................... | ${ }_{8,831}$ | 4,059 | 2,417 | ,799 | 1,255 | ${ }_{301}$ | , 328 | 2,994 |
| Orthopedic impairment <br> Other health impairment ${ }^{7}$ | 3,289 60,384 | 2,157 43,552 | 548 5.664 | 154 <br> 280 | 361 10,625 | 69 263 | 9,480 9.492 | 266,458 |
| Specific learning disabiilty.. | 205,753 | 145,627 | 21,972 | 674 | 37,178 | 302 | 28,027 | 80,501 |
| Speech or language impairment ............ | 10,278 | 7,998 | 826 | 58 | 1,376 | 20 | 8,620 | 5,058 |
| Visual impairment ................................ | 1,783 | 1,394 | 321 280 | 84 41 | 115 | 12 | ${ }_{216}^{23}$ | 655 |

[^45]${ }^{6}$ Age data are as of fall of the school year, so some students may have been 1 year older at the time they exited school.
${ }^{7}$ Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.
NOTE: Data are for the 50 states, the District of Columbia, the Bureau of Indian Education, American Samoa, the Federated States of Micronesia, Guam, the Northern Marianas, Puerto Rico, the Republic of Palau, the Republic of the Marshall Islands, and the U.S. Virgin Islands. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) Section 618 Data Products: State Level Data Files. Retrieved October 20, 2016, from http://www2.ed.gov/programs/osepidea/618-data/ state-level-data-files/index.html. (This table was prepared October 2016.)

## Table 220.30. Children's reading, language, mathematics, color knowledge, and fine motor skills at about 4 years of age, by child's age and selected characteristics: 2005-06

[Standard errors appear in parentheses]

| Age and selected characteristic | Number of children (in thousands) |  | Percentage distribution of children |  | Average early reading scale score |  | Expressive vocabulary (telling stories) score ${ }^{2}$ |  | Average mathematics scale score ${ }^{3}$ |  | Color knowledgepercent scoring 10 out of $10^{4}$ |  | Fine motor score ${ }^{5}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Less than 48 months Total | 645 | (22.3) | 100.0 | ( $\dagger$ ) | 21.5 | (0.32) | 2.1 | (0.04) | 24.5 | (0.31) | 49.0 | (1.89) | 2.5 | (0.05) |
| Sex of child Male $\qquad$ Female ... | 324 321 | $(15.8)$ $(16.3)$ | 50.3 49.7 | (1.79) $(1.79)$ | 20.7 22.4 | $(0.48)$ $(0.43)$ | 1.9 2.2 | $(0.05)$ $(0.06)$ | 23.5 25.5 | $(0.44)$ $(0.45)$ | 41.8 56.1 | $(3.03)$ $(2.40)$ | 2.3 2.8 | $(0.07)$ $(0.06)$ |
| Socioeconomic status ${ }^{6}$ <br> Lowest 20 percent $\qquad$ <br> Middle 60 percent $\qquad$ <br> Highest 20 percent $\qquad$ | 121 <br> 380 <br> 144 | $\begin{aligned} & (11.3) \\ & (16.7) \\ & (10.7) \\ & \hline \end{aligned}$ | 18.7 <br> 58.9 <br> 22.4 | $\begin{aligned} & (1.50) \\ & (1.67) \\ & (1.59) \end{aligned}$ | $\begin{aligned} & 16.7 \\ & 21.0 \\ & 26.3 \end{aligned}$ | $\begin{aligned} & (0.35) \\ & (0.39) \\ & (0.67) \\ & \hline \end{aligned}$ | 1.8 <br> 2.1 <br> 2.2 | $\begin{aligned} & (0.09) \\ & (0.04) \\ & (0.07) \\ & \hline \end{aligned}$ | 19.1 <br> 24.2 <br> 29.2 | $\begin{aligned} & (0.52) \\ & (0.39) \\ & (0.64) \end{aligned}$ | $\begin{aligned} & 16.2 \\ & 50.9 \\ & 67.8 \\ & \hline \end{aligned}$ | $\begin{aligned} & (3.65) \\ & (2.57) \\ & (2.97) \\ & \hline \hline \end{aligned}$ | 2.0 2.6 2.9 | $(0.10)$ <br> $(0.06)$ <br> $(0.09)$ |
| 48 through 57 months Total $\qquad$ | 2,939 | (23.2) | 100.0 | ( $\dagger$ ) | 25.5 | (0.22) | 2.4 | (0.02) | 29.7 | (0.20) | 63.6 | (0.84) | 3.4 | (0.02) |
| Sex of child Male $\qquad$ Female .. | 1,516 1,423 | $(18.2)$ $(18.4)$ | 51.6 48.4 | $(0.48)$ $(0.48)$ | 24.6 26.4 | $(0.26)$ $(0.29)$ | 2.3 2.6 | $(0.03)$ $(0.02)$ | 29.2 30.3 | $(0.25)$ $(0.24)$ | 61.2 66.1 | (1.12) (1.29) | 3.1 3.7 | $(0.04)$ $(0.04)$ |
| Race/ethnicity of child White | 1,604 | (22.9) | 54.7 | (0.69) | 27.4 | (0.30) | 2.6 | (0.03) | 31.6 | (0.28) | 71.0 | (11) | 3.5 | (0.03) |
| Black ... | -391 | (11.5) | 13.3 | (0.37) | 22.9 | (0.46) | 2.4 | (0.04) | 26.9 | (0.44) | 55.3 | (2.44) | 3.2 | (0.06) |
| Hispanic | 729 | (18.1) | 24.9 | (0.56) | 21.2 | (0.36) | 2.1 | (0.04) | 26.2 | (0.34) | 50.2 | (1.79) | 3.3 | (0.06) |
| Asian | 74 | (3.6) | 2.5 | (0.12) | 30.5 | (0.56) | 2.1 | (0.05) | 34.7 | (0.42) | 70.7 | (2.37) | 4.5 | (0.09) |
| Pacific Islander | 4 | (0.7) | 0.1 | (0.03) | 22.2 | (2.24) | 2.1 | (0.18) | 26.3 | (3.41) | 39.0 | (9.21) | 3.0 | (0.34) |
| American Indian/Alaska Native ............ | 15 | (1.5) | 0.5 | (0.05) | 20.1 | (0.89) | 2.1 | (0.09) | 23.2 | (0.98) | 44.1 | (3.83) | 3.0 | (0.18) |
| Two or more races ......................... | 115 | (9.0) | 3.9 | (0.31) | 27.3 | (0.89) | 2.5 | (0.06) | 30.2 | (0.82) | 62.7 | (3.04) | 3.5 | (0.12) |
| Primary type of nonparental care arrangement ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No regular nonparental arrangement ....... | 535 | (20.8) | 18.2 | (0.69) | 22.9 | (0.41) | 2.3 | (0.04) | 26.9 | (0.41) | 51.6 | (2.04) | 3.1 | (0.05) |
| Home-based care $\qquad$ <br> Relative care ${ }^{8}$ $\qquad$ | 384 | (18.8) | 13.1 | (0.65) | 23.0 | (0.44) | 2.3 | (0.05) | 27.3 | (0.42) | 53.4 | (2.58) | 3.2 | (0.07) |
| Nonrelative care ${ }^{9}$ | 220 | (11.8) | 7.5 | (0.40) | 25.1 | (0.51) | 2.5 | (0.07) | 30.2 | (0.58) | 63.8 | (2.72) | 3.3 | (0.09) |
| Head Start | 386 | (22.3) | 13.2 | (0.73) | 22.2 | (0.35) | 2.3 | (0.05) | 26.8 | (0.40) | 52.8 | (2.55) | 3.2 | (0.07) |
| Other center-based care ${ }^{10}$........ | 1,358 | (26.2) | 46.3 | (0.83) | 28.0 | (0.32) | 2.6 | (0.03) | 32.2 | (0.27) | 73.5 | (1.19) | 3.6 | (0.04) |
| Multiple arrangements ${ }^{11}$............ | 52 | (6.8) | 1.8 | (0.23) | 24.6 | (0.93) | 2.5 | (0.10) | 29.3 | (0.92) | 67.1 | (5.44) | 3.2 | (0.23) |
| Mother's employment status Full-time ( 35 hours or more) ... | 1,149 | (26.5) | 39.4 | (0.85) | 25.6 | (0.30) | 2.5 | (0.03) | 30.3 | (0.24) | 67.5 | (1.09) | 3.5 | (0.05) |
| Part-time (less than 35 hours).. | 573 | (17.7) | 19.6 | (0.60) | 26.3 | (0.35) | 2.5 | (0.04) | 30.6 | (0.35) | 63.5 | (2.06) | 3.5 | (0.05) |
| Looking for work. | 163 | (9.9) | 5.6 | (0.34) | 21.7 | (0.57) | 2.2 | (0.07) | 25.8 | (0.74) | 47.1 | (3.83) | 3.0 | (0.11) |
| Not in labor force . | 1,010 | (27.1) | 34.6 | (0.88) | 25.5 | (0.39) | 2.4 | (0.03) | 29.3 | (0.35) | 62.1 | (1.42) | 3.3 | (0.04) |
| No mother in household . | 22 | (4.0) | 0.8 | (0.14) | 21.6 | (1.35) | 2.3 | (0.24) | 26.3 | (1.25) | 57.3 | (8.79) | 3.0 | (0.21) |
| Parents' highest level of education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school ............ | 292 | (11.9) | 9.9 | (0.41) | 18.7 | (0.41) | 1.9 | (0.06) | 23.6 | (0.47) | 37.3 | (2.74) | 3.1 | (0.09) |
| High school completion .... | 672 | (24.1) | 22.9 | (0.79) | 21.6 | (0.28) | 2.3 | (0.03) | 25.9 | (0.30) | 52.0 | (1.64) | 3.1 | (0.04) |
| Some college/vocational | 998 | (23.5) | 34.0 | (0.76) | 24.3 | (0.30) | 2.5 | (0.03) | 28.9 | (0.28) | 63.4 | (1.29) | 3.4 | (0.04) |
| Bachelor's degree ................ | 498 | (17.6) | 17.0 | (0.57) | 28.8 | (0.40) | 2.7 | (0.04) | 33.2 | (0.28) | 75.6 | (1.69) | 3.7 | (0.08) |
| Any graduate education ....................... | 475 | (14.6) | 16.2 | (0.49) | 33.0 | (0.43) | 2.7 | (0.04) | 36.2 | (0.33) | 81.0 | (1.48) | 3.9 | (0.05) |
| Poverty status ${ }^{12}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Below poverty threshold ..... | 732 | (21.0) | 24.9 | (0.71) | 20.5 | (0.26) | 2.1 | (0.03) | 24.6 | (0.28) | 46.9 | (1.76) | 3.1 | (0.05) |
| At or above poverty threshold ................. | 2,207 | (28.4) | 75.1 | (0.71) | 27.0 | (0.24) | 2.5 | (0.02) | 31.3 | (0.21) | 68.8 | (0.91) | 3.5 | (0.03) |
| Socioeconomic status ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lowest 20 percent ... | 576 | (17.2) | 19.6 | (0.57) | 19.3 | (0.31) | 2.0 | (0.04) | 23.6 | (0.35) | 43.1 | (2.15) | 3.0 | (0.06) |
| Middle 60 percent | 1,768 | (27.3) | 60.2 | (0.77) | 24.7 | (0.22) | 2.5 | (0.03) | 29.3 | (0.23) | 63.5 | (1.07) | 3.4 | (0.03) |
| Highest 20 percent ............................... | 594 | (20.4) | 20.2 | (0.68) | 32.7 | (0.43) | 2.8 | (0.03) | 36.2 | (0.33) | 81.6 | (1.51) | 3.9 | (0.05) |
| 58 months or more Total $\qquad$ | 356 | (16.4) | 100.0 | ( $\dagger$ ) | 29.7 | (0.58) | 2.6 | (0.04) | 34.5 | (0.44) | 71.1 | (2.09) | 4.1 | (0.07) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ....... | 179 | (12.1) | 50.3 | (2.21) | 29.0 | (0.77) | 2.6 | (0.06) | 34.2 | (0.64) | 66.5 | (3.05) | 3.7 | (0.10) |
| Female ........................ | 177 | (10.5) | 49.7 | (2.21) | 30.4 | (0.76) | 2.7 | (0.06) | 34.8 | (0.51) | 75.9 | (2.49) | 4.4 | (0.10) |
| Socioeconomic status ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lowest 20 percent .. | 91 | (8.0) | 25.5 | (2.26) | 22.3 | (0.91) | 2.1 | (0.11) | 28.4 | (0.97) | 47.4 | (5.25) | 3.6 | (0.14) |
| Middle 60 percent ................................ | 215 | (14.7) | 60.5 | (2.47) | 30.0 | (0.75) | 2.7 | (0.05) | 34.9 | (0.54) | 76.0 | (2.63) | 4.1 | (0.10) |
| Highest 20 percent ................................. | 50 | (6.9) | 14.0 | (1.84) | 40.3 | (2.31) | 2.9 | (0.10) | 42.8 | (1.15) | 88.5 | (2.89) | 4.7 | (0.18) |

$\dagger$ Not applicable.
${ }^{1}$ Reflects performance on language and literacy items (e.g., conventions of print, letter recognition, understanding of letter-sound relationships, phonological awareness, sight word recognition, and understanding words in the context of simple sentences). Potential score ranges from 0 to 85 .
${ }^{2}$ Verbal expressiveness using gestures, words, and sentences. Potential score ranges from 0 to 5 . ${ }^{3}$ Includes number sense, geometry, counting, operations, and patterns. Potential score ranges from 0 to 71 .
${ }^{4}$ Percentage of children who scored 10 on a test with a potential score range of 0 to 10 . These children were able to name the colors of five pictured objects ( 2 points per correct answer).
${ }^{5}$ Measures the ability to use fine motor skills in drawing basic forms and shapes. Potential score ranges from 0 to 7 .
${ }^{6}$ Socioeconomic status (SES) was measured by a composite score based on parental education and occupations, and family income.
${ }^{7}$ The type of nonparental care in which the child spent the most hours.
${ }^{8}$ Care provided in the child's home or in another private home by a relative (excluding parents).
${ }^{9}$ Care provided in the child's home or in another private home by a person unrelated to the child.
${ }^{10}$ Care provided in places such as early learning centers, nursery schools, and preschools, excluding Head Start.
${ }^{11}$ Children who spent an equal amount of time in each of two or more types of arrangements.
${ }^{12}$ Poverty status based on Census Bureau guidelines from 2005, which identify a dollar amount determined to meet a household's needs, given its size and composition. In 2005, a family of four was considered to live below the poverty threshold if its income was less than or equal to \$19,971. NOTE: Estimates weighted by W3R0. Estimates pertain to a sample of children who were born in 2001. This table was designed to present data collected when the children were about 4 years of age (i.e., 48 to 57 months old). As shown in the table, some children were younger or older than this at the time data were collected, although 75 percent were within the target age range. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and survey item nonresponse. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-Month-Kindergarten 2007 Restricted-Use Data File. (This table was prepared December 2010.)

Table 220.39. Percentage distribution of fall 2010 first-time kindergartners, by two risk factors (low parental education and family poverty) and selected child, family, and school characteristics: 2010-11
[Standard errors appear in parentheses]


## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes only children for whom information about both risk factors is available. Excludes children with missing information about parental education or family poverty.
with missing information about parental education or family poverty.
${ }^{2}$ High school not completed by any parent or guardian living with the child.
${ }^{3}$ Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify ${ }^{3}$ Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify
incomes determined to meet household needs, given family size and composition. For example, a famincomes determined to meet household needs, given family size and composition. For example, a
ily of three with one child was below the poverty threshold if its income was less than $\$ 17,552$ in 2010. 4Dy of three with one child was below the poverty threshold if its income was child's approaches to learning scale score in fall of the kindergarten year. This score is
4Der based on teachers' reports on how often students exhibit positive learning behaviors in seven areas attentiveness, task persistence, eagerness to learn, learning independence, ability to adapt easily to changes in routine, organization, and ability to follow classroom rules. Possible scores range from 1 to 4 , with higher scores indicating that a child exhibits positive learning behaviors more often. Fa 2010 scores were categorized into the four anchor points on the original scale-1 (never), 2 (some times), 3 (often), and 4 (very often)-by rounding the mean score to the nearest whole number. ${ }^{5}$ The type of nonparental care in which the child spent the most hours. "Multiple arrangements refers to children who spent an equal amount of time in each of two or more arrangements.

A two-parent household may have two biological parents, two adoptive parents, or one biological/adoptive parent and one other parent/partner. A mother-only or father-only household has one biological or adoptive parent only, without another parent/partner. In other household types, which do not include bioadoptive parent only, without another parent/partner. In other household types, which do not ind
logical or adoptive parents, the guardian or guardians may be related or unrelated to the child.
${ }^{7}$ Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.
${ }^{8}$ Socioeconomic status (SES) was measured by a composite score based on parental education and occupations and household income during the child's kindergarten year.
NOTE: Estimates weighted by W7C17P_7T170. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. Estimates represent characteristics as of 2010-11, when the first wave of data collection occurred, and include the entire sample of 2010-11 first-time kindergartners. However, estimates in this table may differ from estimates in tables based on earlier data files, because weights have been adjusted to account for survey nonresponse at each data collection wave. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and survey item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-Third Grade Restricted-Use Data File. (This table was prepared October 2016.)

Table 220.40. Fall 2010 first-time kindergartners' reading scale scores through spring of third grade, by selected child, family, and school characteristics during the kindergarten year: Fall 2010 and spring 2011 through spring 2014
[Standard errors appear in parentheses]

| Selected child, family, or school characteristic during the kindergarten year | Mean reading score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Kindergarten |  |  |  | First grade, spring 2012 |  | Second grade, spring 2013 |  | Third grade, spring 2014 |  |
|  | Fall 2010 |  | Spring 2011 |  |  |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| Total | 52.1 | (0.29) | 66.5 | (0.36) | 90.6 | (0.41) | 103.4 | (0.30) | 111.3 | (0.24) |
| Sex of child <br> Male <br> Female $\qquad$ | $\begin{aligned} & 51.8 \\ & 52.5 \end{aligned}$ | $\begin{aligned} & (0.34) \\ & (0.36) \end{aligned}$ | $\begin{aligned} & 65.9 \\ & 67.1 \end{aligned}$ | $\begin{aligned} & (0.43 \\ & (0.41) \end{aligned}$ | $\begin{aligned} & 89.4 \\ & 91.8 \end{aligned}$ | $\begin{aligned} & (0.48) \\ & (0.49) \end{aligned}$ | $\begin{aligned} & 102.4 \\ & 104.5 \end{aligned}$ | $\begin{aligned} & (0.34) \\ & (0.34) \end{aligned}$ | $\begin{aligned} & 110.3 \\ & 112.3 \end{aligned}$ | $\begin{aligned} & (0.28) \\ & (0.31) \end{aligned}$ |
| Age of child at kindergarten entry, fall 2010 <br> Less than 5 years old $\qquad$ <br> 5 years old to $51 / 2$ years old <br> More than $51 / 2$ years old to 6 years old $\qquad$ $\qquad$ <br> More than 6 years old $\qquad$ | $\begin{aligned} & 49.3 \\ & 50.7 \\ & 53.1 \\ & 55.2 \end{aligned}$ | $\begin{aligned} & 1.11 \\ & (0.37 \\ & 0.36 \\ & 0.58 \end{aligned}$ | $\begin{aligned} & 62.3 \\ & 64.9 \\ & 67.8 \\ & 69.8 \end{aligned}$ | $\begin{aligned} & (1.45) \\ & 0.48 \\ & (.39 \\ & 0.73) \end{aligned}$ | $\begin{aligned} & 85.5 \\ & 88.9 \\ & 91.9 \\ & 93.9 \end{aligned}$ | $\begin{aligned} & 1.57 \\ & (0.54 \\ & 0.50 \\ & (.73) \end{aligned}$ | $\begin{aligned} & 100.0 \\ & 10.3 \\ & 104.4 \\ & 105.5 \end{aligned}$ | $\begin{aligned} & 1.13 \\ & (0.38 \\ & (0.39 \\ & (0.65) \end{aligned}$ | $\begin{aligned} & 108.5 \\ & 10.4 \\ & 111.1 \\ & 112.8 \end{aligned}$ | $\begin{aligned} & 1.03 \\ & (0.31 \\ & (0.31 \\ & (0.57) \end{aligned}$ |
| Race/ethnicity of child <br> White $\qquad$ <br> Black <br> Hispanic $\qquad$ <br> Asian <br> Pacific Islander <br> American Indian/Alaska Native $\qquad$ <br> Two or more races $\qquad$ | 53.8 50.8 48.1 56.8 $\ddagger$ $\ddagger 9.3$ 54.5 | $\begin{aligned} & (0.40) \\ & (0.49 \\ & 0.42) \\ & 1.12 \\ & (+1) \\ & 0.95 \\ & 0.94) \end{aligned}$ | $\begin{aligned} & 68.6 \\ & 64.1 \\ & 62.4 \\ & 70.6 \\ & .6 \\ & 62.2 \\ & 69.5 \end{aligned}$ | $\begin{aligned} & (0.45) \\ & (0.69 \\ & (0.44) \\ & (1.199 \\ & 1.4 \\ & (1.4) \\ & 1.10) \end{aligned}$ | $\begin{aligned} & 93.7 \\ & 86.9 \\ & 84.6 \\ & 94.7 \\ & 89.7 \\ & 89.7 \\ & 93.8 \end{aligned}$ | $\begin{aligned} & (0.48) \\ & (0.95 \\ & (0.71 \\ & 1.37 \\ & (+) \\ & (1.59 \\ & (1.12) \end{aligned}$ | $\begin{array}{r} 106.1 \\ 99.6 \\ 9.1 \\ 106.7 \\ 99 \\ \hline 7 \\ 106.1 \end{array}$ | $\begin{aligned} & (0.32) \\ & (0.75 \\ & (0.65 \\ & (0.83 \\ & (1) \\ & (1.62) \\ & (.85) \end{aligned}$ | $\begin{array}{r} 113.9 \\ 106.6 \\ 107.2 \\ 114.0 \\ 109 \\ \ddagger \\ 114.9 \end{array}$ | $\begin{aligned} & (0.29 \\ & (0.58 \\ & (.53 \\ & (0.74 \\ & \left(\begin{array}{l} 1 \\ 1 \\ (.073 \\ (.73) \end{array}\right. \end{aligned}$ |
| How often child exhibited positive learning behaviors, fall $2010^{2}$ <br> Never <br> Sometimes $\qquad$ <br> Often <br> Very often $\qquad$ | $\begin{aligned} & 41.2 \\ & 47.1 \\ & 52.1 \\ & 57.1 \end{aligned}$ | $(1.02)$ $(0.44$ 0.27 $(0.51)$ | $\begin{aligned} & 50.2 \\ & 60.3 \\ & 66.9 \\ & 72.5 \end{aligned}$ | $\begin{aligned} & 1.52 \\ & (.46 \\ & (0.41 \\ & (0.59) \end{aligned}$ | $\begin{aligned} & 65.9 \\ & 82.2 \\ & 91.5 \\ & 97.8 \end{aligned}$ | $\begin{aligned} & 1.46 \\ & (.68 \\ & (0.42 \\ & 0.54) \end{aligned}$ | $\begin{array}{r} 82.6 \\ 96.9 \\ 104.5 \\ 108.7 \end{array}$ | $\begin{aligned} & 1.45 \\ & (0.52 \\ & (0.28 \\ & (0.46) \end{aligned}$ | $\begin{array}{r} 93.5 \\ 105.6 \\ 112.2 \\ 115.9 \end{array}$ | $(1.61$ 0.37 $(0.29$ $(0.36)$ |
| Primary type of nonparental care arrangement prior to kindergarten entry ${ }^{3}$ <br> No regular nonparental arrangement $\qquad$ <br> Home-based care <br> Relative care <br> Nonrelative care $\qquad$ $\qquad$ <br> Center-based care <br> Multiple arrangements $\qquad$ $\qquad$ | 49.8 50.0 52.5 53.6 53.2 | $\begin{aligned} & (0.59) \\ & (0.50 \\ & 0.65 \\ & 0.29 \\ & 0.66) \end{aligned}$ | $\begin{aligned} & 64.1 \\ & 65.1 \\ & 67.9 \\ & 67.7 \\ & 68.4 \end{aligned}$ | $(0.65)$ $(0.53)$ 0.81 0.39 $0.90)$ | 87.2 88.8 92.8 92.0 92.7 | $(0.73)$ $(0.76$ 0.73 0.47 $1.30)$ | 100.7 102.1 100.1 104.6 105.5 | $(0.59)$ $(0.60)$ $(0.51$ 0.32 $(0.94)$ | 109.2 110.1 113.0 112.3 112.1 | $(0.50)$ $(0.48)$ 0.54 0.29 $(0.88)$ |
| Household type, fall $2010^{4}$ <br> Two-parent household <br> Mother-only household $\qquad$ <br> Father-only household <br> Other household type $\qquad$ $\qquad$ | $\begin{aligned} & 53.1 \\ & 49.1 \\ & 48.4 \\ & 47.0 \end{aligned}$ | $\begin{aligned} & (0.33) \\ & 0.42 \\ & 0.90 \\ & 0.92) \end{aligned}$ | $\begin{aligned} & 67.7 \\ & 62.8 \\ & 61.6 \\ & 60.9 \end{aligned}$ | $\begin{aligned} & (0.38 \\ & (0.59 \\ & 1.59 \\ & (1.02) \end{aligned}$ | $\begin{aligned} & 92.1 \\ & 86.0 \\ & 84.8 \\ & 83.1 \end{aligned}$ | $(0.44)$ <br> $(0.83$ <br> 1.89 <br> $1.70)$ | 104.8 99.2 98.7 98.1 | $(0.31$ <br> 0.63 <br> $(1.37$ <br> $1.31)$ | $\begin{aligned} & 112.6 \\ & 107.4 \\ & 106.7 \\ & 105.1 \end{aligned}$ | $(0.26)$ 0.50 1.18 $1.08)$ |
| Primary home language <br> English <br> Non-English <br> Primary language not identified $\qquad$ | $\begin{aligned} & 53.1 \\ & 47.2 \\ & 50.1 \end{aligned}$ | $(0.30)$ $(0.61$ $1.79)$ | 67.6 60.9 65.6 | $(0.39)$ <br> $(0.69$ <br> $(2.06)$ | 92.0 83.3 87.1 | $(0.42)$ $(1.00$ $(2.00)$ | $\begin{array}{r} 104.6 \\ 97.8 \\ 100.9 \end{array}$ | $(0.29)$ $(0.79$ $(2.46)$ | $\begin{aligned} & 112.3 \\ & 106.2 \\ & 106.8 \end{aligned}$ | $(0.25)$ $(0.61$ $(2.19)$ |
| Parents' highest level of education ${ }^{5}$ <br> Less than high school <br> High school completion $\qquad$ <br> Some college/vocational $\qquad$ <br> Bachelor's degree $\qquad$ <br> Any graduate education $\qquad$ | 45.1 47.9 50.9 55.3 58.7 | $(0.76)$ 0.41 0.32 0.35 $0.53)$ 0. | $\begin{aligned} & 58.3 \\ & 61.9 \\ & 65.4 \\ & 70.1 \\ & 73.4 \end{aligned}$ | $(0.72)$ 0.44 0.45 0 0.43 $0.56)$ | 79.0 84.4 89.7 95.0 99.2 | $\begin{aligned} & (0.80 \\ & (0.60 \\ & (0.46 \\ & (0.51 \\ & (0.51) \end{aligned}$ | $\begin{array}{r} 94.0 \\ 97.9 \\ 102.8 \\ 107.4 \\ 110.5 \end{array}$ | $(0.79)$ $(0.50$ $(0.34$ 0.30 $(0.34)$ | $\begin{aligned} & 102.8 \\ & 100.3 \\ & 110.5 \\ & 115.0 \\ & 117.9 \end{aligned}$ | $(0.71)$ 0.41 0.30 0.35 $(0.25)$ $(0.32)$ |
| Poverty status, spring $2011^{16}$ <br> Below poverty threshold. <br> 100 to 199 percent of poverty threshold <br> 200 percent or more of poverty threshold $\qquad$ | $\begin{aligned} & 47.3 \\ & 50.5 \\ & 55.3 \end{aligned}$ | $\begin{aligned} & (0.46 \\ & (0.37 \\ & 0.32) \end{aligned}$ | $\begin{aligned} & 60.8 \\ & 64.9 \\ & 70.0 \end{aligned}$ | $\begin{aligned} & (0.46) \\ & (0.59 \\ & (0.40) \end{aligned}$ | $\begin{aligned} & 82.4 \\ & 88.9 \\ & 95.3 \end{aligned}$ | $(0.68)$ $(0.68)$ $(0.41)$ | 96.5 10.1 107.5 | $(0.57)$ $(0.50$ $(0.29)$ | 105.1 10.9 115.0 | $(0.47)$ $(0.45$ $0.26)$ |
| Two risk factors ${ }^{7}$ <br> Both risk factors: No parent completed high school ${ }^{8}$ <br> and family below poverty threshold ${ }^{6}$ <br> One risk factor: No parent completed high school $\qquad$ <br> One risk factor: Family below poverty threshold $\qquad$ <br> Neither risk factor $\qquad$ | $\begin{aligned} & 44.7 \\ & 46.6 \\ & 48.1 \\ & 54.0 \end{aligned}$ | $\begin{aligned} & (0.66 \\ & 1.57 \\ & (0.51 \\ & (0.29) \end{aligned}$ | $\begin{aligned} & 57.6 \\ & 59.7 \\ & 61.8 \\ & 68.7 \end{aligned}$ | $\begin{aligned} & (0.76 \\ & (1.55 \\ & (0.53 \\ & (0.41) \end{aligned}$ | $\begin{aligned} & 78.1 \\ & 81.5 \\ & 83.7 \\ & 93.6 \end{aligned}$ | $\begin{aligned} & (0.95 \\ & 1.67 \\ & (0.77) \\ & (0.39) \end{aligned}$ | 93.4 96.2 97.4 106.1 | $(0.97)$ 1.58 0.64 $(0.29)$ | $\begin{aligned} & 101.9 \\ & 104.9 \\ & 106.1 \\ & 113.7 \end{aligned}$ | $(0.86)$ 1.35 0.55 $(0.25)$ |
| Socioeconomic status ${ }^{9}$ <br> Lowest 20 percent <br> Middle 60 percent <br> Highest 20 percent $\qquad$ $\qquad$ | $\begin{aligned} & 46.2 \\ & 51.7 \\ & 58.8 \end{aligned}$ | $\begin{aligned} & 0.53 \\ & (0.27 \\ & (0.48) \end{aligned}$ | $\begin{aligned} & 59.6 \\ & 66.4 \\ & 73.5 \end{aligned}$ | $\begin{aligned} & (0.51) \\ & (0.38 \\ & 0.53) \end{aligned}$ | $\begin{aligned} & 80.8 \\ & 90.7 \\ & 99.2 \end{aligned}$ | $\begin{aligned} & (0.64) \\ & 0.41 \\ & (0.54) \end{aligned}$ | $\begin{array}{r} 95.2 \\ 103.7 \\ 110.4 \end{array}$ | $\begin{aligned} & 0.57) \\ & (0.28 \\ & (.34) \end{aligned}$ | $\begin{aligned} & 103.9 \\ & 111.4 \\ & 117.9 \end{aligned}$ | $(0.45)$ 0.23 $0.31)$ |
| School control, fall 2010 <br> Public <br> Private | $\begin{aligned} & 51.7 \\ & 55.4 \end{aligned}$ | $\begin{aligned} & (0.33) \\ & (0.93) \end{aligned}$ | $\begin{aligned} & 66.2 \\ & 69.2 \end{aligned}$ | $\left(\begin{array}{l} (0.40) \\ (1.12) \end{array}\right.$ | $\begin{aligned} & 90.1 \\ & 94.0 \end{aligned}$ | $\left(\begin{array}{l} 0.45) \\ (1.11) \end{array}\right.$ | $\begin{aligned} & 103.0 \\ & 107.4 \end{aligned}$ | $\left(\begin{array}{l} (0.33) \\ (0.73) \end{array}\right.$ | $\begin{aligned} & 110.9 \\ & 114.7 \end{aligned}$ | $\left(\begin{array}{l} (0.27) \\ (0.78) \end{array}\right.$ |

## $\dagger$ Not applicable

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
${ }^{1}$ Reflects performance on questions measuring basic skills (print familiarity, letter recognition beginning and ending sounds, rhyming words, and word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences from texts, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessmen range from 0 to 141.
${ }^{2}$ Derived from child's approaches to learning scale score in fall of the kindergarten year. This score is based on teachers' reports on how often students exhibit positive learning behaviors in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, ability to adapt easily to changes in routine, organization, and ability to follow classroom rules. Possible scores range from 1 to 4 , with higher scores indicating that a child exhibits positive learning behaviors more often. Fal 2010 scores were categorized into the four anchor points on the original scale-1 (never), 2 (some times) 3 (often), and 4 (very often)-by rounding the mean score to the nearest whole number. ${ }^{3}$ The type of nonparental care in which the child spent the most hours. "Multiple arrangements" refers to children who spent an equal amount of time in each of two or more arrangements.
${ }^{4} \mathrm{~A}$ two-parent household may have two biological parents, two adoptive parents, or one biological/adoptive parent and one other parent/partner. A mother-only or father-only household has one biological or adoptive parent only, without another parent/partner. In other household types, which do not include biological or adoptive parents, the guardian or guardians may be related or unrelated to the child.
${ }^{5}$ Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.
${ }^{6}$ Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify ncomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than \$17,552 in 2010. Includes only children for whom information about both risk factors is available. Excludes children with missing information about parental education or family poverty.
High school not completed by any parent or guardian living with the child.
Socioeconomic status (SES) was measured by a composite score based on parental education and occupations and household income during the child's kindergarten year.
NOTE: Estimates weighted by W7C17P_7T170. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. Most of the children were in first grade in 2011-12, second grade in 2012-13, and third grade in 2013-14, but some of the children were in other grades. In 2013-14, for example, 6 percent of the children were not in third grade (e.g., were in second grade, fourth grade, or ungraded classrooms). Estimates differ from previously published figures because scale scores were recalculated to represent the kindergarten through third-grade assessment item pools and weights were adjusted to account for survey nonresponse at each data collection wave. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and survey item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-Third Grade Restricted-Use Data File. (This table was prepared October 2016.)

Table 220.41. Fall 2010 first-time kindergartners' mathematics scale scores through spring of third grade, by selected child, family, and school characteristics during the kindergarten year: Fall 2010 and spring 2011 through spring 2014
[Standard errors appear in parentheses]

| Selected child, family, or school characteristic during the kindergarten year | Mean mathematics score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Kindergarten |  |  |  | First grade, spring 2012 |  | Second grade, spring 2013 |  | Third grade, spring 2014 |  |
|  | Fall 2010 |  | Spring 2011 |  |  |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| Total | 34.4 | (0.30) | 48.3 | (0.34) | 71.8 | (0.39) | 87.6 | (0.37) | 98.9 | (0.33) |
|  |  |  |  |  |  |  |  |  |  |  |
| Male ...... | $\begin{aligned} & 34.8 \\ & 33.8 \end{aligned}$ | $\begin{aligned} & (0.34) \\ & (0.36) \end{aligned}$ | $\begin{aligned} & 48.6 \\ & 47.9 \end{aligned}$ | $\begin{aligned} & (0.38) \\ & (0.38) \end{aligned}$ | $\begin{array}{ll}72.9 & (0.47) \\ 70.6 & (04)\end{array}$ |  | $\begin{array}{ll}88.9 & (0.39) \\ 86.2 & (0.46)\end{array}$ |  | $\begin{array}{r} 100.5 \\ 97.2 \end{array}$ | $\begin{aligned} & (0.34) \\ & (0.42) \end{aligned}$ |
| Female ....................................................................... |  |  |  |  |  |  |  |  |  |  |
| Age of child at kindergarten entry, fall 2010 |  |  |  |  |  |  |  |  |  |  |
| Less than 5 years old ................................................................................. | 29.4 32.0 | $1.06)$ $0.37)$ | 42.6 46.0 | $\left(\begin{array}{l}1.27) \\ 0.41\end{array}\right.$ | 64.2 69.3 | $\left(\begin{array}{l}1.41) \\ 0.50\end{array}\right.$ | 83.1 85.9 | $\left(\begin{array}{l}1.39 \\ (0.53\end{array}\right.$ | 95.0 97.6 | (1.24) |
| More than $51 / 2$ years old to 6 years old .............................................. | 36.2 | (0.35) | 46.0 50.0 | (0.39) | 69.3 73.7 | (0.45) | 88.1 | (0.38) | 100.1 | 0.34 |
| More than 6 years old ......................................................... | 39.2 | (0.76) | 53.1 | (0.81) | 77.0 | (0.86) | 90.3 | (0.88) | 100.9 | (0.75) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |
| White .......................................................... | 37.1 | (0.35) | 51.2 | (0.42) | 76.2 | (0.42) | 91.6 | (0.34) | 102.4 | (0.33) |
| Black ... | 30.6 | (0.54) | 42.9 | 0.55 | 63.5 | (0.97) | 78.0 | 1.08) | 89.9 | 1.06 |
| Hispanic ................................................................... | 29.5 | (0.38) | 44.0 | (0.45) | 65.3 | (0.71) | 82.5 | (0.75) | 94.5 | (0.47 |
| Asian ............................................................ | 38.9 | (0.97) | 51.5 | (0.73) | 76.1 | (0.90) | 94.1 | (0.77) | 104.6 | (0.65) |
| Pacific Islander <br> American Indian/Alaska Native | 32.0 | (1.17) | $47 .{ }_{\text {¢ }}{ }^{\ddagger}$ | (1.15 | 71.8 | $\left.\begin{array}{r}\text { ( } \\ (1.59\end{array}\right)$ | $87 .{ }^{\ddagger}$ | (1.72) | 99.5 | ( $\dagger$ (1.49 |
| Two or more races ................................................................................ | 36.8 | (0.79) | 51.1 | (1.03) | 75.0 | (1.09) | 90.9 | (1.10) | 101.9 | (0.82) |
| How often child exhibited positive learning behaviors, fall $2010^{2}$ |  |  |  |  |  |  |  |  |  |  |
| Never ................................................................... | 20.6 | (0.84) | 31.0 | (1.24) | 48.6 | (1.82) | 63.6 | (2.42) | 79.5 | (1.82) |
| Sometimes ................................................... | 28.6 | (0.42 | 41.9 | 0.46 | 64.1 | (0.55) | 80.9 | (0.54 | 93.3 | (0.52) |
| Otten <br> Very often | 39.6 | (0.42) | 53.7 | (0.45) | 78.5 | (0.52) | 93.2 | (0.43) | 103.7 | (0.43) $(0.35)$ |
| Primary type of nonparental care arrangement prior to kindergarten entry ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |
| No regular nonparental arrangement Home-based care | 31.6 | (0.54) | 45.9 | (0.56) | 68.2 | (0.70) | 85.0 | (0.64) | 96.6 | (0.52) |
| Relative care .... | 32.5 | (0.55) | 46.6 | (0.49) | 70.2 | (0.69) | 85.6 | (0.72) | 97.1 | (0.61) |
| Nonrelative care ................................................... | 36.7 | 0.63 | 50.7 | 0.0) | 75.1 | (0.83 | 90.7 | (0.82) | 101.6 | 0.70 |
| Center-based care <br> Multiple arrangements | 35.7 35.4 | (0.33) | 49.4 | (0.39 | 73.5 | (0.44) | 88.7 89.6 | (0.43) | 101.9 | (0.38) |
| Household type, fall $2010^{4}$ |  |  |  |  |  |  |  |  |  |  |
| Two-parent household ... | 35.6 | (0.33) | 49.7 | (0.37) | 73.6 | (0.40) | 89.4 | (0.38) | 100.6 | (0.30) |
| Mother-only household .... | 30.8 | (0.52) | 44.2 | (0.52) | 66.5 | (0.76) | 81.7 | (0.79) | 93.6 | (0.80) |
| Father-only household ..... | 30.9 | (1.20) | 44.1 | (1.31) | 67.0 | (1.79) | 82.1 | (1.48) | 93.5 | (1.62) |
| Other household type .............................................. | 27.8 | (1.09) | 40.9 | (1.12) | 60.6 | (1.96) | 76.5 | (2.12) | 88.3 | (1.83) |
| Primary home language |  |  |  |  |  |  |  |  |  |  |
| English .................. | 35.5 | (0.30) | 49.4 | (0.35) | 73.3 | (0.39) | 88.6 | (0.37) | 99.7 |  |
|  | 28.5 31.0 | (1.63) | 43.1 43.3 | (1.60) | 64.4 65.9 | (0.84) | 82.3 85.1 | (2.98) $(0.38)$ | 94.7 96.7 | (2.66) $(2.02)$ |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school completion. | 29.7 | (0.44) | 43.2 | (0.41) | 65.4 | (0.54) | 81.9 | (0.51) | 93.5 | 0.53) |
| Some college/vocational ............................................... | 33.3 | (0.34 | 47.2 | (0.40 | 70.5 | (0.53) | 86.5 | (0.47) | 98.0 | (0.39) |
| Bachelor's degree ................................................... | 38.0 | (0.30) | 52.3 | (0.38) | 76.7 | (0.45) | 92.0 | (0.44 | 103.0 | (0.42 |
| Any graduate education ............................................. | 41.2 | (0.41) | 55.1 | (0.45) | 80.7 | (0.48) | 95.5 | (0.41) | 105.8 | (0.35) |
| Poverty status, spring 2011 ${ }^{\text {2 }}$ |  |  |  |  |  |  |  |  |  |  |
| Below poverty threshold ............................................. | 28.7 | (0.50) | 42.8 |  | 63.8 |  | 80.2 |  | 92.5 |  |
| 100 to 199 percent of poverty threshold <br> 200 percent or more of poverty threshold | 32.5 38.1 | $(0.43)$ $(0.31)$ | 46.1 52.1 | (0.53) | 69.8 76.8 | (0.67) | 86.0 92.1 | $(0.59$ $(0.36)$ | 97.2 102.9 | (0.61) |
| Two risk factors ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |
| Both risk factors: No parent completed high school ${ }^{8}$ and family below poverty threshold ${ }^{6}$ | 25.6 | (0.73) | 40.0 | (0.77) | 59.8 | (0.82) | 76.4 | (1.12) | 88.9 |  |
| One risk factor: No parent completed high school .... | 27.1 | (1.16) | 41.2 | (1.50) | 63.3 | (1.58) | 81.9 | (2.00 | 94.6 | 1.57 |
| One risk factor: Family below poverty threshold ................... | 29.7 | (0.55) | 43.7 | (0.54) | 65.0 | (0.73) | 81.4 | (0.86) | 93.7 | 0.75) |
| Neither risk factor ..................................................... | 36.6 | (0.30) | 50.5 | (0.36) | 75.0 | (0.40) | 90.5 | (0.36) | 101.3 | (0.34) |
| Socioeconomic status ${ }^{9}$ |  |  |  |  |  |  |  |  |  |  |
| Lowest 20 percent .................................................. | 27.4 | (0.54) | 41.2 | (0.59) | 62.1 | (0.66) | 78.9 | (0.73) | 91.3 | (0.71) |
| Middle 60 percent .................................................... | 34.2 41.4 | (0.28) | 48.2 55.4 | (0.34) | 71.9 80 | (0.40) | 87.7 95.4 | (0.37) | 106.9 | (0.32) |
| Highest 20 percent .................................................... |  | (0.37) |  |  |  |  | 95.4 | (0.38) |  |  |
| School control, fall 2010 |  |  |  |  |  |  |  |  |  |  |
| Public ................................................................................. | 33.9 | (0.34) | 47.8 | (0.37) | 71.3 | (0.42) | 87.2 | (0.39) | 98.6 | (0.36) |
| Private ..................................................................... | 38.3 | (0.77) | 52.4 | (1.09) | 75.6 | (1.29) | 91.0 | (1.01) | 101.0 | (0.99) |

## $\dagger$ Not applicable

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
${ }^{1}$ Reflects performance on questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability (measured with a set of simple questions assessing children's ability to read a graph); and prealgebra skills such as identification of patterns. Possible scores for the mathematics assessment range from 0 to 135.
${ }^{2}$ Derived from child's approaches to learning scale score in fall of the kindergarten year. This score is based on teachers' reports on how often students exhibit positive learning behaviors in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, ability to adapt easily to changes in routine, organization, and ability to follow classroom rules. Possible scores range from 1 to 4 , with higher scores indicating that a child exhibits positive learning behaviors more often. Fall 2010 scores were categorized into the four anchor points on the original scale-1 (never), 2 (some times), 3 (often), and 4 (very often)-by rounding the mean score to the nearest whole number. ${ }^{3}$ The type of nonparental care in which the child spent the most hours. "Multiple arrangements" refers to children who spent an equal amount of time in each of two or more arrangements
${ }^{4}$ A two-parent household may have two biological parents, two adoptive parents, or one biological/adoptive parent and one other parent/partner. A mother-only or father-only household has one biological or adoptive parent only, without another parent/partner. In other household types, which do not include biological or adoptive parents, the guardian or guardians may be related or unrelated to the child.
${ }^{\text {sParents' highest level of education is the highest level of education achieved by either of the par- }- \text { ren }}$ ents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.
${ }^{6}$ Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify incomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than \$17,552 in 2010. Includes only children for whom information about both risk factors is available. Excludes children with missing information about parental education or family poverty.
${ }^{8} \mathrm{High}$ school not completed by any parent or guardian living with the child.
${ }^{\text {S }}$ Socioeconomic status (SES) was measured by a composite score based on parental education and occupations and household income during the child's kindergarten year.
NOTE: Estimates weighted by W7C17P_7T170. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. Most of the children were in first grade in 2011-12, second grade in 2012-13, and third grade in 2013-14, but some of the children were in other grades. In 2013-14, for example, 6 percent of the children were not in third grade (e.g., were in second grade, fourth grade, or ungraded classrooms). Estimates differ from previously published figures because scale scores were recalculated to represent the kindergarten through third-grade assessment item pools and weights were adjusted to account for survey nonresponse at each data collection wave. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and survey item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-Third Grade Restricted-Use Data File. (This table was prepared October 2016.)

Table 220.42. Fall 2010 first-time kindergartners' science scale scores through spring of third grade, by selected child, family, and school characteristics during the kindergarten year: Spring 2011 through spring 2014
[Standard errors appear in parentheses]

\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{2}{*}{Selected child, family, or school characteristic during the kindergarten year} \& \multicolumn{8}{|c|}{Mean science score \({ }^{1}\)} \\
\hline \& \multicolumn{2}{|l|}{Kindergarten, spring 2011} \& \multicolumn{2}{|l|}{First grade, spring 2012} \& \multicolumn{2}{|l|}{Second grade, spring 2013} \& \multicolumn{2}{|l|}{Third grade, spring 2014} \\
\hline 1 \& \& 2 \& \& 3 \& \& 4 \& \& 5 \\
\hline Total \& 31.6 \& (0.19) \& 40.2 \& (0.28) \& 48.4 \& (0.29) \& 55.5 \& (0.25) \\
\hline \begin{tabular}{l}
Sex of child \\
Male \\
Female \(\qquad\)
\end{tabular} \& \[
\begin{array}{r}
31.8 \\
31.4
\end{array}
\] \& \[
\begin{aligned}
\& (0.19) \\
\& (0.22)
\end{aligned}
\] \& \[
\begin{aligned}
\& 40.7 \\
\& 39.7
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.28) \\
\& (0.34)
\end{aligned}
\] \& \[
\begin{aligned}
\& 49.1 \\
\& 47.6
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.29) \\
\& (0.35)
\end{aligned}
\] \& 56.2
54.9 \& \((0.25)\)
\((0.33)\) \\
\hline \begin{tabular}{l}
Age of child at kindergarten entry, fall 2010 \\
Less than 5 years old \(\qquad\) \\
5 years old to \(51 / 2\) years old \(\qquad\) \\
More than \(51 / 2\) years old to 6 years old \(\qquad\) \\
More than 6 years old \(\qquad\)
\end{tabular} \& \[
\begin{aligned}
\& 28.9 \\
\& 30.4 \\
\& 32.5 \\
\& 33.7
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.58) \\
\& (.24) \\
\& (0.21 \\
\& 0.40)
\end{aligned}
\] \& \[
\begin{aligned}
\& 36.8 \\
\& 38.5 \\
\& 41.5 \\
\& 43.6
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.91) \\
\& (0.32 \\
\& 0.34 \\
\& (0.52)
\end{aligned}
\] \& \[
\begin{aligned}
\& 45.0 \\
\& 46.9 \\
\& 49.7 \\
\& 50.5
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.93 \\
\& (0.35 \\
\& 0.33 \\
\& 0.38 \\
\& 0.58)
\end{aligned}
\] \& \[
\begin{aligned}
\& 52.6 \\
\& 54.5 \\
\& 56.5 \\
\& 57.1
\end{aligned}
\] \& \((0.94)\)
\((0.34\)
\((0.28\)
\(0.55)\) \\
\hline \begin{tabular}{l}
Race/ethnicity of child \\
White \\
Black
\(\qquad\) \\
Hispanic \(\qquad\) \\
Asian \\
Pacific İslander \\
American Indian/Älaska Native \(\qquad\) \\
Two or more races \(\qquad\)
\end{tabular} \& \[
\begin{array}{r}
34.3 \\
28.3 \\
27.4 \\
29.5 \\
72 \\
32.5 \\
33.9
\end{array}
\] \& \[
\begin{aligned}
\& (0.16 \\
\& (0.53 \\
\& (0.28 \\
\& 0.39 \\
\& (4) \\
\& (0.68 \\
\& 0.44)
\end{aligned}
\] \& \[
\begin{aligned}
\& 43.7 \\
\& 35.4 \\
\& 35.0 \\
\& 39.3 \\
\& \ddagger \\
\& \ddagger 1.4 \\
\& 44.1
\end{aligned}
\] \& \((0.22)\)
\((0.73\)
0.45
\((0.68\)
\((+)\)
\((1.15\)
\(0.56)\) \& \[
\begin{aligned}
\& 51.6 \\
\& 43.2 \\
\& 43.6 \\
\& 49.8 \\
\& 47.7 \\
\& \ddagger 1.6
\end{aligned}
\] \& \[
\begin{aligned}
\& (0.21) \\
\& (0.84) \\
\& 0.55) \\
\& (0.71 \\
\& (+) \\
\& (1.06 \\
\& 0.57)
\end{aligned}
\] \& \[
\begin{array}{r}
58.5 \\
49.8 \\
51.4 \\
57.6 \\
. \ddagger \\
55.5 \\
59.0
\end{array}
\] \& \((0.21\)
0.81
0.43
0.65
\((+\)
0.96
0.54 \\
\hline \begin{tabular}{l}
How often child exhibited positive learning behaviors, fall \(2010^{2}\) \\
Never \\
Sometimes \(\qquad\) \\
Often \(\qquad\) \\
Very often \(\qquad\)
\end{tabular} \& 25.1
29.2
31.8
33.7 \& \[
\begin{aligned}
\& (0.97 \\
\& (0.29 \\
\& (.23 \\
\& 0.22 \\
\& 0.22)
\end{aligned}
\] \& \[
\begin{aligned}
\& 30.3 \\
\& 36.5 \\
\& 40.6 \\
\& 43.6
\end{aligned}
\] \& \[
\begin{aligned}
\& 1.09) \\
\& (0.39 \\
\& 0.29 \\
\& 0.40)
\end{aligned}
\] \& \[
\begin{aligned}
\& 35.9 \\
\& 44.5 \\
\& 48.9 \\
\& 51.8
\end{aligned}
\] \& \[
\begin{aligned}
\& (1.47) \\
\& (0.45) \\
\& (.311 \\
\& 0.35)
\end{aligned}
\] \& 43.6
51.7
56.2
58.6 \& \((1.32)\)
0.39
\((0.28\)
\(0.30)\) \\
\hline \begin{tabular}{l}
Primary type of nonparental care arrangement prior to kindergarten entry \({ }^{3}\) \\
No regular nonparental arrangement \(\qquad\) \\
Home-based care \\
Relative care \\
Nonrelative care
\(\qquad\)
\(\qquad\) \\
Center-based care \(\qquad\) \\
Multiple arrangements \(\qquad\)
\end{tabular} \& 30.0

31.0
33.5
32.1

33.4 \& $$
\begin{aligned}
& (0.34) \\
& (0.32) \\
& (0.35 \\
& (0.20) \\
& (0.51)
\end{aligned}
$$ \& 38.6

39.6
41.7
40.9

43.1 \& $$
\begin{aligned}
& (0.50) \\
& (0.46) \\
& (0.50 \\
& (0.30) \\
& 0.79
\end{aligned}
$$ \& 46.4

47.2
50.0
49.2
51.1 \& $(0.54)$
$(0.49$
$0.38)$
0.30
$0.79)$ \& 54.2
54.3
56.9
56.3
57.7 \& $(0.44)$
$(0.46)$
0.48
0.27
$0.80)$ <br>

\hline | Household type, fall $2010^{4}$ |
| :--- |
| Two-parent household |
| Mother-only household $\qquad$ |
| Father-only household $\qquad$ |
| Other household type $\qquad$ | \& 32.4

29.5
31.6

29.3 \& $$
\begin{aligned}
& (0.18) \\
& (0.44 \\
& (0.63 \\
& (0.93)
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& 41.3 \\
& 37.3 \\
& 37.9 \\
& 36.8
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.27) \\
& (0.60 \\
& 1.133 \\
& 1.01
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 49.5 \\
& 44.8 \\
& 46.0 \\
& 44.4
\end{aligned}
$$
\] \& $(0.26)$

$(0.67$
$1.26)$
$(0.92)$ \& 56.7
51.7
53.8
50.9 \& $(0.21)$
0.60
1.30
$0.82)$ <br>

\hline | Primary home language |
| :--- |
| English |
| Non-English |
| Primary language not identified | \& \[

$$
\begin{aligned}
& 32.8 \\
& 25.3 \\
& 27.4
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.19) \\
& (0.30 \\
& (0.84)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 41.7 \\
& 32.6 \\
& 34.9
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.28) \\
& (0.50 \\
& (1.13)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 49.6 \\
& 42.2 \\
& 43.7
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.29) \\
& (0.68 \\
& (1.68)
\end{aligned}
$$
\] \& 56.5

50.7
51.5 \& $(0.28)$
0.53
1.54 <br>

\hline | Parents' highest level of education ${ }^{5}$ |
| :--- |
| Less than high school $\qquad$ |
| High school completion $\qquad$ |
| Some college/vocational $\qquad$ |
| Bachelor's degree $\qquad$ |
| Any graduate education $\qquad$ | \& 25.0

28.5
31.6
33.8

35.4 \& $$
\begin{aligned}
& (0.31 \\
& (.27 \\
& (0.23 \\
& (0.20 \\
& 0.23)
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& 31.7 \\
& 35.8 \\
& 40.0 \\
& 43.2 \\
& 46.2
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.43 \\
& (0.36 \\
& 0.31 \\
& 0.15 \\
& 0.55 \\
& 0.37)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 40.1 \\
& 44.0 \\
& 48.1 \\
& 51.5 \\
& 54.2
\end{aligned}
$$
\] \& $(0.62)$

0.39
0.30
0.33

$0.29)$ \& $$
\begin{aligned}
& 48.1 \\
& 51.3 \\
& 55.1 \\
& 58.5 \\
& 61.2
\end{aligned}
$$ \& $(0.56)$

0.40
0.28
0.29
$0.27)$ <br>

\hline | Poverty status, spring $2011^{6}$ |
| :--- |
| Below poverty threshold . |
| 100 to 199 percent of poverty threshold |
| 200 percent or more of poverty threshold $\qquad$ | \& \[

$$
\begin{aligned}
& 27.6 \\
& 30.7 \\
& 34.1
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.31) \\
& (0.31 \\
& (0.17)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 34.9 \\
& 38.9 \\
& 43.7
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.48 \\
& (0.39 \\
& (0.26)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 42.9 \\
& 47.6 \\
& 51.7
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.54) \\
& (0.38 \\
& (0.5)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 50.6 \\
& 54.5 \\
& 58.7
\end{aligned}
$$
\] \& $(0.40)$

0.41
$0.22)$ <br>

\hline | Two risk factors ${ }^{7}$ |
| :--- |
| Both risk factors: No parent completed high school ${ }^{8}$ and family below poverty threshold ${ }^{6}$ One risk factor: No parent completed high school $\qquad$ One risk factor: Family below poverty threshold $\qquad$ |
| Neither risk factor $\qquad$ | \& 24.6

25.3
28.5

33.2 \& $$
\begin{aligned}
& (0.37) \\
& (.50 \\
& (0.32 \\
& (0.19)
\end{aligned}
$$ \& \[

$$
\begin{aligned}
& 31.3 \\
& 32.3 \\
& 36.0 \\
& 42.5
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.522 \\
& (.78) \\
& (0.51 \\
& (.26)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 39.1 \\
& 42.5 \\
& 44.1 \\
& 50.6
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.70 \\
& 1.10 \\
& (0.53 \\
& (0.24)
\end{aligned}
$$
\] \& 47.3

50.6
51.6
57.6 \& $(0.62)$
0.97
0.44
0.24 <br>

\hline | Socioeconomic status ${ }^{9}$ |
| :--- |
| Lowest 20 percent |
| Middle 60 percent $\qquad$ |
| Highest 20 percent $\qquad$ | \& \[

$$
\begin{aligned}
& 26.9 \\
& 31.8 \\
& 35.4
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.32) \\
& (0.18 \\
& (0.22)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 33.7 \\
& 40.3 \\
& 46.1
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 0.44) \\
& (0.25 \\
& (0.37)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 41.9 \\
& 48.5 \\
& 54.3
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.52 \\
& (0.26 \\
& 0.30)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 49.5 \\
& 55.6 \\
& 61.1
\end{aligned}
$$
\] \& $(0.46)$

0.23
$0.26)$ <br>

\hline | School control, fall 2010 |
| :--- |
| Public |
| Private $\qquad$ | \& \[

$$
\begin{array}{r}
31.3 \\
33.9
\end{array}
$$

\] \& \[

\left($$
\begin{array}{l}
0.21 \\
(0.44)
\end{array}
$$\right.

\] \& \[

$$
\begin{array}{r}
39.9 \\
43.0
\end{array}
$$

\] \& \[

$$
\begin{aligned}
& (0.31) \\
& (0.66)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 48.1 \\
& 50.9
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& (0.32 \\
& (0.67)
\end{aligned}
$$

\] \& \[

$$
\begin{aligned}
& 55.2 \\
& 58.3
\end{aligned}
$$

\] \& \[

\left($$
\begin{array}{l}
0.28) \\
(0.58)
\end{array}
$$\right.
\] <br>

\hline
\end{tabular}

## $\dagger$ Not applicable

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Science was not assessed in the fall of kindergarten. Reflects performance on questions on physical sciences, life sciences, environmental sciences, and scientific inquiry. Possible scores for the science assessment range from 0 to 87
${ }^{2}$ Derived from child's approaches to learning scale score in fall of the kindergarten year. This score is based on teachers' reports on how often students exhibit positive learning behaviors in seven areas attentiveness, task persistence, eagerness to learn, learning independence, ability to adapt easily to changes in routine, organization, and ability to follow classroom rules. Possible scores range from 1 to 4 , with higher scores indicating that a child exhibits positive learning behaviors more often. Fall 2010 scores were categorized into the four anchor points on the original scale-1 (never), 2 (sometimes), 3 (often), and 4 (very often)-by rounding the mean score to the nearest whole number.
${ }^{3}$ The type of nonparental care in which the child spent the most hours. "Multiple arrangements" refers to children who spent an equal amount of time in each of two or more arrangements.
${ }^{4} \mathrm{~A}$ two-parent household may have two biological parents, two adoptive parents, or one biological/adop tive parent and one other parent/partner. A mother-only or father-only household has one biological or adoptive parent only, without another parent/partner. In other household types, which do not include biological or adoptive parents, the guardian or guardians may be related or unrelated to the child.
${ }^{5}$ Parents' highest level of education is the highest level of education achieved by either of the par ents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.

Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify incomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than \$17,552 in 2010. ${ }^{7}$ Includes only children for whom information about both risk factors is available. Excludes children with missing information about parental education or family poverty.
${ }^{8} \mathrm{High}$ school not completed by any parent or guardian living with the child.
${ }^{9}$ Socioeconomic status (SES) was measured by a composite score based on parental education and occupations and household income during the child's kindergarten year.
NOTE: Estimates weighted by W7C17P_7T170. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. Most of the children were in first grade in 2011-12, second grade in 2012-13, and third grade in 2013-14, but some of the children were in other grades. In 2013-14, for example, 6 percent of the children were not in third grade (e.g., were in second grade, fourth grade, or ungraded classrooms). Estimates differ from previously published figures because scale scores were recalculated to represent the kindergarten through third-grade assessment item pools and weights were adjusted to account for survey nonresponse at each data collection wave. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and survey item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-Third Grade Restricted-Use Data File. (This table was prepared October 2016.)

Table 220.55. Percentage of fall 2010 first-time kindergartners, by type of peer victimization reported by child in third grade, frequency with which child reported being victimized in third grade, and selected child, family, and school characteristics: Spring 2014
[Standard errors appear in parentheses]

| Frequency of victimization and selected child, family, or school characteristic | Type of peer victimization reported by child |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Any type of peer victimization ${ }^{1}$ |  | Teased, made fun of, or called names |  | Subject of lies or untrue stories |  | Pushed, shoved, slapped, hit, or kicked |  | Excluded from play on purpose |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| Percentage distribution of children, by reported frequency of being victimized by their peers Total $\qquad$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
| Never | 11.1 | (0.47) | 34.0 | (0.72) | 33.8 | (0.63) | 45.5 | (0.79) | 44.4 | (0.72) |
| Rarely | 18.5 | (0.69) | 22.8 | (0.65) | 19.9 | (0.54) | 22.2 | (0.75) | 22.0 | (0.57) |
| Sometimes ......................................................... | 33.0 | (0.76) | 27.7 | (0.70) | 24.1 | (0.57) | 18.6 | (0.54) | 18.5 | (0.57) |
| Often or very often ................................................ | 37.5 | (0.80) | 15.4 | (0.52) | 22.2 | (0.72) | 13.7 | (0.47) | 15.1 | (0.56) |
| Often ......... | 15.3 | (0.41) | 6.5 | (0.39) | 9.9 | (0.45) | 6.5 | (0.33) | 7.4 | (0.36) |
| Very often | 22.2 | (0.71) | 8.9 | (0.41) | 12.3 | (0.60) | 7.2 | (0.36) | 7.8 | (0.44) |
| Among children with each characteristic, percent reporting that they experienced specific types of peer victimization Often or Very often |  |  |  |  |  |  |  |  |  |  |
| Total | 37.5 | (0.80) | 15.4 | (0.52) | 22.2 | (0.72) | 13.7 | (0.47) | 15.1 | (0.56) |
| Sex of child Male | 39.3 | (1.37) | 15.7 | (0.85) | 23.6 | (1.10) | 16.2 | (0.78) | 14.3 | (0.83) |
| Female | 35.5 | (0.80) | 15.2 | (0.55) | 20.8 | (0.82) | 11.1 | (0.58) | 15.9 | (0.71) |
| Age of child at kindergarten entry |  |  |  |  |  |  |  |  |  |  |
| Less than 5 years old ........................................ | 40.0 | (2.99) | 18.2 | (2.55) | 20.5 | (2.51) | 14.9 | (2.52) | 12.8 | (2.88) |
| 5 years old to $51 / 2$ years old ............................. | 39.2 | (1.03) | 16.5 | (0.83) | 23.7 | (0.85) | 14.0 | (0.62) | 16.6 | (0.81) |
| More than $51 / 2$ years old to 6 years old ............... | 36.1 | (1.03) | 14.5 | (0.72) | 21.5 | (0.99) | 13.7 | (0.63) | 14.2 | (0.71) |
| More than 6 years old ...................................... | 35.0 | (2.31) | 14.0 | (1.24) | 19.4 | (1.78) | 12.0 | (1.34) | 13.1 | (1.41) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |
| White | 35.9 | (0.89) | 15.2 | (0.58) | 20.6 | (0.80) | 12.7 | (0.59) | 15.2 | (0.67) |
| Black | 47.7 | (3.75) | 19.9 | (2.14) | 32.2 | (2.65) | 20.0 | (1.71) | 18.3 | (2.22) |
| Hispanic | 35.5 | (1.03) | 13.7 | (1.03) | 20.6 | (1.10) | 12.3 | (0.64) | 13.3 | (0.87) |
| Asian | 28.6 | (2.33) | 11.3 | (2.37) | 12.5 | (1.37) | 9.8 | (2.21) | 12.2 | (1.98) |
| Pacific Islander ................................................ | 19.0 ! | (6.99) | 7.7 ! | (2.96) | 16.0 ! | (6.89) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ........................... | 47.2 | (3.94) | 18.3 | (3.10) | 27.1 | (2.59) | 24.8 | (4.14) | 17.8 | (2.31) |
| Two or more races ........................................... | 43.9 | (3.27) | 18.6 | (2.51) | 29.1 | (2.96) | 16.6 | (2.52) | 16.9 | (2.38) |
| Frequency with which child victimized his/her peers (reported by teacher), spring 2014 |  |  |  |  |  |  |  |  |  |  |
| Teased, made fun of, or called other students names |  |  |  |  |  |  |  |  |  |  |
| Sometimes, rarely, or never .............................. | 36.1 | (0.76) | 14.7 | (0.49) | 20.9 | (0.70) | 13.0 | (0.46) | 14.6 | (0.50) |
| Often or very often ........................................ | 62.4 | (3.35) | 29.2 | (3.14) | 46.4 | (3.06) | 27.0 | (3.06) | 25.1 | (3.48) |
| Told lies or untrue stories about other students Sometimes, rarely, or never | 36.5 | (0.75) | 14.8 | (0.47) | 21.3 | (0.70) | 13.1 | (0.45) | 14.7 | (0.51) |
| Often or very often ......................................... | 66.3 | (3.85) | 35.1 | (3.76) | 48.0 | (3.42) | 31.0 | (4.63) | 28.8 | (3.76) |
| Pushed, shoved, slapped, hit, or kicked other students Sometimes, rarely, or never $\qquad$ | 36.7 | (0.75) | 14.9 | (0.50) | 21.6 | (0.69) | 13.3 | (0.45) | 14.7 | (0.53) |
| Often or very often ......................................... | 65.3 | (6.04) | 39.3 | (4.56) | 47.8 | (4.66) | 31.1 | (4.26) | 32.7 | (4.73) |
| Excluded other students from play on purpose |  |  |  |  |  |  |  |  |  |  |
| Sometimes, rarely, or never ............................. | 36.8 | (0.75) | 15.1 | (0.52) | 21.7 | (0.70) | 13.5 | (0.45) | 14.9 | (0.53) |
| Often or very often ........................................ | 58.6 | (5.78) | 26.3 | (4.34) | 41.4 | (4.64) | 22.5 | (4.25) | 25.5 | (4.07) |
| Parents' highest level of education, spring $2014{ }^{2}$ |  |  |  |  |  |  |  |  |  |  |
| Less than high school ........................................ | 37.1 | (2.24) | 13.6 | (1.90) | 22.6 | (1.75) | 15.5 | (1.52) | 14.3 | (1.55) |
| High school completion ..................................... | 45.0 | (1.67) | 18.7 | (1.45) | 28.0 | (1.68) | 15.4 | (1.07) | 18.4 | (1.40) |
| Some college/vocational .................................... | 40.3 | (0.98) | 18.0 | (1.01) | 24.7 | (1.08) | 15.5 | (0.85) | 17.2 | (0.83) |
| Bachelor's degree ............................................ | 32.9 | (1.29) | 13.1 | (0.88) | 17.6 | (1.08) | 11.6 | (1.00) | 12.5 | (0.91) |
| Any graduate education ...................................... | 28.2 | (1.17) | 10.1 | (0.85) | 15.7 | (0.96) | 9.9 | (0.95) | 10.4 | (0.85) |
| Poverty status, spring 2014 ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |
| Below poverty threshold ..................................... | 42.9 | (1.43) | 17.6 | (1.23) | 26.6 | (1.47) | 16.6 | (1.10) | 19.5 | (1.07) |
| 100 to 199 percent of poverty threshold ................ | 42.9 | (1.59) | 19.1 | (1.28) | 24.7 | (1.28) | 16.8 | (1.08) | 17.1 | (1.34) |
| 200 percent or more of poverty threshold ............... | 32.7 | (0.83) | 12.9 | (0.54) | 19.2 | (0.74) | 11.1 | (0.50) | 12.3 | (0.55) |
| School locale, spring 2014 |  |  |  |  |  |  |  |  |  |  |
| City ............................................................... | 37.4 | (1.44) | 16.9 | (0.94) | 22.7 | (1.10) | 14.1 | (0.91) | 14.6 | (0.80) |
| Suburb ........................................................... | 33.5 | (1.17) | 14.0 | (0.70) | 18.7 | (0.85) | 11.6 | (0.76) | 12.8 | (0.77) |
| Town .............................................................. | 37.6 | (3.35) | 13.6 | (1.54) | 24.1 | (2.59) | 14.2 | (1.64) | 14.9 | (2.18) |
| Rural .............................................................. | 42.6 | (1.82) | 16.7 | (1.31) | 24.7 | (1.64) | 15.1 | (1.40) | 18.4 | (1.42) |
| School control, spring 2014 |  |  |  |  |  |  |  |  |  |  |
| Public ............................................................. | 37.8 | (0.83) | 15.5 | (0.58) | 22.7 | (0.77) | 13.8 | (0.50) | 15.4 | (0.58) |
| Private ............................................................ | 34.3 | (2.03) | 14.2 | (1.46) | 17.5 | (1.83) | 12.6 | (1.48) | 11.8 | (1.32) |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Children who reported experiencing more than one type of victimization are counted only once in the total percentage of children who experienced any type of victimization.
${ }^{2}$ Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.
${ }^{3}$ Poverty status is based on U.S. Census weighted average income thresholds for 2013, which identify incomes determined to meet household needs, given family size and compo-
sition. For example, a family of three with one child was below the poverty threshold if its ncome was less than \$18,552 in 2013.
NOTE: Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. In 2013-14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and survey item nonresponse. SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergar-ten-Third Grade Restricted-Use Data File. (This table was prepared October 2016.)

Table 220.56. Percentage of fall 2010 first-time kindergartners, by type of victimization their teacher reported that they perpetrated against peers in third grade, frequency with which the teacher reported that they victimized their peers, and selected child, family, and school characteristics: Spring 2014
[Standard errors appear in parentheses]

| Frequency of child victimizing peers and selected child, family, or school characteristic | Type of victimization perpetrated against peers |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Any type of victimization ${ }^{1}$ |  | Teased, made fun of, or called other students names |  | Told lies or untrue stories about other students |  | Pushed, shoved, slapped, hit, or kicked other students |  | Excluded other students from play on purpose |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| Percentage distribution of children, by how frequently their teacher reported they victimized their peers <br> Total | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
| Never | 48.6 | (0.81) | 57.1 | (0.78) | 69.0 | (0.72) | 76.8 | (0.82) | 64.9 | (0.75) |
| Rarely | 28.4 | (0.64) | 25.0 | (0.63) | 18.8 | (0.48) | 14.4 | (0.56) | 23.1 | (0.70) |
| Sometimes | 16.8 | (0.59) | 13.2 | (0.41) | 9.2 | (0.54) | 6.5 | (0.42) | 9.6 | (0.38) |
| Often or very often ...... | 6.1 | (0.43) | 4.8 | (0.39) | 3.0 | (0.32) | 2.3 | (0.24) | 2.4 | (0.26) |
| Often ........ | 4.4 | (0.30) | 3.6 | (0.31) | 2.2 | (0.25) | 1.6 | (0.17) | 1.8 | (0.20) |
| Very often ................................................................. | 1.8 | (0.21) | 1.1 | (0.17) | 0.8 | (0.13) | 0.7 | (0.18) | 0.6 | (0.11) |
| Among children with each characteristic, percent whose teacher reported that they perpetrated specific types of victimization against their peers Often or Very often |  |  |  |  |  |  |  |  |  |  |
| Total | 6.1 | (0.43) | 4.8 | (0.39) | 3.0 | (0.32) | 2.3 | (0.24) | 2.4 | (0.26) |
| Sex of child Male |  |  |  |  |  |  |  |  |  |  |
| Male $\qquad$ <br> Female ............................................................................................... | $\begin{aligned} & 8.4 \\ & 3.8 \end{aligned}$ | $\begin{aligned} & (0.66) \\ & (0.41) \end{aligned}$ | $\begin{aligned} & 6.8 \\ & 2.7 \end{aligned}$ | $\begin{aligned} & (0.61) \\ & (0.36) \end{aligned}$ | 3.8 2.2 | $\begin{aligned} & (0.50) \\ & (0.28) \end{aligned}$ | 3.4 1.1 | $(0.37)$ $(0.26)$ | 2.7 2.1 | $(0.38)$ $(0.32)$ |
| Age of child at kindergarten entry Less than 5 years old | 4.41 | (1.86) |  | (t) |  | ( $\dagger$ | $\pm$ | ( + |  | ( + |
| 5 years old to $51 / 2$ years old .... | 6.2 | (0.52) | 4.7 | (0.45) | 3.1 | (0.37) | 2.4 | (0.35) | 2.5 | (0.36) |
| More than $51 / 2$ years old to 6 years old ...................................................... | 6.2 | (0.71) | 5.0 | (0.65) | 3.0 | (0.50) | 2.4 | (0.31) | 2.3 | (0.41) |
| More than 6 years old ............................................... | 6.0 | (1.23) | 5.2 | (1.06) | 2.5 ! | (0.81) | 1.7 ! | (0.64) | 2.7 | (0.67) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |
| White .. | 4.6 | (0.48) | 3.3 | (0.41) | 2.2 | (0.33) | 1.2 | (0.22) | 1.8 | (0.28) |
| Black | 14.8 | (1.71) | 13.0 | (1.77) | 7.4 | (1.19) | 7.9 | (1.05) | 6.1 | (1.18) |
| Hispanic | 5.5 | (0.57) | 4.2 | (0.53) | 2.7 | (0.43) | 2.2 | (0.34) | 2.0 | (0.55) |
| Asian | 1.7 ! | (0.59) | 1.1 ! | (0.51) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | + | ( $\dagger$ |
| Pacific Islander ......................................................... | 13.6 ! | (6.52) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| American Indian/Alaska Native Two or more races | $\ddagger$ 6.4 | $(\dagger)$ $(2.68)$ | $5.7 \begin{array}{r}\ddagger \\ \hline\end{array}$ | ( $\dagger$ ) $(2.29)$ | 5.1 ! | $(t)$ $(2.25)$ | 2.0 ! | $(+)$ $(0.78)$ | $\ddagger$ | (t) $(\dagger)$ |
| Frequency with which child reported experiencing different types of victimization by peers, spring 2014 |  |  |  |  |  |  |  |  |  |  |
| Teased, made fun of, or called names |  |  |  |  |  |  |  |  |  |  |
| Sometimes, rarely, or never ..................................... | 4.8 | (0.40) | 3.8 | (0.37) | 2.2 | (0.28) | 1.5 | (0.20) | 2.0 | (0.26) |
| Often or very often ............................................... | 11.7 | (1.31) | 8.6 | (1.04) | 6.5 | (0.86) | 5.5 | (0.86) | 4.0 | (0.68) |
| Subject of lies or untrue stories |  |  |  |  |  |  |  |  |  |  |
| Sometimes, rarely, or never .......................................... | 4.3 | (0.34) | 3.3 | (0.28) | 2.0 | (0.23) | 1.5 | (0.17) | 1.8 | (0.25) |
| Often or very often ............................................... | 12.3 | (1.21) | 10.0 | (1.14) | 6.6 | (0.87) | 4.9 | (0.77) | 4.4 | (0.60) |
| Pushed, shoved, slapped, hit, or kicked |  |  |  |  |  |  |  |  |  |  |
| Sometimes, rarely, or never ......................................... | 5.1 | (0.44) | 4.0 | (0.39) | 2.4 | (0.34) | 1.8 | (0.22) | 2.1 | (0.28) |
| Often or very often .......................................................... | 11.9 | (1.26) | 9.3 | (1.14) | 6.7 | (1.02) | 5.1 | (0.82) | 3.9 | (0.70) |
| Excluded from play on purpose |  |  |  |  |  |  |  |  |  |  |
| Sometimes, rarely, or never .......................................................................... | 5.2 | (0.43) | 4.2 | (0.39) | 2.5 | (0.31) | 1.8 | (0.22) | 2.1 | (0.27) |
| Often or very often .................................................... | 10.9 | (1.39) | 7.9 | (1.16) | 5.7 | (0.81) | 4.9 | (0.86) | 4.0 | (0.63) |
| Parents' highest level of education, spring 2014² |  |  |  |  |  |  |  |  |  |  |
| Less than high school .............................................. | 9.0 | (1.35) | 6.4 | (1.34) | 3.2 | (0.75) | 5.6 | (1.07) | 3.2 | (0.85) |
| High school completion .................................................................................. | 7.8 | (1.15) | 6.0 | (1.08) | 4.5 | (0.80) | 3.2 | (0.61) | 3.4 | (0.63) |
| Some college/vocational .......................................... | 6.8 | (0.61) | 5.7 | (0.60) | 3.6 | (0.49) | 2.2 | (0.35) | 2.9 | (0.49) |
| Bachelor's degree ........ | 4.3 | (0.61) | 3.2 | (0.48) | 1.9 | (0.44) | 1.3 ! | (0.43) | 1.3 | (0.34) |
| Any graduate education ............................................. | 3.7 | (0.50) | 2.6 | (0.43) | 1.4 | (0.38) | 1.1 | (0.31) | 1.3 ! | (0.40) |
| Poverty status, spring 2014 ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |
| Below poverty threshold ............................................. | 9.0 | (0.80) | 7.1 | (0.86) | 4.9 | (0.67) | 4.5 | (0.59) | 3.7 | (0.69) |
| 100 to 199 percent of poverty threshold .......................... | 7.8 | (0.82) | 6.7 | (0.74) | 4.4 | (0.76) | 2.6 | (0.49) | 3.0 | (0.53) |
| 200 percent or more of poverty threshold ......................... | 4.2 | (0.38) | 2.9 | (0.32) | 1.6 | (0.23) | 1.2 | (0.16) | 1.6 | (0.31) |
| School locale, spring 2014 |  |  |  |  |  |  |  |  |  |  |
| City ............................ | 7.5 | (0.68) | 5.8 | (0.59) | 3.8 | (0.50) | 3.3 | (0.44) | 3.0 | (0.40) |
| Suburb ................................................................ | 5.2 | (0.50) | 4.1 | (0.42) | 2.6 | (0.32) | 1.9 | (0.32) | 1.9 | (0.27) |
| Town ........................................................................ | 4.6 | (1.23) | 3.6 ! | (1.17) | 2.4 ! | (0.75) | 2.2 | (0.67) | $\ddagger$ | (t) |
| Rural ........................................................................ | 5.6 | (0.83) | 4.1 | (0.75) | 2.7 | (0.73) | 1.6 | (0.41) | 2.4 | (0.59) |
| School control, spring 2014 |  |  |  |  |  |  |  |  |  |  |
| Public ............................................................................. | 6.3 | (0.45) | 4.9 | (0.43) | 3.2 | (0.34) | 2.4 | (0.25) | 2.5 | (0.28) |
| Private ............................................................................. | 4.8 | (1.03) | 3.4 | (0.81) | 1.4 ! | (0.44) | 1.4 | (0.42) | 1.3 ! | (0.59) |

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Children whose teachers reported that they perpetrated more than one type of victimization are counted only once in the total percentage of children who perpetrated any type of victimization. '2Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.
${ }^{3}$ Poverty status is based on U.S. Census weighted average income thresholds for 2013 which identify incomes determined to meet household needs, given family size and compo-
sition. For example, a family of three with one child was below the poverty threshold if its income was less than $\$ 18,552$ in 2013.
NOTE: Estimates weighted by W7C27P 7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. In 2013-14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and survey item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-Third Grade Restricted-Use Data File. (This table was prepared October 2016.)

Table 220.57. Fall 2010 first-time kindergartners' scores on various academic, social, and emotional scales in third grade, by frequency of being victimized by their peers, frequency of victimizing their peers, and type of victimization: Spring 2014
[Standard errors appear in parentheses]

| Frequency of being victimized by peers, frequency of victimizing peers, and type of victimization | Mean third-grade (spring 2014) scale scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Reading ${ }^{1}$ |  | Mathematics ${ }^{2}$ |  | Science ${ }^{3}$ |  | Approaches to learning ${ }^{4}$ |  | Self control ${ }^{5}$ |  | Interpersonalskills ${ }^{6}$ |  | Externalizing problem behaviors ${ }^{7}$ |  | Internalizing problem behaviors ${ }^{8}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total | 110.9 | (0.26) | 98.5 | (0.32) | 55.3 | (0.24) |  | (0.01) | 3.3 | (0.01) | 3.1 | (0.01) | 1.7 | (0.01) | 1.6 | (0.01) |
| Frequency with which child reported experiencing different types of victimization by peers in third grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teased, made fun of, or called names Often or very often $\qquad$ | 107.2 | (0.48) | 94.6 | (0.59) | 53.4 | (0.43) | 2.8 | (0.03) | 3.1 | (0.02) | 3.0 | (0.02) | 1.9 | (0.02) | 1.7 | (0.02) |
| Sometimes or rarely ..................... | 112.4 | (0.29) | 100.2 | (0.38) | 56.3 | (0.26) | 3.1 | (0.02) | 3.3 | (0.01) | 3.2 | (0.01) | 1.7 | (0.01) | 1.6 | (0.01) |
| Never ........................ | 110.8 | (0.34) | 98.1 | (0.36) | 55.0 | (0.29) |  | (0.02) | 3.4 | (0.02) | 3.2 | (0.02) | 1.6 | (0.02) | 1.6 | (0.01) |
| Subject of lies or untrue stories Often or very often $\qquad$ | 106.8 | (0.44) | 94.2 | (0.55) | 52.5 | (0.37) | 2.9 | (0.03) | 3.1 | (0.02) | 3.0 | (0.02) | 1.9 | (0.02) | 1.7 | (0.02) |
| Sometimes or rarely ....................... | 112.0 | (0.29) | 100.1 | (0.39) | 56.1 | (0.27) | 3.1 | (0.02) | 3.3 | (0.01) | 3.2 | (0.02) | 1.7 | (0.01) | 1.6 | (0.01) |
| Never ....................... | 112.3 | (0.34) | 99.3 | (0.41) | 56.2 | (0.32) |  | (0.02) | 3.4 | (0.01) | 3.2 | (0.02) | 1.5 | (0.01) | 1.6 | (0.01) |
| Pushed, shoved, slapped, hit, or kicked Often or very often $\qquad$ | 107.2 | (0.52) | 95.0 | (0.62) | 53.3 | (0.40) | 2.8 | (0.03) | 3.0 | (0.02) | 2.9 | (0.02) | 1.9 | (0.02) | 1.7 | (0.02) |
| Sometimes or rarely .............................................. | 112.4 | (0.28) | 100.8 | (0.36) | 56.8 | (0.28) | 3.1 | (0.02) | 3.3 | (0.01) | 3.1 | (0.02) | 1.7 | (0.02) | 1.6 | (0.01) |
| Never ....................................................... | 110.9 | (0.32) | 97.7 | (0.38) | 54.7 | (0.28) |  | (0.02) | 3.4 | (0.01) | 3.2 | (0.01) | 1.6 | (0.01) | 1.6 | (0.01) |
| Excluded from play on purpose Otten or very often |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Often or very often $\qquad$ Sometimes or rarely | 107.6 111.9 | $(0.53)$ $(0.31)$ | 94.1 100.0 | $(0.55)$ $(0.39)$ | 53.4 56.2 | $(0.37)$ $(0.30)$ |  | $(0.03)$ $(0.02)$ | 3.1 3.3 | $(0.02)$ $(0.02)$ | 3.0 3.2 | $(0.02)$ $(0.01)$ | 1.9 | $(0.02)$ $(0.01)$ | 1.7 1.6 | $(0.02)$ $(0.01)$ |
| Never ............................................................................................ | 111.3 | (0.31) | 98.8 | (0.40) | 55.3 | (0.31) | 3.2 | (0.02) | 3.3 | (0.01) | 3.2 | (0.01) | 1.6 | (0.01) | 1.5 | (0.01) |
| Frequency with which teacher reported that child victimized his/her peers in third grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teased, made fun of, or called other students names |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Often or very often ...... | 103.0 | (0.84) | 90.3 | (0.98) | 49.7 | (0.58) | 2.2 | (0.04) | 2.2 | (0.03) | 2.1 | (0.03) | 2.9 | (0.04) | 1.9 | (0.04) |
| Sometimes or rarely ..................................... | 109.5 | (0.34) | 97.2 | (0.46) | 54.3 | (0.31) | 2.8 | (0.02) | 3.0 | (0.01) | 2.9 | (0.02) | 2.0 | (0.01) | 1.7 | (0.02) |
| Never ...................................................... | 112.6 | (0.30) | 100.1 | (0.33) | 56.5 | (0.26) |  | (0.01) | 3.6 | (0.01) | 3.4 | (0.01) | 1.4 | (0.01) | 1.5 | (0.01) |
| Told lies or untrue stories about other students Often or very often |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Often or very often $\qquad$ <br> Sometimes or rarely | 102.4 108.5 | $(0.83)$ $(0.35)$ | 89.0 95.5 | $(1.12)$ $(0.56)$ | 49.2 53.1 | $(0.54)$ $(0.36)$ | 2.1 2.7 | $(0.04)$ $(0.02)$ | 2.1 2.9 | $(0.03)$ <br> $(0.02)$ | 2.0 | $(0.03)$ <br> $(0.02)$ | 3.0 2.1 | $(0.04)$ <br> $(0.02)$ | 2.0 1.8 | $(0.06)$ $(0.02)$ |
| Never ............................................................................. | 112.3 | (0.28) | 100.2 | (0.29) | 56.6 | (0.24) |  | (0.01) | 3.5 | (0.01) | 3.4 | (0.01) | 1.5 | (0.01) | 1.5 | (0.01) |
| Pushed, shoved, slapped, hit, or kicked other students Often or very often $\qquad$ | 100.3 | (1.34) | 86.6 | (1.33) | 46.7 | (0.95) | 2.1 | (0.05) | 2.1 | (0.03) | 2.0 | (0.03) | 3.1 | (0.05) | 1.9 | (0.05) |
| Sometimes or rarely .................................................................. | 107.7 | (0.37) | 96.1 | (0.58) | 53.2 | (0.36) | 2.6 | (0.03) | 2.8 | (0.02) | 2.7 | (0.02) | 2.2 | (0.02) | 1.7 | (0.03) |
| Never ...................................................... | 112.2 | (0.27) | 99.6 | (0.31) | 56.2 | (0.23) | 3.3 | (0.01) | 3.4 | (0.01) | 3.3 | (0.01) | 1.5 | (0.01) | 1.6 | (0.01) |
| Excluded other students from play on purpose |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Often or very often .... | 103.2 | (1.49) | 89.9 | (1.44) | 49.3 | (0.99) | 2.3 | (0.05) | 2.2 | (0.03) | 2.0 | (0.03) | 2.9 | (0.05) | 2.0 | (0.05) |
| Sometimes or rarely .................................... | 109.7 | (0.32) | 97.1 | (0.49) | 54.2 | (0.30) | 2.8 | (0.02) | 2.9 | (0.02) | 2.8 | (0.02) | 2.0 | (0.02) | 1.7 | (0.02) |
| Never ........ | 111.9 | (0.31) | 99.6 | (0.31) | 56.2 | (0.27) | 3.3 | (0.01) | 3.5 | (0.01) | 3.4 | (0.01) | 1.5 | (0.01) | 1.5 | (0.01) |

${ }^{1}$ Reflects performance on questions measuring basic skills (print familiarity, letter recognition, beginning and ending sounds, rhyming words, and word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences from texts, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessment range from 0 to 141.
${ }^{2}$ Reflects performance on questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability (measured with a set of simple questions assessing children's ability to read a graph); and prealgebra skills such as identification of patterns. Possible scores for the mathematics assessment range from 0 to 135.
${ }^{3}$ Reflects performance on questions on physical sciences, life sciences, environmental sciences, and scientific inquiry. Possible scores for the science assessment range from 0 to 87. ${ }^{4}$ The approaches to learning scale is based on teachers' reports on how students rate in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, ability to adapt easily to changes in routine, organization, and ability to follow classroom rules. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often.
${ }^{5}$ The self-control scale is based on teachers' reports on the student's ability to control behavior by respecting the property rights of others, controlling temper, accepting peer ideas for group activities, and responding appropriately to pressure from peers. Possible scores on the scale range from 1 to 4 , with higher scores indicating that a child exhibited behaviors indicative of self-control more often.
${ }^{6}$ The interpersonal skills scale is based on teachers' reports on the student's skill in forming and maintaining friendships; getting along with people who are different; comforting or helping other children; expressing feelings, ideas, and opinions in positive ways; and showing sensitivity to the feelings of others. Possible scores on the scale range from 1 to 4 , with higher scores indicating that a child interacted with others in a positive way more often.
${ }^{7}$ The externalizing problem behaviors scale is based on teachers' reports on how frequently a student argues, fights, gets angry, acts impulsively, disturbs ongoing activities, and talks at inappropriate times. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibited externalized problem behaviors more often.
${ }^{8}$ The internalizing problem behaviors scale is based on teachers' reports on how frequently a student exhibits the apparent presence of anxiety, loneliness, low self-esteem, and sadness. Possible scores on the scale range from 1 to 4 , with higher scores indicating that a child exhibited internalized problem behaviors more often.
NOTE: Estimates weighted by W7C27P_7T70. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. In 2013-14, most of the children were in third grade, but 6 percent were in second grade or other grades (e.g., fourth grade, ungraded classrooms). Estimates differ from previously published figures because scale scores were recalculated to represent the kindergarten through thirdgrade assessment item pools and weights were adjusted to account for survey nonresponse at each data collection wave.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergar-ten-Third Grade Restricted-Use Data File. (This table was prepared October 2016.)

Table 220.60. Fall 2010 kindergartners' reading, mathematics, science, and approaches to learning scale scores, by kindergarten entry status and time of assessment: Fall 2010 and spring 2011 through spring 2014
[Standard errors appear in parentheses]

| Type and time of assessment | Overall mean score ${ }^{1}$ |  | Mean score by fall 2010 kindergarten entry status ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Early kindergarten entrants |  | On-time kindergarten entrants |  | Delayed kindergarten entrants |  | Kindergarten repeaters |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| Reading scale score ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Fall 2010 ... | 51.8 | (0.26) | 50.0 | (1.24) | 51.8 | (0.28) | 53.1 | (0.64) | 53.6 | (0.85) |
| Spring 2011 ............................................... | 65.9 | (0.33) | 62.1 | (2.19) | 66.2 | (0.35) | 67.3 | (0.75) | 64.5 | (0.94) |
| First grade, spring 2012 ................................... | 89.4 | (0.36) | 83.9 | (2.51) | 90.1 | (0.41) | 91.7 | (0.74) | 83.8 | (1.27) |
| Second grade, spring 2013 ............................... | 102.3 | (0.26) | 98.9 | (1.69) | 103.0 | (0.31) | 104.0 | (0.65) | 96.8 | (1.35) |
| Third grade, spring 2014 ..................................... | 110.2 | (0.23) | 107.6 | (1.45) | 110.8 | (0.27) | 111.8 | (0.60) | 104.8 | (1.24) |
| Mathematics scale score ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |
| Kindergarten |  |  |  |  |  |  |  |  |  |  |
| Fall 2010 ... | 33.9 | (0.28) | 30.2 | (1.32) | 33.9 | (0.30) | 37.6 | (0.78) | 34.4 | (0.79) |
| Spring 2011 ............................................... | 47.7 | (0.32) | 43.5 | (1.97) | 47.8 | (0.35) | 50.9 | (0.90) | 46.8 | (0.88) |
| First grade, spring 2012 .................................... | 70.7 | (0.36) | 63.8 | (2.46) | 71.3 | (0.40) | 75.1 | (1.08) | 66.5 | (1.14) |
| Second grade, spring 2013 ................................ | 86.5 | (0.33) | 80.5 | (2.46) | 87.0 | (0.36) | 89.2 | (0.81) | 81.1 | (1.34) |
| Third grade, spring 2014 ................................... | 97.6 | (0.30) | 94.7 | (2.08) | 98.2 | (0.32) | 100.1 | (0.63) | 91.5 | (1.20) |
| Science scale score ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |
| Kindergarten, spring 2011 .... | 31.3 | (0.17) | 28.2 | (0.93) | 31.5 | (0.19) | 33.5 | (0.43) | 30.4 | (0.57) |
| First grade, spring 2012 ................................... | 39.6 | (0.26) | 35.3 | (1.28) | 40.0 | (0.28) | 42.4 | (0.49) | 37.8 | (0.78) |
| Second grade, spring 2013 ................................. | 47.7 | (0.25) | 44.7 | (1.46) | 48.0 | (0.29) | 50.0 | (0.51) | 45.3 | (0.81) |
| Third grade, spring 2014 ..................................... | 54.8 | (0.23) | 52.0 | (1.55) | 55.2 | (0.25) | 56.9 | (0.44) | 52.1 | (0.75) |
| Approaches to learning score ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |
| Kindergarten |  |  |  |  |  |  |  |  |  |  |
| Fall 2010 .................................................... | 3.0 | (0.01) | 2.9 | (0.08) | 3.0 | (0.01) | 3.0 | (0.03) | 2.9 | (0.05) |
| Spring 2011 ............................................... | 3.1 | (0.01) | 3.0 | (0.08) | 3.1 | (0.01) | 3.2 | (0.03) | 2.9 | (0.04) |
| First grade, spring 2012 .................................. | 3.1 | (0.01) | 3.0 | (0.11) | 3.1 | (0.01) | 3.1 | (0.03) | 2.8 | (0.04) |
| Second grade, spring 2013 ................................ | 3.1 | (0.01) | 3.0 | (0.08) | 3.1 | (0.01) | 3.1 | (0.04) | 2.8 | (0.06) |
| Third grade, spring 2014 ................................... | 3.1 | (0.01) | 3.0 | (0.10) | 3.1 | (0.01) | 3.1 | (0.04) | 2.8 | (0.04) |

${ }^{1}$ Includes students with missing kindergarten entry status information.
${ }^{2}$ A child who enrolled in kindergarten for the first time in 2010-11 is classified as an early, ontime, or delayed kindergarten entrant depending on whether the parent reported enrolling the child early, enrolling the child when he or she was old enough, or waiting until the child was older relative to school guidelines about when children can start school based on their birth date. A child is classified as a kindergarten repeater if the parent reported that 2010-11 was the child's second (or more) year of kindergarten.
${ }^{3}$ Reflects performance on questions measuring basic skills (print familiarity, letter recognition beginning and ending sounds, rhyming words, and word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences from texts, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessment range from 0 to 141.
${ }^{4}$ Reflects performance on questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability (measured with a set of simple questions assessing children's ability to read a graph); and prealgebra skills such as identification of patterns. Possible scores for the mathematics assessment range from 0 to 135 .
${ }^{5}$ Reflects performance on questions on physical sciences, life sciences, environmental sciences, and scientific inquiry. Possible scores for the science assessment range from 0 to 87. Science was not assessed in the fall of kindergarten.
${ }^{6}$ The approaches to learning scale is based on teachers' reports on how students rate in seven areas: attentiveness, task persistence, eagerness to learn, learning independence, ability to adapt easily to changes in routine, organization, and ability to follow classroom rules. Possible scores on the scale range from 1 to 4 , with higher scores indicating that a child exhibits positive learning behaviors more often.
NOTE: Estimates weighted by W7C7P_20. Estimates pertain to a sample of children who were enrolled in kindergarten in the 2010-11 school year. The same children were assessed in spring 2012 (when the majority were in first grade), spring 2013 (when the majority were in second grade), and spring 2014 (when the majority were in third grade). Estimates differ from previously published figures because reading, mathematics, and science scale scores were recalculated to represent the kindergarten through third-grade assessment item pools and because weights were adjusted to account for survey nonresponse at each data collection wave, including the latest round of data collection (spring 2014).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), KindergartenThird Grade Restricted-Use Data File. (This table was prepared March 2017.)

## Table 221.10. Average National Assessment of Educational Progress (NAEP) reading scale score, by sex, race/ethnicity, and grade: Selected years, 1992 through 2015

[Standard errors appear in parentheses]

| Grade and year | $\begin{array}{r} \text { All } \\ \text { students } \end{array}$ | Sex |  |  | Race/ethnicity |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Average reading scale score |  | Gap between female and male score | Average reading scale score |  |  |  |  |  |  |  | Gap between White and Black score | Gap between White and Hispanic score |
|  |  | Male Female |  |  | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races ${ }^{1}$ |  |  |
|  |  |  |  | Total |  |  |  | Asian ${ }^{1}$ | Pacific Islander ${ }^{1}$ |  |  |  |  |
| 1 | 2 | 3 | 4 |  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Grade 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1992{ }^{2}$ | 217 (0.9) | 213 (1.2) | 221 (1.0) | 8 (1.6) | 224 (1.2) | 192 (1.7) | 197 (2.6) | 216 (2.9) | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger \quad(\mathrm{t})$ | - (t) | 32 (2.1) | 27 (2.9) |
| $1994{ }^{2}$ | 214 (1.0) | 209 (1.3) | 220 (1.1) | 10 (1.7) | 224 (1.3) | 185 (1.8) | 188 (3.4) | 220 (3.8) | - $\dagger$ ) | - (t) | 211 (6.6) | - (t) | 38 (2.2) | 35 (3.6) |
| 1998 | 215 (1.1) | 212 (1.3) | 217 (1.3) | 5 (1.8) | 225 (1.0) | 193 (1.9) | 193 (3.2) | 215 (5.6) | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | - (t) | 32 (2.2) | 32 (3.3) |
| 2000 | 213 (1.3) | 208 (1.3) | 219 (1.4) | 11 (1.9) | 224 (1.1) | 190 (1.8) | 190 (2.9) | 225 (5.2) | - (t) | (t) | 214 (6.0) | - (t) | 34 (2.1) | 35 (3.1) |
| 2002 | 219 (0.4) | 215 (0.4) | 222 (0.5) | 6 (0.7) | 229 (0.3) | 199 (0.5) | 201 (1.3) | 224 (1.6) | ( $\dagger$ ) | - (t) | 207 (2.0) | - (t) | 30 (0.6) | 28 (1.4) |
| 2003 | 218 (0.3) | 215 (0.3) | 222 (0.3) | 7 (0.5) | 229 (0.2) | 198 (0.4) | 200 (0.6) | 226 (1.2) | ( $\dagger$ | ( $\dagger$ ) | 202 (1.4) | - (t) | 31 (0.5) | 28 (0.6) |
| 2005 | 219 (0.2) | 216 (0.2) | 222 (0.3) | 6 (0.4) | 229 (0.2) | 200 (0.3) | 203 (0.5) | 229 (0.7) | ( $\dagger$ ) | ( $\dagger$ ) | 204 (1.3) | - (t) | 29 (0.4) | 26 (0.5) |
| 2007 | 221 (0.3) | 218 (0.3) | 224 (0.3) | 7 (0.4) | 231 (0.2) | 203 (0.4) | 205 (0.5) | 232 (1.0) | ( $\dagger$ ) | (t) | 203 (1.2) | - (t) | 27 (0.5) | 26 (0.6) |
| 2009 | 221 (0.3) | 218 (0.3) | 224 (0.3) | 7 (0.4) | 230 (0.3) | 205 (0.5) | 205 (0.5) | 235 (1.0) | - (t) | - (t) | 204 (1.3) | - (t) | 26 (0.6) | 25 (0.6) |
| 2011 | 221 (0.3) | 218 (0.3) | 225 (0.3) | 7 (0.5) | 231 (0.2) | 205 (0.5) | 206 (0.5) | 235 (1.2) | 236 (1.3) | 216 (1.9) | 202 (1.3) | 227 (1.2) | 25 (0.5) | 24 (0.6) |
| 2013 | 222 (0.3) | 219 (0.3) | 225 (0.3) | 7 (0.5) | 232 (0.3) | 206 (0.5) | 207 (0.5) | 235 (1.1) | 237 (1.1) | 212 (2.5) | 205 (1.3) | 227 (1.0) | 26 (0.6) | 25 (0.6) |
| 2015 | 223 (0.4) | 219 (0.4) | 226 (0.4) | 7 (0.6) | 232 (0.3) | 206 (0.5) | 208 (0.8) | 239 (1.4) | 241 (1.6) | 215 (2.9) | 205 (1.5) | 227 (1.2) | 26 (0.6) | 24 (0.9) |
| Grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1992{ }^{2}$ | 260 (0.9) | 254 (1.1) | 267 (1.0) | 13 (1.5) | 267 (1.1) | 237 (1.7) | 241 (1.6) | 268 (3.9) | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger \quad(t)$ | (t) | 30 (2.0) | 26 (2.0) |
| $1994{ }^{2}$ | 260 (0.8) | 252 (1.0) | 267 (1.0) | 15 (1.4) | 267 (1.0) | 236 (1.8) | 243 (1.2) | 265 (3.0) | ( $\dagger$ ) | ( $\dagger$ ) | 248 (4.7) | - (t) | 30 (2.1) | 24 (1.5) |
| 1998 | 263 (0.8) | 256 (1.0) | 270 (0.8) | 14 (1.3) | 270 (0.9) | 244 (1.2) | 243 (1.7) | 264 (7.1) | ( $\dagger$ ) | (t) | $\ddagger \quad(t)$ | - (t) | 26 (1.5) | 27 (1.9) |
| 2000 | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - ( $\dagger$ ) |
| 2002 | 264 (0.4) | 260 (0.5) | 269 (0.5) |  | 272 (0.4) | 245 (0.7) | 247 (0.8) | 267 (1.7) | ( $\dagger$ ) | - (t) | 250 (3.5) | - (t) | 27 (0.9) | 26 (0.9) |
| 2003 | 263 (0.3) | 258 (0.3) | 269 (0.3) | 11 (0.4) | 272 (0.2) | 244 (0.5) | 245 (0.7) | 270 (1.1) | ( $\dagger$ ) | ( $\dagger$ ) | 246 (3.0) | - (t) | 28 (0.5) | 27 (0.7) |
| 2005 | 262 (0.2) | 257 (0.2) | 267 (0.2) | 10 (0.3) | 271 (0.2) | 243 (0.4) | 246 (0.4) | 271 (0.8) | ( $\dagger$ | ( $\dagger$ | 249 (1.4) | - (t) | 28 (0.5) | 25 (0.5) |
| 2007 | 263 (0.2) | 258 (0.3) | 268 (0.3) | 10 (0.4) | 272 (0.2) | 245 (0.4) | 247 (0.4) | 271 (1.1) | - $\dagger$ ) | - (t) | 247 (1.2) | - (t) | 27 (0.4) | 25 (0.5) |
| 2009 | 264 (0.3) | 259 (0.3) | 269 (0.3) | 9 (0.5) | 273 (0.2) | 246 (0.4) | 249 (0.6) | 274 (1.1) | - (t) | - ( $\dagger$ ) | 251 (1.2) | - (t) | 26 (0.5) | 24 (0.7) |
| 2011 | 265 (0.2) | 261 (0.3) | 270 (0.2) | 9 (0.4) | 274 (0.2) | 249 (0.5) | 252 (0.5) | 275 (1.0) | 277 (1.0) | 254 (2.2) | 252 (1.2) | 269 (1.2) | 25 (0.5) | 22 (0.5) |
| 2013 | 268 (0.3) | 263 (0.3) | 273 (0.3) | 10 (0.4) | 276 (0.3) | 250 (0.4) | 256 (0.5) | 280 (0.9) | 282 (0.9) | 259 (2.6) | 251 (1.0) | 271 (0.9) | 26 (0.5) | 21 (0.5) |
| 2015 | 265 (0.2) | 261 (0.2) | 270 (0.3) | 10 (0.4) | 274 (0.2) | 248 (0.5) | 253 (0.4) | 280 (1.3) | 281 (1.3) | 255 (2.4) | 252 (1.7) | 269 (1.1) | 26 (0.5) | 21 (0.5) |
| Grade 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1992{ }^{2}$ | 292 (0.6) | 287 (0.7) | 297 (0.7) | 10 (1.0) | 297 (0.6) | 273 (1.4) | 279 (2.7) | 290 (3.2) | (t) | ( $\dagger$ ) | $\ddagger \quad(\mathrm{t})$ | (t) | 24 (1.5) | 19 (2.7) |
| $1994{ }^{2}$ | 287 (0.7) | 280 (0.8) | 294 (0.8) | 14 (1.2) | 293 (0.7) | 265 (1.6) | 270 (1.7) | 278 (2.4) | ( $\dagger$ ) | ( $\dagger$ ) | 274 (5.8) | ( $\dagger$ ) | 29 (1.8) | 23 (1.9) |
| 1998 | 290 (0.6) | 282 (0.8) | 298 (0.8) | 16 (1.1) | 297 (0.7) | 269 (1.4) | 275 (1.5) | 287 (2.7) | - $\dagger$ ) | ( $\dagger$ ) | $\ddagger \quad(t)$ | - (t) | 27 (1.6) | 22 (1.6) |
| 2000 | - (t) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | - (t) | ( $\dagger$ ) | (t) | - (t) | ( $\dagger$ ) | - (t) | - ( $\dagger$ ) |
| 2002 | 287 (0.7) | 279 (0.9) | 295 (0.7) | 16 (1.1) | 292 (0.7) | 267 (1.3) | 273 (1.5) | 286 (2.0) | - (t) | - (t) | $\ddagger \quad(\mathrm{t})$ | - (t) | 25 (1.5) | 20 (1.6) |
| 2003. | (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) | - (t) | - (t) | - ( $\dagger$ ) |
| 2005 | 286 (0.6) | 279 (0.8) | 292 (0.7) | 13 (1.1) | 293 (0.7) | 267 (1.2) | 272 (1.2) | 287 (1.9) | - (t) | - (t) | 279 (6.3) | - (t) | 26 (1.4) | 21 (1.4) |
| 2007 | - (t) | - (t) | $-\quad(t)$ | - (t) | - (t) | - ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | - (t) | ( $\dagger$ ) | - (t) | - (t) | - (t) | - ( $\dagger$ ) |
| 2009 | 288 (0.7) | 282 (0.7) | 294 (0.8) | 12 (1.1) | 296 (0.6) | 269 (1.1) | 274 (1.0) | 298 (2.4) | (t) | ( $\dagger$ ) | 283 (3.7) | - (t) | 27 (1.3) | 22 (1.2) |
| 2011 ... | ( $\dagger$ ) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | ( $\dagger$ ) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | - (t) | - ( $\dagger$ ) |
| 2013 | 288 (0.6) | 284 (0.6) | 293 (0.7) | 10 (0.9) | 297 (0.6) | 268 (0.9) | 276 (0.9) | 296 (1.9) | 296 (2.0) | 289 (6.0) | 277 (3.5) | 291 (2.5) | 30 (1.0) | 22 (1.0) |
| 2015 | 287 (0.5) | 282 (0.6) | 292 (0.7) | 10 (1.0) | 295 (0.7) | 266 (1.1) | 276 (0.9) | 297 (2.1) | 297 (2.1) | $\ddagger \quad(\dagger)$ | 279 (6.2) | 295 (2.9) | 30 (1.3) | 20 (1.1) |

## -Not available.

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
${ }^{2}$ Accommodations were not permitted for this assessment.
NOTE: Scale ranges from 0 to 500. Includes public and private schools. For 1998 and later years, includes students tested with accommodations (1 to 13 percent of all students, depending on grade level and year); excludes only those students with disabilities and Eng-
lish language learners who were unable to be tested even with accommodations (2 to 6 percent of all students). Data on race/ethnicity are based on school reports. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Reading Assessments, retrieved June 10, 2016, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared June 2016.)

Table 221.12. Average National Assessment of Educational Progress (NAEP) reading scale score and percentage of students attaining selected
NAEP reading achievement levels, by selected school and student characteristics and grade: Selected years, 1992 through 2015
[Standard errors appear in parentheses]

| Grade and year | Percent of students in school eligible for free or reduced-price lunch |  |  |  |  | English language learner (ELL) status |  |  | Disability status ${ }^{1}$ |  |  | Percent of all students attaining reading achievement levels |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Average reading scale score ${ }^{2}$ |  |  |  | Gap <br> between lowpoverty and highpoverty score | Average reading scale score ${ }^{2}$ |  | Gap between non-ELL and ELL score | Average reading scale score ${ }^{2}$ |  | Gap <br> between <br> non-SD <br> and SD <br> score | $\begin{gathered} \text { Below } \\ \text { Basic }^{3} \end{gathered}$ | At or above Basic ${ }^{3}$ | At or above Proficient ${ }^{4}$ |  |
|  | 0-25 percent eligible (low poverty) | 26-50 percent eligible | 51-75 percent eligible | 76-100 percent eligible (high poverty) |  | ELL | Non-ELL |  | Identified as student with disability (SD) | identified as SD |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |  | 15 |
| Grade 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1992{ }^{5}$ |  | - (t) | - ( $\dagger$ ) | - (t) | - (t) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | 38 (1.1) | 62 (1.1) | 29 | (1.2) |
| 19945 | - (t) | - (t) | - (t) | - (t) | - (t) | $\ddagger$ (t) | $\ddagger \quad(\dagger)$ | $\ddagger$ (t) | $\ddagger$ (t) | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | 40 (1.0) | 60 (1.0) |  | (1.1) |
| 1998. | 231 (1.4) | 218 (1.6) | 205 (1.8) | 187 (3.1) | 44 (3.4) | 174 (5.2) | 217 (1.0) | 43 (5.3) | 176 (4.6) | 217 (1.1) | 41 (4.7) | 40 (1.2) | 60 (1.2) | 29 | (0.9) |
| 2000 | 231 (1.5) | 218 (1.3) | 205 (2.1) | 184 (2.8) | 48 (3.2) | 167 (5.2) | 216 (1.1) | 49 (5.3) | 167 (4.8) | 217 (1.2) | 50 (4.9) | 41 (1.4) | 59 (1.4) | 29 | (1.1) |
| 2002 | 233 (0.4) | 221 (0.5) | 210 (0.7) | 196 (0.7) | 37 (0.9) | 183 (2.1) | 221 (0.3) | 38 (2.1) | 187 (0.8) | 221 (0.5) | 34 (0.9) | 36 (0.5) | 64 (0.5) | 31 | (0.4) |
| 2003 | 233 (0.4) | 221 (0.5) | 211 (0.5) | 194 (0.5) | 39 (0.7) | 186 (0.8) | 221 (0.3) | 35 (0.8) | 185 (0.6) | 221 (0.3) | 36 (0.6) | 37 (0.3) | 63 (0.3) | 31 | (0.3) |
| 2005 | 234 (0.3) | 221 (0.3) | 211 (0.4) | 197 (0.4) | 37 (0.5) | 187 (0.5) | 222 (0.2) | 35 (0.6) | 190 (0.5) | 222 (0.2) | 32 (0.6) | 36 (0.3) | 64 (0.3) | 31 | (0.2) |
| 2007 | 235 (0.4) | 223 (0.4) | 212 (0.4) | 200 (0.5) | 35 (0.7) | 188 (0.6) | 224 (0.3) | 36 (0.6) | 191 (0.6) | 224 (0.3) | 33 (0.7) | 33 (0.3) | 67 (0.3) | 33 | (0.3) |
| 2009 | 237 (0.4) | 223 (0.5) | 215 (0.5) | 202 (0.5) | 35 (0.6) | 188 (0.8) | 224 (0.3) | 36 (0.8) | 190 (0.7) | 224 (0.3) | 35 (0.7) | 33 (0.3) | 67 (0.3) | 33 | (0.4) |
| 2011. | 238 (0.5) | 226 (0.5) | 217 (0.4) | 203 (0.5) | 35 (0.7) | 188 (0.8) | 225 (0.3) | 36 (0.9) | 186 (0.5) | 225 (0.3) | 39 (0.6) | 33 (0.3) | 67 (0.3) | 34 | (0.4) |
| 2013 | 240 (0.4) | 227 (0.5) | 218 (0.6) | 203 (0.4) | 37 (0.6) | 187 (0.7) | 226 (0.3) | 38 (0.7) | 184 (0.6) | 227 (0.3) | 42 (0.7) | 32 (0.3) | 68 (0.3) | 35 | (0.3) |
| 2015 | 241 (0.5) | 228 (0.5) | 219 (0.6) | 205 (0.6) | 36 (0.8) | 189 (1.1) | 226 (0.3) | 37 (1.1) | 187 (0.7) | 228 (0.3) | 41 (0.8) | 31 (0.4) | 69 (0.4) | 36 | (0.4) |
| Grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1992{ }^{5}$. | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - (t) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ |  | 31 (1.0) | 69 (1.0) | 29 | (1.1) |
| 19945. | - (t) | - (t) | - (t) | - (t) | - (t) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger$ (t) | $\ddagger$ (t) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | 30 (0.9) | 70 (0.9) | 30 | (0.9) |
| 1998. | 273 (1.1) | 262 (1.3) | 252 (2.1) | 240 (1.8) | 33 (2.1) | 218 (2.5) | 264 (0.7) | 46 (2.6) | 224 (3.7) | 266 (0.7) | 42 (3.7) | 27 (0.8) | 73 (0.8) | 32 | (1.1) |
| 2000 | - (t) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | - (t) | $-\quad(t)$ | - (t) | - (t) | $-\quad(t)$ | - | ( $\dagger$ ) |
| 2002. | 276 (0.6) | 264 (0.6) | 254 (0.8) | 240 (1.1) | 36 (1.3) | 224 (1.4) | 266 (0.4) | 42 (1.4) | 228 (1.0) | 268 (0.4) | 39 (1.0) | 25 (0.5) | 75 (0.5) | 33 | (0.5) |
| 2003. | 275 (0.4) | 263 (0.4) | 253 (0.6) | 239 (1.0) | 36 (1.1) | 222 (1.5) | 265 (0.3) | 43 (1.5) | 225 (0.6) | 267 (0.3) | 42 (0.6) | 26 (0.3) | 74 (0.3) | 32 | (0.3) |
| 2005 | 274 (0.3) | 262 (0.3) | 252 (0.4) | 240 (0.6) | 34 (0.7) | 224 (0.9) | 264 (0.2) | 40 (0.9) | 227 (0.5) | 266 (0.2) | 39 (0.5) | 27 (0.2) | 73 (0.2) | 31 | (0.2) |
| 2007 | 275 (0.4) | 263 (0.4) | 253 (0.5) | 241 (0.7) | 34 (0.8) | 223 (1.1) | 265 (0.2) | 42 (1.1) | 227 (0.6) | 266 (0.2) | 39 (0.6) | 26 (0.2) | 74 (0.2) | 31 | (0.2) |
| 2009 | 277 (0.5) | 265 (0.4) | 256 (0.6) | 243 (0.7) | 34 (0.8) | 219 (1.0) | 266 (0.2) | 47 (1.0) | 230 (0.6) | 267 (0.3) | 37 (0.7) | 25 (0.3) | 75 (0.3) | 32 | (0.4) |
| 2011 | 279 (0.4) | 268 (0.4) | 258 (0.5) | 247 (0.5) | 32 (0.7) | 224 (1.0) | 267 (0.2) | 44 (1.0) | 231 (0.5) | 269 (0.2) | 38 (0.6) | $24 \quad(0.3)$ | 76 (0.3) | 34 | (0.3) |
| 2013 | 282 (0.5) | 270 (0.5) | $261 \quad(0.4)$ | 249 (0.5) | 33 (0.7) | 225 (0.9) | 270 (0.2) | 45 (1.0) | 232 (0.6) | 272 (0.2) | 39 (0.7) | 22 (0.3) | 78 (0.3) | 36 | (0.3) |
| 2015 | 281 (0.5) | 269 (0.5) | 261 (0.6) | 248 (0.6) | 33 (0.8) | 223 (0.9) | 268 (0.2) | 45 (0.9) | 230 (0.6) | 270 (0.2) | 40 (0.6) | 24 (0.3) | 76 (0.3) | 34 | (0.3) |
| Grade 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1992{ }^{5}$. | (t) | (t) | - (t) | - (t) | - (t) | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | 20 (0.6) | 80 (0.6) | 40 | (0.8) |
| 19945 | - (t) | - (t) | - (t) | - (t) | - (t) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | 25 (0.7) | 75 (0.7) | 36 | (1.0) |
| 1998 | 296 (0.9) | 284 (1.7) | 275 (2.0) | 272 (3.3) | 23 (3.4) | 244 (2.6) | 291 (0.6) | 46 (2.7) | 244 (3.2) |  | 48 (3.2) | 24 (0.7) | 76 (0.7) | 40 | (0.7) |
| 2000. | - ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | $-\quad(t)$ | - (t) | - ( $\dagger$ ) | - (t) | - | ( $\dagger$ ) |
| 2002 | 293 (0.9) | 282 (1.6) | 275 (2.6) | 268 (2.4) | 25 (2.6) | 245 (2.4) | 288 (0.7) | 43 (2.5) | 247 (2.0) | 289 (0.7) | 42 (2.1) | 26 (0.8) | 74 (0.8) | 36 | (0.8) |
| 2003. | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | - | ( $\dagger$ |
| 2005. | 292 (1.1) | 282 (1.1) | 273 (1.8) | 266 (2.0) | 26 (2.3) | 247 (2.4) | 288 (0.6) | 40 (2.4) | 244 (1.8) | 289 (0.6) | 45 (1.9) | 27 (0.8) | 73 (0.8) | 35 | (0.7) |
| 2007 | - (t) | $-\quad(t)$ | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | $-\quad(t)$ | $-\quad(t)$ | - ( $\dagger$ ) | - (t) | - | ( $\dagger$ ) |
| 2009 | 299 (1.1) | 286 (0.8) | 276 (1.1) | 266 (1.0) | 33 (1.5) | 240 (2.1) | 290 (0.7) | 50 (2.2) | 253 (1.4) | 291 (0.7) | 38 (1.6) | 26 (0.6) | 74 (0.6) | 38 | (0.8) |
| 2011 ... | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | - (t) | - ( $\dagger$ ) | - | ( $\dagger$ ) |
| 2013 ......................... | 302 (1.1) | 289 (0.9) | 280 (0.9) | 268 (1.5) | 35 (1.9) | 237 (1.9) | 290 (0.5) | 53 (2.0) | 252 (1.4) | 292 (0.6) | 40 (1.5) | 25 (0.6) | 75 (0.6) | 38 | (0.7) |
| 2015 | 298 (1.5) | 289 (1.0) | 282 (1.2) | 266 (1.7) | 32 (2.2) | 240 (2.0) | 289 (0.5) | 49 (2.0) | 252 (1.8) | 291 (0.5) | 39 (1.9) | 28 (0.5) | 72 (0.5) | 37 | (0.6) |

## -Not available.

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).
${ }^{2}$ Scale ranges from 0 to 500.
${ }^{3}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
${ }^{4}$ Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

[^46]Table 221.20. Percentage of students at or above selected National Assessment of Educational Progress (NAEP) reading achievement levels, by grade and selected student characteristics: Selected years, 1998 through 2015
[Standard errors appear in parentheses]


## -Not available.

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
2Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

NOTE: Includes public and private schools. Includes students tested with accommodations ( 1 to 12 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations ( 2 to 6 percent of all students). Race categories exclude persons of Hispanic ethnicity. Prior to
2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected. ress (NAEP), 1998, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Reading Assessments, retrieved June 20, 2016, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared June 2016.)

Table 221.30. Average National Assessment of Educational Progress (NAEP) reading scale score and percentage distribution of students, by age, amount of reading for school and for fun, and time spent on homework and watching TV/video: Selected years, 1984 through 2012
[Standard errors appear in parentheses]


## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
${ }^{1}$ Scale ranges from 0 to 500 . Students scoring 150 (or higher) are able to follow brief written directions and carry out simple, discrete reading tasks. Students scoring 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students scoring 250 are able to search for specific information, interreate ideas, and make generalizations about literature, science, and social studies materials. Students scoring 300 are able to find, NOTE: Includes public and private schols. For 1984, 1994, and 1999, accommodations we
years, includes students tested with accommodations; excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 to 4 percent of all students, depending on age and assessment SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), NAEP Trends in Academic Progress, 1996 and 1999; and 2008 and 2012 NAEP Long-Term Trend Reading Assessments, retrieved June 24, 2009, and July 02, 2013, from the Long-Term Trend NAEP Data Explorer (http://nces.ed.gov/ nationsreportcard/naepdata). (This table was prepared July 2013.)

Table 221.35. Average National Assessment of Educational Progress (NAEP) reading scale score and percentage distribution of 4th- and
8th-graders, by computer use and internet access at home and other selected characteristics: 2015
[Standard errors appear in parentheses]

| Selected characteristic | Percent of all students |  | Average reading scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  | Percentage distribution of students |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | All students |  | Student uses a computer at home |  |  |  | Student has access to Internet at home ${ }^{2}$ |  |  |  | Student uses a computer at home |  |  |  | Student has access to Internet at home ${ }^{2}$ |  |  |  |
|  |  |  |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Grade 4 All 4th-graders | 100 | ( $\dagger$ ) | 223 | (0.4) | 225 | (0.4) | 209 | (0.7) | 227 | (0.3) | 200 | (0.6) | 83 | (0.2) | 17 | (0.2) | 83 | (0.3) | 17 | (0.3) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 51 | (0.2) | 219 | (0.4) | 222 | (0.5) | 206 | (0.7) | 224 | (0.4) | 196 | (0.8) | 82 | (0.3) | 18 | (0.3) | 83 | (0.3) | 17 | (0.3) |
| Female |  | (0.2) | 226 | (0.4) | 229 | (0.4) | 212 | (0.9) | 231 | (0.4) | 203 | (0.7) | 85 | (0.3) | 15 | (0.3) | 83 | (0.3) | 17 | (0.3) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White . | 51 | (0.3) | 232 | (0.3) | 234 | (0.3) | 221 | (0.6) | 235 | (0.3) | 213 | (0.6) | 87 | (0.3) | 13 | (0.3) |  | (0.3) | 13 | (0.3) |
| Black |  | (0.3) | 206 | (0.5) | 208 | (0.5) | 200 | (1.0) | 211 | (0.5) | 189 | (0.9) | 80 | (0.5) | 20 | (0.5) | 79 | (0.6) | 21 | (0.6) |
| Hispanic | 25 | (0.3) | 208 | (0.8) | 211 | (0.8) | 200 | (1.4) | 215 | (0.7) | 190 | (1.3) | 77 | (0.6) | 23 | (0.6) | 75 | (0.6) | 25 | (0.6) |
| Asian | 5 | (0.2) | 241 | (1.6) | 242 | (1.5) | 224 | (3.8) | 244 | (1.4) | 202 | (2.8) | 92 | (0.6) | 8 | (0.6) | 92 | (0.7) | 8 | (0.7) |
| Paciific Islander | + | ( $\dagger$ ) | 215 | (2.9) | 219 | (3.5) | 199 | (4.3) | 221 | (3.1) | 193 | (4.0) | 80 | (2.4) | 20 | (2.4) | 76 | (2.6) | 24 | (2.6) |
| American Indian/Alaska Native | 1 | (\#) | 205 | (1.5) | 211 | (1.9) | 198 | (2.4) | 215 | (1.9) | 186 | (2.0) | 72 | (1.9) | 28 | (1.9) | 67 | (1.5) | 33 | (1.5) |
| Two or more races | 3 | (0.1) | 227 | (1.2) | 230 | (1.2) | 215 | (2.0) | 231 | (1.3) | 206 | (1.8) | 85 | (0.8) | 15 | (0.8) | 85 | (0.8) | 15 | (0.8) |
| English language learner (ELL) status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ELL ............................................... | 10 | (0.3) | 189 | (1.1) | 191 | (1.0) | 185 | (1.8) | 195 | (0.9) | 176 | (1.7) | 74 | (1.0) | 26 | (1.0) | 68 | (1.2) | 32 | (1.2) |
| Non-ELL | 90 | (0.3) | 226 | (0.3) | 229 | (0.3) | 214 | (0.5) | 230 | (0.3) | 205 | (0.5) | 85 | (0.2) | 15 | (0.2) | 84 | (0.2) | 16 | (0.2) |
| Disability status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identified as student with disability (SD) ....... | 12 88 | (0.1) | 187 | (0.7) | 191 | (0.7) | 174 | (1.2) | 194 | (0.7) | 166 | (1.3) | 80 84 | (0.5) | 20 | (0.5) | 74 | (0.6) | 26 | (0.6) |
| Not identified as SD |  | (0.1) | 228 | (0.3) | 230 | (0.4) | 215 | (0.7) | 231 | (0.3) | 207 | (0.5) | 84 | (0.2) | 16 | (0.2) | 84 | (0.2) | 16 | (0.2) |
| Percent of students in school eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0-25-50 percent eligible el............... | 19 24 | $(0.8)$ $(0.9)$ | 241 | $(0.5)$ $(0.5)$ | 242 | $(0.5)$ <br> $(0.5)$ | 231 | (2.1) | 243 | $(0.5)$ $(0.5)$ | 220 | (1.5) | 94 87 | (0.3) (0.4) | 6 13 | $(0.3)$ <br> $(0.4)$ | 92 86 | $(0.4)$ $(0.5)$ | 8 14 | (0.4) (0.5) |
| 51-75 percent eligible ............................. | 26 | (1.0) | 219 | (0.6) | 221 | (0.7) | 211 | (1.1) | 223 | (0.6) | 201 | (1.4) | 81 | (0.5) | 19 | (0.5) | 80 | (0.5) | 20 | (0.5) |
| 76-100 percent eligible | 30 | (0.8) | 205 | (0.6) | 207 | (0.6) | 200 | (1.1) | 211 | (0.5) | 190 | (1.1) | 74 | (0.7) | 26 | (0.7) | 73 | (0.5) | 27 | (0.5) |
| School control ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public | 92 | (0.2) | 221 | (0.4) | 224 | (0.4) | 208 | (0.7) | 226 | (0.3) | 199 | (0.6) | 83 | (0.2) | 17 | (0.2) | 82 | (0.3) | 18 | (0.3) |
| Private ......... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 31 | (0.4) | 218 | (0.6) | 221 | (0.6) | 205 | (1.0) | 223 | (0.6) | 193 | (0.8) | 82 | (0.4) | 18 | (0.4) | 81 | (0.4) | 19 | (0.4) |
| Large . | 17 | (0.3) | 215 | (0.8) | 218 | (0.8) | 203 | (1.2) | 221 | (0.9) | 191 | (0.8) | 82 | (0.5) | 18 | (0.5) | 80 | (0.5) | 20 | (0.5) |
| Midsize | 7 | (0.4) | 219 | (1.7) | 222 | (1.7) | 205 | (2.5) | 225 | (1.6) | 193 | (2.1) | 83 | (1.1) | 17 | (1.1) | 83 | (1.1) | 17 | (1.1) |
| Small | 7 | (0.5) | 222 | (1.6) | 225 | (1.5) | 208 | (2.3) | 227 | (1.4) | 199 | (2.5) | 82 | (0.9) | 18 | (0.9) | 82 | (1.2) | 18 | (1.2) |
| Suburb | 41 | (0.4) | 227 | (0.6) | 229 | (0.6) | 210 | (1.2) | 231 | (0.5) | 202 | (1.2) | 87 | (0.4) | 13 | (0.4) | 85 | (0.5) | 15 | (0.5) |
| Large | 34 | (0.6) | 228 | (0.6) | 230 | (0.6) | 210 | (1.2) | 232 | (0.6) | 203 | (1.1) | 88 | (0.4) | 12 | (0.4) | 86 | (0.5) | 14 | (0.5) |
| Midsize | 4 | (0.4) | 224 | (1.7) | 226 | (1.9) | 211 | (2.8) | 228 | (1.5) | 200 | (3.6) | 85 | (1.0) | 15 | (1.0) | 85 | (1.2) | 15 | (1.2) |
| Small | 2 | (0.3) | 217 | (4.3) | 219 | (4.1) | 206 | (5.6) | 224 | (2.7) | 191 | (6.9) | 83 | (2.1) | 17 | (2.1) | 78 | (3.4) | 22 | (3.4) |
| Town. | 11 | (0.4) | 219 | (1.2) | 222 | (0.8) | 210 | (2.7) | 224 | (0.8) | 201 | (2.7) | 78 | (0.6) | 22 | (0.6) | 78 | (0.9) | 22 | (0.9) |
| Fringe | 3 | (0.3) | 219 | (4.1) | 223 | (2.5) | 203 | (9.9) | 225 | (2.0) | 193 | (10.7) | 79 | (1.9) | 21 | (1.9) | 79 | (2.8) | 21 | (2.8) |
| Distant | 5 | (0.3) | 219 | (1.2) | 221 | (1.2) | 214 | (1.6) | 223 | (1.3) | 205 | (1.7) | 79 | (0.9) | 21 | (0.9) | 78 | (1.0) | 22 | (1.0) |
| Remote | 3 | (0.2) | 218 | (1.1) | 222 | (1.2) | 209 | (1.9) | 223 | (1.2) | 202 | (1.7) | 77 | (0.8) | 23 | (0.8) | 78 | (1.2) | 22 | (1.2) |
| Rural .. | 17 | (0.3) | 224 | (0.6) | 226 | (0.6) | 214 | (1.0) | 228 | (0.5) | 206 | (0.8) | 81 | (0.7) | 19 | (0.7) | 82 | (0.6) | 18 | (0.6) |
| Fringe | 9 | (0.3) | 226 | (0.9) | 229 | (0.9) | 214 | (1.3) | 229 | (0.8) | 206 | (1.3) | 83 | (1.1) | 17 | (1.1) | 85 | (0.8) | 15 | (0.8) |
| Distant | 6 | (0.3) | 222 | (0.8) | 225 | (0.8) | 216 | (1.4) | 226 | (0.8) | 208 | (1.3) | 78 | (0.8) | 22 | (0.8) | 79 | (0.8) | 21 | (0.8) |
| Remote | 2 | (0.1) | 216 | (1.1) | 219 | (1.4) | 210 | (1.6) | 222 | (1.1) | 200 | (1.7) | 78 | (1.3) | 22 | (1.3) | 72 | (1.8) | 28 | (1.8) |
| Grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male .................................................. | 51 | (0.2) | 261 | (0.2) | 263 | (0.3) | 243 | (0.6) | 263 | (0.3) | 237 | (0.8) | 88 | (0.2) | 12 | (0.2) | 92 | (0.2) | 7 | (0.2) |
| Female | 49 | (0.2) | 270 | (0.3) | 273 | (0.3) | 251 | (0.8) | 272 | (0.3) | 248 | (0.9) | 89 | (0.2) | 11 | (0.2) | 93 | (0.1) | 7 | (0.1) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .. | 52 | (0.4) | 274 | (0.2) | 276 | (0.2) | 256 | (0.7) | 276 | (0.2) | 257 | (0.7) | 92 | (0.1) | 8 | (0.1) | 94 | (0.1) | 6 | (0.1) |
| Black | 15 | (0.3) | 248 | (0.5) | 250 | (0.5) | 239 | (0.9) | 250 | (0.5) | 224 | (1.5) | 84 | (0.4) | 16 | (0.4) | 91 | (0.3) | 9 | (0.3) |
| Hispanic | 24 | (0.4) | 253 | (0.4) | 256 | (0.4) | 243 | (0.9) | 256 | (0.4) | 232 | (1.2) | 81 | (0.5) | 19 | (0.5) | 89 | (0.4) | 11 | (0.4) |
| Asian |  | (0.2) | 281 | (1.3) | 283 | (1.3) | 249 | (4.2) | 283 | (1.3) | 237 | (4.7) | 97 | (0.4) | 3 | (0.4) | 97 | (0.4) | 3 | (0.4) |
| Pacific Islander | \# | ( $\dagger$ ) | 255 | (2.4) | 260 | (2.6) | 238 | (7.2) | 260 | (2.3) | 228 | (5.3) | 83 | (2.8) | 17 | (2.8) | 85 | (2.0) | 15 | (2.0) |
| American Indian/Alaska Native ......... | 1 | (\#) | 252 | (1.7) | 258 | (1.5) | 242 | (4.0) | 258 | (1.8) | 233 | (2.6) | 74 | (1.6) | 26 | (1.6) | 79 | (1.3) | 21 | (1.3) |
| Two or more races ............................. | 2 | (0.1) | 269 | (1.1) | 271 | (1.1) | 253 | (2.3) | 270 | (1.0) | 254 | (3.0) | 88 | (0.7) | 12 | (0.7) | 93 | (0.5) | 7 | (0.5) |
| English language learner (ELL) status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ELL ........................................ | 6 | (0.1) | 223 | (0.9) | 226 | (1.0) | 216 | (1.3) | 227 | (0.9) | 206 | (1.8) | 75 | (0.8) | 25 | (0.8) | 82 | (0.9) | 18 | (0.9) |
| Non-ELL .............................................. | 94 | (0.1) | 268 | (0.2) | 270 | (0.2) | 251 | (0.5) | 270 | (0.2) | 248 | (0.6) | 89 | (0.1) | 11 | (0.1) | 93 | (0.1) | 7 | (0.1) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identified as student with disability (SD)Not identified as SD ........................... | 12 | (0.1) | 230 | (0.6) | 233 | (0.7) | 217 | (1.2) | 234 | (0.6) | 207 | (1.3) | 83 | (0.5) | 17 | (0.5) | 85 | (0.4) | 15 | (0.4) |
|  | 88 | (0.1) | 270 | (0.2) | 272 | (0.2) | 253 | (0.6) | 271 | (0.2) | 252 | (0.7) | 89 | (0.1) | 11 | (0.1) | 93 | (0.1) | 7 | (0.1) |

[^47]Table 221.35. Average National Assessment of Educational Progress (NAEP) reading scale score and percentage distribution of 4th- and 8th-graders, by computer use and internet access at home and other selected characteristics: 2015-Continued
[Standard errors appear in parentheses]

| Selected characteristic | Percent of all students |  | Average reading scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  | Percentage distribution of students |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | All students |  | Student uses a computer at home |  |  |  | Student has access to Internet at home ${ }^{2}$ |  |  |  | Student uses a computer at home |  |  |  | Student has access to Internet at home ${ }^{2}$ |  |  |  |
|  |  |  |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Percent of students in school eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $0-25$ percent eligible .. | 21 | (0.8) | 281 | (0.5) | 282 | (0.6) | 258 | (1.5) | 282 | (0.5) | 263 | (1.7) | 96 | (0.3) |  | (0.3) | 96 | (0.2) |  | (0.2) |
| 26-50 percent eligible | 29 | (0.9) | 269 | (0.5) | 271 | (0.5) | 254 | (1.2) | 271 | (0.5) | 252 | (1.3) | 91 | (0.2) | 9 | (0.2) | 93 | (0.3) | 7 | (0.3) |
| 51-75 percent eligible | 25 | (1.0) | 261 | (0.6) | 263 | (0.6) | 249 | (1.0) | 263 | (0.5) | 241 | (1.3) | 85 | (0.5) | 15 | (0.5) | 91 | (0.3) | 9 | (0.3) |
| 76-100 percent eligible .... | 25 | (0.8) | 248 | (0.6) | 251 | (0.6) | 240 | (0.9) | 251 | (0.6) | 229 | (1.2) | 79 | (0.5) | 21 | (0.5) | 88 | (0.4) | 12 | (0.4) |
| School control ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ......... | 92 | (0.2) | 264 | (0.2) | 267 | (0.3) | 246 | (0.5) | 266 | (0.2) | 242 | (0.6) | 88 | (0.2) | 12 | (0.2) | 92 | (0.1) | 8 | (0.1) |
| Private |  |  |  |  | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ....... | 30 | (0.4) | 261 | (0.6) | 265 | (0.6) | 242 | (0.9) | 264 | (0.6) | 233 | (1.4) | 87 | (0.3) | 13 | (0.3) | 92 | (0.2) | 8 | (0.2) |
| Large . | 16 | (0.4) | 259 | (0.8) | 262 | (0.8) | 241 | (1.2) | 261 | (0.8) | 229 | (1.8) | 86 | (0.5) | 14 | (0.5) | 92 | (0.4) | 8 | (0.4) |
| Midsize | 7 | (0.4) | 261 | (1.5) | 265 | (1.6) | 240 | (1.7) | 264 | (1.6) | 233 | (2.9) | 86 | (0.9) | 14 | (0.9) | 91 | (0.6) | 9 | (0.6) |
| Small | 8 | (0.4) | 267 | (0.9) | 270 | (0.9) | 247 | (1.6) | 269 | (0.9) | 241 | (2.7) | 89 | (0.9) | 11 | (0.9) | 93 | (0.5) | 7 | (0.5) |
| Suburb | 41 | (0.4) | 269 | (0.4) | 272 | (0.4) | 248 | (1.0) | 271 | (0.4) | 246 | (1.4) | 91 | (0.3) |  | (0.3) | 94 | (0.2) | 6 | (0.2) |
| Large . | 35 | (0.5) | 270 | (0.4) | 272 | (0.4) | 248 | (1.0) | 272 | (0.5) | 247 | (1.4) | 92 | (0.2) | 8 | (0.2) | 94 | (0.2) | 6 | (0.2) |
| Midsize | 4 | (0.3) | 265 | (1.7) | 268 | (1.6) | 248 | (3.2) | 267 | (1.5) | 236 | (5.1) | 90 | (0.8) |  | (0.8) | 95 | (0.5) | 5 | (0.5) |
| Small | 2 | (0.3) | 265 | (3.0) | 268 | (2.6) | 248 | (3.5) | 267 | (2.5) | 245 | (9.5) | 87 | (2.9) |  | (2.9) | 92 | (1.3) | 8 | (1.3) |
| Town .... | 11 | (0.3) | 262 | (0.7) | 265 | (0.7) | 249 | (1.5) | 264 | (0.7) | 248 | (1.8) | 85 | (0.5) | 15 | (0.5) | 90 | (0.3) | 10 | (0.3) |
| Fringe | 3 | (0.3) | 265 | (1.4) | 268 | (1.3) | 248 | (3.0) | 267 | (1.4) | 247 | (4.1) | 88 | (0.9) | 12 | (0.9) | 92 | (0.6) | 8 | (0.6) |
| Distant | 5 | (0.4) | 261 | (1.1) | 263 | (1.1) | 249 | (2.3) | 263 | (1.2) | 251 | (2.4) | 85 | (0.8) | 15 | (0.8) | 89 | (0.6) | 11 | (0.6) |
| Remote | 3 | (0.2) | 261 | (1.5) | 264 | (1.5) | 248 | (2.4) | 263 | (1.4) | 246 | (3.7) | 83 | (0.9) | 17 | (0.9) | 89 | (0.8) | 11 | (0.8) |
| Rural | 18 | (0.4) | 265 | (0.6) | 267 | (0.6) | 251 | (1.0) | 267 | (0.6) | 245 | (1.3) | 87 | (0.4) | 13 | (0.4) | 91 | (0.4) | 9 | (0.4) |
| Fringe | 10 | (0.5) | 266 | (0.9) | 268 | (0.9) | 250 | (1.6) | 268 | (0.9) | 246 | (2.2) | 89 | (0.6) | 11 | (0.6) | 92 | (0.5) | 8 | (0.5) |
| Distant ............................................. | - | (0.3) | 264 | (0.8) | 266 | (0.8) | 253 | (1.4) | 266 | (0.8) | 245 | (2.1) | 85 | (0.6) | 15 | (0.6) | 90 | (0.5) | 10 | (0.5) |
| Remote ............................................. | 2 | (0.1) | 262 | (1.1) | 266 | (1.1) | 253 | (2.2) | 265 | (1.2) | 244 | (2.0) | 83 | (0.9) |  | (0.9) | 86 | (0.7) | 14 | (0.7) |

$\dagger$ Not applicable.
\#Rounds to zero
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Scale ranges from 0 to 500 .
2"Access to the Internet" was one item on a list preceded by the question "Do you have the following in your home?" For each item, students could either select "Yes" or leave the item blank. Students who left "Access to the Internet" blank are counted as having no internet access at home.
${ }^{3}$ The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).
${ }^{4}$ Based on a variable that includes five categories: Public, Other private, Catholic, Bureau of
Indian Education, and Department of Defense. Bureau of Indian Education and Department
of Defense were omitted from this table, and Other private and Catholic were collapsed to create the Private category.
NOTE: Includes students tested with accommodations (13 percent of all 4th-graders and 11 percent of all 8th-graders); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all students at both grades). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment, retrieved September 23, 2016, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/ naepdata/). (This table was prepared September 2016.)

Table 221.40. Average National Assessment of Educational Progress (NAEP) reading scale score of 4th-grade public school students and percentage attaining reading achievement levels, by state: Selected years, 1992 through 2015
[Standard errors appear in parentheses]

| State | Average scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Percent attaining reading achievement levels, 2015 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 19922 | $1994{ }^{2}$ | 98 | 2002 |  | 2003 | 2005 | 2007 | 209 | 2011 | 2013 | 015 | $\begin{array}{r} \text { At or } \\ \text { above } \\ \mathrm{Basic}^{3} \end{array}$ | $\begin{array}{r} \text { At or } \\ \text { above } \\ \text { Proficient } 4 \end{array} \text {, }$ | Advanced ${ }^{\text {At }}$ |
| 1 |  |  | 4 | 5 |  |  |  | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 |
| United States | 215 (1.0) | 212 (1.1) | 213 (1.2) | 217 (0.5) | 216 | (0.3) | 217 (0.2) | 220 (0.3) | 220 (0.3) | 220 (0.3) | 221 (0.3) | 221 (0.4) | 68 (0.4) | 35 (0.4) | 0.2) |
| Alabama | 207 (1.7) | 208 (1.5) | 211 (1.9) |  |  |  |  |  | 216 (1.2) | 220 (1.3) |  | 217 (1.4) |  |  | .7) |
| Alaska |  |  |  | (t) | 212 | (1.6) | 211 (1.4) | 214 (1.0) | 211 (1.2) | 208 (1.1) | 209 (1.0) | 213 (1.3) | 61 (1.4) | 30 (1.4) | .8) |
| Arizona | 209 (1.2) | 206 (1.9) | 206 (1.4) | ${ }^{205}$ (1.5) |  | (1.2) | 207 (1.6) | 210 | 210 (1.2) | 212 (1.2) | 213 (1.4) | 215 (1.3) |  | $30(1.5)$ | 7 (0.8) |
| Arkansas. California ${ }^{6}, 7$ | 211 202 202 (1.2) (1) | 209 <br> 197 <br> 1.7 <br> $(1.8)$ | 209 $202(1.6)$ $(2.5)$ | $\begin{aligned} & 213 \\ & 206 \\ & 20.4) \\ & 20.5) \end{aligned}$ |  | (1.4) | $\begin{aligned} & 217 \\ & 207 \\ & 20.11 \\ & \hline(0.7) \end{aligned}$ | $\left.\begin{array}{\|l\|l\|} \hline 217 \\ 209 \\ 209 & (1.2) \\ (1.0) \end{array} \right\rvert\,$ | 216 (1.1) | 217217 <br> 211 <br> 1.8$)$ | $\left.\begin{array}{l}219 \\ 213 \\ 210 \\ \hline\end{array} 1.9\right)$ | $\left.\begin{array}{\|l\|l\|} \hline 218 \\ 218 \\ 213 & (1.1 .7) \\ \hline(1.7) \end{array} \right\rvert\,$ | 65 59 59 (2.1) | 32 28 28 (1.5) |  |
| Colorado |  | 213 (1.3) | 220 (1.4) |  |  | (1.2) | 224 (1.1) | 224 (1.1) | 226 (1.2) |  | 227 (1.0) | 224 (1.6) |  |  |  |
| Connecticut | 222 (1.3) | 222 (1.6) | 230 (1.6) | 229 (1.1) | 228 | (1.1) | 226 (1.0) | 227 (1.3) | 229 (1.1) | 227 (1.3) | 230 (0.9) | 229 (1.1) | 74 (1.2) | 43 (1.5) | 13 (1.0) |
| Delaware ${ }^{8}$ | 213 (0.6) | 206 (1.1) | 207 (1.7) | 224 (0.6) | 224 | (0.7) | ${ }^{226}$ (0.8) | ${ }_{19}^{225}$ (0.7) | 226 (0.5) | ${ }^{225}(0.7)$ | 226 (0.8) | ${ }^{224}$ (20.8) | 70 (1.2) |  | $9(0.7)$ |
| District of Florida | 188 208 (1.2) | 205 (1.7) | 206 (1.4) | 214 (1.4) | 218 |  | 219 (0.9) | 224 (0.8) | 226 (1.0) | 225 (1.1) | 227 (1.1) | 227 (1.0) | 75 (1.2) | 39 (1.5) | 8 8 (0.9) |
| Georgia | 212 (1.5) | 207 (2.4) | 209 | 215 (1.0) | 214 | (1.3) | 214 (1.2) | 219 (0.9) | 218 (1.1) |  | 222 (1.1) | 222 (1.2) |  |  |  |
| Hawaii | 203 (1.7) | 201 (1.7) | 200 (1.5) | 208 (0.9) | 208 | (1.4) | 210 (1.0) | 213 (1.1) | 211 (1.0) | 214 (1.0) | 215 (1.0) | 215 (1.0) | 61 (1.2) | 29 (1.2) |  |
| ${ }^{\text {I }}$ Idano | 219 (0.9) | ( |  | 220 (1.1) | 218 | (1.0) | 222 (0.9) | ${ }^{223} 10.8$ | 221 (0.9) | ${ }_{2}^{221}(0.8)$ | 219 | 222 (1.0) | 69 (1.3) | ${ }^{36}$ 36 (1.4) | .7) |
| Indiana. | 221 (1.3) | 220 (1.3) |  | 222 (1.4) | 220 | (1.0) | 218 (1.1) | 222 (0.9) | 223 (1.1) | 221 (0.9) | 225 (1.0) | 227 (1.1) | 75 (1.3) | 40 (1.6) | .8) |
| lowa ${ }^{6,7}$ | 225 (1.1) | 223 (1.3) | 220 (1.6) |  | 223 | (1.1) | 221 (0.9) | 225 (1.1) | 221 (1.2) |  |  |  |  | 38 (1.6) |  |
| Kansas ${ }^{6,7}$ |  |  | 221 (1.4) | 222 (1.4) | 220 | (1.2) | 220 (1.3) | 225 (1.1) | 224 (1.3) | 224 (1.0) | 223 (1.3) | 221 (1.5) | 68 (1.6) | 35 (1.8) |  |
| Kentucky | 213 (1.3) | 212 (1.6) | 218 (1.5) | 219 (1.1) | 219 | (1.3) | 220 | 222 (1.1) | 226 (1.1) | 225 | 224 (1.2) | 228 |  |  | O |
| Louisiana Maine ${ }^{8}$ | 204 <br> 204 <br> 1.12$)$ <br> $(1.1)$ | 197 (1.3) | 225 (1.4) | 225 |  | (1.4) | 225 |  | 207 <br> 224 | 222 210 | 225 (0.9) | ${ }^{2164}$216 <br> 20.9 | - 71 (1.2) |  | 6 8 8 8 $\left(\begin{array}{l}1.0 \\ \hline\end{array}\right.$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Massachusetts ${ }^{6}$ | 226 (1.9) | ${ }_{223}^{210}(1.5)$ | 223 (1.4) | 234 | 228 | (1.2) | 231 | 236 (1.1) | 234 (1.1) |  | 232 (1.1) | 235 (1.0) | 82 (1.2) |  | ) |
| Michigan .-7 | 216 (1.5) |  | 216 (1.5) | 219 (1.1) | 219 | (1.2) | 218 (1.5) | 220 (1.4) | 218 (1.0) | 219 (1.2) | 217 (1.4) | 216 |  |  |  |
| Minnesotab ${ }^{\text {a/, }}$ Mississippi | 221 <br> 199 <br> 1.3 <br> 1.3 | ${ }_{202}^{218}$ (1.4) | 203 (1.3) | 203 (1.3) | 223 205 | (1.3) | 204 (1.3) | 208 (1.0) | 211 (1.1) | 209 2202 (1.2) | 227 (1.2) | 214 (1.0) |  |  |  |
| Missour | 220 (1.2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Montana ${ }^{6,7,9}$ |  | 222 (1.4) | 225 (1.5) | 224 (1.8) | 223 | (1.2) | 225 (1.1) | 227 (1.0) | 225 (0.8) |  | 223 (0.8) |  |  |  |  |
| Nebraska, ${ }^{8,9}$ | 221 (1.1) | 220 (1.5) |  | 222 (1.5) | 221 | (1.0) | 221 (1.2) | 223 (1.3) |  | 223 (1.0) | 223 (1.0) | 227 (1.1) |  | 40 |  |
| Nevada |  |  |  | 209 (1.2) | 207 | (1.2) | 207 (1.2) | 211 (1.2) |  | 213 | 214 | 21 |  |  | 6 (0.7) |
| New Hampshire $6,8,9$ | 228 (1.2) | 223 (1.5) | 226 (1.7) |  | 228 | (1.0) | 227 (0.9) | 229 (0.9) | 229 (1.0) | 230 (0.8) | 232 (0.9) | 232 (1.0) |  |  |  |
| New Jersey ${ }^{8}$ | 223 (1.4) |  |  |  | 225 |  |  |  | 229 (0.9) |  |  | 229 (1.4) |  |  | 1.2) |
| New Mexico | 211 (1.5) | 205 (1.7) | 205 (1.4) | 208 (1.6) | 203 | (1.5) | 207 (1.3) | 212 (1.3) | 208 (1.4) | 208 (1.0) | 206 |  |  |  |  |
| New York ${ }^{6,7}$, | 215 (1.4) | 212 | 215 (1.6) | 222 | 222 | (1.1) | 223 | 224 |  | 222 (1.1) | 224 (1.2) | 223 | 68 | ${ }^{36}$ (1.5) |  |
| North Carolina | 212 (1.1) |  | 213 (1.6) | 222 | 221 | (1.0) | 217 | 218 |  |  |  |  |  |  | 7 |
| North Dakota ${ }^{\text {² }}$... | 226 (1.1) | 225 (1.2) |  | 224 (1.0) | 222 | (0.9) | 225 (0.7) | 226 (0.9) | 226 (0.8) | 226 (0.5) | 224 (0.5) | 225 (0.7) | 73 (1.0) |  |  |
| Ohi | 217 (1.3) |  |  | 222 (1.3) |  |  | 223 (1.4) | 226 (1.1) | 225 (1.1) |  | 224 (1.2) | 225 (1.2) |  |  | 10) |
| Oklahoma | 220 (0.9) |  | 219 (1.2) | 213 (1.2) | 214 |  |  |  | 217 (1.1) |  |  |  |  |  |  |
| Oregon | $2 \overline{21}\left(\begin{array}{l}\text { (1).3) }\end{array}\right.$ |  | $\underline{212} \begin{gathered}1.8 \\ (+)\end{gathered}$ | 220 21.4 |  |  |  |  | 218 <br> 224 <br> 204 <br> 1.4 <br> (1.4) | $\left.\begin{array}{l}216 \\ 227 \\ 20 \\ \hline\end{array} 1.12\right)$ |  | 220 (1.4) |  |  |  |
| Rhode Island ${ }^{\text {9 }}$ | 217 (1.8) | 220 (1.3) | 218 (1.4) | 220 (1.2) | 216 | (1.3) | 216 (1.2) | 219 (1.0) | 223 (1.1) |  | 223 (0.9) | 225 (0.9) | 72 (1.1) | 40 (1.3) | 10 (0.8) |
| South Carol | 210 | 203 (1.4) | 209 (1.4) | 214 (1.3) | 215 | (1.3) | 213 (1.3) | 214 (1.2) | 216 (1.1) | 215 (1.2) | 214 (1.2) | 218 (1.4) |  |  |  |
| South Dakota |  |  |  |  | 222 | (1.2) | 222 (0.5) | 223 (1.0) | 222 (0.6) | 220 (0.9) | 218 (1.0) | 220 (0.9) |  |  |  |
| Tennessee ${ }^{\text {T,9 }}$ | 212 (1.4) | 213 (1.7) |  |  | 22 |  | 214 (1.4) | 216 (1.2) | 217 (1.2) | 215 (1.1) | 220 (1.4) | ${ }^{219}$ (1.4) |  |  | . 0 |
| Texas ... | 213 (1.6) | 212 (1.9) | 214 (1.9) | 217 (1.7) | 215 | (1.0) | 219 (0.8) | 220 (0.9 | 219 (1.2) | 218 (1.5) | 217 (1.1) |  | 64 |  |  |
| Utah ............ | 220 (1.1) | 217 (1.3) | 216 (1.2) | 222 (1.0) | 219 | (1.0) | 221 (1.0) | 221 (1.2) | 219 (1.0) | 220 (1.0) | 223 (1.1) | 226 (1.1) | 74 (1.1) |  |  |
| Vermont |  |  |  | 227 (1.1) | 226 |  | 227 (0.9) | 228 (0.8) | 229 (0.8) | 227 (0.6) | 228 (0.6) | 230 (0.8) | 76 (1.0) |  | 12 (0.9) |
| Virginia .... | 221 (1.4) | 213 (1.5) | 217 (1.2) | 225 (1.3) | 223 |  |  |  | 227 (1.2) |  |  |  |  |  |  |
| Washington ${ }^{\text {² }}$ | - ${ }^{(+1)}$ | 2131.5 | 218 | 224 | 221 | (1.1) | 223 (1.1) | 224 | 221 | 221 | 225 | 226 | 711.5 |  | (1.7) |
| West Virginia | 216 <br> 224 <br> 204 <br> 1.0 | ${ }^{213} 224$ (1.1) | 216 222 218 (1.7) |  | 219 221 |  | 221 (1.0) | 223 (1.2) | 220 (1.1) | 214 21 21 | 221 | ${ }_{223}^{263}$ (1.1) | ${ }^{64}$ (1) (1.4) |  | 硡 |
| Wyoming ................. | 223 (1.1) | 221 (1.2) | 218 (1.5) | 221 (1.0) | 222 | (0.8) | 223 (0.7) | 225 (0.5) | 223 (0.7) | 224 (0.8) | 226 (0.6) | 228 (0.7) | 75 (1.0) | 41 (1.2) | 10 (0.7) |
| Department of Defense dependents schools ${ }^{10}$ |  |  | 220 (0.7) | 224 (0.4) | 224 | (0.5) | 226 (0.6) | 229 (0.5) | 228 (0.5) | 229 (0.5) | 232 (0.6) | 234 (0.7) | 83 (1.1) | 47 (1.3) | 9 (0.9) |

[^48][^49]Table 221.60. Average National Assessment of Educational Progress (NAEP) reading scale score of 8th-grade public school students and
percentage attaining reading achievement levels, by state: Selected years, 1998 through 2015
[Standard errors appear in parentheses]

|  | Average scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Percent attaining reading achievement levels, 2015 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 1998 |  | 2002 |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |  | above asic ${ }^{2}$ | At or Profic | above ient ${ }^{3}$ | Ad | $\begin{array}{r} \text { At } \\ \operatorname{ced}^{4} \end{array}$ |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| United States | 261 (0.8) | 263 | (0.5) | 261 | (0.2) | 260 | (0.2) | 261 | (0.2) | 262 | (0.3) | 264 | (0.2) | 266 | (0.2) | 264 | (0.2) | 75 | (0.3) | 33 | (0.3) | 3 | (0.1) |
| Alabama | 255 (1.4) | 253 | (1.3) | 253 | (1.5) | 252 | (1.4) | 252 | (1.0) | 255 | (1.1) | 258 | (1.5) | 257 | (1.2) | 259 | (1.1) | 71 | (1.6) | 26 | (1.4) | 2 | (0.4) |
| Alaska | - ( $\dagger$ ) | - | ( $\dagger$ ) | 256 | (1.1) | 259 | (0.9) | 259 | (1.0) | 259 | (0.9) | 261 | (0.9) | 261 | (0.8) | 260 | (1.1) | 71 | (1.4) | 31 | (1.5) | 3 | (0.4) |
| Arizona | 260 (1.1) | 257 | (1.3) | 255 | (1.4) | 255 | (1.0) | 255 | (1.2) | 258 | (1.2) | 260 | (1.2) | 260 | (1.1) | 263 | (1.2) | 74 | (1.3) | 31 | (1.7) | 2 | (0.5) |
| Arkansas | 256 (1.3) | 260 | (1.1) | 258 | (1.3) | 258 | (1.1) | 258 | (1.0) | 258 | (1.2) | 259 | (0.9) | 262 | (1.1) | 259 | (1.2) | 70 | (1.5) | 27 | (1.6) | 2 | (0.5) |
| California ${ }^{5,6}$ | 252 (1.6) | 250 | (1.8) | 251 | (1.3) | 250 | (0.6) | 251 | (0.8) | 253 | (1.2) | 255 | (1.0) | 262 | (1.2) | 259 | (1.2) | 70 | (1.4) | 28 | (1.5) | 3 | (0.4) |
| Colorado | 264 (1.0) | - | ( $\dagger$ ) | 268 | (1.2) | 265 | (1.1) | 266 | (1.0) | 266 | (0.8) | 271 | (1.4) | 271 | (1.1) | 268 | (1.4) | 78 | (1.3) | 38 | (2.0) | 3 | (0.6) |
| Connecticu | 270 (1.0) | 267 | (1.2) | 267 | (1.1) | 264 | (1.3) | 267 | (1.6) | 272 | (0.9) | 275 | (0.9) | 274 | (1.0) | 273 | (1.1) | 82 | (1.0) | 43 | (1.7) | 6 | (0.9) |
| Delaware | 254 (1.3) | 267 | (0.5) | 265 | (0.7) | 266 | (0.6) | 265 | (0.6) | 265 | (0.7) | 266 | (0.6) | 266 | (0.7) | 263 | (0.8) | 73 | (1.1) | 31 | (1.0) | 3 | (0.5) |
| District of Columbia | 236 (2.1) | 240 | (0.9) | 239 | (0.8) | 238 | (0.9) | 241 | (0.7) | 242 | (0.9) | 242 | (0.9) | 248 | (0.9) | 248 | (1.0) | 56 | (1.4) | 19 | (1.0) | 3 | (0.5) |
| Florida | 255 (1.4) | 261 | (1.6) | 257 | (1.3) | 256 | (1.2) | 260 | (1.2) | 264 | (1.2) | 262 | (1.0) | 266 | (1.1) | 263 | (1.0) | 75 | (1.1) | 30 | (1.4) | 2 | (0.4) |
| Georgia ............................ | 257 (1.4) | 258 | (1.0) | 258 | (1.1) | 257 | (1.3) | 259 | (1.0) | 260 | (1.0) | 262 | (1.1) | 265 | (1.2) | 262 | (1.3) | 73 | (1.5) | 30 | (1.8) | 3 | (0.7) |
| Hawaii | 249 (1.0) | 252 | (0.9) | 251 | (0.9) | 249 | (0.9) | 251 | (0.8) | 255 | (0.6) | 257 | (0.7) | 260 | (0.8) | 257 | (0.9) | 68 | (1.2) | 26 | (1.1) | 2 | (0.4) |
| Idaho | - (t) | 266 | (1.1) | 264 | (0.9) | 264 | (1.1) | 265 | (0.9) | 265 | (0.9) | 268 | (0.7) | 270 | (0.8) | 269 | (0.9) | 81 | (1.0) | 37 | (1.4) | 3 | (0.5) |
| Illinois | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) | 266 | (1.0) | 264 | (1.0) | 263 | (1.0) | 265 | (1.2) | 266 | (0.8) | 267 | (1.0) | 267 | (1.0) | 77 | (1.1) | 35 | (1.5) | 4 | (0.7) |
| Indiana | $-\quad(\dagger)$ | 265 | (1.3) | 265 | (1.0) | 261 | (1.1) | 264 | (1.1) | 266 | (1.0) | 265 | (1.0) | 267 | (1.2) | 268 | (1.1) | 80 | (1.1) | 37 | (1.6) | 4 | (0.6) |
| lowa | ( $\dagger$ ) | - | ( $\dagger$ ) | 268 | (0.8) | 267 | (0.9) | 267 | (0.9) | 265 | (0.9) | 265 | (1.0) | 269 | (0.8) | 268 | (1.0) | 81 | (1.2) | 36 | (1.6) | 3 | (0.6) |
| Kansas ${ }^{5,6}$ | 268 (1.4) | 269 | (1.3) | 266 | (1.5) | 267 | (1.0) | 267 | (0.8) | 267 | (1.1) | 267 | (1.0) | 267 | (1.0) | 267 | (1.2) | 79 | (1.3) | 35 | (1.8) | 3 | (0.5) |
| Kentucky | 262 (1.4) | 265 | (1.0) | 266 | (1.3) | 264 | (1.1) | 262 | (1.0) | 267 | (0.9) | 269 | (0.8) | 270 | (0.8) | 268 | (1.0) | 78 | (1.2) | 36 | (1.5) | 4 | (0.6) |
| Louisiana | 252 (1.4) | 256 | (1.5) | 253 | (1.6) | 253 | (1.6) | 253 | (1.1) | 253 | (1.6) | 255 | (1.5) | 257 | (1.0) | 255 | (1.2) | 66 | (1.8) | 23 | (1.4) | 2 | (0.3) |
| Maine | 271 (1.2) | 270 | (0.9) | 268 | (1.0) | 270 | (1.0) | 270 | (0.8) | 268 | (0.7) | 270 | (0.8) | 269 | (0.8) | 268 | (0.9) | 81 | (1.0) | 36 | (1.5) | 2 | (0.5) |
| Maryland ${ }^{5}$ | 261 (1.8) | 263 | (1.7) | 262 | (1.4) | 261 | (1.2) | 265 | (1.2) | 267 | (1.1) | 271 | (1.2) | 274 | (1.1) | 268 | (1.1) | 76 | (1.1) | 37 | (1.6) | 5 | (0.6) |
| Massachusetts | 269 (1.4) | 271 | (1.3) | 273 | (1.0) | 274 | (1.0) | 273 | (1.0) | 274 | (1.2) | 275 | (1.0) | 277 | (1.0) | 274 | (1.1) | 83 | (1.2) | 46 | (1.5) | 6 | (0.8) |
| Michigan | - ( $\dagger$ ) | 265 | (1.6) | 264 | (1.8) | 261 | (1.2) | 260 | (1.2) | 262 | (1.4) | 265 | (0.9) | 266 | (1.0) | 264 | (1.2) | 76 | (1.3) | 32 | (1.6) | 3 | (0.5) |
| Minnesota ${ }^{5}$ | 265 (1.4) | $\ddagger$ | ( $\dagger$ ) | 268 | (1.1) | 268 | (1.2) | 268 | (0.9) | 270 | (1.0) | 270 | (1.0) | 271 | (1.0) | 270 | (1.1) | 81 | (1.1) | 40 | (1.5) | 4 | (0.8) |
| Mississippi | 251 (1.2) | 255 | (0.9) | 255 | (1.4) | 251 | (1.3) | 250 | (1.1) | 251 | (1.0) | 254 | (1.2) | 253 | (1.0) | 252 | (1.0) | 63 | (1.5) | 20 | (1.1) | 1 | (0.3) |
| Missouri | 262 (1.3) | 268 | (1.0) | 267 | (1.0) | 265 | (1.0) | 263 | (1.0) | 267 | (1.0) | 267 | (1.1) | 267 | (1.1) | 267 | (1.1) | 77 | (1.3) | 36 | (1.5) | 3 | (0.5) |
| Montana ${ }^{5,6}$ | 271 (1.3) | 270 | (1.0) | 270 | (1.0) | 269 | (0.7) | 271 | (0.8) | 270 | (0.6) | 273 | (0.6) | 272 | (0.8) | 270 | (0.8) | 82 | (1.0) | 37 | (1.4) | 3 | (0.5) |
| Nebraska | - ( $\dagger$ ) | 270 | (0.9) | 266 | (0.9) | 267 | (0.9) | 267 | (0.9) | 267 | (0.9) | 268 | (0.7) | 269 | (0.8) | 269 | (0.9) | 81 | (1.1) | 38 | (1.5) | 3 | (0.5) |
| Nevada | 258 (1.0) | 251 | (0.8) | 252 | (0.8) | 253 | (0.9) | 252 | (0.8) | 254 | (0.9) | 258 | (0.9) | 262 | (0.7) | 259 | (0.9) | 71 | (1.2) | 27 | (1.4) | 2 | (0.4) |
| New Hampshire ................. | - ( $\dagger$ ) | - | ( $\dagger$ ) | 271 | (0.9) | 270 | (1.2) | 270 | (0.9) | 271 | (1.0) | 272 | (0.7) | 274 | (0.8) | 275 | (0.9) | 85 | (0.9) | 45 | (1.3) | 5 | (0.7) |
| New Jersey ....................... | - ( $\dagger$ ) | - | ( $\dagger$ ) | 268 | (1.2) | 269 | (1.2) | 270 | (1.1) | 273 | (1.3) | 275 | (1.2) | 276 | (1.1) | 271 | (1.0) | 80 | (1.3) | 41 | (1.4) | 6 | (0.8) |
| New Mexico | 258 (1.2) | 254 | (1.0) | 252 | (0.9) | 251 | (1.0) | 251 | (0.8) | 254 | (1.2) | 256 | (0.9) | 256 | (0.8) | 253 | (0.9) | 65 | (1.3) | 20 | (1.3) | 1 | (0.3) |
| New York ${ }^{5,6}$ | 265 (1.5) | 264 | (1.5) | 265 | (1.3) | 265 | (1.0) | 264 | (1.1) | 264 | (1.2) | 266 | (1.1) | 266 | (1.1) | 263 | (1.4) | 73 | (1.4) | 33 | (1.7) | 4 | (0.7) |
| North Carolina | 262 (1.1) | 265 | (1.1) | 262 | (1.0) | 258 | (0.9) | 259 | (1.1) | 260 | (1.2) | 263 | (0.9) | 265 | (1.1) | 261 | (1.3) | 72 | (1.4) | 30 | (1.6) | 3 | (0.6) |
| North Dakota ${ }^{6}$. | - ( $\dagger$ ) | 268 | (0.8) | 270 | (0.8) | 270 | (0.6) | 268 | (0.7) | 269 | (0.6) | 269 | (0.7) | 268 | (0.6) | 267 | (0.6) | 80 | (0.9) | 34 | (1.1) | 2 | (0.4) |
| Ohio | - ( $\dagger$ ) | 268 | (1.6) | 267 | (1.3) | 267 | (1.3) | 268 | (1.2) | 269 | (1.3) | 268 | (1.1) | 269 | (1.0) | 266 | (1.5) | 76 | (1.7) | 36 | (1.7) | 4 | (0.5) |
| Oklahoma | 265 (1.2) | 262 | (0.8) | 262 | (0.9) | 260 | (1.1) | 260 | (0.8) | 259 | (0.9) | 260 | (1.1) | 262 | (0.9) | 263 | (1.3) | 76 | (1.5) | 29 | (1.6) | 2 | (0.4) |
| Oregon ${ }^{6}$........................... | 266 (1.5) | 268 | (1.3) | 264 | (1.2) | 263 | (1.1) | 266 | (0.9) | 265 | (1.0) | 264 | (0.9) | 268 | (0.9) | 268 | (1.3) | 79 | (1.2) | 36 | (1.8) | 4 | (0.7) |
| Pennsylvania | - ( $\dagger$ ) | 265 | (1.0) | 264 | (1.2) | 267 | (1.3) | 268 | (1.2) | 271 | (0.8) | 268 | (1.3) | 272 | (1.0) | 269 | (1.5) | 78 | (1.6) | 39 | (2.0) | 5 | (0.7) |
| Rhode Island | 264 (0.9) | 262 | (0.8) | 261 | (0.7) | 261 | (0.7) | 258 | (0.9) | 260 | (0.6) | 265 | (0.7) | 267 | (0.6) | 265 | (0.7) | 76 | (0.9) | 35 | (1.2) | 4 | (0.6) |
| South Carolina ................... | 255 (1.1) | 258 | (1.1) | 258 | (1.3) | 257 | (1.1) | 257 | (0.9) | 257 | (1.2) | 260 | (0.9) | 261 | (1.0) | 260 | (1.2) | 71 | (1.5) | 28 | (1.5) | 2 | (0.4) |
| South Dakota | - ( $\dagger$ ) | - | ( $\dagger$ ) | 270 | (0.8) | 269 | (0.6) | 270 | (0.7) | 270 | (0.5) | 269 | (0.8) | 268 | (0.8) | 267 | (1.0) | 80 | (1.4) | 34 | (1.3) | 2 | (0.4) |
| Tennessee ${ }^{6}$ | 258 (1.2) | 260 | (1.4) | 258 | (1.2) | 259 | (0.9) | 259 | (1.0) | 261 | (1.1) | 259 | (1.0) | 265 | (1.1) | 265 | (1.4) | 76 | (1.5) | 33 | (1.8) | 3 | (0.7) |
| Texas | 261 (1.4) | 262 | (1.4) | 259 | (1.1) | 258 | (0.6) | 261 | (0.9) | 260 | (1.1) | 261 | (1.0) | 264 | (1.1) | 261 | (1.0) | 72 | (1.1) | 28 | (1.6) | 2 | (0.4) |
| Utah | 263 (1.0) | 263 | (1.1) | 264 | (0.8) | 262 | (0.8) | 262 | (1.0) | 266 | (0.8) | 267 | (0.8) | 270 | (0.9) | 269 | (1.0) | 81 | (1.2) | 38 | (1.4) | 4 | (0.6) |
| Vermont | - ( $\dagger$ ) | 272 | (0.9) | 271 | (0.8) | 269 | (0.7) | 273 | (0.8) | 272 | (0.6) | 274 | (0.9) | 274 | (0.7) | 274 | (0.8) | 83 | (1.0) | 44 | (1.4) | 6 | (0.7) |
| Virginia ............................. | 266 (1.1) | 269 | (1.0) | 268 | (1.1) | 268 | (1.0) | 267 | (1.1) | 266 | (1.1) | 267 | (1.2) | 268 | (1.3) | 267 | (1.2) | 77 | (1.2) | 36 | (1.8) | 3 | (0.6) |
| Washington ${ }^{6}$..................... | 264 (1.2) | 268 | (1.2) | 264 | (0.9) | 265 | (1.3) | 265 | (0.9) | 267 | (1.1) | 268 | (1.0) | 272 | (1.0) | 267 | (1.2) | 77 | (1.2) | 37 | (1.6) | 4 | (0.6) |
| West Virginia ..................... | 262 (1.0) | 264 | (1.0) | 260 | (1.0) | 255 | (1.2) | 255 | (1.0) | 255 | (0.9) | 256 | (0.9) | 257 | (0.9) | 260 | (0.9) | 72 | (1.3) | 27 | (1.3) | 2 | (0.5) |
| Wisconsin ${ }^{5}$....................... | 265 (1.8) | $\ddagger$ | ( $\dagger$ ) | 266 | (1.3) | 266 | (1.1) | 264 | (1.0) | 266 | (1.0) | 267 | (0.9) | 268 | (0.9) | 270 | (1.1) | 79 | (1.1) | 39 | (1.7) | 4 | (0.7) |
| Wyoming .......................... | 263 (1.3) | 265 | (0.7) | 267 | (0.5) | 268 | (0.7) | 266 | (0.7) | 268 | (1.0) | 270 | (1.0) | 271 | (0.6) | 269 | (0.7) | 81 | (1.0) | 36 | (1.2) | 3 | (0.5) |
| Department of Defense dependents schools ${ }^{7}$.... | 269 (1.3) | 273 | (0.5) | 272 | (0.6) | 271 | (0.7) | 273 | (1.0) | 272 | (0.7) | 272 | (0.7) | 277 | (0.7) | 277 | (0.7) | 90 | (0.9) |  | (1.6) | 3 | (0.7) |

-Not available.
$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or item response rates fell below the required standards for reporting.
${ }^{1}$ Scale ranges from 0 to 500 .
${ }^{2}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for profi cient work at the 8th-grade level.
${ }^{3}$ Proficient represents solid academic performance for 8th-graders. Students reaching this
level have demonstrated competency over challenging subject matter.
${ }^{4}$ Advanced signifies superior performance.
${ }^{5}$ Did not meet one or more of the guidelines for school participation in 1998. Data are sub ject to appreciable nonresponse bias.
${ }^{6}$ Did not meet one or more of the guidelines for school participation in 2002. Data are subject to appreciable nonresponse bias.
${ }^{7}$ Prior to 2005, NAEP divided the Department of Defense (DoD) schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the DoD domestic and overseas schools into a single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.
NOTE: Includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Reading Assessments, retrieved November 11, 2015, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared November 2015.)

Table 221.70. Average National Assessment of Educational Progress (NAEP) reading scale scores of 4th- and 8th-graders in public schools and
percentage scoring at or above selected reading achievement levels, by English language learner (ELL) status and state: 2015
[Standard errors appear in parentheses]

| State | 4th-graders |  |  |  |  |  |  | 8th-graders |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | English language learners |  |  |  | Not English language learners |  |  | English language learners |  |  |  |  | Not English language learners |  |  |  |
|  | $\begin{gathered} \text { Percent } \\ \text { of all } \\ \text { students } \\ \text { assessed } \end{gathered}$ | $\begin{gathered} \text { Average } \\ \text { scale } \\ \text { score }{ }^{1} \end{gathered}$ | Percent |  | $\begin{array}{r} \text { Average } \\ \text { scale } \\ \text { score } \end{array}$ | Percent |  | of all students assessed | $\begin{gathered} \text { Average } \\ \text { scale } \\ \text { score } \end{gathered}$ | Percent |  |  | Average scale score ${ }^{1}$ | Percent |  |  |
|  |  |  | $\begin{array}{r\|} \hline \text { At or } \\ \text { above } \\ \text { Basic }^{2} \end{array}$ | $\begin{array}{r} \text { At or } \\ \text { above } \\ \text { Proficient }{ }^{3} \end{array}$ |  | $\begin{array}{r\|} \hline \text { At or } \\ \text { above } \\ B_{3 s i c}{ }^{2} \end{array}$ | $\begin{array}{r} \text { At or } \\ \text { above } \\ \text { Proficient }{ }^{3} \end{array}$ |  |  |  |  | $\begin{array}{r} \text { At or } \\ \text { above } \\ \text { Proficient }{ }^{3} \end{array}$ |  | $\begin{gathered} \text { At or } \\ \text { above } \\ \text { Basic }^{2} \end{gathered}$ |  |  |
| 1 | 2 |  |  |  |  |  |  |  | 10 |  | 11 | 12 | 13 | 14 |  |  |
| United S | 11 (0.3) | 189 (1.1) | 32 (1.2) | 8 (0.6) | 225 (0.3) | 72 (0.3) | 38 (0.4) | 6 (0.2) | 223 (0.9) | 28 | (1.2) | 3 (0.4) | 267 (0.2) | 78 (0.3) | 35 | (0.4) |
| Alabama | 2 (0.3) | (t) |  | (t) | 218 (1.3) | 65 (1.8) | 29 (1.7) | (0.2) | $\ddagger$ (t) | $\ddagger$ |  |  | 259 (1.1) | 72 (1.6) | ${ }^{26}$ | (1.4) |
| Alaska | 15 (1.0) | 165 (4.3) | 19 (2.9) |  | 221 (1.1) | 69 (1.4) | 34 (1.6) | 11 (1.0) | 211 (2.8) | 18 | (3.7) | 1 (0.6) | 266 (1.2) | 77 (1.4) | 35 |  |
| Arizona | 10 (0.8) | 165 (3.8) | 12 (2.7) | (\#) | 221 (1.3) | 67 (1.6) | 33 (1.6) | 4 (0.6) | 206 (4.1) | 8 | (3.1) | \# (t) | 265 (1.2) | 76 (1.4) | 32 | (1.8) |
| Arkansas | 8 (1.1) | 204 (3.1) | 50 (4.3) | 16 (3.4) | 219 (1.1) | 66 (1.4) | 33 (1.5) | 7 (0.7) | $245 \quad(2.6)$ | 56 | (4.4) | 11 (2.8) | 260 (1.3) |  | 28 |  |
| California .. | 28 (1.7) | 183 (2.7) | 27 (2.9) | 6 (1.1) | 224 (1.4) | 71 (1.7) | 36 (2.0) | 14 (0.9) | 215 (2.4) | 21 | (2.7) | 2 (0.9) | 266 (1.2) | 78 (1.4) | 33 | (1.7) |
| Colorado .. | 14 (1.2) | 185 (2.3) | 29 (3.1) | (1.5) | 230 (1.4) | 77 (1.5) | 44 (1.9) | 11 (0.8) | 229 (2.7) | 33 | (4.1) | 3 (1.4) | 273 (1.4) | 84 (1.3) | 43 | (2.1) |
| Connecticut | 7 (0.6) | 190 (3.2) | 33 (4.8) |  | 232 (1.1) |  | 46 (1.6) | 3 (0.4) | 217 (6.1) | 24 | (6.6) | 2 (\#) | 275 (1.0) |  |  |  |
| Delaware ... | 5 (0.4) | 177 (4.1) | 23 (5.1) | (2.2) | 226 (0.8) | 72 (1.2) | 39 (1.3) | $2(0.2)$ | (t) | $\ddagger$ | (t) |  | 263 (0.8) | 74 (1.2) | 32 | (1.0) |
| District of Columbia .. | 6 (0.3) | 177 (4.5) | 20 (4.7) |  | 214 (0.9) | 58 (1.2) | 29 (1.0) | 5 (0.4) | 218 (4.1) | 26 | (6.3) |  | 249 (1.0) |  | 19 | (1.0) |
| Florida ..... | $9(0.7)$ | 201 (1.8) | 41 (3.5) | (1.6) | 230 (1.1) | 78 (1.3) | 42 (1.6) | 5 (0.4) | 226 (2.9) | 30 | (4.9) | 2 (1.1) | 265 (0.9) | 77 (1.1) | 32 | (1.4) |
| Georgia | 5 (1.0) | 188 (4.2) | 23 (6.6) |  | 224 (1.2) | 70 (1.5) | 35 (1.6) | 3 (0.4) | 233 (4.8) | 42 | (6.5) | 6 (3.9) | 263 (1.3) | 74 (1.5) | 31 | (1.8) |
| Hawaii | 7 (0.5) | 164 (4.3) | 12 (4.1) | (1.1) | 219 (1.0) | 65 (1.2) | 31 (1.2) | 6 (0.4) | 214 (3.0) | 17 | (4.0) | 1 (\#) | 260 (0.9) | 71 (1.2) | 27 | (1.2) |
| Idaho. | 4 (0.4) | 160 (4.8) | 8 (3.9) | (t) | 225 (1.0) | 72 (1.4) | 38 (1.4) | $2(0.3)$ | $\ddagger$ | 1 | (t) | $\pm$ (t) | 270 (0.9) | 83 (0.9) | 38 | (1.4) |
| llinois .. | 10 (1.1) | 184 (2.7) | 25 (3.1) | (1.7) | 226 (1.3) | 73 (1.5) | 39 (1.6) | 5 (0.5) | 219 (3.1) | 26 | (5.5) |  | 269 (1.0) | 80 (1.2) | 37 | (1.5) |
| Indiana | 7 (1.0) | 199 (3.6) | 42 (4.4) | 14 (4.2) | 230 (1.1) | 77 (1.4) | 42 (1.7) | 5 (0.6) | 249 (3.8) | 61 | (7.2) | 13 (4.1) | 269 (1.1) | 80 (1.0) | 38 | (1.7) |
| lowa ... | 7 (1.0) | 197 (3.0) | 42 (4.1) | 11 (3.0) | 226 (1.2) | 74 (1.5) | 40 (1.7) | 4 (0.5) | $235 \quad(3.6)$ | 44 | (6.1) | 6 (2.4) | 270 (1.1) | 82 (1.3) | 37 | 1.6) |
| Kansas ... | 13 (1.2) | 201 (3.0) | 45 (4.2) | 15 (2.8) | 224 (1.5) | 71 (1.6) | 38 (1.9) | 11 (0.8) | 250 (4.1) | 61 | (4.9) | 18 (4.7) | 269 (1.1) | 81 (1.1) | 37 | (1.8) |
| Kentucky | 3 (0.3) | 201 (5.4) | 40 (8.1) | 13 (6.1) | 229 (1.3) | 75 (1.3) | 41 (1.6) | 1 (0.2) | 236 (6.2) | 42 | (8.9) | 5 (3.3) | 268 (1.0) | 78 (1.1) | 37 | (1.5) |
| Louisiana .. | 2 (0.4) |  |  |  | 217 (1.5) | 64 (1.8) | 29 (1.6) | 1 (0.2) | (t) | $\ddagger$ | (1) | $\ddagger$ (t) | 256 (1.2) |  | 23 | (1.4) |
| Maine .... | 3 (0.3) | 186 (8.3) | 33 (7.9) | (3.7) | 225 (0.9) | 72 (1.2) | 37 (1.3) | 3 (0.3) | 239 (5.1) | 45 | (7.1) | 11 (5.0) | 269 (0.9) | 82 (1.0) | 36 | (1.5) |
| Maryland | (1.4) | 193 (4.1) | 35 (5.5) | (2.2) | 225 (1.3) | 70 (1.5) | 39 (1.8) | $2(0.3)$ | 232 (4.8) | 36 | (9.0) | 7 (4.3) | 269 (1.1) |  | 38 | $1.6)$ |
| Massachus | 9 (0.8) | 200 (2.7) | 44 (3.8) | 12 (2.5) | 239 (1.0) | 85 (1.1) | 53 (1.5) | 5 (0.6) | 225 (3.8) | 35 | (5.5) | 6 (2.8) | 277 (1.0) |  | 48 | (1.5) |
| Michigan | 4 (0.8) | 202 (4.9) | 48 (6.5) | 16 (4.8) | 217 (1.4) | 64 (1.8) | 29 (1.6) | 3 (0.6) | 237 (4.0) | 43 | (7.1) | 6 (4.4) | 265 (1.2) |  | 33 | (1.6) |
| Minnesota -. | 10 (0.9) | 179 (4.8) | 28 (4.5) |  | 228 (1.1) | 75 (1.3) | 42 (1.5) | 6 (0.7) | 234 (3.5) | 43 | (5.2) | 6 (2.6) | 273 (1.0) |  | 42 | (1.5) |
| Mississippi | (0.4) |  |  |  | 214 (1.0) | 61 (1.4) | 26 (1.3) | 1 (0.2) | (t) |  | (t) |  | 253 (1.0) | 63 (1.5) | 20 |  |
| Missouri | (0.4) | 203 (4.4) | 50 | 14 (5.6) | 223 (1.2) | 70 (1.3) | 37 (1.5) | (0.4) | () |  | (t) |  | 268 (1.1) |  | 37 | (1.5) |
| Montana | 3 (0.3) | 175 (5.8) | 17 (6.1) |  | 226 (0.8) | 74 (1.2) | 38 (1.2) | $2(0.2)$ | (t) |  | (t) |  | 271 (0.8) | 83 (1.0) | 37 | (1.4) |
| Nebraska | 7 (0.7) | 193 (3.1) | 32 (4.6) | (2.7) | 229 (1.0) | 77 (1.3) | 42 (1.5) | 2 (0.3) | (t) | $\ddagger$ | ( |  | 270 (0.9) | 83 (1.1) | 39 | (1.5) |
| Nevada .... | 24 (1.1) | 190 (1.8) | 33 (2.1) | (1.5) | 222 (1.2) | 70 (1.5) | 36 (1.5) | 15 (0.6) | 226 (1.8) | 30 | (2.7) | 3 (1.2) | 265 (1.1) | 78 (1.3) | 32 | (1.6) |
| New Hampshire. | 3 (0.3) | 206 (4.4) | 51 (6.2) | 19 (6.4) | 233 (0.9) | 80 (1.1) | 47 (1.5) | 1 (0.2) | (t) | $\ddagger$ | (t) | $\ddagger(t)$ | 275 (0.9) |  | 45 |  |
| New Jersey | 3 (0.6) | (t) |  |  | 231 (1.5) | 77 (1.5) | 44 (1.8) | $2(0.3)$ | $\ddagger$ (t) | $\ddagger$ | (t) |  | 272 (1.0) |  | 41 | (1.4) |
| New Mexico | 16 (0.7) | 171 (2.9) | 18 (2.3) | (1.2) | 214 (0.9) | 61 (1.4) | 27 (1.3) | 13 (0.7) | 219 (1.9) | 22 | (3.1) | 2 (1.0) | 258 (0.9) |  | 23 |  |
| New York | 7 (0.8) | 184 | 26 | (2.0) | 226 (1.0) | 72 (1.3) | 38 (1.5) | 6 (0.6) | 215 | 22 | (4.3) | 3 (1.4) | 266 (1.3) | 76 (1.3) | 35 | (1.7) |
| North Carolina | 6 (0.5) | 187 (3.0) | 29 (4.7) |  | 229 (1.1) |  | 41 (1.6) | 4 (0.5) | 217 (4.0) | 25 | (5.0) |  | 263 (1.3) | 74 (1.4) | 32 |  |
| North Dakota | 2 (0.2) |  |  |  | 226 (0.7) | 74 (1.0) | 37 (1.0) | 2 (0.2) | $\ddagger$ (t) |  | (t) | $\ddagger$ (t) | 268 (0.6) | 81 (1.0) | 34 | (11) |
| Ohio ... | 4 (0.7) | 202 (4.8) | 49 (7.0) | 12 (5.2) | 226 (1.2) | 73 (1.3) | 39 (1.7) | 3 (1.5) | 227 (11.8) |  | (14.2) |  | 267 (1.3) |  | 36 | (1.6) |
| Oklahoma | 6 (0.5) | 197 (4.4) | 42 (7.0) |  | 224 (1.1) |  | 34 (1.5) | 5 (0.7) | 239 (3.3) | 47 | (5.6) | 7 (3.5) | 264 (1.3) | 77 (1.6) | 31 | (1.8) |
| Oregon ....... | 13 (1.0) | 180 (3.1) | 26 (3.5) |  | 226 (1.2) | 74 (1.4) | 39 (1.6) | 3 (0.3) | 207 (5.6) | 11 | (5.2) | 1 (\#) | 269 (1.2) | 81 (1.2) | 37 | (1.9) |
| Pennsylvania | 3 (0.5) | 170 (5.5) | 16 (4.4) |  | 229 (1.6) |  | 43 (1.9) | 2 (0.4) | 218 (6.7) | 20 | (7.2) | 6 (3.5) | 270 (1.4) |  | 40 |  |
| Rhode Island | 7 (0.5) | 182 (3.3) | 25 (3.6) | 5 (2.1) | 229 (0.9) | 76 (1.1) | 43 (1.4) | 5 (0.3) | 209 (3.8) | 17 | (5.1) |  | 268 (0.7) | 78 (0.9) | 36 | (1.3) |
| South Carolina | 8 (1.0) | 201 (4.7) | 47 (5.1) | 21 (3.9) | 219 (1.3) | 66 (1.4) | 35 (1.6) | 4 (0.5) | 242 (4.3) | 48 | (7.6) | 11 (3.8) | 261 (1.2) |  | 29 | (1.6) |
| South Dakota . | 3 (0.2) | 170 (7.5) | 20 (6.0) |  | 222 (0.9) | 69 (1.2) | 35 (1.2) | 2 (0.3) | (t) | $\ddagger$ | (t) | $\ddagger$ (t) | 268 (1.0) | 81 (1.3) | 35 | (1.3) |
| Tennessee .... | 4 (0.6) | 200 (5.1) | 47 (7.1) | 16 (5.2) | 219 (1.4) | 66 (1.8) | 34 (1.7) | 2 (0.4) | $\ddagger$ | $\ddagger$ | (1) |  | 266 (1.3) | 77 (1.4) | 33 | (1.8) |
| Texas ... | 22 (1.9) | 198 (2.1) | 41 (3.3) | 12 (2.2) | 224 (1.8) | 70 (1.9) | 36 (2.2) | 11 (0.6) | 224 (2.2) | 29 | (3.3) | 2 (1.2) | 265 (1.2) |  | 31 | (1.8) |
| Utah .......... | 4 (0.5) | 174 (6.3) | 19 (5.5) | 8 (3.5) | 228 (1.0) | 77 (1.0) | 41 (1.5) | 3 (0.4) | 213 (4.6) | 16 | (6.1) | 1 (\#) | 271 (0.9) | 83 (1.1) | 39 | (1.4) |
| Vermont | 3 (0.3) |  |  |  | 231 (0.8) | 76 (1.0) | 45 (1.4) | 1 (0.2) | (t) |  | (t) |  | 275 (0.8) |  | 44 | (1.4) |
| Virginia | 6 (0.9) | 189 (3.0) | 30 (4.0) | (2.5) | 232 (1.8) | 77 (1.8) | 45 (2.2) | 5 (0.6) | 231 (2.7) | 31 | (5.8) | 3 (1.8) | 269 (1.3) | 80 (1.3) | 38 | (1.9) |
| Washington .... | 13 (1.2) | 189 (2.1) | 28 (2.8) | (1.6) | 231 (1.5) | 77 (1.5) | 46 (2.0) | 6 (0.7) | 223 (3.5) | 26 | (4.9) | 3 (1.6) | 270 (1.1) | 80 (1.1) | 40 |  |
| West Virginia . | $17(0.2)$ |  |  |  | 216 (1.2) | 64 (1.3) | 30 (1.5) |  | $\ddagger$ (t) | $\ddagger$ | (t) |  | 260 (0.9) | 72 (1.3) | 27 | (1.3) |
| Wisconsin ... | 7 (0.8) | 198 (2.9) | 40 (4.5) |  | 225 (1.1) | 73 (1.4) | 39 (1.5) | 4 (0.5) | 234 (3.2) | 38 | (5.4) | 6 (3.1) | 271 (1.2) | 81 (1.2) | 40 |  |
| Wyoming ..... | 3 (0.2) |  | $\ddagger$ ( $\dagger$ ) |  | 229 (0.7) | 77 (1.0) | 42 (1.3) | 2 (0.2) | $\ddagger$ (t) | $\ddagger$ | (t) | $\ddagger$ (t) | 270 (0.8) | 82 (1.0) | 37 |  |
| Department of Defense dependents schools | 8 (0.4) | 213 (2.5) | 62 (4.2) | 18 (3.5) | 236 (0.7) | 85 (1.1) | 50 (1.4) | 5 (0.5) | 249 (4.1) | 61 | (7.5) | 12 (5.5) | 279 (0.8) | 92 (0.9) | 49 |  |

## $\dagger$ Not applicable.

\#Rounds to zero.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
'Scale ranges from 0 to 500.
${ }^{2}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
${ }^{3}$ Proficient represents solid academic performance. Students reaching this level have demon-
strated competency over challenging subject matter.

NOTE: The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Although testing accommodations were permitted, some English language learners did not have a sufficient level of Engish proficiency to participate in the 2015 Reading Assessment.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment, retrieved November 9, 2015, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreport card/naepdata/). (This table was prepared November 2015.)

Table 221.80. Average National Assessment of Educational Progress (NAEP) reading scale scores of 4th- and 8th-grade public school students and percentage attaining selected reading achievement levels, by race/ethnicity and jurisdiction or specific urban district: 2009, 2011, 2013, and 2015
[Standard errors appear in parentheses]


## -Not available.

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Scale ranges from 0 to 500 .
${ }^{2}$ Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
${ }^{3}$ Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
${ }^{4}$ Includes public school students from all cities in the nation with populations of 250,000 or more, including the participating districts.
NOTE: Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not shown separately.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, 2013, and 2015 Reading Assessments, retrieved November 3, 2015, from the Main NAEP Data Explorer (http:// nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared November 2015.)

# Table 221.85. Average National Assessment of Educational Progress (NAEP) reading scale score, by age and selected student characteristics: Selected years, 1971 through 2012 

[Standard errors appear in parentheses]

| Selected student characteristic | 1971 | 1975 | 1980 | 1984 | 1988 | 1990 | 1992 | 1994 | 1996 | 1999 | $2004{ }^{1}$ |  | 2008 | 2012 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  | Previous format | Revised format |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |  | 15 |
| 9 -year-olds <br> All students $\qquad$ | 208 (1.0) | 210 (0.7) | 215 (1.0) | 211 (0.8) | 212 (1.1) | 209 (1.2) | 211 (0.9) | 211 (1.2) | 212 (1.0) | 212 (1.3) | 219 (1.1) | 216 (1.0) | 220 (0.9) | 221 | (0.8) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 201 (1.1) | 204 (0.8) | 210 (1.1) | 207 (1.0) | 207 (1.4) | 204 (1.7) | 206 (1.3) | 207 (1.3) | 207 (1.4) | 209 (1.6) | 216 (1.4) | 212 (1.1) | 216 (1.1) | 218 | (0.9) |
| Female | 214 (1.0) | 216 (0.8) | 220 (1.1) | 214 (0.9) | 216 (1.3) | 215 (1.2) | 215 (0.9) | 215 (1.4) | 218 (1.1) | 215 (1.5) | 221 (1.0) | 219 (1.1) | 224 (0.9) | 223 | (0.9) |
| Gap between female and male score $\qquad$ | 13 (1.5) | 12 (1.1) | 10 (1.6) | 7 (1.3) | 9 (1.9) | 11 (2.0) | 10 (1.6) | 7 (1.9) | 11 (1.8) | 6 (2.2) | 5 (1.8) | 8 (1.5) | 7 (1.4) | 5 | (1.3) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | $214^{2}(0.9)$ | 217 (0.7) | 221 (0.8) | 218 (0.9) | 218 (1.4) | 217 (1.3) | 218 (1.0) | 218 (1.3) | 220 (1.2) | 221 (1.6) | 226 (1.1) | 224 (0.9) | 228 (1.0) | 229 | (0.8) |
| Black | $170^{2}$ (1.7) | 181 (1.2) | 189 (1.8) | 186 (1.3) | 189 (2.4) | 182 (2.9) | 185 (2.2) | 185 (2.3) | 191 (2.6) | 186 (2.3) | 200 (2.2) | 197 (1.8) | 204 (1.7) | 206 | (1.9) |
| Hispanic | [ ${ }^{3}$ ] ( $\dagger$ ) | 183 (2.2) | 190 (2.3) | 187 (3.0) | 194 (3.5) | 189 (2.3) | 192 (3.1) | 186 (3.9) | 195 (3.4) | 193 (2.7) | 205 (1.7) | 199 (1.5) | 207 (1.5) | 208 | (1.5) |
| Gap between White and Black score $\qquad$ | 44 (1.9) | 35 (1.4) | 32 (1.9) | 32 (1.6) | 29 (2.8) | 35 (3.2) | 33 (2.4) | 33 (2.6) | 29 (2.8) | 35 (2.8) | 26 (2.5) | 27 (2.1) | 24 (2.0) | 23 | (2.1) |
| Gap between White and Hispanic score ........ |  | 34 (2.4) | 31 (2.4) | 31 (3.1) | 24 (3.8) | 28 (2.6) | 26 (3.2) | 32 (4.1) | 25 (3.6) | 28 (3.2) | 21 (2.1) | 25 (1.8) | 21 (1.8) | 21 | (1.7) |
| 13-year-olds All students | 255 (0.9) | 256 (0.8) | 258 (0.9) | 257 (0.6) | 257 (1.0) | 257 (0.8) | 260 (1.2) | 258 (0.9) | 258 (1.0) | 259 (1.0) | 259 (1.0) | 257 (1.0) | 260 (0.8) | 263 | (1.0) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 250 (1.0) | 250 (0.8) | 254 (1.1) | 253 (0.7) | 252 (1.3) | 251 (1.1) | 254 (1.7) | 251 (1.2) | 251 (1.2) | 254 (1.3) | 254 (1.2) | 252 (1.1) | 256 (1.0) | 259 | (1.3) |
| Female | 261 (0.9) | 262 (0.9) | 263 (0.9) | 262 (0.7) | 263 (1.0) | 263 (1.1) | 265 (1.2) | 266 (1.2) | 264 (1.2) | 265 (1.2) | 264 (1.3) | 262 (1.2) | 264 (0.9) | 267 | (0.9) |
| Gap between female and male score $\qquad$ | 11 (1.3) | 13 (1.2) | 8 (1.4) | 9 (1.0) | 11 (1.7) | 13 (1.6) | 11 (2.1) | 15 (1.7) | 13 (1.7) | 12 (1.8) | 10 (1.8) | 10 (1.6) | 8 (1.3) | 8 | (1.6) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | $261{ }^{2}(0.7)$ | 262 (0.7) | 264 (0.7) | 263 (0.6) | 261 (1.1) | 262 (0.9) | 266 (1.2) | 265 (1.1) | 266 (1.0) | 267 (1.2) | 266 (1.0) | 265 (1.0) | 268 (1.0) | 270 | (1.3) |
| Black | $222^{2}$ (1.2) | 226 (1.2) | 233 (1.5) | 236 (1.2) | 243 (2.4) | 241 (2.2) | 238 (2.3) | 234 (2.4) | 234 (2.6) | 238 (2.4) | 244 (2.0) | 239 (1.9) | 247 (1.6) | 247 | (1.6) |
| Hispanic | [3] (t) | 232 (3.0) | 237 (2.0) | 240 (2.0) | 240 (3.5) | 238 (2.3) | 239 (3.5) | 235 (1.9) | 238 (2.9) | 244 (2.9) | 242 (1.6) | 241 (2.1) | 242 (1.5) | 249 | (1.3) |
| Gap between White and <br> Black score $\qquad$ | 39 (1.4) | 36 (1.4) | 32 (1.6) | 26 (1.3) | 18 (2.6) | 21 (2.4) | 29 (2.7) | 31 (2.7) | 32 (2.8) | 29 (2.7) | 22 (2.3) | 25 (2.1) | 21 (1.9) | 23 | (2.1) |
| Gap between White and Hispanic score $\qquad$ | ( $\dagger$ ) | 30 (3.1) | 27 (2.1) | 23 (2.1) | 21 (3.6) | 24 (2.5) | 27 (3.7) | 30 (2.2) | 28 (3.1) | 23 (3.1) | 24 (1.9) | 24 (2.4) | 26 (1.8) | 21 | (1.8) |
| Parents' highest level of education Did not finish high school $\qquad$ Graduated high school $\qquad$ Some education after high school $\qquad$ Graduated college $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  | 248 |  |
|  | - ( $\dagger$ ) |  | 253 (0.9) | 253 (0.8) | 253 (1.2) | 251 (0.9) | 252 (1.7) | 251 (1.4) | 251 (1.5) | 251 (1.8) | 251 (1.6) | 249 (1.1) | 251 (1.1) | 248 |  |
|  | (t) | - (t) | 268 (1.0) | 266 (1.1) | 265 (1.7) | 267 (1.7) | 265 (2.7) | 266 (1.9) | 268 (2.3) | 269 (2.4) | 264 (2.0) | 261 (1.4) | 265 (1.1) | 264 | (1.5) |
|  | ( $\dagger$ ) | - (t) | 273 (0.9) | 268 (0.9) | 265 (1.6) | 267 (1.1) | 271 (1.5) | 269 (1.2) | 269 (1.4) | 270 (1.2) | 270 (1.0) | 266 (1.2) | 270 (1.2) | 273 | (1.3) |
| 17-year-olds All students | 285 (1.2) | 286 (0.8) | 285 (1.2) | 289 (0.8) | 290 (1.0) | 290 (1.1) | 290 (1.1) | 288 (1.3) | 288 (1.1) | 288 (1.3) | 285 (1.2) | 283 (1.1) | 286 (0.9) | 287 | (0.9) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 279 (1.2) | 280 (1.0) | 282 (1.3) | 284 (0.8) | 286 (1.5) | 284 (1.6) | 284 (1.6) | 282 (2.2) | 281 (1.3) | 281 (1.6) | 278 (1.5) | 276 (1.4) | 280 (1.1) | 283 | (1.1) |
| Female . | 291 (1.3) | 291 (1.0) | 289 (1.2) | 294 (0.9) | 294 (1.5) | 296 (1.2) | 296 (1.1) | 295 (1.5) | 295 (1.2) | 295 (1.4) | 292 (1.3) | 289 (1.2) | 291 (1.0) | 291 | (1.0) |
| Gap between female and male score $\qquad$ | 12 (1.8) | 12 (1.4) | 7 (1.8) | 10 (1.2) | 8 (2.1) | 12 (2.0) | 11 (1.9) | 13 (2.7) | 15 (1.8) | 13 (2.1) | 14 (2.0) | 14 (1.8) | 11 (1.5) | 8 | (1.5) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White . | $291{ }^{2}$ (1.0) | 293 (0.6) | 293 (0.9) | 295 (0.9) | 295 (1.2) | 297 (1.2) | 297 (1.4) | 296 (1.5) | 295 (1.2) | 295 (1.4) | 293 (1.1) | 289 (1.2) | 295 (1.0) | 295 | (1.0) |
| Black | $239{ }^{2}$ (1.7) | 241 (2.0) | 243 (1.8) | 264 (1.2) | 274 (2.4) | 267 (2.3) | 261 (2.1) | 266 (3.9) | 266 (2.7) | 264 (1.7) | 264 (2.7) | 262 (1.9) | 266 (2.4) | 269 | (1.6) |
| Hispanic ...................... | [ $\left.{ }^{3}\right]$ (t) | 252 (3.6) | 261 (2.7) | 268 (2.9) | 271 (4.3) | 275 (3.6) | 271 (3.7) | 263 (4.9) | 265 (4.1) | 271 (3.9) | 264 (2.9) | 267 (2.5) | 269 (1.3) | 274 | (1.5) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gap between White and Hispanic score $\qquad$ | $\dagger$ (t) | 41 (3.6) | 31 (2.9) | 27 (3.0) | 24 (4.4) | 22 (3.8) | 26 (3.9) | 33 (5.2) | 30 (4.2) | 24 (4.2) | 29 (3.1) | 22 (2.8) | 26 (1.6) | 21 | (1.9) |
| Parents' highest level of education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Graduated high school .... | ( $\dagger$ ) | - (t) | 277 (1.0) | 281 (0.8) | 282 (1.3) | 283 (1.4) | 280 (1.6) | 276 (1.9) | 273 (1.7) | 274 (2.1) | 274 (1.6) | 271 (1.4) | 274 (1.4) | 270 | (1.6) |
| Some education after high school $\qquad$ | ( $\dagger$ ) | - ( $\dagger$ ) | 295 (1.2) | 298 (0.9) | 299 (2.2) | 295 (1.9) | 293 (1.9) | 294 (1.6) | 295 (2.2) | 295 (1.8) | 286 (1.9) | 285 (1.5) | 288 (1.1) | 287 | (1.1) |
| Graduated college ................. | ( $\dagger$ ) | - (t) | 301 (1.0) | 302 (0.9) | 300 (1.4) | 302 (1.5) | 301 (1.7) | 300 (1.7) | 299 (1.5) | 298 (1.3) | 298 (1.3) | 295 (1.2) | 298 (1.1) | 300 | (1.0) |

## -Not available. <br> $\dagger$ Not applicable.

${ }^{1}$ In 2004, two assessments were conducted-one using the same format that was used in previous assessments, and one using a revised assessment format that provides accommodations for students with disabilities and for English language learners. The 2004 data in column 12 are for the format that was used in previous assessment years, while the 2004 data in column 13 are for the revised format. In subsequent years, only the revised format was used.
${ }^{2}$ Data for 1971 include persons of Hispanic ethnicity.
${ }^{3}$ Test scores of Hispanics were not tabulated separately.
NOTE: Scale ranges from 0 to 500 . Students scoring 150 (or higher) are able to follow brief written directions and carry out simple, discrete reading tasks. Students scoring 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students scoring 250 are able to search for
specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. Students scoring 300 are able to find, understand, summarize, and explain relatively complicated literary and informational material. Includes public and private schools. For assessment years prior to 2004, accommodations were not permitted. For 2004 (revised format) and later years, includes students tested with accommodations; excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations ( 2 to 5 percent of all students, depending on age and assessment year). Race categories exclude persons of Hispanic ethnicity, except where noted. Totals include other racial/ethnic groups not shown separately.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), NAEP 2012 Trends in Academic Progress; and 2012 NAEP Long-Term Trend Reading Assessment, retrieved June 27, 2013, from Long-Term Trend NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared June 2013.)

Table 222.10. Average National Assessment of Educational Progress (NAEP) mathematics scale score, by sex, race/ethnicity, and grade: Selected years, 1990 through 2015
[Standard errors appear in parentheses]

| Grade and year | $\begin{array}{r} \text { All } \\ \text { students } \end{array}$ | Sex |  |  | Race/ethnicity |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Average mathematics scale score |  | Gap <br> between female and male score | Average mathematics scale score |  |  |  |  |  |  |  | Gap between White and Black score | Gap between White and Hispanic score |
|  |  | Male Female |  |  | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races ${ }^{1}$ |  |  |
|  |  |  |  | Total |  |  |  | Asian ${ }^{1}$ | Pacific Islander ${ }^{1}$ |  |  |  |  |
| 1 | 2 | 3 | 4 |  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Grade 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1990^{2}$ | 213 (0.9) | 214 (1.2) | 213 (1.1) | -1 (1.7) | 220 (1.0) | 188 (1.8) | 200 (2.2) | 225 (4.1) | ( $\dagger$ ) | (t) | ( $\dagger$ ) | ( $\dagger$ ) | 32 (2.0) | 20 (2.4) |
| $1992{ }^{2}$ | 220 (0.7) | 221 (0.8) | 219 (1.0) | -2 (1.2) | 227 (0.8) | 193 (1.4) | 202 (1.5) | 231 (2.1) | (t) | (t) | ( $\dagger$ ) | ( $\dagger$ ) | 35 (1.6) | 25 (1.7) |
| 1996 | 224 (1.0) | 224 (1.1) | 223 (1.1) | \# (t) | 232 (1.0) | 198 (1.6) | 207 (1.9) | 229 (4.2) | (t) | ( $\dagger$ ) | 217 (5.6) | - (t) | 34 (1.8) | 25 (2.1) |
| 2000 | 226 (0.9) | 227 (1.0) | 224 (0.9) | -3 (1.4) | 234 (0.8) | 203 (1.2) | 208 (1.5) | $\ddagger$ ( $\dagger$ ) | (t) | (t) | 208 (3.5) | ( + | 31 (1.5) | 27 (1.7) |
| 2003 | 235 (0.2) | 236 (0.3) | 233 (0.2) | -3 (0.3) | 243 (0.2) | 216 (0.4) | 222 (0.4) | 246 (1.1) |  | (t) | 223 (1.0) | ( $\dagger$ ) | 27 (0.4) | 22 (0.5) |
| 2005 | 238 (0.1) | 239 (0.2) | 237 (0.2) | -3 (0.2) | 246 (0.1) | 220 (0.3) | 226 (0.3) | 251 (0.7) | (t) | (t) | 226 (0.9) | - (t) | 26 (0.3) | 20 (0.3) |
| 2007 | 240 (0.2) | 241 (0.2) | 239 (0.2) | -2 (0.3) | 248 (0.2) | 222 (0.3) | 227 (0.3) | 253 (0.8) | ( $\dagger$ ) | (t) | 228 (0.7) | - (t) | 26 (0.4) | 21 (0.4) |
| 2009 | 240 (0.2) | 241 (0.3) | 239 (0.3) | -2 (0.4) | 248 (0.2) | 222 (0.3) | 227 (0.4) | 255 (1.0) | - ( $\dagger$ ) | - ( $\dagger$ ) | 225 (0.9) | - (t) | 26 (0.4) | 21 (0.5) |
| 2011 | 241 (0.2) | 241 (0.2) | 240 (0.2) | -1 (0.3) | 249 (0.2) | 224 (0.4) | 229 (0.3) | 256 (1.0) | 257 (1.0) | 236 (2.1) | 225 (0.9) | 245 (0.6) | 25 (0.4) | 20 (0.4) |
| 2013 | 242 (0.2) | 242 (0.3) | 241 (0.2) | -1 (0.4) | 250 (0.2) | 224 (0.3) | 231 (0.4) | 258 (0.8) | 259 (0.8) | 236 (2.0) | 227 (1.1) | 245 (0.7) | 26 (0.4) | 19 (0.5) |
| 2015 | 240 (0.3) | 241 (0.3) | 239 (0.3) | -2 (0.4) | 248 (0.3) | 224 (0.4) | 230 (0.5) | 257 (1.2) | 259 (1.2) | 231 (2.3) | 227 (1.0) | 245 (0.8) | 24 (0.5) | 18 (0.5) |
| Grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1990{ }^{2}$ | 263 (1.3) | 263 (1.6) | 262 (1.3) | -1 (2.1) | 270 (1.3) | 237 (2.7) | 246 (4.3) | 275 (5.0) | (t) | ( $\dagger$ ) |  | ( $\dagger$ ) | 33 (3.0) | 24 (4.5) |
| $1992^{2}$ | 268 (0.9) | 268 (1.1) | 269 (1.0) | 1 (1.5) | 277 (1.0) | 237 (1.3) | 249 (1.2) | 290 (5.9) | (t) | (t) | (t) | ( $\dagger$ ) | 40 (1.7) | 28 (1.5) |
| 1996 | 270 (0.9) | 271 (1.1) | 269 (1.1) | -2 (1.5) | 281 (1.1) | 240 (1.9) | 251 (1.7) | $\ddagger$ (t) | ( $\dagger$ ) | ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | - (t) | 41 (2.2) | 30 (2.0) |
| 2000 | 273 (0.8) | 274 (0.9) | 272 (0.9) | -2 (1.3) | 284 (0.8) | 244 (1.2) | 253 (1.3) | 288 (3.5) | ( $\dagger$ ) | (t) | 259 (7.5) | (t) | 40 (1.5) | 31 (1.6) |
| 2003 | 278 (0.3) | 278 (0.3) | 277 (0.3) | -2 (0.4) | 288 (0.3) | 252 (0.5) | 259 (0.6) | 291 (1.3) | (t) | ( $\dagger$ ) | 263 (1.8) |  | 35 (0.6) | 29 (0.7) |
| 2005 | 279 (0.2) | 280 (0.2) | 278 (0.2) |  | 289 (0.2) | 255 (0.4) | 262 (0.4) | 295 (0.9) | ( $\dagger$ ) | ( $\dagger$ ) | 264 (0.9) |  |  | 27 (0.5) |
| 2007 | 281 (0.3) | 282 (0.3) | 280 (0.3) | -2 (0.4) | 291 (0.3) | 260 (0.4) | 265 (0.4) | 297 (0.9) | (t) | - (t) | 264 (1.2) | - (t) | 32 (0.5) | 26 (0.5) |
| 2009 | 283 (0.3) | 284 (0.3) | 282 (0.4) | -2 (0.5) | 293 (0.3) | 261 (0.5) | 266 (0.6) | 301 (1.2) | - (t) | - ( $\dagger$ ) | 266 (1.1) | - (t) | 32 (0.5) | 26 (0.6) |
| 2011 | 284 (0.2) | 284 (0.3) | 283 (0.2) | -1 (0.4) | 293 (0.2) | 262 (0.5) | 270 (0.5) | 303 (1.0) | 305 (1.1) | 269 (2.4) | 265 (0.9) | 288 (1.3) | 31 (0.5) | 23 (0.5) |
| 2013 | 285 (0.3) | 285 (0.3) | 284 (0.3) | -1 (0.4) | 294 (0.3) | 263 (0.4) | 272 (0.5) | 306 (1.1) | 309 (1.1) | 275 (2.3) | 269 (1.2) | 288 (1.2) | 31 (0.5) | 22 (0.5) |
| 2015 | 282 (0.3) | 282 (0.3) | 282 (0.4) | \# (t) | 292 (0.3) | 260 (0.5) | 270 (0.5) | 306 (1.5) | 307 (1.5) | 276 (2.9) | 267 (1.3) | 285 (1.1) | 32 (0.6) | 22 (0.6) |
|  |  | $[3]$ $(+)$ <br> $[3]$ $(+)$ <br> $[3]$ $(+)$ <br> $[3]$ $(+)$ <br> - $(+)$ | $[3]$ $(+)$ <br> $[3]$ $(+)$ <br> $[3$ $(+)$ <br> $\left[^{3}\right]$ $(+)$ <br> - $(+)$ <br> - $(t)$ | $[3]$ $(+)$ <br> $[3]$ $(+)$ <br> $[3$ $(+)$ <br> $[3]$ $(+)$ <br> - $(\dagger)$ <br> - $(\dagger)$ | $\begin{array}{ll} {[3]} & (t) \\ {[3]} & (+) \\ {[3]} & (+) \\ {[3]} & (+) \\ - & (t) \end{array}$ |  |  |  |  |  |  | $\begin{array}{cc}{[3]} & (+) \\ {\left[\begin{array}{l}3\end{array}\right.} \\ (+) \\ {\left[\begin{array}{l}3\end{array}\right.} \\ (+) \\ {[3]} & (+) \\ - & (+)\end{array}$ |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2005 |  | $\begin{array}{cc} 151 & (0.7) \\ - & ((t) \\ 155 & (0.9) \\ - & (t) \\ 155 & (0.6) \\ 153 & (0.7) \end{array}$ | $\begin{array}{rr} 149 & (0.7) \\ - & (\dagger) \\ 152 & (0.7) \\ - & (\dagger) \\ 152 & (0.6) \\ 150 & (0.6) \end{array}$ | $\begin{array}{cr}-3 & (1.0) \\ -3 & (t) \\ -3 & (1.1) \\ -3 & (t) \\ -3 & (0.9) \\ -3 & (0.9)\end{array}$ |  | $\begin{array}{cc} 127 & (1.1) \\ \overline{1} & (t) \\ 131 & (0.8) \\ \overline{1} & (\dagger) \\ 132 & (0.8) \\ 130 & (1.0) \end{array}$ | $\begin{array}{cc} 133 & (1.3) \\ \overline{1} & (t) \\ 138 & (0.8) \\ \overline{141} & (\dagger) \\ 149 & (0.8) \\ 139 & (0.8) \end{array}$ | $\begin{array}{cc} 163 & (2.0) \\ \overline{175} & (t) \\ 175 & (2.7) \\ \overline{172} & (t) \\ 170 & (2.3 .) \\ 170 \end{array}$ |  | -- <br> - | $\begin{array}{cc}134 & (4.1) \\ -\quad(t)\end{array}$ | $\begin{array}{ll}- & (t) \\ - & (+)\end{array}$ |  | $\begin{array}{lr}24 & (1.4) \\ - & (t)\end{array}$ |
| 2007. |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{cc}31 & (1.2) \\ -\mathbf{c} \\ (t)\end{array}$ |  |
| 2009. |  |  |  |  |  |  |  |  | $-\quad(+)$ $-\quad(t)$ | - $\left.\begin{array}{l}\text { - } \\ - \\ - \\ \hline\end{array}\right)$ | 144 (2.8) | - (t) | 30 (1.0) | $-\quad\left(\begin{array}{r}\text { 2 }\end{array}\right.$ |
| 2011 |  |  |  |  |  |  |  |  | - ( $\dagger$ ) | $\overline{151}\left(\begin{array}{c} (2.8) \\ \left.()^{\prime}\right) \end{array}\right.$ | - ${ }^{(t)}$ |  | $\overline{-}$ (t) |  |
| 2013. |  |  |  |  |  |  |  |  | 174 (1.3) |  | 142 (3.2) | 155 (1.7) | 30 (1.0) | 21 (1.0) |
| 2015. |  |  |  |  |  |  |  |  | 171 (1.9) |  | 138 (2.8) | 157 (2.2) | 30 (1.2) | 22 (1.0) |

-Not available.
$\dagger$ Not applicable.
\#Rounds to zero
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
${ }^{2}$ Accommodations were not permitted for this assessment.
${ }^{3}$ Because of major changes to the framework and content of the grade 12 assessment, scores from 2005 and later assessment years cannot be compared with scores from earlier assessment years. Therefore, this table does not include scores from the earlier grade 12 assessment years (1990, 1992, 1996, and 2000). For data pertaining to scale score comparisons between earlier years, see the Digest of Education Statistics 2009, table 138 (http://nces.ed.gov/programs/digest/d09/tables/dt09 138.asp).

NOTE: For the grade 4 and grade 8 assessments, the scale ranges from 0 to 500 . For the grade 12 assessment, the scale ranges from 0 to 300 . Includes public and private schools. For 1996 and later years, includes students tested with accommodations ( 1 to 14 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (1 to 4 percent of all students). Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Mathematics Assessments, retrieved June 10, 2016, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared June 2016.)

Table 222.12. Average National Assessment of Educational Progress (NAEP) mathematics scale score and percentage of students attaining selected NAEP mathematics achievement levels, by selected school and student characteristics and grade: Selected years, 1990 through 2015
[Standard errors appear in parentheses]

| Grade and year | Percent of students in school eligible for free or reduced-price lunch |  |  |  |  | English language learner (ELL) status |  |  | Disability status ${ }^{1}$ |  |  | Percent of all students attaining mathematics achievement levels |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Average mathematics scale score ${ }^{2}$ |  |  |  | Gap <br> between <br> low- <br> poverty and highpoverty score | Average mathematics scale score ${ }^{2}$ |  | Gap between non-ELL and ELL score | Average mathematics scale score ${ }^{2}$ |  | Gap between non-SD and SD score | Below <br> Basic ${ }^{3}$ | At or above Basic ${ }^{3}$ | At or above Proficient ${ }^{4}$ |  |
|  | 0-25 <br> percent eligible (low poverty) | 26-50 percent eligible | 51-75 percent eligible | 76-100 percent eligible (high poverty) |  | ELL | Non-ELL |  | Identified as student with disability (SD) | $\begin{array}{r} \text { Not } \\ \text { identified } \\ \text { as } \mathrm{SD} \end{array}$ |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |  | 15 |
| Grade 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1990{ }^{5}$ |  | - (t) |  |  |  | $\ddagger \quad(t)$ | ( $\dagger$ ) |  | ( $\dagger$ ) | ( $\dagger$ ) |  | 50 (1.4) | 50 (1.4) | 13 | (1.2) |
| $1992{ }^{5}$ | - (t) | - (t) | - (t) | - (t) | - (t) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | $\ddagger$ ( $\dagger$ ) | 41 (1.0) | 59 (1.0) | 18 | (1.0) |
| 1996. | - (t) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | 201 (3.6) | 225 (0.9) | 24 (3.7) | 204 (2.9) | 225 (1.1) | 22 (3.1) | 37 (1.3) | 63 (1.3) | 21 | (1.1) |
| 2000. | 239 (1.2) | 227 (1.2) | 216 (1.5) | 205 (1.2) | 34 (1.7) | 199 (2.0) | 227 (0.8) | 28 (2.1) | 198 (2.2) | 228 (0.9) | 30 (2.4) | 35 (1.3) | 65 (1.3) | 24 | (1.0) |
| 2003 | 247 (0.3) | 237 (0.3) | 229 (0.4) | 216 (0.5) | 31 (0.6) | 214 (0.6) | 237 (0.2) | 23 (0.6) | 214 (0.4) | 237 (0.2) | 23 (0.4) | 23 (0.3) | 77 (0.3) | 32 | (0.3) |
| 2005 | 250 (0.3) | 240 (0.3) | 232 (0.3) | 220 (0.3) | 30 (0.4) | 216 (0.5) | 240 (0.1) | 24 (0.5) | 219 (0.4) | 240 (0.2) | 22 (0.4) | 20 (0.2) | 80 (0.2) | 36 | (0.2) |
| 2007 | 252 (0.3) | 242 (0.3) | 234 (0.3) | 222 (0.4) | 30 (0.5) | 217 (0.5) | 242 (0.2) | 25 (0.5) | 220 (0.4) | 242 (0.2) | 22 (0.4) | 18 (0.2) | 82 (0.2) | 39 | (0.3) |
| 2009 | 254 (0.4) | 242 (0.4) | 234 (0.4) | 223 (0.4) | 31 (0.6) | 218 (0.6) | 242 (0.2) | 24 (0.7) | 221 (0.5) | 242 (0.2) | 21 (0.5) | 18 (0.3) | 82 (0.3) | 39 | (0.3) |
| 2011 | 255 (0.4) | 245 (0.4) | 237 (0.3) | 226 (0.3) | 29 (0.6) | 219 (0.5) | 243 (0.2) | 24 (0.5) | 218 (0.4) | 244 (0.2) | 26 (0.5) | 18 (0.2) | 82 (0.2) | 40 | (0.3) |
| 2013 | 257 (0.4) | 246 (0.4) | 238 (0.5) | 226 (0.5) | 31 (0.6) | 219 (0.6) | 244 (0.2) | 25 (0.6) | 218 (0.5) | 245 (0.2) | 26 (0.5) | 17 (0.2) | 83 (0.2) | 42 | (0.3) |
| 2015 | 257 (0.7) | 245 (0.5) | 237 (0.5) | 226 (0.5) | 30 (0.8) | 218 (0.7) | 243 (0.3) | 25 (0.8) | 218 (0.5) | 244 (0.3) | 26 (0.5) | 18 (0.3) | 82 (0.3) | 40 | (0.4) |
| Grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $1990{ }^{5}$ | - (t) | - (t) | - (t) | - (t) | - (t) | $\ddagger \quad$ (t) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | $\ddagger \quad$ (t) | 48 (1.4) | 52 (1.4) | 15 | (1.1) |
| $1992{ }^{5}$. | - (t) | - (t) | - (t) | - (t) | - (t) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) |  | $\ddagger$ (t) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ ( $\dagger$ ) | 42 (1.1) | 58 (1.1) | 21 | (1.0) |
| 1996 .. | - (t) | - ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | 226 (3.2) | 272 (1.0) | 46 (3.4) | 231 (2.7) | 273 (0.9) | 42 (2.9) | 39 (1.0) | 61 (1.0) | 23 | (1.0) |
| 2000 | 287 (1.1) | 270 (1.4) | 260 (1.8) | 246 (2.2) | 41 (2.4) | 234 (2.7) | 274 (0.8) | 40 (2.8) | 230 (2.1) | 276 (0.8) | 47 (2.3) | 37 (0.9) | 63 (0.9) | 26 | (0.8) |
| 2003 | 291 (0.4) | 278 (0.4) | 266 (0.7) | 251 (0.7) | 40 (0.8) | 242 (1.0) | 279 (0.3) | 38 (1.0) | 242 (0.6) | 282 (0.3) | 39 (0.6) | 32 (0.3) | 68 (0.3) | 29 | (0.3) |
| 2005 | 293 (0.4) | 280 (0.3) | 268 (0.4) | 254 (0.6) | 38 (0.7) | 244 (0.8) | 281 (0.2) | 37 (0.8) | 245 (0.5) | 283 (0.2) | 38 (0.5) | 31 (0.2) | 69 (0.2) | 30 | (0.2) |
| 2007 | 296 (0.4) | 282 (0.4) | 271 (0.6) | 259 (0.7) | 37 (0.8) | 246 (0.8) | 283 (0.3) | 38 (0.8) | 246 (0.6) | 285 (0.3) | 38 (0.7) | 29 (0.3) | 71 (0.3) | 32 | (0.3) |
| 2009 | 298 (0.5) | 284 (0.5) | 274 (0.7) | 260 (0.7) | 38 (0.8) | 243 (0.9) | 285 (0.3) | 42 (0.9) | 249 (0.5) | 287 (0.3) | 38 (0.6) | 27 (0.3) | 73 (0.3) | 34 | (0.3) |
| 2011 | 300 (0.5) | 287 (0.5) | 276 (0.7) | 264 (0.7) | 36 (0.9) | 244 (1.0) | 286 (0.2) | 42 (1.0) | 250 (0.6) | 288 (0.2) | 38 (0.7) | 27 (0.2) | 73 (0.2) | 35 | (0.2) |
| 2013 | 301 (0.5) | 289 (0.5) | 277 (0.4) | 265 (0.6) | 36 (0.8) | 246 (0.8) | 287 (0.3) | 41 (0.8) | 249 (0.5) | 289 (0.3) | 40 (0.6) | 26 (0.3) | 74 (0.3) | 35 | (0.3) |
| 2015 | 301 (0.6) | 287 (0.5) | 276 (0.7) | 264 (0.7) | 38 (1.0) | 246 (0.8) | 284 (0.3) | 38 (0.8) | 247 (0.5) | 287 (0.3) | 40 (0.6) | 29 (0.3) | 71 (0.3) | 33 | (0.3) |
| Grade 12 $1990^{5}$... |  |  |  |  |  |  |  |  |  |  |  |  |  | [6] | ( $\dagger$ ) |
| $1992{ }^{5}$.. | ${ }_{[6]}(t)$ | $[6]$ | ${ }_{[6]}^{[6]}$ (t) | ${ }_{[6]}^{6}$ (t) | ${ }_{[6]}^{[6]}$ (t) | ${ }_{[6]}^{[6]}$ (t) | ${ }_{6}^{[6]}$ (t) | ${ }_{[6]}(t)$ | ${ }_{6}^{[6]}$ (t) | ${ }_{[6]}^{[6]}$ (t) | $\left[\begin{array}{ll}{[6]} \\ \text { ( })\end{array}\right.$ | ${ }_{[6]}^{[6]}$ (t) | $\left[\begin{array}{ll}{[6]} & (t)\end{array}\right.$ | ${ }^{[6]}$ | (t) |
| 1996. | ${ }^{[6]}$ (t) | $[口]_{[6]}(t)$ | ${ }^{[6]}$ (t) | ${ }^{[6]}$ ( $\dagger$ ) | ${ }^{[6]}$ (t) | ${ }^{[6]}$ (t) | ${ }^{[6]}$ (t) | ${ }^{[6]}$ (t) | ${ }^{[6]}$ ( $\dagger$ ) | ${ }^{[6]}$ (t) | ${ }^{[6]}$ (t) | ${ }_{[6]}^{[6]}$ (t) | $\left[{ }^{[6]}\right.$ (t) | $\left.{ }^{6}\right]$ | ( $\dagger$ |
| 2000. | $\left[\begin{array}{ll}{[6]} & (\dagger)\end{array}\right.$ | $[6]$ | $\left[\begin{array}{ll}{[6]} & (t)\end{array}\right.$ | [ ${ }_{\text {c] }}$ (t) | $\left[\begin{array}{ll}{[6]} & (t)\end{array}\right.$ | $\left[\begin{array}{ll}{[6]} & (t)\end{array}\right.$ | $\left[\begin{array}{ll}{[6]} & (t)\end{array}\right.$ | [ ${ }_{\text {c] }}$ (t) | $\left[\begin{array}{ll}{[6]} & (t)\end{array}\right.$ | [ ${ }_{\text {c] }}$ (t) | $\left[\begin{array}{ll}{[6]} & (t)\end{array}\right.$ | $\left[\begin{array}{ll}{[6]} & (t)\end{array}\right.$ | $\left[\begin{array}{ll}{[6]} & (t)\end{array}\right.$ | [ ${ }^{6}$ | (t) |
| 2003 ... | - ( $\dagger$ ) | - ( $\dagger$ ) | - (t) |  | - (t) |  | - (t) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - (t) | - (t) |  | ( $\dagger$ ) |
| 2005 | 158 (1.0) | 147 (1.0) | 136 (1.3) | 122 (2.7) | 36 (2.8) | 120 (2.5) | 151 (0.6) | 31 (2.5) | 114 (1.8) | 153 (0.6) | 39 (1.9) | 39 (0.8) | 61 (0.8) | 23 | (0.7) |
| 2007. | - (t) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - (t) | $-\quad(t)$ | - ( $\dagger$ ) | - (t) | - (t) | - | ( $\dagger$ ) |
| 2009. | 166 (1.3) | 150 (0.7) | 140 (1.2) | 130 (1.7) | 36 (2.1) | 117 (1.7) | 154 (0.7) | 38 (1.9) | 120 (1.2) | 156 (0.7) | 36 (1.4) | 36 (0.8) | 64 (0.8) | 26 | (0.8) |
| 2011 ............................ | - (t) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | - (t) | $\overline{-}$ ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - (t) | - | ( $\dagger$ ) |
| 2013 ............................ | 169 (1.0) | 155 (0.6) | 143 (1.0) | 134 (1.2) | 35 (1.6) | 109 (1.7) | 155 (0.5) | 46 (1.8) | 119 (1.0) | 157 (0.5) | 38 (1.2) | 35 (0.7) | 65 (0.7) | 26 | (0.6) |
| 2015. | 164 (1.2) | 154 (1.0) | 145 (1.2) | 129 (1.4) | 36 (1.8) | 115 (2.5) | 153 (0.6) | 37 (2.5) | 118 (1.6) | 155 (0.5) | 37 (1.7) | 38 (0.8) | 62 (0.8) | 25 | (0.7) |

## -Not available.

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).
${ }^{2}$ For the grade 4 and grade 8 assessments, the scale ranges from 0 to 500 . For the grade 12 assessment, the scale ranges from 0 to 300 .
${ }^{3}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
${ }^{4}$ Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
${ }^{5}$ Accommodations were not permitted for this assessment.
${ }^{6}$ Because of major changes to the framework and content of the grade 12 assessment, results from 2005 and later assessment years cannot be compared with results from earlier
assessment years. Therefore, this table does not include results from the earlier grade 12 assessment years (1990, 1992, 1996, and 2000). For data pertaining to comparisons between earlier years, see the Digest of Education Statistics 2009, table 138 (http:/l nces.ed. gov/programs/digest/d09/tables/dt09 138.asp).
NOTE: Includes public and private schools. For 1996 and later years, includes students tested with accommodations ( 1 to 14 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations ( 1 to 4 percent of all students).
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Mathematics Assessments, retrieved August 10, 2016, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata). (This table was prepared August 2016.)

Table 222.20. Percentage of students at or above selected National Assessment of Educational Progress (NAEP) mathematics achievement levels, by grade and selected student characteristics: Selected years, 1996 through 2015
[Standard errors appear in parentheses]


## - Not available.

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
${ }^{2}$ Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
because of major changes to the framework and content of the grade 12 assessment, results from 2005 and later assessmen

NOTE: Includes public and private schools. Includes students tested with accommodations ( 1 to 14 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations ( 1 to 4 percent of all students). Race categories exclude persons of Hispanic ethnicity. Prior to 2011, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected (NAEP), 1996, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Mathematics Assessments, retrieved August 10, 2016, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata). (This table was prepared August 2016.)

Table 222.30. Average National Assessment of Educational Progress (NAEP) mathematics scale score of 8 th-graders with various attitudes toward mathematics and percentage reporting these attitudes, by selected student characteristics: 2015
[Standard errors appear in parentheses]


Table 222.35. Average National Assessment of Educational Progress (NAEP) mathematics scale score and percentage distribution of 12th-graders, by frequency of experiencing various attitudes in math class and selected student characteristics: 2015
[Standard errors appear in parentheses]

| Student characteristic | Math work is engaging and interesting |  |  |  |  |  |  |  | Math work is challenging |  |  |  |  |  |  |  | Math work is too easy |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Never or hardly ever |  | Sometimes |  | Often |  | Always/ almost always |  | Never or hardly ever |  | Sometimes |  | Often |  | Always/almost always |  | Never or hardly ever |  | Sometimes |  | Often |  | Always/ almost always |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
|  | Average scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex | 143 | (0.9) | 152 | (0.8) | 162 | (0.9) | 165 | (1.7) | 155 | (1.5) | 153 | (0.9) | 156 | (0.9) | 152 | (1.1) | 154 | (0.8) | 153 | (0.9) | 156 | (1.4) | 158 | (1.9) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male <br> Female | 146 140 | (1.2) | 152 152 | $(1.1)$ $(0.8)$ | 163 162 | (1.1) | 169 161 | (2.2) | 158 150 | $(1.8)$ $(2.4)$ | $\begin{aligned} & 156 \\ & 150 \end{aligned}$ | (1.2) | $\begin{aligned} & 157 \\ & 155 \end{aligned}$ | (1.2) | $\begin{aligned} & 155 \\ & 151 \end{aligned}$ | $(1.8)$ $(1.3)$ | $\begin{aligned} & 157 \\ & 153 \end{aligned}$ | $(1.1)$ | $\begin{aligned} & 154 \\ & 152 \end{aligned}$ | $\binom{(1.1)}{(1.0)}$ | $\begin{aligned} & 159 \\ & 152 \end{aligned}$ | (1.4) | $\begin{aligned} & 161 \\ & 152 \end{aligned}$ | (2.0) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......................................... | 150 | (1.2) | 161 | (0.9) | 173 | (1.1) | 178 | (2.1) | 161 | (1.9) | 162 | (1.1) | 165 | (1.0) | 164 | (1.3) | 162 | (1.1) | 164 | (1.1) | 166 | (1.4) | 164 | (2.2) |
| Black ......................................... | 126 | (2.0) | 130 | (1.6) | 135 | (1.8) | 136 | (3.6) | 133 | (3.6) | 130 | (1.5) | 132 | (2.0) | 131 | (2.4) | 135 | (2.1) | 128 | (1.5) | 132 | (2.4) | 135 | (3.7) |
| Hispanic .......................................... | 131 | (1.6) | 140 | (1.4) | 145 | (1.2) | 151 | (2.5) | 139 | (3.5) | 142 | (1.3) | 142 | (1.4) | 137 | (1.8) | 140 | (1.6) | 139 | (1.2) | 145 | (1.7) | 146 | (3.5) |
| Asian .......................................... | 158 | (3.8) | 169 | (3.5) | 184 | (2.1) | 184 | (4.1) | $\pm$ | ( $\dagger$ ) | 173 | (3.7) | 177 | (3.0) | 172 | (4.7) | 178 | (2.9) | 174 | (3.1) | 171 | (4.4) | $\ddagger$ | (t) |
| Paciitic Islander ................................. | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| American Indian/Alaska Native ............ | $\ddagger$ | (t) | $\ddagger$ | (t) | $\pm$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\pm$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) |
|  | 149 | (4.1) | 160 | (3.9) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 166 | (4.4) | 159 | (3.7) | $\ddagger$ | (t) | 159 | (3.4) | 159 | (3.3) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Eligibility for free or reduced-price lunch | 130 | (1.4) | 137 | (1.1) | 144 | (1.4) | 147 | (2.3) | 139 | (2.4) | 140 | (1.1) | 139 | (1.4) | 134 | (1.4) | 137 | (1.2) | 137 | (0.9) | 143 | (1.5) | 144 | (2.6) |
| Not eligible ...................................... | 150 | (1.1) | 161 | (0.9) | 172 | (1.2) | 178 | (2.4) | 161 | (1.9) | 161 | (1.2) | 165 | (1.1) | 162 | (1.4) | 161 | (1.2) | 164 | (1.2) | 164 | (1.6) | 166 | (2.7) |
| Unknown ..................................... | 158 | (3.7) | 166 | (2.3) | 181 | (2.4) | 185 | (4.5) | $\pm$ | ( $\dagger$ ) | 172 | (2.6) | 170 | (2.9) | 172 | (2.6) | 170 | (2.1) | 169 | (3.5) | 177 | (4.3) | $\ddagger$ | ( $\dagger$ ) |
| Highest education level of either parent ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Did not finish high school .................. | 128 | (1.7) | 134 | (1.8) | 141 | (1.9) | 136 | (5.0) | $\ddagger$ | ( $\dagger$ ) | 135 | (1.7) | 136 | (2.4) | 130 | (2.1) | 135 | (1.8) | 133 | (1.8) | 139 | (2.1) | $\ddagger$ | ( $\dagger$ ) |
|  | 130 | (1.8) | 139 | (1.7) | 146 | (2.0) | 151 | (3.1) | 145 | (3.9) | 141 | (1.6) | 141 | (1.4) | 137 | (2.4) | 140 | (1.9) | 139 | (1.2) | 142 | (2.2) | 148 | (3.9) |
|  | 141 | (1.5) | 150 | (1.2) | 158 | (1.6) | 159 | (2.7) | 153 | (2.9) | 150 | (1.4) | 152 | (1.4) | 149 | (1.9) | 148 | (1.6) | 150 | (1.3) | 155 | (1.7) | 156 | (2.8) |
|  | 153 | (1.3) | 163 | (0.9) | 174 | (1.1) | 180 | (2.0) | 166 | (2.1) | 164 | (1.2) | 167 | (1.1) | 165 | (1.4) | 165 | (1.0) | 165 | (1.2) | 167 | (1.7) | 169 | (2.4) |
| Graduated college ........................... | Percentage distribution of students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All students | 25 | (0.5) | 36 | (0.5) | 28 | (0.5) | 12 | (0.4) | 7 | (0.3) | 35 | (0.6) | 37 | (0.6) | 20 | (0.5) | 31 | (0.6) | 48 | (0.5) | 16 | (0.4) | 6 | (0.3) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ......................................... | 24 | (0.6) | 34 | (0.6) | 30 | (0.7) | 13 | (0.6) | 8 | (0.4) | 37 | (0.6) | 38 | (0.7) | 18 | (0.6) | 26 | (0.7) | 49 | (0.7) | 18 | (0.5) | 7 | (0.5) |
| Female ....................................... | 26 | (0.7) | 38 | (0.8) | 26 | (0.6) | 11 | (0.5) |  | (0.4) | 34 | (0.9) | 36 | (0.8) | 23 | (0.7) | 35 | (0.9) | 46 | (0.8) | 13 | (0.6) | 5 | (0.3) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........................................... | 26 | (0.7) | 35 | (0.7) | 28 | (0.7) | 11 | (0.5) | 8 | (0.5) | 35 | (0.8) | 38 | (0.9) | 19 | (0.7) | 33 | (0.8) | 46 | (0.8) | 15 | (0.5) | 6 | (0.5) |
| Black ............................................. | 25 | (1.2) | 38 | (1.3) | 24 | (1.1) | 13 | (0.9) | 6 | (0.7) | 38 | (1.3) | 33 | (1.1) | 23 | (1.0) | 30 | (1.2) | 48 | (1.3) | 16 | (1.0) | 6 | (0.6) |
| Hispanic .......................................... | 23 | (0.9) | 37 | (1.0) | 28 | (0.9) | 13 | (0.8) | 5 | (0.5) | 36 | (1.0) | 38 | (1.1) | 22 | (0.9) | 27 | (1.1) | 50 | (1.0) | 18 | (1.1) | 5 | (0.5) |
| Asian ......................................... | 13 | (1.4) | 36 | (1.7) | 34 | (1.9) | 17 | (1.7) | 6 | (1.1) | 37 | (2.2) | 35 | (2.7) | 22 | (1.8) | 23 | (2.4) | 51 | (2.9) | 18 | (2.6) | 8 | (1.4) |
| Paciitic Islander ............................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| American Indian/Alaska Native ........... | 21 | (5.5) | 32 | (5.3) | 39 | (6.5) | 8 | (3.4) | 9 | (4.3) | 23 | (4.6) | 41 | (4.8) | 27 | (8.0) | 25 | (4.3) | 58 | (4.7) | 15 | (3.2) | 2 | (1.5) |
| Two or more races .......................... | 33 | (3.0) | 37 | (3.1) | 21 | (2.2) | 10 | (2.1) | 8 | (1.7) | 33 | (3.9) | 42 | (4.0) | 17 | (2.6) | 36 | (4.1) | 45 | (3.8) | 13 | (2.8) | 6 | (1.5) |
| Eligibility for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eligible ......................................... | 24 | (0.8) | 36 | (0.7) | 26 | (0.7) | 13 | (0.6) | 6 | (0.5) | 39 | (0.9) | 35 | (0.9) | 20 | (0.7) | 26 | (0.8) | 51 | (0.7) | 17 | (0.7) | 6 | (0.5) |
| Not eligible ....................................... | 25 | (0.7) | 36 | (0.7) | 28 | (0.7) | 11 | (0.5) | 8 | (0.4) | 34 | (0.8) | 38 | (0.8) | 20 | (0.7) | 33 | (0.9) | 46 | (0.9) | 15 | (0.6) | 6 | (0.4) |
| Unknown ....................................... | 23 | (1.8) | 34 | (2.2) | 31 | (1.7) | 12 | (1.3) | 5 | (0.9) | 29 | (1.5) | 44 | (1.6) | 22 | (1.4) | 38 | (2.0) | 43 | (1.9) | 13 | (1.5) | 5 | (0.8) |
| Highest education level of either parent ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 23 | (1.5) | 37 | (1.7) | 26 | (1.5) | 15 | (1.4) | 5 | (0.8) | 36 | (1.9) | 36 | (1.8) | 23 | (1.6) | 26 | (1.4) | 50 | (1.7) | 19 | (1.5) | 6 | (0.8) |
| Graduated high school ..................... | 24 | (1.2) | 37 | (1.3) | 27 | (1.2) | 12 | (1.0) | 8 | (1.0) | 38 | (1.5) | 35 | (1.4) | 19 | (1.1) | 26 | (1.2) | 50 | (1.0) | 17 | (0.9) | 7 | (0.9) |
| Some education after high school ....... | 25 | (1.2) | 38 | (1.3) | 25 | (1.2) | 12 | (0.8) | 8 | (0.7) | 38 | (1.0) | 36 | (1.0) | 18 | (0.9) | 29 | (1.1) | 47 | (1.3) | 17 | (0.9) | 7 | (0.7) |
| Graduated college ............................. | 24 | (0.7) | 35 | (0.7) | 30 | (0.8) | 12 | (0.6) | 6 | (0.3) | 34 | (0.7) | 38 | (0.7) | 21 | (0.6) | 33 | (0.9) | 46 | (0.9) | 15 | (0.6) | 6 | (0.3) |

## $\dagger$ Not applicable

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Scale ranges from 0 to 300
${ }^{2}$ Based on student reports. The category of students whose parents have an unknown level of education is not shown, although data for these students is included in table totals.
NOTE: Includes public and private schools. Includes students tested with accommodations (9 percent of all 12th-grade students); excludes only those students with disabilities and English language learners who were unable to be tested even with
accommodations ( 2 percent of all 12 th-grade students). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOUR (NAEP), 2015 Mathematics Asse, National Center for Education Statistics, National Assessment of Educational Prog, from the Main NAEP Data Explorer (http:// nces.ed.gov/nationsreportcard/naepdata). (This table was prepared August 2016.)

Table 222.40. Average National Assessment of Educational Progress (NAEP) mathematics scale score of high school graduates at grade 12, by highest mathematics course taken in high school and selected student and school characteristics: 2009
[Standard errors appear in parentheses]

| Selected student or school characteristic | Algebra I or below ${ }^{1}$ |  | Geometry |  | Algebra II/ trigonometry |  | Analysis/ precalculus |  | Statistics/ probability |  | Advanced mathematics, other ${ }^{2}$ |  | Calculus |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Total ${ }^{3}$ | 114 | (1.1) | 127 | (1.0) | 143 | (0.6) | 166 | (0.9) | 164 | (1.8) | 154 | (1.3) | 193 | (1.2) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 117 | (1.7) | 128 | (1.2) | 145 | (0.8) | 169 | (1.0) | 165 | (2.2) | 156 | (1.5) | 197 | (1.4) |
| Female ........................................... | 111 | (1.6) | 126 | (1.1) | 142 | (0.8) | 163 | (1.0) | 162 | (2.0) | 153 | (1.4) | 190 | (1.2) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 117 | (1.6) | 133 | (1.3) | 150 | (0.8) | 172 | (0.9) | 169 | (1.5) | 160 | (1.3) | 194 | (1.1) |
| Black | 104 | (2.8) | 114 | (1.8) | 129 | (0.9) | 147 | (1.6) | 139 | (4.0) | 138 | (2.1) | 170 | (2.7) |
| Hispanic | 109 | (2.2) | 122 | (1.0) | 136 | (0.8) | 155 | (1.6) | 154 | (3.2) | 142 | (2.3) | 179 | (2.5) |
| Asian/Paciic Islander ......................... | $\ddagger$ | ( $\dagger$ ) | 129 | (3.9) | 149 | (4.1) | 170 | (2.3) | 176 | (4.1) | 164 | (2.9) | 203 | (1.8) |
| American Indian/Alaska Native .............. | $\ddagger$ | ( $\dagger$ ) | , | ( $\dagger$ ) | 143 | (3.8) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | , | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Student with disabilities (SD) status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 103 | (1.7) | 114 | (2.5) | 126 | (2.1) | 166 | (5.0) | 136 | (6.3) | 134 | (3.5) | 197 | (3.7) |
| Non-SD .......................................... | 122 | (1.2) | 129 | (0.9) | 144 | (0.6) | 166 | (0.9) | 164 | (1.7) | 156 | (1.3) | 193 | (1.2) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-ELL ......................................... | 114 | (1.2) | 128 | (1.0) | 144 | (0.6) | 166 | (0.9) | 164 | (1.8) | 155 | (1.3) | 193 | (1.2) |
| School type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Traditional public ................................ | 114 | (1.2) | 127 | (1.0) | 143 | (0.7) | 166 | (0.9) | 164 | (1.8) | 155 | (1.4) | 193 | (1.3) |
| Public charter ................................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 137 | (10.3) | 141 | (6.8) | 132 | (1.6) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Private ............................................... | $\ddagger$ | ( $\dagger$ ) | 123 | (3.3) | 146 | (3.3) | 169 | (2.7) | 168 | (3.9) | 146 | (4.0) | 193 | (3.3) |
| Percentage of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0-25 percent .................................... | 116 | (3.0) | 134 | (2.0) | 151 | (1.3) | 173 | (1.5) | 173 | (1.5) | 162 | (1.9) | 199 | (1.6) |
| 26-50 percent .................................. | 115 | (1.5) | 127 | (1.4) | 144 | (1.0) | 165 | (1.1) | 162 | (2.9) | 154 | (1.7) | 189 | (1.0) |
| $51-75$ percent ..................................... | 111 | (3.0) | 123 | (1.8) | 136 | (1.1) | 156 | (1.3) | 149 | (3.6) | 146 | (3.7) | 179 | (2.8) |
| 76-100 percent .................................. | 107 | (5.4) | 115 | (3.1) | 126 | (2.0) | 144 | (3.7) | 137 | (4.1) | 131 | (2.6) | 163 | (3.9) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ............................................... | 110 | (2.6) | 125 | (1.7) | 140 | (1.8) | 163 | (2.1) | 163 | (3.3) | 151 | (3.0) | 195 | (2.3) |
| Suburban ........................................ | 112 | (2.3) | 127 | (1.9) | 144 | (1.0) | 169 | (1.4) | 167 | (2.4) | 157 | (2.0) | 195 | (2.0) |
| Town .............................................. | 114 | (2.5) | 129 | (1.9) | 144 | (1.6) | 166 | (1.6) | 164 | (3.1) | 152 | (3.8) | 191 | (2.1) |
| Rural .................................................. | 117 | (2.0) | 129 | (1.4) | 145 | (1.3) | 165 | (1.9) | 157 | (4.9) | 155 | (2.1) | 187 | (2.0) |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
Includes basic math, general math, applied math, prealgebra, and algebra I.
${ }^{2}$ Includes courses such as actuarial sciences, pure mathematics, discrete math, and advanced functions and modeling.
${ }^{3}$ Includes other racial/ethnic groups not shown separately, as well as students for whom information on race/ethnicity or sex was missing.
${ }^{4}$ SD estimates include both students with an Individualized Education Plan (IEP) and students with a plan under Section 504 of the Rehabilitation Act (a " 504 plan"). IEPs are only for students who require specialized instruction, whereas 504 plans apply to students who require accommodations but may not require specialized instruction.

NOTE: Scale ranges from 0 to 300 . Includes students tested with accommodations ( 6 percent of all 12th-graders); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (3 percent of all 12th-graders). For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more than 0 Carnegie credits in English courses. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment; and 2009 High School Transcript Study (HSTS). (This table was prepared September 2012.)

Table 222.45. Average National Assessment of Educational Progress (NAEP) mathematics scale score and percentage distribution of 4th- and 8th-graders, by computer use and internet access at home and other selected characteristics: 2015
[Standard errors appear in parentheses]


See notes at end of table.

Table 222.45. Average National Assessment of Educational Progress (NAEP) mathematics scale score and percentage distribution of 4th- and 8th-graders, by computer use and internet access at home and other selected characteristics: 2015-Continued
[Standard errors appear in parentheses]

$\dagger$ Not applicable.
\#Rounds to zero
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
${ }^{1}$ 'Scale ranges from 0 to 500
item, students could eit" was one item on a list preceded by the question "Do you have the following in your home?" For each as having no internet access at "Yes" or leave the item blank. Students who left "Access to the Internet" blank are counted ${ }^{3}$ The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).

Based on a variable that includes five categories: Pubic, Other private, Catholic, Bureau of Indian Education, and Depart ment of Defense. Bureau of Indian Education and Department of Defense were omitted from this table, and Other private and Catholic were collapsed to create the Private category.
NOTE: Includes students tested with accommodations ( 14 percent of all 4th-graders and 12 percent of all 8 th-graders); excludations (2 percent of all students at both grades). Includes public and private schools. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational ProgSOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational (rog-
ress (NAEP), 2015 Mathematics Assessment, retrieved September 23, 2016, from the Main NAEP Data Explorer (http:// nces.ed.gov/nationsreportcard/naepdata). (This table was prepared October 2016.)

Table 222.50. Average National Assessment of Educational Progress (NAEP) mathematics scale score of 4th-grade public school students and percentage attaining mathematics achievement levels, by state: Selected years, 1992 through 2015
[Standard errors appear in parentheses]

| State | Average scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  | Percent attaining mathematics achievement levels, 2015 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $92^{2}$ | $96^{3}$ | 2000 | 2003 | 2005 | 2007 | 2009 | 2011 | 013 | 2015 | $\begin{array}{r} \text { At or above } \\ \text { Basic }^{4} \end{array}$ | At or above Proficient ${ }^{5}$ |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |  | 14 |
| United | 219 (0.8) | 222 (1.0) | 224 (1.0) | 234 (0.2) | 237 (0.2) | 239 (0.2) | 239 (0.2) | 240 (0.2) | 241 (0.2) | 240 (0.3) | 81 (0.3) | 39 (0.4) | 7 | 0.2) |
| bama | 208 (1.6) | (1.2) | 217 (1.2) | 223 (1.2) | 225 (0.9) | 229 (1.3) | 228 (1.1) | 231 (1.0) | 233 (1.0) | 231 (0.9) | (1.4) | 26 (1.5) |  | .5) |
| aska ${ }^{7}$ |  | 224 (1.3) |  | 233 (0.8) | 236 | 237 (1.0) | 237 (0.9) | ${ }^{236}$ (0.9) | 236 | 236 (1.1) | 78 (1.3) | 35 (1.5) |  | 0.8) |
| Arizona | 215 (1.1) | 218 (1.7) | 219 (1.3) | 229 (1.1) | 230 | 232 (1.0) | 230 (1.1) | 235 | 240 (1.2) | 238 (1.0) | 79 (1.2) | 38 (1.5) |  | 0.9) |
| Arkansas ${ }^{\text {² }}$ | 210 (0.9) | 216 (1.5) | 216 (1.1) | 229 (0.9) | 236 (0.9) | 238 (1.1) | 238 (0.9) | 238 (0.8) | 240 234 | 235 (0.8) | 79 | 32 (1.5) |  | $0.5)$ $(1.0)$ |
| California ${ }^{8}$ | 208 (1.6) | 209 (1.8) | 213 (1.6) | 227 (0.9) | 230 (0.6) | 230 (0.7) | 232 (1.2) | 234 (1.4) | 234 (1.2) | 232 (1.4) | 72 (1.5) | 29 (2.1) | 5 | 1.0) |
| Colorado | (1.0) | (1.0) | (1) | 235 (1.0) | 239 (1.1) | 240 (1.0) | 243 (1.0) | 244 (0.9) | 247 (0.8) | 242 (1.0) | 82 (1.1) | 43 (1.5) | 8 | (0.8) |
| Connecticut | 227 (1.1) | 232 (1.1) | 234 (1.1) | 241 (0.8) | 242 (0.8) | 243 (1.1) | 245 (1.0) | 242 (1.3) | 243 (0.9) | 240 (0.9) | 81 (1.2) | 41 (1.4) |  | 0.7) |
| Delaware. | 218 (0.8) | 215 (0.6) |  | 236 (0.5) | 240 (0.5) | 242 (0.4) | 239 (0.5) | 240 (0.6) | 243 (0.7) | 239 (0.6) | 82 (0.9) |  |  | .5) |
| District of Columbia | 193 (0.5) | 187 (1.1) | 192 (1.1) | 205 (0.7) | 211 (0.8) | 214 (0.8) | 219 (0.7) | 222 (0.7) | 229 (0.7) | 231 (0.6) | 69 (1.1) | 31 (1.0) |  | 0.6) |
| Florida ..... | 214 (1.5) | 216 (1.2) | (t) | 234 (1.1) | 239 (0.7) | 242 (0.8) | 242 (1.0) | 240 (0.8) | 242 (0.8) | 243 (1.0) | 85 (1.0) | 42 (1.8) | 7 | 0.7) |
| Georgia | 216 (1.2) | 215 (1.5) | 219 (1.1) | 230 (1.0) | 234 (1.0) | 235 (0.8) | 236 (0.9) | 238 (0.7) | 240 (1.0) | 236 (1.2) | 78 (1.4) | 35 (1.8) | 5 | 0.8) |
| Hawaii | 214 | 215 (1.5) | 216 (1.0) | 227 (1.0) | 230 (0.8) | 234 (0.8) | 236 (1.1) | ${ }^{239}$ (0.7) | 243 (0.8) | 238 (0.9) |  |  |  | 0.8) |
| Idano ${ }^{8}$ | 222 (1.0) | (t) | 224 (1.4) | 235 (0.7) | 242 (0.7) | 241 (0.7) | 241 (0.8) | 240 (0.6) | 241 (0.9) | 239 (0.9) | 80 (1.1) | 38 (1.5) |  | .7) |
| $111 i n o i^{8}$ |  |  | 223 (1.9) | 233 (1.1) | 233 (1.0) | 237 (1.1) | 238 (1.0) | 239 (1.1) | 239 (1.2) | 237 (1.2) | 77 (1.4) | 37 (1.5) |  | (0.9) |
| Indiana ${ }^{8}$ | 221 (1.0) | 229 (1.0) | 233 (1.1) | 238 (0.9) | 240 (0.8) | 245 (0.8) | 243 (0.9) | 244 (1.0) | 249 (0.9) | 248 (1.1) | 89 (1.1) | 50 (1.8) | 9 | 1.2) |
| lowa ${ }^{7.8}$ | 230 (1.0) | 229 (1.1) | 231 (1.2) | 238 (0.7) | 240 (0.7) | 243 (0.8) | 243 (0.8) | 243 (0.8) | 246 (0.9) | 243 (0.9) | 84 (1.0) | 44 (1.5) |  | (0.9) |
| Kansas ${ }^{8}$ |  |  | 232 (1.6) | 242 (1.0) | 246 (1.0) | 248 (0.9) | 245 (1.0) | 246 (0.9) | 246 (0.8) | 241 (1.0) | 83 | 41 |  | (.8) |
| Kentucky | 215 (1.0) | 220 (1.1) | 219 (1.4) | 229 (1.1) | 231 (0.9) | 235 (0.9) | 239 (1.1) | 241 (0.8) | 241 (0.9) | 242 (1.1) | 84 (1.2) | 40 (1.8) |  | 1.1) |
| Louisiana | 204 (1.5) | 209 (1.1) | 218 (1.4) | 226 (1.0) | 230 (0.9) | 230 (1.0) | 229 (1.0) | 231 (1.0) | 231 (1.2) | 234 (1.1) | 78 (1.3) |  |  | .6) |
| Maine ${ }^{8}$ | 232 (1.0) | 232 (1.0) | 230 (1.0) | 238 (0.7) | 241 (0.8) | 242 (0.8) | 244 (0.8) | 244 (0.7) | 246 (0.7) | 242 | 85 | 41 (1.4) | 7 | (8) |
| Maryland | (1.3) | 221 (1.6) | 222 (1.2) | 233 (1.3) | 238 (1.0) | 240 (0.9) | 244 (0.9) | 247 (0.9) | 245 (1.3) | 239 (1.0) |  |  | 8 | 0.9) |
| Massachuset | 227 (1.2) | 229 (1.3) | 233 (1.2) | 242 (0.8) | 247 (0.8) | 252 (0.8) | 252 (0.9) | 253 (0.8) | 253 (1.0) | 251 (1.2) | 90 (1.1) | 54 (1.9) | 13 | 1.2) |
| Michigan ${ }^{7.8}$ | 220 (1.7) | 226 (1.3) | 229 (1.6) | 236 (0.9) | 238 | 238 (1.3) | 236 (1.0) | 236 (1.1) | 237 (1.1) | 236 (1.2) |  | 34 (1.6) | 5 | 0.9) |
| Minnesota ${ }^{8}$ | 228 (0.9) | 232 (1.1) | 234 (1.3) | 242 (0.9) | 246 (1.0) | 247 (1.0) | 249 (1.1) | 249 (0.9) | 253 (1.1) | 250 (1.2) |  | 53 (1.8) | 14 | 1.2) |
| Mississippi . | 202 (1.1) | 208 (1.2) | 211 (1.1) | 223 (1.0) | 227 (0.9) | 228 (1.0) | 227 (1.0) | 230 (0.9) | 231 (0.7) | 234 (0.9) | 78 (1.3) | 30 (1.5) | 3 | 0.5) |
| Missouri | 222 (1.2) | 225 (1.1) | 228 (1.2) | 235 (0.9) | 235 (0.9) | 239 (0.9) | 241 (1.2) | 240 (0.9) | 240 (0.8) | 239 (0.9) | 82 (1.1) | 38 (1.5) | 5 | 0.7) |
| Montana ${ }^{\text {7, }}$, |  | 228 (1.2) | 228 (1.7) | 236 (0.8) | 241 (0.8) | 244 (0.8) | 244 (0.7) | 244 (0.6) | 244 | 241 (0.7) |  |  |  | 0.6) |
| Nebraska .. | 225 (1.2) | 228 (1.2) | 225 (1.8) | 236 (0.8) | 238 (0.9) | 238 (1.1) | 239 (1.0) | 240 (1.0) | 243 (1.0) | 244 (0.9) | 86 (1.0) |  |  | 0.8) |
| Nevada ${ }^{7}$ |  | 218 (1.3) | 220 (1.0) | 228 (0.8) | 230 (0.8) | 232 (0.9) | 235 (0.9) | 237 (0.8) | 236 (0.8) | 234 (1.1) |  | 32 (1.7) | 4 | 0.6) |
| New Hampshire | 230 (1.2) | - (t) | (t) | 243 (0.9) | 246 (0.8) | 249 (0.8) | 251 (0.8) | 252 (0.6) | 253 (0.8) | 249 (0.8) | 91 (0.7) | 51 (1.5) | 10 | .7) |
| New Jersey ${ }^{7}$ | 227 (1.5) | 227 (1.5) |  | 239 (1.1) |  | 249 (1.1) | 247 (1.0) | 248 (0.9) | 247 (1.1) | 245 (1.2) |  |  |  | 1.2) |
| New Mexico | 213 (1.4) | 214 (1.8) | 213 (1.5) | 223 (1.1) | 224 (0.8) | 228 (0.9) | 230 (1.0) | ${ }^{233}$ (0.8) | 233 (0.7) | (0.8) |  |  |  | 0.4) |
| New York', | 218 (1.2) | 223 (1.2) | 225 (1.4) | 236 (0.9) | 238 (0.9) | 243 (0.8) | 241 (0.7) | 238 (0.8) | 240 (1.0) | 237 (0.9) | 79 (1.2) | 35 (1.4) |  | 0.7) |
| North Carolina | 213 (1.1) | 224 (1.2) | 230 (1.1) | 242 (0.8) | 241 (0.9) | 242 (0.8) | 244 (0.8) | 245 (0.7) | 245 | 244 (1.0) |  |  |  | $1.0)$ |
| North Dakota ... | 229 (0.8) | 231 (1.2) | 230 (1.2) | 238 (0.7) | 243 (0.5) | 245 (0.5) | 245 (0.6) | 245 (0.4) | 246 (0.5) | 245 (0.5) | 88 (0.7) | 45 (1.1) | 8 |  |
| Ohio ${ }^{8}$ | 219 (1.2) | (t) | 230 (1.5) | 238 (1.0) | 242 (1.0) | 245 (1.0) | 244 (1.1) | 244 (0.8) | 246 (1.1) | 244 (1.2) | 85 (1.2) |  |  | 0.9) |
| Oklahoma | 220 (1.0) |  | 224 (1.0) | 229 (1.0) | 234 (1.0) | 237 (0.8) | 237 (0.9) | 237 (0.8) | 239 (0.7) | 240 (1.0) | 84 (1.2) | 37 (1.8) | 5 | 0.8) |
| Oregon ${ }^{8}$ |  | 223 (1.4) | 224 (1.8) | 236 (0.9) | 238 (0.8) | 236 (1.0) | 238 (0.9) | 237 (0.9) | 240 (1.3) | 238 (1.1) | 79 (1.2) | 37 (1.7) |  | 0.8) |
| Pennsylvania ${ }^{\text {a }}$... Rhode Island .... | 215 (1.5) | 220 <br> 220 <br> 1.4 <br> 1.4 | 224 (1.1) | 236 230 | $\begin{array}{ll}241 \\ 233 & (1.2)\end{array}$ | $\left.\begin{array}{l}244 \\ 236 \\ \hline 0\end{array} 0.8\right)$ | 244 239 | 242 (0.7) | 244  <br> 241 $(1.0)$ | 243 <br> 238 <br> 1.4 <br> $(0.7)$ | 83 80 80 (1.4) | 45 <br> 37$(1.2)$ | 10 | (1.1) |
| South Caro | (1.1) | 213 (1.3) | 220 (1.4) | 236 (0.9) | 238 (0.9) | 237 (0.8) | 236 (0.9) | 237 (1.0) | 237 (1.0) | 237 (1.1) | 79 (1.2) | 36 (1.9) | 6 | 0.8) |
| South Dakota |  |  |  | 237 (0.7) | 242 (0.5) | 241 (0.7) | 242 (0.5) | 241 (0.6) | 241 (0.5) | 240 (0.7) |  | 40 (1.4) |  | 0.6) |
| Tennessee | 211 (1.4) | 219 (1.4) | 220 (1.4) | 228 (1.0) | 232 (1.2) | 233 (0.9) | 232 (1.1) | ${ }^{233}$ (0.9) | 240 (0.9) | 241 (1.1) | 82 (1.2) | 40 (1.9) |  | (0.9) |
| Texas | 218 (1.2) | 229 (1.4) | 231 (1.1) | 237 (0.9) | 242 (0.6) | 242 (0.7) | 240 (0.7) | 241 (1.1) | 242 (0.9) | 244 (1.3) | 86 (1.2) | 44 (2.1) | 8 | (1.1) |
| Utah. | 224 (1.0) | 227 (1.2) | 227 (1.3) | 235 (0.8) | 239 (0.8) | 239 (0.9) | 240 (1.0) | 243 (0.8) | 243 (0.9) | 243 (1.0) | 84 (1.1) | 44 (1.6) | 7 | (0.8) |
| Vermont ${ }^{\text {7 }}$, , |  | 225 (1.2) | 232 (1.6) | 242 (0.8) | 244 (0.5) | 246 (0.5) | 248 (0.4) | 247 (0.5) | 248 (0.6) | 243 (0.7) | 85 (1.0) | 43 (1.3) | 9 | (0.8) |
| Virginia | 221 (1.3) | 223 (1.4) | 230 (1.0) | 239 (1.1) | 240 (0.9) | 244 (0.9) | 243 (1.0) | 245 | 246 | 247 (1.3) | 87 (1.2) | 47 (1.9) | 10 | (1.2) |
| Washington |  | 225 (1.2) | (t) | 238 (1.0) | 242 (0.9) | 243 (1.0) | 242 (0.8) | 243 (0.9) | 246 (1.1) | 245 (1.3) | 83 (1.2) | 47 (1.7) | 12 | (1.3) |
| West Virginia | 215 (1.1) | 223 (1.0) | 223 (1.3) | 231 (0.8) | 231 (0.7) | 236 (0.9) | 233 (0.8) | 235 (0.7) | 237 (0.8) | 235 (0.8) | 78 (1.2) | 33 (1.4) | 5 | 0.6) |
| Wisconsin .... | 229 (1.1) | 231 (1.0) |  | 237 (0.9) | 241 (0.9) | 244 (0.9) | 244 (0.9) | 245 (0.8) | 245 (1.0) | 243 (1.1) | 83 (1.1) | 45 (1.8) | 9 | 1.0) |
| Wyoming ... | 225 (0.9) | 223 (1.4) | 229 (1.1) | 241 (0.6) | 243 (0.6) | 244 (0.5) | 242 (0.6) | 244 (0.4) | 247 (0.4) | 247 (0.6) | 88 (0.8) | 48 (1.2) | 9 |  |
| Department of Defense dependents schools 9 .. | (t) | 224 (0.6) | 227 (0.6) | 237 (0.4) | 239 (0.5) | 240 (0.4) | 240 (0.5) | 241 (0.4) | 245 (0.4) | 248 (0.5) | 90 (0.8) | 49 (1.1) | 8 | 0.8 |

## -Not available.

$\ddagger$ Reporting standards not met. Participation rates fell below the required standards for $\ddagger$ Reporting
reporting.
${ }^{1}$ Scale ranges from 0 to 500 .
${ }^{2}$ Accommodations were not permitted for this assessment.
${ }^{3}$ The 1996 data in this table do not include students who were tested with accommodations. Data for students tested with accommodations are not available at the state level for 1996. ${ }^{4}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at the 4th-grade level.
${ }^{5}$ Proficient represents solid academic performance for 4th-graders. Students reaching this level have demonstrated competency over challenging subject matter.
${ }^{6}$ Advanced signifies superior performance.
${ }^{7}$ Did not meet one or more of the guidelines for school participation in 1996. Data are subject to appreciable nonresponse bias.
${ }^{8}$ Did not meet one or more of the guidelines for school participation in 2000. Data are subject to appreciable nonresponse bias.
${ }^{9}$ Prior to 2005, NAEP divided the Department of Defense (DoD) schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the DoD domestic and overseas schools into a single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.
NOTE: For 2000 and later years, includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Mathematics Assessments, retrieved November 4, 2015, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared November 2015.)

Table 222.60. Average National Assessment of Educational Progress (NAEP) mathematics scale score of 8th-grade public school students and percentage attaining mathematics achievement levels, by state: Selected years, 1990 through 2015
[Standard errors appear in parentheses]

| State | Average scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Percent attaining mathematics achievement levels, 2015 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990 ${ }^{2}$ | 1992 ${ }^{2}$ | $1996{ }^{3}$ | 2000 | 2003 | 2005 | 2007 | 2009 |  | 2011 | 2013 | 2015 | $\begin{gathered} \text { At or } \\ \text { above } \\ \text { Basic }^{4} \end{gathered}$ | $\begin{array}{r} \text { At or } \\ \text { above } \\ \text { Proficient } 5 \end{array}$ | $\begin{array}{r} \text { At } \\ \text { Advanced } \end{array}$ |
| 1 | 2 | 3 |  | 5 | 6 | 7 | 8 | 9 |  | 10 | 11 | 12 | 13 | 14 | 15 |
| nited | 262 (1.4) | 267 (1.0) | 271 (1.2) | 272 (0.9) | 276 (0.3) | 278 (0.2) | 280 (0.3) | 282 (0.3) | 283 | (0.2) | 284 (0.2) | 281 (0.3) | 70 (0.3) | 32 (0.3) | (0.2) |
| Alabama | 253 (1.1) | 252 (1.7) | 257 (2.1) | 264 (1.8) | 262 (1.5) | 262 (1.5) | 266 (1.5) | 269 (1.2) | 269 | (1.4) | 269 (1.3) | 267 (1.2) | 56 (1.6) | 17 (1.2) | (0.4) |
| Alaska ${ }^{7}$ | - (t) | - (t) | 278 (1.8) |  | 279 (0.9) | 279 (0.8) | 283 (1.1) | 283 (1.0) | 283 | (0.8) | 282 (0.9) | 280 (1.0) |  | 32 (1.2) |  |
| Arizona ${ }^{8}$ | 260 (1.3) | 265 (1.3) | 268 (1.6) | 269 (1.8) | 271 (1.2) | 274 (1.1) | 276 (1.2) | 277 (1.4) | 279 | (1.2) | 280 (1.2) | 283 (1.4) | 72 (1.4) | 35 (1.8) | (1.0) |
| Arkansas ${ }^{7}$ | 256 (0.9) | 256 (1.2) | 262 (1.5) | 257 (1.5) | 266 (1.2) | 272 (1.2) | 274 (1.1) | 276 (1.1) | 279 | (1.0) | 278 (1.1) | 275 (1.4) | 66 (2.0) | 25 (1.5) | (0.7) |
| California ${ }^{8}$ | 256 (1.3) | 261 (1.7) | 263 (1.9) | 260 (2.1) | 267 (1.2) | 269 (0.6) | 270 (0.8) | 270 (1.3) | 273 | (1.2) | 276 (1.2) | 275 (1.3) | 64 (1.5) | 27 (1.3) | (1.0) |
| Colorado | 267 (0.9) | 272 (1.0) | 276 (1.1) |  | 283 (1.1) | 281 (1.2) | 286 (0.9) | 287 (1.4) | 292 | (1.1) | 290 (1.2) | 286 (1.5) | 73 (1.6) | 37 (1.7) | 10 (1.0) |
| Connectic | 270 (1.0) | 274 (1.1) | 280 (1.1) | 281 (1.3) | 284 (1.2) |  | 282 (1.5) | 289 (1.0) |  | (1.1) | 285 | 284 (1.2) |  | 36 (1.4) |  |
| Delaware. | 261 (0.9) | 263 (1.0) | 267 (0.9) |  | 277 (0.7) | 281 (0.6) | 283 (0.6) | 284 (0.5) | 283 | (0.7) | 282 (0.7) | 280 (0.7) | 69 (1.4) | 30 (0.9) | (0.6) |
| District of Columbia | 231 (0.9) | 235 (0.9) | 233 (1.3) | 235 (1.1) | 243 (0.8) | 245 (0.9) | 248 (0.9) | 254 (0.9) | 260 | (0.7) | 265 (0.9) | 263 (0.9) | 51 (1.3) | 19 (0.9) | (0.5) |
| Florida | 255 (1.2) | 260 (1.5) | 264 (1.8) |  | 271 (1.5) | 274 (1.1) | 277 (1.3) | 279 (1.1) | 278 | (0.8) | 281 (0.8) | 275 (1.4) | 64 (1.7) | 26 (1.2) | (0.5) |
| Georgia | 259 (1.3) | 259 (1.2) | 262 (1.6) | 265 (1.2) | 270 (1.2) | 272 (1.1) | 275 (1.0) | 278 (0.9) | 278 | (1.0) | 279 (1.2) | 279 (1.2) | 67 (1.4) | 28 (1.4) | (0.8) |
| Hawaii | 251 (0.8) | 257 (0.9) | 262 (1.0) | 262 (1.4) | 266 (0.8) |  | 269 (0.8) | 274 (0.7) | 278 | (0.7) | 281 (0.8) | 279 (0.8) |  |  |  |
| $1 \mathrm{Idaho}^{8}$ | 271 (0.8) | 275 (0.7) |  | 277 (1.0) | 280 (0.9) | 281 (0.9) | 284 (0.9) | 287 (0.8) | 287 | (0.8) | 286 (0.7) | 284 | 75 (1.1) | 34 (1.4) | 6 (0.6) |
| $11.1 \mathrm{inois}{ }^{8}$ | 261 (1.7) |  |  | 275 (1.7) | 277 (1.2) |  | 280 (1.1) | 282 (1.2) | 283 | (1.1) | 285 | 282 (1.3) |  |  |  |
| Indiana ${ }^{8}$ | 267 (1.2) | 270 (1.1) | 276 (1.4) | 281 (1.4) | 281 (1.1) | 282 (1.0) | 285 (1.1) | 287 (0.9) | 285 | (1.0) | 288 (1.1) | 287 (1.2) | 77 (1.3) | 39 (1.5) | (0.9) |
| lowa ${ }^{7}$ | 278 (1.1) | 283 (1.0) | 284 (1.3) | - (t) | 284 (0.8) | 284 (0.9) | 285 (0.9) | 284 (1.0) | 285 | (0.9) | 285 (0.9) | 286 (1.2) | 76 (1.2) | 37 (1.6) | (0.8) |
| Kansas ${ }^{8}$ | (1) | - (t) | - (t) | 283 (1.7) | 284 (1.3) | 284 (1.0) | 290 (1.1) | 289 (1.0) | 290 | (0.9) | 290 (1.0) | 284 (1.3) |  |  |  |
| Kentucky | 257 (1.2) | 262 (1.1) | 267 (1.1) | 270 (1.3) | 274 (1.2) | 274 (1.2) | 279 (1.1) | 279 (1.1) | 282 | (0.9) | 281 (0.9) | 278 (0.9) | 68 (1.3) | 28 (1.3) | (0.6) |
| Louisiana | 246 (1.2) |  |  | 259 (1.5) | 266 (1.5) | 268 (1.4) | 272 (1.1) | 272 (1.6) | 273 | (1.2) | 273 (0.9) | 268 (1.4) |  |  |  |
| Maine ${ }^{\text {b }}$ |  | 279 (1.0) | 284 (1.3) | 281 (1.1) | 282 (0.9) | 281 (0.8) | 286 (0.8) | 286 (0.7) | 289 | (0.8) | 289 (0.7) | 285 (0.7) | 76 (0.8) | 35 (1.1) | (0.7) |
| Maryland ${ }^{7}$ | 261 (1.4) | 265 (1.3) | 270 (2.1) | 272 (1.7) |  |  | 286 (1.2) | 288 (1.1) | 288 | (1.2) |  |  |  | 35 (1.7) | 10 (0.8) |
| Massachuse |  | 273 (1.0) | 278 (1.7) | 279 (1.5) | 287 (0.9) | 292 (0.9) | 298 (1.3) | 299 (1.3) | 299 | (0.8) | 301 (0.9) | 297 (1.4) |  |  |  |
| Michigan7,8 | 264 (1.2) | 267 (1.4) | 277 (1.8) | 277 (1.9) | 276 (2.0) | 277 (1.5) | 277 (1.4) | 278 (1.6) | 280 | (1.4) | 280 (1.3) | 278 (1.3) | 68 (1.6) | 29 (1.5) | 7 (0.7) |
| Minnesota ${ }^{8}$ | 275 (0.9) |  |  | 287 (1.4) | 291 (1.1) | 290 (1.2) | 292 (1.0) | 294 (1.0) | 295 | (1.0) | 295 (1.0) | 294 (1.0) |  |  |  |
| Mississippi |  | 246 (1.2) | 250 (1.2) | 254 (1.1) |  | 262 (1.2) | 265 (0.8) | 265 (1.2) | 269 | (1.4) | 271 (0.9) | 271 (1.1) | 60 (1.5) | 22 (1.1) | (0.4) |
| Missouri | - (t) | 271 (1.2) | 273 (1.4) | 271 (1.5) | 279 (1.1) |  |  | 286 (1.0) |  | (1.1) | 283 (1.0) |  |  | 31 (1.5) |  |
| Montana ${ }^{7,8}$ | 280 (0.9) |  | 283 (1.3) | 285 (1.4) | 286 (0.8) | 286 (0.7) | 287 (0.7) | 292 (0.9) | 293 | (0.6) | 289 (0.9) | 287 |  | 39 (1.1) | (0.8) |
| Nebraska | 276 (1.0) | 278 (1.1) | 283 (1.0) | 280 (1.2) | 282 (0.9) | 284 (1.0) | 284 (1.0) | 284 (1.1) | 283 | (0.8) | 285 (0.9) | 286 |  | 38 (1.2) | (0.8) |
| Nevada |  |  |  | 265 (0.8) | 268 (0.8) | 270 (0.8) | 271 (0.8) | 274 (0.7) | 278 |  | 278 (0.7) | 275 (0.7) |  |  |  |
| New Hampshire. | 273 (0.9) | 278 (1.0) |  |  | 286 (0.8) | 285 (0.8) | 288 (0.7) | 292 (0.9) | 292 | (0.7) | 296 (0.8) | 294 (0.9) | 84 (0.9) | 46 (1.3) | 12 (1.0) |
| New Jersey | 270 (1.1) | 272 (1.6) |  | - (t) |  | 284 (1.4) | 289 (1.2) | 293 (1.4) | 294 | (1.2) | 296 (1.1) | 293 (1.2) |  | 46 (1.4) | 16 (1.5) |
| New Mexico | 256 (0.7) | 260 (0.9) | 262 (1.2) | 259 (1.3) | 263 (1.0) | 263 (0.9) | 268 (0.9) | 270 (1.1) | 274 | (0.8) | 273 (0.7) | 271 (1.0) |  | 21 (1.2) | 3 (0.4) |
| New York ${ }^{7,8}$ | 261 (1.4) | 266 (2.1) | 270 (1.7) | 271 (2.2) | 280 (1.1) | 280 (0.9) | 280 (1.2) | 283 (1.2) | 280 | (0.9) | 282 (0.9) | 280 (1.4) |  | 31 (1.7) | 7 (0.8) |
| North Carolina | 250 (1.1) | 258 | 268 (1.4) | 276 (1.3) | 281 (1.0) | 282 (0.9) | 284 (1.1) | 284 (1.3) | 286 |  | 286 (1.1) | 281 (1.6) |  |  |  |
| North Dakota | 281 (1.2) | 283 (1.1) | 284 (0.9) | 282 (1.1) | 287 (0.8) | 287 (0.6) | 292 (0.7) | 293 (0.7) | 292 | (0.6) | 291 (0.5) | 288 (0.7) | 80 (1.0) | 39 (1.0) | (0.6) |
| Ohio. | 264 (1.0) | 268 (1.5) | (t) | 281 (1.6) | 282 (1.3) | 283 (1.1) | 285 (1.2) | 286 (1.0) | 289 | (1.0) | 290 (1.1) | 285 (1.6) |  | 35 (1.6) |  |
| Oklahoma | 263 (1.3) | 268 (1.1) |  | 270 (1.3) | 272 (1.1) | 271 (1.0) | 275 (0.9) | 276 (1.0) | 279 | (1.0) | 276 | 275 (1.3) |  | 23 (1.6) | 3 (0.4) |
| Oregon ${ }^{8}$ | 271 (1.0) |  | 276 (1.5) | 280 (1.5) | 281 (1.3) | 282 (1.0) | 284 (1.1) | 285 (1.0) | 283 |  | 284 (1.1) | 283 (1.2) |  | 34 (1.5) |  |
| Pennsylvania | 266 (1.6) | 271 (1.5) |  |  | 279 (1.1) | 281 (1.5) | 286 (1.1) | 288 (1.3) | 286 | (1.2) | 290 (1.0) | 284 (1.5) | 72 (1.7) | 36 (1.7) | 10 (1.0) |
| Rhode Island | 260 (0.6) | 266 (0.7) | 269 (0.9) | 269 (1.3) | 272 (0.7) | 272 (0.8) | 275 (0.7) | 278 (0.8) | 283 | (0.5) | 284 (0.6) | 281 (0.7) | 72 (0.8) | 32 (1.2) | 6 (0.6) |
| South Caro |  | 261 (1.0) | 261 (1.5) | 265 (1.5) |  |  | 282 (1.0) | 280 (1.3) | 281 | (1.1) | 280 (1.1) | 276 (1.3) |  | 26 (1.5) | (0.6) |
| South Dak | - (t) | - (t) | - (t) | - (t) | 285 (0.8) | 287 (0.6) | 288 (0.8) | 291 (0.5) | 291 | (0.5) | 287 (0.7) | 285 |  | 34 (1.2) | 6 (0.6) |
| Tennessee |  | 259 (1.4) | 263 (1.4) | 262 (1.5) | 268 (1.8) | 271 (1.1) | 274 (1.1) | 275 (1.4) | 274 | (1.2) | 278 (1.3) | 278 (1.8) | 68 (1.8) | 29 (2.0) | 6 (1.0) |
| Texas ... | 258 (1.4) | 265 (1.3) | 270 (1.4) | 273 (1.6) | 277 (1.1) | 281 (0.6) | 286 (1.0) | 287 (1.3) | 290 | (0.9) | 288 (1.0) | 284 (1.2) | 75 (1.4) | 32 (1.6) | 7 (0.9) |
| Utah .... |  | 274 (0.7) | 277 (1.0) | 274 (1.2) | 281 (1.0) | 279 (0.7) | 281 (0.9) | 284 (0.9) | 283 | (0.8) | 284 (0.9) | 286 (1.1) | 76 (1.3) | 38 (1.4) | (0.8) |
| Vermont ${ }^{\text {P/8 }}$ |  | (t) | 279 (1.0) | 281 (1.5) | 286 (0.8) | 287 (0.7) | 291 (0.7) | 293 (0.6) | 294 | (0.7) | 295 (0.7) | 290 (0.7) | 79 (0.9) | 42 (1.2) | 11 (0.9) |
| Virginia. | 264 (1.5) | 268 (1.2) | 270 (1.6) | 275 (1.3) | 282 (1.3) | 284 (1.1) | 288 (1.1) | 286 (1.1) | 289 | (1.1) | 288 (1.2) | 288 |  | 38 (1.6) | 10 (1.1) |
| Washington.. | - (t) | - (t) | 276 (1.3) | - (t) | 281 (0.9) | 285 (1.0) | 285 (1.0) | 289 (1.0) | 288 | (1.0) | 290 (1.0) | 287 (1.3) | 74 (1.2) | 39 (1.5) | 11 (0.9) |
| West Virginia | 256 (1.0) | 259 (1.0) | 265 (1.0) | 266 (1.2) | 271 (1.2) | 269 (1.0) | 270 (1.0) | 270 (1.0) | 273 | (0.7) | 274 (0.9) | 271 | 62 (1.5) | 21 (1.1) | 3 (0.5) |
| Wisconsin ${ }^{7}$......... | 274 (1.3) | 278 (1.5) | 283 (1.5) |  | 284 (1.3) | 285 (1.1) | 286 (1.1) | 288 (0.9) | 289 | (1.0) | 289 (0.9) | 289 (1.3) | 78 (1.5) | 41 (1.5) | 11 (1.0) |
| Wyoming .............. | 272 (0.7) | 275 (0.9) | 275 (0.9) | 276 (1.0) | 284 (0.7) | 282 (0.7) | 287 (0.7) | 286 (0.6) | 288 |  | 288 (0.5) | 287 (0.7) | 78 (0.9) | 35 (1.2) | 7 (0.7) |
| Department of Defense dependents schools ${ }^{9}$ | (t) | - (t) | 274 (0.9) | 277 (1.1) | 285 (0.7) | 284 (0.7) | 285 (0.8) | 287 (0.9) | 288 | (0.8) | 290 (0.8) | 291 (0.7) | 83 (1.2) | 40 (1.1) | 9 (1.0) |

[^50]${ }^{8}$ Did not meet one or more of the guidelines for school participation in 2000. Data are subject to appreciable nonresponse bias.
${ }^{9}$ Prior to 2005, NAEP divided the Department of Defense (DoD) schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the DoD domestic and overseas schools into a single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.
NOTE: For 2000 and later years, includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Mathematics Assessments, retrieved October 29, 2015, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared November 2015.)

Table 222.80. Average National Assessment of Educational Progress (NAEP) mathematics scale scores of 4th- and 8th-grade public school students and percentage attaining selected mathematics achievement levels, by race/ethnicity and jurisdiction or specific urban district: 2009, 2011, 2013, and 2015
[Standard errors appear in parentheses]

| Grade level and jurisdiction or specific urban district | Average mathematics scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Percent of students 2015 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 | 2011 | 2013 |  |  |  |  |  |  | 2015 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{array}{r} \text { All } \\ \text { students } \end{array}$ | $\begin{array}{r} \text { All } \\ \text { students } \end{array}$ | $\begin{array}{r} \text { All } \\ \text { students } \end{array}$ | White | Black | Hispa | panic |  | Asian |  | $\begin{array}{r} \text { All } \\ \text { dents } \end{array}$ |  | White |  | Black | Hispanic |  | Asian |  | At or above Basic ${ }^{2}$ |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 | 14 |  | 15 |
| 4th grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| United States | 239 (0.2) | 240 (0.2) | 241 (0.2) | 250 (0.2) | 224 (0.3) | 230 | (0.4) | 260 | (0.8) | 240 | (0.3) | 248 | (0.3) | 224 | (0.4) | 230 | (0.5) | 259 | (1.2) | 81 (0.3) | 39 | (0.4) |
| All large cities ${ }^{4}$ | 231 (0.5) | 233 (0.6) | 235 (0.7) | 254 (0.9) | 223 (0.6) | 229 | (0.8) | 258 |  | 234 | (0.6) | 251 | (1.0) | 222 | (0.6) | 230 | (0.7) | 253 | (2.0) | 75 (0.6) | 32 | (0.9) |
| Selected urban districts Albuquerque (NM) ... |  | 235 (1.3) | 235 (1.0) | 253 (2.0) | (t) |  |  |  |  |  |  | 249 | (2.2) |  |  |  |  |  |  | 72 (1.7) | 28 | (1.6) |
| Atlanta (GA) ... | 225 (0.8) | 228 (0.7) | 233 (0.7) | 269 (1.4) | 222 (0.9) | 233 | (2.7) | $\ddagger$ | ( $\dagger$ ) | 228 | (1.2) | 267 | (1.9) | 218 | (1.4) | 225 | (3.6) |  | (t) | 65 (2.1) | 26 | (1.4) |
| Austin (TX) | 240 (1.0) | 245 (1.1) | 245 (0.9) | 264 (1.7) | 228 (3.4) | 237 | (1.2) | $\ddagger$ | (t) | 246 | (1.4) | 268 | (2.0) | 226 | (3.1) | 237 | (1.6) |  | ( $\dagger$ ) | 85 (1.5) | 47 | (1.9) |
| Baltimore City (MD) | 222 (1.0) | 226 (1.1) | 223 (1.2) | 250 (4.0) | 220 (1.2) | 227 | (3.9) | 7 | (t) | 215 | (1.5) | 232 | (3.6) | 212 | (1.6) | 223 | (3.3) | $\ddagger$ | ( $\dagger$ ) | 51 (2.2) | 12 | (1.6) |
| Boston (MA) ........... | 236 (0.7) | 237 (0.6) | 237 (0.8) | 255 (1.6) | 228 (1.4) |  | (1.1) | 259 |  | 236 | (1.3) | 253 | (2.5) | 228 | (1.8) | 230 | (2.0) | 259 | (3.3) | 78 (1.9) | 33 | (1.8) |
| Charlotte (NC) | 245 (1.3) | 247 (1.1) | 247 (1.6) | 264 (2.0) | 235 (2.2) |  | (2.0) | 255 | (4.1) | 248 | (1.3) | 264 | (2.0) | 236 | (1.7) | 243 | (2.2) | 268 | (4.2) | 87 (1.2) | 51 | (2.3) |
| Chicago (IL) | 222 (1.2) | 224 (0.9) | 231 (1.3) | 261 (2.8) | 221 (2.1) | 230 | (1.2) | 256 | (5.8) | 232 | (1.2) | 262 | (2.7) | 221 | (1.8) | 230 | (1.6) | 265 | (4.3) | 71 (1.5) | 30 | (1.7) |
| Cleveland (OH) | 213 (1.0) | 216 (0.7) | 216 (0.9) | 233 (2.2) | 210 (1.1) | 221 | (2.6) |  | (t) | 219 | (1.3) | 233 | (2.4) | 215 | (1.6) | 221 | (3.4) | $\ddagger$ | (t) | 58 (2.1) | 13 | (1.5) |
| Dallas (TX) | - (t) | 233 (1.3) | 234 (1.0) | $\ddagger \quad$ (t) | 226 (1.7) |  | (1.1) |  |  | 238 | (1.3) | 259 | (7.8) | 228 | (2.8) | 238 | (1.2) |  | (t) | 82 (1.9) | 34 | (1.9) |
| Detroit (MI) . | 200 (1.7) | 203 (1.4) | 204 (1.6) | $\ddagger$ ( $\dagger$ ) | 201 (1.6) | 214 | (2.9) |  |  | 205 | (1.6) |  | ( $\dagger$ ) | 202 | (1.8) | 215 | (3.1) | $\ddagger$ |  | 36 (2.9) | 5 | (1.1) |
| District of Columbia (DC) | 220 (0.8) | 222 (1.0) | 229 (0.8) | 277 (2.2) | 218 (1.0) | 226 | (2.3) | $\ddagger$ |  | 232 | (0.9) | 275 | (1.9) | 220 | (1.1) | 233 | (2.3) |  | ( $\dagger$ ) | 68 (1.5) | 33 | (1.2) |
| Duval County (FL) . | - (t) | - (t) | - (t) | - (t) | - (t) |  | (t) | - |  | 243 | (1.3) | 254 | (1.8) | 230 | (1.7) | 240 | (2.4) |  | ( $\dagger$ ) | 86 (1.5) | 41 | (2.3) |
| Fresno (CA) | 219 (1.4) | 218 (0.9) | 220 (1.2) | 241 (2.2) | 211 (2.5) |  | (1.5) |  | (2.7) | 218 | (1.3) | 235 | (3.6) | 213 | (3.8) | 214 | (1.5) | 226 | (3.1) | 55 (2.2) | 14 | (1.5) |
| Hillsborough County (FL) | - (t) | 243 (1.1) | 243 (0.9) | 254 (1.4) | 227 (1.9) | 238 | (1.3) | 263 | (3.2) | 244 | (1.4) | 253 | (1.9) | 230 | (1.6) | 237 | (1.9) | $\ddagger$ |  | 86 (1.5) | 43 | (2.7) |
| Houston (TX) ............... | 236 (1.2) | 237 (0.8) | 236 (1.1) | 261 (1.9) | 227 (2.3) | 235 | (1.0) |  |  | 239 | (1.4) | 266 | (2.8) | 231 | (2.4) | 235 | (1.1) | $\ddagger$ |  | 80 (1.5) | 36 | (2.4) |
| Jefferson County (KY) ... | 233 (1.6) | 235 (0.9) | 234 (1.0) | 245 (1.2) | 220 (1.4) | 224 | (3.0) |  | ( $\dagger$ ) | 236 | (1.5) | 245 | (1.7) | 225 | (1.6) | 226 | (3.1) |  | ( $\dagger$ ) | 77 (1.8) | 34 | (2.3) |
| Los Angeles (CA) .......... | 222 (1.2) | 223 (0.8) | 228 (1.3) | 254 (3.4) | 223 (2.3) | 224 | (0.9) | 252 | (2.4) | 224 | (1.4) | 247 | (2.6) | 216 | (3.6) | 218 | (1.1) | 255 | (3.2) | 64 (1.8) | 22 | (1.8) |
| Miami-Dade (FL) ... | 236 (1.3) | 236 (1.0) | 237 (1.1) | 251 (2.2) | 227 (1.9) | 238 | (1.2) | $\ddagger$ | ( $\dagger$ ) | 242 | (1.1) | 257 | (2.6) | 230 | (2.2) | 243 | (1.1) | $\ddagger$ | ( $\dagger$ ) | 86 (1.3) | 41 | (2.0) |
| Milwaukee (WI) .... | 220 (1.5) | 220 (1.0) | 221 (1.6) | 246 (2.8) | 209 (1.8) | 227 | (2.2) | 234 | (7.5) |  | (t) |  | ( $\dagger$ ) |  | (t) |  | (t) |  | ( $\dagger$ ) | - ( $\dagger$ ) | - | ( $\dagger$ ) |
| New York City (NY) | 237 (1.0) | 234 (1.2) | 236 (1.1) | 251 (2.7) | 225 (1.5) | 228 | (1.5) | 257 |  | 231 | (1.0) | 242 | (2.5) | 220 | (1.5) | 226 | (1.4) | 254 | (1.9) | 73 (1.2) | 26 | 1.4) |
| Philadelphia (PA) | 222 (1.4) | 225 (1.2) | 223 (1.5) | 237 (3.3) | 218 (1.3) | 217 | (2.2) | 246 |  | 217 | (1.9) | 235 | (4.1) | 211 | (1.7) | 211 | (2.3) | 246 | (4.0) | 54 (2.5) | 15 | (2.0) |
| San Diego (CA) ... | 236 (1.6) | 239 (1.3) | 241 (1.2) | 260 (1.9) | 228 (3.1) | 228 | (1.6) | 253 | (2.8) | 233 | (1.5) | 254 | (2.5) | 217 | (3.6) | 222 | (2.0) | 243 | (3.3) | 73 (2.0) | 31 | (2.0) |
| 8th grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| United States | 282 (0.3) | 283 (0.2) | 284 (0.2) | 293 (0.3) | 263 (0.4) | 271 | (0.4) |  |  | 281 | (0.3) | 291 | (0.3) |  | (0.5) | 269 | (0.6) |  |  | 70 (0.3) | 32 | (0.3) |
| All large cities ${ }^{4}$ | 271 (0.7) | 274 (0.7) | 276 (0.8) | 295 (1.2) | 261 (0.8) | 269 | (0.8) | 301 | (2.2) | 274 | (1.0) | 296 | (1.4) | 258 | (0.9) |  | (1.2) |  |  | 62 (1.1) | 26 | (0.9) |
| Selected urban districts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Albuquerque (NM) . | ( $\dagger$ ) | 275 (1.0) | 274 (1.2) | 295 (2.6) | $\ddagger$ (t) |  | (1.5) |  |  | 271 | (1.4) | 289 | (2.9) |  | ( $\dagger$ ) | 264 | (1.5) |  | ( $\dagger$ ) | 61 (1.7) | 21 | (1.4) |
| Atlanta (GA) ....... | 259 (1.6) | 266 (1.3) | 267 (1.2) | 311 (3.0) | 261 (1.3) | 262 | (3.7) | , | (t) | 266 | (1.2) | 318 | (2.4) | 258 | (1.2) | 271 | (4.4) |  | ( $\dagger$ ) | 51 (1.7) | 20 | (1.0) |
| Austin (TX) | 287 (0.9) | 287 (1.2) | 285 (1.0) | 312 (1.9) | 267 (2.5) | 273 | (1.3) | , | ( $\dagger$ ) | 284 | (1.3) | 313 | (2.4) | 260 | (3.4) | 271 | (1.4) |  | ( $\dagger$ ) | 70 (1.5) | 35 | (1.7) |
| Baltimore City (MD) | 257 (1.9) | 261 (1.3) | 260 (2.0) | 286 (6.0) | 257 (2.0) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 255 | (1.8) | 281 | (6.4) | 251 | (1.9) | 261 | (5.2) | $\ddagger$ | ( $\dagger$ ) | 41 (2.5) | 12 | (1.6) |
| Boston (MA) ........... | 279 (1.3) | 282 (0.9) | 283 (1.2) | 309 (2.4) | 271 (1.8) | 275 | (1.8) |  |  | 281 | (1.2) | 311 | (3.3) | 269 | (2.1) | 271 | (2.1) | 318 | (5.0) | 67 (1.6) | 34 | (1.4) |
| Charlotte (NC) | 283 (0.9) | 285 (0.8) | 289 (1.2) | 313 (1.9) | 271 (1.8) | 279 | (3.4) |  |  | 286 | (1.5) | 312 | (2.1) | 268 | (1.9) | 275 | (3.8) | 314 | (5.1) | 71 (1.7) | 39 | (2.0) |
| Chicago (IL) | 264 (1.4) | 270 (1.0) | 269 (1.0) | 294 (2.4) | 259 (1.5) | 270 | (1.4) | 306 |  | 275 | (2.4) | 317 | (5.6) | 262 | (1.5) | 275 | (1.8) | $\ddagger$ | ( $\dagger$ ) | 62 (2.1) | 25 | (2.4) |
| Cleveland ( OH ) | 256 (1.0) | 256 (2.1) | 253 (1.3) | 265 (2.9) | 249 (1.5) | 252 | (3.4) |  | (t) | 254 | (1.5) | 273 | (3.1) | 249 | (2.1) | 257 | (3.5) | $\ddagger$ | (t) | 40 (1.9) | 9 | (1.0) |
| Dallas (TX). | - (t) | 274 (0.9) | 275 (1.0) | 304 (4.7) | 263 (2.0) | 277 | (1.1) |  |  | 271 | (1.3) |  | (t) | 261 | (2.1) | 272 | (1.5) |  |  | 60 (1.9) | 20 | (1.5) |
| Detroit (MI) .................. | 238 (2.7) | 246 (1.2) | 240 (1.7) | $\ddagger \quad(\dagger)$ | 239 (1.7) | 243 | (4.0) |  |  | 244 | (1.7) |  | ( $\dagger$ ) | 242 | (1.9) | 253 | (3.3) |  |  | 27 (1.8) | 4 | (0.7) |
| District of Columbia (DC) | 251 (1.3) | 255 (0.9) | 260 (1.3) | 315 (4.1) | 253 (1.4) | 262 | (3.6) |  |  | 258 | (1.3) | 314 | (3.3) | 248 | (1.5) | 263 | (3.3) |  | ( $\dagger$ ) | 46 (1.8) | 17 | (1.3) |
| Duval County (FL) . | - (t) | - (t) | - (t) | - (t) | - (t) |  | (t) | - | (t) | 275 | (1.0) | 285 | (1.6) | 264 | (1.4) | 266 | (3.3) | 298 | (4.9) | 64 (1.7) | 22 | (1.3) |
| Fresno (CA) ......... | 258 (1.2) | 256 (0.9) | 260 (1.4) | 279 (3.0) | 247 (4.0) | 256 | (1.6) | 270 |  | 257 | (1.5) | 281 | (3.7) | 242 | (5.0) | 252 | (1.9) | 270 |  | 44 (1.8) | 12 | (1.1) |
| Hillsborough County (FL) | - (t) | 282 (1.5) | 284 (1.1) | 296 (1.8) | 264 (2.5) | 278 | (1.9) |  | ( $\dagger$ ) | 276 | (1.7) | 290 | (2.1) | 260 | (2.6) | 266 | (2.2) |  | ( $\dagger$ ) | 64 (2.3) | 27 | (1.6) |
| Houston (TX) ............... | 277 (1.2) | 279 (1.0) | 280 (1.1) | 312 (3.3) | 271 (1.7) | 279 | (1.2) | 314 |  | 276 | (1.4) | 313 | (3.7) | 265 | (2.6) | 273 | (1.2) |  | (6.6) | 65 (1.7) | 27 | (1.5) |
| Jefferson County (KY) ... | 271 (0.9) | 274 (1.0) | 273 (1.0) | 285 (1.5) | 257 (1.7) | 265 | (3.7) |  |  | 272 | (1.7) | 285 | (2.2) | 252 | (2.2) | 266 | (4.5) |  | ( $\dagger$ | 58 (1.8) | 26 | (1.8) |
| Los Angeles (CA) ... | 258 (1.0) | 261 (1.3) | 264 (1.5) | 293 (3.2) | 256 (3.4) | 258 | (1.3) | 298 | (3.3) | 263 | (1.6) | 285 | (4.4) | 255 | (4.1) | 259 | (1.4) | 296 | (5.9) | 52 (2.0) | 15 | (1.4) |
| Miami-Dade (FL) ... | 273 (1.1) | 272 (1.1) | 274 (1.5) | 295 (3.4) | 259 (2.9) | 275 | (1.3) |  |  | 274 | (1.8) | 299 | (2.8) | 255 | (3.3) | 277 | (2.0) |  | (t) | 64 (2.1) | 26 | (1.7) |
| Milwaukee (WI) | 251 (1.5) | 254 (1.7) | 257 (1.4) | 282 (3.5) | 247 (1.8) | 266 | (2.2) | $\pm$ | (t) | - | (t) |  |  | - | (t) | - | (t) |  | ( $\dagger$ ) | - (t) | - | ( $\dagger$ ) |
| New York City (NY) ...... | 273 (1.5) | 272 (1.6) | 274 (1.1) | 301 (3.8) | 263 (1.9) | 263 | (1.7) | 304 |  | 275 | (2.1) | 294 | (4.6) | 261 |  | 267 | (1.8) | 303 | (3.1) | 62 (2.1) | 27 | (2.3) |
| Philadelphia (PA) ...... | 265 (2.0) | 265 (2.0) | 266 (1.7) | 287 (2.8) | 258 (2.2) |  |  |  |  | 267 | (1.9) |  |  |  |  | 259 | (3.2) | 303 |  | 53 (2.3) | 20 | (1.9) |
| San Diego (CA) ............ | 280 (2.0) | 278 (1.7) | 277 (1.4) | 300 (2.3) | 260 (4.5) | 260 | (2.2) | 294 | (2.9) | 280 | (1.6) | 302 | (2.3) | 261 | (4.0) | 266 | (2.2) | 293 | (3.3) | 70 (1.9) | 32 | (1.8) |

## -Not available.

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Scale ranges from 0 to 500 .
${ }^{2}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
${ }^{3}$ Proficient represents solid academic performance. Students reaching this level have demon-
strated competency over challenging subject matter.
${ }^{4}$ Includes public school students from all cities in the nation with populations of 250,000 or more, including the participating districts.
NOTE: Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not shown separately.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, 2013, and 2015 Mathematics Assessments, retrieved October 29, 2015, from the Main NAEP Data Explorer (http:// nces.ed.gov/nationsreportcard/naepdata). (This table was prepared October 2015.)

## Table 222.85. Average National Assessment of Educational Progress (NAEP) mathematics scale score, by age and selected student characteristics: Selected years, 1973 through 2012

[Standard errors appear in parentheses]

| Selected student characteristic | 1973 | 1978 |  | 1982 |  | 1986 |  | 1990 |  | 1992 |  | 1994 |  | 1996 |  | 1999 |  | $2004{ }^{1}$ |  |  |  | 2008 |  | 2012 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Previous format | Revised format |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | 2 |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| 9 -year-olds All students | 219 (0.8) | 219 | (0.8) | 219 | (1.1) |  |  | 222 | (1.0) | 230 | (0.8) | 230 | (0.8) | 231 | (0.8) | 231 | (0.8) | 232 | (0.8) | 241 | (0.9) | 239 | (0.9) | 243 | (0.8) | 244 | (1.0) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 218 (0.7) | 217 | (0.7) | 217 | (1.2) | 222 | (1.1) | 229 | (0.9) | 231 | (1.0) | 232 | (1.0) | 233 | (1.2) | 233 | (1.0) | 243 | (1.1) | 239 | (1.0) | 242 | (0.9) | 244 | (1.2) |
| Female | 220 (1.1) | 220 | (1.0) | 221 | (1.2) | 222 | (1.2) | 230 | (1.1) | 228 | (1.0) | 230 | (0.9) | 229 | (0.7) | 231 | (0.9) | 240 |  | 240 | (1.0) | 243 | (1.0) | 244 | (1.0) |
| Gap between female and male score $\qquad$ | 2 (1.3) |  | (1.3) |  | (1.7) | \# |  | 1 | (1.4) | -2 | (1.4) | -2 | (1.4) | -4 | (1.4) | -2 | (1.3) |  |  |  | (1.4) | 1 | (1.3) | \# | ( $\dagger$ ) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 225 (1.0) | 224 | (0.9) | 224 | (1.1) | 227 | (1.1) | 235 | (0.8) | 235 | (0.8) | 237 | (1.0) | 237 | (1.0) | 239 | (0.9) | 247 | (0.9) | 245 | (0.8) | 250 | (0.8) | 252 | (1.1) |
| Black | 190 (1.8) | 192 | (1.1) | 195 | (1.6) | 202 | (1.6) | 208 | (2.2) | 208 | (2.0) | 212 | (1.6) | 212 | (1.4) | 211 | (1.6) | 224 | (2.1) | 221 | (2.1) | 224 | (1.9) | 226 | (1.8) |
| Hispanic | 202 (2.4) | 203 | (2.2) | 204 | (1.3) | 205 | (2.1) | 214 | (2.1) | 212 | (2.3) | 210 | (2.3) | 215 | (1.7) | 213 | (1.9) | 230 | (2.0) | 229 | (2.0) | 234 | (1.2) | 234 | (0.9) |
| Gap between White and Black score $\qquad$ | 35 (2.1) |  | (1.5) |  | (2.0) |  | (2.0) | 27 | (2.4) | 27 | (2.2) | 25 | (1.8) | 25 | (1.8) | 28 | (1.8) |  |  |  |  | 26 | (2.1) | 25 | (2.1) |
| Gap between White and Hispanic score $\qquad$ | 23 (2.6) |  | (2.4) |  | (1.7) |  | (2.3) | 21 | (2.3) | 23 | (2.5) | 27 | (2.5) | 22 | (2.0) | 26 | (2.1) |  |  |  |  | 16 | (1.4) | 17 | (1.5) |
| 13-year-olds All students | 266 (1.1) | 264 | (1.1) | 269 | (1.1) | 269 | (1.2) | 270 | (0.9) | 273 | (0.9) | 274 | (1.0) | 274 | (0.8) | 276 | (0.8) | 281 | (1.0) | 279 | (1.0) | 281 | (0.9) | 285 | (1.1) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 265 (1.3) | 264 | (1.3) | 269 | (1.4) | 270 | (1.1) | 271 | (1.2) | 274 | (1.1) | 276 | (1.3) | 276 | (0.9) | 277 | (0.9) | 283 | (1.2) | 279 | (1.0) | 284 | (1.0) | 286 | (1.3) |
| Female | 267 (1.1) | 265 | (1.1) | 268 | (1.1) | 268 | (1.5) | 270 | (0.9) | 272 | (1.0) | 273 | (1.0) | 272 | (1.0) | 274 | (1.1) | 279 | (1.0) | 278 | (1.2) | 279 | (1.0) | 284 | (1.1) |
| Gap between female and male score $\qquad$ | 2 (1.7) |  | (1.7) |  | (1.7) |  | (1.9) | -2 | (1.5) | -2 | (1.5) | -3 | (1.6) | -4 | (1.4) | -3 | (1.4) |  |  |  | (1.6) | -4 | (1.4) | -2 | (1.7) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........ | 274 (0.9) | 272 | (0.8) | 274 | (1.0) | 274 | (1.3) | 276 | (1.1) | 279 | (0.9) | 281 | (0.9) | 281 | (0.9) | 283 | (0.8) | 288 | (0.9) | 287 | (0.9) | 290 | (1.2) | 293 | (1.1) |
| Black | 228 (1.9) | 230 | (1.9) | 240 | (1.6) | 249 | (2.3) | 249 | (2.3) | 250 | (1.9) | 252 | (3.5) | 252 | (1.3) | 251 | (2.6) |  | (1.6) | 257 | (1.8) | 262 | (1.2) | 264 | (1.9) |
| Hispanic ........................... | 239 (2.2) | 238 | (2.0) | 252 | (1.7) | 254 | (2.9) | 255 | (1.8) | 259 | (1.8) | 256 | (1.9) | 256 | (1.6) | 259 | (1.7) | 265 |  |  |  | 268 | (1.2) | 271 | (1.4) |
| Gap between White and Black score $\qquad$ | 46 (2.1) | 42 | (2.1) |  | (1.9) |  | (2.6) | 27 | (2.6) | 29 | (2.1) | 29 | (3.7) | 29 | (1.6) | 32 | (2.7) |  |  |  | (2.1) | 28 | (1.7) | 28 | (2.2) |
| Gap between White and Hispanic score $\qquad$ | 35 (2.4) | 34 | (2.1) |  | (1.9) |  | (3.2) | 22 | (2.1) | 20 | (2.0) | 25 | (2.1) | 25 | (1.9) | 24 | (1.9) |  |  |  |  | 23 | (1.7) | 21 | (1.8) |
| Parents' highest level of education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Did not finish high school | ( $\dagger$ ) | 245 | (1.2) | 251 | (1.4) | 252 | (2.3) | 253 | (1.8) | 256 | (1.0) | 255 | (2.1) | 254 | (2.4) | 256 | (2.8) | 262 | (2.2) | 263 | (1.9) | 268 | (1.3) | 266 | (2.5) |
| Graduated high school ......... | ( $\dagger$ ) | 263 | (1.0) | 263 | (0.8) | 263 | (1.2) | 263 | (1.2) | 263 | (1.2) | 266 | (1.1) | 267 | (1.1) | 264 | (1.1) | 271 | (1.7) | 270 | (1.3) | 272 | (1.1) | 270 | (1.1) |
| Some education after high school $\qquad$ | ( $\dagger$ | 273 | (1.2) | 275 | (0.9) | 274 | (0.8) | 277 | (1.0) | 278 | (1.0) | 277 | (1.6) | 277 | (1.4) | 279 | (0.9) | 283 | (1.0) | 282 | (1.4) | 285 | (1.1) | 286 | (1.4) |
| Graduated college ............... | ( $\dagger$ ) | 284 | (1.2) | 282 | (1.5) | 280 | (1.4) | 280 | (1.0) | 283 | (1.0) | 285 | (1.2) | 283 | (1.2) | 286 | (1.0) | 292 | (0.9) | 289 | (1.1) | 291 | (1.0) | 296 | (1.3) |
| 17-year-olds All students | 304 (1.1) | 300 | (1.0) | 298 | (0.9) | 302 | (0.9) | 305 | (0.9) | 307 | (0.9) | 306 | (1.0) | 307 | (1.2) | 308 | (1.0) | 307 | (0.8) | 305 | (0.7) | 306 | (0.6) | 306 | (0.8) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 309 (1.2) | 304 | (1.0) | 301 | (1.0) | 305 | (1.2) | 306 | (1.1) | 309 | (1.1) | 309 | (1.4) | 310 | (1.3) | 310 | (1.4) | 308 | (1.0) | 307 | (0.9) | 309 | (0.7) | 308 | (1.0) |
| Female ............................. | 301 (1.1) | 297 | (1.0) | 296 | (1.0) | 299 | (1.0) | 303 | (1.1) | 305 | (1.1) | 304 | (1.1) | 305 | (1.4) | 307 | (1.0) | 305 | (0.9) | 304 | (0.8) | 303 | (0.8) | 304 | (0.8) |
| Gap between female and male score $\qquad$ | -8 (1.6) | -7 | (1.4) |  | (1.4) |  | (1.5) | -3 | (1.5) | -4 | (1.5) | -4 | (1.8) | -5 | (1.9) | -3 | (1.7) |  | (1.4) |  | (1.2) | -5 | (1.1) | -4 | (1.3) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 310 (1.1) | 306 | (0.9) | 304 | (0.9) | 308 | (1.0) | 309 | (1.0) | 312 | (0.8) | 312 | (1.1) | 313 | (1.4) | 315 | (1.1) | 313 | (0.7) | 311 | (0.7) | 314 | (0.7) | 314 | (1.0) |
| Black .... | 270 (1.3) | 268 | (1.3) | 272 | (1.2) | 279 | (2.1) | 289 | (2.8) | 286 | (2.2) | 286 | (1.8) | 286 | (1.7) | 283 | (1.5) | 285 | (1.6) | 284 | (1.4) | 287 | (1.2) | 288 | (1.3) |
| Hispanic ........................... | 277 (2.2) | 276 | (2.3) | 277 | (1.8) | 283 | (2.9) | 284 | (2.9) | 292 | (2.6) | 291 | (3.7) | 292 | (2.1) | 293 | (2.5) | 289 | (1.8) | 292 | (1.2) | 293 | (1.1) | 294 | (1.1) |
| Gap between White and Black score $\qquad$ | 40 (1.7) | 38 | (1.6) |  | (1.5) | 29 | (2.3) | 21 | (3.0) | 26 | (2.4) | 27 | (2.1) | 27 | (2.2) | 31 | (1.9) |  | (1.8) |  | (1.6) | 26 | (1.4) | 26 | (1.6) |
| Gap between White and Hispanic score $\qquad$ | 33 (2.5) | 30 | (2.4) | 27 | (2.0) | 24 | (3.0) | 26 | (3.1) | 20 | (2.8) | 22 | (3.9) | 21 | (2.5) | 22 | (2.7) |  | (1.9) |  | (1.4) | 21 | (1.3) | 19 | (1.5) |
| Parents' highest level of education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Did not finish high school ...... | ( $\dagger$ ) | 280 | (1.2) | 279 | (1.0) | 279 | (2.3) | 285 | (2.2) | 285 | (2.3) | 284 | (2.4) | 281 | (2.4) | 289 | (1.8) | 287 | (2.4) | 287 | (1.2) | 292 | (1.3) | 290 | (1.4) |
| Graduated high school ......... | - ( $\dagger$ ) | 294 | (0.8) | 293 | (0.8) | 293 | (1.0) | 294 | (0.9) | 298 | (1.7) | 295 | (1.1) | 297 | (2.4) | 299 | (1.6) | 295 | (1.1) | 294 | (0.9) | 296 | (1.2) | 291 | (1.1) |
| Some education after high school $\qquad$ | ( $\dagger$ ) | 305 | (0.9) | 304 | (0.9) | 305 | (1.2) | 308 | (1.0) | 308 | (1.1) | 305 | (1.3) | 307 | (1.5) | 308 | (1.6) | 306 |  | 305 |  | 306 | (0.8) | 306 | (0.9) |
| Graduated college ............... | - (t) | 317 | (1.0) | 312 | (1.0) | 314 | (1.4) | 316 | (1.3) | 316 | (1.0) | 318 | (1.4) | 317 | (1.3) | 317 | (1.2) | 317 | (0.9) | 315 | (0.9) | 316 | (0.7) | 317 | (0.8) |

## -Not available.

$\dagger$ Not applicable.
\#Rounds to zero.
${ }^{1}$ In 2004, two assessments were conducted-one using the same format that was used in previous assessments, and one using a revised assessment format that provides accommodations for students with disabilities and for English language learners. The 2004 data in column 11 are for the format that was used in previous assessment years, while the 2004 data in column 12 are for the revised format. In subsequent years, only the revised format was used. NOTE: Scale ranges from 0 to 500. Students scoring 150 (or higher) know some basic addition and subtraction facts. Students scoring 200 have a considerable understanding of twodigit numbers and know some basic multiplication and division facts. Students scoring 250 have an initial understanding of the four basic operations and are developing an ability to analyze simple logical relations. Students scoring 300 can perform reasoning and problem solving
involving fractions, decimals, percents, elementary geometry, and simple algebra. Students scoring 350 can perform reasoning and problem solving involving geometry, algebra, and beginning statistics and probability. Includes public and private schools. For assessment years prior to 2004, accommodations were not permitted. For 2004 (revised format) and later years, includes students tested with accommodations; excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (1 to 4 percent of all students, depending on age and assessment year). Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not shown separately. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), NAEP 2012 Trends in Academic Progress; and 2012 NAEP Long-Term Trend Mathematics Assessment, retrieved August 29, 2013, from Long-Term Trend NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared August 2013.)

Table 222.95. National Assessment of Educational Progress (NAEP) mathematics performance of 17 -year-olds, by highest mathematics course
taken, sex, and race/ethnicity: Selected years, 1978 through 2012
[Standard errors appear in parentheses]

-Not available.

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Includes Asians/Pacific Islanders and American Indians/Alaska Natives
NOTE: Scale ranges from 0 to 500. Students scoring 200 (or higher) have a considerable understanding of two-digit numbers and know some basic multiplication and division facts. Students scoring 250 have an initial understanding of the four basic operations and are developing an ability to analyze simple logical relations. Students scoring 300 can perform reasoning and problem solving involving fractions, decimals, percents, elementary geometry, and simple algebra. Students scoring 350 can perform reasoning and problem solving involving geometry, alge-
bra, and beginning statistics and probability. Includes public and private schools. For assessment years prior to 2004, accommodations were not permitted. For 2004 and later years, includes students tested with accommodations; excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations ( 1 to 4 percent of all students, depending on age and assessment year). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), NAEP Trends in Academic Progress, 1996 and 1999; and 2004, 2008, and 2012 Long-Term Trend Mathematics Assessments, retrieved June 4, 2009, and August 12, 2013, from the Long-Term Trend NAEP Data Explorer (http:// nces.ed.gov/nationsreportcard/naepdata/). (This table was prepared August 2013.)

Table 223．10．Average National Assessment of Educational Progress（NAEP）science scale score，standard deviation，and percentage of students attaining science achievement levels，by grade level，selected student and school characteristics，and percentile：2009， 2011，and 2015
［Standard errors appear in parentheses］

| Selected characteristic，percentile， and achievement level | Grade 4 |  |  |  |  |  | Grade 8 |  |  |  |  |  | Grade 12 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2009 |  | 011 |  | 2015 |  | 2009 |  | 2011 |  | 2015 |  | 2009 |  | 2011 |  | 2015 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Average science scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All students ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 150 | （0．3） |  | （ $\dagger$ ） | 154 | （0．3） | 150 | （0．3） | 152 | （0．3） | 154 | （0．3） | 150 | （0．8） | － | （ $\dagger$ ） | 150 | （0．6） |
| Sex <br> Male <br> Female $\qquad$ $\qquad$ <br> Gap between male and female score $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 151 | （0．3） | － | （t） | 154 | （0．4） | 152 | （0．4） | 154 | （0．3） | 155 | （0．3） | 153 | （0．9） | － | （t） | 153 | （0．8） |
|  | 149 | （0．3） | － | （t） | 154 | （0．3） | 148 | （0．3） | 149 | （0．3） | 152 | （0．4） | 147 | （0．9） | － | t | 148 | （0．7） |
|  | 1 | （0．4） |  | （ $\dagger$ ） | 1 | （0．5） | 4 | （0．5） | 5 | （0．5） | 3 | （0．5） | 6 | （1．3） | － | （t） | 5 | （1．0） |
| Race／ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ．．．．．．．．． | 163 | （0．2） | － | （t） | 166 | （0．3） | 162 | （0．2） | 163 | （0．2） | 166 | （0．3） | 159 | （0．7） | － | （ $\dagger$ | 160 | （0．7） |
| Black | 127 | （0．4） | － | （t） | 133 | （0．4） | 126 | （0．4） | 129 | （0．5） | 132 | （0．5） | 125 | （1．2） | － | $t$ | 125 | （1．5） |
| Hispanic ．－．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 131 | （0．5） | － | （t） | 139 | （0．7） | 132 | （0．6） | 137 | （0．5） | 140 | （0．5） | 134 | （1．3） | － | $t$ | 136 | （1．0） |
| Asian／Pacific Islander ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 160 | （1．2） | 二 | （ | 167 | （1．4） | 160 | （1．0） | 159 | （1．3） | 164 | （0．9） | 164 | （3．0） | 二 | $t$ | 166 | （2．3） |
| Asian ．．．．．．．．．．．． | － | （ | － | （t） | 169 | （1．4） | － | （t） | 161 | （1．3） | 166 | （0．9） | － | （ + | － | $t$ | 167 | （2．3） |
| Paciific Islander |  | （t） | － | （t） | 143 | （2．2） | 37 | （t） | 139 | （1．9） | 138 | （2．5） | 14 | （t） | － | $\dagger$ | $\ddagger$ | （ $\dagger$ |
| American Indian／Alaska Native Two or more races ${ }^{2}$ | 135 154 | （1．3） | 二 | （t） | 139 158 | （1．5） | 137 151 | （1．4） | 141 156 | （1．4） | 139 159 | （1．6） | 144 151 | （3．7） | 二 | ＋ | 135 | （5．3） |
| Gap between White and Black score | 36 | （0．4） | － | （t） | 33 | （0．5） | 36 | （0．5） | 35 | （0．6） | 34 | （0．5） | 34 | （1．4） | － | （t） | 36 | （1．6） |
| Gap between White and Hispanic score ．．．．．．．．．．．．．．．．．．．．．．．． | 32 | （0．6） |  | （t） | 27 | （0．7） | 30 | （0．6） | 27 | （0．6） | 26 | （0．6） | 25 | （1．5） | － | t） | 24 | （1．2） |
| English language learner（ELL）status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ELL ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 114 | （0．8） | － | （t） | 121 | （1．0） | 103 | （1．0） | 106 | （1．2） | 110 | （1．1） | 104 | （2．4） | － | $\dagger$ | 105 | （2．7） |
| Non－ELL ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 154 | （0．2） | － | （t） | 158 | （0．3） | 153 | （0．3） | 154 | （0．2） | 157 | （0．3） | 151 | （0．8） | － | ＋ | 152 | （0．5） |
| Gap between ELL and non－ELL score ．．．．．．．．．．．．．．．．．．．．． | 39 | （0．8） |  | （t） | 36 | （1．0） | 49 | （1．0） | 48 | （1．3） | 46 | （1．2） | 47 | （2．6） | － | （ $\dagger$ ） | 47 | （2．7） |
| Disability status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identified as student with disability（SD）．．．．．．．．．．．．．．．．．．．． | 129 | （0．6） | － | （t） | 131 | （0．6） | 123 | （0．5） | 124 | （0．6） | 124 | （0．6） | 121 | （1．8） | － |  | 124 | （1．8） |
| Not identified as SD ． | 153 | （0．3） |  |  | 157 | （0．3） | 153 | （0．3） | 155 | （0．3） | 158 | （0．3） | 153 | （0．8） | － |  | 153 | （0．6） |
| Gap between SD and non－SD score ．．．．．．．．．．．．．．．．．．．．．．．． | 23 | （0．7） | － | （t） | 26 | （0．7） | 31 | （0．6） | 31 | （0．7） | 34 | （0．7） | 31 | （2．0） | － | （t） | 29 | （1．9） |
| Highest education level of either parent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Did not finish high school ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | － | （t） | － | （t） | － | （t） | 131 | （0．6） | 132 | （0．7） | 137 | （0．7） | 131 | （1．4） | － | （t） | 131 | （1．4） |
| Graduated high school ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | － | ＋ | 二 | ＋ | 二 | $t$ | 139 | （0．4） | 140 | （0．4） | 142 | （0．5） | 138 | （1．2） | － | $t$ | 136 | （1．2） |
| Some education after high school ．．．．．．．．．．．．．．．．．．．．．．．．．． | － | （t） | － | （t） | 二 | （t） | 152 161 | （ 0.4 | 153 162 | 0.4 0.3 | 155 165 | 0.5 0.3 | 147 161 | 0.9 0.7 | 二 | ＋ | 148 162 | （0．9） |
| Percent of students in school eligible for free |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $0-25$ percent eligible（low poverty）．．．．．．．．．．． | 167 | （0．4） | － | （ $\dagger$ | 172 | （0．6） | 165 | （0．5） | 167 | （0．4） | 170 | （0．6） | 163 | （1．2） | － | （t） | 165 | （1．1） |
| 26－50 percent eligible ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 155 | （0．5） | － | （t） | 161 | （0．7） | 154 | （0．5） | 157 | （0．5） | 161 | （0．5） | 148 | （1．1） | － | ＋ | 154 | （1．0） |
| 51－75 percent eligible ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 144 | （0．5） | － | （t） | 151 | （0．7） | 141 | （0．6） | 146 | （0．5） | 150 | （0．6） | 136 | （1．7） | － | t | 143 | （1．1） |
| 76－100 percent eligible（high poverty）．．．．．．．．．．．．．．．．．．．． | 126 | （0．6） | － | （t） | 134 | （0．6） | 124 | （0．7） | 129 | （0．7） | 134 | （0．8） | 124 | （2．1） | － | t | 126 | （1．7） |
| Gap between low－and high－poverty score ．．．．．．．．．．．．．．． | 41 | （0．8） | － | （ $\dagger$ ） | 38 | （0．8） | 41 | （0．9） | 38 | （0．8） | 36 | （1．0） | 38 | （2．5） | － | （t） | 39 | （2．0） |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ．．．．．．．．． | 142 | （0．6） | － | （t） | 148 | （0．6） | 142 | （0．6） | 144 | （0．6） | 148 | （0．6） | 146 | （1．8） | － | （ $\dagger$ | 145 | （1．2） |
| Suburban | 154 | （0．4） | － | （t） | 157 | 0．6） | 154 | （0．5） | 155 | （0．5） | 158 | （0．4） | 154 | （1．4） | － | $t$ | 153 | （1．0） |
| Town． | 150 | （0．6） | － | （t） | 153 | （0．8） | 149 | （1．0） | 153 | （0．7） | 154 | （0．7） | 150 | （1．2） | － | （t） | 150 | （2．1） |
| Rural ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 155 | （0．5） |  | （t） | 157 | （0．7） | 154 | （0．4） | 156 | （0．5） | 156 | （0．6） | 150 | （1．2） |  | （ $\dagger$ | 152 | （1．3） |
| Percentile ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10th． | 104 | （0．6） | － | （t） | 108 | （0．6） | 103 | （0．6） | 106 | （0．5） | 109 | （0．6） | 104 | （1．2） | － | （t） | 103 | （1．0） |
| 25th | 128 | （0．4） | － | （t） | 132 | （0．4） | 128 | （0．4 | 131 | （0．4） | 133 | （0．5） | 126 | （0．8） | － | $t$ | 126 | （0．9） |
| 50th | 153 | （0．3） | － | （t） | 157 | （0．4 | 153 | （0．3 | 155 | （0．3） | 157 | （0．4） | 151 | （1．1） | － | $\dagger$ | 151 | （0．6） |
| 75th | 175 | （0．3） | － | （t） | 178 | （0．3） | 175 | （0．2） | 176 | （0．4） | 178 | （0．4） | 174 | （1．0） | － | t | 176 | （0．6） |
| 90th | 192 | （0．3） | － | （t） | 196 | （0．4） | 192 | （0．3） | 193 | （0．4） | 195 | （0．3） | 194 | （1．0） | － | （t） | 196 | （0．6） |
|  | Standard deviation of the science scale score ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All studen | 35 | （0．2） | － | （t） | 35 | （0．2） | 35 | （0．2） | 34 | （0．2） | 34 | （0．2） | 35 | （0．4） | － | （ $\dagger$ ） | 36 | （0．4） |
|  | Percent of students attaining science achievement levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Achievement level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Below Basic ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 28 | （0．3） | － | （t） | 24 | （0．3） | 37 | （0．4） | 35 | （0．3） | 32 | （0．4） | 40 | （1．0） | － |  | 40 | （0．7） |
| At or above Basic ${ }^{6}$ ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 72 | （0．3） | － |  | 76 | （0．3） | 63 | （0．4 | 65 | （0．3） | 68 | （0．4） | 60 | （1．0） | － | t | 60 | （0．7） |
| At or above Proficient ${ }^{7}$ $\qquad$ At Advanced ${ }^{8}$ $\qquad$ | 34 | （0．3） $(0.1)$ | － | $\left(\begin{array}{c}\text {（ } \\ \text { ¢ }\end{array}\right.$ | 38 | 0.4 0.1 | 30 2 | $(0.3$ $(0.1)$ | 32 2 | （0．4） | 34 2 | $(0.4$ 0.1 | 21 1 | （0．8） | － | （t） | 22 2 | （0．6） |

## －Not available．

$\dagger$ Not applicable．
$\ddagger$ Reporting standards not met（too few cases for a reliable estimate）．
${ }^{1}$ Scale ranges from 0 to 300 for all three grades，but scores cannot be compared across grades．For example，the average score of 166 for White 4th－graders in 2015 does not denote higher performance than the score of 160 for White 12th－graders．
${ }^{2}$ Prior to 2011，students in the＂Two or more races＂category were categorized as＂Unclassified．＂
${ }^{3}$ The student with disability（SD）variable used in this table includes students who have a 504 plan，even if they do not have an Individualized Education Plan（IEP）．
${ }^{4}$ The percentile represents a specific point on the percentage distribution of all students ranked by their science score from low to high．For example， 10 percent of students scored at or below the 10th percentile score，while 90 percent of students scored above it．
${ }^{5}$ The standard deviation provides an indication of how much the test scores varied．The lower the standard deviation，the closer the scores were clustered around the average score．About two－thirds of the student scores can be expected to fall within the range of one standard devi－ ation above and one standard deviation below the average score．In 2015，for example，the average score for all 4th－graders was 154，and the standard deviation was 35 ．This means
that one would expect about two－thirds of the students to have scores between 189 （one standard deviation above the average）and 119 （one standard deviation below）．Standard errors also must be taken into account when making comparisons of these ranges．
${ }^{6}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work．
${ }^{7}$ Proficient represents solid academic performance．Students reaching this level have demon－ strated competency over challenging subject matter．
${ }^{8}$ Advanced signifies superior performance．
NOTE：In 2011，only 8th－grade students were assessed in science．Includes students tested with accommodations（ 7 to 14 percent of all students，depending on grade level and year）； excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations（ 1 to 3 percent of all students）．Race catego－ ries exclude persons of Hispanic ethnicity．
SOURCE：U．S．Department of Education，National Center for Education Statistics，National Assessment of Educational Progress（NAEP），2009，2011，and 2015 Science Assess－ ments，retrieved January 10，2017，from the Main NAEP Data Explorer（http：／／nces．ed．gov／ nationsreportcard／naepdata／）．（This table was prepared January 2017．）

## Table 223.20. Average National Assessment of Educational Progress (NAEP) science scale scores of 4th- and 8th-grade public school students, by race/ethnicity and state: 2009, 2011, and 2015

[Standard errors appear in parentheses]

| State | 4th-graders |  |  |  |  |  | 8th-graders |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 | 2015 |  |  |  |  | 2009 | 2011 |  | 2015 |  |  |  |  |  |  |
|  |  | Total, all students | Race/ethnicity |  |  |  |  |  |  | Total, all students |  | Race/ethnicity |  |  |  |  |
|  |  |  | White | Black | Hispanic | Asian |  |  |  | White | Black | Hispanic |  | Asian |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | 9 |  |  |  | 10 | 11 | 12 | 13 |  | 14 |
| United States | 149 (0.3) | 153 (0.3) | 165 (0.3) | 132 (0.4) | 138 (0.7) | 168 (1.5) | 149 (0.3) | 151 | (0.2) | 153 | (0.3) | 165 (0.3) | 131 (0.5) | 139 (0.6) | 165 | (1.0) |
| Alabama | 143 (1.2) | 145 (1.4) | 158 (1.5) | 124 (1.8) | 129 (3.5) | $\ddagger$ (t) | 139 (1.1) | 140 | (1.4) | 141 | (1.2) | 154 (1.2) | 118 (1.7) | 131 (3.8) | $\ddagger$ | ( $\dagger$ |
| Alaska | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | 153 | (0.7) |  | ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) |  | ( $\dagger$ |
| Arizona | 138 (1.2) | 149 (1.4) | 166 (1.8) | 139 (3.7) | 137 (1.9) | $\ddagger \quad(t)$ | 141 (1.3) | 144 | (1.3) |  | (1.2) | 162 (1.4) | 131 (3.7) | 138 (1.4) | 169 | (3.4) |
| Arkansas | 146 (1.2) | 150 (1.1) | 159 (1.3) | 129 (2.2) | 141 (2.2) | $\ddagger$ ( $\dagger$ ) | 144 (1.3) | 148 | (1.1) | 148 | (1.0) | 159 (1.0) | 121 (2.5) | 141 (2.2) | $\ddagger$ | ( $\dagger$ |
| California | 136 (1.6) | 140 (1.7) | 161 (2.5) | 125 (5.0) | 128 (1.6) | 164 (4.1) | 137 (1.4) |  | (1.3) | 143 | (1.3) | 164 (1.8) | 130 (3.5) | 129 (1.3) | 164 | (2.6) |
| Colorado | 155 (1.2) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | 156 (1.0) | 161 | (1.3) |  | ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | - (t) | - | ( $\dagger$ ) |
| Connecticut | 156 (1.1) | 154 (1.1) | 165 (1.2) | 130 (2.8) | 135 (2.4) | 164 (4.0) | 155 (0.9) | 155 | (1.1) | 155 | (1.0) | 165 (0.9) | 131 (2.7) | 135 (2.2) | 169 | (3.9) |
| Delaware | 153 (0.5) | 150 (0.8) | 163 (0.9) | 134 (1.5) | 140 (1.9) | 171 (3.3) | 148 (0.6) | 150 | (0.6) | 149 | (0.7) | 162 (1.1) | 129 (1.3) | 142 (1.8) | 176 | (3.8) |
| District of Columbia | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | 112 | (1.0) |  | (t) | - ( $\dagger$ ) | - (t) | - (t) | - | ( $\dagger$ ) |
| Florida. | 151 (1.1) | 158 (1.2) | 169 (1.5) | 138 (1.6) | 156 (1.6) | $\ddagger \quad(t)$ | 146 (1.0) |  | (1.1) | 153 | (1.2) | 164 (1.3) | 135 (1.9) | 149 (1.8) | 171 | (4.7) |
| Georgia | 144 (1.1) | 152 (1.2) | 166 (1.2) | 135 (1.4) | 143 (2.6) | 175 (4.4) | 147 (1.0) | 151 | (1.4) | 152 | (1.2) | 165 (1.8) | 137 (1.4) | 148 (2.2) | 170 | (4.6) |
| Hawaii | 140 (1.2) | 146 (1.0) | 162 (2.1) | $\ddagger \quad(\dagger)$ | 142 (3.1) | 153 (1.5) | 139 (0.7) | 142 | (0.7) | 144 | (0.8) | 163 (1.8) | $\ddagger$ (t) | 152 (2.6) | 149 | (1.3) |
| Idaho | 154 (0.9) | 156 (0.8) | 161 (0.9) | $\ddagger \quad(\dagger)$ | 133 (1.9) | $\ddagger \quad$ ( $\dagger$ | 158 (0.9) | 159 | (0.7) | 160 | (0.8) | 165 (0.8) | $\ddagger$ (t) | 141 (1.8) | $\ddagger$ | ( $\dagger$ |
| Illinois | 148 (1.3) | 151 (1.1) | 166 (1.1) | 125 (2.4) | 137 (1.4) | 173 (2.7) | 148 (1.4) | 147 | (1.0) | 150 | (1.0) | 162 (1.1) | 126 (2.1) | 139 (1.6) | 163 | (3.3) |
| Indiana | 153 (1.0) | 159 (1.1) | 165 (1.2) | 132 (2.4) | 144 (2.4) | $\ddagger \quad(\dagger)$ | 152 (1.2) | 153 | (0.9) | 156 | (1.2) | 163 (1.0) | 126 (2.1) | 140 (2.7) | $\ddagger$ | ( $\dagger$ |
| lowa | 157 (0.9) | 159 (1.1) | 164 (1.1) | 134 (3.6) | 141 (2.2) | $\ddagger \quad(\dagger)$ | 156 (0.9) | 157 | (0.8) | 159 | (1.0) | 163 (1.0) | 133 (4.0) | 144 (2.5) | $\ddagger$ | ( $\dagger$ |
| Kansas | - (t) | 154 (1.4) | 162 (1.4) | 130 (3.3) | 139 (1.7) | 164 (5.6) | - (t) | 156 | (0.8) | 155 | (1.1) | 163 (1.0) | 126 (3.7) | 141 (2.6) | $\ddagger$ | ( $\dagger$ |
| Kentucky | 161 (1.1) | 160 (1.4) | 164 (1.4) | 138 (4.3) | 149 (3.9) | $\ddagger \quad(\dagger)$ | 156 (0.8) | 157 | (0.8) | 157 | (0.9) | 160 (1.1) | 134 (2.9) | 155 (3.4) | $\ddagger$ | ( $\dagger$ |
| Louisiana | 141 (1.4) | - (t) | - (t) | - (t) | - (t) | - (t) | 139 (1.7) | 143 | (1.7) |  | ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | - (t) | - | (t) |
| Maine | 160 (0.8) | 158 (0.9) | 159 (0.9) | 130 (4.2) | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(t)$ | 158 (0.8) | 160 | (0.5) | 160 | (0.6) | 161 (0.7) | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Maryland | 150 (1.1) | 153 (1.3) | 167 (1.6) | 133 (1.7) | 145 (2.6) | 175 (4.2) | 148 (1.1) | 152 | (1.2) | 155 | (1.2) | 168 (1.2) | 135 (1.9) | 145 (2.5) | 179 | (2.9) |
| Massachusetts | 160 (1.2) | 161 (1.3) | 169 (1.3) | 140 (3.1) | 140 (2.1) | 174 (3.0) | 160 (1.1) | 161 | (1.1) | 162 | (1.3) | 170 (1.3) | 134 (3.0) | 136 (2.6) | 174 | (3.5) |
| Michigan | 150 (1.2) | 154 (1.4) | 161 (1.3) | 123 (2.5) | 142 (3.6) | 169 (5.2) | 153 (1.4) | 157 | (1.0) | 155 | (1.2) | 164 (1.3) | 125 (1.9) | 142 (3.7) | 167 | (4.5) |
| Minnesota | 158 (1.1) | 157 (1.4) | 166 (1.1) | 125 (4.0) | 139 (3.8) | 148 (6.8) | 159 (1.0) | 161 | (1.0) | 162 | (1.0) | 171 (0.9) | 128 (3.0) | 139 (3.3) | 147 | (4.9) |
| Mississippi | 133 (1.2) | 140 (1.3) | 158 (1.2) | 123 (1.7) | 140 (3.5) | $\ddagger \quad(t)$ | 132 (1.2) | 137 | (1.3) | 140 | (1.4) | 158 (1.2) | 122 (1.7) | 141 (3.8) | $\ddagger$ | ( $\dagger$ |
| Missouri | 156 (1.4) | 155 (1.1) | 164 (1.1) | 123 (2.6) | 145 (3.7) | $\ddagger \quad(\dagger)$ | 156 (1.1) | 156 | (1.1) | 159 | (1.1) | 165 (1.0) | 132 (2.6) | 142 (3.5) | $\ddagger$ | ( $\dagger$ |
| Montana | 160 (0.8) | 159 (0.8) | 164 (0.8) | $\ddagger$ ( $\dagger$ ) | 146 (3.2) | $\ddagger \quad(\dagger)$ | 162 (0.7) | 163 | (0.7) | 161 | (0.6) | 166 (0.6) | $\ddagger$ ( $\dagger$ ) | 149 (3.1) | $\ddagger$ | ( $\dagger$ |
| Nebraska | - ( $\dagger$ ) | 162 (1.0) | 170 (1.0) | 136 (3.8) | 143 (1.8) | $\ddagger$ (t) | - (t) | 157 | (0.7) | 160 | (0.8) | 167 (0.9) | 138 (2.7) | 144 (1.6) | $\ddagger$ | ( $\dagger$ |
| Nevada | 141 (1.0) | 142 (1.2) | 155 (1.8) | 125 (3.0) | 133 (1.3) | 155 (3.0) | 141 (0.7) | 144 | (0.8) | 149 | (0.8) | 163 (1.4) | 130 (1.9) | 138 (1.3) | 162 | (2.8) |
| New Hampshire | 163 (0.8) | 165 (0.8) | 167 (0.9) | $\ddagger \quad(\dagger)$ | 146 (3.3) | 170 (3.6) | 160 (0.8) | 162 | (0.7) | 165 | (0.6) | 167 (0.7) | $\ddagger \quad(\mathrm{t})$ | 141 (2.6) | 165 | (5.7) |
| New Jersey | 155 (1.0) | 155 (1.4) | 167 (1.4) | 132 (2.0) | 139 (2.7) | 175 (4.5) | 155 (1.5) | 155 | (1.2) | 156 | (1.0) | 164 (1.0) | 136 (2.6) | 139 (2.0) | 173 | (2.0) |
| New Mexico | 142 (1.1) | 143 (0.9) | 161 (1.7) | 135 (4.2) | 137 (1.0) | $\ddagger$ ( $\dagger$ ) | 143 (1.4) | 145 | (0.8) | 143 | (0.8) | 162 (1.3) | $\ddagger$ (t) | 138 (0.9) | $\ddagger$ | ( $\dagger$ ) |
| New York | 148 (0.8) | 150 (1.1) | 164 (1.4) | 130 (2.0) | 135 (1.7) | 159 (4.0) | 149 (1.2) | 149 | (1.0) | 150 | (1.3) | 164 (1.3) | 129 (2.2) | 134 (1.8) | 158 | (3.4) |
| North Carolina | 148 (1.1) | 154 (1.1) | 167 (1.3) | 135 (1.6) | 141 (1.9) | 165 (5.6) | 144 (1.3) | 148 | (1.1) | 150 | (1.2) | 163 (1.2) | 128 (1.9) | 143 (2.0) | $\ddagger$ | ( $\dagger$ |
| North Dakota | 162 (0.6) | 161 (0.7) | 165 (0.7) | 140 (3.6) | 150 (3.2) | $\ddagger \quad(t)$ | 162 (0.5) | 164 | (0.7) | 161 | (0.6) | 166 (0.6) | 146 (4.5) | $141 \begin{array}{rrr}(3.9) \\ \text { (12) }\end{array}$ | $\ddagger$ | (t) |
| Ohio | 157 (1.2) | 157 (1.2) | 164 (1.2) | 127 (2.3) | 144 (6.3) | $\ddagger \quad(t)$ | 158 (1.0) | 158 | (1.0) | 157 | (1.8) | 165 (1.3) | 127 (3.2) | 142 3) | $\ddagger$ | ( $\dagger$ |
| Oklahoma | 148 (0.9) | 153 (0.9) | 160 (1.0) | 137 (1.8) | 140 (2.9) | $\ddagger \quad(\dagger)$ | 146 (0.9) | 148 | (1.1) | 151 | (1.1) | 158 (1.0) | 129 (2.4) | 138 (2.8) | $\ddagger$ | ( $\dagger$ |
| Oregon. | 151 (1.0) | 153 (1.2) | 162 (1.3) | $\ddagger \quad(\dagger)$ | 132 (1.5) | 163 (4.0) | 154 (1.0) | 155 | (0.9) | 156 | (1.0) | 163 (1.0) | 131 (4.1) | 138 (1.7) | 167 | (3.4) |
| Pennsylvania | 154 (1.4) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - (t) | 154 (1.1) | 151 | (1.3) |  |  | - ( $\dagger$ ) | - (t) | - (t) | - | ( $\dagger$ ) |
| Rhode Island | 150 (1.0) | 152 (0.9) | 162 (1.0) | 134 (2.6) | 131 (1.7) | 160 (4.8) | 146 (0.6) | 149 | (0.7) | 151 | (0.6) | 162 (0.8) | 130 (2.7) | 127 (1.7) | $\ddagger$ | ( $\dagger$ |
| South Carolina | 149 (1.2) | 155 (1.1) | 168 (1.4) | 135 (1.7) | 148 (2.6) | $\ddagger \quad(\dagger)$ | 143 (1.6) | 149 | (1.0) | 151 | (1.0) | 164 (1.2) | 131 (1.4) | 143 (2.8) | $\ddagger$ | ( $\dagger$ ) |
| South Dakota | 157 (0.6) | 157 (0.7) | 163 (0.7) | 142 (4.7) | 146 (2.8) | $\ddagger \quad(t)$ | 161 (0.6) | 162 | (0.5) | 160 | (0.7) | 166 (0.7) | $\ddagger \quad(\dagger)$ | 142 (3.6) | $\ddagger$ | ( $\dagger$ |
| Tennessee | 148 (1.2) | 157 (1.4) | 165 (1.3) | 135 (2.7) | 146 (2.3) | $\ddagger$ ( $\dagger$ ) | 148 (1.2) | 150 | (1.0) | 156 | (1.4) | 165 (1.1) | 130 (2.9) | 145 (2.8) |  | ( $\dagger$ |
| Texas | 148 (1.2) | 155 (1.9) | 173 (2.1) | 143 (2.2) | 146 (2.3) | 184 (3.4) | 150 (1.2) | 153 | (1.0) | 156 | (1.2) | 172 (1.3) | 140 (2.9) | 148 (1.5) | 178 | (3.9) |
| Utah | 154 (1.2) | 160 (1.1) | 166 (1.0) | $\ddagger \quad(\dagger)$ | 134 (2.4) | $\ddagger$ ( $\dagger$ ) | 158 (1.0) | 161 | (0.8) | 166 | (1.2) | 172 (0.9) | $\ddagger \quad(\dagger)$ | 144 (2.7) | $\pm$ | ( $\dagger$ |
| Vermont | - (t) | 163 (0.8) | 164 (0.8) | $\ddagger \quad(t)$ | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(t)$ | - (t) | 163 | (0.8) | 163 | (0.7) | 164 (0.7) | $\ddagger$ (t) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Virginia . | 162 (1.2) | 165 (1.6) | 175 (1.5) | 144 (2.2) | 151 (2.5) | 181 (2.8) | 156 (1.1) | 160 | (1.0) | 160 | (0.9) | 169 (0.9) | 139 (1.7) | 146 (2.1) | 171 | (2.4) |
| Washington | 151 (1.4) | 158 (1.5) | 167 (1.5) | 136 (3.9) | 138 (2.2) | 170 (4.7) | 155 (1.0) | 156 | (0.9) | 157 | (1.2) | 168 (1.4) | 134 (3.7) | 137 (1.6) | 165 | (3.5) |
| West Virginia | 148 (1.0) | 151 (0.9) | 152 (0.9) | 129 (5.4) | $\ddagger$ (t) | $\ddagger$ (t) | 145 (0.8) | 149 | (1.0) | 150 | (0.9) | 150 (0.9) | 137 (4.1) | $\ddagger$ ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Wisconsin | 157 (1.0) | 156 (0.9) | 165 (0.8) | 119 (3.3) | 140 (1.9) | 157 (4.0) | 157 (0.9) | 159 | (1.0) | 159 | (1.0) | 166 (0.9) | 120 (2.3) | 139 (2.5) | 162 | (5.5) |
| Wyoming ....... | 156 (0.7) | 161 (0.6) | 166 (0.7) | $\ddagger$ ( $\dagger$ ) | 147 (1.6) | $\ddagger$ (t) | 158 (0.7) | 160 | (0.5) |  | (0.6) | 164 (0.6) | $\ddagger$ (t) | 147 (1.8) | $\ddagger$ | ( $\dagger$ |
| Department of Defense dependents schools | 159 (0.6) | 166 (0.7) | 173 (0.9) | 148 (1.9) | 163 (1.5) | 167 (3.0) | 162 (0.7) | 161 | (0.8) | 166 | (0.8) | 173 (1.1) | 151 (2.0) | 162 (1.8) | 166 | (2.9) |

## -Not available.

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
NOTE: In 2011, only 8th-grade students were assessed in science. Scale ranges from 0 to 300. Includes students tested with accommodations (10 to 14 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (1 to 2 per-
cent of all students). Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not shown separately.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments, retrieved January 12, 2017, from the Main NAEP Data Explorer (http://nces.ed.gov/nations reportcard/naepdata). (This table was prepared January 2017.)

Table 223.30. Average National Assessment of Educational Progress (NAEP) science scale scores of 12th-graders with various attitudes toward science and percentage reporting these attitudes, by selected student characteristics: 2015
[Standard errors appear in parentheses]


Table 223.40. Average National Assessment of Educational Progress (NAEP) science scale scores and percentage distribution of 4th- and 8th-graders, by computer use and internet access at home and other selected characteristics: 2015
[Standard errors appear in parentheses]


See notes at end of table.

Table 223.40. Average National Assessment of Educational Progress (NAEP) science scale scores and percentage distribution of 4th- and 8th-graders, by computer use and internet access at home and other selected characteristics: 2015-Continued
[Standard errors appear in parentheses]

| Grade and selected characteristic | Percent of all students |  | Average science scale score ${ }^{1}$ |  |  |  |  |  |  |  |  |  | Percentage distribution of students |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | All students |  | Student uses a computer at home |  |  |  | Student has access to Internet at home ${ }^{2}$ |  |  |  | Student uses a computer at home |  |  |  | Student has access to Internet at home ${ }^{2}$ |  |  |  |
|  |  |  |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Grade 8 <br> All 8th-graders | 100 | ( $\dagger$ ) | 154 | (0.3) | 156 | (0.3) | 136 | (0.5) | 156 | (0.3) | 135 | (0.8) | 88 | (0.2) | 12 | (0.2) | 92 | (0.1) | 8 | (0.1) |
| Sex <br> Male $\qquad$ <br> Female $\qquad$ | $\begin{aligned} & 51 \\ & 49 \end{aligned}$ | $\begin{aligned} & (0.2) \\ & (0.2) \end{aligned}$ | $\begin{aligned} & 155 \\ & 152 \end{aligned}$ | $\begin{aligned} & (0.3) \\ & (0.4) \end{aligned}$ | $\begin{aligned} & 158 \\ & 155 \end{aligned}$ | $\begin{aligned} & (0.3) \\ & (0.4) \end{aligned}$ | $\begin{aligned} & 139 \\ & 134 \end{aligned}$ | $\begin{aligned} & (0.8) \\ & (0.9) \end{aligned}$ | $\begin{aligned} & 157 \\ & 154 \end{aligned}$ | $\begin{aligned} & (0.4) \\ & (0.4) \end{aligned}$ | $\begin{aligned} & 136 \\ & 134 \end{aligned}$ | $\begin{aligned} & (1.1) \\ & (1.0) \end{aligned}$ | $\begin{aligned} & 88 \\ & 89 \end{aligned}$ | $\begin{aligned} & (0.3) \\ & (0.2) \end{aligned}$ | 12 11 | $\begin{aligned} & (0.3) \\ & (0.2) \end{aligned}$ | $\begin{aligned} & 92 \\ & 92 \end{aligned}$ | $\begin{aligned} & (0.2) \\ & (0.2) \end{aligned}$ | 8 | $\begin{aligned} & (0.2) \\ & (0.2) \end{aligned}$ |
| Race/ethnicity White | 52 |  | 166 | (0.3) | 167 | (0.3) | 151 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .............................................. | 52 15 | (0.5) | 166 132 | (0.3) | 167 | (0.3) | 122 | (0.7) | 166 133 | $\begin{array}{r}(0.3) \\ (0.5) \\ \hline\end{array}$ | 154 112 | (0.9) | 92 84 | $(0.2)$ <br> $(0.5)$ | -8 | $(0.2)$ <br> $(0.5)$ | 93 91 | $(0.2)$ <br> $(0.4)$ | 7 | $(0.2)$ $(0.4)$ |
| Hispanic ............................................................................. | 24 | (0.4) | 140 | (0.5) | 142 | (0.5) | 130 | (1.2) | 142 | (0.5) | 121 | (1.5) | 82 | (0.4) | 18 | (0.4) | 90 | (0.4) | 10 | (0.4) |
| Asian ........................................... | 5 | (0.2) | 166 | (0.9) | 167 | (0.9) | 142 | (3.9) | 168 | (0.9) | 128 | (5.1) | 96 | (0.5) | 4 | (0.5) | 97 | (0.4) | 3 | (0.4) |
| Pacific Islander ................................... | \# | (t) | 138 | (2.5) | 144 | (3.1) | 112 | (6.1) | 141 | (2.9) | 119 | (4.6) | 80 | (2.9) | 20 | (2.9) | 84 | (2.4) | 16 | (2.4) |
| American Indian/Alaska Native .............. | 1 | (0.1) | 139 | (1.6) | 143 | (2.1) | 133 | (2.2) | 143 | (2.0) | 128 | (3.1) | 73 | (1.4) | 27 | (1.4) | 77 | (1.6) | 23 | (1.6) |
| Two or more races .............................. | 3 | (0.1) | 159 | (1.3) | 162 | (1.5) | 141 | (2.6) | 161 | (1.4) | 143 | (3.3) | 89 | (0.9) | 11 | (0.9) | 92 | (0.7) | 8 | (0.7) |
| English language learner (ELL) status ELL | 6 | (0.1) | 110 | (1.1) | 113 | (1.3) | 102 | (2.2) | 114 | (1.2) | 95 | (2.4) | 78 | (0.9) | 22 | (0.9) | 81 | (1.0) | 19 | (1.0) |
| Non-ELL ......................................................................... | 94 | (0.1) | 157 | (0.3) | 159 | (0.3) | 141 | (0.5) | 158 | (0.3) | 141 | (0.7) | 89 | (0.2) | 11 | (0.2) | 93 | (0.1) | 7 | (0.1) |
| Disability status ${ }^{3}$ Identified as student with disability (SD) Not identified as SD $\qquad$ | 12 88 | $\begin{aligned} & (0.1) \\ & (0.1) \end{aligned}$ | $\begin{aligned} & 124 \\ & 158 \end{aligned}$ | $\begin{aligned} & (0.6) \\ & (0.3) \end{aligned}$ | $\begin{aligned} & 127 \\ & 160 \end{aligned}$ | $\begin{aligned} & (0.7) \\ & (0.3) \end{aligned}$ | $\begin{aligned} & 114 \\ & 141 \end{aligned}$ | $\begin{aligned} & (1.4) \\ & (0.6) \end{aligned}$ | 127 159 | $\begin{aligned} & (0.6) \\ & (0.3) \end{aligned}$ | 106 143 | $\begin{aligned} & (1.4) \\ & (0.9) \end{aligned}$ | $\begin{aligned} & 82 \\ & 89 \end{aligned}$ | $\begin{aligned} & (0.5) \\ & (0.2) \end{aligned}$ | 18 11 | $\begin{aligned} & (0.5) \\ & (0.2) \end{aligned}$ | 85 93 | $\begin{aligned} & (0.6) \\ & (0.1) \end{aligned}$ | 15 7 | $\begin{aligned} & (0.6) \\ & (0.1) \end{aligned}$ |
| Percent of students in school eligible for free or reduced-price lunch - 25 percent eligible | 21 |  | 170 | (0.6) | 171 |  | 149 |  | 171 | (0.6) | 155 |  | 96 | (0.3) | 4 | (0.3) | 95 |  | 5 |  |
| 26-50 percent eligible .......................................... | 29 | (0.9) | 161 | (0.5) | 162 | (0.5) | 145 | (1.5) | 162 | (0.4) | 147 | (1.8) | 91 | (0.3) | 9 | (0.3) | 92 | (0.4) | 8 | $(0.3)$ $(0.4)$ |
| $51-75$ percent eligible .............................. | 25 | (1.0) | 150 | (0.6) | 152 | (0.6) | 140 | (1.0) | 151 | (0.6) | 135 | (1.2) | 85 | (0.5) | 15 | (0.5) | 91 | (0.3) | 9 | (0.3) |
| 76-100 percent eligible ....................... | 25 | (0.8) | 134 | (0.8) | 136 | (0.8) | 128 | (1.2) | 136 | (0.7) | 120 | (1.8) | 80 | (0.6) | 20 | (0.6) | 89 | (0.4) | 11 | (0.4) |
| School control ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ................................................. | 92 | (0.2) | 153 | (0.3) | 155 | (0.3) | 136 | (0.5) | 155 | (0.3) | 135 | (0.8) | 88 | (0.2) | 12 | (0.2) | 92 | (0.2) | 8 | (0.2) |
| Private .............................................. | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City .......... | 30 | (0.4) | 148 | (0.6) | 151 | (0.6) | 129 | (1.2) | 150 | (0.6) | 124 | (1.4) | 87 | (0.3) | 13 | (0.3) | 92 | (0.2) | 8 | (0.2) |
| Large .......................................... | 16 | (0.4) | 144 | (0.9) | 147 | (0.9) | 126 | (1.7) | 146 | (0.9) | 118 | (1.8) | 86 | (0.5) | 14 | (0.5) | 92 | (0.4) | 8 | (0.4) |
| Midsize ...................................... | 7 | (0.4) | 149 | (1.6) | 152 | (1.6) | 129 | (2.7) | 151 | (1.6) | 124 | (4.0) | 87 | (0.8) | 13 | (0.8) | 92 | (0.7) | 8 | (0.7) |
| Small | 8 | (0.4) | 156 | (1.3) | 158 | (1.2) | 136 | (2.6) | 157 | (1.2) | 138 | (2.9) | 89 | (0.8) | 11 | (0.8) | 93 | (0.4) | 7 | (0.4) |
| Suburb ........................................................................ | 41 | (0.4) | 158 | (0.4) | 160 | (0.4) | 137 | (0.9) | 159 | (0.5) | 138 | (1.3) | 91 | (0.2) | 9 | (0.2) | 94 | (0.2) | 6 | (0.2) |
| Large ....................................... | 35 | (0.5) | 158 | (0.5) | 160 | (0.5) | 136 | (1.1) | 159 | (0.5) | 139 | (1.4) | 91 | (0.3) | 9 | (0.3) | 93 | (0.3) | 7 | (0.3) |
| Midsize ............................................................................. | 4 | (0.4) | 154 | (1.9) | 157 | (1.9) | 138 | (3.3) | 156 | (2.0) | 131 | (3.6) | 88 | (1.0) | 12 | (1.0) | 94 | (0.6) | 6 | (0.6) |
| Small ......................................... | 2 | (0.3) | 159 | (3.4) | 161 | (3.7) | 141 | (3.4) | 160 | (3.4) | 143 | (6.1) | 90 | (1.4) | 10 | (1.4) | 94 | (0.8) | 6 | (0.8) |
| Town ........................................... | 11 | (0.3) | 154 | (0.7) | 156 | (0.7) | 141 | (1.4) | 155 | (0.6) | 141 | (1.8) | 85 | (0.6) | 15 | (0.6) | 91 | (0.4) | 9 | (0.4) |
| Fringe ...................................... | 3 | (0.3) | 157 | (1.7) | 158 | (1.6) | 143 | (3.8) | 158 | (1.7) | 140 | (3.4) | 88 | (1.0) | 12 | (1.0) | 93 | (0.5) | 7 | (0.5) |
| Distant ......................................................................... | 5 | (0.4) | 152 | (1.2) | 154 | (1.3) | 140 | (1.7) | 153 | (1.2) | 143 | (2.4) | 84 | (1.0) | 16 | (1.0) | 89 | (0.7) | 11 | (0.7) |
| Remote ..................................... | 3 | (0.2) | 154 | (1.4) | 156 | (1.2) | 142 | (4.2) | 155 | (1.3) | 139 | (2.8) | 85 | (1.2) | 15 | (1.2) | 90 | (0.6) | 10 | (0.6) |
| Rural ........................................... | 18 | (0.4) | 156 | (0.6) | 158 | (0.6) | 145 | (1.1) | 158 | (0.5) | 141 | (1.6) | 87 | (0.4) | 13 | (0.4) | 90 | (0.5) | 10 | (0.5) |
| Fringe ....................................... | 10 | (0.5) | 157 | (1.0) | 159 | (0.9) | 142 | (1.9) | 159 | (0.8) | 139 | (2.8) | 89 | (0.6) | 11 | (0.6) | 91 | (0.9) | 9 | (0.9) |
| Distant ......................................... | 6 | (0.3) | 156 | (0.9) | 158 | (1.0) | 150 | (1.5) | 158 | (0.9) | 144 | (1.9) | 84 | (0.7) | 16 | (0.7) | 89 | (0.7) | 11 | (0.7) |
| Remote ........................................ |  | (0.1) | 154 | (1.0) | 157 | (0.9) | 146 | (2.6) | 157 | (1.0) | 141 | (2.4) | 82 | (1.0) | 18 | (1.0) | 84 | (1.3) | 16 | (1.3) |

$\dagger$ Not applicable.
Reporting standards not met (too few cases for a reliable estimate)
Scale ranges from 0 to 300
"Access to the Internet" was one item on a list preceded by the question "Do you have the following in your home?" For each item, students could either select "Yes" or leave the item blank. Students who left "Access to the Internet" blank are counted The student with disabilitys at home Individualized Education Plan (IEP).

Based on a variable that includes five categories: Public, Other private, Catholic, Bureau of Indian Education, and Department of Defense. Bureau of Indian Education and Department of Defense were omitted from this table, and Other private and Catholic were collapsed to create the Private category.
NOTE: Includes students tested with accommodations ( 14 percent of all 4th-graders and 10 percent of all 8 th-graders); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations ( 1 percent of all students at both grades). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals SOURCE: U.S. Depa
ress (NAEP), 2015 Science Assessmen, National Center for Education from the Main NAEP Data Explorer (http://nces.ed.gov/ nationsreportcard/naepdata). (This table was prepared November 2016.)

Table 224.10. Average National Assessment of Educational Progress (NAEP) music and visual arts scale scores of 8th-graders, percentage distribution by frequency of instruction at their school, and percentage participating in selected musical activities in school, by selected characteristics: 2016
[Standard errors appear in parentheses]

| Selected characteristic | Average scale score ${ }^{1}$ |  |  |  | Percentage distribution of students by school-reported frequency of instruction ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Percent of students reporting participation in musical activities in school |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Music ${ }^{3}$ |  | Visual arts ${ }^{4}$ |  | Music |  |  |  |  |  |  |  |  |  | Visual arts |  |  |  |  |  |  |  |  |  | Play in band |  | Play in orchestra |  | Sing in chorus or choir |  |
|  |  |  | Subject not offered | Less than once a week |  | Once or twice a week |  | $\begin{array}{r} 3 \text { or } 4 \\ \text { times a week } \end{array}$ |  | Every day |  | Subject not offered |  | Less than once a week |  | Once or twice a week |  | $\begin{array}{r} 3 \text { or } 4 \\ \text { times a week } \end{array}$ |  | Every day |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| All students .. |  | (1.0) |  | (0.9) | 8 | (1.7) | 5 | (1.4) |  | (3.0) | 19 | (3.0) |  | (3.4) | 14 | (3.0) | 7 | (1.8) | 24 | (3.1) | 18 | (2.9) | 37 | (3.5) | 17 | (0.8) | 5 | (0.6) | 16 | (1.0) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 140 | (1.1) | 142 | (1.1) | 7 | (1.6) | 5 | (1.4) |  | (3.2) | 19 | (3.0) | 45 | (3.3) | 14 | (3.0) | 7 | (1.8) | 24 | (3.2) | 18 | (2.8) | 37 | (3.4) | 18 | (1.0) | 5 | (0.7) | 8 | (0.9) |
| Female ................................. |  |  |  | (1.0) | 9 | (1.9) | 5 | (1.3) |  | (2.8) | 19 | (3.1) |  | (3.5) | 14 | (3.0) | 7 | (1.8) | 23 |  | 19 | (2.9) | 37 | (3.7) | 16 | (1.2) | 6 | (0.7) | 24 | (1.3) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 158 | (1.2) | 158 | (1.1) | 8 | (2.2) | 4 | (1.6) | 27 | (4.2) | 19 | (4.2) | 42 | (4.2) | 13 | (3.9) | 8 | (2.6) | 28 | (4.2) | 17 | (3.5) | 34 | (4.4) | 19 | (1.3) | 5 | (0.9) | 19 | (1.5) |
| Black ..... | 129 | (2.0) | 128 | (2.0) | 9 | (3.8) | 10 | (3.7) | 21 | (4.2) | 16 | (4.2) | 43 | (5.0) | 20 | (5.5) | 7 | (2.9) | 17 | (3.7) | 19 | (4.5) | 37 | (4.9) | 12 | (1.6) | 4 | (1.0) | 16 | (1.5) |
| Hispanic | 135 | (1.2) | 139 | (1.3) | 9 | (2.5) | 4 | (1.6) | 17 | (3.0) | 17 | (3.3) | 53 | (3.8) | 15 | (3.5) | 5 | (1.7) | 18 | (3.1) | 17 | (3.3) | 44 | (3.9) | 15 | (1.2) | 5 | (0.8) | 10 | (1.1) |
| Asian ... | 163 | (2.5) | 167 | (2.6) | 2 | (1.2) | 4 | (2.4) | 22 | (5.4) | 34 | (6.2) | 38 | (6.2) | 4 | (1.7) | 6 | (2.5) | 26 | (5.6) | 32 | (5.8) | 32 | (5.5) | 17 | (2.5) | 15 | (2.5) | 13 | (2.3) |
| Pacific Islander ........................ | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native .... | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races .................... | 149 | (3.3) | 155 | (4.5) | 4 | (2.1) | 6 | (2.2) | 14 | (3.0) | 20 | (4.4) | 56 | (5.9) | 9 | (3.2) | 3 | (1.9) | 26 | (4.8) | 25 | (7.0) | 37 | (6.6) | 21 | (4.1) | 3 | (1.9) | 24 | (3.6) |
| Free or reduced-price lunch eligibility |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eligible ................................. | 134 | (1.1) | 137 | (1.2) | 9 | (2.1) | 5 | (1.7) | 20 | (3.3) | 17 | (3.2) | 48 | (4.0) | 18 | (3.8) | 5 | (1.6) | 18 | (3.4) | 17 | (3.1) | 42 | (4.5) | 15 | (1.0) | 4 | (0.7) | 14 | (1.2) |
| Not eligible .............................. | 160 | (1.1) | 159 | (1.2) | 6 | (1.8) | 4 | (1.7) | 22 | (3.5) | 22 | (4.3) | 47 | (4.2) | 12 | (3.9) | 9 | (2.8) | 24 | (4.0) | 20 | (3.9) | 36 | (3.8) | 19 | (1.4) | 7 | (1.1) | 18 | (1.5) |
| Unknown ................................. | 157 | (3.1) | 161 | (3.7) | 13 | (8.0) | 8 | ( $\dagger$ ) | 49 | (11.1) | 12 | (6.3) | 17 | (7.9) | , | ( $\dagger$ ) | 12 | (7.0) | 57 | (10.0) | 16 | (7.3) | 12 | (7.8) | 16 | (2.7) | 4 | (0.9) | 18 | (3.4) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ............ | 146 | (1.0) | 148 | (0.9) | 8 | (1.7) | 5 | (1.4) |  | (3.1) | 20 | (3.2) |  | (3.6) | 15 | (3.2) | 6 | (1.9) | 21 | (3.4) | 19 | (3.0) | 39 | (3.7) | 17 | (0.9) | 6 | (0.7) | 15 | (1.0) |
| Private .................................... | 160 | (2.6) | 164 | (3.2) | 14 | (8.5) |  | ( $\dagger$ ) |  | (10.8) | 8 | (4.5) |  | ( $\dagger$ ) |  |  |  | (8.2) |  | (10.2) | 11 | (5.8) | 6 | (1.3) | 16 | (2.9) | 3 | (0.8) | 23 | (4.3) |
| School location |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ............. | 140 | (1.9) | 145 | (1.8) | 7 | (2.8) | 6 | (2.8) | 25 | (4.4) | 18 | (4.7) | 43 | (5.1) | 13 | (3.6) | 2 | (1.7) | 29 | (4.1) | 19 | (4.6) | 36 | (4.6) | 13 | (1.1) | 6 | (0.9) | 14 | (1.4) |
| Suburban .................................. | 153 | (1.5) | 152 | (1.6) | 4 | (1.7) | 3 | (1.7) | 26 | (4.2) | 18 | (4.2) | 49 | (5.1) | 11 | (2.0) | 9 | (2.9) | 21 | (3.9) | 21 | (4.8) | 38 | (5.3) | 16 | (1.3) | 7 | (1.1) | 16 | (1.3) |
| Town ... | 143 | (4.4) | 147 | (3.6) | 25 | (11.3) | 4 | (0.7) | 8 | (1.8) | 31 | (12.1) | 32 | (9.2) | 26 | (12.9) | 8 | (5.2) | 19 | (9.4) | 12 | (7.8) | 34 | (9.0) | 22 | (5.2) | 1 | (0.4) | 19 | (4.2) |
| Rural .................................... | 149 | (2.1) | 148 | (2.0) | 14 | (5.7) | 7 | (3.6) | 18 | (4.8) | 18 | (6.7) | 43 | (7.6) | 17 | (8.5) | 9 | (5.6) | 24 | (7.8) | 13 | (5.7) | 37 | (8.3) | 21 | (2.0) | 2 | (0.8) | 19 | (2.8) |
| Region |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northeast | 152 | (2.3) | 160 | (1.4) | 3 | (0.4) | 9 | (5.4) |  | (11.2) | 25 | (8.3) | 2 | (1.1) | 8 | (1.0) | 11 | (5.9) | 54 | (8.8) | 22 | (6.1) | 4 | ( $\dagger$ ) | 17 | (1.8) | 8 | (2.8) | 24 | (2.7) |
| Midwest .... | 152 | (2.2) | 148 | (2.2) | 9 | (4.3) | 4 | (t) | 23 | (5.1) | 27 | (8.9) | 37 | (9.4) | 11 | (3.6) | 11 | (5.2) | 31 | (7.9) | 19 | (6.3) | 29 | (8.8) | 20 | (2.5) | 6 | (1.3) | 20 | (3.7) |
| South ....................................... | 146 | (1.6) | 146 | (1.7) | 10 | (3.6) | 6 | (1.9) | 15 | (4.4) | 11 | (3.5) | 58 | (5.8) | 16 | (6.6) | 6 | (2.7) | 14 | (5.2) | 12 | (4.0) | 52 | (6.1) | 17 | (1.3) | 5 | (0.5) | 14 | (0.9) |
| West ..................................... | 143 | (1.6) | 148 | (1.4) | 7 | (2.3) | 2 | (0.1) |  | (3.4) | 23 | (5.2) | 57 | (5.1) | 17 | (5.1) | 3 | ( $\dagger$ ) | 12 | (3.0) | 27 | (6.3) | 42 | (5.5) | 14 | (1.2) | 5 | (0.8) | 11 | (1.4) |
| Frequency of instruction ${ }^{2,5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Subject not offered ..................... | 133 | (3.3) | 139 | (2.6) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | (t) | $\dagger$ | (t) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | 13 | (2.9) | \# | (t) | 13 | (3.4) |
| Less than once a week ............... | 145 | (5.9) | 153 | (5.5) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | 14 | (2.7) | 3 | (1.2) | 19 | (5.0) |
| Once or twice a week ................. | 151 | (2.1) | 155 | (2.5) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | 18 | (1.7) | 6 |  | 20 | (2.2) |
| 3 or 4 times a week ..................... | 152 | (3.4) | 150 | (2.5) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | (t) | $\dagger$ | (t) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | 18 | (3.0) | 5 | (1.3) | 16 | (2.0) |
| Every day .................................. | 147 | (1.7) | 149 | (1.7) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | 17 | (1.2) | 5 | (0.6) | 14 | (1.1) |

## $\dagger$ Not applicable.

\#Rounds to zero.
Scale ranges from 0 to 300 for both music and visual arts.
${ }^{2}$ Based on principals' responses to the following question: "How often does a typical eighth-grade student in your school receive instruction in each of the following subjects?
${ }^{3}$ Students were asked to analyze, interpret, or critique a piece of music that they listened to or to describe the social, historical, or cultural context of a piece of music.
${ }^{4}$ Students were asked to analyze, describe, or judge works of art and design to show understanding of form, aesthetics, and
cultural or historical context.
${ }^{5}$ For columns $2,14,15$, and 16 , refers to music instruction. For column 3 , refers to visual arts instruction.
NOTE: Includes students tested with accommodations ( 10 percent of all 8 th-graders for visual arts and 11 percent for music); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations ( 2 percent of all 8 th-graders both for visual arts and for music). Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2016 Arts Assessment, retrieved May 11, 2017, from the Main NAEP Data Explorer (http://nces.ed.gov/ Progress (NAEP), 2016 Arts Assessment, retrieved May 11, 2017,
nationsreportcard/naepdata/). (This table was prepared May 2017.)

Table 224.70. Average National Assessment of Educational Progress (NAEP) technology and engineering literacy (TEL) scale score of 8th-graders, their scores on the three TEL content areas, and percentage attaining TEL achievement levels, by selected student and school characteristics: 2014
[Standard errors appear in parentheses]


Table 224.73. Average scale score of 8th-graders on the information and communication technology (ICT) content area of the National Assessment of Educational Progress (NAEP) technology and engineering literacy (TEL) assessment and percentage distribution of 8th-graders, by computer use and internet access at home and other selected characteristics: 2014
[Standard errors appear in parentheses]


## Rounds to zer

$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
'Scale ranges from 0 to 300. Information and communication technology (ICT) is one of three content areas on the TEL assessment. The ICT content area covers software and systems used for accessing, creating, and communicating information, and for facilitating creative expression
Aem, students could either select "Ys" a list preceded by the question "Do you have the following in your home?" For each " or leave the item blank. Students who left "Access to the Internet" blank are counted as having no internet access at home.
${ }^{3}$ The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP)
NOTE: Includes students tested with accommodations (10 percent of all 8th-graders), excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (1 percent of all 8th-graders). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational ProgData Explorer (http://nces.ed.gov/nationsreportcard/naepdata). (This table was prepared August 2016.)

Table 225.10. Average number of Carnegie units earned by public high school graduates in various subject fields, by sex and race/ethnicity: Selected years, 1982 through 2009 [Standard errors appear in parentheses]


See notes at end of table.

Table 225.10. Average number of Carnegie units earned by public high school graduates in various subject fields, by sex and race/ethnicity: Selected years, 1982 through 2009—Continued
[Standard errors appear in parentheses]

-Not available.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
${ }^{1}$ Includes occupational education in agriculture; business and marketing; communications and design; computer and information sciences; construction and architecture; engineering technologies; health sciences; manufacturing; repair and transportation; and personal, public, and legal services. Does not include general labor market preparation courses and family and consumer ${ }_{2}$ Includes general labor mark
Includes general skills, personal health and physical education, religion, military sciences, special education, and other courses
not included in other academic subject fields. Some personal-use courses are also included in the Career/technical (occupational) education column and the Labor market, family, and consumer education column.

Includes all science credits earned outside of biology, chemistry, and physics.
NOTE: The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1 -year course. Data
differ slightly from figures appearing in other NCES reports because of differences in taxonomies and case exclusion criteria. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not separately shown. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study
of 1980 Sophomores (HS\&B-So:80/82) "High School Transcript Study"; and 1987, 1990, 1994, 1998, High School Transcript Study (HSTS). (This table was prepared September 2011.)

Table 225.20. Average number of Carnegie units earned by public high school graduates in career/technical education courses in various occupational fields, by sex and race/ethnicity, and percentage distribution of students, by units earned: Selected years, 2000 through 2009
[Standard errors appear in parentheses]

| Graduation year, sex, and race/ethnicity | Total, all occupational education courses ${ }^{1}$ |  | Agriculture |  | Business and marketing |  | Communications and design |  | Computer and information sciences |  | Construction and architecture |  | Engineering technologies |  | Health sciences |  | Manufacturing |  | Repair and transportation |  | Personal, public, and legal services |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 2000 graduates |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Average units earned, all students ${ }^{2}$ | 2.86 | (0.105) | 0.25 | (0.029) | 0.82 | (0.041) | 0.30 | (0.016) | 0.27 | (0.021) | 0.14 | (0.018) | 0.20 | (0.020) | 0.15 | (0.019) | 0.24 | (0.021) | 0.18 | (0.015) | 0.32 | (0.018) |
| Units earned, by sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ................... | 3.24 | (0.133) | 0.34 | (0.041) | 0.71 | (0.043) | 0.28 | (0.018) | 0.33 | (0.026) | 0.25 | (0.035) | 0.34 | (0.034) | 0.07 | (0.013) | 0.40 | (0.035) | 0.33 | (0.028) | 0.18 | (0.015) |
| Female ...................................... | 2.48 | (0.086) | 0.16 | (0.022) | 0.91 | (0.042) | 0.32 | (0.017) | 0.21 | (0.020) | 0.02 | (0.003) | 0.06 | (0.008) | 0.22 | (0.026) | 0.10 | (0.011) | 0.03 | (0.004) | 0.46 | (0.027) |
| Units earned, by race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .... | 2.97 | (0.136) | 0.31 | (0.038) | 0.79 | (0.049) | 0.31 | (0.019) | 0.26 | (0.023) | 0.16 | (0.027) | 0.22 | (0.025) | 0.13 | (0.019) | 0.27 | (0.027) | 0.20 | (0.021) | 0.31 | (0.020) |
| Black .... | 2.74 | (0.143) | 0.11 | (0.027) | 0.98 | (0.068) | 0.29 | (0.026) | 0.24 | (0.024) | 0.08 | (0.017) | 0.15 | (0.029) | 0.17 | (0.022) | 0.17 | (0.023) | 0.11 | (0.016) | 0.44 | (0.050) |
| Hispanic ................................... | 2.64 | (0.152) | 0.13 | (0.020) | 0.86 | (0.083) | 0.29 | (0.024) | 0.26 | (0.021) | 0.09 | (0.018) | 0.14 | (0.019) | 0.24 ! | (0.100) | 0.17 | (0.027) | 0.15 | (0.017) | 0.31 | (0.029) |
| Asian/Pacific Islander .................... | 1.99 | (0.149) | 0.06 | (0.014) | 0.54 | (0.065) | 0.25 | (0.035) | 0.45 | (0.098) | 0.02 ! | (0.007) | 0.17 | (0.033) | 0.15 | (0.037) | 0.12 | (0.030) | 0.07 | (0.018) | 0.16 | (0.022) |
| American Indian/Alaska Native ......... | 3.23 | (0.380) | 0.37 ! | (0.131) | 0.80 | (0.088) | 0.24 | (0.050) | 0.32 | (0.072) | 0.08 ! | (0.029) | 0.20 ! | (0.067) | 0.11 | (0.030) | 0.49 ! | (0.160) | $\pm$ | ( $\dagger$ ) | 0.41 | (0.121) |
| Percentage distribution of students, by units earned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 units ........................................ | 11.1 | (0.79) | 88.3 | (0.86) | 49.0 | (1.83) | 74.5 | (1.29) | 75.7 | (1.61) | 93.1 | (0.51) | 85.8 | (1.10) | 89.4 | (1.28) | 83.6 | (0.98) | 90.7 | (0.61) | 74.5 | (1.34) |
| More than 0, but less than 1 ... | 7.9 | (0.57) | 2.3 | (0.37) | 12.1 | (1.18) | 8.9 | (0.72) | 8.7 | (1.22) | 1.8 | (0.26) | 3.4 | (0.44) | 5.6 | (1.22) | 5.4 | (0.53) | 2.7 | (0.43) | 11.8 | (1.01) |
|  | 22.1 | (0.77) | 4.5 | (0.37) | 22.7 | (0.91) | 12.1 | (0.72) | 11.9 | (0.94) | 3.0 | (0.33) | 7.5 | (0.67) | 2.3 | (0.32) | 7.0 | (0.61) | 3.5 | (0.38) | 8.6 | (0.64) |
| At least 2, but less than 3 ............... | 17.0 | (0.56) | 1.7 | (0.18) | 8.1 | (0.50) | 3.0 | (0.25) | 2.5 | (0.39) | 0.7 | (0.11) | 2.1 | (0.23) | 0.8 | (0.13) | 2.1 | (0.27) | 0.9 | (0.11) | 2.5 | (0.29) |
| 3 or more units ............................ | 41.8 | (1.53) | 3.3 | (0.44) | 8.1 | (0.63) | 1.6 | (0.20) | 1.1 | (0.20) | 1.4 | (0.21) | 1.3 | (0.18) | 1.9 | (0.39) | 1.9 | (0.26) | 2.1 | (0.21) | 2.6 | (0.22) |
| 4 or more units ..................... | 28.9 | (1.48) | 2.1 | (0.37) | 4.0 | (0.47) | 0.8 | (0.13) | 0.6 | (0.15) | 1.0 | (0.20) | 0.6 | (0.13) | 1.1! | (0.37) | 1.2 | (0.20) | 1.4 | (0.18) | 1.5 | (0.19) |
| 2005 graduates |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Average units earned, all students ${ }^{2}$ | 2.64 | (0.045) | 0.23 | (0.013) | 0.64 | (0.020) | 0.36 | (0.012) | 0.24 | (0.011) | 0.12 | (0.007) | 0.15 | (0.008) | 0.16 | (0.010) | 0.21 | (0.011) | 0.18 | (0.011) | 0.35 | (0.013) |
| Units earned, by sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ................... | 3.01 | (0.050) | 0.32 | (0.020) | 0.62 | (0.022) | 0.34 | (0.014) | 0.33 | (0.015) | 0.21 | (0.014) | 0.26 | (0.014) | 0.07 | (0.007) | 0.33 | (0.019) | 0.33 | (0.019) | 0.20 | (0.011) |
| Female ... | 2.29 | (0.049) | 0.15 | (0.011) | 0.66 | (0.023) | 0.38 | (0.014) | 0.15 | (0.010) | 0.03 | (0.003) | 0.05 | (0.005) | 0.25 | (0.016) | 0.10 | (0.008) | 0.03 | (0.005) | 0.49 | (0.018) |
| Units earned, by race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ............................... | 2.75 | (0.059) | 0.28 | (0.017) | 0.63 | (0.024) | 0.39 | (0.015) | 0.24 | (0.013) | 0.13 | (0.010) | 0.17 | (0.010) | 0.15 | (0.012) | 0.25 | (0.015) | 0.19 | (0.014) | 0.33 | (0.015) |
| Black .... | 2.58 | (0.074) | 0.10 | (0.018) | 0.80 | (0.041) | 0.28 | (0.019) | 0.23 | (0.021) | 0.11 | (0.012) | 0.11 | (0.015) | 0.25 | (0.023) | 0.11 | (0.013) | 0.13 | (0.023) | 0.45 | (0.030) |
| Hispanic. | 2.41 | (0.086) | 0.14 | (0.019) | 0.63 | (0.033) | 0.30 | (0.016) | 0.21 | (0.015) | 0.10 | (0.014) | 0.12 | (0.019) | 0.16 | (0.019) | 0.17 | (0.022) | 0.19 | (0.020) | 0.39 | (0.030) |
| Asian/Paciicic Islander | 1.94 | (0.116) | 0.06 ! | (0.019) | 0.49 | (0.045) | 0.32 | (0.040) | 0.36 | (0.032) | 0.04 | (0.010) | 0.13 | (0.021) | 0.10 | (0.022) | 0.13 | (0.024) | 0.09 | (0.018) | 0.21 | (0.020) |
| American Indian/Alaska Native ......... | 2.45 | (0.208) | 0.46 | (0.127) | 0.46 | (0.080) | 0.33 | (0.056) | 0.24 ! | (0.076) | 0.09 ! | (0.038) | 0.02 ! | (0.009) | 0.10 | (0.029) | 0.24 | (0.055) | 0.21 ! | (0.069) | 0.31 | (0.057) |
| Percentage distribution of students, by units earned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 units .................................... | 13.0 | (0.45) | 88.4 | (0.54) | 55.8 | (1.05) | 69.8 | (0.79) | 80.5 | (0.91) | 93.3 | (0.33) | 88.2 | (0.53) | 90.4 | (0.67) | 83.6 | (0.82) | 91.2 | (0.38) | 74.9 | (0.85) |
| More than 0 , but less than 1 ............. | 8.2 | (0.35) | 2.0 | (0.20) | 11.5 | (0.62) | 10.6 | (0.50) | 6.3 | (0.36) | 1.6 | (0.17) | 3.7 | (0.34) | 3.3 | (0.52) | 6.2 | (0.48) | 2.6 | (0.26) | 9.7 | (0.61) |
| At least 1, but less than 2 ................. | 22.0 | (0.41) | 4.8 | (0.28) | 20.7 | (0.65) | 14.2 | (0.59) | 9.5 | (0.62) | 2.9 | (0.20) | 5.7 | (0.28) | 2.9 | (0.21) | 6.4 | (0.35) | 2.8 | (0.17) | 9.6 | (0.47) |
| At least 2, but less than 3 ........... | 17.3 | (0.34) | 1.8 | (0.12) | 6.5 | (0.29) | 3.4 | (0.16) | 2.3 | (0.19) | 0.9 | (0.11) | 1.4 | (0.12) | 1.1 | (0.11) | 2.0 | (0.18) | 1.1 | (0.12) | 2.7 | (0.20) |
| 3 or more units ............................. | 39.5 | (0.76) | 3.0 | (0.21) | 5.4 | (0.32) | 2.1 | (0.17) | 1.4 | (0.12) | 1.2 | (0.12) | 1.0 | (0.13) | 2.2 | (0.19) | 1.8 | (0.16) | 2.3 | (0.20) | 3.0 | (0.20) |
| 4 or more units ............. | 26.5 | (0.67) | 1.9 | (0.16) | 2.7 | (0.20) | 0.9 | (0.09) | 0.6 | (0.09) | 0.8 | (0.09) | 0.5 | (0.08) | 1.1 | (0.13) | 0.8 | (0.11) | 1.5 | (0.16) | 1.7 | (0.15) |
| 2009 graduates |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Average units earned, all students ${ }^{2}$ $\qquad$ | 2.47 | (0.059) | 0.20 | (0.013) | 0.51 | (0.017) | 0.36 | (0.011) | 0.23 | (0.010) | 0.11 | (0.009) | 0.14 | (0.008) | 0.20 | (0.015) | 0.17 | (0.010) | 0.17 | (0.015) | 0.37 | (0.020) |
| Units earned, by sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male .................... | 2.77 | (0.068) | 0.27 | (0.020) | 0.52 | (0.020) | 0.35 | (0.012) | 0.31 | (0.013) | 0.20 | (0.015) | 0.24 | (0.013) | 0.09 | (0.010) | 0.26 | (0.017) | 0.32 | (0.027) | 0.22 | (0.013) |
| Female. | 2.19 | (0.055) | 0.14 | (0.009) | 0.50 | (0.018) | 0.38 | (0.013) | 0.16 | (0.009) | 0.03 | (0.004) | 0.05 | (0.005) | 0.31 | (0.021) | 0.09 | (0.007) | 0.03 | (0.005) | 0.51 | (0.028) |
| Units earned, by race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ................................. | 2.55 | (0.071) | 0.27 | (0.020) | 0.50 | (0.022) | 0.38 | (0.013) | 0.22 | (0.011) | 0.13 | (0.011) | 0.16 | (0.010) | 0.16 | (0.013) | 0.20 | (0.014) | 0.17 | (0.012) | 0.35 | (0.020) |
| Black ..... | 2.72 | (0.127) | 0.09 | (0.010) | 0.69 | (0.035) | 0.34 | (0.026) | 0.26 | (0.026) | 0.10 | (0.021) | 0.10 | (0.015) | 0.31 | (0.044) | 0.12 | (0.015) | 0.19 ! | (0.056) | 0.52 | (0.037) |
| Hispanic. | 2.31 | (0.101) | 0.14 | (0.018) | 0.43 | (0.027) | 0.34 | (0.015) | 0.23 | (0.025) | 0.08 | (0.011) | 0.10 | (0.009) | 0.24 | (0.031) | 0.13 | (0.013) | 0.20 | (0.026) | 0.43 | (0.044) |
| Asian/Paciicic Islander . | 1.63 | (0.074) | 0.03 | (0.009) | 0.42 | (0.054) | 0.26 | (0.026) | 0.27 | (0.024) | 0.04 | (0.009) | 0.13 | (0.034) | 0.20 | (0.048) | 0.08 | (0.012) | 0.07 | (0.015) | 0.14 | (0.020) |
| American Indian/Alaska Native ........ | 2.35 | (0.188) | 0.17 ! | (0.069) | 0.43 | (0.065) | 0.44 | (0.065) | 0.24 ! | (0.079) | $\ddagger$ | (t) | 0.07 ! | (0.028) | 0.12 ! | (0.050) | 0.30 | (0.071) | 0.19 ! | (0.068) | 0.26 | (0.057) |

[^51]Table 225.20. Average number of Carnegie units earned by public high school graduates in career/technical education courses in various occupational fields, by sex and race/ethnicity, and percentage distribution of students, by units earned: Selected years, 2000 through 2009-Continued
[Standard errors appear in parentheses]

| Graduation year, sex, and race/ethnicity | Total, all occupational education courses ${ }^{1}$ |  | Agriculture |  | Business and marketing |  | Communications and design |  | Computer and information sciences |  | Construction and architecture |  | Engineering technologies |  | Health sciences |  | Manufacturing |  | Repair and transportation |  | Personal, public, and legal services |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Percentage distribution of students, by units earned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 units ...................................... | 15.0 | (0.61) | 89.3 | (0.58) | 63.4 | (1.04) | 70.2 | (0.91) | 78.5 | (0.89) | 93.3 | (0.43) | 88.8 | (0.62) | 89.6 | (0.64) | 87.1 | (0.52) | 92.0 | (0.43) | 74.6 | (0.73) |
| More than 0, but less than 1 ............. |  | (0.33) | 2.1 | (0.26) | 10.1 | (0.51) | 10.2 | (0.55) | 8.3 | (0.64) | 1.7 | (0.18) | 2.8 | (0.24) | 2.3 | (0.28) | 4.5 | (0.30) | 2.0 | (0.21) | 9.2 | (0.40) |
| At least 1, but less than $2 . . . . . . . . . . . . . . . . ~$ | 23.0 | (0.59) | 4.3 | (0.32) | 17.0 | (0.60) | 13.8 | (0.53) | 10.1 | (0.50) | 2.9 | (0.23) | 6.1 | (0.51) | 4.1 | (0.44) | 5.6 | (0.31) | 2.8 | (0.20) | 10.2 | (0.45) |
| At least 2, but less than 3 ................. | 17.0 | (0.33) | 1.7 | (0.15) | 5.4 | (0.35) | 3.6 | (0.20) | 2.1 | (0.16) | 1.0 | (0.17) | 1.3 | (0.12) | 1.4 | (0.13) | 1.6 | (0.12) | 1.1 | (0.10) | 2.9 | (0.22) |
| 3 or more units ............................ | 36.2 | (1.02) | 2.7 | (0.24) | 4.1 | (0.23) | 2.2 | (0.13) | 1.1 | (0.14) | 1.1 | (0.11) | 0.9 | (0.09) | 2.6 | (0.25) | 1.3 | (0.15) | 2.1 | (0.24) | 3.2 | (0.24) |
| 4 or more units ........................ | 23.8 | (0.89) | 1.6 | (0.15) |  | (0.16) | 1.0 | (0.07) | 0.4 | (0.07) | 0.7 | (0.08) | 0.4 | (0.05) | 1.7 | (0.19) | 0.6 | (0.09) | 1.5 | (0.21) | 1.9 | (0.19) |

$\dagger$ Not applicable
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ Includes Carnegie units earned in all occupational education courses. This table does not include general labor market preparation courses and family and consumer sciences education courses.
${ }^{2}$ Total includes other racial/ethnic groups not separately shown.

NOTE: The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1 -year course. Data may differ from figures appearing in other NCES reports because of differences in course taxonomies and/or inclusion criteria. The analysis was restricted to graduates who attained either a standard or honors diploma and whose transcripts reflected a total of 16 or more Carnegie credits, with credits in English making up some part of the total. Race categories exclude persons of HisSOURCE: U.S. Department of Education, National Center for Education Statistics, 2000, 2005, and 2009 High School Transcript Study (HSTS). (This table was prepared September 2011.)

# Table 225.30. Percentage of public and private high school graduates taking selected mathematics and science courses in high school, by sex and race/ethnicity: Selected years, 1982 through 2009 

[Standard errors appear in parentheses]

| Course (Carnegie units) | 1982 |  | 1990 |  | 1994 |  | 1998 |  | 2000 |  | 2005 |  | 2009 |  |  |  |  |  |  |  |  |  | Race/ethnicityHispanic |  | Asian/Pacific Islander |  | American Indian/ Alaska Native |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total |  |  |  | Sex  <br> Male  |  |  |  |  |  | White |  | Black |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  |  |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| Mathematics ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Any mathematics ( $\geq 1.0$ ) ............. | 98.5 | (0.21) | 99.6 | (0.07) | 99.5 | (0.07) | 99.9 | (0.05) | 99.8 | (0.05) | 99.9 | (0.02) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
| Algebra I $(\geq 1.0)^{2} \ldots . . . . . . . . . . . . . . . .$. | 55.2 | (1.01) | 64.5 | (1.55) | 66.9 | (1.33) | 63.4 | (1.44) | 66.5 | (1.75) | 68.4 | (0.99) | 68.9 | (0.94) | 68.5 | (0.98) | 69.3 | (1.01) | 67.0 | (1.09) | 77.2 | (1.26) | 75.4 | (1.60) | 53.3 | (3.52) | 74.8 | (5.85) |
| Geometry ( $\geq 1.0$ ) ......... | 47.1 | (0.99) | 64.1 | (1.33) | 70.6 | (1.25) | 75.3 | (1.06) | 78.3 | (1.08) | 83.8 | (0.63) | 88.3 | (0.53) | 86.6 | (0.75) | 89.9 | (0.54) | 88.8 | (0.73) | 88.4 | (1.07) | 87.0 | (0.96) | 86.1 | (1.47) | 81.6 | (4.09) |
| Algebra II $(\geq 0.5)^{3}$................... | 39.9 | (0.93) | 48.8 | (1.39) | 61.5 | (1.38) | 61.7 | (1.77) | 67.6 | (1.43) | 70.3 | (1.01) | 75.5 | (0.92) | 73.5 | (1.09) | 77.6 | (0.91) | 77.1 | (1.09) | 70.5 | (1.68) | 71.1 | (1.83) | 82.8 | (2.57) | 66.3 | (4.12) |
| Trigonometry ( $\geq 0.5$ ) ............... | 8.1 | (0.54) | 18.2 | (1.28) | 11.8 | (1.16) | 8.9 | (1.06) | 7.9 | (1.33) | 8.4 | (0.88) | 6.1 | (0.77) | 5.8 | (0.78) | 6.4 | (0.81) | 7.1 | (1.01) | 3.2 | (0.55) | 3.6 | (0.69) | 8.5 | (1.96) | 6.5 | (1.84) |
| Analysis/precalculus ( $\geq 0.5$ ) ...... | 6.2 | (0.46) | 13.4 | (0.95) | 17.4 | (0.87) | 23.2 | (1.44) | 26.6 | (1.40) | 29.4 | (0.98) | 35.3 | (0.84) | 33.8 | (1.02) | 36.6 | (0.89) | 37.9 | (0.98) | 22.7 | (1.29) | 26.5 | (1.36) | 60.5 | (2.88) | 18.5 | (2.98) |
| Statistics/probability ( $\geq 0.5$ ) ....... | 1.0 | (0.16) | 1.0 | (0.21) | 2.0 | (0.33) | 3.7 | (0.54) | 5.7 | (0.85) | 7.7 | (0.53) | 10.8 | (0.49) | 10.7 | (0.51) | 10.9 | (0.58) | 11.6 | (0.64) | 7.9 | (1.04) | 7.5 | (0.77) | 17.6 | (1.69) | 5.9 ! | (2.07) |
| Calculus ( $\geq 1.0$ ) ..................... | 5.0 | (0.43) | 6.5 | (0.46) | 9.4 | (0.56) | 11.0 | (0.85) | 11.6 | (0.72) | 13.6 | (0.53) | 15.9 | (0.66) | 16.1 | (0.75) | 15.7 | (0.69) | 17.5 | (0.69) | 6.1 | (0.59) | 8.6 | (0.64) | 42.2 | (3.11) | 6.3 | (1.60) |
| AP/honors calculus ( $\geq 1.0)^{4} \ldots$ | 1.6 | (0.26) | 4.2 | (0.44) | 7.0 | (0.54) | 6.8 | (0.49) | 7.8 | (0.58) | 9.2 | (0.44) | 11.0 | (0.55) | 11.3 | (0.65) | 10.7 | (0.54) | 11.5 | (0.52) | 4.0 | (0.37) | 6.3 | (0.46) | 34.8 | (2.77) | 4.9 | (1.44) |
| Science ${ }^{1}$ <br> Any science ( $\geq 1.0$ ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 96.4 | (0.39) | 99.4 | (0.13) | 99.5 | (0.09) | 99.5 | (0.10) | 99.4 | (0.12) | 99.7 | (0.05) | 99.9 | (0.02) | 99.8 | (0.04) | 99.9 | (0.02) | 99.9 | (0.03) | 99.9 | (0.04) | 99.8 | (0.06) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
| Biology ( $\geq 1.0$ ) ....................... | 77.4 | (0.87) | 91.3 | (0.98) | 93.7 | (0.98) | 92.9 | (0.68) | 91.1 | (1.01) | 92.5 | (0.60) | 95.6 | (0.40) | 94.9 | (0.45) | 96.2 | (0.43) | 95.6 | (0.51) | 96.3 | (0.56) | 94.8 | (0.67) | 95.8 | (0.95) | 94.5 | (1.64) |
| AP/honors biology ( $\geq 1.0)^{4}$..... | 10.0 | (0.64) | 5.0 | (0.76) | 12.0 | (0.93) | 16.3 | (1.32) | 16.3 | (1.45) | 16.0 | (0.83) | 22.4 | (0.78) | 19.7 | (0.76) | 25.0 | (0.89) | 24.2 | (0.88) | 14.1 | (0.80) | 16.1 | (0.88) | 39.7 | (3.58) | 15.4 | (3.38) |
| Chemistry ( $\geq 1.0$ ) ................... | 32.1 | (0.84) | 49.2 | (1.22) | 56.1 | (1.01) | 60.5 | (1.29) | 61.8 | (1.48) | 66.4 | (0.94) | 70.4 | (0.75) | 67.4 | (0.95) | 73.4 | (0.76) | 71.5 | (0.87) | 65.3 | (1.80) | 65.7 | (1.41) | 84.8 | (1.72) | 44.5 | (4.78) |
| AP/honors chemistry ( $\geq 1.0)^{4}$ | 3.0 | (0.33) | 3.5 | (0.47) | 3.9 | (0.53) | 4.8 | (0.50) | 5.7 | (0.84) | 7.6 | (0.53) | 5.9 | (0.43) | 6.1 | (0.52) | 5.8 | (0.39) | 6.5 | (0.47) | 2.5 | (0.46) | 2.6 | (0.35) | 17.0 | (2.36) | 3.4 ! | (1.39) |
| Physics ( $\geq 1.0$ ) ......................... | 15.0 | (0.62) | 21.3 | (0.84) | 24.8 | (0.86) | 28.8 | (1.49) | 31.3 | (1.16) | 32.9 | (0.91) | 36.1 | (1.01) | 39.2 | (1.29) | 33.0 | (0.92) | 37.6 | (1.24) | 26.9 | (1.72) | 28.6 | (1.33) | 61.1 | (2.35) | 19.8 | (3.89) |
| AP/honors physics ( $\geq 1.0)^{4} \ldots$ | 1.2 | (0.17) | 2.0 | (0.38) | 2.7 | (0.34) | 3.0 | (0.37) | 3.9 | (0.60) | 5.3 | (0.33) | 5.7 | (0.46) | 7.7 | (0.63) | 3.7 | (0.38) | 6.1 | (0.54) | 2.5 | (0.39) | 3.4 | (0.39) | 15.1 | (2.51) | $\ddagger$ | ( $\dagger$ ) |
| Engineering ( $\geq 1.0$ ) ................. | 1.2 | (0.21) | 0.1 | (0.04) | 4.5 | (0.80) | 6.7 | (1.76) | 4.1 | (0.98) | 4.8 | (0.56) | 8.2 | (0.93) | 9.0 | (1.02) | 7.4 | (0.93) | 8.2 | (1.18) | 10.1 | (1.75) | 7.1 | (1.06) | 6.4 | (1.17) | 9.0 ! | (3.15) |
| Astronomy ( $\geq 0.5$ ) ..................... | 1.2 | (0.24) | 1.2 | (0.31) | 1.7 | (0.50) | 1.9 | (0.46) | 2.8 | (0.59) | 2.8 | (0.37) | 3.3 | (0.40) | 3.9 | (0.51) | 2.7 | (0.33) | 4.0 | (0.57) | 1.8 | (0.38) | 2.0 | (0.36) | 1.9 | (0.43) | 5.3 ! | (2.51) |
| Geology/earth science ( $\geq 0.5$ ) ... | 13.6 | (1.04) | 25.3 | (2.47) | 23.1 | (2.44) | 20.9 | (2.35) | 18.5 | (1.92) | 24.7 | (1.43) | 27.7 | (1.70) | 28.9 | (1.88) | 26.5 | (1.66) | 28.2 | (2.04) | 30.1 | (2.57) | 27.1 | (2.15) | 19.1 | (2.38) | 26.0 | (5.25) |
| Biology and chemistry ( $\geq 2.0)^{5}$.. | 29.3 | (0.83) | 47.8 | (1.23) | 53.8 | (1.18) | 59.1 | (1.22) | 59.2 | (1.50) | 64.3 | (0.97) | 68.3 | (0.77) | 65.0 | (0.91) | 71.4 | (0.84) | 68.9 | (0.93) | 64.3 | (1.74) | 64.2 | (1.45) | 82.7 | (1.93) | 43.9 | (4.77) |
| Biology, chemistry, and physics $(\geq 3.0)^{5}$ $\qquad$ | 11.2 | (0.51) | 18.7 | (0.71) | 21.4 | (0.83) | 25.6 | (1.34) | 25.0 | (1.10) | 27.4 | (0.89) | 30.1 | (0.87) | 31.9 | (1.08) | 28.3 | (0.85) | 31.4 | (1.04) | 21.9 | (1.48) | 22.7 | (1.19) |  | (2.77) | 13.6 | (2.87) |

## Notapplicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percen
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greate
${ }^{1}$ 'For each course category, percentages include only students who earned at least the number of credits shown in parentheses. ${ }^{2}$ Excludes prealgebra.
${ }^{4}$ For 2000 and later years, includes International Baccalaureate (IB) courses in addition to Advanced Placement (AP) and honors courses.
Percentages include only students who earned at least one credit in each of the indicated courses.

NOTE: For a transcript to be included in the analyses, it had to meet three requirements: (1) the student graduated with either a standard or honors diploma, (2) the student's transcript contained 16 or more Carnegie units, and (3) the student's transcript contained more han 0 Carnegie units in English courses. The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1 -year course ( $0.5=$ one semester; $1.0=$ one academic year). Data differ slightly from figures appearing in other National Center for Education Statistics reports because of differences in taxonomies and case exclusion criSome data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Stuay
of 1980 Sophomores (HS\&B-So:80/82), "High School Transcript Study"; and 1990, 1994, 1998, 2000, 2005, and 2009 High School Transcript Study (HSTS). (This table was prepared October 2012.)

Table 225.40. Percentage of public and private high school graduates taking selected mathematics and science courses in high school, by selected student and school characteristics: Selected years, 1990 through 2009
[Standard errors appear in parentheses]

|  | Mathematics |  |  |  |  |  |  |  |  |  |  |  | Science |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and student or school characteristic | Algebra $1^{1,2}$ |  | Geometry ${ }^{1}$ |  | Algebra II/ trigonometry ${ }^{3}$ |  | Analysis/ precalculus ${ }^{3}$ |  | Statistics/ probability ${ }^{3}$ |  | Calculus ${ }^{1}$ |  | Biology ${ }^{1} \quad$ Chemistry ${ }^{1}$ |  |  |  | Physics ${ }^{1}$ |  | Biology and chemistry ${ }^{4}$ |  | Biology, chemistry, and physics ${ }^{5}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 1990 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ${ }^{6}$. | 64.5 | (1.55) | 64.1 | (1.33) | 53.6 | (1.32) | 13.4 | (0.95) | 1.0 | (0.21) | 6.5 | (0.46) | 91.3 | (0.98) | 49.2 | (1.22) | 21.3 | (0.84) | 47.8 | (1.23) | 18.7 | (0.71) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male $\qquad$ Female | 62.0 66.7 | $\left(\begin{array}{l}1.57) \\ (1.69)\end{array}\right.$ | 63.0 65.0 | $\left(\begin{array}{l}1.57) \\ (1.31)\end{array}\right.$ | 51.8 55.2 | $\left(\begin{array}{l}1.44) \\ 1.45)\end{array}\right.$ | $\begin{aligned} & 14.1 \\ & 12.8 \end{aligned}$ | $\left.\begin{array}{l} 1.14) \\ (0.94 \end{array}\right)$ | $\begin{aligned} & 1.2 \\ & 0.8 \end{aligned}$ | $\binom{0.27}{(0.20}$ | $\begin{aligned} & 7.6 \\ & 5.6 \end{aligned}$ | $\begin{aligned} & (0.64) \\ & (0.37) \end{aligned}$ | $\begin{aligned} & 90.0 \\ & 92.5 \end{aligned}$ | $(1.09)$ $(0.94)$ | $\begin{aligned} & 48.1 \\ & 50.2 \end{aligned}$ | $\left.\begin{array}{l} 1.40 \\ 1.29 \end{array}\right)$ | 25.1 17.7 | $\binom{0.95}{0.87}$ | $\begin{aligned} & 46.6 \\ & 48.9 \end{aligned}$ | $\binom{1.40}{1.30}$ | 21.8 16.0 | $\left.\begin{array}{l} (0.82 \\ (0.76 \end{array}\right)$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 64.6 | (1.83) | 66.4 | (1.43) | 56.9 | (1.53) | 14.9 | (1.04) | 1.0 | (0.22) | 6.9 | (0.53) | 91.5 | (1.06) | 51.8 | (1.33) | 22.8 | (0.91) | 50.5 | (1.35) | 20.5 | (0.82) |
| Black ........................................... | 65.1 | (2.42) | 56.3 | (2.58) | 43.9 | (2.77) | 6.2 | (0.96) | 1.1 ! | (0.44) | 2.8 | (0.55) | 91.3 | (2.19) | 40.3 | (2.19) | 14.5 | (1.85) | 39.5 | (2.24) | 12.0 | (1.23) |
| Hispanic .......................................... | 64.8 | (2.75) | 54.1 | (2.89) | 39.9 | (2.80) | 7.1 | (0.82) | $\ddagger$ | (t) | 3.8 | (0.67) | 90.2 | (1.40) | 38.3 | (2.90) | 12.7 | (1.33) | 36.4 | (2.70) | 10.0 | (1.21) |
| Asian/Pacific Islander ........................ | 63.5 | (3.01) | 71.5 | (2.90) | 69.3 | (5.51) | 25.2 | (6.54) | $\pm$ | (t) | 18.4 | (3.23) | 90.2 | (2.73) | 63.5 35 | (4.01) | 38.0 | (3.36) | 60.0 | (3.45) | 33.4 | (2.56) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student with disabilities (SD) status SD ${ }^{7}$ Non-SD | 20.6 65.4 | $\begin{aligned} & (3.09) \\ & (1.59) \end{aligned}$ | $\begin{aligned} & 11.8 \\ & 65.1 \end{aligned}$ | $\begin{aligned} & (2.42) \\ & (1.32) \end{aligned}$ | $\begin{array}{r} 8.3 .3 \\ 54.5 \end{array}$ | $\left.\begin{array}{l} (2.04) \\ 1.35 \end{array}\right)$ | $13 .{ }^{\ddagger}$ | $\left(\begin{array}{c} \left(\begin{array}{l} ( \end{array}\right) \\ (0.97) \end{array}\right.$ | 1.0 | $\left(\begin{array}{c} \binom{(t)}{(0.21} \end{array}\right.$ | 6.7 | $\begin{aligned} & (0.47) \end{aligned}$ | $\begin{aligned} & 65.0 \\ & 91.8 \end{aligned}$ | $\begin{aligned} & (4.73) \\ & 0.92 \end{aligned}$ | $\begin{array}{r} 7.7 \\ 50.0 \end{array}$ | $\left.\begin{array}{l} 1.53 \\ 1.24 \end{array}\right)$ | $21.6$ | $\begin{gathered} \binom{\dagger}{(0.84} \end{gathered}$ | 48.6 | $\left(\begin{array}{l} (\dagger) \\ (1.23) \end{array}\right.$ | $19.1$ | $(0.71)$ |
| English language learner (ELL) status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ELL | 57.7 | (5.79) | 42.2 | (6.30) | 37.1 | (6.64) | ${ }_{13}^{\ddagger}$ | ( ${ }_{(0)}^{\text {( }}$ | $\ddagger$ | $\left(\begin{array}{c} (t) \\ (0) \end{array}\right.$ | $\ddagger$ | ( ${ }_{(0)}^{\text {( }}$ | 70.5 91.4 | (4.66) | $\stackrel{\ddagger}{\ddagger}$ | $\left(\begin{array}{l} (t) \\ \hline 10 \end{array}\right.$ | $\stackrel{\ddagger}{\ddagger}$ | ( ${ }_{(+)}$ | ${ }^{\ddagger}$ | ${ }_{(12+)}^{(+)}$ | ¢ $\ddagger$ | $\left.\begin{array}{c} \dagger \\ \\ \\ \hline 71 \end{array}\right)$ |
| Non-ELL ........................................... | 64.5 | (1.56) | 64.2 | (1.34) | 53.7 | (1.34) | 13.4 | (0.95) | 1.0 | $(0.21)$ | 6.6 | (0.47) | 91.4 | (0.98) | 49.3 | (1.23) | 21.3 | (0.84) | 48.0 | (1.23) | 18.8 | $(0.71)$ |
| School type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Traditional public $\qquad$ <br> Public charter $\qquad$ | 62.9 | (1.66) | 61.9 | (1.41) | ${ }^{51.4}$ | (1.32) | 12.2 | (1.11) | 0.8 | (0.20) | 6.2 | $(0.48)$ | 90.7 | (1.08) | 47.4 | (1.32) | 20.2 | (0.86) | 46.0 | ${ }_{(1.33)}^{(\dagger)}$ | 17.8 | (0.71) |
| Private ........................................................ | 79.9 | (2.22) | 85.5 | (1.98) | 75.5 | (3.55) | 25.3 | (3.44) |  | (1.03) |  | (1.33) | 97.2 | (0.55) |  | (2.71) | 31.4 | (2.30) | 65.2 | (2.67) | 28.2 | (2.07) |
| Percentage of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0-25 percent ...................................... | 64.9 | (2.16) | 67.4 | (1.67) | 57.8 | (2.05) | 15.3 | (1.38) | 1.1 | (0.31) | 7.5 | (0.70) | 92.4 | (1.09) | 54.0 | (1.60) | 22.8 | (1.27) | 52.8 | (1.59) | 21.0 | (1.12) |
| 26-50 percent .................................... | 60.6 | (3.97) | 45.4 | (2.90) | 44.6 | (2.74) | 5.5 | (1.43) | $\pm$ | $\binom{t}{+}$ | 3.8 | (0.89) | 88.8 | (4.60) | 36.5 | (3.08) | 15.3 | (2.08) | 35.5 | (3.33) | 12.8 | (1.71) |
| 51-75 percent <br> 76-100 percent | 74.2 96.0 | (7.31) | 56.0 89.4 | $(14.72)$ $(0.92)$ | 40.1 78.7 | (5.12) | 5.6 | $\begin{array}{r} (1.54) \\ (\dagger) \end{array}$ | \# | $\left.\begin{array}{c} (t) \\ +\dagger \end{array}\right)$ | $\ddagger$ |  | 93.6 99.0 | (2.87) | 33.5 $\ddagger$ | (4.28) ${ }_{( }$ | 12.7 $\ddagger$ | $\begin{array}{r} (3.12 \\ (+) \\ \hline \end{array}$ | 33.0 $\ddagger$ | $\left.\begin{array}{c} (4.42 \\ (\dagger) \end{array}\right)$ | 11.7 | $\xrightarrow{(2.83)}$ |
| 2000 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ${ }^{6}$. | 66.5 | (1.75) | 78.3 | (1.08) | 68.3 | (1.45) | 26.6 | (1.40) | 5.7 | (0.85) | 11.6 | (0.72) | 91.1 | (1.01) | 61.8 | (1.48) | 31.3 | (1.16) | 59.2 | (1.50) | 25.0 | (1.10) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Memale ..................................................................... | 68.0 | (1.87) | 81.4 | (1.01) | 71.1 | (1.69) | 27.8 | (1.61) | 5.6 | $\begin{aligned} & 0.97 \\ & (0.85) \end{aligned}$ | 11.1 | $(0.77)$ | ${ }_{93.2}^{88.9}$ | (0.82) | 65.5 | $(1.42)$ | 28.9 | (1.22) | 63.6 | $(1.76)$ | 23.9 | $\left(\begin{array}{l} 1.23 \\ (1.14) \end{array}\right.$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ..... | 65.1 | (2.08) | 79.2 | (1.21) | 69.6 | (1.57) | 28.1 | (1.74) |  | (1.00) | 12.5 | (0.77) | 91.7 | (1.15) | 62.9 59 | (1.66) | 32.3 | (1.34) | 60.1 | (1.72) | 25.6 | (1.20) |
| Black .... Hispanic | 70.1 73.2 | (3.20) | 77.8 72.6 | $\left(\begin{array}{l}1.93) \\ 3.30 \\ \hline\end{array}\right.$ | 64.7 60.0 | $(2.32$ <br> 5.06 | 16.1 19.3 | $\left(\begin{array}{l}1.52 \\ (2.95) \\ \hline\end{array}\right.$ | 3.7 2.3 | $1.24)$ <br> $(0.52)$ | 4.6 5.6 | $(0.55)$ <br> 0.86 | 92.4 87.8 | (1.09) <br> $(2.69$ | 59.5 52.0 | $\binom{2.38)}{4.13}$ | 23.1 23.1 | (1.97) | 57.8 50.3 | $\left(\begin{array}{l}2.31 \\ 4.30\end{array}\right.$ | 20.0 17.7 | ( $\begin{aligned} & 1.76 \\ & (2.19\end{aligned}$ |
| Asian/Pacific Islander. | 58.1 | (3.28) | 81.3 | (2.03) | 81.3 | (2.00) | 48.7 | (2.79) | 11.4 | (2.44) | 30.4 | (5.02) | 87.8 | 3.20) | 75.1 | (2.89) | 53.8 | (2.80) | 70.6 | (3.03) | 47.0 | (2.70) |
| American Indian/Alaska Native ............. | 68.7 | (5.80) | 65.0 | (6.18) | 60.3 | (5.51) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ | 88.4 | (2.88) | 43.6 | (4.03) |  | ( $\dagger$ ) | 39.4 | (3.81) | $\ddagger$ | ( $\dagger$ ) |
| Student with disabilities (SD) status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { SDT } \\ & \text { Non- } \\ & \hline \text { D } \end{aligned}$ | $\begin{aligned} & 45.2 \\ & 67.3 \end{aligned}$ | $\left(\begin{array}{l} (2.96) \\ (1.77) \end{array}\right.$ | $\begin{aligned} & 36.1 \\ & 79.9 \end{aligned}$ | $\left(\begin{array}{l}(2.90) \\ (1.08)\end{array}\right.$ | 22.9 70.1 | $\left.\begin{array}{l} (2.88) \\ 1.46 \end{array}\right)$ | $\begin{array}{r} 67.7! \\ \hline \end{array}$ | $\left(\begin{array}{l} 2.23 \\ (1.43) \end{array}\right.$ | 5.9 | $(\dagger)$ $(0.87)$ | 11.9 | $\left(\begin{array}{c} (t) \\ (0.74) \end{array}\right.$ | $\begin{aligned} & 72.0 \\ & 91.9 \end{aligned}$ | $\begin{aligned} & (2.71) \\ & (1.02) \end{aligned}$ | 21.2 63.4 | $\left(\begin{array}{l} 2.88) \\ (1.47) \end{array}\right.$ | $\begin{aligned} & 13.6 \\ & 32.0 \end{aligned}$ | $\binom{2.63}{1.18}$ | 19.9 60.7 | $\binom{(2.84)}{1.51}$ | $\begin{array}{r} 7.9! \\ 25.7 \end{array}$ | $\binom{2.45)}{(1.11}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ELL | 62.3 | (5.71) | 57.8 | (4.11) | 45.8 | (4.82) | 15.0 | (2.20) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | 73.4 | (7.02) | 34.9 | (4.50) | 20.8 | (4.16) | 31.3 | (4.97) | 11.2 | (2.53) |
|  | 66.5 | (1.75) | 78.5 | (1.07) | 68.6 | (1.44) | 26.7 | (1.41) | 5.7 | (0.86) | 11.6 | (0.73) | 91.3 | (0.98) | 62.1 | (1.47) | 31.4 | (1.18) | 59.5 | (1.50) | 25.2 | (1.11) |
| School type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Traditional public .............................. | 65.3 | (1.76) | 77.0 | (1.20) | 67.1 | (1.57) | 24.1 | (1.43) |  | (0.85) |  |  |  |  | 59.5 |  | 30.0 |  | 56.8 |  | 23.5 | (1.10) |
| Public charter <br> Private | 79.1 | $\left(\begin{array}{l}\text { ( }\end{array}\right.$ $(3.29)$ | 92.3 | $\left(\begin{array}{l}\text { ( }\end{array}\right)$ $(2.52)$ | 81.9 | ( ${ }_{\text {( }}$ ( (6.49) | 53.8 | ( $\dagger$ ( (5.88) | $\overline{7.8}$ ! | ( $\begin{array}{r}\text { ( } \dagger \text { ) } \\ \text { (3) }\end{array}$ | 18.2 | $\left(\begin{array}{r}\text { ( }\end{array}\right)$ $(3.99)$ | 98.2 | $\left({ }^{(t}\right)$ $(0.53)$ | $86 . \overline{6}$ | $\left(\begin{array}{r}\text { ( }\end{array}\right.$ $(3.88)$ | 45.1 | (7.62) | 85.4 | (3.87) | 41.5 | ( $(7.38)$ $($ |
| Percentage of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0-25 percent ................................. | 66.8 | (2.64) | 80.3 | (1.47) | 68.1 | (2.36) | 29.6 | (2.41) | 6.5 | (1.53) | 13.4 | (1.32) | 91.4 | (1.53) | 65.2 | (2.51) | 34.5 | (2.05) | 61.9 | (2.59) | 28.6 | (1.83) |
| 26-50 percent ................................... | 64.8 | (3.65) | 72.5 | (2.90) | 67.2 | (1.86 | 19.1 | (2.12) | 3.5 | (1.00) | 8.8 | (1.09) | 93.4 | (1.49) | 56.0 | (2.10) | 26.3 | (2.50) | 55.0 | (2.15) | 19.1 | (1.19) |
| 51-75 percent $76-100$ percent ............................................................ | 72.7 81.7 | $\binom{3.97}{(3.87)}$ | 77.5 83.1 | $(3.48)$ $(5.61)$ | 66.7 68.1 | $(5.53)$ $(9.69)$ | 18.0 23.9 | $\binom{2.97}{(4.40}$ | 3.4 ! | (1.62) | 4.8 5.4 | $\left(\begin{array}{l}1.11 \\ (1.05)\end{array}\right.$ | 90.8 91.4 | $(3.02)$ $(5.08)$ | 58.9 60.8 | $(3.11$ 9.48) | 22.5 35.0 | $(1.75)$ $(6.03)$ | 57.4 59.5 | (3.47) $(9.38)$ | 17.5 26.1 | $1.85)$ $(5.80)$ |

[^52]Table 225.40. Percentage of public and private high school graduates taking selected mathematics and science courses in high school, by selected student and school characteristics: Selected years, 1990 through 2009-Continued

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{2}{*}{Year and student or school characteristic} \& \multicolumn{12}{|c|}{Mathematics} \& \multicolumn{10}{|c|}{Science} <br>
\hline \& \multicolumn{2}{|r|}{Algebra $1^{1,2}$} \& \multicolumn{2}{|r|}{Geometry ${ }^{1}$} \& \multicolumn{2}{|l|}{Algebra II/ trigonometry ${ }^{3}$} \& \multicolumn{2}{|r|}{Analysis/ precalculus ${ }^{3}$} \& \multicolumn{2}{|r|}{Statistics/ probability ${ }^{3}$} \& \multicolumn{2}{|r|}{Calculus ${ }^{1}$} \& \multicolumn{2}{|r|}{Biology ${ }^{1}$} \& \multicolumn{2}{|r|}{Chemistry ${ }^{1}$} \& \multicolumn{2}{|r|}{Physics ${ }^{1}$} \& \multicolumn{2}{|l|}{Biology and chemistry ${ }^{4}$} \& \multicolumn{2}{|l|}{Biology, chemistry, and physics ${ }^{5}$} <br>
\hline 1 \& \& 2 \& \& 3 \& \& 4 \& \& 5 \& \& 6 \& \& 7 \& \& 8 \& \& 9 \& \& 10 \& \& 11 \& \& 12 <br>
\hline \multicolumn{23}{|l|}{2005} <br>
\hline Total ${ }^{6}$ \& 68.4 \& (0.99) \& 83.8 \& (0.63) \& 71.3 \& (0.97) \& 29.4 \& (0.98) \& 7.7 \& (0.53) \& 13.6 \& (0.53) \& 92.5 \& (0.60) \& 66.4 \& (0.94) \& 32.9 \& (0.91) \& 64.3 \& (0.97) \& 27.4 \& (0.89) <br>
\hline \multicolumn{23}{|l|}{} <br>
\hline Female ........................................................................ \& 69.8 \& (1.06) \& 81.9
85.6 \& (0.66) \& 74.4 \& (0.98) \& 30.8 \& $$
\left(\begin{array}{l}
1.02 \\
(1.05)
\end{array}\right.
$$ \& 7.8 \& $$
\left(\begin{array}{l}
(0.57) \\
(0.55)
\end{array}\right.
$$ \& 13.2 \& $$
\left(\begin{array}{l}
(0.62) \\
(0.58)
\end{array}\right.
$$ \& 93.9 \& $$
\left(\begin{array}{l}
(0.68) \\
(0.58)
\end{array}\right.
$$ \& 70.0 \& $$
\binom{1.08)}{0.99}
$$ \& 34.9
31.0 \& $$
\binom{(0.90)}{1.09}
$$ \& $$
\begin{aligned}
& 60.3 \\
& 68.0
\end{aligned}
$$ \& $$
\left(\begin{array}{l}
(1.08) \\
1.03)
\end{array}\right.
$$ \& $$
\begin{aligned}
& 8.2 \\
& 26.5
\end{aligned}
$$ \& $$
\left(\begin{array}{l}
0.86 \\
(1.10)
\end{array}\right.
$$ <br>
\hline \multicolumn{23}{|l|}{Race/ethnicity} <br>
\hline White .......... \& 66.8 \& (1.17) \& 83.9 \& (0.79) \& 72.4 \& (1.17) \& 32.0 \& (1.18) \& 8.5 \& (0.65) \& 15.3 \& (0.61) \& 92.8 \& (0.67) \& 67.4 \& (1.06) \& 34.8 \& (0.87) \& 65.3 \& (1.10) \& 29.0 \& (0.85) <br>
\hline Black ,.............................................. \& 75.4 \& (1.60) \& 85.0 \& (1.04) \& 69.3 \& (1.63) \& 17.9 \& (1.61) \& 5.8 \& (0.83) \& 5.5 \& (0.53) \& 93.7 \& (0.60) \& 63.6 \& 1.61) \& 25.8 \& (2.31) \& 62.0 \& 1.60) \& 21.3 \& (2.25) <br>
\hline Hispanic ...................................... \& 70.2 \& (1.79) \& 81.0 \& (1.16) \& 63.1 \& 1.55) \& 20.4 \& (1.42) \& 3.4 \& (0.48) \& 6.4 \& (0.63) \& 89.2 \& (1.22) \& 59.3 \& 2.09) \& 23.4 \& (1.66) \& 57.2 \& (2.28) \& 18.8 \& 1.63) <br>
\hline Asian/Pacific Islander ........................ \& 65.4 \& (2.71) \& 87.1 \& (1.29) \& 79.5 \& (2.94) \& 48.8 \& (2.84) \& 12.9 \& (1.21) \& 30.0 \& (1.63) \& 92.4 \& (1.83) \& 79.7 \& (1.60) \& 50.3 \& 2.35) \& 75.5 \& (2.16) \& 42.9 \& (2.49) <br>
\hline American Indian/Alaska Native ............. \& 70.1 \& (4.82) \& 73.8 \& (3.36) \& 67.2 \& (3.54) \& 15.8 \& (3.07) \& $\pm$ \& ( $\dagger$ ) \& $\pm$ \& ( $\dagger$ ) \& 91.5 \& (1.92) \& 48.9 \& (4.70) \& 18.1 \& (3.82) \& 47.6 \& (4.69) \& $\pm$ \& ( $\dagger$ ) <br>
\hline \multicolumn{23}{|l|}{Student with disabilities (SD) status} <br>
\hline Non-SD ........................................................................ \& 69.9 \& (1.04) \& 87.0 \& (0.68) \& 75.2 \& (0.98) \& 31.6 \& (1.07) \& 8.3 \& (0.56) \& 14.7 \& (0.56) \& 94.4 \& (0.57) \& 69.9 \& (0.92) \& 34.5 \& (0.94) \& 67.8 \& (0.96) \& 29.0 \& (0.93) <br>
\hline \multicolumn{23}{|l|}{English language learner (ELL) status} <br>
\hline ELL \& 63.7 \& (2.75) \& 70.1 \& (2.10) \& 48.0 \& (2.97) \& 13.8 \& (1.85) \& 3.9 \& (0.88) \& 6.1 \& (1.79) \& 81.4 \& (1.96) \& 46.1 \& (2.61) \& 20.2 \& (2.40) \& 43.0 \& (2.85) \& 13.8 \& (2.02) <br>
\hline Non-ELL ......................................... \& 68.4 \& (1.00) \& 84.3 \& (0.67) \& 72.0 \& (1.00) \& 30.0 \& (1.02) \& 7.9 \& (0.54) \& 13.8 \& (0.54) \& 92.9 \& (0.62) \& 67.0 \& (0.97) \& 33.2 \& (0.93) \& 64.9 \& (1.01) \& 27.6 \& (0.91) <br>
\hline \multicolumn{23}{|l|}{School type} <br>
\hline Traditional public .................................. \& 67.6 \& (1.09) \& 83.0 \& (0.71) \& 69.3 \& (1.07) \& 27.6 \& (0.92) \& 7.7 \& (0.55) \& 12.5 \& (0.53) \& 92.1 \& (0.59) \& 64.2 \& (0.87) \& 30.6 \& (0.94) \& 62.0 \& (0.85) \& 24.8 \& (0.86) <br>
\hline Public charter ................................... \& 84.5 \& (5.72) \& 78.1 \& (7.06) \& 69.3
89 \& (11.47) \& ${ }_{45}{ }^{\ddagger}$ \& (
$(3)$
$(3.93)$ \& $8 .{ }^{\ddagger}$ \& (

$(1.84)$ \& 23.9 \& ( $\begin{gathered}\text { ( } \\ \text { (2) }\end{gathered}$ \& 91.6 \& (2.47) \& 72.2
868 \& (11.52) \& 36.7 !
53.8 \& (13.63) \& 67.0
85.1 \& (10.91) \& 33.9 ! \& (13.67) <br>
\hline Private ........................................... \& 74.4 \& (3.27) \& 91.2 \& (1.41) \& 89.6 \& (1.88) \& \& \& \& \& \& \& \& \& \& (2.79) \& 53.8 \& (2.46) \& \& \& \& <br>
\hline \multicolumn{23}{|l|}{Percentage of students eligible for free or reduced-price lunch} <br>
\hline 0-25 percent .................................. \& 65.4 \& (1.85) \& 82.2 \& (1.41) \& 70.9 \& (1.73) \& 34.0 \& (1.64) \& 10.2 \& (0.97) \& 15.7 \& (0.92) \& 92.8 \& (1.01) \& 68.4 \& (1.34) \& 35.3 \& (1.40) \& 65.9 \& (1.39) \& 28.7 \& (1.32) <br>
\hline 26-50 percent ................................. \& 69.5 \& (1.93) \& 84.2 \& (1.04) \& 69.8 \& (1.37) \& 23.4 \& (1.30) \& 6.7 \& (0.93) \& 10.8 \& (0.58) \& 93.0 \& (0.97) \& 61.0 \& (1.60) \& 26.9 \& (1.44) \& 59.1 \& (1.72) \& 21.8 \& (1.42) <br>
\hline 51-75 percent .................................................. \& 74.3 \& (2.78) \& 82.2 \& (1.99) \& 66.3 \& (2.80) \& 19.2 \& (2.26) \& 3.3 \& (0.91) \& 6.9 \& (0.86) \& 86.7 \& (2.05) \& 57.0 \& (2.80) \& 20.9 \& (2.38) \& 54.1 \& (2.90) \& 16.1 \& (2.06) <br>
\hline 76-100 percent .................................... \& 75.1 \& (3.73) \& 88.2 \& (1.61) \& 69.4 \& (3.05) \& 18.2 \& (2.90) \& 2.8 ! \& (0.87) \& 4.9 \& (0.90) \& 90.2 \& (3.04) \& 67.6 \& (3.04) \& 21.2 \& (3.16) \& 64.1 \& (3.60) \& 17.8 \& (2.80) <br>
\hline \multicolumn{23}{|l|}{2009} <br>
\hline Total ${ }^{6}$ \& 68.9 \& (0.94) \& 88.3 \& (0.53) \& 75.8 \& (0.92) \& 35.3 \& (0.84) \& 10.8 \& (0.49) \& 15.9 \& (0.66) \& 95.6 \& (0.40) \& 70.4 \& (0.75) \& 36.1 \& (1.01) \& 68.3 \& (0.77) \& 30.1 \& (0.87) <br>
\hline \multicolumn{23}{|l|}{Sex} <br>
\hline Male ................................................. \& 68.5 \& (0.98) \& 86.6 \& (0.75) \& 73.8 \& (1.09) \& 33.8 \& (1.02) \& 10.7 \& (0.51) \& 16.1 \& (0.75) \& 94.9 \& (0.45) \& 67.4 \& (0.95) \& 39.2 \& (1.29) \& 65.0 \& (0.91) \& 31.9 \& (1.08) <br>
\hline Female ............................................... \& 69.3 \& (1.01) \& 89.9 \& (0.54) \& 77.8 \& (0.91) \& 36.6 \& (0.89) \& 10.9 \& (0.58) \& 15.7 \& (0.69) \& 96.2 \& (0.43) \& 73.4 \& (0.76) \& 33.0 \& (0.92) \& 71.4 \& (0.84) \& 28.3 \& (0.85) <br>
\hline \multicolumn{23}{|l|}{Race/ethnicity} <br>
\hline White ................................................ \& 67.0 \& (1.09) \& 88.8 \& (0.73) \& 77.4 \& (1.08) \& 37.9 \& (0.98) \& 11.6 \& (0.64) \& 17.5 \& (0.69) \& 95.6 \& (0.51) \& 71.5 \& (0.87) \& 37.6 \& (1.24) \& 68.9 \& (0.93) \& 31.4 \& (1.04) <br>
\hline Black .... \& 77.2 \& (1.26) \& 88.4 \& (1.07) \& 70.6 \& (1.69) \& 22.7 \& (1.29) \& 7.9 \& (1.04) \& 6.1 \& (0.59) \& 96.3 \& (0.56) \& 65.3 \& (1.80) \& 26.9 \& (1.72) \& 64.3 \& 1.74) \& 21.9 \& (1.48) <br>
\hline Hispanic ....................................... \& 75.4 \& (1.60) \& 87.0 \& (0.96) \& 71.4 \& (1.81) \& 26.5 \& (1.36) \& 7.5 \& (0.77) \& 8.6 \& (0.64) \& 94.8 \& (0.67) \& 65.7 \& 1.41) \& 28.6 \& (1.33) \& 64.2 \& 1.45) \& 22.7 \& (1.19) <br>
\hline Asian/Paciic Islander \& 53.3 \& (3.52) \& 86.1 \& (1.47) \& 83.0 \& (2.59) \& 60.5 \& (2.88) \& 17.6 \& (1.69) \& 42.2 \& (3.11) \& 95.8 \& (0.95) \& 84.8 \& (1.72) \& 61.1 \& (2.35) \& 82.7 \& (1.93) \& 54.4 \& (2.77) <br>
\hline American Indian/Alaska Native ............. \& 74.8 \& (5.85) \& 81.6 \& (4.09) \& 66.6 \& (4.12) \& 18.5 \& (2.98) \& $\pm$ \& ( $\dagger$ ) \& + \& ( $\dagger$ ) \& 94.5 \& (1.64) \& 44.5 \& (4.78) \& 19.8 \& (3.89) \& 43.9 \& (4.77) \& 13.6 \& (2.87) <br>
\hline \multicolumn{23}{|l|}{} <br>
\hline $\mathrm{SD}^{7}$
Non-SD \& 56.0

70.1 \& $$
\binom{1.63}{0.97}
$$ \& 61.1

90.7 \& $$
\begin{aligned}
& (1.82) \\
& (0.53)
\end{aligned}
$$ \& 39.5

79.1 \& $$
\left.\begin{array}{l}
1.67 \\
0.93
\end{array}\right)
$$ \& 9.7

37.6 \& $$
\left.\begin{array}{l}
1.26 \\
(0.90
\end{array}\right)
$$ \& 3.9

11.4 \& $$
\left.\begin{array}{l}
(0.57) \\
(0.53
\end{array}\right)
$$ \& 3.0

17.1 \& $$
\begin{aligned}
& 0.55) \\
& (0.71)
\end{aligned}
$$ \& 82.4

96.8 \& $(1.30)$
$(0.41)$ \& 35.4
73.6 \& $(1.69)$
$(0.75)$ \& 19.3

37.6 \& $\left(\begin{array}{l}1.67) \\ 1.06)\end{array}\right.$ \& $$
\begin{aligned}
& 33.8 \\
& 71.4
\end{aligned}
$$ \& $1.67)$

$(0.79)$ \& 12.0
31.7 \& $(1.51)$
$0.94)$ <br>
\hline \multicolumn{23}{|l|}{} <br>
\hline ELL \& 73.3 \& (2.33) \& 76.2 \& (1.99) \& 58.1 \& \& 19.4 \& \& 4.4 \& \& 4.7 \& \& 86.9 \& \& 47.4 \& \& 23.2 \& \& \& \& 15.4 \& <br>
\hline Non-ELL ............................................... \& 68.8 \& (0.95) \& 88.5 \& (0.54) \& 76.2 \& (0.93) \& 35.6 \& (0.86) \& 10.9 \& (0.50) \& 16.2 \& (0.67) \& 95.7 \& (0.41) \& 70.9 \& (0.77) \& 36.3 \& (1.02) \& 68.7 \& (0.79) \& 30.3 \& (0.89) <br>
\hline \multicolumn{23}{|l|}{School type} <br>
\hline Traditional public ............................. \& 68.2 \& (0.99) \& 88.1 \& (0.53) \& 74.9 \& (0.96) \& 34.0 \& (0.97) \& 10.7 \& (0.51) \& 15.4 \& (0.73) \& 95.3 \& (0.44) \& 68.9 \& (0.75) \& 34.6 \& (1.03) \& 66.9 \& (0.78) \& 28.8 \& (0.83) <br>
\hline Public charter ....... \& 79.0 \& (4.21) \& 86.9 \& (3.57) \& 77.8 \& (6.64) \& 34.1 \& (9.95) \& \& \& \& \& 94.0 \& (1.92) \& 56.8 \& (11.13) \& 40.0 \& (7.36) \& 55.7 \& (10.77) \& 23.2 ! \& (7.52) <br>
\hline Private ........... \& 74.7 \& (2.95) \& 90.0 \& (3.98) \& 84.6 \& (4.01) \& 47.5 \& (3.76) \& 12.5 \& (1.86) \& 23.3 \& (2.05) \& 98.6 \& (0.28) \& 87.4 \& (1.87) \& 49.5 \& (3.73) \& 83.3 \& (2.67) \& 43.9 \& (3.77) <br>
\hline \multicolumn{23}{|l|}{Percentage of students eligible for free or reduced-price lunch} <br>
\hline 0-25 percent ..................................... \& 61.3 \& (1.72) \& 89.7 \& (0.82) \& 80.1 \& (1.75) \& 43.1 \& (1.88) \& 14.8 \& (1.03) \& 22.6 \& (1.37) \& 96.4 \& (1.03) \& 76.3 \& (1.58) \& 46.5 \& (2.02) \& 74.9 \& (1.70) \& 40.4 \& (2.07) <br>
\hline 26-50 percent ................................. \& 70.9 \& (1.82) \& 88.4 \& (0.87) \& 74.7 \& (1.38) \& 29.7 \& (1.44) \& 8.6 \& (0.80) \& 11.8 \& (0.76) \& 94.5 \& (0.98) \& 64.0 \& (1.52) \& 27.6 \& (1.79) \& 61.6 \& (1.59) \& 22.2 \& (1.54) <br>
\hline $51-75$ percent ................................ \& 75.8 \& (1.85) \& 87.4 \& (1.45) \& 69.3 \& (3.35) \& 25.4 \& (1.52) \& 7.5 \& (1.14) \& 9.8 \& (1.05) \& 95.6 \& (0.72) \& 65.6 \& (2.03) \& 29.4 \& (2.56) \& 64.2 \& (1.97) \& 22.7 \& (2.12) <br>
\hline 76-100 percent ................................................ \& 80.1 \& (3.75) \& 88.8 \& (2.26) \& 70.7 \& (4.02) \& 25.5 \& (2.80) \& 5.1 \& (1.08) \& 7.5 \& (1.34) \& 95.6 \& (1.42) \& 69.4 \& (3.68) \& 26.6 \& (3.07) \& 68.2 \& (3.69) \& 22.8 \& (2.97) <br>
\hline
\end{tabular}

See notes at end of table.

Table 225．40．Percentage of public and private high school graduates taking selected mathematics and science courses in high school，by selected student and school characteristics：Selected years， 1990 through 2009－Continued
［Standard errors appear in parentheses］

| Year and student or school characteristic | Mathematics |  |  |  |  |  |  |  |  |  |  |  | Science |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Algebra $1^{1,2}$ |  | Geometry ${ }^{1}$ |  | Algebra III trigonometry ${ }^{3}$ |  | Analysis／ precalculus ${ }^{3}$ |  | Statistics／ probability ${ }^{3}$ |  | Calculus ${ }^{1}$ |  | Biology ${ }^{1} \quad$ Chemistry ${ }^{1}$ |  |  |  | Physics ${ }^{1}$ |  | Biology and chemistry ${ }^{4}$ |  | Biology，chemistry， and physics ${ }^{5}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 72.5 | （1．85） | 89.1 | （0．91） | 74.9 | （2．06） | 36.7 | （1．98） | 10.6 | （0．91） | 15.5 | （1．42） | 96.4 | （0．53） | 74.0 | （1．59） | 38.8 | （1．99） | 70.8 | （1．97） | 31.6 | （1．97） |
| Suburban ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 62.8 | （1．62） | 89.4 | （1．27） | 78.7 | （1．79） | 39.0 | 1．71） | 13.1 | （0．97） | 19.5 | （1．12） | 97.1 | （0．30） | 76.7 | （1．14） | 43.8 | （1．42） | 75.4 | （1．04） | 38.6 | （1．21） |
| Town ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． |  | （2．25） |  | （1．08） |  | $\left(\begin{array}{l}3.00 \\ 1 \\ 1.38)\end{array}\right.$ | 30.1 30.0 | （2．40） $(1.35)$ | 8.4 8.6 | （1．25） | 10.7 13.5 | （1．02） | 92.2 93.7 | （1．66） | 62.3 59.6 | （1．84） | 24.0 26.0 | （2．45） | 60.4 57.2 | （1．87） | 18.9 19.7 | 1.94 $(1.41)$ |

－Not available．
$\dagger$ Not applicable．
！lnterpret data with caution．The coefficient of variation（CV）for this estimate is between 30 and 50 percent． $\ddagger$ Reporting standards not met（too few cases for a reliable estimate）
Percentages are for students who earned at least one Carnegie credit．
${ }^{3}$ Percentages are for students who earned at least one－half of a Carnegie credit in a course that includes a focus on at least one of the listed content areas．
${ }^{4}$ Percentages are for students who earned at least one Carnegie credit each in biology and chemistry
${ }^{5}$ Percentages are for students who earned at least one Carnegie credit each in biology，chemistry，and physics．
${ }^{6}$ Includes other racial／ethnic groups not shown separately，as well as students for whom information on race／ethnicity or sex was missing．
${ }^{7}$ SD data include both students with an Individualized Education Plan（IEP）and students with a plan under Section 504 of the Rehabilitation Act（a＂ 504 plan＂）．IEPs are only for students who require specialized instruction，whereas 504 plans apply to NOTE：For a transcript to be included in the analyses，it had to meet three requirements：（1）the graduate received either a standard or honors diploma（2）the graduate＇s transcript contained 16 or more Carnegie credits，and（3）he graduate＇s tran script contained more than 0 Carnegie credits in English courses．Race categories exclude persons of Hispanic ethnicity． SOURCE：U．S．Department of Education，National Center for Education Statistics，1990，2000，2005，and 2009 High School Transcript Study（HSTS）．（This table was prepared September 2012．）

Table 225.70. Number and percentage of high school graduates who took foreign language courses in high school and average number of credits earned, by language and number of credits: 2000, 2005, and 2009
[Standard errors appear in parentheses]

| Language and number of credits | 2000 |  |  |  |  |  | 2005 |  |  |  |  |  | 2009 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number ofgraduates(in thousands) |  | Percent of graduates |  | Average credits ${ }^{1}$ |  | Number ofgraduates(in thousands) |  | Percent of graduates |  | Average credits ${ }^{1}$ |  | Number of graduates (in thousands) |  | Percent of graduates |  | Average credits ${ }^{1}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| All foreign languages Any credit ......... | 2,487 | (33.8) | 84.0 | (0.92) | 2.5 | (0.03) | 2,295 | (51.1) | 85.7 | (0.49) | 2.5 | (0.02) | 2,599 | (52.7) | 88.5 | (0.45) | 2.6 | (0.02) |
| Spanish |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Any credit ............... | 1,780 | (31.9) | 60.1 | (0.90) | 2.2 | (0.03) | 1,705 | (42.2) | 63.7 | (0.66) | 2.2 | (0.02) | 2,032 | (45.0) | 69.2 | (0.70) | 2.3 | (0.02) |
| 2 or more credits ....... | 1,369 | (32.2) | 46.2 | (1.04) | 2.6 | (0.03) | 1,344 | (35.9) | 50.2 | (0.67) | 2.6 | (0.01) | 1,638 | (39.2) | 55.8 | (0.73) | 2.6 | (0.02) |
| 3 or more credits ....... | 554 | (26.3) | 18.7 | (0.90) | 3.4 | (0.03) | 531 | (20.1) | 19.8 | (0.57) | 3.4 | (0.01) | 721 | (30.2) | 24.5 | (0.78) | 3.4 | (0.02) |
| French |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Any credit ................... | 528 | (21.5) | 17.8 | (0.73) | 2.3 | (0.05) | 414 | (14.1) | 15.5 | (0.49) | 2.3 | (0.03) | 411 | (16.1) | 14.0 | (0.47) | 2.4 | (0.04) |
| 2 or more credits ....... | 398 | (17.8) | 13.4 | (0.61) | 2.7 | (0.04) | 309 | (11.1) | 11.5 | (0.38) | 2.7 | (0.03) | 314 | (14.1) | 10.7 | (0.42) | 2.8 | (0.03) |
| 3 or more credits ....... | 190 | (12.1) | 6.4 | (0.42) | 3.5 | (0.04) | 143 | (7.2) | 5.4 | (0.25) | 3.5 | (0.03) | 167 | (10.6) | 5.7 | (0.32) | 3.5 | (0.03) |
| German |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Any credit ................... | 142 | (17.2) | 4.8 | (0.57) | 2.3 | (0.08) | 139 | (10.0) | 5.2 | (0.36) | 2.3 | (0.04) | 122 | (8.6) | 4.2 | (0.29) | 2.3 | (0.06) |
| 2 or more credits ....... | 104 | (14.6) | 3.5 | (0.49) | 2.8 | (0.07) | 102 | (8.2) | 3.8 | (0.29) | 2.8 | (0.04) | 91 | (7.8) | 3.1 | (0.27) | 2.8 | (0.05) |
| 3 or more credits ....... | 55 | (8.6) | 1.8 | (0.29) | 3.5 | (0.06) | 53 | (4.7) | 2.0 | (0.17) | 3.5 | (0.04) | 46 | (5.3) | 1.6 | (0.18) | 3.5 | (0.03) |
| Latin <br> Any credit $\qquad$ | 120 | (15.3) | 4.0 | (0.52) | 2.1 | (0.08) | 106 | (10.4) | 4.0 | (0.36) | 2.1 | (0.05) | 108 | (10.6) | 3.7 | (0.35) | 2.2 | (0.07) |
| Italian <br> Any credit | 29 | (5.5) |  | (0.19) | 2.2 | (0.20) |  | (5.3) | 1.1 | (0.20) | 2.4 | (0.16) | 36 | (7.0) | 1.2 | (0.23) | 2.3 | (0.18) |
| Japanese <br> Any credit $\qquad$ | 36 | (7.3) |  | (0.25) | 2.3 | (0.15) | 30 | (4.4) | 1.1 | (0.16) | 2.1 | (0.12) | 28 | (4.3) | 1.0 | (0.15) | 2.5 | (0.12) |
| Chinese <br> Any credit $\qquad$ | 12 | (3.1) |  | (0.10) | 2.4 | (0.20) | 8 | (2.1) | 0.3 | (0.08) | 2.1 | (0.23) | 20 | (4.1) | 0.7 | (0.14) | 1.9 | (0.13) |
| Arabic Any credit $\qquad$ | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ | 2.8 | (0.36) |
| Russian <br> Any credit $\qquad$ | 10 | (2.7) |  | (0.09) | 1.9 | (0.24) | 5 |  | 0.2 | (0.05) | 1.5 | (0.17) |  | (1.3) | 0.1 ! | (0.04) | 2.4 | (0.14) |
| Other foreign languages Any credit $\qquad$ | 106 | (12.0) |  | (0.40) | 2.5 | (0.17) | 89 | (5.9) | 3.3 | (0.23) | 2.8 | (0.10) | 105 | (10.6) | 3.6 | (0.37) | 2.5 | (0.18) |
| AP/B/honors foreign languages Any credit $\qquad$ | 183 | (23.9) |  | (0.81) | 1.2 | (0.04) |  | (10.3) | 5.9 | (0.38) | 1.2 | (0.02) | 233 | (15.9) | 7.9 | (0.52) | 1.2 | (0.02) |

## $\dagger$ Not applicable

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Average credits earned are shown only for those graduates who earned any credit in the specified language while in high school. For these students, however, credits earned include both courses taken in high school and courses taken prior to entering high school. Credits are
shown in Carnegie units. The Carnegie unit is a standard unit of measurement that represents one credit for the completion of a 1-year course
NOTE: For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more han 0 Carnegie credits in English courses.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000, 2005, and 2009 High School Transcript Study (HSTS). (This table was prepared April 2014.)

Table 225.80. Percentage distribution of elementary and secondary school children, by average grades and selected child and school characteristics: 2003, 2007, and 2012

| Selected child or school characteristic | Distribution of children, by parental reports of average grades in all subjects |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 |  |  |  |  |  |  |  | 2007 |  |  |  |  |  |  |  | 2012 |  |  |  |  |  |  |  |
|  | Mostly A's |  | Mostly B's |  | Mostly C's |  | Mostly D's or F's |  | Mostly A's |  | Mostly B's |  | Mostly C's |  | Mostly D's or F's |  | Mostly A's |  | Mostly B's |  | Mostly C's |  | Mostly D's or F's |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| All students |  | (0.62) | 37.0 | (0.58) | 15.9 | (0.52) | 3.6 | (0.24) | 47.2 | (0.75) | 35.0 | (0.80) | 14.1 | (0.72) | 3.8 | (0.36) | 49.2 | (0.53) | 35.6 | (0.57) | 12.8 | (0.37) | 2.5 | (0.21) |
| Sex of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 36.4 | (0.72) | 38.6 | (0.86) | 19.8 | (0.74) | 5.2 | (0.40) | 40.3 | (1.01) | 37.1 | (1.17) | 17.0 | (1.25) | 5.7 | (0.64) | 42.9 | (0.74) | 37.7 | (0.78) | 16.1 | (0.58) | 3.3 | (0.34) |
| Female .............................................................. | 51.0 | (0.84) | 35.3 | (0.76) | 11.9 | (0.61) | 1.9 | (0.24) | 54.7 | (0.99) | 32.7 | (0.97) | 11.0 | (0.62) |  | (0.24) | 55.9 | (0.82) | 33.3 | (0.80) | 9.3 | (0.51) | 1.5 | (0.22) |
| Race/ethnicity of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ................... | 47.8 | (0.86) | 35.2 | (0.75) | 14.0 | (0.63) | 3.1 | (0.25) | 53.9 | (0.97) | 32.2 | (0.91) | 11.7 | (0.68) | 2.1 | (0.27) | 53.6 | (0.74) | 33.5 | (0.77) | 10.8 | (0.48) | 2.1 | (0.22) |
| Black | 34.5 | (1.75) | 39.5 | (1.65) | 20.9 | (1.33) | 5.0 | (0.82) | 28.3 | (2.04) | 40.5 | (2.75) | 24.9 | (2.89) | 6.3 | (1.41) | 37.0 | (1.88) | 39.7 | (1.97) | 19.9 | (1.19) | 3.4 | (0.75) |
| Hispanic | 34.9 | (1.14) | 42.3 | (1.24) | 18.6 | (1.03) | 4.2 | (0.48) | 40.8 | (1.68) | 39.2 | (1.66) | 14.1 | (1.24) | 6.0 | (1.15) | 43.2 | (1.09) | 39.9 | (1.05) | 14.3 | (0.83) | 2.6 | (0.41) |
| Asian/Pacific Islander ... | 62.0 | (3.47) | 25.5 | (2.76) | 11.3 | (3.06) | $\ddagger$ | ( $\dagger$ ) | 68.7 | (4.52) | 25.7 | (4.29) | 3.5 | (1.03) | $\ddagger$ | (t) | 60.6 | (2.70) | 32.9 | (2.79) | 5.8 | (0.97) | 0.7 ! | (0.27) |
| Asian .............. | - |  | - |  | - |  | - | (t) | 74.5 | (3.67) | 20.7 | (3.60) | 3.2 ! | (1.10) | $\ddagger$ | (t) | 63.2 | (2.82) | 31.8 43.4 | (2.86) | 4.6 | (0.98) | 0.4 ! | (0.20) |
| Paciic Islander ................. | - | (t) | 53.3 | ${ }_{(+)}$ | 1211 | ( $\dagger$ ) | 511 | (t) | $\stackrel{\ddagger}{\text { F }}$ | (t) | \# | (t) | $\stackrel{\ddagger}{\text { ¢ }}$ | (t) | $\ddagger$ | (t) | 23.7 ! | (7.70) | 43.4 | (10.65) | 27.5 ! | (8.38) | $\ddagger$ | (t) |
| American Indian/Alaska Native | 29.5 | (6.53) | 53.3 | (6.42) | 12.1 ! | (4.90) | 5.1 ! | (2.54) | 39.7 | (9.13) | 29.2 | (8.22) | 19.9 ! | (6.67) | $\ddagger$ | ( $\dagger$ ) | 54.6 | (8.07) | 28.2 | (6.56) | 16.3 ! | (5.26) | $\pm$ | ( $\dagger$ ) |
| Other .......................................................................... | 41.4 | (4.34) | 36.2 | (3.91) | 18.8 | (2.81) | 3.5 ! | (1.38) | 43.4 | (3.98) | 39.0 | (4.33) | 11.3 | (2.39) | 6.4 | (1.73) | 56.0 | (2.82) | 27.6 | (2.61) | 11.3 | (1.71) | 5.1 ! | (2.33) |
| Highest education level of parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school ........ | 27.8 | (2.17) | 41.6 | (2.05) | 22.7 | (2.27) | 7.8 | (1.46) | 26.8 | (3.18) | 41.9 | (4.27) | 22.0 | (2.55) | 9.3 | (2.02) | 39.5 | (2.25) | 39.7 | (2.02) | 16.8 | (1.73) | 4.0 | (0.93) |
| High school/GED ............................................ | 32.1 | (1.20) | 41.4 | (1.23) | 21.7 | (1.12) | 4.8 | (0.57) | 32.9 | (1.70) | 39.8 | (1.64) | 21.9 | (2.02) | 5.4 | (0.82) | 37.7 | (1.51) | 40.8 | (1.62) | 17.6 | (1.31) | 4.0 | (0.71) |
| Vocational/technical or some college ...................... | 39.8 | (1.34) | 38.3 | (1.36) | 17.2 | (0.95) | 4.7 | (0.58) | 40.7 | (1.65) | 38.6 | (2.03) | 16.6 | (1.43) | 4.0 | (0.78) | 43.5 | (1.07) | 38.1 | (1.05) | 15.6 | (0.87) | 2.8 | (0.32) |
| Associate's degree ............................................. | 46.7 | (2.13) | 34.5 | (1.94) | 16.4 | (1.51) | 2.4 | (0.57) | 40.3 | (2.27) | 38.4 | (2.00) | 15.7 | (1.76) | 5.5 ! | (2.10) | 47.0 | (1.82) | 34.9 | (1.78) | 15.4 | (1.29) | 2.7 | (0.52) |
| Bachelor's degree/some graduate school .................. | 53.0 | (1.26) | 34.2 | (1.29) | 11.1 | (0.85) | 1.7 | (0.28) | 58.9 | (1.62) | 32.2 | (1.52) | 7.3 | (0.85) | 1.6 | (0.38) | 60.1 | (1.05) | 31.4 | (1.02) | 7.5 | (0.53) | 1.0 | (0.19) |
| Graduate/professional degree ................................. | 61.9 | (1.71) | 30.5 | (1.75) | 6.7 | (0.67) | 0.9 | (0.24) | 68.2 | (1.59) | 24.1 | (1.37) | 6.6 | (1.33) | 1.2 ! | (0.38) | 68.1 | (1.04) | 27.3 | (1.04) | 4.2 | (0.36) | 0.5 | (0.10) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$20,000 or less .................... | 33.1 | (1.53) | 38.9 | (1.56) | 22.0 | (1.30) | 6.0 | (0.85) | 29.0 | (2.20) | 39.4 | (2.61) | 24.7 | (2.83) | 6.8 | (1.14) | 37.2 | (1.35) | 40.2 | (1.19) | 18.3 | (1.04) | 4.4 | (0.59) |
| \$20,001 to \$50,000 | 37.8 | (1.20) | 40.0 | (1.19) | 17.7 | (0.85) | 4.5 | (0.42) | 37.6 | (1.47) | 37.9 | (1.65) | 18.0 | (1.39) | 6.4 | (0.91) | 41.3 | (1.22) | 38.9 | (1.19) | 16.7 | (0.90) | 3.1 | (0.44) |
| \$50,001 to \$75,000 | 48.0 | (1.29) | 35.0 | (1.22) | 14.0 | (0.81) | 3.0 | (0.45) | 53.0 | (1.50) | 33.8 | (1.42) | 11.0 | (0.97) | 2.2 | (0.42) | 49.3 | (1.45) | 35.8 | (1.37) | 12.9 | (1.07) | 1.9 | (0.32) |
| \$75,001 to \$100,000 | 51.8 | (1.66) | 33.7 | (1.45) | 13.3 | (1.23) | 1.3 | (0.32) | 55.7 | (1.74) | 33.3 | (1.84) | 9.7 | (1.00) | 1.4 | (0.33) | 53.7 | (1.64) | 33.5 | (1.42) | 10.6 | (1.03) | 2.3 | (0.50) |
| Over \$100,000 | 55.8 | (1.74) | 33.9 | (1.72) |  | (1.09) | 1.2 | (0.24) | 61.6 | (1.44) | 30.2 | (1.31) | 7.0 | (0.88) |  | (0.36) | 61.8 | (1.15) | 30.4 | (1.19) | 6.6 | (0.61) | 1.1 ! | (0.41) |
| Poverty status ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor | 33.1 | (1.61) | 39.4 | (1.65) | 21.9 | (1.39) | 5.6 | (0.91) | 30.4 | (2.07) | 39.0 | (2.52) | 23.3 | (2.38) | 7.2 | (1.09) | 39.1 | (1.39) | 38.9 | (1.33) | 17.8 | (1.06) | 4.2 | (0.54) |
| Near-poor ..................................................... | 34.8 | (1.39) | 42.0 | (1.26) | 18.2 | (1.08) | 5.0 | (0.59) | 38.4 | (1.85) | 36.5 | (1.85) | 18.6 | (1.84) | 6.5 | (1.18) | 40.1 | (1.19) | 40.3 | (1.07) | 17.0 | (0.93) | 2.7 | (0.45) |
| Nonpoor ..................................................................... | 49.9 | (0.83) | 34.5 | (0.76) | 13.2 | (0.54) | 2.4 | (0.23) | 55.1 | (0.89) | 33.2 | (0.91) | 9.8 | (0.56) | 1.8 | (0.21) | 56.0 | (0.75) | 32.7 | (0.75) | 9.5 | (0.45) | 1.8 | (0.25) |
| Control of school and enrollment level of child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public school ... | 41.8 | (0.64) | 37.5 | (0.62) | 16.8 | (0.57) | 3.8 | (0.26) | 45.5 | (0.80) | 35.5 | (0.84) | 14.9 | (0.77) | 4.1 | (0.39) | 47.9 | (0.55) | 36.0 | (0.60) | 13.5 | (0.39) | 2.6 | (0.23) |
| Elementary (kindergarten to grade 8) .................. | 46.1 | (0.80) | 35.9 | (0.84) | 14.6 | (0.74) | 3.4 | (0.32) | 50.0 | (0.99) | 33.1 | (1.00) | 13.4 | (1.12) | 3.5 | (0.43) | 52.9 | (0.69) | 34.2 | (0.73) | 11.0 | (0.49) | 1.8 | (0.22) |
| Secondary (grades 9 to 12) .............................. | 34.6 | (0.96) | 40.2 | (0.97) | 20.6 | (0.94) | 4.6 | (0.46) | 38.6 | (1.36) | 39.1 | (1.27) | 17.2 | (1.08) | 5.2 | (0.71) | 37.5 | (0.83) | 39.7 | (1.03) | 18.4 | (0.84) | 4.4 | (0.54) |
| Private school | 57.6 | (1.72) | 33.0 | (1.68) | 8.1 | (0.91) | 1.3 ! | (0.45) | 60.6 | (2.79) | 30.8 | (2.85) | 7.8 | (1.73) | 0.9 ! | (0.35) | 63.4 | (1.63) | 30.8 | (1.51) | 5.4 | (0.68) | 0.4 ! | (0.20) |
| Elementary (kindergarten to grade 8) .................... | 61.6 | (2.39) | 30.3 | (2.28) | 7.3 | (1.03) | 0.8 ! | (0.28) | 66.1 | (3.73) | 26.6 | (4.05) | 6.6 | (1.66) | $\ddagger$ | (t) | 67.8 | (1.95) | 28.2 | (1.91) | 3.5 | (0.61) | $\ddagger$ | ( $\dagger$ ) |
| Secondary (grades 9 to 12) ................................. | 48.8 | (3.22) | 38.9 | (2.94) | 10.0 | (1.77) | $\ddagger$ | ( $\dagger$ ) | 51.2 | (3.91) | 37.8 | (3.43) | 9.8 ! | (3.87) | $\ddagger$ | ( $\dagger$ ) | 52.8 | (2.70) | 37.2 | (2.58) | 9.9 | (1.60) | $\ddagger$ | ( $\dagger$ ) |

- Not available
! Interpret aplata with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2011, for example, the poverty threshold for a family of four with two children exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 used self-administered paper-and-pencil questionnaires that were mailed population, or the changes could be due to the mode change from telephone to mail. Includes children enrolled in kindergarten through grade 12. Excludes children whose programs have no classes with lettered grades. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2003, 2007, and 2012). (This table was prepared Sep-
tember 2014.)

Table 225.90. Number and percentage of elementary and secondary school students retained in grade, by sex, race/ethnicity, and grade level: 1994 through 2015

| Grade level and year | Students retained in grade (in same grade as in previous year) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number of students retained (in thousands) |  |  |  |  |  |  |  |  |  |  |  | Percent of students retained |  |  |  |  |  |  |  |  |  |  |  |
|  | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |
|  |  |  |  | Male |  | Female |  | White |  | Black | Hispanic |  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { looal, all graaeses } \\ & \text { 1994................ } \end{aligned}$ | 1,368 | (58.0) | 747 | (42.8) | 621 | (39.1) | 772 | (43.7) | 333 | (33.0) | 222 | (35.1) | 2.9 | (0.12) | 3.1 | (0.18) | 2.7 | (0.17) | 2.5 | (0.14) | 4.5 | (0.44) | 3.7 | (0.59) |
| 1995 ...... | 1,479 | (56.1) | 803 | (41.3) | 676 | (38.0) | 893 | (43.7) | 336 | (28.2) | 208 | (23.9) | 3.1 | (0.12) | 3.3 | (0.17) | 2.9 | (0.16) | 2.8 | (0.14) | 4.4 | (0.37) | 3.3 | (0.38) |
| $1996 . .$. | 1,223 | (53.1) | 717 | (40.6) | 506 | (34.2) | 629 | (38.2) | 312 | (28.3) | 233 | (26.2) | 2.4 | (0.10) | 2.7 | (0.16) | 2.1 | (0.14) | 1.9 | (0.12) | 3.9 | (0.35) | 3.3 | (0.37) |
| 1997 ................................................................... | 1,253 | (53.7) | 715 | (40.5) | 538 | (35.3) | 674 | (39.5) | 310 | (28.2) | 222 | (25.5) | 2.6 | (0.11) | 2.9 | (0.16) | 2.3 | (0.15) | 2.1 | (0.12) | 3.9 | (0.36) | 3.3 | (0.38) |
| 1998 ....................................... | 1,335 | (55.4) | 734 | (41.1) | 601 | (37.2) | 713 | (40.6) | 345 | (29.7) | 213 | (25.1) | 2.7 | (0.11) | 2.9 | (0.16) | 2.5 | (0.16) | 2.3 | (0.13) | 4.3 | (0.37) | 3.1 | (0.36) |
| 1999 | 1,524 | (59.1) | 916 | (45.7) | 608 | (37.4) | 835 | (43.9) | 316 | (28.5) | 318 | (30.5) | 3.1 | (0.12) | 3.6 | (0.18) | 2.5 | (0.16) | 2.6 | (0.14) | 4.0 | (0.36) | 4.4 | (0.42) |
|  | 1,521 | (59.1) | 946 | (46.4) | 575 | (36.4) | 737 | (41.3) | 391 | (31.5) | 306 | (29.9) | 3.1 | (0.12) | 3.7 | (0.18) | 2.4 | (0.15) | 2.3 | (0.13) | 5.0 | (0.40) | 4.1 | (0.40) |
| $2001 .$. | 1,569 | (56.9) | 880 | (42.6) | 689 | (37.8) | 745 | (39.4) | 397 | (30.2) | 354 | (30.4) | 3.1 | (0.11) | 3.4 | (0.17) | 2.8 | (0.16) | 2.4 | (0.12) | 5.1 | (0.38) | 4.5 | (0.39) |
| 2002 ... | 1,475 | (55.2) | 803 | (40.7) | 672 | (37.3) | 744 | (39.4) | 311 | (26.9) | 348 | (30.3) | 2.9 | (0.11) | 3.1 | (0.16) | 2.7 | (0.15) | 2.4 | (0.13) | 4.0 | (0.34) | 4.0 | (0.35) |
| 2003 ...................................... | 1,568 | (56.9) | 856 | (42.0) | 711 | (38.4) | 773 | (40.1) | 376 | (29.4) | 323 | (29.2) | 3.1 | (0.11) | 3.3 | (0.16) | 2.9 | (0.16) | 2.5 | (0.13) | 4.8 | (0.38) | 3.7 | (0.34) |
| 2004 ... | 1,515 | (55.9) | 858 | (42.0) | 657 | (36.9) | 717 | (38.6) | 368 | (29.0) | 316 | (29.0) | 3.0 | (0.11) | 3.3 | (0.16) | 2.7 | (0.15) | 2.4 | (0.13) | 4.9 | (0.38) | 3.5 | (0.32) |
|  | 1,544 | (56.5) | 825 | (41.3) | 719 | (38.6) | 756 | (39.6) | 369 | (29.1) | 319 | (29.1) | 3.0 | (0.11) | 3.2 | (0.16) | 2.9 | (0.16) | 2.5 | (0.13) | 4.9 | (0.38) | 3.4 | (0.31) |
|  | 1,418 | (54.2) | 756 | (39.5) | 663 | (37.1) | 689 | (37.9) | 295 | (26.1) | 321 | (29.2) | 2.8 | (0.11) | 2.9 | (0.15) | 2.7 | (0.15) | 2.3 | (0.13) | 4.0 | (0.35) | 3.4 | (0.31) |
| 2007 ................................................................ | 1,164 | (49.2) | 615 | (35.8) | 548 | (33.8) | 595 | (35.2) | 213 | (22.3) | 296 | (28.1) | 2.3 | (0.10) | 2.4 | (0.14) | 2.2 | (0.14) | 2.0 | (0.12) | 2.8 | (0.30) | 3.0 | (0.28) |
| 2008 ....................................................................... | , 999 | (45.7) | 543 | (33.7) | 456 | (30.9) | 506 | (32.6) | 231 | (23.2) | 225 | (24.6) | 2.0 | (0.09) | 2.1 | (0.13) | 1.8 | (0.12) | 1.7 | (0.11) | 3.1 | (0.31) | 2.2 | (0.24) |
| 2009. | 1,018 | (46.1) | 556 | (34.1) | 462 | (31.1) | 491 | (32.1) | 206 | (22.0) | 232 | (24.9) | 2.0 | (0.09) | 2.2 | (0.13) | 1.9 | (0.13) | 1.7 | (0.11) | 2.8 | (0.30) | 2.2 | (0.24) |
| $2010^{1}$... | 1,061 | (47.6) | 557 | (34.0) | 504 | (36.4) | 506 | (41.9) | 191 | (22.0) | 305 | (31.0) | 2.1 | (0.09) | 2.2 | (0.13) | 2.0 | (0.15) | 1.8 | (0.15) | 2.6 | (0.30) | 2.8 | (0.28) |
|  | 945 | (60.5) | 490 | (41.9) | 455 | (37.7) | 454 | (41.7) | 181 | (24.9) | 245 | (29.7) | 1.8 | (0.12) | 1.9 | (0.16) | 1.8 | (0.15) | 1.6 | (0.15) | 2.5 | (0.34) | 2.1 | (0.26) |
| $2012^{1}$.................................. | 1,106 | (66.7) | 603 | (48.6) | 503 | (42.7) | 437 | (40.4) | 210 | (30.2) | 363 | (38.2) | 2.2 | (0.13) | 2.3 | (0.18) | 2.0 | (0.17) | 1.6 | (0.15) | 2.9 | (0.42) | 3.1 | (0.32) |
| $2013{ }^{1}$...................................... | 1,124 | (71.1) | 661 | (50.5) | 463 | (40.4) | 458 | (49.0) | 259 | (31.6) | 334 | (35.3) | 2.2 | (0.14) | 2.5 | (0.19) | 1.9 | (0.16) | 1.7 | (0.18) | 3.6 | (0.44) | 2.8 | (0.29) |
| $2014{ }^{1}$. | 1,313 | (72.1) | 723 | (49.1) | 590 | (45.6) | 523 | (42.3) | 218 | (30.3) | 430 | (41.3) | 2.6 | (0.14) | 2.8 | (0.19) | 2.4 | (0.18) | 2.0 | (0.16) | 3.0 | (0.42) | 3.6 | (0.34) |
| 20151 .................................... | 1,139 | (77.3) | 583 | (49.6) | 557 | (49.5) | 475 | (39.3) | 215 | (41.2) | 357 | (36.5) | 2.2 | (0.15) | 2.2 | (0.19) | 2.2 | (0.20) | 1.8 | (0.15) | 3.0 | (0.58) | 2.9 | (0.30) |
| Kindergarten through grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1994 ......................................... | 1,006 | (53.3) | 552 | (39.5) | 454 | (35.9) | 583 | (40.7) | 250 | (30.6) | 141 | (30.1) | 3.1 | (0.16) | 3.3 | (0.24) | 2.9 | (0.23) | 2.7 | (0.19) | 4.8 | (0.59) | 3.3 | (0.71) |
| $1995 . .$. | 1,089 | (51.6) | 570 | (37.3) | 519 | (35.6) | 677 | (40.7) | 259 | (26.5) | 122 | (19.6) | 3.3 | (0.16) | 3.4 | (0.22) | 3.2 | (0.22) | 3.1 | (0.18) | 4.9 | (0.50) | 2.7 | (0.44) |
| 1996. | 831 | (47.0) | 482 | (35.7) | 350 | (30.5) | 430 | (33.9) | 215 | (25.2) | 155 | (22.9) | 2.3 | (0.13) | 2.6 | (0.20) | 2.0 | (0.18) | 1.9 | (0.15) | 3.8 | (0.45) | 3.1 | (0.46) |
| 1997 .................................... | 863 | (47.9) | 508 | (36.6) | 356 | (30.8) | 464 | (35.1) | 227 | (25.9) | 143 | (22.1) | 2.6 | (0.14) | 2.9 | (0.21) | 2.2 | (0.19) | 2.1 | (0.16) | 4.2 | (0.48) | 3.0 | (0.46) |
| 1998 ..................................... | 965 | (50.5) | 536 | (37.6) | 429 | (33.7) | 542 | (37.9) | 225 | (25.8) | 143 | (22.1) | 2.8 | (0.15) | 3.1 | (0.21) | 2.6 | (0.20) | 2.5 | (0.17) | 4.1 | (0.47) | 2.9 | (0.44) |
| 1999 ... | 994 | (51.3) | 600 | (39.7) | 393 | (32.3) | 533 | (37.6) | 217 | (25.3) | 213 | (26.7) | 2.9 | (0.15) | 3.4 | (0.23) | 2.4 | (0.19) | 2.5 | (0.17) | 4.0 | (0.46) | 4.1 | (0.51) |
| 2000 ............................................ | 1,121 | (54.3) | 701 | (42.8) | 420 | (33.4) | 545 | (38.0) | 298 | (29.5) | 214 | (26.9) | 3.3 | (0.16) | 4.0 | (0.24) | 2.5 | (0.20) | 2.5 | (0.18) | 5.3 | (0.53) | 4.0 | (0.50) |
| 2001 ..................................... | 1,047 | (49.9) | 588 | (37.4) | 459 | (33.1) | 524 | (35.4) | 266 | (26.5) | 233 | (26.5) | 3.0 | (0.14) | 3.3 | (0.21) | 2.7 | (0.20) | 2.4 | (0.16) | 4.9 | (0.49) | 4.1 | (0.47) |
| 2002 ............................................................... | 1,009 | (49.0) | 563 | (36.6) | 445 | (32.6) | 529 | (35.6) | 213 | (23.9) | 225 | (26.2) | 2.9 | (0.14) | 3.2 | (0.21) | 2.7 | (0.19) | 2.5 | (0.17) | 3.9 | (0.43) | 3.6 | (0.42) |
| 2003 ....................................................................... | 1,110 | (51.3) | 596 | (37.6) | 514 | (35.0) | 550 | (36.2) | 259 | (26.1) | 229 | (26.4) | 3.3 | (0.15) | 3.4 | (0.21) | 3.2 | (0.21) | 2.7 | (0.18) | 4.9 | (0.50) | 3.8 | (0.43) |
| 2004 ... | 1,121 | (51.6) | 618 | (38.2) | 504 | (34.6) | 548 | (36.1) | 276 | (26.9) | 218 | (25.8) | 3.3 | (0.15) | 3.5 | (0.22) | 3.1 | (0.21) | 2.7 | (0.18) | 5.4 | (0.52) | 3.4 | (0.40) |
| $2005 .$. | 1,129 | (51.8) | 594 | (37.5) | 535 | (35.6) | 567 | (36.8) | 256 | (26.0) | 235 | (26.7) | 3.3 | (0.15) | 3.4 | (0.21) | 3.2 | (0.21) | 2.8 | (0.18) | 5.0 | (0.51) | 3.6 | (0.40) |
| 2006 ... | 955 | (47.7) | 521 | (35.2) | 434 | (32.2) | 469 | (33.5) | 207 | (23.5) | 206 | (25.1) | 2.8 | (0.14) | 3.0 | (0.21) | 2.6 | (0.20) | 2.4 | (0.17) | 4.2 | (0.48) | 3.1 | (0.38) |
| 2007 ............................................. | 749 | (42.4) | 394 | (30.7) | 355 | (29.2) | 392 | (30.7) | 131 | (18.8) | 193 | (24.4) | 2.2 | (0.12) | 2.2 | (0.18) | 2.1 | (0.18) | 2.0 | (0.16) | 2.7 | (0.38) | 2.7 | (0.34) |
| 2008 ............................................ | 660 | (39.9) | 374 | (29.9) | 287 | (26.3) | 343 | (28.8) | 154 | (20.3) | 132 | (20.3) | 1.9 | (0.12) | 2.1 | (0.17) | 1.7 | (0.16) | 1.8 | (0.15) | 3.0 | (0.40) | 1.9 | (0.28) |
| 2009 .................................... | 619 | (38.6) | 316 | (27.6) | 302 | (27.0) | 324 | (28.0) | 109 | (17.2) | 128 | (19.9) | 1.8 | (0.11) | 1.8 | (0.16) | 1.8 | (0.16) | 1.7 | (0.14) | 2.3 | (0.36) | 1.7 | (0.27) |
| 20101 .................................... | 621 | (37.9) | 333 | (28.2) | 288 | (27.9) | 296 | (33.1) | 122 | (17.2) | 155 | (23.0) | 1.8 | (0.11) | 1.9 | (0.16) | 1.7 | (0.16) | 1.6 | (0.17) | 2.5 | (0.36) | 2.0 | (0.29) |
| 20111 ............................. | 631 | (49.7) | 342 | (35.1) | 289 | (30.0) | 318 | (32.2) | 94 | (17.5) | 183 | (28.2) | 1.8 | (0.14) | 1.9 | (0.19) | 1.7 | (0.18) | 1.7 | (0.17) | 1.9 | (0.36) | 2.2 | (0.34) |
| $2012^{1}$................................... | 698 | (52.9) | 404 | (39.3) | 293 | (29.8) | 280 | (33.3) | 127 | (23.6) | 226 | (30.6) | 2.0 | (0.15) | 2.3 | (0.22) | 1.7 | (0.18) | 1.5 | (0.18) | 2.7 | (0.49) | 2.7 | (0.37) |
| 20131 ..................................... | 668 | (58.6) | 377 | (42.5) | 292 | (31.9) | 268 | (41.0) | 153 | (24.2) | 215 | (29.0) | 1.9 | (0.17) | 2.1 | (0.24) | 1.7 | (0.19) | 1.5 | (0.22) | 3.2 | (0.50) | 2.5 | (0.34) |
| $20141^{\ldots}$................................. | 896 | (58.4) | 482 | (39.2) | 414 | (37.8) | 331 | (32.6) | 159 | (24.3) | 300 | (31.5) | 2.6 | (0.17) | 2.7 | (0.22) | 2.4 | (0.22) | 1.8 | (0.18) | 3.3 | (0.49) | 3.5 | (0.37) |
|  | 791 | (63.0) | 417 | (41.6) | 373 | (37.8) | 320 | (32.0) | 156 | (36.5) | 246 | (30.4) | 2.3 | (0.18) | 2.3 | (0.23) | 2.2 | (0.22) | 1.8 | (0.18) | 3.2 | (0.76) | 2.8 | (0.35) |
| See notes at end of table. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 225.90. Number and percentage of elementary and secondary school students retained in grade, by sex, race/ethnicity, and grade level: 1994 through 2015-Continued
[Standard errors appear in parentheses]

| Grade level and year | Students retained in grade (in same grade as in previous year) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number of students retained (in thousands) |  |  |  |  |  |  |  |  |  |  |  | Percent of students retained |  |  |  |  |  |  |  |  |  |  |  |
|  | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |
|  |  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
|  | $\begin{aligned} & 363 \\ & 390 \\ & 392 \\ & 389 \\ & 370 \end{aligned}$ | $(29.9)$ <br> $(28.9)$ <br> $(30.0)$ <br> $(29.9)$ <br> $(29.2)$ | $\begin{aligned} & 196 \\ & 232 \\ & 236 \\ & 207 \\ & 198 \end{aligned}$ | $\begin{aligned} & (22.0) \\ & (22.2) \\ & (23.3) \\ & (21.8) \\ & (21.4) \end{aligned}$ | $\begin{aligned} & 167 \\ & 157 \\ & 156 \\ & 182 \\ & 172 \end{aligned}$ | $\begin{aligned} & (20.3) \\ & (18.4) \\ & (19.0) \\ & (20.5) \\ & (20.0) \end{aligned}$ | $\begin{aligned} & 189 \\ & 216 \\ & 200 \\ & 211 \\ & 171 \end{aligned}$ | $\begin{aligned} & (21.6) \\ & (21.5) \\ & (21.5) \\ & (22.1) \\ & (19.9) \end{aligned}$ | $\begin{array}{r} 83 \\ 76 \\ 97 \\ 82 \\ 120 \end{array}$ | $\begin{aligned} & (16.5) \\ & (13.5) \\ & (15.8) \\ & (14.6) \\ & (17.5) \end{aligned}$ | $\begin{aligned} & 81 \\ & 87 \\ & 78 \\ & 78 \\ & 70 \end{aligned}$ | $\begin{aligned} & (21.1) \\ & (15.3) \\ & (15.1) \\ & (15.1) \\ & (14.3) \end{aligned}$ | 2.6 2.7 2.6 2.6 2.5 | $\begin{aligned} & (0.21) \\ & (0.20) \\ & (0.20) \\ & (0.20) \\ & (0.20) \end{aligned}$ | 2.7 3.2 3.0 2.7 2.6 | $\begin{aligned} & (0.31) \\ & (0.30) \\ & (0.29) \\ & (0.28) \\ & (0.28) \end{aligned}$ | $\begin{aligned} & 2.4 \\ & 2.2 \\ & 2.1 \\ & 2.5 \\ & 2.3 \end{aligned}$ | $\begin{aligned} & (0.29) \\ & (0.26) \\ & (0.26) \\ & (0.28) \\ & (0.27) \end{aligned}$ | $\begin{aligned} & 2.0 \\ & 2.2 \\ & 2.0 \\ & 2.1 \\ & 1.7 \end{aligned}$ | $\begin{aligned} & (0.23) \\ & (0.22) \\ & (0.21) \\ & (0.22) \\ & (0.20) \end{aligned}$ | $\begin{aligned} & 3.6 \\ & 3.3 \\ & 4.1 \\ & 3.3 \\ & 4.9 \end{aligned}$ | $\begin{aligned} & (0.72) \\ & (0.58) \\ & (0.66) \\ & (0.59) \\ & (0.72) \end{aligned}$ | 4.6 5.0 3.9 4.0 3.6 | $\begin{aligned} & (1.20) \\ & (0.88) \\ & (0.75) \\ & (0.77) \\ & (0.73) \end{aligned}$ |
| $\qquad$ | $\begin{aligned} & 530 \\ & 400 \\ & 521 \\ & 466 \\ & 458 \end{aligned}$ | $\begin{aligned} & (34.8) \\ & (30.3) \\ & (32.8) \\ & (31.1) \\ & (30.8) \end{aligned}$ | $\begin{aligned} & 316 \\ & 245 \\ & 291 \\ & 240 \\ & 260 \end{aligned}$ | $\begin{aligned} & (26.8) \\ & (23.7) \\ & (24.5) \\ & (22.3) \\ & (23.2) \end{aligned}$ | $\begin{aligned} & 215 \\ & 155 \\ & 230 \\ & 227 \\ & 197 \end{aligned}$ | $\begin{aligned} & (22.2) \\ & (19.0) \\ & (21.8) \\ & (21.6) \\ & (20.2) \end{aligned}$ | $\begin{aligned} & 302 \\ & 192 \\ & 221 \\ & 216 \\ & 223 \end{aligned}$ | $\begin{aligned} & (26.3) \\ & (21.1) \\ & (21.5) \\ & (12.2) \\ & (21.6) \end{aligned}$ | $\begin{array}{r} 98 \\ 94 \\ 131 \\ 98 \\ 117 \end{array}$ | $\begin{aligned} & (15.9) \\ & (15.5) \\ & (17.3) \\ & (15.0) \\ & (6.4) \end{aligned}$ | $\begin{array}{r} 106 \\ 91 \\ 121 \\ 123 \\ 95 \end{array}$ | $\begin{aligned} & (17.5) \\ & (16.3) \\ & (17.7) \\ & (17.9) \\ & (15.8) \end{aligned}$ | 3.5 2.6 3.4 3.0 2.8 | $\begin{aligned} & (0.23) \\ & (0.20) \\ & (0.21) \\ & (0.02) \\ & (0.19) \end{aligned}$ | 4.0 3.1 3.7 3.0 3.1 | $\begin{aligned} & (0.34) \\ & (0.30) \\ & (0.31) \\ & (0.08) \\ & (0.28) \end{aligned}$ | $\begin{aligned} & 2.9 \\ & 2.1 \\ & 3.1 \\ & 3.0 \\ & 2.4 \end{aligned}$ | $\begin{aligned} & (0.30) \\ & (0.26) \\ & (0.29) \\ & (0.28) \\ & (0.25) \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 1.9 \\ & 2.2 \\ & 2.1 \\ & 2.2 \end{aligned}$ | $\begin{aligned} & (0.26) \\ & (0.21) \\ & (0.21) \\ & (0.21) \\ & (0.21) \end{aligned}$ | $\begin{aligned} & 4.2 \\ & 4.1 \\ & 5.5 \\ & 4.2 \\ & 4.6 \end{aligned}$ | $\begin{aligned} & (0.68) \\ & (0.68) \\ & (0.72) \\ & (0.64) \\ & (0.65) \end{aligned}$ | 5.0 4.3 5.7 5.0 3.7 | $\begin{aligned} & (0.83) \\ & (0.77) \\ & (0.83) \\ & (0.73) \\ & (0.61) \end{aligned}$ |
|  | $\begin{aligned} & 393 \\ & 415 \\ & 463 \\ & 415 \end{aligned}$ | (28.6) <br> (29.4) <br> (31.0) <br> (29.4) | $\begin{aligned} & 240 \\ & 231 \\ & 234 \\ & 221 \\ & 169 \end{aligned}$ | $\begin{aligned} & (22.3) \\ & (21.9) \\ & (22.0) \\ & (21.4) \end{aligned}$ (18.8) | $\begin{aligned} & 153 \\ & 184 \\ & 229 \\ & 194 \\ & 169 \end{aligned}$ | (17.9) <br> (19.6) <br> (21.8) <br> (20.1) <br> (18.8) | $\begin{aligned} & 170 \\ & 188 \\ & 221 \\ & 203 \\ & 163 \end{aligned}$ | $\begin{aligned} & (18.8) \\ & (19.9) \\ & (21.4) \\ & (20.6) \end{aligned}$ | 92 113 $\ddagger$ $\ddagger$ 82 $\ddagger$ | $\begin{gathered} (14.6) \\ (16.1) \\ (t) \\ (13.8) \end{gathered}$ | $\begin{array}{r} 98 \\ 84 \\ 115 \\ 103 \\ 92 \end{array}$ | (16.1) <br> (14.9) <br> (17.4) <br> (16.5) | 2.4 2.4 2.8 2.5 2.1 | $\begin{aligned} & (0.18) \\ & (0.18) \\ & (0.19) \\ & (0.18) \end{aligned}$ | 3.0 2.7 2.8 2.6 2.1 | $\begin{aligned} & (0.27) \\ & (0.25) \\ & (0.26) \\ & (0.25) \end{aligned}$ | $\begin{aligned} & 1.9 \\ & 2.3 \\ & 2.9 \\ & 2.4 \\ & 2.1 \end{aligned}$ | $\begin{aligned} & (0.22) \\ & (0.24) \\ & (0.27) \\ & (0.25) \\ & (0.24) \end{aligned}$ | $\begin{aligned} & 1.7 \\ & 1.8 \\ & 2.2 \\ & 2.1 \\ & 17 \end{aligned}$ | $\begin{aligned} & (0.19) \\ & (0.19) \\ & (0.22) \\ & (0.1) \\ & (0.19) \end{aligned}$ | $\begin{aligned} & 3.8 \\ & 4.6 \\ & 3.5 \\ & 3.2 \\ & 3.2 \end{aligned}$ | $\begin{aligned} & (0.60) \\ & (0.66) \\ & (0.56) \\ & (0.54) \\ & (0.55) \end{aligned}$ | 3.7 3.7 3.0 3.0 3.1 | $\begin{aligned} & (0.61) \\ & (0.53) \\ & (0.61) \\ & (0.57) \\ & (0.52) \end{aligned}$ |
|  | $\begin{aligned} & 400 \\ & 440 \\ & 314 \\ & 408 \\ & 456 \end{aligned}$ | $\begin{aligned} & (28.8) \\ & (31.8) \\ & (32.8) \\ & (38.9) \\ & (39.3) \end{aligned}$ | $\begin{aligned} & 240 \\ & 224 \\ & 148 \\ & 198 \\ & 284 \end{aligned}$ | $\begin{aligned} & (22.3) \\ & (24.3) \\ & (23.6) \\ & (27.5) \\ & (31.0) \end{aligned}$ | $\begin{aligned} & 160 \\ & 216 \\ & 166 \\ & 210 \\ & 172 \end{aligned}$ | (18.3) <br> (22.9) <br> (23.1) <br> (28.6) <br> (22.6) | $\begin{aligned} & 167 \\ & 210 \\ & 137 \\ & 157 \\ & 190 \end{aligned}$ | (18.7) <br> (23.1) <br> (20.4) <br> (22.7) <br> (25.1) | 97 69 $\ddagger$ $\ddagger$ 107 | $\begin{array}{r} (15.0) \\ (14.3) \\ (\dagger) \\ \binom{(t)}{(19.6)} \end{array}$ | $\begin{array}{r} 104 \\ 150 \\ \ddagger \\ \ddagger \\ 137 \\ 119 \end{array}$ | $\begin{gathered} 16.6) \\ (19.8) \\ (\mathrm{t}) \\ (20.9) \\ (20.1) \end{gathered}$ | 2.5 2.7 1.9 2.5 2.8 | $\begin{gathered} (0.10) \\ (0.18) \\ (0.20) \\ (0.23) \\ (0.24) \end{gathered}$ | 2.9 2.7 1.8 2.4 3.5 | $\begin{aligned} & (0.27) \\ & (0.30) \\ & (0.28) \\ & (0.33) \\ & (0.37) \end{aligned}$ | $\begin{aligned} & 2.1 \\ & 2.8 \\ & 2.1 \\ & 2.6 \\ & 2.2 \end{aligned}$ | $\begin{aligned} & \left(0.4^{4}\right. \\ & (0.23) \\ & (0.29) \\ & (0.29) \\ & (0.34) \\ & (0.28) \end{aligned}$ | $\begin{aligned} & 1.8 \\ & 2.3 \\ & 1.5 \\ & 1.8 \\ & 2.2 \end{aligned}$ | $\begin{aligned} & (0.20) \\ & (0.25) \\ & (0.22) \\ & (0.25) \\ & (0.29) \end{aligned}$ | $\begin{aligned} & 3.9 \\ & 2.9 \\ & 3.6 \\ & 3.4 \\ & 4.5 \end{aligned}$ | $\begin{aligned} & (0.00) \\ & (0.60) \\ & (0.59) \\ & (0.74) \\ & (0.77) \\ & (0.82) \end{aligned}$ | 3.5 4.8 1.9 3.8 3.3 | $\begin{aligned} & (0.55) \\ & (0.62) \\ & (0.38) \\ & (0.56) \\ & (0.56) \end{aligned}$ |
|  | $\begin{aligned} & 417 \\ & 349 \end{aligned}$ | $\begin{aligned} & (37.8) \\ & (39.2) \end{aligned}$ | $\begin{aligned} & 241 \\ & 165 \end{aligned}$ | $\begin{aligned} & (27.3) \\ & (25.3) \end{aligned}$ | $\begin{aligned} & 176 \\ & 183 \end{aligned}$ | $\begin{aligned} & (23.6) \\ & (28.1) \end{aligned}$ | $\begin{aligned} & 192 \\ & 156 \end{aligned}$ | $\begin{aligned} & (24.5) \\ & (22.3) \end{aligned}$ | $\ddagger$ |  | $\begin{aligned} & 129 \\ & 110 \end{aligned}$ | $\begin{aligned} & (23.9) \\ & (20.5) \end{aligned}$ | 2.6 <br> 2.2 | $\begin{aligned} & (0.23) \\ & (0.24) \end{aligned}$ | 3.0 2.0 | $\begin{aligned} & (0.33) \\ & (0.31) \end{aligned}$ | 2.2 <br> 2.3 | $\begin{aligned} & (0.30) \\ & (0.36) \end{aligned}$ | 2.2 1.8 | $\begin{aligned} & (0.28) \\ & (0.26) \end{aligned}$ | 2.5 2.6 | $\begin{aligned} & (0.64) \\ & (0.73) \end{aligned}$ | 3.7 3.1 | $\begin{aligned} & (0.67) \\ & (0.55) \end{aligned}$ |

$\dagger$ Not applicable
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate)
${ }^{1}$ Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.

NOTE: Data are as of October of each year. Excludes students who were reported as being in a higher grade the previous year than the given year. Race categories exclude persons of Hispanic ethnicity. Totals include other racial/ethnic groups not separately shown. Detail may not sum to totals because of rounding.
table was prepared July 2016.)

Table 226.10. SAT mean scores of college-bound seniors, by race/ethnicity: Selected years, 1986-87 through 2015-16


Table 226.20. SAT mean scores of college-bound seniors, by sex: 1966-67 through 2015-16

| School year | SAT ${ }^{1}$ |  |  |  |  |  |  |  |  | Scholastic Aptitude Test (old scale) |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Critical reading score |  |  | Mathematics score |  |  | Writing score ${ }^{2}$ |  |  | Verbal score |  |  | Mathematics score |  |  |
|  | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1966-67 .... | 543 | 540 | 545 | 516 | 535 | 495 | $\dagger$ | $\dagger$ | $\dagger$ | 466 | 463 | 468 | 492 | 514 | 467 |
| 1967-68 .. | 543 | 541 | 543 | 516 | 533 | 497 | $\dagger$ | $\dagger$ | $\dagger$ | 466 | 464 | 466 | 492 | 512 | 470 |
| 1968-69 ................................ | 540 | 536 | 543 | 517 | 534 | 498 | $\dagger$ | $\dagger$ | $\dagger$ | 463 | 459 | 466 | 493 | 513 | 470 |
| 1969-70 ................................... | 537 | 536 | 538 | 512 | 531 | 493 | $\dagger$ | $\dagger$ | $\dagger$ | 460 | 459 | 461 | 488 | 509 | 465 |
| 1970-71 ...................................... | 532 | 531 | 534 | 513 | 529 | 494 | $\dagger$ | $\dagger$ | $\dagger$ | 455 | 454 | 457 | 488 | 507 | 466 |
| 1971-72 ..... | 530 | 531 | 529 | 509 | 527 | 489 | $\dagger$ | $\dagger$ | $\dagger$ | 453 | 454 | 452 | 484 | 505 | 461 |
| 1972-73 .................................... | 523 | 523 | 521 | 506 | 525 | 489 | $\dagger$ | $\dagger$ | $\dagger$ | 445 | 446 | 443 | 481 | 502 | 460 |
| 1973-74 ................................... | 521 | 524 | 520 | 505 | 524 | 488 | $\dagger$ | $\dagger$ | $\dagger$ | 444 | 447 | 442 | 480 | 501 | 459 |
| 1974-75 ... | 512 | 515 | 509 | 498 | 518 | 479 | $\dagger$ | $\dagger$ | $\dagger$ | 434 | 437 | 431 | 472 | 495 | 449 |
| 1975-76 ...................................... | 509 | 511 | 508 | 497 | 520 | 475 | $\dagger$ | $\dagger$ | $\dagger$ | 431 | 433 | 430 | 472 | 497 | 446 |
| 1976-77 ..... | 507 | 509 | 505 | 496 | 520 | 474 | $\dagger$ | $\dagger$ | $\dagger$ | 429 | 431 | 427 | 470 | 497 | 445 |
| 1977-78 .................................... | 507 | 511 | 503 | 494 | 517 | 474 | $\dagger$ | $\dagger$ | t | 429 | 433 | 425 | 468 | 494 | 444 |
| 1978-79.. | 505 | 509 | 501 | 493 | 516 | 473 | $\dagger$ | $\dagger$ | $\dagger$ | 427 | 431 | 423 | 467 | 493 | 443 |
| 1979-80 ... | 502 | 506 | 498 | 492 | 515 | 473 | $\dagger$ | $\dagger$ | $\dagger$ | 424 | 428 | 420 | 466 | 491 | 443 |
| 1980-81 ...................................... | 502 | 508 | 496 | 492 | 516 | 473 | $\dagger$ | $\dagger$ | $\dagger$ | 424 | 430 | 418 | 466 | 492 | 443 |
| 1981-82 ..... | 504 | 509 | 499 | 493 | 516 | 473 | $\dagger$ | $\dagger$ | $\dagger$ | 426 | 431 | 421 | 467 | 493 | 443 |
| 1982-83 .. | 503 | 508 | 498 | 494 | 516 | 474 | $\dagger$ | $\dagger$ | $\dagger$ | 425 | 430 | 420 | 468 | 493 | 445 |
| 1983-84 ................................ | 504 | 511 | 498 | 497 | 518 | 478 | $\dagger$ | $\dagger$ | $\dagger$ | 426 | 433 | 420 | 471 | 495 | 449 |
| 1984-85.. | 509 | 514 | 503 | 500 | 522 | 480 | $\dagger$ | $\dagger$ | $\dagger$ | 431 | 437 | 425 | 475 | 499 | 452 |
| 1985-86 ....................................... | 509 | 515 | 504 | 500 | 523 | 479 | $\dagger$ | $\dagger$ | $\dagger$ | 431 | 437 | 426 | 475 | 501 | 451 |
| 1986-87 ............................... | 507 | 512 | 502 | 501 | 523 | 481 | $\dagger$ | $\dagger$ | $\dagger$ | 430 | 435 | 425 | 476 | 500 | 453 |
| 1987-88 ... | 505 | 512 | 499 | 501 | 521 | 483 | $\dagger$ | $\dagger$ | $\dagger$ | 428 | 435 | 422 | 476 | 498 | 455 |
| 1988-89 ... | 504 | 510 | 498 | 502 | 523 | 482 | $\dagger$ | $\dagger$ | $\dagger$ | 427 | 434 | 421 | 476 | 500 | 454 |
| 1989-90 .... | 500 | 505 | 496 | 501 | 521 | 483 | $\dagger$ | $\dagger$ | $\dagger$ | 424 | 429 | 419 | 476 | 499 | 455 |
| 1990-91 ..................................... | 499 | 503 | 495 | 500 | 520 | 482 | $\dagger$ | $\dagger$ | $\dagger$ | 422 | 426 | 418 | 474 | 497 | 453 |
| 1991-92 .... | 500 | 504 | 496 | 501 | 521 | 484 | $\dagger$ | $\dagger$ | $\dagger$ | 423 | 428 | 419 | 476 | 499 | 456 |
| 1992-93 ... | 500 | 504 | 497 | 503 | 524 | 484 | $\dagger$ | $\dagger$ | $\dagger$ | 424 | 428 | 420 | 478 | 502 | 457 |
| 1993-94 | 499 | 501 | 497 | 504 | 523 | 487 | $\dagger$ | $\dagger$ | $\dagger$ | 423 | 425 | 421 | 479 | 501 | 460 |
| 1994-95 ... | 504 | 505 | 502 | 506 | 525 | 490 | $\dagger$ | $\dagger$ | t | 428 | 429 | 426 | 482 | 503 | 463 |
| 1995-96 .................................... | 505 | 507 | 503 | 508 | 527 | 492 | $\dagger$ | $\dagger$ | $\dagger$ | - | - | - | - | - | - |
| 1996-97 ................................. | 505 | 507 | 503 | 511 | 530 | 494 | $\dagger$ | $\dagger$ | $\dagger$ | - | - | - | - | - | - |
| 1997-98.. | 505 | 509 | 502 | 512 | 531 | 496 | $\dagger$ | $\dagger$ | $\dagger$ | - | - | - | - | - | - |
| 1998-99 ................................. | 505 | 509 | 502 | 511 | 531 | 495 | $\dagger$ | $\dagger$ | $\dagger$ | - | - | - | - | - | - |
| 1999-2000 ................................. | 505 | 507 | 504 | 514 | 533 | 498 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2000-01 ..................................... | 506 | 509 | 502 | 514 | 533 | 498 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2001-02 ...................................... | 504 | 507 | 502 | 516 | 534 | 500 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2002-03.. | 507 | 512 | 503 | 519 | 537 | 503 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2003-04 ..................................... | 508 | 512 | 504 | 518 | 537 | 501 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2004-05 ................................... | 508 | 513 | 505 | 520 | 538 | 504 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | f |
| 2005-06 .................................... | 503 | 505 | 502 | 518 | 536 | 502 | 497 | 491 | 502 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | t |
| 2006-07 ...................................... | 502 | 504 | 502 | 515 | 533 | 499 | 494 | 489 | 500 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2007-08 .................................... | 502 | 504 | 500 | 515 | 533 | 500 | 494 | 488 | 501 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2008-09 ..................................... | 501 | 503 | 498 | 515 | 534 | 499 | 493 | 486 | 499 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2009-10 .................................... | 501 | 503 | 498 | 516 | 534 | 500 | 492 | 486 | 498 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2010-11 ..................................... | 497 | 500 | 495 | 514 | 531 | 500 | 489 | 482 | 496 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2011-12 ..................................... | 496 | 498 | 493 | 514 | 532 | 499 | 488 | 481 | 494 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2012-13 ................................... | 496 | 499 | 494 | 514 | 531 | 499 | 488 | 482 | 493 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2013-14 ................................... | 497 | 499 | 495 | 513 | 530 | 499 | 487 | 481 | 492 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2014-15 .................................... | 495 | 497 | 493 | 511 | 527 | 496 | 484 | 478 | 490 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| 2015-163 ................................... | 494 | 495 | 493 | 508 | 524 | 494 | 482 | 475 | 487 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

## -Not available.

${ }^{1}$ Data for $1966-67$ to 1985-86 were converted to the recentered scale by using a formula applied to the original mean and standard deviation. For 1986-87 to 1994-95, individual student scores were converted to the recentered scale and then the mean was recomputed. For 1995-96 to 1998-99, nearly all students received scores on the recentered scale; any score on the original scale was converted to the recentered scale prior to recomputing the mean From 1999-2000 on, all scores have been reported on the recentered scale.
${ }^{2}$ The SAT writing section was introduced in March 2005.
${ }^{3}$ Data for 2015-16 seniors cannot be compared to data for previous graduating cohorts because the 2015-16 data include testing only through January of the senior year and graduating cohort membership was also calculated differently.
NOTE: Data for 1966-67 through 1970-71 are estimates derived from the test scores of all participants. Data for 1971-72 through 2009-10 are for seniors who took the SAT at any time
during their high school years through March of their senior year. Data for 2010-11 through 2014-15 are for seniors who took the SAT at any time during their high school years through June of their senior year. Data for 2015-16 are for seniors who took the SAT at any time during their high school years through the January 2016 administration, which was the final administration prior to a major test redesign; because of the smaller number of test administrations and other differences, the 2015-16 data are not comparable to data for earlier years. For all data years, if a student took the SAT more than once, the most recent score on each section was used. Possible scores on each section of the SAT range from 200 to 800 . Prior to 2006, the critical reading section was known as the verbal section. The SAT was formerly known as the Scholastic Assessment Test and the Scholastic Aptitude Test.
SOURCE: College Entrance Examination Board, College-Bound Seniors: Total Group Profile [National] Report, 1966-67 through 2015-16, retrieved January 31, 2017, from https:// secure-media.collegeboard.org/digitalServices/pdf/sat/total-group-2016.pdf. (This table was prepared January 2017.)

Table 226.30. SAT mean scores and percentage distribution of college-bound seniors, by selected student characteristics: Selected years, 1995-96 through 2015-16



## -Not availiable.

$\dagger$ \#Not applicable.
${ }^{1}$ Data for 2015-16 seniors cannot be compared to data for previous graduating cohorts because the 2015-16 data include testing only through January of the senior year and graduating cohort membership was also calculated differently
${ }^{2}$ Since 2005-06, the College Board has reported third, fourth, and fifth quintiles as the bottom three quintiles instead of reporting them tely as in previous years.
${ }^{3}$ Data may not be comparable over time because of additions to the list of majors and changes in subspecialties within majors.
Prior to 2006-07, family and consumer sciences/human sciences was called home economics.
NOTE: Prior to 2010-11, data are for seniors who took the SAT at any time during their high school years through March of their senior year. Data for 2010-11 through 2014-15 are for seniors who took the SAT at any time during their high school years through

June of their senior year. Data for 2015-16 are for seniors who took the SAT at any time during their high school years through the January 2016 administration, which was the final administration prior to a major test redesign; because of the smaller number of test administrations and other differences, the 2015-16 data are not comparable to data for earier years. For all data years, if a student took the SAT more than once, the most recent score on each section was used. Possible scores on each section of the SAT range from 200 to 800 . Prior to 2006, the critical reading section was known as the verbal section. The writing section was introduced in to totals because of rounding. SOURCE: College Entrance Examination Board, College-Bound Seniors: Total Group Profile [National] Report, selected years, group-2016.pdf. (This table was prepared March 2017.)

Table 226.40. Mean SAT scores of college-bound seniors and percentage of graduates taking the SAT, by state: Selected years, 1995-96 through 2015-16

|  | 1995-96 |  | 2000-01 |  | 2005-06 |  |  | 2010-11 |  |  | 2014-15 |  |  | 2015-161 |  |  | Percent taking SAT ${ }^{2}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | Critical reading score | Mathematics score | Critical reading score | Mathematics score | Critical reading score | Mathematics score | Writing score | Critical reading score | Mathematics score | Writing score | Critical reading score | Mathematics score | Writing score | Critical reading score | Mathematics score | Writing score | 2005-06 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| United States ... | 505 | 508 | 506 | 514 | 503 | 518 | 497 | 497 | 514 | 489 | 495 | 511 | 484 | 494 | 508 | 482 | 48 | 49 |
| Alabama ... | 565 | 558 | 559 | 554 | 565 | 561 | 565 | 546 | 541 | 536 | 545 | 538 | 533 | 557 | 551 | 543 | 9 | 6 |
| Alaska ......... | 521 | 513 | 514 | 510 | 517 | 517 | 493 | 515 | 511 | 487 | 509 | 503 | 482 | 485 | 479 | 460 | 51 | 52 |
| Arizona ....... | 525 | 521 | 523 | 525 | 521 | 528 | 507 | 517 | 523 | 499 | 523 | 527 | 502 | 528 | 532 | 505 | 32 | 34 |
| Arkansas ................. | 566 | 550 | 562 | 550 | 574 | 568 | 567 | 568 | 570 | 554 | 568 | 569 | 551 | 570 | 569 | 553 | 5 | 4 |
| California ................. | 495 | 511 | 498 | 517 | 501 | 518 | 501 | 499 | 515 | 499 | 495 | 506 | 491 | 491 | 500 | 485 | 49 | 60 |
| Colorado .... | 536 | 538 | 539 | 542 | 558 | 564 | 548 | 570 | 573 | 556 | 582 | 587 | 567 | 587 | 589 | 571 | 26 | 12 |
| Connecticut .......... | 507 | 504 | 509 | 510 | 512 | 516 | 511 | 509 | 513 | 513 | 504 | 506 | 504 | 500 | 500 | 497 | 84 | 89 |
| Delaware ${ }^{3}$... | 508 | 495 | 501 | 499 | 495 | 500 | 484 | 489 | 490 | 476 | 462 | 461 | 445 | 458 | 453 | 440 | 73 | 100 |
| District of Columbia ${ }^{3}$. | 489 | 473 | 482 | 474 | 487 | 472 | 482 | 469 | 457 | 459 | 441 | 440 | 432 | 433 | 433 | 419 | 784 | 100 |
| Florida .................... | 498 | 496 | 498 | 499 | 496 | 497 | 480 | 487 | 489 | 471 | 486 | 480 | 468 | 481 | 475 | 462 | 65 | 74 |
| Georgia ................... | 484 | 477 | 491 | 489 | 494 | 496 | 487 | 485 | 487 | 473 | 490 | 485 | 475 | 493 | 490 | 476 | 70 | 77 |
| Hawaii .................... | 485 | 510 | 486 | 515 | 482 | 509 | 472 | 479 | 500 | 469 | 487 | 508 | 477 | 491 | 511 | 476 | 60 | 61 |
| Idaho ${ }^{3}$..... | 543 | 536 | 543 | 542 | 543 | 545 | 525 | 542 | 539 | 517 | 467 | 463 | 442 | 465 | 453 | 446 | 19 | 100 |
| Illinois ...................... | 564 | 575 | 576 | 589 | 591 | 609 | 586 | 599 | 617 | 591 | 599 | 616 | 587 | 605 | 622 | 592 | 9 | 4 |
| Indiana ..................... | 494 | 494 | 499 | 501 | 498 | 509 | 486 | 493 | 501 | 475 | 496 | 499 | 478 | 496 | 499 | 477 | 62 | 71 |
| lowa ........ | 590 | 600 | 593 | 603 | 602 | 613 | 591 | 596 | 606 | 575 | 589 | 600 | 566 | 602 | 611 | 572 | 4 | 3 |
| Kansas .................... | 579 | 571 | 577 | 580 | 582 | 590 | 566 | 580 | 591 | 563 | 588 | 592 | 568 | 594 | 604 | 571 | 8 | 5 |
| Kentucky ................. | 549 | 544 | 550 | 550 | 562 | 562 | 555 | 576 | 572 | 563 | 588 | 587 | 574 | 604 | 599 | 586 | 11 | 4 |
| Louisiana ...... | 559 | 550 | 564 | 562 | 570 | 571 | 571 | 555 | 550 | 546 | 563 | 559 | 553 | 584 | 577 | 571 | 6 | 5 |
| Maine ${ }^{5}$........... | 504 | 498 | 506 | 500 | 501 | 501 | 491 | 469 | 469 | 453 | 468 | 473 | 451 | 486 | 485 | 472 | 73 | 96 |
| Maryland ................. | 507 | 504 | 508 | 510 | 503 | 509 | 499 | 499 | 502 | 491 | 491 | 493 | 478 | 490 | 490 | 476 | 70 | 79 |
| Massachusetts .......... | 507 | 504 | 511 | 515 | 513 | 524 | 510 | 513 | 527 | 509 | 516 | 529 | 507 | 517 | 530 | 506 | 85 | 86 |
| Michigan ................. | 557 | 565 | 561 | 572 | 568 | 583 | 555 | 583 | 604 | 573 | 594 | 609 | 585 | 594 | 608 | 581 | 10 | 4 |
| Minnesota ................. | 582 | 593 | 580 | 589 | 591 | 600 | 574 | 593 | 608 | 577 | 595 | 607 | 576 | 607 | 620 | 588 | 10 | 5 |
| Mississippi ............... | 569 | 557 | 566 | 551 | 556 | 541 | 562 | 564 | 543 | 553 | 580 | 563 | 570 | 595 | 584 | 585 | 4 | 3 |
| Missouri ................... | 570 | 569 | 577 | 577 | 587 | 591 | 582 | 592 | 593 | 579 | 596 | 599 | 582 | 605 | 608 | 589 | 7 | 4 |
| Montana ................... | 546 | 547 | 539 | 539 | 538 | 545 | 524 | 539 | 537 | 516 | 561 | 556 | 538 | 565 | 557 | 539 | 28 | 15 |
| Nebraska ... | 567 | 568 | 562 | 568 | 576 | 583 | 566 | 585 | 591 | 569 | 589 | 590 | 576 | 590 | 595 | 573 | 7 | 4 |
| Nevada ..... | 508 | 507 | 509 | 515 | 498 | 508 | 481 | 494 | 496 | 470 | 494 | 494 | 470 | 511 | 509 | 488 | 40 | 50 |
| New Hampshire ........ | 520 | 514 | 520 | 516 | 520 | 524 | 509 | 523 | 525 | 511 | 525 | 530 | 511 | 527 | 531 | 510 | 82 | 70 |
| New Jersey .............. | 498 | 505 | 499 | 513 | 496 | 515 | 496 | 495 | 516 | 497 | 500 | 521 | 499 | 495 | 514 | 492 | 82 | 81 |
| New Mexico ............. | 554 | 548 | 551 | 542 | 557 | 549 | 543 | 548 | 541 | 529 | 551 | 544 | 528 | 553 | 545 | 525 | 13 | 12 |
| New York ................. | 497 | 499 | 495 | 505 | 493 | 510 | 483 | 485 | 499 | 476 | 489 | 502 | 478 | 489 | 501 | 477 | 88 | 75 |
| North Carolina .......... | 490 | 486 | 493 | 499 | 495 | 513 | 485 | 493 | 508 | 474 | 498 | 504 | 476 | 502 | 508 | 475 | 71 | 63 |
| North Dakota ........... | 596 | 599 | 592 | 599 | 610 | 617 | 588 | 586 | 612 | 561 | 597 | 608 | 586 | 585 | 594 | 560 | , | 2 |
| Ohio ....................... | 536 | 535 | 534 | 539 | 535 | 544 | 521 | 539 | 545 | 522 | 557 | 563 | 537 | 556 | 563 | 534 | 28 | 14 |
| Oklahoma ................ | 566 | 557 | 567 | 561 | 576 | 574 | 563 | 571 | 565 | 547 | 576 | 569 | 548 | 582 | 573 | 553 | 7 | 4 |
| Oregon ................... | 523 | 521 | 526 | 526 | 523 | 529 | 503 | 520 | 521 | 499 | 523 | 521 | 502 | 525 | 520 | 500 | 55 | 47 |
| Pennsylvania ............. | 498 | 492 | 500 | 499 | 493 | 500 | 483 | 493 | 501 | 479 | 499 | 504 | 482 | 500 | 506 | 481 | 74 | 71 |
| Rhode Island ............ | 501 | 491 | 501 | 499 | 495 | 502 | 490 | 495 | 493 | 489 | 494 | 494 | 484 | 490 | 491 | 480 | 69 | 77 |
| South Carolina .......... | 480 | 474 | 486 | 488 | 487 | 498 | 480 | 482 | 490 | 464 | 488 | 487 | 467 | 494 | 493 | 471 | 62 | 65 |
| South Dakota ............ | 574 | 566 | 577 | 582 | 590 | 604 | 578 | 584 | 591 | 562 | 592 | 597 | 564 | 586 | 581 | 558 | 4 | 3 |
| Tennessee ............... | 563 | 552 | 562 | 553 | 573 | 569 | 572 | 575 | 568 | 567 | 581 | 574 | 568 | 586 | 582 | 571 | 15 | 7 |
| Texas ..................... | 495 | 500 | 493 | 499 | 491 | 506 | 487 | 479 | 502 | 465 | 470 | 486 | 454 | 466 | 478 | 449 | 52 | 64 |
| Utah ....................... | 583 | 575 | 575 | 570 | 560 | 557 | 550 | 563 | 559 | 545 | 579 | 575 | 554 | 579 | 579 | 558 | 7 | 5 |
| Vermont ................... | 506 | 500 | 511 | 506 | 513 | 519 | 502 | 515 | 518 | 505 | 523 | 524 | 507 | 520 | 520 | 501 | 67 | 61 |
| Virginia ................... | 507 | 496 | 510 | 501 | 512 | 513 | 500 | 512 | 509 | 495 | 518 | 516 | 499 | 520 | 517 | 498 | 73 | 72 |
| Washington .............. | 519 | 519 | 527 | 527 | 527 | 532 | 511 | 523 | 529 | 508 | 502 | 510 | 484 | 501 | 506 | 481 | 54 | 66 |
| West Virginia ............. | 526 | 506 | 527 | 512 | 519 | 510 | 515 | 514 | 501 | 497 | 509 | 497 | 495 | 525 | 511 | 502 | 20 | 15 |
| Wisconsin ................ | 577 | 586 | 584 | 596 | 588 | 600 | 577 | 590 | 602 | 575 | 591 | 605 | 575 | 605 | 618 | 588 | 6 | 4 |
| Wyoming .................. | 544 | 544 | 547 | 545 | 548 | 555 | 537 | 572 | 569 | 551 | 589 | 586 | 562 | 603 | 600 | 587 | 10 | 3 |

${ }^{1}$ Data for 2015-16 seniors cannot be compared to data for previous graduating cohorts because the 2015-16 data include testing only through January of the senior year and graduating cohort membership was also calculated differently.
${ }^{2}$ Members of the graduating class who had taken the SAT as a percentage of the total number of high school graduates. State percentages were calculated by the College Entrance Examination Board based on the number of high school graduates in each state as pro jected by the Western Interstate Commission for Higher Education (WICHE). The total percentage for the United States was calculated by the National Center for Education Statistics (NCES) based on NCES projections of the total number of U.S. high school graduates. The percentage of the 2015-16 graduating class taking the SAT was not calculated because the data for 2015-16 are not comparable to the data for prior years.
${ }^{3}$ The SAT is administered to all public high school juniors in Delaware (as of spring 2011), the District of Columbia (as of spring 2013), and Idaho (as of spring 2012).
${ }^{4}$ Participation rate is based on self-reported 12th-grade enrollment from the District of Columbia's public and nonpublic schools because WICHE estimated fewer graduating seniors than actual SAT test takers.
${ }^{5}$ Beginning with the spring SAT administration in 2006, all Maine high school juniors, including all students in their third year of high school, are required to take the SAT.
NOTE: Data for 2005-06 and earlier years are for seniors who took the SAT at any time during their high school years through March of their senior year. Data for 2010-11 through 2014-15 are for seniors who took the SAT at any time during their high school years through June of their senior year. Data for 2015-16 are for seniors who took the SAT at any time during their high school years through the January 2016 administration, which was the final administration prior to a major test redesign; because of the smaller number of test administrations and other differences, the 2015-16 data are not comparable to data for earlier years. For all data years, if a student took the SAT more than once, the most recent score on each section was used. Possible scores on each section of the SAT range from 200 to 800 . Prior to 2006, the critical reading section was known as the verbal section. The writing section was introduced in March 2005. The SAT was formerly known as the Scholastic Assessment Test or the Scholastic Aptitude Test.
SOURCE: College Entrance Examination Board, College-Bound Seniors Tables and Related Items, selected years, 1995-96 through 2015-16, retrieved March 6, 2017, from http://research.college board.org/programs/sat/data/cb-seniors-2016. (This table was prepared March 2017.)

Table 226．50．Number and percentage of graduates taking the ACT test；average scores and standard deviations，by sex and race／ethnicity；and percentage of test takers with selected composite scores and planned fields of postsecondary study：Selected years， 1995 through 2016

| Score type and test－taker characteristic | 1995 | 2000 | 2005 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Total test takers Number（in thousands） Percent of all graduates ${ }^{1}$ | 945 38 | 1,065 38 | 1,186 38 | 1,301 41 | 1,422 43 | 1,480 44 | 1,569 46 | 1,623 47 | 1,666 48 | 1,799 52 | 1,846 53 | 1,924 $55^{2}$ | 2,090 59 |
| Percent of all graduates ${ }^{1}$ | Average test score ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Composite score，total $\qquad$ Sex | 20.8 | 21.0 | 20.9 | 21.2 | 21.1 | 21.1 | 21.0 | 21.1 | 21.1 | 20.9 | 21.0 | 21.0 | 20.8 |
| Male $\qquad$ <br> Female | $\begin{aligned} & 21.0 \\ & 20.7 \end{aligned}$ | 21.2 20.9 | $\begin{aligned} & 21.1 \\ & 200 \end{aligned}$ | $\begin{aligned} & 21.2 \\ & 21.0 \end{aligned}$ | $\begin{aligned} & 21.2 \\ & 21.0 \end{aligned}$ | $\begin{aligned} & 21.3 \\ & 20.9 \end{aligned}$ | $\begin{aligned} & 21.2 \\ & 20.9 \end{aligned}$ | $21.2$ | $21.2$ | $\begin{aligned} & 20.9 \\ & 20.9 \end{aligned}$ | $\begin{aligned} & 21.1 \\ & 20.9 \end{aligned}$ | 21.121.0 | $\begin{aligned} & 20.9 \\ & 20.9 \end{aligned}$ |
| Race／ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ．．．．．．．．． |  | 二 | 21.8 <br> 17.0 <br> -7 |  |  | 21.9 | 22.1 | 22.1 | 22.2 | 22.3 | 22.4 | 2.4 | 22.216.9 | 22.317.0 | 22. | 22.2 |
| Black ．．．．．．．．．． | 17.0 |  |  | 17.0 | 16.9 | 16.9 | 16.9 | 17.0 | 17.0 | 17.1 | 17.0 |  |  |  |
| Hispanic ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． |  | 18.6 |  | 18.7 | 18.7 | 18.7 | 18.6 | 18.7 | 18.9 | 18.8 | 18.8 | 18.9 | 18.7 |  |
| Asian／Pacific Islander ．．．．．．．．．．．．．．．．．．．．．．．．．．． | － | 21.7 | 22.1 | 22.6 | 22.9 | 23.2 | 23.4 | 236 |  |  | 235 | $23 \bar{\square}$ | 240 |  |
| Asian $\qquad$ Paciic Islander | － | 二 | 二 | 二 | － | 二 | － | 23.6 19.5 | 23.6 19.8 | 23.5 19.5 | 23.5 18.6 | 23.9 18.8 | 24.0 18.6 |  |
| American Indian／Alaska ．．．．．．．．．．．．．．．．．．．．．．．． | － | 19.0 | 18.7 | 18.9 | 19.0 | 18.9 | 19.0 | 18.6 | 18.4 | 18.0 | 18.0 | 17.9 | 17.7 |  |
| Two or more races ．．．．．．．．．．．．．．．．．．．．．．．．．．．． | － |  |  |  |  |  | － | 21.1 | 21.4 | 21.1 | 21.2 | 21.2 | 21.0 |  |
| Subject－area scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 20.219.820.6 | 20.520.0 | 20.420.0 | 20.720.2 | 20.620.1 | 20.620.2 | 20.520.1 | 20.620.2 | 20.520.2 | 20.219.8 | 20.320.0 | 20.420.0 | $\begin{aligned} & 20.1 \\ & 19.8 \end{aligned}$ |  |
| Male <br> Female $\qquad$ $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics $\qquad$ <br> Male <br> Female $\qquad$ | $\begin{aligned} & 20.2 \\ & 20.9 \\ & 19.7 \end{aligned}$ | 20.721.420.2 | $\begin{aligned} & 20.7 \\ & 21.3 \\ & 20.2 \end{aligned}$ | $\begin{array}{r} 21.0 \\ 21.6 \end{array}$ | $\begin{aligned} & 21.0 \\ & 21.6 \end{aligned}$ | $\begin{aligned} & 21.0 \\ & 21.6 \end{aligned}$ | $\begin{aligned} & 21.0 \\ & 21.6 \end{aligned}$ | $\begin{aligned} & 21.1 \\ & 21.6 \end{aligned}$ | $\begin{aligned} & 21.1 \\ & 21.7 \end{aligned}$ | $\begin{aligned} & 20.9 \\ & 21.4 \end{aligned}$ | $\begin{array}{r} 20.9 \\ 21.4 \end{array}$ | $\begin{aligned} & 20.8 \\ & 21.3 \end{aligned}$ | $\begin{aligned} & 20.6 \\ & 21.0 \\ & 20.3 \end{aligned}$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | 20.4 | 20.4 | 20.4 | 20.5 | 20.6 | 20.6 | 20.5 | 20.5 | 20.4 |  |  |
| Reading <br> Male <br> Female $\qquad$ | $\begin{aligned} & 21.3 \\ & 21.1 \\ & 21.4 \end{aligned}$ | $\begin{aligned} & 21.4 \\ & 21.2 \\ & 21.5 \end{aligned}$ | $\begin{aligned} & 21.3 \\ & 21.0 \\ & 21.5 \end{aligned}$ | $\begin{aligned} & 21.5 \\ & 21.2 \\ & 21.6 \end{aligned}$ | $\begin{aligned} & 21.4 \\ & 21.2 \\ & 21.5 \end{aligned}$ | $\begin{aligned} & 21.4 \\ & 21.4 \\ & 21.4 \end{aligned}$ | 21.321.1 | 21.321.1 | 21.3 <br> 21.2 | 21.120.9 | 21.321.1 | $\begin{aligned} & 21.4 \\ & 21.2 \\ & 21.6 \end{aligned}$ | $\begin{aligned} & 21.3 \\ & 21.0 \\ & 21.6 \end{aligned}$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 21.4 | 21.4 | 21.4 | 21.4 | 21.5 |  |  |  |
| Science $\qquad$ <br> Male <br> Female $\qquad$ $\qquad$ | $\begin{aligned} & 21.0 \\ & 21.6 \\ & 20.5 \end{aligned}$ | 21.021.620 | 20.921.4 | 21.021.4 | 20.821.320.4 | 21.9 <br> 21.4 | $\begin{aligned} & 20.9 \\ & 21.4 \end{aligned}$ | 20.921.4 | 20.921.4 | 20.721.220.4 | 20.821.2 | 20.921.3 | $\begin{aligned} & 20.8 \\ & 21.1 \\ & 20.6 \end{aligned}$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 20.6 | 20.5 | 20.5 | 20.4 | 20.4 | $\begin{aligned} & 21.4 \\ & 20.5 \end{aligned}$ | 20.5 | 20.5 | 20.4 | 20.5 | 20.6 |  |  |
| STEM ${ }^{4}$ $\qquad$ <br> Male $\qquad$ <br> Female | 二 | 二 |  | $\begin{aligned} & \text { 二 } \\ & \text { 二 } \end{aligned}$ | 二 | 二 | 二 | 二 | $\begin{array}{r} 21.3 \\ - \\ \hline \end{array}$ | $\begin{array}{r} 21.1 \\ - \\ \hline \end{array}$ | $\begin{array}{r} 21.1 \\ - \end{array}$ | $\begin{array}{r} 21.1 \\ - \end{array}$ | $\begin{aligned} & 20.9 \\ & 21.3 \\ & 20.7 \end{aligned}$ |  |
|  |  |  | 二 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Standard deviation ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Composite score，total $\qquad$ Sex <br> Male $\qquad$ <br> Female $\qquad$ | － | $\begin{aligned} & 4.7 \\ & 4.9 \\ & 4.6 \end{aligned}$ | $\begin{gathered} - \\ 5.0 \\ 4.7 \end{gathered}$ | $\begin{gathered} 5.0 \\ - \\ - \end{gathered}$ | 5.0 | 5.1 | 5.2 | 5.2 | 5.3 | 5.4 | 5.4 | 5.5 | 5.6 |  |
|  |  |  |  |  | － | － | － | － | － | － | － | － | － |  |
|  |  |  |  |  | － | － | － | － | － | － | － | － | － |  |
| Subject－area scores <br> English <br> Male $\qquad$ <br> Female $\qquad$ | － | 5.55.65.5 | － <br> 6.0 <br> 5.9 | 6.0 | 6.1 | 6.3 | $\stackrel{6}{ }{ }^{-}$ | 6.5 | 6.5 | 6.5 | $\stackrel{6.6}{-}$ | 6．7 | 6.8 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | － | － | － |  |  |  |  |
| Mathematics ．．． | 二 | 5.05.24.8 | $5 . \overline{3}$ | $5.1$ | 5.2 | $5.3$ | $\stackrel{5.3}{-}$ | $\stackrel{5.3}{-}$ | 5.3 | 5.3 | 5.3 | 5.4 | 5.4 |  |
| Male ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Female ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． |  | 4.8 | 4.8 | － | － | － | － | － | － | － | － | － | － |  |
| Reading ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 二 | 6.16.16.0 |  | 6.1 | 6.1 | 6.2 | 6.2 | 6.2 | 6.2 | 6.3 | 6.3 | 6.4 | 6.5 |  |
| Male |  |  | 6.1 | － | － | － | － |  |  |  | － |  |  |  |
| Female ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | － |  |  |  |  | － | － | － | － | － | － | － |  |  |
| Science ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | － | 4.5 | － | 4.9 | 4.9 | 5.0 | 5.1 | 5.1 | 5.2 | 5.3 | 5.5 | 5.5 | 5.6 |  |
| Male ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | － | 4.8 | 4.9 | － |  | － | － | － | － | － | － | － |  |  |
| Female ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | － | 4.3 | 4.3 | － | － | － | － | － | － | － | － | － | － |  |
| STEM ${ }^{4}$ | － | － | － | － | － | － | － | － | － | － | － | － | 5.3 |  |
| Female $\qquad$ | － | － | － | － | － | － | － | － | － | － | － | － |  |  |
|  |  |  |  |  |  | Perce | ACT | akers |  |  |  |  |  |  |
| Composite score |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | － | 10 25 | 10 26 | $\begin{aligned} & 11 \\ & 25 \end{aligned}$ | 12 26 | 12 27 | 12 28 | 13 28 | 13 28 | 13 30 | 13 30 | 14 30 | 14 32 |  |
| Planned major field of study |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business ${ }^{6}$ ．．．．．．．．．．．．．．．．．．．．． | 13 | 11 | 9 | 8 | 11 | 12 | 11 | 10 | 9 | 9 | 9 | 9 | 9 |  |
| Education ${ }^{7}$ ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 8 | 9 | 6 | 5 | 6 | 7 | 7 | 6 | 6 | 5 | 5 | 5 | 4 |  |
| Engineering ${ }^{8}$ ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 8 | 8 | 6 | 5 | 7 | 8 | 8 | 8 | 8 | 9 | 9 | 10 | 10 |  |
| Health sciences and technologies ．．．．．．．．．． | $\bigcirc$ | 17 | 16 | 14 | 17 | 19 | 20 | 19 | 19 | 19 | 19 | 18 | 17 |  |
| Social Sciences ${ }^{9}$ ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 9 | 9 | 7 | 5 | 6 | 7 | 7 | 8 | 9 | 8 | 8 | 8 | 8 |  |

－Not available．
${ }^{1}$ Those members of the graduating class who had taken the ACT test as a percentage of all students who graduated in that school year．For example，the 2016 column shows test－taking members of the class of 2016 as a percentage of all 2015－16 high school graduates．Per－ centages were calculated by the National Center for Education Statistics（NCES）using NCES data on the total number of high school graduates．
${ }^{2}$ Number of high school graduates is projected．
${ }^{3}$ Minimum score is 1 and maximum score is 36 ．
${ }^{4}$ The science，technology，engineering，and mathematics（STEM）score is derived from stu－ dents＇scores on the ACT mathematics and science tests．The STEM score was developed to gauge students＇overall proficiency in mathematics and science．
${ }^{5}$ Standard deviations not available for racial／ethnic groups．
${ }^{6}$ For years prior to 2011，includes business and management，business and office，and mar－ keting and distribution．
${ }^{7}$ For years prior to 2011，includes education and teacher education．

Includes engineering as well as engineering technology and drafting．
Includes social sciences and philosophy，religion，and theology．For 2011 and later years， also includes law．
NOTE：Data are for high school graduates who took the ACT test during their sophomore， junior，or senior year．If a student took the ACT test more than once，the composite and subject－area scores from the most recent test were used．Race categories exclude persons of Hispanic ethnicity．Some data have been revised from previously published figures SOURCE：ACT，High School Profile Report，selected years， 1995 through 2016．U．S．Depart－ ment of Education，National Center for Education Statistics，Common Core of Data（CCD）， ＂State Nonfiscal Survey of Public Elementary／Secondary Education，＂1995－96 through 2009－10；＂State Dropout and Completion Data File，＂2005－06 through 2012－13；Public School Graduates and Dropouts from the Common Core of Data，2007－08 and 2008－09；Pri－ vate School Universe Survey（PSS）， 1995 through 2013；and National High School Gradu－ ates Projection Model，1972－73 through 2026－27．（This table was prepared May 2017．）

Table 226.60. Average ACT scores and percentage of graduates taking the ACT, by state: 2012 and 2016

| State | 2012 |  |  |  |  | 2016 |  |  |  |  | Percent taking ACT ${ }^{1}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Composite score | Subject-area scores |  |  |  | Composite score | Subject-area scores |  |  |  |  |  |
|  |  | English score | Mathematics score | Reading score | Science score |  | English score | Mathematics score | Reading score | Science score | 2012 | 2016 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States ..................... | 21.1 | 20.5 | 21.1 | 21.3 | 20.9 | 20.8 | 20.1 | 20.6 | 21.3 | 20.8 | 48 | 59 |
| Alabama | 20.3 | 20.3 | 19.6 | 20.7 | 20.1 | 19.1 | 18.7 | 18.3 | 19.7 | 19.1 | 86 | 100 |
| Alaska | 21.2 | 20.3 | 21.3 | 21.8 | 20.8 | 20.0 | 18.9 | 20.0 | 20.6 | 19.8 | 35 | 53 |
| Arizona .................................... | 19.7 | 18.6 | 20.3 | 19.7 | 19.5 | 20.1 | 19.1 | 20.2 | 20.5 | 20.0 | 35 | 58 |
| Arkansas | 20.3 | 20.0 | 20.0 | 20.6 | 20.1 | 20.2 | 19.8 | 19.6 | 20.7 | 20.2 | 88 | 96 |
| California .................................. | 22.1 | 21.6 | 22.8 | 22.1 | 21.5 | 22.6 | 22.1 | 22.7 | 22.9 | 22.1 | 25 | 33 |
| Colorado ................................. | 20.6 | 19.9 | 20.5 | 20.7 | 20.8 | 20.6 | 20.0 | 20.3 | 20.9 | 20.9 | 100 | 100 |
| Connecticut ................................ | 23.8 | 23.9 | 23.8 | 23.9 | 23.2 | 24.5 | 24.4 | 24.1 | 25.0 | 24.1 | 27 | 34 |
| Delaware | 22.6 | 22.3 | 22.4 | 23.0 | 22.1 | 23.6 | 23.3 | 23.2 | 24.3 | 23.2 | 14 | 21 |
| District of Columbia ................... | 19.7 | 19.0 | 20.0 | 20.0 | 19.2 | 22.2 | 21.8 | 21.8 | 22.8 | 21.7 | 32 | 44 |
| Florida ...................................... | 19.8 | 18.9 | 20.0 | 20.5 | 19.3 | 19.9 | 18.9 | 19.5 | 21.1 | 19.5 | 70 | 81 |
| Georgia ..................................... | 20.7 | 20.1 | 20.6 | 21.0 | 20.5 | 21.1 | 20.7 | 20.6 | 21.8 | 21.0 | 52 | 60 |
| Hawaii ...................................... | 21.3 | 20.5 | 21.9 | 21.2 | 21.1 | 18.7 | 17.6 | 19.1 | 19.0 | 18.6 | 27 | 94 |
| Idaho ...................................... | 21.6 | 21.0 | 21.3 | 22.1 | 21.4 | 22.7 | 22.3 | 22.1 | 23.5 | 22.4 | 67 | 39 |
| Illinois | 20.9 | 20.5 | 21.0 | 20.7 | 20.8 | 20.8 | 20.5 | 20.6 | 21.0 | 20.6 | 100 | 100 |
| Indiana | 22.3 | 21.7 | 22.5 | 22.6 | 21.9 | 22.3 | 21.6 | 22.1 | 22.9 | 22.0 | 32 | 41 |
| Iowa ....................................... | 22.1 | 21.6 | 21.7 | 22.5 | 22.2 | 22.1 | 21.4 | 21.4 | 22.7 | 22.3 | 63 | 68 |
| Kansas ...................................... | 21.9 | 21.3 | 21.8 | 22.3 | 21.7 | 21.9 | 21.3 | 21.5 | 22.5 | 21.8 | 81 | 74 |
| Kentucky .................................. | 19.8 | 19.5 | 19.4 | 20.2 | 19.8 | 20.0 | 19.7 | 19.3 | 20.6 | 19.9 | 100 | 100 |
| Louisiana .................................. | 20.3 | 20.4 | 19.9 | 20.4 | 20.1 | 19.5 | 19.3 | 18.8 | 19.9 | 19.6 | 100 | 100 |
| Maine ........................................ | 23.4 | 23.5 | 23.3 | 23.7 | 22.7 | 23.6 | 23.3 | 23.8 | 23.9 | 23.1 | 9 | 10 |
| Maryland ....... | 22.1 | 21.6 | 22.2 | 22.3 | 21.7 | 23.0 | 22.6 | 22.7 | 23.6 | 22.8 | 21 | 27 |
| Massachusetts ........................ | 24.1 | 23.9 | 24.5 | 24.2 | 23.2 | 24.8 | 24.4 | 24.9 | 25.3 | 24.1 | 23 | 28 |
| Michigan .................................. | 20.1 | 19.3 | 20.1 | 20.0 | 20.4 | 20.3 | 19.9 | 19.9 | 20.7 | 20.5 | 100 | 100 |
| Minnesota ................................. | 22.8 | 22.1 | 23.0 | 22.9 | 22.7 | 21.1 | 20.0 | 21.2 | 21.3 | 21.3 | 74 | 100 |
| Mississippi ................................ | 18.7 | 18.6 | 18.3 | 18.9 | 18.7 | 18.4 | 17.9 | 18.0 | 18.7 | 18.5 | 100 | 100 |
| Missouri | 21.6 | 21.4 | 21.1 | 21.9 | 21.5 | 20.2 | 19.7 | 19.8 | 20.6 | 20.4 | 75 | 100 |
| Montana .................................. | 22.0 | 21.1 | 21.9 | 22.6 | 22.0 | 20.3 | 19.0 | 20.2 | 20.8 | 20.5 | 61 | 100 |
| Nebraska ............................... | 22.0 | 21.8 | 21.7 | 22.3 | 21.9 | 21.4 | 20.9 | 20.8 | 21.8 | 21.5 | 78 | 88 |
| Nevada ................................... | 21.3 | 20.5 | 21.4 | 21.6 | 21.1 | 17.7 | 16.2 | 18.0 | 18.1 | 18.1 | 34 | 100 |
| New Hampshire ......................... | 23.8 | 23.6 | 23.7 | 24.2 | 23.3 | 24.5 | 24.0 | 24.4 | 25.1 | 24.1 | 19 | 23 |
| New Jersey ................................ | 23.4 | 23.1 | 23.9 | 23.4 | 22.6 | 23.1 | 22.7 | 23.3 | 23.5 | 22.5 | 20 | 32 |
| New Mexico ............................... | 19.9 | 19.0 | 19.6 | 20.3 | 20.0 | 19.9 | 18.9 | 19.5 | 20.5 | 20.1 | 75 | 70 |
| New York .................................. | 23.3 | 22.7 | 23.7 | 23.4 | 23.1 | 23.9 | 23.2 | 23.9 | 24.4 | 23.7 | 29 | 29 |
| North Carolina .......................... | 21.9 | 21.0 | 22.3 | 22.2 | 21.4 | 19.1 | 17.8 | 19.4 | 19.5 | 19.2 | 20 | 100 |
| North Dakota ............................ | 20.7 | 19.6 | 21.0 | 20.7 | 20.9 | 20.3 | 19.1 | 20.3 | 20.7 | 20.7 | 100 | 100 |
| Ohio ......................................... | 21.8 | 21.1 | 21.5 | 22.1 | 21.8 | 22.0 | 21.2 | 21.6 | 22.5 | 22.0 | 71 | 73 |
| Oklahoma ................................. | 20.7 | 20.4 | 20.1 | 21.3 | 20.6 | 20.4 | 19.8 | 19.5 | 21.3 | 20.5 | 80 | 82 |
| Oregon ..................................... | 21.4 | 20.6 | 21.6 | 21.8 | 21.3 | 21.7 | 21.0 | 21.4 | 22.3 | 21.6 | 38 | 39 |
| Pennsylvania .............................. | 22.4 | 22.0 | 22.7 | 22.7 | 21.9 | 23.1 | 22.6 | 23.0 | 23.6 | 22.8 | 18 | 23 |
| Rhode Island ............................. | 22.9 | 22.9 | 22.7 | 23.5 | 22.3 | 23.3 | 23.1 | 22.9 | 24.0 | 22.8 | 13 | 20 |
| South Carolina ........................... | 20.2 | 19.5 | 20.2 | 20.4 | 20.1 | 18.5 | 17.3 | 18.5 | 19.0 | 18.6 | 57 | 100 |
| South Dakota ............................ | 21.8 | 21.0 | 21.8 | 22.1 | 22.0 | 21.9 | 20.9 | 21.7 | 22.4 | 22.2 | 81 | 76 |
| Tennessee ................................ | 19.7 | 19.6 | 19.1 | 19.9 | 19.6 | 19.9 | 19.6 | 19.2 | 20.3 | 19.9 | 100 | 100 |
| Texas ....................................... | 20.8 | 19.6 | 21.4 | 20.8 | 20.8 | 20.6 | 19.4 | 20.7 | 21.0 | 20.7 | 39 | 46 |
| Utah ......................................... | 20.7 | 20.0 | 20.3 | 21.3 | 20.8 | 20.2 | 19.5 | 19.7 | 20.9 | 20.3 | 97 | 100 |
| Vermont .................................... | 23.0 | 22.6 | 22.9 | 23.3 | 22.6 | 23.4 | 22.9 | 22.9 | 24.1 | 23.2 | 28 | 29 |
| Virginia ...................................... | 22.4 | 22.1 | 22.3 | 22.7 | 21.9 | 23.3 | 22.9 | 22.9 | 24.0 | 23.1 | 25 | 31 |
| Washington ............................... | 22.9 | 22.3 | 23.1 | 23.3 | 22.4 | 23.1 | 22.3 | 23.2 | 23.6 | 22.9 | 21 | 25 |
| West Virginia .............................. | 20.6 | 20.6 | 19.6 | 21.3 | 20.5 | 20.7 | 20.5 | 19.6 | 21.5 | 20.7 | 68 | 67 |
| Wisconsin ................................. | 22.1 | 21.5 | 22.0 | 22.1 | 22.1 | 20.5 | 19.7 | 20.4 | 20.7 | 20.7 | 71 | 100 |
| Wyoming ................................... | 20.3 | 19.2 | 20.2 | 20.5 | 20.6 | 20.0 | 19.2 | 19.6 | 20.4 | 20.4 | 100 | 100 |

${ }^{1}$ Members of the graduating class who had taken the ACT test as a percentage of the total number of high school graduates. For example, the 2016 column shows test-taking members of the class of 2016 as a percentage of all 2015-16 high school graduates. State percentages were calculated by ACT based on the number of high school graduates in each state as projected by the Western Interstate Commission for Higher Education (WICHE). Total percentages for the United States were calculated by the National Center for Education Statistics (NCES) based on the total number of U.S. high school graduates as reported by NCES (for 2016, the number of public and private graduates is projected; for 2012, only the number of private school graduates is projected).

NOTE: The minimum score on the ACT is 1 and maximum score is 36 . Data are for high school graduates who took the ACT test during their sophomore, junior, or senior year. If a student took the ACT test more than once, the composite and subject-area scores from the most recent test were used.
SOURCE: ACT, The Condition of College and Career Readiness 2016 state reports, 2016. U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Dropout and Completion Data File," 2011-12; Private School Universe Survey (PSS), 2013; and National High School Graduates Projection Model, 1972-73 through 2026-27. (This table was prepared May 2017.)

Table 227.10. Percentage of 9th-grade students participating in various school-sponsored and non-school-sponsored activities, by sex and race/ethnicity: 2009
[Standard errors appear in parentheses]

| Sex and race/ethnicity | School-sponsored activities |  |  |  |  |  | Non-school-sponsored activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Math-related ${ }^{1}$ |  | Science-related ${ }^{1}$ |  | At least one of the math- or science-related activities |  | Music, dance, art, or theater |  | $\begin{array}{r} \text { Organized } \\ \text { sports } \end{array}$ |  | Religious youth group or instruction |  | Scouting or other group or club activity |  | Academic instruction ${ }^{2}$ |  | Math or <br> science camp$\quad$ Another camp |  |  |  | At least one of the non-schoolsponsored activities |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Total .............................. | 9.8 | (0.39) | 6.4 | (0.36) | 13.4 | (0.50) | 34.6 | (0.91) | 54.9 | (0.81) | 51.4 | (0.93) | 22.8 | (0.64) | 17.7 | (0.62) | 4.1 | (0.31) | 23.8 | (0.76) | 85.7 | (0.60) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ............................................. | 8.9 | (0.44) | 6.3 | (0.59) | 12.6 | (0.69) | 27.9 | (0.93) | 59.8 | (0.93) | 49.5 | (1.10) | 21.6 | (0.87) | 17.5 | (0.80) | 4.1 | (0.51) | 23.2 | (0.92) | 86.1 | (0.79) |
| Female ...................................... | 10.7 | (0.55) | 6.5 | (0.45) | 14.2 | (0.67) | 41.3 | (1.20) | 50.0 | (1.10) | 53.4 | (1.12) | 24.1 | (0.88) | 17.9 | (0.80) | 4.0 | (0.40) | 24.4 | (0.91) | 85.4 | (0.75) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 8.3 | (0.35) | 6.4 | (0.43) | 12.2 | (0.46) | 36.8 | (0.78) | 60.5 | (0.87) | 56.7 | (1.04) | 24.0 | (0.83) | 13.2 | (0.65) | 2.7 | (0.26) | 30.6 | (0.92) | 89.7 | (0.47) |
| Black ...................................... | 12.5 | (1.54) | 5.4 | (0.77) | 15.3 | (1.71) | 33.8 | (2.90) | 49.1 | (2.39) | 52.3 | (2.31) | 26.3 | (2.02) | 32.8 | (2.55) | 7.4 | (1.24) | 14.8 | (1.79) | 84.9 | (1.72) |
| Hispanic .................................. | 10.5 | (0.92) | 5.5 | (0.72) | 13.4 | (1.07) | 27.5 | (1.47) | 46.9 | (2.46) | 39.1 | (2.36) | 16.6 | (1.27) | 18.6 | (1.20) | 3.6 | (0.77) | 14.5 | (1.66) | 76.9 | (2.28) |
| Asian ... | 17.3 | (2.25) | 13.0 | (1.93) | 22.3 | (2.48) | 44.4 | (3.43) | 38.5 | (2.87) | 38.8 | (3.31) | 25.8 | (2.28) | 31.1 | (3.49) | 15.0 | (2.06) | 16.2 | (2.14) | 82.1 | (2.76) |
| Native Hawaiian/Pacific Islander ...... | $\ddagger$ | (t) | + | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ....... | 9.1 ! | (2.95) | $\ddagger$ | ( $\dagger$ ) | 12.8 ! | (3.87) | 20.0 ! | (6.56) | 48.8 | (6.60) | 42.3 | (6.00) | 31.6 | (6.00) | 16.8 | (4.36) | $\ddagger$ | ( $\dagger$ ) | 19.1 ! | (8.31) | 78.9 | (5.22) |
| Two or more races .......................... | 10.5 | (1.19) | 7.6 | (1.02) | 14.2 | (1.41) | 36.4 | (2.49) | 55.8 | (2.46) | 53.6 | (2.47) | 24.9 | (2.13) | 15.4 | (1.57) | 3.4 | (0.81) | 21.2 | (1.60) | 86.8 | (1.53) |
| Race/ethnicity by sex Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .................................... | 7.6 | (0.45) | 6.1 | (0.61) | 11.5 | (0.73) | 29.1 | (0.95) | 63.3 | (1.06) | 54.5 | (1.19) | 23.2 | (1.12) | 14.2 | (0.93) | 2.8 | (0.36) | 29.6 | (1.22) | 89.0 | (0.61) |
| Black ..................................... | 12.2 | (1.74) | 5.8 | (1.10) | 15.4 | (1.92) | 27.4 | (2.88) | 58.2 | (3.15) | 49.0 | (3.03) | 21.0 | (2.85) | 31.1 | (3.11) | 7.5 | (2.01) | 14.6 | (2.46) | 87.3 | (1.95) |
| Hispanic ................................ | 9.2 | (1.22) | 5.5 | (1.15) | 12.1 | (1.50) | 22.4 | (2.04) | 54.4 | (2.86) | 37.1 | (2.92) | 15.3 | (1.69) | 16.9 | (1.83) | 2.9 ! | (0.88) | 13.1 | (2.11) | 78.4 | (2.70) |
| Asian .................................. | 18.4 | (2.96) | 11.5 | (2.38) | 22.8 | (3.23) | 36.9 | (4.02) | 42.9 | (3.89) | 32.8 | (5.50) | 26.1 | (3.78) | 31.0 | (4.54) | 18.4 | (3.34) | 20.3 | (3.47) | 78.9 | (3.87) |
| Native Hawaiian/Paciitic Islander . | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ... | 10.9 ! | (4.96) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 18.8 ! | (9.40) | 49.9 | (9.31) | 38.2 | (9.74) | 31.3 | (8.35) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 78.4 | (6.67) |
| Two or more races ...................... | 8.3 | (1.37) | 9.0 | (1.85) | 13.4 | (2.04) | 29.9 | (2.96) | 59.2 | (3.78) | 56.9 | (3.48) | 26.2 | (2.99) | 16.0 | (2.30) | 3.4 ! | (1.22) | 20.4 | (2.28) | 88.6 | (1.82) |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .................................... | 9.0 | (0.56) | 6.7 | (0.61) | 13.0 | (0.71) | 44.9 | (1.16) | 57.5 | (1.13) | 59.0 | (1.17) | 24.8 | (1.04) | 12.1 | (0.76) | 2.7 | (0.34) | 31.7 | (1.08) | 90.4 | (0.62) |
| Black ..................................... | 12.8 | (2.14) | 5.0 | (1.09) | 15.2 | (2.38) | 39.0 | (4.64) | 41.8 | (3.87) | 55.0 | (3.33) | 30.5 | (2.59) | 34.2 | (3.75) | 7.3 | (1.53) | 14.9 | (2.58) | 83.0 | (2.66) |
| Hispanic ................................ | 11.9 | (1.16) | 5.5 | (0.76) | 14.6 | (1.28) | 32.9 | (2.06) | 39.0 | (3.27) | 41.1 | (2.95) | 17.9 | (1.83) | 20.3 | (1.85) | 4.4 | (1.12) | 16.0 | (2.15) | 75.4 | (2.71) |
| Asian ...................................... | 16.1 | (2.49) | 14.6 | (2.92) | 21.8 | (3.16) | 51.8 | (4.88) | 34.2 | (3.19) | 44.8 | (3.24) | 25.6 | (3.53) | 31.2 | (3.72) | 11.7 | (3.07) | 12.2 | (2.55) | 85.3 | (3.16) |
| Native Hawaiian/Pacific Islander . | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | (t) | 21.4 ! | (8.36) | 47.4 | (9.63) | 47.0 | (11.74) | 32.0 | (8.98) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 79.5 | (8.44) |
| Two or more races ..................... | 12.7 | (1.71) | 6.3 | (1.00) | 15.0 | (1.73) | 42.4 | (3.39) | 52.5 | (4.18) | 50.4 | (3.62) | 23.7 | (2.95) | 14.8 | (2.05) | 3.4 ! | (1.19) | 22.0 | (2.24) | 85.1 | (2.47) |

$\dagger$ Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
'Students could indicate that they participated in clubs, competitions, camps, study groups, or tutoring programs.
${ }^{2}$ Academic instruction outside of school such as from a Saturday academy, learning center, personal tutor, or summer school program.

NOTE: Data on school-sponsored activities are based on student responses and are weighted by W1STUDENT. Student reports about school-sponsored activities refer to the period "since the beginning of the last school year," which for most of
these students was 8 th grade or the fall of 2008 . Data on non-school-sponsored activities are based on parent responses and are weighted by w1 grade, or the fall of 2008. Data on non-school-sponsored activities are based on parent responses egories exclude persons of Hispanic ethnicity
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 Base-Year Public-Use Data File. (This table was prepared September 2012.)

Table 227.40. Percentage of elementary and secondary school students who do homework, average time spent, percentage whose parents check that homework is done, and percentage whose parents help with homework, by frequency and selected characteristics: 2007 and 2012
[Standard errors appear in parentheses]


Table 227.40. Percentage of elementary and secondary school students who do homework, average time spent, percentage whose parents check that homework is done, and percentage whose parents help with homework, by frequency and selected characteristics: 2007 and 2012—Continued

| Year and selected characteristic | Percent of students who do homework outside of school |  | Students who do homework outside of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Average hours spent per week doing homework |  | Percentage distribution by how frequently they do homework |  |  |  |  |  |  |  | Percent whose parents ${ }^{1}$ check that homework is done ${ }^{2}$ |  | Percentage distribution by how frequently their parents ${ }^{1}$ help with homework |  |  |  |  |  |  |  |  |  |
|  |  |  | Less than once per week | 1 to 2 days per week |  | 3 to 4 days per week |  | 5 or more days per week |  | No help given |  | Less than once per week |  | 1 to 2 days per week |  | 3 to 4 days per week |  | 5 or more days per week |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Coursework <br> Enrolled in AP classes $\qquad$ <br> Not enrolled in AP classes $\qquad$ | $\begin{aligned} & 96.9 \\ & 90.6 \end{aligned}$ | $\begin{aligned} & (0.59 \\ & (0.81) \end{aligned}$ | 8.5 5.7 | $\begin{aligned} & (0.22) \\ & (0.13) \end{aligned}$ | $\begin{aligned} & 2.4 \\ & 7.3 \end{aligned}$ | $\begin{aligned} & (0.70) \\ & (1.31) \end{aligned}$ | $\begin{array}{r} 7.5 \\ 19.5 \end{array}$ | $\begin{aligned} & (0.93) \\ & (1.40) \end{aligned}$ | $\begin{aligned} & 31.9 \\ & 41.9 \end{aligned}$ | $\begin{aligned} & (1.81) \\ & (1.56) \end{aligned}$ | $\begin{aligned} & 5.2 .2 \\ & 31.2 \end{aligned}$ | $\left(\begin{array}{l} 1.97) \\ (1.42) \end{array}\right.$ | $\begin{aligned} & 56.3 \\ & 70.1 \end{aligned}$ | $\left(\begin{array}{l} 2.06 \\ (1.46) \end{array}\right.$ | $\begin{aligned} & 27.4 \\ & 20.2 \end{aligned}$ | $\left(\begin{array}{l} 1.90 \\ (1.14) \end{array}\right.$ | $\begin{aligned} & 36.3 \\ & 35.7 \end{aligned}$ | $\left(\begin{array}{l} 1.69 \\ (1.70) \end{array}\right.$ | $\begin{aligned} & 28.3 \\ & 30.7 \end{aligned}$ | $\left(\begin{array}{l} 1.74 \\ (1.59) \end{array}\right.$ | $\begin{array}{r} 6.0 \\ 10.5 \end{array}$ | $\binom{0.99}{1.23}$ | $\begin{aligned} & 1.9 \\ & 2.9 \end{aligned}$ | $\left.\begin{array}{l} (0.43) \\ (0.51 \end{array}\right)$ |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cily .............................................. | 92.8 | $(1.01)$ $(0.95)$ | 6.8 7.5 | (0.17) | 6.3 4.8 | (2.46) | 14.1 | (1.27) | 35.9 36.5 | (1.32) | 43.7 | (2.53) | 71.5 58.9 | (1.89) | 22.6 23.6 | (1.88) | 33.4 39.1 | (2.64) | 29.3 27.8 | (2.00) | 12.0 7.5 | (1.80) | 2.7 2.0 | (0.55) |
| Town <br> Rural $\qquad$ | 89.7 93.9 | (2.16) | 6.4 5.6 | $(0.27)$ $(0.29)$ |  | (1.48) | 13.2 22.7 | $\left(\begin{array}{l}1.74 \\ (2.76)\end{array}\right.$ | 36.9 49.6 | $\left(\begin{array}{l}\text { (3.46) } \\ (3.04)\end{array}\right.$ | 37.4 35.5 32.6 | ( $\begin{aligned} & \text { (2.17) } \\ & \text { (2.79) }\end{aligned}$ | 64.8 65.5 | (3.12) | 24.3 22.1 | $(2.81$ $(2.69)$ | 34.4 34.4 | ( $\begin{aligned} & 2.96) \\ & (2.71)\end{aligned}$ | 27.8 27.9 34.8 | ( $\begin{aligned} & \text { (3.61) } \\ & (3.43)\end{aligned}$ | 9.3 6.2 | $\left(\begin{array}{l}1.8 \\ 1.80 \\ 1.53\end{array}\right)$ | 4. 2.1 2.5 | (0.45) <br> $(1.54)$ <br> $(0.88)$ |
| 2012 All students | 96.0 | (0.27) | 5.2 | (0.05) | 5.3 | (0.22) | 15.3 | (0.46) | 43.5 | (0.58) | 35.9 | (0.59) | 96.6 | (0.18) | 8.5 | (0.24) | 22.0 | (0.43) | 26.5 | (0.43) | 26.5 | (0.52) | 16.6 | (0.41) |
| All elementary school students (kindergarten through grade 8) . | 96.3 | (0.29) | 4.7 | (0.06) | 4.1 | (0.27) | 12.8 | (0.50) | 46.7 | (0.74) | 36.3 | (0.68) | 99.0 | (0.12) | 3.0 | (0.24) | 14.5 | (0.40) | 27.0 | (0.54) | 33.7 | (0.64) | 21.9 | (0.57) |
| Sex Male | 96.2 | (0.37) | 4.5 | (0.09) | 4.7 | (0.41) | 13.5 | (0.64) | 46.7 | (0.91) | 35.1 | (0.90) | 99.1 | (0.18) | 3.3 | (0.35) | 14.7 | (0.60) | 26.0 | (0.73) | 34.5 | (0.88) | 21.5 | (0.83) |
| Female | 96.5 | (0.46) | 4.8 | (0.09) |  | (0.37) | 12.1 | (0.69) | 46.8 | (1.21) | 37.7 | (1.04) | 98.9 | (0.15) | 2.7 | (0.31) | 14.3 | (0.59) | 28.0 | (0.90) | 32.7 | (1.03) | 22.3 | (0.88) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 95.4 | (0.54) | 4.4 | (0.07) | 5.3 | (0.40) | 14.3 | (0.69) | 47.4 | (0.95) | 33.0 | (0.91) | 98.8 | (0.16) | 2.5 | (0.27) | 17.7 | (0.61) | 27.5 | (0.68) | 33.4 | (0.92) | 18.9 | (0.82) |
| Black ...................................................... | 96.2 98.1 | $(0.83)$ <br> 0.40 | 5.5 4.7 | $\left(\begin{array}{l}(0.19) \\ 0.12)\end{array}\right.$ | 3.5 3.0 | $(0.86)$ <br> $(0.57)$ | 14.0 10.0 | $\left(\begin{array}{l}1.63) \\ 0.82 \\ \hline\end{array}\right.$ | 47.9 44.7 | $\binom{2.16)}{1.65}$ | 34.7 42.3 | $\left(\begin{array}{l}1.75) \\ 1.53 \\ \hline\end{array}\right.$ | 99.1 9.6 | $(0.37)$ 0.13 0 | 3.7 3.8 | $(0.92)$ <br> $(0.46)$ | 9.8 11.0 | $\left(\begin{array}{l}1.62) \\ 0 \\ 0.96 \\ 1\end{array}\right.$ | 24.3 28.1 | $\binom{1.80)}{1.25}$ | 37.0 32.7 | $\left(\begin{array}{l}2.40) \\ 1.58 \\ \hline\end{array}\right.$ | 25.1 24.4 | $(1.80)$ $1.34)$ |
| Hispanic $\qquad$ Asian | 98.1 97.3 | $(0.40)$ $(0.85)$ | 4.7 5.6 | $(0.12)$ $(0.27)$ | 3.0 $1.0!$ | $(0.57)$ $(0.39)$ | 10.0 11.1 | (0.82) | 44.7 39.1 | (1.65) $(3.03)$ | 42.3 48.7 | (1.53) $(3.11)$ | 99.6 98.4 | $(0.13)$ <br> $(0.64)$ | 3.8 4.1 | $(0.46)$ $(0.91)$ | 11.0 14.0 | (0.96) | 28.1 25.7 | (1.25) | 32.7 26.9 | (1.58) | 24.4 29.3 | (1.34) (3.15) |
| Asian .................................................. | 97.0 | (0.93) | 5.7 | (0.29) | 1.1 ! | (0.42) | 11.6 | (1.98) | 37.2 | (2.71) | 50.1 | (2.96) | 98.2 | (0.70) | 3.9 | (0.99) | 14.9 | (1.73) | 27.4 | (2.55) | 26.5 | (2.54) | 27.3 | (3.10) |
| Pacific Islander ................................. |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ............. | 97.9 | (2.15) | 4.5 | (0.41) | + | (t) | 8.1 ! | (3.18) | 71.2 | (7.78) | 14.5 ! | (4.82) | 100.0 | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 9.3 ! | (3.95) | 18.8 ! | (6.52) | 48.0 | (11.41) | 23.2 ! | (10.28) |
| Other ......................................... | 96.9 | (0.79) | 4.6 | (0.25) | 2.3 ! | (0.73) | 11.2 | (1.97) | 51.7 | (2.94) | 34.7 | (2.48) | 99.1 | (0.42) | 1.8 ! | (0.58) | 14.3 | (2.12) | 26.8 | (2.95) | 35.9 | (2.76) | 21.2 | (2.40) |
| School control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ....... | 96.7 | (0.30) | 4.7 | (0.06) | 4.1 | (0.26) | 13.3 | (0.54) | 47.0 | (0.78) | 35.7 | (0.72) | 99.1 | (0.12) | 3.0 | (0.25) | 14.5 | (0.45) | 27.4 | (0.57) | 33.5 | (0.69) | 21.6 | (0.60) |
| Private ...... | 92.5 | (1.23) | 4.8 | (0.15) | 4.0 | (1.15) | 8.5 | (1.19) | 43.9 | (1.77) | 43.5 | (1.95) | 98.7 | (0.49) | 3.0 | (0.78) | 14.2 | (1.41) | 23.0 | (1.83) | 35.5 | (1.88) | 24.3 | (1.70) |
| Poverty status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor .................................................. | 94.9 | (1.00) | 4.7 | (0.16) | 4.2 | (0.64) | 13.7 | (1.15) | 42.2 | (1.87) | 39.9 | (1.68) | 99.2 | (0.33) | 4.7 | (0.74) | 10.0 | (0.87) | 24.9 | (1.50) | 31.9 | (1.83) | 28.5 | (1.49) |
| Near-poor ............................................ | 95.4 | (0.71) | 4.6 | (0.14) | 4.4 | (0.56) | 14.6 | (1.10) | 46.9 | (1.51) | 34.1 | (1.44) | 99.1 | (0.26) | 3.6 | (0.57) | 12.5 | (1.12) | 27.2 | (1.58) | 35.3 | (1.61) | 21.4 | (1.38) |
| Nonpoor ........................................... | 97.2 | (0.30) | 4.7 | (0.07) |  | (0.36) | 11.9 | (0.60) | 48.3 | (1.00) | 35.9 | (0.88) | 99.0 | (0.14) | 2.2 | (0.25) | 16.8 | (0.56) | 27.7 | (0.68) | 33.7 | (0.79) | 19.7 | (0.72) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ......................................................... | 96.0 | (0.49) | 5.0 | (0.12) | 3.3 | (0.51) | 11.4 | (0.90) | 43.7 | (1.47) | 41.5 | (1.39) | 98.9 | (0.21) | 4.0 | (0.60) | 12.3 | (0.77) | 26.8 | (1.21) | 32.0 | (1.17) | 24.9 | (1.21) |
| Suburb ........................................... | 96.8 | (0.64) | 4.8 | (0.08) | 2.9 | (0.34) | 11.0 | (0.84) | 46.2 | (1.25) | 39.9 | (1.19) | 99.1 | (0.18) | 2.7 | (0.26) | 15.6 | (0.84) | 27.2 | (0.93) | 32.6 | (1.22) | 21.9 | (0.92) |
| Town .. | 97.1 | (0.65) | 4.2 | (0.21) | 6.2 | (1.25) | 15.5 | (1.52) | 49.9 | (2.66) | 28.3 | (2.44) | 99.2 | (0.36) | 2.0 | (0.53) | 13.7 | (1.95) | 25.4 | (2.12) | 35.8 | (2.64) | 23.1 | (2.25) |
| Rural .............................................. | 95.6 | (0.62) | 4.3 | (0.14) | 6.1 | (0.73) | 16.5 | (1.15) | 50.2 | (1.31) | 27.2 | (1.35) | 99.0 | (0.22) | 2.7 | (0.48) | 15.9 | (1.03) | 27.5 | (1.34) | 36.6 | (1.35) | 17.2 | (1.08) |
| All secondary school students (grades 9 through 12) | 95.1 | (0.58) | 6.6 | (0.10) | 8.4 | (0.48) | 21.8 | (0.92) | 35.0 | (0.91) | 34.9 | (0.97) | 90.4 | (0.55) | 22.7 | (0.70) | 41.5 | (1.00) | 25.3 | (0.84) | 7.8 | (0.63) | 2.8 | (0.28) |
| Sex <br> Male | 93.4 | (1.02) | 5.7 | (0.15) | 10.8 | (0.73) | 24.7 | (1.28) | 35.2 | (1.24) | 29.3 | (1.19) | 92.5 | (0.59) | 22.4 | (0.92) | 41.7 | (1.25) | 23.9 | (1.01) | 8.7 | (1.07) | 3.3 | (0.41) |
| Female ........................................... | 97.0 | (0.42) | 7.5 | (0.15) | 5.8 | (0.64) | 18.7 | (1.15) | 34.7 | (1.19) | 40.7 | (1.42) | 88.2 | (0.92) | 23.0 | (1.13) | 41.3 | (1.59) | 26.6 | (1.43) | 6.8 | (0.62) | 2.2 | (0.42) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 94.9 | (1.01) | 6.5 | (0.10) | 8.6 | (0.59) | 21.2 | (0.88) | 34.6 | (1.04) | 35.6 | (1.22) | 89.0 | (0.85) | 20.1 | (0.85) | 48.1 | (1.21) | 24.2 | (1.07) | 5.8 | (0.49) | 1.8 | (0.32) |
| Black ..... | 94.5 | (0.94) | 6.3 | (0.24) | 7.7 | (1.28) | 27.2 | (2.52) | 34.4 | (2.51) | 30.7 | (2.31) | 95.2 | (0.93) | 20.5 | (2.12) | 32.0 | (3.05) | 28.7 | (2.51) | 12.1 | (2.23) | 6.7 | (1.23) |
| Hispanic ...................................... | 95.3 | (0.86) | 6.1 | (0.22) | 8.9 | (1.32) | 22.3 | (2.29) | 36.4 | (2.72) | 32.4 | (2.10) | 91.7 | (1.27) | 27.9 | (2.10) | 33.7 | (1.80) | 27.6 | (1.80) | 7.6 | (1.54) | 3.2 | (0.59) |
| Asian/Pacific Islander ......................... | 98.4 | (0.59) | 10.5 | (0.76) | 5.5 ! | (1.78) | 10.0 ! | (3.24) | 30.6 | (3.66) | 53.9 | (3.64) | 87.3 | (3.15) | 38.4 | (3.90) | 33.4 | (3.72) | 14.8 | (2.49) | 11.5 | (2.25) | $\ddagger$ | ( $\dagger$ |
| Asian ........................................ | 98.6 | (0.61) | 10.9 | (0.82) | 5.0 ! | (1.85) | 10.4 ! | (3.58) | 31.0 | (3.96) | 53.7 | (3.83) | 87.0 | (3.44) | 40.8 | (4.08) | 34.7 | (3.97) | 14.4 | (2.52) | 9.2 | (1.78) | $\ddagger$ | $\dagger$ |
|  | 99.7 | ( ${ }_{(+)}^{(0.33)}$ | $\ddagger$ |  | $\ddagger$ | $\left(\begin{array}{c}\text { ( } \\ (t)\end{array}\right.$ | $\ddagger$ |  | $\ddagger$ | $\left(\begin{array}{c}\text { ( } \\ (+)\end{array}\right.$ | $\ddagger$ | $\stackrel{+}{\dagger}$ | $\ddagger$ |  | $\ddagger$ | $\left(\begin{array}{c}\text { ( } \\ + \\ \hline\end{array}\right.$ | $\ddagger$ | (t) | $\ddagger$ | $\left(\begin{array}{c}\text { ( } \\ (+)\end{array}\right.$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | + |
| Other ................................................................ | 93.9 | (2.11) | 6.6 | (0.63) | 6.8 | (1.84) | 24.6 | (6.65) | 37.7 | (5.27) | $31 .{ }^{+}$ | (4.48) | 90.2 | (3.09) | 17.5 | (3.71) | 38.7 | (4.64) | $27 .{ }^{+}$ | (4.28) | 15.9 ! | (6.95) | $\ddagger$ | (t) |

See notes at end of table.

Table 227.40. Percentage of elementary and secondary school students who do homework, average time spent, percentage whose parents check that homework is done, and percentage whose parents help with homework, by frequency and selected characteristics: 2007 and 2012-Continued

| Year and selected characteristic | Percent of students who do homework outside of school |  | Students who do homework outside of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Average hours spent per week doing homework |  | Percentage distribution by how frequenty they do homework |  |  |  |  |  |  |  | Percent whoseparents 1 checkthat homework isdone $^{2}$ |  | Percentage distribution by how frequently their parents' help with homework |  |  |  |  |  |  |  |  |  |
|  |  |  | Less than once per week | $\begin{gathered} 1 \text { to } 2 \text { days } \\ \text { per week } \end{gathered}$ |  | 3 to 4 days per week |  | 5 or more days per week |  | No help given |  | Less than once per week |  | 1 to 2 days per week |  | 3 to 4 days per week |  | 5 or more days per week |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| School control Public $\qquad$ | 94.9 97.5 | $\begin{aligned} & 0.63) \\ & (0.88) \end{aligned}$ | ${ }_{9.4}^{6.3}$ | $\left(\begin{array}{l} 0.111 \\ (0.28) \end{array}\right.$ | $\begin{aligned} & 8.9 \\ & 1.9! \end{aligned}$ | $\left(\begin{array}{l} 0.52 \\ (0.69) \end{array}\right.$ | 22.9 8.7 | $\binom{1.00}{(1.32)}$ | $\begin{aligned} & 35.8 \\ & \\ & \hline \end{aligned}$ | $\left(\begin{array}{l} 0.95) \\ (2.07) \end{array}\right.$ | $\begin{aligned} & 32.4 \\ & 64.0 \end{aligned}$ | $\left(\begin{array}{l} 1.04) \\ (2.52) \end{array}\right.$ | 90.8 85.8 | $\left(\begin{array}{l} 0.56 \\ (1.87) \end{array}\right.$ | $\begin{gathered} 22.7 \\ 22.4 \end{gathered}$ | $\left(\begin{array}{l} 0.77) \\ (2.41) \end{array}\right.$ | 41.0 47.4 | $\binom{1.07}{(2.70)}$ | 25.6 21.5 | $\begin{aligned} & (0.91) \\ & (1.94) \end{aligned}$ | 7.9 | $(0.67)(1.37)$ | $\begin{aligned} & 2.8 \\ & 2.2! \end{aligned}$ | $(0.31$ |
|  | 90.8 94.9 96.3 | $\begin{aligned} & (1.20) \\ & (0.73) \\ & (0.83) \end{aligned}$ | 5.5 5.8 7.1 | $\begin{aligned} & (0.26) \\ & (0.23 \\ & (0.12) \\ & (0.12) \end{aligned}$ | $\begin{array}{r} 14.3 \\ 9.6 \\ 6.4 \end{array}$ | $\begin{aligned} & (1.366) \\ & (1.05) \\ & (0.55) \end{aligned}$ | $\begin{aligned} & 24.1 \\ & 26.9 \\ & .6 .9 \end{aligned}$ | $\begin{aligned} & (2.02) \\ & (2.04 \\ & (0.88) \end{aligned}$ | $\begin{aligned} & 33.8 \\ & 36.6 \\ & 34.6 \end{aligned}$ | $\begin{aligned} & (1.96) \\ & \binom{2.14}{(1.12)} \end{aligned}$ | $\begin{aligned} & 27.8 \\ & 26.8 \\ & 39.8 \end{aligned}$ | $\begin{aligned} & (2.37) \\ & (1.58) \\ & (1.15) \end{aligned}$ | $\begin{aligned} & 90.1 \\ & 90.7 \\ & 90.4 \end{aligned}$ | $\begin{aligned} & (1.87) \\ & (1.32 \\ & (0.56) \\ & (0.56 \end{aligned}$ | $\begin{aligned} & 28.2 \\ & \begin{array}{l} 25.8 \\ 20.1 \end{array} \end{aligned}$ | $\begin{aligned} & (2.12) \\ & \binom{2.19}{(0.82)} \end{aligned}$ | $\begin{aligned} & 28.8 \\ & \begin{array}{l} 35.4 \\ 47.1 \end{array} \end{aligned}$ | $(2.12)$ <br> $(2.36)$ <br> $(1.27)$ | $\begin{aligned} & 27.7 \\ & \begin{array}{c} 27.5 \\ 23.8 \end{array} \end{aligned}$ | $(2.18)$ $(2.24)$ $(0.97)$ | 11.3 7.1 7.1 | $(1.36)$ $(1.33)$ $0.86)$ | 4.1 4.2 1.9 | $(0.91)$ $(0.84)$ $(0.26)$ |
| Coursework <br> Enrolled in AP classes <br> Not enrolled in AP classes $\qquad$ $\qquad$ | ${ }_{92}^{98.7}$ | $\begin{aligned} & 0.32 \\ & (0.35) \end{aligned}$ | 8.8 | $\left(\begin{array}{l} 0.166 \\ (0.14) \end{array}\right.$ | $\begin{gathered} 4.6 \\ { }^{41.0} \end{gathered}$ | $\left(\begin{array}{l} 0.50 \\ (0.79) \end{array}\right.$ | 13.6 27.6 | $\left(\begin{array}{l} 0.93) \\ (1.27) \end{array}\right.$ | $\begin{aligned} & 3.35 \\ & 35.5 \end{aligned}$ | $\left(\begin{array}{l} 1.35) \\ (1.12) \end{array}\right.$ | $\begin{aligned} & 47.5 \\ & 25.9 \end{aligned}$ | $\binom{1.30}{(1.18)}$ | $\begin{aligned} & 88.1 .1 \\ & \end{aligned}$ | $\left(\begin{array}{l} 0.81) \\ (0.73) \end{array}\right.$ | $\begin{aligned} & 26.5 \\ & 19.9 \end{aligned}$ | $\begin{aligned} & 1.23 \\ & (1.05) \end{aligned}$ | 45.2 39.0 | $\begin{aligned} & 1.44) \\ & (1.34) \end{aligned}$ | $\begin{aligned} & 21.6 \\ & 28.0 \end{aligned}$ | $\binom{1.08}{(1.21)}$ | $\begin{aligned} & 4.6 \\ & 9.9 \end{aligned}$ | $\binom{0.60}{(0.98)}$ | 3.2 | $\left.\begin{array}{l} 0.39 \\ 0.39 \end{array}\right)$ |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City Suburb .... | 95.1 | ${ }_{(0.66}^{(0.43)}$ | 7.1 | ${ }_{(0.21)}^{(0.16)}$ | 7.3 5.8 | $(0.78)$ $0.66)$ | 20.0 19.9 | (11.62) | 33.7 34.9 | (1.85) | 39.0 39.4 | ${ }_{(1.42)}^{(1.61)}$ | ${ }_{89} 92.7$ | (0.78) | 24.4 | (1.49) | 37.8 41.4 | $\left(\begin{array}{l}1.96 \\ 1.48)\end{array}\right.$ | 25.4 24.0 | ${ }_{(1.53)}^{(1.31)}$ | ${ }_{8.1}^{9.1}$ | (1.23) | ${ }_{3.0}^{3.2}$ | ${ }^{(0.57)}$ |
| Town .... | 94.9 | (1.13) | 5.1 | (0.21) | 14.1 | (2.02) | 26.9 | (2.75) | 36.5 | (2.99) | 22.5 | (2.89) |  | (2.16) | 19.7 | (2.21) | 41.3 | (3.45) | 28.8 | (2.72) | 7.3 | (1.56) | 2.9 ! | (0.98) |
| Rural ........ | 93.1 | (2.06) | 5.8 | (0.20) | 11.7 | (1.13) | 25.1 | (1.89) | 35.9 | (1.92) | 27.3 | (1.55) | 89.3 | (1.09) | 20.5 | (1.41) | 46.2 | (2.07) | 25.9 | (1.77) | 5.7 | (0.70) | 1.8 | (0.49) |

†Not applicable.
$\neq$ Rounds to zero
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 perent or greater.
The wording of the quent or orher household adut. 2007 to 2012. In 2007, parents responded "yes" or "no" to an item asking whether they check that homework is done. In 2012, parents responded to a multiple-choice question asking how often they check that homework is done, and the 2012 estimates include all parents who "rarely," "sometimes," or "always" check. Therefore, the 2007 and 2012 estimates are not comparable.
${ }^{3}$ 3Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collecold; and nonpoor children are those whose family incos ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty
threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2011, for example, the poverty threshold for a family of four with two children was $\$ 22,811$. Survey respondents are aske to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of NOTE: While National Household
phone with an interviewer, NHES:2012 ution Surveys Program (NHES) administrations prior to 2012 were administered via teleMeasurable differences in estimates between 2012 and prior years could reflect actual chairg that were mailed to respondents. could be due to the mode change from telephone to mail. Includes children enrolled in kindergarten through grade 12 and ungraded students. Excludes homeschooled students. Data based on responses of the parent most knowledgeable about the student's education. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Survey of the National Household Education Surveys Program (PFI-NHES:2007 and 2012). (This table was prepared May 2015)

Table 227.50. Average National Assessment of Educational Progress (NAEP) reading and mathematics scale scores of 4th-, 8th-, and 12th-graders and percentage absent from school, by selected characteristics and number of days absent in the last month: 2015
[Standard errors appear in parentheses]


[^53]Table 227.50. Average National Assessment of Educational Progress (NAEP) reading and mathematics scale scores of 4th-, 8th-, and 12th-graders and percentage absent from school, by selected characteristics and number of days absent in the last month: 2015-Continued
[Standard errors appear in parentheses]

| Grade level and days absent from school in the last month | $\begin{array}{r} \text { All } \\ \text { students } \end{array}$ |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  | Eligibility for free or reduced-price lunch (public schools students only) |  |  |  |  |  | Control of school |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Male | Female |  | White |  | Black |  | Hispanic |  | Asian |  | Pacific Islander |  |  | erican <br> Idian/ <br> Alaska <br> Native | Two or more races |  | Eligible |  | Not eligible |  | Unknown |  | Public |  | Catholic |  | Other private |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17 |
|  | Percent of students absent ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4th-graders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 days ................... | 52 | (0.2) | 54 | (0.3) | 50 | (0.4) | 52 | (0.3) | 49 | (0.6) | 51 | (0.6) | 67 | (1.3) | 45 | (4.4) |  |  | 49 | (1.4) | 48 | (0.3) | 56 | (0.4) | 59 | (3.2) | 52 | (0.3) | 55 | (1.6) | $\ddagger$ | ( $\dagger$ |
| 1-2 days ............................. |  | (0.2) | 28 | (0.2) | 31 | (0.3) | 30 | (0.3) | 28 | (0.5) |  | (0.5) | 22 | (1.0) |  | (3.0) |  |  | 31 | (1.4) | 30 | (0.3) | 29 | (0.3) | 24 | (2.2) | 29 | (0.2) | 28 | (1.3) | $\ddagger$ | ( $\dagger$ ) |
| 3-4 days ............................. |  | (0.1) | 11 | (0.2) | 12 | (0.2) | 11 | (0.2) | 13 | (0.3) | 12 | (0.3) | 7 | (0.5) |  | (3.0) |  | (0.9) | 12 | (0.9) | 13 | (0.2) | 9 | (0.2) | 12 | (1.5) | 11 | (0.1) | 11 | (0.9) | $\ddagger$ | (t) |
| 5-10 days | 5 | (0.1) | 5 | (0.1) | 5 | (0.2) | 5 | (0.1) | 6 | (0.3) | 5 | (0.2) | 3 | (0.3) | 6 | (1.8) |  | (0.8) | 5 | (0.5) | 5 | (0.1) | 4 | (0.2) | 4 |  | 5 | (0.1) | 4 | (0.6) | $\ddagger$ | ( $\dagger$ |
| More than 10 days ................ | 3 | (0.1) | 3 | (0.1) | 2 | (0.1) | 2 | (0.1) | 4 | (0.3) | 3 | (0.2) | 2 | (0.2) | 3 | (0.7) | 4 | (0.6) | 3 | (0.4) | 4 | (0.1) | 2 | (0.1) | 1 | (0.4) | 3 | (0.1) | 1 | (0.4) | $\ddagger$ | ( $\dagger$ |
| 8th-graders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 days .... | 45 | (0.3) | 47 | (0.4) | 43 | (0.4) | 44 | (0.3) | 45 | (0.6) | 44 | (0.7) | 65 | (1.3) | 47 | (4.0) |  | (1.7) | 45 | (1.5) | 41 | (0.4) | 49 | (0.4) | 45 | (1.5) | 45 | (0.3) | 51 | (1.6) | $\ddagger$ | ( $\dagger$ ) |
| 1-2 days ........................... |  | (0.2) | 35 | (0.3) |  | (0.3) | 38 | (0.3) | 33 | (0.4) |  | (0.5) | 26 |  |  | (2.7) |  |  |  |  |  |  |  | (0.3) | 35 | (1.4) | 36 | (0.2) | 36 | (1.4) | $\ddagger$ | ( $\dagger$ ) |
| 3-4 days ..................... | 12 | (0.2) | 12 | (0.2) | 13 | (0.3) | 12 | (0.2) | 14 | (0.4) | 13 | (0.4) | 6 | (0.6) |  | (2.4) |  |  | 14 | (0.9) | 15 | (0.2) | 10 | (0.2) | 14 | (1.1) | 13 | (0.1) | 10 | (0.9) | $\ddagger$ | ( $\dagger$ |
| 5-10 days ......................... |  | (0.1) | 4 | (0.1) | 5 | (0.1) | 4 | (0.1) | 6 | (0.3) | 5 | (0.2) | 2 | (0.3) | 7 | (1.5) |  | (0.9) | 5 | (0.5) | 6 | (0.1) | 3 | (0.1) | 5 | (0.9) | 5 | (0.1) | 2 | (0.5) | $\ddagger$ | ( $\dagger$ |
| More than 10 days ................ |  | (0.1) | 2 | (0.1) | 1 | (0.1) | 1 | (0.1) | 2 | (0.2) | 2 | (0.1) | 1 | (0.1) | 5 | (1.8) |  | (0.6) | 1 | (0.3) | 2 | (0.1) | 1 | (0.1) | 1 | (0.3) | 2 | (0.1) | 1 | (0.2) | $\ddagger$ | ( $\dagger$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 days ............................... | 36 | (0.6) | 40 | (0.7) | 32 | (0.6) | 35 | (0.7) | 38 | (1.0) |  | (1.0) | 49 | (1.5) | $\ddagger$ |  |  | (3.1) | 34 | (2.5) | 33 |  | 37 | (0.7) | 35 | (5.2) | 36 | (0.6) | 38 | (1.9) | $\ddagger$ | ( $\dagger$ ) |
| 1-2 days ............................ |  | (0.5) | 40 | (0.6) | 43 | (0.6) | 43 | (0.6) | 37 | (0.8) |  | (0.8) | 37 | (1.5) | $\ddagger$ |  |  |  |  |  | 40 |  | 43 | (0.7) | 39 | (4.8) | 41 | (0.5) | 43 | (1.7) | $\ddagger$ | ( $\dagger$ ) |
| 3-4 days ............................ |  | (0.3) | 14 | (0.4) | 17 | (0.5) | 15 | (0.4) | 17 | (0.8) | 17 | (0.6) | 10 | (0.9) | $\ddagger$ |  |  |  | 15 | (2.1) | 18 |  | 14 | (0.5) | 15 | (2.3) | 16 | (0.4) | 14 | (1.1) | $\ddagger$ | ( $\dagger$ ) |
| 5-10 days ............................ |  | (0.2) | 5 | (0.3) |  | (0.3) | 5 | (0.3) | 7 | (0.5) | 6 | (0.4) | 3 | (0.4) | $\ddagger$ |  |  |  |  | (1.3) |  |  | 5 | (0.3) | 8 | (2.1) | 6 | (0.2) | 5 | (0.6) | $\ddagger$ | (t) |
| More than 10 days ................. | 2 | (0.1) | 2 | (0.2) | 2 | (0.2) | 2 | (0.2) | 2 | (0.3) | 2 | (0.3) | 1 | (0.4) | $\ddagger$ |  | 3 | (1.6) | 3 | (0.9) | 2 | (0.2) | 1 | (0.2) | 3 | (1.3) | 2 | (0.2) | 1 | (0.2) | $\ddagger$ | ( $\dagger$ ) |

## $\dagger$ Not applicable

Reporting standards not met (too few cases for a reliable estimate)
'For grades 4 and 8 , the mathematics scale ranges from 0 to 500 . For grade 12, the mathematics scale ranges from 0 to 300 . 2Reading scale ranges from 0 to 500

NOTE: Includes public and private schools except where otherwise noted. Includes students tested with accommodations ( 9 to 13 percent of all students, depending on assessment and grade level); excludes only those students with disabilities
and English language learners who were unable to be tested even with accommodations (2 percent of all students). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Prog(http://nces.ed gov/nationsreportcard/naepdata/). (This table was prepared April 2017.)

Table 228.10. School-associated violent deaths of all persons, homicides and suicides of youth ages 5-18 at school, and total homicides and suicides of youth ages 5-18, by type of violent death: 1992-93 through 2013-14

| Year | School-associated violent deaths ${ }^{1}$ of all persons (includes students, staff, and other nonstudents) |  |  |  |  |  | Homicides of youth ages 5-18 |  | Suicides of youth ages 5-18 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Homicides | Suicides | Legal interventions | Unintentional firearm-related deaths | Undetermined violent deaths ${ }^{2}$ | Homicides at school ${ }^{3}$ | Total homicides | Suicides at school ${ }^{3}$ | $\begin{array}{r} \text { Total } \\ \text { suicides }^{4} \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|  | $\begin{aligned} & 57 \\ & 48 \\ & 48 \end{aligned}$ | $\begin{aligned} & 47 \\ & 38 \\ & 39 \end{aligned}$ | $\begin{array}{r} \hline 10 \\ 10 \\ 8 \end{array}$ | $\begin{aligned} & \hline 0 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{aligned} & \hline 0 \\ & 0 \\ & 1 \end{aligned}$ | $\begin{aligned} & \hline 0 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{aligned} & 34 \\ & 29 \\ & 28 \end{aligned}$ | $\begin{aligned} & \hline 2,721 \\ & 2,932 \\ & 2,696 \end{aligned}$ | $\begin{aligned} & \hline 6 \\ & 7 \\ & 7 \end{aligned}$ | $\begin{aligned} & \hline 1,680 \\ & 1,723 \\ & 1,767 \end{aligned}$ |
|  | $\begin{aligned} & 53 \\ & 48 \\ & 57 \\ & 47 \\ & 37^{5} \end{aligned}$ | $\begin{aligned} & 46 \\ & 45 \\ & 47 \\ & 38 \\ & 26^{5} \end{aligned}$ | 6 2 9 6 $111^{5}$ | $\begin{aligned} & 1 \\ & 1 \\ & 1 \\ & 2 \\ & 0^{5} \end{aligned}$ | $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & 1 \\ & 0^{5} \end{aligned}$ | $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0^{5} \end{aligned}$ | $\begin{aligned} & 32 \\ & 28 \\ & 34 \\ & 33 \\ & 14^{5} \end{aligned}$ | $\begin{aligned} & 2,545 \\ & 2,221 \\ & 2,100 \\ & 1,777 \\ & 1,567 \end{aligned}$ | $\begin{aligned} & 6 \\ & 1 \\ & 6 \\ & 4 \\ & 8^{5} \end{aligned}$ | $\begin{aligned} & 1,725 \\ & 1,633 \\ & 1,626 \\ & 1,597 \\ & 1,415 \end{aligned}$ |
|  | $\begin{aligned} & 34 \\ & 36^{5} \\ & 36^{5} \\ & 45^{5} \\ & 52^{5} \end{aligned}$ | $\begin{aligned} & 26^{5} \\ & 27^{5} \\ & 25^{5} \\ & 37^{5} \\ & 40^{5} \end{aligned}$ | 75 85 $81{ }^{5}$ $7{ }^{5}$ $10^{5}$ | $\begin{aligned} & 1^{5} \\ & 1^{5} \\ & 0^{5} \\ & 1^{5} \\ & 2^{5} \end{aligned}$ | $\begin{aligned} & 0^{5} \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0^{5} \\ & 0^{5} \end{aligned}$ | $\begin{aligned} & 0^{5} \\ & 0^{5} \\ & 0^{5} \\ & 0^{5} \\ & 0^{5} \end{aligned}$ | $\begin{aligned} & 14^{5} \\ & 16^{5} \\ & 18^{5} \\ & 23^{5} \\ & 22^{5} \end{aligned}$ | $\begin{aligned} & 1,509 \\ & 1,498 \\ & 1,553 \\ & 1,474 \\ & 1,554 \end{aligned}$ | $\begin{array}{r} 6^{5} \\ 5^{5} \\ 10^{5} \\ 5^{5} \\ 8^{5} \end{array}$ | 1,493 1,400 1,331 1,285 1,471 |
|  | $\begin{aligned} & 44 \\ & 63^{5} \\ & 48 \\ & 44^{5} \\ & 35^{5} \end{aligned}$ | $\begin{aligned} & 37^{5} \\ & 48 \\ & 39^{5} \\ & 29 \\ & 27^{5} \end{aligned}$ | 65 $13^{5}$ $7^{5}$ $15^{5}$ $5^{5}$ | $\begin{aligned} & 1^{5} \\ & 2^{5} \\ & 2^{5} \\ & 0^{5} \\ & 3^{5} \end{aligned}$ | $\begin{aligned} & 0^{5} \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{aligned} & 0^{5} \\ & 0^{5} \\ & 0^{5} \\ & 0^{5} \\ & 0^{5} \end{aligned}$ | 215 325 $21^{5}$ 18 $18^{5}$ | $\begin{aligned} & 1,697 \\ & 1,801 \\ & 1,744 \\ & 1,605 \\ & 1,410 \end{aligned}$ | 3 | 1,471 1,408 1,296 1,231 1,344 1,467 |
| $\begin{aligned} & \text { 2010-11 ................................................................................................................... } \\ & \text { 20112-13 } \\ & \text { 2-.... } \end{aligned}$ | $\begin{aligned} & 32^{5} \\ & 45^{5} \\ & 53^{5} \\ & 48^{5} \end{aligned}$ | $\begin{aligned} & 26^{5} \\ & 26^{5} \\ & 41^{5} \\ & 26^{5} \end{aligned}$ | $\begin{array}{r} 6^{5} \\ 14^{5} \\ 11^{5} \\ 20^{5} \end{array}$ | $\begin{aligned} & 0^{5} \\ & 5^{5} \\ & 1^{5} \\ & 1^{5} \end{aligned}$ | $\begin{aligned} & 0^{5} \\ & 0^{5} \\ & 0^{5} \\ & 0^{5} \end{aligned}$ | 05 0 0 0 0 15 | $11^{5}$ 15 315 $11^{5}$ 15 | $\begin{aligned} & 1,339 \\ & 1,201 \\ & 1,186 \\ & 1,053 \end{aligned}$ | 3 5 5 6 6 85 | 1,456 1,568 1,590 1,645 |

${ }^{1}$ A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event.
${ }^{2}$ Violent deaths for which the manner was undetermined; that is, the information pointing to one manner of death was no more compelling than the information pointing to one or more other competing manners of death when all available information was considered.
3"At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.
${ }^{4}$ Total youth suicides are reported for calendar years 1992 through 2013 (instead of school years 1992-93 through 2013-14).
${ }^{5}$ Data from 1999-2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. NOTE: Unless otherwise noted, data are reported for the school year, defined as July 1 through June 30.
SOURCE: Centers for Disease Control and Prevention (CDC), 1992-2014 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (November 2016); CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS ${ }^{\text {TM }}$ Fatal), 1999-2013, retrieved July 2016 from http://www.cdc.gov/injury/wisqars/index.html; and Federal Bureau of Investigation and Bureau of Justice Statistics, Supplementary Homicide Reports (SHR), preliminary data (August 2016). (This table was prepared November 2016.)

Table 228.20. Number of nonfatal victimizations against students ages $12-18$ and rate of victimization per 1,000 students, by type of victimization and location: 1992 through 2015
[Standard errors appear in parentheses]


Table 228.25. Number of nonfatal victimizations against students ages 12-18 and rate of victimization per 1,000 students, by type of victimization, location, and selected student characteristics: 2015
[Standard errors appear in parentheses]

| Location and student characteristic | Number of nonfatal victimizations |  |  |  |  |  |  |  | Rate of victimization per 1,000 students |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Theft |  | Violent |  |  |  | Total |  | Theft |  | Violent |  |  |  |
|  |  |  |  | All violent | Serious violent ${ }^{1}$ |  | All violent |  |  |  | Serious violent ${ }^{1}$ |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  |  |  | 6 |  | 7 |  | 8 |  | 9 |
| $\begin{aligned} & \hline \text { At school } \\ & \text { Total ....... } \end{aligned}$ | 841,100 | $(112,860)$ | 309,100 | $(36,480)$ | 531,900 | $(82,870)$ | 99,000 | $(27,740)$ | 32.9 | (4.17) | 12.1 | (1.41) | 20.8 | (3.11) | 3.9 | (1.07) |
| Sex <br> Male <br> Female $\qquad$ | $\begin{aligned} & 407,200 \\ & 433,800 \end{aligned}$ | $\begin{aligned} & (69,330) \\ & (72,320) \end{aligned}$ | $\begin{aligned} & 152,200 \\ & 157,000 \end{aligned}$ | $\begin{aligned} & (24,550) \\ & (24,980) \end{aligned}$ | $\begin{aligned} & 255,000 \\ & 276,900 \end{aligned}$ | $\begin{aligned} & (50,910) \\ & (53,730) \end{aligned}$ | $\begin{aligned} & 62,800 \\ & 36,300 \end{aligned}$ | $\begin{aligned} & (20,890) \\ & (14,960) \end{aligned}$ | $\begin{aligned} & 30.9 \\ & 34.9 \end{aligned}$ | $\left(\begin{array}{l} (4.98) \\ (5.47) \end{array}\right.$ | $\begin{aligned} & 11.6 \\ & 12.6 \end{aligned}$ | $\begin{aligned} & (1.84) \\ & (1.98) \end{aligned}$ | $\begin{aligned} & 19.4 \\ & 22.3 \end{aligned}$ | $\begin{aligned} & (3.71) \\ & (4.14) \end{aligned}$ | $\begin{aligned} & 4.8 \\ & 2.9 \end{aligned}$ | $\left.\begin{array}{l} 1.56 \\ (1.19 \end{array}\right)$ |
| $\begin{aligned} & \text { Age } \\ & 12-14 \\ & 15-18 \end{aligned}$ | $\begin{aligned} & 501,500 \\ & 339,600 \end{aligned}$ | $\begin{aligned} & (79,660) \\ & (61,460) \end{aligned}$ | $\begin{aligned} & 123,800 \\ & 185,300 \end{aligned}$ | $\begin{aligned} & (21,920) \\ & (27,380) \end{aligned}$ | $\begin{aligned} & 377,700 \\ & 154,300 \end{aligned}$ | $\begin{aligned} & (65,950) \\ & (36,760) \end{aligned}$ | $\begin{aligned} & 61,200 \\ & 37,900! \end{aligned}$ | $\begin{aligned} & (20,560) \\ & (15,360) \end{aligned}$ | $\begin{aligned} & 41.3 \\ & 25.3 \end{aligned}$ | $\begin{aligned} & (6.12) \\ & (4.35) \end{aligned}$ | $\begin{aligned} & 10.2 \\ & 3.8 \end{aligned}$ | $\binom{1.79}{(2.01}$ | $\begin{aligned} & 31.1 \\ & 11.5 \end{aligned}$ | $\begin{aligned} & (5.13 \\ & (2.66) \end{aligned}$ | $\begin{aligned} & 5.0 .0 \\ & 2.8! \end{aligned}$ | $\begin{aligned} & 1.67 \\ & (1.13) \end{aligned}$ |
| Race/ethnicity ${ }^{3}$ <br> White $\qquad$ <br> Black $\qquad$ <br> Hispanic $\qquad$ <br> Other. $\qquad$ | $\begin{array}{r} 462,900 \\ 107,100 \\ 191,800 \\ 79,200 \end{array}$ | $(75,510$ $(29,150$ 42,300 $(24,120)$ | 175,000 25,400 80,600 28,100 | $\begin{array}{r} (26,530) \\ (1,380) \\ (17,30) \\ (9,890) \end{array}$ | 287,900 81,700 111,200 51,100 | $\left.\begin{array}{l} (55,120 \\ (24,600 \\ (29,850 \\ (8,420) \end{array}\right)$ | 45,900 15,700 29,000 $8,400!$ | $\begin{array}{r} (17,260) \\ (9,140 \\ (3,0,90) \\ (6,430) \end{array}$ | 34.3 29.8 30.0 38.2 | $\begin{array}{r} (5.26) \\ (7.70 \\ (6.26 \\ (10.98) \end{array}$ | $\begin{array}{r} 13.0 \\ 7.1 \\ 12.6 \\ 13.5 \end{array}$ | $\begin{aligned} & (1.94 \\ & (2.59 \\ & (2.68) \\ & (4.71) \end{aligned}$ | $\begin{aligned} & 21.3 \\ & 22.7 \\ & 17.4 \\ & 24.7 \end{aligned}$ | $(3.91$ $(6.57)$ 4.50 $8.53)$ | 3.4 4.4 4.5 4.1 | $\begin{aligned} & 1.26 \\ & \left(\begin{array}{l} 2.51 \\ (2.02 \\ (2.07 \\ 3.07 \end{array}\right) \end{aligned}$ |
| Urbanicity ${ }^{4}$ <br> Urban <br> Suburban $\qquad$ <br> Rural <br> al. $\qquad$ | $\begin{array}{r} 272,300 \\ 499,100 \\ 69,600 \end{array}$ | $\begin{aligned} & (53,150) \\ & (79,410) \\ & (22,270) \end{aligned}$ | $\begin{array}{r} 109,100 \\ 169,000 \\ 31,000 \end{array}$ | $\begin{aligned} & (20,460) \\ & (26,020) \\ & (10,420) \end{aligned}$ | $\begin{gathered} 163,200 \\ 330,100 \\ 38,600! \end{gathered}$ | $\left(\begin{array}{l} (38,110 \\ (60,320 \\ (15,540) \end{array}\right)$ | $\begin{aligned} & 26,300! \\ & 67,600 \\ & 5,200! \end{aligned}$ | $\begin{array}{r} (12,360) \\ (21,860) \\ (4,890) \end{array}$ | $\begin{aligned} & 35.3 \\ & 35.9 \\ & 17.6 \end{aligned}$ | $\begin{aligned} & (6.48) \\ & (5.36 \\ & (5.43) \end{aligned}$ | $\begin{array}{r} 14.2 \\ 12.1 \\ 7.8 \end{array}$ | $\begin{aligned} & (2.62) \\ & (1.85 \\ & (2.61) \end{aligned}$ | 21.2 23.7 $9.7!$ | $(4.74)$ <br> $(4.14$ <br> $(3.84)$ | $3.4!$ 4.9 $1.3!$ | $\left(\begin{array}{l}1.59) \\ (1.55) \\ (1.23)\end{array}\right.$ |
|  | $\begin{array}{r} 90,000 \\ 166,700 \\ 150,100 \\ 153,600 \\ 280,600 \end{array}$ | $(26,120)$ $(38,640$ 36,130 $(36,650$ $54,210)$ | $\begin{array}{r} 42,600 \\ 444,800 \\ 63,200 \\ 43,200 \\ 115,300 \end{array}$ | $\begin{aligned} & 12,330 \\ & (12,60 \\ & 15,220 \\ & 12,410 \\ & 21,080) \end{aligned}$ | $\begin{array}{r} 47,300 \\ 121,900 \\ 86,900 \\ 110,400 \\ 165,400 \end{array}$ | $\begin{aligned} & (17,580) \\ & (31,630 \\ & 25,560 \\ & (29,710 \\ & 38,430) \end{aligned}$ | $\begin{array}{r} 9,400! \\ 11,100 \\ 18,900 \\ 27,900! \\ 32,500 \end{array}$ | $\begin{array}{r} (6,830) \\ (7,500 \\ (10,180) \\ 12,590 \\ 14,020) \end{array}$ | $\begin{aligned} & 36.6 \\ & 40.3 \\ & 48.3 \\ & 38.3 \\ & 36.1 \\ & 29.8 \\ & \hline \end{aligned}$ | $\begin{array}{r} (10.02) \\ (8.75 \\ (6.47) \\ (8.11) \\ (5.45) \\ \hline \end{array}$ | $\begin{aligned} & 17.3 \\ & 10.8 \\ & 11.9 \\ & 10.1 \\ & 12.2 \\ & \hline \end{aligned}$ | $\begin{aligned} & (4.94 \\ & (.03 \\ & (2.83 \\ & (2.89 \\ & (2.21) \\ & \hline \end{aligned}$ | $\begin{aligned} & 19.2 \\ & 29.5 \\ & 16.4 \\ & 25.9 \\ & 17.5 \\ & \hline \end{aligned}$ | (6.90) 7.26 4.66 6.66 $(3.93)$ | $3.8!$ $2.7!$ $3.6!$ $6.4!$ 3.5 | $(2.75)$ <br> 1.80 <br> 1.90 <br> $(2.91$ <br> $1.47)$ |
| Away from school Total $\qquad$ | 545,100 | $(84,230)$ | 263,100 | $(33,310)$ | 281,900 | $(54,370)$ | 110,900 | $(29,800)$ | 21.3 | (3.16) | 10.3 | (1.29) | 11.0 | (2.07) | 4.3 | (1.15) |
| Sex <br> Male $\qquad$ <br> Female $\qquad$ | $\begin{aligned} & 280,200 \\ & 264,800 \end{aligned}$ | $\begin{aligned} & (54,160) \\ & (52,190) \end{aligned}$ | $\begin{aligned} & 134,200 \\ & 129,000 \end{aligned}$ | $\begin{aligned} & (22,910) \\ & (22,420) \end{aligned}$ | $\begin{aligned} & 146,100 \\ & 135,800 \end{aligned}$ | $\begin{aligned} & (35,500) \\ & (33,890) \end{aligned}$ | $\begin{aligned} & 43,400! \\ & 67,500 \end{aligned}$ | $\begin{aligned} & 16,680) \\ & (21,850) \end{aligned}$ | $\begin{aligned} & 21.3 \\ & 21.3 \end{aligned}$ | $\begin{aligned} & (3.94) \\ & (4.02) \end{aligned}$ | $\begin{aligned} & 10.2 \\ & 10.4 \end{aligned}$ | $\begin{aligned} & (1.72) \\ & (1.78) \end{aligned}$ | $\begin{aligned} & 11.1 \\ & 10.9 \end{aligned}$ | $\left(\begin{array}{l} 2.62 \\ (2.66) \end{array}\right.$ | $\begin{aligned} & 3.3! \\ & 5.4 \end{aligned}$ | $\begin{aligned} & (1.25) \\ & (1.73) \end{aligned}$ |
| Age $\begin{array}{r} 12-14 \\ 15-18 \end{array}$ | $\begin{aligned} & 235,900 \\ & 309,100 \end{aligned}$ | $\begin{aligned} & (48,390) \\ & (57,770) \end{aligned}$ | $\begin{aligned} & 100,000 \\ & 163,200 \end{aligned}$ | $\begin{aligned} & (19,500) \\ & (25,520) \end{aligned}$ | $\begin{aligned} & 136,000 \\ & 145,900 \end{aligned}$ | $\begin{aligned} & (33,910) \\ & (35,480) \end{aligned}$ | $\begin{aligned} & 62,200 \\ & 48,700 \end{aligned}$ | $\begin{aligned} & (20,770) \\ & (17,890) \end{aligned}$ | $\begin{aligned} & 19.4 \\ & 23.0 \end{aligned}$ | $\left(\begin{array}{l} (3.83) \\ (4.11) \end{array}\right.$ | $\begin{array}{r} 8.2 \\ 12.1 \end{array}$ | $\left(\begin{array}{l} 1.59 \\ (1.87) \end{array}\right.$ | $\begin{aligned} & 11.2 \\ & 10.9 \end{aligned}$ | $\left(\begin{array}{l} 2.72 \\ (2.57) \end{array}\right.$ | $\begin{aligned} & 5.1 \\ & 3.6 \end{aligned}$ | $\begin{aligned} & 1.69 \\ & (1.32) \end{aligned}$ |
| Race/ethnicity ${ }^{3}$ <br> White $\qquad$ <br> Black $\qquad$ <br> Hispanic $\qquad$ <br> Other $\qquad$ | $\begin{array}{r} 271,700 \\ 132,500 \\ 117,400 \\ 23,400 \end{array}$ | $(53,070)$ $(33,360$ $(03880$ $(11,550)$ | $\begin{gathered} 106,000 \\ 85,100 \\ 59,800 \\ 12,200! \end{gathered}$ | $\begin{array}{r} (20,140) \\ (1,870) \\ (14,780 \\ (6,400) \\ ) \end{array}$ | 165,700 $47,400!$ 57,500 $11,200!$ | $\left.\begin{array}{c} (38,490 \\ (17,600 \\ (9,800 \\ (7,560) \end{array}\right)$ | 52,400 20,800 $37,800!$ - | $\begin{array}{r} 18,690 \\ (10,750 \\ (15,340 \\ (\dagger) \end{array}$ | 20.1 36.9 18.3 11.3 | $(3.77)$ (8.74 4.65 $(5.45)$ | $\begin{gathered} 7.8 \\ 23.7 \\ 9.4 \\ 5.9! \end{gathered}$ | $(1.48)$ $(4.86)$ $(2.29$ $(3.07)$ | 12.3 $13.2!$ 9.0 $5.4!$ | $(2.77)$ $(4.76$ 3.03 $(3.60)$ | 3.9 5.8 $5.9!$ | $(1.37$ $(2.95$ $(2.36)$ $(\dagger)$ |
| Urbanicity ${ }^{4}$ <br> Urban <br> Suburban $\qquad$ <br> Rural $\qquad$ | $\begin{array}{r} 182,800 \\ 282,400 \\ 79,900 \end{array}$ | $\begin{aligned} & (41,000) \\ & (54,430 \\ & 24,250) \end{aligned}$ | $\begin{array}{r} 127,800 \\ 110,100 \\ 25,200 \end{array}$ | $\begin{array}{r} (22,310) \\ (20,560 \\ (9,340) \end{array}$ | $\begin{array}{r} 55,000 \\ 172,300 \\ 54,700 \end{array}$ | $\begin{aligned} & (19,250) \\ & (39,460) \\ & (19,190) \end{aligned}$ | $\begin{aligned} & 35,800! \\ & 68,600 \\ & 6,500! \end{aligned}$ | $\begin{array}{r} (14,860) \\ (22,060) \\ (5,570) \end{array}$ | 23.7 20.3 20.2 | $\begin{aligned} & \left(\begin{array}{l} (.08) \\ (3.75 \\ (5.89) \end{array}\right. \end{aligned}$ | $\begin{array}{r} 16.6 \\ 7.9 \\ 6.4 \end{array}$ | $(2.85)$ $(1.46)$ $(2.34)$ | $\begin{array}{r} 7.1 \\ 12.4 \\ 13.8 \end{array}$ | $(2.45)$ $(2.75)$ $(4.71)$ | $4.6!$ | $(1.90$ $(1.56)$ $1.40)$ |
| Household income ${ }^{5}$ <br> Less than $\$ 15,000$ <br> \$15,000-29,999 $\qquad$ <br> \$30,000-49,999 $\qquad$ <br> \$50,000-74,999 <br> $\$ 75,000$ or more $\qquad$ $\qquad$ | $\begin{array}{r} 76,200 \\ 140,800 \\ 142,100 \\ 94,900 \\ 91,100 \end{array}$ | $(23,550)$ $(34,480$ 34,870 $(27,000$ $26,320)$ | $\begin{aligned} & 35,200 \\ & 79,300 \\ & 42,900 \\ & 46,700 \\ & 59,000 \end{aligned}$ | $\begin{aligned} & (11,130) \\ & (17,200 \\ & 12,380 \\ & 112,900 \\ & 14,670) \end{aligned}$ | $\begin{aligned} & 41,000 \\ & 61,500 \\ & 99,200 \\ & 48,200! \\ & 32,000 \end{aligned}$ | $\begin{aligned} & (16,120) \\ & (20,630 \\ & 27,760 \\ & (17,760 \\ & (13,890) \end{aligned}$ | $\begin{array}{r} 30,600! \\ 30,200 \\ 34,900 \\ 41,100 \\ 11,100! \end{array}$ | $\begin{array}{r} (13,530) \\ (13,40) \\ (14,640 \\ (4,310) \\ 7,490) \end{array}$ | $\begin{array}{r} 31.0 \\ 34.0 \\ 26.8 \\ 22.8 \\ 9.7 \end{array}$ | $(9.10)$ $7.91)$ 6.26 6.20 $(2.73)$ | $\begin{array}{r} 14.3 \\ 19.2 \\ 8.1 \\ 11.0 \\ 6.3 \end{array}$ | $\begin{aligned} & (4.47 \\ & (4.08 \\ & (2.31 \\ & 3.01 \\ & 1.55) \end{aligned}$ | $\begin{gathered} 16.7 \\ 14.9 \\ 18.7 \\ 11.3! \\ 3.4 \end{gathered}$ | $(6.36)$ 4.84 5.04 4.07 1.46 | $\begin{array}{r} 12.5! \\ 7.3! \\ 6.6! \\ 1.0! \\ 1.2! \end{array}$ | $(5.37)$ 3.19) (2.71) (1.01) $(0.79)$ |

## -Not available.

!!nterpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percen Serious violent victimization is also included in all violent victimization.
2"At school" includes inside the school building, on school property, and on the way to and from school
${ }^{3}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes Asians, Pacific Islanders, American Indians/Alaska Natives, and persons of Two or more races.
"Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census
 ization, 2015 (NCJ 250180, October 2016).

NOTE: "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theff" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. Data in this table are from the National Crime victimization Survey (NCVS) and are reported in accordance with Bureau of Justice Statistics
standards. Detail may not sum to totals because of rounding and missing data on student characteristics. The population size for students ages $12-18$ was $25,581,700$ in 2015 .
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2015. (This table was prepared August 2016.)

Table 228.30. Percentage of students ages 12-18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2015
[Standard errors appear in parentheses]

| Type of victimization and student or school characteristic |  | 1995 |  | 1999 |  | 2001 |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 | 2015 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Total | 9.5 | (0.35) |  | (0.35) | 5.5 | (0.31) |  | (0.24) | 4.3 | (0.31) | 4.3 | (0.30) | 3.9 | (0.28) | 3.5 | (0.28) | 3.0 | (0.25) | 2.7 | (0.25) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 10.0 | (0.46) | 7.8 | (0.46) | 6.1 | (0.41) | 5.4 | (0.33) | 4.6 | (0.42) | 4.5 | (0.43) | 4.6 | (0.40) | 3.7 | (0.35) | 3.2 | (0.40) | 2.6 | (0.35) |
| Female | 9.0 | (0.47) | 7.3 | (0.46) | 4.9 | (0.39) | 4.8 | (0.36) | 3.9 | (0.38) | 4.0 | (0.39) | 3.2 | (0.35) | 3.4 | (0.38) | 2.8 | (0.34) | 2.8 | (0.38) |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 9.8 | (0.37) | 7.5 | (0.44) | 5.8 | (0.39) | 5.4 | (0.31) | 4.7 | (0.35) | 4.3 | (0.38) | 3.9 | (0.37) | 3.6 | (0.35) | 3.0 | (0.32) | 2.9 | (0.36) |
| Black | 10.2 | (1.04) | 9.9 | (0.85) | 6.1 | (0.78) | 5.3 | (0.80) | 3.8 | (0.80) | 4.3 | (0.83) | 4.4 | (0.74) | 4.6 | (0.89) | 3.2 | (0.71) | 2.2 ! | (0.77) |
| Hispanic | 7.6 | (0.90) | 5.7 | (0.77) | 4.6 | (0.64) | 3.9 | (0.50) | 3.9 | (0.70) | 3.6 | (0.54) | 3.9 | (0.75) | 2.9 | (0.47) | 3.2 | (0.46) | 2.3 | (0.47) |
| Asian .. | . | (t) | - | (t) | - | (t) | 50 | (t) | 1.5 ! | (0.68) | 3.6 ! | (1.38) | $\ddagger$ | (t) | 2.5 ! | (1.23) | 2.6 ! | (1.08) | ! | (t) |
| Other | 8.8 | (1.54) | 6.4 | (1.28) | 3.1 | (0.91) | 5.0 | (1.08) | 4.3 ! | (2.00) | 8.1 | (2.01) | $\ddagger$ | ( $\dagger$ ) |  | (1.37) |  | (1.08) | 6.2 ! | (2.04) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th | 9.6 | (0.97) | 8.0 | (1.24) | 5.9 | (0.90) | 3.8 | (0.77) | 4.6 | (0.83) | 4.1 | (0.87) | 3.7 | (0.91) | 3.8 | (0.85) | 4.1 | (0.92) | 3.1 | (0.79) |
|  | 11.2 | (0.81) | 8.2 | (0.81) | 5.8 | (0.66) | 6.3 | (0.74) | 5.4 | (0.71) | 4.7 | (0.69) | 3.4 | (0.70) | 3.1 | (0.61) | 2.5 | (0.51) | 3.4 | (0.70) |
| 8th | 10.5 | (0.78) | 7.6 | (0.84) | 4.3 | (0.61) | 5.2 | (0.65) | 3.6 | (0.63) | 4.4 | (0.63) | 3.8 | (0.78) | 3.8 | (0.67) | 2.3 | (0.52) | 2.3 | (0.57) |
| 9th | 11.9 | (0.88) | 8.9 | (0.79) | 7.9 | (0.81) | 6.3 | (0.70) | 4.7 | (0.69) | 5.3 | (0.75) | 5.3 | (0.85) | 5.1 | (0.83) | 4.1 | (0.76) | 3.0 | (0.62) |
| 10th | 9.1 | (0.76) | 8.0 | (0.82) | 6.5 | (0.77) | 4.8 | (0.63) | 4.3 | (0.71) | 4.4 | (0.67) | 4.2 | (0.79) | 3.0 | (0.58) | 3.3 | (0.57) | 1.6 | (0.47) |
| 11th | 7.3 | (0.74) | 7.2 | (0.88) | 4.8 | (0.62) | 5.1 | (0.68) | 3.6 | (0.51) | 4.0 | (0.75) | 4.7 | (0.88) | 3.1 | (0.65) | 3.3 | (0.65) | 4.4 | (1.04) |
| 12th ... | 6.1 | (0.74) | 4.8 | (0.81) | 2.9 | (0.52) | 3.6 | (0.71) | 3.8 | (0.85) | 2.7 | (0.70) | 2.0 | (0.52) | 2.9 | (0.68) | 2.0 ! | (0.67) | 1.3 ! | (0.45) |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban ... | 9.3 | (0.64) | 8.4 | (0.69) | 5.9 | (0.58) | 6.1 | (0.58) | 5.3 | (0.65) | 4.5 | (0.58) | 4.2 | (0.56) | 4.3 | (0.56) | 3.3 | (0.47) | 3.3 | (0.51) |
| Suburban | 10.3 | (0.49) | 7.6 | (0.43) | 5.7 | (0.40) | 4.8 | (0.33) | 4.2 | (0.34) | 4.1 | (0.38) | 4.0 | (0.36) | 3.3 | (0.34) | 3.2 | (0.35) | 2.8 | (0.35) |
| Rural | 8.3 | (0.79) | 6.4 | (0.96) | 4.7 | (0.93) | 4.7 | (0.75) | 2.8 | (0.69) | 4.4 | (0.55) | 3.1 | (0.66) | 2.8 | (0.57) | 2.0 | (0.58) | 1.5 | (0.37) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ........... | 9.8 | (0.38) | 7.9 | (0.37) | 5.7 | (0.34) | 5.2 | (0.26) | 4.4 | (0.32) | 4.6 | (0.32) | 4.1 | (0.30) | 3.7 | (0.29) |  | (0.27) | 2.8 | (0.26) |
| Private | 6.6 | (0.90) | 4.5 | (0.80) | 3.4 | (0.72) | 4.9 | (0.79) | 2.7 | (0.77) | 1.1 | (0.50) | 1.8 ! | (0.76) | 1.9 ! | (0.68) | 2.8 ! | (0.89) | $\pm$ | ( $\dagger$ ) |
| Theft | 7.1 | (0.29) | 5.7 | (0.32) | 4.2 | (0.24) | 4.0 | (0.21) | 3.1 | (0.27) | 3.0 | (0.23) | 2.8 | (0.23) | 2.6 | (0.23) | 1.9 | (0.20) | 1.9 | (0.22) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 7.1 | (0.38) | 5.7 | (0.41) | 4.5 | (0.34) | 4.0 | (0.27) | 3.1 | (0.34) | 3.0 | (0.34) | 3.4 | (0.36) | 2.6 | (0.29) | 2.0 | (0.30) | 1.7 | (0.26) |
| Female | 7.1 | (0.41) | 5.7 | (0.43) | 3.8 | (0.33) | 4.1 | (0.32) | 3.2 | (0.36) | 3.0 | (0.33) | 2.1 | (0.28) | 2.6 | (0.33) | 1.8 | (0.28) | 2.0 | (0.34) |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ...... | 7.4 | (0.32) | 5.8 | (0.43) | 4.2 | (0.30) | 4.3 | (0.28) | 3.4 | (0.32) | 3.1 | (0.29) | 2.9 | (0.31) | 2.5 | (0.28) | 1.6 | (0.22) | 2.0 | (0.28) |
| Black | 7.1 | (0.85) | 7.4 | (0.77) | 5.0 | (0.68) | 4.0 | (0.66) | 2.7 | (0.65) | 3.0 | (0.70) | 2.5 | (0.61) | 3.7 | (0.78) | 2.7 | (0.67) | 1.3 ! | (0.63) |
| Hispan | 5.8 | (0.78) | 3.9 | (0.61) | 3.7 | (0.69) | 3.0 | (0.41) | 3.1 | (0.64) | 2.2 | (0.47) | 3.0 | (0.63) | 2.0 | (0.41) | 1.8 | (0.39) | 1.6 | (0.39) |
| Asian | 5 | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) | $\pm$ | (t) | 3.2 ! | (1.32) | $\ddagger$ | (t) | 2.5 ! | (1.23) |  | (1.08) | $\pm$ | ( $\dagger$ ) |
| Other | 6.5 | (1.40) | 4.4 | (0.98) | 2.9 | (0.87) | 4.4 | (1.04) | $\ddagger$ | ( $\dagger$ ) | 4.5 ! | (1.57) | $\ddagger$ | ( $\dagger$ ) |  | (1.21) | + | ( $\dagger$ ) | 4.4 ! | (1.74) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th. | 5.4 | (0.66) | 5.2 | (0.97) | 4.0 | (0.70) | 2.2 | (0.63) | 2.8 | (0.75) | 2.7 | (0.77) |  | (0.52) | 2.7 | (0.70) |  | (0.57) | 1.6 ! | (0.65) |
| 7th. | 8.1 | (0.71) | 6.0 | (0.73) | 3.4 | (0.51) | 4.8 | (0.67) | 2.9 | (0.50) | 2.7 | (0.54) | 2.1 | (0.57) | 1.9 | (0.44) | 1.4 | (0.38) | 1.6 ! | (0.54) |
| 8th | 7.9 | (0.72) | 5.9 | (0.81) | 3.3 | (0.50) | 4.1 | (0.56) | 2.4 | (0.53) | 2.5 | (0.54) | 2.0 | (0.55) | 2.0 | (0.48) | 1.0 ! | (0.33) | 1.8 | (0.50) |
| 9th | 9.1 | (0.77) | 6.5 | (0.71) | 6.2 | (0.76) | 5.3 | (0.62) | 3.7 | (0.61) | 4.6 | (0.70) | 4.9 | (0.80) | 4.4 | (0.78) | 2.7 | (0.58) | 2.1 | (0.52) |
| 10th | 7.7 | (0.72) | 6.5 | (0.73) | 5.7 | (0.72) | 3.7 | (0.59) | 3.8 | (0.66) | 3.6 | (0.63) | 3.5 | (0.72) | 2.1 | (0.50) | 2.6 | (0.48) | 1.4 ! | (0.43) |
| 11th | 5.5 | (0.66) | 5.5 | (0.67) | 3.8 | (0.57) | 4.1 | (0.64) | 2.8 | (0.45) | 2.6 | (0.61) | 3.3 | (0.74) | 2.7 | (0.58) | 2.3 | (0.50) | 3.4 | (0.85) |
| 12th ....... | 4.6 | (0.67) | 4.0 | (0.71) | 2.3 | (0.45) | 3.1 | (0.68) | 3.5 | (0.85) | 1.9 | (0.55) | 1.5 | (0.44) | 2.4 | (0.62) | 1.6 | (0.62) | 1.0 ! | (0.40) |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban ... | 6.6 | (0.51) | 6.9 | (0.59) | 4.5 | (0.52) | 4.5 | (0.47) | 3.6 | (0.51) | 2.8 | (0.48) | 2.9 | (0.45) | 3.0 | (0.45) | 2.4 | (0.44) | 2.3 | (0.45) |
| Suburban | 7.6 | (0.40) | 5.4 | (0.36) | 4.3 | (0.32) | 3.8 | (0.27) | 3.2 | (0.31) | 3.0 | (0.31) | 2.8 | (0.32) | 2.5 | (0.30) | 1.9 | (0.27) | 1.8 | (0.30) |
| Rural | 6.8 | (0.66) | 5.0 | (0.95) | 3.4 | (0.65) | 3.9 | (0.66) | 2.2 ! | (0.68) | 3.2 | (0.46) | 2.3 | (0.59) | 2.0 | (0.47) | 0.8 | (0.24) | 1.2 | (0.32) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public .. | 7.3 | (0.32) | 5.9 | (0.34) | 4.4 | (0.26) | 4.0 | (0.22) | 3.3 | (0.28) | 3.2 | (0.25) | 2.9 | (0.25) | 2.7 | (0.24) | 1.9 | (0.21) | 1.9 | (0.22) |
| Private | 5.2 | (0.74) | 4.3 | (0.78) | 2.5 | (0.67) | 4.0 | (0.77) | 1.3 | (0.48) | 1.1 ! | (0.50) | + | ( $\dagger$ ) | 1.2 ! | (0.52) | 2.0 ! | (0.76) | + | ( $\dagger$ |
| Violent | 3.0 | (0.21) | 2.3 | (0.18) | 1.8 | (0.19) | 1.3 | (0.15) | 1.2 | (0.15) | 1.6 | (0.18) | 1.4 | (0.17) | 1.1 | (0.15) | 1.2 | (0.15) | 0.9 | (0.15) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 3.5 | (0.27) | 2.5 | (0.26) | 2.1 | (0.26) | 1.8 | (0.24) | 1.6 | (0.25) | 1.7 | (0.26) | 1.6 | (0.25) | 1.2 | (0.21) | 1.3 | (0.23) | 1.0 | (0.21) |
| Female | 2.4 | (0.25) | 2.0 | (0.22) | 1.5 | (0.24) | 0.9 | (0.16) | 0.8 | (0.15) | 1.4 | (0.23) | 1.1 | (0.21) | 0.9 | (0.17) | 1.1 | (0.23) | 0.9 | (0.19) |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 3.0 | (0.23) | 2.1 | (0.22) | 2.0 | (0.24) | 1.4 | (0.18) | 1.3 | (0.20) | 1.5 | (0.22) | 1.2 | (0.21) |  | (0.17) | 1.5 | (0.24) | 1.0 | (0.22) |
| Black | 3.4 | (0.61) | 3.5 | (0.55) | $1.3!$ | (0.40) | 1.6 | (0.41) | 1.3 ! | (0.46) | 1.6 ! | (0.50) | 2.3 | (0.62) | 1.1 ! | (0.42) | $\pm$ | (t) | $0.9!$ | (0.44) |
| Hispanic | 2.7 | (0.43) | 1.9 | (0.38) | 1.5 | (0.41) | 1.1 | (0.28) | 0.9 | (0.24) | 1.4 | (0.42) | 1.3 ! | (0.40) | 1.0 | (0.28) | 1.5 | (0.26) | 0.6 ! | (0.23) |
| Asian | - |  | - |  | - | (t) | - | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | \# | (t) | + | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\pm$ | (t) |
| Other |  | (0.87) |  | (0.81) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 4.5 | (1.50) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 2.9 ! | (1.32) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 6th | 5.1 | (0.73) | 3.8 | (0.76) | 2.6 | (0.66) | 1.9 | (0.53) | 1.9 | (0.55) | 1.5 ! | (0.54) | 2.6 ! | (0.83) | 1.3 ! | (0.49) | 2.7 | (0.73) | 1.6 ! | (0.65) |
| 7th | 3.8 | (0.54) | 2.6 | (0.43) | 2.6 | (0.47) | 1.7 | (0.43) | 2.6 | (0.53) | 2.4 | (0.50) | 1.2 ! | (0.42) | 1.2 ! | (0.41) | 1.2 ! | (0.38) | 1.9 | (0.47) |
| 8th. | 3.1 | (0.44) | 2.4 | (0.44) | 1.3 | (0.34) | 1.5 | (0.35) | 1.4 | (0.39) | 2.1 | (0.47) | 2.0 | (0.60) | 2.1 | (0.50) | 1.4 | (0.42) | 0.6 ! | (0.30) |
| 9th. | 3.4 | (0.50) | 3.2 | (0.47) | 2.4 | (0.46) | 1.5 | (0.31) | 1.0 | (0.29) | 1.2 ! | (0.37) | 0.9 ! | (0.37) | 1.1 ! | (0.35) | 1.4 ! | (0.44) | 0.8 ! | (0.34) |
| 10th | 2.1 | (0.36) | 1.7 | (0.39) | 1.2 | (0.31) | 1.4 | (0.36) | 0.5 ! | (0.24) | 1.2 ! | (0.39) | 1.0 ! | (0.37) | 0.9 ! | (0.34) | 1.0 ! | (0.35) | $\stackrel{+}{1}$ | ( $\dagger$ ) |
| 11th | 1.9 | (0.40) | 1.8 ! | (0.58) | 1.6 | (0.39) |  | (0.33) | 0.7 ! | (0.31) | 1.5 ! | (0.46) | 1.5 ! | (0.51) | $\ddagger$ | ( $\dagger$ | 1.0 ! | (0.43) | 1.3 ! | (0.49) |
| 12th ........ | 1.9 | (0.41) | 0.8 ! | (0.31) | 0.9 ! | (0.31) | 0.5 ! | (0.26) | $\ddagger$ | ( $\dagger$ ) | 0.8 ! | (0.35) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 3.3 | (0.40) | 2.3 | (0.38) | 1.7 | (0.29) | 1.8 | (0.32) | 1.8 | (0.34) | 2.0 | (0.35) | 1.8 | (0.41) | 1.4 | (0.31) | 0.9 | (0.21) | 1.0 | (0.27) |
| Suburban | 3.5 | (0.30) | 2.4 | (0.26) | 1.7 | (0.20) | 1.2 | (0.19) | 1.1 | (0.18) | 1.3 | (0.23) | 1.3 | (0.23) | 0.9 | (0.16) | 1.4 | (0.21) | 1.0 | (0.20) |
| Rural | 1.8 | (0.31) | 1.9 | (0.50) | 2.0 ! | (0.64) | 0.9 ! | (0.31) | 0.6 ! | (0.26) | 1.7 | (0.36) | 0.8 ! | (0.32) | 1.0 ! | (0.31) | 1.1 ! | (0.46) | 0.5 ! | (0.22) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ............................. | 3.1 | (0.22) | 2.5 | (0.20) | 1.9 | (0.20) | 1.4 | (0.15) | 1.2 | (0.15) | 1.7 | (0.20) | 1.4 | (0.19) | 1.1 | (0.15) | 1.2 | (0.16) | 1.0 | (0.15) |
| Private ............................. | 1.7 | (0.45) | $\ddagger$ | ( $\dagger$ ) | 1.0 ! | (0.32) | 0.9 ! | (0.39) | 1.4 ! | (0.60) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |

See notes at end of table.

Table 228.30. Percentage of students ages 12-18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2015—Continued
[Standard errors appear in parentheses]

| Type of victimization and student or school characteristic |  | 1995 |  | 1999 |  | 2001 |  | 2003 |  | 2005 |  | 2007 |  | 2009 | 2011 | 2013 |  | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 | 9 | 10 |  | 11 |
| Serious violent ${ }^{3}$ |  | (0.09) |  | (0.09) |  | (0.08) |  | (0.06) | 0.3 | (0.07) |  | (0.08) | 0.3 | (0.09) | 0.1! (0.05) | 0.2! (0.07) | 0.2 ! | (0.07) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 0.9 | (0.14) | 0.6 | (0.12) | 0.5 | (0.11) |  | (0.10) | 0.3 ! | (0.10) |  | (0.14) | 0.6 | (0.16) | 0.2! (0.08) | $0.2!(0.10)$ | 0.2 ! | (0.12) |
| Female ............................ | 0.4 | (0.10) | 0.5 | (0.12) | 0.4 ! | (0.12) | $\ddagger$ | ( $\dagger$ ) | 0.3 | (0.07) |  | (0.08) | $\ddagger$ | ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | 0.2! (0.10) | $\ddagger$ | ( $\dagger$ |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 0.6 | (0.09) | 0.4 | (0.09) | 0.4 | (0.08) | 0.2 ! | (0.06) | 0.3 ! | (0.09) |  | (0.08) |  | (0.10) | 0.2! (0.07) | 0.2! (0.09) | 0.3 ! | (0.10) |
| Black | 1.0 ! | (0.31) | 1.2 | (0.33) | 0.5 ! | (0.25) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |  |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger \quad(t)$ | $\ddagger$ ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Hispanic .......................... | 0.9 ! | (0.30) | 0.6 ! | (0.22) | 0.8 ! | (0.33) | 0.4 ! | (0.18) | 0.4 ! | (0.16) | 0.8 ! | (0.32) | $\ddagger$ | ( $\dagger$ ) | $\ddagger \quad(t)$ | 0.4! (0.17) | $\ddagger$ | (t) |
| Asian ....... | $\ddagger$ | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | \# | (t) | \# (t) | $\ddagger \quad(t)$ | $\ddagger$ | (t) |
| Other ................................. | $\ddagger$ |  | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | \# | ( $\dagger$ ) |  | $\ddagger \quad(t)$ | $\ddagger$ | ( $\dagger$ ) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th. | 1.5 | (0.42) | 1.3 ! | (0.40) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |  |  | $\ddagger$ | (t) | $\ddagger$ (t) | 0.8! (0.42) |  | ( $\dagger$ ) |
| 7th. | 0.9 | (0.24) | 0.9 ! | (0.27) | 0.6 ! | (0.24) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |  | (0.20) | $\ddagger$ | (t) | 0.5! (0.23) | $\ddagger \quad$ ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| 8th | 0.8 ! | (0.23) | 0.5 ! | (0.22) | 0.3 ! | (0.14) |  | (0.15) | $\ddagger$ | (t) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | \# (t) | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) |
| 9th | 0.7 | (0.21) | 0.6 ! | (0.18) | 0.8 ! | (0.31) | 0.6 ! | (0.21) | $\ddagger$ | (t) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger$ | ( $\dagger$ ) |
| 10th | 0.4 ! | (0.17) | $\ddagger$ | ( $\dagger$ ) | 0.4 ! | (0.18) | \# | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ |  | $\ddagger$ | (t) | \# ( $\dagger$ ) | $\ddagger \quad\left(\begin{array}{l}\text { ( }\end{array}\right.$ | $\ddagger$ | (t) |
| 11th ................................ | 0.4 ! | (0.16) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 0.6 ! | (0.27) | $\ddagger$ | (t) | $\begin{array}{ll} \# & (t) \\ \hline \end{array}$ | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ | (t) |
| 12th ...... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# ( $\dagger$ ) | $\ddagger \quad(t)$ | $\ddagger$ | ( $\dagger$ ) |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 1.3 | (0.24) | 0.7 | (0.19) | 0.5 | (0.15) |  | (0.14) | 0.4 ! | (0.17) | 0.7 ! | (0.23) |  | (0.22) | $\ddagger \quad(\dagger)$ | $0.3!$ (0.16) | + | ( $\dagger$ ) |
| Suburban ....................... | 0.6 | (0.12) | 0.5 | (0.11) | 0.4 | (0.09) | 0.1 ! | (0.05) | 0.3 ! | (0.08) | 0.2 ! | (0.09) | 0.3 ! | (0.11) | $\ddagger \quad(t)$ | 0.2! (0.08) | 0.3 ! | (0.12) |
| Rural ....... | 0.3 ! | (0.10) | 0.4 ! | (0.18) | 0.5 ! | (0.24) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger \quad(\mathrm{t})$ | $\ddagger \quad(t)$ | $\ddagger$ | ( $\dagger$ |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ................................ | 0.7 | (0.10) | 0.6 | (0.10) | 0.5 | (0.09) | 0.2 | (0.06) | 0.3 | (0.06) | 0.4 | (0.09) | 0.4 | (0.10) | $0.1!(0.06)$ | $0.2!$ (0.08) | 0.2 ! | (0.08) |
| Private ............................... | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# ( $\dagger$ ) | $\ddagger \quad$ (t) | $\ddagger$ | ( $\dagger$ ) |

## -Not available.

\#Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/ Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
${ }^{2}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
${ }^{3}$ Serious violent victimization is also included in violent victimization.
NOTE: "Total victimization" includes theft and violent victimization. A single student could report more than one type of victimization. In the total victimization section, students who reported both theft and violent victimization are counted only once. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violent crimes as well as simple assault. "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2015. (This table was prepared August 2016.)

Table 228.40. Percentage of students in grades 9-12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student characteristics and number of times threatened or injured: Selected years, 1993 through 2015
[Standard errors appear in parentheses]

| Number of times and year | Total |  | Sex |  |  |  | Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  | Grade |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |  | Asian ${ }^{2}$ |  | PacificIslander ${ }^{2}$ |  | American Indian/Alaska Native ${ }^{2}$ |  | Two or more races ${ }^{2}$ |  | 9 th grade |  | 10th grade |  | 11th grade |  | 12th grade |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| At least once |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993 .......... | 7.3 | (0.44) | 9.2 | (0.64) | 5.4 | (0.40) | 6.3 | (0.58) | 11.2 | (0.95) | 8.6 | (0.83) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 11.7 | (2.50) | - | ( $\dagger$ ) | 9.4 | (0.92) | 7.3 | (0.59) | 7.3 | (0.64) | 5.5 | (0.62) |
| $1995 .$. | 8.4 | (0.52) | 10.9 | (0.57) | 5.8 | (0.68) | 7.0 | (0.53) | 11.0 | (1.61) | 12.4 | (1.44) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 11.4 ! | (4.22) | - | ( $\dagger$ ) | 9.6 | (0.96) | 9.6 | (1.03) | 7.7 | (0.64) | 6.7 | (0.57) |
| 1997. | 7.4 | (0.45) | 10.2 | (0.71) | 4.0 | (0.32) | 6.2 | (0.56) | 9.9 | (0.91) | 9.0 | (0.63) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 12.5 ! | (5.15) | - | ( $\dagger$ ) | 10.1 | (1.02) | 7.9 | (1.14) | 5.9 | (0.70) | 5.8 | (0.80) |
| 1999 .......................................... | 7.7 | (0.42) | 9.5 | (0.80) | 5.8 | (0.64) | 6.6 | (0.35) | 7.6 | (0.85) | 9.8 | (1.09) | 7.7 | (1.05) | 15.6 | (4.46) | 13.2 ! | (5.45) | 9.3 | (1.22) | 10.5 | (0.95) | 8.2 | (0.92) | 6.1 | (0.46) | 5.1 | (0.79) |
| 2001 .................................... | 8.9 | (0.55) | 11.5 | (0.66) | 6.5 | (0.52) | 8.5 | (0.66) | 9.3 | (0.71) | 8.9 | (1.05) | 11.3 | (2.73) | 24.8 | (7.16) | 15.2 ! | (4.57) | 10.3 | (2.33) | 12.7 | (0.89) | 9.1 | (0.75) | 6.9 | (0.65) | 5.3 | (0.52) |
| 2003. | 9.2 | (0.75) | 11.6 | (0.96) | 6.5 | (0.61) | 7.8 | (0.77) | 10.9 | (0.80) | 9.4 | (1.23) | 11.5 | (2.66) | 16.3 | (4.31) | 22.1 | (4.79) | 18.7 | (3.11) | 12.1 | (1.25) | 9.2 | (1.02) | 7.3 | (0.69) | 6.3 | (0.92) |
| 2005 ................................... | 7.9 | (0.35) | 9.7 | (0.42) | 6.1 | (0.41) | 7.2 | (0.46) | 8.1 | (0.69) | 9.8 | (0.86) | 4.6 | (1.10) | 14.5 ! | (4.93) | 9.8 | (2.67) | 10.7 | (2.33) | 10.5 | (0.63) | 8.8 | (0.72) | 5.5 | (0.43) | 5.8 | (0.52) |
| 2007 .................................. | 7.8 | (0.44) | 10.2 | (0.59) | 5.4 | (0.41) | 6.9 | (0.52) | 9.7 | (0.86) | 8.7 | (0.60) | 7.6 ! | (2.29) | 8.1 ! | (2.45) | 5.9 | (1.24) | 13.3 | (2.25) | 9.2 | (0.69) | 8.4 | (0.51) | 6.8 | (0.57) | 6.3 | (0.64) |
| 2009 .................................. | 7.7 | (0.37) | 9.6 | (0.59) | 5.5 | (0.37) | 6.4 | (0.43) | 9.4 | (0.80) | 9.1 | (0.61) | 5.5 | (0.91) | 12.5 | (3.11) | 16.5 | (2.68) | 9.2 | (1.50) | 8.7 | (0.53) | 8.4 | (0.72) | 7.9 | (0.60) | 5.2 | (0.53) |
| 2011 ...................................... | 7.4 | (0.31) | 9.5 | (0.39) | 5.2 | (0.37) | 6.1 | (0.35) | 8.9 | (0.64) | 9.2 | (0.81) | 7.0 | (0.99) | 11.3 | (3.23) | 8.2 | (1.52) | 9.9 | (1.35) | 8.3 | (0.63) | 7.7 | (0.58) | 7.3 | (0.61) | 5.9 | (0.45) |
| 2013. | 6.9 | (0.38) | 7.7 | (0.54) | 6.1 | (0.40) | 5.8 | (0.32) | 8.4 | (0.82) | 8.5 | (0.73) | 5.3 | (1.41) | 8.7 ! | (2.71) | 18.5 | (5.24) | 7.7 | (2.11) | 8.5 | (0.75) | 7.0 | (0.67) | 6.8 | (0.60) | 4.9 | (0.61) |
| 2015 ...................................... | 6.0 | (0.38) | 7.0 | (0.50) | 4.6 | (0.42) | 4.9 | (0.50) | 7.9 | (1.10) | 6.6 | (0.65) | 3.6 ! | (1.40) | 20.5 ! | (7.28) | 8.2 ! | (2.69) | 8.0 | (1.82) | 7.2 | (0.51) | 6.2 | (0.57) | 5.5 | (0.68) | 4.4 | (0.69) |
| Number of times, 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0 times ................................. | 94.0 | (0.38) | 93.0 | (0.50) | 95.4 | (0.42) | 95.1 | (0.50) | 92.1 | (1.10) | 93.4 | (0.65) | 96.4 | (1.40) | 79.5 | (7.28) | 91.8 | (2.69) | 92.0 | (1.82) | 92.8 | (0.51) | 93.8 | (0.57) | 94.5 | (0.68) | 95.6 | (0.69) |
| 1 time ......................................... | 2.7 | (0.22) | 3.1 | (0.30) | 2.3 | (0.23) | 2.4 | (0.24) | 4.1 | (0.80) | 2.6 | (0.36) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 3.8 ! | (1.37) | 3.5 | (0.36) | 2.9 | (0.35) | 2.5 | (0.45) | 1.8 | (0.34) |
| 2 or 3 times ........................... | 1.5 | (0.16) | 1.6 | (0.19) | 1.3 | (0.23) | 1.5 | (0.25) | 1.6 ! | (0.47) | 1.4 | (0.27) | 0.5 ! | (0.25) | $\ddagger$ | (t) | 3.1 ! | (1.18) | 1.7 ! | (0.71) | 2.1 | (0.34) | 1.3 | (0.26) | 1.1 | (0.20) | 1.3 | (0.29) |
| 4 to 11 times ........................... | 1.0 | (0.14) | 1.3 | (0.21) | 0.6 | (0.12) | 0.6 | (0.12) | 1.4 ! | (0.51) | 1.4 | (0.24) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 1.2 ! | (0.52) | 0.9 | (0.15) | 1.3 | (0.28) | 1.1 ! | (0.33) | 0.7 ! | (0.23) |
| 12 or more times ...................... | 0.8 | (0.12) | 1.0 | (0.18) | 0.4 ! | (0.12) | 0.4 | (0.10) | 0.9 ! | (0.34) | 1.2 | (0.19) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 1.3 ! | (0.60) | 0.6 | (0.15) | 0.7 | (0.15) | 0.8 | (0.23) | 0.6 | (0.17) |

## - Not available.

†Not applicable
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ 'Race categories exclude persons of Hispanic ethnicity.

Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. Detail may not sum to totals because of rounding. lance System (YRBSS), 1993 through 2015. (This table was prepared June 2016.)

Table 228.50. Percentage of public school students in grades $9-12$ who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by state: Selected years, 2003 through 2015
[Standard errors appear in parentheses]

| State |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| United States ${ }^{1}$..... | 9.2 | (0.75) | 7.9 | (0.35) | 7.8 | (0.44) | 7.7 | (0.37) | 7.4 | (0.31) | 6.9 | (0.38) | 6.0 | (0.38) |
| Alabama | 7.2 | (0.91) | 10.6 | (0.86) | - | ( $\dagger$ ) | 10.4 | (1.56) | 7.6 | (1.20) | 9.9 | (1.17) | 8.8 | (0.92) |
| Alaska .......... | 8.1 | (1.01) | - | ( $\dagger$ ) | 7.7 | (0.88) | 7.3 | (0.90) | 5.6 | (0.70) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Arizona ...... | 9.7 | (1.10) | 10.7 | (0.55) | 11.2 | (0.79) | 9.3 | (0.92) | 10.4 | (0.74) | 9.1 | (1.32) | 7.5 | (0.97) |
| Arkansas ....................... | - | ( $\dagger$ ) | 9.6 | (1.06) | 9.1 | (1.03) | 11.9 | (1.38) | 6.3 | (0.85) | 10.9 | (1.14) | 10.6 | (0.66) |
| California ........................ | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 5.2 | (0.72) |
| Colorado ....... | - | ( $\dagger$ | 7.6 | (0.75) | - | ( $\dagger$ | 8.0 | (0.74) | 6.7 | (0.80) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Connecticut ...... | - | ( $\dagger$ ) | 9.1 | (0.91) | 7.7 | (0.59) | 7.0 | (0.62) | 6.8 | (0.71) | 7.1 | (0.74) | 6.7 | (0.71) |
| Delaware ...................... | 7.7 | (0.60) | 6.2 | (0.63) | 5.6 | (0.50) | 7.8 | (0.63) | 6.4 | (0.62) | 5.6 | (0.46) | 6.2 | (0.90) |
| District of Columbia ......... | 12.7 | (1.42) | 12.1 | (0.78) | 11.3 | (0.98) | - | ( $\dagger$ | 8.7 | (0.92) | 8.5 | (0.30) | 7.6 | (0.27) |
| Florida ........................... | 8.4 | (0.44) | 7.9 | (0.45) | 8.6 | (0.57) | 8.2 | (0.39) | 7.2 | (0.31) | 7.1 | (0.37) | 7.4 | (0.42) |
| Georgia ...... | 8.2 | (0.75) | 8.3 | (2.08) | 8.1 | (0.81) | 8.2 | (0.83) | 11.7 | (2.08) | 7.2 | (0.81) | - | ( $\dagger$ ) |
| Hawaii ........................... | - | ( $\dagger$ ) | 6.8 | (0.87) | 6.4 | (1.10) | 7.7 | (1.03) | 6.3 | (0.62) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Idaho ........................... | 9.4 | (0.82) | 8.3 | (0.59) | 10.2 | (1.07) | 7.9 | (0.62) | 7.3 | (0.99) | 5.8 | (0.59) | 6.1 | (0.48) |
| Illinois .......................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 7.8 | (0.69) | 8.8 | (0.86) | 7.6 | (0.48) | 8.5 | (0.82) | 6.6 | (0.80) |
| Indiana ...... | 6.7 | (0.91) | 8.8 | (0.96) | 9.6 | (0.68) | 6.5 | (0.66) | 6.8 | (1.14) | - | ( $\dagger$ ) | 6.6 | (1.02) |
| Iowa .......... | - | ( $\dagger$ ) | 7.8 | (1.02) | 7.1 | (0.86) | - | ( $\dagger$ | 6.3 | (0.85) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Kansas ......... | - | ( $\dagger$ ) | 7.4 | (0.82) | 8.6 | (1.12) | 6.2 | (0.62) | 5.6 | (0.68) | 5.3 | (0.65) | - | ( $\dagger$ |
| Kentucky ....................... | 5.2 | (0.72) | 8.0 | (0.75) | 8.3 | (0.53) | 7.9 | (1.00) | 7.4 | (0.98) | 5.4 | (0.57) | 7.2 | (0.87) |
| Louisiana ...................... | - | ( $\dagger$ ) | - | (t) | 8 | ( $\dagger$ ) | 9.5 | (1.29) | 8.7 | (1.18) | 10.5 | (0.99) |  | ( $\dagger$ ) |
| Maine ............................ | 8.5 | (0.78) | 7.1 | (0.68) | 6.8 | (0.84) | 7.7 | (0.32) | 6.8 | (0.26) | 5.3 | (0.29) | 5.2 | (0.36) |
| Maryland ..... | - | ( $\dagger$ | 11.7 | (1.30) | 9.6 | (0.86) | 9.1 | (0.75) | 8.4 | (0.67) | 9.4 | (0.22) | 7.3 | (0.17) |
| Massachusetts | 6.3 | (0.54) | 5.4 | (0.44) | 5.3 | (0.47) | 7.0 | (0.58) | 6.8 | (0.67) | 4.4 | (0.38) | 4.1 | (0.46) |
| Michigan ......... | 9.7 | (0.57) | 8.6 | (0.81) | 8.1 | (0.77) | 9.4 | (0.63) | 6.8 | (0.50) | 6.7 | (0.52) | 6.6 | (0.67) |
| Minnesota ..................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Mississippi ...................... | 6.6 | (0.82) | - | ( $\dagger$ ) | 8.3 | (0.59) | 8.0 | (0.69) | 7.5 | (0.63) | 8.8 | (0.78) | 10.1 | (0.98) |
| Missouri ..... | 7.5 | (0.93) | 9.1 | (1.19) | 9.3 | (1.03) | 7.8 | (0.76) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ |
| Montana ...... | 7.1 | (0.46) | 8.0 | (0.64) | 7.0 | (0.51) | 7.4 | (0.99) | 7.5 | (0.53) | 6.3 | (0.40) | 5.5 | (0.48) |
| Nebraska . | 8.8 | (0.80) | 9.7 | (0.68) | - | ( $\dagger$ ) | - | ( $\dagger$ | 6.4 | (0.54) | 6.4 | (0.57) | 7.1 | (0.83) |
| Nevada ........ | 6.0 | (0.65) | 8.1 | (0.96) | 7.8 | (0.70) | 10.7 | (0.84) | - | ( $\dagger$ | 6.4 | (0.80) | 6.9 | (0.79) |
| New Hampshire ............... | 7.5 | (0.98) | 8.6 | (0.91) | 7.3 | (0.69) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| New Jersey .......... | - | ( $\dagger$ ) | 8.0 | (1.07) | - | ( $\dagger$ | 6.6 | (0.75) | 5.7 | (0.51) | 6.2 | (0.81) | - | ( $\dagger$ ) |
| New Mexico .................... | - | (t) | 10.4 | (0.96) | 10.1 | (0.68) | - | (t) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| New York ........... | 7.2 | (0.44) | 7.2 | (0.47) | 7.3 | (0.57) | 7.5 | (0.55) | 7.3 | (0.60) | 7.3 | (0.61) | 8.4 | (0.68) |
| North Carolina ............... | 7.2 | (0.74) | 7.9 | (0.92) | 6.6 | (0.62) | 6.8 | (0.61) | 9.1 | (0.95) | 6.9 | (0.45) | 4.9 | (0.69) |
| North Dakota .................. | 5.9 | (0.89) | 6.6 | (0.58) | 5.2 | (0.59) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ |
| Ohio ${ }^{2}$ | 7.7 | (1.30) | 8.2 | (0.67) | 8.3 | (0.77) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Oklahoma ...................... | 7.4 | (1.10) | 6.0 | (0.65) | 7.0 | (0.72) | 5.8 | (0.66) | 5.7 | (0.88) | 4.6 | (0.53) | 5.1 | (0.78) |
| Oregon .......................... | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |
| Pennsylvania .................... | - | ( $\dagger$ ) | - | ( $\dagger$ | - | (t) | 5.6 | (0.73) | - | ( $\dagger$ ) | - | ( $\dagger$ | 5.0 | (0.47) |
| Rhode Island .................. | 8.2 | (0.84) | 8.7 | (0.87) | 8.3 | (0.42) | 6.5 | (0.65) | - | ( $\dagger$ | 6.4 | (0.51) | - | ( $\dagger$ |
| South Carolina ............ | - | ( $\dagger$ ) | 10.1 | (0.93) | 9.8 | (0.85) | 8.8 | (1.48) | 9.2 | (0.92) | 6.5 | (0.83) | 5.3 | (0.73) |
| South Dakota ${ }^{3}$................. | 6.5 | (0.71) | 8.1 | (1.04) | 5.9 | (0.87) | 6.8 | (0.87) | 6.1 | (0.77) | 5.0 | (0.69) | 7.3 | (1.10) |
| Tennessee ....................... | 8.4 | (1.17) | 7.4 | (0.79) | 7.3 | (0.76) | 7.0 | (0.71) | 5.8 | (0.52) | 9.3 | (0.73) | 10.2 | (1.04) |
| Texas ........................... | - | (t) | 9.3 | (0.84) | 8.7 | (0.52) | 7.2 | (0.52) | 6.8 | (0.40) | 7.1 | (0.62) | - | ( $\dagger$ ) |
| Utah ............................... | 7.3 | (1.44) | 9.8 | (1.32) | 11.4 | (1.92) | 7.7 | (0.88) | 7.0 | (0.98) | 5.5 | (0.59) | - | ( $\dagger$ ) |
| Vermont ${ }^{4}$....................... | 7.3 | (0.20) | 6.3 | (0.46) | 6.2 | (0.56) | 6.0 | (0.30) | 5.5 | (0.37) | 6.4 | (0.43) | 5.3 | (0.16) |
| Virginia ............................ | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | 7.0 | (0.86) | 6.1 | (0.43) | 6.4 | (0.62) |
| Washington ..................... | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| West Virginia ................... | 8.5 | (1.26) | 8.0 | (0.78) | 9.7 | (0.77) | 9.2 | (0.77) | 6.6 | (0.93) | 5.6 | (0.51) | 6.9 | (0.58) |
| Wisconsin ...................... | 5.5 | (0.70) | 7.6 | (0.73) | 5.6 | (0.66) | 6.7 | (0.75) | 5.1 | (0.48) | 4.3 | (0.64) | - | ( $\dagger$ ) |
| Wyoming ......................... | 9.7 | (1.00) | 7.8 | (0.67) | 8.3 | (0.67) | 9.4 | (0.58) | 7.3 | (0.58) | 6.8 | (0.47) | 6.6 | (0.74) |

## -Not available

## $\dagger$ Not applicable.

${ }^{1}$ For the U.S. total, data for all years include both public and private schools and were col
lected through a national survey representing the entire country.
${ }^{2}$ Ohio data for 2003 through 2013 include both public and private schools.
${ }^{3}$ South Dakota data for all years include both public and private schools.
${ }^{4}$ Vermont data for 2013 include both public and private schools.
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. For the U.S. total, data for all years include both public and private schools.

State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2003 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate). SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2015. (This table was prepared June 2016.)

Table 228.70. Number and percentage of public and private school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by selected teacher and school characteristics: Selected years, 1993-94 through 2011-12
[Standard errors appear in parentheses]

| Year | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |  |  | Instructional level ${ }^{1}$ |  |  |  | Control of school |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |  | Other ${ }^{2}$ | Elementary |  | Secondary |  | Public ${ }^{3}$ |  | Private |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
|  | Number of teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Threatened with injury |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993-94 ................... | 342,700 | $(7,140)$ | 115,900 | $(3,870)$ | 226,800 | $(5,570)$ | 295,700 | $(6,320)$ | 23,900 | $(1,380)$ | 15,900 | $(1,850)$ | 7,300 | (680) | 135,200 | $(4,520)$ | 207,500 | $(5,380)$ | 326,800 | $(7,040)$ | 15,900 | $(1,130)$ |
| 1999-2000 .................. | 304,900 | $(7,090)$ | 95,100 | $(3,610)$ | 209,800 | $(5,490)$ | 252,500 | $(5,670)$ | 28,300 | $(2,150)$ | 17,200 | $(1,980)$ | 7,000 | (850) | 148,100 | $(5,560)$ | 156,900 | $(4,360)$ | 287,400 | $(7,060)$ | 17,500 | $(1,700)$ |
| 2003-04 ..................... | 252,800 | $(8,750)$ | 78,400 | $(3,930)$ | 174,400 | $(7,260)$ | 198,900 | $(6,980)$ | 32,500 | $(3,050)$ | 12,400 | $(1,810)$ | 9,000 | $(1,250)$ | 113,600 | $(7,240)$ | 139,200 | $(5,280)$ | 242,100 | $(7,840)$ | 10,700 | $(1,780)$ |
| 2007-08 ..................... | 289,900 | $(10,660)$ | 88,300 | $(5,970)$ | 201,600 | $(8,140)$ | 234,700 | $(8,850)$ | 28,700 | $(3,080)$ | 17,900 | $(3,230)$ | 8,600 | $(1,630)$ | 130,000 | $(7,720)$ | 160,000 | $(7,220)$ | 276,600 | $(10,570)$ | 13,300 | $(1,460)$ |
| 2011-12 ..................... | 352,900 | $(17,080)$ | 84,500 | $(5,220)$ | 268,400 | $(15,450)$ | 279,900 | $(13,300)$ | 34,200 | $(4,380)$ | 27,100 | $(4,660)$ | 11,800 | $(2,200)$ | 189,800 | $(13,430)$ | 163,200 | $(7,520)$ | 338,400 | $(17,290)$ | 14,500 | $(1,450)$ |
| Physically attacked |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993-94 .................... | 121,100 | $(3,950)$ | 30,800 | $(1,770)$ | 90,300 | $(3,900)$ | 104,300 | $(4,020)$ | 7,700 | (860) | 6,200 | $(1,290)$ | 2,800 | (450) | 77,300 | $(3,240)$ | 43,800 | $(1,980)$ | 112,400 | $(3,730)$ | 8,700 | (860) |
| 1999-2000 .................. | 134,800 | $(4,820)$ | 30,600 | $(1,990)$ | 104,200 | $(4,390)$ | 111,700 | $(3,810)$ | 11,600 | $(1,540)$ | 8,800 | $(1,660)$ | 2,600 | (460) | 102,200 | $(4,360)$ | 32,600 | $(2,270)$ | 125,000 | $(4,630)$ | 9,800 | $(1,070)$ |
| 2003-04 .................... | 129,200 | $(7,810)$ | 23,600 | $(2,610)$ | 105,700 | $(6,460)$ | 102,200 | $(5,920)$ | 15,100 | $(2,300)$ | 7,000 | $(1,860)$ | 5,000 | $(1,110)$ | 89,800 | $(6,680)$ | 39,400 | $(3,410)$ | 121,400 | $(7,180)$ | 7,800 | $(1,450)$ |
| 2007-08 ................... | 156,000 | $(8,090)$ | 34,900 | $(4,760)$ | 121,100 | $(6,120)$ | 132,300 | $(6,860)$ | 12,300 | $(2,350)$ | 8,200 | $(2,040)$ | 3,200! | $(1,250)$ | 114,700 | $(7,220)$ | 41,300 | $(3,220)$ | 146,400 | $(8,200)$ | 9,600 | $(1,170)$ |
| 2011-12 ................... | 209,800 | $(11,880)$ | 32,500 | $(3,330)$ | 177,300 | $(11,310)$ | 171,300 | $(10,950)$ | 18,800 | $(3,580)$ | 11,800 | $(2,890)$ | 7,900 | $(1,990)$ | 160,700 | $(10,210)$ | 49,100 | $(4,310)$ | 197,400 | $(11,730)$ | 12,400 | $(1,490)$ |
|  | Percent of teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Threatened with injury |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993-94 | 11.7 | (0.23) | 14.7 | (0.40) |  | (0.25) |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.2 |  |
| 1999-2000 ................... | 8.8 | (0.20) | 11.0 | (0.38) | 8.1 | (0.20) | 8.6 | (0.19) | 11.6 | (0.84) | 9.1 | (1.01) | 8.3 | (0.98) | 8.0 | (0.29) | 9.9 | (0.26) | 9.6 | (0.22) | 3.9 | (0.35) |
| 2003-04 ...................... | 6.8 | (0.24) | 8.5 | (0.39) | 6.2 | (0.27) | 6.4 | (0.24) | 11.8 | (0.96) | 5.5 | (0.82) | 8.7 | (1.25) | 5.7 | (0.37) | 8.0 | (0.27) | 7.4 | (0.24) | 2.3 | (0.40) |
| 2007-08 ...................... | 7.4 | (0.26) | 9.3 | (0.59) | 6.8 | (0.27) | 7.2 | (0.26) | 11.1 | (0.93) | 6.7 | (1.19) | 7.6 | (1.36) | 6.6 | (0.38) | 8.4 | (0.36) | 8.1 | (0.30) | 2.7 | (0.30) |
| 2011-12 ...................... | 9.2 | (0.42) | 9.2 | (0.49) | 9.2 | (0.50) | 8.8 | (0.40) | 13.8 | (1.72) | 9.4 | (1.54) | 9.1 | (1.54) | 9.6 | (0.67) | 8.7 | (0.34) | 10.0 | (0.48) | 3.1 | (0.32) |
| Physically attacked |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993-94 .................... | 4.1 | (0.13) | 3.9 | (0.21) | 4.2 | (0.18) | 4.1 | (0.16) | 3.9 | (0.40) | 5.2 | (0.99) | 5.2 | (0.76) | 5.0 | (0.20) | 3.2 | (0.14) | 4.4 | (0.14) | 2.3 | (0.23) |
| 1999-2000 ................. | 3.9 | (0.14) | 3.5 | (0.22) | 4.0 | (0.17) | 3.8 | (0.13) | 4.8 | (0.59) | 4.6 | (0.83) | 3.1 | (0.54) | 5.5 | (0.23) | 2.1 | (0.14) | 4.2 | (0.15) | 2.2 | (0.22) |
| 2003-04 .................... | 3.5 | (0.21) | 2.6 | (0.27) | 3.8 | (0.24) | 3.3 | (0.20) | 5.5 | (0.78) | 3.1 | (0.85) | 4.8 | (1.10) | 4.5 | (0.35) | 2.3 | (0.19) | 3.7 | (0.22) | 1.7 | (0.32) |
| 2007-08 ..................... | 4.0 | (0.21) | 3.7 | (0.49) | 4.1 | (0.21) | 4.1 | (0.22) | 4.7 | (0.89) | 3.1 | (0.73) | 2.8 ! | (0.97) | 5.8 | (0.38) | 2.2 | (0.16) | 4.3 | (0.24) | 2.0 | (0.24) |
| 2011-12 ...................... | 5.4 | (0.30) | 3.5 | (0.35) | 6.0 | (0.37) | 5.4 | (0.33) | 7.6 | (1.41) | 4.1 | (0.96) | 6.1 | (1.43) | 8.2 | (0.50) | 2.6 | (0.21) | 5.8 | (0.33) | 2.7 | (0.33) |

[^54]3 noludes traditional public and public charter schools.
NOTE: Teachers who taught only prekindergarten students are excluded. Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993-94, 1999-2000, 2003-04, 2007-08, and 2011-12; and "Charter School Teacher Data File," 1999-2000. (This table was prepared October 2013.)

Table 228.80. Percentage of public school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by state: Selected years, 1993-94 through 2011-12
[Standard errors appear in parentheses]

| State | Threatened with injury |  |  |  |  |  |  |  |  | Physically attacked |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1993-94 | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| United States | 12.8 (0.26) | 9.6 | (0.22) | 7.4 | (0.24) | 8.1 | (0.30) | 10.0 | (0.48) | 4.4 | (0.14) | 4.2 | (0.15) | 3.7 | (0.22) | 4.3 | (0.24) | 5.8 | (0.33) |
| Alabama | 13.3 (1.29) | 8.8 | (0.99) | 6.1 | (0.88) | 6.8 | (1.41) | 7.6 | (1.92) | 3.2 | (0.84) | 3.8 | (0.57) | 2.7 | (0.75) | 3.2 ! | (1.12) | 3.1 ! | (0.94) |
| Alaska | 13.7 (0.92) | 10.9 | (0.80) | 8.9 | (1.25) | 7.8 | (1.24) | 12.3 | (2.82) | 6.5 | (0.48) | 5.2 | (0.51) | 6.0 | (0.94) | 6.7 | (1.50) | 5.1 ! | (1.78) |
| Arizona | 13.0 (1.07) | 9.5 | (1.16) | 6.8 | (0.98) |  | (1.04) | 9.1 | (2.08) | 3.6 | (0.67) | 4.5 | (0.95) | 2.6 | (0.58) | 4.9 | (1.29) | 4.7 ! | (1.43) |
| Arkansas | 13.8 (1.38) | 10.1 | (1.18) | 4.8 | (0.81) | 5.9 | (1.18) | 7.8 | (1.48) | 3.0 | (0.67) | 2.5 | (0.59) | 2.7 | (0.72) | 4.1 | (1.07) | 5.2 ! | (1.80) |
| California | 7.4 (0.91) | 5.8 | (0.70) | 6.0 | (1.00) | 8.5 | (1.31) | 7.7 | (1.17) | 2.9 | (0.61) | 2.5 | (0.46) | 2.0 | (0.53) | 3.6 | (0.78) | 4.4 | (0.95) |
| Colorado | 13.1 (1.29) | 6.6 | (0.97) | 3.8 | (0.82) | 6.8 | (1.64) | 7.3 | (1.69) | 4.9 | (0.82) | 3.1 | (0.60) | 1.5 ! | (0.45) | 4.7 | (1.33) | 3.6 ! | (1.26) |
| Connecticut | 11.8 (0.86) | 9.1 | (0.88) | 6.9 | (1.28) | 7.2 | (1.39) | 7.5 ! | (3.03) | 3.5 | (0.46) | 4.1 | (0.55) | 2.8 | (0.70) | 3.3 ! | (1.04) | 6.2 ! | (2.91) |
| Delaware | 18.7 (1.56) | 11.4 | (1.37) | 7.7 | (1.35) | 11.7 | (1.93) | 15.8 | (3.49) | 7.2 | (1.10) | 5.3 | (0.92) | 3.2 ! | (1.00) | 5.4 | (1.46) | 9.8 | (2.80) |
| District of Columbia | 24.0 (1.80) | 22.3 | (1.30) | 17.3 | (2.63) | 16.9 | (3.06) | $\ddagger$ | ( $\dagger$ ) | 8.3 | (1.34) | 9.1 | (0.83) | 5.2 | (1.24) | 7.3 | (2.00) | $\ddagger$ | ( $\dagger$ ) |
| Florida | 20.1 (1.65) | 12.2 | (1.07) | 11.2 | (1.26) | 11.4 | (2.11) | $\ddagger$ | ( $\dagger$ ) | 4.9 | (0.78) | 6.7 | (0.91) | 6.5 | (1.58) | 4.0 | (1.04) | $\ddagger$ | ( $\dagger$ |
| Georgia | 14.0 (1.29) | 9.5 | (1.42) | 6.4 | (1.21) | 5.8 | (1.18) | 9.5! | (2.98) | 3.4 | (0.66) | 3.6 | (0.84) | 4.6 | (1.30) | 4.0 | (1.04) | 6.3 ! | (2.60) |
| Hawaii | 9.9 (1.48) | 9.4 | (0.99) | 9.0 | (1.33) | 8.0 | (1.84) | $\ddagger$ | ( $\dagger$ ) | 2.9 | (0.57) | 3.2 | (0.57) | 5.7 | (1.18) | 4.5 | (1.30) | $\ddagger$ | ( $\dagger$ ) |
| Idaho | 9.7 (1.02) | 7.8 | (0.44) | 5.4 | (0.98) | 5.9 | (1.24) | 6.7 | (1.42) | 4.2 | (0.76) | 4.3 | (0.39) | 2.5 ! | (0.75) | 2.9 ! | (0.87) | 3.6 ! | (1.34) |
| Illinois | 10.9 (0.76) | 8.2 | (0.89) | 7.9 | (1.60) | 8.1 | (1.42) | 7.3 | (1.41) | 4.5 | (0.50) | 2.7 | (0.39) | 2.3 ! | (0.77) | 3.9 | (0.90) | 4.1 | (1.11) |
| Indiana | 13.8 (1.28) | 7.6 | (1.12) | 7.2 | (1.18) | 10.2 | (1.78) | 11.2 | (2.87) | 3.0 | (0.66) | 3.0 | (0.75) | 4.1 ! | (1.28) | 4.7 | (0.93) | 6.4 | (1.88) |
| lowa | 9.4 (1.19) | 10.7 | (0.93) | 4.9 | (1.13) | 7.2 | (1.32) | 11.7 | (2.43) | 4.3 | (0.88) | 3.9 | (0.73) | 2.4 | (0.64) | 3.4 | (0.93) | 7.6 | (2.11) |
| Kansas | 10.9 (0.91) | 6.0 | (0.78) | 3.9 | (0.81) | 5.7 | (1.07) | 7.2 | (1.66) | 3.8 | (0.61) | 2.9 | (0.55) | 3.3 | (0.79) | 5.0 | (1.36) | $5.5!$ | (1.77) |
| Kentucky | 14.0 (1.33) | 12.6 | (1.22) | 7.8 | (1.46) | 9.8 | (1.86) | 10.6 | (1.48) | 3.8 | (0.72) | 4.5 | (0.62) | 2.7 | (0.79) | 5.8 | (1.60) | 7.0 | (1.25) |
| Louisiana | 17.0 (1.17) | 13.4 | (2.31) | 9.8 | (1.42) | 10.3 | (2.35) | 18.3 | (2.95) | 6.6 | (0.82) | 5.0 | (1.31) | 2.7 | (0.69) | 4.0 ! | (1.40) | 7.2 ! | (2.27) |
| Maine | 9.0 (1.11) | 11.7 | (1.13) | 5.2 | (1.09) | 9.5 | (1.49) | 9.1 | (1.98) | 2.4 | (0.62) | 6.3 | (0.96) | 3.3 ! | (1.00) | 5.2 | (1.37) | 5.2 | (1.55) |
| Maryland | 19.8 (2.15) | 10.7 | (1.31) | 13.5 | (2.24) | 12.6 | (2.47) | $\ddagger$ | ( $\dagger$ ) | 8.6 | (1.34) | 4.6 | (0.93) | 6.5 | (1.40) | 8.4 | (1.57) | $\ddagger$ | ( $\dagger$ ) |
| Massachusetts | 10.8 (0.83) | 11.3 | (1.48) | 6.4 | (1.23) | 9.7 | (1.98) | 6.2 | (1.69) | 4.7 | (0.64) | 4.3 | (0.67) | 3.8 | (0.75) | 4.1 | (0.93) | 5.3 | (1.51) |
| Michigan | 10.7 (1.54) | 8.0 | (0.93) | 9.2 | (1.55) | 6.0 | (1.15) | 11.8 | (1.62) | 6.4 | (1.13) | 3.8 | (0.91) | 5.4 | (1.04) | 3.5 ! | (1.32) | 9.0 | (2.00) |
| Minnesota | 9.6 (1.13) | 9.5 | (1.11) | 8.1 | (1.17) | 7.3 | (1.16) | 11.4 | (1.49) | 4.5 | (0.85) | 4.4 | (1.04) | 3.6 | (0.68) | 6.5 | (1.38) | 6.5 | (1.27) |
| Mississippi | 13.4 (1.48) | 11.1 | (0.99) | 5.5 | (0.92) | 10.7 | (1.59) | 7.7 | (1.42) | 4.1 | (0.78) | 3.7 | (0.58) | 0.9 ! | (0.34) | 2.9 | (0.83) | 3.1 ! | (1.14) |
| Missouri | 12.6 (1.11) | 11.3 | (1.73) | 8.3 | (1.27) | 8.7 | (1.17) | 12.3 | (2.25) | 3.2 | (0.73) | 5.6 | (1.41) | 5.5 | (1.43) | 5.3 | (1.15) | 7.5 | (1.73) |
| Montana | 7.7 (0.58) | 8.3 | (0.97) | 6.0 | (0.78) | 6.3 | (1.25) | 7.6 | (2.24) | 2.7 | (0.48) | 2.7 | (0.38) | 1.9 | (0.47) | 4.0 | (0.81) | 4.2 ! | (1.37) |
| Nebraska | 10.4 (0.61) | 9.9 | (0.70) | 7.5 | (1.12) | 7.2 | (1.27) | 8.0 | (1.46) | 3.6 | (0.64) | 3.8 | (0.57) | 4.1 | (0.89) | 4.2 | (1.11) | 5.8 | (1.36) |
| Nevada | 13.2 (1.22) | 11.6 | (1.34) | 7.3 | (1.89) | 9.2 | (2.21) | 9.1 | (2.65) | 4.5 | (0.86) | 8.1 | (1.07) | 4.1 ! | (1.28) | 3.7 ! | (1.41) | 4.7 ! | (2.25) |
| New Hampshire ............... | 11.1 (1.30) | 8.8 | (1.43) | 5.8 | (1.37) | 6.5 | (1.47) | 5.6 ! | (2.11) | 3.0 | (0.70) | 4.2 | (1.09) | $2.8!$ | (0.91) | $2.2!$ | (0.91) | $\ddagger$ | ( $\dagger$ ) |
| New Jersey ..................... | 7.9 (0.87) | 7.5 | (0.80) | 4.3 | (1.20) | 4.6 | (1.26) | 6.9 | (1.08) | 2.4 | (0.45) | 3.4 | (0.78) | 2.0 ! | (0.67) | 2.2 ! | (0.82) | 3.6 | (0.97) |
| New Mexico | 12.8 (1.27) | 10.2 | (1.75) | 7.8 | (1.25) | 12.8 | (1.85) | 10.0 | (2.76) | 4.4 | (0.72) | 6.8 | (1.77) | 5.9 | (0.97) | 4.5 | (1.33) | 9.9 ! | (3.17) |
| New York | 16.2 (1.32) | 11.5 | (1.06) | 10.4 | (1.62) | 10.5 | (1.85) | 11.9 | (1.86) | 6.7 | (0.97) | 5.2 | (0.79) | 6.5 | (1.12) | 6.4 | (1.56) | 7.0 | (1.48) |
| North Carolina | 17.1 (1.32) | 12.8 | (1.63) | 8.7 | (1.44) | 9.6 | (1.71) | 13.4 | (2.79) | 6.0 | (0.95) | 5.5 | (1.23) | 4.4 | (0.95) | 5.9 ! | (1.84) | 6.3 | (1.58) |
| North Dakota . | 5.5 (0.62) | 5.7 | (0.57) | 5.0 | (0.95) | 2.5 | (0.70) | 6.1 | (1.48) | 2.9 | (0.66) | 2.1 | (0.37) | 2.1 | (0.49) | 1.6 ! | (0.50) | 3.3 ! | (1.06) |
| Ohio | 15.2 (1.48) | 9.6 | (1.35) | 6.2 | (1.14) | 8.7 | (1.59) | 9.9 | (1.20) | 3.6 | (0.69) | 2.9 | (0.83) | $2.5!$ | (0.83) | 2.2 ! | (0.70) | 3.9 | (0.88) |
| Oklahoma | 11.0 (1.21) | 8.5 | (1.17) | 6.0 | (0.79) | 7.4 | (0.87) | 9.6 | (2.12) | 4.1 | (0.81) | 4.5 | (1.12) | 3.0 | (0.53) | 3.2 | (0.63) | 6.2 | (1.66) |
| Oregon | 11.5 (1.00) | 6.9 | (1.33) | 5.5 | (1.11) | 6.3 | (1.30) | 5.3 | (1.56) | 3.4 | (0.64) | 3.0 | (0.60) | 1.4 ! | (0.55) | 3.9 ! | (1.18) | 3.4 ! | (1.27) |
| Pennsylvania | 11.0 (1.75) | 9.5 | (1.28) | 9.5 | (1.29) | 4.6 | (1.04) | 10.1 | (1.54) | 3.6 | (1.02) | 4.5 | (0.97) | 5.0 | (0.82) | 3.8 | (0.90) | 4.4 | (0.99) |
| Rhode Island | 13.4 (1.78) | 10.2 | (0.64) | 4.6 ! | (1.39) | 8.6 | (2.13) | $\ddagger$ | ( $\dagger$ ) | 4.2 | (0.91) | 4.8 | (0.59) | 2.4 ! | (0.92) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| South Carolina | 15.2 (1.62) | 11.5 | (1.10) | 8.5 | (1.30) | 8.5 | (1.46) | 13.1 | (2.70) | 3.8 | (0.92) | 5.3 | (0.94) | 3.1 | (0.82) | 2.9 ! | (1.18) | $\ddagger$ | ( $\dagger$ ) |
| South Dakota | 6.5 (0.83) | 7.7 | (0.91) | 4.7 | (1.23) | 6.9 | (1.88) | 10.0 | (2.28) | 2.6 | (0.46) | 3.9 | (0.50) | 2.9 | (0.79) | 4.3 | (0.88) | 5.2 ! | (1.66) |
| Tennessee | 12.4 (1.45) | 13.3 | (1.65) | 6.5 | (1.24) | 7.7 | (1.26) | 9.4 | (2.11) | 3.5 | (0.91) | 2.6 | (0.67) | 3.7 | (1.02) | 4.1 | (1.11) | 3.2 ! | (1.04) |
| Texas | 12.6 (1.15) | 8.9 | (0.89) | 7.6 | (1.13) | 7.6 | (1.31) | 10.0 | (1.81) | 4.2 | (0.65) | 4.8 | (0.75) | 3.9 | (0.92) | 4.2 | (1.18) | 5.7 | (1.30) |
| Utah | 11.1 (0.87) | 8.0 | (1.15) | 5.2 | (0.82) | 5.7 | (1.18) | 7.2 | (1.96) | 7.2 | (0.72) | 2.6 | (0.58) | 4.1 | (0.90) | 3.8 ! | (1.26) | 5.4 | (1.53) |
| Vermont | 12.4 (1.28) | 9.9 | (1.46) | 4.9 | (1.18) | 7.6 | (1.82) | 8.7 | (1.86) | 8.6 | (1.38) | 5.3 | (0.94) | 1.8 ! | (0.90) | 4.2 | (1.22) | 5.3 | (1.29) |
| Virginia ........................... | 14.9 (1.37) | 12.1 | (1.19) | 6.5 | (1.11) | 8.1 | (1.38) | 9.9 | (1.58) | 6.9 | (1.23) | 4.9 | (0.76) | 2.9 ! | (0.88) | 6.0 | (1.32) | 6.5 | (1.68) |
| Washington ..................... | 13.0 (1.33) | 10.0 | (0.98) | 6.7 | (1.29) | 7.0 | (1.34) | 7.4 | (1.36) | 4.9 | (0.74) | 5.0 | (0.61) | 4.1 | (0.85) | 4.4 | (1.28) | 6.8 | (1.80) |
| West Virginia ................... | 11.7 (0.86) | 10.0 | (1.19) | 7.4 | (1.13) | 8.1 | (1.67) | 9.4 | (2.08) | 3.4 | (0.67) | 3.4 | (0.67) | 3.4 | (0.82) | 4.0 | (1.07) | 4.3 ! | (1.72) |
| Wisconsin ....................... | 13.7 (1.82) | 10.1 | (0.99) | 4.7 | (0.99) | 8.8 | (1.51) | 13.7 | (2.37) | 3.9 | (0.77) | 4.4 | (0.79) | 2.5 | (0.71) | 6.5 | (1.29) | 11.3 | (2.56) |
| Wyoming ........................ | 9.0 (0.79) | 6.7 | (0.96) | 3.8 ! | (1.31) | 5.1 | (1.00) | 10.9 | (3.10) | 2.7 | (0.49) | 2.6 | (0.47) | $2.5!$ | (1.04) | 3.0 | (0.86) | $\ddagger$ | ( $\dagger$ |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes traditional public and public charter schools. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993-94, 1999-2000, 2003-04, 2007-08, and 2011-12; and "Charter School Teacher Data File," 1999-2000. (This table was prepared October 2013.)

## Table 228.99. Percentage distribution of students in grades 9-12 and percentage reporting selected types of victimization or risk behaviors, by sex and sexual orientation: 2015

[Standard errors appear in parentheses]

| Type of victimization or risk behavior | Total |  |  |  |  |  | Male |  |  |  |  |  | Female |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Heterosexual |  | Gay, lesbian, or bisexual |  | Not sure |  | Heterosexual |  | Gay, lesbian, or bisexual |  | Not sure |  | Heterosexual |  | Gay, lesbian, or bisexual |  | Not sure |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Percentage distribution of all students | 88.8 | (0.69) |  | (0.54) | 3.2 | (0.24) | 93.1 | (0.62) | 4.3 | (0.50) | 2.6 | (0.25) | 84.5 | (1.10) | 11.8 | (0.89) | 3.7 | (0.36) |
| Percent of students reporting victimization or risk behavior <br> Total, any listed type | 64.2 | (1.11) | 77.6 | (1.78) | 69.3 | (2.34) | 66.7 | (1.30) | 71.0 | (3.42) | 73.8 | (4.27) | 61.4 | (1.34) | 79.7 | (2.11) | 64.7 | (3.23) |
| Bullied ${ }^{1}$ on school property ${ }^{2}$ during the previous 12 months | 18.8 | (0.76) |  | (2.32) | 24.9 | (1.81) | 15.0 | (0.69) | 26.3 | (3.79) | 31.7 | (3.84) | 23.2 | (1.11) | 37.2 | (2.30) | 19.1 | (2.43) |
| Electronically bullied ${ }^{3}$ during the previous 12 months | 14.2 | (0.56) | 28.0 | (2.06) | 22.5 | (2.36) | 8.7 | (0.69) | 22.4 | (3.42) | 22.3 | (4.50) | 20.6 | (0.87) | 30.5 | (2.32) | 20.4 | (2.67) |
| In a physical fight one or more times during the previous 12 months <br> Anywhere ${ }^{4}$ $\qquad$ <br> On school property ${ }^{2}$ $\qquad$ | 21.7 7.1 | $(0.78)$ $(0.51)$ |  | (1.32) | 34.5 14.6 | (4.44) $(2.38)$ | 28.3 9.7 | $(1.05)$ $(0.84)$ |  | (3.32) $(2.51)$ | 44.2 19.1 | $(5.89)$ $(4.08)$ | 14.2 4.0 | $(0.92)$ $(0.37)$ | 30.0 10.4 | $(2.96)$ $(1.41)$ | 26.1 9.5 | (4.77) (2.19) |
| Threatened or injured with a weapon ${ }^{5}$ on school property ${ }^{2}$ one or more times during the previous 12 months $\qquad$ | 5.1 | (0.36) |  | (1.19) | 12.6 | (2.03) |  | (0.50) |  | (2.45) | 17.2 | (3.94) | 3.8 | (0.41) | 9.1 | (1.42) | 7.2 ! | (2.55) |
| Carried a weapon ${ }^{6}$ at least 1 day during the previous 30 days <br> Anywhere ${ }^{4}$ $\qquad$ <br> On school property² $\qquad$ | $\begin{array}{r} 16.0 \\ 3.7 \end{array}$ | $\begin{aligned} & (0.96) \\ & (0.31) \end{aligned}$ | $\begin{array}{r} 18.9 \\ 6.2 \end{array}$ | $\begin{aligned} & (2.07) \\ & (1.18) \end{aligned}$ | 14.7 7.1 | $\begin{aligned} & (3.00) \\ & (1.88) \end{aligned}$ | 24.5 5.7 | $\begin{aligned} & (1.37) \\ & (0.52) \end{aligned}$ | $\begin{array}{r} 23.7 \\ 7.4 \end{array}$ | $(3.94)$ $(1.93)$ | 20.0 10.1 | $(4.78)$ $(2.82)$ | 6.2 1.4 | $\begin{aligned} & (0.75) \\ & (0.21) \end{aligned}$ | 16.0 5.5 | $(2.00)$ $(1.33)$ | $\begin{gathered} 10.9 \\ 4.4! \end{gathered}$ | (2.58) (1.37) |
| Used alcohol anywhere ${ }^{4}$ at least 1 day during the previous 30 days ....................................... | 32.1 | (1.30) | 40.5 | (2.07) | 34.6 | (2.81) | 32.0 | (0.91) | 37.9 | (3.94) | 36.4 | (4.23) | 32.3 | (2.17) | 41.8 | (2.54) | 33.2 | (3.98) |
| Used marijuana one or more times anywhere ${ }^{4}$ during the previous 30 days ...................... | 20.7 | (1.29) |  | (1.64) | 26.0 | (2.28) | 23.2 | (1.56) | 25.5 | (3.40) | 29.8 | (4.54) | 17.8 | (1.34) | 34.3 | (1.82) | 23.3 | (2.60) |
| Offered, sold, or given an illegal drug on school property ${ }^{2}$ during the previous 12 months ............ | 20.8 | (1.24) | 29.3 | (2.03) | 28.4 | (3.03) | 23.9 | (1.29) | 28.7 | (3.45) | 31.3 | (4.83) | 17.1 | (1.34) | 29.8 | (2.44) | 25.9 | (2.95) |

Unterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
${ }^{1}$ Bullying was defined for respondents as "when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again""
2"On school property" was not defined for survey respondents
Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior.
${ }^{5}$ Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club." ${ }^{6}$ Respondents were asked about carrying "a weapon such as a gun, knife or club"
NOTE: Students were asked which sexual orientation-"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"-
veillance System (YRBSS) Coase Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Sur veillance System (YRBSS), 2015. (This table was prepared September 2016.

Table 229.10. Percentage of public schools recording incidents of crime at school and reporting incidents to police, number of incidents, and rate per 1,000 students, by type of crime: Selected years, 1999-2000 through 2013-14
[Standard errors appear in parentheses]


[^55]${ }^{5}$ Caution should be used when making direct comparisons of "Other incidents" between years because the survey questions about alcohol and drugs changed, as outlined in footnotes 6, 7, and 8.
${ }^{6}$ The survey items "Distribution of illegal drugs" and "Possession or use of alcohol or illegal drugs" appear only on the 1999-2000 and 2003-04 questionnaires. Different alcohol- and drug-related survey items were used on the questionnaires for later years. "The survey items "Distribution, possession, or use of illegal drugs" and "Distribution, possession, or use of alcohol" appear only on ${ }^{8}$ The 2009-10 questionnaire was the first to include
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, and after
normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding and normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding and
because schools that recorded or reported more than one type of crime incident were counted only once in the total percentage of schools recording or reporting incidents.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2005-06, 2007-08, and SOURCE: U.S. Department of Education, National Center for Education Satistics, 1999 a 2010, Fast Response Survey System
2009-10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010; Fald (FRSS), "School Safety and Discipline: 2013-14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013-14. (This table was prepared September 2015.)

Table 229.20. Number and percentage of public schools recording at least one crime incident that occurred at school, and number and rate of incidents, by school characteristics and type of incident: 1999-2000 and 2009-10
[Standard errors appear in parentheses]

| Type of incident | $\begin{array}{r} \text { All public } \\ \text { schools, } \\ 1999-2000 \end{array}$ |  | 2009-10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | All public schools |  | Instruction level of school |  |  |  |  |  | Locale |  |  |  |  |  |  |  | Percent of students eligible for free or reduced-price lunch |  |  |  |  |  |
|  |  |  | Primary | Middle |  | High |  | City |  | Suburban |  | Town |  | Rural |  | 0 to 20 |  | 21 to 50 |  | 51 or more |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Number of public schools (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All schools | 82 | (\#) | 83 | (0.5) | 49 | (0.3) | 15 | (0.1) | 12 | (0.1) | 22 | (0.2) | 24 | (0.2) | 12 | (0.1) | 25 | (0.3) | 14 | (0.7) | 26 | (1.2) | 43 | (1.1) |
| Schools with incident | 71 | (1.0) | 70 | (1.0) | 38 | (0.9) | 15 | (0.1) | 12 | (0.1) | 19 | (0.4) | 20 | (0.6) | 11 | (0.3) | 21 | (0.5) | 10 | (0.7) | 23 | (1.1) | 38 | (1.2) |
| Percent of schools with incident | 86.4 | (1.23) | 85.0 | (1.07) | 77.9 | (1.69) | 96.2 | (0.66) | 98.3 | (0.49) | 86.9 | (1.71) | 84.3 | (2.07) | 89.4 | (2.63) | 82.1 | (2.04) | 73.0 | (3.28) | 85.8 | (1.78) | 88.4 | (1.30) |
| Violent incidents | 71.4 | (1.37) | 73.8 | (1.07) | 64.4 | (1.63) | 90.5 | (1.10) | 90.9 | (1.21) | 74.9 | (2.12) | 73.5 | (2.21) | 80.3 | (3.14) | 70.2 | (1.91) | 61.7 | (3.40) | 74.6 | (2.04) | 77.2 | (1.66) |
| Serious violent incidents | 19.7 | (0.98) | 16.4 | (0.94) | 13.0 | (1.42) | 18.9 | (1.46) | 27.6 | (1.35) | 21.7 | (2.12) | 15.5 | (1.80) | 15.6 | (2.33) | 13.2 | (1.51) | 10.5 | (1.41) | 15.4 | (1.65) | 18.9 | (1.50) |
| Rape or attempted rape ...... | 0.7 | (0.10) | 0.5 | (0.10) | - | ( $\dagger$ ) | 1.3 ! | (0.42) | 2.0 | (0.41) | 0.7 ! | (0.26) | 0.6 ! | (0.25) | 0.6 ! | (0.28) | 0.3 ! | (0.13) | 0.4 ! | (0.20) | 0.6 | (0.17) | 0.5 | (0.15) |
| Sexual battery other than rape ... | 2.5 | (0.33) | 2.3 | (0.34) | 1.0 ! | (0.38) | 3.2 | (0.56) | 5.1 | (0.73) | 3.2 | (0.76) | 1.6 | (0.32) | 2.7 ! | (0.82) | 1.9 ! | (0.68) | 1.4 | (0.33) | 2.7 | (0.72) | 2.3 | (0.44) |
| Physical attack or fight with weapon ........ | 5.2 | (0.60) | 3.9 | (0.48) | 3.0 | (0.68) | 3.9 | (0.75) | 7.1 | (1.02) | 5.5 | (1.18) | 4.6 | (1.00) | 4.1 ! | (1.28) | 1.8 | (0.48) | 2.3 ! | (0.77) | 3.6 | (0.69) | 4.6 | (0.73) |
| Threat of attack with weapon ...................... | 11.1 | (0.70) | 7.7 | (0.72) | 6.8 | (1.11) | 10.3 | (1.04) | 10.0 | (0.99) | 10.2 | (1.69) | 7.7 | (1.15) | 6.3 | (1.57) | 6.2 | (1.13) | 4.7 | (1.06) | 5.9 | (0.72) | 9.7 | (1.32) |
| Robbery with weapon ................. | 0.5 ! | (0.15) | 0.2 | (0.05) | - | ( $\dagger$ ) | 0.5 ! | (0.20) | 1.0 | (0.30) | 0.6 ! | (0.19) | 0.2 ! | (0.10) | $\ddagger$ | ( $\dagger$ ) | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 0.2 ! | (0.09) | 0.3 ! | (0.09) |
| Robbery without weapon .................. | 5.3 | (0.56) | 4.4 | (0.49) | 2.7 | (0.66) | 5.5 | (0.74) | 10.6 | (0.87) | 6.5 | (0.84) | 3.4 | (0.55) | 3.0 | (1.05) | 4.3 | (0.97) | 3.4 | (0.74) | 4.5 | (0.86) | 4.7 | (0.74) |
| Physical attack or fight without weapon ........ | 63.7 | (1.52) | 70.5 | (1.11) | 60.3 | (1.65) | 88.8 | (1.13) | 88.4 | (1.36) | 71.7 | (2.02) | 69.9 | (2.11) | 76.8 | (2.93) | 67.2 | (2.26) | 57.9 | (3.19) | 70.4 | (2.30) | 74.6 | (1.63) |
| Threat of attack without weapon ............................ | 52.2 | (1.47) | 46.4 | (1.33) | 38.0 | (1.94) | 61.5 | (1.73) | 61.9 | (1.58) | 48.6 | (2.43) | 46.3 | (2.44) | 56.2 | (3.36) | 40.0 | (2.15) | 34.7 | (2.84) | 47.7 | (2.21) | 49.4 | (1.97) |
| Theft/larceny ${ }^{1}$ | 45.6 | (1.37) | 44.1 | (1.31) | 25.7 | (1.82) | 65.2 | (1.48) | 82.6 | (1.35) | 47.6 | (2.70) | 43.1 | (1.97) | 46.2 | (3.22) | 41.1 | (2.51) | 38.0 | (2.26) | 48.8 | (2.50) | 43.1 | (1.98) |
| Other incidents ${ }^{2}$ | - | (t) | 68.1 | (1.12) | 57.3 | (1.72) | 81.9 | (1.25) | 92.2 | (1.10) | 73.5 | (2.39) | 66.1 | (2.23) | 74.1 | (2.97) | 62.6 | (2.62) | 54.8 | (3.31) | 67.3 | (2.10) | 72.9 | (1.79) |
| Possession of firearm/explosive device .... | 5.5 | (0.44) | 4.7 | (0.52) | 3.5 | (0.81) | 5.8 | (0.79) | 9.4 | (1.20) | 6.0 | (0.99) | 4.9 | (0.89) | 3.8 ! | (1.37) | 3.8 | (1.01) | 3.1 | (0.64) | 3.3 | (0.58) | 6.0 | (0.93) |
| Possession of knife or sharp object ....................... | 42.6 | (1.28) | 39.7 | (1.06) | 33.5 | (1.51) | 51.5 | (1.94) | 55.2 | (1.51) | 41.1 | (2.36) | 38.7 | (1.75) | 49.8 | (3.16) | 34.7 | (2.13) | 26.7 | (2.20) | 38.0 | (1.96) | 44.8 | (1.72) |
| Distribution, possession, or use of illegal drugs Inappropriate distribution, possession, or use of | - | ( $\dagger$ ) | 24.6 | (0.57) | 3.5 | (0.69) | 44.7 | (1.17) | 77.2 | (1.51) | 27.8 | (1.22) | 22.4 | (0.83) | 25.5 | (1.42) | 23.4 | (1.17) | 20.3 | (1.39) | 27.9 | (1.67) | 23.8 | (0.96) |
| prescription drugs .............................................. | - | ( $\dagger$ ) | 12.1 | (0.47) | 1.5 ! | (0.48) | 18.8 | (1.13) | 43.0 | (1.64) | 10.3 | (0.92) | 12.1 | (0.79) | 12.3 | (1.12) | 13.5 | (1.18) | 13.1 | (1.20) | 15.2 | (0.98) | 9.8 | (0.76) |
| Distribution, possession, or use of alcohol .......... | - | ( $\dagger$ ) | 14.1 | (0.50) | 2.1 | (0.52) | 19.7 | (1.31) | 51.6 | (1.60) | 14.9 | (1.14) | 15.5 | (0.92) | 12.8 | (1.17) | 12.7 | (1.03) | 14.7 | (1.01) | 16.5 | (1.21) | 12.5 | (0.76) |
|  | 51.4 | (1.61) | 45.8 | (1.12) | 37.9 | (1.69) | 55.5 | (1.38) | 62.5 | (1.86) | 56.9 | (2.11) | 47.2 | (2.44) | 44.7 | (3.54) | 35.7 | (2.25) | 38.5 | (2.96) | 47.0 | (2.27) | 47.5 | (1.92) |
| Number of incidents (in thousands) ........... | 2,259 | (117.0) | 1,877 | (50.9) | 626 | (39.6) | 548 | (23.6) | 590 | (18.2) | 642 | (32.5) | 585 | (37.5) | 255 | (23.1) | 395 | (19.5) | 211 | (15.1) | 560 | (25.6) | 1,106 | (51.1) |
| Violent incidents | 1,466 | (103.7) | 1,184 | (44.4) | 482 | (37.3) | 375 | (19.3) | 264 | (12.9) | 396 | (27.4) | 371 | (33.0) | 166 | (21.2) | 250 | (15.9) | 110 | (10.6) | 322 | (20.5) | 752 | (43.2) |
| Serious violent incidents ................................... | 61 | (7.0) | 52 | (5.5) | 22 | (3.8) | 14 | (2.4) | 14 | (1.7) | 17 | (2.8) | 16 | (3.1) | 6 | (1.4) | 13 | (2.9) | 6 | (1.4) | 13 | (2.0) | 33 | (5.4) |
| Rape or attempted rape .................................. | 1 | (0.1) | 1 | (0.1) | - | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) |  | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) |
| Sexual battery other than rape .......................... | 4 | (1.1) | 4 | (0.6) | $1!$ | (0.4) | 1 | (0.2) | 1 | (0.2) |  | (0.4) | 1 | (0.2) | \# | ( $\dagger$ ) | $1!$ | (0.4) | \# | ( $\dagger$ ) | 1 ! | (0.5) | 2 | (0.4) |
| Physical attack or fight with weapon ................... | 12 | (2.5) | 14 | (3.6) | $8!$ | (2.9) | $2!$ | (0.7) | 3 | (0.7) | $3!$ | (1.0) | $5!$ | (2.1) | $3!$ | (1.0) | $\ddagger$ | ( $\dagger$ ) | $1!$ | (0.3) | 3 | (0.9) | 10 ! | (3.6) |
| Threat of attack with weapon ............................ | 21 | (1.9) | 19 | (2.9) | 8 | (1.9) |  | (1.9) | 3 | (0.6) | 7 | (1.8) | 7 | (1.5) | $2!$ | (1.1) | 3 | (0.9) | $2!$ | (0.7) | 5 | (1.3) | 12 | (2.7) |
| Robbery with weapon ......................................... | ${ }^{+}$ | (t) | \# | (t) | - | (t) |  | (t) | \# | (t) | \# | (t) | \# | (t) | \# | (t) | 5 | (t) | \# | (t) | \# | (t) | \# | ( $\dagger$ ) |
| Robbery without weapon ................................ | 20 | (3.2) | 14 | (1.9) | $6!$ | (1.9) | 3 | (0.6) | 6 | (0.8) | 6 | (0.9) | 3 | (0.7) | $1!$ | (0.3) | $5!$ | (1.6) | $3!$ | (0.9) | 4 | (1.2) | 8 | (1.4) |
| Physical attack or fight without weapon ................... | 807 | (59.6) | 725 | (27.8) | 295 | (24.0) | 239 | (12.7) | 157 | (10.6) | 249 | (19.7) | 232 | (17.9) | 93 | (15.1) | 152 | (10.7) | 68 | (5.9) | 194 | (14.3) | 464 | (27.5) |
| Threat of attack without weapon ............................ | 599 | (52.7) | 406 | (23.0) | 165 | (21.6) | 123 | (8.8) | 94 | (5.4) | 130 | (10.7) | 123 | (17.0) | 67 | (9.4) | 86 | (7.1) | 36 | (4.6) | 115 | (11.7) | 255 | (20.8) |
| Theftlarceny ${ }^{1}$............................................. | 218 | (9.2) | 259 | (8.6) | 42 | (5.7) | 69 | (4.8) | 125 | (5.1) | 85 | (7.0) | 81 | (4.0) | 33 | (3.3) | 59 | (4.6) | 41 | (3.3) | 96 | (5.7) | 121 | (8.4) |
| Other incidents ${ }^{2}$ | - | (t) | 435 | (11.1) | 102 | (6.4) | 104 | (4.4) | 200 | (7.7) | 160 | (9.2) | 133 | (6.4) | 55 | (4.0) | 86 | (4.5) | 60 | (4.1) | 142 | (7.2) | 233 | (11.7) |
| Possession of firearm/explosive device ................... | 9 | (2.2) | 5 | (0.6) | 2 | (0.4) | 1 | (0.3) | 2 | (0.2) | 2 | (0.3) | 2 | (0.3) | $1!$ | (0.2) | 17 | (0.3) | 1 | (0.1) | 1 | (0.2) | 3 | (0.5) |
| Possession of knife or sharp object ....................... | 86 | (4.0) | 72 | (2.6) | 29 | (1.7) | 18 | (0.9) | 22 | (1.5) | 21 | (1.3) | 22 | (1.9) | 12 | (0.9) | 17 | (1.3) | 7 | (0.6) | 22 | (1.3) | 44 | (0.0) |
| Distribution, possession, or use of illegal drugs Inappropriate distribution, possession, or use of | - | ( $\dagger$ ) | 116 | (4.7) | 3 | (0.8) | 25 | (1.6) | 79 | (3.6) | 44 | (4.0) | 36 | (2.0) | 15 | (1.5) | 20 | (1.5) | 17 | (1.4) | 42 | (2.6) | 56 | (4.4) |
| prescription drugs ........................................ | - | ( $\dagger$ ) | 29 | (1.9) | $1!$ | (0.3) | 6 | (0.6) | 19 | (1.5) | 7 | (0.9) | 10 | (1.2) | 5 | (0.9) | 8 | (0.9) | 5 | (0.6) | 13 | (1.5) | 11 | (1.1) |
| Distribution, possession, or use of alcohol ............... | - | ( $\dagger$ ) | 41 | (1.8) | 1 | (0.3) | 7 | (0.6) | 29 | (1.5) | 14 | (1.3) | 14 | (1.1) | 5 | (0.8) | 8 | (0.9) |  | (0.9) | 16 | (1.3) | 15 | (1.3) |
| Vandalism ................................................... | 211 | (13.6) | 172 | (7.3) | 66 | (5.8) | 46 | (3.1) | 49 | (4.5) | 72 | (5.7) | 49 | (3.6) | 18 | (1.8) | 32 | (3.5) | 21 | (2.6) | 47 | (3.4) | 103 | (6.9) |

See notes at end of table.

Table 229.20. Number and percentage of public schools recording at least one crime incident that occurred at school, and number and rate of incidents, by school characteristics and type of incident: 1999-2000 and 2009-10-Continued
[Standard errors appear in parentheses]

| Type of incident | $\begin{array}{r} \text { All public } \\ \text { schools, } \\ 1999-2000 \end{array}$ |  | 2009-10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | All public schools |  | Instruction level of school |  |  |  |  |  | Locale |  |  |  |  |  |  |  | Percent of students eligible for free or reduced-price lunch |  |  |  |  |  |
|  |  |  | Primary | Middle |  | High |  |  | City | Suburban |  | Town |  | Rural |  | 0 to 20 |  | 21 to 50 |  | 51 or more |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Number of incidents per 100,000 students | 4,849 | (252.4) | 3,965 | (103.7) | 2,766 | (172.3) | 5,840 | (249.6) | 4,773 | (149.9) | 4,672 | (250.7) | 3,527 | (210.5) | 4,320 | (350.6) | 3,554 | (184.8) | 2,220 | (131.3) | 3,613 | (149.4) | 4,950 | (200.9) |
| Violent incidents | 3,147 | (223.8) | 2,500 | (90.9) | 2,131 | (163.6) | 3,997 | (203.9) | 2,141 | (105.3) | 2,885 | (210.8) | 2,236 | (192.4) | 2,820 | (335.6) | 2,250 | (149.0) | 1,153 | (93.1) | 2,081 | (127.4) | 3,364 | (177.9) |
| Serious violent incidents | 130 | (15.2) | 111 | (11.5) | 97 | (16.8) | 145 | (25.2) | 110 | (13.7) | 126 | (21.3) | 98 | (18.4) | 107 | (23.2) | 113 | (26.4) | 62 | (14.3) | 86 | (13.2) | 149 | (24.4) |
| Rape or attempted rape ... | 1 | (0.2) | 1 | (0.3) | - | (t) | $3!$ | (1.0) | 3 | (0.6) | $1!$ | (0.5) | $1!$ | (0.5) | $2!$ | (0.9) | $1!$ | (0.3) | 1 ! | (0.4) | 1 ! | (0.3) | 2 | (0.5) |
| Sexual battery other than rape .......................... | 9 | (2.4) | 8 | (1.3) | 4 ! | (2.0) | 10 | (2.4) | 11 | (1.8) | 11 | (2.7) | 4 | (1.2) | 8 | (2.5) | $8!$ | (3.5) | 3 | (0.8) | 8 | (2.9) | 9 | (1.8) |
| Physical attack or fight with weapon ..................... | 26 | (5.4) | 30 | (7.5) | 34 ! | (13.0) | 19 ! | (7.4) | 23 | (5.5) | 22 ! | (7.5) |  | (12.7) | 43 ! | (16.7) | $\ddagger$ | ( $\dagger$ ) | $9!$ | (3.1) | 21 | (6.1) | 46 ! | (16.0) |
| Threat of attack with weapon ............................ | 45 | (4.1) | 41 | (6.1) | 34 | (8.4) | 81 | (20.4) | 26 | (4.8) | 49 | (13.2) | 40 | (9.2) | 38 ! | (17.9) | 31 | (7.6) | 22 ! | (7.7) | 30 | (8.3) | 56 | (12.3) |
| Robbery with weapon .................................... | $\ddagger$ | (t) | 1 ! | ! (0.3) | - | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $2!$ | (1.2) | \# | (t) | \# | (t) | - | (t) |  | (t) | \# | (t) | $2!$ | (0.7) |
| Robbery without weapon ................................ | 43 | (6.8) | 30 | (4.1) | 25 ! | (8.2) | 31 | (6.2) | 45 | (6.5) | 40 | (6.6) | 19 | (4.3) | 15 ! | (4.6) | 43 ! | (14.3) | 28 ! | (9.6) | 25 | (7.6) | 35 | (6.3) |
| Physical attack or fight without weapon .................... | 1,732 | (128.8) | 1,532 | (57.9) | 1,305 | (106.9) | 2,545 | (132.7) | 1,271 | (85.0) | 1,814 | (148.1) | 1,398 | (104.3) | 1,571 | (242.2) | 1,364 | (100.3) | 713 | (49.9) | 1,251 | (89.8) | 2,076 | (117.2) |
| Threat of attack without weapon ............................. | 1,285 | (113.2) | 857 | (47.4) | 730 | (94.0) | 1,307 | (94.3) | 760 | (45.4) | 945 | (81.4) | 741 | (100.8) | 1,142 | (154.3) | 773 | (64.6) | 378 | (44.0) | 744 | (73.4) | 1,139 | (86.5) |
|  | 468 | (20.2) | 546 | (18.5) | 185 | (24.8) | 736 | (50.7) | 1,012 | (43.5) | 622 | (53.0) | 488 | (21.6) | 565 | (52.2) | 528 | (40.7) | 436 | (34.0) | 619 | (37.3) | 542 | (36.2) |
| Other incidents ${ }^{2}$.............................................. | - | ( $\dagger$ ) | 918 | (23.2) | 450 | (27.9) | 1,108 | (47.1) | 1,620 | (60.8) | 1,166 | (62.6) | 803 | (32.2) | 935 | (65.7) | 776 | (42.2) | 631 | (41.1) | 914 | (37.1) | 1,044 | (46.9) |
| Possession of firearm/explosive device .................... | 18 | (4.8) | 11 | (1.2) | 8 | (1.9) | 15 | (2.8) | 13 | (1.9) | 13 | (2.2) | 10 | (1.8) | 10! | (3.5) | 9 | (2.4) | 6 | (1.1) | 7 | (1.2) | 15 | (2.3) |
| Possession of knife or sharp object ....................... | 184 | (8.7) | 153 | (5.2) | 126 | (7.3) | 193 | (9.8) | 175 | (12.5) | 156 | (9.7) | 131 | (10.9) | 208 | (15.1) | 151 | (10.1) | 72 | (5.4) | 140 | (6.6) | 196 | (11.2) |
| Distribution, possession, or use of illegal drugs Inappropriate distribution, possession, or use of | - | ( $\dagger$ ) |  | (9.8) | 14 | (3.4) | 262 | (17.4) | 637 | (28.9) | 321 | (27.1) |  | (10.4) | 250 | (25.6) | 184 | (13.5) | 183 | (13.8) | 273 | (15.8) | 251 | (18.4) |
| prescription drugs ........................................ | - | ( $\dagger$ ) | 62 | (4.0) | 4 ! | (1.3) | 68 | (6.5) | 157 | (12.4) | 48 | (6.4) | 60 | (7.2) | 84 | (15.3) | 70 | (8.3) | 55 | (6.2) | 83 | (9.3) | 50 | (4.8) |
| Distribution, possession, or use of alcohol ............... | - | ( $\dagger$ ) | 86 | (3.9) | 5 | (1.3) | 77 | (6.9) | 238 | (13.7) | 100 | (9.9) | 85 | (6.2) | 82 | (14.2) | 72 | (8.0) | 95 | (10.6) | 105 | (8.6) | 69 | (5.7) |
| Vandalism ......................................................... | 453 | (28.6) | 362 | (15.3) | 293 | (25.6) | 492 | (32.4) | 400 | (35.4) | 527 | (40.4) | 297 | (20.5) | 301 | (30.3) | 289 | (32.3) | 221 | (27.0) | 305 | (18.2) | 462 | (29.6) |

## -Not available.

$\dagger$ Not applicable.
! Interpret data with
Reporting standards caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
${ }^{1}$ Theft/larceny (taking things worth over $\$ 10$ without personal confrontation) includes pocket picking, stealing a purse or backpack (if left unattended or if no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.
2This table shows only the "Other incidents"" hat were included on the 2009-10 questionnaire. In 1999-2000, most of the
"Other incidents" differed from those shown in this table.

NOTE: "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places holding school-sponsored events or activities. Includes incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Primary schools are defined as schools in which the lowest grade
is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9 . High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. All public schools also includes schools with other combinations of grades (including K-12 schools), which are not shown separately. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000 and 2009-10 School Survey on Crime and Safety (SSOCS), 2000 and 2010. (This table was prepared August 2011.)

Table 229.30. Percentage of public schools recording violent incidents of crime at school, number of incidents, and rate per 1,000 students, by category of violent incident and selected school characteristics: 2009-10 and 2013-14
[Standard errors appear in parentheses]

| School characteristic | 2009-10 |  |  |  |  |  |  |  |  |  |  |  |  |  | 2013-14 ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total number of public schools |  | All violent incidents ${ }^{2}$ |  |  |  |  |  | Serious violent incidents ${ }^{3}$ |  |  |  |  |  | Total number of public schools |  | All violent incidents ${ }^{2}$ |  |  |  |  |  | Serious violent incidents ${ }^{3}$ |  |  |  |  |  |
|  |  |  | Percent of schools recording |  | Number of incidents |  | Rate per 1,000 students |  | Percent of schools recording |  | Number of incidents |  | Rate per 1,000 students |  |  |  | Percent of schools recording |  | Number of incidents |  | Rate per <br> 1,000 <br> students ${ }^{4}$ |  | Percent of schools recording |  | Number of incidents |  | Rate per 1,000 students ${ }^{4}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| Total | 82,800 | (460) | 73.8 | (1.07) | 1,183,700 | $(4,390)$ | 25.0 | (0.91) | 16.4 | (0.94) | 52,500 | $(5,510)$ | 1.1 | (0.12) | 84,100 | (840) | 65.0 | (1.46) | 757,000 | $(48,540)$ | 15.4 | (1.04) | 13.1 | (1.00) | 25,700 | $(2,730)$ | 0.5 | (0.06) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary ... | 48,900 | (340) | 64.4 | (1.63) | 482,100 | $(37,320)$ | 21.3 | (1.64) | 13.0 | (1.42) | 21,900 | $(3,780)$ | 1.0 | (0.17) | 49,700 | (800) | 52.8 | (2.18) | 318,300 | (43,530) | 13.0 | (1.85) | 9.2 | (1.25) | 7,700 | $(1,250)$ | 0.3 | (0.05) |
| Middle .... | 15,300 | (100) | 90.5 | (1.10) | 375,200 | $(19,310)$ | 40.0 | (2.04) | 18.9 | (1.46) | 13,600 | $(2,360)$ | 1.5 | (0.25) | 16,100 | (250) | 87.6 | (1.93) | 228,700 | (15,050) | 23.3 | (1.58) | 18.3 | (1.92) | 7,600 | $(1,150)$ | 0.8 | (0.12) |
| High school/combined | - | (t) | - | (t) |  | (t) | - | (t) | - | (t) | - |  | - | ( $\dagger$ ) | 18,400 | (330) | 78.0 | (2.53) | 209,900 | $(15,680)$ | 13.9 | (0.98) | 19.3 | (1.85) | 10,400 | $(1,960)$ | 0.7 | (0.13) |
| High school ............. | 12,200 | (70) | 90.9 | (1.21) | 264,400 | $(12,910)$ | 21.4 | (1.05) | 27.6 | (1.35) | 13,500 | $(1,690)$ | 1.1 | (0.14) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) |
| Combined ......... | 6,400 | (200) |  | (5.33) | 62,000 | $(7,570)$ |  | (2.21) | 15.5 | (3.72) | $\ddagger$ |  | $\ddagger$ |  |  |  | - | ( $)^{\text {) }}$ |  |  |  |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Enrollment size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 300 | 18,900 | (400) | 62.8 | (3.25) | 111,300 | $(17,230)$ | 27.2 | (4.08) | 10.4 | (2.11) | 6,100! | $(2,100)$ | 1.5 ! | (0.51) | 19,500 | $(1,540)$ | 54.6 | (4.18) | 72,200 | (15,010) | 16.0 | (2.74) | 11.3 | (2.58) | $\ddagger$ | ( + | 0.8 | (0.19) |
| 300-499 ......... | 25,200 | (180) | 71.3 | (2.34) | 274,400 | $(25,110)$ | 26.5 | (2.44) | 15.7 | (2.14) | 14,200 | $(3,560)$ | 1.4 | (0.35) | 25,400 | $(1,250)$ | 60.7 | (2.80) | 202,700 | (38,450) | 19.5 | (3.80) | 10.7 | (1.77) | 5,000 | $(1,090)$ | 0.5 | (0.10) |
| 500-999 ... | 29,800 | (100) | 76.4 | (1.75) | 487,900 | $(35,630)$ | 25.0 | (1.78) | 15.9 | (1.42) | 16,400 | $(2,420)$ | 0.8 | (0.12) | 30,700 | (950) | 69.1 | (1.98) | 316,200 | $(24,810)$ | 14.9 | (1.14) | 12.9 | (1.57) | 11,500 | $(2,290)$ | 0.5 | (0.11) |
| 1,000 or more | 8,900 | (60) | 95.4 | (1.2) | 310,100 | $(16,110)$ | 23.2 | (1.19) | 32.8 | (1.61) | 15,700 | $(2,080)$ | 1.2 | (0.15) | 8,500 | (300) | 86.4 | (2.18) | 165,900 | $(12,860)$ | 12.7 | (0.92) | 25.3 | (2.57) | 6,300 | (900) | 0.5 | (0.07) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 21,500 | (190) | 74.9 | (2.12) | 396,300 | $(27,430)$ | 28.8 | (2.11) | 21.7 | (2.12) | 17,400 | $(2,830)$ | 1.3 | (0.21) | 21,100 | (570) | 68.0 | (2.96) | 300,200 | $(39,830)$ | 20.7 | (2.87) | 17.5 | (2.30) | 10,100 | $(2,010)$ | 0.7 | (0.15) |
| Suburban | 23,800 | (240) | 73.5 | (2.21) | 371,000 | (33,010) | 22.4 | (1.92) | 15.5 | (1.80) | 16,200 | $(3,070)$ | 1.0 | (0.18) | 23,500 | (630) | 60.4 | (3.13) | 192,100 | (20,140) | 11.9 | (1.23) | 11.2 | (1.62) | 6,000 | $(1,010)$ | 0.4 | (0.06) |
| Town .......... | 12,100 | (110) | 80.3 | (3.14) | 166,300 | $(21,190)$ | 28.2 | (3.36) | 15.6 | (2.33) | 6,300 | $(1,390)$ | 1.1 | (0.23) | 10,800 | (750) | 76.4 | (3.51) | 103,100 | $(12,540)$ | 18.3 | (2.01) | 17.4 | (3.46) | 4,400 | $(1,040)$ | 0.8 | (0.18) |
| Rural ..................................... | 25,300 | (300) | 70.2 | (1.91) | 250,100 | $(15,910)$ | 22.5 | (1.49) | 13.2 | (1.51) | 12,600 | $(2,920)$ | 1.1 | (0.26) | 28,600 | $(1,030)$ | 62.2 | (3.21) | 161,700 | $(16,780)$ | 12.4 | (1.23) | 9.9 | (1.51) | 5,200 | (840) | 0.4 | (0.07) |
| Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/ Alaska Native students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent ................... | 11700 | (980) | 69.6 | (3.3) | 108,500 | (20,340) | 23.3 | (3.62) | 12.6 | (2.52) | 5,400! |  | 1.2 ! | (0.44) | 7,300 | (920) | 59.7 | (5.75) | 30,500 | $(4,910)$ | 11.6 | (1.37) | 5.7 ! | (2.37) | $\ddagger$ | ( ${ }^{\text {a }}$ | 0.2 ! | (0.09) |
| 5 percent to less than 20 percent | 20,900 | $(1,080)$ | 67.9 | (2.82) | 192,800 | $(15,450)$ | 17.2 | (1.19) | 9.9 | (1.29) | 6,500 | $(1,490)$ | 0.6 | (0.13) | 22,800 | $(1,130)$ | 62.1 | (3.55) | 111,600 | (10,320) | 10.3 | (0.93) | 10.2 | (1.80) | 5,400 | $(1,080)$ | 0.5 | (0.10) |
| 20 percent to less than 50 percent | 20,000 | (650) | 75.9 | (2.14) | 293,600 | $(20,960)$ | 23.1 | (1.76) | 18.6 | (1.58) | 15,100 | $(3,000)$ | 1.2 | (0.23) | 22,700 | $(1,290)$ | 62.1 | (2.81) | 173,500 | (15,540) | 11.9 | (1.01) | 14.9 | (2.06) | 6,800 | $(1,020)$ | 0.5 | (0.07) |
| 50 percent or more ..................... | 30,100 | $(1,270)$ | 78.2 | (1.75) | 588,800 | $(43,670)$ | 31.4 | (1.96) | 21.1 | (1.82) | 25,400 | $(4,360)$ | 1.4 | (0.23) | 31,300 | $(1,120)$ | 70.4 | (2.29) | 441,400 | $(44,490)$ | 20.9 | (2.13) | 15.7 | (1.62) | 13,000 | $(2,170)$ | 0.6 | (0.11) |
| Percent of students eligible for free or reduced-price lunch ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0-25 .................... | 17,100 | (690) | 62.6 | (3.07) | 141,700 | $(11,440)$ | 11.9 | (0.82) | 10.5 | (1.22) | 6,700 | $(1,400)$ | 0.6 | (0.11) | 15,100 | $(1,090)$ | 50.8 | (3.79) | 62,400 | (9,970) | 6.1 | (0.93) | 10.3 | (2.01) | 3,200 | (680) | 0.3 | (0.06) |
| 26-50... | 22,700 | $(1,050)$ | 76.0 | (2.13) | 290,500 | $(20,440)$ | 22.1 | (1.48) | 16.2 | (1.89) | 12,500 | $(1,970)$ | 1.0 | (0.16) | 22,900 | $(1,290)$ | 66.9 | (2.82) | 141,200 | $(12,88)$ | 10.7 | (0.89) | 10.9 | (1.69) | 4,600 | (770) | 0.4 | (0.06) |
| 51-75 ... | 23,800 | $(1,020)$ | 73.8 | (2.49) | 334,400 | $(24,050)$ | 27.3 | (1.82) | 15.8 | (1.67) | 13,100 | $(2,840)$ | 1.1 | (0.24) | 23,200 | $(1,200)$ | 67.4 | (3.00) | 219,300 | (19,270) | 17.2 | (1.29) | 14.6 | (1.88) | 8,500 | $(1,460)$ | 0.7 | (0.11) |
| 76-100 .................................... | 19,100 | (940) | 81.4 | (2.49) | 417,200 | $(42,360)$ |  | (3.73) | 22.9 | (2.60) | 20,100 | $(4,550)$ | 2.0 | (0.45) | 19,800 | $(1,100)$ | 71.2 | (2.91) | 301,800 | $(43,350)$ | 27.6 | (3.94) | 16.2 | (2.16) | 8,700 | $(1,920)$ | 0.8 | (0.18) |

## -Not available.

†Not applicable.
!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Data for 2013-14 were collected using the Fast Response Survey System, while data for 2009-10 were collected using the School Survey on Crime and Safety (SSOCS). The 2013-14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013-14 survey could choose either to complete the survey on paper (and mail it back) or to complete the sur-
vey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013-14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013-14 results. ${ }^{2}$ All violent incidents include serious violent incidents (see footnote 3 ) as well as physical attack or fight without a weapon and threat of physical attack without a weapon
of physical attack without a weapon.
${ }^{3}$ Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
${ }^{4}$ The 2013-14 survey collected neither school enrollment counts nor data on the percentage of students eligible for free or reduced-price lunch. For 2013-14, the rate per 1,000 students was calculated by dividing the number of incidents by the total
number of students obtained from the Common Core of Data (CCD). For 2013-14, the classification of schools by the percentage of students eligible for free or reduced-price lunch was also computed from CCD data.
 than grade 8 . Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9 . High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K-12 schools. Separate data on high schools and combined schools are not available for 2013-14.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that
hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009-10 School Survey on Crime and Safety
(SSOCS), 2010; Fast Response Survey System (FRSS) "School Safety and Discipline: 2013-14" FRSS 106, 2014; and Common (SSOCS), 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013-14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013-14. (This table was prepared September 2015.)

Table 229.40. Percentage of public schools reporting incidents of crime at school to the police, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2009-10
[Standard errors appear in parentheses]

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
${ }^{1}$ All violent incidents include serious violent incidents (see footnote 2) as well as physical attack or fight without a weapon and reat of physical attack without a weapon.
${ }^{2}$ Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical tack with a weapon, and robbery with or without a weapon.
Thellarceny (taking things worth over $\$ 10$ without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.
"Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, posses Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest gandalism. than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is
not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K - 12 schools. ${ }^{6}$ Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common of Data (CCD), the sampling frame for SSOCS
"At school" was defined to include activities that happen in schoos tuildings on school that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, $2009-10$ School Survey on Crime and Safety SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009-10 School Survey on Crime and Safety
(SSOCS), 2010. (This table was prepared September 2013.)

Table 229.50. Percentage distribution of public schools, by number of violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2009-10
[Standard errors appear in parentheses]

| School characteristic | Number of violent incidents recorded |  |  |  |  |  |  |  |  |  |  |  |  |  | Number of violent incidents reported to the police |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | None |  | $\begin{array}{r} 1-2 \\ \text { incidents } \end{array}$ |  | $\begin{array}{r} 3-5 \\ \text { incidents } \end{array}$ |  | $\begin{array}{r} 6-9 \\ \text { incidents } \end{array}$ |  | $\begin{array}{r} 10-14 \\ \text { incidents } \end{array}$ |  | $\begin{array}{r} 15-19 \\ \text { incidents } \end{array}$ |  | 20 or more incidents |  | None |  | $\begin{array}{r} 1-2 \\ \text { incidents } \end{array}$ |  | $\begin{array}{r} 3-5 \\ \text { incidents } \end{array}$ |  | $\begin{array}{r} 6-9 \\ \text { incidents } \end{array}$ |  | $\begin{array}{r} 10-14 \\ \text { incidents } \end{array}$ |  | $\begin{array}{r} 15-19 \\ \text { incidents } \end{array}$ |  | 20 or more incidents |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| Total | 26.2 | (1.07) | 7.6 | (0.64) | 14.5 | (0.82) | 14.5 | (0.94) | 11.1 | (0.67) | 6.6 | (0.54) | 19.4 | (0.79) | 60.1 | (1.13) | 17.9 | (1.08) | 7.8 | (0.54) | 4.3 | (0.39) | 3.1 | (0.26) | 1.7 | (0.23) | 5.0 | (0.27) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary | 35.6 | (1.63) | 7.6 | (1.09) | 15.6 | (1.40) | 15.9 | (1.46) | 9.0 | (1.03) | 4.7 | (0.75) | 11.4 | (1.11) | 78.9 | (1.60) | 16.9 | (1.63) |  | (0.58) | 1.3 | (0.38) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 0.7 ! | (0.25) |
| Middle | 9.5 | (1.10) | 6.0 | (0.86) | 12.2 | (1.18) | 13.7 | (1.09) | 15.6 | (1.03) | 8.8 | (0.96) | 34.3 | (1.36) | 34.1 | (1.53) | 22.1 | (1.44) | 17.1 | (1.20) | 8.8 | (1.09) | 5.9 | (0.59) | 3.1 | (0.58) | 9.0 | (0.70) |
| High school | 9.1 | (1.21) | 8.4 | (1.01) | 12.1 | (1.30) | 10.6 | (1.07) | 14.0 | (1.26) | 11.0 | (1.17) | 34.8 | (1.47) | 23.4 | (1.61) | 17.8 | (1.39) | 15.6 | (1.14) | 9.4 | (1.04) | 9.8 | (0.81) | 5.7 | (0.83) | 18.3 | (1.05) |
| Combined | 26.3 | (5.33) | 10.3 ! | (3.69) |  | (3.74) | 13.6 | (3.50) | 11.0 ! | (3.51) |  | (3.19) | 15.8 | (3.49) | 49.0 | (5.72) | 16.2 | (4.12) | 16.6 | (3.20) |  | (2.68) |  | (2.75) | , | ( $\dagger$ | 2.5 ! | (1.22) |
| Enrollment size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 300 | 37.2 | (3.25) | 12.7 | (2.05) | 19.9 | (2.84) | 12.4 | (2.17) | 7.7 | (1.72) | 2.9 ! | (1.00) | 7.3 | (1.72) | 77.4 | (2.54) | 13.7 | (2.18) | 4.8 | (1.06) |  | (0.72) |  | (0.94) | $\pm$ | ( $\dagger$ | + | ( $\dagger$ ) |
| 300-499 | 28.7 | (2.34) | 8.2 | (1.55) | 13.2 | (1.83) | 15.9 | (2.03) | 11.5 | (1.35) | 6.4 | (1.11) | 16.0 | (1.80) | 68.6 | (2.29) | 18.2 | (2.09) | 7.2 | (1.09) | 2.7 | (0.63) | 1.2 ! | (0.41) | 0.9 ! | (0.36) | 1.2 ! | (0.38) |
| 500-999 | 23.6 | (1.75) | 5.2 | (1.01) | 15.1 | (1.52) | 15.6 | (1.39) | 12.7 | (1.16) | 8.1 | (0.88) | 19.8 | (1.21) | 54.4 | (1.79) | 22.8 | (1.47) | 9.4 | (0.79) | 5.3 | (0.73) | 2.8 | (0.34) | 1.4 | (0.37) | 3.8 | (0.44) |
| 1,000 or more | 4.6 | (1.22) | 3.6 | (0.91) | 4.2 | (0.81) | 11.3 | (1.76) | 12.3 | (1.34) | 10.3 | (1.07) | 53.7 | (2.49) | 18.9 | (1.67) | 9.7 | (1.05) | 10.7 | (1.12) | 11.2 | (1.36) | 12.1 | (1.28) | 8.1 | (1.15) | 29.5 | (1.92) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 25.1 | (2.12) | 4.5 | (1.11) | 13.4 | (2.08) | 14.4 | (1.65) | 10.5 | (1.39) | 7.2 | (1.27) | 25.0 | (1.84) | 57.5 | (2.01) | 19.3 | (1.65) | 6.2 | (0.81) | 4.5 | (0.74) | 3.4 | (0.54) | 2.1 | (0.54) | 7.1 | (0.61) |
| Suburban | 26.5 | (2.21) | 6.3 | (1.10) | 15.5 | (1.61) | 14.1 | (1.60) | 11.8 | (1.42) | 6.5 | (1.00) | 19.3 | (1.43) | 60.1 | (1.80) | 17.1 | (1.63) | 8.7 | (1.14) | 4.0 | (0.56) | 2.7 | (0.37) | 1.3 | (0.23) | 6.1 | (0.61) |
| Town. | 19.7 | (3.14) | 8.1 | (1.92) | 14.8 | (2.51) | 16.5 | (2.87) | 12.2 | (1.77) | 8.0 | (1.68) | 20.8 | (2.50) | 56.9 | (3.06) | 17.9 | (2.47) | 10.4 | (1.48) | 4.7 | (1.03) | 3.9 | (0.64) | 2.4 ! | (0.76) | 4.0 | (0.70) |
| Rural .................................................. | 29.8 | (1.91) | 11.4 | (1.58) | 14.2 | (1.55) | 14.1 | (1.38) | 10.5 | (1.57) | 5.8 | (1.07) | 14.2 | (1.47) | 64.0 | (1.93) | 17.6 | (1.93) | 7.2 | (0.87) | 4.3 | (0.83) | 2.9 | (0.74) | 1.4 | (0.39) | 2.6 | (0.42) |
| Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent ........................... | 30.4 | (3.33) | 15.1 | (2.68) | 12.1 | (2.01) | 13.8 | (2.08) | 11.7 | (2.26) | 4.5 ! | (1.53) | 12.4 | (2.47) | 63.5 | (3.00) | 18.8 | (2.45) | 10.5 | (1.68) | 3.2 ! | (1.08) | 1.7 ! | (0.52) |  | (0.42) | 1.5 | (0.35) |
| 5 percent to less than 20 percent ............ | 32.1 | (2.82) | 7.0 | (1.44) | 16.5 | (1.91) | 14.3 | (1.81) | 9.3 | (1.20) | 7.3 | (1.28) | 13.5 | (1.38) | 64.2 | (1.72) | 16.3 | (1.42) | 8.2 | (1.09) | 4.5 | (0.79) | 2.8 | (0.36) | 1.4 | (0.42) | 2.5 | (0.34) |
| 20 percent to less than 50 percent .......... | 24.1 | (2.14) | 8.4 | (1.33) | 14.7 | (2.07) | 15.1 | (1.87) | 9.5 | (1.26) | 6.6 | (1.06) | 21.6 | (1.83) | 58.3 | (2.20) | 19.8 | (1.98) | 7.2 | (0.81) | 3.8 | (0.72) | 3.8 | (0.62) | 1.9 | (0.34) | 5.3 | (0.57) |
| 50 percent or more .............................. | 21.8 | (1.75) | 4.7 | (1.04) | 13.8 | (1.59) | 14.6 | (1.55) | 13.2 | (1.31) | 7.0 | (1.05) | 24.9 | (1.65) | 57.2 | (2.36) | 17.4 | (1.99) | 6.9 | (0.87) |  | (0.59) | 3.5 | (0.64) | 2.0 | (0.46) | 7.9 | (0.70) |
| Percent of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0-25-5................................ | 37.4 24.0 | (3.07) | 7.4 90 | (1.32) |  | (2.01) |  | (1.64) | 10.0 10.9 | (1.43) | 5.1 6.7 | $(0.96)$ $(1.06)$ |  | (1.38) |  |  | 14.4 19.6 |  | 7.9 9 | (0.93) |  | $(0.53)$ $(0.55)$ | 3.8 2.9 | $(0.54)$ $(0.41)$ | 1.4 18 | $(0.32)$ $(0.32)$ | 3.0 4.7 | $(0.36)$ $(0.46)$ |
| 26-50 | 24.0 | (2.13) | 9.0 | (1.60) | 16.2 | (1.99) | 14.3 | (1.88) | 10.9 | (1.37) | 6.7 | (1.06) | 18.9 | (1.39) | 57.3 | (1.92) | 19.6 | (1.88) | 9.7 | (1.18) | 4.0 | (0.55) | 2.9 | (0.41) | 1.8 | (0.32) | 4.7 | (0.46) |
| 51-75 | 26.2 18.6 | (2.49) | 7.9 5.9 | (1.40) | 13.2 13.5 | (1.58) | 14.2 16.5 | (1.87) | 10.0 13.8 | (1.20) | 7.5 6.9 | (1.17) | 21.0 24.7 | (1.69) | 59.7 58.6 | (2.50) | 18.0 19.0 | (3.04) | 7.1 6.5 | (0.97) | 4.9 | $(0.81)$ $(0.82)$ | 3.3 2.7 | $(0.70)$ $(0.52)$ | 2.1 $1.4!$ | $(0.51)$ $(0.51)$ | 5.1 6.9 | $(0.60)$ $(0.91)$ |
| Student/teacher ratio ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 12 .......... | 30.3 | (3.05) | 11.1 | (2.42) | 15.7 | (2.01) | 16.7 | (2.54) | 8.1 | (2.03) | 5.9 | (1.64) | 12.3 | (2.14) | 63.2 | (3.46) | 19.4 | (2.97) | 6.5 | (1.13) |  | (1.25) | 2.4 ! | (0.96) | 1.7 ! | (0.61) | 2.8 | (0.54) |
| 12-16 | 24.7 | (1.89) | 7.9 | (1.14) | 15.2 | (1.49) | 14.0 | (1.31) | 12.0 | (1.13) | 6.1 | (0.79) | 20.0 | (1.33) | 58.5 | (1.96) | 18.2 | (1.33) | 9.2 | (0.92) | 4.6 | (0.63) | 3.2 | (0.37) | 1.9 | (0.44) | 4.4 | (0.43) |
| More than 16 ..................................... | 26.1 | (1.35) | 6.3 | (0.96) | 13.4 | (1.28) | 14.3 | (1.44) | 11.3 | (1.10) | 7.3 | (0.81) | 21.3 | (1.29) | 60.6 | (1.76) | 17.2 | (1.56) | 7.1 | (0.79) | 4.2 | (0.54) | 3.4 | (0.47) | 1.5 | (0.22) | 6.1 | (0.52) |

!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
than grade 8. Middle schools are schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher not higher than grade 9 . High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest
grade is not higher than grade 12. Combined schools include all other combinations of grades, including K-12 schools.
${ }^{2}$ Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of
full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Responses were provided by the principal or
the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009-10 School Survey on Crime and Safety (SSOCS), 2010. (This table was prepared September 2013.)

Table 229.60. Percentage distribution of public schools, by number of serious violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2009-10
[Standard errors appear in parentheses]

| School characteristic | Number of serious violent incidents recorded |  |  |  |  |  |  |  |  |  |  |  | Number of serious violent incidents reported to the police |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | None |  | 1 incident |  | 2 incidents |  | 3-5 incidents |  | 6-9 incidents |  | 10 or more incidents |  | None |  | 1 incident |  | 2 incidents |  | 3-5 incidents |  | 6-9 incidents |  | 10 or more incidents |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total | 83.6 | (0.94) | 7.9 | (0.70) |  | (0.38) | 2.8 | (0.40) | 1.2 | (0.27) | 1.5 | (0.31) | 89.6 | (0.62) | 5.9 | (0.57) | 1.9 | (0.26) | 1.6 | (0.23) | 0.5 | (0.07) | 0.6 | (0.16) |
| School level ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary ............................................ | 87.0 | (1.42) | 6.8 | (1.06) | 1.8 ! | (0.55) | 2.2 | (0.62) | 1.3 ! | (0.44) | 0.9 ! | (0.30) | 94.5 | (0.84) | 3.8 | (0.75) | 0.7 ! | (0.29) | 0.6 ! | (0.25) | \# | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Middle ........................................... | 81.1 | (1.46) | 8.6 | (0.97) | 4.5 | (0.89) | 2.9 | (0.65) | 1.0 ! | (0.29) | 1.9 | (0.41) | 84.5 | (1.25) | 8.3 | (0.94) | 4.0 | (0.62) | 1.7 | (0.48) | 0.8 ! | (0.27) | 0.6 ! | (0.22) |
| High school | 72.4 | (1.35) | 11.2 | (1.01) | 5.2 | (0.66) | 6.4 | (0.83) | 2.0 | (0.43) | 2.9 | (0.56) | 75.1 | (1.16) | 10.8 | (1.04) | 4.5 | (0.72) | 5.9 | (0.83) | 2.1 | (0.42) | 1.6 | (0.43) |
| Combined ........................................... | 84.5 | (3.72) | 8.6 ! | (2.89) | 3.9 ! | (1.85) | $\ddagger$ | ( $\dagger$ ) | * | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 91.6 | (2.41) | 6.3 ! | (2.27) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | \# | (t) | $\ddagger$ | ( $\dagger$ ) |
| Enrollment size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 300 .................................. | 89.6 | (2.11) | 5.7 | (1.60) | $\ddagger$ | ( $\dagger$ ) | 1.8 ! | (0.90) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 95.3 | (1.44) | 3.9 ! | (1.45) | $\ddagger$ | (t) | $0.6!$ | (0.28) | $\ddagger$ | (t) | \# | ( $\dagger$ ) |
| 300-499 | 84.3 | (2.14) | 8.4 | (1.69) | 3.2 | (0.96) | 1.9 ! | (0.73) | 1.4 ! | (0.60) | $\ddagger$ | ( $\dagger$ ) | 92.9 | (1.32) | 4.7 | (1.14) | 1.4 ! | (0.55) | 0.7 ! | (0.35) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| 500-999 | 84.1 | (1.42) | 7.8 | (1.13) | 2.9 | (0.58) | 2.8 | (0.57) | 1.1 ! | (0.39) | 1.4 ! | (0.43) | 89.4 | (1.04) | 6.3 | (0.93) | 2.1 | (0.40) | 1.3 | (0.38) | 0.3 ! | (0.11) | 0.6 ! | (0.30) |
| 1,000 or more .................................. | 67.2 | (1.61) | 11.7 | (1.02) |  | (0.70) |  | (1.05) |  | (0.49) |  | (1.01) | 68.9 | (1.67) | 11.9 | (1.11) | 6.2 | (0.83) | 7.3 | (1.02) |  | (0.41) | 3.2 | (0.87) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 78.3 | (2.12) | 10.4 | (1.43) | 4.0 | (0.80) | 4.5 | (0.93) | 1.1 ! | (0.41) | 1.7 | (0.45) | 86.0 | (1.45) | 7.5 | (1.11) | 2.7 | (0.59) | 2.2 | (0.41) | 0.6 | (0.14) | 0.9 ! | (0.30) |
| Suburban | 84.5 | (1.80) | 6.5 | (0.92) | 3.4 | (0.96) | 2.7 | (0.73) | 1.0 ! | (0.43) | 2.0 ! | (0.76) | 90.0 | (1.11) | 4.7 | (0.63) | 2.3 | (0.57) | 1.5 | (0.38) | 0.7 | (0.16) | 0.8 ! | (0.34) |
| Town ................................................... | 84.4 | (2.33) | 9.3 | (2.05) | 1.3 | (0.39) | 1.1 | (0.33) | 3.0 ! | (1.20) | 0.9 ! | (0.36) | 90.1 | (1.91) | 7.0 | (1.85) | 1.4 ! | (0.41) | 1.0 ! | (0.31) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Rural ............................................. | 86.8 | (1.51) | 6.4 | (1.30) | 2.5 | (0.57) | 2.3 ! | (0.69) | $\ddagger$ | ( $\dagger$ ) | 1.3 ! | (0.48) | 91.9 | (1.22) | 5.0 | (1.19) | 1.1 | (0.28) | 1.5 | (0.44) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent ........................... | 87.4 | (2.52) | 6.7 | (1.64) | 1.0 ! | (0.47) | 2.9 ! | (1.33) | \# | ( $\dagger$ ) | $\ddagger$ | (t) | 92.9 | (1.64) | 5.5 | (1.45) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | \# | ( $\dagger$ ) |
| 5 percent to less than 20 percent ........... | 90.1 | (1.29) | 5.0 | (0.84) | 2.3 | (0.59) | 1.0 ! | (0.31) | $\ddagger$ | ( $\dagger$ ) | 0.4 ! | (0.14) | 93.5 | (0.80) | 3.6 | (0.66) | 1.6 ! | (0.49) | 0.7 | (0.21) | 0.3 ! | (0.13) | 0.2 ! | (0.11) |
| 20 percent to less than 50 percent .......... | 81.4 | (1.58) | 9.5 | (1.48) | 2.3 | (0.43) | 3.5 | (0.99) | 1.1 ! | (0.49) | 2.2 | (0.64) | 89.7 | (1.16) | 6.3 | (1.12) | 2.0 | (0.45) | 1.2 | (0.32) | 0.3 ! | (0.12) | 0.5 ! | (0.26) |
| 50 percent or more ............................. | 78.9 | (1.82) | 9.3 | (1.35) | 4.6 | (0.82) | 3.6 | (0.55) | 1.9 | (0.53) |  | (0.48) | 85.5 | (1.27) | 7.3 | (0.93) | 2.6 | (0.54) | 2.7 | (0.48) | 0.8 | (0.20) | 1.1 ! | (0.40) |
| Percent of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0-25 .............................................. | 89.5 | (1.22) | 5.2 | (0.93) | 2.0 | (0.47) | 1.3 | (0.39) | 0.4 ! | (0.16) | 1.5 ! | (0.47) | 92.6 | (0.76) | 4.1 | (0.55) | 1.2 | (0.30) | 1.3 | (0.36) | 0.5 ! | (0.20) | 0.4 ! | (0.14) |
| 26-50 | 83.8 | (1.89) | 8.1 | (1.43) | 3.2 | (0.69) | 2.6 ! | (0.82) | $\ddagger$ | (t) | 1.0 | (0.24) | 89.3 | (1.31) | 6.5 | (1.28) | 2.5 | (0.50) | 1.1 | (0.25) | 0.5 | (0.14) | $\ddagger$ | ( $\dagger$ ) |
| 51-75 | 84.2 | (1.67) | 7.7 | (1.24) | 2.7 | (0.78) | 3.2 | (0.67) | 1.2 ! | (0.51) | 1.0 ! | (0.44) | 91.2 | (1.01) | 4.8 | (0.90) | 1.7 | (0.45) | 1.6 | (0.41) | 0.2 ! | (0.09) | $\ddagger$ | ( $\dagger$ ) |
| 76-100 .. | 77.1 | (2.60) | 10.3 | (1.90) | 3.9 | (0.89) | 3.9 | (0.97) | 2.1 ! | (0.74) |  | (1.13) | 85.3 | (1.92) | 7.9 | (1.55) | 2.1 | (0.58) | 2.7 | (0.67) | 0.7 ! | (0.26) | 1.4 ! | (0.57) |
| Student/teacher ratio ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 12 ................................... | 86.8 | (2.24) | 7.8 | (1.94) | 1.4 ! | (0.55) | 1.7 ! | (0.65) | $\ddagger$ |  |  |  | 91.3 | (1.85) | 5.5 | (1.61) | 1.7 ! | (0.72) | 0.8 ! | (0.32) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 12-16 ........................................... | 84.0 | (1.44) | 8.0 | (1.13) | 2.7 | (0.56) | 2.6 | (0.54) | 1.2 ! | (0.50) | 1.5 ! | (0.56) | 90.0 | (1.10) | 6.0 | (1.04) | 1.5 | (0.25) | 1.8 | (0.38) | 0.3 ! | (0.12) | 0.5 ! | (0.16) |
| More than 16 ....................................... | 82.1 | (1.35) | 7.8 | (0.89) | 3.8 | (0.72) | 3.4 | (0.62) | 1.1 ! | (0.39) | 1.8 | (0.45) | 88.7 | (0.83) | 5.9 | (0.64) | 2.3 | (0.50) | 1.8 | (0.37) | 0.6 | (0.11) | 0.8 ! | (0.32) |

## $\dagger$ Not applicable.

\#Rounds to zero
!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 per-
cent or greater.
an shade 8. Mide are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher not higher than grade 9 . High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest
${ }^{\text {grade is not higher than grade } 12 \text {. Combined schools include all other combinations of grades, including } \mathrm{K}-12 \text { schools. }}{ }^{2}$ Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of
full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person
most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009-10 School Survey on Crime and Safety (SSOCS), 2010. (This table prepared September 2013.)

Table 230.10. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999-2000 through
[Standard errors appear in parentheses]


[^56]Table 230.10. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999-2000 through

> 2013-14-Continued [Standard errors appear in parentheses]

-Not available
†Not applicable.
\#Rounds to zero
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes schools that reported the activity happens either at least once a week or daily.
${ }^{2}$ Includes schools that reported the activity happens at all at their school during the school year. In the 1999-2000 survey administration, the questionnaire specified "undesirable" gang activities and "undesirable" cult or extremist group activities. ${ }^{3}$ Prior to the 2007-08 survey administration, the questionnaire wording was "student racial tensions."
higher than grade 8. Middled as schools in which the lowest grade is not higher than grade 3 and the highest grade is not est grade is not higher than grade 9 . High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K-12 schools. Separate data on high schools and combined schools are not available for 2013-14.
${ }^{5}$ Data for 2013-14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013-14 survey was designed to allow comparisons with SSOCS
data. However, respondents to the 2013-14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013-14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have ${ }_{6}{ }_{6}$ Recause the 2013 results.
classification of schools by the percentage of students eligible for free or reduced-price lunch was computed based on data obtained from the Common Core of Data. NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the
school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that
were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2005-06, 2007-08, and 2009-10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013-14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013-14. (This table was prepared September 2015.)

Table 230.20. Percentage of students ages 12-18 who reported that gangs were present at school during the school year, by selected student and school characteristics and urbanicity: Selected years, 2001 through 2015
[Standard errors appear in parentheses]


## -Not available.

!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
'Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
${ }^{2}$ In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: "Urbanicity" refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)", "in MSA but not in central city (Suburban)," and "not MSA (Rural)." All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school. timization Survey, 2001 through 2015. (This table was prepared August 2016.)

Table 230.30. Percentage of students ages 12-18 who reported being the target of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2015
[Standard errors appear in parentheses]

| Student or school characteristic |  | 1999 ${ }^{1}$ |  | $2001{ }^{1}$ |  | $2003{ }^{1}$ |  | 20051 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Hate-related words Total | - | ( $\dagger$ ) | 12.3 | (0.46) | 11.7 | (0.47) | 11.2 | (0.50) | 9.7 | (0.43) | 8.7 | (0.52) | 9.1 | (0.48) | 6.6 | (0.40) | 7.2 | (0.43) |
| Sex <br> Male <br> Female $\qquad$ | - | $(t)$ | $\begin{aligned} & 12.8 \\ & 11.7 \end{aligned}$ | $\begin{aligned} & (0.65) \\ & (0.52) \end{aligned}$ | $\begin{aligned} & 12.0 \\ & 11.3 \end{aligned}$ | $\begin{aligned} & (0.61 \\ & (0.64) \end{aligned}$ | $\begin{aligned} & 11.7 \\ & 10.7 \end{aligned}$ | $\begin{aligned} & (0.68) \\ & (0.64) \end{aligned}$ | $\begin{aligned} & 9.9 \\ & 9.6 \end{aligned}$ | $\left(\begin{array}{l} (0.61) \\ 0.57) \end{array}\right.$ | $\begin{aligned} & 8.5 \\ & 8.9 \end{aligned}$ | $\left(\begin{array}{l} 0.62 \\ (0.72) \end{array}\right.$ | $\begin{aligned} & 9.0 \\ & 9.1 \end{aligned}$ | $\left(\begin{array}{l} 0.60 \\ (0.68) \end{array}\right.$ | 6.6 6.7 | $\left(\begin{array}{l} (0.51 \\ (0.53) \end{array}\right.$ | $\begin{aligned} & 7.8 \\ & 6.7 \end{aligned}$ | $\begin{aligned} & (0.58) \\ & (0.61) \end{aligned}$ |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | - | (t) | 12.1 | (0.58) | 10.9 | (0.56) | 10.3 | (0.60) | 8.9 | (0.50) | 7.2 | (0.59) | 8.3 | (0.59) | 5.3 | (0.43) | 6.3 | (0.60) |
| Black ................................................................. | - | (t) | 13.9 | (1.08) | 14.2 | (1.35) | 15.1 | (1.48) | 11.4 | (1.35) | 11.1 | (1.35) | 10.7 | (1.30) | 7.8 | (1.20) | 9.4 | (1.07) |
|  | 二 | (t) | 11.0 | (1.15) | 11.4 | (0.96) | 10.5 10.9 | (1.15) | 10.6 11.1 | (1.18) | 11.2 10.7 | (1.13) | 9.8 9.0 | (0.98) | 7.4 10.3 | (0.84) | 6.5 10.8 | $(0.78$ 2.39 2 |
| Asian <br> Other |  |  | 13.6 | (t) $(2.05)$ | 14.1 | (2.03) | 10.9 14.2 | (2.56) | 11.1 10.6 | (1.97) | 10.7 10.0 | (2.81) | 9.0 10.4 | (2.00) | 10.3 11.2 | (2.19) | 10.8 11.4 | (2.39) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 th . | - | (t) | 12.1 | (1.26) | 11.9 | (1.31) | 11.1 | (1.58) | 12.1 | (1.54) | 8.3 | (1.39) | 9.0 | (1.43) | 6.7 | (1.33) | 10.1 | (1.58) |
| 7th .................................................. |  | + | 14.1 | (1.13) | 12.5 | (1.04) | 13.1 | (1.16) | 10.7 | (1.02) | 9.6 | (1.22) | 9.9 | 1.02) | 7.5 | (0.89) | 7.0 | (1.03) |
| 8th ...................................................... | - | + | 13.0 | (1.07) | 12.8 | 0.92 | 11.2 | (1.04 | 11.0 | 1.19 | 10.9 | 1.22 | 8.4 | (0.94) | 7.4 | 1.01) | 9.2 | (1.11) |
| 9th ...................................................... |  | (t) | 12.1 | (1.00) | 13.5 | (1.23) | 12.8 | (1.12) | 10.9 | (1.08) | 8.0 | (1.09) | 10.2 | (1.10) | 6.6 | (0.94) | 7.4 | (0.89) |
| 10th ..... | - |  | 13.1 | (0.95) | 11.6 | (1.12) | 10.9 | (1.04) | 9.0 | 0.99 | 9.7 | (1.18) | 9.6 | (1.14) | 6.4 | (0.97) | 6.5 | (0.94) |
| 11th ............................................... | - | (t) | 12.7 | (1.13) | ${ }^{8.3}$ | (0.97) | 9.0 | (1.17) | 8.6 | (1.01) | 8.4 | (1.14) | 8.7 | (1.01) | 7.5 | (1.01) | 6.0 | (0.97) |
| 12th ................................................ |  |  | 7.9 | (0.87) | 10.8 | (1.25) | 9.7 | (1.35) | 6.0 | (0.98) | 5.8 | (0.96) | 7.5 | (1.01) | 4.1 | (0.78) | 5.4 | (0.99) |
| Urban ... | - | ( $\dagger$ | 11.9 | (0.73) | 13.2 | (0.83) | 12.2 | (0.86) | 9.7 | (0.83) | 9.9 | (0.93) | 8.0 | (0.77) | 7.2 | (0.76) | 6.5 | (0.68) |
| Suburban ........................................... | - | (t) | 12.4 | (0.63) | 10.7 | (0.58) | 9.4 | (0.52) | 9.3 | (0.62) | 8.3 | (0.64) | 9.8 | (0.71) | 6.6 | (0.50) | 8.3 | (0.62) |
| Rural ................................................. | - | (t) | 12.4 | (1.11) | 12.2 | (1.35) | 15.5 | (1.74) | 11.0 | (1.07) | 8.1 | (1.37) | 8.5 | (1.00) | 5.7 | (0.80) | 4.9 | (0.85) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public .................................................. |  | (t) | 12.7 | (0.51) | 11.9 | (0.49) | 11.6 | (0.53) | 10.1 | (0.46) | 8.9 | (0.54) | 9.3 | (0.50) | 6.6 | (0.41) | 7.6 | (0.45) |
| Private .................................................. | - | (t) | 8.2 | (1.13) | 9.7 | (1.11) | 6.8 | (1.18) | 6.1 | (1.25) | 6.6 | (1.62) | 6.9 | (1.29) | 6.7 | (1.41) | 2.8 ! | (0.96) |
| Hate-related graffiti Total | 36.3 | (0.94) | 35.5 | (0.75) | 36.3 | (0.84) | 38.4 | (0.83) | 34.9 | (0.89) | 29.2 | (0.96) | 28.4 | (0.88) | 24.6 | (0.88) | 27.2 | (0.98) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Memale .......................................................................... | 38.9 | (1.14) | 36.1 | (0.92) | 37.6 | (1.06) | 39.1 | (0.93) | 35.4 35.4 | (1.12) | 29.0 29.3 | (1.09) | 28.6 28.1 | (1.07) | 24.1 | $\left(\begin{array}{l}1.11 \\ \text { 1.05) }\end{array}\right.$ | 26.3 28.1 | (1.25) |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 36.4 | (1.20) | 36.2 | (0.95) | 35.2 | (0.86) | 38.5 | (0.96) | 35.5 | (1.05) | 28.3 | (1.10) | 28.2 | (1.19) | 23.7 | (1.20) | 28.6 | (1.42) |
| Black | 37.6 | (1.71) | 33.6 | (1.52) | 38.1 | (1.95) | 38.0 | (2.29) | 33.7 | (2.37) | 29.0 | (2.44) | 28.1 | (1.90) | 26.3 | (2.10) | 24.9 | (1.92) |
| Hispanic ........................................... | 35.6 | (1.46) | 35.1 | (1.87) | 40.3 | (2.24) | 38.0 | (1.78) | 34.8 | 1.76) | 32.2 | 1.61) | 29.1 | 1.33) | 25.6 | 1.52) | 26.7 | 1.48) |
| Asian ....... |  | (t) |  |  |  |  | 34.5 | (3.76) | 28.2 | (3.01) | 31.2 | (3.59) | 29.9 | (4.56) | 20.8 | (3.22) | 17.5 | (2.62) |
| Other ............................................... | 32.2 | (2.53) | 32.1 | (2.82) | 31.4 | (2.83) | 46.9 | (4.68) | 38.7 | (3.44) | 25.8 | (4.20) | 25.9 | (3.79) | 28.4 | (3.52) | 29.7 | (4.22) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th ................................................. | 30.3 | (1.82) | 34.9 | (1.88) | 35.7 | (1.83) | 34.0 | (2.24) | 35.5 | (2.30) | 28.1 | (2.26) | 25.9 | (2.13) | 21.9 | (1.77) | 30.0 | (2.36) |
| 7th ................................................... | 34.9 | (1.43) | 34.9 | (1.36) | 37.2 | (1.41) | 37.0 | (1.63) | 32.3 | (1.52) | 27.9 | (1.88) | 26.0 | (1.70) | 21.7 | (1.49) | 24.7 | (1.77) |
| 8th ... | 35.6 | (1.51) | 36.7 | (1.40) | 34.2 | (1.53) | 35.7 | (1.61) | 33.5 | (1.81) | 30.8 | (1.80) | 25.9 | (1.55) | 24.0 | (1.80) | 27.2 | (2.05) |
| 9th ..................................................... | 39.2 | (1.55) | 35.7 | (1.55) | 37.0 | (1.48) | 41.6 | (1.64) | 34.5 | (1.77) | 28.1 | (1.83) | 28.7 | (1.69) | 27.2 | (1.74) | 28.2 | (1.88) |
| 10th | 38.9 | (1.77) | 36.2 | (1.49) | 40.7 | (1.67) | 40.7 | (1.83) | 36.4 | (1.69) | 31.0 | (2.03) | 33.3 | (1.78) | 26.0 | (1.58) | 28.6 | (1.85) |
| 11 th | 37.0 | (1.74) | 36.1 | (1.76) | 36.6 | (1.74) | 40.2 | (1.70) | 35.3 | (1.81) | 27.4 | (2.01) | 32.1 | (1.70) | 25.8 | (2.03) | 26.2 | (1.72) |
| 12th .................................................................................... | 35.6 | (2.04) | 33.0 | (1.79) | 32.2 | (1.78) | 37.8 | (2.34) | 37.7 | (2.03) | 30.4 | (2.00) | 25.7 | (1.51) | 24.2 | (1.91) | 26.1 | (1.97) |
| Urbanicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban ................................................ | 37.0 | (1.18) | 35.7 | (1.21) | 38.6 35.9 | (1.27) | 40.9 | (1.43) | 34.4 | (1.36) | 31.1 | (1.56) | 27.5 | (1.49) | 27.8 | (1.48) | 26.4 | (1.48) |
| Subual ........................................................................ | 32.7 | (2.60) | 36.0 33.8 | (2.56) | 35.9 | (1.97) | 35.8 | (2.40) | 37.8 | (3.06) | 27.7 | (2.43) | 24.9 | (2.25) | 21.6 | (2.71) | 25.7 | 1.09 3.50 |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public . | 38.0 | (0.97) | 37.3 | (0.80) | 37.9 | (0.90) | 40.0 | (0.87) | 36.4 | (0.93) | 30.7 | (1.01) | 29.7 | (0.95) | 25.6 | (0.94) | 28.3 | (1.04) |
| Private ................................................... | 20.7 | (1.85) | 16.8 | (1.34) | 19.5 | (1.75) | 18.6 | (1.97) | 18.5 | (2.07) | 11.8 | (1.93) | 13.4 | (1.56) | 12.6 | (1.74) | 11.5 | (1.82) |

## -Not available.

Not applicable
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
"In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those or 2007 and later years.
2005), Pacific Islanders and , and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
${ }^{3}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)," NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2015. (This table was prepared August 2016.)

Table 230.35. Percentage of students ages 12-18 who reported being the target of hate-related words at school, by type of hate-related word and selected student and school characteristics: 2015
[Standard errors appear in parentheses]

| Student or school characteristic | Total, any haterelated words ${ }^{1}$ |  | Type of hate-related word (specific characteristic targeted) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Race | Ethnicity |  | Religion |  | Disability |  | Gender |  | Sexual orientation |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Total ..... | 7.2 | (0.43) | 3.2 | (0.26) | 1.8 | (0.20) | 1.0 | (0.16) | 0.7 | (0.14) | 1.3 | (0.20) | 1.0 | (0.16) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 7.8 | (0.58) | 3.9 | (0.41) | 2.3 | (0.31) | 1.1 | (0.21) | 0.7 | (0.20) | 0.6 | (0.18) | 1.1 | (0.25) |
| Female ............................................... | 6.7 | (0.61) | 2.4 | (0.37) | 1.2 | (0.24) | 0.9 | (0.21) | 0.6 | (0.16) | 1.9 | (0.33) | 0.8 | (0.20) |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .. | 6.3 | (0.60) | 1.7 | (0.25) | 0.7 | (0.17) | 1.2 | (0.24) | 0.8 | (0.20) | 1.6 | (0.30) | 1.1 | (0.24) |
| Black | 9.4 | (1.07) | 5.5 | (0.92) | 1.9 ! | (0.57) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 1.2 ! | (0.56) | 0.8 ! | (0.37) |
| Hispanic .................................................. | 6.5 | (0.78) | 3.5 | (0.54) | 2.5 | (0.43) | 0.4 ! | (0.18) | 0.3 ! | (0.16) | 0.7 ! | (0.25) | 1.0 ! | (0.31) |
| Asian .... | 10.8 | (2.39) | 8.8 | (2.13) | 7.2 | (2.01) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Other | 11.4 | (2.33) | 6.5 | (1.85) | 4.4 ! | (1.58) | 2.5 ! | (1.23) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 th. | 10.1 | (1.58) | 5.2 | (1.15) | 2.5 ! | (0.92) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 1.6 ! | (0.74) | 1.9 ! | (0.88) |
| 7th. | 7.0 | (1.03) | 3.2 | (0.67) | 2.0 | (0.53) | 0.5 ! | (0.22) | 0.8 ! | (0.30) | 0.7 ! | (0.29) | 0.7 ! | (0.30) |
| 8th. | 9.2 | (1.11) | 3.8 | (0.75) | 1.5 ! | (0.46) | 1.4 ! | (0.45) | 0.7 ! | (0.30) | 1.9 ! | (0.57) | 0.9 ! | (0.36) |
| 9th. | 7.4 | (0.89) | 3.1 | (0.65) | 2.0 | (0.48) | 0.9 ! | (0.34) | $\ddagger$ | ( $\dagger$ | 1.5 | (0.45) | 0.8 ! | (0.32) |
| 10th | 6.5 | (0.94) | 2.7 | (0.57) | 1.8 | (0.52) | 0.7 ! | (0.33) | $\ddagger$ | (t) | 0.9 ! | (0.34) | 1.2 ! | (0.43) |
| 11th ............................................. | 6.0 | (0.97) | 2.2 ! | (0.71) | 0.9 ! | (0.36) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 1.4 ! | (0.57) | 1.1 ! | (0.43) |
| 12th | 5.4 | (0.99) | 2.8 | (0.70) | 1.9 ! | (0.58) | 1.6 ! | (0.55) | 0.8 ! | (0.42) | 1.0 ! | (0.46) | $\ddagger$ | ( $\dagger$ ) |
| Urbanicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban . | 6.5 | (0.68) | 3.0 | (0.48) | 1.3 | (0.30) | 0.4 ! | (0.16) | 0.5 ! | (0.24) | 0.7 ! | (0.24) | 1.1 | (0.31) |
| Suburban ............................................ | 8.3 | (0.62) | 3.9 | (0.41) | 2.3 | (0.32) | 1.3 | (0.23) | 0.7 | (0.19) | 1.6 | (0.30) | 1.0 | (0.23) |
| Rural .................................................... |  | (0.85) | 0.9 ! | (0.32) | 0.5 ! | (0.24) | 1.1 ! | (0.38) | 0.9 ! | (0.34) | 1.3 | (0.33) | 0.7 ! | (0.30) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ..................................................... | 7.6 | (0.45) | 3.3 | (0.27) | 1.9 | (0.21) | 1.0 | (0.17) | 0.7 | (0.15) | 1.4 | (0.21) | 1.1 | (0.18) |
| Private ................................................ | 2.8 ! | (0.96) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Students who reported being called hate-related words were asked which specific characteristics these words were related to. If a student reported being called more than one type of hate-related word-e.g., a derogatory term related to race as well as a derogatory term related to sexual orientation-the student was counted only once in the total percentage of students who were the target of any hate-related words.
${ }^{2}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/

Alaska Natives, Pacific Islanders, and persons of Two or more races.
${ }^{3}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," "and not MSA (Rural)."
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015. (This table was prepared August 2016.)

Table 230.40. Percentage of students ages 12-18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2015
[Standard errors appear in parentheses]

| Year and student or school characteristic | Total bullied at school ${ }^{1}$ |  | Type of bullying |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Made fun of, called names, or insulted |  | Subject of rumors |  | Threatened with harm |  | Tried to make do things did not want to do |  | Excluded from activities on purpose |  | Property destroyed on purpose |  | Pushed, shoved, tripped, or spit on |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| $\begin{gathered} 2005^{2} \\ \text { Total .... } \end{gathered}$ | 28.1 | (0.70) | 18.7 | (0.58) | 14.7 | (0.53) | 4.8 | (0.31) | 3.5 | (0.27) | 4.6 | (0.30) | 3.4 | (0.29) | 9.0 | (0.45) |
| Sex <br> Male $\qquad$ <br> Female $\qquad$ | 27.1 29.2 | $\begin{aligned} & (0.90) \\ & (0.84) \end{aligned}$ | 18.5 19.0 | $\begin{aligned} & (0.73) \\ & (0.79) \end{aligned}$ | 11.0 18.5 | $(0.64)$ $(0.74)$ | 5.2 4.4 | $\begin{aligned} & (0.51) \\ & (0.37) \end{aligned}$ | 3.9 3.1 | $(0.39)$ $(0.32)$ | 4.1 5.2 | $\begin{aligned} & (0.40) \\ & (0.40) \end{aligned}$ | 3.5 3.3 | $(0.41)$ $(0.35)$ | 10.9 7.1 | $(0.70)$ $(0.50)$ |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 30.0 | (0.84) | 20.1 | (0.72) | 15.8 | (0.66) | 5.1 | (0.47) | 3.6 | (0.35) | 5.3 | (0.36) | 3.4 | (0.35) | 9.7 | (0.62) |
| Black ........................ | 28.5 | (2.21) | 18.5 | (1.72) | 14.2 | (1.36) | 4.9 | (0.76) | 4.7 | (1.00) | 4.5 | (0.91) | 4.6 | (0.89) | 8.9 | (1.14) |
| Hispanic $\qquad$ <br> Asian $\qquad$ | 22.3 | $(1.28)$ $(\dagger)$ | 14.7 | $(1.11)$ $(\dagger)$ | 12.4 | $(1.00)$ $(t)$ | 4.6 | $(0.64)$ $(\dagger)$ | 2.6 | $(0.55)$ $(\dagger)$ | 3.0 | $(0.53)$ $(+)$ | 2.7 | $(0.49)$ $\left(\begin{array}{l}\text { (t) }\end{array}\right.$ | 7.6 | (0.94) $(\dagger)$ |
| Other ......................... | 24.6 | (2.06) | 16.3 | (1.82) | 11.6 | (1.71) | 2.1 | (0.59) | 2.1 ! | (0.74) | 2.5 ! | (0.79) | 2.5 ! | (0.77) | 6.8 | (1.19) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 th ... | 36.6 | (1.99) | 26.3 | (2.05) | 16.4 | (1.60) | 6.4 | (1.18) | 4.4 | (0.92) | 7.4 | (1.19) | 3.9 | (0.91) | 15.1 | (1.75) |
| 7th .... | 35.0 | (1.72) | 25.2 | (1.57) | 18.9 | (1.27) | 6.3 | (0.80) | 4.7 | (0.83) | 7.1 | (0.85) | 4.6 | (0.79) | 15.4 | (1.25) |
| 8th ... | 30.4 | (1.50) | 20.4 | (1.30) | 14.3 | (1.10) | 4.3 | (0.64) | 3.8 | (0.71) | 5.4 | (0.68) | 4.5 | (0.75) | 11.3 | (1.23) |
| 9 9th ... | 28.1 | (1.57) | 18.9 | (1.33) | 13.8 | (1.23) | 5.3 | (0.67) | 3.2 | (0.58) | 3.8 | (0.63) | 2.7 | (0.53) | 8.2 | (0.91) |
| 10th | 24.9 | (1.43) | 15.5 | (1.14) | 13.6 | (1.19) | 4.9 | (0.82) | 3.6 | (0.64) | 3.6 | (0.63) | 2.9 | (0.64) | 6.8 | (0.78) |
| 11th ... | 23.0 | (1.58) | 14.7 | (1.32) | 13.4 | (1.29) | 3.2 | (0.61) | 2.8 | (0.59) | 3.3 | (0.61) | 2.6 | (0.56) | 4.2 | (0.69) |
| 12th ..... | 19.9 | (1.75) | 11.3 | (1.52) | 12.5 | (1.54) | 3.5 | (0.71) | 1.8 | (0.51) | 2.2 ! | (0.72) | 2.4 | (0.63) | 2.9 | (0.66) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban .... | 26.0 | (1.29) | 17.7 | (0.95) | 13.3 | (1.07) | 5.5 | (0.49) | 4.1 | (0.53) | 4.9 | (0.63) | 3.9 | (0.58) | 8.5 | (0.73) |
| Suburban | 28.9 | (0.81) | 18.9 | (0.75) | 14.6 | (0.64) | 4.4 | (0.42) | 3.1 | (0.33) | 4.5 | (0.37) | 3.0 | (0.32) | 9.0 | (0.56) |
| Rural .......................... | 29.0 | (1.96) | 19.8 | (1.76) | 17.2 | (1.32) | 5.0 | (1.10) | 3.7 | (0.74) | 4.5 | (0.88) | 3.8 | (0.87) | 9.9 | (1.23) |
| Control of school ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public .. | 28.6 | (0.74) | 19.0 | (0.61) | 14.9 | (0.55) | 5.1 | (0.33) | 3.5 | (0.27) | 4.5 | (0.30) | 3.5 | (0.31) | 9.3 | (0.48) |
| Private ..... | 22.7 | (2.09) | 15.3 | (1.67) | 12.4 | (1.66) | 0.9 ! | (0.40) | 3.0 ! | (0.90) | 6.2 | (1.06) | 2.0 ! | (0.70) | 5.5 | (1.03) |
| ${ }^{2007} \quad \text { Total ... }$ | 31.7 | (0.74) | 21.0 | (0.62) | 18.1 | (0.61) | 5.8 | (0.35) | 4.1 | (0.27) | 5.2 | (0.30) | 4.2 | (0.28) | 11.0 | (0.42) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ........ | 30.3 | (0.96) | 20.3 | (0.83) | 13.5 | (0.73) | 6.0 | (0.50) | 4.8 | (0.43) | 4.6 | (0.40) | 4.0 | (0.35) | 12.2 | (0.58) |
| Female ........................ | 33.2 | (0.99) | 21.7 | (0.89) | 22.8 | (0.91) | 5.6 | (0.45) | 3.4 | (0.32) | 5.8 | (0.43) | 4.4 | (0.41) | 9.7 | (0.59) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........ | 34.1 | (0.97) | 23.5 | (0.84) | 20.3 | (0.84) | 6.3 | (0.47) | 4.8 | (0.36) | 6.1 | (0.44) | 4.2 | (0.35) | 11.5 | (0.56) |
| Black .. | 30.4 | (2.18) | 19.5 | (1.71) | 15.7 | (1.51) | 5.8 | (0.89) | 3.2 | (0.69) | 3.7 | (0.72) | 5.6 | (0.96) | 11.3 | (1.42) |
| Hispanic ...................... | 27.3 | (1.53) | 16.1 | (1.25) | 14.4 | (1.27) | 4.9 | (0.75) | 3.0 | (0.71) | 4.0 | (0.60) | 3.6 | (0.67) | 9.9 | (1.05) |
| Asian .......................... | 18.1 | (2.60) | 10.6 | (2.19) | 8.2 | (1.93) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 1.8 ! | (0.89) | 3.8 ! | (1.25) |
| Other ........................... | 34.1 | (3.03) | 20.1 | (3.12) | 20.8 | (2.98) | 7.7 | (2.01) | 3.1 ! | (1.23) | 7.7 | (2.08) | 3.4 ! | (1.30) | 14.4 | (2.73) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th ... | 42.7 | (2.23) | 31.2 | (2.00) | 21.3 | (1.84) | 7.0 | (1.13) | 5.4 | (0.98) | 7.4 | (1.20) | 5.2 | (0.98) | 17.6 | (1.56) |
| 7th ... | 35.6 | (1.78) | 27.6 | (1.58) | 20.2 | (1.33) | 7.4 | (0.92) | 4.1 | (0.64) | 7.7 | (0.92) | 6.0 | (0.81) | 15.8 | (1.28) |
| 8th. | 36.9 | (1.84) | 25.1 | (1.65) | 19.7 | (1.41) | 6.9 | (0.84) | 3.6 | (0.64) | 5.4 | (0.77) | 4.6 | (0.79) | 14.2 | (1.23) |
| 9 th ... | 30.6 | (1.72) | 20.3 | (1.39) | 18.1 | (1.45) | 4.6 | (0.77) | 5.1 | (0.67) | 4.5 | (0.69) | 3.5 | (0.63) | 11.4 | (1.13) |
| 10th ... | 27.7 | (1.44) | 17.7 | (1.22) | 15.0 | (1.13) | 5.8 | (0.81) | 4.6 | (0.68) | 4.6 | (0.74) | 3.4 | (0.59) | 8.6 | (0.89) |
| 11th ....... | 28.5 | (1.48) | 15.3 | (1.25) | 18.7 | (1.40) | 4.9 | (0.80) | 4.2 | (0.73) | 3.9 | (0.68) | 4.4 | (0.78) | 6.5 | (0.92) |
| 12th ........ | 23.0 | (1.60) | 12.1 | (1.36) | 14.1 | (1.38) | 4.3 | (0.83) | 2.1 | (0.53) | 3.5 | (0.75) | 2.4 | (0.61) | 4.1 | (0.81) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban .... | 30.7 | (1.36) | 20.0 | (1.09) | 15.5 | (1.02) | 5.2 | (0.54) | 3.6 | (0.46) | 4.9 | (0.57) | 4.2 | (0.59) | 9.2 | (0.76) |
| Suburban .................... | 31.2 | (1.07) | 21.1 | (0.84) | 17.4 | (0.87) | 5.7 | (0.48) | 4.1 | (0.37) | 5.0 | (0.42) | 4.0 | (0.38) | 11.2 | (0.60) |
| Rural .......... | 35.2 | (1.73) | 22.1 | (1.43) | 24.1 | (1.42) | 7.0 | (0.78) | 5.1 | (0.69) | 6.3 | (0.79) | 4.9 | (0.63) | 13.1 | (0.98) |
| Control of school ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ........................ | 32.0 | (0.76) | 21.1 | (0.65) | 18.3 | (0.64) | 6.2 | (0.38) | 4.2 | (0.28) | 5.2 | (0.32) | 4.1 | (0.28) | 11.4 | (0.45) |
| Private ...... | 29.1 | (2.10) | 20.1 | (1.79) | 16.0 | (1.76) | 1.3 ! | (0.50) | 3.6 | (0.92) | 5.9 | (1.11) | 5.0 | (1.11) | 6.5 | (1.14) |
| ${ }^{2009} \text { Total }$ | 28.0 | (0.83) | 18.8 | (0.65) | 16.5 | (0.66) | 5.7 | (0.34) | 3.6 | (0.28) | 4.7 | (0.34) | 3.3 | (0.28) | 9.0 | (0.48) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male .... | 26.6 | (1.04) | 18.4 | (0.89) | 12.8 | (0.79) | 5.6 | (0.50) | 4.0 | (0.43) | 3.8 | (0.39) | 3.4 | (0.40) | 10.1 | (0.65) |
| Female ...... | 29.5 | (1.08) | 19.2 | (0.95) | 20.3 | (0.92) | 5.8 | (0.50) | 3.2 | (0.37) | 5.7 | (0.52) | 3.2 | (0.39) | 7.9 | (0.64) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 29.3 | (1.03) | 20.5 | (0.89) | 17.4 | (0.86) | 5.4 | (0.40) | 3.7 | (0.38) | 5.2 | (0.44) | 3.3 | (0.32) | 9.1 | (0.61) |
| Black | 29.1 | (2.29) | 18.4 | (1.78) | 17.7 | (1.60) | 7.8 | (1.20) | 4.8 | (0.92) | 4.6 | (0.97) | 4.6 | (0.99) | 9.9 | (1.55) |
| Hispanic ..................... | 25.5 | (1.71) | 15.8 | (1.34) | 14.8 | (1.44) | 5.8 | (0.87) | 2.7 | (0.59) | 3.6 | (0.68) | 2.6 | (0.55) | 9.1 | (0.97) |
| Asian ......................... | 17.3 | (3.01) | 9.6 | (2.38) | 8.1 | (2.11) | $\ddagger$ | (t) | $\ddagger$ | (t) | 3.4 ! | (1.41) | $\ddagger$ | (t) | 5.5 ! | (1.75) |
| Other ........................... | 26.7 | (4.61) | 17.4 | (3.83) | 12.9 | (3.21) | 9.7 ! | (3.01) | 4.5 ! | (1.97) | 4.5 ! | (1.85) | 3.8 ! | (1.67) | 7.1 ! | (2.39) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th ........................... | 39.4 | (2.60) | 30.6 | (2.32) | 21.4 | (2.20) | 9.3 | (1.34) | 4.2 ! | (1.27) | 6.6 | (1.31) | 4.0 | (1.00) | 14.5 | (1.89) |
| 7th ............................. | 33.1 | (1.87) | 23.6 | (1.76) | 17.3 | (1.58) | 5.7 | (1.00) | 4.6 | (0.82) | 5.6 | (0.95) | 4.6 | (0.85) | 13.1 | (1.34) |
| 8th ............................ | 31.7 | (1.85) | 22.8 | (1.64) | 18.1 | (1.50) | 6.8 | (0.94) | 5.4 | (0.91) | 6.9 | (1.04) | 6.1 | (0.92) | 12.8 | (1.29) |
| 9th ................................................ | 28.0 | (1.90) | 19.2 | (1.66) | 16.6 | (1.53) | 7.1 | (1.00) | 4.0 | (0.74) | 4.5 | (0.78) | 2.9 | (0.71) | 9.7 | (1.24) |
| 10th. | 26.6 | (1.71) | 15.0 | (1.41) | 17.0 | (1.32) | 5.8 | (0.91) | 3.1 | (0.63) | 4.0 | (0.76) | 2.9 | (0.63) | 7.3 | (1.03) |
| 11th ............................ | 21.1 | (1.69) | 13.9 | (1.42) | 13.9 | (1.42) | 4.8 | (0.84) | 2.5 | (0.63) | 3.6 | (0.76) | 1.5 ! | (0.49) | 4.4 | (0.84) |
| 12th ........................... | 20.4 | (1.63) | 11.1 | (1.20) | 13.1 | (1.32) | 2.0 | (0.57) | 1.7 ! | (0.52) | 2.6 | (0.64) | 1.3 ! | (0.46) | 3.0 | (0.65) |

See notes at end of table.

Table 230.40. Percentage of students ages 12-18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2015-Continued
[Standard errors appear in parentheses]


[^57]Table 230.40. Percentage of students ages 12-18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2015-Continued
[Standard errors appear in parentheses]

| Year and student or school characteristic | Total bullied at school ${ }^{1}$ |  | Type of bullying |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Made fun of, called names, or insulted |  | Subject of rumors |  | Threatened with harm |  | Tried to make do things did not want to do |  | Excluded from activities on purpose |  | Property destroyed on purpose |  | Pushed, shoved, tripped, or spit on |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th ................ | 31.0 | (3.53) | 21.4 | (3.38) | 17.7 | (3.18) | 7.3 | (2.05) | 5.2 | (1.25) | 10.1 | (2.29) | 4.0 ! | (1.61) | 13.1 | (2.45) |
| 7th ............................ | 25.1 | (2.48) | 18.6 | (2.16) | 12.9 | (1.84) | 3.8 | (1.00) | 2.9 ! | (0.91) | 6.4 | (1.27) | 2.7 ! | (0.82) | 7.8 | (1.42) |
| 8th ............................ | 22.2 | (2.41) | 15.6 | (2.06) | 13.1 | (2.06) | 5.0 | (1.23) | 2.9 ! | (0.88) | 5.1 | (1.14) | 3.0 ! | (0.93) | 7.5 | (1.56) |
| 9th ............................ | 19.0 | (2.11) | 12.5 | (1.88) | 10.6 | (1.91) | 2.8 ! | (0.91) | 2.7 ! | (1.00) | 4.4 | (1.08) | 1.3 ! | (0.63) | 4.4 | (1.16) |
| 10th .......................... | 21.2 | (2.13) | 12.6 | (1.94) | 12.9 | (1.82) | 2.9 ! | (0.90) | 1.7 ! | (0.67) | 5.7 | (1.40) | 1.2 ! | (0.58) | 2.2 ! | (0.80) |
| 11th .......................... | 15.8 | (2.24) | 8.8 | (1.72) | 10.2 | (1.81) | 4.2 | (1.23) | $\ddagger$ |  | 3.0 ! | (0.96) | + | ( $\dagger$ ) | 2.1 ! | (0.86) |
| 12th .......................... | 14.9 | (2.18) | 6.2 | (1.53) | 10.8 | (1.99) | 2.5 ! | (0.95) | 2.4 ! | (1.15) | 2.4 ! | (0.93) | $\ddagger$ | ( $\dagger$ ) | 1.6 ! | (0.73) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban ........................ | 21.5 | (1.84) | 14.5 | (1.56) | 11.4 | (1.56) | 3.9 | (0.80) | 2.9 | (0.65) | 5.1 | (0.85) | 2.4 | (0.60) | 5.6 | (0.94) |
| Suburban .................... | 21.1 | (1.22) | 13.3 | (1.04) | 13.2 | (1.00) | 3.9 | (0.54) | 2.6 | (0.54) | 5.4 | (0.76) | 1.6 | (0.37) | 4.8 | (0.66) |
| Rural ........................... | 18.2 | (2.86) | 10.9 | (2.42) | 10.6 | (2.02) | 3.8 ! | (1.32) | $\ddagger$ | ( $\dagger$ ) | 3.7 | (1.05) | $\ddagger$ | ( $\dagger$ ) | 5.2 | (1.50) |
| Control of school ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ........................ | 21.1 | (1.06) | 13.4 | (0.92) | 12.5 | (0.86) | 4.0 | (0.47) | 2.6 | (0.38) | 5.0 | (0.53) | 1.8 | (0.30) | 5.2 | (0.52) |
| Private ......................... | 16.1 | (3.40) | 11.5 | (2.83) | 8.6 | (2.43) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) | 5.0 ! | (1.81) | + | ( $\dagger$ ) | 3.6 ! | (1.65) |

—Not available.
$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Students who reported experiencing more than one type of bullying at school were counted only once in the total for students bullied at school.
${ }^{2}$ In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
${ }^{3}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.
${ }^{4}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an

MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in Student Reports of Bullying and Cyber-Bullying: Results From the 2013 School Crime Supplement to the National Crime Victimization Survey, which were based on the urban-centric measure of the location of the school that the child attended. ${ }^{5}$ Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in Student Reports of Bullying and Cyber-Bullying: Results From the 2013 School Crime Supplement to the National Crime Victimization Survey.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2015. (This table was prepared August 2016.)

Table 230.50. Percentage of students ages 12-18 who reported being bullied at school during the school year and, among bullied students, percentage who reported being bullied in various locations, by selected student and school characteristics: 2015
[Standard errors appear in parentheses]

| Student or school characteristic | Total |  | Among students who were bullied, percent by location ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\begin{array}{r} \text { Inside } \\ \text { classroom } \end{array}$ |  | In hallway or stairwell |  | In bathroom or locker room |  | Cafeteria |  | Somewhere else in school building | Outside on school grounds |  | On school bus |  | Online or by text |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 | 7 |  | 8 |  | 9 |  | 10 |
| Total | 20.8 | (0.99) | 33.6 | (2.46) | 41.7 | (2.30) |  | (1.37) | 22.2 | (2.12) | 1.4! (0.54) | 19.3 | (1.82) | 10.0 | (1.58) | 11.5 | (1.67) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 18.8 | (1.31) | 35.1 | (3.50) | 41.8 | (3.28) | 14.0 | (2.49) | 22.8 | (3.08) | $\ddagger \quad(\dagger)$ | 23.6 | (2.92) | 13.8 | (2.76) | 6.1 | (1.71) |
| Female | 22.8 | (1.39) | 32.4 | (3.12) | 41.6 | (2.99) |  | (1.54) | 21.7 | (2.89) | $\ddagger \quad$ ( $\dagger$ ) | 15.8 | (2.27) | 6.8 | (1.69) | 15.9 | (2.61) |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .... | 21.6 | (1.43) | 32.6 | (3.16) | 44.3 | (3.21) |  | (1.97) | 22.4 | (2.79) | $\ddagger \quad(\dagger)$ | 19.6 | (2.41) | 12.7 | (2.34) | 13.5 | (2.49) |
| Black | 24.7 | (3.29) | 30.2 | (6.05) | 48.0 | (6.23) |  | ( $\dagger$ ) | 20.7 | (5.45) | $\ddagger \quad(\dagger)$ | 18.2 | (5.27) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) |
| Hispanic | 17.2 | (1.58) | 33.8 | (5.32) | 32.2 | (5.27) |  | (2.16) | 21.7 | (4.50) | $\ddagger \quad(t)$ | 20.0 | (4.14) |  | (3.43) | 11.1! | (3.40) |
| Asian | 15.6 | (4.02) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ | $\ddagger \quad(t)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Other .. | 25.9 | (4.91) | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ |  | $\ddagger \quad(\mathrm{t})$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th. | 31.0 | (3.53) | 37.4 | (6.97) | 26.3 | (6.05) | 8.2 ! | (3.66) | 21.1 | (4.87) | $\ddagger \quad(\dagger)$ | 34.0 | (7.13) | 16.1 ! | (5.74) | $\ddagger$ | ( $\dagger$ ) |
| 7th | 25.1 | (2.48) | 39.1 | (5.55) | 45.5 | (5.06) |  | (3.52) | 22.2 | (4.54) | $\ddagger \quad(\dagger)$ | 22.4 | (4.19) | 14.1 | (3.59) | 8.1 ! | (3.83) |
| 8th | 22.2 | (2.41) | 30.3 | (5.72) | 51.1 | (6.08) | 13.3 ! | (4.44) | 26.0 | (5.01) | $\ddagger \quad(\dagger)$ | 15.7 | (4.23) | 8.7 ! | (3.60) | 15.5 | (4.06) |
| 9th | 19.0 | (2.11) | 38.4 | (6.91) | 37.0 | (6.10) | 13.8 ! | (4.45) | 23.3 | (4.94) | $\ddagger \quad$ ( $\dagger$ ) | $\ddagger$ | (t) | 14.2 ! | (4.90) | $\ddagger$ | ( $\dagger$ ) |
| 10th | 21.2 | (2.13) | 33.5 | (6.11) | 40.6 | (5.42) | $\ddagger$ | ( $\dagger$ ) | 17.7 | (4.44) | $\ddagger \quad$ ( $\dagger$ | 14.4 ! | (4.77) | $\ddagger$ | ( $\dagger$ ) | 18.1 | (5.09) |
| 11th | 15.8 | (2.24) | 29.4 | (5.98) | 39.9 | (7.38) | 10.1 ! | (4.02) | 17.5 ! | (5.55) | $\ddagger \quad(\dagger)$ | 30.9 | (6.65) | $\ddagger$ | ( $\dagger$ ) | 11.2 ! | (4.19) |
| 12th ..... | 14.9 | (2.18) | 21.1 ! | (6.50) | 49.0 | (8.29) | $\ddagger$ | ( $\dagger$ | 28.6 | (7.32) | $\ddagger \quad(\dagger)$ | 14.2 ! | (5.60) | $\ddagger$ | ( $\dagger$ ) | 18.7 ! | (6.83) |
| Urbanicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 21.5 | (1.84) | 41.3 | (3.92) | 38.3 | (4.29) | 9.1 | (2.66) | 23.3 | (3.83) | $\ddagger \quad(\dagger)$ | 23.5 | (3.87) | 9.7 | (2.52) | 11.0 | (2.60) |
| Suburban | 21.1 | (1.22) | 29.6 | (3.37) | 43.2 | (3.41) | 10.4 | (1.76) | 23.6 | (3.01) | $\ddagger \quad$ ( $\dagger$ ) | 17.9 | (2.32) | 10.9 | (2.18) | 10.9 | (2.57) |
| Rural | 18.2 | (2.86) | 32.6 | (6.05) | 43.3 | (6.00) |  | ( $\dagger$ | 13.8 ! | (4.55) | $\ddagger \quad(\dagger)$ | 15.0 ! | (4.91) | $\ddagger$ | ( $\dagger$ ) | 15.1 ! | (5.90) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ................................................. | 21.1 | (1.06) | 33.0 | (2.41) | 41.1 | (2.36) | 9.5 | (1.42) |  | (2.15) | $1.4!(0.56)$ | 19.2 | (1.90) | 10.5 | (1.64) | 11.5 | (1.71) |
| Private .................................................. | 16.1 | (3.40) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger \quad(t)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) |

## $\dagger$ Not applicable

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes only students who indicated the location of bullying. Excludes students who indicated that they were bullied but did not answer the question about where the bullying occurred.
${ }^{2}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/ Alaska Natives, Pacific Islanders, and persons of Two or more races.
${ }^{3}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. In 2015, students who reported being bullied at school were also asked whether the bullying occurred "online or by text." Location totals may sum to more than 100 percent because students could have been bullied in more than one location.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015. (This table was prepared August 2016.)

Table 230.52. Among students ages 12-18 who reported being bullied at school during the school year, percentage reporting that bullying had varying degrees of negative effect on various aspects of their life, by aspect of life affected and selected student and school characteristics: 2015
[Standard errors appear in parentheses]

| Degree of negative effect and student or school characteristic | School work |  | Relationships with friends or family |  | Feeling about oneself |  | Physical health |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| Percentage distribution of bullied students, by degree of negative effect reported Total $\qquad$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | (t) |
| Not at all ...................................................... | 64.6 | (2.36) | 73.6 | (2.30) | 65.8 | (2.43) | 82.1 | (2.04) |
| Not very much | 21.7 | (1.93) | 12.1 | (1.81) | 14.9 | (2.07) | 8.9 | (1.67) |
| Somewhat ..................................................... | 8.7 | (1.37) | 10.2 | (1.52) | 11.8 | (1.63) | 6.8 | (1.04) |
| A lot ............................................................ | 5.0 | (1.04) | 4.1 | (0.88) | 7.4 | (1.34) | 2.2 | (0.66) |
| Percent of bullied students reporting somewhat or a lot of negative effect Total $\qquad$ | 13.7 | (1.75) | 14.2 | (1.79) | 19.3 | (1.91) | 9.1 | (1.28) |
| Sex |  |  |  |  |  |  |  |  |
| Male | 12.6 | (2.62) | 12.1 | (2.62) | 16.0 | (3.01) | 7.5 | (1.85) |
| Female ............................................................ | 14.7 | (2.29) | 16.0 | (2.15) | 22.0 | (2.70) | 10.4 | (1.87) |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |
| White .... | 11.5 | (2.16) | 15.9 | (2.58) | 18.9 | (2.72) | 9.4 | (1.89) |
| Black ............................................................. | 17.7 ! | (5.88) | 14.1 ! | (4.79) | 25.4 | (5.60) | 6.2 ! | (2.91) |
| Hispanic ....................................................... | 13.9 | (3.01) | 7.1 ! | (2.58) | 14.2 | (3.61) | 10.3 | (3.05) |
| Asian ............................................................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Other .............................................................. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Grade |  |  |  |  |  |  |  |  |
| 6th to 8th | 16.4 | (2.70) | 14.2 | (2.57) | 25.9 | (3.03) | 9.9 | (1.99) |
| 9th to 12th ...................................................... | 11.3 | (2.08) | 14.2 | (2.45) | 13.1 | (2.39) | 8.3 | (1.72) |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |
| Urban ............................................................ | 21.3 | (3.75) | 15.9 | (3.19) | 23.7 | (3.35) | 10.0 | (2.33) |
| Suburban .................................................................. | 10.9 | (1.98) | 13.1 | (2.42) | 19.3 | (2.58) | 8.9 | (1.61) |
| Rural ................................................................ | 7.9 ! | (3.40) | 14.9 ! | (5.07) | 8.7 ! | (3.79) | 7.6 ! | (3.52) |
| Control of school |  |  |  |  |  |  |  |  |
| Public ................................................................ | 13.8 | (1.79) | 14.3 | (1.86) | 19.8 | (2.00) | 8.6 | (1.25) |
| Private ............................................................. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |

## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/ Alaska Natives, Pacific Islanders, and persons of Two or more races.
${ }^{2}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include central city of an MSA (Urban), in MSA but not in central city (Suburban), and not MSA (Rural)
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015. (This table was prepared September 2016.)

## Table 230.53. Among students ages 12-18 who reported being bullied at school during the school year, percentage reporting that bullying was related to specific characteristics, by type of characteristic related to bullying and other selected student and school characteristics: 2015

[Standard errors appear in parentheses]

| Student or school characteristic | Percentage distribution of bullied students, by whether bullying was related to specific characteristics ${ }^{1}$ |  |  |  |  |  | Percent of bullied students reporting that bullying was related to characteristic |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | No, <br> not related to any listed characteristic |  | Yes, related to at least one listed characteristic ${ }^{2}$ |  | Race |  | Ethnicity |  | Religion |  | Disability |  | Gender |  | Sexual orientation |  | Physica appearance |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Total ....................... | 100.0 | ( $\dagger$ | 60.6 | 2.2 | 39.4 | 2.2 | 10.1 | (1.60) |  | (1.17) |  | (0.90) |  | (1.01) | 6.7 | (1.37) | 3.4 ! | (1.04) | 26.9 | (1.87) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ......................... | 100.0 | ( $\dagger$ ) | 61.1 | (3.36) | 38.9 | (3.36) | 11.7 | (2.45) | 8.8 | (2.01) |  | (1.69) |  | (1.66) | 2.4 ! | (1.07) | 4.8 ! | (1.51) | 23.1 | (2.82) |
| Female ...................... | 100.0 | ( $\dagger$ ) | 60.2 | (3.04) | 39.8 | (3.04) | 8.7 | (2.03) | 5.3 | (1.50) | 1.8 ! | (0.83) | 2.7 ! | (1.08) | 10.3 | (2.20) | $\ddagger$ | ( $\dagger$ ) | 30.0 | (2.44) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......................... | 100.0 | ( $\dagger$ ) | 67.0 | (2.75) | 33.0 | (2.75) | 4.7 | (1.39) | 1.9 ! | (0.91) | 3.7 ! | (1.24) |  | (1.47) | 6.7 | (1.48) | 4.0 ! | (1.49) | 23.9 | (2.22) |
| Black .......................... | 100.0 | ( $\dagger$ ) | 56.4 | (7.02) | 43.6 | (7.02) | 15.5 ! | (5.13) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | 30.7 | (5.86) |
| Hispanic ...................... | 100.0 | ( $\dagger$ ) | 52.5 | (5.10) | 47.5 | (5.10) | 12.4 | (3.66) | 14.2 | (3.71) | $\ddagger$ |  |  | (1.88) | 7.1 ! | (3.36) | $\ddagger$ | ( $\dagger$ ) | 29.7 | (4.54) |
| Asian ......................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Other ......................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ |  | $\ddagger$ |  | $\pm$ | ( $\dagger$ ) | $\ddagger$ |  | t | (t) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th to 8th ..................... | 100.0 | ( $\dagger$ ) | 60.9 | (3.48) | 39.1 | (3.48) | 12.8 | (2.61) | 6.3 | (1.74) |  | (1.01) |  | (1.33) | 7.0 | (1.99) | $\ddagger$ | ( $\dagger$ ) | 27.1 | (3.12) |
| 9th to 12th .................... | 100.0 | ( $\dagger$ ) | 60.2 | (3.12) | 39.8 | (3.12) | 7.5 | (1.83) | 7.5 | (1.62) | 4.6 ! | (1.54) | 4.3 ! | (1.50) | 6.4 | (1.67) | 4.4 ! | (1.65) | 26.7 | (2.78) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban ........................ | 100.0 | ( $\dagger$ ) | 58.6 | (4.34) | 41.4 | (4.34) | 10.2 | (2.78) | 5.8 ! | (1.99) |  | ( $\dagger$ ) |  | (2.27) | 8.2 | (2.34) | 3.2 ! | (1.58) | 30.2 | (3.93) |
| Suburban .................... | 100.0 | ( $\dagger$ ) | 58.1 | (3.12) |  | (3.12) | 10.9 | (2.09) |  | (1.69) |  | (1.27) | 3.5 | (1.02) | 6.7 ! | (2.12) | 4.0 ! | (1.31) | 27.8 | (2.54) |
| Rural ......................... | 100.0 | ( $\dagger$ ) |  | (4.92) |  | (4.92) | $\ddagger$ | ( $\dagger$ |  | ( $\dagger$ ) |  | (2.87) |  |  | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) | 15.1 | (4.12) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ......................... | 100.0 | ( $\dagger$ ) | 59.6 |  |  |  | 10.2 | (1.66) |  | (1.23) |  | (0.95) |  |  | 6.9 | (1.43) | 3.6 ! | (1.09) | 27.5 | (1.92) |
| Private ........................ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | (t) |

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Students who reported being bullied were asked whether the bullying was related to specific characteristics; for each characteristic, students could select "Yes" or "No." The seven characteristics that appeared on the questionnaire are shown in columns 5-11. Includes only students who answered the question about characteristics related to bullying; excludes students who reported being bullied but did not answer this question.
${ }^{2}$ Students who reported that bullying was related to multiple listed characteristics are counted only once in the total for students who reporting that bullying was related to at least one listed characteristic.
${ }^{3}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/ Alaska Natives, Pacific Islanders, and persons of Two or more races.
${ }^{4}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015. (This table was prepared September 2016.)

Table 230.55. Percentage of students ages 12-18 who reported being cyber-bullied anywhere during the school year, by type of cyber-bullying and selected student and school characteristics: 2013
[Standard errors appear in parentheses]

| Student or school characteristic | Total cyberbullying ${ }^{1}$ |  | Type of cyber-bullying |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Hurtful information on Internet |  | Private information purposely shared on Internet |  | Subject of harassing instant messages |  | Subject of harassing text messages |  | Subject of harassing e-mails |  | Subject of harassment while gaming |  | Excluded online |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total | 6.9 | (0.42) | 2.8 | (0.24) | 0.9 | (0.15) | 2.1 | (0.22) | 3.2 | (0.28) | 0.9 | (0.15) | 1.5 | (0.18) | 0.9 | (0.13) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 5.2 | (0.43) | 1.2 | (0.22) | 0.4 | (0.12) | 1.0 | (0.19) | 1.6 | (0.25) | 0.2 ! | (0.09) | 2.5 | (0.31) | 0.9 | (0.18) |
| Female | 8.6 | (0.63) | 4.5 | (0.42) | 1.5 | (0.27) | 3.4 | (0.39) | 4.9 | (0.51) | 1.7 | (0.30) | 0.4 ! | (0.14) | 0.9 | (0.18) |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .... | 7.6 | (0.57) | 2.9 | (0.35) | 1.0 | (0.22) | 2.2 | (0.27) | 3.8 | (0.42) | 0.8 | (0.19) | 1.8 | (0.26) | 1.0 | (0.18) |
| Black | 4.5 | (0.94) | 2.2 | (0.63) | $\ddagger$ |  | 1.8 ! | (0.57) | 1.9 | (0.49) | 0.8 ! | (0.35) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) |
| Hispanic | 5.8 | (0.78) | 2.6 | (0.52) | 1.0 ! | (0.34) | 1.9 | (0.41) | 2.6 | (0.52) | 0.8 ! | (0.28) | 0.9 ! | (0.30) | 1.0 | (0.29) |
| Asian | 5.8 | (1.67) | 1.8 ! | (0.85) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 3.1 ! | (1.20) | $\ddagger$ | (t) |
| Other |  | (2.43) |  | (1.86) | 1.9 ! | (0.96) | 4.9 ! | (1.63) |  | (1.69) | 4.7 ! | (1.62) | 3.2 ! | (1.30) | $\ddagger$ | ( $\dagger$ ) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th. | 5.9 | (1.20) | 1.4 ! | (0.58) | $\ddagger$ | ( $\dagger$ ) | 1.2 ! | (0.54) | 2.3 ! | (0.78) | $\ddagger$ | ( $\dagger$ ) | 1.5 ! | (0.61) | + | ( $\dagger$ ) |
| 7th | 7.0 | (0.91) | 2.1 | (0.53) | 1.1 ! | (0.36) | 2.3 | (0.51) | 3.8 | (0.74) | 1.0 ! | (0.35) | 1.8 | (0.44) | 0.8 ! | (0.30) |
| 8th | 6.4 | (0.86) | 3.1 | (0.59) | 0.9 ! | (0.26) | 2.3 | (0.55) | 3.2 | (0.64) | 1.5 ! | (0.48) | 1.7 | (0.50) | 1.5 ! | (0.46) |
| 9 9th | 6.7 | (0.97) | 2.0 | (0.49) | $\ddagger$ | ( $\dagger$ ) | 2.9 | (0.58) | 2.8 | (0.62) | $\ddagger$ | (t) | 1.6 | (0.48) | 1.4 ! | (0.43) |
| 10th | 8.6 | (1.16) | 4.1 | (0.84) | 1.2 ! | (0.41) | 2.8 | (0.61) | 4.5 | (0.81) | 1.4 ! | (0.41) | 1.0 ! | (0.35) | 1.0 ! | (0.34) |
| 11th | 6.8 | (0.87) | 3.9 | (0.71) | 1.3 ! | (0.41) | 1.1 ! | (0.43) | 2.7 | (0.55) | $\ddagger$ | ( $\dagger$ ) | 1.3 | (0.39) | $\ddagger$ | ( $\dagger$ ) |
| 12th | 5.9 | (0.93) | 2.6 | (0.67) | $\ddagger$ | ( $\dagger$ ) | 1.9 | (0.55) | 2.3 | (0.59) | 1.1 ! | (0.40) | 1.4 ! | (0.51) | $\ddagger$ | ( $\dagger$ ) |
| Urbanicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 7.1 | (0.73) | 3.4 | (0.50) | 1.1 | (0.32) | 2.4 | (0.45) | 3.1 | (0.50) | 1.4 | (0.34) | 1.5 | (0.25) | 1.2 | (0.33) |
| Suburban .............................................. | 7.0 | (0.61) | 2.7 | (0.35) | 0.9 | (0.20) | 2.0 | (0.27) | 3.3 | (0.40) | 0.8 | (0.18) | 1.6 | (0.27) | 0.9 | (0.17) |
| Rural ................................................. | 5.9 | (1.02) | 2.2 | (0.43) | 0.8 ! | (0.29) | 2.0 ! | (0.62) | 2.9 | (0.72) | 0.7 ! | (0.31) | 1.0 ! | (0.48) | $\ddagger$ | ( $\dagger$ ) |
| Control of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ................................................ | 6.9 | (0.45) | 2.9 | (0.26) | 0.9 | (0.16) | 2.2 | (0.23) | 3.2 | (0.30) | 0.9 | (0.16) | 1.5 | (0.19) | 0.9 | (0.14) |
| Private ................................................... |  | (1.44) | 2.0 ! | (0.76) | 1.2 ! | (0.54) | $\ddagger$ | ( $\dagger$ | 2.9 ! | (0.98) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Students who reported experiencing more than one type of cyber-bullying were counted only once in the total for students cyber-bullied.
${ }^{\text {2 }}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/ Alaska Natives, Pacific Islanders, and persons of Two or more races.
${ }^{3}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: Detail may not sum to totals because of rounding and because students could have experienced more than one type of cyber-bullying.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013. (This table was prepared August 2014.)

Table 230.60. Among students ages $12-18$ who reported being bullied at school or cyber-bullied anywhere during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2013 and 2015
[Standard errors appear in parentheses]


See notes at end of table.

Table 230.60. Among students ages $12-18$ who reported being bullied at school or cyber-bullied anywhere during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2013 and 2015-Continued
[Standard errors appear in parentheses]


## -Not available

$\dagger$ Not applicable
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater
${ }^{1}$ Students who reported being cyber-bullied are those who responded that another student had done one or more of the following: posted hurfful information about them on the Internet; purposely shared private information about them on the Internet; threatened or insulted them through instant messaging; threatened or insulted them through text messaging; threatened or insulted them through e-mail; threatened or insulted them while gaming; or excluded them online.
${ }^{2}$ Teacher or other adult at school notified.
${ }^{3}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.
${ }^{4}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
${ }^{5}$ Control of school as reported by the respondent. These data differ from those based on a matching of the respondentreported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private plement to the Natiported in Student Reports of Bullying and Cyber-Bullying: Results From the 2013 School Crime Sup${ }^{6}$ Data on cyber-bullying anywhertimization Survey.
2015 were asked whether any of the bullying occurred "online or by text."
NOTE: "At school" includes in the school building, on school property, on , on a school bus, and going to and from school SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013 and 2015. (This table was prepared August 2016.)

Table 230.65. Percentage of public schools reporting selected types of cyber-bullying problems occurring at school or away from school at least once a week, by selected school characteristics: 2009-10
[Standard errors appear in parentheses]

| School characteristic | Cyber-bullying among students |  | School environment is affected by cyber-bullying |  | Staff resources are used to deal with cyber-bullying |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |
| All public schools ........................... | 7.9 | (0.49) | 4.4 | (0.34) | 3.8 | (0.39) |
| School level ${ }^{1} \mathrm{l}$ |  |  |  |  |  |  |
| Primary ............................................. | 1.5 | (0.43) | 0.9 ! | (0.38) | 0.9 ! | (0.34) |
| Middle ............................................... | 18.6 | (1.48) | 9.8 | (1.07) | 8.5 | (1.01) |
| High school ........................................ | 17.6 | (1.11) | 9.9 | (0.85) | 8.6 | (0.81) |
| Combined ........................................... | 12.6 | (3.34) | 7.4 ! | (2.64) | $\ddagger$ | ( $\dagger$ ) |
| Enrollment size |  |  |  |  |  |  |
| Less than 300 ..................................... | 4.8 | (1.21) | 3.2 ! | (1.05) | $2.9!$ | (0.89) |
| 300-499 ............................................. | 4.6 | (0.74) | 2.8 | (0.57) | 2.7 | (0.64) |
| 500-999 ........................................... | 9.3 | (0.63) | 4.6 | (0.57) | 3.7 | (0.58) |
| 1,000 or more ...................................... | 19.2 | (1.42) | 10.7 | (1.26) | 9.4 | (0.96) |
| Locale |  |  |  |  |  |  |
| City | 5.7 |  | 3.8 | (0.57) | 3.6 | (0.70) |
| Suburban .......................................... | 8.5 | (0.85) | 4.0 | (0.48) | 3.7 | (0.46) |
| Town ................................................. | 9.6 | (1.45) | 5.8 | (1.15) | 4.1 | (1.06) |
| Rural ................................................. | 8.4 | (1.07) | 4.5 | (0.89) | 4.0 | (0.82) |
| Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students |  |  |  |  |  |  |
| Less than 5 percent ............................... | 12.8 | (2.05) |  | (1.66) |  | (1.32) |
| 5 percent to less than 20 percent ............. | 10.1 | (0.90) | 5.1 | (0.59) | 4.7 | (0.72) |
| 20 percent to less than 50 percent ............ | 6.7 | (0.77) | 3.6 | (0.67) | 3.9 | (0.74) |
| 50 percent or more .................................. | 5.3 | (0.60) | 3.1 | (0.41) | 2.8 | (0.54) |
| Percent of students eligible for free or reducedprice lunch |  |  |  |  |  |  |
| 0-25 ................................................ | 10.8 | (1.08) | 5.0 | (0.62) | 4.9 | (0.72) |
| 26-50 .............................................. | 9.7 | (1.14) | 4.3 | (0.55) | 3.4 | (0.48) |
| 51-75 ............................................... | 6.8 | (0.83) | 4.9 | (0.78) | 4.1 | (0.78) |
| 76-100 .................................................. | 4.5 | (0.96) | 3.3 | (0.91) | 3.0 | (0.73) |
| Student/teacher ratio ${ }^{2}$ |  |  |  |  |  |  |
| Less than 12 ....................................... | 6.8 | (1.36) | 4.1 | (1.20) | 3.5 | (1.02) |
| 12-16 ............................................... | 7.4 | (0.71) | 4.0 | (0.48) | 3.8 | (0.66) |
| More than 16 ....................................... | 8.7 | (0.75) | 4.8 | (0.60) | 3.9 | (0.56) |
| Prevalence of violent incidents ${ }^{3}$ ( $\quad$ l |  |  |  |  |  |  |
| No violent incidents | 2.4 ! | (0.90) | $\stackrel{\ddagger}{ }$ | ( ${ }_{(+)}$ | $\ddagger$ | ( + ) $(0.53)$ |
| Any violent incidents ............................... |  | (0.53) |  | (0.40) |  | (0.53) |

$\dagger$ Not applicable
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and
the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9 . High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including $\mathrm{K}-12$ schools.
${ }^{2}$ Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS
${ }^{3}$ "Violent incidents" include rape or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities and events were in session. NOTE: Includes schools reporting that cyber-bullying happens either "daily" or "at least once a week." "Cyber-bullying" was defined for respondents as occurring "when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices." Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to include cyber-bullying "problems that can occur anywhere (both at your school and away from school)."
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009-10 School Survey on Crime and Safety (SSOCS), 2010. (This table was prepared September 2013.)

## Table 230.70. Percentage of students ages 12-18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Selected years, 1995 through 2015

[Standard errors appear in parentheses]

-Not available.
$\dagger$ Not applicable
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between
30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
${ }^{2}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
${ }^{3}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or most of the time" were considered afraid. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack."
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2015. (This table was prepared August 2016.)

Table 230.80. Percentage of students ages 12-18 who reported avoiding one or more places in school or avoiding school activities or classes because of fear of attack or harm, by selected student and school characteristics: Selected years, 1995 through 2015
[Standard errors appear in parentheses]

| Type of avoidance and student or school characteristic |  | $1995{ }^{1}$ |  | 19991 |  | $2001{ }^{1}$ |  | $2003{ }^{1}$ |  | 20051 |  | 2007 |  | 2009 |  | 2011 |  | 2013 | 2015 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Total, any avoidance ${ }^{2}$ | - | ( $\dagger$ |  | (0.34) | 6.1 | (0.32) | 5.0 | (0.30) | 5.5 | (0.32) | 7.2 | (0.36) | 5.0 | (0.35) | 5.5 | (0.34) | 4.7 | (0.31) | 4.9 | (0.37) |
| Avoided one or more places in school ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total |  | (0.29) | 4.6 | (0.29) | 4.7 | (0.27) | 4.0 | (0.27) | 4.5 | (0.28) | 5.8 | (0.31) | 4.0 | (0.32) | 4.7 | (0.30) | 3.7 | (0.27) | 3.9 | (0.32) |
| Entrance to the school | 2.1 | (0.15) | 1.1 | (0.14) | 1.2 | (0.11) | 1.2 | (0.11) | 1.0 | (0.14) | 1.5 | (0.15) | 0.9 | (0.15) | 0.9 | (0.13) | 0.8 | (0.14) | 0.9 | (0.14) |
| Hallways or stairs in school | 4.2 | (0.21) | 2.1 | (0.17) | 2.1 | (0.18) | 1.7 | (0.17) | 2.1 | (0.21) | 2.6 | (0.21) | 2.2 | (0.23) | 2.5 | (0.21) | 1.7 | (0.18) | 1.7 | (0.20) |
| Parts of the school cafeteria | 2.5 | (0.18) | 1.3 | (0.15) | 1.4 | (0.16) | 1.2 | (0.13) | 1.8 | (0.16) | 1.9 | (0.19) | 1.1 | (0.17) | 1.8 | (0.18) | 1.4 | (0.19) | 1.2 | (0.19) |
| Any school restrooms.. | 4.4 | (0.22) | 2.1 | (0.19) | 2.2 | (0.19) | 2.0 | (0.16) | 2.1 | (0.20) | 2.6 | (0.24) | 1.4 | (0.19) | 1.7 | (0.19) | 1.3 | (0.16) | 1.5 | (0.21) |
| Other places inside the school building ... | 2.5 | (0.18) | 1.4 | (0.17) | 1.4 | (0.14) | 1.2 | (0.14) | 1.4 | (0.18) | 1.5 | (0.17) | 1.0 | (0.16) | 1.1 | (0.15) | 0.8 | (0.13) | 0.8 | (0.13) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 8.8 | (0.43) | 4.6 | (0.35) | 4.7 | (0.40) | 3.9 | (0.34) | 4.9 | (0.46) | 6.1 | (0.47) | 3.9 | (0.45) | 3.9 | (0.42) | 3.4 | (0.34) | 3.4 | (0.41) |
| Female | 8.5 | (0.46) | 4.6 | (0.39) | 4.6 | (0.35) | 4.1 | (0.37) | 4.1 | (0.40) | 5.5 | (0.41) | 4.0 | (0.42) | 5.5 | (0.40) | 3.9 | (0.43) | 4.4 | (0.45) |
| Race/ethnicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .. | 7.1 | (0.32) | 3.8 | (0.27) | 3.9 | (0.30) | 3.0 | (0.27) | 3.6 | (0.30) | 5.3 | (0.36) | 3.3 | (0.38) | 4.4 | (0.38) | 3.0 | (0.34) | 3.8 | (0.43) |
| Black | 12.1 | (1.01) | 6.7 | (0.90) | 6.6 | (0.75) | 5.1 | (0.79) | 7.2 | (0.98) | 8.3 | (1.02) | 6.1 | (1.04) | 4.5 | (0.80) | 3.3 | (0.79) | 3.9 | (0.80) |
| Hispanic | 12.9 | (0.97) | 6.2 | (0.73) | 5.5 | (0.71) | 6.3 | (0.70) | 6.0 | (0.80) | 6.8 | (0.82) | 4.8 | (0.86) | 6.0 | (0.68) | 4.9 | (0.63) | 4.2 | (0.68) |
| Asian |  |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | (0.87) |  | (t) |  | (1.53) |  | (1.06) |  | (1.26) | 3.7 ! | (1.33) |
| Other | 11.1 |  | 5.4 | (0.99) | 6.2 | (1.16) | 4.4 | (1.02) | 4.3 ! | (1.86) |  | (1.22) | + | ( $\dagger$ ) |  | (1.04) | 5.9 | (1.72) | 3.2 ! | (1.26) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6th | 11.6 | (0.99) | 5.9 | (0.92) | 6.8 | (0.93) | 5.6 | (0.94) | 7.9 | (1.27) | 7.8 | (1.20) | 7.1 | (1.13) | 6.9 | (0.99) | 4.4 | (0.92) | 6.2 | (1.15) |
| 7th | 11.8 | (0.89) | 6.1 | (0.72) | 6.2 | (0.79) | 5.7 | (0.73) | 5.8 | (0.93) | 7.5 | (0.86) | 5.5 | (0.86) | 5.1 | (0.76) | 4.6 | (0.72) | 5.4 | (0.88) |
| 8th | 8.8 | (0.77) | 5.5 | (0.70) | 5.2 | (0.62) | 4.7 | (0.63) | 4.5 | (0.67) | 5.9 | (0.84) | 4.8 | (0.93) | 5.2 | (0.75) | 2.7 | (0.62) | 4.0 | (0.80) |
| 9th | 9.5 | (0.71) | 5.3 | (0.63) | 5.0 | (0.61) | 5.1 | (0.62) | 5.2 | (0.78) | 6.7 | (0.81) | 4.5 | (0.89) | 3.7 | (0.67) | 5.1 | (0.78) | 4.0 | (0.71) |
| 10th | 7.8 | (0.75) | 4.7 | (0.61) | 4.2 | (0.64) | 3.1 | (0.54) | 4.2 | (0.65) | 5.5 | (0.80) | 4.2 | (0.88) | 5.4 | (0.72) | 4.0 | (0.72) | 2.8 | (0.53) |
| 11th | 6.9 | (0.64) | 2.5 | (0.46) | 2.8 | (0.43) | 2.5 | (0.53) | 3.3 | (0.58) | 4.2 | (0.70) |  | (0.44) | 3.6 | (0.65) | 2.5 | (0.61) | 2.2 | (0.56) |
| 12th | 4.1 | (0.74) | 2.4 | (0.51) | 3.0 | (0.64) |  | (0.41) | 1.3 ! | (0.41) | 3.2 | (0.71) |  | (0.50) | 3.7 | (0.71) | 2.3 | (0.62) | 3.3 | (0.81) |
| Urbanicity ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | 11.7 | (0.73) | 5.8 | (0.48) | 6.0 | (0.52) | 5.7 | (0.59) | 6.3 | (0.67) | 6.1 | (0.65) | 5.5 | (0.69) | 5.3 | (0.61) | 4.3 | (0.54) | 4.7 | (0.67) |
| Suburba | 7.9 | (0.40) | 4.7 | (0.38) | 4.3 | (0.38) | 3.5 | (0.30) | 3.8 | (0.36) | 5.2 | (0.38) | 3.1 | (0.38) | 4.6 | (0.36) | 3.3 | (0.33) | 4.0 | (0.42) |
| Rural .. | 7.0 | (0.65) | 3.0 | (0.56) | 3.9 | (0.70) | 2.8 | (0.53) | 4.2 | (0.74) | 6.9 | (0.69) | 4.3 | (0.80) | 3.5 | (0.54) | 3.5 | (0.68) | 1.9 ! | (0.57) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public | 9.3 | (0.33) | 5.0 | (0.31) | 4.9 | (0.29) | 4.2 | (0.29) | 4.8 | (0.30) | 6.2 | (0.35) | 4.2 | (0.34) | 4.9 | (0.32) |  | (0.29) | 4.0 | (0.33) |
| Private | 2.2 | (0.47) | 1.6 | (0.45) | 2.0 ! | (0.69) | 1.5 ! | (0.49) | 1.4 ! | (0.55) |  | (0.54) |  | (0.73) |  | (0.70) |  | (0.49) | 1.7 ! | (0.76) |
| Avoided school activities or classes ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total |  |  | 3.2 | (0.22) | 2.3 | (0.18) | 1.9 | (0.18) | 2.1 | (0.23) | 2.6 | (0.23) | 2.1 | (0.25) | 2.0 | (0.20) | 2.0 | (0.21) | 2.1 | (0.24) |
| Any activities ${ }^{7}$ | 1.7 | (0.15) | 0.8 | (0.10) | 1.1 | (0.12) | 1.0 | (0.11) | 1.0 | (0.16) | 1.8 | (0.20) | 1.3 | (0.20) | 1.2 | (0.16) | 1.0 | (0.13) | 1.3 | (0.18) |
| Any classes |  | ( $\dagger$ | 0.6 | (0.09) | 0.6 | (0.09) | 0.6 | (0.10) | 0.7 | (0.13) | 0.7 | (0.12) | 0.6 | (0.13) | 0.7 | (0.10) | 0.5 | (0.10) | 0.6 | (0.11) |
| Stayed home from school ...................... | - | ( $\dagger$ | 2.3 | (0.19) | 1.1 | (0.13) | 0.8 | (0.11) | 0.7 | (0.11) | 0.8 | (0.13) | 0.6 | (0.14) | 0.8 | (0.12) | 0.9 | (0.13) | 0.8 | (0.14) |

## -Not available.

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
${ }^{2}$ Students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once in the total for any avoidance.
${ }^{3}$ Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.
${ }^{4}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward,
persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.
${ }^{5}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
${ }^{6}$ Students who reported more than one type of avoidance of school activities or classese.g., reported that they avoided "any activities" and also reported that they stayed home from school-were counted only once in the total for avoiding activities or classes.
7Before 2007, students were asked whether they avoided "any extracurricular activities." Starting in 2007, the survey wording was changed to "any activities."
NOTE: Students were asked whether they avoided places or activities because they thought that someone might attack or harm them. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack."
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2015. (This table was prepared August 2016.)

Table 230.90. Percentage of public and private school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Selected years, 1987-88 through 2011-12
[Standard errors appear in parentheses]

| Teacher or school characteristic | Student misbehavior interfered with teaching |  |  |  |  |  |  |  |  |  |  |  |  |  | Student tardiness and class cutting interfered with teaching |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1987-88 |  | 1990-91 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 1987-88 |  | 1990-91 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Years of teaching experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 or fewer ........ | 42.1 | (0.95) | 35.5 | (0.75) | 44.8 | (0.98) | 41.5 | (0.79) | 39.2 | (2.15) | 37.3 | (1.00) | 43.2 | (1.21) | 34.6 | (0.89) | - | ( $\dagger$ ) | 27.8 | (0.71) | 32.3 | (0.73) | 34.0 | (1.20) | 34.3 | (1.01) | 38.5 | (1.28) |
| 4 to 9 ........................ | 40.1 | (0.65) | 33.6 | (0.69) | 41.9 | (0.61) | 40.5 | (0.66) | 36.2 | (0.75) | 35.1 | (1.02) | 39.8 | (1.05) | 31.4 | (0.50) | - | ( $\dagger$ ) | 25.5 | (0.59) | 30.1 | (0.55) | 32.0 | (0.70) | 32.6 | (1.01) | 36.0 | (0.96) |
| 10 to 19 | 39.5 | (0.41) | 33.0 | (0.52) | 40.7 | (0.57) | 36.4 | (0.65) | 34.0 | (0.83) | 33.6 | (0.83) | 38.0 | (0.92) | 31.7 | (0.35) | - | ( $\dagger$ ) | 24.3 | (0.48) | 26.7 | (0.55) | 30.7 | (0.75) | 30.9 | (1.04) | 35.3 | (0.93) |
| 20 or more ................... | 40.7 | (0.73) | 34.1 | (0.70) | 40.1 | (0.53) | 37.6 | (0.57) | 32.8 | (0.68) | 31.5 | (0.82) | 35.4 | (0.97) | 34.3 | (0.61) | - | ( $\dagger$ ) | 25.5 | (0.35) | 29.3 | (0.51) | 29.7 | (0.67) | 29.1 | (0.90) | 33.0 | (0.95) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ................. | 39.2 | (0.53) | 34.1 | (0.45) | 40.9 | (0.54) | 39.1 | (0.57) | 33.8 | (0.74) | 32.6 | (0.73) | 38.6 | (0.92) | 22.6 | (0.35) | - | (t) | 17.2 | (0.41) | 24.2 | (0.42) | 26.5 | (0.57) | 25.6 | (0.76) | 31.0 | (0.71) |
| Secondary ................... | 43.2 | (0.43) | 34.9 | (0.43) |  | (0.35) | 39.5 | (0.42) | 40.0 | (0.60) | 38.8 | (0.74) | 40.5 | (0.80) | 49.9 | (0.45) | - | ( $\dagger$ ) | 43.0 | (0.37) | 41.5 | (0.46) | 43.8 | (0.65) | 45.4 | (0.81) | 45.3 | (0.69) |
| School control Public ${ }^{2}$ $\qquad$ | 42.3 | (0.36) | 35.7 | (0.34) | 44.1 | (0.40) | 40.8 | (0.42) | 37.2 | (0.52) | 36.0 | (0.57) | 40.7 | (0.65) | 34.7 | (0.29) | - | ( $\dagger$ ) | 27.9 | (0.32) | 31.5 | (0.35) | 33.4 | (0.45) | 33.4 | (0.64) | 37.6 | (0.51) |
| Private ........................ | 24.2 | (0.95) | 20.0 | (0.63) | 22.4 | (0.43) | 24.1 | (0.61) | 20.7 | (2.47) | 20.6 | (0.72) | 22.0 | (1.05) | 17.2 | (0.73) | - | ( $\dagger$ ) | 8.6 | (0.42) | 15.0 | (0.43) | 16.9 | (1.11) | 17.9 | (0.72) | 18.8 | (1.06) |
| School enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 200 ......... | 31.9 | (0.89) | 25.0 | (0.82) | 31.1 | (0.72) | 32.5 | (0.93) | 29.4 | (2.44) | 29.9 | (1.10) | 33.9 | (1.27) | 24.5 | (0.94) | - | ( $\dagger$ ) | 14.7 | (0.51) | 21.7 | (0.71) | 24.9 | (1.52) | 26.1 | (0.91) | 29.4 | (1.03) |
| 200 to 499 .................. | 36.6 | (0.52) | 30.6 | (0.60) | 36.9 | (0.72) | 36.4 | (0.57) | 30.7 | (0.91) | 32.9 | (0.87) | 37.3 | (0.87) | 23.9 | (0.37) | - | ( $\dagger$ ) | 16.9 | (0.52) | 25.0 | (0.60) | 26.2 | (0.73) | 27.4 | (0.94) | 32.1 | (0.92) |
| 500 to 749 .................. | 41.2 | (0.63) | 34.9 | (0.64) | 41.9 | (0.74) | 40.0 | (0.82) | 34.0 | (0.94) | 34.4 | (1.28) | 37.4 | (1.38) | 29.0 | (0.66) | - | ( $\dagger$ ) | 21.2 | (0.67) | 27.1 | (0.63) | 28.2 | (0.83) | 28.4 | (1.25) | 32.5 | (1.02) |
| 750 to 999 ................... | 44.6 | (1.10) | 39.3 | (1.03) | 47.6 | (0.85) | 39.8 | (1.32) | 37.2 | (1.45) | 32.4 | (1.34) | 41.9 | (1.82) | 35.6 | (1.05) | - | ( $\dagger$ ) | 30.2 | (1.19) | 27.7 | (1.00) | 31.0 | (1.15) | 29.6 | (1.24) | 36.7 | (1.87) |
| 1,000 or more .............. | 47.0 | (0.75) | 38.8 | (0.76) |  | (0.69) | 41.9 | (0.65) | 43.7 | (0.85) | 37.9 | (1.01) | 40.9 | (0.97) | 54.2 | (0.72) | - | ( $\dagger$ ) | 46.8 | (0.70) | 41.7 | (0.77) | 44.9 | (0.97) | 43.1 | (1.13) | 44.2 | (0.92) |
| Locale ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City .......................... | - |  | - | (t) | - | ( $\dagger$ ) | - | (t) | 41.8 | (1.14) | 39.9 | (1.08) | + | ( $\dagger$ ) | - |  | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | 37.3 | (0.89) | 38.5 | (0.95) | $\ddagger$ | ( $\dagger$ ) |
| Suburban .................... | - |  | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 32.3 | (0.77) | 31.7 | (0.78) | $\ddagger$ | ( $\dagger$ ) | - |  | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | 28.5 | (0.74) | 28.8 | (0.86) | $\ddagger$ | ( $\dagger$ ) |
| Town ............................ | - |  | - | (t) | - | (t) | - | ( $\dagger$ ) | 34.7 | (1.32) | 34.7 | (1.32) | $\pm$ |  | - |  | - | ( $\dagger$ ) | - | (t) | - | (t) | 31.7 | (1.12) | 34.0 | (1.68) | $\ddagger$ | ( $\dagger$ ) |
| Rural ........................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 31.1 | (1.31) | 30.8 | (0.97) | $\pm$ | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 27.9 | (0.88) | 26.4 | (0.92) | $\ddagger$ | (t) |

## -Not available.

$\ddagger$ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
'Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6 . Combined elementary/secondary schools are included in totals but are not shown separately.
${ }^{2}$ Includes traditional public and public charter schools.
${ }^{3}$ Substantial improvements in geocoding technology and changes in the Office of Management and Budget's definition of metropolitan and nonmetropolitan areas allow for more precision in describing an area as of 2003-04. Comparisons with earlier years NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who "strongly" agreed and those who "somewhat" agreed that student misbehavior or student tardiness and class cutting interfered with their teaching. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public 2007-08, and 2011-12; and "Charter School Teacher Data File", 1999-2000. (This table was prepared October 2013.)

Table 230.92. Percentage of public and private school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: Selected
[Standard errors appear in parentheses]

| Teacher or school characteristic | Other teachers enforced school rules ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  | Principal enforced school rules ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1987-88 |  | 1990-91 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  | 1987-88 |  | 1990-91 |  | 1993-94 |  | 1999-2000 |  | 2003-04 |  | 2007-08 |  | 2011-12 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| Total | 65.1 | (0.30) | 73.4 | (0.34) | 63.8 | (0.36) | 64.4 | (0.35) | 72.4 | (0.41) | 71.8 | (0.47) | 68.8 | (0.48) | 83.7 | (0.22) | 87.4 | (0.26) | 81.8 | (0.31) | 83.0 | (0.28) | 87.8 | (0.30) | 88.5 | (0.34) | 84.4 | (0.41) |
| Years of teaching experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 or fewer ................... | 68.6 | (0.93) | 76.1 | (0.88) | 68.8 | (0.92) | 69.4 | (0.71) | 76.6 | (0.91) | 73.6 | (1.07) | 70.2 | (1.27) | 85.0 | (0.52) | 88.1 | (0.49) | 85.1 | (0.59) | 84.5 | (0.52) | 88.6 | (0.66) | 89.9 | (0.68) | 86.6 | (1.15) |
| 4 to 9 ........................ | 65.3 | (0.71) | 72.7 | (0.69) | 63.0 | (0.78) | 61.6 | (0.62) | 70.6 | (0.70) | 69.5 | (0.88) | 66.6 | (0.88) | 84.1 | (0.45) | 87.4 | (0.55) | 80.7 | (0.63) | 82.7 | (0.49) | 86.9 | (0.57) | 88.2 | (0.61) | 84.6 | (0.72) |
| 10 to 19 . | 64.3 | (0.49) | 72.9 | (0.48) | 63.1 | (0.55) | 64.6 | (0.65) | 71.4 | (0.76) | 71.0 | (0.73) | 68.3 | (0.86) | 83.9 | (0.35) | 87.5 | (0.43) | 82.4 | (0.41) | 83.1 | (0.49) | 87.8 | (0.53) | 87.2 | (0.62) | 82.3 | (0.74) |
| 20 or more ...... | 64.9 | (0.58) | 73.5 | (0.57) | 63.1 | (0.58) | 63.6 | (0.59) | 72.5 | (0.64) | 73.8 | (0.80) | 71.1 | (0.84) | 82.8 | (0.56) | 86.9 | (0.41) | 80.6 | (0.38) | 82.4 | (0.41) | 88.3 | (0.43) | 89.4 | (0.55) | 85.9 | (0.79) |
| School level ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Elementary ................. | 74.2 | (0.41) | 80.5 | (0.52) | 72.2 | (0.48) | 72.2 | (0.49) | 79.5 | (0.54) | 79.4 | (0.61) | 75.6 | (0.71) | 85.1 | (0.36) | 88.0 | (0.41) | 82.8 | (0.45) | 84.2 | (0.41) | 88.3 | (0.45) | 89.5 | (0.44) | 85.0 | (0.60) |
| Secondary .................. | 49.9 | (0.60) | 60.2 | (0.43) | 47.0 | (0.34) | 47.2 | (0.46) | 55.7 | (0.55) | 56.1 | (0.64) | 54.4 | (0.69) | 81.5 | (0.37) | 85.8 | (0.37) | 79.0 | (0.31) | 80.0 | (0.39) | 86.2 | (0.41) | 86.3 | (0.48) | 82.5 | (0.56) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public4.......................$~$ | 63.8 | (0.31) | 71.9 | (0.36) | 61.8 | (0.42) | 62.6 | (0.39) | 71.1 | (0.46) | 70.6 | (0.55) | 67.6 | (0.51) | 83.1 | (0.22) | 86.7 | (0.29) | 80.8 | (0.35) | 82.2 | (0.33) | 87.2 | (0.34) | 88.0 | (0.37) | 83.7 | (0.43) |
| Private ........................ |  | (0.98) | 84.3 | (0.61) | 77.6 | (0.50) | 75.9 | (0.51) | 81.0 | (1.52) | 80.1 | (0.81) | 77.4 | (1.49) | 88.6 | (0.57) | 92.0 | (0.42) | 88.4 | (0.41) | 88.3 | (0.39) | 92.2 | (0.75) | 92.2 | (0.57) | 89.4 | (0.98) |
| School enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Under 200 ........ | 76.1 | (0.90) | 83.7 | (0.60) | 76.5 | (0.84) | 75.4 | (0.81) | 84.0 | (1.54) | 81.0 | (0.85) | 78.7 | (0.91) |  | (0.54) | 89.3 | (0.54) | 85.2 | (0.61) | 87.1 | (0.48) | 90.9 | (0.86) | 90.8 | (0.60) | 88.7 | (0.84) |
| 200 to $499 . .$. | 72.6 | (0.42) | 79.4 | (0.55) | 71.2 | (0.65) | 71.6 | (0.58) | 78.9 | (0.62) | 78.6 | (0.71) | 74.2 | (1.00) | 84.6 | (0.38) | 88.1 | (0.42) | 83.5 | (0.47) |  | (0.46) | 89.3 | (0.48) | 89.4 | (0.60) | 84.7 | (0.87) |
| 500 to 749 .................. | 66.6 | (0.74) | 75.8 | (0.74) | 66.8 | (0.81) | 67.7 | (0.66) | 75.8 | (0.68) | 74.1 | (1.04) | 72.2 | (1.06) | 84.4 | (0.55) | 88.5 | (0.53) | 82.3 | (0.76) | 83.5 | (0.55) | 87.7 | (0.66) | 88.6 | (0.68) | 85.2 | (0.75) |
| 750 to 999 ................... | 59.8 | (1.00) | 68.5 | (1.01) | 58.6 | (1.10) | 63.0 | (0.97) | 69.4 | (1.32) | 71.7 | (1.50) | 66.0 | (1.33) | 83.0 | (0.80) | 85.7 | (0.81) | 79.6 | (0.87) | 82.5 | (0.83) | 86.0 | (1.14) | 88.4 | (0.89) | 82.7 | (1.30) |
| 1,000 or more ............... | 48.1 | (0.89) | 57.5 | (0.67) | 45.8 | (0.77) | 47.3 | (0.75) | 56.3 | (0.88) | 57.1 | (1.17) | 55.4 | (1.04) | 80.7 | (0.62) | 84.9 | (0.66) | 78.0 | (0.58) | 79.4 | (0.57) | 85.8 | (0.63) | 86.5 | (0.73) | 82.3 | (0.81) |
| Locale ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City .......................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 69.6 | (0.86) | 69.4 | (0.98) | $\ddagger$ | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | (t) | 85.5 | (0.60) | 86.5 | (0.72) | $\ddagger$ |  |
| Suburban .................... | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 73.5 | (0.70) | 72.6 | (0.76) | $\ddagger$ |  | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) | 89.1 | (0.47) | 89.7 | (0.53) | $\ddagger$ | (t) |
| Town ............................ | - | ( $\dagger$ ) | - |  | - | (t) | - | (t) | 72.4 | (1.03) | 71.7 | (1.32) | $\ddagger$ |  | - | (t) | - | (t) | - | (t) | - | (t) | 88.9 | (0.71) | 87.5 | (1.26) | $\ddagger$ | (t) |
| Rural ........................... | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | (t) | 74.3 | (0.74) | 73.6 | (0.81) | $\ddagger$ | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 88.5 | (0.61) | 89.5 | (0.58) | $\ddagger$ | ( $\dagger$ |

## -Not available.

$\ddagger$ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes.'
${ }^{3}$ Respondents were asked whether their "principal enforces school rules for student conduct and backs me up when I need it" schools have any of grades 7 through 12 and none of grades kindergarten through grade 6 . Combined elementary/secondary schools are included in totals but are not shown separately.

4 Includes traditional public and public charter schools. politan and nonmetronts in geocoding technology and changes in the Office of Management and Budget's definition of metroare not possible.
NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who "strongly" agreed and those who "somewhat" agreed that rules were enforced by other teachers and the principal. Some data have been revised from previously published figures.
SOURCE: U.S. Department
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public 2007-08, and 2011-12; and "Charter School Teacher Data File," 1999-2000. (This table was prepared October 2013.)

Table 230.95. Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching and that other teachers and the principal enforced school rules, by state: 2011-12
[Standard errors appear in parentheses]

| State | Interfered with teaching |  |  |  | Enforced school rules |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student misbehavior |  | Student tardiness and class cutting |  | Other teachers ${ }^{1}$ |  |  | Principal ${ }^{2}$ |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| United States .............. | 40.7 | (0.65) | 37.6 | (0.51) | 67.6 | (0.51) | 83.7 | (0.43) |
| Alabama ........................ | 40.9 | (3.36) | 38.6 | (2.82) | 71.8 | (2.84) | 86.8 | (2.26) |
| Alaska ........................... | 35.8 | (5.73) | 56.8 | (6.73) | 72.2 | (4.41) | 83.2 | (5.16) |
| Arizona .......................... | 41.3 | (2.56) | 44.5 | (2.67) | 67.9 | (2.72) | 83.4 | (2.06) |
| Arkansas ........................ | 39.5 | (3.56) | 38.5 | (3.80) | 74.0 | (2.60) | 90.0 | (2.16) |
| California ...................... | 38.9 | (2.47) | 39.7 | (2.36) | 69.7 | (1.83) | 83.0 | (1.63) |
| Colorado ..................... | 45.5 | (3.54) | 47.6 | (4.02) | 61.7 | (3.39) | 80.6 | (3.28) |
| Connecticut .................... | 37.2 | (2.35) | 28.6 | (3.81) | 61.7 | (3.91) | 80.7 | (2.98) |
| Delaware ....................... | 46.7 | (4.47) | 35.2 | (4.58) | 68.7 | (3.58) | 82.9 | (3.32) |
| District of Columbia .......... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Florida .......................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Georgia ........................ | 38.2 | (3.56) | 32.1 | (3.36) | 71.9 | (2.64) | 85.5 | (2.29) |
| Hawaii ........................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Idaho ............................ | 34.6 | (3.54) | 36.1 | (3.08) | 74.7 | (2.48) | 87.9 | (2.18) |
| Illinois ........................... | 40.0 | (2.96) | 33.9 | (3.07) | 66.0 | (3.18) | 83.6 | (2.31) |
| Indiana .......................... | 38.8 | (3.33) | 41.0 | (2.95) | 68.4 | (2.47) | 81.8 | (2.99) |
| lowa ............................ | 37.9 | (3.12) | 34.6 | (3.18) | 68.5 | (2.77) | 81.8 | (2.40) |
| Kansas ....................... | 32.0 | (3.57) | 24.9 | (2.34) | 70.9 | (3.29) | 91.8 | (1.61) |
| Kentucky ......................... | 42.8 | (3.06) | 32.8 | (2.92) | 67.4 | (2.80) | 86.9 | (2.47) |
| Louisiana ...................... | 55.1 | (3.92) | 36.1 | (3.60) | 62.5 | (3.19) | 82.1 | (3.89) |
| Maine ........................... | 39.1 | (3.00) | 39.2 | (3.02) | 62.9 | (2.90) | 83.2 | (3.06) |
| Maryland ........ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Massachusetts ................ | 37.2 | (3.07) | 32.0 | (2.74) | 66.6 | (3.04) | 83.1 | (2.80) |
| Michigan ........................ | 46.6 | (2.87) | 40.9 | (2.63) | 67.6 | (2.12) | 84.4 | (2.08) |
| Minnesota ..................... | 43.7 | (2.49) | 37.3 | (2.50) | 68.7 | (1.88) | 84.5 | (1.84) |
| Mississippi ...................... | 37.4 | (3.30) | 35.6 | (3.40) | 72.4 | (2.96) | 84.5 | (2.51) |
| Missouri ......................... | 33.2 | (2.10) | 33.6 | (2.87) | 68.9 | (2.17) | 86.6 | (1.76) |
| Montana .......................... | 41.3 | (3.43) | 45.3 | (4.08) | 66.5 | (3.65) | 83.1 | (2.97) |
| Nebraska ...................... | 38.2 | (3.01) | 33.6 | (2.81) | 70.9 | (2.73) | 86.7 | (1.66) |
| Nevada ......... | 45.5 | (3.77) | 42.3 | (4.86) | 65.5 | (3.42) | 79.3 | (3.22) |
| New Hampshire ................ | 38.3 | (4.36) | 30.9 | (3.11) | 62.0 | (3.93) | 83.2 | (2.66) |
| New Jersey ..................... | 35.9 | (2.36) | 29.9 | (2.29) | 66.8 | (2.06) | 84.4 | (1.70) |
| New Mexico .................... | 39.0 | (4.55) | 54.5 | (5.87) | 64.2 | (3.80) | 78.7 | (4.23) |
| New York ........................ | 40.3 | (2.91) | 45.3 | (3.06) | 65.9 | (2.47) | 80.7 | (2.46) |
| North Carolina ................. | 41.9 | (3.13) | 37.0 | (2.94) | 69.0 | (2.58) | 84.0 | (2.34) |
| North Dakota .................. | 34.6 | (3.26) | 33.5 | (3.52) | 70.4 | (2.77) | 86.7 | (2.45) |
| Ohio ...... | 41.8 | (1.95) | 38.8 | (1.96) | 66.4 | (1.73) | 84.7 | (1.55) |
| Oklahoma ...................... | 40.1 | (2.74) | 40.8 | (2.87) | 72.5 | (2.47) | 86.5 | (2.12) |
| Oregon ......................... | 33.1 | (3.24) | 35.6 | (3.73) | 77.3 | (2.90) | 88.1 | (1.77) |
| Pennsylvania .................. | 40.0 | (2.64) | 33.4 | (2.55) | 65.2 | (2.18) | 82.5 | (1.88) |
| Rhode Island ................... | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) |
| South Carolina ................. | 40.9 | (3.22) | 33.7 | (3.40) | 71.8 | (3.23) | 86.8 | (2.15) |
| South Dakota .................. | 40.1 | (3.10) | 37.2 | (3.92) | 73.2 | (2.91) | 84.8 | (2.53) |
| Tennessee ..................... | 41.5 | (3.56) | 40.0 | (3.56) | 71.4 | (3.14) | 88.7 | (2.14) |
| Texas ........................... | 45.6 | (2.29) | 35.1 | (2.13) | 65.8 | (2.56) | 81.8 | (1.99) |
| Utah ............................. | 39.7 | (3.67) | 45.1 | (4.30) | 75.8 | (3.56) | 89.9 | (2.27) |
| Vermont ......................... | 39.9 | (2.61) | 36.2 | (2.62) | 59.2 | (2.59) | 80.5 | (2.28) |
| Virginia .......................... | 40.8 | (3.46) | 35.6 | (3.06) | 64.9 | (2.87) | 82.5 | (2.52) |
| Washington .................... | 39.2 | (2.89) | 39.5 | (3.16) | 73.1 | (2.60) | 85.6 | (2.18) |
| West Virginia .................. | 43.9 | (3.87) | 42.4 | (4.09) | 73.4 | (2.90) | 90.4 | (2.58) |
| Wisconsin ....................... | 42.7 | (2.70) | 34.2 | (3.07) | 69.5 | (2.87) | 85.8 | (1.70) |
| Wyoming ....................... | 30.7 | (4.76) | 40.0 | (4.78) | 73.9 | (3.55) | 89.1 | (3.41) |

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
${ }^{2}$ Respondents were asked whether their "principal enforces school rules for student conduct
and backs me up when I need it."
NOTE: Teachers who taught only prekindergarten students are excluded. Includes traditional public and public charter school teachers. Includes both teachers who "strongly" agreed and those who "somewhat" agreed.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011-12. (This table was prepared July 2013.)

Table 231.10. Percentage of students in grades 9-12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student characteristics: Selected years, 1993 through 2015
[Standard errors appear in parentheses]

| Location and student characteristic |  | 1993 |  | 1995 |  | 1997 |  | 1999 |  | 2001 |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Anywhere (including on school property) ${ }^{1}$ Total | 41.8 | (0.99) | 38.7 | (1.14) | 36.6 | (1.01) | 35.7 | (1.17) | 33.2 | (0.71) | 33.0 | (0.99) | 35.9 | (0.77) | 35.5 | (0.77) | 31.5 | (0.70) | 32.8 | (0.65) | 24.7 | (0.74) | 22.6 | (0.87) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 51.2 | (1.05) | 46.1 | (1.09) | 45.5 | (1.07) | 44.0 | (1.27) | 43.1 | (0.84) | 40.5 | (1.32) | 43.4 | (1.01) | 44.4 | (0.89) | 39.3 | (1.20) | 40.7 | (0.74) | 30.2 | (1.10) | 28.4 | (1.04) |
| Female ............................................. | 31.7 | (1.19) | 30.6 | (1.49) | 26.0 | (1.26) | 27.3 | (1.70) | 23.9 | (0.95) | 25.1 | (0.85) | 28.1 | (0.94) | 26.5 | (0.99) | 22.9 | (0.74) | 24.4 | (0.92) | 19.2 | (0.72) | 16.5 | (1.04) |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 40.3 | (1.13) | 36.0 | (1.06) | 33.7 | (1.29) | 33.1 | (1.45) | 32.2 | (0.95) | 30.5 | (1.11) | 33.1 | (0.88) | 31.7 | (0.96) | 27.8 | (0.88) | 29.4 | (0.74) | 20.9 | (0.70) | 20.1 | (1.13) |
| Black | 49.5 | (1.82) | 41.6 | (1.99) | 43.0 | (1.92) | 41.4 | (3.12) | 36.5 | (1.60) | 39.7 | (1.23) | 43.1 | (1.74) | 44.7 | (1.33) | 41.1 | (1.71) | 39.1 | (1.52) | 34.7 | (1.67) | 32.4 | (2.11) |
| Hispanic | 43.2 | (1.58) | 47.9 | (2.69) | 40.7 | (1.68) | 39.9 | (1.65) | 35.8 | (0.91) | 36.1 | (0.98) | 41.0 | (1.64) | 40.4 | (1.25) | 36.2 | (0.95) | 36.8 | (1.44) | 28.4 | (1.15) | 23.0 | (1.10) |
| Asian ${ }^{\text {a }}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 22.7 | (2.71) | 22.3 | (2.73) | 25.9 | (2.99) | 21.6 | (2.43) | 24.3 | (3.50) | 18.9 | (1.72) | 18.4 | (1.87) | 16.1 | (1.87) | 14.7 | (1.12) |
| Paciitic Islander ${ }^{3}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 50.7 | (3.42) | 51.7 | (6.25) | 30.0 | (5.21) | 34.4 | (5.58) | 42.6 | (7.74) | 32.6 | (3.50) | 43.0 | (5.14) | 22.0 | (4.95) | 29.2 | (7.98) |
| American Indian/Alaska Native ... | 49.8 | (4.79) | 47.2 | (6.44) | 54.7 | (5.75) | 48.7 | (6.78) | 49.2 | (6.58) | 46.6 | (6.53) | 44.2 | (3.40) | 36.0 | (1.49) | 42.4 | (5.23) | 42.4 | (2.12) | 32.1 | (7.39) | 29.9 | (5.07) |
| Two or more races ${ }^{3}$.............. | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | 40.2 | (2.76) | 39.6 | (2.85) | 38.2 | (3.64) | 46.9 | (4.16) | 47.8 | (3.30) | 34.2 | (3.51) | 45.0 | (2.60) | 28.5 | (2.31) | 27.6 | (2.58) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th. | 50.4 | (1.54) | 47.3 | (2.22) | 44.8 | (1.98) | 41.1 | (1.96) | 39.5 | (1.27) | 38.6 | (1.38) | 43.5 | (1.15) | 40.9 | (1.16) | 37.0 | (1.21) | 37.7 | (1.11) | 28.3 | (1.17) | 27.9 | (1.51) |
| 10th | 42.2 | (1.45) | 40.4 | (1.49) | 40.2 | (1.91) | 37.7 | (2.11) | 34.7 | (1.37) | 33.5 | (1.20) | 36.6 | (1.09) | 36.2 | (1.34) | 33.5 | (1.19) | 35.3 | (1.35) | 26.4 | (1.42) | 23.4 | (1.46) |
| 11th | 40.5 | (1.52) | 36.9 | (1.48) | 34.2 | (1.72) | 31.3 | (1.55) | 29.1 | (1.10) | 30.9 | (1.38) | 31.6 | (1.44) | 34.8 | (1.36) | 28.6 | (0.93) | 29.7 | (1.14) | 24.0 | (1.04) | 20.5 | (1.23) |
| 12th. | 34.8 | (1.56) | 31.0 | (1.71) | 28.8 | (1.36) | 30.4 | (1.91) | 26.5 | (1.01) | 26.5 | (1.08) | 29.1 | (1.26) | 28.0 | (1.42) | 24.9 | (0.99) | 26.9 | (0.95) | 18.8 | (1.19) | 17.4 | (1.23) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban .... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 38.2 | (2.00) | 37.0 | (2.66) | 36.8 | (1.53) | 35.5 | (2.17) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Suburban | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 36.7 | (1.59) | 35.0 | (1.56) | 31.3 | (0.80) | 33.1 | (1.23) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | ( + |
| Rural ................................................ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 32.9 | (2.91) | 36.6 | (2.14) | 33.8 | (2.58) | 29.7 | (1.61) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| On school property ${ }^{5}$ Total $\qquad$ | 16.2 | (0.59) | 15.5 | (0.79) | 14.8 | (0.64) | 14.2 | (0.62) | 12.5 | (0.49) | 12.8 | (0.76) | 13.6 | (0.56) | 12.4 | (0.48) | 11.1 | (0.54) | 12.0 | (0.39) | 8.1 | (0.35) | 7.8 | (0.54) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 23.5 | (0.71) | 21.0 | (0.90) | 20.0 | (1.04) | 18.5 | (0.66) | 18.0 | (0.74) | 17.1 | (0.92) | 18.2 | (0.93) | 16.3 | (0.60) | 15.1 | (1.05) | 16.0 | (0.58) | 10.7 | (0.55) | 10.3 | (0.79) |
| Female ............................................ | 8.6 | (0.73) | 9.5 | (1.03) | 8.6 | (0.78) | 9.8 | (0.95) | 7.2 | (0.47) | 8.0 | (0.70) | 8.8 | (0.52) | 8.5 | (0.62) | 6.7 | (0.42) | 7.8 | (0.43) | 5.6 | (0.38) | 5.0 | (0.45) |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ... | 15.0 | (0.68) | 12.9 | (0.62) | 13.3 | (0.84) | 12.3 | (0.86) | 11.2 | (0.60) | 10.0 | (0.73) | 11.6 | (0.66) | 10.2 | (0.56) | 8.6 | (0.58) | 9.9 | (0.51) | 6.4 | (0.45) | 5.6 | (0.35) |
| Black | 22.0 | (1.39) | 20.3 | (1.25) | 20.7 | (1.20) | 18.7 | (1.51) | 16.8 | (1.26) | 17.1 | (1.30) | 16.9 | (1.39) | 17.6 | (1.10) | 17.4 | (0.99) | 16.4 | (0.89) | 12.8 | (0.84) | 12.6 | (1.96) |
| Hispanic | 17.9 | (1.75) | 21.1 | (1.68) | 19.0 | (1.50) | 15.7 | (0.91) | 14.1 | (0.89) | 16.7 | (1.14) | 18.3 | (1.62) | 15.5 | (0.81) | 13.5 | (0.82) | 14.4 | (0.79) | 9.4 | (0.44) | 8.9 | (0.87) |
| Asian ${ }^{3}$... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | 10.4 | (0.95) | 10.8 | (1.92) | 13.1 | (2.26) | 5.9 | (1.53) | 8.5 | (1.99) | 7.7 | (1.09) | 6.2 | (1.06) | 5.5 | (1.39) | 6.3 | (1.63) |
| Pacific Islander ${ }^{3}$ | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 25.3 | (4.60) | 29.1 | (7.63) | 22.2 | (4.82) | 24.5 | (5.60) | 9.6 ! | (3.47) | 14.8 | (2.37) | 20.9 | (4.41) | 7.1 ! | (2.58) | 20.9 ! | (7.11) |
| American Indian/Alaska Native ........ | 18.6 | (2.74) | 31.4 | (5.58) | 18.9 | (5.55) | 16.2 ! | (5.23) | 18.2 | (4.41) | 24.2 | (5.03) | 22.0 | (3.16) | 15.0 | (1.12) | 20.7 | (3.73) | 12.0 | (1.77) | 10.7 | (3.13) | 13.2 | (3.54) |
| Two or more races ${ }^{3}$................................ | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | 16.9 | (2.40) | 14.7 | (1.97) | 20.2 | (3.83) | 15.8 | (2.61) | 19.6 | (2.39) | 12.4 | (2.19) | 16.6 | (1.41) | 10.0 | (1.04) | 9.3 | (1.49) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th .. | 23.1 | (1.55) | 21.6 | (1.79) | 21.3 | (1.29) | 18.6 | (1.02) | 17.3 | (0.77) | 18.0 | (1.24) | 18.9 | (0.93) | 17.0 | (0.67) | 14.9 | (0.98) | 16.2 | (0.77) | 10.9 | (0.78) | 11.6 | (0.82) |
| 10th | 17.2 | (1.07) | 16.5 | (1.57) | 17.0 | (1.67) | 17.2 | (1.23) | 13.5 | (0.88) | 12.8 | (0.89) | 14.4 | (1.08) | 11.7 | (0.86) | 12.1 | (0.83) | 12.8 | (0.86) | 8.3 | (0.61) | 7.3 | (0.76) |
| 11th . | 13.8 | (1.27) | 13.6 | (1.00) | 12.5 | (0.87) | 10.8 | (1.01) | 9.4 | (0.71) | 10.4 | (0.89) | 10.4 | (0.75) | 11.0 | (0.73) | 9.5 | (0.63) | 9.2 | (0.55) | 7.5 | (0.53) | 6.5 | (0.83) |
| 12th .... | 11.4 | (0.66) | 10.6 | (0.73) | 9.5 | (0.73) | 8.1 | (1.00) | 7.5 | (0.56) | 7.3 | (0.70) | 8.5 | (0.70) | 8.6 | (0.62) | 6.6 | (0.59) | 8.8 | (0.69) | 4.9 | (0.63) | 4.5 | (0.51) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | - | ( $\dagger$ | - | ( $\dagger$ ) | 15.8 | (1.50) | 14.4 | (1.08) | 14.8 | (0.90) | 14.8 | (1.31) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Suburban | - | (t) | - | (t) | 14.2 | (0.95) | 13.7 | (0.86) | 11.0 | (0.75) | 12.8 | (1.23) | - | (t) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Rural ..................................................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 14.7 | (2.09) | 16.3 | (2.33) | 13.8 | (1.10) | 10.0 | (1.36) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |

## -Not available.

Hot applicable.
!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
${ }^{1}$ The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many
times in the past 12 months they had been in a physical fight.
${ }^{2}$ Race categories exclude persons of Hispanic ethnicity.
${ }^{3}$ Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," in MSA but not in central city (Suburban)," and "not MSA (Rural)."
${ }^{5}$ In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance
System (YRBSS), 1993 through 2015. (This table was prepared June 2016.)

Table 231.20. Percentage distribution of students in grades 9 -12, by number of times they reported having been in a physical fight anywhere or on school property during the previous 12 months and selected student characteristics: 2015
[Standard errors appear in parentheses]

| Student characteristic | Anywhere (including on school property) ${ }^{1}$ |  |  |  |  |  |  |  | On school property ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0 times |  | 1 to 3 times |  | 4 to 11 times |  | 12 or more times |  | 0 times |  | 1 to 3 times |  | 4 to 11 times |  | 12 or more times |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total | 77.4 | (0.87) | 17.5 | (0.64) | 3.6 | (0.28) | 1.6 | (0.20) | 92.2 | (0.54) | 6.7 | (0.50) | 0.6 | (0.13) | 0.4 | (0.08) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 71.6 | (1.04) | 21.1 | (0.82) | 4.8 | (0.44) | 2.4 | (0.34) | 89.7 | (0.79) | 8.8 | (0.70) | 0.8 | (0.20) | 0.7 | (0.13) |
| Female | 83.5 | (1.04) | 13.7 | (0.81) | 2.2 | (0.35) | 0.7 | (0.12) | 95.0 | (0.45) | 4.5 | (0.45) | 0.3 ! | (0.09) | 0.2 ! | (0.07) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White . | 79.9 | (1.13) | 16.2 | (0.96) | 2.7 | (0.26) | 1.2 | (0.21) | 94.4 | (0.35) | 5.2 | (0.36) | 0.3 | (0.07) | 0.1 ! | (0.05) |
| Black | 67.6 | (2.11) | 24.9 | (1.35) | 5.2 | (1.28) | 2.3 | (0.57) | 87.4 | (1.96) | 11.4 | (1.82) | 0.8 ! | (0.33) | 0.4 ! | (0.16) |
| Hispanic | 77.0 | (1.10) | 16.8 | (0.84) | 4.3 | (0.45) | 1.9 | (0.25) | 91.1 | (0.87) |  | (0.67) | 0.9 ! | (0.29) | 0.9 | (0.24) |
| Asian | 85.3 | (1.12) |  | (1.50) | 2.5 ! | (0.85) | $\ddagger$ | (t) | 93.7 | (1.63) | 5.1 | (1.48) | 0.3 ! | (0.15) | $\ddagger$ | (t) |
| Paciic Islander ....................... | 70.8 | (7.98) | 17.6 | (4.95) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 79.1 | (7.11) | 10.3 ! | (4.07) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native .......... | 70.1 | (5.07) | 21.1 | (3.73) | 4.3 ! | (1.87) | 4.5 ! | (2.00) | 86.8 | (3.54) | 10.9 | (3.00) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races ................................ | 72.4 | (2.58) | 20.9 | (2.22) | 4.9 ! | (1.51) | 1.8 ! | (0.60) | 90.7 | (1.49) | 8.0 | (1.44) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th ................................................... | 72.1 | (1.51) | 21.3 | (1.29) | 4.9 | (0.48) | 1.7 | (0.31) | 88.4 | (0.82) | 10.5 | (0.93) | 0.8 | (0.23) | 0.4 ! | (0.14) |
| 10th | 76.6 | (1.46) | 18.2 | (1.09) | 3.6 | (0.66) | 1.6 | (0.27) | 92.7 | (0.76) | 6.4 | (0.69) | 0.5 | (0.13) | 0.4 | (0.12) |
| 11th ..................................................... | 79.5 | (1.23) | 16.3 | (0.91) | 2.6 | (0.51) | 1.6 | (0.37) | 93.5 | (0.83) | 5.5 | (0.69) | 0.8 ! | (0.30) | 0.2 ! | (0.06) |
| 12th ................................................... | 82.6 | (1.23) | 13.3 | (0.95) | 2.8 | (0.37) | 1.3 | (0.35) | 95.5 | (0.51) | 3.8 | (0.44) | 0.2 ! | (0.07) | 0.5 ! | (0.16) |

## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.
${ }^{2}$ In the question asking students about physical fights at school, "on school property" was not defined for respondents.
${ }^{3}$ Race categories exclude persons of Hispanic ethnicity.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared June 2016.)

## Table 231.30. Percentage of public school students in grades 9-12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state: Selected years, 2005 through 2015

[Standard errors appear in parentheses]

|  | Anywhere (including on school property) ${ }^{1}$ |  |  |  |  |  | On school property ${ }^{2}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | 2005 | 2007 | 2009 | 2011 | 2013 |  | 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  | 13 |
| United | 35.9 (0.77) | 35.5 (0.77) | 31.5 (0.70) | 32.8 (0.65) | 24.7 (0.74) | 22.6 (0.87) | 13.6 (0.56) | 12.4 (0.48) | 11.1 (0.54) | 12.0 (0.39) | 8.1 (0.35) | 7.8 | (0.54) |
| Alabama | 31.7 (1.84) | (t) | 31.7 (2.44) | 28.4 (1.79) | 9.2 (2.32) | 24.3 (1.46) | 14.6 (1.29) | () | 13.1 (1.41) | 1.8 (1.30) | 10.9 (0.93) | 9.3 | 82) |
| Alaska | $-\quad(t)$ | 29.2 (1.77) | 27.8 (1.52) | 23.7 (1.17) | 22.7 (1.64) | 20.1 (1.42) | ( $\dagger$ ) | 10.4 (1.17) | 9.8 (1.04) | 7.7 (0.90) | - (t) | 5.8 | (0.66) |
| Arizona | 32.4 (1.43) | 31.3 (1.54) | 35.9 (1.83) | 27.7 (1.41) | 23.9 (1.48) | 22.8 (1.25) | 11.7 (0.87) | 11.3 (0.72) | 12.0 (0.82) | 10.8 (0.78) | 8.8 (0.94) | 7.2 | (0.94) |
| Arkansas | 32.1 (1.67) | 32.8 (1.79) | 34.7 (2.08) | 29.1 (1.76) | 27.0 (1.30) | 24.4 (0.81) | 13.9 (1.33) | 13.0 (1.03) | 14.8 (1.30) | 11.0 (1.36) | 11.4 (0.89) | 11.2 | (0.72) |
| California |  | ( $\dagger$ ) |  | - (t) | ( $\dagger$ ) | 16.3 (1.55) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) | $-\quad(\mathrm{t})$ | (t) | 6.6 | (0.53) |
| Colorado | 32.2 (1.54) | ( $\dagger$ ) | 32.0 (1.51) | 24.9 (1.69) | ( $\dagger$ ) | ( $\dagger$ ) | 12.1 (0.89) | (t) | 10.7 (0.83) | ( $\dagger$ ) | (t) |  | ( $\dagger$ ) |
| Connecticut | 32.7 (1.45) | 31.4 (1.39) | 28.3 (1.26) | 25.1 (1.53) | 22.4 (1.23) | 18.4 (1.00) | 10.5 (0.72) | 10.5 (0.83) | 9.6 (0.79) | 8.7 (0.84) | (t) |  | (t) |
| Delaware | 30.3 (1.38) | 33.0 (1.31) | 30.4 (1.22) | 28.0 (1.59) | 25.1 (1.24) | 21.2 (1.24) | 9.8 (0.82) | 10.5 (0.72) | 8.6 (0.72) | 8.8 (1.02) | 9.3 (0.82) | 8.1 | (0.77) |
| District of Columbia | 36.3 (1.26) | 43.0 (1.45) | - (t) | 37.9 (1.71) | 37.7 (0.63) | 32.4 (0.48) | 16.4 (0.88) | 19.8 (1.21) | - (t) | 15.8 (1.55) | 15.3 (0.47) | 13.8 | (0.37) |
| Florida | 30.0 (0.94) | 32.3 (1.24) | 29.8 (0.83) | 28.0 (0.72) | 22.0 (0.77) | 20.9 (0.84) | 11.5 (0.77) | 12.5 (0.84) | 10.5 (0.47) | 10.2 (0.44) | 8.1 (0.52) | 7.6 | (0.53) |
| Georgia | 33.8 (1.40) | 34.0 (1.26) | 32.3 (1.76) | 33.1 (1.65) | 21.4 (1.24) | ( $\dagger$ ) | 12.1 (1.01) | 13.1 (1.07) | 11.7 (1.21) | 11.9 (1.07) | 10.3 (1.37) |  | ( $\dagger$ ) |
| Hawaii | 27.0 (1.37) | 28.6 (2.20) | 29.5 (1.92) | 22.3 (1.11) | 16.7 (0.87) | 15.0 (0.94) | 10.0 (1.01) | 7.0 (0.78) | 10.2 (0.99) | 8.2 (0.75) | - (t) |  | (t) |
| Idaho | 32.3 (1.38) | 30.0 (1.39) | 29.0 (1.08) | 26.4 (1.45) | 21.6 (1.18) | 23.2 (1.05) | 12.1 (1.14) | 12.3 (0.98) | 10.2 (0.79) | 9.4 (0.81) | 7.3 (0.75) | 6.0 | (0.59) |
| Illinois | - (t) | 33.9 (1.91) | 33.0 (1.38) | 29.5 (1.41) | 24.6 (1.67) | 22.7 (1.51) | - (t) | 11.3 (1.11) | 11.5 (0.82) | 9.8 (0.69) | 8.2 (0.66) | 7.7 | (0.94) |
| Ind | 29.3 (1.51) | 29.5 (1.35) | 29.1 (1.51) | 29.0 (1.34) | (t) | 18.1 (1.63) | 11.2 (0.98) | 11.5 (0.92) | 9.5 (1.18) | 8.9 (0.80) | - (t) | 5.5 | (0.73) |
| low | 28.3 (1.61) | 24.0 (1.39) |  | 24.4 (1.87) | - (t) | (t) | 11.3 (1.12) | 9.1 (0.96) | - (t) | 9.6 (0.89) | ( $\dagger$ |  | ( $\dagger$ ) |
| Kansa | 27.9 (1.51) | 30.3 (1.62) | 27.8 (1.37) | 22.4 (1.40) | 20.4 (1.21) | - ( $\dagger$ ) | 10.1 (0.92) | 10.6 (1.04) | 9.0 (0.81) | 7.8 (0.84) | 7.2 (0.72) |  | ( $\dagger$ ) |
| Kentucky | 29.6 (1.17) | 27.0 (0.98) | 28.7 (1.66) | 28.7 (1.65) | 21.2 (1.20) | 19.9 (1.10) | 12.7 (0.81) | 10.6 (0.65) | 9.5 (0.93) | 11.4 (0.93) | 6.0 (0.94) | 7.8 | (0.76) |
| Louisia |  | ( $\dagger$ ) | 36.1 (1.60) | 36.0 (2.72) | 30.8 (2.59) | - (t) | - ( $\dagger$ ) | $-\quad(t)$ | 13.7 (1.28) | 15.8 (2.17) | 12.0 (1.68) |  |  |
| Ma | 28.2 (1.11) | 26.5 (1.93) | 22.8 (0.55) | 19.5 (0.46) | 17.0 (0.40) | 15.1 (0.62) | 10.0 (1.03) | 10.1 (1.09) | 9.1 (0.33) | 7.9 (0.27) | 5.7 (0.29) | 4.9 | (0.31) |
| Maryland | 36.6 (1.83) | 35.7 (2.62) | 32.5 (2.23) | 29.1 (1.80) | - ( $\dagger$ ) | - ( $\dagger$ ) | 14.9 (1.33) | 12.4 (1.69) | 11.2 (1.30) | 11.1 (1.24) | 14.3 (0.32) | 12.2 | (0.30) |
| Massachus | 28.6 (1.33) | 27.5 (1.34) | 29.2 (1.24) | 25.4 (0.92) | 20.3 (0.91) | 19.2 (1.32) | 10.2 (0.67) | 9.1 (0.81) | 8.7 (0.68) | 7.1 (0.65) | 4.6 (0.49) | 5.6 | (0.60) |
| Mich | 30.1 (2.02) | 30.7 (1.89) | 31.6 (1.72) | 27.4 (1.32) | 21.6 (0.88) | 20.4 (1.33) | 11.4 (1.11) | 11.4 (0.89) | 11.3 (1.02) | 9.1 (0.68) | 6.9 (0.55) | 7.5 | (0.94) |
| Minne |  | - (t) | - (t) | ( $\dagger$ ) | ( $\dagger$ ) | - (t) | (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) |  | ( $\dagger$ ) |
| Mississippi | ( $\dagger$ ) | 30.6 (1.43) | 34.1 (1.73) | 29.3 (1.72) | 31.0 (1.84) | 27.3 (1.78) | (t) | 11.9 (0.96) | 12.6 (1.02) | 12.3 (1.06) | 13.6 (1.40) | 8.7 | (1.08) |
| Missouri | 29.8 (2.12) | 30.9 (2.18) | 28.7 (1.34) | ( $\dagger$ ) | ( $\dagger$ ) |  | 10.2 (1.31) | 10.7 (1.21) | 9.0 (0.97) |  | ( $\dagger$ | - | ( $\dagger$ |
| Montana | 30.5 (1.19) | 32.8 (1.08) | 31.7 (2.25) | 25.4 (0.73) | 22.8 (0.90) | 22.4 (0.82) | 10.9 (0.67) | 12.0 (0.75) | 10.8 (1.33) | 9.1 (0.51) | 7.3 (0.37) | 7.6 | (0.53) |
| Nebraska | 28.5 (1.02) | - (t) | - (t) | 26.7 (1.09) | 20.1 (1.22) | 19.7 (1.08) | 9.3 (0.60) | ( $\dagger$ ) | - (t) | 7.4 (0.68) | 5.7 (0.70) | 5.5 | (0.62) |
| Nevada | 34.5 (1.78) | 31.6 (1.53) | 35.0 (1.45) | - (t) | 23.6 (1.93) | 20.1 (1.18) | 14.2 (1.32) | 11.3 (1.10) | 10.0 (0.82) | - (t) | 6.8 (1.12) | 6.8 | (0.83) |
| New Hamps | 26.4 (1.84) | 27.0 (1.40) | 25.9 (1.59) | 23.8 (1.27) | (t) |  | 10.7 (1.06) | 11.3 (0.70) | 9.1 (0.87) | 9.9 (0.89) | 6.9 (0.81) | 6.4 | (0.27) |
| New Jersey | 30.7 (2.18) | - (t) | 27.5 (1.46) | 23.9 (1.56) | 21.8 (1.34) |  | 10.1 (1.31) | ( $\dagger$ ) |  | ( $\dagger$ | ( $\dagger$ ) | - | (t) |
| New Mexico | 36.7 (1.47) | 37.1 (1.06) | 37.3 (1.07) | 31.5 (1.02) | 27.2 (1.27) | 25.9 (0.86) | 15.6 (1.19) | 16.9 (0.70) | 15.0 (0.85) | 11.3 (0.78) | 9.7 (0.61) | 8.5 | (0.51) |
| New York .. | 32.1 (1.07) | 31.7 (1.08) | 29.6 (1.23) | 27.0 (1.25) | 22.8 (1.10) | 20.2 (0.88) | 12.5 (0.74) | 12.2 (0.91) | 11.4 (0.91) | - (t) | - (t) |  | (t) |
| North Carolin | 29.9 (1.41) | 30.1 (1.54) | 28.6 (0.96) | 27.6 (1.37) | 24.1 (1.49) | 20.7 (1.61) | 11.6 (0.85) | 10.4 (0.84) | 9.4 (0.43) | 10.6 (1.01) | 7.6 (0.94) | 6.9 | (0.70) |
| North Dakota |  | ( $\dagger$ ) |  | (t) | (t) |  | 10.7 (1.13) | 9.6 (0.79) | 7.4 (0.78) | 8.2 (0.73) | 8.8 (0.75) | 5.4 | (0.63) |
| Ohio ${ }^{4}$ | 30.2 (1.95) | 30.4 (1.57) |  | 31.2 (1.58) | 19.8 (1.49) |  | 10.2 (1.17) | 9.4 (0.82) | ( $\dagger$ ) | 8.8 (0.68) | 6.2 (0.88) |  | ( $\dagger$ |
| Oklahom | 31.1 (1.63) | 29.2 (1.37) | 30.8 (2.10) | 28.5 (1.96) | 25.1 (1.79) | 21.0 (1.57) | 12.1 (1.13) | 10.6 (0.81) | 12.8 (1.43) | 9.4 (1.25) | 7.2 (1.05) | 7.1 | (1.03) |
| Oregon.. | ( $\dagger$ ) | ( $\dagger$ ) | - (t) | (t) | (t) | - (t) | ( $\dagger$ ) | (t) | - (t) | (t) | (t) | - | (t) |
| Pennsylvania | - (t) | - (t) | 29.6 (1.76) | (t) | (t) | 21.7 (1.43) | ( $\dagger$ ) | ( $\dagger$ ) | 9.9 (1.01) | ( $\dagger$ ) | - (t) | 6.8 | (0.84) |
| Rhode Island | 28.4 (1.34) | 26.3 (1.61) | 25.1 (0.83) | 23.5 (0.81) | 18.8 (1.12) |  | 11.2 (0.80) | 9.6 (0.93) | 9.1 (0.73) | 7.8 (0.52) | 6.4 (0.52) | 9.1 | (1.00) |
| South Carolina | 31.3 (1.68) | 29.1 (1.37) | 36.4 (2.06) | 32.6 (2.04) | 26.7 (1.42) | 25.8 (1.95) | 12.7 (1.18) | 10.8 (0.86) | 12.1 (1.43) | 12.2 (1.48) | 9.6 (1.17) | 9.1 | (1.36) |
| South Dakota ${ }^{5}$ | 26.5 (2.86) | 29.8 (2.00) | 27.1 (1.36) | 24.5 (2.22) | 24.2 (2.04) | 21.7 (2.46) | 8.4 (1.56) | 9.3 (1.32) | 8.3 (0.52) | 8.2 (0.92) | 6.6 (0.52) | 6.8 | (1.35) |
| Tennessee | 30.9 (1.66) | 31.8 (1.55) | 32.3 (1.31) | 30.8 (1.24) | 25.7 (1.69) | (t) | 10.9 (1.00) | 12.4 (1.13) | 11.3 (0.96) | 10.5 (0.83) | 10.4 (1.02) | 10.8 | (0.74) |
| Texas | 34.2 (1.57) | 34.9 (1.17) | 33.3 (1.05) | 34.1 (0.92) | 25.4 (1.33) | (t) | 14.5 (0.94) | 13.9 (0.90) | 13.2 (0.67) | 12.5 (0.65) | 9.1 (0.79) |  | ( $\dagger$ ) |
| Utah | 25.9 (1.84) | 30.1 (2.01) | 28.2 (1.61) | 23.9 (1.88) | 21.3 (1.16) | ( $\dagger$ ) | 10.4 (1.57) | 11.6 (1.36) | 10.6 (0.84) | 8.1 (1.18) | 6.9 (0.65) |  | ( $\dagger$ ) |
| Vermont ${ }^{6}$ | 24.3 (1.36) | 26.0 (1.44) | 25.6 (0.71) | 23.1 (1.42) | ( $\dagger$ ) | 18.4 (0.27) | 12.2 (0.98) | 11.5 (0.88) | 11.0 (0.36) | 8.8 (0.72) | 9.4 (0.50) | 7.4 | (0.18) |
| Virginia . | $-\quad$ (t) | ( $\dagger$ ) | (t) | 24.9 (1.71) | 23.5 (0.90) | 20.6 (1.02) | (t) | (t) | $-\quad\left(\begin{array}{r}\text { - }\end{array}\right.$ | 7.9 (0.93) | (t) | 7.7 | (0.63) |
| Washington | - (t) | ( $\dagger$ ) | ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | - ( $\dagger$ ) |  | ( $\dagger$ ) |
| West Virgini | 29.1 (1.88) | 29.9 (2.39) | 31.7 (1.96) | 25.7 (1.66) | 25.2 (1.84) | 20.5 (1.41) | 12.1 (1.41) | 12.9 (1.70) | 11.3 (1.07) | 10.3 (1.02) | 9.1 (1.08) | 7.3 | (1.17) |
| Wisconsin | 32.6 (1.51) | 31.2 (1.46) | 25.8 (1.52) | 25.3 (1.72) | 22.4 (1.46) |  | 12.2 (1.03) | 11.4 (0.97) | 9.6 (0.87) | 9.1 (0.95) | 6.8 (0.69) |  | ( $\dagger$ ) |
| Wyoming ... | 30.4 (1.08) | 27.9 (1.12) | 30.9 (1.17) | 26.5 (1.08 | 24.3 (1.11) | 19.7 (1.23) | 12.2 (0.72) | 11.6 | 12.6 (0.7 | 11.3 (0.65) | 8.9 (0.60) | 6.1 | (0.59) |

[^58]NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota all years), and Vermont (2013 only). For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2015. (This table was prepared July 2016.)

Table 231.40. Percentage of students in grades 9-12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2015


## -Not available.

INot applicable.
!!terpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
"The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.
Race categories exclude persons of Hispanic ethnicity.
${ }^{3}$ Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as
Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
${ }^{4}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared July 2016.)

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Table 231.50. Percentage distribution of students in grades 9-12, by number of days they reported carrying a weapon anywhere or on school property during the previous 30 days and selected student characteristics: 2015
[Standard errors appear in parentheses]

| Student characteristic | Anywhere (including on school property) ${ }^{1}$ |  |  |  |  |  |  |  | On school property ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0 days |  | 1 day |  | 2 to 5 days |  | 6 or more days |  | 0 days |  | 1 day |  | 2 to 5 days |  | 6 or more days |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total ............................................. | 83.8 | (0.91) | 3.2 | (0.31) | 5.3 | (0.45) | 7.6 | (0.53) | 95.9 | (0.29) | 1.0 | (0.13) | 1.2 | (0.10) | 1.8 | (0.20) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 75.7 | (1.27) | 4.4 | (0.37) | 7.8 | (0.68) | 12.2 | (1.09) | 94.1 | (0.45) | 1.5 | (0.18) | 1.7 | (0.20) | 2.6 | (0.31) |
| Female | 92.5 | (0.79) | 2.1 | (0.34) |  | (0.38) | 2.8 | (0.34) | 98.0 | (0.28) | 0.5 | (0.10) | 0.6 | (0.14) | 1.0 | (0.15) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ... | 81.9 | (1.37) | 3.2 | (0.40) | 6.0 | (0.63) | 8.9 | (0.75) | 96.3 | (0.42) | 0.7 | (0.13) | 1.3 | (0.22) | 1.7 | (0.25) |
| Black | 87.6 | (1.37) | 2.6 | (0.68) | 5.1 | (0.80) | 4.6 | (0.88) | 96.6 | (0.69) | 1.1 ! | (0.36) | 1.0 ! | (0.35) | 1.4 | (0.36) |
| Hispanic | 86.3 | (1.16) | 3.4 | (0.47) | 4.1 | (0.50) | 6.2 | (0.69) | 95.5 | (0.57) | 1.7 | (0.38) | 1.0 | (0.16) | 1.9 | (0.31) |
| Asian ... | 92.9 | (1.33) | $\ddagger$ | ( $\dagger$ ) | 0.7 ! | (0.35) | 3.5 | (0.85) | 97.7 | (0.78) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 1.8 ! | (0.76) |
| Pacific Islander ... | 73.7 | (7.87) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 20.4 ! | (7.20) | 85.0 | (6.42) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ................. | 77.6 | (4.01) | 6.7 ! | (2.35) | 4.1 ! | (1.29) | 11.6 ! | (4.15) | 89.5 | (2.48) | 5.1 ! | (2.37) | 1.6 ! | (0.77) | 3.8 ! | (1.83) |
| Two or more races ................................ | 79.2 | (2.52) | 3.9 | (0.86) |  | (1.75) | 9.1 | (1.68) | 94.3 | (1.54) | 0.7 ! | (0.26) | $\ddagger$ | ( $\dagger$ ) | 3.0 | (0.82) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th. | 83.9 | (1.11) | 4.5 | (0.62) | 5.4 | (0.74) | 6.3 | (0.65) | 96.6 | (0.31) | 1.1 | (0.23) | 1.0 | (0.27) | 1.3 | (0.22) |
| 10th | 83.7 | (1.49) | 3.1 | (0.52) | 5.5 | (0.60) | 7.6 | (0.91) | 95.9 | (0.54) | 1.1 | (0.27) | 1.2 | (0.28) | 1.8 | (0.33) |
| 11th ..................................................... | 84.0 | (1.19) | 3.0 | (0.45) | 5.0 | (0.70) | 8.1 | (0.66) | 95.2 | (0.50) | 1.1 | (0.25) | 1.6 | (0.35) | 2.2 | (0.31) |
| 12th ..................................................... | 84.2 | (1.26) | 2.2 | (0.35) | 5.0 | (0.67) | 8.6 | (0.87) | 96.4 | (0.56) | 0.6 | (0.13) | 1.1 | (0.26) | 1.9 | (0.35) |

## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
'The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire students were simply asked how many days they carried a weapon during the past 30 days.
${ }^{2}$ In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
${ }^{3}$ Race categories exclude persons of Hispanic ethnicity
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared July 2016.)

## Table 231.60. Percentage of public school students in grades 9-12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state: Selected years, 2005 through 2015

[Standard errors appear in parentheses]

|  | Anywhere (including on school property) ${ }^{1}$ |  |  |  |  |  | On school property ${ }^{2}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | 2005 | 2007 | 2009 | 2011 | 2013 |  | 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  | 13 |
| United States ${ }^{3}$ | 18.5 (0.80) | 18.0 (0.87) | 17.5 (0.73) | 16.6 (0.65) | 17.9 (0.73) | 16.2 (0.91) | 6.5 (0.46) | 5.9 (0.37) | 5.6 (0.32) | 5.4 (0.35) | 5.2 (0.44) | 4.1 | (0.29) |
| Alabama | 21.0 (1.72) |  | 22.9 (2.27) | 21.5 (1.54) | 23.1 (1.55) | 22.5 (1.91) | 8.4 (1.44) |  | 8.7 (1.42) | 8.2 (1.02) | 5.5 (0.56) | 5.6 | (1.15) |
| Alaska | $-\quad(\dagger)$ | 24.4 (1.61) | 20.0 (1.30) | 19.0 (1.19) | 19.2 (1.31) | - ( $\dagger$ ) | $-\quad(t)$ | 8.4 (1.07) | 7.8 (0.83) | 5.7 (0.72) | 6.1 (0.80) | 8.2 | (0.87) |
| Arizona | 20.6 (0.84) | 20.5 (0.91) | 19.9 (1.25) | 17.5 (1.17) | 17.5 (1.17) | 18.0 (1.28) | 7.4 (0.53) | 7.0 (0.75) | 6.5 (0.64) | 5.7 (0.59) | 4.8 (0.86) | 4.5 | (0.93) |
| Arkansas | 25.9 (1.15) | 20.7 (1.36) | 22.9 (1.82) | 21.1 (1.76) | 27.1 (1.76) | 21.0 (1.40) | 10.5 (1.10) | 6.8 (0.85) | 8.4 (1.02) | 6.5 (0.95) | 9.1 (1.10) | 5.4 | (0.90) |
| California | - (t) | - (t) |  | - (t) | (t) | 8.9 (1.25) | - (t) | ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | $-\quad(\mathrm{t})$ | 2.8 | (0.50) |
| Colorado | 17.0 (1.57) | - (t) | 16.7 (1.27) | 15.5 (1.31) | ( $\dagger$ ) | - (t) | 5.4 (0.81) | - (t) | 5.5 (0.90) | 5.5 (0.69) | ( $\dagger$ |  | ( $\dagger$ ) |
| Connecticut | 16.3 (1.30) | 17.2 (1.72) | 12.4 (0.89) | - (t) | ( $\dagger$ ) | - (t) | 6.4 (0.83) | 5.5 (1.03) | 3.9 (0.45) | 6.6 (0.67) | 6.6 (0.82) | 6.2 | (0.59) |
| Delaware | 16.6 (1.04) | 17.1 (1.00) | 18.5 (0.92) | 13.5 (0.88) | 14.4 (0.80) | 13.0 (0.91) | 5.7 (0.54) | 5.4 (0.55) | 5.1 (0.59) | 5.2 (0.57) | 3.1 (0.34) | 4.0 | (0.54) |
| District of Columbia | 17.2 (1.11) | 21.3 (1.45) | - (t) | 18.9 (1.34) | 20.0 (0.47) | 18.1 (0.40) | 6.7 (0.60) | 7.4 (0.76) | - (t) | 5.5 (0.88) | $-\quad(t)$ |  | ( $\dagger$ ) |
| Florida | 15.2 (0.68) | 18.0 (0.93) | 17.3 (0.60) | 15.6 (0.76) | 15.7 (0.67) | 15.4 (0.92) | 4.7 (0.41) | 5.6 (0.41) | 4.7 (0.35) | - (t) | - ( $\dagger$ ) |  | ( $\dagger$ ) |
| Georgia | 22.1 (1.99) | 19.5 (0.96) | 18.8 (1.11) | 22.8 (2.25) | 18.5 (1.51) | - ( $\dagger$ ) | 7.5 (1.50) | 5.3 (0.48) | 6.0 (0.90) | 8.6 (1.80) | 4.2 (0.66) |  | ( $\dagger$ |
| Hawaii | 13.3 (1.03) | 14.8 (1.56) | 15.9 (2.06) | 13.9 (0.81) | 10.5 (0.87) | 10.7 (0.58) | 4.9 (0.72) | 3.7 (0.92) | 4.7 (0.63) | 4.2 (0.45) | - ( $\dagger$ ) |  | (t) |
| Idaho | 23.9 (1.45) | 23.6 (1.35) | 21.8 (1.15) | 22.8 (1.30) | 27.1 (1.31) | 28.2 (1.52) | ( $\dagger$ ) | 8.9 (0.96) | 6.7 (0.59) | 6.3 (0.78) | 6.5 (0.92) | 6.8 | (1.02) |
| Illinois | - (t) | 14.3 (1.01) | 16.0 (1.04) | 12.6 (0.91) | 15.8 (1.22) | 15.4 (1.41) | - (t) | 3.7 (0.67) | 4.8 (0.59) | 3.9 (0.53) | 4.7 (0.57) | 4.3 | (0.51) |
| Indiana | 19.2 (1.25) | 20.9 (0.80) | 18.1 (1.58) | 17.0 (1.46) | (t) | 19.6 (1.84) | 5.8 (0.71) | 6.9 (0.64) | 5.7 (0.80) | 3.7 (0.46) | - (t) | 5.6 | (1.13) |
| lowa | 15.7 (1.49) | 12.8 (1.13) | - ( $\dagger$ ) | 15.8 (1.26) | - (t) | ( $\dagger$ ) | 4.3 (0.70) | 4.4 (0.61) | - ( $\dagger$ ) | 4.5 (0.76) | ( $\dagger$ |  | ( $\dagger$ |
| Kansas | 16.2 (1.37) | 18.4 (1.19) | 16.0 (1.26) | - ( $\dagger$ ) | 16.1 (0.87) | - (t) | 4.9 (0.85) | 5.7 (0.75) | 5.1 (0.65) | 5.2 (0.72) | - (t) |  | ( $\dagger$ ) |
| Kentucky | 23.1 (1.49) | 24.4 (1.08) | 21.7 (1.72) | 22.8 (1.72) | 20.7 (1.35) | 23.1 (1.62) | 6.8 (0.72) | 8.0 (0.59) | 6.5 (0.77) | 7.4 (1.25) | 6.4 (0.73) | 6.5 | (1.03) |
| Louisiana | - (t) | - ( $\dagger$ ) | 19.6 (1.73) | 22.2 (0.98) | 22.8 (2.78) | $-\quad$ (t) | - ( $\dagger$ ) | - ( $\dagger$ ) | 5.8 (1.12) | 4.2 (1.01) | 7.0 (1.37) | - | ( $\dagger$ ) |
| Maine | 18.3 (2.00) | 15.0 (1.47) |  |  | ( $\dagger$ ) | ( $\dagger$ ) | 5.9 (1.03) | 4.9 (0.70) | - (t) | 8.0 (0.45) | 7.1 (0.46) | 5.8 | (0.37) |
| Maryland | 19.1 (1.59) | 19.3 (1.51) | 16.6 (1.19) | 15.9 (1.10) | 15.8 (0.27) | 14.9 (0.24) | 6.9 (0.88) | 5.9 (0.81) | 4.6 (0.58) | 5.3 (0.55) | 4.8 (0.13) | 4.3 | (0.14) |
| Massachusetts | 15.2 (0.88) | 14.9 (0.88) | 12.8 (1.00) | 12.3 (0.95) | 11.6 (0.83) | 12.6 (1.20) | 5.8 (0.59) | 5.0 (0.48) | 4.4 (0.58) | 3.7 (0.46) | 3.1 (0.50) | 3.2 | (0.38) |
| Michigan | 15.8 (1.49) | 17.9 (1.30) | 16.6 (0.69) | 15.7 (0.94) | 15.5 (1.06) | 16.6 (1.50) | 4.7 (0.54) | 5.0 (0.66) | 5.4 (0.33) | 3.5 (0.37) | 3.8 (0.35) | 3.6 | (0.60) |
| Minnesota | ( $\dagger$ ) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | ( $\dagger$ ) | - (t) | - ( $\dagger$ ) | - (t) | - ( $\dagger$ ) |  | ( $\dagger$ |
| Mississippi | ( $\dagger$ ) | 17.3 (1.33) | 17.2 (1.02) | 18.0 (1.39) | 19.1 (1.56) | 21.0 (1.50) | ( $\dagger$ ) | 4.8 (0.60) | 4.5 (0.48) | 4.2 (0.76) | 4.1 (0.66) | 5.2 | (0.51) |
| Missouri | 19.4 (1.79) | 18.6 (1.48) | 16.0 (1.44) | - ( $\dagger$ ) | 22.2 (1.93) | 22.1 (1.72) | 7.3 (0.99) | 4.6 (0.83) | 5.3 (1.02) |  |  | 5.9 | (0.68) |
| Monta | 21.4 (1.20) | 22.1 (0.76) | 23.0 (1.07) | 23.5 (0.96) | 25.7 (0.84) | 26.4 (0.94) | 10.2 (0.89) | 9.7 (0.57) | 7.9 (0.67) | 9.3 (0.69) | 9.9 (0.58) | 10.6 | (0.80) |
| Nebraska | 17.9 (0.89) | - ( $\dagger$ ) | - (t) | 18.6 (0.90) | - ( $\dagger$ ) | - (t) | 4.8 (0.48) | $-\quad(t)$ | - (t) | 3.8 (0.45) | $-\quad(\dagger)$ | 8.1 | (0.95) |
| Nevada | 18.4 (1.32) | 14.5 (1.08) | 19.1 (1.08) | - (t) | 16.0 (1.50) | 18.3 (1.53) | 6.8 (0.91) | 4.7 (0.61) | 6.2 (0.62) | - (t) | 3.3 (0.64) | 3.7 | (0.59) |
| New Hampshire | 16.2 (1.26) | 18.1 (1.46) | (t) | 14.5 (1.04) | ( $\dagger$ ) |  | 6.5 (0.93) | 5.8 (0.61) | 8.8 (1.00) | ( $\dagger$ ) | ( $\dagger$ ) |  | ( $\dagger$ ) |
| New Jersey | 10.5 (0.95) | ( $\dagger$ ) | 9.6 (0.81) | 9.6 (1.17) | 10.2 (1.08) | ( $\dagger$ ) | 3.1 (0.53) | - (t) | 3.1 (0.45) | - (t) | 2.7 (0.34) | - | ( $\dagger$ ) |
| New Mexico | 24.5 (1.44) | 27.5 (1.20) | 27.4 (0.90) | 22.8 (0.93) | 22.2 (0.88) | 22.5 (0.82) | 8.0 (0.29) | 9.3 (0.66) | 8.1 (0.59) | 6.5 (0.51) | 5.4 (0.42) | 4.6 | (0.33) |
| New York.. | 14.3 (0.74) | 14.2 (0.76) | 13.9 (0.98) | 12.6 (0.76) | 12.8 (0.82) | 13.0 (0.96) | 5.2 (0.42) | 4.7 (0.41) | 4.8 (0.64) | 4.2 (0.32) | 4.0 (0.38) | 4.5 | (0.51) |
| North Carolina | 21.5 (1.35) | 21.2 (1.19) | 19.6 (0.95) | 20.8 (1.24) | 20.6 (1.34) | 19.3 (1.33) | 6.4 (0.77) | 6.8 (0.94) | 4.7 (0.57) | 6.1 (0.64) | 4.5 (0.67) | 3.9 | (0.54) |
| North Dakota | (t) | (t) |  |  | ( $\dagger$ ) |  | 6.0 (0.74) | 5.0 (0.57) | 5.4 (0.64) | 5.7 (0.73) | 6.4 (0.75) | 5.2 | (0.49) |
| Ohio ${ }^{4}$ | 15.2 (1.27) | 16.6 (1.42) | - ( $\dagger$ ) | 16.4 (1.37) | 14.2 (1.61) |  | 4.4 (0.63) | 4.1 (0.51) |  |  |  | - | ( $\dagger$ ) |
| Oklahoma | 18.9 (1.38) | 22.3 (1.65) | 19.0 (1.44) | 19.4 (1.86) | 19.9 (1.41) | 19.5 (1.66) | 7.0 (0.77) | 9.0 (1.43) | 5.6 (0.79) | 6.1 (1.14) | 6.0 (0.77) | 4.8 | (0.80) |
| Oregon ....... | (t) | (t) | - ( $\dagger$ ) | ( $\dagger$ ) | (t) | - (t) | (t) | (t) | - (t) | (t) | (t) | - | ( $\dagger$ ) |
| Pennsylvania | - (t) | - ( $\dagger$ ) | 14.8 (1.28) | - ( $\dagger$ ) | ( $\dagger$ ) | 17.4 (1.27) | - (t) | - (t) | 3.3 (0.47) | ( $\dagger$ ) | - (t) | 2.0 | (0.44) |
| Rhode Island | 12.4 (0.90) | 12.0 (0.74) | 10.4 (0.50) | 11.2 (0.82) | (t) | - (t) | 4.9 (0.41) | 4.9 (0.63) | 4.0 (0.33) | 4.0 (0.39) | 5.0 (0.78) | 4.8 | (0.80) |
| South Carolina | 20.5 (1.42) | 19.8 (1.69) | 20.4 (2.22) | 23.4 (1.86) | 21.2 (1.25) | 20.5 (1.88) | 6.7 (0.82) | 4.8 (0.79) | 4.6 (0.67) | 6.3 (0.89) | 3.7 (0.48) | 2.9 | (0.46) |
| South Dakota ${ }^{5}$ | - (t) | - (t) | - (t) | - (t) | - (t) | - (t) | 8.3 (0.72) | 6.3 (0.80) | 9.2 (0.76) | 5.7 (0.52) | 6.8 (0.87) | 7.1 | (1.29) |
| Tennessee | 24.1 (1.58) | 22.6 (1.41) | 20.5 (1.64) | 21.1 (1.34) | 19.2 (1.70) | ( $\dagger$ ) | 8.1 (0.92) | 5.6 (0.70) | 5.1 (0.70) | 5.2 (0.80) | 5.4 (0.79) |  | ( $\dagger$ |
| Texas | 19.3 (0.93) | 18.8 (0.71) | 18.2 (0.89) | 17.6 (0.73) | 18.4 (1.33) | (t) | 7.9 (0.63) | 6.8 (0.55) | 6.4 (0.76) | 4.9 (0.45) | 5.6 (0.68) | - | ( $\dagger$ |
| Utah | 17.7 (1.70) | 17.1 (1.38) | 16.0 (1.40) | 16.8 (1.48) | 17.2 (1.19) |  | 7.0 (1.03) | 7.5 (1.00) | 4.6 (0.63) | 5.9 (1.01) | 5.0 (0.57) | - | ( $\dagger$ ) |
| Vermont ${ }^{6}$ | ( $\dagger$ ) | ( $\dagger$ ) | (t) |  |  |  | 9.1 (0.90) | 9.6 (1.05) | 9.0 (0.61) | 9.1 (0.73) | 10.4 (1.28) | 7.7 | (0.19) |
| Virginia | (t) | ( $\dagger$ ) | - (t) | 20.4 (1.26) | 15.8 (0.69) | 15.0 (0.75) | (t) | - (t) | $-\quad(t)$ | 5.7 (0.64) | - (t) | 2.6 | (0.44) |
| Washington | ( $\dagger$ ) | ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - ( $\dagger$ ) | - (t) | - (t) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - | ( $\dagger$ |
| West Virginia | 22.3 (1.32) | 21.3 (1.52) | 24.4 (1.05) | 20.7 (1.64) | 24.3 (2.16) | 26.1 (1.57) | 8.5 (1.00) | 6.9 (0.89) | 6.5 (0.72) | 5.5 (0.75) | 5.5 (0.99) | 6.5 | (0.87) |
| Wisconsin | 15.8 (1.19) | 12.7 (0.76) | 10.9 (0.81) | 10.4 (0.66) | 14.4 (1.32) | - (t) | 3.9 (0.54) | 3.6 (0.49) | 3.4 (0.50) | 3.1 (0.41) | 3.2 (0.52) | - | ( $\dagger$ ) |
| Wyoming ............ | 28.0 (1.17) | 26.8 (1.28) | 26.0 (1.04) | 27.1 (1.19) | 28.8 (0.95) | 29.6 (1.33) | 10.0 (0.71) | 11.4 (0.76) | 11.5 (0.8 | 10.5 (0.71) | 9.9 (0.62) | 10.7 | (0.82) |

[^59]NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2015. (This table was prepared July 2016.)

Table 231.65. Number of incidents of students bringing firearms to or possessing firearms at a public school and rate of incidents per 100,000 students, by state: 2009-10 through 2014-15

| State | Number of firearm incidents |  |  |  |  |  | Rate of firearm incidents per 100,000 students |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States ........... | 1,749 | 1,685 | 1,333 | 1,556 | 1,501 | 1,463 | 3.5 | 3.4 | 2.7 | 3.1 | 3.0 | 2.9 |
| Alabama ..................... | 23 | 15 | 5 | 46 | 29 | 34 | 3.1 | 2.0 | 0.7 | 6.2 | 3.9 | 4.6 |
| Alaska ............................ | 7 | 3 | 5 | 5 | 4 | 2 | 5.3 | 2.3 | 3.8 | 3.8 | 3.1 | 1.5 |
| Arizona ......................... | 18 | 7 | 22 | 18 | 17 | 25 | 1.7 | 0.7 | 2.0 | 1.7 | 1.5 | 2.2 |
| Arkansas ....................... | 32 | 45 | 50 | 65 | 51 | 69 | 6.7 | 9.3 | 10.3 | 13.4 | 10.4 | 14.1 |
| California ....................... | 267 | 220 | 79 | 129 | 92 | 113 | 4.3 | 3.5 | 1.3 | 2.0 | 1.5 | 1.8 |
| Colorado ........................ | 23 | 19 | 17 | 23 | 21 | 20 | 2.8 | 2.3 | 2.0 | 2.7 | 2.4 | 2.2 |
| Connecticut .................... | 29 | 12 | 21 | 19 | 7 | 15 | 5.1 | 2.1 | 3.8 | 3.4 | 1.3 | 2.8 |
| Delaware ....................... | 7 | 2 | 1 | 2 | 5 | 2 | 5.5 | 1.5 | 0.8 | 1.6 | 3.8 | 1.5 |
| District of Columbia .......... | 2 | 2 | 2 | 0 | 2 | 7 | 2.9 | 2.8 | 2.7 | 0.0 | 2.6 | 8.6 |
| Florida .......................... | 66 | 63 | 51 | 62 | 71 | 82 | 2.5 | 2.4 | 1.9 | 2.3 | 2.6 | 3.0 |
| Georgia ......................... | 132 | 154 | 104 | 118 | 83 | 79 | 7.9 | 9.2 | 6.2 | 6.9 | 4.8 | 4.5 |
| Hawaii ............................ | 1 | 2 | 1 | 0 | 0 | 0 | 0.6 | 1.1 | 0.5 | 0.0 | 0.0 | 0.0 |
| Idaho ............................. | 12 | - | 10 | 5 | 4 | 2 | 4.3 | - | 3.6 | 1.8 | 1.3 | 0.7 |
| Illinois ........................... | 21 | 5 | 5 | 9 | 4 | 7 | 1.0 | 0.2 | 0.2 | 0.4 | 0.2 | 0.3 |
| Indiana .......................... | 42 | 28 | 26 | 27 | 25 | 26 | 4.0 | 2.7 | 2.5 | 2.6 | 2.4 | 2.5 |
| Iowa .............................. | 5 | 2 | 2 | 3 | 3 | 3 | 1.0 | 0.4 | 0.4 | 0.6 | 0.6 | 0.6 |
| Kansas ......................... | 32 | 20 | 9 | 28 | 19 | 16 | 6.7 | 4.1 | 1.9 | 5.7 | 3.8 | 3.2 |
| Kentucky ........................ | 12 | 15 | 23 | 20 | 43 | 32 | 1.8 | 2.2 | 3.4 | 2.9 | 6.3 | 4.6 |
| Louisiana ........................ | 50 | 49 | 43 | 66 | 80 | 53 | 7.2 | 7.0 | 6.1 | 9.3 | 11.2 | 7.4 |
| Maine ............................ | 2 | 2 | 4 | 2 | 0 | 1 | 1.1 | 1.1 | 2.1 | 1.1 | 0.0 | 0.5 |
| Maryland ....... | 8 | 8 | 10 | 11 | 7 | 6 | 0.9 | 0.9 | 1.2 | 1.3 | 0.8 | 0.7 |
| Massachusetts ................. | 11 | 12 | 7 | 10 | 19 | 11 | 1.1 | 1.3 | 0.7 | 1.0 | 2.0 | 1.2 |
| Michigan ......................... | 37 | 80 | 60 | 70 | 41 | 24 | 2.2 | 5.0 | 3.8 | 4.5 | 2.6 | 1.6 |
| Minnesota ..................... | 21 | 23 | 10 | 19 | 22 | 24 | 2.5 | 2.7 | 1.2 | 2.2 | 2.6 | 2.8 |
| Mississippi .................... | 42 | 32 | 32 | 38 | 49 | 18 | 8.5 | 6.5 | 6.5 | 7.7 | 9.9 | 3.7 |
| Missouri ........................ | 104 | 120 | 81 | 110 | 88 | 95 | 11.3 | 13.1 | 8.8 | 12.0 | 9.6 | 10.4 |
| Montana .......................... | 14 | 11 | 9 | 8 | 8 | 11 | 9.9 | 7.8 | 6.3 | 5.6 | 5.6 | 7.6 |
| Nebraska ....................... | 8 | 13 | 10 | 16 | 14 | 15 | 2.7 | 4.4 | 3.3 | 5.3 | 4.6 | 4.8 |
| Nevada ........................ | 18 | 14 | 14 | 8 | 29 | 6 | 4.2 | 3.2 | 3.2 | 1.8 | 6.4 | 1.3 |
| New Hampshire ............... | 2 | 5 | 6 | 4 | 9 | 10 | 1.0 | 2.6 | 3.1 | 2.1 | 4.8 | 5.4 |
| New Jersey .................... | 5 | 5 | 6 | 5 | 5 | 3 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.2 |
| New Mexico .................... | 18 | 25 | 18 | 13 | 15 | 9 | 5.4 | 7.4 | 5.3 | 3.8 | 4.4 | 2.6 |
| New York ........................ | $17{ }^{1}$ | $18{ }^{1}$ | 46 | 28 | 45 | 47 | $0.6{ }^{1}$ | $0.7{ }^{1}$ | 1.7 | 1.0 | 1.6 | 1.7 |
| North Carolina ................ | 23 | 9 | 9 | 11 | 19 | 23 | 1.6 | 0.6 | 0.6 | 0.7 | 1.2 | 1.5 |
| North Dakota .................. | 2 | 11 | 2 | 5 | 6 | 4 | 2.1 | 11.4 | 2.0 | 4.9 | 5.8 | 3.8 |
| Ohio ............................... | 103 | 91 | 76 | 71 | 102 | 89 | 5.8 | 5.2 | 4.4 | 4.1 | 5.9 | 5.2 |
| Oklahoma ....................... | 37 | 22 | 27 | 39 | 21 | 26 | 5.7 | 3.3 | 4.1 | 5.8 | 3.1 | 3.8 |
| Oregon .......................... | 14 | 17 | 19 | 16 | 15 | 17 | 2.4 | 3.0 | 3.3 | 2.7 | 2.5 | 2.8 |
| Pennsylvania .................... | 27 | 24 | 23 | 34 | 23 | 49 | 1.5 | 1.3 | 1.3 | 1.9 | 1.3 | 2.8 |
| Rhode Island ................... | 3 | 7 | 1 | 0 | 2 | 0 | 2.1 | 4.9 | 0.7 | 0.0 | 1.4 | 0.0 |
| South Carolina ................. | 32 | 8 | 26 | 49 | 51 | 51 | 4.4 | 1.1 | 3.6 | 6.7 | 6.8 | 6.7 |
| South Dakota .................. | 8 | 2 | 10 | 9 | 4 | 1 | 6.5 | 1.6 | 7.8 | 6.9 | 3.1 | 0.8 |
| Tennessee ..................... | 79 | 43 | 82 | 64 | 57 | 64 | 8.1 | 4.4 | 8.2 | 6.4 | 5.7 | 6.4 |
| Texas ........................... | 103 | 93 | 85 | 100 | 103 | 90 | 2.1 | 1.9 | 1.7 | 2.0 | 2.0 | 1.7 |
| Utah ............................. | 5 | 76 | 992 | 49 | 45 | 55 | 0.9 | 13.0 | $16.5{ }^{2}$ | 8.0 | 7.2 | 8.7 |
| Vermont ......................... | 1 | ) | 1 | 2 | 9 | 2 | 1.1 | 3.1 | 1.1 | 2.2 | 10.1 | 2.3 |
| Virginia ............................. | 34 | 30 | 32 | 31 | 22 | 34 | 2.7 | 2.4 | 2.5 | 2.4 | 1.7 | 2.7 |
| Washington .................... | 162 | 173 | 26 | 33 | 46 | 34 | 15.6 | 16.6 | 2.5 | 3.1 | 4.3 | 3.2 |
| West Virginia .................. | 4 | 3 | 14 | 1 | 16 | 16 | 1.4 | 1.1 | 4.9 | 0.4 | 5.7 | 5.7 |
| Wisconsin ..................... | 19 | 33 | 8 | 37 | 40 | 32 | 2.2 | 3.8 | 0.9 | 4.2 | 4.6 | 3.7 |
| Wyoming ........................ | 5 | 9 | 4 | 18 | 9 | 9 | 5.7 | 10.1 | 4.4 | 19.7 | 9.7 | 9.6 |

## -Not available.

${ }^{1}$ Data for New York City Public Schools were not reported
${ }^{2}$ The state reported a total state-level firearm incident count that was less than the sum of its reported district-level counts. The sum of the district-level firearm incident counts is displayed instead of the reported state-level count.
NOTE: Separate counts were collected for incidents involving handguns, rifles/shotguns, other firearms, and multiple types of firearms. The counts reported here exclude the "other firearms" category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 094, Data Group 601, extracted August 1, 2016, from the EDFacts Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009-10 through 2014-15. (This table was prepared August 2016.)

Table 231.70. Percentage of students ages 12-18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by selected student and school characteristics: Selected years, 2007 through 2015
[Standard errors appear in parentheses]

| Student or school characteristic | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| Total ............................................... | 6.7 | (0.40) | 5.5 | (0.47) | 4.7 | (0.43) | 3.7 | (0.38) | 4.2 | (0.48) |
| Sex |  |  |  |  |  |  |  |  |  |  |
| Male ................................................ | 8.4 | (0.56) | 7.6 | (0.72) | 5.6 | (0.59) | 3.9 | (0.56) | 5.3 | (0.63) |
| Female ............................................. | 5.0 | (0.47) | 3.4 | (0.44) | 3.6 | (0.44) | 3.4 | (0.35) | 3.1 | (0.50) |
| Race/ethnicity ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |
| White ........ | 7.7 | (0.55) | 6.4 | (0.60) | 5.3 | (0.50) | 4.2 | (0.45) | 5.2 | (0.67) |
| Black ................................................. | 6.2 | (0.98) | 3.9 | (0.92) | 4.1 | (0.86) | 3.4 | (0.78) | 3.3 | (0.79) |
| Hispanic ........................................... | 4.8 | (0.79) | 4.9 | (0.90) | 4.1 | (0.89) | 3.0 | (0.71) | 2.8 | (0.65) |
| Asian ................................................. | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Other ................................................. | 9.3 | (2.30) | 5.4 ! | (2.40) | $\ddagger$ | ( $\dagger$ | 4.7 ! | (1.79) | 6.5 | (1.82) |
| Grade |  |  |  |  |  |  |  |  |  |  |
| 6th .................................................... | 2.4 | (0.64) | 0.8 ! | (0.40) | 2.0 ! | (0.89) | $\ddagger$ | ( $\dagger$ | 1.7 ! | (0.65) |
| 7th ................................................... | 2.6 | (0.56) | 3.6 | (0.84) | 3.0 | (0.63) | 2.0 | (0.50) | 3.0 | (0.66) |
| 8th .................................................. | 3.2 | (0.63) | 3.2 | (0.63) | 2.9 | (0.60) | 2.4 | (0.62) | 2.6 | (0.58) |
| 9th .................................................. | 6.8 | (0.98) | 4.4 | (0.80) | 4.0 | (0.75) | 3.3 | (0.80) | 3.3 | (0.72) |
| 10th .................................................. | 9.2 | (1.13) | 7.3 | (1.02) | 5.3 | (0.70) | 4.7 | (0.80) | 4.7 | (1.07) |
| 11th ................................................. | 9.9 | (1.00) | 7.6 | (1.16) | 6.4 | (1.06) | 5.9 | (0.99) | 6.4 | (1.10) |
| 12th .................................................. | 12.3 | (1.33) | 9.8 | (1.44) | 8.2 | (1.06) | 5.8 | (0.99) | 7.3 | (1.08) |
| Urbanicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |
| Urban ............................................... | 5.8 | (0.67) | 4.7 | (0.72) | 4.1 | (0.61) | 3.2 | (0.54) | 3.4 | (0.73) |
| Suburban ........................................... | 6.4 | (0.59) | 5.5 | (0.57) | 4.9 | (0.55) | 3.7 | (0.46) | 4.4 | (0.60) |
| Rural ................................................. | 9.1 | (1.04) | 7.1 | (1.39) | 4.9 | (0.92) | 4.6 | (0.91) | 5.0 | (1.20) |
| Control of school |  |  |  |  |  |  |  |  |  |  |
| Public ................................................. | 6.9 | (0.44) | 5.8 | (0.49) | 4.8 | (0.42) | 3.7 | (0.40) | 4.4 | (0.52) |
| Private ................................................ | 4.5 | (0.88) | 2.3 ! | (0.83) | 3.2 ! | (0.98) | 3.6 | (1.01) | 2.0 ! | (0.76) |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/
Alaska Natives, Pacific Islanders, and persons of Two or more races.
${ }^{2}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2015. (This table was prepared August 2016.)

Table 232.10. Percentage of students in grades 9-12 who reported using alcohol at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2015
[Standard errors appear in parentheses]

| Location and student characteristic |  | 1993 |  | 1995 |  | 1997 |  | 1999 |  | 2001 |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Anywhere (including on school property) ${ }^{1}$ Total | 48.0 | (1.06) | 51.6 | (1.19) | 50.8 | (1.43) | 50.0 | (1.30) | 47.1 | (1.11) | 44.9 | (1.21) | 43.3 | (1.38) | 44.7 | (1.15) | 41.8 | (0.80) | 38.7 | (0.75) | 34.9 | (1.08) | 32.8 | (1.18) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 50.1 | (1.23) | 53.2 | (1.33) | 53.3 | (1.22) | 52.3 | (1.47) | 49.2 | (1.42) | 43.8 | (1.31) | 43.8 | (1.40) | 44.7 | (1.39) | 40.8 | (1.11) | 39.5 | (0.93) | 34.4 | (1.30) | 32.2 | (0.89) |
| Female .............................................. | 45.9 | (1.32) | 49.9 | (1.79) | 47.8 | (1.99) | 47.7 | (1.45) | 45.0 | (1.11) | 45.8 | (1.29) | 42.8 | (1.56) | 44.6 | (1.42) | 42.9 | (0.85) | 37.9 | (0.91) | 35.5 | (1.39) | 33.5 | (1.89) |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 49.9 | (1.26) | 54.1 | (1.77) | 54.0 | (1.51) | 52.5 | (1.62) | 50.4 | (1.12) | 47.1 | (1.51) | 46.4 | (1.84) | 47.3 | (1.67) | 44.7 | (1.16) | 40.3 | (0.97) | 36.3 | (1.63) | 35.2 | (2.00) |
| Black | 42.5 | (1.82) | 42.0 | (2.24) | 36.9 | (1.46) | 39.9 | (4.07) | 32.7 | (2.33) | 37.4 | (1.67) | 31.2 | (1.05) | 34.5 | (1.65) | 33.4 | (1.45) | 30.5 | (1.40) | 29.6 | (1.65) | 23.8 | (2.82) |
| Hispanic | 50.8 | (2.82) | 54.7 | (2.56) | 53.9 | (1.96) | 52.8 | (2.41) | 49.2 | (1.52) | 45.6 | (1.39) | 46.8 | (1.39) | 47.6 | (1.80) | 42.9 | (1.43) | 42.3 | (1.38) | 37.5 | (2.11) | 34.4 | (1.28) |
| Asian ${ }^{3}$... | - | (t) | - | ( $\dagger$ ) | - | (t) | 25.7 | (2.24) | 28.4 | (3.22) | 27.5 | (3.47) | 21.5 | (1.98) | 25.4 | (2.17) | 18.3 | (1.60) | 25.6 | (2.90) | 21.7 | (1.80) | 13.1 | (1.83) |
| Pacific Islander ${ }^{3}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 60.8 | (5.11) | 52.3 | (8.54) | 40.0 | (7.04) | 38.7 | (8.43) | 48.8 | (6.58) | 34.8 | (4.36) | 38.4 | (6.40) | 26.8 | (5.84) | 36.9 | (10.62) |
| American Indian/Alaska Native .................. | 45.3 | (7.18) | 51.4 | (7.18) | 57.6 | (3.79) | 49.4 | (6.43) | 51.4 | (3.97) | 51.9 | (5.29) | 57.4 | (4.13) | 34.5 | (1.77) | 42.8 | (5.43) | 44.9 | (2.26) | 33.4 | (5.13) | 46.0 | (8.12) |
| Two or more races ${ }^{3}$............................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 51.1 | (3.98) | 45.4 | (4.11) | 47.1 | (3.59) | 39.0 | (3.59) | 46.2 | (2.89) | 44.3 | (2.42) | 36.9 | (3.08) | 36.1 | (2.87) | 39.6 | (2.68) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th.. | 40.5 | (1.79) | 45.6 | (1.87) | 44.2 | (3.12) | 40.6 | (2.17) | 41.1 | (1.82) | 36.2 | (1.43) | 36.2 | (1.23) | 35.7 | (1.15) | 31.5 | (1.28) | 29.8 | (1.35) | 24.4 | (1.13) | 23.4 | (1.28) |
| 10th | 44.0 | (2.00) | 49.5 | (2.38) | 47.2 | (2.19) | 49.7 | (1.89) | 45.2 | (1.29) | 43.5 | (1.66) | 42.0 | (1.95) | 41.8 | (1.68) | 40.6 | (1.42) | 35.7 | (1.37) | 30.9 | (1.84) | 29.0 | (2.49) |
| 11th | 49.7 | (1.73) | 53.7 | (1.51) | 53.2 | (1.49) | 50.9 | (1.98) | 49.3 | (1.70) | 47.0 | (2.08) | 46.0 | (1.98) | 49.0 | (1.83) | 45.7 | (2.05) | 42.7 | (1.28) | 39.2 | (1.52) | 38.0 | (1.68) |
| 12th ................................................... | 56.4 | (1.35) | 56.5 | (1.64) | 57.3 | (2.50) | 61.7 | (2.25) | 55.2 | (1.53) | 55.9 | (1.65) | 50.8 | (2.12) | 54.9 | (2.09) | 51.7 | (1.37) | 48.4 | (1.29) | 46.8 | (1.85) | 42.4 | (2.00) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban .. | - | ( $\dagger$ | - | ( $\dagger$ | 48.9 | (2.07) | 46.5 | (2.75) | 45.2 | (1.97) | 41.5 | (1.48) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Suburban | - | (t) | - | (t) | 50.5 | (2.11) | 51.4 | (1.32) | 47.6 | (1.26) | 46.5 | (2.10) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |
| Rural | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 55.4 | (5.36) | 52.2 | (4.51) | 50.2 | (1.91) | 45.3 | (2.35) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| On school property ${ }^{5}$ Total $\qquad$ | 5.2 | (0.39) | 6.3 | (0.45) | 5.6 | (0.34) | 4.9 | (0.39) | 4.9 | (0.28) | 5.2 | (0.46) | 4.3 | (0.30) | 4.1 | (0.32) | 4.5 | (0.29) | 5.1 | (0.33) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male .. | 6.2 | (0.39) | 7.2 | (0.50) | 7.2 | (0.66) | 6.1 | (0.54) | 6.1 | (0.43) | 6.0 | (0.61) | 5.3 | (0.39) | 4.6 | (0.35) | 5.3 | (0.41) | 5.4 | (0.43) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Female | 4.2 | (0.54) | 5.3 | (0.70) | 3.6 | (0.37) | 3.6 | (0.39) | 3.8 | (0.39) | 4.2 | (0.41) | 3.3 | (0.32) | 3.6 | (0.37) | 3.6 | (0.34) | 4.7 | (0.35) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 4.6 | (0.44) | 5.6 | (0.62) | 4.8 | (0.42) | 4.8 | (0.55) | 4.2 | (0.26) | 3.9 | (0.45) | 3.8 | (0.38) | 3.2 | (0.35) | 3.3 | (0.27) | 4.0 | (0.38) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Black | 6.9 | (0.98) | 7.6 | (0.87) | 5.6 | (0.72) | 4.3 | (0.52) | 5.3 | (0.65) | 5.8 | (0.80) | 3.2 | (0.45) | 3.4 | (0.63) | 5.4 | (0.59) | 5.1 | (0.50) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Hispanic | 6.8 | (0.84) | 9.6 | (1.73) | 8.2 | (0.96) | 7.0 | (0.88) | 7.0 | (0.71) | 7.6 | (1.08) | 7.7 | (1.04) | 7.5 | (0.86) | 6.9 | (0.70) | 7.3 | (0.68) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Asian ${ }^{3}$......... | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | 2.0 | (0.42) | 6.8 | (1.42) | 5.6 | (1.55) | 1.3 ! | (0.62) | 4.4 | (1.17) | 2.9 | (0.65) | 3.5 ! | (1.21) | - | (t) | - | (t) |
| Pacific Islander ${ }^{3}$ | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 6.7 | (1.59) | 12.4 | (3.50) | 8.5 ! | (3.29) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 10.0 | (2.34) | 8.3 ! | (3.61) | - | (t) | - | (t) |
| American Indian/Alaska Native ....... | 6.7 ! | (3.06) | 8.1 ! | (3.30) | 8.6 ! | (4.15) | $\ddagger$ | ( $\dagger$ ) | 8.2 | (1.69) | 7.1 ! | (2.61) | 6.2 ! | (2.05) | 5.0 | (0.89) | 4.3 ! | (1.58) | 20.9 | (4.15) | - | (t) | - | (t) |
| Two or more races ${ }^{3}$...................... | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | 5.2 | (1.09) | 7.0 ! | (2.36) | 13.3 | (2.93) | 3.5 | (1.02) | 5.4 | (1.25) | 6.7 | (1.37) | 5.8 | (1.32) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th | 5.2 | (0.38) | 7.5 | (0.90) | 5.9 | (0.83) | 4.4 | (0.60) | 5.3 | (0.47) | 5.1 | (0.69) | 3.7 | (0.48) | 3.4 | (0.43) | 4.4 | (0.37) | 5.4 | (0.56) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 10th | 4.7 | (0.43) | 5.9 | (0.88) | 4.6 | (0.71) | 5.0 | (0.67) | 5.1 | (0.45) | 5.6 | (0.60) | 4.5 | (0.45) | 4.1 | (0.50) | 4.8 | (0.46) | 4.4 | (0.51) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 11th | 5.2 | (0.80) | 5.7 | (0.86) | 6.0 | (0.86) | 4.7 | (0.57) | 4.7 | (0.45) | 5.0 | (0.57) | 4.0 | (0.47) | 4.2 | (0.54) | 4.6 | (0.44) | 5.2 | (0.56) | - | (t) | - | ( $\dagger$ ) |
| 12th ...... | 5.5 | (0.64) | 6.2 | (0.58) | 5.9 | (0.66) | 5.0 | (0.89) | 4.3 | (0.44) | 4.5 | (0.68) | 4.8 | (0.57) | 4.8 | (0.55) | 4.1 | (0.44) | 5.1 | (0.48) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 6.4 | (0.85) | 5.0 | (0.60) | 5.4 | (0.61) | 6.1 | (0.94) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Suburban .............................................. | - | ( $\dagger$ ) | - | (t) | 5.2 | (0.43) | 4.6 | (0.61) | 4.9 | (0.37) | 4.8 | (0.54) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ |
| Rural ..................................................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 5.3 | (0.55) | 5.6 | (0.67) | 4.0 | (0.83) | 4.7 | (0.49) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |

## -Not available.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percen
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
"The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many
days during the previous 30 days they had at least one drink of alcohol
${ }^{2}$ Race categories exclude persons of Hispanic ethnicity.
${ }^{3}$ Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
Bureau. Cate Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
${ }^{5}$ In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected in 2013 and 2015
ention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared July 2016.)

Table 232.20. Percentage distribution of students in grades 9-12, by number of days they reported using alcohol anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2009 through 2015
[Standard errors appear in parentheses]

| Year and student characteristic | Anywhere (including on school property) ${ }^{1}$ |  |  |  |  |  |  |  | On school property ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0 days |  | 1 or 2 days |  | 3 to 29 days |  | All 30 days |  | 0 days |  | 1 or 2 days |  | 3 to 29 days |  | All 30 days |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| 2009 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ................................................. | 58.2 | (0.80) | 20.5 | (0.40) | 20.5 | (0.73) | 0.8 | (0.09) | 95.5 | (0.29) | 2.8 | (0.21) | 1.3 | (0.14) | 0.4 | (0.07) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 59.2 | (1.11) | 17.9 | (0.59) | 21.7 | (0.90) | 1.3 | (0.19) | 94.7 | (0.41) | 3.0 | (0.27) | 1.7 | (0.20) | 0.6 | (0.14) |
| Female | 57.1 | (0.85) | 23.4 | (0.73) | 19.2 | (0.74) | 0.3 | (0.05) | 96.4 | (0.34) | 2.6 | (0.26) | 0.9 | (0.16) | 0.1 ! | (0.03) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 55.3 | (1.16) | 20.9 | (0.50) | 23.2 | (1.10) | 0.6 | (0.10) | 96.7 | (0.27) | 2.0 | (0.20) | 1.0 | (0.14) | 0.2 | (0.06) |
| Black ................................................... | 66.6 | (1.45) | 18.5 | (0.80) | 14.0 | (1.04) | 0.9 | (0.25) | 94.6 | (0.59) | 3.0 | (0.36) | 1.8 | (0.32) | 0.5 ! | (0.22) |
| Hispanic ............................................... | 57.1 | (1.43) | 21.9 | (0.82) | 19.6 | (1.12) | 1.3 | (0.22) | 93.1 | (0.70) | 4.4 | (0.46) | 1.9 | (0.37) | 0.6 | (0.16) |
| Asian .................................................... | 81.7 | (1.60) | 11.5 | (1.90) | 5.9 | (1.22) | 0.9 ! | (0.44) | 97.1 | (0.65) | 1.4 ! | (0.47) | 0.9 ! | (0.43) | $\ddagger$ | ( $\dagger$ |
| Pacific Islander | 65.2 | (4.36) | 12.4 | (2.86) | 22.0 | (3.42) | $\ddagger$ | ( $\dagger$ ) | 90.0 | (2.34) | 5.9 | (1.68) | 3.8 ! | (1.56) | $\ddagger$ | ( + |
| American Indian/Alaska Native ................. | 57.2 | (5.43) | 17.0 ! | (5.28) | 24.7 | (5.33) | $\ddagger$ | ( ${ }^{\text {t }}$ ) | 95.7 | (1.58) | 3.5 ! | (1.45) | $\ddagger$ | ( $\dagger$ ) | \# | + |
| Two or more races ............................ | 55.7 | (2.42) | 26.8 | (2.58) | 16.1 | (1.90) | 1.4 ! | (0.56) | 93.3 | (1.37) | 4.7 | (0.98) | 1.6 ! | (0.64) | $\ddagger$ | ( $\dagger$ ) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th | 68.5 | (1.28) | 17.9 | (1.00) | 12.9 | (0.64) | 0.7 | (0.16) | 95.6 | (0.37) | 3.0 | (0.28) | 1.0 | (0.17) | $0.4!$ | (0.13) |
| 10th | 59.4 | (1.42) | 19.5 | (0.79) | 20.3 | (1.27) | 0.8 | (0.21) | 95.2 | (0.46) | 2.9 | (0.35) | 1.5 | (0.25) | 0.4 ! | (0.15) |
| 11th | 54.3 | (2.05) | 21.7 | (1.41) | 23.2 | (1.36) | 0.8 | (0.13) | 95.4 | (0.44) | 2.9 | (0.40) | 1.4 | (0.24) | 0.3 | (0.09) |
| 12th | 48.3 | (1.37) | 23.6 | (0.95) | 27.3 | (1.55) | 0.8 | (0.19) | 95.9 | (0.44) | 2.3 | (0.29) | 1.5 | (0.25) | 0.3 ! | (0.12) |
| 2011 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 61.3 | (0.75) | 19.4 | (0.62) | 18.3 | (0.47) | 0.9 | (0.11) | 94.9 | (0.33) | 3.3 | (0.23) | 1.3 | (0.15) | 0.5 | (0.07) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 60.5 | (0.93) | 18.5 | (0.68) | 19.5 | (0.65) | 1.5 | (0.19) | 94.6 | (0.43) | 3.1 | (0.26) | 1.5 | (0.21) | 0.8 | (0.14) |
| Female ................................................. | 62.1 | (0.91) | 20.5 | (0.74) | 17.1 | (0.63) | 0.3 | (0.08) | 95.3 | (0.35) | 3.4 | (0.29) | 1.1 | (0.16) | 0.1 ! | (0.04) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 59.7 | (0.97) | 19.5 | (0.83) | 20.1 | (0.62) | 0.7 | (0.13) | 96.0 | (0.38) | 2.8 | (0.29) | 0.9 | (0.12) | 0.3 | (0.06) |
| Black ... | 69.5 | (1.40) | 17.5 | $(1.06)$ | 12.1 | (0.97) | 0.9 | (0.21) | 94.9 | (0.50) | 3.2 | (0.41) | 1.4 | $0.28)$ | 0.5 ! | 0.18) |
| Hispanic | 57.7 | (1.38) | 21.5 | (0.75) | 19.4 | (0.94) | 1.4 | (0.25) | 92.7 | (0.68) | 4.3 | (0.31) | 2.2 | (0.45) | 0.7 | (0.17) |
| Asian .... | 74.4 | (2.90) | 16.7 | (2.86) | 7.3 | (1.42) | 1.6 ! | (0.73) | 96.5 | (1.21) | 2.2 ! | (0.96) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Pacific Islander. | 61.6 | 6.40) | 15.6 | 3.98) | 21.9 | (4.87) | $\ddagger$ | (t) | 91.7 | (3.61) | 3.6 ! | (1.62) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | $\dagger$ |
| American Indian/Alaska Native ................. | 55.1 | (2.26) | 23.8 | (2.23) | 20.1 | (1.51) | $\stackrel{\ddagger}{\ddagger}$ | ( ${ }_{( }^{+}$) | 79.1 | (4.15) | 15.0 | (3.14) | 5.3 | (0.96) | $\stackrel{\ddagger}{\square}$ | ${ }_{0}{ }^{\dagger}$ |
| Two or more races ................................. | 63.1 | (3.08) | 19.6 | (2.94) | 15.0 | (1.88) | 2.3 ! | (0.96) | 94.2 | (1.32) | 3.3 | (0.86) | $\ddagger$ | ( $\dagger$ ) | 1.6 ! | (0.74) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th | 70.2 | (1.35) | 17.8 | (0.99) | 11.2 | (0.95) | 0.7 | (0.18) | 94.6 | (0.56) | 3.7 | (0.41) | 1.4 | (0.31) | 0.4 | (0.09) |
| 10th | 64.3 | (1.37) | 19.2 | (1.11) | 15.8 | (0.66) | 0.6 | (0.15) | 95.6 | (0.51) | 2.8 | (0.40) | 1.2 | (0.24) | 0.4 | (0.11) |
| 11th ...................................................... | 57.3 | (1.28) | 21.1 | (0.87) | 20.6 | (1.31) | 1.1 | 0.21) | 94.8 | (0.56) | 3.2 | (0.39) | 1.3 | (0.26) | 0.7 | (0.16) |
| 12th ....................................................... | 51.6 | (1.29) | 20.1 | (0.93) | 27.1 | (1.25) | 1.1 | (0.24) | 94.9 | (0.48) | 3.5 | (0.38) | 1.3 | (0.26) | 0.3 ! | (0.10) |
| $2013{ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 65.1 | (1.08) | 17.3 | (0.56) | 16.9 | (0.78) | 0.8 | (0.12) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 65.6 | (1.30) | 15.7 | (0.75) | 17.4 | (0.90) | 1.2 | (0.19) | - | (t) | - |  | - |  | - |  |
| Female | 64.5 | (1.39) | 18.8 | (0.98) | 16.3 | (0.88) | 0.3 | (9) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 63.7 | (1.63) | 17.6 | (0.87) | 18.0 | (1.11) | 0.6 | $(0.13)$ | - | (t) | - | (t) | - | (t) | - | (t) |
| Black | 70.4 | (1.65) | 15.5 | (0.90) | 13.6 | (1.46) | 0.6 | (0.16) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( + |
| Hispanic ................................................ | 62.5 | (2.11) | 18.0 | (1.30) | 18.3 | (1.27) | 1.2 | (0.35) | - | ( $)$ | - | ( $)$ | - | ( | - | + |
| Asian .................................................................................. | 78.3 | (1.80) | 14.8 | (2.26) | 6.3 | (1.27) | $\ddagger$ | ( $\dagger$ ) | - | ( + ) | - | ( $\dagger$ | - | ( $\dagger$ | - | $\dagger$ |
| Pacific Islander ...................................... | 73.2 | 5.84 | 18.2 | (4.71) | 7.5 | (2.24) | $\ddagger$ | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | - | ( | - | ( |
| American Indian/Alaska Native ................. | 66.6 | (5.13) | 14.8 | (4.41) | 17.4 ! | (5.62) | $\stackrel{\ddagger}{\square}$ | (t) | - | ( $\dagger$ | - | ( $\dagger$ | - | (t) | - | ( + |
| Two or more races | 63.9 | (2.87) | 18.7 | (1.71) | 16.4 | (2.12) | 1.0 ! | (0.42) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th ........................................................ | 75.6 | (1.13) | 13.6 | (0.89) | 10.0 | (0.85) | 0.7 | (0.22) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |
| 10th ........................................................................................... | 69.1 | (1.84) | 15.9 | (1.17) | 14.5 | (1.22) | 0.6 | (0.16) | - | ( + | - | ( $\dagger$ | - | (t) | - | ( |
| 11th .................................................... | 60.8 | (1.52) | 18.6 | (1.01) | 19.7 | (1.26) | 0.9 | (0.23) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | $\dagger$ |
| 12th .................................................... | 53.2 | (1.85) | 21.5 | (0.93) | 24.6 | (1.31) | 0.7 | (0.17) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ................................................ | 67.2 | (1.18) | 17.6 | (0.67) | 14.5 | (0.85) | 0.7 | (0.12) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 67.8 | (0.89) | 16.1 | (0.76) | 15.1 | (0.87) | 1.0 | (0.23) | - | (t) | - | (t) | - | (t) | - | (t) |
| Female ................................................ | 66.5 | (1.89) | 19.3 | (1.09) | 13.9 | (1.12) | 0.3 ! | (0.13) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 64.8 | (2.00) | 18.5 | (0.83) | 16.2 | (1.40) | 0.5 | (0.11) | - | (t) | - | (t) | - | ( $\dagger$ | - | (t) |
| Black ... | 76.2 | (2.82) | 14.4 | (1.82) | 8.6 | (1.24) | $\ddagger$ | $\left.{ }^{( }+{ }^{( }\right)$ | - | ( | - | ( + | - | (t) | - | + |
| Hispanic .............................................. | 65.6 | (1.28) | 18.9 | (1.25) | 14.4 | (0.76) | 1.1 | (0.25) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( + | - | + |
| Asian .................................................... | 86.9 | (1.83) | 7.1 | (1.48) | 4.9 | (0.88) | $\ddagger$ | ( $\dagger$ | - | ( | - | (t) | - | ( | - | t |
| Pacific Islander ...................................... | 63.1 | (10.62) | 22.1 ! | 8.78) | 13.5 ! | (5.64) | $\ddagger$ | $(+)$ | - | ( + | - | ( $\dagger$ | - | ( + | - | (+) |
| American Indian/Alaska Native ................. | 54.0 60.4 | (8.12) | 16.3 ! | (5.91) | 29.3! | (8.96) | $\pm$ | (t) | - | (t) | - | (t) | - | ( + | - | + |
| Two or more races ................................... | 60.4 | (2.68) | 20.2 | (2.17) | 19.0 | (2.32) | $\ddagger$ | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th | 76.6 | (1.28) | 14.2 | (1.20) | 8.5 | (0.98) | 0.6 | (0.16) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | - | $\dagger$ t |
| 10th ..................................................... | 71.0 | (2.49) | 16.0 | (1.53) | 12.2 | (1.25) | 0.8 | (0.21) | - | ( $\dagger$ | - | (t) | - | t | - | t |
| 11th ..................................................... | 62.0 | (1.68) | 19.9 | (1.49) | 17.8 | (1.39) | 0.3 ! | (0.12) | - | (t) | - | (t) | - | (t) | - | + |
| 12th .................................................... | 57.6 | (2.00) | 21.0 | (1.22) | 20.4 | (1.49) | 0.9 | (0.26) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ |

## —Not available.

## $\dagger$ Not applicable.

\#Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.
${ }^{2}$ In the question about drinking alcohol at school, "on school property" was not defined for survey respondents.
${ }^{3}$ Race categories exclude persons of Hispanic ethnicity.
${ }^{4}$ Data on alcohol use at school were not collected in 2013 and 2015.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2015. (This table was prepared July 2016.)

Table 232.30. Percentage of public school students in grades 9 - 12 who reported using alcohol at least 1 day during the previous 30 days, by location and state: Selected years, 2005 through 2015
[Standard errors appear in parentheses]

|  | Anywhere (including on school property) ${ }^{1}$ |  |  |  |  |  | On school property ${ }^{2}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | 2005 | 2007 | 2009 | 2011 | 2013 |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  |  |
| United S | 43.3 (1.38) | 44.7 (1.15) | 41.8 (0.80) | 38.7 (0.75) | 34.9 (1.08) | 32.8 (1.18) | 4.3 (0.30) | 4.1 (0.32) | 4.5 (0.29) | 5.1 (0.33) | (t) |  |  |
| Alabama | 39.4 (2.55) |  | 39.5 (2.22) | 35.6 (1.99) | 35.0 (2.45) | 30.7 (1.70) | 4.5 (0.59) | (t) | 5.4 (0.76) | 5.7 (1.08) | ( $\dagger$ ) |  |  |
| Alaska | - (t) | 39.7 (2.11) | 33.2 (1.66) | 28.6 (1.95) | 22.5 (1.69) | 22.0 (1.21) | - (t) | 4.1 (0.58) | 3.0 (0.48) | 3.4 (0.52) | (t) |  |  |
| Arizona | 47.1 (1.73) | 45.6 (1.73) | 44.5 (1.67) | 43.8 (1.47) | 36.0 (2.25) | 34.8 (2.65) | 7.5 (0.88) | 6.0 (0.54) | 5.9 (0.61) | 6.2 (0.55) | (t) |  |  |
| Arkansas | 43.1 (1.99) | 42.2 (1.75) | 39.7 (1.91) | 33.9 (1.81) | 36.3 (1.97) | 27.6 (1.58) | 5.2 (0.62) | 5.1 (0.65) | 6.1 (0.89) | 4.2 (0.68) | (t) |  |  |
| California | $-\quad(\mathrm{t})$ |  | - (t) |  | - (t) | 28.9 (2.61) |  | (t) | - (t) | - ( $\dagger$ ) | (t) | - |  |
| Colorado | 47.4 (4.42) | ( $\dagger$ | 40.8 (2.44) | 36.4 (2.29) |  | - ( $\dagger$ ) | 5.9 (1.08) | ( $\dagger$ ) | 4.1 (0.61) | 5.3 (0.87) | ( $\dagger$ ) |  |  |
| Connecticut | 45.3 (2.16) | 46.0 (2.13) | 43.5 (2.22) | 41.5 (1.90) | 36.7 (2.02) | 30.2 (1.50) | 6.6 (0.71) | 5.6 (0.99) | 5.0 (0.47) | 4.6 (0.61) | (t) |  |  |
| Delaware | 43.1 (1.16) | 45.2 (1.40) | 43.7 (1.65) | 40.4 (1.55) | 36.3 (1.34) | 31.4 (1.95) | 5.5 (0.66) | 4.5 (0.48) | 5.0 (0.73) | 5.0 (0.50) | (t) |  |  |
| District of Columbia | 23.1 (1.40) | 32.6 (1.47) | - (t) | 32.8 (1.89) | 31.4 (0.58) | 20.2 (0.43) | 4.6 (0.55) | 6.1 (0.92) | - ( $\dagger$ ) | 6.8 (0.91) | (t) |  |  |
| Florida .................... | 39.7 (1.43) | 42.3 (1.30) | 40.5 (1.03) | 37.0 (0.98) | 34.9 (0.87) | 33.0 (0.96) | 4.5 (0.30) | 5.3 (0.31) | 4.9 (0.26) | 5.1 (0.29) | (t) |  |  |
| Georgia | 39.9 (2.12) | 37.7 (1.52) | 34.3 (1.65) | 34.6 (1.93) | 27.9 (2.04) | - (t) | 4.3 (0.67) | 4.4 (0.58) | 4.2 (0.48) | 5.4 (0.80) | ( $\dagger$ ) |  |  |
| Hawaii | 34.8 (2.05) | 29.1 (2.93) | 37.8 (3.02) | 29.1 (1.64) | 25.2 (1.75) | 25.2 (1.02) | 8.8 (0.93) | 6.0 (0.93) | 7.9 (1.31) | 5.0 (0.42) | (t) |  |  |
| Idaho | 39.8 (2.62) | 42.5 (2.73) | 34.2 (1.97) | 36.2 (2.28) | 28.3 (2.23) | 28.3 (2.21) | 4.3 (0.69) | 6.2 (0.81) | 3.5 (0.53) | 4.1 (0.50) | (t) |  |  |
| Illinois | - (t) | 43.7 (2.72) | 39.8 (1.91) | 37.8 (1.87) | 36.6 (2.41) | 30.7 (2.07) | - (t) | 5.5 (0.75) | 4.4 (0.64) | 3.3 (0.40) | (t) |  |  |
| Indian | 41.4 (2.12) | 43.9 (2.24) | 38.5 (2.13) | 33.5 (1.65) |  | 30.5 (2.19) | 3.4 (0.64) | 4.1 (0.47) | 3.5 (0.52) | 2.0 (0.36) | ( $\dagger$ ) |  |  |
| Iowa | 43.8 (2.56) | 41.0 (2.36) | - (t) | 37.1 (2.58) | - ( $\dagger$ ) |  | 4.6 (0.89) | 3.4 (0.78) |  | 2.3 (0.41) | ( $\dagger$ ) |  |  |
| Kans | 43.9 (1.74) | 42.4 (1.69) | 38.7 (1.93) | 32.6 (1.53) | 27.6 (1.02) | - (t) | 5.1 (0.74) | 4.8 (0.66) | 3.2 (0.55) | 2.9 (0.45) | (t) |  |  |
| Kentucky | 37.4 (1.77) | 40.6 (1.25) | 37.8 (1.30) | 34.6 (1.56) | 30.4 (1.37) | 28.5 (1.70) | 3.5 (0.37) | 4.7 (0.47) | 5.2 (0.87) | 4.1 (0.53) | (t) |  |  |
| Louisiana | - (t) | - ( $\dagger$ ) | 47.5 (2.80) | 44.4 (2.00) | 38.6 (2.75) | - (t) | - (t) | ( $\dagger$ ) | 5.6 (1.33) | 6.0 (1.36) | (t) |  |  |
| Maine | 43.0 (2.15) | 39.3 (2.29) | 32.2 (0.66) | 28.7 (0.69) | 26.6 (0.90) | 24.0 (0.69) | 3.9 (0.44) | 5.6 (0.89) | 4.0 (0.23) | 3.1 (0.21) | (t) |  |  |
| Maryland | 39.8 (2.17) | 42.9 (3.13) | 37.0 (1.44) | 34.8 (1.98) | 31.2 (0.45) | 26.1 (0.41) | 3.2 (0.42) | 6.2 (1.10) | 4.8 (0.67) | 5.4 (0.63) | ( $\dagger$ ) | - |  |
| Massachuse | 47.8 (1.36) | 46.2 (1.57) | 43.6 (1.28) | 40.1 (1.54) | 35.6 (1.14) | 33.9 (1.48) | 4.2 (0.32) | 4.7 (0.45) | 3.8 (0.48) | 3.6 (0.44) | (t) |  |  |
| Michigan | 38.1 (1.73) | 42.8 (1.70) | 37.0 (1.28) | 30.6 (1.64) | 28.3 (1.81) | 25.9 (1.81) | 3.6 (0.46) | 3.6 (0.51) | 3.7 (0.40) | 2.7 (0.37) | ( $\dagger$ ) |  | ( |
| Minnesota | ( $\dagger$ ) | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | (t) | (t) | - (t) | - (t) | (t) |  |  |
| Mississippi | ( $\dagger$ ) | 40.6 (1.57) | 39.2 (1.43) | 36.2 (2.07) | 32.9 (2.09) | 31.5 (1.67) | (t) | 5.1 (0.71) | 4.3 (0.45) | 4.6 (0.67) | (t) |  |  |
| Missouri | 40.8 (2.04) | 44.4 (2.35) | 39.3 (2.71) | - (t) | 35.6 (1.33) | 34.5 (2.09) | 3.3 (0.57) | 3.4 (0.74) | 3.0 (0.55) | ( $\dagger$ | (t) |  |  |
| Montana | 48.6 (1.50) | 46.5 (1.39) | 42.8 (1.81) | 38.3 (1.08) | 37.1 (1.20) | 34.2 (1.03) | 6.4 (0.73) | 5.7 (0.47) | 5.1 (0.69) | 3.5 (0.35) | (t) |  |  |
| Nebraska | 42.9 (1.27) | - ( $\dagger$ ) | - (t) | 26.6 (1.24) | 22.1 (1.46) | 22.7 (1.65) | 3.6 (0.42) | (t) | $-\quad(t)$ | 3.0 (0.41) | (t) |  |  |
| Nevada | 41.4 (1.73) | 37.0 (1.52) | 38.6 (1.66) | - (t) | 34.0 (2.11) | 33.5 (2.29) | 6.8 (0.92) | 4.4 (0.58) | 4.4 (0.52) | $-\quad(\dagger)$ | (t) |  |  |
| New Hampshir | 44.0 (2.31) | 44.8 (1.83) | 39.3 (2.18) | 38.4 (1.83) | 32.9 (1.71) | 30.0 (0.88) | ( $\dagger$ ) | 5.1 (0.73) | 4.3 (0.68) | 5.6 (0.70) | (t) |  |  |
| New Jersey | 46.5 (2.65) | ( $\dagger$ | 45.2 (2.21) | 42.9 (2.46) | 39.3 (1.92) | ( $\dagger$ ) | 3.7 (0.42) | ( $\dagger$ ) | - ( $\dagger$ ) | ( $\dagger$ | ( $\dagger$ ) | - |  |
| New Mexico | 42.3 (1.93) | 43.2 (1.07) | 40.5 (1.41) | 36.9 (1.40) | 28.9 (1.25) | 26.1 (0.89) | 7.6 (0.87) | 8.7 (1.35) | 8.0 (0.90) | 6.4 (0.54) | ( $\dagger$ ) |  |  |
| New York . | 43.4 (1.47) | 43.7 (1.41) | 41.4 (1.38) | 38.4 (1.96) | 32.5 (1.36) | 29.7 (1.80) | 4.1 (0.45) | 5.1 (0.58) | - ( $\dagger$ ) | - ( $\dagger$ ) | ( $\dagger$ ) | - |  |
| North Carolina | 42.3 (2.16) | 37.7 (1.36) | 35.0 (2.43) | 34.3 (1.41) | 32.2 (1.27) | 29.2 (1.63) | 5.4 (0.74) | 4.7 (0.65) | 4.1 (0.57) | 5.5 (0.77) | (t) | - |  |
| North Dakota | 49.0 (1.89) | 46.1 (1.82) | 43.3 (1.79) | 38.8 (1.67) | 35.3 (1.59) | 30.8 (1.58) | 3.6 (0.52) | 4.4 (0.65) | 4.2 (0.53) | 3.1 (0.51) | (t) |  |  |
| Ohio ${ }^{4}$ | 42.4 (1.96) | 45.7 (1.70) | - ( $\dagger$ ) | 38.0 (2.94) | 29.5 (2.21) | - ( $\dagger$ ) | 3.2 (0.59) | 3.2 (0.50) | - ( $\dagger$ ) | - ( $\dagger$ ) | ( $\dagger$ ) | - |  |
| Oklahoma | 40.5 (1.62) | 43.1 (1.88) | 39.0 (1.97) | 38.3 (1.75) | 33.4 (1.91) | 27.3 (1.95) | 3.8 (0.49) | 5.0 (0.59) | 3.9 (0.55) | 2.6 (0.65) | ( $\dagger$ ) |  |  |
| Oregon | - (t) | ( $\dagger$ | - (t) | - (t) | - (t) | - (t) | (t) | (t) | - (t) | ( $\dagger$ ) | (t) |  |  |
| Pennsylvania |  | - (t) | 38.4 (2.10) | - (t) |  | 30.6 (1.61) | - (t) | ( $\dagger$ ) | 2.8 (0.50) | (t) | (t) |  |  |
| Rhode Island | 42.7 (1.15) | 42.9 (1.76) | 34.0 (2.01) | 34.0 (1.25) | 30.9 (1.78) | 26.2 (1.92) | 5.3 (0.66) | 4.8 (0.54) | 3.2 (0.50) | ( $\dagger$ ) | (t) |  |  |
| South Carolina | 43.2 (1.64) | 36.8 (2.31) | 35.2 (2.80) | 39.7 (1.72) | 28.9 (1.34) | 24.6 (1.57) | 6.0 (0.96) | $4.7 \quad(0.73)$ | 3.6 (0.79) | 5.9 (0.90) | ( $\dagger$ ) | - |  |
| South Dakota ${ }^{5}$ | 46.6 (2.12) | 44.5 (1.80) | 40.1 (1.54) | 39.3 (2.14) | 30.8 (1.45) | 28.0 (2.53) | 4.0 (0.70) | 3.6 (0.92) | - (t) | - ( $\dagger$ ) | (t) |  |  |
| Tennessee | 41.8 (1.90) | 36.7 (1.90) | 33.5 (1.71) | 33.3 (1.39) | 28.4 (1.35) | - (t) | 3.7 (0.66) | 4.1 (0.54) | 3.0 (0.38) | 3.2 (0.34) | (t) |  |  |
| Texas | 47.3 (1.93) | 48.3 (1.64) | 44.8 (1.25) | 39.7 (1.15) | 36.1 (1.75) |  | 5.7 (0.56) | 4.9 (0.57) | 4.7 (0.36) | 3.9 (0.35) | (t) |  |  |
| Utah | 15.8 (1.92) | 17.0 (1.88) | 18.2 (2.72) | 15.1 (1.54) | 11.0 (0.90) |  | 2.1 (0.39) | 4.7 ! (1.69) | 2.7 (0.45) | 2.7 (0.54) | (t) |  |  |
| Vermont ${ }^{6}$ | 41.8 (1.53) | 42.6 (1.04) | 39.0 (1.57) | 35.3 (1.10) |  | 30.0 (0.33) | 4.8 (0.54) | 4.6 (0.40) | 3.3 (0.28) | 3.3 (0.50) | (t) | - |  |
| Virginia . | - (t) | - (t) | - (t) | 30.5 (2.49) | 27.3 (1.22) | 23.4 (1.20) | ( $\dagger$ ) | (t) | - (t) | 3.3 (0.59) | (t) |  |  |
| Washington | - (t) | - (t) | - (t) | - ( $\dagger$ ) | - (t) | - (t) | - ( $\dagger$ ) | ( $\dagger$ ) | - (t) | - (t) | (t) | - |  |
| West Virginia | 41.5 (1.41) | 43.5 (1.45) | 40.4 (1.10) | 34.3 (2.40) | 37.1 (2.04) | 31.1 (1.45) | 6.4 (1.08) | 5.5 (0.89) | 5.7 (0.61) | 4.2 (0.67) | (t) | - |  |
| Wisconsin | 49.2 (1.51) | 48.9 (1.56) | 41.3 (1.83) | 39.2 (1.35) | 32.7 (1.21) | - (t) | - (t) | - (t) | - (t) | $-\quad(t)$ | (t) | - |  |
| Wyoming .... | 45.4 (1.47) | 42.4 (1.22) | 41.7 (1.36) | 36.1 (1.34) | 34.4 (1.14) | 31.0 (1.48) | 6.2 (0.56) | 6.9 (0.63) | 6.4 (0.50) | 5.1 (0.48) | (t) | - | ( $\dagger$ |

[^60]${ }^{6}$ Vermont data for 2013 include both public and private schools.
NOTE: For the U.S. total, data for all years include both public and private schools. Statelevel data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2015. (This table was prepared July 2016.)

Table 232.40. Percentage of students in grades 9-12 who reported using marijuana at least one time during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2015
[Standard errors appear in parentheses]

| Location and student characteristic |  | 1993 |  | 1995 |  | 1997 |  | 1999 |  | 2001 |  | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Anywhere (including on school property) ${ }^{1}$ Total | 17.7 | (1.22) | 25.3 | (1.03) | 26.2 | (1.11) | 26.7 | (1.30) | 23.9 | (0.77) | 22.4 | (1.09) | 20.2 | (0.84) | 19.7 | (0.97) | 20.8 | (0.70) | 23.1 | (0.80) | 23.4 | (1.08) | 21.7 | (1.22) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 20.6 | (1.61) | 28.4 | (1.08) | 30.2 | (1.46) | 30.8 | (1.92) | 27.9 | (0.81) | 25.1 | (1.25) | 22.1 | (0.98) | 22.4 | (1.02) | 23.4 | (0.80) | 25.9 | (1.01) | 25.0 | (1.14) | 23.2 | (1.46) |
| Female ... | 14.6 | (1.02) | 22.0 | (1.44) | 21.4 | (1.04) | 22.6 | (0.96) | 20.0 | (0.87) | 19.3 | (0.96) | 18.2 | (0.99) | 17.0 | (1.13) | 17.9 | (0.87) | 20.1 | (0.95) | 21.9 | (1.28) | 20.1 | (1.33) |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 17.3 | (1.41) | 24.5 | (1.49) | 25.0 | (1.56) | 26.4 | (1.59) | 24.4 | (1.04) | 21.7 | (1.20) | 20.3 | (1.11) | 19.9 | (1.28) | 20.7 | (0.93) | 21.7 | (1.09) | 20.4 | (1.36) | 19.9 | (1.67) |
| Black | 18.6 | (1.84) | 28.6 | (2.62) | 28.2 | (1.67) | 26.4 | (3.49) | 21.8 | (2.12) | 23.9 | (1.58) | 20.4 | (1.11) | 21.5 | (1.64) | 22.2 | (1.44) | 25.1 | (1.35) | 28.9 | (1.30) | 27.1 | (1.57) |
| Hispanic | 19.4 | (1.33) | 27.8 | (2.92) | 28.6 | (2.06) | 28.2 | (2.29) | 24.6 | (0.81) | 23.8 | (1.16) | 23.0 | (1.22) | 18.5 | (1.41) | 21.6 | (1.04) | 24.4 | (1.27) | 27.6 | (1.50) | 24.5 | (1.49) |
| Asian ${ }^{3}$... | - | (t) | - | (t) | - | (t) | 13.5 | (2.04) | 10.9 | (2.12) | 9.5 | (2.21) | 6.7 | (1.64) | 9.4 | (1.63) | 7.5 | (1.40) | 13.6 | (3.75) | 16.4 | (2.99) | 8.2 | (1.58) |
| Paciicic Islander ${ }^{3}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 33.8 | (4.11) | 21.9 | (4.07) | 28.1 | (6.47) | 12.4 ! | (3.87) | 28.7 | (6.14) | 24.8 | (5.50) | 31.1 | (7.08) | 23.4 ! | (7.35) | 17.4 | (4.88) |
| American Indian/Alaska Native | 17.4 | (4.77) | 28.0 | (5.72) | 44.2 | (4.31) | 36.2 | (6.55) | 36.4 | (5.48) | 32.8 | (5.29) | 30.3 | (4.36) | 27.4 | (3.50) | 31.6 | (5.26) | 47.4 | (3.20) | 35.5 | (6.37) | 26.9 | (5.20) |
| Two or more races ${ }^{3}$.... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 29.1 | (4.00) | 31.8 | (3.22) | 28.3 | (5.57) | 16.9 | (2.43) | 20.5 | (2.73) | 21.7 | (2.33) | 26.8 | (2.10) | 28.8 | (2.55) | 23.5 | (2.18) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th. | 13.2 | (1.10) | 20.9 | (1.83) | 23.6 | (1.95) | 21.7 | (1.84) | 19.4 | (1.25) | 18.5 | (1.52) | 17.4 | (1.16) | 14.7 | (1.02) | 15.5 | (0.97) | 18.0 | (1.11) | 17.7 | (1.13) | 15.2 | (0.98) |
| 10th | 16.5 | (1.79) | 25.5 | (1.89) | 25.0 | (1.29) | 27.8 | (2.21) | 24.8 | (1.12) | 22.0 | (1.47) | 20.2 | (1.27) | 19.3 | (1.12) | 21.1 | (1.11) | 21.6 | (1.15) | 23.5 | (1.89) | 20.0 | (1.87) |
| 11 | 18.4 | (1.77) | 27.6 | (1.35) | 29.3 | (1.81) | 26.7 | (2.47) | 25.8 | (1.33) | 24.1 | (1.56) | 21.0 | (1.24) | 21.4 | (1.49) | 23.2 | (1.52) | 25.5 | (1.44) | 25.5 | (1.37) | 24.8 | (1.27) |
| 12th. | 22.0 | (1.40) | 26.2 | (2.35) | 26.6 | (2.09) | 31.5 | (2.81) | 26.9 | (1.77) | 25.8 | (1.19) | 22.8 | (1.23) | 25.1 | (1.96) | 24.6 | (1.49) | 28.0 | (1.08) | 27.7 | (1.58) | 27.6 | (1.93) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban ... | - | (t) | - | (t) | 26.8 | (1.50) | 27.5 | (2.32) | 25.6 | (1.23) | 23.4 | (1.65) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Suburban | - | (t) | - | (t) | 27.0 | (1.05) | 26.1 | (1.60) | 22.5 | (0.96) | 22.8 | (1.90) | - | (t) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Rural .... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 21.9 | (3.23) | 28.0 | (4.36) | 26.2 | (2.49) | 19.9 | (2.80) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| On school property ${ }^{5}$ Total $\qquad$ | 5.6 | (0.65) | 8.8 | (0.59) | 7.0 | (0.52) | 7.2 | (0.73) | 5.4 | (0.37) | 5.8 | (0.68) | 4.5 | (0.32) | 4.5 | (0.46) | 4.6 | (0.35) | 5.9 | (0.39) | - | ( $\dagger$ | - | (t) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 7.8 | (0.83) | 11.9 | (0.85) | 9.0 | (0.68) | 10.1 | (1.30) | 8.0 | (0.54) | 7.6 | (0.88) | 6.0 | (0.44) | 5.9 | (0.61) | 6.3 | (0.54) | 7.5 | (0.56) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Female | 3.3 | (0.48) | 5.5 | (0.72) | 4.6 | (0.56) | 4.4 | (0.40) | 2.9 | (0.28) | 3.7 | (0.48) | 3.0 | (0.31) | 3.0 | (0.39) | 2.8 | (0.32) | 4.1 | (0.32) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Race/ethnicity ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ... | 5.0 | (0.72) | 7.1 | (0.62) | 5.8 | (0.69) | 6.5 | (0.84) | 4.8 | (0.45) | 4.5 | (0.66) | 3.8 | (0.41) | 4.0 | (0.63) | 3.8 | (0.38) | 4.5 | (0.42) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Black | 7.3 | (1.23) | 12.3 | (1.88) | 9.1 | (1.07) | 7.2 | (1.10) | 6.1 | (0.60) | 6.6 | (0.89) | 4.9 | (0.65) | 5.0 | (0.73) | 5.6 | (0.64) | 6.7 | (0.77) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Hispanic | 7.5 | (1.10) | 12.9 | (2.20) | 10.4 | (1.03) | 10.7 | (1.21) | 7.4 | (0.58) | 8.2 | (0.72) | 7.7 | (0.76) | 5.4 | (0.80) | 6.5 | (0.76) | 7.7 | (0.54) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Asian ${ }^{3}$...... | - | (t) | - | (t) | - | (t) | 4.3 | (0.71) | 4.7 ! | (1.56) | 4.3 ! | (1.38) | $\pm$ | ( $\dagger$ ) | 2.7 ! | (1.06) | 2.0 | (0.54) | 4.5 | (1.34) | - | ( $\dagger$ ) | - | (t) |
| Pacific Islander ${ }^{3}$........................ | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 11.0 | (3.21) | 6.4 ! | (2.46) | 9.1 ! | (3.17) | $\ddagger$ | ( $\dagger$ ) | 13.4 ! | (5.38) | 9.0 | (2.40) | 12.5 ! | (4.94) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| American Indian/Alaska Native .... | $\ddagger$ | (t) | 10.1 ! | (3.39) | 16.2 ! | (5.56) | $\ddagger$ | (t) | 21.5 ! | (6.55) | 11.4 ! | (4.42) | 9.2 | (1.85) | 8.2 | (2.30) | 2.9 ! | (1.25) | 20.9 | (4.05) | - | ( $\dagger$ ) | - | (t) |
| Two or more races ${ }^{3}$...................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 7.8 | (1.81) | 5.2 | (1.24) | 11.4 ! | (5.49) | 3.6 | (0.91) | 3.6 ! | (1.08) | 5.4 | (1.34) | 8.1 | (1.79) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th | 4.4 | (0.40) | 8.7 | (1.38) | 8.1 | (0.90) | 6.6 | (0.97) | 5.5 | (0.62) | 6.6 | (1.03) | 5.0 | (0.59) | 4.0 | (0.52) | 4.3 | (0.38) | 5.4 | (0.65) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 10th | 6.5 | (0.94) | 9.8 | (0.87) | 6.4 | (0.73) | 7.6 | (1.14) | 5.8 | (0.51) | 5.2 | (0.70) | 4.6 | (0.54) | 4.8 | (0.60) | 4.6 | (0.50) | 6.2 | (0.63) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 11th. | 6.5 | (1.07) | 8.6 | (0.62) | 7.9 | (1.17) | 7.0 | (0.72) | 5.1 | (0.48) | 5.6 | (0.71) | 4.1 | (0.49) | 4.1 | (0.73) | 5.0 | (0.55) | 6.2 | (0.70) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 12th .................................................... | 5.1 | (0.78) | 8.0 | (1.15) | 5.7 | (0.61) | 7.3 | (1.14) | 4.9 | (0.71) | 5.0 | (0.75) | 4.1 | (0.45) | 5.1 | (0.73) | 4.6 | (0.49) | 5.4 | (0.39) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Urbanicity ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Urban. | - | ( $\dagger$ ) | - | (t) | 8.0 | (1.11) | 8.5 | (1.03) | 6.8 | (0.56) | 6.8 | (1.05) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( + | - | ( $\dagger$ ) |
| Suburban | - | (t) | - | (t) | 7.0 | (0.67) | 6.4 | (1.03) | 4.7 | (0.46) | 6.0 | (1.03) | - | (t) | - | (t) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) |
| Rural ..................................................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 4.9 ! | (2.02) | 8.1 | (1.57) | 5.3 | (0.93) | 3.9 | (0.64) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |

-Not available.
NNot applicable.
IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many
times during the previous 30 days they had used marijuana
2Race categories exclude persons of Hispanic ethnicity.
${ }^{3}$ Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural),"
${ }^{5}$ In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected in 2013 and 2015
, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared July 2016.)

Table 232.50. Percentage distribution of students in grades $9-12$, by number of times they reported using marijuana anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2009 through 2015
[Standard errors appear in parentheses]

| Year and student characteristic | Anywhere (including on school property) ${ }^{1}$ |  |  |  |  |  |  |  | On school property ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0 times |  | 1 or 2 times |  | 3 to 39 times |  | 40 or more times |  | 0 times |  | 1 or 2 times |  | 3 to 39 times |  | 40 or more times |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| 2009 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 79.2 | (0.70) | 7.2 | (0.30) | 9.7 | (0.37) | 3.8 | (0.27) | 95.4 | (0.35) | 2.1 | (0.16) | 1.8 | (0.18) | 0.7 | (0.10) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 76.6 | (0.80) | 6.8 | (0.38) | 10.8 | (0.48) | 5.8 | (0.46) | 93.7 | (0.54) | 2.6 | (0.24) | 2.6 | (0.27) | 1.1 | (0.18) |
| Female | 82.1 | (0.87) | 7.7 | (0.39) | 8.5 | (0.56) | 1.7 | (0.20) | 97.2 | (0.32) | 1.7 | (0.19) | 1.0 | (0.21) | 0.2 | (0.06) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 79.3 | (0.93) | 7.4 | (0.43) | 9.6 | (0.49) | 3.7 | (0.38) | 96.2 | (0.38) | 1.9 | (0.21) | 1.4 | (0.18) | 0.5 | (0.10) |
| Black ... | 77.8 | (1.44) | 6.7 | (0.62) | 10.9 | (0.90) | 4.6 | (0.68) | 94.4 | (0.64) | 2.2 | (0.31) | 2.8 | (0.44) | 0.6 ! | (0.24) |
| Hispanic | 78.4 | (1.04) | 8.2 | (0.57) | 9.8 | (0.71) | 3.6 | (0.37) | 93.5 | (0.76) | 3.2 | (0.43) | 2.3 | (0.39) | 1.0 | (0.22) |
| Asian ......... | 92.5 | (1.40) | 3.0 | (0.69) | 3.3 | (0.85) | 1.2 ! | (0.55) | 98.0 | (0.54) | $\stackrel{+}{1}$ | ( ${ }_{( }$ | 1.1 ! | (0.50) | $\ddagger$ | ( |
| Pacific Islander ..................................... | 75.2 | (5.50) | 5.0 ! | (1.61) | 13.0 | (2.95) | 6.8 ! | (2.56) | 91.0 | (2.40) | 4.4 ! | (1.59) | 3.7 ! | (1.58) | $\ddagger$ | (t) |
| American Indian/Alaska Native .................. | 68.4 | (5.26) | 6.7 ! | (2.47) | 19.6 | (3.43) | 5.3 ! | (2.11) | 97.1 | (1.25) | $\stackrel{+}{1}$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | \# | ( $\dagger$ |
| Two or more races ................................ | 78.3 | (2.33) |  | (1.40) | 9.8 | (1.51) | 4.1 ! | (1.27) | 94.6 | (1.34) | 1.4 ! | (0.51) | 2.2 ! | (0.90) | 1.8 ! | (0.66) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th | 84.5 | (0.97) | 5.8 | (0.55) | 7.6 | (0.55) | 2.1 | (0.29) | 95.7 | (0.38) | 2.3 | (0.22) | 1.4 | (0.21) | 0.6 | (0.15) |
| 10th | 78.9 | (1.11) | 7.9 | (0.59) | 9.6 | (0.64) | 3.6 | (0.44) | 95.4 | (0.50) | 1.9 | (0.28) | 2.1 | (0.35) | 0.6 | (0.12) |
| 11th | 76.8 | (1.52) | 7.9 | (0.66) | 11.2 | (0.89) | 4.1 | (0.42) | 95.0 | (0.55) | 2.5 | (0.37) | 2.0 | (0.31) | 0.5 | (0.12) |
| 12th ......................................................... | 75.4 | (1.49) | 7.7 | (0.60) | 10.9 | (0.86) | 6.0 | (0.64) | 95.4 | (0.49) | 1.9 | (0.30) | 1.9 | (0.27) | 0.8 | (0.23) |
| 2011 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 76.9 | (0.80) | 7.4 | (0.30) | 10.9 | (0.42) | 4.8 | (0.30) | 94.1 | (0.39) | 2.8 | (0.22) | 2.3 | (0.21) | 0.7 | (0.09) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 74.1 | (1.01) | 7.1 | (0.40) | 11.8 | (0.57) | 7.0 | (0.47) | 92.5 | (0.56) | 3.1 | (0.28) | 3.2 | (0.31) | 1.2 | (0.17) |
| Female ............................................. | 79.9 | (0.95) | 7.7 | (0.48) | 9.9 | (0.56) | 2.4 | (0.26) | 95.9 | (0.32) | 2.5 | (0.21) | 1.4 | (0.19) | 0.2 | (0.04) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 78.3 | (1.09) | 6.9 | (0.42) | 10.2 | (0.59) | 4.6 | (0.44) | 95.5 | (0.42) | 2.2 | (0.26) | 1.9 | (0.23) | 0.4 | (0.09) |
| Black | 74.9 | (1.35) | 7.9 | (0.69) | 12.5 | (0.81) | 4.7 | (0.63) | 93.3 | (0.77) | 3.2 | (0.43) | 2.8 | (0.52) | 0.7 | (0.18) |
| Hispanic | 75.6 | (1.27) | 8.3 | (0.59) | 11.5 | (0.67) | 4.7 | (0.46) | 92.3 | (0.54) | 3.6 | (0.26) | 3.1 | (0.40) | 1.0 | (0.21) |
| Asian ................................................ | 86.4 | (3.75) | $\ddagger$ | (t) | 5.5 | (0.96) | 3.2 ! | (1.34) | 95.5 | (1.34) | 2.4 ! | (1.15) | $\ddagger$ | ( $\dagger$ ) | 1.5 ! | (0.70) |
| Pacitic Islander .................................... | 68.9 | (7.08) | 11.3 | (3.34) | 13.2 ! | (5.20) | 6.6 ! | (2.27) | 87.5 | (4.94) | 5.6 ! | (2.24) | $\stackrel{\ddagger}{\ddagger}$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native ................. | 52.6 | (3.20) | 10.5 | (2.82) | 23.6 | (2.57) | 13.2 | (1.81) | 79.1 | (4.05) | 8.6 | (2.18) | 9.8 | (1.79) | 2.5 | (0.67) |
| Two or more races ................................. | 73.2 | (2.10) | 7.2 | (1.20) | 12.9 | (1.44) | 6.7 | (1.33) | 91.9 | (1.79) | 3.7 | (0.98) | 2.4 ! | (0.86) | 2.0 ! | (0.69) |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th | 82.0 | (1.11) | 6.2 | (0.47) | 8.2 | (0.63) | 3.6 | (0.42) | 94.6 | (0.65) | 2.7 | (0.41) | 2.2 | (0.33) | 0.5 | (0.11) |
| 10th. | 78.4 | (1.15) | 7.4 | (0.60) | 10.0 | (0.65) | 4.3 | (0.50) | 93.8 | (0.63) | 3.2 | (0.38) | 2.3 | (0.40) | 0.7 | (0.16) |
| 11th | 74.5 | (1.44) | 8.0 | (0.59) | 12.9 | (0.82) | 4.5 | (0.50) | 93.8 | (0.70) | 3.2 | (0.47) | 2.3 | (0.35) | 0.7 | (0.16) |
| 12th | 72.0 | (1.08) | 8.3 | (0.59) | 13.0 | (0.69) | 6.7 | (0.53) | 94.6 | (0.39) | 2.2 | (0.30) | 2.4 | (0.30) | 0.8 | (0.18) |
| $2013{ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 76.6 | (1.08) | 7.1 | (0.42) | 11.3 | (0.68) | 5.0 | (0.39) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 75.0 | (1.14) | 6.5 | (0.42) | 12.0 | (0.72) | 6.5 | (0.53) | - | (t) | - | (t) | - | (t) | - | (t) |
| Female ... | 78.1 | (1.28) | 7.8 | (0.59) | 10.7 | (0.77) | 3.4 | (0.36) | - | (t) | - | (t) | - | (t) | - | (t) |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 79.6 | (1.36) | 6.3 | (0.63) | 9.7 | (0.75) | 4.4 | (0.42) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ |
| Black ..................................................... | 71.1 | (1.30) | 8.2 | (0.52) | 14.3 | (0.90) | 6.3 | (0.71) | - | (t) | - | (t) | - | (t) | - | (t) |
| Hispanic ................................................. | 72.4 | (1.50) | 8.6 | (0.52) | 13.4 | (1.22) | 5.6 | (0.70) | - | (t) | - | (t) | - | (t) | - | ( + |
| Asian ................................................... | 83.6 | (2.99) | 4.1 | (1.02) | 7.6 | (1.32) | 4.7 ! | (2.03) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | - | ( + |
| Pacific Islander ..................................... | 76.6 | (7.35) | 4.9 ! | (2.31) | 17.1 ! | (5.82) | $\ddagger$ |  | - | (t) | - | (t) | - | (t) | - | $\dagger$ |
| American Indian/Alaska Native ................. | 64.5 | (6.37) | 8.8 ! | (2.70) | 18.9 | (4.54) | 7.9 ! | (2.77) | - | (t) | - | (t) | - | (t) | - | ( + |
| Two or more races ................................... | 71.2 | (2.55) | 9.7 | (1.36) | 12.4 | (1.45) | 6.7 | (1.29) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th. | 82.3 | (1.13) | 6.3 | (0.59) | 8.6 | (0.70) | 2.8 | (0.38) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 10th | 76.5 | (1.89) | 7.2 | (0.65) | 11.3 | (1.35) | 5.0 | (0.81) | - | (t) | - | (t) | - | (t) | - | (t) |
| 11th | 74.5 | (1.37) | 7.6 | (0.68) | 12.0 | (0.85) | 6.0 | (0.56) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | (t) |
| 12th .... | 72.3 | (1.58) | 7.6 | (0.68) | 13.8 | (1.00) | 6.4 | (0.63) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| $2015{ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ............................................... | 78.3 | (1.22) | 7.0 | (0.37) | 10.4 | (0.81) | 4.2 | (0.40) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ....................................................... | 76.8 | (1.46) | 6.4 | (0.47) | 11.4 | (0.91) | 5.5 | (0.61) | - | $\left(\begin{array}{c}\text { ( } \\ \text { ) }\end{array}\right.$ | - | $(\dagger)$ | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Female .................................................. | 79.9 | (1.33) | 7.6 | (0.44) | 9.6 | (0.87) | 2.9 | (0.31) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .... | 80.1 | (1.67) | 6.9 | (0.45) | 9.6 | (1.20) | 3.5 | (0.44) | - | (t) | - | (t) | - | (t) | - | ( + |
| Black | 72.9 | (1.57) | 8.3 | (1.14) | 13.7 | (1.06) | 5.1 | (0.99) | - | (t) | - | (t) | - | (t) | - | (t) |
| Hispanic ............................................ | 75.5 | (1.49) | 7.7 | (0.64) | 11.4 | (0.84) | 5.3 | (0.62) | - | (t) | - | (t) | - | (t) | - | + |
| Asian .................................................. | 91.8 | (1.58) | 2.6 ! | (0.87) | 4.1 | (0.87) | 1.5 ! | (0.72) | - | (t) | - | (t) | - | ( $\dagger$ | - | ( + |
| Pacific Islander .................................... | 82.6 | (4.88) | ¢ | ${ }_{(1)}$ | 5.5 ! | $\left(\begin{array}{l}2.03) \\ 3\end{array}\right.$ | $\ddagger$ | (t) | - | (t) | 二 | (t) | - | ( $\dagger$ | - | ( + |
| American Indian/Alaska Native ..................................................... | 73.1 | (5.20) | 6.3 ! | (2.47) | 12.1 ! | (3.74) | $\ddagger$ | (t) | - | (t) | 二 | + | - | $\dagger$ | - | (t) |
| Two or more races ................................... | 76.5 | (2.18) | 6.0 | (1.08) | 12.1 | (1.58) | 5.4 | (1.10) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9th .................................................... | 84.8 | (0.98) | 5.5 | (0.56) | 7.3 | (0.56) | 2.4 | (0.34) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |
| 10th ....................................................... | 80.0 | (1.87) | 6.1 | (0.73) | 10.0 | (1.18) | 3.9 | (0.59) | - | (t) | - | (t) | - | (t) | - | (t) |
| 11th .................................................... | 75.2 | (1.27) | 7.7 | (0.55) | 12.9 | (1.13) | 4.3 | (0.55) | - | (t) | - | (t) | - | (t) | - | ( |
| 12th ...................................................... | 72.4 | (1.93) | 8.9 | (0.61) | 12.2 | (1.33) | 6.4 | (0.82) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ |

## -Not available.

$\dagger$ Not applicable.
\#Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and
50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater
${ }^{1}$ The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.
${ }^{2}$ In the question about using marijuana at school, "on school property" was not defined for survey respondents.
${ }^{3}$ Race categories exclude persons of Hispanic ethnicity.
${ }^{4}$ Data on marijuana use at school were not collected in 2013 and 2015.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2015. (This table was prepared July 2016.)

Table 232.70. Percentage of students in grades 9-12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years, 1993 through 2015
[Standard errors appear in parentheses]

-Not available.
$\dagger$ Not applicable.
!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Race categories exclude persons of Hispanic ethnicity.
${ }^{2}$ Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as
Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
${ }^{3}$ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural),"
SOURCE: Centers for Disease Control and Prevention
ent and School Health, Youth Risk Behavior Surveillance

Table 232.80. Percentage of public school students in grades $9-12$ who reported that illegal drugs were made available to them on school property during the previous 12 months, by state: Selected years, 2003 through 2015
[Standard errors appear in parentheses]

| State | 2003 |  | 2005 |  | 2007 |  | 2009 |  | 2011 |  | 2013 |  | 2015 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| United States ${ }^{1}$. | 28.7 | (1.95) | 25.4 | (1.05) | 22.3 | (1.04) | 22.7 | (1.04) | 25.6 | (0.99) | 22.1 | (0.96) | 21.7 | (1.18) |
| Alabama | 26.0 | (1.78) | 26.2 | (1.90) | - | ( $\dagger$ | 27.6 | (1.30) | 20.3 | (1.32) | 25.3 | (1.11) | 24.8 | (1.68) |
| Alaska | 28.4 | (1.24) | - | ( $\dagger$ ) | 25.1 | (1.36) | 24.8 | (1.25) | 23.2 | (0.98) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Arizona | 28.6 | (1.23) | 38.7 | (1.18) | 37.1 | (1.45) | 34.6 | (1.43) | 34.6 | (1.55) | 31.3 | (1.46) | 29.3 | (1.35) |
| Arkansas . | - | ( $\dagger$ ) | 29.2 | (1.35) | 28.1 | (1.28) | 31.4 | (1.56) | 26.1 | (1.30) | 27.4 | (1.28) | 27.1 | (1.57) |
| California ........................ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 26.1 | (1.83) |
| Colorado | - | ( $\dagger$ ) | 21.2 | (1.81) | - | ( $\dagger$ ) | 22.7 | (1.52) | 17.2 | (1.28) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Connecticut | - | ( $\dagger$ ) | 31.5 | (0.90) | 30.5 | (1.52) | 28.9 | (1.25) | 27.8 | (1.43) | 27.1 | (0.85) | 28.5 | (1.32) |
| Delaware ........................ | 27.9 | (0.90) | 26.1 | (1.05) | 22.9 | (0.99) | 20.9 | (0.87) | 23.1 | (1.20) | 19.1 | (0.83) | 15.6 | (0.84) |
| District of Columbia ......... | 30.2 | (1.46) | 20.3 | (1.18) | 25.7 | (1.20) | - | ( $\dagger$ ) | 22.6 | (1.53) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Florida ............................ | 25.7 | (0.81) | 23.2 | (0.85) | 19.0 | (0.80) | 21.8 | (0.72) | 22.9 | (0.84) | 20.0 | (0.64) | 18.4 | (0.69) |
| Georgia .......................... | 33.3 | (1.00) | 30.7 | (1.25) | 32.0 | (1.23) | 32.9 | (1.22) | 32.1 | (1.34) | 26.5 | (1.32) | - | ( $\dagger$ ) |
| Hawaii | - | ( $\dagger$ | 32.7 | (1.74) | 36.2 | (2.46) | 36.1 | (1.51) | 31.7 | (1.48) | 31.2 | (0.99) | 25.4 | (0.98) |
| Idaho. | 19.6 | (1.26) | 24.8 | (1.52) | 25.1 | (1.63) | 22.7 | (1.39) | 24.4 | (1.56) | 22.1 | (1.31) | 21.5 | (1.39) |
| Illinois | - | ( $\dagger$ ) | - | ( $\dagger$ | 21.2 | (1.18) | 27.5 | (1.97) | 27.3 | (1.46) | 27.2 | (1.06) | 25.6 | (1.55) |
| Indiana .......................... | 28.3 | (1.55) | 28.9 | (1.33) | 20.5 | (1.02) | 25.5 | (1.24) | 28.3 | (1.33) | - | ( $\dagger$ ) | 22.5 | (1.13) |
| lowa | - | ( $\dagger$ ) | 15.5 | (1.37) | 10.1 | (1.08) | - | ( $\dagger$ ) | 11.9 | (1.16) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Kansas | - | ( $\dagger$ ) | 16.7 | (1.27) | 15.0 | (1.24) | 15.1 | (0.78) | 24.9 | (1.19) | 19.4 | (1.06) | - | ( $\dagger$ ) |
| Kentucky | 30.4 | (1.51) | 19.8 | (1.23) | 27.0 | (1.11) | 25.6 | (1.49) | 24.4 | (1.40) | 20.6 | (1.15) | 20.9 | (1.27) |
| Louisiana | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 22.8 | (1.66) | 25.1 | (1.82) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Maine | 32.6 | (1.73) | 33.5 | (1.89) | 29.1 | (1.67) | 21.2 | (0.51) | 21.7 | (0.80) | 18.4 | (0.87) | 14.7 | (0.56) |
| Maryland ......................... | - | ( $\dagger$ | 28.9 | (2.04) | 27.4 | (1.46) | 29.3 | (1.35) | 30.4 | (1.99) | 29.1 | (0.37) | 26.2 | (0.28) |
| Massachusetts ................ | 31.9 | (1.08) | 29.9 | (1.09) | 27.3 | (1.06) | 26.1 | (1.34) | 27.1 | (1.04) | 23.0 | (0.90) | 20.3 | (0.87) |
| Michigan ........................ | 31.3 | (1.50) | 28.8 | (1.37) | 29.1 | (1.07) | 29.5 | (0.90) | 25.4 | (0.90) | 23.8 | (0.94) | 25.4 | (1.75) |
| Minnesota ...................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Mississippi ...................... | 22.3 | (1.31) | - | ( $\dagger$ ) | 15.6 | (1.53) | 18.0 | (1.07) | 15.9 | (0.89) | 12.1 | (1.00) | 23.7 | (1.40) |
| Missouri | 21.6 | (2.09) | 18.2 | (1.92) | 17.8 | (1.49) | 17.3 | (1.32) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) |
| Montana | 26.9 | (1.23) | 25.3 | (1.09) | 24.9 | (0.83) | 20.7 | (1.10) | 25.2 | (0.93) | 22.8 | (0.71) | 21.7 | (0.77) |
| Nebraska | 23.3 | (1.04) | 22.0 | (0.82) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 20.3 | (1.01) | 19.2 | (1.15) | 19.9 | (1.57) |
| Nevada | 34.5 | (1.30) | 32.6 | (1.53) | 28.8 | (1.39) | 35.6 | (1.30) | - | ( $\dagger$ ) | 31.2 | (1.90) | 29.8 | (1.50) |
| New Hampshire ............... | 28.2 | (1.87) | 26.9 | (1.40) | 22.5 | (1.25) | 22.1 | (1.44) | 23.2 | (1.44) | 20.1 | (1.03) | 16.6 | (0.48) |
| New Jersey ..................... | - | ( $\dagger$ ) | 32.6 | (1.32) | - | ( $\dagger$ ) | 32.2 | (1.38) | 27.3 | (1.41) | 30.7 | (1.70) | - | ( $\dagger$ ) |
| New Mexico | - | ( $\dagger$ ) | 33.5 | (1.37) | 31.3 | (1.39) | 30.9 | (1.54) | 34.5 | (1.24) | 32.8 | (1.04) | 27.5 | (0.82) |
| New York | 23.0 | (0.97) | 23.7 | (0.76) | 26.6 | (1.09) | 24.0 | (1.05) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| North Carolina ................ | 31.9 | (1.74) | 27.4 | (1.66) | 28.5 | (1.37) | 30.2 | (1.51) | 29.8 | (1.87) | 23.6 | (1.61) | 24.5 | (1.67) |
| North Dakota .................. | 21.3 | (1.07) | 19.6 | (1.10) | 18.7 | (1.05) | 19.5 | (1.16) | 20.8 | (1.03) | 14.1 | (0.79) | 18.2 | (0.91) |
| Ohio ${ }^{2}$ | 31.1 | (1.68) | 30.9 | (1.88) | 26.7 | (1.26) | - | ( $\dagger$ ) | 24.3 | (1.70) | 19.9 | (1.41) | - | ( $\dagger$ ) |
| Oklahoma | 22.2 | (1.23) | 18.4 | (1.49) | 19.1 | (1.12) | 16.8 | (1.50) | 17.2 | (1.36) | 14.0 | (1.07) | 15.0 | (1.12) |
| Oregon ........................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Pennsylvania ................... | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | 16.1 | (1.07) | - | ( $\dagger$ | - | ( $\dagger$ ) | 19.4 | (1.04) |
| Rhode Island | 26.0 | (1.26) | 24.1 | (1.11) | 25.3 | (1.33) | 25.2 | (1.52) | 22.4 | (0.95) | 22.6 | (1.16) | - | ( $\dagger$ ) |
| South Carolina | - | ( $\dagger$ ) | 29.1 | (1.45) | 26.6 | (1.58) | 27.6 | (1.74) | 29.3 | (1.83) | 24.5 | (1.43) | 22.8 | (1.36) |
| South Dakota ${ }^{3}$................. | 22.1 | (1.25) | 20.9 | (2.30) | 21.1 | (1.98) | 17.7 | (0.64) | 16.0 | (1.81) | 15.4 | (1.70) | 19.0 | (1.88) |
| Tennessee | 24.3 | (2.25) | 26.6 | (1.21) | 21.6 | (1.35) | 18.8 | (1.06) | 16.6 | (0.88) | 24.8 | (1.57) | - | ( $\dagger$ |
| Texas | - | ( $\dagger$ ) | 30.7 | (1.73) | 26.5 | (0.83) | 25.9 | (1.25) | 29.4 | (1.34) | 26.4 | (1.24) | - | ( $\dagger$ ) |
| Utah .............................. | 24.7 | (2.04) | 20.6 | (1.36) | 23.2 | (1.83) | 19.7 | (1.52) | 21.4 | (1.55) | 20.0 | (1.57) | - | ( $\dagger$ ) |
| Vermont ${ }^{4}$ | 29.4 | (1.67) | 23.1 | (1.59) | 22.0 | (0.99) | 21.1 | (1.21) | 17.6 | (1.51) | - | ( $\dagger$ ) | 18.1 | (0.27) |
| Virginia ........................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 24.0 | (1.67) | - | ( $\dagger$ | 15.6 | (0.75) |
| Washington .................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| West Virginia ................... | 26.5 | (2.06) | 24.8 | (1.36) | 28.6 | (2.76) | 28.0 | (1.27) | 17.3 | (1.04) | 17.1 | (1.16) | 25.9 | (1.49) |
| Wisconsin ...................... | 26.3 | (1.18) | 21.7 | (1.18) | 22.7 | (1.34) | 20.5 | (1.03) | 20.9 | (1.29) | 18.3 | (1.01) | - | ( $\dagger$ ) |
| Wyoming ......................... | 18.1 | (0.99) | 22.7 | (0.97) | 24.7 | (1.08) | 23.7 | (0.93) | 25.2 | (0.97) | 20.2 | (0.74) | 22.0 | (1.46) |

## - Not available.

$\dagger$ Not applicable.
${ }^{1}$ For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
${ }^{2}$ Ohio data for 2003 through 2013 include both public and private schools.
${ }^{3}$ South Dakota data for all years include both public and private schools.
${ }^{4}$ Vermont data for 2013 include both public and private schools.
NOTE: "On school property" was not defined for survey respondents. For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years
include both public and private schools: Ohio (2003 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2015. (This table was prepared June 2016.)

Table 232.90. Percentage of high school seniors reporting use of alcohol and illicit drugs, by frequency of use and substance used: Selected years, 1975 through 2016
[Standard errors appear in parentheses]


- Not available.

Not applicable.
1Survey question changed in 1993; later data are not comparable to figures for earlier years.
${ }^{2}$ Other illicit drugs include any use of LSD or other hallucinogens, crack or other cocaine, or heroin, or any use of other narcotics,
amphetamines, barbiturates, or tranquilizers not under a doctor's orders.

NOTE: Detail may not sum to totals because of rounding. Standard errors were calculated from formulas to perform trend analysis over an interval greater than 1 year (for example, a comparison between 1975 and 1990). A revised questionnaire was used in
1982 and later years to reduce the inappropriate reporting of nonprescription stimulants. This slightly reduced the positive responses for some types of drug abuse.
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1975 through 2016, retrieved April 20, 2017, from http://monitoringthefuture.org/data/data.html. (This table was prepared April 2017.)

Table 232.95. Percentage of 12- to 17-year-olds reporting use of illicit drugs, alcohol, and cigarettes during the past 30 days and the past year, by substance used, sex, and race/ethnicity: Selected years, 1985 through 2015
[Standard errors appear in parentheses]

| Year, sex, and race/ethnicity | Percent reporting use during past 30 days |  |  |  |  |  |  |  |  |  | Percent reporting use during past year |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Illicit drugs |  |  |  |  |  | Alcohol |  | Cigarettes |  | Illicit drugs |  |  |  |  |  | Alcohol |  | Cigarettes |  |
|  |  | Any ${ }^{1}$ | Marijuana |  | Cocaine |  |  |  | Any ${ }^{1}$ | Marijuana |  | Cocaine |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  |  |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| 1985 | 13.2 | (-) | 10.2 | (-) | 1.5 | (-) | 41.2 | (-) | 29.4 | (-) | 20.7 | (-) | 16.7 | (-) | 3.4 | (-) | 52.7 | (-) | 29.9 | (-) |
| 1990 ................................................................ | 7.1 | (-) | 4.4 | (-) | 0.6 | (-) | 32.5 | (-) | 22.4 | (-) | 14.1 | (-) | 9.6 | (-) | 1.9 | (-) | 41.8 | (-) | 26.2 | (-) |
| 1995 .......................................... | 10.9 | (-) | 8.2 | (-) | 0.8 | (-) | 21.1 | (-) | 20.2 | (-) | 18.0 | (-) | 14.2 | (-) | 1.7 | (-) | 35.1 | (-) | 26.6 | (-) |
|  | 9.8 | (0.23) | 7.2 | (0.20) | 0.5 | (0.06) | 16.5 | (0.30) | 14.9 | (0.31) | 19.8 | (0.32) | 14.2 | (0.29) | 1.6 | (0.10) | 34.1 | (0.41) | 23.4 | (0.37) |
| 2000 .................................... | 9.7 | (0.24) | 7.2 | (0.21) | 0.6 | (0.07) | 16.4 | (0.29) | 13.4 | (0.28) | 18.6 | (0.31) | 13.4 | (0.27) | 1.7 | (0.12) | 33.0 | (0.39) | 20.8 | (0.34) |
| 2001 ......................................... | 10.8 | (0.26) | 8.0 | (0.24) | 0.4 | (0.06) | 17.3 | (0.33) | 13.0 | (0.28) | 20.8 | (0.36) | 15.2 | (0.32) | 1.5 | (0.10) | 33.9 | (0.39) | 20.0 | (0.35) |
| 2002 | 11.6 | (0.29) | 8.2 | (0.24) | 0.6 | (0.07) | 17.6 | (0.32) | 13.0 | (0.30) | 22.2 | (0.38) | 15.8 | (0.32) | 2.1 | (0.13) | 34.6 | (0.42) | 20.3 | (0.35) |
| 2003 ................................................... | 11.2 | (0.27) | 7.9 | (0.24) | 0.6 | (0.06) | 17.7 | (0.33) | 12.2 | (0.29) | 21.8 | (0.36) | 15.0 | (0.31) | 1.8 | (0.11) | 34.3 | (0.42) | 19.0 | (0.36) |
|  | 10.6 | (0.27) | 7.6 | (0.23) | 0.5 | (0.06) | 17.6 | (0.32) | 11.9 | (0.30) | 21.0 | (0.34) | 14.5 | (0.31) | 1.6 | (0.11) | 33.9 | (0.41) | 18.4 | (0.35) |
| 2005 .................................................................... | 9.9 | (0.25) | 6.8 | (0.22) | 0.6 | (0.06) | 16.5 | (0.32) | 10.8 | (0.28) | 19.9 | (0.35) | 13.3 | (0.30) | 1.7 | (0.11) | 33.3 | (0.41) | 17.3 | (0.36) |
| 2006 ....................................... | 9.8 | (0.27) | 6.7 | (0.21) | 0.4 | (0.05) | 16.6 | (0.32) | 10.4 | (0.26) | 19.6 | (0.37) | 13.2 | (0.31) | 1.6 | (0.11) | 32.9 | (0.42) | 17.0 | (0.35) |
| 2007 | 9.5 | (0.27) | 6.7 | (0.22) | 0.4 | (0.05) | 15.9 | (0.34) | 9.8 | (0.26) | 18.7 | (0.35) | 12.5 | (0.30) | 1.5 | (0.11) | 31.8 | (0.42) | 15.7 | (0.34) |
| 2008 .......................................... | 9.3 | (0.24) | 6.7 | (0.22) | 0.4 | (0.05) | 14.6 | (0.31) | 9.1 | (0.24) | 19.0 | (0.35) | 13.0 | (0.29) | 1.2 | (0.10) | 30.8 | (0.40) | 15.0 | (0.31) |
| 2009 .......................................................................... | 10.0 | (0.27) | 7.3 | (0.24) | 0.3 | (0.05) | 14.7 | (0.32) | 8.9 | (0.26) | 19.5 | (0.36) | 13.6 | (0.31) | 1.0 | (0.09) | 30.3 | (0.42) | 15.0 | (0.33) |
| 2010 ............................................. | 10.1 | (0.29) | 7.4 | (0.25) | 0.2 | (0.05) | 13.6 | (0.33) | 8.4 | (0.26) | 19.5 | (0.38) | 14.0 | (0.34) | 1.0 | (0.09) | 28.7 | (0.43) | 14.2 | (0.34) |
| 2011 ........................................ | 10.1 | (0.27) | 7.9 | (0.24) | 0.3 | (0.05) | 13.3 | (0.31) | 7.8 | (0.24) | 19.0 | (0.37) | 14.2 | (0.33) | 0.9 | (0.08) | 27.8 | (0.43) | 13.2 | (0.31) |
| 2012. | 9.5 | (0.25) | 7.2 | (0.22) | 0.1 ! | (0.03) | 12.9 | (0.31) | 6.6 | (0.22) | 17.9 | (0.33) | 13.5 | (0.30) | 0.7 | (0.08) | 26.3 | (0.42) | 11.8 | (0.29) |
| 2013 .......................................... | 8.8 | (0.25) | 7.1 | (0.23) | 0.2 | (0.04) | 11.6 | (0.29) | 5.6 | (0.20) | 17.2 | (0.35) | 13.4 | (0.31) | 0.5 | (0.06) | 24.6 | (0.40) | 10.3 | (0.27) |
| 2014. | 9.4 | (0.30) | 7.4 | (0.27) | 0.2 | (0.04) | 11.5 | (0.33) | 4.9 | (0.21) | 17.4 | (0.38) | 13.1 | (0.33) | 0.7 | (0.09) | 24.0 | (0.42) | 8.9 | (0.29) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 9.6 | (0.41) | 7.9 | (0.38) | $\ddagger$ | ( $\dagger$ | 10.8 | (0.42) | 5.1 | (0.28) | 16.7 | (0.52) | 13.2 | (0.46) | 0.7 | (0.13) | 22.0 | (0.56) | 9.1 | (0.41) |
| Female ................................. | 9.1 | (0.41) | 6.8 | (0.35) | 0.2 ! | (0.06) | 12.3 | (0.47) | 4.6 | (0.28) | 18.2 | (0.53) | 13.0 | (0.46) | 0.7 | (0.13) | 26.1 | (0.61) | 8.7 | (0.38) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ...................................... | 9.3 | (0.41) | 7.7 | (0.37) | $\ddagger$ | ( $\dagger$ ) | 13.2 | (0.47) | 6.3 | (0.31) | 17.0 | (0.51) | 13.2 | (0.45) | 0.7 | (0.12) | 26.7 | (0.57) | 10.6 | (0.39) |
| Black | 9.8 | (0.76) | 6.9 | (0.65) | $\ddagger$ | ( $\dagger$ ) | 8.6 | (0.71) | 2.2 | (0.31) | 19.2 | (0.94) | 13.6 | (0.83) | $\ddagger$ | ( $\dagger$ ) | 18.7 | (0.97) | 4.4 | (0.44) |
| Hispanic ............................... | 10.5 | (0.69) | 7.9 | (0.62) | 0.4 ! | (0.14) | 11.2 | (0.71) | 3.8 | (0.42) | 18.9 | (0.85) | 14.1 | (0.74) | 1.2 | (0.27) | 23.9 | (0.97) | 8.4 | (0.63) |
| Asian .................................... | 3.5 | (0.84) | 2.5 | (0.69) | $\pm$ | ( $\dagger$ ) | 4.5 | (0.97) | 1.3 ! | (0.55) | 9.1 | (1.40) | 6.2 | (1.15) | $\ddagger$ | (t) | 12.3 | (1.57) | 3.4 | (0.88) |
| Pacific Islander ...................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native .. | 10.6 | (2.78) | 9.4 | (2.78) | $\ddagger$ | (t) | $\ddagger$ | (t) | 8.6 ! | (2.83) | 23.2 | (4.29) | 20.2 | (4.28) | $\ddagger$ | (t) | 22.3 | (5.06) | 17.5 | (4.55) |
| Two or more races ................... | 10.0 | (1.29) | 6.9 | (1.05) | t | ( $\dagger$ ) | 9.7 | (1.35) | 4.4 | (0.87) | 19.3 | (1.79) | 13.0 | (1.43) | + | ( $\dagger$ ) | 22.1 | (1.92) | 9.3 | (1.31) |
| 2015 ..................................... | 8.8 | (0.27) | 7.0 | (0.24) | 0.2 | (0.05) | 9.6 | (0.29) | 4.2 | (0.20) | 17.5 | (0.37) | 12.6 | (0.32) | 0.6 | (0.08) | 22.7 | (0.42) | 8.1 | (0.27) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 8.8 | (0.38) | 7.5 | (0.36) | 0.3 | (0.08) | 9.3 | (0.39) | 4.6 | (0.26) | 16.8 | (0.51) | 12.9 | (0.46) | 0.7 | (0.11) | 22.0 | (0.57) | 8.1 | (0.36) |
| Female ................................ | 8.8 | (0.40) | 6.5 | (0.34) | $\ddagger$ | ( $\dagger$ ) | 9.9 | (0.41) | 3.8 | (0.27) | 18.1 | (0.55) | 12.3 | (0.46) | 0.5 | (0.11) | 23.5 | (0.60) | 8.2 | (0.38) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ..................................... | 8.9 | (0.40) | 7.3 | (0.35) | 0.2 ! | (0.06) | 10.9 | (0.42) | 5.4 | (0.31) | 17.6 | (0.53) | 13.0 | (0.46) | 0.6 | (0.11) | 25.1 | (0.58) | 9.9 | (0.40) |
| Black ............................ | 8.8 | (0.73) | 7.0 | (0.67) | \# | ( $\dagger$ ) | 7.2 | (0.62) | 2.6 | (0.43) | 17.6 | (0.90) | 12.6 | (0.82) | 0.2 ! | (0.08) | 17.2 | (0.95) | 4.9 | (0.56) |
| Hispanic .............................. | 9.2 | (0.61) | 7.1 | (0.55) | $\ddagger$ | (t) | 8.9 | (0.61) | 2.7 | (0.32) | 18.1 | (0.81) | 12.6 | (0.71) | 0.8 | (0.19) | 22.3 | (0.93) | 6.9 | (0.53) |
| Asian ................................... | 3.3 | (0.83) | 2.1 ! | (0.68) | $\ddagger$ | ( $\dagger$ ) | 4.9 | (1.00) | 1.1 ! | (0.48) | 8.6 | (1.42) | 4.5 | (0.91) | $\ddagger$ | ( $\dagger$ ) | 12.5 | (1.59) | 2.5 ! | (0.84) |
| Paciitic Islander ....................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native .. | 8.3 | (1.78) | 7.4 | (1.76) | t | (t) | $\ddagger$ | (t) | 4.8 ! | (1.53) | 16.6 | (3.18) | 11.5 | (2.51) | $\ddagger$ | ( $\dagger$ ) | 21.0 | (4.74) | 8.0 | (1.85) |
| Two or more races .................... | 12.8 | (1.76) | 9.1 | (1.38) |  | ( $\dagger$ ) | 9.3 | (1.35) | 5.6 | (1.24) | 22.5 | (2.01) | 17.2 | (1.90) | $\ddagger$ | (t) | 23.9 | (1.86) | 9.7 | (1.58) |

## -Not available.

$\dagger$ Not applicable.
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 per-
${ }^{1}$ Includes other illegal drug use not shown separately-specifically, the use of heroin, hallucinogens, and inhalants, as well as the nonmedical use of prescription-type pain relievers, tranquilizers, stimulants, and sedatives.

NOTE: Marijuana includes hashish usage. Data for 1999 and later years were gathered using Computer Assisted Interviewing (CAI) and may not be directly comparable to previous years. Because of survey improvements in 2002, the 2002 data constitute a new baseline for tracking trends. Valid trend comparisons can be made for 1985 through 1995, 1999 through 2001, and 2002 SOURCE: U.S Department of Health and Human Services Subst
National Household Survey on Drug Abuse: Main Findings, selected years, 1985 through 2 Heath Services Administration, Use and Health, 2002 through 2015. Retrieved April 30, 2017, from http://www.samhsa.gov/data/population-data-nsduh/ reports? tab=38. (This table was prepared May 2017.)

Table 233.10. Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number of serious actions taken, and percentage distribution of actions, by type of offense, school level, and type of action: Selected years, 1999-2000 through 2009-10 [Standard errors appear in parentheses]

| Year, school level, and type of serious disciplinary action |  | Total | Physical attacks or fights |  | Insubordination |  | Distribution, possession, or use of alcohol |  | Distribution, possession, or use of illegal drugs |  | Use or possession of a firearm or explosive device |  | Use or possession of a weapon other than a firearm or explosive device ${ }^{1}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| Number of schools taking at least one action 2009-10 $\qquad$ | 32,300 | (940) | 24,000 | (770) | - | ( $\dagger$ ) | 7,600 | (320) | 16,100 | (400) | 2,500 | (340) | 11,200 | (650) |
| Percent of schools taking at least one action 1999-2000 ${ }^{2}$ | - | ( $\dagger$ | 35.4 | (1.02) | 18.3 | (0.79) |  | ( $\dagger$ | - | (t) | - | (t) | - | ( + |
| 2003-04 ......................................................................................................... | 45.7 | (1.15) | 32.0 | (0.94) | 21.6 | (0.85) | 9.2 | (0.50) | 21.2 | (0.58) | 3.9 | (0.40) | 16.8 | (0.84) |
|  | 48.0 | (1.18) | 31.5 | (1.02) | 21.2 | (0.85) | 10.2 | (0.47) | 20.8 | (0.61) | 4.5 | (0.35) | 19.3 | (0.91) |
|  | 46.4 | (1.16) | 31.5 | (0.89) | 21.4 | (0.95) | 9.8 | (0.48) | 19.3 | (0.53) | 2.8 | (0.26) | 15.3 | (0.77) |
| 2009-103 .. | 39.1 | (1.14) | 29.0 | (0.94) | - | ( $\dagger$ ) | 9.2 | (0.39) | 19.5 | (0.48) | 3.0 | (0.41) | 13.5 | (0.78) |
| Primary school ${ }^{4}$ | 18.1 | (1.51) | 13.2 | (1.26) | - | ( $\dagger$ ) | 1.0 ! | (0.33) | 2.0 | (0.47) | 1.7 ! | (0.57) | 6.4 | (0.93) |
| Middle school ${ }^{4}$................................................................ | 67.0 | (1.68) | 49.7 | (1.87) | - | ( $\dagger$ ) | 13.6 | (1.17) | 36.9 | (1.19) | 4.1 | (0.65) | 25.1 | (1.70) |
| High school ${ }^{4}$.................................................................................................... | 82.7 | (1.57) | 62.6 | (1.63) | - | ( $\dagger$ ) | 36.1 | (1.47) | 66.1 | (1.39) | 7.3 | (1.05) | 28.9 | (1.39) |
| Combined school ${ }^{4}$............................................. | 49.2 | (5.31) | 35.6 | (4.26) | - | ( $\dagger$ ) | 9.9 | (2.54) | 22.7 | (3.57) | $\ddagger$ | ( $\dagger$ ) | 10.9 | (2.72) |
| Number of actions taken |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 ${ }^{2}$........................................................ | - ${ }^{-}$ | ( $\dagger$ | 332,500 | $(27,420)$ | 253,500 | $(27,720)$ | - | ( $\dagger$ ) | $\bar{\square}$ | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| 2003-04 ............................................................... | 655,700 | $(29,160)$ | 273,500 | $(14,450)$ | 220,400 | $(16,990)$ | 25,500 | $(1,600)$ | 91,100 | $(3,410)$ | 9,900! | $(4,300)$ | 35,400 | $(1,470)$ |
| 2005-06 ... | 830,700 | $(45,710)$ | 323,900 | $(16,690)$ | 309,000 | $(33,840)$ | 30,100 | $(1,880)$ | 106,800 | $(4,950)$ | 14,300 | $(2,690)$ | 46,600 | $(2,040)$ |
| 2007-08.. | 767,900 | $(44,010)$ | 271,800 | $(15,180)$ | 327,100 | $(38,470)$ | 28,400 | $(1,470)$ | 98,700 | $(5,780)$ | 5,200 | (910) | 36,800 | $(2,630)$ |
| 2009-103 ............................................................ | 433,800 | $(22,880)$ | 265,100 | $(22,170)$ | - | ( $\dagger$ ) | 28,700 | $(1,920)$ | 105,400 | $(4,070)$ | 5,800 | $(1,360)$ | 28,800 | $(1,580)$ |
| Percentage distribution of actions, 2009-10 ...................... | 100.0 | ( $\dagger$ ) | 100.0 | (t) | - | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ |
| Out-of-school suspensions lasting 5 days or more ............ | 73.9 | (1.79) | 81.2 | (2.18) | - | (t) | 74.3 | (2.23) | 59.6 | (1.70) | 55.5 | (9.64) | 62.2 | (2.44) |
| Removal with no services for remainder of school year ....... | 6.1 | (0.86) | 5.0 | (1.22) | - | ( $\dagger$ ) | 4.0 | (0.92) | 8.0 | (0.94) | 22.2 | (4.96) | 8.8 | (1.31) |
| Transfer to specialized schools .................................... | 20.0 | (1.36) | 13.9 | (1.57) | - | ( $\dagger$ ) | 21.7 | (2.27) | 32.4 | (1.57) | 22.3 ! | (7.91) | 29.0 | (2.32) |

-Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
1Prior to 2005-06, the questionnaire wording was simply "a weapon other than a firearm" (instead of "a weapon other than a firearm or explosive device").
${ }^{2}$ In the 1999-2000 questionnaire, only two items are the same as in questionnaires for later years-the item on physical attacks or fights and the item on insubordination. There are no comparable 1999-2000 data for serious disciplinary the listed offenses.
3Totals for 2009-10 are not comparable to totals for other years, because the 2009-10 questionnaire did not include an ${ }^{3}$ Totals for 2009-10
item on insubordination
${ }^{4}$ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is
not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9 . High schools are defined as schools in which the lowest grade is not lower grades, including $\mathrm{K}-12$ schools. NOTE: Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than
der of the school year; removals with no continuing services for at least the remainder of the school year; and transfers de specialized schools for disciplinary reasons. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified other-
wise. Detail may not sum to totals because of rounding and because schools that reported serious disciplinary actions in response to more than one type of offense were counted only once in the total number or percentage of schools. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2005-06, 2007-08, and 2009-10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010. (This table was prepared September 2013.)

Table 233.25. Number and percentage of fall 2009 ninth-graders who were ever suspended or expelled through spring 2012, by when student was suspended or expelled and selected student characteristics: 2013
[Standard errors appear in parentheses]


Table 233.27. Number of students receiving selected disciplinary actions in public elementary and secondary schools, by type of disciplinary action, disability status, sex, and race/ethnicity: 2011-12

| Disability status, sex, and race/ethnicity | Corporal punishment ${ }^{1}$ | One or more in-school suspension ${ }^{2}$ | Out-of-school suspensions ${ }^{3}$ |  |  | Expulsions ${ }^{4}$ |  |  |  | $\begin{array}{r} \text { Referral } \\ \text { to law } \\ \text { enforcement }{ }^{5} \end{array}$ | Schoolrelated arrest ${ }^{6}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Only one | $\begin{array}{r} \text { More } \\ \text { than one } \end{array}$ | Total ${ }^{7}$ |  | With <br> educational services | Without educational services |  |  |
|  |  |  |  |  |  | $\begin{array}{r} \text { All } \\ \text { expulsions } \end{array}$ | Under zerotolerance policies ${ }^{8}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| All students Total | 166,807 | 3,385,868 | 3,172,403 | 1,752,997 | 1,419,690 | 111,018 | 29,677 | 69,995 | 40,989 | 249,752 | 64,218 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 130,591 | 2,271,265 | 2,215,608 | 1,193,437 | 1,022,224 | 83,283 | 22,310 | 52,937 | 30,343 | 178,132 | 45,802 |
| Female ........................................................... | 36,216 | 1,114,603 | 956,795 | 559,560 | 397,466 | 27,735 | 7,367 | 17,058 | 10,646 | 71,620 | 18,416 |
| Race/ethnicity ${ }^{9}$ |  |  |  |  |  |  |  |  |  |  |  |
| White ..................................... | 87,607 | 1,381,239 | 1,084,048 | 639,584 | 444,670 | 39,766 | 11,597 | 24,812 | 14,947 | 104,484 | 25,113 |
| Black ..................................... | 57,215 | 1,045,021 | 1,200,401 | 596,261 | 604,181 | 39,443 | 6,924 | 22,544 | 16,895 | 67,907 | 19,149 |
| Hispanic ................................... | 14,085 | 756,254 | 688,774 | 400,155 | 288,672 | 23,696 | 8,746 | 17,551 | 6,130 | 60,187 | 15,426 |
| Asian ...................................... | 439 | 34,539 | 34,526 | 24,510 | 9,999 | 1,096 | 372 | 817 | 282 | 3,343 | 728 |
| Paciitic Islander ......................... | 87 | 5,541 | 8,258 | 5,219 | 3,045 | 266 | 229 | 179 | 87 | 513 | 201 |
| American Indian/Alaska Native ..... | 3,922 | 43,686 | 44,549 | 26,035 | 18,492 | 2,443 | 523 | 1,340 | 1,104 | 5,588 | 1,357 |
| Two or more races ..................... | 2,087 | 80,418 | 80,738 | 43,667 | 37,087 | 2,845 | 846 | 1,623 | 1,224 | 5,565 | 1,586 |
| Race/ethnicity by sex ${ }^{9}$ Male |  |  |  |  |  |  |  |  |  |  |  |
| White .................. | 71,152 | 977,726 | 807,781 | 465,059 | 342,736 | 30,700 | 8,778 | 19,261 | 11,452 | 76,763 | 18.413 |
| Black .......................................................... | 42,211 | 650,932 | 776,082 | 371,985 | 404,088 | 27,985 | 5,285 | 16,136 | 11,844 | 45,689 | 12,906 |
| Hispanic .............................. | 11,017 | 502,718 | 487,822 | 273,471 | 214,426 | 18,508 | 6,408 | 13,655 | 4,849 | 43,214 | 11,262 |
| Asian ............. | 361 | 25,395 | 27,045 | 18,970 | 8,064 | 887 | 291 | 648 | 239 | 2,626 | 575 |
| Paciitic Islander | 65 | 3,842 | 5,931 | 3,668 | 2,263 | 197 | 186 | 146 | 50 | 370 | 144 |
| American Indian/Alaska Native | 3,054 | 28,552 | 30,389 | 17,259 | 13,126 | 1,745 | 385 | 977 | 771 | 3,884 | 934 |
| Female | 1,642 | 52,641 | 56,314 | 29,668 | 26,644 | 2,056 | 636 | 1,191 | 866 | 3,880 | 1,060 |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | 16,455 | 403,513 | 276,267 | 174,525 | 101,934 | 9,066 | 2,819 | 5,551 | 3,495 | 27,721 | 6,700 |
| Black ......................................................... | 15,004 | 394,089 | 424,319 | 224,276 | 200,093 | 11,458 | 1,639 | 6,408 | 5,051 | 22,218 | 6,243 |
| Hispanic ............................................. | 3,068 | 253,536 | 200,952 | 126,684 | 74,246 | 5,188 | 2,338 | 3,896 | 1,281 | 16,973 | 4,164 |
|  | 78 | 9,144 | 7,481 | 5,540 | 1,935 | 209 | 81 | 168 | 43 | 717 | 153 |
| Asian ............................... | 22 | 1,699 | 2,327 | 1,551 | 782 | 69 | 43 | 33 | 37 | 143 | 57 |
| American Indian/Alaska Native .Two or more races ................ | 868 | 15,134 | 14,160 | 8,776 | 5,366 | 698 | 138 | 363 | 333 | 1,704 | 423 |
|  | 445 | 27,777 | 24,424 | 13,999 | 10,443 | 789 | 210 | 432 | 358 | 1,685 | 526 |
| Students with disabilitiesTotal ......................... |  |  |  |  |  |  |  |  |  |  |  |
|  | 25,668 | 666,499 | 720,928 | 361,018 | 360,049 | 23,032 | 6,260 | 17,444 | 5,577 | 58,805 | 16,576 |
| Sex |  |  |  |  |  |  |  |  |  |  |  |
| Male ......................................... | 21,525 | 510,812 | 569,752 | 278,742 | 291,093 | 18,917 | 5,121 | 14,355 | 4,563 | 46,884 | 13,049 |
| Female ...................................... | 4,143 | 155,687 | 151,176 | 82,276 | 68,956 | 4,115 | 1,139 | 3,089 | 1,014 | 11,921 | 3,527 |
| Race/ethnicity ${ }^{9}$ |  |  |  |  |  |  |  |  |  |  |  |
| White ....................................... | 13,390 | 281,208 | 275,051 | 144,286 | 130,825 | 8,448 | 2,501 | 6,499 | 1,953 | 25,399 | 6,317 |
| Black ..................................... | 7,824 | 192,218 | 237,998 | 110,605 | 127,491 | 7,547 | 1,349 | 5,606 | 1,938 | 15,735 | 5,005 |
| Hispanic .................................... | 1,968 | 124,261 | 138,982 | 68,749 | 70,217 | 4,157 | 1,385 | 3,265 | 889 | 12,415 | 3,553 |
| Asian ...................................... | 36 | 3,582 | 4,971 | 3,102 | 1,863 | 133 | 74 | 104 | 29 | 447 | 145 |
| Paciic Islander . | 10 | 1,101 | 2,389 | 1,371 | 1,018 | 47 | 169 | 35 | 12 | 88 | 107 |
| American Indian/Alaska Native ..... | 703 | 9,193 | 10,812 | 5,906 | 4,900 | 615 | 112 | 405 | 212 | 1,242 | 329 |
| Two or more races ..................... | 372 | 15,766 | 19,616 | 9,433 | 10,191 | 622 | 230 | 400 | 224 | 1,314 | 462 |
| Race/ethnicity by sex ${ }^{9}$ MaleMat |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| White <br> Black | 11,453 |  |  |  |  |  |  |  | 1,608 | 20,631 |  |
|  | 6,429 1,631 | 142,039 94 | 180,611 109707 | 81,592 53,127 | 99,093 56,596 1 | 6,041 3,540 | 1,121 1,121 | 4,488 2,780 | 1,552 | 12,207 9,882 | 3,807 2,846 |
| Asian $\qquad$ Pacific Islander $\qquad$ | 28 | 2,889 | 4,208 | 2,602 | 1,600 | +115 | 60 | -90 | 24 | , 378 | 113 |
|  | 8 | 881 | 1,908 | 1,069 | 839 | 37 | 139 | 29 | 8 | 65 | 75 |
| American Indian/Alaska Native . | 574 | 6,918 | 8,406 | 4,471 | 3,936 | 494 | 94 | 328 | 169 | 971 | 260 |
| Two or more races $\qquad$ <br> Female | 313 | 11,928 | 15,547 | 7,284 | 8,265 | 509 | 184 | 338 | 173 | 1,044 | 371 |
|  | 1937 | 59,375 | 49.930 | 29,046 | 20,938 | 1.472 | 440 | 1,120 | 345 | 4,768 | 1,248 |
| White ......................................................................... | 1,395 | 50,179 | 57,387 | 29,013 | 28,398 | 1,506 | 228 | 1,118 | 386 | 3,528 | 1,198 |
|  | 337 | 29,396 | 29,275 | 15,622 | 13,621 | '617 | 264 | 485 | 132 | 2,533 | 707 |
|  | 8 | 693 | 763 | 500 | 263 | 18 | 14 | 14 | 5 | 69 | 32 |
| Pacific İslander .......................... | $1-3$ | 220 | 481 | 302 | 179 | 10 | 30 | 6 | 4 | 23 | 32 |
| American Indian/Alaska Native Two or more races $\qquad$ | 129 | 2,275 | 2,406 | 1,435 | 964 | 121 | 18 | 77 | 43 | 271 | 69 |
|  | 59 | 3,838 | 4,069 | 2,149 | 1,926 | 113 | 46 | 62 | 51 | 270 | 91 |

${ }^{1}$ Corporal punishment is paddling, spanking, or other forms of physical punishment imposed on a student.
${ }^{2} \mathrm{An}$ in-school suspension is an instance in which a student is temporarily removed from his or her regular classroom(s) for at least half a day but remains under the direct supervision of school personnel.
${ }^{3}$ For students without disabilities and students with disabilities served only under Section 504 of the Rehabilitation Act, out-of-school suspensions are instances in which a student is excluded from school for disciplinary reasons for 1 school day or longer. This does not include students who served their suspension in the school. For students with disabilities served under the Individuals with Disabilities Education Act (IDEA), out-of-school suspensions are instances in which a student is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no Individualized Education Program (IEP) services are provided because the removal is 10 days or less and removals in which IEP services continue to be provided.
${ }^{4}$ Expulsions are actions taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
${ }^{5}$ Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school
grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken.
${ }^{6}$ A school-related arrest is an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.
${ }^{7}$ Totals include expulsions with and without educational services.
${ }^{8}$ Includes all expulsions under zero-tolerance policies, including expulsions with and without educational services. A zero-tolerance policy results in mandatory expulsion of any student who commits one or more specified offenses (for example, offenses involving guns, other weapons, violence, or similar factors, or combinations of these factors). A policy is considered zero tolerance even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local education agency to modify the expulsion on a case-by-case basis.
${ }^{9}$ Data by race/ethnicity exclude data for students with disabilities served only under Section 504 (not receiving services under IDEA).
NOTE: Student counts between 1 and 3 are displayed as 1-3 to protect student privacy. Detail may not sum to totals because of privacy protection routines applied to the data. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011-12 Discipline Estimations by State." (This table was prepared November 2015.)

Table 233.28. Percentage of students receiving selected disciplinary actions in public elementary and secondary schools, by type of disciplinary action, disability status, sex, and race/ethnicity: 2011-12

| Disability status, sex, and race/ethnicity | Corporal punishment ${ }^{1}$ | One or more in-school suspension ${ }^{2}$ | Out-of-school suspensions ${ }^{3}$ |  |  | Expulsions ${ }^{4}$ |  |  |  | $\left\|\begin{array}{r} \text { Referral } \\ \text { to law } \\ \text { enforcement } 5 \end{array}\right\|$ | Schoolrelated arrest ${ }^{6}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Only one | More than one | Total ${ }^{\text {P }}$ |  | $\begin{array}{r} \text { With } \\ \text { educational } \\ \text { services } \end{array}$ | Withouteducational services |  |  |
|  |  |  |  |  |  | $\begin{array}{r} \text { All } \\ \text { expulsions } \end{array}$ | Under zerotolerance policies ${ }^{8}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $\begin{aligned} & \text { All students } \\ & \text { Total ..... } \end{aligned}$ | 0.34 | 6.83 | 6.40 | 3.53 | 2.86 | 0.22 | 0.06 | 0.14 | 0.08 | 0.50 | 0.13 |
| Sex $\qquad$ | $\begin{aligned} & 0.51 \\ & 0.15 \\ & 0.35 \\ & 0.35 \\ & 0.74 \\ & 0.12 \\ & 0.04 \\ & 0.04 \\ & 0.69 \end{aligned}$ | $\begin{array}{r} 8.91 \\ 4.62 \\ 5.49 \\ 5.49 \\ 13.43 \\ 6.53 \\ 1.50 \\ 2.52 \\ 7.70 \\ 6.34 \end{array}$ | $\begin{array}{r} 8.69 \\ 3.97 \\ 4.31 \\ 15.43 \\ 15.95 \\ 1.50 \\ 37.75 \\ 7.85 \\ 6.37 \end{array}$ | $\begin{gathered} 4.68 \\ 2.32 \\ 2.56 \\ 2.54 \\ 7.66 \\ 3.46 \\ 1.06 \\ 2.06 \\ \hline 2.59 \\ 3.44 \end{gathered}$ | $\begin{aligned} & 4.01 \\ & 1.65 \\ & 1.77 \\ & 1.76 \\ & 7.79 \\ & 0.43 \\ & 0.48 \\ & .136 \\ & 3.266 \end{aligned}$ | 0.33 0.12 | $\begin{aligned} & 0.09 \\ & 0.03 \end{aligned}$ | 0.21 | 0.12 0.04 | 0.70 0.30 | 0.18 0.08 |
| Race/ethnicity ${ }^{9}$ <br> White <br> Hispanic <br> Asian. <br> Pacific isliander <br> American Indian/Älaska Native Two or more races $\qquad$ $\qquad$ |  |  |  |  |  | $\begin{aligned} & 0.12 \\ & 0.16 \\ & 0.51 \\ & 0.20 \\ & 0.05 \\ & 0.12 \\ & 0.43 \\ & 0.22 \end{aligned}$ | $\begin{gathered} 0.05 \\ 0.09 \\ 0.08 \\ 0.02 \\ 0.010 \\ 0.09 \\ 0.09 \end{gathered}$ | 0.10 0.29 0.15 0.15 0.04 0.08 0.24 0.13 | $\begin{aligned} & 0.06 \\ & 0.22 \\ & 0.05 \\ & 0.01 \\ & 0.04 \\ & 0.19 \\ & 0.19 \end{aligned}$ | $\begin{aligned} & 0.4 \\ & 0.87 \\ & 0.52 \\ & 0.15 \\ & 0.23 \\ & 0.98 \\ & 0.44 \end{aligned}$ | 0.18 0.10 0.25 0.13 0.03 0.09 0.24 0.13 |
| Race/ethnicity by sex ${ }^{9}$ | $\begin{aligned} & 0.55 \\ & 0.106 \\ & 0.19 \\ & 0.03 \\ & 0.06 \\ & 1.05 \\ & 0.26 \end{aligned}$ | $\begin{gathered} 7.56 \\ 16.42 \\ 8.49 \\ 2.17 \\ 3.18 \\ 9.82 \\ 8.24 \end{gathered}$ | $\begin{array}{r} 6.24 \\ 19.5 \\ 19.24 \\ 8.24 \\ 2.3 \\ 1.22 \\ 10.66 \\ 8.81 \end{array}$ | 3.609.384.621.623.235.944.64 | $\begin{array}{r} 2.65 \\ 10.19 \\ 3.62 \\ 0.69 \\ 1.99 \\ 4.52 \\ 4.17 \end{array}$ | $\begin{aligned} & 0.24 \\ & 0.74 \\ & 0.31 \\ & 0.08 \\ & 0.17 \\ & 0.60 \\ & 0.32 \end{aligned}$ | 0.070.130.110.020.00.160.10 | $\begin{aligned} & 0.15 \\ & 0.41 \\ & 0.23 \\ & 0.06 \\ & 0.13 \\ & 0.34 \\ & 0.19 \end{aligned}$ |  | 0.591.15 | 0.140.330.19 |
| White ..................... |  |  |  |  |  |  |  |  |  |  |  |
| Black <br> Hispanic |  |  |  |  |  |  |  |  | 0.30 0.08 |  |  |
|  |  |  |  |  |  |  |  |  | 0.02 | 0.22 | 0.05 |
| American Indianiolilaska Native. |  |  |  |  |  |  |  |  | 0.02 0.27 | 1.34 1.34 0 | 0.32 |
| Two or more races ................ |  |  |  |  |  |  | 0.10 |  | 0.14 | 0.61 | 0.17 |
| White ..................... | 0.13 | 3.30 | 2.2 | 1.43 | 0.83 | 0.07 | 0.02 | 0.05 | . 3 | 0.23 |  |
| Hispani | 0.05 | 4.48 |  | 2.24 | 1.31 | ${ }_{0} .09$ | 0.04 | 0.07 | 0. 02 |  |  |
|  | 0.01 | 0.81 | 0.66 | 0.49 | 0.17 | 0.02 | 0.01 | 0.01 | 0.00 | 0.06 | 0.01 |
|  | $\begin{aligned} & 0.02 \\ & 0.31 \\ & 0 \end{aligned}$ | 1.60 5.46 | 5.11 | 3.17 | 1.73 <br> 1.94 | 0. 0.15 | 0.05 | 0.03 0.13 | 0.03 | 0.62 | 0.15 |
| Two or more races ..... | 0.07 | 4.41 | 3.88 | 2.22 | 1.66 | 0.13 | 0.03 |  | 0.06 | 0.27 | 0.08 |
| Students with disabilities Total | 0.42 | 10.95 | 11.84 | 5.93 | 5.92 | 0.38 | 0.10 | 0.29 | 0.09 | 0.97 | 0.27 |
| Sex |  |  |  |  | $\begin{aligned} & 7.17 \\ & 3.40 \end{aligned}$ | $\begin{aligned} & 0.47 \\ & 0.20 \end{aligned}$ | $\begin{aligned} & 0.13 \\ & 0.06 \end{aligned}$ | $\begin{gathered} 0.35 \\ 0.15 \end{gathered}$ | $\begin{gathered} 0.11 \\ 0.05 \end{gathered}$ | $\begin{aligned} & 1.16 \\ & 0.59 \end{aligned}$ | 0.320.17 |
|  | 0.20 | 12.59 | 14.04 | 6.87 4.05 |  |  |  |  |  |  |  |
| Race/ethnicity ${ }^{9}$ |  |  | $\begin{array}{r} 8.51 \\ 20.52 \\ 10.70 \\ 3.62 \\ 10.68 \\ 10.14 \\ 12.14 \\ 13.24 \end{array}$ | $\begin{aligned} & 4.47 \\ & .94 \\ & 5.59 \\ & 5.26 \\ & 5.90 \\ & 6.93 \\ & 6.37 \end{aligned}$ | $\begin{aligned} & 4.05 \\ & 10.99 \\ & 15.41 \\ & 1.36 \\ & 4.38 \\ & .5 .50 \\ & 6.88 \end{aligned}$ | $\begin{aligned} & 0.26 \\ & 0.06 \\ & 0.32 \\ & 0.10 \\ & 0.20 \\ & 0.69 \\ & 0.42 \end{aligned}$ | $\begin{aligned} & 0.08 \\ & 0.12 \\ & 0.11 \\ & 0.10 \\ & 0.05 \\ & 0.73 \\ & 0.13 \end{aligned}$ | $\begin{aligned} & 0.20 \\ & 0.48 \\ & 0.45 \\ & 0.08 \\ & 0.05 \\ & 0.45 \\ & 0.25 \end{aligned}$ | $\begin{aligned} & 0.06 \\ & 0.17 \\ & 0.07 \\ & 0.02 \\ & 0.05 \\ & 0.24 \\ & 0.15 \end{aligned}$ | $\begin{aligned} & 0.79 \\ & 1.36 \\ & 0.96 \\ & 0.33 \\ & 0.38 \\ & 1.39 \\ & 0.89 \end{aligned}$ | $\begin{aligned} & 0.20 \\ & 0.43 \\ & 0.27 \\ & 0.11 \\ & 0.46 \\ & 0.37 \\ & 0.31 \end{aligned}$ |
|  | 0.41 | 8.71 16.57 |  |  |  |  |  |  |  |  |  |
| Hispanic ................. | 0.15 | 9.57 |  |  |  |  |  |  |  |  |  |
| Pacific İsiander .............................. | 0.04 | 4.74 |  |  |  |  |  |  |  |  |  |
| American Indiain/ilasaska Native ...... | $\begin{aligned} & 0.79 \\ & 0.25 \\ & 0.25 \end{aligned}$ | $\begin{aligned} & 10.32 \\ & 10.64 \\ & 10 . \end{aligned}$ |  |  |  |  |  |  |  |  |  |
| Race/ethnicity by sex ${ }^{9}$ |  |  |  |  | \%5.11 |  |  |  |  | 0.96 |  |
| Male |  |  | 10.48 <br> 23 <br> 189 | 5.36 |  |  |  |  |  |  | 0.240.490.330.120.470.450.38 |
| White .......... | ${ }^{0.53}$ | 10.32 |  |  |  | 0.32 <br> 0.78 | 0.10 0.14 | 0.25 <br> 0.58 | 0.07 |  |  |
| Hisisanic ............................. | 0.192 | 10.98 | +12.70 | $\begin{aligned} & 6.10 \\ & 6.80 \\ & 2.80 \end{aligned}$ | 6.55 | 0.41 | 0.13 | 0.32 | 0.09 | 1.14 |  |
| Pacific islander | 0.05 | 5.55 | 12.51 | 2.87 | ${ }^{5} .28$ | 0.23 | 0.87 | 0.10 0.18 | 0.03 | 0.41 |  |
| American Indiar/Alaska Native . Two or more races ............. | $\begin{aligned} & 0.98 \\ & 0.32 \end{aligned}$ | $\begin{aligned} & 1.85 \\ & 12.12 \end{aligned}$ | $\begin{aligned} & 14.40 \\ & 15.79 \end{aligned}$ | $\begin{aligned} & 7.66 \\ & 7.40 \\ & 7 . \end{aligned}$ | $\begin{aligned} & 6.74 \\ & 8.70 \end{aligned}$ | $\begin{aligned} & 0.85 \\ & 0.52 \\ & 0.51 \end{aligned}$ | $\begin{aligned} & 0.16 \\ & 0.19 \end{aligned}$ | $\begin{gathered} 0.56 \\ 0.34 \end{gathered}$ | $0.29$ | 1.66 1.06 |  |
|  |  |  |  | $\begin{gathered} 2.69 \\ 7.61 \\ 3.59 \\ 1.13 \\ 4.11 \\ 4.68 \\ 4.33 \end{gathered}$ |  |  |  |  |  |  |  |
| White ................ | 0.18 | -5.49 | $\begin{array}{r} 4.62 \\ 15.06 \\ 6.73 \\ 6173 \\ 6.75 \\ 6 . .84 \\ 8.19 \end{array}$ |  | $\begin{aligned} & 1.94 \\ & 7.45 \\ & 3.13 \\ & 0.60 \\ & 2.44 \\ & 3.14 \\ & 3.88 \end{aligned}$ | $\begin{aligned} & 0.14 \\ & 0.40 \\ & 0.14 \\ & 0.04 \\ & 0.19 \\ & 0.39 \end{aligned}$ | $\begin{aligned} & 0.04 \\ & 0.06 \\ & 0.06 \\ & 0.03 \\ & 0.41 \\ & 0.06 \\ & 0.09 \end{aligned}$ | $\begin{array}{r} 0.10 \\ 0.29 \\ 0.11 \\ 0.03 \\ 0.08 \\ 0.25 \\ 0.12 \end{array}$ | $\begin{aligned} & 0.03 \\ & 0.10 \\ & 0.03 \\ & 0.01 \\ & 0.05 \\ & 0.14 \\ & 0.14 \end{aligned}$ | $\begin{aligned} & 0.44 \\ & 0.93 \\ & 0.58 \\ & 0.16 \\ & 0.31 \\ & 0.88 \\ & 0.54 \end{aligned}$ | 0.120.310.160.070.440.220.18 |
| Hispanic ................................. | 0.08 | 6.76 |  |  |  |  |  |  |  |  |  |
| Asian - - ................................ | 0.02 | 1.57 |  |  |  |  |  |  |  |  |  |
| Pacific Islander | $0.42^{\ddagger}$ | 2.99 <br> 7.72 |  |  |  |  |  |  |  |  |  |
| Two or more races ............... | 0.12 | 7.73 |  |  |  |  |  |  |  |  |  |

$\ddagger$ Reporting standards not met (too few cases).
${ }^{1}$ Corporal punishment is paddling, spanking, or other forms of physical punishment imposed on a student.
${ }^{2} \mathrm{An}$ in-school suspension is an instance in which a student is temporarily removed from his or her regular classroom(s) for at least half a day but remains under the direct supervision of school personnel.
${ }^{3}$ For students without disabilities and students with disabilities served only under Section 504 of the Rehabilitation Act, out-of-school suspensions are instances in which a student is excluded from school for disciplinary reasons for 1 school day or longer. This does not include students who served their suspension in the school. For students with disabilities served under the Individuals with Disabilities Education Act (IDEA), out-of-school suspensions are instances in which a student is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no Individualized Education Program (IEP) services are provided because the removal is 10 days or less and removals in which IEP services continue to be provided.
${ }^{4}$ Expulsions are actions taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
${ }^{5}$ Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school
grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken.
${ }^{6}$ A school-related arrest is an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.
${ }^{7}$ Totals include expulsions with and without educational services.
${ }^{8}$ Includes all expulsions under zero-tolerance policies, including expulsions with and without educational services. A zero-tolerance policy results in mandatory expulsion of any student who commits one or more specified offenses (for example, offenses involving guns, other weapons, violence, or similar factors, or combinations of these factors). A policy is considered zero tolerance even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local education agency to modify the expulsion on a case-by-case basis.
${ }^{9}$ Data by race/ethnicity exclude data for students with disabilities served only under Section 504 (not receiving services under IDEA).
NOTE: The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2011-12 school year by the student enrollment based on a count of students taken on a single day between September 27 and December 31. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011-12 Discipline Estimations by State" and "2011-12 Estimations for Enrollment." (This table was prepared November 2015.)

Table 233.30. Number of students suspended and expelled from public elementary and secondary schools, by sex, race/ethnicity, and state: 2011-12

| State | Number receiving out-of-school suspensions ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Sex |  | Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |
|  | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian/Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| United States | 3,172,403 | 2,215,608 | 956,795 | 1,084,048 | 1,200,401 | 688,774 | 34,526 | 8,258 | 44,549 | 80,738 |
| Alabama | 71,851 | 47,658 | 24,193 | 23,638 | 45,750 | 1,294 | 189 | 22 | 394 | 430 |
| Alaska .. | 6,677 | 4,917 | 1,760 | 2,474 | 422 | 389 | 165 | 191 | 2,511 | 477 |
| Arizona ......................................... | 66,746 | 48,821 | 17,925 | 21,371 | 7,183 | 29,877 | 615 | 188 | 5,766 | 1,327 |
| Arkansas .......................................... | 36,461 | 25,160 | 11,301 | 14,912 | 18,185 | 2,302 | 138 | 162 | 147 | 291 |
| California .......................................... | 360,158 | 261,540 | 98,618 | 78,290 | 59,639 | 190,473 | 12,449 | 2,996 | 5,089 | 8,112 |
| Colorado .... | 42,071 | 30,394 | 11,677 | 16,574 | 4,605 | 18,119 | 564 | 76 | 618 | 1,298 |
| Connecticut .... | 25,890 | 17,273 | 8,617 | 7,284 | 8,709 | 8,587 | 206 | 18 | 135 | 540 |
| Delaware ....................................... | 13,683 | 9,159 | 4,524 | 3,824 | 7,903 | 1,414 | 90 | 6 | 34 | 147 |
| District of Columbia .......................... | 9,610 | 5,979 | 3,631 | 49 | 9,047 | 459 | 17 | 1-3 | 4 | 20 |
| Florida .......................................... | 309,927 | 217,352 | 92,575 | 99,330 | 121,468 | 75,768 | 1,390 | 205 | 1,126 | 10,067 |
| Georgia ...... | 151,879 | 101,574 | 50,305 | 33,081 | 101,813 | 11,353 | 1,131 | 151 | 255 | 3,633 |
| Hawaii ........................................... | 2,510 | 2,039 | 471 | 296 | 66 | 178 | 280 | 1,245 | 17 | 164 |
| Idaho .............................................. | 9,301 | 7,191 | 2,110 | 6,547 | 183 | 1,916 | 48 | 38 | 258 | 165 |
| Illinois .......................................... | 122,860 | 81,884 | 40,976 | 35,786 | 57,246 | 24,281 | 993 | 70 | 314 | 3,371 |
| Indiana ............................................ | 77,747 | 54,141 | 23,606 | 39,672 | 25,775 | 6,739 | 353 | 38 | 210 | 4,540 |
| Iowa ................................................... | 17,999 | 12,792 | 5,207 | 10,626 | 3,997 | 2,335 | 144 | 26 | 125 | 696 |
| Kansas ......................................... | 19,332 | 14,085 | 5,247 | 9,052 | 4,588 | 4,133 | 196 | 19 | 322 | 959 |
| Kentucky | 36,842 | 26,070 | 10,772 | 24,706 | 9,656 | 1,103 | 126 | 11 | 44 | 914 |
| Louisiana ....................................... | 65,595 | 44,085 | 21,510 | 18,025 | 41,689 | 1,388 | 215 | 15 | 457 | 480 |
| Maine ............................................ | 7,176 | 5,315 | 1,861 | 6,298 | 445 | 137 | 44 | 6 | 62 | 79 |
| Maryland . | 48,316 | 32,661 | 15,655 | 11,706 | 29,795 | 3,631 | 521 | 199 | 160 | 1,538 |
| Massachusetts ..... | 47,595 | 33,193 | 14,402 | 21,251 | 8,701 | 13,322 | 854 | 38 | 188 | 2,154 |
| Michigan ............. | 132,949 | 91,547 | 41,402 | 59,552 | 60,728 | 7,218 | 871 | 50 | 1,134 | 2,795 |
| Minnesota ...... | 31,880 | 22,801 | 9,079 | 14,005 | 11,393 | 2,951 | 913 | 18 | 1,709 | 778 |
| Mississippi ..................................... | 51,030 | 34,216 | 16,814 | 12,375 | 37,897 | 546 | 122 | 15 | 46 | 14 |
| Missouri . | 65,463 | 45,667 | 19,796 | 30,273 | 30,767 | 2,412 | 341 | 69 | 285 | 1,041 |
| Montana ......... | 6,187 | 4,584 | 1,603 | 3,767 | 81 | 207 | 18 | 13 | 2,015 | 68 |
| Nebraska | 14,002 | 9,949 | 4,053 | 6,733 | 3,711 | 2,401 | 141 | 14 | 476 | 490 |
| Nevada ........................................... | 24,573 | 17,628 | 6,945 | 6,970 | 5,274 | 10,071 | 443 | 260 | 387 | 1,157 |
| New Hampshire ............................... | 10,011 | 7,264 | 2,747 | 8,360 | 507 | 543 | 98 | 4 | 27 | 69 |
| New Jersey .... | 63,780 | 44,090 | 19,690 | 19,342 | 25,481 | 16,737 | 1,221 | 68 | 71 | 517 |
| New Mexico .................................... | 23,577 | 15,818 | 7,759 | 4,108 | 735 | 15,477 | 101 | 9 | 2,796 | 293 |
| New York ............ | 94,191 | 65,760 | 28,431 | 40,213 | 34,129 | 15,413 | 1,202 | 51 | 697 | 1,073 |
| North Carolina | 129,068 | 90,643 | 38,425 | 40,904 | 65,897 | 12,837 | 632 | 82 | 3,228 | 4,682 |
| North Dakota .................................. | 1,951 | 1,389 | 562 | 1,117 | 86 | 66 | 5 | 8 | 650 | 1-3 |
| Ohio | 121,658 | 84,844 | 36,814 | 57,275 | 51,261 | 4,474 | 479 | 47 | 153 | 6,650 |
| Oklahoma | 39,013 | 27,309 | 11,704 | 16,452 | 9,679 | 6,329 | 243 | 90 | 5,144 | 984 |
| Oregon ........................................... | 29,337 | 21,769 | 7,568 | 17,499 | 1,713 | 6,921 | 385 | 201 | 859 | 1,506 |
| Pennsylvania .................................. | 106,859 | 73,220 | 33,639 | 43,092 | 45,520 | 14,166 | 822 | 39 | 129 | 2,509 |
| Rhode Island ..................................... | 12,035 | 8,298 | 3,737 | 5,503 | 1,898 | 3,773 | 192 | 19 | 138 | 447 |
| South Carolina ........ | 76,560 | 52,456 | 24,104 | 25,116 | 45,494 | 2,992 | 226 | 66 | 245 | 1,598 |
| South Dakota ................................... | 4,327 | 3,062 | 1,265 | 2,220 | 277 | 236 | 44 | 4 | 1,454 | 84 |
| Tennessee ..................................... | 77,603 | 52,282 | 25,321 | 29,288 | 44,498 | 2,432 | 377 | 38 | 115 | 439 |
| Texas ............................................. | 269,760 | 188,832 | 80,928 | 41,336 | 82,231 | 132,040 | 2,054 | 253 | 926 | 3,868 |
| Utah ............................................. | 14,644 | 11,029 | 3,615 | 9,111 | 548 | 3,743 | 159 | 335 | 443 | 245 |
| Vermont ......................................... | 3,603 | 2,605 | 998 | 3,139 | 123 | 46 | 13 | 4 | 66 | 42 |
| Virginia ............................................. | 86,196 | 60,615 | 25,581 | 31,465 | 42,999 | 6,467 | 793 | 71 | 282 | 2,961 |
| Washington ...................................... | 57,230 | 42,438 | 14,792 | 29,360 | 5,906 | 13,102 | 1,408 | 700 | 1,591 | 3,738 |
| West Virginia ................................... | 24,057 | 17,195 | 6,862 | 20,856 | 2,570 | 225 | 37 | 4 | 12 | 263 |
| Wisconsin ..................................... | 47,231 | 32,479 | 14,752 | 17,354 | 22,023 | 5,220 | 446 | 20 | 1,011 | 954 |
| Wyoming ......................................... | 3,416 | 2,546 | 870 | 2,471 | 111 | 531 | 10 | 4 | 224 | 65 |

[^61]Table 233.30. Number of students suspended and expelled from public elementary and secondary schools, by sex, race/ethnicity, and state: 2011-12-Continued

| State | Number expelled ${ }^{2}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Sex |  | Race/ethnicity ${ }^{3}$ |  |  |  |  |  |  |
|  | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian/Alaska Native | Two or more races |
| 1 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| United States ............................ | 111,018 | 83,283 | 27,735 | 39,766 | 39,443 | 23,696 | 1,096 | 266 | 2,443 | 2,845 |
| Alabama ........................................... | 1,062 | 776 | 286 | 402 | 608 | 21 | 4 | 4 | 4 | 15 |
| Alaska ............................................ | 96 | 76 | 20 | 35 | 12 | 9 | 4 | 6 | 20 | 6 |
| Arizona .......................................... | 710 | 547 | 163 | 245 | 52 | 259 | 4 | 0 | 134 | 9 |
| Arkansas ....................................... | 728 | 563 | 165 | 411 | 231 | 46 | 4 | 4 | 7 | 7 |
| California ...................................... | 15,537 | 12,350 | 3,187 | 3,816 | 2,344 | 7,906 | 570 | 120 | 262 | 390 |
| Colorado ... | 2,185 | 1,782 | 403 | 844 | 277 | 895 | 25 | 8 | 52 | 67 |
| Connecticut ....................................... | 1,347 | 1,024 | 323 | 524 | 385 | 383 | 10 | 0 | 6 | 22 |
| Delaware ....................................... | 185 | 139 | 46 | 65 | 98 | 10 | 1-3 | 0 | 6 | 1-3 |
| District of Columbia ............................ | 164 | 111 | 53 | 1-3 | 156 | 4 | 0 | 0 | 0 | 0 |
| Florida ........................................... | 982 | 752 | 230 | 414 | 270 | 222 | 4 | 1-3 | 6 | 48 |
| Georgia ................................................. | 4,391 | 3,298 | 1,093 | 1,218 | 2,786 | 225 | 10 | 6 | 5 | 130 |
| Hawaii ........................................................................ | 22 | 18 | 4 | 4 | 0 | 4 | 1-3 | 10 | 0 | 0 |
| Idaho ................................................................................. | 433 | 341 | 92 | 263 | 4 | 133 | 4 | 1-3 | 14 | 1-3 |
| Illinois ........................................... | 3,712 | 2,662 | 1,050 | 1,311 | 1,606 | 622 | 12 | 0 | 17 | 117 |
| Indiana .......................................... | 6,210 | 4,461 | 1,749 | 3,236 | 2,086 | 527 | 15 | 0 | 15 | 294 |
| lowa ... | 185 | 161 | 24 | 127 | 22 | 22 | 6 | 0 | 1-3 | 6 |
| Kansas ......................................... | 679 | 551 | 128 | 390 | 122 | 91 | 9 | 1-3 | 24 | 37 |
| Kentucky ........................................ | 254 | 200 | 54 | 207 | 33 | 8 | 0 | 0 | 0 | 6 |
| Louisiana ......................................... | 5,752 | 4,202 | 1,550 | 1,372 | 3,897 | 92 | 12 | 0 | 55 | 25 |
| Maine .............................................. | 111 | 97 | 14 | 95 | 6 | 4 | 1-3 | 0 | 0 | 1-3 |
| Maryland .............................................. | 1,476 | 1,033 | 443 | 204 | 1,156 | 50 | 11 | 0 | 9 | 34 |
| Massachusetts ................................. | 375 | 312 | 63 | 146 | 94 | 100 | 14 | 0 | 6 | 7 |
| Michigan .......................................... | 3,279 | 2,464 | 815 | 1,823 | 1,123 | 195 | 16 | 0 | 47 | 58 |
| Minnesota .................................... | 1,609 | 973 | 636 | 473 | 927 | 115 | 9 | 0 | 56 | 21 |
| Mississippi .................................... | 1,062 | 837 | 225 | 282 | 763 | 9 | 4 | 0 | 0 | 4 |
| Missouri ....... | 1,514 | 1,119 | 395 | 1,154 | 247 | 53 | 6 | 0 | 23 | 27 |
| Montana ............................................................ | 160 | 114 | 46 | 72 | 1-3 | 4 | 0 | 1-3 | 78 | 1-3 |
| Nebraska ...................................... | 659 | 475 | 184 | 320 | 175 | 106 | 8 | 1-3 | 17 | 29 |
| Nevada ........................................ | 79 | 65 | 14 | 53 | 0 | 11 | 1-3 | 0 | 7 | 4 |
| New Hampshire .................................. | 57 | 43 | 14 | 45 | 4 | 6 | 1-3 | 0 | 0 | 0 |
| New Jersey | 505 | 345 | 160 | 90 | 279 | 128 | 0 | 0 | 0 | 6 |
| New Mexico ................................... | 713 | 550 | 163 | 81 | 20 | 369 | 6 | 0 | 221 | 14 |
| New York ........................................ | 2,411 | 1,806 | 605 | 1,309 | 722 | 234 | 22 | 4 | 37 | 51 |
| North Carolina ................................. | 647 | 497 | 150 | 294 | 244 | 58 | 1-3 | 1-3 | 21 | 22 |
| North Dakota .................................... | 66 | 53 | 13 | 41 | 1-3 | 0 | 0 | 0 | 23 | 0 |
| Ohio .................................................. | 5,706 | 4,176 | 1,530 | 2,423 | 2,754 | 220 | 14 | 6 | 4 | 236 |
| Oklahoma ...................................... | 6,840 | 4,677 | 2,163 | 2,077 | 2,562 | 866 | 31 | 13 | 890 | 391 |
| Oregon .......................................... | 1,996 | 1,529 | 467 | 1,188 | 91 | 492 | 12 | 16 | 84 | 89 |
| Pennsylvania .................................. | 4,253 | 3,070 | 1,183 | 1,860 | 1,557 | 701 | 19 | 4 | 4 | 49 |
| Rhode Island ................................... | 8 | 8 | 0 | 6 | 0 | 0 | 0 | 0 | 1-3 | 0 |
| South Carolina ...................................... | 2,995 | 2,359 | 636 | 968 | 1,842 | 82 | 1-3 | 1-3 | 14 | 58 |
| South Dakota .................................. | 58 | 54 | 4 | 33 | 1-3 | 4 | 0 | 0 | 17 | 1-3 |
| Tennessee ..................................... | 7,911 | 5,738 | 2,173 | 2,074 | 5,559 | 179 | 24 | 4 | 10 | 25 |
| Texas .......................................... | 13,787 | 10,559 | 3,228 | 3,119 | 3,007 | 6,826 | 82 | 13 | 55 | 271 |
| Utah ............................................ | 185 | 141 | 44 | 126 | 6 | 28 | 0 | 4 | 13 | 4 |
| Vermont .............................................. | 54 | 50 | 4 | 52 | 0 | 0 | 0 | 0 | 0 | 0 |
| Virginia .......................................... | 1,402 | 1,166 | 236 | 551 | 568 | 186 | 38 | 1-3 | 4 | 39 |
| Washington .................................... | 3,683 | 2,880 | 803 | 1,914 | 221 | 979 | 71 | 42 | 133 | 191 |
| West Virginia ...................................... | 673 | 517 | 156 | 603 | 54 | 8 | 1-3 | 0 | 0 | 4 |
| Wisconsin ......................................... | 2,019 | 1,449 | 570 | 1,290 | 463 | 173 | 13 | 4 | 41 | 33 |
| Wyoming .......................................... | 179 | 144 | 35 | 118 | 6 | 40 | 1-3 | 0 | 11 | 1-3 |

${ }^{1}$ For students without disabilities and students with disabilities served only under Section 504 of the Rehabilitation Act, out-of-school suspensions are instances in which a student is excluded from school for disciplinary reasons for 1 school day or longer. This does not include students who served their suspension in the school. For students with disabilities served under the Individuals with Disabilities Education Act (IDEA), out-of-school suspensions are instances in which a student is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no Individualized Education Program (IEP) services are provided because the removal is 10 days or less and removals in which IEP services continue to be provided.
${ }^{2}$ Expulsions are actions taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes, with or without the continu-
ation of educational services, for the remainder of the school year or longer in accordance with local education agency policy. Expulsions also include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
${ }^{3}$ Data by race/ethnicity exclude students with disabilities served only under Section 504 (not receiving services under IDEA).
NOTE: Student counts between 1 and 3 are displayed as 1-3 to protect student privacy. Detail may not sum to totals because of privacy protection routines applied to the data. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011-12 Discipline Estimations by State." (This table was prepared November 2015.)

Table 233．40．Percentage of students suspended and expelled from public elementary and secondary schools，by sex，race／ethnicity，and state：2011－12
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| State | Percent receiving out－of－school suspensions ${ }^{1}$ |  |  |  |  |  |  |  |  |  | Percent expelled ${ }^{2}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Sex |  | Race／ethnicity ${ }^{3}$ |  |  |  |  |  |  |  | Sex |  | Race／ethnicity ${ }^{3}$ |  |  |  |  |  |  |
|  | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian／ Alaska Native | Two or more races | Total | Male | Female | White | Black | Hispanic | Asian | Pacific Islander | American Indian／ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| United States | 6.40 | 8.69 | 3.97 | 4.31 | 15.43 | 5.95 | 1.50 | 3.75 | 7.85 | 6.37 | 0.22 | 0.33 | 0.12 | 0.16 | 0.51 | 0.20 | 0.05 | 0.12 | 0.43 | 0.22 |
| Alabama $\qquad$ <br> Alaska <br> Arizona <br> Arkansas <br> California $\qquad$ | $\begin{aligned} & 9.63 \\ & 4.99 \\ & 6.08 \\ & 7.66 \\ & 5.75 \end{aligned}$ | $\begin{array}{r} 12.44 \\ 7.10 \\ 8.66 \\ 10.34 \\ 8.13 \end{array}$ | $\begin{aligned} & 6.97 \\ & 6.72 \\ & 3.36 \\ & \hline \end{aligned}$ | 5.52 3.69 4.62 4.98 4.88 | $\begin{aligned} & 18.02 \\ & 8.69 \\ & 12.43 \\ & 18.47 \\ & 14.56 \end{aligned}$ | $\begin{array}{r} 3.77 \\ 3.71 \\ 4.51 \\ 6.51 \\ 4.8 \\ 5.86 \end{array}$ | $\begin{array}{r} 1.9 \\ 1.93 \\ 1.99 \\ 1.91 \\ 1.87 \end{array}$ | $\begin{aligned} & 4.99 \\ & \hline .41 \\ & 6.40 \\ & 5.07 \\ & 6.91 \\ & 5.40 \end{aligned}$ | $\begin{array}{r} 6.32 \\ 6.39 \\ 10.37 \\ 3.89 \\ 9.20 \end{array}$ | $\begin{aligned} & 5.01 \\ & 5.95 \\ & 4.60 \\ & 4.52 \\ & 4.60 \\ & 4.60 \end{aligned}$ | $\begin{aligned} & 0.22 \\ & 0.14 \\ & 0.07 \\ & 0.06 \\ & 0.15 \\ & 0.25 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.20 \\ & 0.11 \\ & 0.10 \\ & 0.23 \end{aligned}$ | $\begin{aligned} & 0.08 \\ & 0.03 \\ & 0.03 \\ & 0.07 \\ & 0.10 \end{aligned}$ | $\begin{aligned} & 0.09 \\ & 0.05 \\ & 0.05 \\ & 0.14 \\ & 0.24 \end{aligned}$ | $\begin{aligned} & 0.24 \\ & 0.25 \\ & 0.09 \\ & 0.23 \\ & 0.57 \end{aligned}$ | $\begin{aligned} & 0.06 \\ & 0.11 \\ & 0.06 \\ & 0.10 \\ & 0.24 \end{aligned}$ | $\begin{aligned} & 0.04 \\ & 0.05 \\ & 0.01 \\ & 0.06 \\ & 0.09 \end{aligned}$ | $\begin{aligned} & 0.87 \\ & 0.20 \\ & 0.17 \\ & 0.17 \end{aligned}$ | $\begin{aligned} & 0.06 \\ & 0.07 \\ & 0.24 \\ & 0.19 \\ & 0.47 \end{aligned}$ | 0.2 0.01 0.06 0.05 0.11 0.22 |
| Colorado $\qquad$ <br> Connecticut <br> Delaware <br> District of Columbia <br> Florida $\qquad$ | $\begin{array}{r} 4.87 \\ 4.61 \\ 10.30 \\ 13.17 \\ 11.64 \end{array}$ | $\begin{array}{r} 6.87 \\ 5.97 \\ 13.39 \\ 16.38 \\ 15.88 \end{array}$ | $\begin{aligned} & 2.77 \\ & 3.17 \\ & 7.02 \\ & 9.95 \\ & 7.15 \end{aligned}$ | $\begin{aligned} & 3.46 \\ & 3.20 \\ & 5.98 \\ & 0.88 \\ & 9.04 \end{aligned}$ | $\begin{aligned} & 11.18 \\ & 12.40 \\ & 18.72 \\ & 16.42 \\ & 20.16 \end{aligned}$ | $\begin{array}{r} 6.64 \\ 8.18 \\ 8.33 \\ 4.84 \\ 10.07 \end{array}$ | $\begin{aligned} & 2.10 \\ & 0.84 \\ & 2.02 \\ & 1.00 \\ & 2.07 \end{aligned}$ | $\begin{aligned} & 4.13 \\ & 3.78 \\ & 6.59 \\ & 6.92 \end{aligned}$ | $\begin{array}{r} 8.24 \\ 5.94 \\ 5.28 \\ 1.80 \\ 11.68 \end{array}$ | $\begin{array}{r} 5.00 \\ 4.80 \\ 6.46 \\ .48 \\ 12.85 \end{array}$ | $\begin{aligned} & 0.25 \\ & 0.24 \\ & 0.14 \\ & 0.22 \\ & 0.04 \end{aligned}$ | $\begin{aligned} & 0.40 \\ & 0.35 \\ & 0.20 \\ & 0.30 \\ & 0.05 \end{aligned}$ | $\begin{aligned} & 0.10 \\ & 0.12 \\ & 0.07 \\ & 0.15 \\ & 0.02 \end{aligned}$ | $\begin{aligned} & 0.18 \\ & 0.16 \\ & 0.10 \\ & 0.04 \end{aligned}$ | $\begin{aligned} & 0.67 \\ & 0.55 \\ & 0.23 \\ & 0.28 \\ & 0.04 \end{aligned}$ | $\begin{aligned} & 0.33 \\ & 0.36 \\ & 0.06 \\ & 0.04 \\ & 0.03 \end{aligned}$ | $\begin{gathered} 0.09 \\ 0.04 \\ \stackrel{0.09}{1} \\ \hline .0 \end{gathered}$ |  | $\begin{aligned} & 0.69 \\ & 0.26 \\ & 0.93 \\ & 0.07 \\ & \hline \end{aligned}$ | $\begin{array}{r} 0.26 \\ 0.20 \\ \text { F } \\ 0.06 \end{array}$ |
| Georgia $\qquad$ <br> Hawaii <br> Idaho $\qquad$ <br> Illinois $\qquad$ <br> Indiana $\qquad$ | $\begin{aligned} & 8.94 \\ & 1.37 \\ & 3.77 \\ & 5.94 \\ & 7.44 \end{aligned}$ | $\begin{array}{r} 11.67 \\ 2.13 \\ 4.90 \\ 70.71 \\ 10.10 \end{array}$ | $\begin{aligned} & 6.07 \\ & 0.54 \\ & 0.53 \\ & 4.57 \\ & 4.64 \end{aligned}$ | $\begin{aligned} & 4.50 \\ & 1.17 \\ & 3.00 \\ & 3.47 \\ & 5.29 \end{aligned}$ | $\begin{array}{r} 16.17 \\ 1.56 \\ 5.99 \\ 15.54 \\ 20.72 \end{array}$ | $\begin{aligned} & 5.55 \\ & 1.45 \\ & 4.40 \\ & 5.02 \\ & 7.26 \end{aligned}$ | $\begin{array}{r} 1.98 \\ 0.45 \\ 1.24 \\ 1.14 \\ 1.93 \end{array}$ | $\begin{aligned} & 8.20 \\ & 2.04 \\ & 3.59 \\ & 3.58 \\ & 5.00 \end{aligned}$ | $\begin{aligned} & 6.60 \\ & 1.78 \\ & 6.05 \\ & 5.01 \\ & 6.93 \end{aligned}$ | $\begin{array}{r} 7.19 \\ 1.10 \\ 2.95 \\ 5.90 \\ 10.10 \end{array}$ | $\begin{aligned} & 0.26 \\ & 0.01 \\ & 0.15 \\ & 0.18 \\ & 0.59 \end{aligned}$ | $\begin{aligned} & 0.38 \\ & 0.02 \\ & 0.23 \\ & 0.25 \\ & 0.83 \end{aligned}$ | $\begin{aligned} & 0.13 \\ & 0.07 \\ & 0.10 \\ & 0.34 \end{aligned}$ | $\begin{aligned} & 0.17 \\ & 0.02 \\ & 0.12 \\ & 0.13 \\ & 0.43 \end{aligned}$ | $\begin{aligned} & 0.44 \\ & 0.1 \frac{7}{3} \\ & 0.44 \\ & 1.68 \end{aligned}$ | $\begin{aligned} & 0.11 \\ & 0.03 \\ & 0.31 \\ & 0.13 \\ & 0.57 \end{aligned}$ | $\begin{aligned} & 0.02 \\ & .1 \pm \\ & 0.10 \\ & 0.01 \\ & 0.08 \end{aligned}$ | $\begin{array}{r} 0.33 \\ 0.02 \\ \begin{array}{r} \text { a } \\ \hline \end{array} \\ \hline \end{array}$ | $\begin{gathered} 0.13 \\ 0.31 \\ 0.37 \\ 0.27 \\ 0.49 \end{gathered}$ | $\begin{array}{r} 0.26 \\ \vdots \\ 0.20 \\ 0.65 \\ 0.65 \end{array}$ |
|  | $\begin{aligned} & 3.64 \\ & 4.01 \\ & 5.35 \\ & 9.49 \\ & 4.01 \end{aligned}$ | $\begin{array}{r} 5.02 \\ 5.67 \\ 7.34 \\ 12.43 \\ 5.75 \end{array}$ | $\begin{array}{r} 2.17 \\ 2.25 \\ 3.23 \\ \hline .39 \\ 2.15 \end{array}$ | $\begin{aligned} & 2.68 \\ & 2.82 \\ & 2.48 \\ & 4.48 \\ & 5.68 \end{aligned}$ | $\begin{array}{r} 15.30 \\ 12.91 \\ 13.14 \\ 13.99 \\ 8.17 \end{array}$ | $\begin{aligned} & 5.54 \\ & 5.14 \\ & 3.70 \\ & 5.77 \\ & 4.94 \end{aligned}$ | $\begin{array}{r} 1.35 \\ 1.56 \\ 1.33 \\ 2.10 \\ 1.55 \end{array}$ | $\begin{aligned} & 3.37 \\ & 2.36 \\ & 1.68 \\ & 3.62 \\ & 2.60 \end{aligned}$ | $\begin{aligned} & 5.17 \\ & 4.85 \\ & 4.72 \\ & 8.72 \\ & 4.88 \end{aligned}$ | $\begin{aligned} & 5.76 \\ & 4.69 \\ & 5.89 \\ & 6.85 \\ & 4.08 \end{aligned}$ | $\begin{aligned} & 0.04 \\ & 0.14 \\ & 0.04 \\ & 0.83 \\ & 0.06 \end{aligned}$ | $\begin{aligned} & 0.06 \\ & 0.22 \\ & 0.06 \\ & 1.18 \\ & 0.10 \end{aligned}$ | $\begin{aligned} & 0.01 \\ & 0.05 \\ & 0.02 \\ & 0.46 \\ & 0.02 \end{aligned}$ | $\begin{aligned} & 0.03 \\ & 0.12 \\ & 0.04 \\ & 0.43 \\ & 0.06 \end{aligned}$ | $\begin{aligned} & 0.08 \\ & 0.34 \\ & 0.04 \\ & 1.31 \\ & 0.11 \end{aligned}$ | $\begin{aligned} & 0.05 \\ & 0.11 \\ & 0.03 \\ & 0.34 \\ & 0.14 \end{aligned}$ | $\begin{array}{r} 0.06 \\ 0.07 \\ 0.12 \\ \hline \\ \hline \end{array}$ |  |  | $\begin{array}{r} 0.05 \\ 0.18 \\ 0.04 \\ 0.33 \\ \hline \end{array}$ |
| Maryland <br> Massachusetts $\qquad$ <br> Michigan <br> Minnesota $\qquad$ <br> Mississippi $\qquad$ | $\begin{array}{r} 5.63 \\ 5.00 \\ 8.39 \\ 30.64 \\ 10.31 \end{array}$ | $\begin{array}{r} 7.41 \\ 6.80 \\ 11.21 \\ 5.08 \\ 13.51 \end{array}$ | $\begin{array}{r} 3.75 \\ 3.11 \\ 5.39 \\ 2.13 \\ 6.96 \end{array}$ | 3.85 <br> 3.51 <br> 5.45 <br> 2.23 <br> 5.43 <br>  | $\begin{array}{r} 9.12 \\ 10.82 \\ 20.86 \\ 13.64 \\ 15.54 \end{array}$ | $\begin{aligned} & 3.49 \\ & 8.89 \\ & \hline .72 \\ & 4.57 \\ & 4.13 \end{aligned}$ | $\begin{aligned} & 1.04 \\ & 1.58 \\ & 2.01 \\ & 1.68 \\ & 2.46 \end{aligned}$ | $\begin{aligned} & 1.03 \\ & 3.63 \\ & 3.26 \\ & 1.85 \\ & 9.09 \end{aligned}$ | $\begin{array}{r} 5.60 \\ 8.10 \\ 8.58 \\ 10.41 \\ 4.39 \\ \hline \end{array}$ | $\begin{array}{r} 5.04 \\ 7.64 \\ 7.45 \\ 4.22 \\ 4.43 \end{array}$ | $\begin{aligned} & 0.17 \\ & 0.04 \\ & 0.21 \\ & 0.18 \\ & 0.21 \end{aligned}$ | $\begin{aligned} & 0.23 \\ & 0.06 \\ & 0.30 \\ & 0.22 \\ & 0.33 \end{aligned}$ | $\begin{aligned} & 0.11 \\ & 0.01 \\ & 0.1 \\ & 0.15 \\ & 0.09 \end{aligned}$ | $\begin{aligned} & 0.07 \\ & 0.02 \\ & 0.17 \\ & 0.08 \\ & 0.12 \end{aligned}$ | $\begin{aligned} & 0.35 \\ & 0.12 \\ & 0.39 \\ & 1.11 \\ & 0.31 \end{aligned}$ | $\begin{aligned} & 0.05 \\ & 0.07 \\ & 0.21 \\ & 0.18 \\ & 0.07 \end{aligned}$ | 0.02 0.03 0.04 0.02 0.08 | 青 | $\begin{array}{r} 0.32 \\ 0.26 \\ 0.36 \\ 0.34 \\ \hline \end{array}$ | 0.11 0.02 0.15 0.11 1.27 |
| Missouri <br> Montana $\qquad$ <br> Nebraska $\qquad$ <br> Nevada <br> New Hampshire $\qquad$ | $\begin{array}{r} 7.11 \\ 4.99 \\ 4.64 \\ 4.66 \\ 5.42 \end{array}$ | $\begin{aligned} & 9.61 \\ & 6.33 \\ & 6.38 \\ & 7.73 \\ & 7.64 \end{aligned}$ | $\begin{aligned} & 4.44 \\ & 2.44 \\ & 2.78 \\ & 2.78 \\ & 3.25 \end{aligned}$ | $\begin{aligned} & 4.45 \\ & 3.34 \\ & 3.21 \\ & 3.28 \\ & 5.37 \end{aligned}$ | $\begin{aligned} & 20.64 \\ & 5.36 \\ & 18.34 \\ & 12.51 \\ & 13.71 \end{aligned}$ | $\begin{array}{r} 5.60 \\ 4.39 \\ 4.86 \\ 5.77 \\ 7.31 \end{array}$ | $\begin{array}{r} 1.99 \\ 1.95 \\ 2.25 \\ 1.79 \\ 1.83 \end{array}$ | $\begin{aligned} & 4.00 \\ & 3.22 \\ & 3.57 \\ & 4.74 \\ & 2.38 \end{aligned}$ | $\begin{array}{r} 6.69 \\ 11.66 \\ 8.77 \\ 7.69 \\ 3.81 \end{array}$ | $\begin{aligned} & 6.77 \\ & \begin{array}{l} 3.62 \\ 5.47 \\ 5.4 \\ 5.05 \\ 2.71 \end{array} \end{aligned}$ | $\begin{aligned} & 0.16 \\ & 0.11 \\ & 0.22 \\ & 0.02 \\ & 0.03 \end{aligned}$ | $\begin{aligned} & 0.24 \\ & 0.16 \\ & 0.30 \\ & 0.03 \\ & 0.05 \end{aligned}$ | $\begin{aligned} & 0.09 \\ & 0.07 \\ & 0.13 \\ & 0.01 \\ & 0.02 \end{aligned}$ | $\begin{aligned} & 0.17 \\ & 0.06 \\ & 0.15 \\ & 0.03 \\ & 0.03 \end{aligned}$ | $\begin{aligned} & 0.17 \\ & 0.87 \\ & 0.1 \ddagger \end{aligned}$ | $\begin{aligned} & 0.12 \\ & 0.08 \\ & 0.21 \\ & 0.01 \\ & 0.08 \end{aligned}$ | $\begin{array}{r} 0.04 \\ 0.1 \frac{1}{3} \\ \neq \\ \hline \end{array}$ | 青 | $\begin{array}{r} 0.54 \\ 0.45 \\ 0.31 \\ 0.14 \\ \hline \end{array}$ | $\begin{array}{r} 0.18 \\ 0.32 \\ 0.02 \\ 0 \\ \ddagger \end{array}$ |
| New Jersey <br> New Mexico $\qquad$ <br> New York <br> North Carolina $\qquad$ <br> North Dakota $\qquad$ | $\begin{aligned} & 4.68 \\ & 7.55 \\ & 3.43 \\ & 8.64 \\ & 1.94 \end{aligned}$ | $\begin{array}{r} 6.31 \\ 9.49 \\ 4.66 \\ 11.84 \\ 2.67 \end{array}$ | $\begin{aligned} & 2.97 \\ & 4.89 \\ & 4.13 \\ & 5.27 \\ & 1.15 \end{aligned}$ | $\begin{aligned} & 2.85 \\ & 4.93 \\ & 3.12 \\ & 3.18 \\ & 1.37 \end{aligned}$ | $\begin{array}{r} 11.54 \\ 10.87 \\ 6.77 \\ 17.19 \\ 2.88 \end{array}$ | $\begin{aligned} & 5.71 \\ & 8.07 \\ & 2.45 \\ & 6.50 \\ & 2.59 \end{aligned}$ | $\begin{aligned} & 1.00 \\ & 2.48 \\ & 0.53 \\ & 1.44 \\ & 0.41 \end{aligned}$ | $\begin{aligned} & 2.50 \\ & 2.56 \\ & 1.02 \\ & 4.62 \\ & 3.38 \end{aligned}$ | $\begin{array}{r} 4.21 \\ 8.31 \\ 4.65 \\ 14.14 \\ 6.76 \end{array}$ | $\begin{array}{r} 3.43 \\ 7.23 \\ 4.17 \\ 9.03 \\ \ddagger \end{array}$ | $\begin{aligned} & 0.04 \\ & 0.22 \\ & 0.09 \\ & 0.04 \\ & 0.07 \end{aligned}$ | $\begin{aligned} & 0.05 \\ & 0.33 \\ & 0.13 \\ & 0.06 \\ & 0.10 \end{aligned}$ | $\begin{aligned} & 0.02 \\ & 0.10 \\ & 0.05 \\ & 0.02 \\ & 0.03 \end{aligned}$ | $\begin{aligned} & 0.01 \\ & 0.10 \\ & 0.10 \\ & 0.04 \\ & 0.05 \end{aligned}$ | $\begin{aligned} & 0.13 \\ & 0.30 \\ & 0.14 \\ & 0.06 \\ & \ddagger \end{aligned}$ | $\begin{array}{r} 0.04 \\ 0.19 \\ 0.04 \\ 0.03 \\ \ddagger \end{array}$ | $\begin{array}{r} 0.1^{\ddagger} \\ 0.01 \\ \stackrel{1}{\ddagger} \end{array}$ | r $\begin{array}{r}\text { 者 } \\ 0.08 \\ \ddagger \\ \ddagger\end{array}$ | $\begin{aligned} & 0.66 \\ & 0.66 \\ & 0.25 \\ & 0.09 \\ & 0.24 \end{aligned}$ | $\begin{array}{r} 0.04 \\ 0.35 \\ 0.20 \\ 0.04 \\ \ddagger \end{array}$ |
| Ohio <br> Oklahoma <br> Oregon <br> Pennsylvania <br> Rhode Island $\qquad$ | $\begin{aligned} & 6.84 \\ & 5.96 \\ & 5.25 \\ & 6.11 \\ & 8.71 \end{aligned}$ | $\begin{array}{r} 9.25 \\ 8.10 \\ 7.58 \\ 81.15 \\ 11.69 \end{array}$ | $\begin{aligned} & 4.27 \\ & 3.68 \\ & 2.78 \\ & 3.75 \\ & 5.59 \end{aligned}$ | 4.38 4.74 4.86 3.53 6.59 | $\begin{aligned} & 18.51 \\ & 15.20 \\ & 12.03 \\ & 17.25 \\ & 16.43 \end{aligned}$ | $\begin{array}{r} 6.82 \\ 7.29 \\ 5.97 \\ 9.85 \\ 12.74 \end{array}$ | $\begin{aligned} & 1.55 \\ & 1.97 \\ & 1.75 \\ & 1.46 \\ & 4.8 \end{aligned}$ | $\begin{aligned} & 5.53 \\ & 5.44 \\ & 5.22 \\ & 2.60 \\ & 9.95 \end{aligned}$ | $\begin{array}{r} 6.30 \\ 4.79 \\ 8.05 \\ 4.23 \\ 14.24 \end{array}$ | $\begin{aligned} & 8.89 \\ & 3.83 \\ & 5.86 \\ & 7.15 \\ & 8.82 \end{aligned}$ | $\begin{aligned} & 0.32 \\ & 1.04 \\ & 0.36 \\ & 0.24 \\ & 0.01 \end{aligned}$ | $\begin{aligned} & 0.46 \\ & 1.39 \\ & 0.53 \\ & 0.34 \\ & 0.01 \end{aligned}$ | $\begin{array}{r} 0.18 \\ 0.68 \\ 0.17 \\ 0.14 \\ \ddagger \end{array}$ | $\begin{aligned} & 0.19 \\ & 0.60 \\ & 0.33 \\ & 0.51 \\ & 0.01 \end{aligned}$ | $\begin{aligned} & 0.99 \\ & 40.02 \\ & 0.64 \\ & 0.59 \\ & \ddagger \end{aligned}$ | $\begin{array}{r} 0.34 \\ 1.00 \\ 0.42 \\ 0.49 \\ \hline \end{array}$ | $\begin{array}{r} 0.05 \\ 0.25 \\ 0.05 \\ 0.03 \\ \hline \end{array}$ | $\begin{array}{r} 0.71 \\ 0.74 \\ 0.42 \\ 0.27 \\ \\ \hline \end{array}$ | $\begin{array}{r} 0.16 \\ 0.83 \\ 0.79 \\ 0.13 \\ \pm \end{array}$ | $\begin{array}{r} 0.32 \\ 1.20 \\ 0.35 \\ 0.14 \\ \hline \end{array}$ |
| South Carolina $\qquad$ <br> South Dakota $\qquad$ <br> Tennessee $\qquad$ <br> Texas $\qquad$ | $\begin{array}{r} 10.31 \\ 3.37 \\ 7.92 \\ 5.39 \\ 2.45 \end{array}$ | $\begin{array}{r} 13.70 \\ 4.61 \\ 10.38 \\ 7.35 \\ 3.59 \end{array}$ | $\begin{aligned} & 6.71 \\ & 2.04 \\ & 5.32 \\ & 3.32 \\ & 1.25 \end{aligned}$ | $\begin{aligned} & 6.47 \\ & 2.20 \\ & 4.42 \\ & 2.83 \\ & 1.99 \end{aligned}$ | $\begin{array}{r} 17.18 \\ 8.10 \\ 19.48 \\ 13.13 \\ 6.61 \end{array}$ | 6.17 4.68 4.76 5.30 4.12 | $\begin{aligned} & 2.22 \\ & 2.24 \\ & 2.23 \\ & 1.16 \\ & 1.48 \end{aligned}$ | $\begin{aligned} & 6.73 \\ & 3.33 \\ & 3.30 \\ & 3.34 \\ & 3.84 \\ & 3.70 \end{aligned}$ | $\begin{gathered} 10.50 \\ 10.72 \\ 5.57 \\ 3.88 \\ 5.89 \end{gathered}$ | 8.38 3.42 4.76 4.47 2.66 | $\begin{aligned} & 0.40 \\ & 0.05 \\ & 0.81 \\ & 0.28 \\ & 0.03 \end{aligned}$ | $\begin{aligned} & 0.62 \\ & 0.08 \\ & 1.14 \\ & 0.41 \\ & 0.05 \end{aligned}$ | $\begin{aligned} & 0.18 \\ & 0.01 \\ & 0.46 \\ & 0.13 \\ & 0.02 \end{aligned}$ | $\begin{aligned} & 0.25 \\ & 0.03 \\ & 0.31 \\ & 0.21 \\ & 0.03 \end{aligned}$ | $\begin{aligned} & 0.70 \\ & 2.43 \\ & 0.48 \\ & 0.07 \end{aligned}$ | $\begin{aligned} & 0.17 \\ & 0.08 \\ & 0.35 \\ & 0.27 \\ & 0.03 \end{aligned}$ | $\begin{array}{r} \not \ddagger \\ 0.14 \\ 0.05 \\ \hline \end{array}$ | $\begin{array}{r} \neq 1 \\ 0.35 \\ 0.20 \\ 0.04 \end{array}$ | $\begin{aligned} & 0.60 \\ & 0.13 \\ & 0.48 \\ & 0.23 \\ & 0.17 \end{aligned}$ | $\begin{aligned} & 0.30 \\ & 0.27 \\ & 0.27 \\ & 0.31 \\ & 0.04 \end{aligned}$ |
| Vermont $\qquad$ <br> Virginia <br> Washing $\qquad$ <br> West Virginia $\qquad$ <br> Wisconsin $\qquad$ | $\begin{aligned} & 4.53 \\ & 6.78 \\ & 5.40 \\ & 8.43 \\ & 5.41 \\ & 3.65 \end{aligned}$ | $\begin{array}{r} 6.34 \\ 9.24 \\ 7.78 \\ 11.62 \\ 7.23 \\ 5.28 \end{array}$ | $\begin{array}{r} \begin{array}{r} 2.00 \\ 4.15 \\ 2.87 \\ 5 . .00 \\ 3.48 \\ 1.92 \end{array} \end{array}$ | $\begin{aligned} & 4.51 \\ & 4.69 \\ & 4.71 \\ & 8.88 \\ & 2.71 \\ & 3.33 \end{aligned}$ | $\begin{array}{r} 6.99 \\ 14.26 \\ 11.83 \\ 17.68 \\ 25.72 \\ 8.55 \end{array}$ | $\begin{array}{r} 5.40 \\ 4.33 \\ 6.34 \\ 6.58 \\ 6.16 \\ 4.74 \end{array}$ | $\begin{array}{r} 0.83 \\ 1.04 \\ 1.87 \\ 1.85 \\ 1.45 \\ 1.14 \end{array}$ | $\begin{aligned} & 4.49 \\ & 3.92 \\ & 7.22 \\ & 3.64 \\ & 3.64 \\ & 1.46 \end{aligned}$ | $\begin{gathered} 10.71 \\ 6.34 \\ 9.95 \\ 3.68 \\ 8.98 \\ 6.56 \end{gathered}$ | 3.41 5.75 6.55 7.02 5.93 4.79 | $\begin{aligned} & 0.07 \\ & 0.11 \\ & 0.35 \\ & 0.24 \\ & 0.23 \\ & 0.19 \end{aligned}$ | $\begin{aligned} & 0.12 \\ & 0.18 \\ & 0.53 \\ & 0.35 \\ & 0.32 \\ & 0.30 \end{aligned}$ | $\begin{aligned} & 0.01 \\ & 0.04 \\ & 0.16 \\ & 0.11 \\ & 0.13 \\ & 0.08 \end{aligned}$ | $\begin{aligned} & 0.07 \\ & 0.08 \\ & 0.31 \\ & 0.23 \\ & 0.20 \\ & 0.16 \end{aligned}$ | $\begin{aligned} & 0.1 \ddagger \\ & 0.44 \\ & 0.37 \\ & 0.54 \\ & 0.46 \end{aligned}$ | $\begin{aligned} & 0.1 \frac{1}{2} \\ & 0.4 \\ & 0.47 \\ & 0.23 \\ & 0.20 \end{aligned}$ | $\begin{array}{r} 0.05 \\ 0.09 \\ 0.04 \\ 0.0 \\ \ddagger \end{array}$ |  | $\begin{aligned} & 0 .{ }^{\ddagger} \\ & 0.83 \\ & 0.83 \\ & 0.36 \\ & 0.32 \end{aligned}$ | $\begin{array}{r}0.7 \\ 0.31 \\ 0.11 \\ 0.11 \\ \hline\end{array}$ |

Rounds to zero
$\ddagger$ Reporting standards not met（too few cases）．
${ }^{1}$ For students without disabilities and students with disabilities served only under Section 504 of the Rehabilitation Act，out－of－ school suspensions are instances in which a student is excluded from school for disciplinary reasons for 1 school day or longer． This does not include students who served their suspension in the school．For students with disabilities served under the Individ－位 from his or her regular school for disciplinary purposes to another setting（e．g．，home，behavior center）．This includes both
removals in which no Individualized Education Program（IEP）services are provided because the removal is 10 days or less and removals in which IEP services continue to be provided．
${ }^{2}$ Expulsions are actions taken by a local education agency that result in the removal of a student from his or her regular school for disciplinary purposes，with or without the continuation of educational services，for the remainder of the school year or longer for discipinary purposes，with or without the continuation of educational services，for the remainder of the school year or longer
in accordance with local education agency policy．Expulsions also include removals resulting from violations of the Gun Free绪
绪 NOTE：The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2011－12 school year by the student enroliment based on a count of stu－ dents taken on a single day between September 27 and December 31．Race categories exclude persons of Hispanic ethnicity． SOURCE：U．S．Department of Education，Office for Civil Rights，Civil Rights Data Collection，＂2011－12 Discipline Estimations by State＂and＂2011－12 Estimations for Enrollment．＂（This table was prepared November 2015．）

Table 233.45. Number of discipline incidents resulting in removal of a student from a regular education program for at least an entire school day and rate of incidents per 100,000 students, by discipline reason and state: 2014-15

| State | Number of discipline incidents |  |  |  |  | Rate of discipline incidents per 100,000 students |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Alcohol | Illicit drug | Violent incident ${ }^{1}$ | Weapons possession | Total | Alcohol | Illicit drug | Violent incident ${ }^{1}$ | Weapons possession |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| United States ${ }^{2} . . . . . . . . . . . . . . . . . . . . ~$ | 1,297,163 | 22,498 ${ }^{4}$ | 195,186 ${ }^{4}$ | 1,017,143 | 62,336 | 2,583 | 454 | $389{ }^{4}$ | 2,025 | 124 |
| Alabama ................................... | 40,561 | 527 | 5,774 | 32,683 | 1,577 | 5,451 | 71 | 776 | 4,392 | 212 |
| Alaska ................................ | 3,578 | 138 | 717 | 2,495 | 228 | 2,728 | 105 | 547 | 1,902 | 174 |
| Arizona ${ }^{3}$............................... | 30,217 | 851 | 3,915 | 24,536 | 915 | 2,718 | 77 | 352 | 2,207 | 82 |
| Arkansas ............................... | 23,099 | 499 | 2,116 | 19,685 | 799 | 4,705 | 102 | 431 | 4,010 | 163 |
| California ............................. | 251,483 | ${ }^{(4)}$ | 42,828 ${ }^{4}$ | 196,643 | 12,012 | 3,984 | $\left.{ }^{4}\right)$ | 6784 | 3,115 | 190 |
| Colorado ........ | 65,725 | 1,082 | 6,773 | 57,104 | 766 | 7,393 | 122 | 762 | 6,423 | 86 |
| Connecticut ........................... | 24,336 | 365 | 1,390 | 21,490 | 1,091 | 4,484 | 67 | 256 | 3,960 | 201 |
| Delaware .............................. | 613 | 67 | 335 | 50 | 161 | 457 | 50 | 250 | 37 | 120 |
| District of Columbia ................... | 5,924 | 20 | 282 | 5,259 | 363 | 7,317 | 25 | 348 | 6,496 | 448 |
| Florida ................................. | 16,125 | 1,071 | 10,252 | 3,261 | 1,541 | 585 | 39 | 372 | 118 | 56 |
| Georgia ................................. | 69,897 | 844 | 10,917 | 55,452 | 2,684 | 4,007 | 48 | 626 | 3,179 | 154 |
| Hawaii ............................... | 2,195 | 175 | 678 | 1,066 | 276 | 1,204 | 96 | 372 | 584 | 151 |
| Idaho | 842 | 78 | 460 | 195 | 109 | 289 | 27 | 158 | 67 | 37 |
| Illinois ................................. | 42,915 | 969 | 6,358 | 32,438 | 3,150 | 2,093 | 47 | 310 | 1,582 | 154 |
| Indiana ............................... | 41,358 | 1,215 | 3,182 | 35,344 | 1,617 | 3,953 | 116 | 304 | 3,378 | 155 |
| lowa ${ }^{3}$.......... | 12,533 | 277 | 1,945 | 9,546 | 765 | 2,480 | 55 | 385 | 1,889 | 151 |
| Kansas ................................. | 12,026 | 253 | 2,246 | 8,839 | 688 | 2,418 | 51 | 452 | 1,777 | 138 |
| Kentucky ${ }^{3}$............................... | 51,619 | 811 | 10,997 | 39,414 | 397 | 7,496 | 118 | 1,597 | 5,723 | 58 |
| Louisiana .............................. | 47,145 | 341 | 4,924 | 40,631 | 1,249 | 6,577 | 48 | 687 | 5,668 | 174 |
| Maine ................................. | 1,899 | 114 | 735 | 979 | 71 | 1,041 | 62 | 403 | 537 | 39 |
| Maryland ......... | 32,094 | 416 | 2,620 | 27,452 | 1,606 | 3,670 | 48 | 300 | 3,139 | 184 |
|  | 21,254 | 503 | 2,686 | 16,775 | 1,290 | 2,224 | 53 | 281 | 1,755 | 135 |
| Michigan ${ }^{3}$............................ | 11,476 | 212 | 1,292 | 9,141 | 831 | 746 | 14 | 84 | 594 | 54 |
| Minnesota ${ }^{3}$......................... | 20,647 | 496 | 3,572 | 15,525 | 1,054 | 2,409 | 58 | 417 | 1,811 | 123 |
| Mississippi ............................ | 17,432 | 334 | 757 | 15,812 | 529 | 3,551 | 68 | 154 | 3,221 | 108 |
| Missouri ........... | 21,891 | 1,040 | 6,800 | 12,665 | 1,386 | 2,385 | 113 | 741 | 1,380 | 151 |
| Montana ................................. | 4,530 | 141 | 917 | 3,253 | 219 | 3,134 | 98 | 634 | 2,251 | 152 |
| Nebraska ............................. | 9,176 | 212 | 1,156 | 7,389 | 419 | 2,935 | 68 | 370 | 2,363 | 134 |
| Nevada ................................ | 11,009 | 420 | 2,161 | 7,820 | 608 | 2,397 | 91 | 471 | 1,703 | 132 |
| New Hampshire ..................... | 4,829 | 141 | 797 | 3,583 | 308 | 2,615 | 76 | 432 | 1,940 | 167 |
| New Jersey ............................ | 11,679 | 339 | 2,162 | 8,357 | 821 | 834 | 24 | 154 | 597 | 59 |
| New Mexico ............................. | 11,435 | 293 | 2,338 | 8,249 | 555 | 3,360 | 86 | 687 | 2,424 | 163 |
| New York ............................. | 18,932 | 1,171 | 4,838 | 7,772 | 5,151 | 691 | 43 | 176 | 284 | 188 |
| North Carolina ........................ | 69,415 | 837 | 11,451 | 54,373 | 2,754 | 4,482 | 54 | 739 | 3,510 | 178 |
| North Dakota ......................... | 1,314 | 52 | 370 | 830 | 62 | 1,233 | 49 | 347 | 779 | 58 |
| Ohio ..................................... | 80,159 | 1,063 | 8,835 | 67,255 | 3,006 | 4,647 | 62 | 512 | 3,899 | 174 |
| Oklahoma ............................ | 14,632 | 456 | 2,181 | 10,824 | 1,171 | 2,125 | 66 | 317 | 1,572 | 170 |
| Oregon ................................. | 15,004 | 465 | 2,899 | 11,079 | 561 | 2,495 | 77 | 482 | 1,842 | 93 |
| Pennsylvania ........................ | 36,436 | 628 | 2,927 | 30,536 | 2,345 | 2,090 | 36 | 168 | 1,752 | 135 |
| Rhode Island .......................... | 12,715 | 66 | 701 | 11,771 | 177 | 8,957 | 46 | 494 | 8,292 | 125 |
| South Carolina ....................... | 21,051 | 401 | 1,392 | 18,941 | 317 | 2,783 | 53 | 184 | 2,504 | 42 |
| South Dakota ${ }^{3}$........................ | 3,351 | 102 | 912 | 2,107 | 230 | 2,519 | 77 | 686 | 1,584 | 173 |
| Tennessee ........................... | 32,686 | 514 | 2,213 | 29,691 | 268 | 3,283 | 52 | 222 | 2,983 | 27 |
| Texas ................................... | 2,405 | 48 | 1,364 | 565 | 428 | 46 | 1 | 26 | 11 | 8 |
| Utah ..................................... | 5,010 | 146 | 1,230 | 3,285 | 349 | 788 | 23 | 194 | 517 | 55 |
| Vermont ................................ | - | - | - | - | - | - | - | - | - | - |
| Virginia ............................... | 20,772 | 797 | 1,692 | 16,343 | 1,940 | 1,622 | 62 | 132 | 1,276 | 152 |
| Washington ${ }^{3}$........................... | 20,098 | 944 | 5,024 | 11,951 | 2,179 | 1,872 | 88 | 468 | 1,113 | 203 |
| West Virginia ......................... | 3,438 | 48 | 599 | 2,738 | 53 | 1,226 | 17 | 214 | 977 | 19 |
| Wisconsin ............................ | 17,552 | 512 | 2,468 | 13,582 | 990 | 2,014 | 59 | 283 | 1,559 | 114 |
| Wyoming ............................... | 651 | 4 | 8 | 369 | 270 | 692 | 4 | 9 | 392 | 287 |

## —Not available.

${ }^{1}$ Includes violent incidents with and without physical injury.
${ }^{2}$ U.S. totals exclude Vermont data, which were not reported
${ }^{3}$ This state did not report state-level counts of discipline incidents, but did report schoollevel counts. The sums of the school-level counts are displayed in place of the unreported state-level counts.
${ }^{4}$ California reported alcohol incidents in the illicit drug category.
SOURCE: U.S. Department of Education, National Center for Education Statistics,
EDFacts file 030, Data Group 523, extracted August 1, 2016, from the EDFacts Data Ware-
house (internal U.S. Department of Education source); Common Core of Data (CCD),
"State Nonfiscal Survey of Public Elementary and Secondary Education," 2014-15. (This table was prepared August 2016.)

Table 233.50. Percentage of public schools with various safety and security measures: Selected years, 1999-2000 through 2013-14
[Standard errors appear in parentheses]

| School safety and security measures | 1999-2000 |  | 2003-04 |  | 2005-06 |  | 2007-08 |  | 2009-10 |  | 2013-141 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |
| Controlled access during school hours |  |  |  |  |  |  |  |  |  |  |  |  |
| Buildings (e.g., locked or monitored doors) ... | 74.6 | (1.35) | 83.0 | (1.04) | 84.9 | (0.89) | 89.5 | (0.80) | 91.7 | (0.80) | 93.3 | (0.95) |
| Grounds (e.g., locked or monitored gates) | 33.7 | (1.26) | 36.2 | (1.08) | 41.1 | (1.25) | 42.6 | (1.41) | 46.0 | (1.26) | 42.7 | (1.53) |
| Visitors required to sign or check in | 96.6 | (0.54) | 98.3 | (0.40) | 97.6 | (0.42) | 98.7 | (0.37) | 99.3 | (0.27) | 98.6 | (0.49) |
| Campus closed for most students during lunch | 64.6 | (1.48) | 66.0 | (1.08) | 66.1 | (1.19) | 65.0 | (1.34) | 66.9 | (0.88) | 92.6 | (0.80) |
| Student dress, IDs, and school supplies |  |  |  |  |  |  |  |  |  |  |  |  |
| Required students to wear uniforms. | 11.8 | (0.82) | 13.8 | (0.85) | 13.8 | (0.78) | 17.5 | (0.70) | 18.9 | (1.02) | 20.4 | (1.27) |
| Enforced a strict dress code | 47.4 | (1.50) | 55.1 | (1.24) | 55.3 | (1.18) | 54.8 | (1.20) | 56.9 | (1.56) | 58.5 | (1.60) |
| Required students to wear badges or picture IDs ..... | 3.9 | (0.32) | 6.4 | (0.64) | 6.2 | (0.47) | 7.6 | (0.60) | 6.9 | (0.57) | 8.9 | (0.81) |
| Required faculty and staff to wear badges or picture IDs | 25.4 | (1.39) | 48.0 | (1.21) | 47.9 | (1.12) | 58.3 | (1.37) | 62.9 | (1.14) | 68.0 | (1.65) |
| Required clear book bags or banned book bags on school grounds ...... | 5.9 | (0.50) | 6.2 | (0.63) | 6.4 | (0.43) | 6.0 | (0.48) | 5.5 | (0.53) | 6.3 | (0.81) |
| Provided school lockers to students ............................................... | 46.5 | (1.07) | 49.5 | (1.24) | 50.5 | (1.08) | 48.9 | (1.17) | 52.1 | (1.10) | 49.9 | (1.35) |
| Drug testing |  |  |  |  |  |  |  |  |  |  |  |  |
| Athletes ... | - | ( $\dagger$ ) | 4.2 | (0.44) | 5.0 | (0.46) | 6.4 | (0.48) | 6.0 | (0.52) | 6.6 | (0.59) |
| Students in extracurricular activities (other than athletes) .................... | - | ( $\dagger$ ) | 2.6 | (0.37) | 3.4 | (0.32) | 4.5 | (0.51) | 4.6 | (0.47) | 4.3 | (0.47) |
| Any other students ....................................................................... | - | ( $\dagger$ ) |  | ( $\dagger$ | 3.0 | (0.34) | 3.0 | (0.42) | 3.0 | (0.26) | 3.5 | (0.44) |
| Metal detectors, dogs, and sweeps |  |  |  |  |  |  |  |  |  |  |  |  |
| Random metal detector checks on students | 7.2 | (0.54) | 5.6 | (0.55) | 4.9 | (0.40) | 5.3 | (0.37) | 5.2 | (0.42) | 4.2 | (0.48) |
| Students required to pass through metal detectors daily ... | 0.9 | (0.16) | 1.1 | (0.16) | 1.1 | (0.18) | 1.3 | (0.20) | 1.4 | (0.24) | 2.0 | (0.40) |
| Random dog sniffs to check for drugs.... | 20.6 | (0.75) | 21.3 | (0.77) | 23.0 | (0.79) | 21.5 | (0.59) | 22.9 | (0.71) | 24.1 | (0.97) |
| Random sweeps ${ }^{2}$ for contraband (e.g., drugs or weapons) .... | 11.8 | (0.54) | 12.8 | (0.58) | 13.1 | (0.76) | 11.4 | (0.71) | 12.1 | (0.68) | 11.4 | (0.86) |
| Communication systems and technology |  |  |  |  |  |  |  |  |  |  |  |  |
| Provided telephones in most classrooms | 44.6 | (1.80) | 60.8 | (1.48) | 66.9 | (1.30) | 71.6 | (1.16) | 74.0 | (1.13) | 78.7 | (1.34) |
| Provided electronic notification system for schoolwide emergency ........ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 43.2 | (1.26) | 63.1 | (1.40) | 81.6 | (1.12) |
| Provided structured anonymous threat reporting system ${ }^{3}$.................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 31.2 | (1.22) | 35.9 | (1.19) | 46.5 | (1.63) |
| Used security cameras to monitor the school ...... | 19.4 | (0.88) | 36.0 | (1.28) | 42.8 | (1.29) | 55.0 | (1.37) | 61.1 | (1.16) | 75.1 | (1.31) |
| Provided two-way radios to any staff | - | ( $\dagger$ ) | 71.2 | (1.18) | 70.9 | (1.22) | 73.1 | (1.15) | 73.3 | (1.33) | 74.2 | (1.42) |
| Limited access to social networking sites from school computers .......... | - | (t) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ | 93.4 | (0.59) | 91.9 | (0.80) |
| Prohibited use of cell phones and text messaging devices .................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 90.9 | (0.67) | 75.9 | (1.07) |

## -Not available.

$\dagger$ Not applicable
${ }^{1}$ Data for 2013-14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013-14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013-14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013-14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013-14 results.
${ }^{2}$ Does not include random dog sniffs.
${ }^{3}$ For example, a system for reporting threats through online submission, telephone hotline, or written submission via drop box.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2005-06, 2007-08, and 2009-10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013-14," FRSS 106, 2014. (This table was prepared September 2015.)

Table 233.60. Percentage of public schools with various safety and security measures, by selected school characteristics: 2013-14
[Standard errors appear in parentheses]

| School characteristic | Total schools |  |  |  | Percent of schools with safety and security measures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Controlled access |  |  |  | Student dress, IDs, and school supplies |  |  |  |  |  |  |  |  |  | Metal detectors, dogs, and sweeps |  |  |  |  |  |  |  |  |  |
|  | Number |  | Percentage distribution |  | Schoolbuildings |  | $\begin{gathered} \text { School } \\ \text { grounds } \end{gathered}$ |  | School uniforms required |  | $\begin{array}{r} \text { Strict } \\ \text { dress code } \\ \text { enforced } \\ \hline \end{array}$ |  | Student badges or picture IDs required |  | Faculty/staff badges or picture IDs required |  | Bookbags must be clear or are banned |  | Randommetal detectorchecks |  | Daily metal detector checks ${ }^{3}$ |  | Random dog sniffs for drugs |  | Random sweeps for contraband ${ }^{4}$ |  | Used security cameras to monitor the school |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |
| Total | 84,100 | (840) | 100.0 | (t) |  | (0.95) | 42.7 | (1.53) | 20.4 | (1.27) | 58.5 | (1.60) | 8.9 | (0.81) | 68.0 | (1.65) | 6.3 | (0.81) | 4.2 | (0.48) |  | (0.40) | 24.1 | (0.97) | 11.4 | (0.86) | 75.1 | (1.31) |
| School level ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary ... | 49,700 | (800) | 59.1 | (0.47) |  | (1.27) | 47.3 | (2.36) | 22.7 | (1.99) | 52.6 | (2.49) | 4.1 | (0.98) | 72.8 | (2.35) | 4.5 | (1.20) | 1.4 ! | (0.52) |  | (0.45) | 5.5 | (1.17) | 3.3 | (0.95) | 67.2 | (2.07) |
| Middle | 16,100 | (250) |  | (0.33) |  | (1.21) | 36.2 | (2.43) | 19.7 | (2.03) | 70.5 | (2.61) | 16.0 | (1.96) | 68.5 | (2.61) | 9.9 | (1.58) |  | (1.23) |  | (0.76) | 44.2 | (2.46) | 19.9 | (2.05) | 83.7 | (1.96) |
| High school/combined ...... | 18,400 | (330) |  | (0.40) |  | (1.60) | 35.9 | (2.47) | 14.8 | (1.66) |  | (2.55) |  | (1.72) | 54.4 | (2.55) | 8.1 | (1.53) |  | (1.48) |  | (0.96) | 57.0 | (239) | 26.1 | (2.36) | 89.2 | (1.65) |
| Enrollment size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 300 | 19,500 | $(1,540)$ | 23.2 | (1.63) | 87.1 | (2.98) | 24.9 | (3.65) | 14.8 | (2.54) | 56.3 | (3.96) | 5.6 ! | (1.95) | 46.1 | (4.25) | 8.5 | (2.04) | 2.0 ! | (0.88) |  |  | 28.8 | (3.39) | 14.3 | (2.40) | 73.2 | (3.57) |
| 300-499 | 25,400 | $(1,250)$ | 30.1 | (1.62) | 96.9 | (0.96) | 43.5 | (2.95) | 20.3 | (2.26) | 56.6 | (2.97) | 8.0 | (1.65) | 71.0 | (2.75) | 5.4 | (1.24) |  | (1.14) | 2.11 | (0.78) | 15.1 | (1.50) | 8.3 | (1.34) | 74.8 | (2.50) |
| 500-999 | 30,700 | (950) | 36.5 | (1.22) | 94.7 | (1.04) | 50.4 | (2.46) | 25.1 | (2.23) | 59.8 | (2.30) | 7.9 | (1.08) | 76.6 | (2.06) | 5.6 | (0.97) |  | (0.71) | 2.11 | (0.66) | 22.1 | (1.31) | 10.1 | (1.02) | 72.8 | (2.04) |
| 1,000 or more .... | 8,500 | (300) | 10.1 | (0.38) | 92.1 | (1.38) | 53.2 | (2.92) | 16.3 | (2.39) | 64.3 | (3.03) | 22.6 | (2.46) | 78.2 | (2.43) | 6.5 | (1.35) |  | (1.55) |  | (1.05) | 47.5 | (3.06) | 19.2 | (2.27) | 89.1 | (2.11) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City .. | 21,100 | (570) | 25.1 | (0.56) |  | (1.30) | 56.0 | (3.14) | 41.2 | (3.24) | 66.1 | (2.99) | 13.0 | (1.73) | 66.9 | (3.06) | 8.8 | (1.78) |  | (1.48) |  | (1.14) |  | (1.01) | 10.8 | (1.28) | 68.4 | (3.07) |
| Suburban | 23,500 | (630) |  | (0.86) |  | (1.05) | 44.9 | (3.30) | 17.0 | (2.57) | 56.2 | (2.95) | 9.9 | (1.52) | 79.1 | (2.43) | 3.1 ! | (1.20) | 2.5 ! | (0.77) | $\ddagger$ |  | 18.9 | (1.72) | 8.3 | (1.52) | 78.3 | (2.37) |
| Town | 10,800 | (750) |  | (0.93) |  | (1.45) | 40.0 | (4.37) | 13.9 | (2.92) | 53.1 | (4.39) | 4.3 ! | (1.54) | 67.4 | (4.02) | 9.5 | (2.18) |  | (1.47) | $\ddagger$ |  | 31.9 | (2.56) | 14.0 | (2.36) | 75.8 | (3.88) |
| Rural .................................................. | 28,600 | $(1,030)$ |  | (0.97) |  | (2.18) | 32.1 | (2.87) | 10.3 | (1.63) |  | (2.80) |  | (1.40) | 59.9 | (3.17) |  | (1.13) |  | (0.43) | $\ddagger$ |  |  | (2.19) | 13.5 | (1.75) | 7.3 | (2.87) |
| Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent .................................. | 7,300 | (920) |  | (1.07) | 91.3 | (3.88) | 22.2 | (5.42) | $\ddagger$ | (t) | 46.3 | (5.44) | $\ddagger$ | (t) | 63.8 | (5.81) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) |  | (4.19) | 12.1 ! | (4.21) | 7.0 | (5.80) |
| 5 percent to less than 20 percent ............... | 22,800 | $(1,130)$ | 27.1 | (1.32) | 93.8 | (1.76) | 25.3 | (2.72) | 2.5 ! | (0.82) | 48.4 | (3.38) | 3.7 ! | (1.15) | 68.8 | (3.23) | 5.6 | (1.16) | $\ddagger$ | (t) | $\ddagger$ | (t) |  | (2.85) | 9.7 | (1.49) | 81.1 | (2.58) |
| 20 percent to less than 50 percent .............. | 22,700 | $(1,290)$ | 27.0 | (1.51) | 93.6 | (1.59) | 41.3 | (3.19) | 12.3 | (2.30) | 56.9 | (3.33) | 6.2 | (1.19) | 73.2 | (2.96) | 4.8 | (1.30) |  | (0.86) | $\ddagger$ | (t) | 24.9 | (1.89) | 10.2 | (1.58) | 75.9 | (2.72) |
| 50 percent or more ................................. | 31,300 | $(1,120)$ |  | (1.35) |  | (1.43) | 61.0 | (2.75) | 43.8 | (2.84) | 69.8 | (2.18) |  | (1.80) | 64.6 | (2.60) | 8.1 | (1.45) |  | (1.05) |  | (0.82) |  | (1.32) | 13.5 | (1.45) | 69.9 | (2.14) |
| Percent of students eligible for free or reduced-price lunch ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 15,100 | $(1,090)$ |  | (1.30) |  | (1.97) | 38.4 | (3.25) |  | (1.80) | 40.8 | (3.59) | 6.2 ! | (1.89) | 81.9 | 2.5 | $2.9!$ | 1.2 |  |  | $\ddagger$ |  |  | (2.97) | 4.5 | (1.26) | 73.9 | (3.45) |
| 26-50 | 22,900 | $(1,290)$ | 27.3 | (1.48) |  | (2.13) | 34.4 | (2.92) | 5.6 | (1.19) | 52.9 | (3.46) | 6.1 | (1.33) | 69.2 | (3.13) | 3.2 | (0.84) | 2.3 ! | (0.71) | $\ddagger$ | (t) | 28.2 | (2.11) | 10.9 | (1.46) | 76.8 | (2.57) |
| 51-75 | 23,200 | $(1,200)$ |  | (1.43) |  | (1.89) | 39.6 | (3.19) | 17.7 | (2.24) | 63.0 | (3.30) | 9.2 | (1.41) | 60.4 | (3.09) | 7.0 | 1.5 | 4.1 | 1.0 |  | 0.7 |  | (2.19) | 14.5 | (2.15) | 78.2 | (2.68) |
| 76-100 | 19,800 | $(1,100)$ |  | (1.28) |  | (1.34) | 59.1 | (3.66) | 53.2 | (3.12) | 74.4 | (2.63) | 14.7 | (1.89) | 65.3 | (3.10) | 10.9 | (2.09) | 8.3 | 1.3 |  | (1.17) |  | (1.91) | 14.1 | (1.95) | 71.0 | (3.04) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{2}$ Access to grounds is controlled during school | ours (e.g | g., by loc | cked or | monitor | ed gates) |  |  |  |  |  |  |  | Resp | nses w | were pr | vided | by the p | principa | or the p | person | ost kn | wledg | able a | bout crim | me and | safety | issues | at the |
| ${ }^{3}$ All students must pass through a metal detector | each day |  |  |  |  |  |  |  |  |  |  | scho | Detail | may no | t sum | totals | becaus | of rou | unding. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{5}$ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \text { ol Safet } \\ & \text { ol Univer } \end{aligned}$ | $y \text { and }$ | isciplin ey," 2 | $\begin{aligned} & \text { e: } 2013 \\ & 13-14 . \end{aligned}$ | $3-14,{ }^{\prime \prime}$ <br> (This ta | $\begin{aligned} & \text { RSS } 10 \\ & \text { ble was } \end{aligned}$ | 20, 2014; prepared | and C Septe | nmon C |  |  |  | ublic E | ementa | ary/Sec | ndary |

Table 233.65. Percentage of public schools with a written plan for procedures to be performed in selected crises and percentage that have drilled students on the use of a plan, by selected school characteristics: Selected years, 2003-04 through 2013-14
[Standard errors appear in parentheses]


[^62]Table 233．65．Percentage of public schools with a written plan for procedures to be performed in selected crises and percentage that have drilled students on the use of a plan，by selected school characteristics：Selected years，2003－04 through 2013－14－Continued
［Standard errors appear in parentheses］

| Year and school characteristic | Percent with a written plan that describes procedures to be performed in selected crises |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Percent that have drilled students during the current school year on the use of a plan in selected crises ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Shootings |  | $\begin{array}{r} \text { Natural } \\ \text { disasters }^{2} \end{array}$ |  | Hostages |  | Bomb threats or incidents |  | Chemical， biological，or radiological threats or incidents ${ }^{3}$ |  | Suicide threat or incident |  | Severe risk of terrorist attack ${ }^{4}$ |  | Pandemic flu |  | Shootings |  | $\begin{array}{r} \text { Natural } \\ \text { disasters }^{2} \end{array}$ |  | Hostages |  | Bomb threats or incidents |  | Chemical， biological，or radiological threats or incidents ${ }^{3}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| Percent combined enrollment of Black， <br> Hispanic，Asian／Pacific Islander，and American Indian／Alaska Native students Less than 5 percent <br> 5 percent to less than 20 percent <br> 20 percent to less than 50 percent <br> 50 percent or more $\qquad$ |  | $(2.99)$ $(2.05)$ $(1.95)$ $(1.96)$ | 92.2 95.6 97.0 94.4 | $(1.98)$ $(0.99)$ $(0.96)$ $(1.16)$ | 74.5 78.6 75.9 65.0 | $(3.00)$ $(2.12)$ $(1.82)$ $(1.82)$ | 93.5 95.4 95.9 93.1 | $\begin{aligned} & (1.92) \\ & (1.22) \\ & (1.09) \\ & (1.10) \end{aligned}$ | $\begin{aligned} & 75.9 \\ & 72.8 \\ & 71.3 \\ & 65.9 \end{aligned}$ | $\begin{aligned} & (2.40) \\ & (2.72) \\ & (2.12) \\ & (2.08) \end{aligned}$ | 二 － － | $\begin{aligned} & (t) \\ & (+) \\ & (+) \\ & (\dagger) \\ & (\dagger) \end{aligned}$ | － | $\begin{aligned} & (t) \\ & (+) \\ & (+) \\ & (t) \\ & (t) \end{aligned}$ | － | $(\dagger)$ $(+)$ $(+)$ $(\dagger)$ | 37.7 50.4 54.3 55.4 | $(3.44)$ $(2.40)$ $(3.23)$ $(2.77)$ | 89.3 85.4 88.9 87.1 | $(1.74)$ $(1.55)$ $(1.85)$ $(1.47)$ | 37.5 47.8 49.3 47.0 | $\begin{aligned} & (3.53) \\ & (2.63) \\ & (2.93) \\ & (2.73) \end{aligned}$ | 47.6 56.1 61.9 64.0 | $\begin{aligned} & (3.43) \\ & (2.54) \\ & (3.18) \\ & (2.24) \end{aligned}$ | $\begin{aligned} & 31.4 \\ & 36.3 \\ & 42.5 \\ & 47.6 \end{aligned}$ | $\begin{aligned} & (3.17) \\ & (2.97) \\ & (2.93) \\ & (2.28) \end{aligned}$ |
| Percent of students eligible for free or reduced－price lunch $\qquad$ <br> 0－25 <br> 51－75 <br> 76－100 | 82.1 <br> 80.6 <br> 81.8 <br> 69.8 | （1．87） <br> $(2.06)$ <br> （2．23） <br> $(2.68)$ | 96.2 <br> 95.7 <br> 95.1 <br> 91.8 | $\xrightarrow{(0.89)}$（1．02） | 76.3 <br> 75.8 <br> 73.7 <br> 63.5 | （1．50） <br> $(2.20)$ <br> $(2.25)$ <br> $(2.67)$ | 95.3 <br> 96.7 <br> 94.3 <br> 90.2 | （1．20） <br> $(1.03)$ <br> $(1.29)$ <br> $(1.95)$ | 75.5 <br> 72.7 <br> 71.3 <br> 58.7 | （1．66） <br> $(2.21)$ <br> $(2.55)$ <br> $(3.25)$ | 二 | $\begin{array}{r} (t) \\ (t) \\ \left(\begin{array}{r} (t) \\ (\dagger) \\ (t) \\ \hline \hline \end{array}{ }^{2}\right. \\ \hline \end{array}$ | － | $(t)$ <br> $(+)$ <br> $(+)$ <br> $(t)$ | 二 － － | $\xrightarrow{\text {（t）}} \begin{aligned} & \text {（t）} \\ & (+) \\ & (\dagger) \\ & \text {（t）}\end{aligned}$ | $\begin{array}{r}48.5 \\ 49.0 \\ 51.4 \\ 52.3 \\ \hline\end{array}$ | （2．25） <br> $(2.45)$ <br> $(2.99)$ <br> $(3.36)$ | $\begin{array}{r}83.5 \\ 91.3 \\ 90.4 \\ 85.6 \\ \hline\end{array}$ | （1．51） <br> $(1.20)$ <br> $(1.4)$ <br> $(2.20)$ | 44.2 <br> 48.3 <br> 47.7 <br> 41.3 | （2．34） <br> $(2.46)$ <br> $(2.86)$ <br> $(3.96)$ | $\begin{array}{r}51.7 \\ 58.3 \\ 63.0 \\ 61.2 \\ \hline\end{array}$ | （2．16） <br> $(2.55)$ <br> （2．5） <br> （3．21） | 34.9 <br> 41.0 <br> 41.1 <br> 44.2 | （2．53） <br> $(2.47)$ <br> $(2.59)$ <br> （3．91） |
| 2007-08 <br> All public schools | 83.0 | （1．31） | 95.8 | （0．48） | 71.3 | （1．26） | 93.8 | （0．65） | 71.5 | （1．16） | 74.1 | （1．33） | 40.0 | （1．26） | 36.1 | （1．10） | 63.2 | （1．20） | 86.7 | （0．86） | 54.0 | （1．54） | 62.3 | （1．25） | 39.7 | （1．67） |
| School level ${ }^{\text {P }}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary ．．．．． | 79.9 | （2．07） | 96.3 | （0．75） | 69.8 | （2．06） | 93.4 | （0．97） | 71.5 | （1．83） | 69.7 | （1．91） | 41.2 | （1．93） | 34.7 | （1．57） | 61.6 | （1．98） | 87.8 | （1．28） | 56.7 | （2．38） | 62.4 | （1．84） | 39.1 | （2．48） |
| Middle ．．．．．．． | 88.3 | （1．21） | 96.1 | （0．79） |  | （1．41） |  | （0．67） | 73.2 | （1．83） |  | （1．47） |  | （1．63） |  | （1．57） |  | （1．76） |  | （1．31） |  | （2．12） |  | （1．59） | 42.2 | （1．97） |
| High school ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 90.6 | （1．07） | 94.3 | （0．79） | 76.0 | （1．56） | 96.0 | （0．90） | 73.0 | （1．82） | 84.2 | （1．40） | 40.5 | （1．80） | 38.3 | （1．81） | 62.8 | （1．64） | 84.5 | （1．38） | 51.5 | （2．09） | 64.8 | （1．89） | 39.3 | （1．88） |
| Combined $\qquad$ <br> Enrollment size | 80.1 | （4．55） | 94.6 | （2．18） |  | （5．31） |  | （4．22） |  | （5．30） |  | （5．05） | 31.8 | （4．65） |  | （4．64） | 56.1 | （5．32） | 83.8 | （3．92） | 37.1 | （6．03） | 54.2 | （4．81） | 38.9 | （5．43） |
| Less than 300 | 75.7 | （3．40） | 93.6 | （1．74） | 61.5 | （3．81） | 88.3 | （2．47） | 61.2 | （3．15） | 68.2 | （4．18） | 35.8 | （3．25） | 34.0 | （3．61） | 62.5 | （3．51） | 88.9 | （1．99） | 47.9 | （3．70） | 58.8 | （3．32） | 37.7 | （5．20） |
| 300－499 | 81.1 | （2．27） | 96.3 | （0．95） | 70.6 | （2．54） | 93.7 | （1．62） | 72.6 | （2．59） | 73.0 | （2．08） | 36.8 | （2．53） | 36.0 | （2．68） | 62.8 | （3．41） | 85.0 | （2．17） | 54.3 | （3．37） | 60.6 | （2．76） | 37.6 | （3．39） |
| 500－999 ．．． | 87.0 | （1．36） | 96.9 | （0．65） | 76.5 | （1．80） | 96.9 | （0．72） | 76.1 | （1．70） | 76.1 | （1．75） | 44.2 | （1．88） | 37.2 | （1．79） | 61.5 | （2．34） | 86.6 | （1．21） | 55.0 | （2．60） | 62.7 | （2．03） | 39.5 | （2．29） |
| 1，000 or more ．．．．． | 90.3 | （1．44） | 95.6 | （0．87） | 76.7 | （2．10） | 95.6 | （1．03） | 75.4 | （2．20） | 82.8 | （1．93） | 43.6 | （2．19） | 37.0 | （2．17） | 70.8 | （2．28） | 86.8 | （1．40） | 60.2 | （2．58） | 71.7 | （2．07） | 48.8 | （2．59） |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ．．．． | 83.0 | （2．03） | 95.1 | （1．16） | 69.4 | （2．64） | 94.9 | （1．17） | 73.9 | （2．30） | 75.5 | （2．23） | 49.3 | （2．42） | 32.1 | （2．71） | 61.3 | （3．06） | 81.6 | （2．00） | 51.4 | （3．60） | 61.5 | （2．49） | 39.8 | （3．05） |
| Suburb | 84.9 | （1．88） | 96.3 | （0．93） | 74.7 | （1．91） | 96.9 | （0．82） | 76.0 | （1．82） | 76.3 | （2．38） | 43.4 | （2．24） | 36.8 | （2．19） | 67.7 | （2．78） | 88.4 | （1．41） | 62.4 | （2．46） | 69.6 | （2．26） | 46.4 | （2．66） |
| Town． | 85.3 | （2．56） | 96.8 | （1．27） | 73.9 | （3．00） | 94.4 | （1．89） | 70.3 | （2．97） | 73.3 | （3．26） | 30.6 | （2．94） | 38.7 | （3．06） | 61.9 | （3．22） | 86.9 | （2．56） | 51.3 | （4．15） | 57.0 | （3．24） | 31.6 | （3．66） |
| Rural ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 80.3 | （2．70） | 95.7 | （1．11） | 68.7 | （2．44） | 89.8 | （1．78） | 66.1 | （2．23） | 71.3 | （2．22） | 33.6 | （2．32） | 37.5 | （2．54） | 61.0 | （2．27） | 89.1 | （1．31） | 49.1 | （3．15） | 58.2 | （2．95） | 36.4 | （3．32） |
| Percent combined enrollment of Black， Hispanic，Asian／Pacific Islander，and American Indian／Alaska Native students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent ．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 80.6 | （3．20） | 95.0 | （1．51） | 75.5 | （2．94） | 94.4 | （1．77） | 68.2 | （3．03） | 75.7 | （3．67） | 36.4 | （3．41） | 42.8 | （3．13） | 56.7 | （3．95） | 87.7 | （2．19） | 48.2 | （4．46） | 58.7 | （3．81） | 34.3 | （3．81） |
| 5 percent to less than 20 percent ．．．．．．．．．．． | 87.8 | （2．07） | 96.9 | （0．91） | 71.9 | （2．16） | 93.9 | （1．45） | 74.6 | （2．16） | 80.0 | （2．08） | 36.2 | （2．36） | 41.4 | （2．97） | 66.0 | （2．66） | 88.7 | （1．31） | 56.4 | （2．45） | 62.7 | （2．74） | 35.9 | （2．96） |
| 20 percent to less than 50 percent ．．．．．．．．． | 84.5 | （1．98） | 96.1 | （1．13） | 73.1 | （2．79） | 95.9 | （1．10） | 74.3 | （2．43） | 70.4 | （2．46） | 40.1 | （2．36） | 34.3 | （2．31） | 61.7 | （2．56） | 87.3 | （1．72） | 56.5 | （2．79） | 62.9 | （2．95） | 41.5 | （2．99） |
| 50 percent or more ．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 79.4 | （2．01） | 95.3 | （0．91） | 67.6 | （2．29） | 91.9 | （1．30） | 68.8 | （2．19） | 71.5 | （2．04） | 44.7 | （2．52） | 30.0 | （2．19） | 65.3 | （2．49） | 84.2 | （1．77） | 53.3 | （2．55） | 63.2 | （2．28） | 44.1 | （2．59） |
| Percent of students eligible for free or reduced－price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0－25．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 86.9 | （1．91） | 95.8 | （0．95） | 75.2 | （2．25） | 96.8 | （0．89） | 76.8 | （1．78） | 78.4 | （2．02） | 40.8 | （2．22） | 39.6 | （2．71） | 62.3 | （2．48） | 84.5 | （1．73） | 57.6 | （2．75） | 64.7 | （2．30） | 42.7 | （2．69） |
| 26－50 ．．．．．．．．．．．．．．．．．．．．．．．．．．． | 85.3 | （2．02） | 97.0 | （0．93） | 71.7 | （2．40） | 94.2 | （1．37） | 72.7 | （2．29） | 73.9 | （2．39） | 37.8 | （2．27） | 39.1 | （2．33） | 64.0 | （2．36） | 89.3 | （1．24） | 52.2 | （2．71） | 60.4 | （2．69） | 39.8 | （2．68） |
| 51－75．．． | 79.3 | （2．55） | 96.2 | （1．10） | 71.2 | （2．79） | 92.8 | （1．51） | 67.5 | （2．56） | 71.7 | （3．05） | 38.8 | （2．65） | 32.9 | （2．76） | 61.3 | （2．87） | 87.1 | （1．76） | 54.2 | （3．05） | 63.0 | （2．91） | 35.6 | （3．04） |
| 76－100 | 78.6 | （2．90） | 93.6 | （1．53） | 65.9 | （3．72） | 90.3 | （2．00） | 67.5 | （2．92） | 71.5 | （2．71） | 43.9 | （3．69） | 30.3 | （2．98） | 65.5 | （3．29） | 84.9 | （2．11） | 51.5 | （3．40） | 60.9 | （2．85） | 39.8 | （3．46） |

[^63]Table 233.65. Percentage of public schools with a written plan for procedures to be performed in selected crises and percentage that have drilled students on the use of a plan, by selected school characteristics: Selected years, 2003-04 through 2013-14-Continued
[Standard errors appear in parentheses]

| Year and school characteristic | Percent with a written plan that describes procedures to be performed in selected crises |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Percent that have drilled students during the current school year on the use of a plan in selected crises ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Shootings |  | $\begin{gathered} \text { Natural } \\ \text { disasters }^{2} \end{gathered}$ |  | Hostages |  | Bomb threats or incidents |  | Chemical, biological, or radiological threats or incidents ${ }^{3}$ |  | Suicide threat or incident |  | Severe risk of terrorist attack ${ }^{4}$ |  | Pandemic flu |  | Shootings |  | $\begin{array}{r} \text { Natural } \\ \text { disasters }{ }^{2} \end{array}$ |  | Hostages |  | Bomb threats or incidents |  | Chemical, biological, or radiological threats or incidents ${ }^{3}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| 2009-10 <br> All public schools | 84.3 | (1.10) | 95.1 | (0.54) | 74.3 | (1.20) | 93.5 | (0.66) | 71.1 | (1.28) | 74.9 | (1.30) | 41.3 | (1.23) | 69.4 | (1.34) | 61.6 | (1.28) | 86.5 | (0.93) | 55.7 | (1.37) | 62.6 | (1.43) | 43.2 | (1.67) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary Middle ... | 80.6 88.1 | $(1.68)$ $(1.06)$ | 95.1 95.7 | $(0.82)$ $(0.94)$ | 72.4 77.0 | (1.78) |  | (1.04) $(0.78)$ |  | (1.78) | 69.9 83.7 | (1.88) | 42.5 41.0 | (1.95) | 67.1 71.8 | (1.96) | 62.2 63.9 | (2.32) | 87.4 88.3 | $(1.46)$ $(0.91)$ | 59.6 53.3 | (2.24) | 63.1 61.8 | (2.06) | 46.5 37.7 | (2.51) |
| High school | 91.4 | (1.16) | 94.6 | (0.92) | 77.4 | (1.69) | 96.5 | (1.06) | 76.8 | (1.66) | 83.1 | (1.30) | 43.7 | (1.97) | 75.6 | (1.49) | 62.4 | (1.76) | 80.6 | (1.38) | 50.7 | (1.89) | 62.4 | (1.54) | 40.1 | (1.54) |
| Combined ... | 89.2 | (4.16) | 94.8 | (2.53) | 76.4 | (4.41) | 91.8 | (2.95) | 65.1 | (5.04) | 77.0 | (4.38) | 28.0 | (5.10) | 69.5 | (5.15) | 50.7 | (5.67) | 87.1 | (3.87) | 42.4 | (5.44) | 61.8 | (5.62) | 39.1 | (6.98) |
| Enrollment size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 300 | 83.3 | (2.71) | 93.3 | (1.71) | 74.2 | (2.83) | 90.4 | (1.82) | 64.9 | (3.45) | 70.1 | (3.43) | 37.8 | (3.40) | 64.9 | (3.17) | 51.8 | (3.84) | 82.0 | (2.80) | 50.3 | (4.48) | 58.6 | (3.89) | 39.0 | (4.15) |
| 300-499... | 81.1 | (2.25) | 96.6 | (0.80) | 72.5 | (2.41) | 94.7 | (1.09) | 70.0 | (2.12) | 74.3 | (2.39) | 42.9 | (2.45) | 72.4 | (2.31) | 63.8 | (2.91) | 86.6 | (1.57) | 57.2 | (2.79) | 63.0 | (2.27) | 45.2 | (2.74) |
| 500-999 | 86.0 | (1.33) | 94.6 | (0.87) | 75.2 | (1.49) | 94.0 | (0.89) | 74.2 | (1.59) | 76.0 | (1.58) | 41.5 | (1.56) | 69.2 | (1.58) | 64.2 | (2.18) | 89.4 | (1.23) | 57.6 | (2.35) | 64.1 | (2.00) | 42.8 | (2.46) |
| 1,000 or more .................................... | 89.4 | (1.53) | 96.2 | (0.86) | 76.3 | (2.09) | 95.4 | (1.13) | 77.2 | (1.94) | 83.6 | (1.68) | 43.2 | (2.06) | 70.9 | (1.70) | 67.3 | (1.80) | 86.1 | (1.35) | 56.4 | (2.28) | 65.2 | (2.16) | 47.1 | (2.08) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ... | 81.0 | (2.48) | 93.5 | (1.09) | 71.7 | (2.55) | 92.8 | (1.37) | 68.8 | (2.45) | 74.9 | (2.64) | 44.4 | (2.95) | 68.7 | (2.33) | 60.1 | (2.70) | 86.0 | (1.64) | 58.8 | (2.75) | 63.4 | (2.71) | 47.9 | (3.00) |
| Suburb | 83.4 | (1.94) | 94.0 | (1.12) | 73.7 | (2.11) | 93.7 | (1.38) | 73.0 | (2.25) | 72.6 | (2.52) | 45.6 | (2.05) | 70.9 | (1.90) | 69.7 | (2.53) | 88.2 | (1.45) | 57.9 | (2.31) | 64.2 | (2.71) | 50.1 | (2.98) |
| Town .. | 86.5 | (2.77) | 98.2 | (0.67) | 77.9 | (3.06) | 96.0 | (1.73) | 73.5 | (3.44) | 76.4 | (3.34) | 36.3 | (3.15) | 69.2 | (3.34) | 61.1 | (3.55) | 86.9 | (2.40) | 55.0 | (3.51) | 59.5 | (3.12) | 33.4 | (4.15) |
| Rural | 86.8 | (2.03) | 96.1 | (1.11) | 75.3 | (2.68) | 92.9 | (1.41) | 70.2 | (2.61) | 76.6 | (2.30) | 36.9 | (2.38) | 68.6 | (2.59) | 55.8 | (2.69) | 85.4 | (1.80) | 51.4 | (2.98) | 62.1 | (2.41) | 37.4 | (3.35) |
| Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent ........................... | 86.8 | (2.99) | 97.7 | (0.94) | 74.9 | (3.03) | 94.2 | (1.88) | 74.5 | (2.94) | 83.5 | (2.61) | 40.0 | (3.15) | 70.6 | (3.46) | 58.7 | (3.60) | 83.0 | (2.94) | 48.1 | (4.06) | 60.1 | (3.88) | 45.3 | (4.25) |
| 5 percent to less than 20 percent .......... | 85.3 | (2.52) | 95.8 | (1.11) | 75.2 | (2.40) | 93.9 | (1.49) | 70.0 | (3.06) | 76.5 | (2.39) | 36.7 | (2.63) | 69.8 | (2.80) | 61.2 | (2.64) | 84.5 | (2.21) | 56.0 | (3.35) | 60.2 | (2.83) | 34.7 | (2.43) |
| 20 percent to less than 50 percent ......... | 87.2 | (1.55) | 93.2 | (1.42) | 78.4 | (1.96) | 95.7 | (0.99) | 75.1 | (2.20) | 74.3 | (2.43) | 42.1 | (2.30) | 75.4 | (1.88) | 61.3 | (2.69) | 89.7 | (1.64) | 56.8 | (2.88) | 63.8 | (3.02) | 43.6 | (3.33) |
| 50 percent or more ............................. | 80.6 | (2.00) | 94.8 | (0.94) | 70.6 | (2.04) | 91.6 | (1.05) | 68.0 | (2.34) | 70.9 | (2.16) | 44.4 | (2.32) | 64.6 | (2.33) | 63.5 | (1.93) | 87.4 | (1.31) | 57.8 | (2.51) | 64.7 | (1.94) | 48.1 | (2.54) |
| Percent of students eligible for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 83.7 | (2.44) | 95.5 | (1.07) | 74.2 | (2.42) | 94.6 | (1.26) | 74.6 | (2.47) | 81.3 | (2.22) | 43.9 | (2.85) | 72.8 | (2.70) | 64.1 | (2.70) | 83.1 | (2.05) | 58.2 | (3.12) | 62.9 | (3.02) | 41.7 | (2.83) |
| 26-50 | 85.8 | (1.98) | 95.1 | (1.06) | 77.7 | (2.16) | 94.9 | (1.35) | 76.8 | (2.08) | 77.7 | (1.98) | 41.6 | (2.35) | 74.3 | (2.04) | 58.9 | (2.08) | 88.4 | (1.67) | 53.1 | (2.44) | 60.1 | (2.48) | 41.7 | (2.38) |
| 51-75 | 85.4 | (1.81) | 95.5 | (1.08) | 74.6 | (2.00) | 93.2 | (1.22) | 67.7 | (2.79) | 71.8 | (2.53) | 38.8 | (2.26) | 68.2 | (2.98) | 60.7 | (2.62) | 88.4 | (1.75) | 53.6 | (3.06) | 62.0 | (2.62) | 42.5 | (3.46) |
| 76-100 | 81.5 | (2.12) | 94.3 | (1.16) | 69.9 | (2.72) | 91.3 | (1.50) | 65.5 | (2.78) | 69.9 | (2.95) | 41.6 | (3.03) | 62.0 | (2.92) | 64.1 | (3.08) | 85.0 | (2.21) | 59.5 | (3.01) | 66.4 | (2.39) | 47.8 | (3.61) |
| $\begin{aligned} & \text { 2013-147 } \\ & \text { All public schools } \end{aligned}$ | 88.3 | (1.02) | 93.8 | (0.79) | 50.2 | (1.64) | 87.6 | (0.99) | 59.5 | (1.47) | 71.7 | (1.43) | 46.8 | (1.69) | 36.4 | (1.61) | 70.3 | (1.59) | 82.6 | (1.16) | 21.7 | (1.27) | 49.2 | (1.47) | 21.9 | (1.25) |
| School level ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary <br> Middle <br> High school/combined | 87.2 | (1.52) | 94.2 | (1.04) | 46.7 | (2.35) | 85.8 | (1.53) | 57.6 | (2.20) | 66.9 | (2.20) | 43.0 | (2.79) | 34.2 | (2.22) | 70.5 | (2.31) | 84.2 | (1.76) | 21.3 | (1.98) | 48.6 | (2.28) | 22.1 | (1.94) |
|  | 91.2 | (1.53) | 94.5 | (1.29) | 55.3 | (2.71) | 92.3 | (1.43) | 61.0 | (2.37) | 80.0 | (2.15) | 55.6 | (2.47) | 40.8 | (2.63) | 72.7 | (2.36) | 82.5 | (1.94) | 25.1 | (2.33) | 50.6 | (2.77) | 22.7 | (2.16) |
|  | 88.7 | (1.71) | 92.1 | (1.55) | 55.2 | (2.40) | 88.2 | (1.68) | 63.6 | (2.35) | 77.5 | (2.10) | 49.4 | (2.18) | 38.7 | (2.52) | 67.6 | (2.23) | 78.3 | (2.02) | 19.9 | (1.84) | 49.6 | (2.48) | 20.6 | (1.83) |
| Enrollment size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 300 <br> 300-499 | 87.2 | (2.59) | 91.0 | (2.20) | 48.1 | (4.00) | 85.3 | (2.60) | 53.9 | (3.74) | 66.0 | (3.44) | 41.8 | (3.53) | 34.2 | (4.15) | 64.3 | (4.03) | 78.9 | (3.25) | 19.1 | (2.81) | 40.7 | (3.55) | 15.1 | (2.91) |
|  | 86.2 | (2.03) | 93.2 | (1.41) | 45.9 | (2.78) | 85.1 | (2.08) | 55.1 | (3.17) | 67.8 | (2.79) | 43.9 | (2.92) | 34.8 | (2.86) | 71.8 | (2.79) | 85.7 | (2.10) | 21.4 | (2.56) | 51.5 | (3.16) | 25.6 | (2.59) |
| 500-999 ....................................................................... | 90.2 | (1.59) | 95.9 | (1.00) | 54.1 | (2.54) | 89.5 | (1.47) | 64.3 | (2.30) | 76.0 | (2.09) | 50.1 | (2.42) | 38.4 | (2.29) | 72.1 | (2.15) | 82.7 | (1.83) | 23.8 | (2.10) | 50.7 | (2.47) | 22.3 | (1.91) |
| 1,000 or more .................................... | 90.2 | (1.93) | 94.4 | (1.85) | 53.7 | (2.84) | 93.5 | (1.47) | 68.6 | (2.91) | 81.0 | (2.60) | 55.5 | (3.10) | 39.3 | (2.78) | 73.1 | (2.41) | 81.4 | (2.58) | 21.0 | (2.52) | 55.8 | (3.08) | 25.3 | (2.54) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City | 85.0 | (2.24) | 91.9 | (1.72) | 46.0 | (3.55) | 82.1 | (2.47) | 57.9 | (3.56) | 67.0 | (2.96) | 49.2 | (3.49) | 35.4 | (3.42) | 70.9 | (3.02) | 83.4 | (2.28) | 29.2 | (3.10) | 57.1 | (3.17) | 26.7 | (3.11) |
|  | 90.8 | (1.67) | 95.2 | (1.49) | 49.0 | (3.23) | 88.3 | (1.89) | 60.6 | (2.78) | 74.8 | (2.79) | 47.1 | (2.96) | 38.1 | (3.05) | 75.1 | (2.60) | 81.6 | (2.26) | 20.8 | (2.34) | 52.1 | (2.85) | 24.1 | (2.34) |
|  | 90.7 | (2.30) | 93.8 | (2.14) | 49.7 | (4.47) | 92.1 | (2.31) | 68.2 | (3.97) | 71.7 | (3.81) | 48.5 | (4.20) | 39.1 | (4.34) | 72.7 | (3.46) | 83.2 | (3.09) | 18.1 | (2.88) | 48.7 | (4.59) | 24.0 | (3.85) |
|  | 87.9 | (1.89) | 94.0 | (1.35) | 54.5 | (2.60) | 89.2 | (1.79) | 56.6 | (2.67) | 72.6 | (2.62) | 44.2 | (2.76) | 34.8 | (2.43) | 65.0 | (3.16) | 82.6 | (2.33) | 18.3 | (2.15) | 41.1 | (2.65) | 15.9 | (2.20) |

See notes at end of table.
 characteristics: Selected years, 2003-04 through 2013-14—Continued
[Standard errors appear in parentheses]

| Year and school characteristic | Percent with a written plan that describes procedures to be performed in selected crises |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Percent that have drilled students during the current school year on the use of a plan in selected crises ${ }^{1}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Shootings |  | $\begin{array}{r} \text { Natural } \\ \text { disasters }^{2} \end{array}$ |  | Hostages |  | Bomb threats or incidents |  | Chemical, biological, or radiological threats or incidents ${ }^{3}$ |  | Suicide threat or incident |  | Severe risk of terrorist attack ${ }^{4}$ |  | Pandemic flu |  | Shootings |  | Naturaldisasters $^{2}$ |  | Hostages |  | Bomb threats or incidents |  | Chemical, biological, or radiological threats or incidents ${ }^{3}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent ........................... | 86.9 | (3.93) | 91.8 | (3.74) | 61.7 | (5.80) | 91.2 | (4.21) | 67.7 | (6.32) | 75.6 | (4.89) | 47.4 | (5.71) | 37.9 | (6.10) | 69.6 | (5.34) | 80.9 | (5.42) | 15.1 | (4.00) | 39.2 | (6.14) | 16.0 | (3.68) |
| 5 percent to less than 20 percent ........... |  | (1.98) | 96.2 | (1.21) | 48.4 | (2.92) | 90.3 | (1.81) | 58.0 | (2.81) | 72.4 | (2.72) | 46.0 | (2.93) | 34.0 | (2.77) | 67.6 | (2.93) | 81.8 | (2.21) | 16.0 | (2.20) | 44.2 | (3.21) | 19.0 | (2.36) |
| 20 percent to less than 50 percent ......... |  | (1.68) | 93.1 | (1.53) | 50.0 | (3.07) | 89.6 | (1.88) |  | (2.91) | 71.6 | (2.64) | 46.8 | (3.08) | 40.9 | (3.10) | 72.6 | (2.65) | 82.8 | (2.16) | 22.6 | (2.79) | 48.6 | (2.69) | 21.0 | (2.37) |
| 50 percent or more .............................. | 85.2 | (1.94) | 93.0 | (1.31) | 49.0 | (2.51) | 83.2 | (1.91) |  | (2.50) | 70.5 | (2.15) |  | (2.40) | 34.5 | (2.44) | 70.7 | (2.48) | 83.3 | (1.82) | 26.7 | (2.26) | 55.5 | (2.47) | 26.1 | (2.06) |
| Percent of students eligible for free or reduced-price lunch ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0-25 ........................................ | 90.8 | (2.38) | 94.5 | (1.75) | 50.2 | (3.98) | 84.6 | (3.03) | 61.7 | (3.78) | 76.4 | (3.54) | 47.7 | (3.92) | 38.5 | (3.68) | 71.3 | (3.17) | 78.4 | (3.07) | 18.9 | (2.95) | 45.9 | (3.81) | 24.2 | (3.15) |
| 26-50 | 88.9 | (1.80) | 92.5 | (1.59) | 47.0 | (3.05) | 88.6 | (2.05) | 60.2 | (2.92) | 71.9 | (2.68) | 46.6 | (3.27) | 35.1 | (2.57) | 67.7 | (3.28) | 82.1 | (1.99) | 16.1 | (2.00) | 47.5 | (3.03) | 19.4 | (2.54) |
| 51-75 | 89.4 | (2.00) | 95.3 | (1.34) | 52.3 | (3.03) | 89.3 | (1.78) | 60.4 | (3.10) | 71.1 | (2.61) | 47.0 | (3.23) |  | (3.12) | 71.7 | (2.54) | 86.7 | (2.11) | 22.6 | (2.30) | 47.3 | (2.85) | 23.1 | (2.81) |
| 76-100 ........................................... | 85.5 | (2.38) | 93.8 | (1.62) | 50.6 | (3.52) | 86.7 | (2.14) |  | (3.29) | 68.0 | (3.34) | 45.9 | (3.43) | 31.1 | (3.39) | 71.3 | (3.27) | 84.0 | (2.65) | 29.4 | (3.23) | 56.6 | (3.25) | 22.1 | (2.78) |

## -Not available.

$\dagger$ Not applicable.
were not asked whether they had drilled students on the use of a plan for suicide threat or incident, severe risk of terrorist attack, and pandemic flu.
or example, earthquakes or tornadoes.
In 2007-08 and 2009-10, schools were asked whether they had a plan for procedures to be performed if the U.S. national threat evel were changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security. In 2013-14, schools were asked whether they had a plan for procedures to be perro med if an imminent threat alert "were Homeland Security's National Terrorism Advisory System.
${ }^{5}$ Data on suicide threat or incident, severe risk of terrorist attack, and pandemic flu were not collected in 2003-04 and 2005-06. ${ }^{6}$ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher higher than grade 9 . High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade
is not higher than grade 12. Combined schools include all other combinations of grades, including K-12 schools. Separate data on high schools and combined schools are not available for 2013-14.
${ }^{7}$ Data for 2013-14 were collected using the Fast Response Survey System, while data for earlier years were collected using the School Survey on Crime and Safety (SSOCS). The 2013-14 survey was designed to allow comparisons with SSOCS data. How survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013-14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013-14 results. ${ }^{8}$ Because the 2013-14 survey did not collect data on the percentage of students eligible for free or reduced-price lunch, the classification of schools by the percentage of students eligible for free or reduced-price lunch was computed based on data obtained from the Common Core of Data.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school
SOURCE: U.S. Department of Education, National Center for Education Statistics $2003-04$, School Survey on Crime and Safety (SSOCS), 2004, 2006, 2008, and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013-14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013-14. (This table was prepared September 2015.)

Table 233.70. Percentage of public schools with one or more full-time or part-time security staff present at least once a week, by selected school characteristics: 2005-06 through 2013-14
[Standard errors appear in parentheses]

| School characteristic | Percent with one or more security guards, security personnel, School Resource Officers (SROs), or sworn law enforcement officers who are not SROs ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  |  |  |  |  |  |  | Full-time |  |  |  |  |  |  |  | Part-time only |  |  |  |  |  |  |  |
|  | 2005-06 |  | 2007-08 |  | 2009-10 |  | 2013-14 ${ }^{2}$ |  | 2005-06 |  | 2007-08 |  | 2009-10 |  | 2013-14 ${ }^{2}$ |  | 2005-06 |  | 2007-08 |  | 2009-10 |  | 2013-14 ${ }^{2}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| All public schools .............................. |  | (1.28) | 46.3 | (1.29) | 42.8 | (1.07) | 43.0 | (1.48) | 27.0 | (0.88) | 30.4 | (0.98) | 28.7 | (0.97) | 23.7 | (1.10) | 14.6 | (1.06) | 15.9 | (0.89) | 14.1 | (0.66) | 19.3 | (1.18) |
| School level ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary ............................................... | 26.2 | (1.87) | 33.1 | (2.04) | 27.7 | (1.50) | 28.6 | (2.15) | 12.5 | (1.32) | 17.8 | (1.37) | 15.7 | (1.43) | 10.4 | (1.46) | 13.7 | (1.59) | 15.3 | (1.31) | 12.1 | (0.89) | 18.2 | (1.73) |
| Middle | 63.7 | (1.30) | 65.5 | (1.59) | 66.4 | (1.45) | 63.3 | (2.15) | 44.5 | (1.17) | 44.9 | (1.55) | 45.8 | (1.39) | 36.9 | (2.21) | 19.2 | (1.18) | 20.7 | (1.17) | 20.6 | (1.32) | 26.4 | (2.17) |
| High school/combined | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) | 64.1 | (2.44) | - | (t) | - | ( $\dagger$ ) | - |  | 48.1 | (2.25) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 16.1 | (1.98) |
| High school ...................................... | 75.2 | (1.66) | 79.6 | (1.47) | 76.4 | (1.45) | - |  | 64.0 | (1.53) | 66.1 | (1.48) | 62.0 | (1.56) | - | (t) | 11.2 | (1.14) | 13.5 | (1.42) | 14.5 | (1.50) | - | (t) |
| Combined ......................................... | 43.5 | (5.25) | 39.9 | (5.59) | 36.6 | (4.89) | - | ( $\dagger$ ) | 26.8 | (4.44) | 26.2 | (4.79) | 24.0 | (4.49) | - | ( $\dagger$ ) | 16.7 | (4.13) | 13.6 ! | (4.15) | 12.7 | (3.56) | - | ( $\dagger$ |
| Enrollment size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 300 | 22.7 | (2.65) | 27.6 | (2.55) | 25.6 | (2.91) | 21.7 | (3.05) | 10.8 | (1.58) | 15.1 | (2.09) | 15.1 | (2.29) | 6.8 | (1.72) | 11.9 | (2.07) | 12.5 | (2.07) | 10.5 | (2.20) | 14.9 | (2.81) |
| 300-499 | 29.8 | (2.29) | 36.1 | (2.66) | 33.5 | (2.26) | 35.4 | (2.90) | 16.7 | (1.93) | 19.4 | (1.84) | 18.0 | (1.96) | 15.4 | (2.12) | 13.0 | (1.64) | 16.8 | (2.05) | 15.5 | (1.76) | 20.0 | (2.28) |
| 500-999 | 50.5 | (1.90) | 52.7 | (1.99) | 47.3 | (1.60) | 50.6 | (2.37) | 31.0 | (1.27) | 34.0 | (1.52) | 31.2 | (1.34) | 26.4 | (1.79) | 19.5 | (1.62) | 18.8 | (1.53) | 16.1 | (1.08) | 24.2 | (1.91) |
| 1,000 or more ........................................ | 86.9 | (1.39) | 90.6 | (1.59) | 90.0 | (1.37) | 87.2 | (2.27) | 77.3 | (1.61) | 79.5 | (1.65) | 79.3 | (1.82) | 77.5 | (2.66) | 9.7 | (1.40) | 11.1 | (1.83) | 10.7 | (1.50) | 9.8 | (2.06) |
| Locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City .... | 49.1 | (2.57) | 57.3 | (3.05) | 50.9 | (2.51) | 45.5 | (3.13) | 37.7 | (2.04) | 45.3 | (2.24) | 39.7 | (2.19) | 35.0 | (2.71) | 11.4 | (1.59) | 12.0 | (1.97) | 11.2 | (1.69) | 10.4 | (2.13) |
| Suburb | 42.7 | (1.67) | 45.4 | (2.08) | 45.4 | (1.90) | 47.7 | (2.70) | 27.1 | (1.41) | 30.0 | (1.64) | 31.3 | (1.58) | 26.2 | (1.97) | 15.6 | (1.44) | 15.4 | (1.59) | 14.1 | (1.50) | 21.5 | (2.23) |
| Town. | 44.4 | (3.86) | 51.1 | (3.50) | 39.0 | (3.11) | 48.0 | (4.08) | 26.3 | (2.88) | 26.9 | (2.32) | 21.2 | (2.15) | 18.4 | (2.63) | 18.1 | (2.90) | 24.2 | (2.75) | 17.8 | (2.39) | 29.6 | (3.88) |
| Rural ...................................................... | 33.8 | (1.87) | 36.0 | (1.98) | 35.2 | (2.20) | 35.5 | (2.33) | 18.6 | (1.39) | 20.2 | (1.67) | 20.5 | (1.83) | 15.3 | (1.42) | 15.2 | (1.87) | 15.7 | (1.70) | 14.7 | (1.51) | 20.2 | (2.26) |
| Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent .............................. | 28.3 | (1.96) | 35.6 | (3.23) | 30.4 | (2.69) | 35.6 | (5.44) | 12.4 | (1.60) | 16.9 | (2.70) | 13.6 | (2.41) | 8.7 ! | (2.72) | 16.0 | (1.81) | 18.7 | (2.56) | 16.8 | (2.51) | 26.9 | (5.40) |
| 5 percent to less than 20 percent ............... | 38.9 | (2.54) | 42.9 | (2.19) | 36.5 | (2.91) | 34.9 | (2.93) | 23.9 | (1.73) | 23.1 | (1.63) | 19.9 | (2.26) | 13.7 | (1.66) | 15.0 | (1.98) | 19.9 | (1.93) | 16.6 | (1.71) | 21.2 | (2.41) |
| 20 percent to less than 50 percent .............. | 41.6 | (2.32) | 44.7 | (2.76) | 41.9 | (1.93) | 46.7 | (3.26) | 28.3 | (1.94) | 29.1 | (2.21) | 27.8 | (1.69) | 25.3 | (2.28) | 13.3 | (1.75) | 15.5 | (1.93) | 14.1 | (1.50) | 21.5 | (2.48) |
| 50 percent or more ................................ | 51.3 | (2.46) | 55.4 | (2.71) | 52.5 | (2.04) | 48.0 | (2.24) | 37.3 | (1.91) | 43.8 | (2.16) | 41.3 | (2.09) | 33.3 | (2.09) | 14.0 | (1.81) | 11.6 | (1.68) | 11.2 | (1.33) | 14.6 | (1.73) |
| Percent of students eligible for free or reduced-price lunch ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0-25 ..................................................... | 37.9 | (2.14) | 46.5 | (2.33) | 39.2 | (2.44) | 41.6 | (3.81) | 24.9 | (1.70) | 29.7 | (2.01) | 27.9 | (2.17) | 21.0 | (2.20) | 13.0 | (1.33) | 16.8 | (1.52) | 11.3 | (1.21) | 20.6 | (3.01) |
| 26-50 ............................................... | 42.1 | (2.08) | 40.8 | (2.52) | 40.0 | (1.68) | 39.6 | (3.10) | 26.4 | (1.63) | 24.2 | (2.01) | 21.5 | (1.52) | 17.7 | (1.87) | 15.7 | (2.01) | 16.6 | (1.65) | 18.5 | (1.37) | 21.8 | (2.64) |
| 51-75 ................................................. | 39.3 | (2.21) | 46.1 | (2.83) | 42.3 | (2.60) |  | (2.71) | 25.7 | (1.85) | 29.7 | (2.34) | 29.0 | (2.04) | 24.3 | (2.00) | 13.7 | (1.90) | 16.4 | (2.34) | 13.3 | (1.45) | 20.2 | (2.38) |
| 76-100 ............................................... | 49.8 | (2.73) | 55.0 | (3.68) | 49.8 | (2.76) | 45.8 | (3.24) | 33.0 | (2.49) | 42.1 | (3.17) | 37.6 | (2.66) | 31.3 | (2.86) | 16.8 | (2.07) | 12.9 | (2.17) | 12.2 | (1.84) | 14.6 | (2.37) |

## $\dagger$ Not applicable.

"nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
"Security guards" and "security personnel" do not include law enforcement. School Resource Officers include all career law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. School Survey on Crime and Safety (SSOCS). The 2013-14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013-14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013-14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013-14 results.
Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not
higher than grade 9 . High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including $\mathrm{K}-12$ schools. Separate data on
${ }^{4}$ For 2013-14, the questionnaire did not include a question about the percentage of students eligible for free or reduced-price lunch, so the classification of schools by the percentage of eligible students was computed based on data obtained from the Common Core of Data.
. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. etail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005-06, 2007-08, and 2009-10 School Sur vey on Crime and Safety (SSOCS), 2006, 2008, and 2010; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013-14," FRSS 106, 2014; and Common
(This table was prepared September 2015.)

Table 233.80. Percentage of students ages 12-18 who reported various security measures at school: Selected years, 1999 through 2015
[Standard errors appear in parentheses]

| Security measure | 1999 | 2001 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 |  | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |  | 10 |
| Total, at least one of the listed | - (t) | 99.4 (0.09) | 99.3 (0.12) | 99.6 (0.10) | 99.8 (0.06) | 99.3 (0.10) | 99.6 (0.08) | 99.6 (0.07) | 99.8 | (0.06) |
| Metal detectors | 9.0 (0.51) | 8.7 (0.61) | 10.1 (0.84) | 10.7 (0.74) | 10.1 (0.51) | 10.6 (0.76) | 11.2 (0.64) | 11.0 (0.72) | 12.3 | (0.74) |
| Locker checks | 53.3 (0.83) | 53.5 (0.92) | 53.0 (0.91) | 53.2 (0.90) | 53.6 (0.95) | 53.8 (1.17) | 53.0 (0.99) | 52.0 (1.13) | 52.9 | (1.25) |
| One or more security cameras to monitor the school | - ( $\dagger$ ) | 38.5 (1.13) | 47.9 (1.16) | 57.9 (1.35) | 66.0 (0.99) | 70.0 (1.05) | 76.7 (0.83) | 76.7 (1.06) | 82.5 | (0.85) |
| Security guards and/or assigned police officers | 54.1 (1.36) | 63.6 (1.25) | 69.6 (0.91) | 68.3 (1.13) | 68.8 (0.98) | 68.1 (1.05) | 69.8 (1.01) | 70.4 (1.04) | 69.5 | (1.07) |
| Other school staff or other adults supervising the hallway .................... | 85.4 (0.54) | 88.3 (0.45) | 90.6 (0.39) | 90.1 (0.42) | 90.0 (0.50) | 90.6 (0.46) | 88.9 (0.46) | 90.5 (0.51) | 89.5 | (0.55) |
| A requirement that students wear badges or picture identification .......... |  | 21.2 (0.99) | 22.5 (1.11) | 24.9 (1.20) | 24.3 (1.00) | 23.4 (1.14) | 24.8 (1.02) | 26.2 (1.02) | 23.9 | (1.06) |
| A written code of student conduct | - (t) | 95.1 (0.34) | 95.3 (0.37) | 95.5 (0.36) | 95.9 (0.29) | 95.6 (0.39) | 95.7 (0.30) | 95.9 (0.30) | 95.7 | (0.38) |
| Locked entrance or exit doors during the day | 38.1 (0.97) | 48.8 (1.12) | 52.8 (1.16) | 54.3 (1.06) | 60.9 (1.07) | 64.3 (1.27) | 64.5 (1.02) | 75.8 (1.10) | 78.2 | (0.97) |
| A requirement that visitors sign in .................................................... | 87.1 (0.62) | 90.2 (0.58) | 91.7 (0.48) | 93.0 (0.49) | 94.3 (0.38) | 94.3 (0.52) | 94.9 (0.37) | 95.8 (0.37) | 90.2 | (0.62) |

-Not available.
$\dagger$ Not applicable.
NOTE: "At school" includes in the school building, on school property, on a school bus, and from 2001 onward, going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2015. (This table was prepared August 2016.)

Table 233.90. Number of juvenile offenders in residential placement facilities, by selected juvenile and facility characteristics: Selected years, 1997 through 2013

| Juvenile or facility characteristic | 1997 | 1999 | 2001 | 2003 | 2006 | 2007 | 2010 | 2011 | 2013 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total ....................................................... | 105,055 | 107,493 | 104,219 | 96,531 | 92,721 | 86,814 | 70,793 | 61,423 | 54,148 |
| Juvenile characteristics |  |  |  |  |  |  |  |  |  |
| Sex |  |  |  |  |  |  |  |  |  |
| Male .. | 90,771 | 92,985 | 89,115 | 81,975 | 78,998 | 75,017 | 61,359 | 53,079 | 46,421 |
| Female ...................................................... | 14,284 | 14,508 | 15,104 | 14,556 | 13,723 | 11,797 | 9,434 | 8,344 | 7,727 |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |
| White ......................................................... | 39,445 | 40,911 | 41,324 | 37,307 | 32,490 | 29,534 | 22,947 | 19,927 | 17,563 |
| Black ............................................................. | 41,896 | 42,344 | 40,742 | 36,733 | 37,334 | 35,447 | 28,977 | 24,574 | 21,550 |
| Hispanic ...................................................... | 19,322 | 19,580 | 18,011 | 18,405 | 19,027 | 18,056 | 15,590 | 13,973 | 12,291 |
| Asian | 1,927 | 1,873 | 1,193 | 1,153 | 924 | 754 | 516 | 417 | 338 |
| Paciic Islander | 288 | 256 | 317 | 308 | 231 | 281 | 212 | 149 | 138 |
| American Indian/Alaska Native .......................... | 1,615 | 1,879 | 2,011 | 1,712 | 1,703 | 1,464 | 1,236 | 1,191 | 1,078 |
| Other ${ }^{1}$....................................................... | 562 | 650 | 621 | 913 | 1,012 | 1,278 | 1,315 | 1,192 | 1,190 |
| Race/ethnicity by sex |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| White ...................................................... | 32,425 | 34,071 | 34,245 | 30,766 | 26,578 | 24,579 | 19,273 | 16,659 | 14,579 |
| Black ....................................................... | 37,135 | 37,282 | 35,433 | 31,611 | 32,580 | 31,291 | 25,542 | 21,686 | 18,977 |
| Hispanic | 17,503 | 17,713 | 16,006 | 16,254 | 16,754 | 16,103 | 13,928 | 12,411 | 10,723 |
| Asian ... | 1,759 | 1,690 | 1,050 | 1,012 | 829 | 663 | 456 | 360 | 299 |
| Paciicic Islander | 248 | 208 | 268 | 251 | 195 | 231 | 178 | 121 | 114 |
| American Indian/Alaska Native ...................... | 1,273 | 1,498 | 1,645 | 1,361 | 1,266 | 1,108 | 924 | 896 | 812 |
| Other ${ }^{1}$.................................................... | 428 | 523 | 468 | 720 | 796 | 1,042 | 1,058 | 946 | 917 |
|  |  |  |  |  |  |  |  |  |  |
| White .. | 7,020 | 6,840 | 7,079 | 6,541 | 5,912 | 4,955 | 3,674 | 3,268 | 2,984 |
| Black | 4,761 | 5,062 | 5,309 | 5,122 | 4,754 | 4,156 | 3,435 | 2,888 | 2,573 |
| Hispanic | 1,819 | 1,867 | 2,005 | 2,151 | 2,273 | 1,953 | 1,662 | 1,562 | 1,568 |
| Asian ..................................................... | 168 | 183 | 143 | 141 | 95 | 91 | 60 | 57 | 39 |
| Paciic Is Islander .......................................... | 40 | 48 | 49 | 57 | 36 | 50 | 34 | 28 | 24 |
| American Indian/Alaska Native .. | 342 | 381 | 366 | 351 | 437 | 356 | 312 | 295 | 266 |
| Other ${ }^{1}$..................................................... | 134 | 127 | 153 | 193 | 216 | 236 | 257 | 246 | 273 |
| Age |  |  |  |  |  |  |  |  |  |
| 12 or younger ..... | 2,178 | 3,914 | 1,844 | 1,662 | 1,206 | 979 | 693 | 764 | 706 |
| 13. | 4,648 | 6,445 | 4,429 | 4,079 | 3,419 | 2,844 | 2,079 | 1,999 | 1,957 |
| 14. | 11,578 | 13,010 | 10,470 | 9,871 | 9,113 | 7,621 | 5,955 | 5,276 | 4,717 |
| 15. | 21,237 | 20,924 | 19,519 | 18,335 | 17,552 | 15,565 | 12,604 | 10,589 | 9,473 |
| 16 | 28,201 | 26,144 | 26,945 | 24,786 | 24,606 | 23,091 | 19,540 | 16,473 | 14,108 |
| 17 | 24,564 | 23,627 | 24,948 | 23,963 | 23,716 | 23,193 | 19,990 | 17,447 | 15,100 |
| 18 to 20 | 12,649 | 13,429 | 16,064 | 13,835 | 13,109 | 13,521 | 9,932 | 8,875 | 8,087 |
| Most serious offense ${ }^{2}$ |  |  |  |  |  |  |  |  |  |
| Person offense ... | 35,138 | 37,367 | 34,885 | 33,170 | 31,674 | 31,140 | 26,011 | 22,964 | 19,922 |
| Property offense | 31,907 | 31,432 | 29,341 | 26,813 | 23,152 | 21,076 | 17,037 | 14,705 | 12,768 |
| Drug offense ...... | 9,071 | 9,645 | 9,076 | 7,988 | 7,985 | 7,095 | 4,986 | 4,315 | 3,533 |
| Public order offense ....................................... | 10,287 | 10,848 | 10,806 | 9,949 | 10,015 | 11,000 | 8,139 | 7,317 | 6,085 |
| Technical violation ......................................... | 12,410 | 13,909 | 15,413 | 14,102 | 15,280 | 13,093 | 11,604 | 9,883 | 9,316 |
| Status offense .............................................. | 6,242 | 4,292 | 4,698 | 4,509 | 4,615 | 3,410 | 3,016 | 2,239 | 2,524 |
| Facility characteristics |  |  |  |  |  |  |  |  |  |
| Facility size |  |  |  |  |  |  |  |  |  |
| 1 to 10 residents ...................................................... | 5,511 | 5,110 | 5,253 | 4,808 | 4,215 | 4,085 | 3,865 | 3,468 | 3,469 |
| 11 to 20 residents ......................................... | 7,443 | 7,214 | 7,445 | 6,935 | 7,044 | 7,320 | 6,304 | 6,337 | 5,782 |
| 21 to 50 residents .......................................... | 17,934 | 19,721 | 20,932 | 20,646 | 18,988 | 18,400 | 17,534 | 15,104 | 14,700 |
| 51 to 150 residents ........................................ | 29,789 | 33,045 | 32,211 | 31,232 | 31,417 | 30,505 | 25,605 | 22,947 | 19,669 |
| 151 to 200 residents ...................................... | 7,781 | 9,525 | 7,677 | 6,635 | 8,757 | 6,810 | 5,244 | 3,942 | 3,333 |
| 201 or more residents .................................... | 36,597 | 32,878 | 30,701 | 26,275 | 22,300 | 19,694 | 12,241 | 9,625 | 7,195 |
| Facility operation |  |  |  |  |  |  |  |  |  |
| State ......................................................... | 46,516 | 47,347 | 43,669 | 37,335 | 34,658 | 31,539 | 24,881 | 20,783 | 17,532 |
| Local .......................................................... | 29,084 | 28,875 | 29,659 | 28,875 | 29,505 | 29,085 | 24,231 | 21,801 | 19,298 |
| Private ${ }^{3}$..................................................... | 29,455 | 31,271 | 30,891 | 30,321 | 28,558 | 26,190 | 21,681 | 18,839 | 17,318 |
|  |  |  |  |  |  |  |  |  |  |
| Detention center ........................................... | 29,057 | 34,840 | 38,741 | 29,755 | 30,929 | 29,618 | 24,119 | 21,090 | 19,407 |
| Shelter ....................................................... | 2,880 | 2,717 | 2,700 | 1,375 | 1,134 | 982 | 1,052 | 1,313 | 1,103 |
| Reception/diagnostic center ............................ | 2,999 | 4,988 | 6,038 | 1,229 | 1,820 | 1,391 | 1,476 | 1,027 | 422 |
| Group home .................................................... | 18,326 | 15,722 | 13,744 | 7,120 | 6,708 | 6,397 | 7,320 | 4,800 | 4,590 |
| Boot camp .................................................. | 3,811 | 1,615 | 2,906 | 2,111 | 1,736 | 1,391 | 526 | 524 | 320 |
| Ranch/wilderness camp .................................. | 7,338 | 10,620 | 7,737 | 4,375 | 2,721 | 3,038 | 2,441 | 2,224 | 1,308 |
| Residential treatment center ${ }^{5}$............................ |  | - | - | 18,522 | 20,355 | 18,289 | 15,565 | 13,783 | 12,416 |
| Long-term secure facility ................................... | 40,317 | 36,991 | 32,353 | 32,044 | 27,318 | 25,708 | 18,294 | 16,662 | 14,582 |

## -Not available

${ }^{1}$ For 2006 and later years, includes the "Two or more races" category, which did not appear on earlier questionnaires. For 2003 and earlier years, includes an "Other" category. Respondents who selected "Other" were instructed to specify what this meant. Examination of these written-in responses, which account for less than 1 percent of the records, indicates that the majority refer to individuals of mixed racial/ethnic identity.
${ }^{2}$ Delinquent/criminal offenses range from those committed against persons (e.g., assault) to tech nical violations, which include violations of probation, parole, or valid court orders. A "status" offense is illegal for underage persons, but not for adults (e.g., truancy or underage drinking) ${ }^{3}$ Private facilities are operated by private nonprofit or for-profit corporations or organizations.
${ }^{4}$ Although respondents may select more than one type for their facility, this table assigns each facility to a single primary type based on an analysis that applies a hierarchy rule. For 1997, the facility type data exclude 327 juveniles who were in facilities identified only as "Other."
${ }^{5}$ Prior to 2003, residential treatment centers were included in the "Group home" category NOTE: Data are from a biennial survey of all secure and nonsecure residential placement facilities that house juvenile offenders, defined as persons younger than 21 who are held in a residential setting as a result of some contact with the justice system (they are charged with or adjudicated for an offense). Data do not include adult prisons, jails, federal facilities, or facilities exclusively for drug or mental health treatment or for abused or neglected youth. The data provide 1-day population counts of juveniles in residential placement facilities; 1-day counts differ substantially from the annual admission and release data used to measure facility population flow. For definitions of specific terms, see http://www.ojidp.gov/ojstatbb/ezacjrp/asp/glossary.asp
SOURCE: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Census of Juveniles in Residential Placement (CJRP), retrieved September 25, 2015, from http:// www.ojidp.gov/ojstatbb/ezacjrp/. (This table was prepared October 2015.)

Table 233.92. Residential placement rate (number of juvenile offenders in residential facilities) per 100,000 juveniles, by sex and race/ethnicity: Selected years, 1997 through 2013

| Sex and race/ethnicity | 1997 | 1999 | 2001 | 2003 | 2006 | 2007 | 2010 | 2011 | 2013 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total ........................................................... | 356 | 355 | 334 | 303 | 289 | 272 | 225 | 196 | 173 |
| Sex |  |  |  |  |  |  |  |  |  |
| Male | 599 | 599 | 556 | 502 | 479 | 458 | 380 | 330 | 290 |
| Female ......................................................... | 99 | 99 | 99 | 94 | 88 | 76 | 61 | 54 | 50 |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |
| White ......... | 201 | 208 | 208 | 189 | 170 | 157 | 128 | 112 | 100 |
| Black | 968 | 937 | 857 | 742 | 743 | 714 | 606 | 520 | 464 |
| Hispanic | 468 | 435 | 360 | 335 | 309 | 284 | 228 | 202 | 173 |
| Asian/Pacific Islander | 195 | 178 | 119 | 110 | 80 | 71 | 47 | 35 | 28 |
| American Indian/Alaska Native ........................... | 490 | 542 | 556 | 468 | 476 | 416 | 369 | 361 | 334 |
| Other ${ }^{1}$............................................................. | - | - | - | - | - | - | - | - | - |
| Race/ethnicity by sex |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |
| White ........................................................... | 322 | 337 | 336 | 304 | 270 | 254 | 209 | 182 | 162 |
| Black ........................................................ | 1,688 | 1,623 | 1,466 | 1,256 | 1,275 | 1,238 | 1,049 | 902 | 804 |
| Hispanic | 823 | 764 | 622 | 577 | 530 | 494 | 398 | 351 | 296 |
| Asian/Pacific Islander .................................... | 346 | 309 | 203 | 185 | 139 | 119 | 80 | 60 | 49 |
| American Indian/Alaska Native ....................... | 759 | 849 | 894 | 732 | 698 | 621 | 544 | 535 | 496 |
| Other ${ }^{1}$.......................................................... | - | - | - | - | - | - | - | - | - |
| Female |  |  |  |  |  |  |  |  |  |
| White ......................................................... | 74 | 72 | 73 | 68 | 64 | 54 | 42 | 38 | 35 |
| Black .......................................................... | 224 | 228 | 227 | 210 | 193 | 170 | 146 | 124 | 113 |
| Hispanic ...................................................... | 91 | 86 | 83 | 81 | 76 | 63 | 50 | 46 | 45 |
| Asian/Pacific Islander .................................... | 38 | 40 | 31 | 31 | 19 | 20 | 12 | 11 | 8 |
| American Indian/Alaska Native ....................... | 211 | 224 | 206 | 195 | 248 | 205 | 190 | 182 | 167 |
| Other ${ }^{1}$.......................................................... | - | - | - | - | - | - | - | - | - |

## -Not available.

${ }^{1}$ 'For 2006 and later years, includes the "Two or more races" category, which did not appear on earlier questionnaires. For 2003 and earlier years, includes an "Other" category. Respondents who selected "Other" were instructed to specify what this meant. Examination of these writtenin responses, which account for less than 1 percent of the records, indicates that the majority refer to individuals of mixed racial/ethnic identity.
NOTE: Residential placement rate calculated per 100,000 persons age 10 through the upper age at which those charged with a criminal law violation were under original jurisdiction of the juvenile courts in each state in the given year (through age 17 in most states); for more information, see http://www.ojidp.gov/ojstatbb/structure process/qa04101.asp?qaDate=2013. Data are
from a biennial survey of all secure and nonsecure residential placement facilities that house juvenile offenders, defined as persons younger than 21 who are held in a residential setting as a result of some contact with the justice system (they are charged with or adjudicated for an offense). Data do not include adult prisons, jails, federal facilities, or facilities exclusively for drug or mental health treatment or for abused or neglected youth. The data provide 1-day population counts of juveniles in residential placement facilities; 1 -day counts differ substantially from the annual admission and release data used to measure facility population flow.
SOURCE: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Census of Juveniles in Residential Placement (CJRP), retrieved October 20, 2015, from http:// www.ojjdp.gov/ojstatbb/ezacjrp/. (This table was prepared October 2015.)

Table 234.10. Age range for compulsory school attendance and special education services, and policies on year-round schools and kindergarten programs, by state: Selected years, 2000 through 2014

| State | Compulsory attendance |  |  |  |  |  |  | Compulsory special education services, 2004 ${ }^{1}$ | Year-round schools, 2008 |  | Kindergarten programs, 2014 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | Has policy | Has <br> districts | School required | districts to offer |  |
|  | 2000 | 2002 | 2004 | 2006 | 2008 | 2010 | 2014 |  | round schools | round schools | Program | Full-day program | Attendance required |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Alabama | 7 to 16 | 7 to 16 | 7 to $16{ }^{2}$ | 7 to 16 | 7 to 16 | 7 to 17 | 6 to $17{ }^{3}$ | 6 to 21 |  | Yes | X | X |  |
| Alaska | 7 to 16 | 7 to 16 | 7 to $16^{2}$ | 7 to 16 | 7 to 16 | 7 to 16 | 7 to $16^{2}$ | 3 to 22 |  | Yes |  |  |  |
| Arizona ............................. | 6 to $16^{2}$ | 6 to $16{ }^{2}$ | 6 to $16{ }^{2}$ | 6 to $16{ }^{2}$ | 6 to $16{ }^{2}$ | 6 to $16{ }^{2}$ | 6 to $16^{2}$ | 3 to 21 | - | - | X |  |  |
| Arkansas ................................................. | 5 to $17^{2,3}$ | 5 to $17^{2,3}$ | 5 to $17^{2,3}$ | 5 to $17^{2,3}$ | 5 to $17^{2,3}$ | 5 to $17^{2,3}$ | 5 to 18 | 5 to 21 | $X$ | Yes | X | X | $X$ |
| California ........................ | 6 to $18^{2}$ | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | Birth to $21{ }^{4}$ | X | Yes | X |  |  |
| Colorado | - | - | 7 to 16 | 7 to 16 | 6 to 17 | 6 to 17 | 6 to 17 | 3 to 21 |  | Yes | X |  |  |
| Connecticut ......................... | 7 to 16 | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 5 to $18{ }^{3}$ | 5 to $18^{3}$ | 5 to $18{ }^{3}$ | 5 to $18{ }^{3}$ | 3 to 21 |  | - | X |  | $X$ |
| Delaware ........................................ | 5 to 16 | 5 to 16 | 5 to $16^{2}$ | 5 to 16 | 5 to 16 | 5 to 16 | 5 to 16 | Birth to 20 |  | Yes | X | X | X |
| District of Columbia .. | - | 5 to $18{ }^{5}$ | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | - | - | - | X | X | X |
| Florida ................................ | 6 to $16^{5}$ | 6 to $16^{5}$ | 6 to $16{ }^{5}$ | 6 to $16{ }^{5}$ | 6 to $16^{5}$ | 6 to $16{ }^{5}$ | 6 to 16 | 3 to 21 | X | Yes | X |  |  |
| Georgia ............................... | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | Birth to $21{ }^{6}$ |  | Yes | X |  |  |
| Hawaii ................................ | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 5 to 18 | Birth to 19 |  | 7 | X |  |  |
| Idaho | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 3 to 21 |  | Yes |  |  |  |
| Illinois | 7 to 16 | 7 to 16 | 7 to 17 | 7 to 17 | 7 to 17 | 7 to 17 | 6 to 17 | 3 to 21 | X | Yes | X |  |  |
| Indiana | 7 to 16 | 7 to 16 | 7 to 16 | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 7 to 18 | 3 to 22 |  | Yes | X |  |  |
| lowa | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to $16^{8}$ | Birth to 21 | $X$ | Yes | X |  |  |
| Kansas | 7 to $18^{2}$ | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 7 to 18 | 3 to $21{ }^{9}$ |  | - | X |  |  |
| Kentucky ............................ | 6 to 16 | 6 to 16 | 6 to $16^{2}$ | 6 to 16 | 6 to 16 | 6 to 16 | 6 to $18{ }^{10}$ | Birth to 21 |  | Yes | X |  |  |
| Louisiana | 7 to 17 | 7 to 17 | 7 to $17^{2}$ | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 7 to 18 | 3 to $21{ }^{11}$ |  | Yes | X | X | X |
| Maine ...... | 7 to 17 | 7 to 17 | 7 to $17{ }^{2}$ | 7 to $17^{2}$ | 7 to $17^{2}$ | 7 to $17^{2}$ | 7 to 17 | 5 to $19^{11,12}$ |  | - | X |  |  |
| Maryland ........ | 5 to 16 | 5 to 16 | 5 to 16 | 5 to 16 | 5 to 16 | 5 to $16{ }^{3}$ | 5 to 17 | Birth to 21 | $X$ | - | X | X | X |
| Massachusetts ..................... | 6 to 16 | 6 to 16 | 6 to 16 | 6 to $16{ }^{2}$ | 6 to $16^{2}$ | 6 to $16{ }^{2}$ | 6 to 16 | 3 to $21{ }^{6}$ | 13 | - | X |  |  |
| Michigan ............................ | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 18 | 6 to 18 | Birth to 25 | X | Yes | X |  |  |
| Minnesota | 7 to $18^{2}$ | 7 to 16 | 7 to 16 | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to 17 | Birth to 21 | X | Yes | X |  |  |
| Mississippi .......................... | 6 to 17 | 6 to 17 | 6 to 16 | 6 to 16 | 6 to 17 | 6 to 17 | 6 to 17 | Birth to 20 |  |  | X | X |  |
| Missouri | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 17 | 7 to $17^{2,3}$ | Birth to 20 |  | Yes ${ }^{14}$ | X |  |  |
| Montana ................................. | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 3 to $18{ }^{11}$ |  | - | X |  |  |
| Nebraska | 7 to 16 | 7 to 16 | 7 to 16 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | Birth to 20 |  | Yes | X |  |  |
| Nevada ................................................ | 7 to 17 | 7 to 17 | 7 to 17 | 7 to 17 | 7 to $18{ }^{2}$ | 7 to $18{ }^{2}$ | 7 to 18 | Birth to $21{ }^{4}$ |  | Yes | X | 15 | $X$ |
| New Hampshire .................... | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 18 | 6 to 18 | 3 to 21 |  | - | X |  |  |
| New Jersey ......................... | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 5 to 21 |  | - |  | 16 |  |
| New Mexico ........................ | 5 to 18 | 5 to 18 | 5 to $18^{2}$ | 5 to $18{ }^{2}$ | 5 to $18{ }^{2}$ | 5 to $18{ }^{2}$ | 5 to 18 | 3 to 21 | X | Yes | X |  | X |
| New York ........ | 6 to $16^{2}$ | 6 to 16 | 6 to 16 | 6 to $16{ }^{17}$ | 6 to $16{ }^{17}$ | 6 to $16{ }^{17}$ | 6 to $16{ }^{17}$ | Birth to 20 |  | - |  |  |  |
| North Carolina ..................... | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 5 to 20 | X | Yes | X | X |  |
| North Dakota ...................... | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 7 to 16 | 3 to 21 |  | No | X |  |  |
| Ohio .................................. | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 3 to 21 | $X$ | - | X |  | $X$ |
| Oklahoma .......................... | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | 5 to 18 | Birth to $21{ }^{11}$ |  | Yes | X | X | X |
| Oregon ............................... | 7 to 18 | 7 to 18 | 7 to $18{ }^{2}$ | 7 to 18 | 7 to 18 | 7 to $18{ }^{2}$ | 7 to 18 | 3 to 20 |  | Yes ${ }_{14}$ | X |  |  |
| Pennsylvania ....................... | 8 to 17 | 8 to 17 | 8 to $17^{2}$ | 8 to $17^{2}$ | 8 to $17^{2}$ | 8 to $17^{2}$ | 8 to 17 | 6 to 21 | X ${ }^{14}$ | - ${ }^{14}$ |  |  |  |
| Rhode Island ...................... | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to $18{ }^{2}$ | 3 to 21 |  | - | $X$ |  | $X$ |
| South Carolina ..................... | 5 to 16 | 5 to 16 | 5 to 16 | 5 to $17{ }^{3}$ | 5 to $17{ }^{3}$ | 5 to $17{ }^{3}$ | 5 to 17 | 3 to $21{ }^{18}$ |  | - | X | X |  |
| South Dakota ....................... | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to $18{ }^{2}$ | 6 to $18{ }^{2}$ | Birth to 21 | $X$ | - | X |  | $\mathrm{X}^{19}$ |
| Tennessee .......................... | 6 to 17 | 6 to 17 | 6 to 17 | 6 to $17{ }^{3}$ | 6 to $17{ }^{3}$ | 6 to $17{ }^{3}$ | 6 to 18 | 3 to $21{ }^{4}$ | X | Yes | X | X | X |
| Texas ................................. | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 3 to 21 | X | Yes | X |  |  |
| Utah ................................... | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 3 to 22 |  | Yes | X |  |  |
| Vermont .............................. | 7 to 16 | 6 to 16 | 6 to 16 | 6 to $16^{2}$ | 6 to $16^{2}$ | 6 to $16{ }^{2}$ | 6 to $16^{2}$ | 3 to 21 |  | - ${ }^{14}$ | X |  |  |
| Virginia ............................... | 5 to 18 | 5 to 18 | 5 to 18 | 5 to $18^{2}$ | 5 to $18^{2}$ | 5 to $18^{2,3}$ | 5 to 18 | 2 to 21 | X | Yes | X |  | X |
| Washington ......................... | 8 to $17^{2}$ | 8 to $17^{2}$ | 8 to $16^{2}$ | 8 to 18 | 8 to 18 | 8 to 18 | 8 to 18 | 3 to $21{ }^{18}$ |  | Yes | X | 20 |  |
| West Virginia ....................... | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 16 | 6 to 17 | 6 to 17 | 5 to $21{ }^{21}$ | X | Yes | X | X | X |
| Wisconsin ........................... | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 6 to 18 | 3 to 21 |  | Yes | X |  |  |
| Wyoming ............................ | 6 to $16^{2}$ | 6 to $16{ }^{2}$ | 7 to $16{ }^{2}$ | 7 to $16{ }^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 7 to $16^{2}$ | 3 to 21 |  | - | X | 22 |  |

## -Not available.

X Denotes that the state has a policy. A blank denotes that the state does not have a policy. ${ }^{1}$ Most states have a provision whereby education is provided up to a certain age or completion of secondary school, whichever comes first.
${ }^{2}$ Child may be exempted from compulsory attendance if he/she meets state requirements for early withdrawal with or without meeting conditions for a diploma or equivalency.
${ }^{3}$ Parent/guardian may delay child's entry until a later age per state law/regulation.
${ }^{4}$ Student may continue in the program if 22nd birthday falls before the end of the school year. ${ }^{5}$ Attendance is compulsory until age 18 for Manatee County students, unless they earn a high school diploma prior to reaching their 18th birthday.
${ }^{6}$ Through age 21 or until child graduates with a high school or special education diploma or equivalent.
${ }^{7}$ Some schools operate on a multitrack system; the schools are open year-round, but different cohorts start and end at different times.
${ }^{8}$ Children enrolled in preschool programs (4 years old on or before September 15) are consid ered to be of compulsory school attendance age.
${ }^{9}$ To be determined by rules and regulations adopted by the state board.
${ }^{10} \mathrm{All}$ districts have adopted a policy to raise the upper compulsory school age from 16 to 18 The policy will take effect for most districts in the 2015-16 school year.
${ }^{11}$ Children from birth through age 2 are eligible for additional services.
${ }^{12}$ Must be age 5 before October 15, and not age 20 before start of school year.
${ }^{13}$ Policies about year-round schools are decided locally.
${ }^{14}$ State did not participate in 2008 online survey. Data are from 2006.
${ }^{15}$ In certain school districts in Nevada, the lowest performing schools with the highest num bers of limited English proficient students will start offering full-day kindergarten programs. ${ }^{16}$ The Abbott District is required to offer full-day kindergarten.
${ }^{17}$ Local boards of education can require school attendance until age 17 unless employed. The boards of education of Syracuse, New York City, Rochester, Utica, and Buffalo are authorized to require kindergarten attendance at age 5 unless the parents elect not to enroll their child until the following September or the child is enrolled in nonpublic school or in home instruction.
${ }^{18}$ Student may complete school year if 21 st birthday occurs while attending school.
${ }^{19}$ All children must attend kindergarten before age 7 .
${ }^{20}$ Full-day kindergarten is being phased in beginning in the 2012-13 school year, starting with the highest poverty schools. Statewide implementation will be achieved by 2017-18.
${ }^{21}$ Children with severe disabilities may begin receiving services at age 3.
${ }^{22}$ Statute requires one full-day program per district.
NOTE: The Education of the Handicapped Act (EHA) Amendments of 1986 make it mandatory for all states receiving EHA funds to serve all 3- to 18-year-old disabled children.
SOURCE: Council of Chief State School Officers, Key State Education Policies on PK-12 Education, 2000, 2002, 2004, and 2008; Education Commission of the States (ECS), ECS StateNotes, Compulsory School Age Requirements, retrieved August 9, 2010, from http:// www.ecs.org/clearinghouse/86/62/8662.pdf; ECS StateNotes, Special Education: State Special Education Definitions, Ages Served, retrieved August 9, 2010, from http://www.ecs.org/ clearinghouse/52/29/5229.pdf; ECS StateNotes, Compulsory School Age Requirements, retrieved May 19, 2015, from http://www.ecs.org/clearinghouse/01/18/68/11868.pdf; ESC StateNotes, District Must Offer Kindergarten, retrieved April 18, 2014, from http:// ecs.force.com/mbdata/mbquestRT?rep=Kq1416; ESC StateNotes, Child Must Attend Kindergarten, retrieved April 18, 2014, from http://ecs.force.com/mbdata/mbquestRT?rep=Kq1403; and supplemental information retrieved from various state websites. (This table was prepared May 2015.)

## Table 234.20. Minimum amount of instructional time per year and policies on textbooks, by state: Selected years, 2000 through 2014



See notes at end of table.

Table 234.20. Minimum amount of instructional time per year and policies on textbooks, by state: Selected years, 2000 through 2014-Continued

-Not available.
$\dagger$ Not applicable.
X Denotes that the state has a policy. A blank denotes that the state does not have a policy
${ }^{1}$ 'Or an equivalent number of hours or minutes of instruction per year.
es ot include time for in-service or staff development or parent-teacher conferences.
ncluces time for in-service or staff development or parent-teacher conferences.
${ }^{5}$ Fees permitted at the high school level for nonrequired or supplementary textbooks.
${ }^{6}$ State Department of Education prepares a list of suggestions, but the districts choose.
Through 2014-15, districts are allowed to shorten the 180 -day instructional year to 175 days without fiscal penalty.
Statewide textbook adoption is only at the elementary level. Adoption practices have been suspended until the $2015-16$ school year. ${ }^{9}$ No statewide policy; varies by distric
${ }^{101996}$ data.
For schools on double-session or approved experimental calendar: 630 (K-3); 810 (4-12)
${ }^{2}$ Does not apply to charter and multitrack schools.
${ }^{15 F o r}$ the 2014-15 and 2015-16 school years.
5 Instructional time for graduating seniors may be reduced.
16 Instructional
16998 data.
${ }^{1 /}$ Fees permitted, but if 5 percent or more of the voters in a district petition the school board, a majority of the district's voters may decide to furnish free textbooks to students.
${ }^{18}$ Fees permitted for students in grades 9-12, but students who qualify for free or reduced-price lunch are exempted. ${ }^{19}$ Refundable or security deposits permitted.
${ }^{20174}$ days required for a 5 -day week; 142 days required for a 4 -day week
${ }^{21}$ Local districts may select textbooks not on the state recommended list provided the textbooks meet specific criteria and the ${ }^{22}$ Starting in the $2015-16$ schendations by the district's curriculum materials review committee.
hours statewide by the 2017-18 school yees 9 through 12 will transition to 1,080 hours and kindergarten will transition to 1,000
${ }^{23} \mathrm{~A}$ district may provide free textbooks to students when, in its judgment, the best interests of the district will be served.
NOTE: Minimum number of instructional days refers to the actual number of days that pupils have contact with a teacher. Some states allow for different types of school calendars by setting instructional time in both days and hours, while others use only days or only hours. For states in which the number of days or hours varies by grade, the relevant grade(s) appear in parentheses,
SOURCE: Council of Chief State School Officers, Key State Education Policies on PK-12 Education, 2000 and 2006 ; Educ Commission of the States, StateNotes, Number of Instructional Days/Hours in the School Year (October 2014 revision), retrieved May 19, 2015, from http://www.ecs.org/clearinghouse/01/15/05/11505.pdf; State Textbook Adoption (September 2013 edition), retrieved May 19, 2015, from http://www.ecs.org/clearinghouse/01/09/23/10923.pdf; and supplemental information retrieved from various state websites. (This table was prepared May 2015.)

Table 234.30. Course credit requirements and exit exam requirements for a standard high school diploma and the use of other high school completion credentials, by state: 2013

| State | Course credits (in Carnegie units) |  |  |  |  |  | High school exit exams |  |  |  | Other completion credentials |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total required credits <br> for standard diploma, all courses | Required credits in selected subject areas |  |  |  |  | Exitexam required for standard diploma | Characteristics of required exams |  |  |  |  |
|  |  | English/ language arts | Social studies | Science | Mathematics | Other credits |  | Subjects tested ${ }^{1}$ | Exam based on standards for 10th grade or higher | Appeals or alternative route to standard diploma if exam failed | Advanced recognition for exceeding standard requirements | Alternative credential for not meeting all standard requirements ${ }^{2}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Alabama ...... | 24.0 | 4.0 | 4.0 | 4.0 | 4.0 | 8.0 | Yes | EMSH | Yes | Yes | Yes | Yes |
| Alaska .................................... | 21.0 | 4.0 | 3.0 | 2.0 | 2.0 | 10.0 | Yes | EM | Yes | Yes | No | Yes |
| Arizona ................................... | 22.0 | 4.0 | 3.0 | 3.0 | 4.0 | 8.0 | Yes | EM | Yes | Yes | Yes | No |
| Arkansas .......................................................... | 22.0 | 4.0 | 3.0 | 3.0 | 4.0 | 8.0 | Yes | M | No | Yes | Yes | No |
| California ................................ | 13.0 | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | Yes | EM | Yes | Yes | Yes | Yes |
| Colorado ...... | - | - | 0.5 | - | - | - | No | $\dagger$ | $\dagger$ | $\dagger$ | No | No |
| Connecticut ....................................................... | 20.0 | 4.0 | 3.0 | 2.0 | 3.0 | 8.0 | No ${ }^{3}$ | $\dagger$ | $\dagger$ | , | No | No |
| Delaware .................................. | 22.0 | 4.0 | 3.0 | 3.0 | 4.0 | 8.0 | No | $\dagger$ |  |  | No | Yes |
| District of Columbia ..................................... | 24.0 | 4.0 | 4.0 | 4.0 | 4.0 | 8.0 | No | + | $\dagger$ | $\dagger$ | No | Yes |
| Florida .................................... | 24.0 | 4.0 | 3.0 | 3.0 | 4.0 | 10.0 | Yes | EM | Yes | Yes | No | Yes |
| Georgia ......... | 23.0 | 4.0 | 3.0 | 4.0 | 4.0 | 8.0 | Yes | EMSH | Yes | Yes | No | Yes |
| Hawaii .................................................. | 24.0 | 4.0 | 4.0 | 3.0 | 3.0 | 10.0 | No |  | $\dagger$ | $\dagger$ | Yes | Yes |
| Idaho ........ | 23.0 | 4.5 | 2.5 | 3.0 | 3.0 | 10.0 | Yes | EM | Yes | Yes | No | No |
| Illinois .................................. | 16.0 | 4.0 | 2.0 | 2.0 | 3.0 | 5.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | No | No |
| Indiana ...................................... | 20.0 | 4.0 | 3.0 | 3.0 | 3.0 | 7.0 | Yes | EM | Yes | Yes | Yes | Yes |
| Iowa ......................................... | 14.0 | 4.0 | 3.0 | 3.0 | 3.0 | 1.0 | No | $\dagger$ | $\dagger$ | t | Yes | No |
| Kansas ................................... | 21.0 | 4.0 | 3.0 | 3.0 | 3.0 | 8.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | No | No |
| Kentucky ................................. | 22.0 | 4.0 | 3.0 | 3.0 | 3.0 | 9.0 | No |  | $\dagger$ | $\dagger$ | Yes | Yes |
| Louisiana ................................ | 24.0 | 4.0 | 4.0 | 4.0 | 4.0 | 8.0 | Yes | EMSH ${ }^{4}$ | Yes | Yes | Yes | Yes |
| Maine ..................................... | 16.0 | 4.0 | 2.0 | 2.0 | 2.0 | 6.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | No | Yes |
| Maryland ................................. | 21.0 | 4.0 | 3.0 | 3.0 | 3.0 | 8.0 | Yes | EMS | Yes | Yes | Yes | Yes |
| Massachusetts .......................... | - | - | - | - | . | - | Yes | EMS | Yes | Yes | No | No |
| Michigan .................................. | 16.0 | 4.0 | 3.0 | 3.0 | 4.0 | 2.0 | No |  | $\dagger$ | $\dagger$ | No | No |
| Minnesota ............................. | 21.5 | 4.0 | 3.5 | 3.0 | 3.0 | 8.0 | Yes | EM ${ }^{5}$ | Yes | Yes | No | No |
| Mississippi .............................. | 24.0 | 4.0 | 4.0 | 4.0 | 4.0 | 8.0 | Yes | EMSH | Yes | Yes | No | Yes |
| Missouri ....... | 24.0 | 4.0 | 3.0 | 3.0 | 3.0 | 11.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | No | No |
| Montana .................................. | 20.0 | 4.0 | 2.0 | 2.0 | 2.0 | 10.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | No | No |
| Nebraska ................................ | $200.0{ }^{6}$ | - | - | - | . | - | No | $\dagger$ | $\dagger$ | $\dagger$ | No | No |
| Nevada ................................... | 22.5 | 4.0 | 2.0 | 2.0 | 3.0 | 11.5 | Yes | EMS | Yes | Yes | Yes | Yes |
| New Hampshire ......................... | 20.0 | 4.0 | 2.5 | 2.0 | 3.0 | 8.5 | No | $\dagger$ | $\dagger$ | $\dagger$ | Yes | Yes |
| New Jersey ......... | 24.0 | 4.0 | 3.0 | 3.0 | 3.0 | 11.0 | Yes | EM | Yes | Yes | No | No |
| New Mexico ............................ | 24.0 | 4.0 | 3.5 | 3.0 | 4.0 | 9.5 | Yes | EMSH | Yes | Yes | No | Yes |
| New York ................................. | 22.0 | 4.0 | 4.0 | 3.0 | 3.0 | 8.0 | Yes | EMSH | Yes | Yes | Yes | Yes |
| North Carolina .......................... | 21.0 | 4.0 | 3.0 | 3.0 | 4.0 | 7.0 | No |  | $\dagger$ | $\dagger$ | Yes | Yes |
| North Dakota ............................ | 22.0 | 4.0 | 3.0 | 3.0 | 3.0 | 9.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | No | No |
| Ohio ................. | 20.0 | 4.0 | 3.0 | 3.0 | 3.0 | 7.0 | Yes | EMSH | Yes | Yes | Yes | No |
| Oklahoma ................................ | 23.0 | 4.0 | 3.0 | 3.0 | 3.0 | 10.0 | Yes | EMSH ${ }^{7}$ | Yes | Yes | Yes | No |
| Oregon .................................. | 24.0 | 4.0 | 3.0 | 3.0 | 3.0 | 11.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | No | Yes |
| Pennsylvania ............................ | - | - | - | - | - | - | No | $\dagger$ | $\dagger$ | + | No | No |
| Rhode Island .............................. | 20.0 | 4.0 | 3.0 | 3.0 | 4.0 | 6.0 | No ${ }^{8}$ | $\dagger$ | $\dagger$ | $\dagger$ | No | No |
| South Carolina .......................... | 24.0 | 4.0 | 3.0 | 3.0 | 4.0 | 10.0 | Yes | EM | Yes | No | Yes | Yes |
| South Dakota ............................. | 22.0 | 4.0 | 3.0 | 3.0 | 3.0 | 9.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | Yes | No |
| Tennessee .............................. | 22.0 | 4.0 | 3.0 | 3.0 | 4.0 | 8.0 | No |  | $\dagger$ | No | Yes | Yes |
| Texas ..................................... | 26.0 | 4.0 | 4.0 | 4.0 | 4.0 | 10.0 | Yes | EMSH | Yes | Yes | Yes | Yes |
| Utah ....................................... | 24.0 | 4.0 | 3.0 | 3.0 | 3.0 | 11.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | No | Yes |
| Vermont ................................... | 20.0 | 4.0 | 3.0 | 3.0 | 3.0 | 7.0 | No |  | $\dagger$ | $\dagger$ | No | No |
| Virginia ............................................................ | 22.0 | 4.0 | 3.0 | 3.0 | 3.0 | 9.0 | Yes | EMSH ${ }^{9}$ | Yes | Yes | Yes | Yes |
| Washington ............................. | 20.0 | 3.0 | 2.5 | 2.0 | 3.0 | 9.5 | Yes | EM | Yes | Yes | No | No |
| West Virginia ........................... | 24.0 | 4.0 | 4.0 | 3.0 | 4.0 | 9.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | Yes | Yes |
| Wisconsin ................................. | 13.0 | 4.0 | 3.0 | 2.0 | 2.0 | 2.0 | No | t | + | t | No | Yes |
| Wyoming .................................... | 13.0 | 4.0 | 3.0 | 3.0 | 3.0 | 0.0 | No | $\dagger$ | $\dagger$ | $\dagger$ | Yes | No |

## -Not available..

## $\dagger$ Not applicable.

${ }^{1}$ Exit exam subjects tested: $E=$ English (including writing), $M=$ Mathematics, $S=$ Science, and $\mathrm{H}=$ History/social studies.
${ }^{2} \mathrm{~A}$ certificate of attendance is an example of an alternative credential for students who do not meet all requirements for a standard diploma. Depending on an individual state's policies, alternative credentials may be offered to students with disabilities, students who fail exit exams, or other students who do not meet all requirements.
${ }^{3}$ Requirement takes effect for class of 2020
${ }^{4}$ Students must pass either the science or social studies components of the Graduation Exit Examination (GEE) to receive a standard diploma.
${ }^{5}$ Students can graduate by passing statewide reading and writing assessments and either passing mathematics assessments or meeting other requirements.

## ${ }^{6}$ Expressed in semester credits instead of Carnegie units.

${ }^{7}$ To receive the standard diploma, students must pass tests in algebra 1, English 2, and two of
the following five subjects: algebra 2, biology 1, English 3, geometry, and U.S. history.
${ }^{8}$ Requirement takes effect for class of 2014.
To receive the standard diploma, students must earn at least six verified credits by passing end-of-course assessments. One of those credits may be earned by passing a studentselected test in computer science, technology, career and technical education, or other areas. NOTE: Local school districts frequently have other graduation requirements in addition to state requirements. The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1 -year course.
SOURCE: Editorial Projects in Education Research Center, custom table, retrieved August 27, 2013, from Education Counts database (http://www.edcounts.org/createtable/step1.php). (This table was prepared August 2013.)

Table 234.50. Required testing for initial certification of elementary and secondary school teachers, by type of assessment and state: 2015 and 2016


Table 235.10. Revenues for public elementary and secondary schools, by source of funds: Selected years, 1919-20 through 2013-14

| School year | Revenues (in thousands) |  |  |  |  |  |  | Revenues per pupil |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Federal | State | Local (including intermediate sources below the state level) |  |  |  | Total | Federal | State | Local (including intermediate sources below the state level) |  |  |  |
|  |  |  |  | Total | Property taxes | Other public revenue | Private ${ }^{1}$ |  |  |  | Total | Property taxes | Other public revenue | Private ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1919-20 ... | \$970,121 | \$2,475 | \$160,085 | \$807,561 | - | - | - | \$45 | \# | \$7 | \$37 | - | - | - |
| 1929-30 .................................. | 2,088,557 | 7,334 | 353,670 | 1,727,553 | - | - | - | 81 | \# | 14 | 67 | - | - | - |
| 1939-40 ...................... | 2,260,527 | 39,810 | 684,354 | 1,536,363 | - | - | - | 89 | \$2 | 27 | 60 | - | - | - |
| 1949-50 ..................... | 5,437,044 | 155,848 | 2,165,689 | 3,115,507 | - | - | - | 217 | 6 | 86 | 124 | - | - | - |
| 1959-60 ....................... | 14,746,618 | 651,639 | 5,768,047 | 8,326,932 | - | - | - | 419 | 19 | 164 | 237 | - | - | - |
| 1969-70 .......................... | 40,266,922 | 3,219,557 | 16,062,776 | 20,984,589 | - | - | - | 884 | 71 | 353 | 461 | - | - | - |
| 1979-80 ....................... | 96,881,164 | 9,503,537 | 45,348,814 | 42,028,813 | , 74,867, |  | - | 2,326 | 228 | 1,089 | 1,009 | - | - | - |
| 1989-90 ........................ | 208,547,573 | 12,700,784 | 98,238,633 | 97,608,157 | \$74,867,627 | \$17,084,494 | \$5,656,036 | 5,144 | 313 | 2,423 | 2,408 | \$1,847 | \$421 | \$140 |
| 1992-93 .... | 247,626,168 | 17,261,252 | 113,403,436 | 116,961,481 | 87,143,955 | 23,116,567 | 6,700,958 | 5,783 | 403 | 2,648 | 2,731 | 2,035 | 540 | 156 |
| 1993-94 ....................... | 260,159,468 | 18,341,483 | 117,474,209 | 124,343,776 | 97,762,990 | 19,661,128 | 6,919,657 | 5,986 | 422 | 2,703 | 2,861 | 2,249 | 452 | 159 |
| 1994-95 .......................... | 273,149,449 | 18,582,157 | 127,729,576 | 126,837,717 | 97,978,129 | 21,560,162 | 7,299,425 | 6,192 | 421 | 2,896 | 2,875 | 2,221 | 489 | 165 |
| 1995-96 ......................... | 287,702,844 | 19,104,019 | 136,670,754 | 131,928,071 | 101,785,858 | 22,522,345 | 7,619,869 | 6,416 | 426 | 3,048 | 2,942 | 2,270 | 502 | 170 |
| 1996-97 ......................... | 305,065,192 | 20,081,287 | 146,435,584 | 138,548,321 | 106,545,881 | 24,288,693 | 7,713,747 | 6,688 | 440 | 3,211 | 3,038 | 2,336 | 533 | 169 |
| 1997-98 ........ | 325,925,708 | 22,201,965 | 157,645,372 | 146,078,370 | 111,184,150 | 26,676,244 | 8,217,977 | 7,066 | 481 | 3,418 | 3,167 | 2,410 | 578 | 178 |
| 1998-99 ......................... | 347,377,993 | 24,521,817 | 169,298,232 | 153,557,944 | 119,483,487 | 25,348,879 | 8,725,578 | 7,464 | 527 | 3,638 | 3,300 | 2,567 | 545 | 187 |
| 1999-2000 .................... | 372,943,802 | 27,097,866 | 184,613,352 | 161,232,584 | 124,735,516 | 27,628,923 | 8,868,145 | 7,959 | 578 | 3,940 | 3,441 | 2,662 | 590 | 189 |
| 2000-01 ...................... | 401,356,120 | 29,100,183 | 199,583,097 | 172,672,840 | 132,575,925 | 30,889,273 | 9,207,643 | 8,503 | 616 | 4,228 | 3,658 | 2,809 | 654 | 195 |
| 2001-02 ........................ | 419,501,976 | 33,144,633 | 206,541,793 | 179,815,551 | 141,095,685 | 28,924,825 | 9,795,041 | 8,800 | 695 | 4,333 | 3,772 | 2,960 | 607 | 205 |
| 2002-03 .................. | 440,111,653 | 37,515,909 | 214,277,407 | 188,318,337 | 148,511,786 | 29,579,240 | 10,227,310 | 9,134 | 779 | 4,447 | 3,908 | 3,082 | 614 | 212 |
| 2003-04 ........................ | 462,026,099 | 41,923,435 | 217,384,191 | 202,718,474 | 160,602,055 | 31,651,489 | 10,464,930 | 9,518 | 864 | 4,478 | 4,176 | 3,309 | 652 | 216 |
| 2004-05 ......................... | 487,753,525 | 44,809,532 | 228,553,579 | 214,390,414 | 167,909,883 | 35,433,486 | 11,047,044 | 9,996 | 918 | 4,684 | 4,394 | 3,441 | 726 | 226 |
| 2005-06 ........................ | 520,621,788 | 47,553,778 | 242,151,076 | 230,916,934 | 178,279,408 | 41,111,066 | 11,526,460 | 10,600 | 968 | 4,930 | 4,702 | 3,630 | 837 | 235 |
| 2006-07 ....................... | 555,710,762 | 47,150,608 | 263,608,741 | 244,951,413 | 188,287,298 | 44,806,422 | 11,857,694 | 11,281 | 957 | 5,351 | 4,972 | 3,822 | 910 | 241 |
| 2007-08 .......................... | 584,683,686 | 47,788,467 | 282,622,523 | 254,272,697 | 196,521,569 | 45,314,965 | 12,436,163 | 11,879 | 971 | 5,742 | 5,166 | 3,993 | 921 | 253 |
| 2008-09 ........................ | 592,422,033 | 56,670,261 | 276,525,603 | 259,226,169 | 205,821,844 | 41,195,313 | 12,209,012 | 12,032 | 1,151 | 5,616 | 5,265 | 4,180 | 837 | 248 |
| 2009-10 ............................................ | 596,390,664 | 75,997,858 | 258,863,973 | 261,528,833 | 210,837,095 | 38,771,186 | 11,920,551 | 12,089 | 1,540 | 5,247 | 5,301 | 4,274 | 786 | 242 |
| 2010-11 ........................ | 604,228,585 | 75,549,471 | 266,786,402 | 261,892,711 | 211,649,523 | 38,558,755 | 11,684,433 | 12,218 | 1,528 | 5,395 | 5,296 | 4,280 | 780 | 236 |
| 2011-12 ......................... | 597,885,111 | 60,921,462 | 269,043,077 | 267,920,572 | 215,830,316 | 40,290,007 | 11,800,249 | 12,075 | 1,230 | 5,434 | 5,411 | 4,359 | 814 | 238 |
| 2012-132 ..................... | 603,769,917 | 55,860,888 | 273,215,485 | 274,693,545 | 221,970,384 | 41,129,568 | 11,593,592 | 12,137 | 1,123 | 5,492 | 5,522 | 4,462 | 827 | 233 |
| 2013-14 ......................... | 623,208,803 | 54,505,424 | 288,196,281 | 280,507,097 | 227,019,185 | 41,943,019 | 11,544,893 | 12,460 | 1,090 | 5,762 | 5,608 | 4,539 | 839 | 231 |
|  | Constant 2015-16 dollars ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1919-20 ....................... | \$12,129,109 | \$30,944 | \$2,001,491 | \$10,096,674 | - | - | - | \$562 | \$1 | \$93 | \$468 | - | - | - |
| 1929-30 ........................ | 29,073,611 | 102,092 | 4,923,238 | 24,048,281 | - | - | - | 1,132 | 4 | 192 | 937 | - | - |  |
| 1939-40 ............ | 38,542,349 | 678,767 | 11,668,346 | 26,195,237 | - | - | - | 1,515 | 27 | 459 | 1,030 | - | - |  |
| 1949-50 ......................... | 54,702,407 | 1,567,996 | 21,789,119 | 31,345,292 | - | - | - | 2,178 | 62 | 868 | 1,248 | - | - |  |
| 1959-60 ....................... | 119,584,969 | 5,284,346 | 46,774,910 | 67,525,714 | - | - | - | 3,399 | 150 | 1,329 | 1,919 | - | - | - |
| 1969-70 ....................... | 253,994,470 | 20,308,224 | 101,320,292 | 132,365,954 | - | - | - | 5,576 | 446 | 2,224 | 2,906 | - | - | - |
| 1979-80 .......................... | 297,353,654 | 29,168,843 | 139,187,382 | 128,997,430 | 4140,493, | , 32,0005 | , $10,813,8$ | 7,139 | 700 | 3,342 | 3,097 | - | - | - |
| 1989-90 ....................... | 391,351,696 | 23,833,762 | 184,350,529 | 183,167,405 | \$140,493,473 | \$32,060,051 | \$10,613,881 | 9,653 | 588 | 4,547 | 4,518 | \$3,465 | \$791 | \$262 |
| 1992-93 ........................ | 413,986,128 | 28,857,688 | 189,590,017 | 195,538,423 | 145,688,918 | 38,646,716 | 11,202,789 | 9,667 | 674 | 4,427 | 4,566 | 3,402 | 902 | 262 |
| 1993-94 ........................ | 423,957,251 | 29,889,379 | 191,436,595 | 202,631,278 | 159,315,088 | 32,039,879 | 11,276,310 | 9,754 | 688 | 4,404 | 4,662 | 3,665 | 737 | 259 |
| 1994-95 ....................... | 432,722,715 | 29,437,809 | 202,348,893 | 200,936,012 | 155,216,721 | 34,155,559 | 11,563,732 | 9,810 | 667 | 4,587 | 4,555 | 3,519 | 774 | 262 |
| 1995-96 ........................ | 443,706,685 | 29,462,973 | 210,779,032 | 203,464,680 | 156,978,169 | 34,734,849 | 11,751,662 | 9,895 | 657 | 4,701 | 4,538 | 3,501 | 775 | 262 |
| 1996-97 ......................... | 457,432,688 | 30,111,062 | 219,574,126 | 207,747,500 | 159,761,160 | 36,419,895 | 11,566,446 | 10,029 | 660 | 4,814 | 4,555 | 3,503 | 798 | 254 |
| 1997-98 ........................ | 480,149,089 | 32,707,618 | 232,240,907 | 215,200,564 | 163,794,898 | 39,299,060 | 12,106,606 | 10,409 | 709 | 5,035 | 4,665 | 3,551 | 852 | 262 |
| 1998-99 ........................ | 503,043,835 | 35,510,451 | 245,163,578 | 222,369,807 | 173,026,020 | 36,708,133 | 12,635,654 | 10,809 | 763 | 5,268 | 4,778 | 3,718 | 789 | 272 |
| 1999-2000 .................... | 524,912,915 | 38,139,848 | 259,840,577 | 226,932,490 | 175,563,404 | 38,887,302 | 12,481,784 | 11,202 | 814 | 5,545 | 4,843 | 3,747 | 830 | 266 |
| 2000-01 ....................... | 546,190,179 | 39,601,324 | 271,604,997 | 234,983,858 | 180,417,501 | 42,036,029 | 12,530,328 | 11,571 | 839 | 5,754 | 4,978 | 3,822 | 891 | 265 |
| 2001-02 ......................... | 560,952,528 | 44,320,567 | 276,184,970 | 240,446,991 | 188,671,295 | 38,677,896 | 13,097,799 | 11,767 | 930 | 5,793 | 5,044 | 3,958 | 811 | 275 |

See notes at end of table.

| School year | Revenues (in thousands) |  |  |  |  |  |  | Revenues per pupil |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Federal | State | Local (including intermediate sources below the state level) |  |  |  | Total | Federal | State | Local (including intermediate sources below the state level) |  |  |  |
|  |  |  |  | Total | Property taxes | Other public revenue | Private ${ }^{1}$ |  |  |  | Total | Property taxes | Other public revenue | Private ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|  | $\begin{aligned} & 575,856,328 \\ & 591,587,660 \\ & 606,284,867 \\ & 623,400,323 \\ & 648,642,279 \end{aligned}$ | $49,087,030$ $53,679,623$ $55,698,913$ $56,941,606$ $55,035,605$ | $280,367,493$ $288,343,160$ $284,095,489$ $289,955,324$ $307,692,033$ | $246,401,806$ $259,644,877$ $266,490,465$ $276,503,394$ $285,914,641$ | $194,317,627$ $205,638,153$ $208,714,476$ $213,474,432$ $219,774,584$ | $38,702,435$ $40,52,1214$ $44,044,349$ $49,227,006$ $52,299,400$ | $13,381,743$ $13,399,510$ $13,731,640$ $13,801,956$ $13,840,656$ | $\begin{aligned} & 11,951 \\ & 12,188 \\ & 12,425 \\ & 12,693 \\ & 13,167 \end{aligned}$ | $\begin{aligned} & \hline 1,019 \\ & 1,106 \\ & 1,141 \\ & 1,159 \\ & 1,117 \end{aligned}$ | $\begin{aligned} & \hline 5,819 \\ & 5,734 \\ & 5,822 \\ & 5,904 \\ & 6,246 \end{aligned}$ | $\begin{aligned} & \hline 5,114 \\ & 5,347 \\ & 5,461 \\ & 5,630 \\ & 5,804 \end{aligned}$ | $\begin{aligned} & \hline 4,033 \\ & 4,236 \\ & 4,277 \\ & 4,347 \\ & 4,461 \end{aligned}$ | $\begin{array}{r} 803 \\ 835 \\ 903 \\ 1,002 \\ 1,062 \end{array}$ | 278 276 281 281 281 |
|  | $\begin{aligned} & 658,076,399 \\ & 657,603,967 \\ & 655,665,130 \\ & 651,205,952 \\ & 626,026,290 \end{aligned}$ | $\begin{aligned} & 53,787,138 \\ & 62,905,473 \\ & 83,551,183 \\ & 81,423,267 \\ & 63,788,905 \end{aligned}$ | $\begin{aligned} & 318,098,857 \\ & 306,950,659 \\ & 284,592,115 \\ & 287,588,424 \\ & 281,706,362 \end{aligned}$ | $\begin{aligned} & 286,190,405 \\ & 287,747,834 \\ & 287,51,831 \\ & 282,254,261 \\ & 280,531,023 \end{aligned}$ | $\begin{aligned} & 221,190,037 \\ & 228,467,636 \\ & 231,791,911 \\ & 228,104,781 \\ & 225,988,990 \end{aligned}$ | $\begin{aligned} & 51,003,149 \\ & 45,727,876 \\ & 42,624,602 \\ & 41,556,609 \\ & 42,186,372 \end{aligned}$ | $\begin{aligned} & 13,997,219 \\ & 13,55,, 323 \\ & 13,105,318 \\ & 12,592,871 \\ & 12,355,662 \end{aligned}$ | $\begin{aligned} & 13,370 \\ & 13,356 \\ & 13,290 \\ & 13,168 \\ & 12,644 \end{aligned}$ | $\begin{aligned} & 1,093 \\ & 1,278 \\ & 1,694 \\ & 1,646 \\ & 1,288 \end{aligned}$ | $\begin{aligned} & 6,463 \\ & 6,234 \\ & 5,769 \\ & 5,814 \\ & 5,690 \end{aligned}$ | $\begin{aligned} & 5,814 \\ & 5,844 \\ & 5,828 \\ & 5,708 \\ & 5,666 \end{aligned}$ | $\begin{aligned} & 4,494 \\ & 4,640 \\ & 4,698 \\ & 4,613 \\ & 4,564 \end{aligned}$ | 1,036 929 864 840 852 | 284 275 266 255 250 |
| $\begin{aligned} & \text { 2012-132 ......................................................... } \\ & \text { 2013-14 } \end{aligned}$ | $\begin{aligned} & 621,839,797 \\ & 631,988,035 \end{aligned}$ | $\begin{aligned} & 57,532,716 \\ & 55,273,250 \\ & \hline \end{aligned}$ | $\begin{aligned} & 281,392,393 \\ & 292,256,144 \end{aligned}$ | $\begin{aligned} & 282,914,689 \\ & 284,458,641 \end{aligned}$ | $\begin{aligned} & 228,613,607 \\ & 230,217,237 \end{aligned}$ | $\begin{aligned} & 42,360,511 \\ & 42,533,876 \end{aligned}$ | $\begin{aligned} & 11,940,570 \\ & 11,707,528 \end{aligned}$ | $\begin{aligned} & 12,500 \\ & 12,636 \end{aligned}$ | $\begin{aligned} & 1,157 \\ & 1,105 \end{aligned}$ | $\begin{aligned} & 5,657 \\ & 5,843 \end{aligned}$ | $\begin{aligned} & 5,687 \\ & 5,687 \end{aligned}$ | $\begin{array}{r} 4,596 \\ 4,603 \\ \hline \end{array}$ | $\begin{aligned} & 852 \\ & 850 \end{aligned}$ | 240 <br> 234 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1919-20 | 100.0 | 0.3 | 16.5 | 83.2 | - | - | - - | 100.0 | 0.3 | 16.5 | 83.2 | - | - | - |
| 1929-30 ........................ | 100.0 | 0.4 | 16.9 | 82.7 | - | - | - | 100.0 | 0.4 | 16.9 | 82.7 | - | - | - |
| 1939-40 ........................ | 100.0 | 1.8 | 30.3 | 68.0 | - | - | - | 100.0 | 1.8 | 30.3 | 68.0 | - | - |  |
| 1949-50 ........................ | 100.0 | 2.9 | 39.8 | 57.3 | - | - | - | 100.0 | 2.9 | 39.8 | 57.3 | - | - | - |
| 1959-60 ....................... | 100.0 | 4.4 | 39.1 | 56.5 | - | - | - | 100.0 | 4.4 | 39.1 | 56.5 | - | - | - |
| 1969-70 ....................... | 100.0 | 8.0 | 39.9 | 52.1 | - | - | - | 100.0 | 8.0 | 39.9 | 52.1 | - | - | - |
| 1979-80 ........................ | 100.0 | 9.8 | 46.8 | 43.4 | - | - | - | 100.0 | 9.8 | 46.8 | 43.4 | - | - | - |
| 1989-90 ......................... | 100.0 | 6.1 | 47.1 | 46.8 | 35.9 | 8.2 | 2.7 | 100.0 | 6.1 | 47.1 | 46.8 | 35.9 | 8.2 | 2.7 |
|  | 100.0 100.0 | 7.0 7.1 | 45.8 45.2 | 47.2 47.8 | 35.2 37.6 | 9.3 7.6 | 2.7 2.7 | 100.0 100.0 | 7.0 7.1 | 45.8 45.2 | 47.2 47.8 | 35.2 37.6 | 9.3 7.6 | 2.7 2.7 |
| 1994-95 .......................................... | 100.0 | 6.8 | 46.8 | 46.4 | 35.9 | 7.9 | 2.7 | 100.0 | 6.8 | 46.8 | 46.4 | 35.9 | 7.9 | 2.7 |
| 1995-96 ....................... | 100.0 | 6.6 | 47.5 | 45.9 | 35.4 | 7.8 | 2.6 | 100.0 | 6.6 | 47.5 | 45.9 | 35.4 | 7.8 | 2.6 |
| 1996-97 ........................ | 100.0 | 6.6 | 48.0 | 45.4 | 34.9 | 8.0 | 2.5 | 100.0 | 6.6 | 48.0 | 45.4 | 34.9 | 8.0 | 2.5 |
| 1997-98 ......................... | 100.0 | 6.8 | 48.4 | 44.8 | 34.1 | 8.2 | 2.5 | 100.0 | 6.8 | 48.4 | 44.8 | 34.1 | 8.2 | 2.5 |
| 1998-99 .................................... | 100.0 | 7.1 | 48.7 | 44.2 | 34.4 | 7.3 | 2.5 | 100.0 | 7.1 | 48.7 | 44.2 | 34.4 | 7.3 | 2.5 |
| 1999-2000 ...................................... | 100.0 | 7.3 | 49.5 | 43.2 | 33.4 | 7.4 | 2.4 | 100.0 | 7.3 | 49.5 | 43.2 | 33.4 | 7.4 | 2.4 |
| 2000-01 ....................... | 100.0 | 7.3 | 49.7 | 43.0 | 33.0 | 7.7 | 2.3 | 100.0 | 7.3 | 49.7 | 43.0 | 33.0 | 7.7 | 2.3 |
| 2001-02 ........................ | 100.0 | 7.9 | 49.2 | 42.9 | 33.6 | 6.9 | 2.3 | 100.0 | 7.9 | 49.2 | 42.9 | 33.6 | 6.9 | 2.3 |
| 2002-03 ......................... | 100.0 | 8.5 | 48.7 | 42.8 | 33.7 | 6.7 | 2.3 | 100.0 | 8.5 | 48.7 | 42.8 | 33.7 | 6.7 | 2.3 |
| 2003-04 ............................................. | 100.0 | 9.1 | 47.1 | 43.9 | 34.8 | 6.9 | 2.3 | 100.0 | 9.1 | 47.1 | 43.9 | 34.8 | 6.9 | 2.3 |
| 2004-05 ........................ | 100.0 | 9.2 | 46.9 | 44.0 | 34.4 | 7.3 | 2.3 | 100.0 | 9.2 | 46.9 | 44.0 | 34.4 | 7.3 | 2.3 |
| 2005-06 ....................... | 100.0 | 9.1 | 46.5 | 44.4 | 34.2 | 7.9 | 2.2 | 100.0 | 9.1 | 46.5 | 44.4 | 34.2 | 7.9 | 2.2 |
| 2006-07 ........................ | 100.0 | 8.5 | 47.4 | 44.1 | 33.9 | 8.1 | 2.1 | 100.0 | 8.5 | 47.4 | 44.1 | 33.9 | 8.1 | 2.1 |
| 2007-08 ......................... | 100.0 | 8.2 | 48.3 | 43.5 | 33.6 | 7.8 | 2.1 | 100.0 | 8.2 | 48.3 | 43.5 | 33.6 | 7.8 | 2.1 |
| 2008-09 ......................... | 100.0 | 9.6 | 46.7 | 43.8 | 34.7 | 7.0 | 2.1 | 100.0 | 9.6 | 46.7 | 43.8 | 34.7 | 7.0 | 2.1 |
| 2009-10 ....................... | 100.0 | 12.7 | 43.4 | 43.9 | 35.4 | 6.5 | 2.0 | 100.0 | 12.7 | 43.4 | 43.9 | 35.4 | 6.5 | 2.0 |
| 2010-11 ......................... | 100.0 | 12.5 | 44.2 | 43.3 | 35.0 | 6.4 | 1.9 | 100.0 | 12.5 | 44.2 | 43.3 | 35.0 | 6.4 | 1.9 |
| 2011-12 ........................ | 100.0 | 10.2 | 45.0 | 44.8 | 36.1 | 6.7 | 2.0 | 100.0 | 10.2 | 45.0 | 44.8 | 36.1 | 6.7 | 2.0 |
| 2012-132 ...................... | 100.0 | 9.3 | 45.3 | 45.5 | 36.8 | 6.8 | 1.9 | 100.0 | 9.3 | 45.3 | 45.5 | 36.8 | 6.8 | 1.9 |
| 2013-14 ........................ | 100.0 | 8.7 | 46.2 | 45.0 | 36.4 | 6.7 | 1.9 | 100.0 | 8.7 | 46.2 | 45.0 | 36.4 | 6.7 | 1.9 |

[^64]NOTE: Beginning in 1989-90, revenues for state education agencies were excluded and new survey collection procedures were initiated; data may not be entirely comparable with figures for earlier years. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of State School Systems, 1959-60 and 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1979-80; and Common Core of Data (CCD), "National Public Education Financial
Survey," 1989-90 through 2013-14. (This table was prepared July 2016.)

Table 235.20. Revenues for public elementary and secondary schools, by source of funds and state or jurisdiction: 2013-14 [In current dollars]

| State or jurisdiction | Total (in thousands) | Federal |  |  | State |  | Local (including intermediate sources below the state level) |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Amount (in thousands) | Per pupil | Percent of total | Amount (in thousands) | Percent of total | Amount <br> (in thousands) ${ }^{1}$ | Percent of total | Property taxes |  | Private ${ }^{2}$ |  |
|  |  |  |  |  |  |  |  |  | Amount (in thousands) | Percent of total | Amount (in thousands) | Percent of total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | \$623,208,803 | \$54,505,424 | \$1,090 | 8.7 | \$288,196,281 | 46.2 | \$280,507,097 | 45.0 | \$227,019,185 | 36.4 | \$11,544,893 | 1.9 |
| Alabama | 7,396,933 | 838,650 | 1,124 | 11.3 | 4,065,546 | 55.0 | 2,492,738 | 33.7 | 1,128,860 | 15.3 | 330,578 | 4.5 |
| Alaska | 2,677,359 | 312,162 | 2,384 | 11.7 | 1,835,601 | 68.6 | 529,596 | 19.8 | 295,233 | 11.0 | 19,401 | 0.7 |
| Arizona | 9,594,428 | 1,203,567 | 1,092 | 12.5 | 4,217,359 | 44.0 | 4,173,501 | 43.5 | 2,979,309 | 31.1 | 235,214 | 2.5 |
| Arkansas | 5,133,841 | 592,246 | 1,209 | 11.5 | 2,665,329 | 51.9 | 1,876,266 | 36.5 | 1,619,649 | 31.5 | 150,505 | 2.9 |
| California .................................. | 69,342,921 | 6,942,640 | 1,100 | 10.0 | 39,293,076 | 56.7 | 23,107,205 | 33.3 | 18,407,321 | 26.5 | 396,235 | 0.6 |
| Colorado | 9,241,449 | 690,992 | 788 | 7.5 | 4,028,316 | 43.6 | 4,522,141 | 48.9 | 3,672,756 | 39.7 | 355,804 | 3.9 |
| Connecticut | 11,017,692 | 467,397 | 856 | 4.2 | 4,418,595 | 40.1 | 6,131,700 | 55.7 | 5,977,491 | 54.3 | 91,627 | 0.8 |
| Delaware .... | 1,969,997 | 180,361 | 1,370 | 9.2 | 1,169,017 | 59.3 | 620,619 | 31.5 | 536,820 | 27.2 | 14,359 | 0.7 |
| District of Columbia . | 2,169,360 | 207,177 | 2,651 | 9.6 | $\dagger$ | + | 1,962,183 | 90.4 | 636,590 | 29.3 | 11,839 | 0.5 |
| Florida ......................................... | 25,897,090 | 3,182,434 | 1,170 | 12.3 | 10,460,926 | 40.4 | 12,253,729 | 47.3 | 10,198,865 | 39.4 | 945,552 | 3.7 |
| Georgia | 17,888,407 | 1,858,227 | 1,078 | 10.4 | 7,918,497 | 44.3 | 8,111,683 | 45.3 | 5,374,556 | 30.0 | 456,111 | 2.5 |
| Hawaii ... | 2,696,662 | 286,988 | 1,536 | 10.6 | 2,354,600 | 87.3 | 55,074 | 2.0 | 0 | 0.0 | 28,693 | 1.1 |
| Idaho .... | 2,183,110 | 246,090 | 830 | 11.3 | 1,397,871 | 64.0 | 539,149 | 24.7 | 453,419 | 20.8 | 34,818 | 1.6 |
| Illinois. | 27,240,148 | 2,302,774 | 1,115 | 8.5 | 7,088,669 | 26.0 | 17,848,704 | 65.5 | 15,789,880 | 58.0 | 472,805 | 1.7 |
| Indiana | 12,058,948 | 994,094 | 949 | 8.2 | 6,764,447 | 56.1 | 4,300,407 | 35.7 | 2,895,442 | 24.0 | 317,374 | 2.6 |
| lowa .. | 6,216,199 | 471,873 | 938 | 7.6 | 3,253,034 | 52.3 | 2,491,292 | 40.1 | 2,019,567 | 32.5 | 142,015 | 2.3 |
| Kansas | 6,065,210 | 564,458 | 1,137 | 9.3 | 3,298,508 | 54.4 | 2,202,244 | 36.3 | 1,628,207 | 26.8 | 140,144 | 2.3 |
| Kentucky | 7,137,145 | 836,249 | 1,235 | 11.7 | 3,884,563 | 54.4 | 2,416,333 | 33.9 | 1,756,253 | 24.6 | 95,367 | 1.3 |
| Louisiana | 8,733,819 | 1,335,182 | 1,877 | 15.3 | 3,794,407 | 43.4 | 3,604,230 | 41.3 | 1,551,822 | 17.8 | 64,811 | 0.7 |
| Maine | 2,670,984 | 189,140 | 1,028 | 7.1 | 1,068,153 | 40.0 | 1,413,691 | 52.9 | 1,342,609 | 50.3 | 39,437 | 1.5 |
| Maryland | 13,847,329 | 818,280 | 945 | 5.9 | 6,109,971 | 44.1 | 6,919,077 | 50.0 | 3,363,316 | 24.3 | 111,866 | 0.8 |
| Massachusetts | 16,812,408 | 905,629 | 948 | 5.4 | 6,597,170 | 39.2 | 9,309,609 | 55.4 | 8,657,853 | 51.5 | 244,145 | 1.5 |
| Michigan | 18,883,715 | 1,773,650 | 1,145 | 9.4 | 11,211,638 | 59.4 | 5,898,428 | 31.2 | 5,034,177 | 26.7 | 271,501 | 1.4 |
| Minnesota | 11,590,204 | 695,414 | 817 | 6.0 | 8,090,950 | 69.8 | 2,803,840 | 24.2 | 1,576,469 | 13.6 | 336,468 | 2.9 |
| Mississippi . | 4,430,399 | 665,244 | 1,351 | 15.0 | 2,244,101 | 50.7 | 1,521,054 | 34.3 | 1,246,581 | 28.1 | 109,308 | 2.5 |
| Missouri | 10,450,413 | 923,491 | 1,006 | 8.8 | 3,405,277 | 32.6 | 6,121,645 | 58.6 | 4,809,930 | 46.0 | 341,170 | 3.3 |
| Montana | 1,723,235 | 205,057 | 1,423 | 11.9 | 832,535 | 48.3 | 685,644 | 39.8 | 427,344 | 24.8 | 60,509 | 3.5 |
| Nebraska | 3,930,954 | 309,759 | 1,007 | 7.9 | 1,283,369 | 32.6 | 2,337,825 | 59.5 | 2,083,326 | 53.0 | 148,152 | 3.8 |
| Nevada ... | 4,341,723 | 402,467 | 891 | 9.3 | 1,560,330 | 35.9 | 2,378,926 | 54.8 | 1,066,443 | 24.6 | 39,362 | 0.9 |
| New Hampshire .......................... | 2,945,559 | 162,111 | 870 | 5.5 | 1,005,103 | 34.1 | 1,778,345 | 60.4 | 1,691,447 | 57.4 | 44,593 | 1.5 |
| New Jersey | 27,363,823 | 1,174,922 | 857 | 4.3 | 11,122,160 | 40.6 | 15,066,741 | 55.1 | 14,239,702 | 52.0 | 567,985 | 2.1 |
| New Mexico | 3,779,535 | 506,239 | 1,492 | 13.4 | 2,645,457 | 70.0 | 627,840 | 16.6 | 515,612 | 13.6 | 52,306 | 1.4 |
| New York .. | 60,861,023 | 3,323,852 | 1,216 | 5.5 | 24,927,367 | 41.0 | 32,609,804 | 53.6 | 29,665,944 | 48.7 | 325,251 | 0.5 |
| North Carolina | 13,123,423 | 1,595,793 | 1,042 | 12.2 | 8,153,922 | 62.1 | 3,373,708 | 25.7 | 2,823,684 | 21.5 | 206,017 | 1.6 |
| North Dakota ....... | 1,501,933 | 156,171 | 1,502 | 10.4 | 889,074 | 59.2 | 456,688 | 30.4 | 307,630 | 20.5 | 61,555 | 4.1 |
| Ohio | 23,494,243 | 1,886,641 | 1,094 | 8.0 | 10,406,755 | 44.3 | 11,200,846 | 47.7 | 9,205,335 | 39.2 | 630,851 | 2.7 |
| Oklahoma | 6,080,561 | 708,767 | 1,039 | 11.7 | 3,007,448 | 49.5 | 2,364,346 | 38.9 | 1,702,606 | 28.0 | 276,788 | 4.6 |
| Oregon ... | 6,622,919 | 542,817 | 957 | 8.2 | 3,393,143 | 51.2 | 2,686,960 | 40.6 | 2,186,561 | 33.0 | 151,999 | 2.3 |
| Pennsylvania | 28,105,857 | 1,934,312 | 1,102 | 6.9 | 10,381,524 | 36.9 | 15,790,021 | 56.2 | 12,476,886 | 44.4 | 408,407 | 1.5 |
| Rhode Island ........... | 2,387,115 | 197,333 | 1,390 | 8.3 | 947,049 | 39.7 | 1,242,733 | 52.1 | 1,201,465 | 50.3 | 24,784 | 1.0 |
| South Carolina . | 8,640,825 | 847,637 | 1,137 | 9.8 | 4,093,074 | 47.4 | 3,700,113 | 42.8 | 2,828,054 | 32.7 | 245,742 | 2.8 |
| South Dakota | 1,350,969 | 190,980 | 1,459 | 14.1 | 418,941 | 31.0 | 741,048 | 54.9 | 621,124 | 46.0 | 40,949 | 3.0 |
| Tennessee | 9,323,601 | 1,099,765 | 1,107 | 11.8 | 4,320,820 | 46.3 | 3,903,016 | 41.9 | 1,881,977 | 20.2 | 431,109 | 4.6 |
| Texas ........... | 53,377,147 | 5,872,783 | 1,140 | 11.0 | 22,127,610 | 41.5 | 25,376,754 | 47.5 | 23,197,992 | 43.5 | 1,008,133 | 1.9 |
| Utah ......... | 4,905,540 | 433,639 | 693 | 8.8 | 2,673,267 | 54.5 | 1,798,634 | 36.7 | 1,367,586 | 27.9 | 215,472 | 4.4 |
| Vermont | 1,706,096 | 103,889 | 1,171 | 6.1 | 1,532,612 | 89.8 | 69,596 | 4.1 | 1,132 | 0.1 | 23,648 | 1.4 |
| Virginia ...... | 15,049,477 | 1,008,658 | 792 | 6.7 | 5,984,788 | 39.8 | 8,056,031 | 53.5 | 4,887,311 | 32.5 | 249,569 | 1.7 |
| Washington ................................ | 12,932,336 | 1,030,232 | 973 | 8.0 | 7,833,028 | 60.6 | 4,069,076 | 31.5 | 3,451,346 | 26.7 | 318,925 | 2.5 |
| West Virginia | 3,562,152 | 358,118 | 1,275 | 10.1 | 2,074,879 | 58.2 | 1,129,155 | 31.7 | 1,029,562 | 28.9 | 22,755 | 0.6 |
| Wisconsin .......... | 10,980,723 | 855,893 | 979 | 7.8 | 4,981,241 | 45.4 | 5,143,588 | 46.8 | 4,714,091 | 42.9 | 216,430 | 2.0 |
| Wyoming ....... | 1,771,864 | 113,179 | 1,227 | 6.4 | 965,160 | 54.5 | 693,526 | 39.1 | 492,053 | 27.8 | 16,454 | 0.9 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ...................... | 87,593 | 74,499 |  | 85.1 | 12,877 | 14.7 | 218 | 0.2 |  | 0.0 | 24 | \# |
| Guam ................................... | 295,639 | 61,509 | 1,841 | 20.8 | 0 | 0.0 | 234,130 | 79.2 | 0 | 0.0 | 396 | 0.1 |
| Northern Marianas ... | 58,326 | 27,327 | 2,569 | 46.9 | 31,000 | 53.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Puerto Rico ............................... | 3,521,851 | 1,229,439 | 2,900 | 34.9 | 2,292,336 | 65.1 | 75 | \# | 0 | 0.0 | 75 | \# |
| U.S. Virgin Islands ....................... | 195,405 | 35,110 | 2,348 | 18.0 | 0 | 0.0 | 160,294 | 82.0 | 0 | 0.0 | 11 | \# |

[^65]${ }^{2}$ Includes revenues from gifts, and tuition and fees from patrons.

NOTE: Excludes revenues for state education agencies. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2013-14. (This table was prepared July 2016.)

Table 235.40. Public elementary and secondary revenues and expenditures, by locale, source of revenue, and purpose of expenditure: 2013-14

| Source of revenue and purpose of expenditure | Total | City, large ${ }^{1}$ | $\begin{array}{r} \text { City, } \\ \text { midsize }{ }^{2} \end{array}$ | $\begin{array}{r} \text { City, } \\ \text { small3 } \end{array}$ | Suburban, large ${ }^{4}$ | Suburban, midsize ${ }^{5}$ | Suburban, small ${ }^{6}$ | Town, fringe ${ }^{7}$ | Town, distant ${ }^{8}$ | Town, remote ${ }^{9}$ | Rural, fringe ${ }^{10}$ | Rural, distant ${ }^{11}$ | Rural, remote ${ }^{12}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Revenue amounts (in millions of current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total revenue ${ }^{13}$.................................. | \$627,802 | \$116,565 | \$43,463 | \$44,773 | \$234,785 | \$22,549 | \$11,388 | \$15,412 | \$28,659 | \$20,706 | \$42,814 | \$32,625 | \$13,832 |
| Federal ..... | 54,325 | 13,376 | 4,756 | 4,187 | 15,111 | 1,718 | 895 | 1,218 | 2,827 | 2,315 | 3,455 | 2,811 | 1,623 |
| Title I | 13,935 | 4,196 | 1,233 | 1,072 | 3,298 | 402 | 205 | 283 | 761 | 586 | 792 | 718 | 390 |
| Child Nutrition Act | 14,641 | 3,298 | 1,223 | 1,097 | 4,395 | 508 | 239 | 343 | 821 | 572 | 990 | 820 | 333 |
| Children with disabilities (IDEA) . | 11,013 | 2,071 | 927 | 854 | 3,932 | 397 | 221 | 254 | 515 | 388 | 773 | 484 | 189 |
| Impact aid ............................. | 1,150 | 131 | 72 | 71 | 145 | 22 | 8 | 56 | 28 | 151 | 90 | 84 | 292 |
| Bilingual education .................. | 344 | 94 | 34 | 30 | 128 | 9 | 6 | 7 | 10 | 7 | 13 | 5 | 2 |
| Indian education ..................... | 100 | 12 | 4 | 4 | 9 | 2 | 3 | 2 | 10 | 13 | 5 | 9 | 28 |
| Math, science, and professional development | 1,505 | 354 | 141 | 119 | 371 | 50 | 27 | 33 | 90 | 82 | 95 | 90 | 53 |
| Safe and drug-free schools ........ | 120 | 19 | 13 | 9 | 23 | 2 | 2 | 3 | 10 | 6 | 16 | 11 | 6 |
| Vocational and technical education $\qquad$ | 521 | 110 | 41 | 41 | 159 | 18 | 10 | 11 | 29 | 26 | 42 | 22 | 11 |
| Other and unclassified .............. | 10,996 | 3,091 | 1,068 | 889 | 2,652 | 309 | 174 | 228 | 553 | 484 | 640 | 568 | 318 |
| State | 291,559 | 52,137 | 21,464 | 21,796 | 99,362 | 11,249 | 5,562 | 8,086 | 15,294 | 10,750 | 21,100 | 17,698 | 7,005 |
| Special education programs ....... | 19,215 | 4,197 | 1,518 | 1,277 | 7,336 | 638 | 301 | 446 | 765 | 523 | 1,155 | 771 | 288 |
| Compensatory and basic skills .. | 4,414 | 701 | 379 | 413 | 1,507 | 227 | 65 | 93 | 235 | 129 | 315 | 243 | 102 |
| Bilingual education .................... | 952 | 74 | 39 | 54 | 633 | 57 | 7 | 4 | 27 | 10 | 35 | 8 | 4 |
| Gifted and talented .................. | 1,162 | 31 | 75 | 76 | 672 | 53 | 15 | 16 | 44 | 32 | 101 | 32 | 16 |
| Vocational education ... | 1,102 | 44 | 62 | 74 | 430 | 54 | 27 | 23 | 81 | 63 | 127 | 84 | 34 |
| Other ...................................... | 264,714 | 47,091 | 19,391 | 19,902 | 88,785 | 10,220 | 5,147 | 7,504 | 14,143 | 9,993 | 19,366 | 16,559 | 6,562 |
| Local ${ }^{13}$ | 281,918 | 51,052 | 17,243 | 18,791 | 120,312 | 9,582 | 4,931 | 6,108 | 10,537 | 7,640 | 18,259 | 12,116 | 5,204 |
| Property tax ${ }^{14}$ | 179,402 | 24,552 | 10,528 | 12,311 | 82,282 | 5,483 | 3,500 | 4,356 | 7,352 | 5,495 | 11,496 | 8,339 | 3,709 |
| Parent government contribution ${ }^{14}$ | 50,607 | 16,615 | 3,050 | 2,543 | 20,096 | 2,389 | 459 | 471 | 714 | 204 | 2,778 | 1,010 | 277 |
| Private (fees from individuals) .... | 14,066 | 1,478 | 820 | 913 | 6,020 | 569 | 256 | 398 | 703 | 482 | 1,150 | 851 | 354 |
| Other ${ }^{13}$................................ | 37,843 | 8,407 | 2,845 | 3,024 | 11,914 | 1,141 | 716 | 883 | 1,768 | 1,459 | 2,835 | 1,916 | 865 |
| Percentage distribution of revenue |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total revenue ................................ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Federal ......... | 8.7 | 11.5 | 10.9 | 9.4 | 6.4 | 7.6 | 7.9 | 7.9 | 9.9 | 11.2 | 8.1 | 8.6 | 11.7 |
| State .... | 46.4 | 44.7 | 49.4 | 48.7 | 42.3 | 49.9 | 48.8 | 52.5 | 53.4 | 51.9 | 49.3 | 54.2 | 50.6 |
| Local | 44.9 | 43.8 | 39.7 | 42.0 | 51.2 | 42.5 | 43.3 | 39.6 | 36.8 | 36.9 | 42.6 | 37.1 | 37.6 |
| Expenditure amounts (in millions of current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total expenditures ........................ | \$638,442 | \$120,837 | \$44,052 | \$46,100 | \$237,230 | \$22,627 | \$11,731 | \$15,761 | \$29,094 | \$20,984 | \$43,095 | \$32,678 | \$14,002 |
| Current expenditures for schools ... | 546,034 | 99,459 | 37,465 | 39,156 | 204,565 | 19,866 | 10,136 | 13,428 | 25,293 | 18,274 | 37,503 | 28,598 | 12,062 |
| Instruction ............................. | 329,268 | 61,332 | 21,949 | 23,370 | 124,783 | 11,934 | 6,045 | 8,061 | 15,026 | 10,742 | 22,319 | 16,807 | 6,856 |
| Support services, students $\qquad$ Support services, instructional | 31,269 | 4,694 | 2,346 | 2,563 | 12,877 | 1,169 | 634 | 738 | 1,324 | 992 | 2,083 | 1,313 | 523 |
| staff ........................... | 25,042 | 4,676 | 2,181 | 1,981 | 9,073 | 946 | 442 | 544 | 1,162 | 843 | 1,549 | 1,124 | 497 |
| Administration ....................... | 41,228 | 6,728 | 2,807 | 2,889 | 14,924 | 1,421 | 780 | 1,089 | 2,108 | 1,617 | 3,002 | 2,622 | 1,230 |
| Operation and maintenance ....... | 52,343 | 9,931 | 3,457 | 3,676 | 19,253 | 1,912 | 958 | 1,263 | 2,431 | 1,807 | 3,594 | 2,774 | 1,282 |
| Transportation ........................ | 24,151 | 4,036 | 1,443 | 1,450 | 8,951 | 879 | 468 | 639 | 1,137 | 754 | 2,043 | 1,684 | 665 |
| Food service .......................... | 21,882 | 3,946 | 1,597 | 1,590 | 7,201 | 824 | 404 | 580 | 1,231 | 896 | 1,632 | 1,396 | 584 |
| Other ................................... | 20,851 | 4,116 | 1,686 | 1,637 | 7,502 | 781 | 405 | 514 | 875 | 624 | 1,282 | 879 | 426 |
| Other current expenditures | 26,342 | 7,203 | 1,933 | 1,752 | 9,300 | 761 | 479 | 622 | 837 | 449 | 1,590 | 1,009 | 392 |
| Interest on school debt ................ | 17,607 | 4,143 | 1,135 | 1,129 | 6,893 | 565 | 280 | 431 | 613 | 398 | 1,159 | 669 | 191 |
| Capital outlay .............................. | 48,459 | 10,032 | 3,518 | 4,063 | 16,472 | 1,435 | 835 | 1,280 | 2,351 | 1,862 | 2,842 | 2,401 | 1,357 |
| Percentage distribution of current expenditures for schools |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All current expenditures for schools ... | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Instruction .................................. | 60.3 | 61.7 | 58.6 | 59.7 | 61.0 | 60.1 | 59.6 | 60.0 | 59.4 | 58.8 | 59.5 | 58.8 | 56.8 |
| Support services .......................... | 10.3 | 9.4 | 12.1 | 11.6 | 10.7 | 10.6 | 10.6 | 9.5 | 9.8 | 10.0 | 9.7 | 8.5 | 8.5 |
| Administration .... | 7.6 | 6.8 | 7.5 | 7.4 | 7.3 | 7.2 | 7.7 | 8.1 | 8.3 | 8.8 | 8.0 | 9.2 | 10.2 |
| Operation and maintenance ........... | 9.6 | 10.0 | 9.2 | 9.4 | 9.4 | 9.6 | 9.5 | 9.4 | 9.6 | 9.9 | 9.6 | 9.7 | 10.6 |
| Transportation ....................... | 4.4 | 4.1 | 3.9 | 3.7 | 4.4 | 4.4 | 4.6 | 4.8 | 4.5 | 4.1 | 5.4 | 5.9 | 5.5 |
| Food service and other ................. | 7.8 | 8.1 | 8.8 | 8.2 | 7.2 | 8.1 | 8.0 | 8.1 | 8.3 | 8.3 | 7.8 | 8.0 | 8.4 |
| Per student amounts (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Current expenditure per student.. | \$2,819 | \$2,922 | \$2,702 | \$2,774 | \$2,839 | \$2,820 | \$2,770 | \$2,814 | \$2,809 | \$2,767 | \$2,790 | \$2,763 | \$2,635 |
| Instruction expenditure per student | 1,700 | 1,802 | 1,583 | 1,656 | 1,731 | 1,694 | 1,652 | 1,690 | 1,669 | 1,626 | 1,660 | 1,624 | 1,498 |

${ }^{1}$ Located inside an urbanized area and inside a principal city with a population of at least 250,000.
${ }^{2}$ Located inside an urbanized area and inside a principal city with a population of at least 100,000 but less than 250,000.
${ }^{3}$ Located inside an urbanized area and inside a principal city with a population less than 100,000. ${ }^{4}$ Located inside an urbanized area and outside a principal city with a population of 250,000 or more ${ }^{5}$ Located inside an urbanized area and outside a principal city with a population of at least 100,000 but less than 250,000.
${ }^{6}$ Located inside an urbanized area and outside a principal city with a population less than 100,000.
${ }^{7}$ Located inside an urban cluster that is 10 miles or less from an urbanized area.
${ }^{8}$ Located inside an urban cluster that is more than 10 but less than or equal to 35 miles from an urbanized area.
${ }^{9}$ Located inside an urban cluster that is more than 35 miles from an urbanized area.
${ }^{10}$ Located outside any urbanized area or urban cluster, but 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster.
${ }^{11}$ Located outside any urbanized area or urban cluster and more than 5 miles but less than or equal o 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
${ }^{12}$ Located outside any urbanized area or urban cluster, more than 25 miles from an urbanized area, and more than 10 miles from an urban cluster.
${ }^{13}$ Excludes revenues from other in-state school systems.
${ }^{14}$ Property tax and parent government contributions are determined on the basis of independence or dependence of the local school system and are mutually exclusive.
NOTE: Total includes data for some school districts not identified by locale. Detail may not sum to otals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Finance Survey (F33)," 2013-14. (This table was prepared December 2016.)

Table 236.10. Summary of expenditures for public elementary and secondary education and other related programs, by purpose: Selected years, 1919-20 through 2013-14

| School year | Total expenditures | Current expenditures for public elementary and secondary education |  |  |  |  |  |  | Current expenditures for other programs ${ }^{1}$ | Capital outlay ${ }^{2}$ | Interest on school debt |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Administration | Instruction | $\begin{array}{r} \text { Plant } \\ \text { operation } \end{array}$ | Plant <br> maintenance | Fixed charges | Other school services ${ }^{3}$ |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| $\begin{aligned} & \text { 1919-20 ............... } \\ & 1929-30 . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \\ & 1939-40 . . . . . . . . . . . ~ \\ & 1949-50 . . . . . . . . . . ~ \\ & 1959-60 . . . . . . . . ~ \end{aligned}$ | Amounts in thousands of current dollars |  |  |  |  |  |  |  |  |  |  |
|  | \$1,036,151 | $\$ 861,120$$1,843,252$$1,941,799$$4,687,274$$12,399,388$ | $\$ 36,752$78,68091,571220,050528,408 | $\$ 632,556$$1,17,727$$1,403,285$$3,112,340$$8,350,738$ | $\$ 115,707$216,072194,365427,587$1,085,036$ | $\$ 30,432$78,81073,321214,164422,586 | $\begin{array}{r} \$ 9,286 \\ 50,270 \\ 50,116 \\ 261,469 \\ 909,323 \end{array}$ | $\$ 36,387$101,993129,141451,663$1,033,297$ | $\begin{array}{r} \$ 3,277 \\ 9,825 \\ 13,367 \\ 35,614 \\ 132,566 \end{array}$ | $\$ 153,543$30,878257,974$1,014,176$$2,661,786$ | $\begin{array}{r} \$ 18,212 \\ 92,536 \\ 130,909 \\ 100,578 \\ 489,514 \end{array}$ |
|  | 2,316,790 |  |  |  |  |  |  |  |  |  |  |
|  | 2,344,049 |  |  |  |  |  |  |  |  |  |  |
|  | 5,837,643 |  |  |  |  |  |  |  |  |  |  |
|  | 15,613,254 |  |  |  |  |  |  |  |  |  |  |
|  | 40,683,429 | $\begin{array}{r} 34,217,773 \\ 86,984,142 \\ 188,22,399 \\ 323,88,508 \\ 387,593,617 \end{array}$ | $\begin{gathered} 1,606,646 \\ 4,263,757 \\ 16,346,9915 \\ 25,079,298 \\ 29,751,958 \end{gathered}$ | $\begin{gathered} 23,270,158 \\ 53,257,937 \\ 113,550,405 \\ 199,968,1385 \\ 237,731,734 \end{gathered}$ | $\begin{array}{r} 2,537,257 \\ 9,744,785 \\ 20,261,4155 \\ 31,190,295 \\ 36,830,517{ }^{5} \end{array}$ | 974,941 | $\begin{array}{r} 3,266,920 \\ 11,793,934 \end{array}$ | $\begin{array}{r} 2,561,856 \\ 7,923,729 \\ 38,070,588 \\ 67,60,776 \\ 8,279 \\ 8,408 \end{array}$ | $\begin{array}{r} 635,803 \\ 577,585 \\ 2,982,543 \\ 5,457,15 \\ 6,873,762 \end{array}$ | $\begin{array}{r} 4,659,072 \\ 6,506,167 \\ 17,781,342 \\ 43,357,186 \\ 48,940,374 \end{array}$ | $\begin{array}{r} 1,170,782 \\ 1,873,666 \\ 3,776,321 \\ 9,135,445 \\ 11,499,160 \end{array}$ |
|  | 95,961,561 |  |  |  |  |  |  |  |  |  |  |
|  | 212,769,564 |  |  |  |  |  |  |  |  |  |  |
|  | 381,838,155 |  |  |  |  |  |  |  |  |  |  |
|  | 454,906,912 |  |  |  |  | $\left.{ }^{4}\right)$ |  | 83,279,408 ${ }^{5}$ |  |  |  |
| $\begin{aligned} & 203-04 \ldots . . . . . . . . . . . . . . ~ \\ & 2004-0 . . . . . . . . . . . . ~ \\ & 2005-06 \ldots . . . . . . . . . . . . . ~ \\ & 2006-07 \ldots . . . . . . . . . . . . . . . . . . . . . . . . . ~ \end{aligned}$ | $\begin{aligned} & 474,241,531 \\ & 499,5688,736 \\ & 528,268,772 \\ & 562,94,807 \\ & 597,313,726 \end{aligned}$ | $\begin{aligned} & 403,390,369 \\ & 425,047,565 \\ & 449,131,342 \\ & 466,14,206 \\ & 506,884,219 \end{aligned}$ | $30,864,875^{5}$$32,666,223$$34,197,083^{5}$$36,213,8144^{5}$$38,203,341^{5}$ | $247,444,620$$260,046,266$$273,760,7988^{5}$$290,678,485^{5}$$308,238,6644^{5}$ | $\begin{aligned} & 38,720,4295 \\ & 40,926,8815 \\ & 44,313,835 \\ & 46,88,815^{5} \\ & 49,362,661^{5} \end{aligned}$ | $\begin{aligned} & \left(\left.\begin{array}{l} 4 \\ 4 \\ 4 \\ (4) \\ 4^{4} \\ (4) \\ (4) \end{array} \right\rvert\,\right. \end{aligned}$ |  | $\begin{array}{r} 86,360,444^{5} \\ 91,408,195 \\ 96,859,626^{5} \\ 103,092,995^{5} \\ 111,079,554 \end{array}$ | $6,927,551$$7,691,468$$7,415,575$$7,804,253$$8,307,720$ | $50,842,973$$53,528,382$$57,37,299$$62,863,465$$66,426,299$ | $\begin{aligned} & 13,080,638 \\ & 13,301,322 \\ & 14,346,556 \\ & 14,712,882 \\ & 15,695,488 \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{aligned} & 610,326,007 \\ & 60,, 18,292 \\ & 604,355,852 \\ & 601,993,584 \\ & 606,13,352 \\ & 625,015,858 \end{aligned}$ | $\begin{aligned} & 518,922,842 \\ & 524,715,242 \\ & 527,291,339 \\ & 527,207,246 \\ & 535,795,823 \\ & 553,500,792 \end{aligned}$ | $38,811,325$$38,972,700$$39,154,833$39$39,491,926$$40,349,598$$41,543,872$5 | $316,075,7100^{5}$$321,213,4015$$322,536,9833^{5}$$320,994,4744^{5}$$325,68,380$$336,421,627{ }^{5}$ | $\begin{aligned} & 50,559,027^{5} \\ & 50,023,919 \\ & 50,214,709 \\ & 49,834,65 \\ & 50,674,499^{5} \\ & 53,049,887 \\ & 5 \end{aligned}$ | $\begin{aligned} & \left(\left.\begin{array}{l} 4 \\ 4 \\ 4 \\ 4 \\ 4 \\ 4 \\ 4 \\ (4) \\ 4 \end{array} \right\rvert\,\right. \\ & \hline \end{aligned}$ | - | $\begin{aligned} & 113,476,779 \\ & 114,505,223 \\ & 115,384,813 \\ & 116,886,681 \\ & 119,089,346 \\ & 122,485,4866^{5} \end{aligned}$ | $\begin{aligned} & 8,463,793 \\ & 8,355,761 \\ & 8,161,44 \\ & 8,188,640 \\ & 8,031,416 \\ & 7,924,586 \end{aligned}$ | $65,890,367$$56,714,992$$50,968,815$$48,793,436$$45,720,570$$46,438,021$ | 17,049,004 <br> 17,232,297 <br> $17,934,224$ 17804262 <br> 17,265,542 <br> 17,152,459 |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  | - |  |  |  |  |
|  |  |  |  | Amoun | in thousands of | of constant 201 | -16 dollars ${ }^{7}$ |  |  |  |  |
|  | $\$ 12,954,660$$3,250,713$$39,966,413$$58,732,566$$126,612,793$ | $\$ 10,766,304$$25,63,037$$33,107,986$$47,158,918$$99,982,890$ | $\$ 459,498$$1,095,259$$1,561,300$$2,213,935$$4,285,027$ | $\$ 7,908,643$$18,343,326$$23,926,235$$31,313,428$$67,718,764$ | $\begin{array}{r} \$ 1,446,647 \\ 3,007,815 \\ 3,313,955 \\ 4,301,977 \\ 8,798,899 \end{array}$ | $\$ 380,481$$1,097,069$$1,250,135$$2,154,716$$3,426,883$ | $\$ 116,100$699,780854,486$2,630,654$$7,373,987$ | $\begin{aligned} & \$ 454,935 \\ & 1,419,786 \\ & 2,201,875 \\ & 4,544,207 \\ & 8,379,331 \end{aligned}$ | $\begin{array}{r} \$ 43,971 \\ 136,768 \\ 227,910 \\ 358,14 \\ 1,075,019 \end{array}$ | $\$ 1,919,698$$5,162,781$$4,398,498$$10,203,682$$21,585,261$ | $\begin{array}{r} \$ 227,699 \\ 1,288,141 \\ 2,232,020 \\ 1,011,921 \\ 3,969,623 \end{array}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 1969-70 . . . . . . . . . . . . . . . . . . ~ \\ & 1979-80 \ldots . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \end{aligned}$ | $\begin{aligned} & 256,621,700 \\ & 294,531,152 \\ & 399,274,508 \\ & 537,41,586 \\ & 595,214,924 \end{aligned}$ | $215,837,863$$266,97,103$$353,223,381$$455,868,311$$507,140,030$ | $10,134,353$$13,086,586$$30,676,083$$35,298,743$$38,928,425$5 | $\begin{aligned} & 146,782,797 \\ & 163,462,551 \\ & 213,08,5645 \\ & 281,452,913 \\ & 311,055,893^{5} \end{aligned}$ | $\begin{aligned} & 16,004,433 \\ & 29,909,296 \\ & 38,021,728 \\ & 43,89,881 \\ & 48,190,240^{5} \end{aligned}$ | 6,149,703 | $\begin{array}{r} 20,606,979 \\ 36,198,671 \end{array}$ | $\begin{array}{r} 16,159,598 \\ 24,319,999 \\ 71,441,606 \\ 95,217,472 \\ 108,965,472 \end{array}$ | $\begin{aligned} & 4,010,499 \\ & 1,834,145 \\ & 5,596,916 \\ & 7,680,669 \\ & 8,993,852 \end{aligned}$ | $\begin{aligned} & 29,388,353 \\ & 19,969,130 \\ & 33,367,726 \\ & 61,024,602 \\ & 64,035,169 \end{aligned}$ | $\begin{array}{r} 7,385,023 \\ 5,750,771 \\ 7,086,487 \\ 12,858,005 \\ 15,045,873 \end{array}$ |
|  |  |  |  |  |  | (4) |  |  |  |  |  |
|  |  |  |  |  |  | (4) |  |  |  |  |  |
|  |  |  |  |  |  | (4) | - |  |  |  |  |
|  |  |  |  |  |  | (4) |  |  |  |  |  |
| 2003-04. | $\begin{aligned} & 607,228,548 \\ & 620,91,351 \\ & 632,556,936 \\ & 656,210,650 \\ & 672,291,832 \end{aligned}$ | $\begin{aligned} & 516,509,272 \\ & 528,30,430 \\ & 537,796,594 \\ & 556,551,851 \\ & 570,511,116 \end{aligned}$ | $39,520,017{ }^{5}$$40,604,600$$40,948,100$$42,299,8515$$42,998,835^{5}$ | $\begin{aligned} & 316,833,1485^{5} \\ & 323,241,365^{5} \\ & 327,805,2795^{5} \\ & 339,288,647 \\ & 346,930,4775^{5} \end{aligned}$ | $\begin{aligned} & 49,578,429 \\ & 50,82,720^{5} \\ & 53,062,049 \\ & 54,660,116 \\ & 55,558,933 \end{aligned}$ | $\left.\begin{array}{l}(4) \\ (4) \\ 4 \\ 4 \\ 4 \\ 4 \\ 4 \\ 4\end{array}\right)$ |  | $110,577,678{ }^{5}$$113,621,743^{5}$$115,981,1666^{5}$$120,333,2377^{5}$$125,022,8711^{5}$ | $\begin{aligned} & 8,870,178 \\ & 9,560,609 \\ & 8,899,520 \\ & 9,109,359 \\ & 9,350,550 \end{aligned}$ | $65,100,382$$66,536,573$$68,702,042$$73,376,123$$74,764,493$ | $\begin{aligned} & 16,748,717 \\ & 16,533,740 \\ & 17,178,781 \\ & 17,173,318 \\ & 17,665,672 \end{aligned}$ |
| 2004-05.. |  |  |  |  |  |  | - |  |  |  |  |
| 2005-06 ... |  |  |  |  |  |  |  |  |  |  |  |
| 2006-07 .... |  |  |  |  |  |  | - |  |  |  |  |
| 2007-08 .............. |  |  |  |  |  |  | - |  |  |  |  |
|  | $\begin{aligned} & 677,477,846 \\ & 666,49,023 \\ & 651,343,113 \\ & 630,328,140 \\ & 64,, 74,317 \\ & 633,820,547 \end{aligned}$ | $576,017,940$$576,865,984$$568,287,014$$552,021,769$$551,831,346$$561,298,038$ | $\begin{aligned} & 43,081,5875 \\ & 42,846,144 \\ & 4,199,030 \\ & 41,150,727 \\ & 41 \\ & 41,557,198 \\ & 42,129,107^{5} \end{aligned}$ | $350,852,313{ }^{5}$$353,138,368$$347,613,483$$336,103,0015$$335,429,539$$341,160,847{ }^{5}$ | $56,121,844{ }^{5}$$54,995,729$$54,118,786^{5}$$52,179,753^{5}$$5,191,107^{5}$$53,797,127^{5}$ |  | - | 125,962,196 ${ }^{5}$ | 9,395,032 | 73,140,033 | 18,924,841 |
|  |  |  |  |  |  |  | - | 125,885,743 ${ }^{5}$ | 9,186,229 | 62,351,818 | 18,944,992 |
|  |  |  |  |  |  |  | - | 124,355,714 ${ }^{5}$ | 8,796,009 | 54,931,522 | 19,328,569 |
|  |  |  |  |  |  |  | - | 122,388,288 ${ }^{5}$ | 8,574,061 | 51,090,039 | 18,642,271 |
|  |  |  |  |  |  |  |  | 122,653,502 ${ }^{5}$ | 8,271,784 | 47,088,915 | 17,782,273 |
|  |  |  |  |  |  |  |  | 124,210,957 ${ }^{5}$ | 8,036,221 | 47,092,200 | 17,394,088 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 1919-20 . . . . . . . . . . . . . . . . ~ \\ & 1929-30 \ldots . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \end{aligned}$ | $\begin{aligned} & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \end{aligned}$ | 83.1 | 3.53.43.93.83.4 | 61.0 | 11.2 | 2.9 | 0.9 | 3.5 | 0.3 | 14.8 | 1.8 |
|  |  | 79.6 |  | 56.9 | 9.3 | 3.4 | 2.2 | 4.4 | 0.4 | 16.0 | 4.0 |
|  |  | 82.8 |  | 59.9 | 8.3 | 3.1 | 2.1 | 5.5 | 0.6 | 11.0 | 5.6 |
|  |  | 80.3 |  | 53.3 | 7.3 | 3.7 | 4.5 | 7.7 | 0.6 | 17.4 | 1.7 |
|  |  | 79.0 |  | 53.5 | 6.9 | 2.7 | 5.8 | 6.6 | 0.8 | 17.0 | 3.1 |
| $\begin{aligned} & 1969-70 \text {............... } \\ & 1979-80 . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \end{aligned}$ | $\begin{aligned} & 100.0 \\ & 10.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \end{aligned}$ | $\begin{aligned} & 84.1 \\ & 90.6 \\ & 88.5 \\ & 84.8 \\ & 85.2 \end{aligned}$ | $\begin{aligned} & 3.9 \\ & 4.4 \\ & 7.7^{5} \\ & 6.6^{5} \\ & 6.5^{5} \end{aligned}$ | 57.255.553.452.452.452. | 6.210.29.58.258.25 | 2.4$(4)$44444 | 8.012.3 | 6.3 <br> 8.3 <br> 17.95 <br> 17.75 <br> 1.35 | 1.6 | 11.5 | $\begin{aligned} & 2.9 \\ & 2.0 \\ & 1.8 \\ & 2.4 \\ & 2.5 \end{aligned}$ |
|  |  |  |  |  |  |  |  |  | 0.6 | 6.8 |  |
|  |  |  |  |  |  |  | - |  | 1.4 | 8.4 |  |
|  |  |  |  |  |  |  | - |  | 1.4 | 11.4 |  |
|  |  |  |  |  |  |  | - | $18.3{ }^{5}$ | 1.5 | 10.8 |  |
| $\begin{aligned} & 2003-04 \ldots \ldots . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \end{aligned}$ | $\begin{aligned} & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \end{aligned}$ | $\begin{aligned} & 85.1 \\ & 85.1 \\ & 85.0 \\ & 84.8 \\ & 84.9 \end{aligned}$ | $\begin{aligned} & 6.55 \\ & 6.5 \\ & 6.5 \\ & 6.5^{5} \\ & 6.4 \\ & 6.4^{5} \end{aligned}$ | $\begin{aligned} & 52.2{ }^{5} \\ & 5.1 \\ & 51.8^{5} \\ & 51.8^{5} \\ & 51.6^{5} \end{aligned}$ | $\begin{aligned} & 8.25 \\ & 8.25 \\ & 8.4 \\ & 8.4 \\ & 8.5^{5} \\ & 8.5^{5} \end{aligned}$ | $\begin{aligned} & \left(\left.\begin{array}{l} 4 \\ 4 \\ 4^{4} \\ (4) \\ 4^{4} \\ \left(4^{4}\right. \end{array} \right\rvert\,\right. \end{aligned}$ | - | 1825 | 1.5 | $\begin{aligned} & 10.7 \\ & 10.7 \\ & 10.9 \\ & 11.2 \\ & 11.1 \end{aligned}$ | 2.82.72.72.62.6 |
|  |  |  |  |  |  |  | - | $18.3{ }^{5}$ | 1.5 |  |  |
|  |  |  |  |  |  |  | - | $18.3{ }^{5}$ | 1.4 |  |  |
|  |  |  |  |  |  |  | - | $18.3{ }^{5}$ | 1.4 |  |  |
|  |  |  |  |  |  |  | - | $18.6{ }^{5}$ | 1.4 |  |  |
|  | $\begin{aligned} & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \\ & 100.0 \end{aligned}$ | 85.086.487.287.688.388.6 | $\begin{aligned} & 6.45 \\ & 6.4 \\ & 6.4 \\ & 6.5^{5} \\ & 6.6 \\ & 6.6^{5} \\ & 6.6^{5} \end{aligned}$ | $\begin{aligned} & 51.8^{5} \\ & 52.9 \\ & 53.4^{5} \\ & 53.3^{5} \\ & 53.7^{5} \\ & 53.8^{5} \end{aligned}$ | $\begin{aligned} & 8.3^{5} \\ & 8.2^{5} \\ & 8.3^{5} \\ & 8.3^{5} \\ & 8.4^{5} \\ & 8.5^{5} \end{aligned}$ |  | - | $\begin{aligned} & 18.6^{5} \\ & 18.9 \\ & 19.1^{5} \\ & 19.4 \\ & 196^{5} \\ & 19.6^{5} \end{aligned}$ | $\begin{aligned} & 1.4 \\ & 1.4 \\ & 1.4 \\ & 1.4 \\ & 1.3 \\ & 1.3 \end{aligned}$ | $\begin{array}{r}10.8 \\ 10.8 \\ 9.3 \\ 8.4 \\ 8.1 \\ 7.5 \\ 7.4 \\ \hline\end{array}$ | 2.82.83.03.02.82.7 |
|  |  |  |  |  |  |  | - |  |  |  |  |
|  |  |  |  |  |  |  | - |  |  |  |  |
|  |  |  |  |  |  |  | - |  |  |  |  |
|  |  |  |  |  |  |  | - |  |  |  |  |
|  |  |  |  |  |  |  | - |  |  |  |  |

[^66]NOTE: Beginning in 1959-60, includes Alaska and Hawaii. Beginning in 1989-90, state administration expenditures were excluded from both "total" and "current" expenditures. Beginning in 1989-90, extensive changes were made in the data collection procedures. Detail may not sum o totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1919-20 through 1949-50; Statistics of State School Systems, 1959-60 and 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1979-80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2013-14. (This table was prepared July 2016.)

Table 236.15. Current expenditures and current expenditures per pupil in public elementary and secondary schools: 1989-90 through 2026-27

| School year | Current expenditures in unadjusted dollars ${ }^{1}$ |  |  | Current expenditures in constant 2015-16 dollars ${ }^{2}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, in billions | Per pupil in fall enrollment | Per pupil in average daily attendance (ADA) | Total current expenditures |  | Per pupil in fall enrollment |  | Per pupil in average daily attendance (ADA) |  |
|  |  |  |  | In billions | Annual percentage change | Per pupil enrolled | Annual percentage change | Per pupil in ADA | Annual percentage change |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1989-90 .......................... | \$188.2 | \$4,643 | \$4,980 | \$353.2 | 3.8 | \$8,712 | 2.9 | \$9,345 | 2.3 |
| 1990-91 ........................ | 202.0 | 4,902 | 5,258 | 359.5 | 1.8 | 8,722 | 0.1 | 9,355 | 0.1 |
| 1991-92 ...................... | 211.2 | 5,023 | 5,421 | 364.1 | 1.3 | 8,660 | -0.7 | 9,346 | -0.1 |
| 1992-93 ........................ | 220.9 | 5,160 | 5,584 | 369.4 | 1.4 | 8,626 | -0.4 | 9,335 | -0.1 |
| 1993-94 ......................... | 231.5 | 5,327 | 5,767 | 377.3 | 2.1 | 8,681 | 0.6 | 9,399 | 0.7 |
| 1994-95 ....................... | 243.9 | 5,529 | 5,989 | 386.4 | 2.4 | 8,758 | 0.9 | 9,488 | 0.9 |
| 1995-96 ....................... | 255.1 | 5,689 | 6,147 | 393.4 | 1.8 | 8,774 | 0.2 | 9,480 | -0.1 |
| 1996-97 ......................... | 270.2 | 5,923 | 6,393 | 405.1 | 3.0 | 8,882 | 1.2 | 9,586 | 1.1 |
| 1997-98 ....................... | 285.5 | 6,189 | 6,676 | 420.6 | 3.8 | 9,118 | 2.7 | 9,834 | 2.6 |
| 1998-99 ........................ | 302.9 | 6,508 | 7,013 | 438.6 | 4.3 | 9,424 | 3.4 | 10,156 | 3.3 |
| 1999-2000 ..................... | 323.9 | 6,912 | 7,394 | 455.9 | 3.9 | 9,729 | 3.2 | 10,406 | 2.5 |
| 2000-01 ......................... | 348.4 | 7,380 | 7,904 | 474.1 | 4.0 | 10,043 | 3.2 | 10,756 | 3.4 |
| 2001-02 ........................ | 368.4 | 7,727 | 8,259 | 492.6 | 3.9 | 10,333 | 2.9 | 11,043 | 2.7 |
| 2002-03 ........................ | 387.6 | 8,044 | 8,610 | 507.1 | 3.0 | 10,525 | 1.9 | 11,265 | 2.0 |
| 2003-04 ........................ | 403.4 | 8,310 | 8,900 | 516.5 | 1.8 | 10,641 | 1.1 | 11,395 | 1.2 |
| 2004-05 ........................ | 425.0 | 8,711 | 9,316 | 528.3 | 2.3 | 10,828 | 1.8 | 11,580 | 1.6 |
| 2005-06 ......................... | 449.1 | 9,145 | 9,778 | 537.8 | 1.8 | 10,950 | 1.1 | 11,709 | 1.1 |
| 2006-07 ........................ | 476.8 | 9,679 | 10,336 | 556.6 | 3.5 | 11,298 | 3.2 | 12,064 | 3.0 |
| 2007-08 ....................... | 506.9 | 10,298 | 10,982 | 570.5 | 2.5 | 11,591 | 2.6 | 12,361 | 2.5 |
| 2008-09 ........................ | 518.9 | 10,540 | 11,239 | 576.0 | 1.0 | 11,699 | 0.9 | 12,475 | 0.9 |
| 2009-10 ........................ | 524.7 | 10,636 | 11,427 | 576.9 | 0.1 | 11,693 | -0.1 | 12,563 | 0.7 |
| 2010-11 ........................ | 527.3 | 10,663 | 11,433 | 568.3 | -1.5 | 11,492 | -1.7 | 12,322 | -1.9 |
| 2011-12 | 527.2 | 10,648 | 11,362 | 552.0 | -2.9 | 11,149 | -3.0 | 11,897 | -3.5 |
| 2012-13 ......................... | 535.8 | 10,771 | 11,509 | 551.8 | \# | 11,093 | -0.5 | 11,854 | -0.4 |
| 2013-14 .......................... | 553.5 | 11,070 | 11,830 | 561.3 | 1.7 | 11,226 | 1.2 | 12,000 | 1.2 |
| 2014-153 | 565.2 | 11,230 | 12,020 | 569.0 | 1.4 | 11,310 | 0.8 | 12,100 | 0.8 |
| 2015-163 ....................... | 580.3 | 11,490 | 12,300 | 580.3 | 2.0 | 11,490 | 1.6 | 12,300 | 1.6 |
| 2016-173 ...................... | 599.6 | 11,840 | 12,670 | 588.5 | 1.4 | 11,630 | 1.1 | 12,430 | 1.1 |
| 2017-183 ...................... | 623.5 | 12,300 | 13,150 | 596.7 | 1.4 | 11,770 | 1.2 | 12,590 | 1.2 |
| 2018-193 ..................... | 647.9 | 12,760 | 13,650 | 605.5 | 1.5 | 11,930 | 1.4 | 12,760 | 1.4 |
| 2019-20 ${ }^{3}$ | 672.8 | 13,230 | 14,150 | 613.8 | 1.4 | 12,070 | 1.2 | 12,910 | 1.2 |
| 2020-213 ...................... | 699.1 | 13,710 | 14,660 | 622.4 | 1.4 | 12,200 | 1.1 | 13,050 | 1.1 |
| 2021-223 ..................... | 726.6 | 14,200 | 15,190 | 631.5 | 1.5 | 12,340 | 1.2 | 13,200 | 1.2 |
| 2022-233 ...................... | 755.3 | 14,720 | 15,750 | 640.3 | 1.4 | 12,480 | 1.1 | 13,350 | 1.1 |
| 2023-243 ...................... | 785.2 | 15,260 | 16,320 | 649.2 | 1.4 | 12,620 | 1.1 | 13,500 | 1.1 |
| 2024-253 ...................... | 814.7 | 15,800 | 16,900 | 657.5 | 1.3 | 12,750 | 1.1 | 13,640 | 1.1 |
| 2025-263 ${ }^{3}$...................... | 844.1 | 16,350 | 17,490 | 664.8 | 1.1 | 12,870 | 1.0 | 13,770 | 1.0 |
| 2026-273 ...................... | 865.9 | 16,740 | 17,900 | 669.5 | 0.7 | 12,940 | 0.5 | 13,840 | 0.5 |

[^67]SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2013-14; National Elementary and Secondary Enrollment Projection Model, 1972 through 2026; and Public Elementary and Secondary Education Current Expenditure Projection Model, 1973-74 through 2026-27. (This table was prepared March 2017.)

Table 236.20. Total expenditures for public elementary and secondary education and other related programs, by function and subfunction: Selected years, 1990-91 through 2013-14

|  | Expenditures (in thousands of current dollars) |  |  |  |  |  |  |  | Percentage distribution of current expenditures for public schools |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Function and subfunction | 1990-91 | 2000-01 | 2003-04 | 2009-10 | 2010-11 | 2011-12 | 2012-131 | 2013-14 | 1990-91 | 2000-01 | 2003-04 | 2009-10 | 2010-11 | 2011-12 | 2012-131 | 2013-14 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Total expenditures .......... | \$229,429,715 | \$410,811,185 | \$474,241,531 | \$607,018,292 | \$604,355,852 | \$601,993,584 | \$606,813,352 | \$625,015,858 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Current expenditures for public schools ...... | 202,037,752 | 348,360,841 | 403,390,369 | 524,715,242 | 527,291,339 | 527,207,246 | 535,795,823 | 553,500,792 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Salaries | 132,730,931 ${ }^{2}$ | 224,305,806 | 252,179,893 | 314,037,286 | 311,541,792 | 308,593,027 | 311,649,709 | 318,721,009 | 65.70 | 64.39 | 62.52 | 59.85 | 59.08 | 58.53 | 58.17 | 57.58 |
| Employee benefits . | 33,954,456 ${ }^{2}$ | 57,976,490 | 74,483,569 | 108,475,595 | 111,750,200 | 114,335,598 | 117,974,476 | 123,647,458 | 16.81 | 16.64 | 18.46 | 20.67 | 21.19 | 21.69 | 22.02 | 22.34 |
| Purchased services ........ | 16,380,643 ${ }^{2}$ | 31,778,754 | 37,505,263 | 51,969,406 | 53,498,786 | 54,335,285 | 55,789,458 | 58,195,234 | 8.11 | 9.12 | 9.30 | 9.90 | 10.15 | 10.31 | 10.41 | 10.51 |
| Tuition. | 1,192,505 ${ }^{2}$ | 2,458,366 | 3,327,600 | 4,749,301 | 4,988,203 | 5,013,317 | 5,097,767 | 5,295,678 | 0.59 | 0.71 | 0.82 | 0.91 | 0.95 | 0.95 | 0.95 | 0.96 |
| Supplies ........................... | 14,805,956 ${ }^{2}$ | 28,262,078 | 31,907,726 | 40,334,985 | 40,417,163 | 40,076,526 | 40,662,095 | 42,867,722 | 7.33 | 8.11 | 7.91 | 7.69 | 7.67 | 7.60 | 7.59 | 7.74 |
| Other ................................. | 2,973,261 ${ }^{2}$ | 3,579,347 | 3,986,317 | 5,148,668 | 5,095,195 | 4,853,493 | 4,622,319 | 4,773,691 | 1.47 | 1.03 | 0.99 | 0.98 | 0.97 | 0.92 | 0.86 | 0.86 |
| Instruction .. | 122,223,362 | 214,333,003 | 247,444,620 | 321,213,401 | 322,536,983 | 320,994,474 | 325,682,380 | 336,421,627 | 60.50 | 61.53 | 61.34 | 61.22 | 61.17 | 60.89 | 60.78 | 60.78 |
| Salaries. | 90,742,284 | 154,512,089 | 172,998,433 | 214,435,825 | 212,998,609 | 210,735,097 | 212,563,444 | 217,283,226 | 44.91 | 44.35 | 42.89 | 40.87 | 40.39 | 39.97 | 39.67 | 39.26 |
| Employee benefits ....... | 22,347,524 | 39,522,678 | 50,040,333 | 73,051,571 | 75,248,811 | 76,950,048 | 79,502,797 | 83,938,781 | 11.06 | 11.35 | 12.40 | 13.92 | 14.27 | 14.60 | 14.84 | 15.17 |
| Purchased services .......... | 2,722,639 | 6,430,708 | 8,242,306 | 13,843,875 | 14,694,620 | 14,537,511 | 14,757,780 | 15,174,548 | 1.35 | 1.85 | 2.04 | 2.64 | 2.79 | 2.76 | 2.75 | 2.74 |
| Tuition ............................. | 1,192,505 | 2,458,366 | 3,327,600 | 4,749,301 | 4,988,203 | 5,013,317 | 5,097,767 | 5,295,678 | 0.59 | 0.71 | 0.82 | 0.91 | 0.95 | 0.95 | 0.95 | 0.96 |
| Supplies | 4,584,754 | 10,377,554 | 11,722,378 | 13,689,672 | 13,135,284 | 12,433,973 | 12,415,970 | 13,342,733 | 2.27 | 2.98 | 2.91 | 2.61 | 2.49 | 2.36 | 2.32 | 2.41 |
| Textbooks | - | - | 2,229,100 | 2,547,273 | 2,324,846 | 2,167,152 | 2,129,590 | 2,321,424 | - | - | - | 0.49 | 0.44 | 0.41 | 0.40 | 0.42 |
| Other ............................. | 633,656 | 1,031,608 | 1,113,570 | 1,443,155 | 1,471,457 | 1,324,530 | 1,344,623 | 1,386,661 | 0.31 | 0.30 | 0.28 | 0.28 | 0.28 | 0.25 | 0.25 | 0.25 |
| Student support ${ }^{3} \ldots . . . . . . . . . . . . . .$. | 8,926,010 | 17,292,756 | 20,881,322 | 29,134,124 | 29,368,646 | 29,173,107 | 29,916,535 | 30,754,740 | 4.42 | 4.96 | 5.18 | 5.55 | 5.57 | 5.53 | 5.58 | 5.56 |
| Salaries ......................... | 6,565,965 | 12,354,464 | 14,485,849 | 19,397,151 | 19,367,865 | 18,987,262 | 19,331,709 | 19,823,900 | 3.25 | 3.55 | 3.59 | 3.70 | 3.67 | 3.60 | 3.61 | 3.58 |
| Employee benefits ............ | 1,660,082 | 3,036,037 | 4,040,367 | 6,337,026 | 6,533,691 | 6,787,639 | 7,062,770 | 7,315,612 | 0.82 | 0.87 | 1.00 | 1.21 | 1.24 | 1.29 | 1.32 | 1.32 |
| Purchased services .......... | 455,996 | 1,328,600 | 1,708,119 | 2,490,533 | 2,583,714 | 2,681,311 | 2,790,029 | 2,850,083 | 0.23 | 0.38 | 0.42 | 0.47 | 0.49 | 0.51 | 0.52 | 0.51 |
| Supplies .......................... | 191,482 | 421,838 | 464,635 | 544,965 | 521,729 | 510,364 | 536,040 | 564,418 | 0.09 | 0.12 | 0.12 | 0.10 | 0.10 | 0.10 | 0.10 | 0.10 |
| Other ................................ | 52,485 | 151,817 | 182,352 | 364,449 | 361,647 | 206,531 | 195,987 | 200,726 | 0.03 | 0.04 | 0.05 | 0.07 | 0.07 | 0.04 | 0.04 | 0.04 |
| Instructional staff services ${ }^{4}$. | 8,467,142 | 15,926,856 | 19,091,186 | 25,108,146 | 24,893,140 | 24,647,377 | 24,940,915 | 25,354,088 | 4.19 | 4.57 | 4.73 | 4.79 | 4.72 | 4.68 | 4.65 | 4.58 |
| Salaries ................... | 5,560,129 | 9,790,767 | 11,483,486 | 14,827,754 | 14,490,521 | 14,333,780 | 14,478,409 | 14,685,417 | 2.75 | 2.81 | 2.85 | 2.83 | 2.75 | 2.72 | 2.70 | 2.65 |
| Employee benefits | 1,408,217 | 2,356,440 | 3,157,356 | 4,835,699 | 4,933,118 | 4,973,417 | 5,098,479 | 5,234,448 | 0.70 | 0.68 | 0.78 | 0.92 | 0.94 | 0.94 | 0.95 | 0.95 |
| Purchased services .......... | 622,487 | 2,003,598 | 2,474,229 | 3,379,483 | 3,438,979 | 3,413,606 | 3,484,764 | 3,444,241 | 0.31 | 0.58 | 0.61 | 0.64 | 0.65 | 0.65 | 0.65 | 0.62 |
| Supplies ....................... | 776,863 | 1,566,954 | 1,777,640 | 1,838,108 | 1,810,950 | 1,708,502 | 1,666,377 | 1,786,877 | 0.38 | 0.45 | 0.44 | 0.35 | 0.34 | 0.32 | 0.31 | 0.32 |
| Other ............................ | 99,445 | 209,097 | 198,476 | 227,101 | 219,573 | 218,072 | 212,886 | 203,105 | 0.05 | 0.06 | 0.05 | 0.04 | 0.04 | 0.04 | 0.04 | 0.04 |
| General administration ......... | 5,791,253 | 7,108,291 | 8,266,957 | 10,421,207 | 10,494,526 | 10,569,141 | 10,825,907 | 11,116,241 | 2.87 | 2.04 | 2.05 | 1.99 | 1.99 | 2.00 | 2.02 | 2.01 |
| Salaries | 2,603,562 | 3,351,554 | 3,732,878 | 4,452,059 | 4,401,697 | 4,377,224 | 4,472,689 | 4,622,002 | 1.29 | 0.96 | 0.93 | 0.85 | 0.83 | 0.83 | 0.83 | 0.84 |
| Employee benefits ............ | 777,381 | 1,000,698 | 1,262,864 | 1,801,413 | 1,856,221 | 1,920,231 | 1,951,275 | 1,915,312 | 0.38 | 0.29 | 0.31 | 0.34 | 0.35 | 0.36 | 0.36 | 0.35 |
| Purchased services ........... | 1,482,427 | 2,099,032 | 2,505,398 | 3,145,503 | 3,236,857 | 3,305,165 | 3,450,629 | 3,585,415 | 0.73 | 0.60 | 0.62 | 0.60 | 0.61 | 0.63 | 0.64 | 0.65 |
| Supplies ....................... | 172,898 | 206,137 | 217,151 | 233,729 | 228,417 | 239,097 | 232,774 | 237,184 | 0.09 | 0.06 | 0.05 | 0.04 | 0.04 | 0.05 | 0.04 | 0.04 |
| Other ............................. | 754,985 | 450,870 | 548,666 | 788,501 | 771,334 | 727,423 | 718,540 | 756,327 | 0.37 | 0.13 | 0.14 | 0.15 | 0.15 | 0.14 | 0.13 | 0.14 |
| School administration ............ | 11,695,344 | 19,580,890 | 22,597,918 | 28,551,493 | 28,660,307 | 28,922,785 | 29,523,691 | 30,427,632 | 5.79 | 5.62 | 5.60 | 5.44 | 5.44 | 5.49 | 5.51 | 5.50 |
| Salaries | 8,935,903 | 14,817,213 | 16,626,755 | 20,351,317 | 20,191,545 | 20,198,660 | 20,574,974 | 21,139,868 | 4.42 | 4.25 | 4.12 | 3.88 | 3.83 | 3.83 | 3.84 | 3.82 |
| Employee benefits ............. | 2,257,783 | 3,689,689 | 4,710,083 | 6,722,417 | 6,972,708 | 7,167,104 | 7,426,690 | 7,718,224 | 1.12 | 1.06 | 1.17 | 1.28 | 1.32 | 1.36 | 1.39 | 1.39 |
| Purchased services .......... | 247,750 | 611,638 | 754,181 | 931,494 | 931,765 | 976,085 | 944,190 | 973,306 | 0.12 | 0.18 | 0.19 | 0.18 | 0.18 | 0.19 | 0.18 | 0.18 |
| Supplies | 189,711 | 369,257 | 399,456 | 419,531 | 426,864 | 423,318 | 432,107 | 435,771 | 0.09 | 0.11 | 0.10 | 0.08 | 0.08 | 0.08 | 0.08 | 0.08 |
| Other | 64,197 | 93,093 | 107,444 | 126,734 | 137,426 | 157,618 | 145,730 | 160,462 | 0.03 | 0.03 | 0.03 | 0.02 | 0.03 | 0.03 | 0.03 | 0.03 |
| Operation and maintenance .. | 21,290,655 | 34,034,158 | 38,720,429 | 50,023,919 | 50,214,709 | 49,834,165 | 50,674,499 | 53,049,807 | 10.54 | 9.77 | 9.60 | 9.53 | 9.52 | 9.45 | 9.46 | 9.58 |
| Salaries ......................... | 8,849,559 | 13,461,242 | 14,811,588 | 17,956,826 | 17,604,634 | 17,434,337 | 17,468,535 | 17,846,261 | 4.38 | 3.86 | 3.67 | 3.42 | 3.34 | 3.31 | 3.26 | 3.22 |
| Employee benefits ............ | 2,633,075 | 3,778,520 | 5,019,477 | 7,040,412 | 7,195,927 | 7,327,835 | 7,473,129 | 7,694,266 | 1.30 | 1.08 | 1.24 | 1.34 | 1.36 | 1.39 | 1.39 | 1.39 |
| Purchased services ........... | 5,721,125 | 9,642,217 | 10,463,087 | 13,095,871 | 13,351,922 | 13,436,115 | 14,015,338 | 15,022,123 | 2.83 | 2.77 | 2.59 | 2.50 | 2.53 | 2.55 | 2.62 | 2.71 |
| Supplies ........................ | 3,761,738 | 6,871,845 | 8,091,029 | 11,483,968 | 11,638,187 | 11,242,771 | 11,349,828 | 12,078,599 | 1.86 | 1.97 | 2.01 | 2.19 | 2.21 | 2.13 | 2.12 | 2.18 |
| Other ............................. | 325,157 | 280,334 | 335,247 | 446,842 | 424,039 | 393,107 | 367,669 | 408,559 | 0.16 | 0.08 | 0.08 | 0.09 | 0.08 | 0.07 | 0.07 | 0.07 |

See notes at end of table.

| Function and subtunction | Expenditures (in thousands of current dollars) |  |  |  |  |  |  |  | Percentage distribution of current expenditures for public schools |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2003-04 | 2009-10 | 2010-11 | 2011-12 | 2012-131 | 2013-14 | 1990-91 | 2000-01 | 2003-04 | 2009-10 | 2010-11 | 2011-12 | 2012-131 | 2013-14 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Student transportation. | 8,678,954 | 14,052,654 | 16,348,784 | 21,819,304 | 22,370,807 | 22,926,700 | 23,237,941 | 23,845,024 | 4.30 | 4.03 | 4.05 | 4.16 | 4.24 | 4.35 | 4.34 | 4.31 |
| Salaries ................. | 3,285,127 | 5,406,092 | 6,105,136 | 7,633,213 | 7,527,611 | 7,483,297 | 7,525,466 | 7,683,609 | 1.63 | 1.55 | 1.51 | 1.45 | 1.43 | 1.42 | 1.40 | 1.39 |
| Employee benefits .... | 892,985 | 1,592,127 | 2,119,101 | 3,048,962 | 3,124,937 | 3,182,346 | 3,249,580 | 3,296,148 | 0.44 | 0.46 | 0.53 | 0.58 | 0.59 | 0.60 | 0.61 | 0.60 |
| Purchased services ............. | 3,345,232 | 5,767,462 | 6,736,968 | 8,982,432 | 9,153,621 | 9,409,711 | 9,580,324 | 9,952,485 | 1.66 | 1.66 | 1.67 | 1.71 | 1.74 | 1.78 | 1.79 | 1.80 |
| Supplies ..................... | 961,447 | 1,159,350 | 1,192,548 | 1,967,717 | 2,370,182 | 2,625,741 | 2,656,230 | 2,669,290 | 0.48 | 0.33 | 0.30 | 0.38 | 0.45 | 0.50 | 0.50 | 0.48 |
| Other ........................ | 194,163 | 127,623 | 195,031 | 186,979 | 194,456 | 225,605 | 226,340 | 243,492 | 0.10 | 0.04 | 0.05 | 0.04 | 0.04 | 0.04 | 0.04 | 0.04 |
| Other support services ${ }^{5}$. | 5,587,837 | 11,439,134 | 13,488,270 | 17,189,474 | 17,246,807 | 17,850,135 | 18,054,249 | 19,034,031 | 2.77 | 3.28 | 3.34 | 3.28 | 3.27 | 3.39 | 3.37 | 3.44 |
| Salaries ...................... | 2,900,394 | 5,521,381 | 6,344,591 | 8,162,557 | 8,139,084 | 8,178,386 | 8,323,191 | 8,618,760 | 1.44 | 1.58 | 1.57 | 1.56 | 1.54 | 1.55 | 1.55 | 1.56 |
| Employee benefits .......... | 980,859 | 1,594,540 | 2,265,789 | 3,136,979 | 3,295,052 | 3,395,915 | 3,497,220 | 3,694,718 | 0.49 | 0.46 | 0.56 | 0.60 | 0.62 | 0.64 | 0.65 | 0.67 |
| Purchased services .......... | 798,922 | 2,783,176 | 3,185,599 | 3,915,823 | 3,876,650 | 4,221,440 | 4,317,682 | 4,671,333 | 0.40 | 0.80 | 0.79 | 0.75 | 0.74 | 0.80 | 0.81 | 0.84 |
| Supplies ........................ | 294,527 | 626,889 | 766,110 | 852,467 | 876,293 | 916,214 | 964,937 | 1,097,951 | 0.15 | 0.18 | 0.19 | 0.16 | 0.17 | 0.17 | 0.18 | 0.20 |
| Other .......................... | 613,135 | 913,148 | 926,181 | 1,121,648 | 1,059,728 | 1,138,181 | 951,218 | 951,269 | 0.30 | 0.26 | 0.23 | 0.21 | 0.20 | 0.22 | 0.18 | 0.17 |
| Food services ............. | 8,430,490 | 13,816,635 | 15,652,674 | 19,996,995 | 20,394,768 | 21,198,367 | 21,835,757 | 22,341,829 | 4.17 | 3.97 | 3.88 | 3.81 | 3.87 | 4.02 | 4.08 | 4.04 |
| Salaries ...................... |  | 4,966,092 | 5,409,803 | 6,483,443 | 6,482,085 | 6,563,700 | 6,607,619 | 6,699,499 | - | 1.43 | 1.34 | 1.24 | 1.23 | 1.24 | 1.23 | 1.21 |
| Employee benefits .......... | - | 1,381,923 | 1,790,483 | 2,409,983 | 2,492,673 | 2,529,156 | 2,609,835 | 2,731,484 | - | 0.40 | 0.44 | 0.46 | 0.47 | 0.48 | 0.49 | 0.49 |
| Purchased services ........ | - | 923,091 | 1,252,027 | 1,926,821 | 2,058,018 | 2,177,107 | 2,270,476 | 2,335,017 | - | 0.26 | 0.31 | 0.37 | 0.39 | 0.41 | 0.42 | 0.42 |
| Supplies ....................... | - | 6,420,201 | 7,009,747 | 8,943,177 | 9,118,886 | 9,681,540 | 10,110,849 | 10,333,931 | - | 1.84 | 1.74 | 1.70 | 1.73 | 1.84 | 1.89 | 1.87 |
| Other .......................... | - | 125,327 | 190,613 | 233,573 | 243,105 | 246,864 | 236,978 | 241,899 | - | 0.04 | 0.05 | 0.04 | 0.05 | 0.05 | 0.04 | 0.04 |
| Enterprise operations ${ }^{6}$...... | 946,705 | 776,463 | 898,209 | 1,257,180 | 1,110,646 | 1,090,995 | 1,103,949 | 1,155,773 | 0.47 | 0.22 | 0.22 | 0.24 | 0.21 | 0.21 | 0.21 | 0.21 |
| Salaries ...................... | - | 124,913 | 181,374 | 337,140 | 338,141 | 301,285 | 303,674 | 318,467 | - | 0.04 | 0.04 | 0.06 | 0.06 | 0.06 | 0.06 | 0.06 |
| Employee benefits ......... | - | 23,837 | 77,717 | 91,133 | 97,063 | 101,907 | 102,699 | 108,464 | - | 0.01 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 |
| Purchased services ........ | - | 189,230 | 183,349 | 257,570 | 172,641 | 177,234 | 178,246 | 186,682 | - | 0.05 | 0.05 | 0.05 | 0.03 | 0.03 | 0.03 | 0.03 |
| Supplies ....................... | - | 242,052 | 267,031 | 361,651 | 290,372 | 295,006 | 296,981 | 320,969 | - | 0.07 | 0.07 | 0.07 | 0.06 | 0.06 | 0.06 | 0.06 |
| Other ........................... | - | 196,430 | 188,738 | 209,686 | 212,430 | 215,563 | 222,349 | 221,191 | - | 0.06 | 0.05 | 0.04 | 0.04 | 0.04 | 0.04 | 0.04 |
| Current expenditures for other programs | 3,295,717 | 6,063,700 | 6,927,551 | 8,355,761 | 8,161,474 | 8,188,640 | 8,031,416 | 7,924,586 | t | $\dagger$ |  | t | t | + | t |  |
| Community services ............. | 964,370 | 2,426,189 | 2,720,844 | 3,398,025 | 3,269,802 | 3,209,484 | 3,132,422 | 3,140,312 | t | t | † | + | t | + | † | † |
| Private school programs ....... | 527,609 | 1,026,695 | 1,146,373 | 1,423,681 | 1,427,539 | 1,441,688 | 1,471,013 | 1,477,488 | t | † |  | † | + |  | + | $\dagger$ |
| Adult education .................. | 1,365,523 | 1,838,265 | 1,968,046 | 2,084,477 | 2,013,156 | 1,931,449 | 1,829,564 | 1,804,646 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Community colleges ............. | 5,356 | 351 | 210 | 33,274 | 34,045 | 29,488 | 30,107 | 30,906 | t | † | $\dagger$ | † | † | + | $\dagger$ | $\dagger$ |
| Other ............................. | 432,858 | 772,200 | 1,092,079 | 1,416,305 | 1,416,931 | 1,576,530 | 1,568,310 | 1,471,234 | $\dagger$ | $\dagger$ | $\dagger$ | † | $\dagger$ | † | $\dagger$ | $\dagger$ |
| Capital outlay ${ }^{7}$................... | 19,771,478 | 46,220,704 | 50,842,973 | 56,714,992 | 50,968,815 | 48,793,436 | 45,720,570 | 46,438,021 | $\dagger$ | $\dagger$ | † | t | † | t | $\dagger$ | † |
| Public schools ........... | 19,655,496 | 46,078,494 | 50,731,632 | 56,621,337 | 50,888,951 | 48,717,033 | 45,555,651 | 46,296,955 | t | t | $\dagger$ | t | † | t | t | $\dagger$ |
| Other current expenditures ... | 115,982 | 142,210 | 111,341 | 93,655 | 79,864 | 76,403 | 164,919 | 141,066 | $\dagger$ | $\dagger$ | † | $\dagger$ | † | $\dagger$ | $\dagger$ | $\dagger$ |
| Interest on school debt ........... | 4,324,768 | 10,165,940 | 13,080,638 | 17,232,297 | 17,934,224 | 17,804,262 | 17,265,542 | 17,152,459 | + | $\dagger$ | † | † | † | + | † | † |

## -Not available.

Data have been revised from previously published figures.
Includes estimated data for subfunctions of food services and enterprise operations
${ }^{4}$ Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.
${ }^{5}$ Includes business support services concerned with paying, transporting, exchanging, and maintaining goods and services for vices, including planning, research, evaluation, information, staff, and data processing services; and other support services.
${ }^{6}$ Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time). Includes very small amounts for direct program support made by state education agencies for local school districts. Includes expenditures for property and for buildings and alterations completed by school district staff or contractors. NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1990-91 through 2013-14. (This table was prepared July 2016.)

Table 236.25. Current expenditures for public elementary and secondary education, by state or jurisdiction: Selected years, 1969-70 through 2013-14

| State or jurisdiction | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-131 | 2013-14 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| United States | \$34,217,773 | \$86,984,142 | \$188,229,359 | \$323,888,508 | \$387,593,617 | \$403,390,369 | \$425,047,565 | \$449,131,342 | \$476,814,206 | \$506,884,219 | \$518,922,842 | \$524,715,242 | \$527,291,339 | \$527,207,246 | \$535,795,823 | \$553,500,792 |
| Alabama | 422,730 | 1,146,713 | 2,275,233 | 4,176,082 | 4,657,643 | 4,812,479 | 5,164,406 | 5,699,076 | 6,245,031 | 6,832,439 | 6,683,843 | 6,670,517 | 6,592,925 | 6,386,517 | 6,532,358 | 6,742,829 |
| Alaska | 81,374 | 377,947 | 828,051 | 1,183,499 | 1,326,226 | 1,354,846 | 1,442,269 | 1,529,645 | 1,634,316 | 1,918,375 | 2,007,319 | 2,084,019 | 2,201,270 | 2,292,205 | 2,395,354 | 2,418,000 |
| Arizona | 281,941 | 949,753 | 2,258,660 | 4,288,739 | 5,892,227 | 6,071,785 | 6,579,957 | 7,130,341 | 7,815,720 | 8,403,221 | 8,726,755 | 8,482,552 | 8,340,211 | 7,976,089 | 8,164,529 | 8,220,539 |
| Arkansas | 235,083 | 666,949 | 1,404,545 | 2,380,331 | 2,923,401 | 3,109,644 | 3,546,999 | 3,808,011 | 3,997,701 | 4,156,368 | 4,240,839 | 4,459,910 | 4,578,136 | 4,606,995 | 4,637,169 | 4,778,074 |
| California | 3,831,595 | 9,172,158 | 21,485,782 | 38,129,479 | 47,983,402 | 49,215,866 | 50,918,654 | 53,436,103 | 57,352,599 | 61,570,555 | 60,080,929 | 58,248,662 | 57,526,835 | 57,975,189 | 58,323,458 | 61,050,894 |
| Colorado | 369,218 | 1,243,049 | 2,451,833 | 4,401,010 | 5,551,506 | 5,666,191 | 5,994,440 | 6,368,289 | 6,579,053 | 7,338,766 | 7,187,267 | 7,429,302 | 7,409,462 | 7,341,585 | 7,506,978 | 7,924,319 |
| Connecticut | 588,710 | 1,227,892 | 3,444,520 | 5,402,836 | 6,302,988 | 6,600,767 | 7,080,396 | 7,517,025 | 7,855,459 | 8,336,789 | 8,708,294 | 8,853,337 | 9,094,036 | 9,344,999 | 9,543,010 | 10,050,439 |
| Delaware | 108,747 | 269,108 | 520,953 | 937,630 | 1,127,745 | 1,201,631 | 1,299,349 | 1,405,465 | 1,437,707 | 1,489,594 | 1,518,786 | 1,549,812 | 1,613,304 | 1,751,143 | 1,761,559 | 1,816,383 |
| District of Columbia ... | 141,138 | 298,448 | 639,983 | 780,192 | 902,318 | 1,011,536 | 1,067,500 | 1,057,166 | 1,130,006 | 1,282,437 | 1,352,905 | 1,451,870 | 1,482,202 | 1,466,888 | 1,557,117 | 1,608,142 |
| Florida | 961,273 | 2,766,468 | 8,228,531 | 13,885,988 | 16,355,123 | 17,578,884 | 19,042,877 | 20,897,327 | 22,887,024 | 24,224,114 | 23,328,028 | 23,349,314 | 23,870,090 | 22,732,752 | 23,214,634 | 24,363,817 |
| Georgia | 599,371 | 1,608,028 | 4,505,962 | 9,158,624 | 11,630,576 | 11,788,616 | 12,528,856 | 13,739,263 | 14,828,715 | 16,030,039 | 15,976,945 | 15,730,409 | 15,527,907 | 15,623,633 | 15,536,733 | 15,921,673 |
| Hawaii | 141,324 | 351,889 | 700,012 | 1,213,695 | 1,489,092 | 1,566,792 | 1,648,086 | 1,805,521 | 2,045,198 | 2,122,779 | 2,225,438 | 2,136,144 | 2,141,561 | 2,187,480 | 2,178,284 | 2,316,588 |
| Idaho .... | 103,107 | 313,927 | 627,794 | 1,302,817 | 1,511,862 | 1,555,006 | 1,618,215 | 1,694,827 | 1,777,491 | 1,891,505 | 1,957,740 | 1,961,857 | 1,881,746 | 1,854,556 | 1,925,676 | 1,949,963 |
| Illinois. | 1,896,067 | 4,579,355 | 8,125,493 | 14,462,773 | 17,271,301 | 18,081,827 | 18,658,428 | 19,244,908 | 20,326,591 | 21,874,484 | 23,495,271 | 24,695,773 | 24,554,467 | 25,012,915 | 25,783,911 | 27,289,963 |
| Indiana | 809,105 | 1,851,292 | 4,074,578 | 7,110,930 | 8,088,684 | 8,524,980 | 9,108,931 | 9,241,986 | 9,497,077 | 9,281,709 | 9,680,895 | 9,921,243 | 9,687,949 | 9,978,491 | 9,811,166 | 9,841,337 |
| lowa | 527,086 | 1,186,659 | 2,004,742 | 3,264,336 | 3,652,022 | 3,669,797 | 3,808,200 | 4,039,389 | 4,231,932 | 4,499,236 | 4,731,463 | 4,794,308 | 4,855,871 | 4,971,944 | 5,143,771 | 5,354,843 |
| Kansas | 362,593 | 830,133 | 1,848,302 | 2,971,814 | 3,510,675 | 3,658,421 | 3,718,153 | 4,039,417 | 4,339,477 | 4,633,517 | 4,806,603 | 4,731,676 | 4,741,372 | 4,871,381 | 4,895,863 | 5,083,374 |
| Kentucky | 353,265 | 1,054,459 | 2,134,011 | 3,837,794 | 4,401,627 | 4,553,382 | 4,812,591 | 5,213,620 | 5,424,621 | 5,822,550 | 5,886,890 | 6,091,814 | 6,211,453 | 6,360,799 | 6,354,306 | 6,375,119 |
| Louisiana | 503,217 | 1,303,902 | 2,838,283 | 4,391,189 | 5,056,583 | 5,290,964 | 5,554,766 | 5,554,278 | 6,040,368 | 6,814,455 | 7,276,651 | 7,393,452 | 7,522,098 | 7,544,782 | 7,492,539 | 7,721,469 |
| Maine ..... | 155,907 | 385,492 | 1,048,195 | 1,604,438 | 1,909,268 | 1,969,497 | 2,056,266 | 2,119,408 | 2,258,764 | 2,308,071 | 2,350,447 | 2,370,085 | 2,377,878 | 2,330,842 | 2,357,739 | 2,441,064 |
| Maryland | 721,794 | 1,783,056 | 3,894,644 | 6,545,135 | 7,933,055 | 8,198,454 | 8,682,586 | 9,381,613 | 10,210,303 | 11,211,176 | 11,591,965 | 11,883,677 | 11,885,333 | 11,850,634 | 12,108,546 | 12,314,446 |
| Massachusetts | 907,341 | 2,638,734 | 4,760,390 | 8,564,039 | 10,281,820 | 10,799,765 | 11,357,857 | 11,747,010 | 12,383,447 | 13,182,987 | 13,937,097 | 13,356,373 | 13,962,366 | 14,151,659 | 14,627,898 | 15,183,018 |
| Michigan .. | 1,799,945 | 4,642,847 | 8,025,621 | 13,994,294 | 15,674,698 | 15,983,044 | 16,353,921 | 16,681,981 | 17,013,259 | 17,053,521 | 17,217,584 | 17,227,515 | 16,786,444 | 16,485,178 | 16,354,807 | 16,493,575 |
| Minnesota | 781,243 | 1,786,768 | 3,474,398 | 6,140,442 | 6,867,403 | 7,084,005 | 7,310,284 | 7,686,638 | 8,060,410 | 8,426,264 | 9,182,281 | 8,927,288 | 8,944,867 | 9,053,021 | 9,354,376 | 9,723,759 |
| Mississippi | 262,760 | 756,018 | 1,472,710 | 2,510,376 | 2,853,531 | 3,059,569 | 3,243,888 | 3,550,261 | 3,692,358 | 3,898,401 | 3,967,232 | 3,990,876 | 3,887,981 | 3,972,787 | 4,006,798 | 4,071,006 |
| Missouri | 642,030 | 1,504,988 | 3,288,738 | 5,655,531 | 6,793,957 | 6,832,454 | 7,115,207 | 7,592,485 | 7,957,705 | 8,526,641 | 8,827,224 | 8,923,448 | 8,691,887 | 8,719,925 | 8,905,756 | 9,125,949 |
| Montana | 127,176 | 358,118 | 641,345 | 994,770 | 1,124,291 | 1,160,838 | 1,193,182 | 1,254,360 | 1,320,112 | 1,392,449 | 1,436,062 | 1,498,252 | 1,518,818 | 1,504,531 | 1,523,696 | 1,576,937 |
| Nebraska | 231,612 | 581,615 | 1,233,431 | 1,926,500 | 2,304,223 | 2,413,404 | 2,512,914 | 2,672,629 | 2,825,608 | 2,970,323 | 3,053,575 | 3,213,646 | 3,345,530 | 3,462,575 | 3,563,939 | 3,654,376 |
| Nevada ........... | 87,273 | 281,901 | 712,898 | 1,875,467 | 2,251,044 | 2,470,581 | 2,722,264 | 2,959,728 | 3,311,471 | 3,515,004 | 3,606,035 | 3,592,994 | 3,676,997 | 3,574,233 | 3,577,346 | 3,738,777 |
| New Hampshire ... | 101,370 | 295,400 | 821,671 | 1,418,503 | 1,781,594 | 1,900,240 | 2,021,144 | 2,139,113 | 2,246,692 | 2,399,330 | 2,490,623 | 2,576,956 | 2,637,911 | 2,643,256 | 2,655,077 | 2,720,225 |
| New Jersey ... | 1,343,564 | 3,638,533 | 8,119,336 | 13,327,645 | 17,185,966 | 18,416,695 | 19,669,576 | 20,869,993 | 22,448,262 | 24,357,079 | 23,446,911 | 24,261,392 | 23,639,281 | 24,391,278 | 25,417,320 | 25,733,921 |
| New Mexico .. | 183,736 | 515,451 | 1,020,148 | 1,890,274 | 2,281,608 | 2,446,115 | 2,554,638 | 2,729,707 | 2,904,474 | 3,057,061 | 3,186,252 | 3,217,328 | 3,127,463 | 3,039,461 | 3,099,308 | 3,189,842 |
| New York ...... | 4,111,839 | 8,760,500 | 18,090,978 | 28,433,240 | 34,546,965 | 36,205,111 | 38,866,853 | 41,149,457 | 43,679,908 | 46,443,426 | 48,635,363 | 50,251,461 | 51,574,134 | 52,460,494 | 52,938,586 | 55,080,662 |
| North Carolina .. | 676,193 | 1,880,862 | 4,342,826 | 7,713,293 | 8,766,968 | 8,994,620 | 9,835,550 | 10,476,056 | 11,248,336 | 11,482,912 | 12,598,382 | 12,200,362 | 12,322,555 | 12,303,426 | 12,666,607 | 12,685,461 |
| North Dakota .... | 97,895 | 228,483 | 459,391 | 638,946 | 716,007 | 749,697 | 832,157 | 857,774 | 838,221 | 886,317 | 928,528 | 1,000,095 | 1,049,772 | 1,098,090 | 1,174,364 | 1,250,668 |
| Ohio | 1,639,805 | 3,836,576 | 7,994,379 | 12,974,575 | 15,868,494 | 16,662,985 | 17,167,866 | 17,829,599 | 18,251,361 | 18,892,374 | 19,387,318 | 19,801,670 | 19,988,921 | 19,701,810 | 19,506,123 | 19,714,149 |
| Oklahoma | 339,105 | 1,055,844 | 1,905,332 | 3,382,581 | 3,804,570 | 3,853,308 | 4,161,024 | 4,406,002 | 4,750,536 | 4,932,913 | 5,082,062 | 5,192,124 | 5,036,031 | 5,170,978 | 5,329,897 | 5,451,048 |
| Oregon .......... | 403,844 | 1,126,812 | 2,297,944 | 3,896,287 | 4,150,747 | 4,199,485 | 4,458,028 | 4,773,751 | 5,039,632 | 5,409,630 | 5,529,831 | 5,401,667 | 5,430,888 | 5,389,273 | 5,395,742 | 5,647,470 |
| Pennsylvania .... | 1,912,644 | 4,584,320 | 9,496,788 | 14,120,112 | 16,344,439 | 17,680,332 | 18,711,100 | 19,631,006 | 20,404,304 | 21,157,430 | 21,831,816 | 22,733,518 | 23,485,203 | 23,190,198 | 23,712,931 | 24,264,551 |
| Rhode Island .... | 145,443 | 362,046 | 801,908 | 1,393,143 | 1,647,587 | 1,765,585 | 1,825,900 | 1,934,429 | 2,039,633 | 2,134,609 | 2,139,317 | 2,136,582 | 2,149,366 | 2,167,450 | 2,121,403 | 2,182,976 |
| South Carolina . | 367,689 | 997,984 | 2,322,618 | 4,087,355 | 4,888,250 | 5,017,833 | 5,312,739 | 5,696,629 | 6,023,043 | 6,453,817 | 6,626,763 | 6,566,165 | 6,465,486 | 6,619,072 | 6,950,410 | 7,163,995 |
| South Dakota | 109,375 | 238,332 | 447,074 | 737,998 | 851,429 | 887,328 | 916,563 | 948,671 | 977,006 | 1,037,875 | 1,080,054 | 1,115,861 | 1,126,503 | 1,100,100 | 1,125,929 | 1,182,721 |
| Tennessee ..... | 473,226 | 1,319,303 | 2,790,808 | 4,931,734 | 5,674,773 | 6,056,657 | 6,446,691 | 6,681,445 | 6,975,099 | 7,540,306 | 7,768,063 | 7,894,661 | 8,225,374 | 8,345,584 | 8,531,675 | 8,606,624 |
| Texas ............... | 1,518,181 | 4,997,689 | 12,763,954 | 25,098,703 | 30,399,603 | 30,974,890 | 31,919,107 | 33,851,773 | 36,105,784 | 39,033,235 | 40,688,181 | 42,621,886 | 42,864,291 | 41,067,619 | 42,066,035 | 44,330,579 |
| Utah ........................ | 179,981 | 518,251 | 1,130,135 | 2,102,655 | 2,366,897 | 2,475,550 | 2,627,022 | 2,778,236 | 2,987,810 | 3,444,936 | 3,638,775 | 3,635,085 | 3,704,133 | 3,779,760 | 3,944,736 | 4,094,074 |

Table 236.25. Current expenditures for public elementary and secondary education, by state or jurisdiction: Selected years, 1969-70 through 2013-14-Continued
[In thousands of current dollars]

| State or jurisdiction | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-131 | 2013-14 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Vermont | 78,921 | 189,811 | 546,901 | 870,198 | 1,045,213 | 1,111,029 | 1,177,478 | 1,237,442 | 1,300,149 | 1,356,165 | 1,413,329 | 1,432,683 | 1,424,507 | 1,497,093 | 1,549,228 | 1,602,256 |
| Virginia ...... | 704,677 | 1,881,519 | 4,621,071 | 7,757,598 | 9,208,329 | 9,798,239 | 10,705,162 | 11,470,735 | 12,465,858 | 13,125,666 | 13,505,290 | 13,193,633 | 12,968,457 | 13,403,576 | 13,868,587 | 13,955,249 |
| Washington ......... | 699,984 | 1,825,782 | 3,550,819 | 6,399,885 | 7,359,566 | 7,549,235 | 7,870,979 | 8,239,716 | 8,752,007 | 9,331,539 | 9,940,325 | 9,832,913 | 10,040,312 | 10,040,607 | 10,216,676 | 10,911,929 |
| West Virginia ....... | 249,404 | 678,386 | 1,316,637 | 2,086,937 | 2,349,833 | 2,415,043 | 2,527,767 | 2,651,491 | 2,742,344 | 2,841,962 | 2,998,657 | 3,328,177 | 3,388,294 | 3,275,246 | 3,188,181 | 3,194,770 |
| Wisconsin ........... | 777,288 | 1,908,523 | 3,929,920 | 6,852,178 | 7,934,755 | 8,131,276 | 8,435,359 | 8,745,195 | 9,029,660 | 9,366,134 | 9,696,228 | 9,966,244 | 10,333,016 | 9,704,932 | 9,758,650 | 9,920,370 |
| Wyoming ...................... | 69,584 | 226,067 | 509,084 | 683,918 | 791,732 | 814,092 | 863,423 | 965,350 | 1,124,564 | 1,191,736 | 1,268,407 | 1,334,655 | 1,398,444 | 1,432,216 | 1,439,041 | 1,466,579 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ....... | - | - | 21,838 | 42,395 | 47,566 | 55,519 | 58,163 | 58,539 | 57,093 | 63,105 | 65,436 | 70,305 | 75,355 | 80,105 | 65,039 | 71,709 |
| Guam ....................... | 16,652 | - | 101,130 | - | - | 182,506 | - | 210,119 | 219,881 | 229,243 | 235,711 | 235,639 | 266,952 | 290,575 | 279,077 | 286,844 |
| Northern Marianas ....... | - | - | 20,476 | 49,832 | 50,843 | 47,681 | 58,400 | 57,694 | 55,048 | 51,241 | 62,787 | 62,210 | 84,657 | 68,775 | 61,029 | 62,502 |
| Puerto Rico ............... | - | - | 1,045,407 | 2,086,414 | 2,541,385 | 2,425,372 | 2,865,945 | 3,082,295 | 3,268,200 | 3,433,229 | 3,502,757 | 3,464,044 | 3,519,547 | 3,351,423 | 3,676,880 | 3,510,706 |
| U.S. Virgin Islands ........ | - | - | 128,065 | 135,174 | 125,405 | 128,250 | 137,793 | 146,872 | 157,446 | 196,533 | 201,326 | 220,234 | 204,932 | 183,333 | 161,955 | 175,022 |

Table 236.30. Total expenditures for public elementary and secondary education and other related programs, by function and state or jurisdiction: 2013-14


Table 236.30. Total expenditures for public elementary and secondary education and other related programs, by function and state or jurisdiction: 2013-14-Continued [In thousands of current dollars]

| State or jurisdiction | Total expenditures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Current expenditures for elementary and secondary programs |  |  |  |  |  |  |  |  |  |  |  |  | Current expenditures for other programs ${ }^{1}$ | Capital outlay ${ }^{2}$ | Interest on school debt |
|  |  | Elementary/ secondary current expenditures, total | Instruction | Support services |  |  |  |  |  |  |  | $\begin{array}{r} \text { Food } \\ \text { services } \end{array}$ | Enterprise operations ${ }^{3}$ |  |  |  |
|  | Total |  |  | Total | Student support ${ }^{4}$ | Instructional staff ${ }^{5}$ | General administration | School administration | Operation and maintenance | Student transportation | Other support services |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Vermont ............... | 1,684,918 | 1,602,256 | 1,010,159 | 544,333 | 120,898 |  | 33,311 | 100,027 | 132,546 | 54,936 | 36,884 | 46,259 | 1,505 | 12,812 | 57,450 |  |
| Virginia ................................ | 15,224,865 | 13,955,249 | 8,452,761 | 4,957,568 | 696,380 | 903,281 | 226,479 | 827,440 | 1,323,124 | 762,335 | 218,528 | 542,039 | 2,881 | 73,837 | 1,040,945 | 154,834 |
| Washington ................... | 12,852,816 | 10,911,929 | 6,313,122 | 4,111,220 | 737,024 | 683,839 | 202,435 | 642,791 | -968,451 | 437,650 | 439,029 | 364,760 | 122,827 | 37,491 | 1,520,728 | 382,667 |
| West Virginia .................. | 3,559,182 | 3,194,770 | 1,845,512 | 1,159,217 | 156,039 | 131,095 | 60,048 | 172,452 | 338,665 | 241,634 | 59,284 | 190,042 | 0 | 43,659 | 305,615 | 15,138 |
| Wisconsin ..................... | 11,110,861 | 9,920,370 | 5,928,878 | 3,625,535 | 478,470 | 491,995 | 266,300 | 490,004 | 944,932 | 433,623 | 520,211 | 365,850 | 106 | 282,778 | 744,320 | 163,394 |
| Wyoming ....................... | 1,764,641 | 1,466,579 | 867,592 | 555,760 | 86,541 | 83,853 | 28,608 | 79,809 | 145,827 | 73,032 | 58,090 | 42,650 | 576 | 7,487 | 287,974 | 2,601 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ......... | 83,085 | 71,709 | 31,260 | 18,425 | 76 | 8,181 | 984 | 4,105 | 3,071 | 801 | 1,206 | 22,023 | 0 | 1,960 | 9,416 | 0 |
| Guam ...................... | 501,892 | 286,844 | 146,401 | 123,908 | 28,077 | 9,201 | 3,884 | 17,400 | 40,572 | 7,459 | 17,315 | 16,536 | 0 | 0 | 212,468 | 2,579 |
| Northern Marianas ....... | 64,688 | 62,502 | 26,065 | 26,520 | 6,169 | 5,577 | 2,666 | 3,549 | 3,408 | 1,234 | 3,916 | 9,917 | 0 | 2,070 | 116 | 0 |
| Puerto Rico ................ | 3,580,620 | 3,510,706 | 1,406,511 | 1,647,414 | 306,831 | 186,029 | 107,616 | 142,228 | 599,525 | 162,561 | 142,624 | 456,781 | 0 | 35,347 | 34,567 | 0 |
| U.S. Virgin Islands ........ | 176,331 | 175,022 | 102,082 | 64,347 | 14,263 | 5,074 | 5,272 | 8,231 | 11,225 | 7,217 | 13,065 | 8,481 | 112 | 1,308 | 0 | 0 |

${ }^{1}$ Includes expenditures for adult education, community colleges, private school programs funded by local and state education agencies, and community services.
${ }^{3}$ Includes expenditures for operations funded by sales of products or services (eg school district staff or contractors. includes small amounts for direct program support made by state education agencies for local school districts.
${ }^{4}$ Includes expenditures for guidance, health, attendance, and speech pathology services.
5 Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2013-14. (This table was prepared July 2016.)

Table 236.50. Expenditures for instruction in public elementary and secondary schools, by subfunction and state or jurisdiction: 2012-13 and 2013-14
[In thousands of current dollars]

|  | 2012-13 ${ }^{1}$ |  |  |  |  |  | 2013-14 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Total | Salaries | Employee benefits | Purchased services ${ }^{2}$ | Supplies | Tuition and other | Total | Salaries | Employee benefits | Purchased services ${ }^{2}$ | Supplies | Tuition and other |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States ..... | \$325,682,380 | \$212,563,444 | \$79,502,797 | \$14,757,780 | \$12,415,970 | \$6,442,390 | \$336,421,627 | \$217,283,226 | \$83,938,781 | \$15,174,548 | \$13,342,733 | \$6,682,339 |
| Alabama | 3,752,483 | 2,454,717 | 879,398 | 127,499 | 274,715 | 16,153 | 3,857,965 | 2,495,973 | 929,191 | 138,778 | 275,876 | 18,146 |
| Alaska ... | 1,330,026 | 682,496 | 520,603 | 57,637 | 59,502 | 9,788 | 1,351,130 | 688,002 | 539,442 | 55,660 | 57,806 | 10,221 |
| Arizona .. | 4,445,724 | 3,070,787 | 898,038 | 272,990 | 178,046 | 25,863 | 4,450,091 | 3,039,540 | 915,571 | 272,886 | 193,209 | 28,885 |
| Arkansas | 2,606,371 | 1,803,661 | 492,677 | 94,156 | 183,501 | 32,375 | 2,682,962 | 1,818,164 | 527,026 | 107,512 | 198,566 | 31,694 |
| California | 34,815,539 | 22,901,587 | 8,228,479 | 1,743,564 | 1,180,926 | 760,982 | 36,339,035 | 23,880,539 | 8,311,544 | 1,763,556 | 1,575,298 | 808,098 |
| Colorado | 4,350,747 | 3,034,027 | 819,270 | 113,518 | 272,730 | 111,202 | 4,532,344 | 3,155,520 | 857,531 | 116,455 | 279,866 | 122,972 |
| Connecticut | 6,041,142 | 3,671,908 | 1,633,961 | 204,248 | 109,301 | 421,724 | 6,384,876 | 3,768,384 | 1,807,917 | 219,748 | 124,377 | 464,451 |
| Delaware ...... | 1,093,785 | 661,954 | 342,146 | 13,071 | 42,208 | 34,407 | 1,114,418 | 686,840 | 347,214 | 10,797 | 45,641 | 23,925 |
| District of Columbia . | 833,050 | 580,078 | 86,504 | 53,797 | 20,110 | 92,560 | 868,763 | 593,208 | 114,565 | 55,899 | 20,738 | 84,353 |
| Florida ........................ | 14,229,515 | 8,687,300 | 2,395,363 | 2,483,441 | 551,247 | 112,163 | 14,965,309 | 8,956,541 | 2,659,520 | 2,688,847 | 540,299 | 120,101 |
| Georgia | 9,634,374 | 6,489,863 | 2,294,937 | 291,889 | 508,893 | 48,792 | 9,754,846 | 6,483,313 | 2,375,341 | 285,105 | 561,404 | 49,684 |
| Hawaii .. | 1,278,215 | 822,899 | 304,591 | 59,614 | 69,796 | 21,316 | 1,386,369 | 880,214 | 324,728 | 59,932 | 99,874 | 21,621 |
| Idaho . | 1,159,685 | 811,855 | 269,183 | 38,325 | 39,029 | 1,294 | 1,162,582 | 801,330 | 278,525 | 41,161 | 40,252 | 1,315 |
| Illinois | 15,563,587 | 9,727,147 | 4,298,568 | 780,428 | 412,657 | 344,786 | 16,611,477 | 9,801,210 | 5,196,496 | 847,598 | 409,798 | 356,375 |
| Indiana | 5,704,772 | 3,591,802 | 1,847,374 | 86,936 | 169,484 | 9,176 | 5,696,591 | 3,580,342 | 1,833,963 | 86,869 | 185,630 | 9,786 |
| lowa | 3,157,493 | 2,206,410 | 729,091 | 84,706 | 102,122 | 35,164 | 3,253,688 | 2,266,128 | 754,548 | 93,197 | 107,043 | 32,772 |
| Kansas . | 2,955,218 | 2,087,915 | 619,997 | 88,692 | 137,014 | 21,599 | 3,058,329 | 2,156,471 | 648,768 | 92,257 | 138,280 | 22,552 |
| Kentucky | 3,646,894 | 2,583,238 | 892,010 | 59,655 | 100,084 | 11,909 | 3,650,281 | 2,568,493 | 910,228 | 57,851 | 101,787 | 11,922 |
| Louisiana | 4,237,635 | 2,681,985 | 1,203,730 | 104,179 | 217,081 | 30,661 | 4,351,146 | 2,711,577 | 1,273,092 | 114,753 | 209,579 | 42,147 |
| Maine ........ | 1,397,481 | 908,537 | 361,132 | 26,541 | 31,847 | 69,424 | 1,448,216 | 919,464 | 392,420 | 25,390 | 31,142 | 79,799 |
| Maryland | 7,526,965 | 4,694,571 | 2,141,072 | 228,241 | 197,632 | 265,449 | 7,656,939 | 4,759,013 | 2,189,400 | 212,796 | 213,285 | 282,444 |
| Massachusetts | 9,424,639 | 6,068,435 | 2,305,486 | 73,703 | 254,791 | 722,224 | 9,722,197 | 6,247,063 | 2,377,754 | 82,050 | 269,369 | 745,961 |
| Michigan | 9,454,619 | 5,432,104 | 2,946,983 | 801,473 | 252,608 | 21,451 | 9,486,702 | 5,331,186 | 3,018,939 | 856,182 | 261,634 | 18,759 |
| Minnesota | 6,110,992 | 4,184,253 | 1,347,793 | 310,968 | 190,756 | 77,222 | 6,302,538 | 4,294,902 | 1,412,032 | 320,409 | 199,547 | 75,648 |
| Mississippi | 2,280,841 | 1,579,059 | 509,264 | 62,112 | 113,760 | 16,646 | 2,286,543 | 1,567,661 | 527,815 | 62,772 | 108,023 | 20,274 |
| Missouri | 5,280,589 | 3,679,534 | 1,075,316 | 154,578 | 342,050 | 29,111 | 5,390,508 | 3,745,579 | 1,108,451 | 161,269 | 344,922 | 30,287 |
| Montana . | 907,914 | 606,371 | 179,624 | 54,428 | 62,705 | 4,787 | 932,247 | 614,876 | 190,430 | 56,325 | 65,998 | 4,618 |
| Nebraska | 2,267,067 | 1,505,035 | 517,892 | 123,921 | 101,912 | 18,307 | 2,314,124 | 1,541,816 | 527,390 | 121,034 | 104,816 | 19,069 |
| Nevada ...... | 2,056,074 | 1,353,136 | 531,836 | 46,779 | 120,796 | 3,527 | 2,170,930 | 1,415,331 | 565,882 | 45,917 | 140,619 | 3,182 |
| New Hampshire | 1,705,115 | 1,042,545 | 447,437 | 44,897 | 35,922 | 134,315 | 1,736,832 | 1,048,182 | 473,539 | 43,851 | 36,020 | 135,241 |
| New Jersey | 15,239,983 | 9,329,281 | 4,168,394 | 547,871 | 469,672 | 724,765 | 15,290,871 | 9,430,180 | 4,050,774 | 584,200 | 484,849 | 740,869 |
| New Mexico ...... | 1,779,552 | 1,220,166 | 386,398 | 60,839 | 111,963 | 186 | 1,824,229 | 1,229,083 | 420,624 | 64,765 | 109,585 | 172 |
| New York .... | 36,702,703 | 22,291,799 | 11,327,198 | 1,720,171 | 653,663 | 709,872 | 38,596,638 | 23,257,980 | 12,447,965 | 1,555,633 | 680,980 | 654,081 |
| North Carolina ... | 7,857,027 | 5,405,041 | 1,759,958 | 243,293 | 448,487 | 248 | 7,785,969 | 5,345,590 | 1,801,460 | 237,655 | 401,263 | 0 |
| North Dakota ..... | 679,292 | 470,450 | 159,741 | 18,492 | 26,614 | 3,994 | 724,952 | 502,130 | 170,466 | 18,122 | 28,531 | 5,702 |
| Ohio. | 11,136,934 | 7,168,926 | 2,534,373 | 626,853 | 398,156 | 408,626 | 11,566,740 | 7,337,894 | 2,665,555 | 692,421 | 438,661 | 432,209 |
| Oklahoma ..... | 2,948,307 | 2,073,159 | 636,947 | 54,338 | 171,857 | 12,006 | 3,006,771 | 2,102,581 | 662,910 | 60,316 | 168,888 | 12,075 |
| Oregon .......... | 3,126,634 | 1,832,779 | 1,001,104 | 112,389 | 144,572 | 35,789 | 3,281,994 | 1,897,877 | 1,083,270 | 112,832 | 150,454 | 37,562 |
| Pennsylvania | 14,595,921 | 9,035,398 | 4,037,638 | 741,697 | 482,111 | 299,077 | 14,935,130 | 9,022,167 | 4,381,876 | 750,910 | 466,611 | 313,567 |
| Rhode Island . | 1,311,364 | 831,416 | 373,798 | 9,411 | 20,873 | 75,866 | 1,331,758 | 841,424 | 384,165 | 11,176 | 20,129 | 74,863 |
| South Carolina | 3,924,756 | 2,693,306 | 900,260 | 128,341 | 180,009 | 22,839 | 4,028,909 | 2,735,300 | 943,105 | 137,167 | 184,301 | 29,036 |
| South Dakota ..... | 659,857 | 441,855 | 133,453 | 28,022 | 45,163 | 11,364 | 691,983 | 460,459 | 141,197 | 28,092 | 49,686 | 12,550 |
| Tennessee | 5,256,131 | 3,545,257 | 1,160,143 | 98,844 | 437,709 | 14,179 | 5,305,727 | 3,564,674 | 1,189,138 | 120,190 | 418,176 | 13,549 |
| Texas | 24,819,616 | 19,297,810 | 2,949,159 | 888,577 | 1,395,931 | 288,140 | 26,120,024 | 20,099,881 | 3,164,655 | 902,306 | 1,651,068 | 302,115 |
| Utah ............. | 2,494,567 | 1,551,598 | 674,940 | 88,612 | 170,447 | 8,971 | 2,591,929 | 1,594,179 | 721,390 | 87,348 | 179,245 | 9,767 |
| Vermont | 976,324 | 581,610 | 245,435 | 56,856 | 20,790 | 71,634 | 1,010,159 | 586,197 | 264,309 | 57,416 | 21,226 | 81,011 |
| Virginia | 8,445,798 | 5,739,910 | 2,161,327 | 185,968 | 345,609 | 12,984 | 8,452,761 | 5,823,389 | 2,149,400 | 161,961 | 307,515 | 10,497 |
| Washington | 5,920,699 | 4,025,955 | 1,339,190 | 307,061 | 209,302 | 39,191 | 6,313,122 | 4,197,576 | 1,470,546 | 339,118 | 249,854 | 56,029 |
| West Virginia .............. | 1,851,965 | 1,133,320 | 566,134 | 38,059 | 110,565 | 3,887 | 1,845,512 | 1,112,276 | 567,594 | 36,841 | 124,119 | 4,681 |
| Wisconsin ................. | 5,857,523 | 3,733,733 | 1,641,083 | 87,953 | 203,507 | 191,247 | 5,928,878 | 3,760,462 | 1,637,784 | 89,519 | 228,366 | 212,747 |
| Wyoming .................... | 848,877 | 555,467 | 226,367 | 28,148 | 35,746 | 3,149 | 867,592 | 565,066 | 231,336 | 29,707 | 38,527 | 2,956 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa .... | 32,595 | 21,651 | 3,478 | 1,611 | 1,359 | 4,495 | 31,260 | 19,980 | 4,175 | 763 | 2,271 | 4,072 |
| Guam .................... | 144,205 | 101,120 | 36,416 | 4,176 | 1,709 | 784 | 146,401 | 108,935 | 37,114 | 13 | 339 | 0 |
| Northern Marianas .. | 28,238 | 20,038 | 5,224 | 2,229 | 146 | 600 | 26,065 | 19,648 | 2,810 | 2,538 | 19 | 1,050 |
| Puerto Rico ............ | 1,604,158 | 1,027,427 | 265,716 | 225,104 | 18,037 | 67,874 | 1,406,511 | 1,001,758 | 251,331 | 77,888 | 23,069 | 52,465 |
| U.S. Virgin Islands ... | 81,963 | 56,106 | 21,320 | 1,913 | 2,623 | 0 | 102,082 | 69,456 | 27,782 | 2,066 | 2,778 | 0 |

${ }^{1}$ Data have been revised from previously published figures.
${ }^{2}$ Includes purchased professional services of teachers or others who provide instruction for
students.
NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2012-13 and 2013-14. (This table was prepared July 2016.)

Table 236.55. Total and current expenditures per pupil in public elementary and secondary schools: Selected years, 1919-20 through 2013-14


[^68]NOTE: Beginning in 1980-81, state administration expenditures are excluded from both "total" and "current" expenditures. Current expenditures include instruction, support services, food services, and enterprise operations. Total expenditures include current expenditures, capital outlay, and interest on debt. Beginning in 1988-89, extensive changes were made in the data collection procedures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States, 1919-20 through 1955-56; Statistics of State School Systems, 1957-58 through 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1970-71 through 1986-87; and Common Core of Data (CCD), "National Public Education Financial Survey," 1987-88 through 2013-14. (This table was prepared July 2016.)

Table 236.60. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and subfunction: Selected years, 1990-91 through 2013-14

| Function and subfunction | Expenditures per pupil in current dollars |  |  |  |  |  |  |  |  | Expenditures per pupil in constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2003-04 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 ${ }^{2}$ | 2013-14 | 1990-91 | 2000-01 | 2003-04 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 ${ }^{2}$ | 2013-14 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total expenditures ................ | \$5,484 | \$8,572 | \$9,625 | \$12,222 | \$12,133 | \$12,054 | \$11,991 | \$12,033 | \$12,335 | \$9,757 | \$11,665 | \$12,324 | \$13,567 | \$13,339 | \$12,991 | \$12,556 | \$12,394 | \$12,509 |
| Current expenditures for public schools .. | 4,902 | 7,380 | 8,310 | 10,540 | 10,636 | 10,663 | 10,648 | 10,771 | 11,066 | 8,722 | 10,043 | 10,641 | 11,699 | 11,693 | 11,492 | 11,149 | 11,093 | 11,222 |
| Salaries ..................................... | 3,220 ${ }^{3}$ | 4,752 | 5,195 | 6,348 | 6,366 | 6,300 | 6,233 | 6,265 | 6,372 | 5,730 ${ }^{3}$ | 6,467 | 6,652 | 7,047 | 6,998 | 6,790 | 6,526 | 6,452 | 6,462 |
| Employee benefits ......................... | $824{ }^{3}$ | 1,228 | 1,534 | 2,146 | 2,199 | 2,260 | 2,309 | 2,372 | 2,472 | 1,466 ${ }^{3}$ | 1,671 | 1,965 | 2,382 | 2,417 | 2,435 | 2,418 | 2,443 | 2,507 |
| Purchased services ....................... | $397{ }^{3}$ | 673 | 773 | 1,030 | 1,053 | 1,082 | 1,097 | 1,121 | 1,164 | $707{ }^{3}$ | 916 | 989 | 1,143 | 1,158 | 1,166 | 1,149 | 1,155 | 1,180 |
| Tuition ........................................ | 293 | 52 | 69 | 91 | 96 | 101 | 101 | 102 | 106 | $51^{3}$ | 71 | 88 | 101 | 106 | 109 | 106 | 106 | 107 |
| Supplies ...................................... | $359{ }^{3}$ | 599 | 657 | 825 | 818 | 817 | 809 | 817 | 857 | $639{ }^{3}$ | 815 | 842 | 916 | 899 | 881 | 848 | 842 | 869 |
| Other ........................................... | $72^{3}$ | 76 | 82 | 99 | 104 | 103 | 98 | 93 | 95 | $128{ }^{3}$ | 103 | 105 | 110 | 115 | 111 | 103 | 96 | 97 |
| Instruction ... | 2,965 | 4,541 | 5,098 | 6,420 | 6,511 | 6,522 | 6,483 | 6,547 | 6,726 | 5,276 | 6,179 | 6,527 | 7,126 | 7,158 | 7,029 | 6,788 | 6,743 | 6,821 |
| Salaries .................................... | 2,202 | 3,273 | 3,564 | 4,325 | 4,347 | 4,307 | 4,256 | 4,273 | 4,344 | 3,917 | 4,455 | 4,563 | 4,801 | 4,779 | 4,642 | 4,456 | 4,401 | 4,405 |
| Employee benefits ......................... | 542 | 837 | 1,031 | 1,443 | 1,481 | 1,522 | 1,554 | 1,598 | 1,678 | 965 | 1,139 | 1,320 | 1,601 | 1,628 | 1,640 | 1,627 | 1,646 | 1,702 |
| Purchased services ..................... | 66 | 136 | 170 | 260 | 281 | 297 | 294 | 297 | 303 | 118 | 185 | 217 | 288 | 309 | 320 | 307 | 306 | 308 |
| Tuition ..................................... | 29 | 52 | 69 | 91 | 96 | 101 | 101 | 102 | 106 | 51 | 71 | 88 | 101 | 106 | 109 | 106 | 106 | 107 |
| Supplies ..................................... | 111 | 220 | 241 | 273 | 277 | 266 | 251 | 250 | 267 | 198 | 299 | 309 | 303 | 305 | 286 | 263 | 257 | 271 |
| Textbooks ............................. | - | - | - | 60 | 52 | 47 | 44 | 43 | 46 | - | - | - | 66 | 57 | 51 | 46 | 44 | 47 |
| Other ........................................ | 15 | 22 | 23 | 28 | 29 | 30 | 27 | 27 | 28 | 27 | 30 | 29 | 31 | 32 | 32 | 28 | 28 | 28 |
| Student support ${ }^{4}$ | 217 | 366 | 430 | 580 | 591 | 594 | 589 | 601 | 615 | 385 | 499 | 551 | 643 | 649 | 640 | 617 | 619 | 624 |
| Salaries ................................... | 159 | 262 | 298 | 388 | 393 | 392 | 383 | 389 | 396 | 283 | 356 | 382 | 431 | 432 | 422 | 402 | 400 | 402 |
| Employee benefits ....................... | 40 | 64 | 83 | 125 | 128 | 132 | 137 | 142 | 146 | 72 | 88 | 107 | 139 | 141 | 142 | 144 | 146 | 148 |
| Purchased services ..................... | 11 | 28 | 35 | 49 | 50 | 52 | 54 | 56 | 57 | 20 | 38 | 45 | 54 | 56 | 56 | 57 | 58 | 58 |
| Supplies .................................. | 5 | 9 | 10 | 11 | 11 | 11 | 10 | 11 | 11 | 8 | 12 | 12 | 12 | 12 | 11 | 11 | 11 | 11 |
| Other ...................................... | 1 | 3 | 4 | 7 | 7 | 7 |  | 4 | 4 | 2 | 4 | 5 | 8 | 8 | 8 | 4 | 4 | 4 |
| Instructional staff services ${ }^{5}$..... | 205 | 337 | 393 | 508 | 509 | 503 | 498 | 501 | 507 | 366 | 459 | 504 | 564 | 560 | 543 | 521 | 516 | 514 |
| Salaries ................................... | 135 | 207 | 237 | 304 | 301 | 293 | 289 | 291 | 294 | 240 | 282 | 303 | 337 | 330 | 316 | 303 | 300 | 298 |
| Employee benefits ....................... | 34 | 50 | 65 | 96 | 98 | 100 | 100 | 102 | 105 | 61 | 68 | 83 | 107 | 108 | 108 | 105 | 106 | 106 |
| Purchased services ..................... | 15 | 42 | 51 | 66 | 69 | 70 | 69 | 70 | 69 | 27 | 58 | 65 | 73 | 75 | 75 | 72 | 72 | 70 |
| Supplies ...................................... | 19 | 33 | 37 | 37 | 37 | 37 | 35 | 33 | 36 | 34 | 45 | 47 | 41 | 41 | 39 | 36 | 35 | 36 |
| Other ...................................... | 2 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 6 | 5 | 5 | 5 | 5 | 5 | 4 | 4 |
| General administration .................... | 141 | 151 | 170 | 207 | 211 | 212 | 213 | 218 | 222 | 250 | 205 | 218 | 230 | 232 | 229 | 224 | 224 | 225 |
| Salaries ................................... | 63 | 71 | 77 | 90 | 90 | 89 | 88 | 90 | 92 | 112 | 97 | 98 | 100 | 99 | 96 | 93 | 93 | 94 |
| Employee benefits ....................... | 19 | 21 | 26 | 35 | 37 | 38 | 39 | 39 | 38 | 34 | 29 | 33 | 39 | 40 | 40 | 41 | 40 | 39 |
| Purchased services ...................... | 36 | 44 | 52 | 64 | 64 | 65 | 67 | 69 | 72 | 64 | 61 | 66 | 72 | 70 | 71 | 70 | 71 | 73 |
| Supplies .................................... | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 7 | 6 | 6 | 5 | 5 | 5 | 5 | 5 | 5 |
| Other ........................................ | 18 | 10 | 11 | 13 | 16 | 16 | 15 | 14 | 15 | 33 | 13 | 14 | 14 | 18 | 17 | 15 | 15 | 15 |
| School administration ....................... | 284 | 415 | 466 | 581 | 579 | 580 | 584 | 593 | 608 | 505 | 565 | 596 | 645 | 636 | 625 | 612 | 611 | 617 |
| Salaries .......................................................... | 217 | 314 | 343 | 417 | 413 | 408 | 408 | 414 | 423 | 386 | 427 | 439 | 463 | 454 | 440 | 427 | 426 | 429 |
| Employee benefits ........................ | 55 | 78 | 97 | 134 | 136 | 141 | 145 | 149 | 154 | 97 | 106 | 124 | 149 | 150 | 152 | 152 | 154 | 156 |
| Purchased services ....................... | 6 | 13 | 16 | 19 | 19 | 19 | 20 | 19 | 19 | 11 | 18 | 20 | 21 | 21 | 20 | 21 | 20 | 20 |
| Supplies ................................... | 5 | 8 | 8 | 9 | 9 | 9 | 9 | 9 | 9 | 8 | 11 | 11 | 10 | 9 | 9 | 9 | 9 | 9 |
| Other ...................................... | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Operation and maintenance .............. | 517 | 721 | 798 | 1,027 | 1,014 | 1,015 | 1,006 | 1,019 | 1,061 | 919 | 981 | 1,021 | 1,140 | 1,115 | 1,094 | 1,054 | 1,049 | 1,076 |
| Salaries .................................... | 215 | 285 | 305 | 367 | 364 | 356 | 352 | 351 | 357 | 382 | 388 | 391 | 407 | 400 | 384 | 369 | 362 | 362 |
| Employee benefits ....................... | 64 | 80 | 103 | 140 | 143 | 146 | 148 | 150 | 154 | 114 | 109 | 132 | 155 | 157 | 157 | 155 | 155 | 156 |
| Purchased services ...................... | 139 | 204 | 216 | 267 | 265 | 270 | 271 | 282 | 300 | 247 | 278 | 276 | 296 | 292 | 291 | 284 | 290 | 305 |
| Supplies ..................................... | 91 | 146 | 167 | 245 | 233 | 235 | 227 | 228 | 241 | 162 | 198 | 213 | 272 | 256 | 254 | 238 | 235 | 245 |
| Other ....................................... | 8 | 6 | 7 | 9 | 9 | 9 | 8 | 7 | 8 | 14 | 8 | 9 | 10 | 10 | 9 | 8 | 8 | 8 |
| Student transportation ..................... | 211 | 298 | 337 | 440 | 442 | 452 | 463 | 467 | 477 | 375 | 405 | 431 | 489 | 486 | 488 | 485 | 481 | 483 |
| Salaries ....................................... | 80 | 115 | 126 | 154 | 155 | 152 | 151 | 151 | 154 | 142 | 156 | 161 | 171 | 170 | 164 | 158 | 156 | 156 |
| Employee benefits ....................... | 22 | 34 | 44 | 60 | 62 | 63 | 64 | 65 | 66 | 39 | 46 | 56 | 66 | 68 | 68 | 67 | 67 | 67 |
| Purchased services ..................... | 81 | 122 | 139 | 183 | 182 | 185 | 190 | 193 | 199 | 144 | 166 | 178 | 203 | 200 | 199 | 199 | 198 | 202 |
| Supplies .................................... | 23 | 25 | 25 | 40 | 40 | 48 | 53 | 53 | 53 | 42 | 33 | 31 | 45 | 44 | 52 | 56 | 55 | 54 |
| Other ...................................... | 5 | 3 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 8 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 |

[^69]| Function and subfunction | Expenditures per pupil in current dollars |  |  |  |  |  |  |  |  | Expenditures per pupil in constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2003-04 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 ${ }^{2}$ | 2013-14 | 1990-91 | 2000-01 | 2003-04 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 ${ }^{2}$ | 2013-14 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Other support services ${ }^{6}$.......... | 136 | 242 | 278 | 349 | 348 | 349 | 361 | 363 | 381 | 241 | 330 | 356 | 387 | 383 | 376 | 377 | 374 | 386 |
| Salaries .................................................... | 70 | 117 | 131 | 164 | 165 | 165 | 165 | 167 | 172 | 125 | 159 | 167 | 182 | 182 | 177 | 173 | 172 | 175 |
| Employee benefits ....................... | 24 | 34 | 47 | 64 | 64 | 67 | 69 | 70 | 74 | 42 | 46 | 60 | 71 | 70 | 72 | 72 | 72 | 75 |
| Purchased services ...................... | 19 | 59 | 66 | 80 | 79 | 78 | 85 | 87 | 93 | 34 | 80 | 84 | 89 | 87 | 84 | 89 | 89 | 95 |
| Supplies ..................................... | 7 | 13 | 16 | 18 | 17 | 18 | 19 | 19 | 22 | 13 | 18 | 20 | 20 | 19 | 19 | 19 | 20 | 22 |
| Other ........................................ | 15 | 19 | 19 | 23 | 23 | 21 | 23 | 19 | 19 | 26 | 26 | 24 | 26 | 25 | 23 | 24 | 20 | 19 |
| Food services ............................. | 205 | 293 | 322 | 402 | 405 | 412 | 428 | 439 | 447 | 364 | 398 | 413 | 446 | 446 | 444 | 448 | 452 | 453 |
| Salaries .................................... | - | 105 | 111 | 132 | 131 | 131 | 133 | 133 | 134 | - | 143 | 143 | 147 | 144 | 141 | 139 | 137 | 136 |
| Employee benefits ....................... | - | 29 | 37 | 48 | 49 | 50 | 51 | 52 | 55 | - | 40 | 47 | 53 | 54 | 54 | 53 | 54 | 55 |
| Purchased services ....................... | - | 20 | 26 | 37 | 39 | 42 | 44 | 46 | 47 | - | 27 | 33 | 41 | 43 | 45 | 46 | 47 | 47 |
| Supplies .................................. | - | 136 | 144 | 181 | 181 | 184 | 196 | 203 | 207 | - | 185 | 185 | 201 | 199 | 199 | 205 | 209 | 210 |
| Other ....................................... | - | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | - | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Enterprise operations ${ }^{7}$............... | 23 | 16 | 19 | 26 | 25 | 22 | 22 | 22 | 23 | 41 | 22 | 24 | 28 | 28 | 24 | 23 | 23 | 23 |
| Salaries ...................................... | - | 3 | 4 | 7 | 7 | 7 | 6 | 6 | 6 | - | 4 | 5 | 8 | 8 | 7 | 6 | 6 | 6 |
| Employee benefits ..................... | - | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | - | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Purchased services ........................ | - | 4 | 4 | 5 | 5 | 3 | 4 | 4 | 4 | - | 5 | 5 | 6 | 6 | 4 | 4 | 4 | 4 |
| Supplies ...................................... | - | 5 | 6 | 7 | 7 | 6 | 6 | 6 | 6 | - | 7 | 7 | 8 | 8 | 6 | 6 | 6 | 7 |
| Other ........................................ | - | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | - | 6 | 5 | 5 | 5 | 5 | 5 | 5 | 4 |
| Capital outlay ${ }^{8}$.............................. | 477 | 976 | 1,045 | 1,336 | 1,148 | 1,029 | 984 | 916 | 926 | 849 | 1,328 | 1,338 | 1,483 | 1,262 | 1,109 | 1,030 | 943 | 939 |
| Interest on school debt ........................ | 105 | 215 | 269 | 346 | 349 | 363 | 360 | 347 | 343 | 187 | 293 | 345 | 384 | 384 | 391 | 377 | 357 | 348 |

-Not available. ${ }^{1}$ Constant dollars based on the
adjusted to a school-year basis.
${ }^{2}$ Data have been revised from previously published figures
2.Data have been revised from previously published figures.
${ }^{3}$ Includes estimated data for subfunctions of food services and enterprise operations.

Includes estimated data for subfunctions of food services and enterprise operations.
4 Includes expenditures for guidance, health, attendance, and speech pathology services.
${ }^{5}$ Includes expenditures for curriculum development, staff training, libraries, and media and computer centers
${ }^{6}$ Includes business support services concerned with paying, transporting, exchanging, and maintaining goods and services
for local education agencies; central support services, including planning, research, evaluation, information, staff, and data processing services; and other support services.
${ }^{7}$ Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time)
${ }^{8}$ Includes expenditures for property and for buildings and alterations completed by school district staff or contractors.
NOTE: Excludes expenditures for state education agencies. Detail may not sum to totals because of rounding.
ta (CCD), "National Public Education Financial Survey," 1990-91 through 2013-14. (This table was prepared July 2016.)

Table 236.65. Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2013-14

|  | Unadjusted dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States | \$751 | \$2,088 | \$4,643 | \$6,912 | \$8,310 | \$8,711 | \$9,145 | \$9,679 | \$10,298 | \$10,540 | \$10,636 | \$10,663 | \$10,648 | \$10,771 | \$11,066 |
| Alabama | 512 | 1,520 | 3,144 | 5,638 | 6,581 | 7,073 | 7,683 | 8,398 | 9,197 | 8,964 | 8,907 | 8,726 | 8,577 | 8,773 | 9,036 |
| Alaska ... | 1,059 | 4,267 | 7,577 | 8,806 | 10,116 | 10,847 | 11,476 | 12,324 | 14,641 | 15,363 | 15,829 | 16,663 | 17,475 | 18,217 | 18,466 |
| Arizona .. | 674 | 1,865 | 3,717 | 5,030 | 5,999 | 6,307 | 6,515 | 7,316 | 7,727 | 8,022 | 7,870 | 7,782 | 7,383 | 7,495 | 7,457 |
| Arkansas . | 511 | 1,472 | 3,229 | 5,277 | 6,842 | 7,659 | 8,030 | 8,391 | 8,677 | 8,854 | 9,281 | 9,496 | 9,536 | 9,538 | 9,752 |
| California | 833 | 2,227 | 4,502 | 6,314 | 7,673 | 7,905 | 8,301 | 8,952 | 9,706 | 9,503 | 9,300 | 9,146 | 9,220 | 9,258 | 9,671 |
| Colorado . | 686 | 2,258 | 4,357 | 6,215 | 7,478 | 7,826 | 8,166 | 8,286 | 9,152 | 8,782 | 8,926 | 8,786 | 8,594 | 8,693 | 9,036 |
| Connecticut | 911 | 2,167 | 7,463 | 9,753 | 11,436 | 12,263 | 13,072 | 13,659 | 14,610 | 15,353 | 15,698 | 16,224 | 16,855 | 17,321 | 18,401 |
| Delaware .. | 833 | 2,587 | 5,326 | 8,310 | 10,212 | 10,911 | 11,621 | 11,760 | 12,153 | 12,109 | 12,222 | 12,467 | 13,580 | 13,653 | 13,793 |
| District of Columbia | 947 | 2,811 | 7,872 | 10,107 | 12,959 | 13,915 | 13,752 | 15,511 | 16,353 | 19,698 | 20,910 | 20,793 | 19,847 | 20,451 | 20,577 |
| Florida ....... | 683 | 1,834 | 4,597 | 5,831 | 6,793 | 7,215 | 7,812 | 8,567 | 9,084 | 8,867 | 8,863 | 9,030 | 8,520 | 8,623 | 8,955 |
| Georgia | 539 | 1,491 | 4,000 | 6,437 | 7,742 | 8,065 | 8,595 | 9,102 | 9,718 | 9,649 | 9,432 | 9,259 | 9,272 | 9,121 | 9,236 |
| Hawaii | 792 | 2,086 | 4,130 | 6,530 | 8,533 | 8,997 | 9,876 | 11,316 | 11,800 | 12,400 | 11,855 | 11,924 | 11,973 | 11,790 | 12,400 |
| Idaho . | 573 | 1,548 | 2,921 | 5,315 | 6,168 | 6,319 | 6,469 | 6,648 | 6,951 | 7,118 | 7,100 | 6,821 | 6,626 | 6,761 | 6,577 |
| Illinois . | 816 | 2,241 | 4,521 | 7,133 | 8,606 | 8,896 | 9,113 | 9,596 | 10,353 | 11,097 | 11,739 | 11,742 | 12,011 | 12,443 | 13,213 |
| Indiana | 661 | 1,708 | 4,270 | 7,192 | 8,431 | 8,919 | 8,929 | 9,080 | 8,867 | 9,254 | 9,479 | 9,251 | 9,588 | 9,421 | 9,396 |
| lowa | 798 | 2,164 | 4,190 | 6,564 | 7,626 | 7,962 | 8,355 | 8,791 | 9,520 | 9,704 | 9,748 | 9,795 | 10,027 | 10,291 | 10,647 |
| Kansas . | 699 | 1,963 | 4,290 | 6,294 | 7,776 | 7,926 | 8,640 | 9,243 | 9,894 | 10,204 | 9,972 | 9,802 | 10,021 | 10,011 | 10,240 |
| Kentucky | 502 | 1,557 | 3,384 | 5,921 | 6,864 | 7,132 | 7,668 | 7,941 | 8,740 | 8,786 | 8,957 | 9,228 | 9,327 | 9,274 | 9,411 |
| Louisiana | 589 | 1,629 | 3,625 | 5,804 | 7,271 | 7,669 | 8,486 | 8,937 | 10,006 | 10,625 | 10,701 | 10,799 | 10,726 | 10,539 | 10,853 |
| Maine ........ | 649 | 1,692 | 4,903 | 7,667 | 9,746 | 10,342 | 10,841 | 11,644 | 11,761 | 12,183 | 12,525 | 12,576 | 12,335 | 12,694 | 13,267 |
| Maryland | 809 | 2,293 | 5,573 | 7,731 | 9,433 | 10,031 | 10,909 | 11,989 | 13,257 | 13,737 | 14,007 | 13,946 | 13,875 | 14,086 | 14,217 |
| Massachusetts | 791 | 2,548 | 5,766 | 8,816 | 11,015 | 11,642 | 12,087 | 12,784 | 13,690 | 14,534 | 13,956 | 14,612 | 14,844 | 15,321 | 15,886 |
| Michigan .. | 841 | 2,495 | 5,090 | 8,110 | 9,094 | 9,338 | 9,575 | 9,876 | 10,075 | 10,373 | 10,447 | 10,577 | 10,477 | 10,515 | 10,649 |
| Minnesota | 855 | 2,296 | 4,698 | 7,190 | 8,405 | 8,718 | 9,159 | 9,589 | 10,060 | 10,983 | 10,665 | 10,674 | 10,781 | 11,065 | 11,427 |
| Mississippi ... | 457 | 1,568 | 2,934 | 5,014 | 6,199 | 6,548 | 7,173 | 7,459 | 7,890 | 8,064 | 8,104 | 7,926 | 8,097 | 8,117 | 8,265 |
| Missouri | 596 | 1,724 | 4,071 | 6,187 | 7,542 | 7,858 | 8,273 | 8,848 | 9,532 | 9,617 | 9,721 | 9,461 | 9,514 | 9,702 | 9,938 |
| Montana | 728 | 2,264 | 4,240 | 6,314 | 7,825 | 8,133 | 8,626 | 9,191 | 9,786 | 10,120 | 10,565 | 10,719 | 10,569 | 10,662 | 10,941 |
| Nebraska | 700 | 2,025 | 4,553 | 6,683 | 8,452 | 8,794 | 9,324 | 10,068 | 10,565 | 10,846 | 11,339 | 11,704 | 11,492 | 11,743 | 11,877 |
| Nevada .......... | 706 | 1,908 | 3,816 | 5,760 | 6,410 | 6,804 | 7,177 | 7,796 | 8,187 | 8,321 | 8,376 | 8,411 | 8,130 | 8,026 | 8,275 |
| New Hampshire ... | 666 | 1,732 | 4,786 | 6,860 | 9,161 | 9,771 | 10,396 | 11,036 | 11,951 | 12,583 | 13,072 | 13,548 | 13,774 | 14,050 | 14,601 |
| New Jersey .. | 924 | 2,825 | 7,546 | 10,337 | 13,338 | 14,117 | 14,954 | 16,163 | 17,620 | 16,973 | 17,379 | 16,855 | 17,982 | 18,523 | 18,780 |
| New Mexico ... | 665 | 1,870 | 3,446 | 5,825 | 7,572 | 7,834 | 8,354 | 8,849 | 9,291 | 9,648 | 9,621 | 9,250 | 9,013 | 9,164 | 9,403 |
| New York ....... | 1,194 | 2,950 | 7,051 | 9,846 | 12,638 | 13,703 | 14,615 | 15,546 | 16,794 | 17,746 | 18,167 | 18,857 | 19,396 | 19,529 | 20,156 |
| North Carolina . | 570 | 1,635 | 4,018 | 6,045 | 6,613 | 7,098 | 7,396 | 7,878 | 7,798 | 8,463 | 8,225 | 8,267 | 8,160 | 8,342 | 8,287 |
| North Dakota | 662 | 1,941 | 3,899 | 5,667 | 7,333 | 8,279 | 8,728 | 8,671 | 9,324 | 9,802 | 10,519 | 10,898 | 11,246 | 11,615 | 12,032 |
|  | 677 | 1,894 | 4,531 | 7,065 | 9,029 | 9,330 | 9,692 | 9,937 | 10,340 | 10,669 | 11,224 | 11,395 | 11,323 | 11,276 | 11,434 |
| Oklahoma .... | 554 | 1,810 | 3,293 | 5,395 | 6,154 | 6,610 | 6,941 | 7,430 | 7,683 | 7,878 | 7,929 | 7,631 | 7,763 | 7,914 | 7,995 |
| Oregon ......... | 843 | 2,412 | 4,864 | 7,149 | 7,618 | 8,069 | 8,645 | 8,958 | 9,565 | 9,611 | 9,268 | 9,516 | 9,485 | 9,572 | 9,959 |
| Pennsylvania .... | 815 | 2,328 | 5,737 | 7,772 | 9,708 | 10,235 | 10,723 | 10,905 | 11,741 | 12,299 | 12,729 | 13,096 | 13,091 | 13,445 | 13,824 |
| Rhode Island | 807 | 2,340 | 5,908 | 8,904 | 11,078 | 11,667 | 12,609 | 13,453 | 14,459 | 14,719 | 14,723 | 14,948 | 15,172 | 14,889 | 15,372 |
| South Carolina | 567 | 1,597 | 3,769 | 6,130 | 7,177 | 7,549 | 8,120 | 8,507 | 9,060 | 9,228 | 9,080 | 8,908 | 9,102 | 9,444 | 9,608 |
| South Dakota .. | 656 | 1,781 | 3,511 | 5,632 | 7,068 | 7,464 | 7,775 | 8,064 | 8,535 | 8,543 | 9,020 | 8,931 | 8,593 | 8,630 | 9,036 |
| Tennessee ... | 531 | 1,523 | 3,405 | 5,383 | 6,466 | 6,850 | 7,004 | 7,129 | 7,820 | 7,992 | 8,117 | 8,330 | 8,348 | 8,588 | 8,662 |
| Texas ... | 551 | 1,740 | 3,835 | 6,288 | 7,151 | 7,246 | 7,480 | 7,850 | 8,350 | 8,562 | 8,788 | 8,685 | 8,213 | 8,285 | 8,602 |
| Utah | 595 | 1,556 | 2,577 | 4,378 | 4,991 | 5,216 | 5,464 | 5,709 | 5,978 | 6,612 | 6,452 | 6,440 | 6,312 | 6,432 | 6,546 |
| Vermont | 790 | 1,930 | 5,770 | 8,323 | 11,211 | 11,972 | 12,805 | 13,629 | 14,421 | 15,096 | 15,666 | 14,707 | 16,651 | 17,286 | 18,066 |
| Virginia ...... | 654 | 1,824 | 4,690 | 6,841 | 8,219 | 8,886 | 9,452 | 10,214 | 10,664 | 10,928 | 10,594 | 10,363 | 10,656 | 10,960 | 10,955 |
| Washington . | 853 | 2,387 | 4,382 | 6,376 | 7,391 | 7,717 | 7,984 | 8,524 | 9,058 | 9,585 | 9,497 | 9,619 | 9,604 | 9,714 | 10,305 |
| West Virginia | 621 | 1,749 | 4,020 | 7,152 | 8,588 | 9,024 | 9,440 | 9,727 | 10,059 | 10,606 | 11,774 | 11,978 | 11,579 | 11,264 | 11,371 |
| Wisconsin ................. | 793 | 2,225 | 5,020 | 7,806 | 9,240 | 9,755 | 9,993 | 10,372 | 10,791 | 11,183 | 11,507 | 11,947 | 11,233 | 11,186 | 11,345 |
| Wyoming ........................... | 805 | 2,369 | 5,239 | 7,425 | 9,308 | 10,190 | 11,437 | 13,266 | 13,856 | 14,628 | 15,232 | 15,815 | 15,988 | 15,815 | 15,903 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa .... | - | - | 1,781 | 2,739 | 3,493 | 3,607 | 3,561 | 3,481 | - | - | - | - | - | - | - |
| Guam ..................... | 766 | - | 3,817 | - | 5,781 | - | 6,781 | - | - | - | - | 8,443 | 9,300 | 8,949 | 8,585 |
| Northern Marianas ..... | - | - | 3,356 | 5,120 | 4,241 | 5,034 | 4,924 | 4,707 | 4,535 | 5,753 | 5,676 | 7,623 | 6,246 | 5,733 | 5,875 |
| Puerto Rico ............... | - | - | 1,605 | 3,404 | 4,147 | 4,979 | 5,470 | 6,006 | 6,520 | 6,955 | 7,021 | 7,429 | 7,403 | 8,460 | 8,281 |
| U.S. Virgin Islands ............ | - | - | 6,043 | 6,478 | 7,239 | 8,387 | 8,768 | 9,669 | 12,358 | 12,768 | 14,215 | 13,226 | 11,669 | 10,661 | 11,705 |

See notes at end of table.

Table 236.65. Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2013-14-Continued

| State or jurisdiction | Constant 2015-16 dollars ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| United States | \$4,738 | \$6,410 | \$8,712 | \$9,729 | \$10,641 | \$10,828 | \$10,950 | \$11,298 | \$11,591 | \$11,699 | \$11,693 | \$11,492 | \$11,149 | \$11,093 | \$11,222 |
| Alabama | 3,227 | 4,667 | 5,899 | 7,935 | 8,427 | 8,792 | 9,200 | 9,802 | 10,351 | 9,950 | 9,792 | 9,404 | 8,981 | 9,035 | 9,163 |
| Alaska | 6,681 | 13,097 | 14,219 | 12,395 | 12,953 | 13,482 | 13,742 | 14,385 | 16,479 | 17,053 | 17,402 | 17,959 | 18,298 | 18,762 | 18,726 |
| Arizona | 4,254 | 5,724 | 6,976 | 7,080 | 7,682 | 7,840 | 7,801 | 8,540 | 8,697 | 8,905 | 8,652 | 8,387 | 7,731 | 7,719 | 7,562 |
| Arkansas | 3,223 | 4,518 | 6,060 | 7,428 | 8,760 | 9,520 | 9,616 | 9,795 | 9,766 | 9,828 | 10,203 | 10,234 | 9,985 | 9,824 | 9,889 |
| California | 5,257 | 6,834 | 8,449 | 8,887 | 9,825 | 9,826 | 9,940 | 10,449 | 10,924 | 10,548 | 10,224 | 9,857 | 9,654 | 9,536 | 9,807 |
| Colorado | 4,327 | 6,930 | 8,176 | 8,748 | 9,575 | 9,728 | 9,778 | 9,671 | 10,301 | 9,748 | 9,813 | 9,469 | 8,999 | 8,953 | 9,163 |
| Connecticut | 5,745 | 6,651 | 14,004 | 13,727 | 14,643 | 15,243 | 15,652 | 15,944 | 16,444 | 17,042 | 17,259 | 17,485 | 17,648 | 17,839 | 18,660 |
| Delaware | 5,257 | 7,939 | 9,995 | 11,696 | 13,076 | 13,562 | 13,916 | 13,727 | 13,678 | 13,441 | 13,437 | 13,437 | 14,220 | 14,061 | 13,987 |
| District of Columbia | 5,973 | 8,629 | 14,772 | 14,225 | 16,593 | 17,297 | 16,466 | 18,105 | 18,406 | 21,866 | 22,989 | 22,410 | 20,781 | 21,063 | 20,867 |
| Florida .................... | 4,306 | 5,629 | 8,627 | 8,207 | 8,698 | 8,968 | 9,354 | 10,000 | 10,224 | 9,842 | 9,744 | 9,732 | 8,921 | 8,881 | 9,081 |
| Georgia | 3,399 | 4,576 | 7,506 | 9,060 | 9,913 | 10,025 | 10,292 | 10,624 | 10,937 | 10,711 | 10,370 | 9,979 | 9,709 | 9,394 | 9,366 |
| Hawaii. | 4,996 | 6,404 | 7,750 | 9,191 | 10,926 | 11,183 | 11,826 | 13,209 | 13,281 | 13,764 | 13,033 | 12,851 | 12,536 | 12,143 | 12,574 |
| Idaho . | 3,616 | 4,752 | 5,481 | 7,480 | 7,897 | 7,855 | 7,746 | 7,760 | 7,824 | 7,901 | 7,806 | 7,352 | 6,938 | 6,963 | 6,670 |
| Illinois . | 5,145 | 6,879 | 8,484 | 10,040 | 11,020 | 11,057 | 10,913 | 11,201 | 11,653 | 12,318 | 12,905 | 12,655 | 12,577 | 12,816 | 13,399 |
| Indiana | 4,171 | 5,243 | 8,013 | 10,123 | 10,795 | 11,086 | 10,691 | 10,598 | 9,980 | 10,272 | 10,421 | 9,970 | 10,039 | 9,703 | 9,528 |
|  | 5,035 | 6,642 | 7,862 | 9,239 | 9,764 | 9,896 | 10,004 | 10,262 | 10,715 | 10,772 | 10,716 | 10,556 | 10,499 | 10,599 | 10,797 |
| Kansas | 4,408 | 6,024 | 8,050 | 8,858 | 9,956 | 9,852 | 10,346 | 10,788 | 11,136 | 11,326 | 10,963 | 10,564 | 10,493 | 10,311 | 10,384 |
| Kentucky | 3,166 | 4,780 | 6,350 | 8,334 | 8,789 | 8,865 | 9,182 | 9,268 | 9,837 | 9,753 | 9,848 | 9,945 | 9,766 | 9,552 | 9,544 |
| Louisiana | 3,718 | 5,000 | 6,802 | 8,169 | 9,310 | 9,533 | 10,161 | 10,432 | 11,262 | 11,794 | 11,765 | 11,639 | 11,231 | 10,855 | 11,005 |
| Maine ..... | 4,095 | 5,193 | 9,201 | 10,792 | 12,479 | 12,856 | 12,981 | 13,591 | 13,237 | 13,523 | 13,770 | 13,554 | 12,915 | 13,074 | 13,454 |
| Maryland | 5,104 | 7,037 | 10,459 | 10,882 | 12,078 | 12,469 | 13,062 | 13,994 | 14,921 | 15,248 | 15,399 | 15,031 | 14,528 | 14,507 | 14,417 |
| Massachusetts | 4,987 | 7,820 | 10,820 | 12,408 | 14,104 | 14,471 | 14,473 | 14,922 | 15,409 | 16,133 | 15,343 | 15,748 | 15,543 | 15,779 | 16,110 |
| Michigan ... | 5,308 | 7,659 | 9,551 | 11,414 | 11,644 | 11,608 | 11,465 | 11,528 | 11,339 | 11,514 | 11,485 | 11,399 | 10,970 | 10,830 | 10,799 |
| Minnesota | 5,392 | 7,048 | 8,816 | 10,120 | 10,762 | 10,837 | 10,967 | 11,193 | 11,323 | 12,191 | 11,725 | 11,503 | 11,288 | 11,396 | 11,588 |
| Mississippi | 2,881 | 4,814 | 5,505 | 7,057 | 7,938 | 8,140 | 8,589 | 8,706 | 8,880 | 8,951 | 8,909 | 8,542 | 8,479 | 8,360 | 8,381 |
| Missouri | 3,759 | 5,292 | 7,639 | 8,708 | 9,657 | 9,768 | 9,907 | 10,327 | 10,729 | 10,675 | 10,687 | 10,197 | 9,961 | 9,993 | 10,078 |
| Montana .. | 4,590 | 6,948 | 7,956 | 8,887 | 10,019 | 10,110 | 10,329 | 10,729 | 11,015 | 11,234 | 11,616 | 11,552 | 11,067 | 10,981 | 11,095 |
| Nebraska | 4,414 | 6,214 | 8,544 | 9,406 | 10,822 | 10,931 | 11,164 | 11,752 | 11,891 | 12,039 | 12,466 | 12,614 | 12,033 | 12,094 | 12,045 |
| Nevada | 4,452 | 5,857 | 7,160 | 8,107 | 8,208 | 8,458 | 8,594 | 9,100 | 9,214 | 9,236 | 9,209 | 9,065 | 8,513 | 8,266 | 8,391 |
| New Hampshire | 4,202 | 5,316 | 8,980 | 9,655 | 11,731 | 12,145 | 12,448 | 12,882 | 13,451 | 13,968 | 14,371 | 14,601 | 14,422 | 14,470 | 14,806 |
| New Jersey | 5,827 | 8,672 | 14,160 | 14,550 | 17,078 | 17,547 | 17,906 | 18,866 | 19,832 | 18,841 | 19,106 | 18,165 | 18,828 | 19,077 | 19,044 |
| New Mexico | 4,195 | 5,741 | 6,466 | 8,199 | 9,695 | 9,738 | 10,003 | 10,329 | 10,457 | 10,710 | 10,577 | 9,969 | 9,437 | 9,438 | 9,535 |
| New York. | 7,534 | 9,056 | 13,231 | 13,858 | 16,182 | 17,033 | 17,500 | 18,146 | 18,902 | 19,699 | 19,973 | 20,324 | 20,309 | 20,114 | 20,440 |
| North Carolina | 3,598 | 5,020 | 7,541 | 8,509 | 8,467 | 8,822 | 8,856 | 9,195 | 8,777 | 9,394 | 9,042 | 8,910 | 8,544 | 8,591 | 8,403 |
| North Dakota | 4,178 | 5,959 | 7,317 | 7,976 | 9,390 | 10,291 | 10,451 | 10,121 | 10,494 | 10,881 | 11,565 | 11,746 | 11,775 | 11,962 | 12,201 |
| Ohio | 4,267 | 5,814 | 8,503 | 9,943 | 11,561 | 11,598 | 11,605 | 11,599 | 11,637 | 11,843 | 12,339 | 12,281 | 11,856 | 11,613 | 11,595 |
| Oklahoma | 3,493 | 5,554 | 6,180 | 7,593 | 7,880 | 8,217 | 8,312 | 8,672 | 8,647 | 8,745 | 8,717 | 8,225 | 8,128 | 8,151 | 8,107 |
| Oregon. | 5,319 | 7,404 | 9,128 | 10,062 | 9,754 | 10,030 | 10,352 | 10,456 | 10,765 | 10,668 | 10,189 | 10,256 | 9,931 | 9,858 | 10,099 |
| Pennsylvania | 5,143 | 7,147 | 10,766 | 10,939 | 12,431 | 12,723 | 12,840 | 12,729 | 13,215 | 13,653 | 13,994 | 14,114 | 13,708 | 13,848 | 14,019 |
| Rhode Island. | 5,089 | 7,183 | 11,087 | 12,533 | 14,185 | 14,503 | 15,098 | 15,703 | 16,274 | 16,339 | 16,186 | 16,110 | 15,887 | 15,335 | 15,589 |
| South Carolina | 3,578 | 4,903 | 7,074 | 8,628 | 9,189 | 9,384 | 9,723 | 9,929 | 10,198 | 10,243 | 9,982 | 9,600 | 9,531 | 9,726 | 9,743 |
| South Dakota | 4,139 | 5,466 | 6,589 | 7,927 | 9,050 | 9,278 | 9,310 | 9,412 | 9,606 | 9,483 | 9,916 | 9,626 | 8,998 | 8,888 | 9,163 |
| Tennessee | 3,349 | 4,675 | 6,389 | 7,576 | 8,279 | 8,515 | 8,387 | 8,322 | 8,801 | 8,872 | 8,924 | 8,978 | 8,741 | 8,845 | 8,784 |
| Texas ........ | 3,476 | 5,340 | 7,196 | 8,850 | 9,156 | 9,007 | 8,957 | 9,163 | 9,398 | 9,504 | 9,661 | 9,360 | 8,599 | 8,532 | 8,723 |
| Utah | 3,754 | 4,776 | 4,836 | 6,162 | 6,391 | 6,484 | 6,543 | 6,663 | 6,729 | 7,340 | 7,094 | 6,941 | 6,609 | 6,625 | 6,638 |
| Vermont | 4,980 | 5,924 | 10,828 | 11,714 | 14,355 | 14,881 | 15,333 | 15,908 | 16,232 | 16,757 | 17,223 | 15,851 | 17,435 | 17,803 | 18,320 |
| Virginia | 4,128 | 5,599 | 8,801 | 9,629 | 10,524 | 11,045 | 11,318 | 11,922 | 12,002 | 12,131 | 11,647 | 11,169 | 11,157 | 11,288 | 11,110 |
| Washington | 5,381 | 7,326 | 8,224 | 8,974 | 9,464 | 9,592 | 9,561 | 9,949 | 10,195 | 10,640 | 10,441 | 10,367 | 10,056 | 10,005 | 10,450 |
| West Virginia ... | 3,920 | 5,367 | 7,543 | 10,066 | 10,996 | 11,216 | 11,304 | 11,353 | 11,321 | 11,773 | 12,945 | 12,909 | 12,124 | 11,601 | 11,531 |
| Wisconsin .. | 5,003 | 6,828 | 9,420 | 10,988 | 11,831 | 12,125 | 11,965 | 12,106 | 12,146 | 12,414 | 12,651 | 12,876 | 11,762 | 11,520 | 11,505 |
| Wyoming ..... | 5,078 | 7,271 | 9,831 | 10,451 | 11,918 | 12,666 | 13,694 | 15,485 | 15,595 | 16,238 | 16,746 | 17,044 | 16,740 | 16,288 | 16,127 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ..... | - | - | 3,343 | 3,855 | 4,473 | 4,483 | 4,264 | 4,063 | - | - | - | - | - | - | - |
| Guam ..................... | 4,835 | - | 7,163 | - | 7,402 | - | 8,120 | - | - | - | - | 9,099 | 9,738 | 9,217 | 8,705 |
| Northern Marianas ... | - | - | 6,298 | 7,207 | 5,430 | 6,257 | 5,896 | 5,494 | 5,104 | 6,386 | 6,240 | 8,216 | 6,540 | 5,904 | 5,958 |
| Puerto Rico ............... | - | - | 3,012 | 4,790 | 5,309 | 6,189 | 6,550 | 7,011 | 7,338 | 7,720 | 7,719 | 8,007 | 7,751 | 8,713 | 8,398 |
| U.S. Virgin Islands .......... | - | - | 11,340 | 9,118 | 9,269 | 10,425 | 10,500 | 11,286 | 13,910 | 14,173 | 15,628 | 14,254 | 12,218 | 10,980 | 11,870 |

## -Not available.

${ }^{1}$ Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.
${ }^{2}$ Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.
NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Expenditures for state administration are excluded in all years except

1969-70 and 1979-80. Beginning in 1989-90, extensive changes were made in the data collection procedures. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1969-70; Revenues and Expenditures for Public Elementary and Secondary Schools, 1979-80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2013-14. (This table was prepared July 2016.)

Table 236.70. Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2013-14

| State or jurisdiction | Unadjusted dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States | \$816 | \$2,272 | \$4,980 | \$7,394 | \$8,900 | \$9,316 | \$9,778 | \$10,336 | \$10,982 | \$11,239 | \$11,427 | \$11,433 | \$11,362 | \$11,509 | \$11,831 |
| Alabama | 544 | 1,612 | 3,327 | 5,758 | 6,812 | 7,309 | 7,980 | 8,743 | 9,345 | 9,385 | 9,554 | 9,296 | 8,927 | 9,486 | 9,543 |
| Alaska .... | 1,123 | 4,728 | 8,431 | 9,668 | 11,074 | 11,851 | 12,537 | 13,508 | 16,002 | 16,822 | 17,350 | 18,352 | 19,134 | 19,982 | 20,254 |
| Arizona | 720 | 1,971 | 4,053 | 5,478 | 6,908 | 7,218 | 7,637 | 8,038 | 8,630 | 8,732 | 8,756 | 8,646 | 8,224 | 8,388 | 8,327 |
| Arkansas. | 568 | 1,574 | 3,485 | 5,628 | 7,307 | 8,243 | 8,748 | 9,152 | 9,460 | 9,651 | 10,237 | 10,332 | 10,397 | 9,853 | 10,622 |
| California .. | 867 | 2,268 | 4,391 | 6,401 | 7,708 | 7,989 | 8,416 | 9,029 | 9,673 | 9,439 | 9,680 | 9,540 | 9,608 | 9,686 | 10,094 |
| Colorado | 738 | 2,421 | 4,720 | 6,702 | 8,416 | 8,558 | 8,938 | 9,110 | 9,977 | 9,611 | 9,747 | 9,709 | 9,415 | 9,572 | 9,924 |
| Connecticut | 951 | 2,420 | 7,837 | 10,122 | 11,755 | 12,655 | 13,461 | 14,143 | 15,063 | 15,840 | 16,133 | 16,932 | 17,472 | 17,859 | 19,029 |
| Delaware. | 900 | 2,861 | 5,799 | 8,809 | 11,049 | 11,770 | 12,330 | 12,612 | 12,789 | 12,753 | 12,928 | 13,228 | 14,253 | 14,129 | 14,203 |
| District of Columbia | 1,018 | 3,259 | 8,955 | 11,935 | 15,414 | 15,074 | 17,877 | 18,285 | 20,807 | 19,766 | 21,283 | 21,304 | 20,399 | 20,333 | 21,442 |
| Florida ..................... | 732 | 1,889 | 4,997 | 6,383 | 7,269 | 7,731 | 8,376 | 9,055 | 9,711 | 9,452 | 9,363 | 9,394 | 8,825 | 8,925 | 9,345 |
| Georgia | 588 | 1,625 | 4,275 | 6,903 | 8,278 | 8,577 | 9,164 | 9,615 | 10,263 | 10,178 | 9,855 | 9,577 | 9,492 | 9,437 | 9,529 |
| Hawaii .. | 841 | 2,322 | 4,448 | 7,090 | 9,341 | 9,705 | 10,747 | 12,364 | 12,774 | 13,397 | 12,887 | 12,603 | 12,735 | 12,585 | 13,219 |
| Idaho .... | 603 | 1,659 | 3,078 | 5,644 | 6,559 | 6,698 | 6,861 | 7,074 | 7,402 | 7,567 | 7,481 | 7,155 | 7,041 | 7,273 | 7,215 |
| Illinois .... | 909 | 2,587 | 5,118 | 8,084 | 9,710 | 10,020 | 10,282 | 10,816 | 11,624 | 12,489 | 13,083 | 13,180 | 13,459 | 13,808 | 14,682 |
| Indiana | 728 | 1,882 | 4,606 | 7,652 | 9,033 | 9,640 | 9,558 | 9,727 | 9,569 | 9,946 | 10,160 | 9,924 | 10,220 | 10,037 | 10,078 |
| lowa | 844 | 2,326 | 4,453 | 6,925 | 8,017 | 8,341 | 8,460 | 8,789 | 9,128 | 10,482 | 10,524 | 10,565 | 10,748 | 10,915 | 11,359 |
| Kansas ... | 771 | 2,173 | 4,752 | 6,962 | 8,804 | 9,037 | 9,905 | 10,280 | 11,065 | 11,485 | 10,859 | 10,700 | 10,712 | 10,789 | 11,180 |
| Kentucky | 545 | 1,701 | 3,745 | 6,784 | 7,976 | 8,379 | 8,975 | 9,303 | 9,940 | 10,054 | 10,376 | 10,469 | 10,700 | 10,269 | 10,248 |
| Louisiana .. | 648 | 1,792 | 3,903 | 6,256 | 7,846 | 8,288 | 8,568 | 9,650 | 10,797 | 11,410 | 11,492 | 11,500 | 11,352 | 11,118 | 11,415 |
| Maine ........ | 692 | 1,824 | 5,373 | 8,247 | 10,504 | 11,153 | 11,760 | 12,628 | 13,177 | 13,558 | 14,090 | 14,406 | 14,000 | 14,347 | 14,926 |
| Maryland | 918 | 2,598 | 6,275 | 8,273 | 10,140 | 10,790 | 11,719 | 12,836 | 14,122 | 14,612 | 14,937 | 14,876 | 14,746 | 15,010 | 15,109 |
| Massachusetts .. | 859 | 2,819 | 6,237 | 9,375 | 11,583 | 12,208 | 12,629 | 13,263 | 14,373 | 15,249 | 14,632 | 15,334 | 15,607 | 16,111 | 16,646 |
| Michigan ........ | 904 | 2,640 | 5,546 | 8,886 | 10,049 | 10,328 | 10,598 | 10,932 | 11,155 | 11,493 | 11,661 | 11,560 | 11,462 | 11,495 | 11,678 |
| Minnesota .. | 904 | 2,387 | 4,971 | 7,499 | 8,934 | 9,273 | 9,761 | 10,185 | 10,663 | 11,602 | 11,366 | 11,368 | 11,424 | 11,754 | 12,140 |
| Mississippi | 501 | 1,664 | 3,094 | 5,356 | 6,601 | 6,994 | 7,699 | 7,988 | 8,448 | 8,610 | 8,670 | 8,436 | 8,623 | 8,685 | 8,926 |
| Missouri | 709 | 1,936 | 4,507 | 6,764 | 8,022 | 8,360 | 8,834 | 9,266 | 10,007 | 10,341 | 10,468 | 10,348 | 10,370 | 10,555 | 10,764 |
| Montana ... | 782 | 2,476 | 4,736 | 6,990 | 8,771 | 9,108 | 9,653 | 10,244 | 10,541 | 10,881 | 11,463 | 11,599 | 11,290 | 11,493 | 11,840 |
| Nebraska | 736 | 2,150 | 4,842 | 7,360 | 9,270 | 9,638 | 10,170 | 10,711 | 11,217 | 11,457 | 11,920 | 12,324 | 12,114 | 12,374 | 12,502 |
| Nevada .... | 769 | 2,088 | 4,117 | 6,148 | 6,780 | 7,198 | 7,720 | 8,372 | 8,891 | 8,865 | 8,869 | 9,035 | 8,677 | 8,525 | 8,734 |
| New Hampshire . | 723 | 1,916 | 5,304 | 7,082 | 9,391 | 10,043 | 10,698 | 11,347 | 12,280 | 12,912 | 13,424 | 13,964 | 14,215 | 14,463 | 15,013 |
| New Jersey | 1,016 | 3,191 | 8,139 | 10,903 | 13,776 | 14,666 | 15,362 | 16,650 | 18,174 | 17,466 | 18,060 | 17,654 | 18,197 | 19,020 | 19,282 |
| New Mexico | 707 | 2,034 | 3,515 | 5,835 | 7,653 | 7,933 | 8,426 | 8,876 | 9,377 | 9,727 | 9,716 | 9,356 | 9,069 | 9,230 | 9,546 |
| New York ....... | 1,327 | 3,462 | 8,062 | 10,957 | 13,926 | 15,054 | 16,095 | 17,182 | 18,423 | 19,373 | 19,965 | 20,517 | 20,881 | 21,172 | 22,048 |
| North Carolina | 612 | 1,754 | 4,290 | 6,505 | 7,114 | 7,628 | 7,940 | 8,373 | 8,415 | 9,167 | 8,930 | 8,943 | 8,828 | 9,041 | 8,948 |
| North Dakota ..... | 690 | 1,920 | 4,189 | 6,078 | 7,791 | 8,776 | 9,239 | 9,203 | 9,637 | 10,113 | 10,976 | 11,356 | 11,643 | 12,090 | 12,585 |
| Ohio | 730 | 2,075 | 5,045 | 7,816 | 9,799 | 9,984 | 10,306 | 10,792 | 11,374 | 11,905 | 12,307 | 12,484 | 12,271 | 12,284 | 12,447 |
| Oklahoma | 604 | 1,926 | 3,508 | 5,770 | 6,599 | 7,086 | 7,449 | 7,968 | 8,270 | 8,423 | 8,511 | 8,165 | 8,281 | 8,450 | 8,526 |
| Oregon ........ | 925 | 2,692 | 5,474 | 8,129 | 8,640 | 8,799 | 9,294 | 9,762 | 10,487 | 10,673 | 10,476 | 10,497 | 10,386 | 10,370 | 10,739 |
| Pennsylvania ..... | 882 | 2,535 | 6,228 | 8,380 | 10,393 | 11,014 | 11,530 | 11,995 | 12,493 | 12,989 | 13,678 | 14,072 | 13,973 | 14,378 | 14,789 |
| Rhode Island ....... | 891 | 2,601 | 6,368 | 9,646 | 12,279 | 12,685 | 13,917 | 14,674 | 15,843 | 16,211 | 16,243 | 16,346 | 16,498 | 16,187 | 16,702 |
| South Carolina | 613 | 1,752 | 4,082 | 6,545 | 7,893 | 8,302 | 8,795 | 9,226 | 9,823 | 10,007 | 9,887 | 9,735 | 9,823 | 10,200 | 10,408 |
| South Dakota .... | 690 | 1,908 | 3,731 | 6,037 | 7,607 | 7,960 | 8,273 | 8,506 | 9,047 | 9,457 | 9,683 | 9,431 | 9,095 | 9,138 | 9,539 |
| Tennessee ......... | 566 | 1,635 | 3,664 | 5,837 | 7,047 | 7,426 | 7,580 | 7,843 | 8,459 | 8,676 | 8,810 | 9,146 | 9,235 | 9,370 | 9,431 |
| Texas ......... | 624 | 1,916 | 4,150 | 6,771 | 7,711 | 7,814 | 8,085 | 8,484 | 9,029 | 9,260 | 9,528 | 9,418 | 8,862 | 8,951 | 9,273 |
| Utah | 626 | 1,657 | 2,764 | 4,692 | 5,427 | 5,654 | 5,809 | 6,116 | 6,841 | 7,081 | 6,877 | 6,851 | 6,787 | 7,023 | 7,156 |
| Vermont | 807 | 1,997 | 6,227 | 8,799 | 11,675 | 12,579 | 13,377 | 14,219 | 15,089 | 16,073 | 16,586 | 16,661 | 17,575 | 18,372 | 19,032 |
| Virginia | 708 | 1,970 | 4,672 | 6,491 | 8,761 | 9,441 | 10,046 | 10,913 | 11,410 | 11,696 | 11,383 | 11,123 | 11,385 | 11,748 | 11,716 |
| Washington ........... | 915 | 2,568 | 4,702 | 6,914 | 8,051 | 8,362 | 8,702 | 9,233 | 9,846 | 10,423 | 10,242 | 10,402 | 10,413 | 10,553 | 11,199 |
| West Virginia .................. | 670 | 1,920 | 4,360 | 7,637 | 9,076 | 9,321 | 9,756 | 10,080 | 10,605 | 11,122 | 12,378 | 12,505 | 11,982 | 11,665 | 11,800 |
| Wisconsin .................. | 883 | 2,477 | 5,524 | 8,299 | 9,834 | 10,141 | 10,484 | 10,813 | 11,370 | 11,773 | 12,194 | 12,515 | 11,750 | 11,768 | 11,963 |
| Wyoming ............... | 856 | 2,527 | 5,577 | 7,944 | 10,351 | 11,087 | 12,415 | 14,219 | 14,936 | 15,658 | 16,535 | 17,126 | 17,228 | 17,135 | 17,165 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa ...... | - | - | 1,908 | 2,807 | 3,671 | 3,801 | 3,842 | 3,909 | 4,309 | 4,468 | 4,881 | 4,877 | 5,154 | 4,870 | 5,504 |
| Guam ........................ | 820 | - | 4,234 | - | 6,449 | - | 7,095 | 7,450 | 8,084 | 8,264 | 8,393 | 9,280 | 10,112 | 9,431 | 9,914 |
| Northern Marianas ...... | - | - | 3,007 | 5,720 | 4,746 | 5,669 | 5,307 | 5,356 | 5,162 | 6,397 | 6,284 | 8,495 | 7,068 | 6,381 | 6,548 |
| Puerto Rico | - | - | 1,750 | 3,859 | 4,534 | 5,304 | 5,897 | 6,152 | 6,937 | 7,329 | 7,426 | 8,560 | 7,798 | 8,701 | 8,822 |
| U.S. Virgin Islands .......... | - | - | 6,767 | 7,238 | 8,077 | 8,698 | 9,637 | 10,548 | 12,358 | 12,768 | 14,215 | 13,014 | 11,669 | 10,661 | 11,705 |

See notes at end of table.

Table 236.70. Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2013-14-Continued

| State or jurisdiction | Constant 2015-16 dollars ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1969-70 | 1979-80 | 1989-90 | 1999-2000 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| United | \$5,147 | \$6,973 | \$9,345 | \$10,406 | \$11,395 | \$11,580 | \$11,709 | \$12,064 | \$12,361 | \$12,475 | \$12,563 | \$12,322 | \$11,897 | \$11,854 | \$11,998 |
| Alabama | 3,431 | 4,947 | 6,244 | 8,105 | 8,723 | 9,085 | 9,555 | 10,205 | 10,518 | 10,418 | 10,503 | 10,019 | 9,347 | 9,770 | 9,678 |
| Alaska . | 7,081 | 14,510 | 15,822 | 13,608 | 14,180 | 14,731 | 15,012 | 15,767 | 18,011 | 18,672 | 19,074 | 19,779 | 20,034 | 20,580 | 20,540 |
| Arizona | 4,542 | 6,049 | 7,606 | 7,711 | 8,846 | 8,972 | 9,145 | 9,382 | 9,714 | 9,693 | 9,626 | 9,318 | 8,611 | 8,639 | 8,445 |
| Arkansas | 3,580 | 4,832 | 6,540 | 7,921 | 9,356 | 10,247 | 10,476 | 10,683 | 10,648 | 10,713 | 11,254 | 11,135 | 10,886 | 10,148 | 10,772 |
| California | 5,470 | 6,960 | 8,240 | 9,009 | 9,870 | 9,930 | 10,078 | 10,539 | 10,887 | 10,477 | 10,642 | 10,282 | 10,060 | 9,976 | 10,236 |
| Colorado | 4,654 | 7,430 | 8,858 | 9,433 | 10,776 | 10,637 | 10,703 | 10,634 | 11,230 | 10,668 | 10,716 | 10,464 | 9,859 | 9,859 | 10,064 |
| Connecticut | 6,000 | 7,428 | 14,706 | 14,246 | 15,051 | 15,731 | 16,119 | 16,508 | 16,954 | 17,582 | 17,736 | 18,248 | 18,295 | 18,394 | 19,297 |
| Delaware | 5,677 | 8,781 | 10,882 | 12,398 | 14,148 | 14,631 | 14,764 | 14,722 | 14,395 | 14,156 | 14,213 | 14,257 | 14,924 | 14,552 | 14,403 |
| District of Columbia | 6,423 | 10,003 | 16,804 | 16,798 | 19,736 | 18,737 | 21,406 | 21,343 | 23,418 | 21,940 | 23,398 | 22,960 | 21,359 | 20,942 | 21,745 |
| Florida | 4,619 | 5,798 | 9,378 | 8,984 | 9,307 | 9,609 | 10,030 | 10,570 | 10,930 | 10,492 | 10,294 | 10,124 | 9,241 | 9,192 | 9,476 |
| Georgia | 3,709 | 4,988 | 8,022 | 9,716 | 10,600 | 10,661 | 10,973 | 11,223 | 11,551 | 11,298 | 10,835 | 10,321 | 9,938 | 9,720 | 9,663 |
| Hawaii | 5,302 | 7,126 | 8,348 | 9,979 | 11,960 | 12,063 | 12,868 | 14,432 | 14,378 | 14,871 | 14,167 | 13,583 | 13,335 | 12,961 | 13,405 |
| Idaho | 3,805 | 5,093 | 5,775 | 7,944 | 8,398 | 8,326 | 8,216 | 8,257 | 8,332 | 8,400 | 8,225 | 7,711 | 7,373 | 7,490 | 7,316 |
| Illinois | 5,737 | 7,939 | 9,604 | 11,378 | 12,432 | 12,455 | 12,312 | 12,625 | 13,083 | 13,863 | 14,384 | 14,205 | 14,093 | 14,221 | 14,889 |
| Indiana | 4,592 | 5,778 | 8,644 | 10,770 | 11,566 | 11,982 | 11,445 | 11,354 | 10,770 | 11,040 | 11,170 | 10,695 | 10,701 | 10,337 | 10,220 |
| lowa | 5,325 | 7,140 | 8,356 | 9,747 | 10,265 | 10,368 | 10,130 | 10,258 | 10,273 | 11,635 | 11,569 | 11,387 | 11,254 | 11,242 | 11,519 |
| Kansas | 4,863 | 6,670 | 8,917 | 9,799 | 11,273 | 11,233 | 11,861 | 11,999 | 12,454 | 12,749 | 11,938 | 11,532 | 11,217 | 11,112 | 11,338 |
| Kentucky | 3,439 | 5,221 | 7,028 | 9,549 | 10,212 | 10,415 | 10,746 | 10,859 | 11,188 | 11,160 | 11,407 | 11,283 | 11,204 | 10,577 | 10,392 |
| Louisiana | 4,087 | 5,500 | 7,325 | 8,805 | 10,046 | 10,302 | 10,260 | 11,264 | 12,152 | 12,665 | 12,634 | 12,394 | 11,886 | 11,451 | 11,576 |
| Maine ..... | 4,368 | 5,597 | 10,083 | 11,607 | 13,450 | 13,863 | 14,082 | 14,740 | 14,831 | 15,050 | 15,490 | 15,526 | 14,659 | 14,776 | 15,137 |
| Maryland | 5,793 | 7,974 | 11,776 | 11,644 | 12,983 | 13,412 | 14,032 | 14,982 | 15,895 | 16,219 | 16,422 | 16,033 | 15,440 | 15,459 | 15,322 |
| Massachusetts | 5,419 | 8,653 | 11,704 | 13,195 | 14,831 | 15,175 | 15,122 | 15,481 | 16,178 | 16,927 | 16,087 | 16,526 | 16,342 | 16,593 | 16,881 |
| Michigan | 5,702 | 8,104 | 10,408 | 12,507 | 12,867 | 12,838 | 12,691 | 12,760 | 12,555 | 12,757 | 12,820 | 12,459 | 12,001 | 11,839 | 11,842 |
| Minnesota | 5,700 | 7,326 | 9,327 | 10,555 | 11,440 | 11,526 | 11,687 | 11,888 | 12,002 | 12,879 | 12,495 | 12,252 | 11,962 | 12,106 | 12,311 |
| Mississippi | 3,159 | 5,107 | 5,805 | 7,538 | 8,453 | 8,694 | 9,219 | 9,324 | 9,508 | 9,557 | 9,531 | 9,092 | 9,029 | 8,945 | 9,051 |
| Missouri | 4,469 | 5,943 | 8,458 | 9,520 | 10,271 | 10,391 | 10,578 | 10,815 | 11,263 | 11,479 | 11,508 | 11,152 | 10,858 | 10,871 | 10,915 |
| Montana | 4,932 | 7,601 | 8,888 | 9,838 | 11,230 | 11,322 | 11,558 | 11,957 | 11,864 | 12,078 | 12,602 | 12,500 | 11,821 | 11,837 | 12,007 |
| Nebraska | 4,645 | 6,599 | 9,086 | 10,359 | 11,869 | 11,980 | 12,177 | 12,502 | 12,625 | 12,717 | 13,105 | 13,282 | 12,684 | 12,744 | 12,678 |
| Nevada | 4,854 | 6,409 | 7,726 | 8,653 | 8,681 | 8,947 | 9,244 | 9,772 | 10,007 | 9,840 | 9,751 | 9,738 | 9,085 | 8,780 | 8,857 |
| New Hampshire | 4,561 | 5,880 | 9,953 | 9,969 | 12,024 | 12,484 | 12,810 | 13,244 | 13,822 | 14,333 | 14,758 | 15,049 | 14,884 | 14,896 | 15,224 |
| New Jersey | 6,410 | 9,795 | 15,274 | 15,345 | 17,639 | 18,230 | 18,394 | 19,434 | 20,455 | 19,388 | 19,855 | 19,027 | 19,054 | 19,589 | 19,554 |
| New Mexico . | 4,460 | 6,242 | 6,596 | 8,212 | 9,799 | 9,860 | 10,089 | 10,360 | 10,554 | 10,797 | 10,681 | 10,083 | 9,495 | 9,507 | 9,681 |
| New York ..... | 8,369 | 10,627 | 15,128 | 15,421 | 17,831 | 18,713 | 19,272 | 20,055 | 20,736 | 21,504 | 21,950 | 22,112 | 21,864 | 21,806 | 22,359 |
| North Carolina | 3,862 | 5,384 | 8,051 | 9,156 | 9,110 | 9,481 | 9,508 | 9,774 | 9,471 | 10,176 | 9,818 | 9,638 | 9,244 | 9,312 | 9,074 |
| North Dakota | 4,350 | 5,894 | 7,861 | 8,555 | 9,975 | 10,909 | 11,063 | 10,742 | 10,846 | 11,226 | 12,067 | 12,239 | 12,191 | 12,452 | 12,762 |
|  | 4,605 | 6,368 | 9,467 | 11,002 | 12,546 | 12,410 | 12,340 | 12,597 | 12,802 | 13,215 | 13,530 | 13,454 | 12,848 | 12,652 | 12,622 |
| Oklahoma .. | 3,813 | 5,913 | 6,583 | 8,121 | 8,449 | 8,808 | 8,920 | 9,301 | 9,309 | 9,349 | 9,357 | 8,800 | 8,671 | 8,703 | 8,646 |
| Oregon ....... | 5,833 | 8,262 | 10,273 | 11,441 | 11,062 | 10,938 | 11,129 | 11,394 | 11,804 | 11,847 | 11,517 | 11,313 | 10,875 | 10,680 | 10,890 |
| Pennsylvania . | 5,562 | 7,780 | 11,687 | 11,795 | 13,308 | 13,691 | 13,806 | 14,001 | 14,061 | 14,418 | 15,038 | 15,166 | 14,631 | 14,809 | 14,997 |
| Rhode Island | 5,621 | 7,983 | 11,949 | 13,577 | 15,722 | 15,768 | 16,664 | 17,128 | 17,831 | 17,995 | 17,857 | 17,617 | 17,274 | 16,671 | 16,937 |
| South Carolina | 3,864 | 5,377 | 7,660 | 9,213 | 10,106 | 10,319 | 10,531 | 10,769 | 11,056 | 11,108 | 10,869 | 10,492 | 10,285 | 10,505 | 10,554 |
| South Dakota . | 4,352 | 5,855 | 7,002 | 8,497 | 9,740 | 9,894 | 9,906 | 9,928 | 10,182 | 10,497 | 10,645 | 10,164 | 9,524 | 9,411 | 9,673 |
| Tennessee | 3,571 | 5,020 | 6,875 | 8,216 | 9,023 | 9,231 | 9,077 | 9,155 | 9,520 | 9,631 | 9,685 | 9,857 | 9,670 | 9,650 | 9,564 |
| Texas | 3,937 | 5,880 | 7,789 | 9,531 | 9,874 | 9,713 | 9,681 | 9,902 | 10,163 | 10,279 | 10,475 | 10,151 | 9,279 | 9,219 | 9,403 |
| Utah | 3,950 | 5,085 | 5,186 | 6,605 | 6,948 | 7,028 | 6,956 | 7,139 | 7,700 | 7,860 | 7,560 | 7,383 | 7,107 | 7,233 | 7,257 |
| Vermont | 5,092 | 6,130 | 11,685 | 12,385 | 14,949 | 15,636 | 16,017 | 16,597 | 16,983 | 17,842 | 18,235 | 17,956 | 18,402 | 18,922 | 19,300 |
| Virginia ... | 4,465 | 6,046 | 8,766 | 9,136 | 11,217 | 11,736 | 12,030 | 12,737 | 12,843 | 12,983 | 12,514 | 11,988 | 11,921 | 12,100 | 11,881 |
| Washington | 5,774 | 7,882 | 8,824 | 9,731 | 10,309 | 10,395 | 10,420 | 10,778 | 11,081 | 11,569 | 11,260 | 11,211 | 10,903 | 10,869 | 11,357 |
| West Virginia | 4,226 | 5,894 | 8,183 | 10,749 | 11,622 | 11,586 | 11,682 | 11,766 | 11,936 | 12,345 | 13,609 | 13,477 | 12,546 | 12,014 | 11,966 |
| Wisconsin .. | 5,568 | 7,602 | 10,366 | 11,680 | 12,591 | 12,605 | 12,553 | 12,621 | 12,797 | 13,068 | 13,406 | 13,488 | 12,303 | 12,120 | 12,132 |
| Wyoming ............... | 5,399 | 7,755 | 10,466 | 11,181 | 13,253 | 13,781 | 14,866 | 16,597 | 16,811 | 17,381 | 18,178 | 18,458 | 18,039 | 17,648 | 17,407 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa .... | - | - | 3,580 | 3,951 | 4,701 | 4,725 | 4,600 | 4,563 | 4,850 | 4,959 | 5,366 | 5,256 | 5,397 | 5,016 | 5,582 |
| Guam .................. | 5,170 | - | 7,946 | - | 8,257 | - | 8,495 | 8,696 | 9,099 | 9,174 | 9,227 | 10,002 | 10,588 | 9,713 | 10,054 |
| Northern Marianas .. | - | - | 5,643 | 8,051 | 6,077 | 7,047 | 6,355 | 6,252 | 5,810 | 7,101 | 6,908 | 9,156 | 7,400 | 6,572 | 6,640 |
| Puerto Rico ................ | - | - | 3,284 | 5,431 | 5,805 | 6,593 | 7,062 | 7,180 | 7,808 | 8,136 | 8,164 | 9,225 | 8,165 | 8,962 | 8,946 |
| U.S. Virgin Islands ....... | - | - | 12,699 | 10,187 | 10,342 | 10,812 | 11,539 | 12,312 | 13,910 | 14,173 | 15,628 | 14,026 | 12,218 | 10,980 | 11,870 |

## -Not available

${ }^{1}$ Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.
${ }^{2}$ Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.
NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Expenditures for state administration are excluded in all years except

1969-70 and 1979-80. Beginning in 1989-90, extensive changes were made in the data collection procedures. There are discrepancies in average daily attendance reporting practices from state to state. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1969-70; Revenues and Expenditures for Public Elementary and Secondary Education, 1979-80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2013-14. (This table was prepared July 2016.)

Table 236.75. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and state or jurisdiction: 2013-14

| State or jurisdiction | Current expenditures, capital expenditures, and interest on school debt per pupil |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{1}$ | Current expenditures |  |  |  |  |  |  |  |  |  |  |  | Capital outlay ${ }^{2}$ | Interest on school debt |
|  |  |  |  | Support services |  |  |  |  |  |  |  | Food services | Enterprise operations $^{3}$ |  |  |
|  |  | Total | Instruction | Total | Student support ${ }^{4}$ | Instructional staff ${ }^{5}$ | General administration | School administration | Operation and maintenance | Student transportation | $\begin{array}{r} \text { Other } \\ \text { support } \\ \text { services } \end{array}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| United States .......... | \$12,335 | \$11,066 | \$6,726 | \$3,870 | \$615 | \$507 | \$222 | \$608 | \$1,061 | \$477 | \$381 | \$447 | \$23 | \$926 | \$343 |
| Alabama | 10,009 | 9,036 | 5,170 | 3,233 | 526 | 385 | 236 | 559 | 858 | 471 | 198 | 633 | 0 | 791 | 182 |
| Alaska ...... | 20,808 | 18,466 | 10,318 | 7,550 | 1,517 | 1,259 | 256 | 1,155 | 2,146 | 562 | 655 | 524 | 74 | 2,055 | 286 |
| Arizona .......................... | 8,530 | 7,457 | 4,037 | 3,026 | 538 | 371 | 133 | 402 | 926 | 336 | 319 | 392 | 1 | 877 | 196 |
| Arkansas ......................... | 10,888 | 9,752 | 5,476 | 3,708 | 506 | 814 | 243 | 501 | 971 | 383 | 290 | 557 | 11 | 873 | 263 |
| California ....................... | 11,043 | 9,671 | 5,757 | 3,474 | 519 | 569 | 96 | 634 | 1,000 | 226 | 429 | 415 | 26 | 969 | 403 |
| Colorado .... | 10,611 | 9,036 | 5,168 | 3,499 | 439 | 520 | 142 | 634 | 827 | 273 | 664 | 323 | 46 | 1,070 | 506 |
| Connecticut ..... | 19,982 | 18,401 | 11,690 | 6,150 | 1,151 | 529 | 390 | 1,073 | 1,652 | 916 | 439 | 410 | 151 | 1,356 | 225 |
| Delaware ..... | 15,370 | 13,793 | 8,463 | 4,851 | 645 | 269 | 236 | 850 | 1,533 | 750 | 568 | 480 | 0 | 1,391 | 186 |
| District of Columbia .......... | 27,500 | 20,577 | 11,116 | 8,753 | 1,126 | 888 | 1,508 | 1,541 | 1,943 | 1,231 | 516 | 667 | 40 | 6,329 | 595 |
| Florida ........................... | 9,779 | 8,955 | 5,500 | 3,007 | 392 | 557 | 80 | 493 | 897 | 358 | 230 | 448 | 0 | 539 | 285 |
| Georgia | 10,318 | 9,236 | 5,659 | 3,033 | 425 | 462 | 114 | 562 | 703 | 437 | 330 | 515 | 29 | 957 | 125 |
| Hawaii .... | 13,326 | 12,400 | 7,421 | 4,275 | 1,119 | 418 | 53 | 802 | 1,217 | 354 | 313 | 704 | 0 | 926 | 0 |
| Idaho ............................ | 7,277 | 6,577 | 3,921 | 2,298 | 366 | 300 | 156 | 372 | 617 | 318 | 169 | 357 | 0 | 513 | 187 |
| Illinois ..... | 14,687 | 13,213 | 8,043 | 4,797 | 881 | 513 | 520 | 646 | 1,168 | 593 | 476 | 374 | 0 | 1,048 | 427 |
| Indiana .... | 10,584 | 9,396 | 5,439 | 3,517 | 462 | 351 | 231 | 584 | 1,071 | 583 | 235 | 440 | 0 | 877 | 312 |
| lowa | 12,481 | 10,647 | 6,469 | 3,684 | 606 | 522 | 276 | 607 | 954 | 401 | 318 | 482 | 11 | 1,607 | 228 |
| Kansas ....... | 12,310 | 10,240 | 6,161 | 3,590 | 626 | 434 | 284 | 589 | 968 | 427 | 263 | 489 | 0 | 1,672 | 398 |
| Kentucky ......................... | 10,581 | 9,411 | 5,389 | 3,424 | 443 | 511 | 223 | 547 | 864 | 588 | 250 | 575 | 24 | 887 | 283 |
| Louisiana ...................... | 12,072 | 10,853 | 6,116 | 4,147 | 654 | 559 | 277 | 661 | 1,033 | 642 | 321 | 589 | 1 | 1,060 | 159 |
| Maine ..... | 13,982 | 13,267 | 7,871 | 4,949 | 893 | 694 | 417 | 715 | 1,387 | 681 | 161 | 444 | 2 | 435 | 280 |
| Maryland . | 15,760 | 14,217 | 8,840 | 4,981 | 647 | 757 | 115 | 980 | 1,317 | 752 | 412 | 397 | 0 | 1,350 | 194 |
| Massachusetts ..... | 16,859 | 15,886 | 10,172 | 5,275 | 1,141 | 711 | 248 | 677 | 1,404 | 706 | 388 | 438 | 0 | 713 | 260 |
| Michigan ....................... | 11,835 | 10,649 | 6,125 | 4,132 | 814 | 521 | 232 | 589 | 987 | 445 | 544 | 392 | 0 | 631 | 554 |
| Minnesota ..................... | 13,115 | 11,427 | 7,406 | 3,488 | 311 | 534 | 402 | 454 | 836 | 642 | 309 | 498 | 34 | 1,288 | 400 |
| Mississippi ...................... | 8,843 | 8,265 | 4,642 | 3,107 | 408 | 397 | 270 | 496 | 912 | 417 | 206 | 515 | 1 | 465 | 114 |
| Missouri ... | 11,293 | 9,938 | 5,870 | 3,603 | 457 | 448 | 338 | 581 | 1,025 | 519 | 233 | 465 | 0 | 1,010 | 344 |
| Montana .... | 11,930 | 10,941 | 6,468 | 3,987 | 715 | 418 | 343 | 602 | 1,106 | 537 | 267 | 472 | 15 | 875 | 114 |
| Nebraska ....................... | 13,196 | 11,877 | 7,521 | 3,560 | 526 | 391 | 364 | 551 | 1,023 | 370 | 334 | 497 | 299 | 1,006 | 313 |
| Nevada ......................... | 9,021 | 8,275 | 4,805 | 3,145 | 441 | 472 | 103 | 611 | 861 | 351 | 305 | 325 | 0 | 329 | 417 |
| New Hampshire ................ | 15,293 | 14,601 | 9,322 | 4,903 | 1,093 | 444 | 492 | 814 | 1,247 | 646 | 167 | 375 | 0 | 470 | 222 |
| New Jersey | 19,852 | 18,780 | 11,159 | 7,006 | 1,873 | 591 | 392 | 883 | 1,885 | 956 | 426 | 416 | 199 | 640 | 432 |
| New Mexico ...... | 10,979 | 9,403 | 5,377 | 3,575 | 945 | 258 | 208 | 573 | 988 | 314 | 289 | 444 | 6 | 1,576 | 0 |
| New York ...................... | 21,213 | 20,156 | 14,124 | 5,631 | 639 | 519 | 345 | 761 | 1,759 | 1,020 | 588 | 401 | 0 | 673 | 384 |
| North Carolina ................ | 8,652 | 8,287 | 5,086 | 2,730 | 394 | 294 | 140 | 533 | 723 | 374 | 272 | 470 | 0 | 360 | 6 |
| North Dakota .................. | 14,550 | 12,032 | 6,974 | 4,068 | 495 | 412 | 536 | 618 | 1,124 | 530 | 353 | 632 | 357 | 2,307 | 211 |
| Ohio . | 12,671 | 11,434 | 6,709 | 4,341 | 756 | 475 | 354 | 631 | 1,021 | 560 | 544 | 384 | 1 | 901 | 335 |
| Oklahoma ....................... | 9,085 | 7,995 | 4,410 | 3,003 | 540 | 344 | 248 | 440 | 880 | 270 | 280 | 500 | 82 | 1,009 | 81 |
| Oregon .......................... | 11,032 | 9,959 | 5,787 | 3,790 | 701 | 360 | 136 | 642 | 824 | 473 | 653 | 377 | 5 | 548 | 526 |
| Pennsylvania .................. | 15,324 | 13,824 | 8,509 | 4,791 | 735 | 464 | 418 | 612 | 1,356 | 695 | 512 | 462 | 62 | 951 | 549 |
| Rhode Island .................. | 15,999 | 15,372 | 9,378 | 5,569 | 1,584 | 592 | 207 | 705 | 1,222 | 620 | 639 | 417 | 9 | 330 | 297 |
| South Carolina ............... | 11,235 | 9,608 | 5,403 | 3,671 | 717 | 556 | 101 | 613 | 957 | 389 | 340 | 506 | 27 | 1,152 | 475 |
| South Dakota ................... | 10,370 | 9,036 | 5,287 | 3,201 | 484 | 337 | 302 | 438 | 978 | 334 | 328 | 505 | 44 | 1,120 | 214 |
| Tennessee ..................... | 9,456 | 8,662 | 5,340 | 2,849 | 362 | 546 | 190 | 521 | 723 | 328 | 178 | 473 | 0 | 537 | 257 |
| Texas ........................... | 10,318 | 8,602 | 5,068 | 3,026 | 421 | 434 | 130 | 494 | 942 | 255 | 349 | 507 | 0 | 1,121 | 596 |
| Utah ............................. | 7,815 | 6,546 | 4,144 | 2,017 | 246 | 256 | 66 | 424 | 634 | 207 | 185 | 353 | 31 | 1,027 | 242 |
| Vermont | 18,852 | 18,066 | 11,390 | 6,137 | 1,363 | 741 | 376 | 1,128 | 1,494 | 619 | 416 | 522 | 17 | 647 | 140 |
| Virginia ......................... | 11,894 | 10,955 | 6,636 | 3,892 | 547 | 709 | 178 | 650 | 1,039 | 598 | 172 | 426 | 2 | 817 | 122 |
| Washington .................... | 12,102 | 10,305 | 5,962 | 3,882 | 696 | 646 | 191 | 607 | 915 | 413 | 415 | 344 | 116 | 1,436 | 361 |
| West Virginia .................... | 12,512 | 11,371 | 6,569 | 4,126 | 555 | 467 | 214 | 614 | 1,205 | 860 | 211 | 676 | 0 | 1,087 | 54 |
| Wisconsin ....................... | 12,381 | 11,345 | 6,780 | 4,146 | 547 | 563 | 305 | 560 | 1,081 | 496 | 595 | 418 | 0 | 849 | 187 |
| Wyoming ........................ | 19,051 | 15,903 | 9,408 | 6,027 | 938 | 909 | 310 | 865 | 1,581 | 792 | 630 | 462 | 6 | 3,120 | 28 |
| Other jurisdictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Samoa |  |  | - | - |  | - | - | - | - | - | - | - | - | - | - |
| Guam .......................... | 15,020 | 8,585 | 4,381 | 3,708 | 840 | 275 | 116 | 521 | 1,214 | 223 | 518 | 495 | 0 | 6,359 | 77 |
| Northern Marianas ........ | 5,886 | 5,875 | 2,450 | 2,493 | 580 | 524 | 251 | 334 | 320 | 116 | 368 | 932 | 0 | 11 | 0 |
| Puerto Rico ................ | 8,361 | 8,281 | 3,318 | 3,886 | 724 | 439 | 254 | 335 | 1,414 | 383 | 336 | 1,077 | 0 | 80 | 0 |
| U.S. Virgin Islands ......... | 11,705 | 11,705 | 6,827 | 4,303 | 954 | 339 | 353 | 550 | 751 | 483 | 874 | 567 | 8 | 0 | 0 |

## -Not available.

${ }^{1}$ Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per pupil in public schools.
${ }^{2}$ Includes expenditures for property and for buildings and alterations completed by school district staff or contractors.
${ }^{3}$ Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time).
${ }^{4}$ Includes expenditures for guidance, health, attendance, and speech pathology services. Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.
NOTE: Excludes expenditures for state education agencies. "0" indicates none or less than $\$ 0.50$. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2013-14. (This table was prepared July 2016.)

Table 236.90. Students transported at public expense and current expenditures for transportation: Selected years, 1929-30 through 2013-14

| School year | Average daily attendance, all students | Students transported at public expense |  | Expenditures for transportation (in unadjusted dollars) ${ }^{1}$ |  | Expenditures for transportation (in constant 2015-16 dollars) ${ }^{2}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Number | Percent of total | $\begin{array}{r} \text { Total }{ }^{3} \\ \text { (in thousands) } \end{array}$ | Average per student transported | $\begin{array}{r} \text { Total } 3 \\ \text { (in thousands) } \end{array}$ | Average per student transported |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1929-30 | 21,265,000 | 1,902,826 | 8.9 | \$54,823 | \$29 | \$763,160 | \$401 |
| 1931-32 | 22,245,000 | 2,419,173 | 10.9 | 58,078 | 24 | 959,880 | 397 |
| 1933-34 | 22,458,000 | 2,794,724 | 12.4 | 53,908 | 19 | 970,018 | 347 |
| 1935-36 | 22,299,000 | 3,250,658 | 14.6 | 62,653 | 19 | 1,086,356 | 334 |
| 1937-38. | 22,298,000 | 3,769,242 | 16.9 | 75,637 | 20 | 1,258,114 | 334 |
| 1939-40 | 22,042,000 | 4,144,161 | 18.8 | 83,283 | 20 | 1,419,989 | 343 |
| 1941-42 | 21,031,000 | 4,503,081 | 21.4 | 92,922 | 21 | 1,420,028 | 315 |
| 1943-44 | 19,603,000 | 4,512,412 | 23.0 | 107,754 | 24 | 1,473,469 | 327 |
| 1945-46 | 19,849,000 | 5,056,966 | 25.5 | 129,756 | 26 | 1,694,866 | 335 |
| 1947-48 ........................................................... | 20,910,000 | 5,854,041 | 28.0 | 176,265 | 30 | 1,802,563 | 308 |
| 1949-50 | 22,284,000 | 6,947,384 | 31.2 | 214,504 | 31 | 2,158,137 | 311 |
| 1951-52 | 23,257,000 | 7,697,130 | 33.1 | 268,827 | 35 | 2,437,128 | 317 |
| 1953-54. | 25,643,871 | 8,411,719 | 32.8 | 307,437 | 37 | 2,724,039 | 324 |
| 1955-56 ... | 27,740,149 | 9,695,819 | 35.0 | 353,972 | 37 | 3,137,411 | 324 |
| 1957-58 ............................................................... | 29,722,275 | 10,861,689 | 36.5 | 416,491 | 38 | 3,475,027 | 320 |
| 1959-60 | 32,477,440 | 12,225,142 | 37.6 | 486,338 | 40 | 3,943,868 | 323 |
| 1961-62 | 34,682,340 | 13,222,667 | 38.1 | 576,361 | 44 | 4,568,933 | 346 |
| 1963-64 .. | 37,405,058 | 14,475,778 | 38.7 | 673,845 | 47 | 5,205,923 | 360 |
| 1965-66 | 39,154,497 | 15,536,567 | 39.7 | 787,358 | 51 | 5,879,670 | 378 |
| 1967-68 ............................................................ | 40,827,965 | 17,130,873 | 42.0 | 981,006 | 57 | 6,873,388 | 401 |
| 1969-70. | 41,934,376 | 18,198,577 | 43.4 | 1,218,557 | 67 | 7,686,377 | 422 |
| 1971-72. | 42,254,272 | 19,474,355 | 46.1 | 1,507,830 | 77 | 8,730,977 | 448 |
| 1973-74. | 41,438,054 | 21,347,039 | 51.5 | 1,858,141 | 87 | 9,495,987 | 445 |
| 1975-76 | 41,269,720 | 21,772,483 | 52.8 | 2,377,313 | 109 | 10,214,155 | 469 |
| 1977-78 | 40,079,590 | 21,800,000 ${ }^{4}$ | 54.4 | 2,731,041 | 1254 | 10,389,755 | $477{ }^{4}$ |
| 1979-80 | 38,288,911 | 21,713,515 | 56.7 | 3,833,145 | 177 | 11,764,925 | 542 |
| 1980-81.. | 37,703,744 | 22,272,000 ${ }^{4}$ | 59.1 | 4,408,000 4 | 1984 | 12,124,913 ${ }^{4}$ | $544{ }^{4}$ |
| 1981-82 | 37,094,652 | 22,246,000 ${ }^{4}$ | 60.0 | 4,793,000 4 | 2154 | 12,135,598 ${ }^{4}$ | $546{ }^{4}$ |
| 1982-83 | 36,635,868 | 22,199,000 ${ }^{4}$ | 60.6 | 5,000,000 4 | 2254 | 12,138,360 4 | 5474 |
| 1983-84 | 36,362,978 | 22,031,000 ${ }^{4}$ | 60.6 | 5,284,000 4 | 2404 | 12,369,948 ${ }^{4}$ | $561{ }^{4}$ |
| 1984-85 | 36,404,261 | 22,320,000 ${ }^{4}$ | 61.3 | 5,722,000 4 | 2564 | 12,890,744 4 | $578{ }^{4}$ |
| 1985-86 | 36,523,103 | 22,041,000 ${ }^{4}$ | 60.3 | 6,123,000 4 | 2784 | 13,407,500 4 | $608{ }^{4}$ |
| 1986-87. | 36,863,867 | 22,397,000 ${ }^{4}$ | 60.8 | 6,551,000 4 | 2924 | 14,033,120 4 | $627{ }^{4}$ |
| 1987-88 | 37,050,707 | 22,158,000 4 | 59.8 | 6,888,000 4 | 3114 | 14,167,962 4 | 6394 |
| 1988-89 | 37,268,072 | 22,635,000 ${ }^{4}$ | 60.7 | 7,550,000 4 | 3344 | 14,844,080 ${ }^{4}$ | $656{ }^{4}$ |
| 1989-90 | 37,799,296 | 22,459,000 ${ }^{4}$ | 59.4 | 8,030,990 | 3584 | 15,070,622 | $671{ }^{4}$ |
| 1990-91. | 38,426,543 | 22,000,000 4 | 57.3 | 8,678,954 | 3944 | 15,442,300 | 7024 |
| 1991-92.. | 38,960,783 | 23,165,000 4 | 59.5 | 8,769,754 | 3794 | 15,119,399 | $653{ }^{4}$ |
| 1992-93. | 39,570,462 | 23,439,000 ${ }^{4}$ | 59.2 | 9,252,300 | 3954 | 15,468,171 | $660{ }^{4}$ |
| 1993-94 ... | 40,146,393 | 23,858,000 ${ }^{4}$ | 59.4 | 9,627,155 | 4044 | 15,688,463 | $658{ }^{4}$ |
| 1994-95. | 40,720,763 | 23,693,000 ${ }^{4}$ | 58.2 | 9,889,034 | 4174 | 15,666,184 | $661{ }^{4}$ |
| 1995-96 | 41,501,596 | 24,155,000 ${ }^{4}$ | 58.2 | 10,396,426 | 4304 | 16,033,778 | $664{ }^{4}$ |
| 1996-97. | 42,262,004 | 24,090,000 ${ }^{4}$ | 57.0 | 10,989,809 | 4564 | 16,478,766 | $684{ }^{4}$ |
| 1997-98. | 42,765,774 | 24,342,000 ${ }^{4}$ | 56.9 | 11,465,658 | 4714 | 16,891,043 | $694{ }^{4}$ |
| 1998-99. | 43,186,715 | 24,898,000 ${ }^{4}$ |  | 12,224,454 | 4914 | 17,702,435 | $711{ }^{4}$ |
| 1999-2000 | 43,806,726 | 24,951,000 4 | 57.0 | 13,007,625 | 5214 | 18,308,042 | $734{ }^{4}$ |
| 2000-01. | 44,075,930 | 24,471,000 ${ }^{4}$ | 55.5 | 14,052,654 | 574 | 19,123,719 | 7814 |
| 2001-02. | 44,604,592 | 24,529,000 ${ }^{5}$ | 55.0 | 14,799,365 | $603{ }^{5}$ | 19,789,517 | 8075 |
| 2002-03 | 45,017,360 | 24,621,000 ${ }^{5}$ | 54.7 | 15,648,821 | $636{ }^{5}$ | 20,475,423 | $832{ }^{5}$ |
| 2003-04 .. | 45,325,731 | 25,159,000 ${ }^{5}$ | 55.5 | 16,348,784 | $650{ }^{5}$ | 20,933,317 | $832{ }^{5}$ |
| 2004-05. | 45,625,458 | 25,318,000 ${ }^{5}$ | 55.5 | 17,459,659 | $690{ }^{5}$ | 21,702,615 | 8575 |
| 2005-06. | 45,931,617 | 25,252,000 ${ }^{5}$ | 55.0 | 18,850,234 | 7465 | 22,571,552 | 8945 |
| 2006-07 ....... | 46,132,663 | 25,285,000 ${ }^{5}$ | 54.8 | 19,979,068 | 7905 | 23,320,168 | $922{ }^{5}$ |
| 2007-08 ... | 46,155,880 | 25,221,000 ${ }^{5}$ | 54.6 | 21,536,978 | $854{ }^{4}$ | 24,240,418 | $961{ }^{4}$ |
| 2008-09 ....... | 46,173,477 | - | - | 21,679,876 | 8604 | 24,065,230 | $955{ }^{4}$ |
| 2009-10 | 45,919,206 | - | - | 21,819,304 | 8704 | 23,987,895 | $957{ }^{4}$ |
| 2010-11. | 46,118,737 | - | - | 22,370,807 | $888{ }^{4}$ | 24,594,211 | $977{ }^{4}$ |
| 2011-12 .................................................................... | 46,400,465 | - | - | 22,926,700 | 9054 | 24,709,197 | $975{ }^{4}$ |
| 2012-13 | 46,553,754 | - | - | 23,237,941 | 914 | 24,331,701 | $957{ }^{4}$ |
| 2013-14 | 46,784,541 | - | - | 23,845,024 | $933{ }^{4}$ | 24,558,667 | $961{ }^{4}$ |

[^70]SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of State School Systems, 1929-30 through 1975-76; Revenues and Expenditures for Public Elementary and Secondary Education, 1977-78 and 1979-80; Common Core of Data (CCD), "National Public Education Financial Survey," 1987-88 through 2013-14; Bobit Pubishing Co., School Bus Fleet, "School Transportation: 2000-2001 School Year" and "2010 Fact Book"; School Transportation News, "K-12 Enrollment/Transportation Data," 2001-02 through 2007-08; and unpublished data. (This table was prepared July 2016.)

## CHAPTER 3

Postsecondary Education

Postsecondary education includes academic, career and technical, and continuing professional education programs after high school. American colleges and universities and career/technical institutions offer a diverse array of postsecondary educational experiences. For example, a community college normally offers the first 2 years of a standard college curriculum as well as a selection of terminal career and technical education programs. A university typically offers a full undergraduate course of study leading to a bachelor's degree, as well as programs leading to advanced degrees. A specialized career/technical institution offers training programs of varying lengths that are designed to prepare students for specific careers.

This chapter provides an overview of the latest statistics on postsecondary education, including data on various types of postsecondary institutions and programs. However, to maintain comparability over time, most of the data in the Digest are for degree-granting institutions, which are defined as postsecondary institutions that grant an associate's or higher degree and whose students are eligible to participate in Title IV federal financial aid programs. ${ }^{1}$ Degreegranting institutions include almost all 2- and 4-year colleges and universities; they exclude institutions offering only career and technical programs of less than 2 years' duration and continuing education programs. The degreegranting institution classification currently used by the National Center for Education Statistics (NCES) includes approximately the same set of institutions as the higher education institution classification that was used by NCES prior to $1996-97 .^{2}$ This chapter highlights historical data that enable the reader to observe long-range trends in college education in America.

[^71]Other chapters provide related information on postsecondary education. Data on price indexes and on the number of degrees held by the general population are shown in chapter 1 . Chapter 4 contains tabulations on federal funding for postsecondary education. Information on employment outcomes for college graduates is shown in chapter 5 . Chapter 7 contains data on college libraries. Further information on survey methodologies is presented in Appendix A: Guide to Sources and in the publications cited in the table source notes. See chapter 5 for information on adults' participation in nonpostsecondary education, such as adult secondary education classes (e.g., to prepare for the GED test) or English as a Second Language (ESL) classes.

## Enrollment

Fall enrollment in degree-granting postsecondary institutions increased 23 percent between 1995 and 2005 (table 303.10 and figure 12). Between 2005 and 2015, enrollment in degree-granting postsecondary institutions increased 14 percent, from 17.5 million to 20.0 million. The overall increase between 2005 and 2015 reflects an increase of 20 percent between 2005 and 2010, followed by a decrease of 5 percent between 2010 and 2015. Similarly, the number of full-time students rose 21 percent from 2005 to 2010 , then fell 6 percent from 2010 to 2015 , for an overall increase of 14 percent between 2005 and 2015. The number of part-time students rose 20 percent from 2005 to 2011, then fell 4 percent from 2011 to 2015, for an overall increase of 15 percent between 2005 and 2015. Between 2005 and 2015, the number of female students rose 12 percent, while the number of male students rose 17 percent. Although male enrollment increased by a larger percentage than female enrollment between 2005 and 2015, the majority ( 56 percent) of students in 2015 were female. Both male and female enrollment increases between 2005 and 2015 reflect increases during the first part of this period followed by smaller decreases during the most recent part of the period (a decrease of 4 percent for males from 2010 to 2015 and a decrease of 6 percent for females). In addition to enrollment in degree-granting institutions, about 412,000 students attended non-degree-granting, Title IV eligible, postsecondary institutions in fall 2015 (table 303.20). These institutions are postsecondary institutions that do not award associate's or higher degrees; they include, for example, institutions that offer only career and technical programs of less than 2 years' duration.

Enrollment trends can be affected both by changes in population and by changing rates of enrollment. Between 2005 and 2015, the number of 18 - to 24 -year-olds in the population rose from 29.4 million to 31.2 million, an increase of 6 percent (table 101.10). The percentage of 18 - to 24 -yearolds enrolled in degree-granting postsecondary institutions was 40 percent in 2015, which was not measurably different from the percentage in 2005 (table 302.60). For male 18- to 24-year-olds, the enrollment rate was higher in 2015 ( 38 percent) than in 2005 ( 35 percent). The comparable enrollment rate for females (43 percent) was not measurably different from the rate in 2005. The enrollment rate for Hispanic 18to 24 -year-olds rose from 25 percent in 2005 to 37 percent in 2015. In 2015, the enrollment rate for Whites in the same age group was 42 percent, and the enrollment rate for Blacks was 35 percent; neither of these rates was measurably different from the corresponding rate in 2005.

Like enrollment in degree-granting institutions for the United States as a whole, the number of students enrolled in degree-granting institutions located within individual states generally has been lower in recent years (table 304.10 and figure 13). Overall, fall enrollment in degree-granting institutions declined 5 percent between 2010 and 2015. Similarly, fall 2015 enrollment was lower than fall 2010 enrollment in the majority of states (42). The largest declines were in Iowa ( -28 percent), Arizona ( -18 percent), New Mexico ( -15 percent), and Michigan ( -14 percent). In contrast, enrollment was higher in 2015 than in 2010 in 8 states and the District of Columbia. The largest increases were in New Hampshire ( 64 percent), followed by Idaho ( 42 percent), Utah ( 15 percent), and Delaware ( 9 percent).

Between fall 2005 and fall 2015, the percentage increase in the number of students enrolled in degree-granting institutions was higher for students under age 25 than for older students; and this pattern is expected to continue in the coming years (table 303.40 and figure 14). The enrollment of students under age 25 increased by 15 percent from 2005 to 2015, while the enrollment of those age 25 and over increased by 13 percent. From 2015 to 2026, NCES projects the increase for students under age 25 to be 17 percent, compared with 8 percent for students age 25 and over.

Enrollment trends have differed at the undergraduate and postbaccalaureate levels. Undergraduate enrollment increased 47 percent between fall 1970 and fall 1983, when it reached 10.8 million (table 303.70). Undergraduate enrollment dipped to 10.6 million in 1984 and 1985, but then increased each year from 1985 to 1992 , rising 18 percent before stabilizing between 1992 and 1998. Between 2005 and 2015, undergraduate enrollment rose 14 percent overall, from 15.0 million to 17.0 million. This overall increase reflects a 21 percent increase in undergraduate enrollment between 2005 and 2010 (when undergraduate enrollment reached 18.1 million), followed by a 6 percent decrease between 2010 and 2015. Postbaccalaureate enrollment increased 34 percent between 1970 and 1984, with most of this increase occurring in the early and mid-1970s (table 303.80). Postbaccalaureate enrollment increased from 1985
to 2015 , rising a total of 78 percent. During the last decade of this period, between 2005 and 2015, postbaccalaureate enrollment rose 17 percent, from 2.5 million to 2.9 million.

Since fall 1988, the number of female students in postbaccalaureate programs has exceeded the number of male students. Between 2005 and 2015, the number of full-time male postbaccalaureate students increased by 24 percent, compared with a 25 percent increase in the number of fulltime female postbaccalaureate students. Among part-time postbaccalaureate students, the number of males enrolled in 2015 was 6 percent higher than in 2005, while the number of females was 8 percent higher.

Eleven percent of undergraduates in both 2007-08 and 2011-12 reported having a disability (table 311.10). In 2011-12, the percentage of undergraduates who reported having a disability was 11 percent for both male and female students. However, there were some differences in the percentages of undergraduates with disabilities by characteristics such as veteran status, age, dependency status, and race/ ethnicity. For example, 21 percent of undergraduates who were veterans reported having a disability, compared with 11 percent of undergraduates who were not veterans. The percentage of undergraduates having a disability was higher among those age 30 and over ( 16 percent) than among 15- to 23 -year-olds ( 9 percent) and 24 - to 29 -year-olds ( 11 percent). Among dependent undergraduates, 9 percent reported having a disability, which was lower than the percentages for independent undergraduates who were married (13 percent) or unmarried (14 percent). Compared to undergraduates of other racial/ethnic groups, a lower percentage of Asian undergraduates ( 8 percent) had a disability. The percentage of postbaccalaureate students who reported having a disability in 2011-12 (5 percent) was lower than the percentage for undergraduates ( 11 percent).

The percentage of American college students who are Hispanic, Asian/Pacific Islander, and Black has been increasing (table 306.10). From fall 1976 to fall 2015, the percentage of Hispanic students rose from 4 percent to 17 percent of all U.S. residents enrolled in degree-granting postsecondary institutions, and the percentage of Asian/ Pacific Islander students rose from 2 percent to 7 percent. The percentage of Black students increased from 10 percent in 1976 to 14 percent in 2015 , but the 2015 percentage reflects a decrease since 2011, when Black students made up 15 percent of all enrolled U.S. residents. The percentage of American Indian/Alaska Native students was higher in 2015 ( 0.8 percent) than in 1976 ( 0.7 percent). During the same period, the percentage of White students fell from 84 percent to 58 percent. Race/ethnicity is not reported for nonresident aliens, who made up 5 percent of total enrollment in 2015.

Of the 20.0 million students enrolled in degree-granting postsecondary institutions in fall 2015 , some 15 percent took at least one distance education course as part of their program that included a mix of in-person and distance education courses (table 311.15). In addition, 14 percent of students took their college program exclusively through distance education courses. The remaining 70 percent of stu-
dents took no distance education courses. About 10 percent of students at public institutions took their coursework exclusively through distance education courses, compared to 16 percent of students at private nonprofit institutions and 56 percent of students at private for-profit institutions. About 12 percent of undergraduates took their coursework exclusively through distance education courses, compared to 26 percent of postbaccalaureate students.

Despite the sizable numbers of small degree-granting colleges, most students attend larger colleges and universities. In fall 2015, some 44 percent of institutions had fewer than 1,000 students; however, these campuses enrolled 4 percent of all college students (table 317.40). While 12 percent of campuses enrolled 10,000 or more students, they accounted for 60 percent of total college enrollment.

In fall 2015, the five institutions with the highest enrollment were University of Phoenix, with 165,700 students; Ivy Tech Community College, with 81,700 students; Liberty University, with 80,500 students; Lone Star College System, with 70,700 students; and Western Governors University, with 70,500 students (table 312.10).

## Faculty, Staff, and Salaries

Approximately 3.9 million people were employed in degree-granting postsecondary institutions in fall 2015, including 1.6 million faculty, 0.4 million graduate assistants, and 2.0 million other staff (table 314.20). Out of the 1.6 million faculty in 2015, 0.8 million were full-time and 0.7 million were part-time faculty. From 2005 to 2015, the proportion of staff who were faculty rose from 38 percent to 40 percent. During the same period, the proportion of other staff not engaged in teaching decreased from 52 percent to 51 percent. The proportion of graduate assistants was 9 percent in both 2005 and 2015. The full-time-equivalent (FTE) student/FTE staff ratio at degree-granting institutions was 5.1 in both 2005 and 2015 (table 314.10 and figure 15). The FTE student/FTE faculty ratio was lower in 2015 (14.3) than in 2005 (15.0).

Degree-granting postsecondary institutions differ in their practices of employing part-time and full-time staff. In fall 2015, some 48 percent of the employees at public 2-year institutions were employed full time, compared with 68 percent at public 4 -year institutions, 69 percent at private nonprofit 4 -year institutions, and 73 percent at private nonprofit 2 -year institutions (table 314.30). The percentage of faculty employed full time was higher at public 4-year institutions (67 percent) than at private nonprofit 4-year institutions (55 percent), private for-profit 4-year institutions (15 percent), private nonprofit 2-year institutions ( 55 percent), private for-profit 2-year institutions ( 37 percent), and public 2-year institutions ( 32 percent). In general, the number of full-time staff has been growing at a slower rate than the number of part-time staff (table 314.20). Between 2005 and 2015, the number of full-time staff increased by 15 percent, compared to an increase of 17 percent in the number of part-time staff. Most of the increase in part-time staff was due to increases
in the number of part-time faculty (21 percent) and graduate assistants ( 17 percent) during this time period.

In fall 2015, some 7 percent of faculty at degree-granting institutions were Black (based on a faculty count that excludes nonresident aliens and other persons whose race/ ethnicity was unknown), 8 percent were Asian, 5 percent were Hispanic, 0.5 percent were American Indian/Alaska Native, 1 percent were of Two or more races, and less than 0.5 percent were Pacific Islander (table 314.40). About 78 percent of all faculty were White; 40 percent were White males and 38 percent were White females. Staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/ Alaska Native, or of Two or more races made up 27 percent of graduate assistants and 30 percent of other staff in nonfaculty positions in 2015. The proportion of total staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races was similar at public 4-year institutions ( 27 percent), public 2-year institutions ( 26 percent) and private nonprofit 4-year institutions ( 25 percent), but the proportion was higher at private forprofit 4-year institutions (32 percent), private nonprofit 2year institutions (34 percent), and private for-profit 2-year institutions (39 percent).

On average, full-time faculty and instructional staff spent 58 percent of their time teaching in 2003 (web-only table 315.30). Research and scholarship accounted for 20 percent of their time, and 22 percent was spent on other activities (administration, professional growth, etc.).

Faculty salaries generally lost purchasing power during the 1970s. In constant 2015-16 dollars, average salaries for faculty on 9 -month contracts declined by 16 percent during the period from 1970-71 $(\$ 76,200)$ to $1980-81(\$ 64,100)$ (table 316.10). During the 1980s, average salaries rose and recouped most of the losses. Between 1990-91 and 2015-16, there was a further increase in average faculty salaries, resulting in an average salary in 2015-16 $(\$ 82,100)$ that was 8 percent higher than the average salary in 1970-71. The average salary for male faculty was higher than the average salary for female faculty in all years for which data are available. The average salary for male faculty in 2015-16 $(\$ 89,200)$ was 4 percent higher than in 2005-06 (\$85,700 in constant 2015-16 dollars). For female faculty, the average salary in 2015-16 $(\$ 73,800)$ was 5 percent higher than the salary in 2005-06 ( $\$ 70,200$ ). In 2015-16, average salaries for male faculty were 21 percent higher than for female faculty, compared to 22 percent higher in 2005-06.

The percentage of faculty with tenure has declined since 1993-94. Of those faculty at institutions with tenure systems, 47 percent of full-time faculty had tenure in 2015-16, compared with 56 percent in 1993-94 (table 316.80). Also, the percentage of institutions with tenure systems decreased between 1993-94 (63 percent) and 2015-16 (52 percent). Part of this change was due to the expansion in the number of for-profit institutions (table 317.10), relatively few of which have tenure systems (1.3 percent in 2015-16) (table 316.80). At institutions with
tenure systems, there were differences between males and females in the percentage of full-time instructional faculty having tenure. Fifty-six percent of males had tenure in 2015-16, compared with 42 percent of females. In 2015-16, about 52 percent of full-time instructional faculty had tenure at public institutions with tenure systems, compared with 45 percent at private nonprofit institutions with tenure systems and 17 percent at private for-profit institutions with tenure systems.

## Degrees

During the 2015-16 academic year, 4,583 accredited institutions offered degrees at the associate's level or above (table 317.10). These included 1,620 public institutions, 1,701 private nonprofit institutions, and 1,262 private forprofit institutions. Of the 4,583 degree-granting institutions, 3,004 were 4 -year institutions that awarded degrees at the bachelor's or higher level, and 1,579 were 2-year institutions that offered associate's degrees as their highest award. In 2014-15, associate's degrees were awarded by 2,971 institutions, bachelor's degrees by 2,597 institutions, master's degrees by 1,926 institutions, and doctor's degrees by 954 institutions (table 318.60). In addition to degree-granting institutions, 2,438 non-degree-granting institutions offered postsecondary education in 2015-16, but did not grant degrees at the associate's or higher level (table 317.30).

Growing numbers of people are completing postsecondary degrees. Between 2004-05 and 2014-15, the number of associate's, bachelor's, master's, and doctor's degrees that were conferred rose (table 318.10). During this period, the number of associate's degrees increased by 46 percent, the number of bachelor's degrees increased by 32 percent, the number of master's degrees increased by 31 percent, and the number of doctor's degrees increased by 33 percent. The doctor's degree total includes most degrees formerly classified as first-professional, such as M.D. (medical), D.D.S. (dental), and J.D. (law) degrees. In addition to degrees awarded at the associate's and higher levels, 961,000 certificates were awarded by postsecondary institutions participating in federal Title IV financial aid programs in 2014-15 (table 320.20).

Since the mid-1980s, more females than males have earned associate's, bachelor's, and master's degrees (table 318.10). Beginning in 2005-06, the number of females earning doctor's degrees has also exceeded the number of males. Between 2004-05 and 2014-15, the number of associate's and bachelor's degrees awarded to males increased at a higher rate than the number awarded to females. The number of associate's degrees awarded to males increased by 48 percent during this period, while the number awarded to females increased by 44 percent. The number of bachelor's degrees awarded to males increased by 33 percent, while the number awarded to females increased by 31 percent. In contrast, the number of master's and doctor's degrees increased at a higher rate for females than males between 2004-05 and 2014-15. The number of females earning master's degrees rose 32 percent during this period, while the number of
males earning master's degrees rose 29 percent. Also, the number of females earning doctor's degrees increased 39 percent, while the number of males earning doctor's degrees increased 26 percent.

Of the $1,895,000$ bachelor's degrees conferred in 2014-15, the greatest numbers of degrees were conferred in the fields of business $(364,000)$, health professions and related programs $(216,000)$, social sciences and history $(167,000)$, psychology $(118,000)$, biological and biomedical sciences $(110,000)$, engineering $(98,000)$, visual and performing arts $(96,000)$, and education $(92,000)$ (table 322.10). At the master's degree level, the greatest numbers of degrees were conferred in the fields of business $(185,000)$, education $(147,000)$, and health professions and related programs $(103,000)$ (table 323.10$)$. At the doctor's degree level, the greatest numbers of degrees were conferred in the fields of health professions and related programs $(71,000)$, legal professions and studies $(40,300)$, education $(11,800)$, engineering $(10,200)$, biological and biomedical sciences $(8,100)$, psychology $(6,600)$, and physical sciences and science technologies $(5,800)$ (table 324.10).

In recent years, the numbers of bachelor's degrees conferred have followed patterns that differed significantly by field of study. While the number of bachelor's degrees conferred increased by 32 percent overall between 2004-05 and 2014-15, there was substantial variation among the different fields of study, as well as shifts in the patterns of change during this time period (table 322.10 and figure 16). For example, the number of degrees conferred in computer and information sciences decreased 27 percent between 2004-05 and 2009-10, but then increased 50 percent between 2009-10 and 2014-15. In contrast, the number of bachelor's degrees conferred in the combined fields of engineering and engineering technologies increased 12 percent between 2004-05 and 2009-10, and then increased a further 30 percent between 2009-10 and 2014-15. In a number of other major fields, the number of bachelor's degrees also increased by higher percentages in the second half of the 10 -year period than in the first half. For example, the number of degrees conferred in agriculture and natural resources increased by 15 percent between 2004-05 and 2009-10 and then by 38 percent between 2009-10 and 2014-15. The number of degrees conferred in health professions and related programs increased by 61 percent between 2004-05 and 2009-10 and then by 67 percent between 2009-10 and 2014-15. Also, the number of degrees conferred in public administration and social services increased by 17 percent between 2004-05 and 2009-10 and then by 35 percent between 2009-10 and 2014-15. Other fields with sizable numbers of degrees (over 5,000 in 2014-15) that showed increases of 30 percent or more between 2009-10 and 2014-15 included homeland security, law enforcement, and firefighting (44 percent); parks, recreation, leisure, and fitness studies (47 percent); and mathematics and statistics (36 percent). Some fields with sizable numbers of degrees did not have increases during the 2009-10 to 2014-15 period. The number of degrees in English language and literature/letters was 14 percent lower in 2014-15 than in 2009-10, and the number of degrees in philosophy and
religious studies was 11 percent lower. The numbers of degrees in the fields of education; architecture and related services; and area, ethnic, cultural, gender, and group studies were each 10 percent lower in 2014-15 than in 2009-10. Also, the number of degrees in foreign languages, literatures, and linguistics was 9 percent lower in 2014-15 than in 2009-10; the number of degrees in liberal arts and sciences, general studies, and humanities was 7 percent lower; and the number of degrees in social sciences and history was 3 percent lower.

Among first-time students who were seeking a bachelor's degree or its equivalent and attending a 4 -year institution full time in 2009, about 40 percent completed a bachelor's degree or its equivalent at that institution within 4 years, while 55 percent did so within 5 years, and 59 percent did so within 6 years (table 326.10). These graduation rates were calculated as the total number of completers within the specified time to degree attainment divided by the cohort of students who first enrolled at that institution in 2009. Graduation rates were higher at private nonprofit institutions than at public or private for-profit institutions. For example, the 6-year graduation rate for the 2009 cohort at private nonprofit institutions was 66 percent, compared with 59 percent at public institutions and 23 percent at private for-profit institutions. Graduation rates also varied by race/ethnicity. At 4-year institutions overall, the 6-year graduation rate for Asian students in the 2009 cohort was 73 percent, compared with 63 percent for Whites, 59 percent for students of Two or more races, 54 percent for Hispanics, 49 percent for Pacific Islanders, 41 percent for American Indians/Alaska Natives, and 39 percent for Blacks.

## Finances and Financial Aid

For the 2015-16 academic year, annual current dollar prices for undergraduate tuition, fees, room, and board were estimated to be $\$ 16,757$ at public institutions, $\$ 43,065$ at private nonprofit institutions, and $\$ 23,776$ at private for-profit institutions (table 330.10). Between 2005-06 and 2015-16, prices for undergraduate tuition, fees, room, and board at public institutions rose 34 percent, and prices at private nonprofit institutions rose 26 percent, after adjustment for inflation. The price for undergraduate tuition, fees, room, and board at private for-profit institutions decreased 16 percent between 2005-06 and 2015-16, after adjustment for inflation.

In 2011-12, about 84 percent of full-time undergraduate students received financial aid (grants, loans, work-study, or aid of multiple types) (table 331.10). About 73 percent of full-time undergraduates received federal financial aid in 2011-12, and 57 percent received aid from nonfederal sources. (Some students receive aid from both federal and nonfederal sources.) Section 484(r) of the Higher Education Act of 1965 , as amended, suspends a student's eligibility for Title IV federal financial aid if the student is convicted of certain drug-related offenses that were committed while the student was receiving Title IV aid. For 2013-14, less than 0.01 percent of postsecondary students had their eligibility to receive aid suspended due to a conviction (table C).

Table C. Suspension of eligibility for Title IV federal student financial aid due to a drug-related conviction or failure to report conviction status on aid application form: 2007-08 through 2013-14

| Award year | suspension of eligibility | Suspension of eligibility |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | For part of award year | For full award year |  |
|  |  |  | Due to conviction | Due to failure to report |
| 2007-08 |  |  |  |  |
| Number......... | 14,610,371 | 361 | 2,832 | 2,433 |
| Percent.......... | 99.96 | \# | 0.02 | 0.02 |
| 2008-09 |  |  |  |  |
| Number......... | 16,410,285 | 398 | 1,064 | 724 |
| Percent.......... | 99.99 | \# | 0.01 | \# |
| 2009-10 |  |  |  |  |
| Number......... | 19,487,370 | 666 | 1,751 | 879 |
| Percent.......... | 99.98 | \# | 0.01 | \# |
| 2010-11 |  |  |  |  |
| Number......... | 21,114,404 | 606 | 1,284 | 406 |
| Percent.......... | 99.99 | \# | 0.01 | \# |
| 2011-12 |  |  |  |  |
| Number......... | 21,947,204 | 404 | 968 | 732 |
| Percent.......... | 99.99 | \# | \# | \# |
| 2012-13 |  |  |  |  |
| Number.......... | 21,803,176 | 322 | 778 | 432 |
| Percent.......... | 99.99 | \# | \# | \# |
| 2013-14 |  |  |  |  |
| Number.......... | 21,192,389 | 257 | 572 | 535 |
| Percent.......... | 99.99 | \# | \# | \# |

\#Rounds to zero.
NOTE: It is not possible to determine whether a student who lost eligibility due to a drug conviction otherwise would have received Title IV aid, since there are other reasons why an applicant may not receive aid. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Federal Student Aid, Free Application for Federal Student Aid (FAFSA), unpublished data.

In 2014-15, total revenue was $\$ 347$ billion at public institutions, $\$ 200$ billion at private nonprofit institutions, and $\$ 20$ billion at private for-profit institutions (tables $333.10,333.40$, and 333.55 and figures 17,18 , and 19). The category of student tuition and fees typically accounts for a significant percentage of total revenue and was the largest single revenue source at both private nonprofit and forprofit institutions in 2014-15 ( 35 and 90 percent, respectively). Tuition and fees accounted for 21 percent of revenue at public institutions in 2014-15. Public institutions typically report Pell grants as revenue from federal grants, while private institutions report Pell grants as revenue from tuition and fees; this difference in reporting contributes to the smaller percentage of revenue reported as tuition and fees at public institutions compared to private institutions. At public institutions, the share of revenue from tuition and fees in 2014-15 (21 percent) was higher than the share from state appropriations ( 19 percent), while the share from state appropriations in 2007-08 ( 25 percent) was higher than that from tuition and fees (18 percent) (table 333.10). In 2014-15, tuition and fees constituted the largest revenue category at private nonprofit 2- and 4-year institutions, private for-profit 2 - and 4-year institutions, and public 4-year institutions (tables 333.10, 333.40, and 333.55). At public 2-year institutions, tuition and fees constituted the fourthlargest revenue category.

Average total expenditures of institutions per full-timeequivalent (FTE) student in 2014-15—shown in constant 2015-16 dollars throughout this paragraph—varied by institution control and level, as did changes in average total expenditures per FTE student between 2009-10 and 2014-15 (after adjustment for inflation). In 2014-15, average total expenditures per full-time-equivalent (FTE) student at public degree-granting institutions were $\$ 31,800$ (table 334.10). These 2014-15 total expenditures per FTE student were 10 percent higher than in 2009-10. In 2014-15, public 4-year institutions had average total expenditures per FTE student of $\$ 41,100$, compared with $\$ 14,700$ at public 2year institutions. At private nonprofit institutions, total expenditures per FTE student in 2014-15 were 7 percent higher than in 2009-10 (table 334.30). In 2014-15, total expenditures per FTE student at private nonprofit institutions averaged $\$ 54,200$ at 4 -year institutions and $\$ 20,200$ at 2-year institutions. The expenditures per FTE student at private for-profit institutions in 2014-15 $(\$ 15,700)$ were 7 per-
cent higher than in 2009-10 (table 334.50). In 2014-15, total expenditures per FTE student at private for-profit institutions averaged $\$ 15,500$ at 4 -year institutions and $\$ 16,700$ at 2-year institutions. This difference in expenditures per FTE student between 4-year and 2-year private for-profit institutions was relatively small compared to the differences between 4 -year and 2-year institutions in the public and private nonprofit sectors.

At the end of fiscal year 2015, the market value of the endowment funds of colleges and universities was $\$ 547$ billion, reflecting an increase of 3 percent compared to the beginning of the fiscal year, when the total was $\$ 533$ billion (table 333.90). At the end of fiscal year 2015, the 120 institutions with the largest endowments accounted for $\$ 406$ billion, or about three-fourths of the national total. The five institutions with the largest endowments in 2015 were Harvard University ( $\$ 38$ billion), Yale University ( $\$ 26$ billion), the University of Texas System (\$23 billion), Princeton University ( $\$ 22$ billion), and Stanford University (\$22 billion).

Figure 12. Enrollment, degrees conferred, and expenditures in degree-granting postsecondary institutions: 1960-61 through 2015-16



Total expenditures, in billions of constant 2015-16 dollars


[^72]Figure 13. Percentage change in total enrollment in degree-granting postsecondary institutions, by state: Fall 2010 to fall 2015


Percent change
Increase of 5 percent or more ( 4 states) D/त Decrease of less than 5 percent ( 16 states) Increase of less than 5 percent (4 states \& DC) $\quad \square$ Decrease of 5 percent or more ( 26 states)

NOTE: Graphic display was generated using unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011 and Spring 2016, Fall Enrollment component.

Figure 14. Enrollment in degree-granting postsecondary institutions, by age: Fall 1970 through fall 2026
Fall enrollment, in millions


[^73]Figure 15. Ratio of full-time-equivalent (FTE) students to total FTE staff and to FTE faculty in degree-granting postsecondary institutions, by control of institution: 1995, 2005, and 2015


## Control of institution and type of staff

NOTE: Graphic display was generated using unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:95) and "Fall Staff Survey" (IPEDS-S:95); IPEDS Spring 2006 and 2016, Fall Enrollment component; and IPEDS Winter 2005-06 and Spring 2016, Human Resources component, Fall Staff section.

Figure 16. Number of bachelor's degrees conferred by postsecondary institutions in selected fields of study: 2004-05, 2009-10, and 2014-15


Figure 17. Percentage distribution of total revenues of public degree-granting postsecondary institutions, by source of funds: 2014-15


[^74]Figure 18. Percentage distribution of total revenues of private nonprofit degree-granting postsecondary institutions, by source of funds: 2014-15


[^75]Figure 19. Percentage distribution of total revenues of private for-profit degree-granting postsecondary institutions, by source of funds: 2014-15

${ }^{1}$ Includes appropriations, grants, and contracts.
NOTE: Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Finance component.

Table 301.10. Enrollment, staff, and degrees/certificates conferred in degree-granting and non-degree-granting postsecondary institutions, by control and level of institution, sex of student, type of staff, and level of degree: Fall 2015 and 2014-15

| Level of institution, sex of student, type of staff, and level of degree | Total ${ }^{1}$ | Degree-granting institutions |  |  |  |  | Non-degree-granting institutions |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Public | Private |  |  | Total | Public | Private |  |  |
|  |  |  |  | Total | Nonprofit | For-profit |  |  | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 4 -year institutions $\qquad$ <br> Males $\qquad$ <br> Females $\qquad$ | $13,486,699$ $5,905,304$ $7,581,395$ | $\begin{array}{r}13,486,342 \\ 5,905,237 \\ 7,581,105 \\ \hline\end{array}$ | $8,352,437$ $3,791,433$ $4,561,004$ | $5,133,905$ $2,113,804$ $3,020,101$ | $4,013,323$ $1,705,689$ $2,307,634$ | $1,120,582$ 408,115 712,467 | 357 67 290 | 0 | 357 67 290 | 357 67 290 | 0 0 0 |
| 2-year institutions $\qquad$ <br> Males <br> Females $\qquad$ $\qquad$ | $\begin{aligned} & 6,611,111 \\ & 2,876,760 \\ & 3,734,351 \end{aligned}$ | $6,490,928$ $2,816,166$ $3,674,762$ | 6,215,666 $2,725,975$ $3,489,691$ | 275,262 90,191 185,071 | 50,049 14,692 35,357 | 225,213 75,499 149,714 | $\begin{array}{r} 120,183 \\ 60,594 \\ 59,589 \end{array}$ | $\begin{aligned} & 58,982 \\ & 33,482 \\ & 25,500 \end{aligned}$ | $\begin{aligned} & 61,201 \\ & 27,112 \\ & 34,089 \end{aligned}$ | $\begin{aligned} & 6,410 \\ & 1,551 \\ & 4,859 \end{aligned}$ | $\begin{aligned} & 54,791 \\ & 25,561 \\ & 29,230 \end{aligned}$ |
| Less-than-2-year institutions $\qquad$ <br> Males $\qquad$ <br> Females $\qquad$ | $\begin{array}{r} 291,497 \\ 87,451 \\ 204,046 \end{array}$ | $\dagger$ |  | $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ | $\begin{array}{r} 291,497 \\ 87,451 \\ 204,046 \end{array}$ | $\begin{aligned} & 51,185 \\ & 24,654 \\ & 26,531 \end{aligned}$ | $\begin{array}{r} 240,312 \\ 62,797 \\ 177,515 \end{array}$ | $\begin{array}{r} 15,789 \\ 5,360 \\ 10,429 \end{array}$ | $\begin{array}{r} 224,523 \\ 57,437 \\ 167,086 \end{array}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty (instruction/research/ public service) | 1,585,749 | 1,551,015 | 970,022 | 580,993 | 472,366 | 108,627 | 34,734 | 11.943 | 22.791 | 2039 | 20,752 |
| Instruction ................................ | 1,471,076 | 1,436,342 | 896,150 | 540,192 | 431,713 | 108,479 | 34,734 | 11,943 | 22,791 | 2,039 | 20,752 |
| Research ... | 87,142 | 87,142 | 55,082 | 32,060 | 31,964 | 96 |  |  |  |  |  |
| Public service ................................. | 27,531 | 27,531 | 18,790 | 8,741 | 8,689 | 52 | $\dagger$ | † |  | $\dagger$ |  |
| Graduate assistants . | 369,590 | 369,590 | 291,623 | 77,967 | 77,633 | 334 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Librarians, curators, and archivists .. | 42,814 | 42,627 | 23,994 | 18,633 | 17,400 | 1,233 | 187 | 40 | 147 | 47 | 100 |
| other education services | 177,699 | 171,551 | 112,306 | 59,245 | 46,039 | 13,206 | 6,148 | 2,492 | 3,656 | 251 | 3,405 |
| Management ............................... | 263,293 | 256,888 | 146,135 | 110,753 | 97,749 | 13,004 | 6,405 | 1,279 | 5,126 | 527 | 4,599 |
| Business and financial operations ... | 206,787 | 203,890 | 135,812 | 68,078 | 62,712 | 5,366 | 2,897 | 523 | 2,374 | 183 | 2,191 |
| Computer, engineering, and science | 232,488 | 231,957 | 159,906 | 72,051 | 69,816 | 2,235 | 531 | 308 | 223 | 32 | 191 |
| Community, social service, legal, arts, design, entertainment, sports, and media $\qquad$ | 175,289 | 174,694 | 106,769 | 67,925 | 62,338 | 5,587 | 595 | 312 | 283 | 60 | 223 |
| Healthcare practitioners and technicians $\qquad$ | 121,899 | 121,135 | 75,971 | 45,164 | 44,928 | 236 | 764 | 554 | 210 | 55 | 155 |
| Service occupations ........................... | 246,965 | 243,833 | 162,956 | 80,877 | 78,842 | 2,035 | 3,132 | 1,525 | 1,607 | 481 | 1,126 |
| Sales and related occupations ........ | 15,982 | 13,873 | 4,494 | 9,379 | 4,408 | 4,971 | 2,109 | 60 | 2,049 | 73 | 1,976 |
| Office and administrative support .... | 449,736 | 441,222 | 288,407 | 152,815 | 136,387 | 16,428 | 8,514 | 2,652 | 5,862 | 681 | 5,181 |
| Natural resources, construction, and maintenance | 75,013 | 74,041 | 54,803 | 19,238 | 18,571 | 667 | 972 | 448 | 524 | 22 | 502 |
| Production, transportation, and material moving $\qquad$ | 19,873 | 19,602 | 14,338 | 5,264 | 5,060 | 204 | 271 | 230 | 41 | 8 | 33 |
| Degrees/certificates conferred, 2014-15 |  |  |  |  |  |  |  |  |  |  |  |
| Total | 4,807,379 | 4,526,205 | 3,013,430 | 1,512,775 | 1,057,911 | 454,864 | 281,174 | 62,162 | 219,012 | 16,601 | 202,411 |
| Less-than-1-year and 1 - to less-than-4-year certificates ...... | 961,167 | 680,045 | 540,747 | 139,298 | 29,481 | 109,817 | 281,122 | 62,148 | 218,974 | 16,601 | 202,373 |
| 4 -year institutions ...................... | 111,174 | 111,118 | 70,460 | 40,658 | 13,144 | 27,514 | 56 | 0 | 56 | 56 | 0 |
| Males ................................. | 44,624 | 44,613 | 32,849 | 11,764 | 5,194 | 6,570 | 11 |  | 11 | 11 | 0 |
| Females .............................. | 66,550 | 66,505 | 37,611 | 28,894 | 7,950 | 20,944 | 45 | 0 | 45 | 45 | 0 |
| 2-year institutions ....................... | 636,591 | 568,927 | 470,287 | 98,640 | 16,337 | 82,303 | 67,664 | 31,212 | 36,452 | 3,130 | 33,322 |
| Males .................................. | 287,646 | 258,386 | 229,143 | 29,243 | 4,937 | 24,306 | 29,260 | 14,756 | 14,504 | 779 | 13,725 |
| Females ............................. | 348,945 | 310,541 | 241,144 | 69,397 | 11,400 | 57,997 | 38,404 | 16,456 | 21,948 | 2,351 | 19,597 |
| Less-than-2-year institutions ........ | 213,402 |  |  |  |  | + | 213,402 | 30,936 | 182,466 | 13,415 | 169,051 |
| Males .................................. | 62,396 |  |  | $\dagger$ | $\dagger$ | + | 62,396 | 13,446 | 48,950 | 4,698 | 44,252 |
| Females ................................ | 151,006 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 151,006 | 17,490 | 133,516 | 8,717 | 124,799 |
| Associate's degrees ...................... | 1,014,023 | 1,013,971 | 821,874 | 192,097 | 58,622 | 133,475 | 52 | 14 | 38 | 0 | 38 |
| 4 -year institutions ..................... | 282,213 | 282,213 | 147,451 | 134,762 | 48,252 | 86,510 | 0 | 0 | 0 | 0 | 0 |
| Males ................................ | 108,988 | 108,988 | 58,609 | 50,379 | 17,651 | 32,728 | 0 | 0 | 0 | 0 | 0 |
| Females ............................... | 173,225 | 173,225 | 88,842 | 84,383 | 30,601 | 53,782 |  | 0 | 0 |  | 0 |
| 2 -year institutions ...................... | 731,758 | 731,758 | 674,423 | 57,335 | 10,370 | 46,965 | 0 | 0 | 0 |  | 0 |
| Males .................................. | 287,625 | 287,625 | 267,066 | 20,559 | 3,208 | 17,351 | 0 | 0 | 0 |  | 0 |
| Females .............................. | 444,133 | 444,133 | 407,357 | 36,776 | 7,162 | 29,614 | 0 | 0 | 0 | 0 | 0 |
| Less-than-2-year institutions ........ | 52 |  |  |  |  |  | 52 | 14 | 38 | 0 | 38 |
| Males ............................... | 21 |  |  |  |  |  | 21 | 2 | 19 | 0 | 19 |
| Females ............................. | 31 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 31 | 12 | 19 | 0 | 19 |
| Bachelor's degrees ....................... | 1,894,934 | 1,894,934 | 1,209,438 | 685,496 | 553,534 | 131,962 | 0 | 0 | 0 | 0 | 0 |
| Males ...................................................... | 812,669 | 812,669 | 532,253 | 280,416 | 227,870 | 52,546 | 0 | 0 | 0 | 0 | 0 |
| Females | 1,082,265 | 1,082,265 | 677,185 | 405,080 | 325,664 | 79,416 | 0 | 0 | 0 | 0 | 0 |
| Master's degrees | 758,708 | 758,708 | 351,119 | 407,589 | 336,182 | 71,407 | 0 | 0 | 0 | 0 | 0 |
| Males ............... | 306,590 | 306,590 | 147,368 | 159,222 | 135,420 | 23,802 | 0 | 0 | 0 | , | 0 |
| Females ................................. | 452,118 | 452,118 | 203,751 | 248,367 | 200,762 | 47,605 | 0 | 0 | 0 | , | 0 |
| Doctor's degrees ........................... | 178,547 | 178,547 | 90,252 | 88,295 | 80,092 | 8,203 | 0 | 0 | 0 | 0 | 0 |
| Males ................................................ | 84,921 | 84,921 | 44,052 | 40,869 | 37,899 | 2,970 | 0 | 0 | 0 | 0 | 0 |
| Females ................................. | 93,626 | 93,626 | 46,200 | 47,426 | 42,193 | 5,233 | 0 | 0 | 0 | 0 | 0 |

## $\dagger$ Not applicable.

${ }^{1}$ Includes both degree-granting and non-degree-granting institutions.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Degree-granting institutions grant degrees at the associate's or higher level, while non-degree-granting institutions grant only awards below that level. The non-degree granting classification includes some institutions transitioning to higher level program offer-
ings, though still classified at a lower level; therefore, a small number of associate's degrees are shown as awarded by non-degree-granting institutions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Human Resources component; Spring 2016, Fall Enrollment component; and Fall 2015, Completions component. (This table was prepared February 2017.)

Table 301．20．Historical summary of faculty，enrollment，degrees conferred，and finances in degree－granting postsecondary institutions：Selected years，1869－70 through 2014－15

| Selected characteristic | 1869－70 | 1879－80 | 1889－90 | 1899－1900 | 1909－10 | 1919－20 | 1929－30 | 1939－40 | 1949－50 | 1959－60 | 1969－70 | 1979－80 | 1989－90 | 1999－2000 | 2009－10 | 2014－15 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Total institutions ${ }^{1}$ ．．．． | 563 | 811 | 998 | 977 | 951 | 1，041 | 1，409 | 1，708 | 1，851 | 2，004 | 2，525 | 3，152 | 3，535 | 4，084 | 4，495 | 4，627 |
| Total faculty ${ }^{2}$ $\qquad$ Males Females $\qquad$ | $\begin{array}{\|c} \hline 5,53^{3} \\ 4,887^{3} \\ 666^{3} \\ \hline \end{array}$ | $\begin{array}{r} 11,522^{3} \\ 1,3288^{3} \\ 4,194^{3} \\ \hline \end{array}$ | $\begin{aligned} & \hline 15,809 \\ & 12,704^{3} \\ & 3,105^{3} \end{aligned}$ | $\begin{aligned} & 23,868 \\ & 19,151 \\ & 4,717 \\ & \hline \end{aligned}$ |  | $\begin{aligned} & 48,615 \\ & 35,807 \\ & 12,808 \end{aligned}$ | $\begin{aligned} & 8,8,36 \\ & 60,017 \\ & 22,369 \end{aligned}$ | $\begin{aligned} & 146,929 \\ & 106,328 \\ & 40,601 \\ & \hline \end{aligned}$ | $\begin{array}{r} 246,722 \\ 186,189 \\ 60,533 \\ \hline \end{array}$ | $\begin{array}{r} 380,554 \\ 296,773 \\ 83,781 \end{array}$ | $\begin{aligned} & 434,000{ }^{4} \\ & 346,000{ }^{4} \\ & 104,000{ }^{4} \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 675,000{ }^{4} \\ & 499,000{ }^{4} \\ & 196,000{ }^{4} \end{aligned}$ | $\begin{aligned} & \hline 823,220^{5} \\ & 534,254^{5} \\ & 289,966^{5} \\ & \hline \end{aligned}$ | $\begin{array}{\|c} 1,027,830^{5} \\ 602,4699^{5} \\ 425,361^{5} \end{array}$ | $\begin{array}{r} 1,4391,144^{5} \\ 761,035 \\ 678,109 \end{array}$ | $\begin{array}{r} \hline 1,5951,000{ }^{4} \\ 799,0000^{4} \\ 759 \end{array}$ |
| Total fall enrollment ${ }^{6}$ Males Females $\qquad$ | $\begin{aligned} & 52,286 \\ & 41,160^{3} \\ & 11,126^{3} \end{aligned}$ | $\begin{gathered} 1115,817 \\ 77,972^{3} \\ 37,845^{3} \end{gathered}$ | $\begin{aligned} & \hline \hline 156,756 \\ & 10,4533^{3} \\ & 56,303^{3} \end{aligned}$ | $\begin{array}{r} 237,592 \\ 152,254 \\ 85,338 \end{array}$ | $\begin{aligned} & 355,213 \\ & 214,648 \\ & 140,565^{3} \end{aligned}$ | $\begin{aligned} & \hline 597,880 \\ & 314,938 \\ & 282,942 \end{aligned}$ | $\begin{array}{r} 1,100,737 \\ 619,935 \\ 480,802 \end{array}$ | $\begin{array}{r} 1,494,203 \\ 893,250 \\ 60,953 \end{array}$ | $\begin{aligned} & 2,444,900 \\ & 1,71,572 \\ & 7,73,328 \end{aligned}$ | $\begin{aligned} & 3,639,847 \\ & 2,332,617 \\ & 1,307,230 \end{aligned}$ | $\begin{aligned} & 8,004,660 \\ & 4,746,201 \\ & 3,258,459 \end{aligned}$ | $\begin{array}{r} \hline 11,569,899 \\ 5,68,877 \\ 5,887,022 \\ \hline \end{array}$ | $\begin{array}{r} \hline \hline 13,538,560 \\ 6,190,015 \\ 7,348,545 \end{array}$ | $\begin{array}{r} \hline \hline 14,791,224 \\ 6,49,646 \\ 8,300,578 \end{array}$ | $\begin{array}{r} \hline 20,313,594 \\ 81,73,953 \\ 11,580,644 \end{array}$ | $\begin{array}{r} \hline 20,207,369 \\ 8,797,061 \\ 11,410,308 \end{array}$ |
| Degrees conferred Associate＇s，total Males Females $\qquad$ | 二 | 二 | 二 | 二 | 二 | 二 | 二 | 二 | 二 | 二 | $\begin{array}{r} 206,023 \\ 117,432 \\ 88,591 \end{array}$ | $\begin{aligned} & 400,910 \\ & 183,737 \\ & 217,173 \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 455,102 \\ 191,195 \\ 263,907 \end{array} \end{aligned}$ | $\begin{aligned} & 564,933 \\ & 224,721 \\ & 340,212 \end{aligned}$ | $\begin{aligned} & 848,856 \\ & 32,747 \\ & 526,109 \end{aligned}$ | $\begin{array}{r} 1,013,971 \\ 396,613 \\ 617,358 \end{array}$ |
| Bachelor＇s，total ${ }^{7}$ <br> Males <br> Females $\qquad$ | $\begin{aligned} & 9,371 \\ & 7,993 \\ & 1,378 \end{aligned}$ | 12,896 10,411 2,485 | 15,539 12,857 2,682 | 27,410 22,173 5,237 | 37,199 28,762 8,437 | $\begin{aligned} & 48,622 \\ & 31,980 \\ & 16,642 \end{aligned}$ | $\begin{array}{r} 122,484 \\ 73,615 \\ 48,869 \end{array}$ | $\begin{array}{r} 186,500 \\ 109,546 \\ 76,954 \end{array}$ | $\begin{aligned} & 432,058 \\ & 328,841 \\ & 103,217 \end{aligned}$ | $\begin{aligned} & 392,440 \\ & 254,063 \\ & 138,377 \end{aligned}$ | $\begin{aligned} & 792,316 \\ & 451,097 \\ & 341,219 \end{aligned}$ | $\begin{aligned} & 929,417 \\ & 473,611 \\ & 455,806 \end{aligned}$ | $\begin{array}{r} 1,051,344 \\ 491,696 \\ 559,648 \end{array}$ | $\begin{array}{r} 1,237,875 \\ 530,367 \\ 707,508 \end{array}$ | $\begin{array}{r} 1,649,919 \\ 796,660 \\ 943,259 \end{array}$ | $\begin{array}{r} 1,894,934 \\ 8,82,669 \\ 1,082,265 \end{array}$ |
| Master＇s，total ${ }^{8}$ $\qquad$ Males $\qquad$ Females $\qquad$ .......... | $\begin{aligned} & 0 \\ & 0 \\ & 0 \end{aligned}$ | $\begin{gathered} 879 \\ 868 \\ 11 \end{gathered}$ | $\begin{array}{r} 1,015 \\ 821 \\ 194 \end{array}$ | $\begin{array}{r} 1,583 \\ 1,280 \\ 303 \end{array}$ | 2,113 1,555 ， 558 | $\begin{aligned} & 4,279 \\ & 2,985 \\ & 1,294 \end{aligned}$ | 14,969 8,925 6,044 | $\begin{aligned} & 26,731 \\ & 16,508 \\ & 10,223 \end{aligned}$ | $\begin{aligned} & 58,183 \\ & 4,120 \\ & 16,963 \end{aligned}$ | $\begin{aligned} & 74,435 \\ & 50,898 \\ & 23,537 \end{aligned}$ | $\begin{array}{r} 213,589 \\ 130,799 \\ 82,790 \end{array}$ | $\begin{aligned} & 305,196 \\ & 156,882 \\ & 148,314 \end{aligned}$ | $\begin{aligned} & 330,152 \\ & 158,052 \\ & 172,100 \end{aligned}$ | $\begin{aligned} & 463,185 \\ & 196,129 \\ & 267,056 \end{aligned}$ | $\begin{aligned} & 693,313 \\ & 275,317 \\ & 417,996 \end{aligned}$ | $\begin{aligned} & 758,708 \\ & 306,590 \\ & 452,118 \end{aligned}$ |
| Doctor＇s，total ${ }^{9}$ $\qquad$ Males Females $\qquad$ | $\begin{aligned} & 1 \\ & 1 \\ & 0 \end{aligned}$ | $\begin{array}{r} 54 \\ 51 \\ 3 \\ \hline \end{array}$ | $\begin{array}{r} 149 \\ 147 \\ \hline \\ \hline \end{array}$ | $\begin{array}{r} 382 \\ 359 \\ 23 \end{array}$ | $\begin{array}{r} 443 \\ 399 \\ 44 \end{array}$ | $\begin{aligned} & 615 \\ & 522 \\ & 93 \\ & \hline \end{aligned}$ | $\begin{array}{r}2,299 \\ 1,946 \\ \hline 353 \\ \hline\end{array}$ | $\begin{array}{r} 3,290 \\ 2,861 \\ \hline \end{array}$ | $\begin{array}{r} 6,420 \\ 5,804 \\ 616 \end{array}$ | $\begin{aligned} & 9,829 \\ & 8,801 \\ & 1,028 \end{aligned}$ | $\begin{gathered} 5,486 \\ 53,792 \\ 5,694 \end{gathered}$ | $\begin{aligned} & 95,631 \\ & 69,526 \\ & 26,105 \\ & \hline \end{aligned}$ | $\begin{array}{r} 103,508 \\ 63,963 \\ 39,545 \end{array}$ | $\begin{array}{r} 118,736 \\ 64,930 \\ 53,806 \end{array}$ | $\begin{array}{r} 158,5990 \\ 76,610 \\ 81,980 \end{array}$ | $\begin{array}{r} 178,547 \\ 84,921 \\ 93.626 \end{array}$ |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Finances <br> Current－fund <br> Educationaland general income Expenditures ${ }^{10}$ Value of physical property Market value of endowment funds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | － | － | － | － | \＄76，883 | \＄199，922 | \＄554，511 | \＄715，211 | \＄2，374，645 | \＄5，785，537 | \＄21，515，242 | \＄58，519，982 | \＄139，635，477 | － | － | － |
|  | － | － | \＄21，464 | \＄35，084 | 67，917 | 172，929 |  |  |  |  |  |  |  |  |  |  |
|  | － | － | \＄21，464 |  | 67，97 |  | 507，142 | 674，688 | 2，245，661 | 5，601，376 | 21，043，113 | 56，913，588 | 134，655，571 | \＄236，784，000 | \＄446，479，000 | \＄535，766，000 |
|  | － | － | 95，426 | 253，599 | 457，594 | 747，333 | 2，065，049 | 2，753，780 ${ }^{11}$ | 4，799，964 | 13，548，548 | 42，093，580 | 83，733，387 | 164，635，000 | － | － | － |
|  | － | － | 78，788 ${ }^{12}$ | 194，998 ${ }^{12}$ | $323,661^{12}$ | $569,071^{12}$ | 1，372，068 ${ }^{12}$ | 1，686，283 ${ }^{12}$ | 2，601，223 ${ }^{12}$ | $5,322,080{ }^{12}$ | 11，206，632 | 20，743，045 | 67，978，726 | － | 355，910，203 | 547，217，872 |
|  | In thousands of constant 2015－16 dollars ${ }^{13}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Finances <br> Current－fund revenue Educationaland general income Expenditures ${ }^{10}$ Value of physical property Market value of endowment funds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | － | － | － | － | － | － | \＄7，719，032 | \＄12，194，463 | \＄23，891，437 | \＄46，916，741 | \＄135，713，191 | \＄179，613，144 | \＄262，034，124 | － | － | － |
|  | － | － | － | － | － | － |  |  |  |  |  |  |  |  |  |  |
|  | － | － | － | － | － | － | 7，059，635 | 11，503，539 | 22，593722 | 45，423，322 | 132，735，＇110 | 174，682，701 | 252，689，040 | \＄333，270，000 | \＄490，854，000 | \＄539，386，000 |
|  | － | － | － | － | － | － | 28，746，370 | 46，952，392 ${ }^{12}$ | 48，292，709 | 109，869，442 | 265，516，608 | 256，999，685 | 308，947，189 | － | － | － |
|  | － | － | － | － | － | － | 19，099，777 ${ }^{12}$ | 28，751，397 ${ }^{12}$ | 26，171，051 ${ }^{12}$ | 43，158，423 ${ }^{12}$ | 70，688，854 | 63，665，835 | 127，566，048 | － | 391，283，640 | 550，914，900 |

## －Not available．

${ }^{1}$ Prior to 1979－80，excludes branch campuses
${ }^{2}$ Total number of different individuals（not reduced to full－time equivalent）．Beginning in 1959－60，data are for the first term of

## the academic year

${ }^{3}$ Estimated．
${ }^{4}$ Estimated． ratios for the prior staff survey．Excludes graduate assistants．
${ }^{5}$ 5Because of revised survey procedures，data may not be directly comparable with figures prior to 1989－90．Excludes gradu－ ${ }_{6}$ ate assistants．
${ }^{6}$ Data for $1869-70$ to 1939－40 are for resident degree－credit students who enrolled at any time during the academic year．
${ }^{7}$ From 1869－70 to 1959－60，bachelor＇s degrees include degrees formerly classified as first－professional，such as M．D．， D．D．S．，and law degrees．
8Figures for years prior to 1969－70 are not precisely comparable with later data．
9ncludes Ph．D．，Ed．D．，and comparable degrees at the doctoral level．Includes most degrees formerly classified as first－pro－
fessional，such as M．D．，D．D．S．，and law degrees．
${ }^{10}$ Data for $1929-30$ and $1939-40$ include current－fund expenditures and additions to plant value．Data for 1949－50 through 1989－90 are current－fund expenditures only．Data for 1999－2000 include total expenditures for private institutions and cur－ rent－fund expenditures for public institutions．Data for later years are for total expenditures．
${ }^{11}$ Includes unexpended plant funds．
${ }^{12}$ Book value．Includes other nonexpendable funds．
${ }^{13}$ Constant dollars based on the Consumer Price Index，prepared by the Bureau of Labor Statistics，U．S．Department of adjusted to a school－year basis．
NOTE：Data through 1989－90 are for institutions of higher education，while later data are for degree－granting institutions． Degree－granting institutions grant associate＇s or higher degrees and participate in Title IV federal financial aid programs．The and excludes a few higher education institutions that did not grant degrees．Detail may not sum to totals because of rounding． and excludes a few higher education institutions that did not grant degrees．Detail may not sum to totals because of rounding．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Biennial Survey of Education in the United States；Education Directory，Colleges and Universities；Faculty and Other Professional Staff in Institutions of Higher Educa－ tion；Fall Enrollment in Colleges and Universities；Earned Degrees Conferred；Financial Statistics of Institutions of Highen，＂ ＂Degrees and Other Formal General Information Survey（HEGIS），＂Fall Enrollment in Institutions of Higher Edu grated Postsecondary Education Data System（IPEDS），＂Fall Enrollment Survey＂（IPEDS－EF：89－99），＂Fall Staff Survey＂ （IPEDS－S：89－99），＂Finance Survey＂（IPEDS－F：FY90－00），＂Completions Survey＂（IPEDS－C：90－00），and＂Institutional Charac－ teristics Survey＂（IPEDS－IC：89－99）；IPEDS Winter 2009－10 and Spring 2014，Human Resources component，Fall Staff sec－ tion；IPEDS Spring 2010 and Spring 2015，Fall Enrollment component；IPEDS Fall 2010 and Fall 2015，Completions
component；and IPEDS Spring 2011 and Spring 2016，Finance component．（This table was prepared May 2017．）

Table 302.10. Recent high school completers and their enrollment in 2-year and 4-year colleges, by sex: 1960 through 2015
[Standard errors appear in parentheses]

| Year | Number of high school completers ${ }^{1}$ (in thousands) |  |  |  |  | Percent of recent high school completers ${ }^{1}$ enrolled in college ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males |  | Females |  | Total |  |  |  |  |  | Males |  |  |  |  |  | Females |  |  |  |  |  |
|  |  |  |  |  | Total |  | 2-year |  | 4-year |  | Total |  | 2-year |  | 4-year |  | Total |  | 2-year |  | 4 -year |
| 1 | 2 |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| 1960 | 1,679 (44.5) | 756 | (32.3) | 923 | (30.1) | 45.1 | (2.16) |  | ( $\dagger$ ) |  | ( $\dagger$ | 54.0 | (3.23) |  | ( $\dagger$ ) |  | ( $\dagger$ | 37.9 | (2.85) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1961 | 1,763 (46.7) | 790 | (33.7) | 973 | (31.8) | 48.0 | (2.12) |  | ( $\dagger$ ) |  | (t) | 56.3 | (3.14) |  | ( $\dagger$ ) | - | (t) | 41.3 | (2.81) |  | (t) | - | ( $\dagger$ |
| 1962 | 1,838 (44.3) | 872 | (32.0) | 966 | (30.4) | 49.0 | (2.08) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | (3.00) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 43.5 | (2.84) |  | (t) |  | ( $\dagger$ |
| 1963 | 1,741 (44.9) | 794 | (32.6) | 947 | (30.5) | 45.0 | (2.12) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | (3.16) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 39.0 | (2.82) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1964 | 2,145 (43.6) | 997 | (32.3) | 1,148 | (28.9) | 48.3 | (1.92) |  |  |  | (t) |  | (2.79) | - | ( $\dagger$ ) | - | (t) |  | (2.58) | - | (t) | - | ( $\dagger$ ) |
| 1965 | 2,659 (48.5) | 1,254 | (35.7) | 1,405 | (32.5) | 50.9 | (1.73) | - |  | - | (t) | 57.3 | (2.49) | - | ( $\dagger$ ) | - |  | 45.3 | (2.37) | - | (t) | - | ( $\dagger$ |
| 1966 | 2,612 (45.7) | 1,207 | (34.4) | 1,405 | (29.5) | 50.1 | (1.74) |  | ( $\dagger$ ) |  | (t) | 58.7 | (2.53) |  | ( $\dagger$ ) | - | (t) | 42.7 | (2.35) |  | (t) |  | ( $\dagger$ ) |
| 1967 | 2,525 (38.5) | 1,142 | (28.9) | 1,383 | (24.7) | 51.9 | (1.44) |  | ( $\dagger$ ) |  | (t) |  | (2.12) |  | (t) |  | (t) | 47.2 | (1.95) |  | (t) | - | ( $\dagger$ |
| 1968 | 2,606 (38.0) | 1,184 | (28.7) | 1,422 | (24.2) | 55.4 | (1.41) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | (2.04) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | (1.93) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |
| 1969 | 2,842 (36.6) | 1,352 | (27.3) | 1,490 | (24.2) | 53.3 | (1.36) |  |  |  | (t) |  | (1.93) | - | ( $\dagger$ ) | - | (t) |  | (1.88) |  | ( $\dagger$ ) | - | ( $\dagger$ |
| 1970 | 2,758 (38.1) | 1,343 | (26.6) | 1,415 | (27.3) | 51.7 | (1.38) | - |  | - | ( $)$ |  | (1.97) | - | ( $\dagger$ ) | - |  |  | (1.93) |  | ( $\dagger$ ) |  | ( $\dagger$ |
| 1971 | 2,875 (38.7) | 1,371 | (27.1) | 1,504 | (27.6) | 53.5 | (1.35) |  | ( $\dagger$ ) |  | (t) |  | (1.94) |  | ( $\dagger$ ) | - | (t) | 49.8 | (1.87) |  | (t) |  | ( $\dagger$ ) |
| 1972 | 2,964 (38.5) | 1,423 | (27.5) | 1,542 | (26.9) | 49.2 | (1.33) |  | ( $\dagger$ ) |  | (t) | 52.7 | (1.92) | - | ( $\dagger$ ) | - | (t) | 46.0 | (1.84) |  | (t) | - | ( $\dagger$ ) |
| 1973 | 3,058 (37.7) | 1,460 | (28.0) | 1,599 | (25.0) | 46.6 | (1.31) | 14.9 | (0.94) | 31.6 | (1.22) | 50.0 | (1.90) | 14.6 | (1.34) | 35.4 | (1.82) | 43.4 | (1.80) | 15.2 | (1.30) | 28.2 | (1.63) |
| 1974 | 3,101 (39.3) | 1,491 | (28.2) | 1,611 | (27.3) | 47.6 | (1.30) | 15.2 | (0.94) | 32.4 | (1.22) | 49.4 | (1.88) | 16.6 | (1.40) | 32.8 | (1.77) | 45.9 | (1.80) | 13.9 | (1.25) | 32.0 | (1.69) |
| 1975 | 3,185 (39.3) | 1,513 | (27.8) | 1,672 | (27.7) | 50.7 | (1.29) | 18.2 | (0.99) | 32.6 | (1.21) | 52.6 | (1.86) | 19.0 | (1.47) | 33.6 | (1.76) | 49.0 | (1.78) | 17.4 | (1.35) | 31.6 | (1.65) |
| 1976 | 2,986 (40.5) | 1,451 | (29.4) | 1,535 | (27.8) | 48.8 | (1.33) | 15.6 | (0.96) | 33.3 | (1.25) | 47.2 | (1.90) | 14.5 | (1.34) | 32.7 | (1.79) | 50.3 | (1.85) | 16.6 | (1.38) | 33.8 | (1.75) |
| 1977 | 3,141 (41.0) | 1,483 | (29.8) | 1,659 | (27.9) | 50.6 | (1.30) | 17.5 | (0.98) | 33.1 | (1.22) |  | (1.88) | 17.2 | (1.42) | 35.0 | (1.80) | 49.3 | (1.78) | 17.8 | (1.36) | 31.5 | (1.66) |
| 1978 | 3,163 (40.0) | 1,485 | (29.4) | 1,677 | (26.8) | 50.1 | (1.29) | 17.0 | (0.97) | 33.1 | (1.22) |  | (1.88) | 15.6 | (1.37) | 35.5 | (1.80) | 49.3 | (1.77) | 18.3 | (1.37) | 31.0 | (1.64) |
| 1979 | 3,160 (40.3) | 1,475 | (29.4) | 1,685 | (27.4) | 49.3 | (1.29) | 17.5 | (0.98) | 31.8 | (1.20) | 50.4 | (1.89) | 16.9 | (1.42) | 33.5 | (1.79) | 48.4 | (1.77) | 18.1 | (1.36) | 30.3 | (1.63) |
| 1980 | 3,088 (39.6) | 1,498 | (28.5) | 1,589 | (27.5) | 49.3 | (1.31) | 19.4 | (1.03) | 29.9 | (1.20) |  | (1.87) | 17.1 | (1.41) | 29.7 | (1.71) | 51.8 | (1.82) | 21.6 | (1.50) | 30.2 | (1.67) |
| 1981 | 3,056 (42.4) | 1,491 | (30.6) | 1,565 | (29.3) | 53.9 | (1.31) | 20.5 | (1.06) | 33.5 | (1.24) |  | (1.87) | 20.9 | (1.53) | 33.9 | (1.78) | 53.1 | (1.83) | 20.1 | (1.47) | 33.0 | (1.73) |
| 1982 | 3,100 (41.0) | 1,509 | (29.4) | 1,592 | (28.6) | 50.6 | (1.38) | 19.1 | (1.09) | 31.5 | (1.28) |  | (1.98) | 17.5 | (1.50) | 31.6 | (1.84) | 52.0 | (1.93) | 20.6 | (1.56) | 31.4 | (1.79) |
| 1983 | 2,963 (42.2) | 1,389 | (30.8) | 1,573 | (28.6) | 52.7 | (1.41) | 19.2 | (1.11) | 33.5 | (1.33) |  | (2.06) | 20.2 | (1.66) | 31.7 | (1.92) | 53.4 | (1.93) | 18.4 | (1.50) | 35.1 | (1.85) |
| 1984 | 3,012 (37.0) | 1,429 | (29.1) | 1,584 | (22.2) | 55.2 | (1.39) | 19.4 | (1.11) | 35.8 | (1.34) | 56.0 | (2.02) | 17.7 | (1.55) | 38.4 | (1.98) | 54.5 | (1.92) | 21.0 | (1.57) | 33.5 | (1.82) |
| 1985 | 2,668 (40.7) | 1,287 | (29.1) | 1,381 | (28.3) | 57.7 | (1.47) | 19.6 | (1.18) | 38.1 | (1.45) |  | (2.11) | 19.9 | (1.71) | 38.8 | (2.09) | 56.8 | (2.05) | 19.3 | (1.63) | 37.5 | (2.00) |
| 1986 | 2,786 (39.2) | 1,332 | (28.9) | 1,454 | (26.4) | 53.8 | (1.45) | 19.2 | (1.15) | 34.5 | (1.39) | 55.8 | (2.09) | 21.3 | (1.73) | 34.5 | (2.00) | 51.9 | (2.02) | 17.3 | (1.53) | 34.6 | (1.92) |
| 1987 | 2,647 (41.5) | 1,278 | (30.2) | 1,369 | (28.4) | 56.8 | (1.48) | 18.9 | (1.17) | 37.9 | (1.45) | 58.3 | (2.12) | 17.3 | (1.63) | 41.0 | (2.12) | 55.3 | (2.07) | 20.3 | (1.67) | 35.0 | (1.98) |
| 1988 | 2,673 (47.7) | 1,334 | (34.6) | 1,339 | (32.8) | 58.9 | (1.60) | 21.9 | (1.34) | 37.1 | (1.57) | 57.1 | (2.27) | 21.3 | (1.88) | 35.8 | (2.20) | 60.7 | (2.24) | 22.4 | (1.91) | 38.3 | (2.23) |
| 1989 | 2,450 (44.8) | 1,204 | (31.7) | 1,246 | (31.7) | 59.6 | (1.58) | 20.7 | (1.30) | 38.9 | (1.57) | 57.6 | (2.27) | 18.3 | (1.77) | 39.3 | (2.24) | 61.6 | (2.19) | 23.1 | (1.90) | 38.5 | (2.20) |
| 1990 | 2,362 (43.0) | 1,173 | (30.6) | 1,189 | (30.2) | 60.1 | (1.60) | 20.1 | (1.31) | 40.0 | (1.61) |  | (2.29) | 19.6 | (1.85) | 38.4 | (2.26) | 62.2 | (2.24) | 20.6 | (1.87) | 41.6 | (2.28) |
| 1991 | 2,276 (41.1) | 1,140 | (29.0) | 1,136 | (29.0) | 62.5 | (1.62) | 24.9 | (1.44) | 37.7 | (1.62) | 57.9 | (2.33) | 22.9 | (1.98) | 35.0 | (2.25) | 67.1 | (2.22) | 26.8 | (2.09) | 40.3 | (2.32) |
| 1992 | 2,397 (40.5) | 1,216 | (29.1) | 1,180 | (28.1) | 61.9 | (1.58) | 23.0 | (1.37) | 38.9 | (1.59) |  | (2.24) | 22.1 | (1.89) | 37.8 | (2.21) | 63.8 | (2.23) | 23.9 | (1.98) | 40.0 | (2.27) |
| 1993 | 2,342 (41.4) | 1,120 | (30.6) | 1,223 | (27.7) | 62.6 | (1.59) | 22.8 | (1.38) | 39.8 | (1.61) | 59.9 | (2.33) | 22.9 | (2.00) | 37.0 | (2.30) | 65.2 | (2.17) | 22.8 | (1.91) | 42.4 | (2.25) |
| 1994 | 2,517 (41.1) | 1,244 | (30.1) | 1,273 | (27.9) | 61.9 | (1.54) | 21.0 | (1.29) | 40.9 | (1.56) | 60.6 | (2.21) | 23.0 | (1.90) | 37.5 | (2.19) | 63.2 | (2.15) | 19.1 | (1.75) | 44.1 | (2.22) |
| 1995 | 2,599 (41.0) | 1,238 | (30.0) | 1,361 | (27.7) | 61.9 | (1.41) | 21.5 | (1.19) | 40.4 | (1.43) |  | (2.04) | 25.3 | (1.83) | 37.4 | (2.04) | 61.3 | (1.96) | 18.1 | (1.55) | 43.2 | (1.99) |
| 1996 | 2,660 (40.5) | 1,297 | (29.5) | 1,363 | (27.7) | 65.0 | (1.42) | 23.1 | (1.26) | 41.9 | (1.47) | 60.1 | (2.09) | 21.5 | (1.76) | 38.5 | (2.08) | 69.7 | (1.91) | 24.6 | (1.79) | 45.1 | (2.07) |
| 1997 | 2,769 (41.8) | 1,354 | (31.0) | 1,415 | (27.9) | 67.0 | (1.37) | 22.8 | (1.23) | 44.3 | (1.45) | 63.6 | (2.01) | 21.4 | (1.71) | 42.2 | (2.06) | 70.3 | (1.87) | 24.1 | (1.75) | 46.2 | (2.04) |
| 1998 | 2,810 (43.9) | 1,452 | (31.0) | 1,358 | (31.0) | 65.6 | (1.38) | 24.4 | (1.25) | 41.3 | (1.43) | 62.4 | (1.96) | 24.4 | (1.73) | 38.0 | (1.96) | 69.1 | (1.93) | 24.3 | (1.79) | 44.8 | (2.08) |
| 1999 | 2,897 (41.5) | 1,474 | (29.9) | 1,423 | (28.8) | 62.9 | (1.38) | 21.0 | (1.16) | 41.9 | (1.41) | 61.4 | (1.95) | 21.0 | (1.63) | 40.5 | (1.97) | 64.4 | (1.95) | 21.1 | (1.66) | 43.3 | (2.02) |
| 2000 | 2,756 (45.3) | 1,251 | (33.6) | 1,505 | (29.7) | 63.3 | (1.41) | 21.4 | (1.20) | 41.9 | (1.45) |  | (2.13) | 23.1 | (1.83) | 36.8 | (2.10) | 66.2 | (1.88) | 20.0 | (1.59) | 46.2 | (1.98) |
| 2001 | 2,549 (44.1) | 1,277 | (32.0) | 1,273 | (30.3) | 61.8 | (1.41) | 19.6 | (1.15) | 42.1 | (1.43) | 60.1 | (2.00) | 18.6 | (1.59) | 41.4 | (2.01) | 63.5 | (1.97) | 20.6 | (1.66) | 42.8 | (2.02) |
| 2002 | 2,796 (42.7) | 1,412 | (31.3) | 1,384 | (29.0) | 65.2 | (1.31) | 21.6 | (1.14) | 43.6 | (1.37) |  | (1.88) | 20.4 | (1.57) | 41.7 | (1.92) | 68.4 | (1.82) | 22.8 | (1.65) | 45.6 | (1.95) |
| 2003 | 2,677 (42.2) | 1,306 | (29.9) | 1,372 | (29.7) | 63.9 | (1.35) | 21.5 | (1.16) | 42.5 | (1.39) | 61.2 | (1.97) | 21.9 | (1.67) | 39.3 | (1.97) | 66.5 | (1.86) | 21.0 | (1.61) | 45.5 | (1.96) |
| 2004 | 2,752 (40.0) | 1,327 | (29.1) | 1,425 | (27.3) | 66.7 | (1.31) | 22.4 | (1.16) | 44.2 | (1.38) | 61.4 | (1.95) | 21.8 | (1.65) | 39.6 | (1.96) | 71.5 | (1.74) | 23.1 | (1.63) | 48.5 | (1.93) |
| 2005 | 2,675 (40.8) | 1,262 | (31.5) | 1,414 | (24.9) | 68.6 | (1.31) | 24.0 | (1.21) | 44.6 | (1.40) | 66.5 | (1.94) | 24.7 | (1.77) | 41.8 | (2.03) | 70.4 | (1.77) | 23.4 | (1.64) | 47.0 | (1.94) |
| 2006 | 2,692 (44.6) | 1,328 | (32.7) | 1,363 | (30.1) | 66.0 | (1.33) | 24.7 | (1.21) | 41.3 | (1.39) | 65.8 | (1.90) | 24.9 | (1.73) | 40.9 | (1.97) | 66.1 | (1.87) | 24.5 | (1.70) | 41.7 | (1.95) |
| 2007 | 2,955 (42.6) | 1,511 | (30.0) | 1,444 | (30.3) | 67.2 | (1.26) | 24.1 | (1.15) | 43.1 | (1.33) |  | (1.78) | 22.7 | (1.57) | 43.4 | (1.86) | 68.3 | (1.79) | 25.5 | (1.67) | 42.8 | (1.90) |
| 2008 | 3,151 (42.8) | 1,640 | (29.6) | 1,511 | (30.9) | 68.6 | (1.21) | 27.7 | (1.16) | 40.9 | (1.28) | 65.9 | (1.71) | 24.9 | (1.56) | 41.0 | (1.77) | 71.6 | (1.69) | 30.6 | (1.73) | 40.9 | (1.85) |
| 2009 | 2,937 (45.0) | 1,407 | (32.8) | 1,531 | (30.6) | 70.1 | (1.23) | 27.7 | (1.21) | 42.4 | (1.33) | 66.0 | (1.84) | 25.1 | (1.69) | 40.9 | (1.91) | 73.8 | (1.64) | 30.1 | (1.71) | 43.8 | (1.85) |
| $2010^{3}$ | 3,160 (91.8) | 1,679 | (64.6) | 1,482 | (58.4) | 68.1 | (1.49) | 26.7 | (1.52) | 41.4 | (1.61) |  | (1.88) | 28.5 | (2.03) | 34.3 | (1.97) | 74.0 | (2.31) | 24.6 | (2.32) | 49.5 | (2.59) |
| $2011{ }^{3}$ | 3,079 (88.3) | 1,611 | (60.6) | 1,468 | (58.4) | 68.2 | (1.45) | 25.9 | (1.49) | 42.3 | (1.44) |  | (2.16) | 24.7 | (1.79) | 40.0 | (2.10) | 72.2 | (1.98) | 27.3 | (2.17) | 44.9 | (2.37) |
| $2012{ }^{3}$ | 3,203 (96.2) | 1,622 | (70.1) | 1,581 | (54.0) | 66.2 | (1.59) | 28.8 | (1.57) | 37.5 | (1.60) | 61.3 | (2.17) | 26.9 | (2.20) | 34.4 | (2.15) | 71.3 | (2.11) | 30.7 | (2.09) | 40.6 | (2.21) |
| $2013{ }^{3}$ | 2,977 (84.4) | 1,524 | (62.9) | 1,453 | (57.0) | 65.9 | (1.58) | 23.8 | (1.44) | 42.1 | (1.76) | 63.5 | (2.20) | 24.5 | (2.14) | 39.0 | (2.48) | 68.4 | (2.17) | 23.0 | (2.15) | 45.3 | (2.21) |
| $2014{ }^{3}$ | 2,868 (78.5) | 1,423 | (58.1) | 1,445 | (57.5) | 68.4 | (1.67) | 24.6 | (1.56) | 43.7 | (1.81) |  | (2.32) | 21.2 | (2.07) | 42.8 | (2.69) |  | (2.50) | 28.0 | (2.35) | 44.6 | (2.57) |
| $2015{ }^{3}$ | 2,965 (87.5) | 1,448 | (64.6) | 1,516 | (56.6) | 69.2 | (1.54) | 25.2 | (1.48) | 44.0 | (1.61) | 65.8 | (2.27) | 24.3 | (2.00) | 41.5 | (2.27) | 72.5 | (2.18) | 26.2 | (2.08) | 46. | (2.42) |

[^76]varying survey procedures and coverage. High school completers include GED recipients Detail may not sum to totals because of rounding. Some data have been revised from previusly published figures.
SOURCE: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2015. (This table was prepared July 2016.)

Table 302.20. Percentage of recent high school completers enrolled in 2- and 4-year colleges, by race/ethnicity: 1960 through 2015
[Standard errors appear in parentheses]

| Year | Percent of recent high school completers ${ }^{1}$ enrolled in college ${ }^{2}$ (annual data) |  |  |  |  |  |  |  |  |  | 3 -year moving averages ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  | Percent of recent high school completers ${ }^{1}$ enrolled in college ${ }^{2}$ |  |  |  |  |  |  |  |  |  | Difference between percent enrolled |  |  |  |  |  |
|  |  | Total |  | White |  | lack |  | spanic |  | Asian ${ }^{4}$ |  | Total |  | White |  | Black |  | spanic |  | Asian ${ }^{4}$ | Whi | Black |  | White- | White-As | Asian ${ }^{4}$ |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| 19605 | 45.1 | (2.16 | 45.8 | (224) | - | + | - | (t) | - |  | 46.6 | (1.2) | 47.7 | (1.58) |  | (t) |  | + |  | + |  |  |  | (t) |  | + |
| 19615 | 48.0 | (212) | 49.5 | (22) | - | (t) | - | (t) | - |  | 47.4 | (1.2) | 48.7 | (1.28) | - | (t) | - |  | - | (t) | - | (t) | - |  | - |  |
| $1962{ }^{5}$..... | 49.0 | (208) | 50.6 | (2.19) |  | (t) | - | (t) |  | (t) | 47.4 | (1.2) | 48.6 | (1.27) |  | (t) |  | (t) |  | ( |  | (1) |  | (t) |  |  |
| 19635 | 45.0 | (2.12) | 45.6 | (221) | - | (t) | - |  | - |  | 47.5 | (1.18) | 48.5 | (1.23) | - |  | - |  |  | (t) | - |  | - | (t) | - |  |
| 19645 | 48.3 | (1.22) | 49.2 | (201) | - |  | - |  | - |  | 48.5 | (1.10) | 492 | (1.15) |  |  | - |  |  | (t) |  | (t) | - | (t) | - |  |
| 19655 | 50.9 | (1.73) | 51.7 | (1.81) |  |  |  |  |  |  | 49.9 |  | 51.0 |  |  |  |  |  |  | (t) |  |  |  | (t) | - |  |
| $1966{ }^{5}$ | 50.1 | (1.7) | 51.7 | (1.82) | - | (t) | - | (t) | - |  | 51.0 | (1.01) | 52.1 | (1.06) | - |  | - | (t) |  | (t) | - | (t) | - | (t) |  |  |
| 19675 | 51.9 | (1.4) | 53.0 | (1.52) | - |  | - |  | - |  | 52.5 | (0.22) | 53.8 | (0.87) |  |  | - | (t) |  | ( |  | (t) |  | (t) |  |  |
| $1968{ }^{5}$ | 55.4 | (1.1) | 56.6 | (1.50) | - | (t) | - | (t) | - | (t) | 53.6 | (0.81) | 55.0 | (0.86) | - |  | - | (t) |  | (t) |  | (t) |  | (t) |  |  |
| 19695 | 53.3 | (1.36) | 55.2 | (1.43) |  |  | - |  | - |  | 53.5 | (0.8) | 54.6 | (0.85) |  |  |  |  |  | (t) | - | (t) |  | (t) | - |  |
| $1970{ }^{5}$ | 51.7 | (1.38) | 52.0 | (1.46) | - |  | - |  | - |  | 52.9 |  | 538 | (0.83) |  |  |  |  |  |  |  |  |  | (t) | - |  |
| 19715. | 53.5 | (1.35) | 54.0 | (1.42) |  | (t) |  | (t) | - |  | 51.5 | (0.78) | 51.9 | (0.83) |  | (1) |  | (1) |  | (1) |  | (t) |  | (t) |  |  |
| 1972 .... | 492 | (1.33) | 49.7 | (1.45) | 44.6 | (4.74) |  | (1285) |  |  | 49.7 | (0.7) | 50.5 | (0.83) | 38.4 | (326) | 49.9 | (8.76) |  |  | 12.1 | (3.36) | $\ddagger$ |  | - |  |
| 1973 ... | 46.6 | (1.31) | 47.8 | (1.43) | 32.5 | (4.40) |  | (11.89) | - |  | 47.8 | (0.76) | 48.2 | (0.83) | 41.4 | (268) | 48.8 | (7.04) |  | (t) | 6.8 ! | (281) | $\ddagger$ | (t) |  |  |
| 1974 ... | 47.6 | (1.30) | 47.2 | (1.22) | 47.2 | (4.69) |  |  | - |  | 48.3 | (0.75) | 48.7 | (0.82) | 40.5 | (2.69) | 53.1 | (6.72) |  |  | 8.3 ! | (282) | $\ddagger$ |  | - |  |
| 1975. | 50.7 | (1.29) | 51.1 | (1.40) | 41.7 | (4.81) |  |  | - |  | 49.1 | (0.75) | 49.1 | (0.82) | 44.5 | (2.78) | 52.7 | (6.44) |  |  |  |  | $\ddagger$ | (t) | - |  |
| 1976. | 48.8 | (1.33) | 48.8 | (1.45) | 44.4 | (4.94) | 52.7 | (10.52) | - |  | 50.1 | (0.75) | 50.3 | (0.82) | 45.3 | (2.78) | 53.6 | (6.18) |  |  |  | (t) | $\ddagger$ |  |  |  |
| 1977. | 50.6 | (1.30) | 50.8 | (1.42) | 49.5 | (4.70) | 50.8 | (10.43) |  |  | 49.9 | (0.75) | 50.1 | (0.83) | 46.8 | (273) | 48.8 | (6.18) |  | ( |  |  | $\ddagger$ | ${ }^{(4)}$ | - |  |
| 1978. | 50.1 | (1.29) | 50.5 | (1.42) | 46.4 | (4.55) | 420 | (11.06) | - | (t) | 50.0 | (0.75) | 50.4 | (0.82) | 47.5 | (2.69) | 46.1 | (6.14) |  | (t) |  | (t) | $\ddagger$ | (t) |  |  |
| 1979 | 49.3 | (129) | 49.9 | (1.42) | 40.7 | (4.73) |  | (10.37) | - |  | 49.6 | (0.75) | 50.1 | (0.82) | 45.2 | (2.65) | 46.3 | (6.32) | - | (t) | $\ddagger$ | (t) |  | (t) | - |  |
| 1980 | 49.3 | (1.31) | 49.8 | (1.44) | 42.7 | (4.48) |  | (11.39) | - |  | 50.8 | (0.75) | 51.5 | (0.83) | 44.0 | (264) | 49.6 | (625) |  |  | 7.5 ! | (2.76) | $\ddagger$ | (t) |  |  |
| 1981 | 53.9 | (1.31) | 54.9 | (1.45) | 42.7 | (4.48) |  | (10.73) | - |  | 51.3 | (0.76) | 524 | (0.84) | 40.3 | (2.53) | 48.7 | (6.13) |  |  | 122 | (266) |  | (t) | - |  |
| 1982. | 50.6 | (1.38) | 52.7 | (1.54) | 35.8 | (4.39) |  | (10.37) | - |  | 52.4 | (0.8) | 54.2 | (0.00) | 38.8 | (2.61) | 49.4 | (6.4) |  | (t) | 15.4 | (2.76) |  | (t) |  |  |
| 1983. | 52.7 | (1.14) | 55.0 | (1.57) | 38.2 | (4.41) |  |  | - |  | 52.8 | (0.8) | 55.5 | (0.00) | 38.0 | (250) | 46.7 | (6.16) |  |  | 17.5 | (2.66) |  | (t) |  |  |
| 1984 | 55.2 | (1.39) | 59.0 | (1.57) | 39.8 | (4.21) |  | 10.00) | - |  | 55.1 | (0.82) | 57.9 | (0.92) | 39.9 | (258) | 49.3 | (6.38) |  |  | 18.0 | (2.74) | $\ddagger$ | (t) | - |  |
| 1985 | 57.7 | (1.47) | 60.1 | (1.64) | 422 | (4.86) | 51.0 | (9.79) | - | (t) | 55.5 | (0.83) | 58.6 | (0.93) | 39.5 | (2.59) | 46.1 | (520) |  | (t) | 19.1 | (2.75) | 12.5 ! | (528) |  |  |
| 1986 | 53.8 | (1.4) | 56.8 | (1.64) | 36.9 | (4.44) | 44.0 | (888) | - |  | 56.1 | (0.85) | 58.5 | (0.96) | 43.5 | (2.75) | 423 | (522) | - |  | 15.0 | (2.91) | 16.2 ! | (5.30) | - |  |
| 1987. | 56.8 | (1.48) | 58.6 | (1.68) | 522 | (4.90) | 33.5 | (828) | - |  | 56.5 | (0.8) | 58.8 | (0.96) | 44.2 | (2.69) | 45.0 | (5.06) |  | (t) | 14.6 | (280) | 13.8 ! | (5.15) |  |  |
| 1988. | 58.9 | (1.6) | 61.1 | (1.82) | 44.4 | (4.98) | 57.1 | (9.6) |  |  | 58.4 | (0.94) | 60.1 | (1.07) | 49.7 | (3.2) | 48.5 | (5.67) |  |  | 10.4 ! | (3.20) | 11.6 ! |  |  |  |
| 1989 | 59.6 | (1.58) | 60.7 | (1.79) | 53.4 | (5.07) |  | (9.21) | 81.1 | (1023) | 59.5 | (0.0) | 61.6 | (1.02) | 48.0 | (287) | 52.7 | (5.54) | 81.4 | (6.36) | 13.6 | (3.04) | $\ddagger$ |  | -198. | (6.4) |
| 1990 | 60.1 | (1.60) | 63.0 | (1.80) | 46.8 | (5.08) |  | (10.82) | 81.7 | (8.12) | 60.7 | (0.92) | 63.0 | (1.04) | 48.9 |  | 52.5 |  | 81.4 |  |  | (3.14) |  |  |  |  |
| 1991. | 62.5 | (1.22) | 65.4 | (1.82) | 46.4 | (5.24) | 57.2 | (9.57) | 78.9 | (9.04) | 61.5 | (0.22) | 64.2 | (1.05) | 47.2 | (2.93) | 52.6 | (5.52) | 80.6 | (521) | 17.0 | (3.11) | 11.7 ! | (5.62) | -16.3! | (5.31) |
| 1992. | 61.9 | (1.58) | 64.3 | (1.84) | 48.2 | (4.91) | 55.0 | (8.5) | 81.7 | (7.00) | 62.3 | (0.2) | 64.2 | (1.06) | 50.0 | (297) | 582 | (5.04) | 80.9 | (4.58) | 14.2 | (3.16) | $\ddagger$ | (t) | -16.7 | (4.70) |
| 1993 ... | 62.6 | (1.5) | 62.9 | (1.86) | 55.6 | (5.27) | 622 | (822) | 86.2 | (6.63) | 62.1 | (0.91) | 63.9 | (1.04) | 51.3 | (2.96) | 55.7 | (4.97) | 82. | (4.30) | 12.6 | (3.14) |  | (t) | -18.6 | (4.42) |
| 1994 | 61.9 | (1.5) | 64.5 | (1.74) | 50.8 | (5.20) | 49.1 | (9.0) | 78.3 | (8.55) | 62.1 | (0.8) | 64.0 | (1.03) | 52. | (297) | 55.0 | (4.3) | 82.2 | (4.25) | 11.5 | (3.14) | $\ddagger$ |  | -18.2 | (1.37) |
| 1995. | 61.9 | (1.41) | 64.3 | (1.65) | 51.2 | (4.22) | 53.7 | (4.94) | 83.0 | (6.94) | 63.0 | (0.8) | 65.4 | (0.94) | 52.9 | (240) | 51.6 | (3.19) | 82.7 | (4.47) | 125 | (258) | 13.8 | (3.33) | -17.3 | (4.57) |
| 1996 ... | 65.0 | (1.42) | 67.4 | (1.66) | 56.0 | (4.03) | 50.8 | (5.79) | 85.3 | (5.21) | 64. | (0.22) | 66.6 | (0.97) | 55.4 | (241) | 57.6 | (2.96) | 82.7 | (3.59) | 11.3 | (2.60) | 9.0! | (3.11) | -16.0 | (3.72) |
| 1997. | 67.0 | (1.37) | 68.2 | (1.64) | 58.5 | (4.11) | 65.6 | (4.52) | 80.5 | (6.09) | 65.9 | (0.8) | 68.1 | (0.94) | 58.8 | (2.35) | 55.3 | (293) | 83.0 | (3.49) | 9.3 | (2.53) | 128 | (3.08) | -15.0 | (3.2) |
| 1998 .... | 65.6 | (1.38) | 68.5 | (1.61) | 61.9 | (4.04) | 47.4 | (4.92) | 85.5 | (5.71) | 65.2 | (0.80) | 67.7 | (0.94) | 59.8 | (231) | 51.9 | (279) | 83.8 | (3.28) | 7.9 ! | (249) | 15.7 | (294) | -16.1 | (3.4) |
| 1999. | 62.9 | (1.38) | 66.3 | (1.63) | 58.9 | (3.5) | 423 | (4.76) |  |  | 64.0 | (0.8) | 66.8 | (0.94) | 58.6 | (2.3) | 47.4 | (284) | 81.1 | (3.40) | 8.3 ! | (250) | 19.5 | (299) | -14.3 | (3.53) |
| 2000 | 63.3 | (1.11) | 65.7 | (1.66) | 54.9 | (4.10) | 52.9 | (5.03) |  | (6.29) | 62.7 | (0.82) | 65.4 | (0.96) | 56.4 | (233) | 48.6 | (296) | 81.3 | (3.44) | 9.1 | (252) | 16.9 | (3.11) | -15.8 | (3.57) |
| 2001. | 61.8 | (1.1) | 64.3 | (1.63) | 55.0 | (3.9) | 51.7 | (5.33) | 73.8 | (8.71) | 63.5 | (0.78) | 66.3 | (0.92) | 56.4 | (226) | 528 | (278) | 78.4 | (387) | 10.0 | (244) | 13.5 | (2.23) | -120! | (3.97) |
| 2002 | 65.2 | (1.3) | 69.1 | (1.55) | 59.4 | (3.90) | 53.6 | (4.46) | 63.7 | (6.51) | 63.7 | (0.78) | 66.5 | (0.92) | 57.3 | (2,33) | 54.8 | (2,75) | 71.9 | (4.05) | 9.3 | (2.50) | 11.7 | (290) | $\ddagger$ |  |
| 20036 | 63.9 | (1.35) | 66.2 | (1.61) | 57.5 | (4.25) | 58.6 | (4.6) | 84.1 | (5.10) | 65.3 | (0.7) | 68.0 | (0.91) | 59.9 | (229) | 57.7 | (266) | 74.2 | (3.51) | 8.1 ! | (246) | 10.3 | (281) | $\ddagger$ | (t) |
| 20046 | 66.7 | (1.31) | 68.8 | (1.57) | 62.5 | (3.77) | 61.8 | (4.76) | 75.6 | (6.13) | 66.4 | (0.77) | 69.4 | (0.91) | 58.8 | (234) | 57.7 | (200) | 81.6 | (3.37) | 10.6 | (251) | 11.7 | (2.75) | -122 | (3.49) |
| 20056 | 68.6 | (1.31) | 73.2 | (1.52) | 55.7 | (4.15) | 54.0 | (4.18) | 86.7 | (5.99) | 67.1 | (0.76) | 70.2 | (0.00) | 58.2 | (2.35) | 57.5 | (2.52) | 80.9 | (3.64) | 12.0 | (252) | 12.6 | (267) | -10.7! | (3.75) |
| $2006{ }^{6}$ | 66.0 | (1.33) | 68.5 | (1.50) | 55.5 | (4.33) | 57.9 | (4.18) | 82.3 | (5.32) | 67.2 | (0.75) | 70.4 | (0.89) | 55.6 | (2.35) | 58.5 | (243) | 85.1 | (3.64) | 14.7 | (2.51) | 11.9 | (2.59) | -14.7 | (3.74) |
| 20076 | 67.2 | (126) | 69.5 | (1.49) | 55.7 | (3.78) | 64.0 | (4.22) | 88.8 | (626) | 67.3 | (0.73) | 70.0 | (0.87) | 55.7 | (227) | 62. | (233) | 85.8 | (3.45) | 14.3 | (243) | 8.0 ! | (248) | -15.8 | (3.56) |
| 20086 ........ | 68.6 | (1.21) | 71.7 | (1.44) | 55.7 | (3.78) | 63.9 | (3.72) | 88.4 | (5.08) | 68.6 | (0.71) | 70.8 | (0.86) | 60.3 | (2.15) | 623 | (225) | 90.1 | (3.01) | 10.5 | (231) | 8.6 | (241) | -19.2 | (3.13) |
| 20096 | 70.1 | (1.23) | 71.3 | (1.53) | 69.5 | (3.51) | 59.3 | (3.8) | 92.1 | (3.90) | 68.9 | (0.7) | 71.2 | (0.86) | 62.4 | (2.09) | 60.9 | (214) | 88.1 | (285) | 8.8 | (226) | 10.3 | (231) | -16.9 | (2.88) |
| 20106,7 | 68.1 | (1.49) | 70.5 | (1.68) | 620 | (4.81) | 59.7 | (4.18) | 84.7 | (5.27) | 68.8 | (0.71) | 70.1 | (0.90) | 66.1 | (2.01) | 62.3 | (201) | 87.4 | (278) |  |  | 7.8 | 2.21) | -17.3 | (2.92) |
| 20116,7 | 68.2 | (1.4) | 68.3 | (1.86) | 67.1 | (4.0) | 66.6 | (3.50) | 86.1 | (4.25) | 67.5 | (0.8) | 68.2 | (1.03) | 62.1 | (286) | 66.1 | (217) | 83.9 | (2.79) | 6.11 | (3.04) | $\ddagger$ | (t) | -15.7 | (2.97) |
| $2012^{6,7}$. | 66.2 | (1.59) | 65.7 | (1.94) | 56.4 | (4.84) | 70.3 | (3.2) | 81.5 | (5.15) | 66.8 | (0.94) | 67.6 | (1.12) | 60.5 | (2.64) | 65.9 | (1.99) | 82.3 | (3.59) | 7.11 | (2.87) | $\ddagger$ | (t) | -14.7 | (3.76) |
| 20136,7 | 65.9 | (1.58) | 68.8 | (1.90) | 50.7 | (5.59) | 59.8 | (3.62) | 80.1 | (6.52) | 66.8 | (0.9) | 67.4 | (1.26) | 60.7 | (3.09) | 65.5 | (206) | 83.6 | (3.20) | 6.7 ! | (3.34) | $\ddagger$ | (t) | -162 | (3.44) |
| 20146,7... | 68.4 | (1.67) | 67.7 | (225) | 70.2 | (4.56) | 65.2 | (4.0) | 90.9 | (3.91) | 67.8 | (1.0) | 69.3 | (1.17) | 60.6 | (3.40) | 64.7 | (2.16) | 84.2 | (3.16) | 8.8 ! | (3.5) | $\ddagger$ | (t) | -14.9 | (3.37) |
| $20156^{6,7}$... | 69.2 | (1.54) | 71.3 | (1.7) | 55.6 | (5.6) | 68.9 | (3.64) | 83.2 | (4.65) | 68.8 | (1.14) | 69.5 | (1.35) | 62.6 | (3.7) | 67.1 | (26) | 86.7 | (3.30) | $\ddagger$ | (t) | $\ddagger$ | (t) | -17.2 | (3.56) |

[^77]2004; and the moving average for 2015 reflects an average of 2014 and 2015. Moving averages are used to produce more stable estimates.
${ }^{4}$ Prior to 2003, Asian data include Pacific Islanders.
${ }^{5}$ Prior to 1972, White data include persons of Hispanic ethnicity.
White, Black, and Asian data exclude persons of Two or more races.
${ }^{7}$ Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. Race categories exclude persons of Hispanic ethnicity except where otherwise noted. Total includes persons of other racial/ethnic groups not separately shown. Some data have been revised from previously published figures.
SOURCE: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2015. (This table was prepared July 2016.)

Table 302.30. Percentage of recent high school completers enrolled in 2-year and 4-year colleges, by income level: 1975 through 2015
[Standard errors appear in parentheses]

| Year | Percent of recent high school completers ${ }^{1}$ enrolled in college ${ }^{2}$ (annual data) |  |  |  |  |  |  |  | 3 -year moving averages ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  | Percent of recent high school completers ${ }^{1}$ enrolled in college ${ }^{2}$ |  |  |  |  |  |  |  | Difference between percent enrolled |  |  |  |
|  |  | Total | Low income |  | Middle income |  | High income |  | Total |  | Low income |  | Middle income |  | High income |  | High-low income |  | High-middle income |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| 1975 | 50.7 | (1.29) | 31.2 | (3.65) | 46.2 | (1.72) | 64.5 | (2.13) | 49.1 | (0.75) | 34.7 | (2.79) | 43.5 | (1.24) | 63.7 | (1.49) | 29.0 | (3.16) | 20.2 | (1.94) |
| 1976 | 48.8 | (1.33) | 39.1 | (4.27) | 40.5 | (1.79) | 63.0 | (2.09) | 50.1 | (0.75) | 32.3 | (2.21) | 43.8 | (1.02) | 64.6 | (1.20) | 32.3 | (2.51) | 20.8 | (1.57) |
| 1977 | 50.6 | (1.30) | 27.7 | (3.56) | 44.2 | (1.77) | 66.3 | (2.02) | 49.9 | (0.75) | 32.4 | (2.23) | 43.1 | (1.02) | 64.4 | (1.19) | 32.1 | (2.53) | 21.4 | (1.57) |
| 1978. | 50.1 | (1.29) | 31.4 | (3.76) | 44.3 | (1.75) | 64.0 | (2.06) | 50.0 | (0.75) | 29.8 | (2.14) | 43.9 | (1.02) | 64.5 | (1.18) | 34.6 | (2.45) | 20.5 | (1.56) |
| 1979 .. | 49.3 | (1.29) | 30.5 | (3.80) | 43.2 | (1.75) | 63.2 | (2.05) | 49.6 | (0.75) | 31.6 | (2.12) | 43.4 | (1.02) | 64.1 | (1.19) | 32.6 | (2.44) | 20.8 | (1.57) |
| 1980. | 49.3 | (1.31) | 32.5 | (3.49) | 42.5 | (1.79) | 65.2 | (2.09) | 50.8 | (0.75) | 32.2 | (2.15) | 45.0 | (1.02) | 65.3 | (1.20) | 33.0 | (2.47) | 20.2 | (1.58) |
| 1981 | 53.9 | (1.31) | 33.6 | (3.93) | 49.2 | (1.76) | 67.6 | (2.10) | 51.3 | (0.76) | 32.9 | (2.12) | 44.5 | (1.02) | 67.9 | (1.20) | 34.9 | (2.44) | 23.4 | (1.57) |
| 1982 | 50.6 | (1.38) | 32.8 | (3.87) | 41.7 | (1.84) | 70.9 | (2.16) | 52.4 | (0.80) | 33.6 | (2.33) | 45.4 | (1.08) | 69.6 | (1.27) | 36.0 | (2.65) | 24.2 | (1.67) |
| 1983. | 52.7 | (1.41) | 34.6 | (4.07) | 45.2 | (1.90) | 70.3 | (2.20) | 52.8 | (0.81) | 34.0 | (2.23) | 45.1 | (1.09) | 71.7 | (1.25) | 37.8 | (2.55) | 26.7 | (1.66) |
| 1984 | 55.2 | (1.39) | 34.5 | (3.67) | 48.4 | (1.92) | 74.0 | (2.12) | 55.1 | (0.82) | 36.3 | (2.29) | 48.0 | (1.13) | 72.9 | (1.25) | 36.6 | (2.61) | 24.9 | (1.69) |
| 1985. | 57.7 | (1.47) | 40.2 | (4.20) | 50.6 | (2.05) | 74.6 | (2.19) | 55.5 | (0.83) | 35.9 | (2.21) | 49.1 | (1.15) | 73.2 | (1.27) | 37.3 | (2.55) | 24.1 | (1.71) |
| 1986 | 53.8 | (1.45) | 33.9 | (3.64) | 48.5 | (2.00) | 71.0 | (2.31) | 56.1 | (0.85) | 36.8 | (2.26) | 49.6 | (1.18) | 73.2 | (1.29) | 36.4 | (2.60) | 23.5 | (1.75) |
| 1987 | 56.8 | (1.48) | 36.9 | (3.94) | 50.0 | (2.10) | 73.8 | (2.19) | 56.5 | (0.85) | 37.6 | (2.25) | 51.1 | (1.17) | 72.6 | (1.32) | 35.0 | (2.60) | 21.5 | (1.76) |
| 1988 | 58.9 | (1.60) | 42.5 | (4.46) | 54.7 | (2.17) | 72.8 | (2.56) | 58.4 | (0.94) | 42.4 | (2.58) | 53.4 | (1.30) | 72.5 | (1.46) | 30.2 | (2.97) | 19.1 | (1.96) |
| 1989. | 59.6 | (1.58) | 48.1 | (4.40) | 55.4 | (2.20) | 70.7 | (2.52) | 59.5 | (0.90) | 45.6 | (2.57) | 54.9 | (1.23) | 73.2 | (1.44) | 27.6 | (2.95) | 18.4 | (1.90) |
| 1990. | 60.1 | (1.60) | 46.7 | (4.76) | 54.4 | (2.14) | 76.6 | (2.54) | 60.7 | (0.92) | 44.8 | (2.63) | 56.0 | (1.27) | 75.0 | (1.44) | 30.2 | (3.00) | 19.0 | (1.92) |
| 1991 | 62.5 | (1.62) | 39.5 | (4.50) | 58.4 | (2.25) | 78.2 | (2.39) | 61.5 | (0.92) | 42.2 | (2.62) | 56.5 | (1.26) | 78.0 | (1.40) | 35.8 | (2.97) | 21.4 | (1.88) |
| 1992 | 61.9 | (1.58) | 40.9 | (4.37) | 57.0 | (2.18) | 79.0 | (2.35) | 62.3 | (0.92) | 43.6 | (2.60) | 57.4 | (1.26) | 78.8 | (1.38) | 35.3 | (2.94) | 21.4 | (1.87) |
| 1993. | 62.6 | (1.59) | 50.4 | (4.56) | 56.9 | (2.15) | 79.3 | (2.46) | 62.1 | (0.91) | 44.7 | (2.55) | 57.3 | (1.23) | 78.7 | (1.39) | 34.0 | (2.90) | 21.5 | (1.86) |
| 1994. | 61.9 | (1.54) | 43.3 | (4.27) | 57.8 | (2.09) | 77.9 | (2.40) | 62.1 | (0.89) | 42.0 | (2.45) | 57.0 | (1.23) | 80.4 | (1.31) | 38.4 | (2.78) | 23.4 | (1.80) |
| 1995. | 61.9 | (1.41) | 34.2 | (3.57) | 56.0 | (2.00) | 83.5 | (1.87) | 63.0 | (0.81) | 42.1 | (2.16) | 58.9 | (1.12) | 79.9 | (1.21) | 37.8 | (2.48) | 21.0 | (1.65) |
| 1996 | 65.0 | (1.42) | 48.6 | (3.78) | 62.7 | (1.95) | 78.0 | (2.27) | 64.7 | (0.82) | 47.1 | (2.18) | 59.9 | (1.16) | 81.3 | (1.19) | 34.3 | (2.49) | 21.4 | (1.66) |
| 1997 | 67.0 | (1.37) | 57.0 | (3.65) | 60.7 | (1.97) | 82.2 | (1.98) | 65.9 | (0.80) | 50.6 | (2.13) | 62.7 | (1.12) | 79.3 | (1.24) | 28.7 | (2.47) | 16.6 | (1.67) |
| 1998. | 65.6 | (1.38) | 46.4 | (3.62) | 64.7 | (1.89) | 77.5 | (2.20) | 65.2 | (0.80) | 50.3 | (2.13) | 61.9 | (1.10) | 78.4 | (1.24) | 28.1 | (2.47) | 16.6 | (1.66) |
| 1999 | 62.9 | (1.38) | 47.6 | (3.77) | 60.2 | (1.87) | 75.4 | (2.26) | 64.0 | (0.80) | 47.9 | (2.13) | 61.5 | (1.10) | 76.6 | (1.29) | 28.7 | (2.49) | 15.1 | (1.70) |
| 2000. | 63.3 | (1.41) | 49.7 | (3.67) | 59.5 | (1.97) | 76.9 | (2.22) | 62.7 | (0.82) | 47.1 | (2.16) | 58.8 | (1.14) | 77.4 | (1.29) | 30.3 | (2.52) | 18.6 | (1.72) |
| 2001 | 61.8 | (1.41) | 43.8 | (3.61) | 56.4 | (1.97) | 80.0 | (2.08) | 63.5 | (0.78) | 49.9 | (2.07) | 59.1 | (1.08) | 78.3 | (1.22) | 28.4 | (2.40) | 19.3 | (1.63) |
| 2002 | 65.2 | (1.31) | 56.3 | (3.64) | 60.9 | (1.78) | 78.2 | (2.12) | 63.7 | (0.78) | 50.9 | (2.14) | 58.4 | (1.08) | 79.5 | (1.20) | 28.6 | (2.45) | 21.0 | (1.61) |
| 2003. | 63.9 | (1.35) | 52.8 | (3.83) | 57.6 | (1.87) | 80.1 | (2.02) | 65.3 | (0.77) | 52.5 | (2.20) | 60.6 | (1.05) | 79.5 | (1.18) | 27.0 | (2.49) | 18.9 | (1.58) |
| 2004 | 66.7 | (1.31) | 47.8 | (3.95) | 63.3 | (1.79) | 80.1 | (1.98) | 66.4 | (0.77) | 51.4 | (2.24) | 62.0 | (1.05) | 80.5 | (1.15) | 29.0 | (2.52) | 18.5 | (1.56) |
| 2005. | 68.6 | (1.31) | 53.5 | (3.86) | 65.1 | (1.81) | 81.2 | (1.98) | 67.1 | (0.76) | 50.8 | (2.26) | 63.3 | (1.04) | 80.7 | (1.15) | 29.9 | (2.53) | 17.4 | (1.55) |
| 2006 | 66.0 | (1.33) | 50.9 | (3.92) | 61.4 | (1.82) | 80.7 | (2.01) | 67.2 | (0.75) | 54.5 | (2.18) | 63.3 | (1.03) | 80.0 | (1.15) | 25.5 | (2.47) | 16.7 | (1.55) |
| 2007 | 67.2 | (1.26) | 58.4 | (3.57) | 63.3 | (1.73) | 78.2 | (2.01) | 67.3 | (0.73) | 55.3 | (2.11) | 63.5 | (0.99) | 80.2 | (1.14) | 24.9 | (2.40) | 16.8 | (1.51) |
| 2008. | 68.6 | (1.21) | 55.9 | (3.50) | 65.2 | (1.62) | 81.9 | (1.90) | 68.6 | (0.71) | 56.1 | (2.08) | 65.1 | (0.96) | 81.4 | (1.11) | 25.3 | (2.36) | 16.2 | (1.47) |
| 2009 | 70.1 | (1.23) | 53.9 | (3.75) | 66.7 | (1.66) | 84.2 | (1.84) | 68.9 | (0.70) | 53.3 | (2.02) | 66.2 | (0.94) | 82.8 | (1.10) | 29.5 | (2.30) | 16.6 | (1.44) |
| $2010^{4}$ | 68.1 | (1.49) | 50.7 | (3.88) | 66.7 | (2.03) | 82.2 | (2.34) | 68.8 | (0.71) | 52.6 | (1.97) | 66.5 | (0.94) | 83.0 | (1.12) | 30.4 | (2.27) | 16.4 | (1.46) |
| 20114 | 68.2 | (1.45) | 53.5 | (4.25) | 66.2 | (1.94) | 82.4 | (2.46) | 67.5 | (0.89) | 51.6 | (2.47) | 65.9 | (1.11) | 81.7 | (1.42) | 30.1 | (2.85) | 15.9 | (1.81) |
| $2012{ }^{4}$ | 66.2 | (1.59) | 50.9 | (4.39) | 64.7 | (2.10) | 80.7 | (2.54) | 66.8 | (0.94) | 50.3 | (2.63) | 64.9 | (1.26) | 80.4 | (1.59) | 30.1 | (3.07) | 15.5 | (2.03) |
| $2013{ }^{4}$ | 65.9 | (1.58) | 45.5 | (4.31) | 63.8 | (2.32) | 78.5 | (2.68) | 66.8 | (0.98) | 51.6 | (2.74) | 64.0 | (1.36) | 80.8 | (1.46) | 29.2 | (3.10) | 16.8 | (2.00) |
| $2014{ }^{4}$ | 68.4 | (1.67) | 57.8 | (4.42) | 63.6 | (2.31) | 83.6 | (2.17) | 67.8 | (1.00) | 57.5 | (2.54) | 63.2 | (1.36) | 81.7 | (1.41) | 24.2 | (2.91) | 18.5 | (1.96) |
| $2015^{4}$........................... | 69.2 | (1.54) | 69.2 | (4.42) | 62.2 | (2.04) | 83.2 | (2.33) | 68.8 | (1.14) | 63.1 | (3.03) | 62.9 | (1.54) | 83.4 | (1.58) | 20.3 | (3.42) | 20.5 | (2.21) |

${ }^{1}$ Individuals ages 16 to 24 who graduated from high school or completed a GED.
${ }^{2}$ Enrollment in college as of October of each year for individuals ages 16 to 24 who had completed high school earlier in the calendar year.
${ }^{3} \mathrm{~A} 3$-year moving average is a weighted average of the year indicated, the year immediately preceding, and the year immediately following. For 1975 and 2015, a 2 -year moving average is used: The moving average for income groups in 1975 reflects an average of 1975 and 1976, and the moving average for 2015 reflects an average of 2014 and 2015. Moving averages are used to produce more stable estimates.
${ }^{4}$ Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. Low income refers to the bottom 20 percent of all family incomes, high income refers to the top 20 percent of all family incomes, and middle income refers to the 60 percent in between. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS),
October, 1975 through 2015. (This table was prepared July 2016.)

Table 302.40. Number of high schools with 12th-graders and percentage of high school graduates attending 4-year colleges, by selected high school characteristics: Selected years, 1998-99 through 2011-12
[Standard errors appear in parentheses]

|  | Number of high schools with 12th-graders |  |  |  |  |  |  |  | Graduation rate of 12th-graders in 2010-11 |  | Percent of graduates attending 4-year colleges |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Selected high school characteristic | 1998-99 |  | 2002-03 |  | 2006-07 |  | 2010-11 |  |  |  | 1998-99 graduates attending in 1999-2000 |  | 2002-03 graduates attending in 2003-04 |  | 2006-07 graduates attending in 2007-08 |  | 2010-11 graduates attending in 2011-12 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Public high schools ....................................................... | 20,000 | (230) | 22,500 | (400) | 24,100 | (540) | 23,300 | (330) | 88.7 | (0.90) | 35.4 | (0.43) | 35.0 | (0.61) | 39.5 | (0.91) | 39.4 | (0.59) |
| Percent of students who are Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, or Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent .................................................................... | 6,400 | (170) | 6,100 | (220) | 5,200 | (270) | 3,600 | (140) | 94.7 | (1.19) | 41.3 | (0.67) | 42.6 | (0.96) | 46.8 | (1.54) | 43.9 | (1.40) |
| 5 to 19 percent ........ | 4,800 | (180) | 5,200 | (270) | 5,400 | (320) | 5,700 | (310) | 92.4 | (2.55) | 36.6 | (0.88) | 38.0 | (1.77) | 48.4 | (2.06) | 44.9 | (1.02) |
| 20 to 49 percent. | 4,000 | (170) | 4,700 | (180) | 6,200 | (440) | 5,900 | (270) | 91.2 | (1.14) | 32.5 | (0.92) | 34.1 | (1.27) | 35.0 | (1.89) | 39.6 | (1.31) |
| 50 percent or more ................................................................ | 4,800 | (150) | 6,500 | (280) | 7,300 | (430) | 8,100 | (320) | 81.7 | (1.58) | 28.7 | (0.89) | 25.8 | (1.43) | 30.8 | (2.00) | 33.0 | (1.17) |
| Percent of students approved for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School does not participate .............................................................. | 2,400 | (130) | 2,400 | (230) | 2,800 | (320) | 1,900 | (250) | 72.8 | (7.11) | 30.0 | (1.75) | 23.2 | (2.26) | 25.4 | (4.12) | 27.6 | (5.24) |
| 0 to 25 percent ..................................................................... | 8,600 | (180) | 6,800 | (230) | 6,700 | (360) | 5,100 | (220) | 93.3 | (1.02) | 42.6 | (0.67) | 46.9 | (0.78) | 52.1 | (1.63) | 50.7 | (1.42) |
| 26 to 50 percent .................................................................... | 4,800 | (160) | 6,700 | (220) | 7,300 | (350) | 6,800 | (230) | 92.8 | (0.91) | 33.4 | (0.81) | 36.7 | (1.08) | 41.5 | (1.44) | 42.5 | (1.00) |
| 51 to 75 percent ................................................................... | 2,300 | (140) | 4,000 | (270) | 4,100 | (290) | 5,100 | (260) | 90.3 | (1.06) | 29.1 | (1.57) | 27.3 | (1.58) | 33.2 | (1.91) | 35.8 | (1.35) |
| 76 to 100 percent ....................................................................... | 2,000 | (100) | 2,600 | (260) | 3,300 | (360) | 4,300 | (230) | 82.3 | (1.93) | 22.2 | (1.35) | 20.7 | (2.79) | 26.0 | (2.93) | 29.1 | (1.66) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ...................................................................................... | - | ( $\dagger$ ) | 4,500 | (240) | 4,800 | (300) | 5,100 | (220) | 81.3 | (3.11) | - | ( $\dagger$ ) | 32.5 | (1.61) | 36.1 | (2.73) | 38.6 | (1.53) |
| Suburb .................................................................................. | - | (t) | 4,800 | (200) | 5,400 | (360) | 4,800 | (160) | 86.1 | (1.50) | - | ( $\dagger$ ) | 40.3 | (1.11) | 41.2 | (2.35) | 42.2 | (1.42) |
| Town ............................................................................... | - | (t) | 3,700 | (200) | 3,900 | (310) | 3,300 | (260) | 89.9 | (2.21) | - | (t) | 31.1 | (1.65) | 35.2 | (2.28) | 35.3 | (1.76) |
| Rural ................................................................................... | - | ( $\dagger$ ) | 9,500 | (390) | 10,000 | (460) | 10,100 | (260) | 93.4 | (0.67) | - | ( $\dagger$ ) | 35.2 | (1.28) | 41.9 | (1.47) | 39.8 | (0.88) |
| Private high schools | 7,600 | (240) | 8,200 | (260) | 8,900 | (280) | 8,900 | (310) | 92.4 | (1.34) | 55.6 | (1.74) | 56.2 | (1.77) | 66.5 | (1.57) | 64.3 | (2.10) |
| Percent of students who are Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, or Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 5 percent ................................................................ | 2,700 | (150) | 2,500 | (180) | 2,100 | (160) | 1,600 | (190) | 96.1 | (1.72) | 53.3 | (2.85) | 54.4 | (3.31) | 68.2 | (3.81) | 58.0 | (6.31) |
| 5 to 19 percent ..................................................................... | 2,500 | (130) | 2,900 | (170) | 3,500 | (200) | 3,100 | (230) | 95.1 | (1.90) | 63.6 | (2.37) | 64.2 | (2.71) | 70.3 | (2.24) | 67.9 | (3.40) |
| 20 to 49 percent ........................................................................... | 1,400 | (100) | 1,700 | (140) | 2,000 | (190) | 2,200 | (200) | 90.4 | (2.33) | 55.3 | (3.29) | 56.7 | (3.70) | 58.7 | (3.39) | 69.4 | (3.89) |
| 50 percent or more ................................................................... | 1,000 | (110) | 1,100 | (140) | 1,400 | (130) | 1,900 | (190) | 87.1 | (3.49) | 41.6 | (5.34) | 38.3 | (4.52) | 65.3 | (3.37) | 57.6 | (5.18) |
| Percent of students approved for free or reduced-price lunch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School does not participate .... | 6,700 | (230) | 7,100 | (250) | 7,300 | (280) | 7,400 | (280) | 93.3 | (1.27) | 57.0 | (1.74) | 56.2 | (2.00) | 68.3 | (1.77) | 66.5 | (2.29) |
| 0 to 25 percent .................................................................... | 700 | (70) | 600 | (80) | 700 | (100) | 600 | (80) | 96.8 | (2.45) | 53.8 | (5.69) | 66.2 | (4.35) | 73.2 | (4.64) | 74.6 | (5.23) |
| 26 to 100 percent .................................................................. | $\ddagger$ | ( $\dagger$ ) | 400 | (80) | 1,000 | (130) | 900 | (140) | 83.0 | (5.65) | $\ddagger$ | ( $\dagger$ ) | 38.9 | (6.70) | 46.7 | (6.86) | 37.8 | (8.06) |
| School locale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ................................................................................. | - | (t) | - | ( $\dagger$ ) | 3,100 | (170) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 71.8 | (2.62) | $\ddagger$ | ( $\dagger$ ) |
| Suburb ............................................................................. | - | (t) | - | (t) | 2,800 | (180) | $\ddagger$ | (t) | $\ddagger$ | (t) | - | ( $\dagger$ ) | - | (t) | 67.0 | (2.99) | $\ddagger$ | ( $\dagger$ ) |
| Town ................................................................................. | - | (t) | - | (t) | 1,000 | (150) | $\ddagger$ | (t) | $\ddagger$ | (t) | - | (t) | - | (t) | 63.8 | (5.02) | $\ddagger$ | ( $\dagger$ ) |
| Rural ....................................................................................................... | - | (t) | - | (t) | 2,000 | (190) | $\ddagger$ | (t) | $\ddagger$ | (t) | - | ( $\dagger$ ) | - | (t) | 58.9 | (3.54) | $\ddagger$ | ( $\dagger$ ) |

## -Not available.

$\ddagger$ Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases
for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
The 12th-grade graduation rate is the number of students who graduated from grade 12 with a diploma during the 2010-11 school year divided by 12th-grade enrollment in October 2010.

NOTE: Data are based on a sample survey and may not be strictly comparable with data reported elsewhere. Includes all schools, including combined schools, with students enrolled in the 12th grade. Some data have been revised from previously SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1999-2000, 2003-04, 2007-08, and 2011-12; and "Charter School Teacher Data File," 1999-2000. (This table was prepared April 2014.)

Table 302.43. Percentage distribution of fall 2009 ninth-graders who had completed high school, by postsecondary enrollment status in fall 2013, and selected measures of their high school achievement and selected student characteristics: 2013

| Selected student characteristic | All students who had completed high school |  | Students not enrolled in a postsecondary institution |  | Students enrolled in a postsecondary institution |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total enrolled in a postsecondary institution |  | Enrolled in a degree or certificate program |  |  |  |  |  |  |  | Taking classes only, not enrolled in program |  |
|  |  |  | Total, all programs | Occupational certificate program 1 |  | Associate's degree program |  | Bachelor's degree program |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 100.0 | ( $\dagger$ | 25.5 | (0.85) | 74.5 | (0.85) | 60.1 | (0.88) | 3.3 | (0.27) | 25.0 | (0.60) | 31.8 | (0.85) | 14.5 | (0.56) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male .......................................................................... | 100.0 | ( $\dagger$ ) | 30.0 | (1.22) | 70.0 | (1.22) | 56.6 | (1.32) | 3.4 | (0.41) | 23.1 | (0.84) | 30.1 | (1.07) | 13.4 | (0.76) |
| Female ......................................................................... | 100.0 | ( $\dagger$ ) | 21.0 | (0.92) | 79.0 | (0.92) | 63.5 | (0.96) | 3.3 | (0.34) | 26.8 | (0.80) | 33.4 | (0.97) | 15.5 | (0.77) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ...... | 100.0 | ( $\dagger$ ) | 23.4 | (0.81) | 76.6 | (0.81) | 65.1 | (0.83) | 3.1 | (0.33) | 23.3 | (0.75) | 38.7 | (1.01) | 11.6 | (0.54) |
| Black | 100.0 | ( $\dagger$ ) | 28.8 | (2.11) | 71.2 | (2.11) | 52.9 | (2.73) | 3.3 | (0.78) | 25.9 | (1.93) | 23.8 | (2.37) | 18.3 | (1.97) |
| Hispanic ....................................................................... | 100.0 | ( $\dagger$ ) | 30.0 | (2.36) | 70.0 | (2.36) | 51.5 | (2.07) | 4.1 | (0.74) | 29.1 | (1.74) | 18.3 | (1.38) | 18.4 | (1.59) |
| Asian .......................................................................... | 100.0 | ( $\dagger$ ) | 10.2 | (2.38) | 89.8 | (2.38) | 73.6 | (2.74) | 0.9 ! | (0.37) | 22.5 | (2.46) | 50.1 | (3.57) | 16.2 | (2.21) |
| Pacific Islander ...................................................................... | 100.0 | (t) | $\ddagger$ | (t) | 80.2 | (10.01) | 39.9 ! | (13.24) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 17.7 ! | (7.74) | 40.3 ! | (15.26) |
| American Indian/Alaska Native .................................................. | 100.0 | (t) | 27.5 | (7.09) | 72.5 | (7.09) | 60.6 | (6.79) | 16.1 ! | (7.64) | 22.0 ! | (7.58) | 22.5 ! | (10.09) | 11.9 ! | (5.06) |
| Two or more races ........................................................................... | 100.0 | ( $\dagger$ ) | 28.8 | (2.52) | 71.2 | (2.52) | 56.4 | (2.44) | 3.2 ! | (1.08) | 25.2 | (1.97) | 28.0 | (2.18) | 14.8 | (1.89) |
| Socioeconomic status (SES) ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 100.0 | ( $\dagger$ | 41.1 | (1.89) | 58.9 | (1.89) | 40.8 | (2.11) | 5.3 | (0.80) | 23.1 | (1.57) | 12.3 | (1.39) | 18.2 | (1.68) |
| Middle SES ................................................................... | 100.0 | ( $\dagger$ ) | 26.7 | (1.00) | 73.3 | (1.00) | 58.4 | (1.04) | 3.4 | (0.36) | 27.4 | (0.79) | 27.6 | (0.92) | 14.9 | (0.67) |
| High SES ...................................................................... | 100.0 | ( $\dagger$ ) | 8.4 | (0.67) | 91.6 | (0.67) | 81.5 | (1.01) | 1.4 | (0.36) | 19.8 | (0.98) | 60.4 | (1.36) | 10.1 | (0.82) |
| Highest mathematics course completed in high school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Algebra I or below ..................................................................... | 100.0 | ( $\dagger$ | 56.2 | (3.79) | 43.8 | (3.79) | 28.7 | (3.01) | 9.5 | (1.93) | 15.5 | (2.23) | 3.7 ! | (1.33) | 15.0 | (2.67) |
| Geometry ..................................................................... | 100.0 | ( $\dagger$ ) | 53.5 | (3.39) | 46.5 | (3.39) | 30.5 | (2.57) | 5.0 | (1.17) | 21.5 | (2.58) | 4.0 | (0.87) | 16.0 | (2.34) |
| Algebra II/trigonometry ...................................................... | 100.0 | ( $\dagger$ ) | 31.2 | (1.39) | 68.8 | (1.39) | 52.2 | (1.37) | 4.6 | (0.69) | 29.7 | (1.31) | 17.9 | (1.23) | 16.6 | (1.05) |
| Other math ${ }^{3}$... | 100.0 | ( $\dagger$ ) | 25.5 | (1.77) | 74.5 | (1.77) | 60.3 | (1.82) | 3.2 | (0.48) | 29.7 | (1.58) | 27.5 | (1.54) | 14.2 | (1.18) |
| Precalculus | 100.0 | ( $\dagger$ ) | 11.7 | (1.07) | 88.3 | (1.07) | 72.8 | (1.28) | 1.5 | (0.31) | 24.7 | (1.15) | 46.6 | (1.47) | 15.5 | (0.96) |
| Calculus ${ }^{4}$......................................................................... | 100.0 | ( $\dagger$ ) | 5.1 | (0.89) | 94.9 | (0.89) | 86.7 | (1.44) | 0.6 ! | (0.26) | 16.4 | (1.34) | 69.8 | (1.72) | 8.2 | (1.04) |
| Ever took dual enrollment course(s) in high school .... | 100.0 | ( $\dagger$ ) | 9.3 | (0.93) | 90.7 | (0.93) | 79.9 | (1.27) | 1.8 | (0.39) | 29.2 | (1.33) | 48.9 | (1.44) | 10.8 | (0.96) |
| As 9th-grader, expected to complete |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school or less .......................................................... | 100.0 | ( $\dagger$ ) | 47.0 | (2.49) | 53.0 | (2.49) | 36.4 | (2.29) | 4.8 | (1.24) | 21.7 | (1.83) | 9.9 | (2.15) | 16.6 | (2.00) |
| Some college ...... | 100.0 | ( $\dagger$ ) | 33.0 | (2.66) | 67.0 | (2.66) | 49.9 | (3.28) | 7.1 | (1.17) | 29.0 | (2.89) | 13.8 | (1.82) | 17.1 | (2.33) |
| Bachelor's or graduate/professional degree .................................. | 100.0 | (t) | 17.1 | (0.75) | 82.9 | (0.75) | 69.7 | (0.90) | 2.3 | (0.28) | 25.9 | (0.75) | 41.6 | (0.94) | 13.1 | (0.60) |
| Bachelor's degree ......................................................... | 100.0 | ( $\dagger$ ) | 41.7 | (1.92) | 58.3 | (1.92) | 41.5 | (1.84) | 5.7 | (0.83) | 24.5 | (1.53) | 11.4 | (1.39) | 16.8 | (1.38) |
| Graduate or professional degree ........................................ | 100.0 | ( $\dagger$ ) | 20.2 | (1.23) | 79.8 | (1.23) | 65.8 | (1.72) | 2.1 | (0.41) | 26.6 | (1.46) | 37.1 | (1.72) | 14.0 | (1.40) |
| Don't know ............................................................................ | 100.0 | ( $\dagger$ ) | 15.8 | (0.89) | 84.2 | (0.89) | 71.4 | (1.02) | 2.3 | (0.35) | 25.5 | (0.93) | 43.5 | (1.22) | 12.8 | (0.72) |
| As of spring of 11th grade, had taken thefollowing at least once |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PSAT or PLAN ............................................................... | 100.0 | ( $\dagger$ ) | 18.5 | (0.81) | 81.5 | (0.81) | 68.1 | (0.91) | 2.4 | (0.27) | 24.3 | (0.74) | 41.4 | (0.99) | 13.4 | (0.66) |
| SAT or ACT ................................................................... | 100.0 | ( $\dagger$ ) | 19.0 | (1.12) | 81.0 | (1.12) | 68.0 | (1.27) | 3.3 | (0.47) | 21.8 | (0.94) | 42.9 | (1.34) | 13.0 | (0.86) |
| Any Advanced Placement (AP) test ....................................... | 100.0 | ( $\dagger$ ) | 15.8 | (1.24) | 84.2 | (1.24) | 71.0 | (1.42) | 3.1 | (0.71) | 21.8 | (1.22) | 46.1 | (1.60) | 13.2 | (1.13) |
| Any International Baccalaureate(IB) test .................................. | 100.0 | ( $\dagger$ ) | 18.8 | (3.72) | 81.2 | (3.72) | 63.9 | (5.05) | $\ddagger$ | ( $\dagger$ ) | 21.1 | (5.01) | 31.2 | (5.85) | 17.3 | (3.95) |
| As 11th-grader, thought would qualify for this type of financial aid Aid based on financial need Aid based on academic achievement such as good grades or college | 100.0 | ( $\dagger$ ) | 26.8 | (1.03) | 73.2 | (1.03) | 57.2 | (1.13) | 3.6 | (0.35) | 28.2 | (0.97) | 25.4 | (0.90) | 16.0 | (0.91) |
| admission test scores .................................................... | 100.0 | ( $\dagger$ ) | 17.0 | (0.73) | 83.0 | (0.73) | 69.3 | (0.97) | 2.3 | (0.28) | 25.4 | (0.81) | 41.6 | (0.94) | 13.7 | (0.69) |
| Aid through an athletic scholarship .............................................. | 100.0 | (t) | 23.3 | (1.57) | 76.7 | (1.57) | 62.0 | (1.84) | 2.8 | (0.58) | 26.9 | (1.66) | 32.4 | (1.67) | 14.7 | (1.29) |
| Federal or state loans .............................................................. | 100.0 | (t) | 24.0 | (1.09) | 76.0 | (1.09) | 60.4 | (1.14) | 3.8 | (0.43) | 27.4 | (0.98) | 29.3 | (0.97) | 15.6 | (0.90) |
| Private loans ......................................................................... | 100.0 | ( $\dagger$ ) | 21.9 | (1.25) | 78.1 | (1.25) | 64.0 | (1.42) | 3.0 | (0.50) | 26.3 | (1.35) | 34.7 | (1.40) | 14.2 | (1.04) |
| Completed a Free Application for Federal Student Aid (FAFSA) .......... | 100.0 | ( $\dagger$ ) | 11.1 | (0.62) | 88.9 | (0.62) | 74.8 | (0.84) | 3.4 | (0.35) | 30.4 | (0.72) | 41.0 | (1.01) | 14.0 | (0.66) |
| See notes at end of table. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 302.43. Percentage distribution of fall 2009 ninth-graders who had completed high school, by postsecondary enrollment status in fall 2013 , and selected measures of their high school achievement and selected student characteristics: 2013—Continued
[Standard errors appear in parentheses]

| Selected student characteristic | All students who had completed high school |  | Students not enrolled in a postsecondary institution |  | Students enrolled in a postsecondary institution |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total enrolled in a postsecondary institution |  | Enrolled in a degree or certificate program |  |  |  |  |  |  |  | Taking classes only, not enrolled in program |  |
|  |  |  | Total, all programs | Occupational certificate program ${ }^{1}$ |  | Associate's degree program |  | Bachelor's degree program |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| For students who did not complete a FAFSA, did not do so because student or family |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Did not want to take on debt ................................................... | 100.0 | ( $\dagger$ | 47.2 | (3.04) | 52.8 | (3.04) | 38.4 | (2.95) | 4.8 ! | (1.47) | 15.6 | (1.90) | 18.0 | (2.02) | 14.4 | (2.18) |
| Can afford without financial aid. | 100.0 | ( $\dagger$ ) | 31.3 | (2.35) | 68.7 | (2.35) | 55.0 | (2.72) | 2.6 ! | (0.94) | 21.6 | (2.01) | 30.7 | (2.64) | 13.8 | (1.96) |
| Other family member didn't qualify ................................... | 100.0 | ( $\dagger$ | 33.1 | (6.16) | 66.9 | (6.16) | 52.5 | (5.61) | $\ddagger$ | ( $\dagger$ ) | 22.6 | (3.88) | 28.3 | (4.88) | 14.4 | (4.25) |
| Concerns about credit score .......................................... | 100.0 | ( $\dagger$ ) | 64.6 | (7.70) | 35.4 | (7.70) | 21.1 | (5.01) | $\ddagger$ | (t) | 17.2 | (4.90) | $\ddagger$ | (t) | 14.3 ! | (6.15) |
| Family income too high ................................................. | 100.0 | ( $\dagger$ ) | 16.4 | (2.42) | 83.6 | (2.42) | 69.9 | (2.79) | 1.6 ! | (0.64) | 24.5 | (2.66) | 43.8 | (2.85) | 13.6 | (2.09) |
| Grades or test scores too low ............................................ | 100.0 | ( $\dagger$ ) | 60.7 | (5.31) | 39.3 | (5.31) | 22.7 | (4.18) | $\ddagger$ |  | 15.1 | (3.96) | 5.0 ! | (2.04) | 16.5 | (3.55) |
| Part-time postsecondary enrollment ................................... | 100.0 | ( $\dagger$ ) | 70.2 | (5.94) | 29.8 | (5.94) | 13.2 ! | (4.69) | $\ddagger$ |  | 10.6 ! | (4.62) | $\ddagger$ | ( $\dagger$ ) | 16.6 | (4.91) |
| Did not have enough information about how to complete a FAFSA .. | 100.0 | (t) | 56.2 | (3.42) | 43.8 | (3.42) | 29.3 | (2.90) | 4.5 | (1.30) | 18.2 | (2.58) | 6.7 | (1.28) | 14.5 | (2.55) |
| Thought FAFSA forms too much work or too time-consuming ......... | 100.0 | ( $\dagger$ ) | 43.2 | (4.83) | 56.8 | (4.83) | 42.2 | (4.67) | $\ddagger$ |  | 18.6 | (4.42) | 19.5 | (2.79) | 14.7 | (3.23) |
| Did not know you could complete a FAFSA ................................ | 100.0 | ( $\dagger$ ) | 59.5 | (4.12) | 40.5 | (4.12) | 24.1 | (3.29) | 4.9 ! | (1.86) | 14.0 | (2.44) | 5.2 | (1.45) | 16.3 | (3.32) |
| Not planning to continue education after high school ..................... | 100.0 | ( $\dagger$ | 93.4 | (1.89) | 6.6 | (1.89) | 3.2 ! | (0.97) | $\pm$ | ( $\dagger$ ) | 1.8 ! | (0.81) | $\ddagger$ | ( $\dagger$ | 3.4 ! | (1.61) |
|  | Selected measures of high school achievement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total number of credits earned in high school ${ }^{5}$.............................. | 25.8 | (0.12) | 23.9 | (0.21) | 26.4 | (0.13) | 26.6 | (0.14) | 24.2 | (0.54) | 26.1 | (0.18) | 27.3 | (0.20) | 25.6 | (0.28) |
| Overall GPA earned in high school ${ }^{6}$ $\qquad$ <br> Average SAT/ACT score (standardized to SAT) ${ }^{7}$ $\qquad$ | 2.8 | (0.01) | 2.3 | (0.02) | 3.0 | (0.01) | 3.0 | (0.01) | 2.4 | (0.06) | 2.8 | (0.02) | 3.3 | (0.01) | 2.6 | (0.03) |
|  | 988 | (6.5) | 854 | (10.4) | 1008 | (6.4) | 1023 | (5.9) | 811 | (29.7) | 936 | (7.3) | 1083 | (6.4) | 922 | (14.1) |

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
tReporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
A certificate or diploma program at a school that provides
complete and often leads to a license, such as cosmetolog.
SES was measured by a composite score based on parental education and occupations, family income, and school urbanicity in the student's 11 th-grade year. The weighted SES distribution (weighted by W2STUDENT) was divided into five equal groups. Low SES corresponds to the lowest one-fifth of the population, and high SES corresponds to the highest one-fitth of the population. The three fifths in the middle were combined to form the middle SES category.
Incluts integrated math, algebra III, probability and statistics, and non-calculus Advanced Placement (AP) or International Baccalaureate (IB) courses.
${ }^{4}$ Includes AP/IB calculus.
${ }^{5}$ Ranges from 0 to 59 .
${ }^{6}$ Includes all courses and ranges from 0 to 4.
The average applies used. For thonse who took the SAT or ACT. For those who took the SAT, the combined critical reading and mathok the ACT, scores were converted to the equivalent of the SAT combined score. Scale NOTE: Includes students
ries exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Hig. (HSLS:09) Base-Yeartment of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 pared January 2016.)

Table 302.50. Estimated rate of 2011-12 high school graduates attending degree-granting postsecondary institutions, by state: 2012

| State | Number of graduates from high schools located in the state |  |  | Number of fall 2012 first-time freshmen graduating from high school in the previous 12 months |  | Estimated rate of high school graduates going to college |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{1}$ | Public, 2011-12 | Private, 2012-13 | State residents enrolled in institutions in any state ${ }^{2}$ | State residents enrolled in institutions in their home state ${ }^{3}$ | In any state | In their home state |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| United States . | 3,457,955 | 3,149,185 | 308,770 | 2,132,264 ${ }^{4}$ | 1,729,792 | 61.7 | 50.0 |
| Alabama ............................................ | 50,164 | 45,394 | 4,770 | 29,728 | 26,567 | 59.3 | 53.0 |
| Alaska ....... | 8,189 | 7,989 | 200 | 3,732 | 2,413 | 45.6 | 29.5 |
| Arizona ................................................ | 66,218 | 63,208 | 3,010 | 35,181 | 31,132 | 53.1 | 47.0 |
| Arkansas ..................................................... | 30,019 | 28,419 | 1,600 | 20,185 | 18,244 | 67.2 | 60.8 |
| California ............................................... | 451,364 | 418,664 | 32,700 | 263,843 | 231,215 | 58.5 | 51.2 |
| Colorado | 52,607 | 50,087 | 2,520 | 31,139 | 23,268 | 59.2 | 44.2 |
| Connecticut ............................................ | 44,751 | 38,681 | 6,070 | 31,662 | 17,396 | 70.8 | 38.9 |
| Delaware ................................................ | 10,037 | 8,247 | 1,790 | 6,500 | 4,632 | 64.8 | 46.1 |
| District of Columbia ${ }^{5}$.............................. | 5,680 | 3,860 | 1,820 | 2,463 | 450 | 43.4 | 7.9 |
| Florida ................................................... | 171,404 | 151,964 | 19,440 | 107,716 | 94,985 | 62.8 | 55.4 |
| Georgia .............................................. | 99,952 | 90,582 | 9,370 | 66,494 | 55,399 | 66.5 | 55.4 |
| Hawaii ................................................... | 13,970 | 11,360 | 2,610 | 9,040 | 6,091 | 64.7 | 43.6 |
| Idaho .................................................... | 18,238 | 17,568 | 670 | 8,782 | 6,179 | 48.2 | 33.9 |
| Illinois. | 153,605 | 139,575 | 14,030 | 92,394 | 63,610 | 60.2 | 41.4 |
| Indiana .............................................. | 70,767 | 65,667 | 5,100 | 44,612 | 38,812 | 63.0 | 54.8 |
| lowa .................................................. | 41,550 | 33,230 | 2,400 | 23,488 | 20,340 | 56.5 | 49.0 |
| Kansas ................................................ | 34,078 | 31,898 | 2,180 | 22,239 | 19,058 | 65.3 | 55.9 |
| Kentucky ............................................ | 47,442 | 42,642 | 4,800 | 29,830 | 26,624 | 62.9 | 56.1 |
| Louisiana ............................................. | 44,575 | 36,675 | 7,900 | 28,831 | 26,024 | 64.7 | 58.4 |
| Maine ................................................. | 16,103 | 13,473 | 2,630 | 8,681 | 5,829 | 53.9 | 36.2 |
| Maryland . | 67,781 | 58,811 | 8,970 | 41,033 | 25,773 | 60.5 | 38.0 |
| Massachusetts ....................................... | 76,177 | 65,157 | 11,020 | 53,836 | 36,132 | 70.7 | 47.4 |
| Michigan ............................................ | 115,256 | 105,446 | 9,810 | 70,843 | 63,296 | 61.5 | 54.9 |
| Minnesota .......................................... | 61,891 | 57,501 | 4,390 | 43,264 | 30,237 | 69.9 | 48.9 |
| Mississippi ............................................ | 29,748 | 26,158 | 3,590 | 23,436 | 21,752 | 78.8 | 73.1 |
| Missouri ......... | 69,053 | 61,313 | 7,740 | 42,762 | 35,648 | 61.9 | 51.6 |
| Montana ............................................. | 10,140 | 9,750 | 390 | 5,907 | 4,598 | 58.3 | 45.3 |
| Nebraska ........................................... | 22,844 | 20,464 | 2,380 | 14,750 | 11,969 | 64.6 | 52.4 |
| Nevada ............................................. | 22,731 | 21,891 | 840 | 12,288 | 9,310 | 54.1 | 41.0 |
| New Hampshire ..................................... | 16,886 | 14,426 | 2,460 | 10,418 | 5,618 | 61.7 | 33.3 |
| New Jersey ......................................... | 106,919 | 93,819 | 13,100 | 72,631 | 41,204 | 67.9 | 38.5 |
| New Mexico ........................................ | 21,375 | 20,315 | 1,060 | 14,831 | 12,903 | 69.4 | 60.4 |
| New York ........................................... | 209,216 | 180,806 | 28,410 | 146,458 | 117,960 | 70.0 | 56.4 |
| North Carolina ...................................... | 101,097 | 93,977 | 7,120 | 62,531 | 55,578 | 61.9 | 55.0 |
| North Dakota .......................................... | 7,322 | 6,942 | 380 | 4,751 | 3,527 | 64.9 | 48.2 |
| Ohio | 135,885 | 123,135 | 12,750 | 81,428 | 69,039 | 59.9 | 50.8 |
| Oklahoma .......................................... | 39,295 | 37,305 | 1,990 | 22,667 | 20,207 | 57.7 | 51.4 |
| Oregon ................................................ | 37,301 | 34,261 | 3,040 | 17,509 | 13,343 | 46.9 | 35.8 |
| Pennsylvania ....................................... | 146,493 | 131,733 | 14,760 | 87,075 | 70,625 | 59.4 | 48.2 |
| Rhode Island ........................................... | 11,501 | 9,751 | 1,750 | 7,715 | 5,056 | 67.1 | 44.0 |
| South Carolina ..................................... | 44,452 | 41,442 | 3,010 | 29,023 | 26,154 | 65.3 | 58.8 |
| South Dakota ....................................... | 8,456 | 8,196 | 260 | 5,825 | 4,443 | 68.9 | 52.5 |
| Tennessee .......................................... | 67,964 | 62,454 | 5,510 | 41,027 | 34,318 | 60.4 | 50.5 |
| Texas ................................................. | 306,591 | 292,531 | 14,060 | 176,871 | 156,566 | 57.7 | 51.1 |
| Utah ....................................................... | 32,757 | 31,157 | 1,600 | 16,650 | 15,101 | 50.8 | 46.1 |
| Vermont .............................................. | 7,789 | 6,859 | 930 | 4,142 | 2,040 | 53.2 | 26.2 |
| Virginia ............................................... | 89,866 | 83,336 | 6,530 | 58,035 | 47,582 | 64.6 | 52.9 |
| Washington .......................................... | 71,165 | 65,205 | 5,960 | 34,168 | 25,854 | 48.0 | 36.3 |
| West Virginia .......................................... | 18,383 | 17,603 | 780 | 10,241 | 9,110 | 55.7 | 49.6 |
| Wisconsin .......................................... | 71,225 | 62,705 | 8,520 | 41,715 | 33,972 | 58.6 | 47.7 |
| Wyoming .............................................. | 5,603 | 5,553 | 50 | 3,170 | 2,426 | 56.6 | 43.3 |

${ }^{1}$ Total includes public high school graduates for 2011-12 and private high school graduates for 2012-13. Data on private high school graduates are not available for 2011-12.
${ }^{2}$ All U.S. resident students living in a particular state when admitted to an institution in any state Students may be enrolled in any state.
${ }^{3}$ Students who attend institutions in their home state. Total includes 183 students attending U.S Service Academies in their home state, not shown separately.
${ }^{4}$ U.S. total includes some U.S. residents whose home state is unknown
${ }^{5}$ A percentage of the private high school graduates are not residents of the District of Columbia.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV ederal financial aid programs. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," 2011-12; Private School Universe Survey (PSS), 2013-14; and Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Fall Enrollment component. (This table was prepared January 2016.)


| Year | Total, all students |  | Level of institution |  |  |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  | Race/ethnicity by sex |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Wh |  |  |  |  |  |  |  | Bla |  |  |  | Hisp |  |  |
|  |  |  | 2-year | 4-year |  | Male |  | Female |  | White |  | Black |  | Hispanic |  | Asian ${ }^{1}$ |  | Pacific Islander |  | $\begin{array}{r} \text { American } \\ \text { Indian/ } \\ \text { Alaska Native } \end{array}$ | $\begin{array}{r} \text { Two or } \\ \text { more races } \end{array}$ | Male Female |  |  |  | Male |  | Female |  | Male |  | Female |  |
| 1 |  | 2 |  |  |  |  |  | 3 |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 | 12 | 13 |  | 14 |  | 15 |  | 16 |  | 17 |  | 18 |  | 19 |
| $1970{ }^{2}$ | 25.7 | (0.42) | - | (t) | - | (t) | 32.1 | (0.67) | 20.3 | (0.53) | 27.1 | (0.46) | 15.5 | (1.18) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | (t) |  |  |
| $1971{ }^{2}$.. | 26.2 | (0.42 | - |  |  |  | 32.5 | (0.65) | 20.8 | (0.53 | 27.2 | (0.45) | 18.2 | (1.22) |  |  | - |  | - | + |  | $t$ | - |  | - |  | - |  | - |  | - | (t) |  | (t) |
| 1972 ..... | 25.5 | (0.40) |  |  |  |  | 30.2 | (0.62) | 21.2 | (0.52) | 27.2 | 0.46) | 18.3 | (1.20) | 13.4 | (2.42) |  |  |  | ( |  | $t$ | 32.3 | (0.69) | 22.5 | (0.60) | 21.1 | (1.87) | 15.9 | (1.55) | 15.1 | (3.77) | 12.0 | (3.13) |
| $\begin{aligned} & 1973 \text {..... } \\ & 1974 \text {.... } \end{aligned}$ |  | (0.39) | 6.9 | (0.23) | 17.1 | $(0.34$ $(0.34)$ | 27.7 | (0.59) | 20.5 | (0.51) | 25.5 25.8 | (0.44) | 15.9 17.6 | (1.17) |  | (2.66) |  |  | - | (t) | (t) |  | 29.6 28.9 | (0.67) | 21.8 22.9 | (0.58) | 18.7 19.8 | (1.75) | 13.5 15.9 | (1.51) | 16.7 19.7 | (3.88) | 15.5 16.5 | (3.44) |
| 1975. | 26.3 | (0.39) | 9.0 | (0.26) | 17.3 | (0.34) | 29.0 | (0.58) | 23.7 | (0.53) | 27.4 | (0.44) | 20.4 | (1.21) |  | (2.75) | - |  | - | (t) | (t) | - (t) | 30.7 | (0.66) | 24.3 | (0.60) | 19.9 | (1.78) | 20.8 | (1.65) | 21.4 | (4.10) | 19.5 | (3.71) |
| $1976 .$. | 26.7 | (0.39) | 6.4 | (0.22) | 20.2 | (0.36) | 28.2 | (0.57) | 25.2 | (0.53) | 27.6 | (0.44) | 22.5 | (1.23) | 20.0 | (2.64) |  |  |  | + | ( | + | 29.3 | (0.64) | 26.1 | (0.61) | 22.0 | (1.82) | 22.9 | (1.68) | 21.3 | (4.02) | 18.8 | (3.48) |
| 1977 .... | 26.1 | (0.39 | 6.8 | (0.22 | 19.4 | (0.35) | 28.1 | (0.55) | 24.3 | (0.52) | 27.2 | (0.44 | 21.1 | (1.19) | 17.2 | (2.45 |  |  |  | + | ( + | ( + | 29.4 | (0.64) | 25.1 | (0.6) | 20.3 | (1.74) | 21.9 | (1.63) | 18.3 | (3.66) | 16.3 | (3.28) |
| 1978 .... | 25.3 | (0.38 | 6.6 | (0.22) | 18.7 | (0.34) | 27.1 | (0.56) | 23.6 | (0.52) | 26.5 | (0.43) | 20.1 | (1.16) | 15.2 | (2.28) |  |  |  |  |  | (t) | 28.4 | (0.63) | 24.6 | (0.59) | 19.7 | (1.72) | 20.4 | (1.57) | 16.1 | (3.42) | 14.3 | (3.05) |
| 1979 .... | 25.0 | (0.38) | 6.3 | (0.21) | 18.7 | (0.34) | 25.9 | (0.55) | 24.2 | (0.52) | 26.3 | (0.43) | 19.8 | (1.14) |  | (2.31) |  |  |  | t) | (t) | (t) | 27.1 | (0.62) | 25.5 | (0.60) | 19.1 | (1.69) | 20.3 | (1.55) | 18.3 | (3.47) | 15.2 | (3.08) |
| 1980. | 25.7 | (0.38) | 7.1 | (0.22) | 18.6 | (0.34) | 26.4 | (0.55) | 25.0 | (0.52) | 27.3 | (0.44) | 19.4 | (1.13) | 16.1 | (2.15) | - | t | - | (t) | (t) | (t) | 28.4 | (0.63) | 26.3 | (0.60) | 17.5 | (1.62) | 20.9 | (1.57) | 15.9 | (3.05) | 16.2 | (3.04) |
| 1981 .... | 26.1 | (0.38 | 7.5 | (0.22) | 18.6 | (0.33) | 27.1 | (0.54) | 25.2 | (0.52) | 27.7 | (0.43 | 19.9 | (1.10) | 16.6 | (2.14) |  |  |  | + | + |  | 28.7 | (0.62 | 26.6 | (0.6) | 18.9 | (1.60 | 20.7 | (1.52) | 16.6 | (3.08) | 16.7 | (2.97) |
| 1982 .... | 26.6 26.2 | (0.40) | 7.7 | (0.24) | 18.9 18.8 | (0.35) | 27.2 27.3 | (0.58) | 26.0 25.1 | (0.56) | 28.1 27.9 | ${ }^{(0.46}$ | 19.9 19.2 | (1.14) | 16.8 17.3 | (2.31) |  |  |  | + | 5 | + | 28.9 29.4 | (0.67) | 27.4 | (0.64) | 18.7 18.1 | (1.66) | 21.0 20.1 | (1.61) | 14.9 15.6 | (3.19) | 18.6 18.8 | (3.29) |
| 1984. | 27.1 | (0.41) | 7.3 | (0.24) | 19.8 | (0.37) | 28.6 | (0.59) | 25.6 | (0.56) | 28.9 | (0.48) | 20.3 | (1.16) | 17.9 | (2.35) |  |  |  | t) | (t) | (t) | 30.8 | (0.69) | 27.1 | (0.66) | 20.3 | (1.70) | 20.3 | (1.60) | 16.1 | (3.27) | 19.6 | (3.35) |
| 1985. | 27.8 | (0.42) | 7.4 | $(0.24)$ | 20.4 | $(0.38)$ | 28.4 | $(0.60)$ | 27.2 | $(0.58)$ | 30.0 | (0.49) | 19.6 | $\left(\begin{array}{l} 1.17) \\ 1 \end{array}\right.$ | 16.9 | (1.85) |  | (t) |  | (t) | (t) | (5) | 30.9 | (0.71) | 29.2 | (0.68) | 20.2 | (1.74) | 19.1 | (1.58) | 14.9 | (2.46) | 18.9 | (2.75) |
| 1987 ... | 29.6 | (0.44) | 8.1 | (0.26) | 21.5 | (0.39 | 30.6 | (0.63 | 28.7 | 0.60 | 31.9 | (0.52 | 22.8 | (1.26) | 17.5 | 1.74) |  | + | 二 | + | $t$ | + | 33.0 | 0.75 | 30.8 | (0.72) | 22.6 | (1.86) | 22.9 | (1.72) | 18.5 | 2.47 | 18.7 | 2.44) |
| 1988 .... | 30.3 | (0.48 | 8.8 | (0.30 | 21.5 | (0.43 | 30.2 | (0.69 | 30.4 | (0.67) | 33.2 | (0.58) | 21.2 | (1.35) | 17.0 | (1.90) |  |  |  | + | - (t) | (t) | 33.4 | (0.83) | 33.0 | (0.80) | 18.5 | (1.90) | 23.5 | (1.91) | 16.5 | (2.60 | 17.6 | (2.77) |
| 1989 .... | 30.9 | (0.46) | 8.0 | (0.27) | 22.9 | (0.42) | 30.2 | (0.66) | 31.6 | (0.65) | 34.2 | (0.56) | 23.4 | (1.32) | 16.1 | (1.66) | 46.1 | (3.77) |  | (t) | 15.7! (5.13) | (t) | 34.1 | (0.80) | 34.4 | (0.79) | 19.7 | (1.82) | 26.7 | (1.89) | 14.6 | (2.23) | 17.6 | (2.47) |
| $1990 .$ | 32.0 | $(0.47)$ | $8.7$ | $(0.28)$ | 23.3 | $(0.43)$ | 32.3 | $(0.68)$ | 31.8 | $\left(\begin{array}{l} 0.66 \\ 0.67) \end{array}\right.$ | $\begin{aligned} & 35.1 \\ & 36.8 \end{aligned}$ | $(0.57)$ | $\begin{aligned} & 25.4 \\ & 235 \end{aligned}$ | $\begin{aligned} & (1.37) \\ & (134) \end{aligned}$ | $15.8$ | $\left(\begin{array}{l} 1.67 \\ 1,7) \end{array}\right.$ | $56.9$ | $\binom{3.566}{3.19}$ |  | (t) | $15.8!\quad(5.07)$ | (t) | $35.5$ | $(0.82)$ | $34.7$ | (0.80) | $26.0$ | $\binom{2.03)}{1.95}$ | $24.8$ | $\binom{1.85)}{1.891}$ | $15.3$ | $\binom{2.31}{(.15)}$ | 16.4 | (2.42) |
| 1992 ... | 34.4 | 0.49 | 9.9 | (0.31) | 24.4 | (0.44) | 32.7 | (0.68) | 36.0 | (0.69 | 37.3 | (0.59) | 25.2 | (1.36) | 21.3 | (1.87) | 58.4 | (3.27 |  |  | 18.5 ! (6.17) |  | 36.2 | (0.83 | 38.3 | 0.83 | 21.3 | (1.87) | 28.8 | (1.96) | 17.8 | (2.47) | 24.7 | (2.80) |
| $1993 . .$. | 34.0 | (0.49) | 9.8 | (0.30) | 24.2 | (0.44) | 33.6 | (0.69) | 34.4 | (0.68) | 36.8 | (0.59) | 24.5 | (1.35) | 21.7 | (1.88) | 61.2 | (3.26) |  | (t) | 18.9 (5.65) | - (t) | 36.5 | (0.84) | 37.1 | (0.83) | 22.9 | (1.92) | 26.0 | (1.90) | 19.7 | (2.59) | 23.7 | (2.71) |
| 1994 | 34.6 | (0.48) | 9.1 | (0.29) | 25.5 | (0.44) | 33.1 | (0.67) | 36.0 | (0.68) | 38.1 | (0.59) | 27.7 | (1.38) | 18.8 | (1.58) | 62.7 | (3.31) |  | (t) | 29.4 (6.65) | (t) | 37.0 | (0.84) | 39.2 | (0.84) | 25.6 | (1.95) | 29.5 | (1.94) | 16.5 | (2.04) | 21.5 | (2.44) |
| 1995. | 34.3 | (0.45) | 8.9 | (0.27) | 25.4 | (0.41) | 33.1 | (0.63) | 35.5 | (0.63) | 37.9 | (0.55) | 27.5 | (1.18) | 20.7 | (1.13) | 54.6 | (3.11) | - | (t) | 27.6 (6.16) | (t) | 37.0 | (0.78) | 38.8 | (0.78) | 26.0 | (1.72) | 28.7 | (1.63) | 18.7 | (1.50) | 23.0 | (1.72) |
| $1996 . .$. | 35.5 | 0.47 | 9.5 | (0.29 | 26.1 | 0.43 | 34.1 | (0.66) | 37.0 | (0.67) | 39.5 | (0.59) | 27.4 | (1.23) | 20.1 | (1.18) | 53.9 | (2.47) | - | (t) | 30.3 (5.24) | t | 38.3 | 0.83 | 40.6 | (0.84) | 25.7 | (1.77) | 28.8 | (1.70) | 16.5 | (1.52) | 24.0 | (1.81) |
| 1997 ..... | 36.8 | 0.47 | 9.9 | 0.29 | 27.0 | 0.43 | 35.0 | (0.66) | 38.7 | (0.67) | 40.6 | (0.59 | 29.8 | (1.25, | 22.4 | (1.21) | 55.1 | (2.60 |  | ( | 27.1 | + | 39.3 | (0.82 | 41.8 | (0.84) | 25.4 | (1.75) | 33.7 | (1.77) | 19.2 | (1.56) | 26.1 | 1.88 |
| $1999 . . . . .$. | 35.6 | (0.46) | 9.1 | (0.27) | 26.5 | (0.42) | 34.1 | (0.64) | 37.0 | (0.65) | 39.4 | (0.58) | 30.4 | (1.24) | 18.7 | (1.08) | 55.7 | (2.42) |  | ( $\dagger$ ) | 19.5 (4.70) | (t) | 38.3 | (0.81) | 40.6 | (0.82) | 28.9 | (1.81) | 31.6 | (1.69) | 15.8 | (1.41) | 21.9 | (1.65) |
| 2000. | 35.5 | (0.45) | 9.4 | (0.27) | 26.0 | (0.41) | 32.6 | (0.62) | 38.4 | (0.65) | 38.7 | (0.57) | 30.5 | (1.21) | 21.7 | (1.12) | 55.9 | (2.42) | - | (t) | 15.9 (4.30) | (t) | 36.2 | (0.79) | 41.3 | (0.81) | 25.1 | (1.67) | 35.2 | (1.72) | 18.5 | (1.45) | 25.4 | (1.71) |
| 2001 ............ | 36.3 | 0.43 | 9.8 | (0.26 | 26.6 | (0.39) | 33.6 | (0.59) | 39.0 | (0.61) | 39.5 | (0.54) | 31.4 | (1.15) | 21.7 | (1.04) | 61.3 | (2.23) | - | ( | 23.3 (4.07) | ( | 37.2 | (0.75) | 41.9 | (0.77) | 26.7 | (1.62 | 35.5 | (1.62) | 17.4 | (1.35) | 26.1 | (1.58) |
| 2002 | 36.7 <br> 37 | (0.43 | 9.7 | 0.26 | 27.0 | 0.39 | 33.7 | (0.59) | 39.7 | (0.61) | 40.9 | (0.55 | 31.9 | (1.18) | 19.9 | (0.94) | 60.9 | 2.10 |  | ( ${ }^{1}$ | 23.6 | ${ }_{+}{ }^{+}$ | 38.9 | (0.77) | 42.8 | (0.78) | 26.3 | (1.63) | 36.9 | (1.68) | 16.2 | (1.17) | 24.4 | 1.51 |
| $2004{ }^{3}$. | 38.8 38.0 | (0.42) | 10.4 9.4 | (0.25) | 28.6 | (0.39) | 34.7 | (0.59) | 41.2 | (0.61) | 41.7 | (0.55) | 31.8 | (1.18) | 24.7 | (1.02) | 60.6 | (2.24) | 43.3 55.8 | (8.99) | $\begin{array}{ll}17.7 \\ 24.4 & (4.52)\end{array}$ | 41.6  <br> 36.8 $(3.44)$ <br> 1.8  | 38.5 38.4 | (0.76) | 44.0 | (0.78) | 26.5 | (1.63) | 36.6 36.6 | (1.67) | 21.7 | (1.33) | 28.2 | (1.56) |
| $2005{ }^{3}$. | 38.9 | (0.43) | 9.6 | (0.26) | 29.2 | (0.40) | 35.3 | (0.59) | 42.5 | (0.61) | 42.8 | (0.55) | 33.1 | (1.18) | 24.8 | (1.02) | 61.0 |  | 50.6 | (10.95) | 27.8 (4.88) | 41.8 (3.48) | 39.4 | (0.76) | 46.1 | (0.79) | 28.2 | (1.64) | 37.6 | (1.69) | 20.7 |  | 29.5 | (1.58) |
| $2006{ }^{3}$... | 37.3 | (0.42 | 9.6 | 0.25 | 27.8 | 0.39 | 34.1 | (0.58) | 40.6 | (0.60 | 41.0 | 0.54 | 32.6 | (1.16 | 23.6 | (0.99 | 58 | (2.28) | 39.1 | 8.36 | 27.2 (5.18) | 38.5 | 337.9 | (0.75 | 44.1 | (0.78) | 28.1 | (1.60 | 36.9 | (1.65) | 20.0 | (1.29) | 27.6 | 1.52 |
| $2008^{3}$... | 38.8 396 | (0.42) | 11.9 | (0.27 | 27.9 | (0.39 | 35.5 37.0 | (0.58) | 42.1 | (0.60) | 42.6 | (0.54) | 32.1 | (1.15 | 26.6 | (1.02) | 57.2 59.3 | 2.28 | ${ }^{37.1}$ | (9.07) | 24.7  <br> 21.9 4.63 <br> 1.22  | 39.2 3.48 <br> 457  <br> 3.55  | 39.6 41.7 | (0.76) | 45.7 | (0.78) | 32.2 | (1.63) | 34.0 34. | (1.59 | 20.7 | (1.29) | 23.0 | (1.50) |
| $2009^{3}$...... | 41.3 | (0.42) | 11.7 | (0.27) | 29.6 | (0.39) | 38.4 | (0.59) | 44.2 | (0.60) | 45.0 | (0.55) | 37.7 | (1.17) | 27.5 | (1.01) | 65.2 | (2.17) | 33.4 | (7.45) | 29.8 (5.10) | 39.3 (3.32) | 42.3 | (0.76) | 47.7 | (0.78) | 33.2 | (1.64) | 41.9 | (1.64) | 24.2 | (1.35) | 31.0 | (1.50) |
| 20103.4 | 41.2 | (0.57) | 12.9 | (0.36) | 28.2 | (0.53) | 38.3 | (0.78) | 44.1 | (0.84) | 43.3 | (0.81) | 38.4 | (1.66) | 31.9 | (1.15) | 63.6 | (2.70) | 36.0 | (8.36) | 41.4 | 38.3 (4.38) | 40.6 | (1.00) | 46.1 | (1.17) | 35.2 | (2.13) | 41.4 | (2.16) | 27.9 | (1.57) | 36.1 | (1.60) |
| $2011{ }^{3,4}$ | 42.0 | (0.59) | 12.0 | (0.35 | 30.0 | 0.58 | 39.1 | (0.80) | 44.9 | (0.80) | 44.7 | (0.77) | 37.1 | (1.53) | 34.8 | (1.20 | 60.1 | (2.45) | 37.8 | 7.93 | 23.5 | 38.8 | 42.4 | (0.96) | 47.1 | (1.08) | 34.0 | (2.29) | 39.9 | 1.90 | 31.0 | (1.63) | 39.4 | (1.58) |
| 20123,4 | 41.0 39.9 | ${ }^{0.62}$ | 12.7 | ${ }^{0} 0.38$ | 28.3 | (0.58 | 37.6 36.6 | (0.79) | 44.5 | (0.86) | 42.1 41.6 | ${ }^{0.83}$ | 36.4 34.2 | (1.58) | 37.5 33.8 | (1.18) | 59.8 62.3 | (2.61) | 50.3 32.9 | (8.60 | $\begin{array}{ll}27.8 & 4.43 \\ 31.8 & 5.58\end{array}$ | $\begin{array}{lll}39.4 & 3.64 \\ 44.7 & 3.99\end{array}$ | 38.3 38.1 | (1.06) | 46.0 | (1.11) | 33.9 | (2.04) | 38.7 37.6 | (2.33) | 33.5 29.1 | (1.58) | 41.7 38.8 | (1.73) |
| $2014{ }^{3,4}$ | 40.0 | (0.65) | 10.6 | (0.40) | 29.4 | (0.61) | 37.3 | (0.89) | 42.8 | (0.79) | 42.2 | (0.87) | 32.6 | (1.48) | 34.7 | (1.21) | 65.2 | (2.27) | 41.0 | (11.29) | 35.4 (4.63) | 31.6 (3.20) | 40.2 | (1.28) | 44.2 | (0.99) | 28.5 | (1.95) | 36.6 | (2.04) | 30.3 | (1.65) | 39.4 | (1.70) |
| 2015 ${ }^{3,4}$....... | 40.5 | (0.70) | 10.6 | (0.35) | 29.9 | (0.69) | 37.8 | (0.91) | 43.2 | (0.93) | 41.8 | (0.88) | 34.9 | (1.54) | 36.6 | (1.31) | 62.6 | (2.65) | 24.1 ! | ! (7.29) | 23.0 (4.45) | 38.3 (3.86) | 39.1 | (1.16) | 44.5 | (1.10) | 34.1 | (2.21) | 35.7 | (2.17) | 32.8 | (1.76) | 40.5 | (1.91) |

[^78]"Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity except where otherwise noted. Some data have been revised from previously pubished figures.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2015. (This table was prepared July 2016.)

Table 302.62. Percentage of 18 - to 24 -year-olds enrolled in degree-granting postsecondary institutions and percentage distribution of those enrolled, by sex, race/ethnicity, and selected racial/ethnic subgroups: 2010 and 2015
[Standard errors appear in parentheses]

| Race/ethnicity | 2010 |  |  |  |  |  | 2015 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total |  | Male |  | Female |  | Total |  | Male |  | Female |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |
| Percent enrolled |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ${ }^{1}$................................. | 42.9 | (0.11) | 38.6 | (0.16) | 47.5 | (0.15) | 42.5 | (0.13) | 38.4 | (0.17) | 46.7 | (0.17) |
| White $\qquad$ <br> Black $\qquad$ | 46.9 | (0.15) | 43.0 | (0.20) | 51.0 | (0.20) | 44.5 | (0.18) | 40.5 | (0.24) | 48.7 | (0.24) |
|  | 36.6 | (0.33) | 30.6 | (0.43) | 42.7 | (0.48) | 36.1 | (0.35) | 30.7 | (0.46) | 41.6 | (0.53) |
| Hispanic | 31.1 | (0.31) | 26.4 | (0.38) | 36.3 | (0.39) | 36.0 | (0.25) | 31.9 | (0.38) | 40.4 | (0.33) |
| Cuban | 45.8 | (1.57) | 41.2 | (2.14) | 50.3 | (2.10) | 48.4 | (1.70) | 43.8 | (2.30) | 53.1 | (2.40) |
| Dominican ................................. | 40.0 | (1.64) | 33.3 | (2.06) | 46.7 | (2.22) | 37.4 | (1.61) | 34.4 | (2.29) | 40.5 | (1.96) |
| Mexican ................................ | 27.9 | (0.35) | 23.8 | (0.44) | 32.6 | (0.45) | 34.2 | (0.31) | 29.7 | (0.45) | 38.9 | (0.36) |
| Puerto Rican ............................. | 34.2 | (0.83) | 28.6 | (1.13) | 39.8 | (1.32) | 32.5 | (0.93) | 29.2 | (1.24) | 36.1 | (1.35) |
| Spaniard ................................. | 50.9 | (2.16) | 50.5 | (3.33) | 51.4 | (3.07) | 48.1 | (2.29) | 45.6 | (3.49) | 50.6 | (3.67) |
| Central American ${ }^{2}$........................ | 26.3 | (0.85) | 21.6 | (0.89) | 32.6 | (1.51) | 33.6 | (0.87) | 30.1 | (1.18) | 37.8 | (1.12) |
| Costa Rican ...................... | 59.6 | (4.52) | 58.1 | (6.62) | 61.5 | (6.82) | 47.4 | (4.44) | 36.7 | (7.51) | 57.4 | (5.93) |
| Guatemalan ............................ | 17.3 | (1.28) | 13.5 | (1.34) | 24.7 | (2.67) | 28.6 | (1.39) | 24.5 | (1.99) | 34.1 | (2.02) |
| Honduran ................................. | 20.2 | (1.75) | 13.9 | (1.86) | 30.1 | (3.31) | 26.7 | (2.27) | 25.1 | (3.15) | 28.7 | (2.79) |
| Nicaraguan ............................. | 40.9 | (2.82) | 37.7 | (3.97) | 44.4 | (4.03) | 44.7 | (3.41) | 41.6 | (4.72) | 48.0 | (4.06) |
| Panamanian ............................. | 48.0 | (3.86) | 47.0 | (5.65) | 49.0 | (5.96) | 46.2 | (5.22) | 48.9 | (7.35) | 42.9 | (6.40) |
| Salvadoran. | 27.7 | (1.27) | 24.3 | (1.61) | 31.6 | (1.95) | 35.8 | (1.36) | 32.3 | (2.04) | 39.9 | (1.91) |
| South American ......................... | 50.5 | (1.20) | 44.8 | (1.65) | 56.5 | (1.65) | 52.6 | (1.18) | 51.0 | (1.54) | 54.3 | (1.91) |
| Chilean ................................. | 54.6 | (5.50) | 53.9 | (7.73) | 55.2 | (7.33) | 48.8 | (5.44) | 48.0 | (7.94) | 49.4 | (7.72) |
| Colombian ... | 53.0 | (2.35) | 50.7 | (3.16) | 55.4 | (3.16) | 50.7 | (1.86) | 51.5 | (2.48) | 50.0 | (2.89) |
| Ecuadorian ........ | 40.3 | (2.96) | 30.9 | (3.25) | 52.2 | (4.19) | 47.9 | (2.58) | 46.0 | (4.33) | 50.0 | (2.98) |
| Peruvian ........................... | 53.6 | (2.87) | 47.9 | (3.89) | 58.9 | (3.51) | 56.0 | (2.58) | 54.6 | (3.39) | 57.5 | (4.02) |
| Venezuelan ............................. | 54.9 | (4.32) | 46.8 | (6.02) | 63.8 | (5.68) | 56.1 | (3.72) | 52.8 | (5.68) | 59.9 | (5.03) |
| Other South American ............... | 52.6 | (2.97) | 47.0 | (5.01) | 57.6 | (3.84) | 58.6 | (2.82) | 52.5 | (3.74) | 66.2 | (4.48) |
| Other Hispanic ............................ | 38.6 | (1.42) | 33.7 | (2.03) | 43.8 | (2.17) | 44.9 | (1.52) | 40.0 | (1.81) | 50.9 | (2.24) |
| Asian ..... | 66.0 | (0.55) | 65.3 | (0.71) | 66.7 | (0.75) | 66.8 | (0.55) | 65.9 | (0.67) | 67.7 | (0.79) |
| Chinese ${ }^{3}$................................... | 74.0 | (0.95) | 74.0 | (1.22) | 74.1 | (1.11) | 76.2 | (0.87) | 75.3 | (1.22) | 77.0 | (1.14) |
| Filipino ... | 57.8 | (1.38) | 54.5 | (1.60) | 61.4 | (2.21) | 58.2 | (1.16) | 56.3 | (1.63) | 60.2 | (1.55) |
| Japanese .................................. | 72.0 | (2.95) | 70.0 | (3.92) | 74.1 | (3.93) | 66.5 | (2.76) | 61.5 | (4.32) | 70.7 | (3.70) |
| Korean ... | 72.3 | (1.43) | 71.3 | (2.00) | 73.2 | (1.86) | 66.6 | (1.80) | 62.7 | (2.48) | 70.7 | (2.38) |
| South Asian ${ }^{4}$ | 67.1 | (1.16) | 68.9 | (1.61) | 65.0 | (1.67) | 68.2 | (0.96) | 70.1 | (1.23) | 65.9 | (1.61) |
| Asian Indian .. | 68.6 | (1.30) | 71.5 | (1.80) | 65.4 | (1.79) | 69.4 | (1.08) | 70.5 | (1.39) | 68.1 | (1.97) |
| Bangladeshi ............................ | 58.3 | (5.63) | 57.7 | (8.07) | 58.9 | (7.06) | 63.3 | (4.84) | 65.7 | (6.26) | 60.7 | (6.90) |
| Bhutanese | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Nepalese ................................ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 44.8 | (5.52) | 47.2 | (6.32) | 40.8 | (8.58) |
| Pakistani ................................ | 61.7 | (3.00) | 58.9 | (4.44) | 64.6 | (4.11) | 70.7 | (2.62) | 78.6 | (2.62) | 62.4 | (4.24) |
| Southeast Asian ......................... | 58.3 | (1.17) | 57.0 | (1.55) | 59.5 | (1.56) | 58.4 | (1.12) | 56.1 | (1.38) | 60.6 | (1.65) |
| Burmese ................................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | 30.0 | (5.27) | 25.0 | (5.95) | 35.3 | (7.19) |
| Cambodian ................................ | 38.1 | (3.02) | 38.2 | (4.77) | 38.0 | (4.55) | 46.9 | (4.81) | 39.7 | (6.24) | 55.4 | (6.06) |
| Hmong ................................. | 39.7 | (3.18) | 36.3 | (3.56) | 42.9 | (4.49) | 44.9 | (3.03) | 44.3 | (4.34) | 45.6 | (4.20) |
| Laotian ...... | 44.9 | (4.40) | 38.5 | (5.46) | 52.3 | (5.63) | 41.4 | (5.38) | 44.5 | (7.76) | 38.1 | (6.42) |
| Thai .... | 63.3 | (5.72) | 61.1 | (9.35) | 65.1 | (6.55) | 50.7 | (4.53) | 53.6 | (6.91) | 48.5 | (5.76) |
| Vietnamese ............................ | 68.2 | (1.35) | 68.4 | (1.81) | 68.1 | (2.02) | 66.2 | (1.40) | 64.5 | (1.76) | 67.8 | (2.11) |
| Other Southeast Asian ${ }^{5}$.............. | 74.5 | (5.03) | 62.7 | (7.82) | 89.4 | (5.17) | 86.9 | (3.89) | 81.7 | (6.03) | 92.1 | (3.59) |
| Other Asian ................................. | 58.7 | (2.01) | 56.3 | (2.69) | 61.0 | (3.03) | 64.8 | (2.50) | 67.6 | (3.60) | 61.6 | (3.17) |
| Paciicic Islander | 39.1 | (2.21) | 34.9 | (3.44) | 43.5 | (2.97) | 39.0 | (2.78) | 43.4 | (3.90) | 35.0 | (3.45) |
| American Indian/Alaska Native ............ | 28.7 | (1.17) | 24.5 | (1.76) | 32.9 | (1.56) | 25.7 | (1.15) | 22.9 | (1.65) | 28.5 | (1.56) |
| Two or more races ........................... | 44.7 | (0.81) | 40.1 | (1.06) | 49.3 | (1.03) | 43.8 | (0.68) | 39.3 | (1.00) | 48.4 | (0.90) |
| White and Black .......................... | 37.2 | (1.57) | 30.9 | (2.16) | 42.9 | (1.96) | 36.2 | (1.31) | 31.5 | (1.69) | 41.0 | (1.87) |
| White and Asian .......................... | 58.5 | (1.42) | 54.2 | (1.82) | 62.9 | (2.07) | 56.0 | (1.29) | 54.7 | (2.00) | 57.2 | (1.70) |
| White and American Indian/ Alaska Native $\qquad$ | 36.5 | (1.62) | 31.4 | (2.13) | 42.6 | (2.47) | 35.4 | (1.50) | 29.7 | (2.16) | 42.0 | (2.30) |
| Other Two or more races ................ | 45.3 | (1.65) | 42.4 | (1.88) | 48.3 | (2.21) | 47.9 | (1.37) | 41.7 | (1.89) | 53.7 | (1.82) |
|  |  |  |  |  | Percen | distribution | hose en |  |  |  |  |  |
| Total ${ }^{1}$ | 100.0 | ( $\dagger$ ) | 46.0 | (0.14) | 54.0 | (0.14) | 100.0 | (t) | 46.4 | (0.14) | 53.6 | (0.14) |
| White ......................................... | 100.0 | ( $\dagger$ | 46.6 | (0.15) | 53.4 | (0.15) | 100.0 | (t) | 46.8 | (0.17) | 53.2 | (0.17) |
| Black ........................................... | 100.0 | ( $\dagger$ ) | 41.5 | (0.49) | 58.5 | (0.49) | 100.0 | (t) | 43.0 | (0.52) | 57.0 | (0.52) |
| Hispanic ....................................... | 100.0 | ( $\dagger$ ) | 45.2 | (0.38) | 54.8 | (0.38) | 100.0 | ( $\dagger$ ) | 45.9 | (0.37) | 54.1 | (0.37) |
| Cuban | 100.0 | ( $\dagger$ ) | 44.2 | (2.06) | 55.8 | (2.06) | 100.0 | (t) | 46.1 | (2.15) | 53.9 | (2.15) |
| Dominican ............................... | 100.0 | ( $\dagger$ ) | 41.6 | (2.34) | 58.4 | (2.34) | 100.0 | (t) | 47.0 | (2.22) | 53.0 | (2.22) |
| Mexican ......... | 100.0 | ( $\dagger$ ) | 45.6 | (0.49) | 54.4 | (0.49) | 100.0 | (t) | 44.6 | (0.46) | 55.4 | (0.46) |
| Puerto Rican .......................... | 100.0 | ( $\dagger$ ) | 41.9 | (1.48) | 58.1 | (1.48) | 100.0 | (t) | 46.9 | (1.49) | 53.1 | (1.49) |
| Spaniard ................................... | 100.0 | ( $\dagger$ ) | 49.9 | (3.16) | 50.1 | (3.16) | 100.0 | (t) | 47.8 | (3.61) | 52.2 | (3.61) |
| Central American ${ }^{2}$......................... | 100.0 | ( $\dagger$ ) | 47.8 | (1.60) | 52.2 | (1.60) | 100.0 | (t) | 48.7 | (1.40) | 51.3 | (1.40) |
| Costa Rican .............................. | 100.0 | ( $\dagger$ ) | 52.4 | (6.41) | 47.6 | (6.41) | 100.0 | (t) | 37.6 | (6.68) | 62.4 | (6.68) |
| Guatemalan ............................ | 100.0 | ( $\dagger$ ) | 51.2 | (3.97) | 48.8 | (3.97) | 100.0 | (t) | 48.7 | (3.18) | 51.3 | (3.18) |
| Honduran ............................... | 100.0 | ( $\dagger$ ) | 41.9 | (4.74) | 58.1 | (4.74) | 100.0 | (t) | 52.3 | (4.31) | 47.7 | (4.31) |
| Nicaraguan ................................ | 100.0 | ( $\dagger$ ) | 47.4 | (4.05) | 52.6 | (4.05) | 100.0 | (t) | 47.3 | (4.01) | 52.7 | (4.01) |
| Panamanian ............................. | 100.0 | ( $\dagger$ ) | 49.7 | (6.23) | 50.3 | (6.23) | 100.0 | (t) | 58.0 | (6.22) | 42.0 | (6.22) |
| Salvadoran .............................. | 100.0 | ( $\dagger$ ) | 47.3 | (2.59) | 52.7 | (2.59) | 100.0 | (t) | 48.0 | (2.41) | 52.0 | (2.41) |

See notes at end of table.

Table 302.62. Percentage of 18 - to 24 -year-olds enrolled in degree-granting postsecondary institutions and percentage distribution of those enrolled, by sex, race/ethnicity, and selected racial/ethnic subgroups: 2010 and 2015-Continued
[Standard errors appear in parentheses]

| Race/ethnicity | 2010 |  |  |  |  |  | 2015 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total |  | Male |  | Female |  | Total |  | Male |  | Female |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |
| South American . | 100.0 | ( $\dagger$ | 45.2 | (1.72) | 54.8 | (1.72) | 100.0 | ( $\dagger$ | 49.5 | (1.63) | 50.5 | (1.63) |
| Chilean ............................................... | 100.0 | ( $\dagger$ ) | 45.7 | (7.45) | 54.3 | (7.45) | 100.0 | ( $\dagger$ ) | 43.5 | (6.48) | 56.5 | (6.48) |
| Colombian ............................... | 100.0 | ( $\dagger$ ) | 48.9 | (2.73) | 51.1 | (2.73) | 100.0 | ( $\dagger$ ) | 47.7 | (2.62) | 52.3 | (2.62) |
| Ecuadorian ............................. | 100.0 | ( $\dagger$ ) | 42.8 | (3.87) | 57.2 | (3.87) | 100.0 | ( $\dagger$ ) | 51.2 | (3.71) | 48.8 | (3.71) |
| Peruvian | 100.0 | ( $\dagger$ ) | 43.3 | (3.57) | 56.7 | (3.57) | 100.0 | ( $\dagger$ ) | 52.0 | (3.54) | 48.0 | (3.54) |
| Venezuelan | 100.0 | ( $\dagger$ ) | 44.7 | (5.19) | 55.3 | (5.19) | 100.0 | ( $\dagger$ ) | 49.6 | (4.71) | 50.4 | (4.71) |
| Other South American ................ | 100.0 | ( $\dagger$ ) | 42.2 | (4.98) | 57.8 | (4.98) | 100.0 | ( $\dagger$ ) | 49.6 | (4.25) | 50.4 | (4.25) |
| Other Hispanic ............................ | 100.0 | ( $\dagger$ ) | 45.4 | (2.58) | 54.6 | (2.58) | 100.0 | ( $\dagger$ ) | 49.1 | (1.91) | 50.9 | (1.91) |
| Asian | 100.0 | ( $\dagger$ | 50.3 | (0.43) | 49.7 | (0.43) | 100.0 | ( $\dagger$ | 50.3 | (0.50) | 49.7 | (0.50) |
| Chinese ${ }^{3}$................................... | 100.0 | ( $\dagger$ ) | 51.8 | (1.13) | 48.2 | (1.13) | 100.0 | ( $\dagger$ ) | 48.5 | (0.94) | 51.5 | (0.94) |
| Filipino ..................................... | 100.0 | ( $\dagger$ ) | 48.9 | (1.81) | 51.1 | (1.81) | 100.0 | ( $\dagger$ ) | 49.7 | (1.56) | 50.3 | (1.56) |
| Japanese .................................. | 100.0 | ( $\dagger$ ) | 48.7 | (3.42) | 51.3 | (3.42) | 100.0 | ( $\dagger$ ) | 42.0 | (3.75) | 58.0 | (3.75) |
| Korean ..... | 100.0 | ( $\dagger$ ) | 46.0 | (1.91) | 54.0 | (1.91) | 100.0 | ( $\dagger$ ) | 47.5 | (2.01) | 52.5 | (2.01) |
| South Asian ${ }^{4}$............................ | 100.0 | ( $\dagger$ ) | 54.2 | (1.35) | 45.8 | (1.35) | 100.0 | ( $\dagger$ ) | 56.1 | (1.15) | 43.9 | (1.15) |
| Asian Indian .................................................. | 100.0 | ( $\dagger$ ) | 55.4 | (1.48) | 44.6 | (1.48) | 100.0 | ( $\dagger$ ) | 55.7 | (1.26) | 44.3 | (1.26) |
| Bangladeshi .............................. | 100.0 | ( $\dagger$ ) | 50.1 | (7.72) | 49.9 | (7.72) | 100.0 | ( $\dagger$ ) | 54.2 | (5.82) | 45.8 | (5.82) |
| Bhutanese ............................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Nepalese ................................ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 65.6 | (6.74) | 34.4 | (6.74) |
| Pakistani ............................ | 100.0 | ( $\dagger$ ) | 47.5 | (3.54) | 52.5 | (3.54) | 100.0 | ( $\dagger$ ) | 57.3 | (2.77) | 42.7 | (2.77) |
| Southeast Asian ........................... | 100.0 | ( $\dagger$ ) | 48.5 | (1.23) | 51.5 | (1.23) | 100.0 | ( $\dagger$ ) | 48.4 | (1.32) | 51.6 | (1.32) |
| Burmese .. | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 43.0 | (8.19) | 57.0 | (8.19) |
| Cambodian .............................. | 100.0 | ( $\dagger$ ) | 47.7 | (5.75) | 52.3 | (5.75) | 100.0 | ( $\dagger$ ) | 45.7 | (5.64) | 54.3 | (5.64) |
| Hmong .................................. | 100.0 | ( $\dagger$ ) | 44.8 | (3.95) | 55.2 | (3.95) | 100.0 | (t) | 54.2 | (4.69) | 45.8 | (4.69) |
| Laotian .................................. | 100.0 | ( $\dagger$ ) | 45.8 | (5.45) | 54.2 | (5.45) | 100.0 | ( $\dagger$ ) | 55.6 | (7.13) | 44.4 | (7.13) |
| Thai ..................................... | 100.0 | ( $\dagger$ ) | 43.3 | (7.35) | 56.7 | (7.35) | 100.0 | ( $\dagger$ ) | 45.5 | (6.38) | 54.5 | (6.38) |
| Vietnamese ............................ | 100.0 | ( $\dagger$ ) | 50.0 | (1.50) | 50.0 | (1.50) | 100.0 | ( $\dagger$ ) | 47.8 | (1.69) | 52.2 | (1.69) |
| Other Southeast Asian ${ }^{5}$............... | 100.0 | ( $\dagger$ ) | 46.8 | (8.62) | 53.2 | (8.62) | 100.0 | ( $\dagger$ ) | 47.0 | (6.68) | 53.0 | (6.68) |
| Other Asian ................................ | 100.0 | ( $\dagger$ ) | 47.7 | (2.74) | 52.3 | (2.74) | 100.0 | ( $\dagger$ ) | 56.1 | (2.69) | 43.9 | (2.69) |
| Pacific Islander .... | 100.0 | ( $\dagger$ | 45.8 | (3.84) | 54.2 | (3.84) | 100.0 | ( $\dagger$ | 52.8 | (4.00) | 47.2 | (4.00) |
| American Indian/Alaska Native ........... | 100.0 | ( $\dagger$ ) | 43.4 | (2.28) | 56.6 | (2.28) | 100.0 | ( $\dagger$ ) | 45.1 | (2.63) | 54.9 | (2.63) |
| Two or more races .......................... | 100.0 | ( $\dagger$ ) | 45.4 | (1.01) | 54.6 | (1.01) | 100.0 | ( $\dagger$ ) | 45.3 | (0.88) | 54.7 | (0.88) |
| White and Black ......................... | 100.0 | ( $\dagger$ ) | 39.3 | (2.37) | 60.7 | (2.37) | 100.0 | ( $\dagger$ ) | 44.3 | (1.98) | 55.7 | (1.98) |
| White and Asian .................. | 100.0 | ( $\dagger$ ) | 47.8 | (1.77) | 52.2 | (1.77) | 100.0 | ( $\dagger$ ) | 48.9 | (1.59) | 51.1 | (1.59) |
| White and American Indian/ Alaska Native $\qquad$ | 100.0 | ( $\dagger$ ) | 46.4 | (2.43) | 53.6 | (2.43) | 100.0 | ( $\dagger$ ) | 44.6 | (2.74) | 55.4 | (2.74) |
| Other Two or more races ............... | 100.0 | ( $\dagger$ ) | 46.9 | (1.94) | 53.1 | (1.94) | 100.0 | ( $\dagger$ | 42.7 | (1.81) | 57.3 | (1.81) |

## -Not available.

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Total includes other racial/ethnic groups not shown separately.
${ }^{2}$ Includes other Central American subgroups not shown separately.
${ }^{3}$ Includes Taiwanese.
${ }^{4}$ In addition to the subgroups shown, also includes Sri Lankan.
${ }^{5}$ Consists of Indonesian and Malaysian.
NOTE: Data are based on sample surveys of the entire population in the given age range
residing within the United States, including both noninstitutionalized persons (e.g., those
living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Enrollment data in this table may differ from data in tables based on the Current Population Survey (CPS) because of differences in survey design and target populations. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 and 2015. (This table was prepared April 2017.)

Table 303.10. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control of institution: Selected years, 1947 through 2026

| Year | Total enrollment | Attendance status |  |  | Sex of student |  |  | Control of institution |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Full-time | Part-time | Percent part-time | Male | Female | Percent female | Public | Private |  |  |
|  |  |  |  |  |  |  |  |  | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 19471 | 2,338,226 | - | - | - | 1,659,249 | 678,977 | 29.0 | 1,152,377 | 1,185,849 | - | - |
| $1948{ }^{1}$ | 2,403,396 | - | - | - | 1,709,367 | 694,029 | 28.9 | 1,185,588 | 1,217,808 | - | - |
| 19491 | 2,444,900 | - | - | - | 1,721,572 | 723,328 | 29.6 | 1,207,151 | 1,237,749 | - |  |
| $1950{ }^{1}$ | 2,281,298 | - | - | - | 1,560,392 | 720,906 | 31.6 | 1,139,699 | 1,141,599 | - | - |
| $1951{ }^{1}$....... | 2,101,962 | - | - | - | 1,390,740 | 711,222 | 33.8 | 1,037,938 | 1,064,024 | - | - |
| $1952^{1}$ | 2,134,242 | - | - | - | 1,380,357 | 753,885 | 35.3 | 1,101,240 | 1,033,002 | - | - |
| 19531 | 2,231,054 | - | - | - | 1,422,598 | 808,456 | 36.2 | 1,185,876 | 1,045,178 | - | - |
| 19541 | 2,446,693 | - | - | - | 1,563,382 | 883,311 | 36.1 | 1,353,531 | 1,093,162 | - | - |
| 19551 | 2,653,034 | - | - | - | 1,733,184 | 919,850 | 34.7 | 1,476,282 | 1,176,752 | - | - |
| $1956^{1}$......... | 2,918,212 | - | - | - | 1,911,458 | 1,006,754 | 34.5 | 1,656,402 | 1,261,810 | - | - |
| 1957 ... | 3,323,783 | - | - | - | 2,170,765 | 1,153,018 | 34.7 | 1,972,673 | 1,351,110 | - | - |
| 1959 | 3,639,847 | 2,421,016 | 1,218,831 ${ }^{2}$ | 33.5 | 2,332,617 | 1,307,230 | 35.9 | 2,180,982 | 1,458,865 | - |  |
| 1961. | 4,145,065 | 2,785,133 | 1,359,932 ${ }^{2}$ | 32.8 | 2,585,821 | 1,559,244 | 37.6 | 2,561,447 | 1,583,618 | - | - |
| 1963. | 4,779,609 | 3,183,833 | 1,595,776 ${ }^{2}$ | 33.4 | 2,961,540 | 1,818,069 | 38.0 | 3,081,279 | 1,698,330 | - | - |
| 1964 | 5,280,020 | 3,573,238 | 1,706,782 ${ }^{2}$ | 32.3 | 3,248,713 | 2,031,307 | 38.5 | 3,467,708 | 1,812,312 | - | - |
| 1965. | 5,920,864 | 4,095,728 | 1,825,136 ${ }^{2}$ | 30.8 | 3,630,020 | 2,290,844 | 38.7 | 3,969,596 | 1,951,268 | - | - |
| 1966. | 6,389,872 | 4,438,606 | 1,951,266 ${ }^{2}$ | 30.5 | 3,856,216 | 2,533,656 | 39.7 | 4,348,917 | 2,040,955 | - | - |
| 1967. | 6,911,748 | 4,793,128 | 2,118,620 ${ }^{2}$ | 30.7 | 4,132,800 | 2,778,948 | 40.2 | 4,816,028 | 2,095,720 | 2,074,041 | 21,679 |
| 1968. | 7,513,091 | 5,210,155 | 2,302,936 | 30.7 | 4,477,649 | 3,035,442 | 40.4 | 5,430,652 | 2,082,439 | 2,061,211 | 21,228 |
| 1969 ..................... | 8,004,660 | 5,498,883 | 2,505,777 | 31.3 | 4,746,201 | 3,258,459 | 40.7 | 5,896,868 | 2,107,792 | 2,087,653 | 20,139 |
| 1970 ... | 8,580,887 | 5,816,290 | 2,764,597 | 32.2 | 5,043,642 | 3,537,245 | 41.2 | 6,428,134 | 2,152,753 | 2,134,420 | 18,333 |
| 1971. | 8,948,644 | 6,077,232 | 2,871,412 | 32.1 | 5,207,004 | 3,741,640 | 41.8 | 6,804,309 | 2,144,335 | 2,121,913 | 22,422 |
| 1972 | 9,214,860 | 6,072,389 | 3,142,471 | 34.1 | 5,238,757 | 3,976,103 | 43.1 | 7,070,635 | 2,144,225 | 2,123,245 | 20,980 |
| 1973 | 9,602,123 | 6,189,493 | 3,412,630 | 35.5 | 5,371,052 | 4,231,071 | 44.1 | 7,419,516 | 2,182,607 | 2,148,784 | 33,823 |
| 1974 | 10,223,729 | 6,370,273 | 3,853,456 | 37.7 | 5,622,429 | 4,601,300 | 45.0 | 7,988,500 | 2,235,229 | 2,200,963 | 34,266 |
| 1975 ... | 11,184,859 | 6,841,334 | 4,343,525 | 38.8 | 6,148,997 | 5,035,862 | 45.0 | 8,834,508 | 2,350,351 | 2,311,448 | 38,903 |
| 1976 .. | 11,012,137 | 6,717,058 | 4,295,079 | 39.0 | 5,810,828 | 5,201,309 | 47.2 | 8,653,477 | 2,358,660 | 2,314,298 | 44,362 |
| 1977 | 11,285,787 | 6,792,925 | 4,492,862 | 39.8 | 5,789,016 | 5,496,771 | 48.7 | 8,846,993 | 2,438,794 | 2,386,652 | 52,142 |
| 1978 .. | 11,260,092 | 6,667,657 | 4,592,435 | 40.8 | 5,640,998 | 5,619,094 | 49.9 | 8,785,893 | 2,474,199 | 2,408,331 | 65,868 |
| 1979 ..... | 11,569,899 | 6,794,039 | 4,775,860 | 41.3 | 5,682,877 | 5,887,022 | 50.9 | 9,036,822 | 2,533,077 | 2,461,773 | 71,304 |
| 1980. | 12,096,895 | 7,097,958 | 4,998,937 | 41.3 | 5,874,374 | 6,222,521 | 51.4 | 9,457,394 | 2,639,501 | 2,527,787 | 111,714 ${ }^{3}$ |
| 1981. | 12,371,672 | 7,181,250 | 5,190,422 | 42.0 | 5,975,056 | 6,396,616 | 51.7 | 9,647,032 | 2,724,640 | 2,572,405 | 152,235 ${ }^{3}$ |
| 1982 | 12,425,780 | 7,220,618 | 5,205,162 | 41.9 | 6,031,384 | 6,394,396 | 51.5 | 9,696,087 | 2,729,693 | 2,552,739 | 176,954 ${ }^{3}$ |
| 1983 | 12,464,661 | 7,261,050 | 5,203,611 | 41.7 | 6,023,725 | 6,440,936 | 51.7 | 9,682,734 | 2,781,927 | 2,589,187 | 192,740 |
| 1984 ....... | 12,241,940 | 7,098,388 | 5,143,552 | 42.0 | 5,863,574 | 6,378,366 | 52.1 | 9,477,370 | 2,764,570 | 2,574,419 | 190,151 |
| 1985. | 12,247,055 | 7,075,221 | 5,171,834 | 42.2 | 5,818,450 | 6,428,605 | 52.5 | 9,479,273 | 2,767,782 | 2,571,791 | 195,991 |
| 1986 | 12,503,511 | 7,119,550 | 5,383,961 | 43.1 | 5,884,515 | 6,618,996 | 52.9 | 9,713,893 | 2,789,618 | 2,572,479 | 217,139 ${ }^{4}$ |
| 1987. | 12,766,642 | 7,231,085 | 5,535,557 | 43.4 | 5,932,056 | 6,834,586 | 53.5 | 9,973,254 | 2,793,388 | 2,602,350 | 191,038 ${ }^{4}$ |
| 1988. | 13,055,337 | 7,436,768 | 5,618,569 | 43.0 | 6,001,896 | 7,053,441 | 54.0 | 10,161,388 | 2,893,949 | 2,673,567 | 220,382 |
| 1989. | 13,538,560 | 7,660,950 | 5,877,610 | 43.4 | 6,190,015 | 7,348,545 | 54.3 | 10,577,963 | 2,960,597 | 2,731,174 | 229,423 |
| 1990. | 13,818,637 | 7,820,985 | 5,997,652 | 43.4 | 6,283,909 | 7,534,728 | 54.5 | 10,844,717 | 2,973,920 | 2,760,227 | 213,693 |
| 1991 ... | 14,358,953 | 8,115,329 | 6,243,624 | 43.5 | 6,501,844 | 7,857,109 | 54.7 | 11,309,563 | 3,049,390 | 2,819,041 | 230,349 |
| 1992 | 14,487,359 | 8,162,118 | 6,325,241 | 43.7 | 6,523,989 | 7,963,370 | 55.0 | 11,384,567 | 3,102,792 | 2,872,523 | 230,269 |
| 1993. | 14,304,803 | 8,127,618 | 6,177,185 | 43.2 | 6,427,450 | 7,877,353 | 55.1 | 11,189,088 | 3,115,715 | 2,888,897 | 226,818 |
| 1994 ..... | 14,278,790 | 8,137,776 | 6,141,014 | 43.0 | 6,371,898 | 7,906,892 | 55.4 | 11,133,680 | 3,145,110 | 2,910,107 | 235,003 |
| 1995. | 14,261,781 | 8,128,802 | 6,132,979 | 43.0 | 6,342,539 | 7,919,242 | 55.5 | 11,092,374 | 3,169,407 | 2,929,044 | 240,363 |
| 1996 | 14,367,520 | 8,302,953 | 6,064,567 | 42.2 | 6,352,825 | 8,014,695 | 55.8 | 11,120,499 | 3,247,021 | 2,942,556 | 304,465 |
| 1997. | 14,502,334 | 8,438,062 | 6,064,272 | 41.8 | 6,396,028 | 8,106,306 | 55.9 | 11,196,119 | 3,306,215 | 2,977,614 | 328,601 |
| 1998 ........................... | 14,506,967 | 8,563,338 | 5,943,629 | 41.0 | 6,369,265 | 8,137,702 | 56.1 | 11,137,769 | 3,369,198 | 3,004,925 | 364,273 |
| 1999 ............................ | 14,849,691 | 8,803,139 | 6,046,552 | 40.7 | 6,515,164 | 8,334,527 | 56.1 | 11,375,739 | 3,473,952 | 3,055,029 | 418,923 |
| 2000 ... | 15,312,289 | 9,009,600 | 6,302,689 | 41.2 | 6,721,769 | 8,590,520 | 56.1 | 11,752,786 | 3,559,503 | 3,109,419 | 450,084 |
| 2001 .......................... | 15,927,987 | 9,447,502 | 6,480,485 | 40.7 | 6,960,815 | 8,967,172 | 56.3 | 12,233,156 | 3,694,831 | 3,167,330 | 527,501 |
| 2002 ........................... | 16,611,711 | 9,946,359 | 6,665,352 | 40.1 | 7,202,116 | 9,409,595 | 56.6 | 12,751,993 | 3,859,718 | 3,265,476 | 594,242 |
| 2003 ........................... | 16,911,481 | 10,326,133 | 6,585,348 | 38.9 | 7,260,264 | 9,651,217 | 57.1 | 12,858,698 | 4,052,783 | 3,341,048 | 711,735 |
| 2004 ............................. | 17,272,044 | 10,610,177 | 6,661,867 | 38.6 | 7,387,262 | 9,884,782 | 57.2 | 12,980,112 | 4,291,932 | 3,411,685 | 880,247 |
| 2005 | 17,487,475 | 10,797,011 | 6,690,464 | 38.3 | 7,455,925 | 10,031,550 | 57.4 | 13,021,834 | 4,465,641 | 3,454,692 | 1,010,949 |
| 2006 ......................... | 17,758,870 | 10,957,305 | 6,801,565 | 38.3 | 7,574,815 | 10,184,055 | 57.3 | 13,180,133 | 4,578,737 | 3,512,866 | 1,065,871 |
| 2007. | 18,248,128 | 11,269,892 | 6,978,236 | 38.2 | 7,815,914 | 10,432,214 | 57.2 | 13,490,780 | 4,757,348 | 3,571,150 | 1,186,198 |
| 2008 | 19,102,814 | 11,747,743 | 7,355,071 | 38.5 | 8,188,895 | 10,913,919 | 57.1 | 13,972,153 | 5,130,661 | 3,661,519 | 1,469,142 |
| 2009 ............................. | 20,313,594 | 12,605,355 | 7,708,239 | 37.9 | 8,732,953 | 11,580,641 | 57.0 | 14,810,768 | 5,502,826 | 3,767,672 | 1,735,154 |
| 2010 ........................... | 21,019,438 | 13,087,182 | 7,932,256 | 37.7 | 9,045,759 | 11,973,679 | 57.0 | 15,142,171 | 5,877,267 | 3,854,482 | 2,022,785 |
| 2011 ........................... | 21,010,590 | 13,002,531 | 8,008,059 | 38.1 | 9,034,256 | 11,976,334 | 57.0 | 15,116,303 | 5,894,287 | 3,926,819 | 1,967,468 |
| 2012 ........................ | 20,644,478 | 12,734,404 | 7,910,074 | 38.3 | 8,919,006 | 11,725,472 | 56.8 | 14,884,667 | 5,759,811 | 3,951,388 | 1,808,423 |
| 2013 ........................... | 20,376,677 | 12,596,610 | 7,780,067 | 38.2 | 8,861,197 | 11,515,480 | 56.5 | 14,746,848 | 5,629,829 | 3,971,390 | 1,658,439 |
| 2014 ............................ | 20,207,369 | 12,453,975 | 7,753,394 | 38.2 | 8,797,061 | 11,410,308 | 57.0 | 14,655,015 | 5,552,354 | 3,996,089 | 1,556,265 |

See notes at end of table.

Table 303.10. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control of institution: Selected years, 1947 through 2026-Continued

| Year | Totalenrollment | Attendance status |  |  | Sex of student |  |  | Control of institution |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Full-time | Part-time | Percent part-time | Male | Female | Percent female | Public | Private |  |  |
|  |  |  |  |  |  |  |  |  | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2015 | 19,977,270 | 12,290,829 | 7,686,441 | 38.2 | 8,721,403 | 11,255,867 | 57.0 | 14,568,103 | 5,409,167 | 4,063,372 | 1,345,795 |
| $2016{ }^{5}$ | 20,185,000 | 12,396,000 | 7,789,000 | 38.5 | 8,855,000 | 11,330,000 | 57.6 | 14,844,000 | 5,341,000 | 4,063,372 | 1,36,7 |
| 20175 | 20,413,000 | 12,564,000 | 7,849,000 | 38.6 | 8,869,000 | 11,544,000 | 57.9 | 15,003,000 | 5,410,000 | - | - |
| $2018{ }^{5}$ | 20,688,000 | 12,716,000 | 7,972,000 | 38.7 | 8,962,000 | 11,726,000 | 58.1 | 15,206,000 | 5,481,000 | - | - |
| 20195 | 21,009,000 | 12,899,000 | 8,110,000 | 38.8 | 9,082,000 | 11,928,000 | 58.2 | 15,443,000 | 5,566,000 | - | - |
| $2020{ }^{5}$ | 21,346,000 | 13,114,000 | 8,232,000 | 38.9 | 9,212,000 | 12,135,000 | 58.4 | 15,684,000 | 5,662,000 | - | - |
| $2021{ }^{5}$ | 21,659,000 | 13,302,000 | 8,357,000 | 39.0 | 9,331,000 | 12,328,000 | 58.5 | 15,910,000 | 5,749,000 | - | - |
| $2022{ }^{5}$ | 21,888,000 | 13,426,000 | 8,462,000 | 39.0 | 9,415,000 | 12,473,000 | 58.7 | 16,078,000 | 5,810,000 | - | - |
| $2023{ }^{5}$ | 22,124,000 | 13,569,000 | 8,555,000 | 39.1 | 9,499,000 | 12,625,000 | 58.8 | 16,251,000 | 5,873,000 | - | - |
| $2024{ }^{5}$ | 22,331,000 | 13,680,000 | 8,651,000 | 39.1 | 9,574,000 | 12,757,000 | 58.8 | 16,407,000 | 5,924,000 | - | - |
| $2025{ }^{5}$ | 22,504,000 | 13,750,000 | 8,754,000 | 39.1 | 9,634,000 | 12,870,000 | 58.8 | 16,541,000 | 5,962,000 | - | - |
| $2026{ }^{5}$ | 22,631,000 | 13,797,000 | 8,835,000 | 39.1 | 9,678,000 | 12,953,000 | 58.8 | 16,642,000 | 5,990,000 | - | - |

## -Not available

${ }^{1}$ Degree-credit enrollment only.
${ }^{2}$ Includes part-time resident students and all extension students (students attending courses a sites separate from the primary reporting campus). In later years, part-time student enrollment was collected as a distinct category
${ }^{3}$ Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.
${ }^{4}$ Because of imputation techniques, data are not consistent with figures for other years.
${ }^{5}$ Projected.
NOTE: Data through 1995 are for institutions of higher education, while later data are for degreegranting institutions. Degree-granting institutions grant associate's or higher degrees and partici-
pate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States; Opening Fall Enrollment in Higher Education, 1963 through 1965; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1966 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2026. (This table was prepared February 2017.)

Table 303.20. Total fall enrollment in all postsecondary institutions participating in Title IV programs and annual percentage change in enrollment, by degree-granting status and control of institution: 1995 through 2015

| Year | All Title IV institutions ${ }^{1}$ |  |  |  | Degree-granting institutions ${ }^{2}$ |  |  |  |  | Non-degree-granting institutions ${ }^{3}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Public | Private |  | Total | Public | Private |  |  | Total | Public | Private |  |
|  |  |  | Nonprofit | For-profit |  |  | Total | Nonprofit | For-profit |  |  | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|  | Enrolment |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | 14,836,338 | 11,312,491 | 2,977,794 | 546,053 | 14,261,781 | 11,092,374 | 3,169,407 | 2,929,044 | 240,363 | 574,557 | 220,117 | 48,750 | 305,690 |
| 1996. | 14,809,897 | 11,312,775 | 2,976,850 | 520,272 | 14,367,520 | 11,120,499 | 3,247,021 | 2,942,556 | 304,465 | 442,377 | 192,276 | 34,294 | 215,807 |
| 1997 ..... | 14,900,416 | 11,370,755 | 3,012,106 | 517,555 | 14,502,334 | 11,196,119 | 3,306,215 | 2,977,614 | 328,601 | 398,082 | 174,636 | 34,492 | 188,954 |
| 1998. | 14,923,839 | 11,330,811 | 3,040,251 | 552,777 | 14,506,967 | 11,137,769 | 3,369,198 | 3,004,925 | 364,273 | 416,872 | 193,042 | 35,326 | 188,504 |
| 1999 | 15,262,888 | 11,556,731 | 3,088,233 | 617,924 | 14,849,691 | 11,375,739 | 3,473,952 | 3,055,029 | 418,923 | 413,197 | 180,992 | 33,204 | 199,001 |
| 2000 .... | 15,701,409 | 11,891,450 | 3,137,108 | 672,851 | 15,312,289 | 11,752,786 | 3,559,503 | 3,109,419 | 450,084 | 389,120 | 138,664 | 27,689 | 222,767 |
| 2001 .... | 16,334,134 | 12,370,079 | 3,198,354 | 765,701 | 15,927,987 | 12,233,156 | 3,694,831 | 3,167,330 | 527,501 | 406,147 | 136,923 | 31,024 | 238,200 |
| 2002 .... | 17,035,027 | 12,883,071 | 3,299,094 | 852,862 | 16,611,711 | 12,751,993 | 3,859,718 | 3,265,476 | 594,242 | 423,316 | 131,078 | 33,618 | 258,620 |
| 2003 .... | 17,330,775 | 12,965,502 | 3,372,647 | 992,626 | 16,911,481 | 12,858,698 | 4,052,783 | 3,341,048 | 711,735 | 419,294 | 106,804 | 31,599 | 280,891 |
| 2004 .... | 17,710,798 | 13,081,358 | 3,440,559 | 1,188,881 | 17,272,044 | 12,980,112 | 4,291,932 | 3,411,685 | 880,247 | 438,754 | 101,246 | 28,874 | 308,634 |
| 2005. | 17,921,804 | 13,115,177 | 3,484,013 | 1,322,614 | 17,487,475 | 13,021,834 | 4,465,641 | 3,454,692 | 1,010,949 | 434,329 | 93,343 | 29,321 | 311,665 |
| 2006 .... | 18,205,474 | 13,281,664 | 3,543,455 | 1,380,355 | 17,758,870 | 13,180,133 | 4,578,737 | 3,512,866 | 1,065,871 | 446,604 | 101,531 | 30,589 | 314,484 |
| 2007 .... | 18,671,084 | 13,595,849 | 3,595,207 | 1,480,028 | 18,248,128 | 13,490,780 | 4,757,348 | 3,571,150 | 1,186,198 | 422,956 | 105,069 | 24,057 | 293,830 |
| 2008 ........... | 19,574,395 | 14,092,109 | 3,684,723 | 1,797,563 | 19,102,814 | 13,972,153 | 5,130,661 | 3,661,519 | 1,469,142 | 471,581 | 119,956 | 23,204 | 328,421 |
| 2009 ..... | 20,853,423 | 14,936,402 | 3,793,751 | 2,123,270 | 20,313,594 | 14,810,768 | 5,502,826 | 3,767,672 | 1,735,154 | 539,829 | 125,634 | 26,079 | 388,116 |
| 2010 ..... | 21,591,742 | 15,279,455 | 3,881,630 | 2,430,657 | 21,019,438 | 15,142,171 | 5,877,267 | 3,854,482 | 2,022,785 | 572,304 | 137,284 | 27,148 |  |
| 2011 .................. | 21,573,798 | 15,251,185 | 3,954,173 | 2,368,440 | 21,010,590 | 15,116,303 | 5,894,287 | 3,926,819 | 1,967,468 | 563,208 | 134,882 | 27,354 | 400,972 |
| 2012 ................. | 21,148,181 | 15,000,302 | 3,973,422 | 2,174,457 | 20,644,478 | 14,884,667 | 5,759,811 | 3,951,388 | 1,808,423 | 503,703 | 115,635 | 22,034 | 366,034 |
| 2013 ................. | 20,848,050 | 14,856,309 | 3,990,858 | 2,000,883 | 20,376,677 | 14,746,848 | 5,629,829 | 3,971,390 | 1,658,439 | 471,373 | 109,461 | 19,468 | 342,444 |
| 2014 ......... | 20,663,464 | 14,765,873 | 4,015,094 | 1,882,497 | 20,207,369 | 14,655,015 | 5,552,354 | 3,996,089 | 1,556,265 | 456,095 | 110,858 | 19,005 | 326,232 |
| 2015 ................. | 20,389,307 | 14,678,270 | 4,085,928 | 1,625,109 | 19,977,270 | 14,568,103 | 5,409,167 | 4,063,372 | 1,345,795 | 412,037 | 110,167 | 22,556 | 279,314 |


| 1995 to 1996 ........ | Annual percentage change |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | -0.2 | \# | \# | -4.7 | 0.7 | 0.3 | 2.4 | 0.5 | 26.7 | -23.0 | -12.6 | -29.7 | -29.4 |
| 1996 to 1997 ........ | 0.6 | 0.5 | 1.2 | -0.5 | 0.9 | 0.7 | 1.8 | 1.2 | 7.9 | -10.0 | -9.2 | 0.6 | -12.4 |
| 1997 to 1998 ........ | 0.2 | -0.4 | 0.9 | 6.8 | \# | -0.5 | 1.9 | 0.9 | 10.9 | 4.7 | 10.5 | 2.4 | -0.2 |
| 1998 to 1999 ........ | 2.3 | 2.0 | 1.6 | 11.8 | 2.4 | 2.1 | 3.1 | 1.7 | 15.0 | -0.9 | -6.2 | -6.0 | 5.6 |
| 1999 to 2000 ........ | 2.9 | 2.9 | 1.6 | 8.9 | 3.1 | 3.3 | 2.5 | 1.8 | 7.4 | -5.8 | -23.4 | -16.6 | 11.9 |
| 2000 to 2001 ....... | 4.0 | 4.0 | 2.0 | 13.8 | 4.0 | 4.1 | 3.8 | 1.9 | 17.2 | 4.4 | -1.3 | 12.0 | 6.9 |
| 2001 to 2002 ........ | 4.3 | 4.1 | 3.1 | 11.4 | 4.3 | 4.2 | 4.5 | 3.1 | 12.7 | 4.2 | -4.3 | 8.4 | 8.6 |
| 2002 to 2003 ........ | 1.7 | 0.6 | 2.2 | 16.4 | 1.8 | 0.8 | 5.0 | 2.3 | 19.8 | -1.0 | -18.5 | -6.0 | 8.6 |
| 2003 to 2004 ........ | 2.2 | 0.9 | 2.0 | 19.8 | 2.1 | 0.9 | 5.9 | 2.1 | 23.7 | 4.6 | -5.2 | -8.6 | 9.9 |
| 2004 to 2005 ........ | 1.2 | 0.3 | 1.3 | 11.2 | 1.2 | 0.3 | 4.0 | 1.3 | 14.8 | -1.0 | -7.8 | 1.5 | 1.0 |
| 2005 to 2006 ........ | 1.6 | 1.3 | 1.7 | 4.4 | 1.6 | 1.2 | 2.5 | 1.7 | 5.4 | 2.8 | 8.8 | 4.3 | 0.9 |
| 2006 to 2007 ........ | 2.6 | 2.4 | 1.5 | 7.2 | 2.8 | 2.4 | 3.9 | 1.7 | 11.3 | -5.3 | 3.5 | -21.4 | -6.6 |
| 2007 to 2008 ........ | 4.8 | 3.7 | 2.5 | 21.5 | 4.7 | 3.6 | 7.8 | 2.5 | 23.9 | 11.5 | 14.2 | -3.5 | 11.8 |
| 2008 to 2009 ........ | 6.5 | 6.0 | 3.0 | 18.1 | 6.3 | 6.0 | 7.3 | 2.9 | 18.1 | 14.5 | 4.7 | 12.4 | 18.2 |
| 2009 to 2010 ........ | 3.5 | 2.3 | 2.3 | 14.5 | 3.5 | 2.2 | 6.8 | 2.3 | 16.6 | 6.0 | 9.3 | 4.1 | 5.1 |
| 2010 to 2011 ........ | -0.1 | -0.2 | 1.9 | -2.6 | \# | -0.2 | 0.3 | 1.9 | -2.7 | -1.6 | -1.7 | 0.8 | -1.7 |
| 2011 to 2012 ........ | -2.0 | -1.6 | 0.5 | -8.2 | -1.7 | -1.5 | -2.3 | 0.6 | -8.1 | -10.6 | -14.3 | -19.4 | -8.7 |
| 2012 to 2013 ........ | -1.4 | -1.0 | 0.4 | -8.0 | -1.3 | -0.9 | -2.3 | 0.5 | -8.3 | -6.4 | -5.3 | -11.6 | -6.4 |
| 2013 to 2014 ........ | -0.9 | -0.6 | 0.6 | -5.9 | -0.8 | -0.6 | -1.4 | 0.6 | -6.2 | -3.2 | 1.3 | -2.4 | -4.7 |
| 2014 to 2015 ........ | -1.3 | -0.6 | 1.8 | -13.7 | -1.1 | -0.6 | -2.6 | 1.7 | -13.5 | -9.7 | -0.6 | 18.7 | -14.4 |

## \#Rounds to zero.

${ }^{1}$ Includes degree-granting and non-degree-granting institutions.
${ }^{2}$ Data for 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees.
${ }^{3}$ Data are for institutions that did not offer accredited 4 -year or 2 -year programs, but were participating in Title IV federal financial aid programs. Includes some institutions transitioning to higher level offerings, though still classified at a lower level.
NOTE: Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:95-99); and IPEDS Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared February 2017.)

Table 303.25. Total fall enrollment in degree-granting postsecondary institutions, by control and level of institution: 1970 through 2015
digest of education statistics 2016

| Year | All institutions |  |  | Public institutions |  |  | Private institutions |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | All private institutions | Nonprofit |  |  | For-profit |  |  |
|  | Total | 4-year | 2-year |  |  |  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1970. | 8,580,887 | 6,261,502 | 2,319,385 | 6,428,134 | 4,232,722 | 2,195,412 | 2,152,753 | 2,028,780 | 123,973 | 2,134,420 | 2,021,121 | 113,299 | 18,333 | 7,659 | 10,674 |
| 1971 ..... | 8,948,644 | 6,369,355 | 2,579,289 | 6,804,309 | 4,346,990 | 2,457,319 | 2,144,335 | 2,022,365 | 121,970 | 2,121,913 | 2,011,682 | 110,231 | 22,422 | 10,683 | 11,739 |
| 1972 ....... | 9,214,860 | 6,458,674 | 2,756,186 | 7,070,635 | 4,429,696 | 2,640,939 | 2,144,225 | 2,028,978 | 115,247 | 2,123,245 | 2,019,380 | 103,865 | 20,980 | 9,598 | 11,382 |
| 1973 .... | 9,602,123 | 6,590,023 | 3,012,100 | 7,419,516 | 4,529,895 | 2,889,621 | 2,182,607 | 2,060,128 | 122,479 | 2,148,784 | 2,045,804 | 102,980 | 33,823 | 14,324 | 19,499 |
| 1974 ...................... | 10,223,729 | 6,819,735 | 3,403,994 | 7,988,500 | 4,703,018 | 3,285,482 | 2,235,229 | 2,116,717 | 118,512 | 2,200,963 | 2,098,599 | 102,364 | 34,266 | 18,118 | 16,148 |
| 1975 ... | 11,184,859 | 7,214,740 | 3,970,119 | 8,834,508 | 4,998,142 | 3,836,366 | 2,350,351 | 2,216,598 | 133,753 | 2,311,448 | 2,198,451 | 112,997 | 38,903 | 18,147 | 20,756 |
| 1976 .............. | 11,012,137 | 7,128,816 | 3,883,321 | 8,653,477 | 4,901,691 | 3,751,786 | 2,358,660 | 2,227,125 | 131,535 | 2,314,298 | 2,206,457 | 107,841 | 44,362 | 20,668 | 23,694 |
| 1977 .................... | 11,285,787 | 7,242,845 | 4,042,942 | 8,846,993 | 4,945,224 | 3,901,769 | 2,438,794 | 2,297,621 | 141,173 | 2,386,652 | 2,277,072 | 109,580 | 52,142 | 20,549 | 31,593 |
| 1978 .................. | 11,260,092 | 7,231,625 | 4,028,467 | 8,785,893 | 4,912,203 | 3,873,690 | 2,474,199 | 2,319,422 | 154,777 | 2,408,331 | 2,299,132 | 109,199 | 65,868 | 20,290 | 45,578 |
| 1979 ................... | 11,569,899 | 7,353,233 | 4,216,666 | 9,036,822 | 4,980,012 | 4,056,810 | 2,533,077 | 2,373,221 | 159,856 | 2,461,773 | 2,351,364 | 110,409 | 71,304 | 21,857 | 49,447 |
| 1980 .... | 12,096,895 | 7,570,608 | 4,526,287 | 9,457,394 | 5,128,612 | 4,328,782 | 2,639,501 | 2,441,996 | 197,505 ${ }^{1}$ | 2,527,787 | 2,413,693 | 114,094 | 111,714 | 28,303 | 83,411 ${ }^{1}$ |
| 1981 ..... | 12,371,672 | 7,655,461 | 4,716,211 | 9,647,032 | 5,166,324 | 4,480,708 | 2,724,640 | 2,489,137 | 235,503 ${ }^{1}$ | 2,572,405 | 2,453,239 | 119,166 | 152,235 | 35,898 | 116,337 ${ }^{1}$ |
| 1982 .... | 12,425,780 | 7,654,074 | 4,771,706 | 9,696,087 | 5,176,434 | 4,519,653 | 2,729,693 | 2,477,640 | 252,053 ${ }^{1}$ | 2,552,739 | 2,437,763 | 114,976 | 176,954 | 39,877 | 137,077 ${ }^{1}$ |
| 1983 .... | 12,464,661 | 7,741,195 | 4,723,466 | 9,682,734 | 5,223,404 | 4,459,330 | 2,781,927 | 2,517,791 | 264,136 | 2,589,187 | 2,472,894 | 116,293 | 192,740 | 44,897 | 147,843 |
| 1984 ................... | 12,241,940 | 7,711,167 | 4,530,773 | 9,477,370 | 5,198,273 | 4,279,097 | 2,764,570 | 2,512,894 | 251,676 | 2,574,419 | 2,466,172 | 108,247 | 190,151 | 46,722 | 143,429 |
| 1985 .. | 12,247,055 | 7,715,978 | 4,531,077 | 9,479,273 | 5,209,540 | 4,269,733 | 2,767,782 | 2,506,438 | 261,344 | 2,571,791 | 2,463,000 | 108,791 | 195,991 | 43,438 | 152,553 |
| 1986 ................... | 12,503,511 | 7,823,963 | 4,679,548 | 9,713,893 | 5,300,202 | 4,413,691 | 2,789,618 | 2,523,761 | 265,857 ${ }^{2}$ | 2,572,479 | 2,470,981 | 101,498 | 217,139 | 52,780 | 164,359 ${ }^{2}$ |
| 1987 .................. | 12,766,642 | 7,990,420 | 4,776,222 | 9,973,254 | 5,432,200 | 4,541,054 | 2,793,388 | 2,558,220 | 235,168 ${ }^{2}$ | 2,602,350 | 2,512,248 | 90,102 | 191,038 | 45,972 | 145,066 ${ }^{2}$ |
| 1988 ..... | 13,055,337 | 8,180,182 | 4,875,155 | 10,161,388 | 5,545,901 | 4,615,487 | 2,893,949 | 2,634,281 | 259,668 |  |  |  |  |  |  |
| 1989 .................... | 13,538,560 | 8,387,671 | 5,150,889 | 10,577,963 | 5,694,303 | 4,883,660 | 2,960,597 | 2,693,368 | 267,229 | - |  |  |  | - |  |
| 1990. | 13,818,637 | 8,578,554 | 5,240,083 | 10,844,717 | 5,848,242 | 4,996,475 | 2,973,920 | 2,730,312 | 243,608 | 2,760,227 | 2,671,069 | 89,158 | 213,693 | 59,243 | 154,450 |
| 1991. | 14,358,953 | 8,707,053 | 5,651,900 | 11,309,563 | 5,904,748 | 5,404,815 | 3,049,390 | 2,802,305 | 247,085 | 2,819,041 | 2,729,752 | 89,289 | 230,349 | 72,553 | 157,796 |
| 1992 .................. | 14,487,359 | 8,764,969 | 5,722,390 | 11,384,567 | 5,900,012 | 5,484,555 | 3,102,792 | 2,864,957 | 237,835 | 2,872,523 | 2,789,235 | 83,288 | 230,269 | 75,722 | 154,547 |
| 1993 .................. | 14,304,803 | 8,738,936 | 5,565,867 | 11,189,088 | 5,851,760 | 5,337,328 | 3,115,715 | 2,887,176 | 228,539 | 2,888,897 | 2,802,540 | 86,357 | 226,818 | 84,636 | 142,182 |
| 1994 ................... | 14,278,790 | 8,749,080 | 5,529,710 | 11,133,680 | 5,825,213 | 5,308,467 | 3,145,110 | 2,923,867 | 221,243 | 2,910,107 | 2,824,500 | 85,607 | 235,003 | 99,367 | 135,636 |
| 1995. | 14,261,781 | 8,769,252 | 5,492,529 | 11,092,374 | 5,814,545 | 5,277,829 | 3,169,407 | 2,954,707 | 214,700 | 2,929,044 | 2,853,890 | 75,154 | 240,363 | 100,817 | 139,546 |
| 1996 .... | 14,367,520 | 8,804,193 | 5,563,327 | 11,120,499 | 5,806,036 | 5,314,463 | 3,247,021 | 2,998,157 | 248,864 | 2,942,556 | 2,867,181 | 75,375 | 304,465 | 130,976 | 173,489 |
| 1997 .... | 14,502,334 | 8,896,765 | 5,605,569 | 11,196,119 | 5,835,433 | 5,360,686 | 3,306,215 | 3,061,332 | 244,883 | 2,977,614 | 2,905,820 | 71,794 | 328,601 | 155,512 | 173,089 |
| 1998 .... | 14,506,967 | 9,017,653 | 5,489,314 | 11,137,769 | 5,891,806 | 5,245,963 | 3,369,198 | 3,125,847 | 243,351 | 3,004,925 | 2,939,055 | 65,870 | 364,273 | 186,792 | 177,481 |
| 1999 .................... | 14,849,691 | 9,196,160 | 5,653,531 | 11,375,739 | 5,977,678 | 5,398,061 | 3,473,952 | 3,218,482 | 255,470 | 3,055,029 | 2,991,728 | 63,301 | 418,923 | 226,754 | 192,169 |
| $2000 . .$. | 15,312,289 | 9,363,858 | 5,948,431 | 11,752,786 | 6,055,398 | 5,697,388 | 3,559,503 | 3,308,460 | 251,043 | 3,109,419 | 3,050,575 | 58,844 | 450,084 | 257,885 | 192,199 |
| 2001 ..... | 15,927,987 | 9,677,408 | 6,250,579 | 12,233,156 | 6,236,455 | 5,996,701 | 3,694,831 | 3,440,953 | 253,878 | 3,167,330 | 3,119,781 | 47,549 | 527,501 | 321,172 | 206,329 |
| 2002 .... | 16,611,711 | 10,082,332 | 6,529,379 | 12,751,993 | 6,481,613 | 6,270,380 | 3,859,718 | 3,600,719 | 258,999 | 3,265,476 | 3,218,389 | 47,087 | 594,242 | 382,330 | 211,912 |
| 2003 ................ | 16,911,481 | 10,417,247 | 6,494,234 | 12,858,698 | 6,649,441 | 6,209,257 | 4,052,783 | 3,767,806 | 284,977 | 3,341,048 | 3,297,180 | 43,868 | 711,735 | 470,626 | 241,109 |
| 2004 .............. | 17,272,044 | 10,726,181 | 6,545,863 | 12,980,112 | 6,736,536 | 6,243,576 | 4,291,932 | 3,989,645 | 302,287 | 3,411,685 | 3,369,435 | 42,250 | 880,247 | 620,210 | 260,037 |
| 2005 ............ | 17,487,475 | 10,999,420 | 6,488,055 | 13,021,834 | 6,837,605 | 6,184,229 | 4,465,641 | 4,161,815 | 303,826 | 3,454,692 | 3,411,170 | 43,522 | 1,010,949 | 750,645 | 260,304 |
| 2006 .................. | 17,758,870 | 11,240,330 | 6,518,540 | 13,180,133 | 6,955,013 | 6,225,120 | 4,578,737 | 4,285,317 | 293,420 | 3,512,866 | 3,473,710 | 39,156 | 1,065,871 | 811,607 | 254,264 |
| 2007 ............ | 18,248,128 | 11,630,198 | 6,617,930 | 13,490,780 | 7,166,661 | 6,324,119 | 4,757,348 | 4,463,537 | 293,811 | 3,571,150 | 3,537,664 | 33,486 | 1,186,198 | 925,873 | 260,325 |
| 2008 .................. | 19,102,814 | 12,131,436 | 6,971,378 | 13,972,153 | 7,331,809 | 6,640,344 | 5,130,661 | 4,799,627 | 331,034 | 3,661,519 | 3,626,168 | 35,351 | 1,469,142 | 1,173,459 | 295,683 |
| 2009 ................ | 20,313,594 | 12,791,012 | 7,522,582 | 14,810,768 | 7,709,198 | 7,101,570 | 5,502,826 | 5,081,814 | 421,012 | 3,767,672 | 3,732,900 | 34,772 | 1,735,154 | 1,348,914 | 386,240 |
| 2010 ... | 21,019,438 | 13,335,841 | 7,683,597 | 15,142,171 | 7,924,108 | 7,218,063 | 5,877,267 | 5,411,733 | 465,534 | 3,854,482 | 3,821,799 | 32,683 | 2,022,785 | 1,589,934 | 432,851 |
| 2011 .................. | 21,010,590 | 13,499,440 | 7,511,150 | 15,116,303 | 8,048,145 | 7,068,158 | 5,894,287 | 5,451,295 | 442,992 | 3,926,819 | 3,886,964 | 39,855 | 1,967,468 | 1,564,331 | 403,137 |
| 2012 .................. | 20,644,478 | 13,476,638 | 7,167,840 | 14,884,667 | 8,092,602 | 6,792,065 | 5,759,811 | 5,384,036 | 375,775 | 3,951,388 | 3,913,690 | 37,698 | 1,808,423 | 1,470,346 | 338,077 |
| 2013 .................. | 20,376,677 | 13,406,033 | 6,970,644 | 14,746,848 | 8,120,437 | 6,626,411 | 5,629,829 | 5,285,596 | 344,233 | 3,971,390 | 3,939,199 | 32,191 | 1,658,439 | 1,346,397 | 312,042 |
| 2014 .................. | 20,207,369 | 13,492,884 | 6,714,485 | 14,655,015 | 8,257,250 | 6,397,765 | 5,552,354 | 5,235,634 | 316,720 | 3,996,089 | 3,965,724 | 30,365 | 1,556,265 | 1,269,910 | 286,355 |
| 2015 .................... | 19,977,270 | 13,486,342 | 6,490,928 | 14,568,103 | 8,352,437 | 6,215,666 | 5,409,167 | 5,133,905 | 275,262 | 4,063,372 | 4,013,323 | 50,049 | 1,345,795 | 1,120,582 | 225,213 |

## -Not available.

Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.
${ }^{2}$ Because of imputation techniques, data are not consistent with figures for other years.
NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degreegranting classification is very similar to the earlier higher education classification, but it includes more 2 -year colleges and
excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" surveys, 1970 through 1985; Integrated Postsecondary
Education Data System (IPEDS), "Fall Enrollment Survey" (PPEDS-EF:86-99); and IPEDS Spring 2001 through Spring 2016 , Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); and IP
Fall Enrollment component. (This table was prepared February 2017.)

Table 303.30. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution, attendance status, and sex of student: Selected years, 1970 through 2026

| Level and control of institution, attendance status, and sex of student | Actual |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1970 | 1975 | $1980^{1}$ | 1985 | 1990 | 1995 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Total | 8,580,887 | 11,184,859 | 12,096,895 | 12,247,055 | 13,818,637 | 14,261,781 | 15,312,289 | 17,487,475 | 21,019,438 | 21,010,590 | 20,644,478 | 20,376,677 | 20,207,369 | 19,977,270 |
| Full-tim | 5,816,290 | 6,841,334 | 7,097,958 | 7,075,221 | 7,820,985 | 8,128,802 | 9,009,600 | 10,797,011 | 13,087,182 | 13,002,531 | 12,734,404 | 12,596,610 | 12,453,975 | 12,290,829 |
| Males | 3,504,095 | 3,926,753 | 3,689,244 | 3,607,720 | 3,807,752 | 3,807,392 | 4,111,093 | 4,803,388 | 5,838,383 | 5,792,818 | 5,708,406 | 5,682,322 | 5,619,391 | 5,560,535 |
| Females | 2,312,195 | 2,914,581 | 3,408,714 | 3,467,501 | 4,013,233 | 4,321,410 | 4,898,507 | 5,993,623 | 7,248,799 | 7,209,713 | 7,025,998 | 6,914,288 | 6,834,584 | 6,730,294 |
| Part-time | 2,764,597 | 4,343,525 | 4,998,937 | 5,171,834 | 5,997,652 | 6,132,979 | 6,302,689 | 6,690,464 | 7,932,256 | 8,008,059 | 7,910,074 | 7,780,067 | 7,753,394 | 7,686,441 |
| Males | 1,539,547 | 2,222,244 | 2,185,130 | 2,210,730 | 2,476,157 | 2,535,147 | 2,610,676 | 2,652,537 | 3,207,376 | 3,241,438 | 3,210,600 | 3,178,875 | 3,177,670 | 3,160,868 |
| Females | 1,225,050 | 2,121,281 | 2,813,807 | 2,961,104 | 3,521,495 | 3,597,832 | 3,692,013 | 4,037,927 | 4,724,880 | 4,766,621 | 4,699,474 | 4,601,192 | 4,575,724 | 4,525,573 |
| 4-yea | 6,261,502 | 7,214,740 | 7,570,608 | 7,715,978 | 8,578,554 | 8,769,252 | 9,363,858 | 10,999,420 | 13,335,841 | 13,499,440 | 13,476,638 | 13,406,033 | 13,492,884 | 13,486,342 |
| Full-ti | 4,587,379 | 5,080,256 | 5,34 | 5,384,614 | 5,937 | 6,151,755 | 6,792,551 | 8,150,209 | 9,721,803 | 9,832,324 | 9,792,607 | 9,760,336 | 9,793,247 | 9,779,608 |
| Males | 2,732,796 | 2,891,192 | 2,809,528 | 2,781,412 | 2,926,360 | 2,929,177 | 3,115,252 | 3,649,622 | 4,355,153 | 4,401,635 | 4,402,749 | 4,402,528 | 4,419,286 | 4,415,494 |
| Females | 1,854,583 | 2,189,064 | 2,534,635 | 2,603,202 | 3,010,663 | 3,222,578 | 3,677,299 | 4,500,587 | 5,366,650 | 5,430,689 | 5,389,858 | 5,357,808 | 5,373,961 | 5,364,114 |
| Part-time | 1,674,123 | 2,134,484 | 2,226,445 | 2,331,364 | 2,641,531 | 2,617,497 | 2,571,307 | 2,849,211 | 3,614,038 | 3,667,116 | 3,684,031 | 3,645,697 | 3,699,637 | 3,706,734 |
| Males | 936,189 | 1,092,461 | 1,017,813 | 1,034,804 | 1,124,780 | 1,084,753 | 1,047,917 | 1,125,935 | 1,424,721 | 1,456,818 | 1,470,164 | 1,460,229 | 1,483,996 | 1,489,743 |
| Females | 737,934 | 1,042,023 | 1,208,632 | 1,296,560 | 1,516,751 | 1,532,744 | 1,523,390 | 1,723,276 | 2,189,317 | 2,210,298 | 2,213,867 | 2,185,468 | 2,215,641 | 2,216,991 |
| Public 4-year | 4,232,722 | 4,998,142 | 5,128,612 | 5,209,540 | 5,848,242 | 5,814,545 | 6,055,398 | 6,837,605 | 7,924,108 | 8,048,145 | 8,092,602 | 8,120,437 | 8,257,250 | 8,352,437 |
| Full-time | 3,086,491 | 3,469,821 | 3,592,193 | 3,623,341 | 4,033,654 | 4,084,711 | 4,371,218 | 5,021,745 | 5,811,214 | 5,890,689 | 5,909,868 | 5,934,886 | 6,012,706 | 6,081,493 |
| Males | 1,813,584 | 1,947,823 | 1,873,397 | 1,863,689 | 1,982,369 | 1,951,140 | 2,008,618 | 2,295,456 | 2,707,307 | 2,743,773 | 2,756,885 | 2,772,514 | 2,807,232 | 2,834,334 |
| Females | 1,272,907 | 1,521,998 | 1,718,796 | 1,759,652 | 2,051,285 | 2,133,571 | 2,362,600 | 2,726,289 | 3,103,907 | 3,146,916 | 3,152,983 | 3,162,372 | 3,205,474 | 3,247,159 |
| Part-time | 1,146,231 | 1,528,321 | 1,536,419 | 1,586,199 | 1,814,588 | 1,729,834 | 1,684,180 | 1,815,860 | 2,112,894 | 2,157,456 | 2,182,734 | 2,185,551 | 2,244,544 | 2,270,944 |
| Males | 609,422 | 760,469 | 685,051 | 693,115 | 764,248 | 720,402 | 683,100 | 724,375 | 860,968 | 885,045 | 901,212 | 911,023 | 940,743 | 957,099 |
| Females | 536,809 | 767,852 | 851,368 | 893,084 | 1,050,340 | 1,009,432 | 1,001,080 | 1,091,485 | 1,251,926 | 1,272,411 | 1,281,522 | 1,274,528 | 1,303,801 | 1,313,845 |
| Private 4-year | 2,028,780 | 2,216,598 | 2,441,996 | 2,506,438 | 2,730,312 | 2,954,707 | 3,308,460 | 4,161,815 | 5,411,733 | 5,451,295 | 5,384,036 | 5,285,596 | 5,235,634 | 5,133,905 |
| Full-time ....... | 1,500,888 | 1,610,435 | 1,751,970 | 1,761,273 | 1,903,369 | 2,067,044 | 2,421,333 | 3,128,464 | 3,910,589 | 3,941,635 | 3,882,739 | 3,825,450 | 3,780,541 | 3,698,115 |
| Males | 919,212 | 943,369 | 936,131 | 917,723 | 943,991 | 978,037 | 1,106,634 | 1,354,166 | 1,647,846 | 1,657,862 | 1,645,864 | 1,630,014 | 1,612,054 | 1,581,160 |
| Females | 581,676 | 667,066 | 815,839 | 843,550 | 959,378 | 1,089,007 | 1,314,699 | 1,774,298 | 2,262,743 | 2,283,773 | 2,236,875 | 2,195,436 | 2,168,487 | 2,116,955 |
| Part-time ... | 527,892 | 606,163 | 690,026 | 745,165 | 826,943 | 887,663 | 887,127 | 1,033,351 | 1,501,144 | 1,509,660 | 1,501,297 | 1,460,146 | 1,455,093 | 1,435,790 |
| Males | 326,767 | 331,992 | 332,762 | 341,689 | 360,532 | 364,351 | 364,817 | 401,560 | 563,753 | 571,773 | 568,952 | 549,206 | 543,253 | 532,644 |
| Females | 201,125 | 274,171 | 357,264 | 403,476 | 466,411 | 523,312 | 522,310 | 631,791 | 937,391 | 937,887 | 932,345 | 910,940 | 911,840 | 903,146 |
| Nonprofit 4-year | 2,021,121 | 2,198,451 | 2,413,693 | 2,463,000 | 2,671,069 | 2,853,890 | 3,050,575 | 3,411,170 | 3,821,799 | 3,886,964 | 3,913,690 | 3,939,199 | 3,965,724 | 4,013,323 |
| Full-time ....... | 1,494,625 | 1,596,074 | 1,733,014 | 1,727,707 | 1,859,124 | 1,989,457 | 2,226,028 | 2,534,793 | 2,864,640 | 2,905,674 | 2,927,108 | 2,957,476 | 2,980,433 | 3,013,065 |
| Males .... | 914,020 | 930,842 | 921,253 | 894,080 | 915,100 | 931,956 | 996,113 | 1,109,075 | 1,259,638 | 1,275,590 | 1,288,669 | 1,301,864 | 1,313,033 | 1,321,751 |
| Females .... | 580,605 | 665,232 | 811,761 | 833,627 | 944,024 | 1,057,501 | 1,229,915 | 1,425,718 | 1,605,002 | 1,630,084 | 1,638,439 | 1,655,612 | 1,667,400 | 1,691,314 |
| Part-time .... | 526,496 | 602,377 | 680,679 | 735,293 | 811,945 | 864,433 | 824,547 | 876,377 | 957,159 | 981,290 | 986,582 | 981,723 | 985,291 | 1,000,258 |
| Males ... | 325,693 | 329,662 | 327,986 | 336,168 | 352,106 | 351,874 | 332,814 | 339,572 | 366,735 | 375,713 | 377,521 | 378,324 | 379,428 | 383,938 |
| Females. | 200,803 | 272,715 | 352,693 | 399,125 | 459,839 | 512,559 | 491,733 | 536,805 | 590,424 | 605,577 | 609,061 | 603,399 | 605,863 | 616,320 |
| For-profit 4-year | 7,659 | 18,147 | 28,303 | 43,438 | 59,243 | 100,817 | 257,885 | 750,645 | 1,589,934 | 1,564,331 | 1,470,346 | 1,346,397 | 1,269,910 | 1,120,582 |
| 2-year | 2,319,385 | 3,970,119 | 4,526,287 | 4,531,077 | 5,240,083 | 5,492,529 | 5,948,431 | 6,488,055 | 7,683,597 | 7,511,150 | 7,167,840 | 6,970,644 | 6,714,485 | 6,490,928 |
| Full-time | 1,228,911 | 1,761,078 | 1,753,795 | 1,690,607 | 1,883,962 | 1,977,047 | 2,217,049 | 2,646,802 | 3,365,379 | 3,170,207 | 2,941,797 | 2,836,274 | 2,660,728 | 2,511,221 |
| Males | 771,299 | 1,035,561 | 879,716 | 826,308 | 881,392 | 878,215 | 995,841 | 1,153,766 | 1,483,230 | 1,391,183 | 1,305,657 | 1,279,794 | 1,200,105 | 1,145,041 |
| Females | 457,612 | 725,517 | 874,079 | 864,299 | 1,002,570 | 1,098,832 | 1,221,208 | 1,493,036 | 1,882,149 | 1,779,024 | 1,636,140 | 1,556,480 | 1,460,623 | 1,366,180 |
| Part-time | 1,090,474 | 2,209,041 | 2,772,492 | 2,840,470 | 3,356,121 | 3,515,482 | 3,731,382 | 3,841,253 | 4,318,218 | 4,340,943 | 4,226,043 | 4,134,370 | 4,053,757 | 3,979,707 |
| Males | 603,358 | 1,129,783 | 1,167,317 | 1,175,926 | 1,351,377 | 1,450,394 | 1,562,759 | 1,526,602 | 1,782,655 | 1,784,620 | 1,740,436 | 1,718,646 | 1,693,674 | 1,671,125 |
| Females. | 487,116 | 1,079,258 | 1,605,175 | 1,664,544 | 2,004,744 | 2,065,088 | 2,168,623 | 2,314,651 | 2,535,563 | 2,556,323 | 2,485,607 | 2,415,724 | 2,360,083 | 2,308,582 |
| Public 2-year | 2,195,412 | 3,836,366 | 4,328,782 | 4,269,733 | 4,996,475 | 5,277,829 | 5,697,388 | 6,184,229 | 7,218,063 | 7,068,158 | 6,792,065 | 6,626,411 | 6,397,765 | 6,215,666 |
| Full-time ... | 1,129,165 | 1,662,621 | 1,595,493 | 1,496,905 | 1,716,843 | 1,840,590 | 2,000,008 | 2,387,016 | 2,950,024 | 2,781,419 | 2,615,331 | 2,532,530 | 2,385,013 | 2,273,182 |
| Males | 720,440 | 988,701 | 811,871 | 742,673 | 810,664 | 818,605 | 891,282 | 1,055,029 | 1,340,820 | 1,260,759 | 1,197,301 | 1,177,901 | 1,107,397 | 1,063,842 |
| Females | 408,725 | 673,920 | 783,622 | 754,232 | 906,179 | 1,021,985 | 1,108,726 | 1,331,987 | 1,609,204 | 1,520,660 | 1,418,030 | 1,354,629 | 1,277,616 | 1,209,340 |
| Part-time ... | 1,066,247 | 2,173,745 | 2,733,289 | 2,772,828 | 3,279,632 | 3,437,239 | 3,697,380 | 3,797,213 | 4,268,039 | 4,286,739 | 4,176,734 | 4,093,881 | 4,012,752 | 3,942,484 |
| Males ..... | 589,439 | 1,107,680 | 1,152,268 | 1,138,011 | 1,317,730 | 1,417,488 | 1,549,407 | 1,514,363 | 1,769,737 | 1,770,197 | 1,727,555 | 1,707,629 | 1,683,562 | 1,662,133 |
| Females .... | 476,808 | 1,066,065 | 1,581,021 | 1,634,817 | 1,961,902 | 2,019,751 | 2,147,973 | 2,282,850 | 2,498,302 | 2,516,542 | 2,449,179 | 2,386,252 | 2,329,190 | 2,280,351 |
| Private 2-year ... | 123,973 | 133,753 | 197,505 | 261,344 | 243,608 | 214,700 | 251,043 | 303,826 | 465,534 | 442,992 | 375,775 | 344,233 | 316,720 | 275,262 |
| Full-time ........... | 99,746 | 98,457 | 158,302 | 193,702 | 167,119 | 136,457 | 217,041 | 259,786 | 415,355 | 388,788 | 326,466 | 303,744 | 275,715 | 238,039 |
| Males ....... | 50,859 | 46,860 | 67,845 | 83,635 | 70,728 | 59,610 | 104,559 | 98,737 | 142,410 | 130,424 | 108,356 | 101,893 | 92,708 | 81,199 |
| Females | 48,887 | 51,597 | 90,457 | 110,067 | 96,391 | 76,847 | 112,482 | 161,049 | 272,945 | 258,364 | 218,110 | 201,851 | 183,007 | 156,840 |
| Part-time ... | 24,227 | 35,296 | 39,203 | 67,642 | 76,489 | 78,243 | 34,002 | 44,040 | 50,179 | 54,204 | 49,309 | 40,489 | 41,005 | 37,223 |
| Males | 13,919 | 22,103 | 15,049 | 37,915 | 33,647 | 32,906 | 13,352 | 12,239 | 12,918 | 14,423 | 12,881 | 11,017 | 10,112 | 8,992 |
| Females ...... | 10,308 | 13,193 | 24,154 | 29,727 | 42,842 | 45,337 | 20,650 | 31,801 | 37,261 | 39,781 | 36,428 | 29,472 | 30,893 | 28,231 |
| Nonprofit 2-year ............ | 113,299 | 112,997 | 114,094 | 108,791 | 89,158 | 75,154 | 58,844 | 43,522 | 32,683 | 39,855 | 37,698 | 32,191 | 30,365 | 50,049 |
| Full-time ................... | 91,514 | 82,158 | 83,009 | 76,547 | 62,003 | 54,033 | 46,670 | 28,939 | 23,127 | 30,584 | 29,384 | 24,097 | 22,778 | 36,067 |
| Males .... | 46,030 | 40,548 | 34,968 | 30,878 | 25,946 | 23,265 | 21,950 | 12,086 | 9,944 | 11,298 | 10,463 | 9,478 | 9,066 | 11,985 |
| Females .... | 45,484 | 41,610 | 48,041 | 45,669 | 36,057 | 30,768 | 24,720 | 16,853 | 13,183 | 19,286 | 18,921 | 14,619 | 13,712 | 24,082 |
| Part-time ... | 21,785 | 30,839 | 31,085 | 32,244 | 27,155 | 21,121 | 12,174 | 14,583 | 9,556 | 9,271 | 8,314 | 8,094 | 7,587 | 13,982 |
| Males | 12,097 | 18,929 | 11,445 | 10,786 | 7,970 | 6,080 | 4,499 | 3,566 | 2,585 | 2,540 | 2,467 | 2,373 | 2,198 | 2,707 |
| Females ......... | 9,688 | 11,910 | 19,640 | 21,458 | 19,185 | 15,041 | 7,675 | 11,017 | 6,971 | 6,731 | 5,847 | 5,721 | 5,389 | 11,275 |
| For-profit 2-year ........... | 10,674 | 20,756 | 83,411 | 152,553 | 154,450 | 139,546 | 192,199 | 260,304 | 432,851 | 403,137 | 338,077 | 312,042 | 286,355 | 225,213 |

[^79]Table 303.30. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution, attendance status, and sex of student: Selected years, 1970 through 2026-Continued

| Level and control of institution, attendance status, and sex of student | Projected |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2015 | 2026 |
| 1 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| Total | 20,185,000 | 20,413,000 | 20,688,000 | 21,009,000 | 21,346,000 | 21,659,000 | 21,888,000 | 22,124,000 | 22,331,000 | 22,504,000 | 22,631,000 |
| Full-time | 12,396,000 | 12,564,000 | 12,716,000 | 12,899,000 | 13,114,000 | 13,302,000 | 13,426,000 | 13,569,000 | 13,680,000 | 13,750,000 | 13,797,000 |
| Males | 5,679,000 | 5,670,000 | 5,725,000 | 5,796,000 | 5,882,000 | 5,958,000 | 6,009,000 | 6,068,000 | 6,116,000 | 6,145,000 | 6,163,000 |
| Females. | 6,717,000 | 6,893,000 | 6,991,000 | 7,103,000 | 7,231,000 | 7,344,000 | 7,417,000 | 7,501,000 | 7,565,000 | 7,604,000 | 7,634,000 |
| Part-time | 7,789,000 | 7,849,000 | 7,972,000 | 8,110,000 | 8,232,000 | 8,357,000 | 8,462,000 | 8,555,000 | 8,651,000 | 8,754,000 | 8,835,000 |
| Males | 3,176,000 | 3,199,000 | 3,237,000 | 3,285,000 | 3,329,000 | 3,373,000 | 3,406,000 | 3,431,000 | 3,458,000 | 3,489,000 | 3,515,000 |
| Females .... | 4,613,000 | 4,651,000 | 4,735,000 | 4,825,000 | 4,903,000 | 4,984,000 | 5,056,000 | 5,124,000 | 5,193,000 | 5,265,000 | 5,320,000 |
| 4-year | 13,216,000 | 13,379,000 | 13,552,000 | 13,758,000 | 13,992,000 | 14,204,000 | 14,351,000 | 14,505,000 | 14,634,000 | 14,730,000 | 14,801,000 |
| Full-time | 9,604,000 | 9,734,000 | 9,849,000 | 9,990,000 | 10,161,000 | 10,309,000 | 10,403,000 | 10,513,000 | 10,598,000 | 10,649,000 | 10,685,000 |
| Males | 4,407,000 | 4,401,000 | 4,442,000 | 4,496,000 | 4,566,000 | 4,627,000 | 4,666,000 | 4,710,000 | 4,746,000 | 4,768,000 | 4,781,000 |
| Females | 5,197,000 | 5,333,000 | 5,407,000 | 5,493,000 | 5,595,000 | 5,683,000 | 5,738,000 | 5,802,000 | 5,851,000 | 5,881,000 | 5,905,000 |
| Part-time . | 3,612,000 | 3,645,000 | 3,703,000 | 3,769,000 | 3,831,000 | 3,895,000 | 3,947,000 | 3,993,000 | 4,036,000 | 4,081,000 | 4,116,000 |
| Males | 1,443,000 | 1,454,000 | 1,472,000 | 1,495,000 | 1,517,000 | 1,540,000 | 1,556,000 | 1,569,000 | 1,580,000 | 1,592,000 | 1,603,000 |
| Females ....... | 2,168,000 | 2,191,000 | 2,231,000 | 2,274,000 | 2,313,000 | 2,355,000 | 2,391,000 | 2,424,000 | 2,456,000 | 2,488,000 | 2,513,000 |
| Public 4-year | 8,181,000 | 8,279,000 | 8,385,000 | 8,512,000 | 8,655,000 | 8,784,000 | 8,873,000 | 8,968,000 | 9,048,000 | 9,109,000 | 9,154,000 |
| Full-time ... | 5,972,000 | 6,051,000 | 6,122,000 | 6,209,000 | 6,314,000 | 6,405,000 | 6,463,000 | 6,530,000 | 6,584,000 | 6,618,000 | 6,641,000 |
| Males ... | 2,826,000 | 2,821,000 | 2,848,000 | 2,883,000 | 2,927,000 | 2,966,000 | 2,990,000 | 3,019,000 | 3,043,000 | 3,057,000 | 3,066,000 |
| Females .... | 3,146,000 | 3,230,000 | 3,274,000 | 3,326,000 | 3,387,000 | 3,440,000 | 3,472,000 | 3,511,000 | 3,541,000 | 3,560,000 | 3,575,000 |
| Part-time .......... | 2,209,000 | 2,228,000 | 2,263,000 | 2,303,000 | 2,340,000 | 2,379,000 | 2,411,000 | 2,438,000 | 2,464,000 | 2,491,000 | 2,512,000 |
| Males ........ | 925,000 | 932,000 | 943,000 | 958,000 | 972,000 | 986,000 | 997,000 | 1,005,000 | 1,012,000 | 1,020,000 | 1,027,000 |
| Females | 1,283,000 | 1,296,000 | 1,320,000 | 1,345,000 | 1,368,000 | 1,393,000 | 1,414,000 | 1,433,000 | 1,452,000 | 1,471,000 | 1,486,000 |
| Private 4-year ... | 5,035,000 | 5,100,000 | 5,167,000 | 5,247,000 | 5,337,000 | 5,420,000 | 5,477,000 | 5,537,000 | 5,585,000 | 5,621,000 | 5,647,000 |
| Full-time ......... | 3,632,000 | 3,683,000 | 3,727,000 | 3,781,000 | 3,847,000 | 3,904,000 | 3,941,000 | 3,982,000 | 4,013,000 | 4,031,000 | 4,044,000 |
| Males .... | 1,582,000 | 1,580,000 | 1,594,000 | 1,614,000 | 1,639,000 | 1,661,000 | 1,675,000 | 1,691,000 | 1,703,000 | 1,710,000 | 1,714,000 |
| Females .... | 2,051,000 | 2,104,000 | 2,133,000 | 2,167,000 | 2,208,000 | 2,243,000 | 2,265,000 | 2,291,000 | 2,310,000 | 2,321,000 | 2,330,000 |
| Part-time ....... | 1,403,000 | 1,417,000 | 1,440,000 | 1,466,000 | 1,490,000 | 1,516,000 | 1,537,000 | 1,555,000 | 1,572,000 | 1,590,000 | 1,603,000 |
| Males ...... | 518,000 | 522,000 | 529,000 | 537,000 | 545,000 | 554,000 | 560,000 | 564,000 | 568,000 | 572,000 | 576,000 |
| Females ........... | 885,000 | 895,000 | 911,000 | 929,000 | 945,000 | 962,000 | 977,000 | 991,000 | 1,004,000 | 1,017,000 | 1,027,000 |
| Nonprofit 4-year | - | - | - | - | - | - | - | - | - | - | - |
| Full-time .................. | - | - | - | - | - | - | - | - | - | - | - |
| Males ....... | - | - | - | - | - | - | - | - | - | - | - |
| Females ................ | - | - | - | - | - | - | - | - | - | - | - |
| Part-time ................. | - | - | - | - | - | - | - | - | - | - | - |
| Males ........ | - | - | - | - | - | - | - | - | - | - |  |
| Females .... | - | - | - |  | - | - | - | - | - | - |  |
| For-profit 4-year | - | - | - |  | - | - | - | - | - | - |  |
| 2-year ... | 6,969,000 | 7,034,000 | 7,136,000 | 7,251,000 | 7,354,000 | 7,455,000 | 7,537,000 | 7,619,000 | 7,697,000 | 7,774,000 | 7,831,000 |
| Full-time | 2,792,000 | 2,829,000 | 2,867,000 | 2,909,000 | 2,952,000 | 2,992,000 | 3,023,000 | 3,057,000 | 3,083,000 | 3,101,000 | 3,111,000 |
| Males | 1,272,000 | 1,269,000 | 1,284,000 | 1,300,000 | 1,316,000 | 1,331,000 | 1,343,000 | 1,358,000 | 1,369,000 | 1,378,000 | 1,382,000 |
| Females .... | 1,521,000 | 1,560,000 | 1,583,000 | 1,609,000 | 1,636,000 | 1,661,000 | 1,679,000 | 1,699,000 | 1,714,000 | 1,723,000 | 1,729,000 |
| Part-time | 4,177,000 | 4,204,000 | 4,269,000 | 4,342,000 | 4,401,000 | 4,463,000 | 4,515,000 | 4,562,000 | 4,614,000 | 4,673,000 | 4,719,000 |
| Males | 1,733,000 | 1,745,000 | 1,765,000 | 1,790,000 | 1,812,000 | 1,833,000 | 1,849,000 | 1,862,000 | 1,878,000 | 1,896,000 | 1,912,000 |
| Females | 2,444,000 | 2,460,000 | 2,504,000 | 2,551,000 | 2,590,000 | 2,629,000 | 2,665,000 | 2,700,000 | 2,737,000 | 2,777,000 | 2,807,000 |
| Public 2-year ...... | 6,664,000 | 6,723,000 | 6,821,000 | 6,932,000 | 7,030,000 | 7,126,000 | 7,205,000 | 7,283,000 | 7,358,000 | 7,432,000 | 7,488,000 |
| Full-time ........... | 2,527,000 | 2,560,000 | 2,594,000 | 2,632,000 | 2,671,000 | 2,707,000 | 2,735,000 | 2,765,000 | 2,789,000 | 2,805,000 | 2,815,000 |
| Males ... | 1,181,000 | 1,179,000 | 1,192,000 | 1,208,000 | 1,223,000 | 1,237,000 | 1,248,000 | 1,261,000 | 1,272,000 | 1,280,000 | 1,284,000 |
| Females ... | 1,346,000 | 1,381,000 | 1,402,000 | 1,425,000 | 1,449,000 | 1,470,000 | 1,486,000 | 1,504,000 | 1,517,000 | 1,525,000 | 1,530,000 |
| Part-time ...... | 4,136,000 | 4,163,000 | 4,227,000 | 4,299,000 | 4,358,000 | 4,419,000 | 4,471,000 | 4,518,000 | 4,569,000 | 4,627,000 | 4,673,000 |
| Males | 1,723,000 | 1,735,000 | 1,755,000 | 1,780,000 | 1,801,000 | 1,823,000 | 1,839,000 | 1,852,000 | 1,867,000 | 1,886,000 | 1,901,000 |
| Females ..... | 2,413,000 | 2,429,000 | 2,473,000 | 2,519,000 | 2,557,000 | 2,596,000 | 2,632,000 | 2,666,000 | 2,702,000 | 2,742,000 | 2,772,000 |
| Private 2-year ..... | 306,000 | 310,000 | 315,000 | 319,000 | 324,000 | 329,000 | 332,000 | 336,000 | 339,000 | 341,000 | 343,000 |
| Full-time ........... | 265,000 | 269,000 | 273,000 | 277,000 | 281,000 | 285,000 | 288,000 | 291,000 | 294,000 | 296,000 | 297,000 |
| Males ...... | 90,000 | 90,000 | 91,000 | 92,000 | 93,000 | 94,000 | 95,000 | 96,000 | 97,000 | 98,000 | 98,000 |
| Females .................. | 175,000 | 179,000 | 182,000 | 185,000 | 188,000 | 191,000 | 193,000 | 195,000 | 197,000 | 198,000 | 199,000 |
| Part-time .......... | 41,000 | 41,000 | 42,000 | 42,000 | 43,000 | 44,000 | 44,000 | 45,000 | 45,000 | 46,000 | 46,000 |
| Males ............. | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 11,000 | 11,000 | 11,000 | 11,000 | 11,000 |
| Females .................. | 31,000 | 31,000 | 32,000 | 32,000 | 33,000 | 33,000 | 34,000 | 34,000 | 35,000 | 35,000 | 35,000 |
| Nonprofit 2-year ............ | - | - | - | - | - | - | - | - | - | - | - |
| Full-time ................... | - | - | - | - | - | - | - | - | - | - |  |
| Males .................. | - | - | - | - | - | - | - | - | - | - |  |
| Females ............... | - | - | - | - | - | - | - | - | - | - | - |
| Part-time ...... | - | - | - | - | - | - | - | - | - | - |  |
| Males $\qquad$ <br> Females | - |  | - | - | - | - | - | - | - | - |  |
| Females <br> For-profit 2-year | - | - | - | - | - | - | - | - | - | - | - |

-Not available
${ }^{1}$ Large increase in private 2-year institutions in 1980 is due to the addition of schools accred ited by the Accrediting Commission of Career Schools and Colleges of Technology.
NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges

Table 303.40. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex, and age: Selected years, 1970 through 2026
[In thousands]

| Attendance status, sex, and age | 1970 | 1980 | 1990 | 2000 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Projected |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2016 | 2017 | 2020 | 2026 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| All stude | 8,581 | 12,097 | 13,819 | 15,312 | 17,487 | 17,759 | 18,248 | 19,103 | 20,314 | 21,019 | 21,011 | 20,644 | 20,377 | 20,207 | 19,977 | 20,185 | 20,413 | 21,346 | 22,631 |
| 14 to 17 years old | 263 | 257 | 153 | 131 | 187 | 184 | 200 | 195 | 215 | 202 | 221 | 242 | 256 | 239 | 211 | 216 | 219 | 223 | 234 |
| 18 and 19 years old | 2,579 | 2,852 | 2,777 | 3,258 | 3,444 | 3,561 | 3,690 | 3,813 | 4,009 | 4,057 | 3,956 | 3,782 | 3,720 | 3,720 | 3,691 | 4,029 | 4,091 | 4,237 | 4,534 |
| 20 and 21 years old | 1,885 | 2,395 | 2,593 | 3,005 | 3,563 | 3,573 | 3,570 | 3,649 | 3,916 | 4,103 | 4,269 | 4,235 | 4,183 | 4,162 | 4,125 | 4,520 | 4,547 | 4,767 | 4,966 |
| 22 to 24 years old | 1,469 | 1,947 | 2,202 | 2,600 | 3,114 | 3,185 | 3,280 | 3,443 | 3,571 | 3,759 | 3,793 | 3,951 | 3,964 | 3,910 | 3,809 | 3,639 | 3,674 | 3,786 | 4,093 |
| 25 to 29 years old | 1,091 | 1,843 | 2,083 | 2,044 | 2,469 | 2,506 | 2,651 | 2,840 | 3,082 | 3,254 | 3,272 | 3,155 | 3,050 | 3,084 | 3,110 | 3,121 | 3,196 | 3,354 | 3,431 |
| 30 to 34 years old | 527 | 1,227 | 1,384 | 1,333 | 1,438 | 1,472 | 1,519 | 1,609 | 1,735 | 1,805 | 1,788 | 1,684 | 1,606 | 1,586 | 1,585 | 1,589 | 1,594 | 1,704 | 1,780 |
| 35 years old and ove | 767 | 1,577 | 2,627 | 2,942 | 3,272 | 3,277 | 3,339 | 3,554 | 3,785 | 3,840 | 3,712 | 3,597 | 3,597 | 3,506 | 3,446 | 3,072 | 3,092 | 3,275 | 3,594 |
| Males | 5,044 | 5,874 | 6,284 | 6,722 | 7,456 | 7,575 | 7,816 | 8,189 | 8,733 | 9,046 | 9,034 | 8,919 | 8,861 | 8,797 | 8,721 | 8,855 | 8,869 | 9,212 | 9,678 |
| 14 to 17 years | 125 | 106 | 66 | 58 | 68 | 69 | 88 | 93 | 103 | 94 | 104 | 119 | 125 | 117 | 106 | 107 | 107 | 106 | 104 |
| 18 and 19 years old | 1,355 | 1,368 | 1,298 | 1,464 | 1,523 | 1,604 | 1,669 | 1,704 | 1,795 | 1,820 | 1,782 | 1,707 | 1,661 | 1,673 | 1,657 | 1,858 | 1,859 | 1,919 | 2,053 |
| 20 and 21 years old | 1,064 | 1,219 | 1,259 | 1,411 | 1,658 | 1,628 | 1,634 | 1,695 | 1,866 | 1,948 | 1,985 | 1,960 | 1,955 | 1,960 | 1,957 | 2,108 | 2,100 | 2,198 | 2,289 |
| 22 to 24 years old.. | 1,004 | 1,075 | 1,129 | 1,222 | 1,410 | 1,445 | 1,480 | 1,555 | 1,599 | 1,723 | 1,769 | 1,864 | 1,846 | 1,789 | 1,747 | 1,746 | 1,740 | 1,771 | 1,888 |
| 25 to 29 years old | 796 | 983 | 1,024 | 908 | 1,057 | 1,040 | 1,148 | 1,222 | 1,378 | 1,410 | 1,404 | 1,353 | 1,356 | 1,378 | 1,383 | 1,371 | 1,397 | 1,461 | 1,472 |
| 30 to 34 years old | 333 | 564 | 605 | 581 | 591 | 628 | 638 | 691 | 707 | 731 | 700 | 661 | 634 | 643 | 650 | 645 | 645 | 685 | 709 |
| 35 years old and over | 366 | 559 | 902 | 1,077 | 1,149 | 1,160 | 1,159 | 1,228 | 1,285 | 1,320 | 1,290 | 1,255 | 1,283 | 1,237 | 1,221 | 1,021 | 1,020 | 1,071 | 1,163 |
| Females | 3,537 | 6,223 | 7,535 | 8,591 | 10,032 | 10,184 | 10,432 | 10,914 | 11,581 | 11,974 | 11,976 | 11,725 | 11,515 | 11,410 | 11,256 | 11,330 | 11,544 | 12,135 | 12,953 |
| 14 to 17 years old | 137 | 151 | 87 | 73 | 119 | 115 | 112 | 102 | 113 | 108 | 116 | 123 | 131 | 121 | 105 | 110 | 112 | 118 | 130 |
| 18 and 19 years old | 1,224 | 1,484 | 1,479 | 1,794 | 1,920 | 1,956 | 2,021 | 2,109 | 2,214 | 2,237 | 2,173 | 2,074 | 2,059 | 2,047 | 2,034 | 2,170 | 2,231 | 2,318 | 2,481 |
| 20 and 21 years old | 821 | 1,177 | 1,334 | 1,593 | 1,905 | 1,945 | 1,936 | 1,954 | 2,050 | 2,155 | 2,284 | 2,276 | 2,228 | 2,202 | 2,167 | 2,412 | 2,447 | 2,568 | 2,677 |
| 22 to 24 years old | 464 | 871 | 1,073 | 1,378 | 1,704 | 1,740 | 1,800 | 1,888 | 1,972 | 2,036 | 2,024 | 2,087 | 2,118 | 2,121 | 2,063 | 1,892 | 1,934 | 2,015 | 2,204 |
| 25 to 29 years old | 296 | 859 | 1,059 | 1,136 | 1,413 | 1,466 | 1,502 | 1,618 | 1,704 | 1,844 | 1,868 | 1,802 | 1,694 | 1,706 | 1,726 | 1,750 | 1,799 | 1,893 | 1,960 |
| 30 to 34 years old | 194 | 663 | 779 | 752 | 847 | 844 | 881 | 918 | 1,028 | 1,074 | 1,088 | 1,022 | 972 | 943 | 935 | 943 | 949 | 1,018 | 1,071 |
| 35 years old and over | 401 | 1,018 | 1,725 | 1,865 | 2,123 | 2,117 | 2,180 | 2,326 | 2,500 | 2,520 | 2,422 | 2,341 | 2,314 | 2,270 | 2,225 | 2,052 | 2,072 | 2,204 | 2,431 |
| Full-time | 5,816 | 7,098 | 7,821 | 9,010 | 10,797 | 10,957 | 11,270 | 11,748 | 12,605 | 13,087 | 13,003 | 12,734 | 12,597 | 12,454 | 12,291 | 12,396 | 12,564 | 13,114 | 13,797 |
| 14 to 17 years old | 246 | 231 | 134 | 121 | 152 | 148 | 169 | 168 | 179 | 170 | 185 | 207 | 210 | 200 | 177 | 183 | 186 | 189 | 197 |
| 18 and 19 years old | 2,374 | 2,544 | 2,471 | 2,823 | 3,026 | 3,120 | 3,244 | 3,359 | 3,481 | 3,496 | 3,351 | 3,226 | 3,199 | 3,174 | 3,151 | 3,196 | 3,255 | 3,372 | 3,597 |
| 20 and 21 years old | 1,649 | 2,007 | 2,137 | 2,452 | 2,976 | 2,972 | 2,985 | 3,043 | 3,241 | 3,364 | 3,427 | 3,386 | 3,327 | 3,326 | 3,296 | 3,481 | 3,518 | 3,694 | 3,836 |
| 22 to 24 years old.. | 904 | 1,181 | 1,405 | 1,714 | 2,122 | 2,127 | 2,205 | 2,347 | 2,511 | 2,585 | 2,580 | 2,603 | 2,650 | 2,597 | 2,571 | 2,471 | 2,511 | 2,598 | 2,808 |
| 25 to 29 years old | 426 | 641 | 791 | 886 | 1,174 | 1,225 | 1,299 | 1,369 | 1,506 | 1,605 | 1,600 | 1,555 | 1,528 | 1,525 | 1,509 | 1,490 | 1,518 | 1,587 | 1,590 |
| 30 to 34 years old | 113 | 272 | 383 | 418 | 547 | 571 | 556 | 571 | 657 | 745 | 763 | 711 | 664 | 626 | 607 | 632 | 632 | 677 | 700 |
| 35 years old and over | 104 | 221 | 500 | 596 | 800 | 794 | 812 | 890 | 1,030 | 1,122 | 1,096 | 1,047 | 1,018 | 1,005 | 980 | 944 | 944 | 997 | 1,068 |
| Males | 3,504 | 3,689 | 3,808 | 4,111 | 4,803 | 4,879 | 5,029 | 5,234 | 5,632 | 5,838 | 5,793 | 5,708 | 5,682 | 5,619 | 5,561 | 5,679 | 5,670 | 5,882 | 6,163 |
| 14 to 17 years old.. | 121 | 95 | 55 | 51 | 53 | 52 | 74 | 73 | 77 | 511 | -85 | 102 | 106 | 100 | 90 | 85 | 85 | 83 | 80 |
| 18 and 19 years old | 1,261 | 1,219 | 1,171 | 1,252 | 1,339 | 1,404 | 1,465 | 1,516 | 1,570 | 1,574 | 1,510 | 1,461 | 1,423 | 1,402 | 1,380 | 1,466 | 1,462 | 1,510 | 1,616 |
| 20 and 21 years old | 955 | 1,046 | 1,035 | 1,156 | 1,398 | 1,372 | 1,366 | 1,407 | 1,536 | 1,586 | 1,586 | 1,537 | 1,542 | 1,549 | 1,569 | 1,630 | 1,625 | 1,704 | 1,773 |
| 22 to 24 years old. | 686 | 717 | 768 | 834 | 982 | 992 | 1,043 | 1,105 | 1,169 | 1,215 | 1,217 | 1,254 | 1,270 | 1,236 | 1,222 | 1,196 | 1,193 | 1,218 | 1,299 |
| 25 to 29 years old | 346 | 391 | 433 | 410 | 506 | 533 | 578 | 597 | 661 | 715 | 727 | 728 | 734 | 732 | 711 | 698 | 707 | 735 | 729 |
| 30 to 34 years old ... | 77 | 142 | 171 | 186 | 225 | 235 | 231 | 249 | 279 | 301 | 299 | 278 | 257 | 242 | 236 | 256 | 254 | 271 | 280 |
| 35 years old and over ... | 58 | 80 | 174 | 222 | 300 | 291 | 273 | 287 | 341 | 376 | 369 | 349 | 351 | 360 | 353 | 348 | 344 | 361 | 387 |
| Females | 2,312 | 3,409 | 4,013 | 4,899 | 5,994 | 6,078 | 6,240 | 6,513 | 6,973 | 7,249 | 7,210 | 7,026 | 6,914 | 6,835 | 6,730 | 6,717 | 6,893 | 7,231 | 7,634 |
| 14 to 17 years old | 125 | 136 | 78 | 70 | 98 | 95 | 95 | 95 | 102 | 99 | 100 | 105 | 104 | 101 | 86 | 99 | 101 | 106 | 117 |
| 18 and 19 years old | 1,113 | 1,325 | 1,300 | 1,571 | 1,687 | 1,716 | 1,779 | 1,843 | 1,911 | 1,922 | 1,842 | 1,765 | 1,776 | 1,773 | 1,771 | 1,730 | 1,793 | 1,862 | 1,981 |
| 20 and 21 years old | 693 | 961 | 1,101 | 1,296 | 1,578 | 1,601 | 1,619 | 1,636 | 1,705 | 1,778 | 1,840 | 1,849 | 1,785 | 1,777 | 1,727 | 1,852 | 1,893 | 1,989 | 2,062 |
| 22 to 24 years old | 218 | 464 | 638 | 880 | 1,140 | 1,135 | 1,163 | 1,242 | 1,343 | 1,370 | 1,364 | 1,349 | 1,380 | 1,362 | 1,350 | 1,275 | 1,318 | 1,380 | 1,509 |
| 25 to 29 years old | 80 | 250 | 358 | 476 | 668 | 692 | 721 | 772 | 845 | 891 | 873 | 827 | 794 | 793 | 798 | 791 | 811 | 851 | 861 |
| 30 to 34 years old .... | 37 | 130 | 212 | 232 | 322 | 336 | 324 | 322 | 378 | 444 | 464 | 433 | 408 | 384 | 370 | 375 | 377 | 406 | 421 |
| 35 years old and over ... | 46 | 141 | 326 | 374 | 500 | 503 | 539 | 603 | 690 | 746 | 727 | 698 | 667 | 645 | 627 | 596 | 600 | 636 | 681 |
| Part-time | 2,765 | 4,999 | 5,998 | 6,303 | 6,690 | 6,802 | 6,978 | 7,355 | 7,708 | 7,932 | 8,008 | 7,910 | 7,780 | 7,753 | 7,686 | 7,789 | 7,849 | 8,232 | 8,835 |
| 14 to 17 years old | 16 | 26 | 19 | 10 | 36 | 36 | 31 | 27 | 36 | 32 | 36 | 35 | 47 | 38 | 34 | 33 | 33 | 34 | 37 |
| 18 and 19 years old | 205 | 308 | 306 | 435 | 417 | 440 | 446 | 453 | 528 | 561 | 604 | 556 | 521 | 545 | 540 | 833 | 835 | 864 | 937 |
| 20 and 21 years old | 236 | 388 | 456 | 553 | 586 | 601 | 585 | 606 | 675 | 738 | 842 | 850 | 855 | 836 | 829 | 1,039 | 1,029 | 1,073 | 1,130 |
| 22 to 24 years old.. | 564 | 765 | 796 | 886 | 992 | 1,058 | 1,074 | 1,096 | 1,059 | 1,174 | 1,212 | 1,348 | 1,314 | 1,313 | 1,238 | 1,168 | 1,163 | 1,188 | 1,284 |
| 25 to 29 years old | 665 | 1,202 | 1,291 | 1,158 | 1,296 | 1,282 | 1,352 | 1,471 | 1,576 | 1,648 | 1,672 | 1,600 | 1,522 | 1,559 | 1,600 | 1,631 | 1,679 | 1,767 | 1,841 |
| 30 to 34 years old .... | 414 | 954 | 1,001 | 915 | 891 | 901 | 963 | 1,037 | 1,079 | 1,060 | 1,025 | 973 | 942 | 960 | 979 | 957 | 962 | 1,027 | 1,079 |
| 35 years old and over | 663 | 1,356 | 2,127 | 2,345 | 2,472 | 2,483 | 2,527 | 2,664 | 2,754 | 2,718 | 2,616 | 2,550 | 2,579 | 2,501 | 2,466 | 2,129 | 2,148 | 2,278 | 2,526 |
| Males | 1,540 | 2,185 | 2,476 | 2,611 | 2,653 | 2,696 | 2,786 | 2,955 | 3,101 | 3,207 | 3,241 | 3,211 | 3,179 | 3,178 | 3,161 | 3,176 | 3,199 | 3,329 | 3,515 |
| 14 to 17 years old | 4 | 2, 12 | 11 | 7 7 | -15 | 17 | 14 | 20 | 25 | 23 | 20 | 17 | 20 | 18 | 16 | 22 | 22 | 23 | 24 |
| 18 and 19 years old. | 94 | 149 | 127 | 212 | 184 | 200 | 204 | 188 | 226 | 245 | 273 | 246 | 239 | 271 | 277 | 392 | 398 | 409 | 437 |
| 20 and 21 years old | 108 | 172 | 224 | 255 | 260 | 257 | 269 | 289 | 330 | 362 | 398 | 423 | 413 | 411 | 389 | 478 | 475 | 494 | 516 |
| 22 to 24 years old. | 318 | 359 | 361 | 388 | 428 | 452 | 438 | 450 | 430 | 508 | 552 | 610 | 576 | 553 | 525 | 550 | 547 | 554 | 590 |
| 25 to 29 years old | 450 | 592 | 591 | 498 | 551 | 507 | 570 | 625 | 718 | 695 | 677 | 625 | 622 | 646 | 673 | 673 | 691 | 725 | 743 |
| 30 to 34 years old .... | 257 | 422 | 435 | 395 | 365 | 393 | 406 | 442 | 428 | 430 | 401 | 383 | 377 | 401 | 414 | 389 | 390 | 414 | 429 |
| 35 years old and over ... | 309 | 479 | 728 | 855 | 850 | 869 | 886 | 941 | 944 | 944 | 921 | 906 | 932 | 877 | 868 | 673 | 676 | 710 | 776 |
| Females. | 1,225 | 2,814 | 3,521 | 3,692 | 4,038 | 4,106 | 4,192 | 4,401 | 4,607 | 4,725 | 4,767 | 4,699 | 4,601 | 4,576 | 4,526 | 4,613 | 4,651 | 4,903 | 5,320 |
| 14 to 17 years old.. | 12 | 14 | 9 | 3 | 21 | 20 | 17 | 7 | 11 | 9 | 16 | 18 | 27 | 20 | 19 | 11 | 11 | 12 | 13 |
| 18 and 19 years old. | 112 | 159 | 179 | 223 | 233 | 240 | 242 | 265 | 303 | 316 | 332 | 310 | 283 | 274 | 263 | 441 | 438 | 456 | 499 |
| 20 and 21 years old | 128 | 216 | 233 | 298 | 327 | 344 | 317 | 318 | 345 | 377 | 444 | 427 | 443 | 425 | 440 | 561 | 554 | 579 | 614 |
| 22 to 24 years old .... | 246 | 407 | 435 | 497 | 564 | 605 | 637 | 646 | 629 | 666 | 660 | 738 | 738 | 760 | 713 | 618 | 615 | 634 | 695 |
| 25 to 29 years old... | 216 | 609 | 700 | 660 | 745 | 774 | 781 | 846 | 859 | 953 | 995 | 975 | 900 | 913 | 928 | 958 | 988 | 1,042 | 1,098 |
| 30 to 34 years old ......... | 158 | 532 | 567 | 520 | 526 | 508 | 557 | 595 | 651 | 630 | 624 | 589 | 565 | 559 | 565 | 568 | 572 | 613 | 650 |
| 35 years old and over ... | 354 | 876 | 1,399 | 1,491 | 1,623 | 1,614 | 1,640 | 1,723 | 1,810 | 1,774 | 1,695 | 1,643 | 1,647 | 1,625 | 1,598 | 1,456 | 1,473 | 1,568 | 1,750 |

NOTE: Distributions by age are estimates based on samples of the civilian noninstitutionalized population from the U.S. Census Bureau's Current Population Survey. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degreegranting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2026. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, selected years, 1970 through 2015. (This table was prepared April 2017.)

Table 303.45. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex, attendance status, and age of student: 2011, 2013, and 2015

| Attendance status and age of student | Fall 2011 | Fall 2013 |  |  | Fall 2015 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All levels | All levels |  |  | All levels |  |  | Undergraduate |  |  | Postbaccalaureate |  |  |
|  | Total | Total | Males | Females | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| All students | 21,010,590 | 20,376,677 | 8,861,197 | 11,515,480 | 19,977,270 | 8,721,403 | 11,255,867 | 17,036,778 | 7,499,837 | 9,536,941 | 2,940,492 | 1,221,566 | 1,718,926 |
| Under 18 | 796,322 | 878,766 | 363,347 | 515,419 | 1,055,626 | 436,280 | 619,346 | 1,055,371 | 436,144 | 619,227 | 255 | 136 | 119 |
| 18 and 19 ................... | 4,291,189 | 4,265,916 | 1,920,934 | 2,344,982 | 4,342,374 | 1,955,020 | 2,387,354 | 4,341,399 | 1,954,657 | 2,386,742 | 975 | 363 | 612 |
| 20 and 21 ................... | 4,161,496 | 4,086,686 | 1,852,313 | 2,234,373 | 4,077,767 | 1,848,508 | 2,229,259 | 4,041,207 | 1,834,421 | 2,206,786 | 36,560 | 14,087 | 22,473 |
| 22 to 24 ..................... | 3,434,603 | 3,431,880 | 1,580,749 | 1,851,131 | 3,324,323 | 1,540,780 | 1,783,543 | 2,682,977 | 1,277,539 | 1,405,438 | 641,346 | 263,241 | 378,105 |
| 25 to 29 ... | 3,045,652 | 2,856,287 | 1,259,015 | 1,597,272 | 2,776,701 | 1,226,511 | 1,550,190 | 1,843,292 | 815,586 | 1,027,706 | 933,409 | 410,925 | 522,484 |
| 30 to 34 | 1,759,975 | 1,641,631 | 695,386 | 946,245 | 1,509,863 | 643,913 | 865,950 | 1,038,342 | 434,014 | 604,328 | 471,521 | 209,899 | 261,622 |
| 35 to 39 .... | 1,125,125 | 1,033,809 | 403,658 | 630,151 | 970,923 | 383,718 | 587,205 | 685,459 | 265,627 | 419,832 | 285,464 | 118,091 | 167,373 |
| 40 to 49 .... | 1,503,908 | 1,346,668 | 483,500 | 863,168 | 1,187,624 | 427,859 | 759,765 | 832,617 | 298,136 | 534,481 | 355,007 | 129,723 | 225,284 |
| 50 to 64 ...................... | 760,089 | 717,355 | 252,533 | 464,822 | 625,707 | 214,201 | 411,506 | 434,424 | 149,305 | 285,119 | 191,283 | 64,896 | 126,387 |
| 65 and over ................. | 65,122 | 66,202 | 28,088 | 38,114 | 66,835 | 28,273 | 38,562 | 54,723 | 22,924 | 31,799 | 12,112 | 5,349 | 6,763 |
| Age unknown ............... | 67,109 | 51,477 | 21,674 | 29,803 | 39,527 | 16,340 | 23,187 | 26,967 | 11,484 | 15,483 | 12,560 | 4,856 | 7,704 |
| Full-time | 13,002,531 | 12,596,610 | 5,682,322 | 6,914,288 | 12,290,829 | 5,560,535 | 6,730,294 | 10,604,992 | 4,810,564 | 5,794,428 | 1,685,837 | 749,971 | 935,866 |
| Under 18 | 181,159 | 185,285 | 74,291 | 110,994 | 207,573 | 83,487 | 124,086 | 207,463 | 83,423 | 124,040 | 110 | 64 | 46 |
| 18 and $19 . . .$. | 3,571,443 | 3,549,171 | 1,585,689 | 1,963,482 | 3,613,544 | 1,613,129 | 2,000,415 | 3,612,756 | 1,612,855 | 1,999,901 | 788 | 274 | 514 |
| 20 and 21 ................ | 3,311,201 | 3,245,703 | 1,472,870 | 1,772,833 | 3,241,216 | 1,470,596 | 1,770,620 | 3,208,201 | 1,457,761 | 1,750,440 | 33,015 | 12,835 | 20,180 |
| 22 to 24 .................. | 2,257,755 | 2,240,365 | 1,067,672 | 1,172,693 | 2,157,167 | 1,034,036 | 1,123,131 | 1,641,624 | 817,207 | 824,417 | 515,543 | 216,829 | 298,714 |
| 25 to 29 ................... | 1,607,135 | 1,497,997 | 705,214 | 792,783 | 1,443,334 | 682,446 | 760,888 | 846,359 | 399,598 | 446,761 | 596,975 | 282,848 | 314,127 |
| 30 to 34 .................. | 793,229 | 724,235 | 324,784 | 399,451 | 650,379 | 296,732 | 353,647 | 419,782 | 184,971 | 234,811 | 230,597 | 111,761 | 118,836 |
| 35 to 39 .................. | 459,050 | 408,932 | 164,504 | 244,428 | 368,657 | 151,749 | 216,908 | 253,482 | 100,581 | 152,901 | 115,175 | 51,168 | 64,007 |
| 40 to 49 .................. | 550,606 | 483,716 | 182,377 | 301,339 | 404,345 | 151,588 | 252,757 | 280,755 | 103,681 | 177,074 | 123,590 | 47,907 | 75,683 |
| 50 to 64 ..... | 232,693 | 226,402 | 89,706 | 136,696 | 177,337 | 64,651 | 112,686 | 117,245 | 42,721 | 74,524 | 60,092 | 21,930 | 38,162 |
| 65 and over .............. | 8,387 | 9,105 | 4,087 | 5,018 | 10,577 | 4,758 | 5,819 | 7,175 | 3,268 | 3,907 | 3,402 | 1,490 | 1,912 |
| Age unknown ........... | 29,873 | 25,699 | 11,128 | 14,571 | 16,700 | 7,363 | 9,337 | 10,150 | 4,498 | 5,652 | 6,550 | 2,865 | 3,685 |
| Part-time | 8,008,059 | 7,780,067 | 3,178,875 | 4,601,192 | 7,686,441 | 3,160,868 | 4,525,573 | 6,431,786 | 2,689,273 | 3,742,513 | 1,254,655 | 471,595 | 783,060 |
| Under 18 ................. | 615,163 | 693,481 | 289,056 | 404,425 | 848,053 | 352,793 | 495,260 | 847,908 | 352,721 | 495,187 | 145 | 72 | 73 |
| 18 and 19 ....... | 719,746 | 716,745 | 335,245 | 381,500 | 728,830 | 341,891 | 386,939 | 728,643 | 341,802 | 386,841 | 187 | 89 | 98 |
| 20 and 21 ................. | 850,295 | 840,983 | 379,443 | 461,540 | 836,551 | 377,912 | 458,639 | 833,006 | 376,660 | 456,346 | 3,545 | 1,252 | 2,293 |
| 22 to 24 ......... | 1,176,848 | 1,191,515 | 513,077 | 678,438 | 1,167,156 | 506,744 | 660,412 | 1,041,353 | 460,332 | 581,021 | 125,803 | 46,412 | 79,391 |
| 25 to 29 .................... | 1,438,517 | 1,358,290 | 553,801 | 804,489 | 1,333,367 | 544,065 | 789,302 | 996,933 | 415,988 | 580,945 | 336,434 | 128,077 | 208,357 |
| 30 to 34 ... | 966,746 | 917,396 | 370,602 | 546,794 | 859,484 | 347,181 | 512,303 | 618,560 | 249,043 | 369,517 | 240,924 | 98,138 | 142,786 |
| 35 to 39 .... | 666,075 | 624,877 | 239,154 | 385,723 | 602,266 | 231,969 | 370,297 | 431,977 | 165,046 | 266,931 | 170,289 | 66,923 | 103,366 |
| 40 to 49 ................... | 953,302 | 862,952 | 301,123 | 561,829 | 783,279 | 276,271 | 507,008 | 551,862 | 194,455 | 357,407 | 231,417 | 81,816 | 149,601 |
| 50 to 64 .................. | 527,396 | 490,953 | 162,827 | 328,126 | 448,370 | 149,550 | 298,820 | 317,179 | 106,584 | 210,595 | 131,191 | 42,966 | 88,225 |
| 65 and over .............. | 56,735 | 57,097 | 24,001 | 33,096 | 56,258 | 23,515 | 32,743 | 47,548 | 19,656 | 27,892 | 8,710 | 3,859 | 4,851 |
| Age unknown ............ | 37,236 | 25,778 | 10,546 | 15,232 | 22,827 | 8,977 | 13,850 | 16,817 | 6,986 | 9,831 | 6,010 | 1,991 | 4,019 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 .................... | 3.8 | 4.3 | 4.1 | 4.5 | 5.3 | 5.0 | 5.5 | 6.2 | 5.8 | 6.5 | \# | \# | \# |
| 18 and 19 | 20.4 | 20.9 | 21.7 | 20.4 | 21.7 | 22.4 | 21.2 | 25.5 | 26.1 | 25.0 | \# | \# | \# |
| 20 and 21 ... | 19.8 | 20.1 | 20.9 | 19.4 | 20.4 | 21.2 | 19.8 | 23.7 | 24.5 | 23.1 | 1.2 | 1.2 | 1.3 |
| 22 to 24 ....... | 16.3 | 16.8 | 17.8 | 16.1 | 16.6 | 17.7 | 15.8 | 15.7 | 17.0 | 14.7 | 21.8 | 21.5 | 22.0 |
| 25 to 29 ...................... | 14.5 | 14.0 | 14.2 | 13.9 | 13.9 | 14.1 | 13.8 | 10.8 | 10.9 | 10.8 | 31.7 | 33.6 | 30.4 |
| 30 to 34 ... | 8.4 | 8.1 | 7.8 | 8.2 | 7.6 | 7.4 | 7.7 | 6.1 | 5.8 | 6.3 | 16.0 | 17.2 | 15.2 |
| 35 to 39 ..................... | 5.4 | 5.1 | 4.6 | 5.5 | 4.9 | 4.4 | 5.2 | 4.0 | 3.5 | 4.4 | 9.7 | 9.7 | 9.7 |
| 40 to 49 ...................... | 7.2 | 6.6 | 5.5 | 7.5 | 5.9 | 4.9 | 6.7 | 4.9 | 4.0 | 5.6 | 12.1 | 10.6 | 13.1 |
| 50 to 64 ...................... | 3.6 | 3.5 | 2.8 | 4.0 | 3.1 | 2.5 | 3.7 | 2.5 | 2.0 | 3.0 | 6.5 | 5.3 | 7.4 |
| 65 and over ................. | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.4 | 0.4 | 0.4 |
| Age unknown ................ | 0.3 | 0.3 | 0.2 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.4 | 0.4 | 0.4 |
| Full-time | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 1.4 | 1.5 | 1.3 | 1.6 | 1.7 | 1.5 | 1.8 | 2.0 | 1.7 | 2.1 | \# | \# | \# |
| 18 and 19 ................ | 27.5 | 28.2 | 27.9 | 28.4 | 29.4 | 29.0 | 29.7 | 34.1 | 33.5 | 34.5 | \# | \# | 0.1 |
| 20 and 21 ................ | 25.5 | 25.8 | 25.9 | 25.6 | 26.4 | 26.4 | 26.3 | 30.3 | 30.3 | 30.2 | 2.0 | 1.7 | 2.2 |
| 22 to 24 .................. | 17.4 | 17.8 | 18.8 | 17.0 | 17.6 | 18.6 | 16.7 | 15.5 | 17.0 | 14.2 | 30.6 | 28.9 | 31.9 |
| 25 to 29 .................. | 12.4 | 11.9 | 12.4 | 11.5 | 11.7 | 12.3 | 11.3 | 8.0 | 8.3 | 7.7 | 35.4 | 37.7 | 33.6 |
| 30 to 34 ................... | 6.1 | 5.7 | 5.7 | 5.8 | 5.3 | 5.3 | 5.3 | 4.0 | 3.8 | 4.1 | 13.7 | 14.9 | 12.7 |
| 35 to 39 .................. | 3.5 | 3.2 | 2.9 | 3.5 | 3.0 | 2.7 | 3.2 | 2.4 | 2.1 | 2.6 | 6.8 | 6.8 | 6.8 |
| 40 to 49 ................... | 4.2 | 3.8 | 3.2 | 4.4 | 3.3 | 2.7 | 3.8 | 2.6 | 2.2 | 3.1 | 7.3 | 6.4 | 8.1 |
| 50 to 64 .................. | 1.8 | 1.8 | 1.6 | 2.0 | 1.4 | 1.2 | 1.7 | 1.1 | 0.9 | 1.3 | 3.6 | 2.9 | 4.1 |
| 65 and over .............. | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.2 |
| Age unknown ............ | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.4 | 0.4 | 0.4 |
| Part-time ........ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 ................. | 7.7 | 8.9 | 9.1 | 8.8 | 11.0 | 11.2 | 10.9 | 13.2 | 13.1 | 13.2 | \# | \# |  |
| 18 and 19 ................ | 9.0 | 9.2 | 10.5 | 8.3 | 9.5 | 10.8 | 8.6 | 11.3 | 12.7 | 10.3 | \# | \# | \# |
| 20 and 21 ................ | 10.6 | 10.8 | 11.9 | 10.0 | 10.9 | 12.0 | 10.1 | 13.0 | 14.0 | 12.2 | 0.3 | 0.3 | 0.3 |
| 22 to 24 .................. | 14.7 | 15.3 | 16.1 | 14.7 | 15.2 | 16.0 | 14.6 | 16.2 | 17.1 | 15.5 | 10.0 | 9.8 | 10.1 |
| 25 to 29 ................... | 18.0 | 17.5 | 17.4 | 17.5 | 17.3 | 17.2 | 17.4 | 15.5 | 15.5 | 15.5 | 26.8 | 27.2 | 26.6 |
| 30 to 34 .................. | 12.1 | 11.8 | 11.7 | 11.9 | 11.2 | 11.0 | 11.3 | 9.6 | 9.3 | 9.9 | 19.2 | 20.8 | 18.2 |
| 35 to 39 ................... | 8.3 | 8.0 | 7.5 | 8.4 | 7.8 | 7.3 | 8.2 | 6.7 | 6.1 | 7.1 | 13.6 | 14.2 | 13.2 |
| 40 to 49 .................. | 11.9 | 11.1 | 9.5 | 12.2 | 10.2 | 8.7 | 11.2 | 8.6 | 7.2 | 9.5 | 18.4 | 17.3 | 19.1 |
| 50 to 64 .................. | 6.6 | 6.3 | 5.1 | 7.1 | 5.8 | 4.7 | 6.6 | 4.9 | 4.0 | 5.6 | 10.5 | 9.1 | 11.3 |
| 65 and over ............... | 0.7 | 0.7 | 0.8 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.8 | 0.6 |
| Age unknown ............ | 0.5 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.5 | 0.4 | 0.5 |

\#Rounds to zero.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding
Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2012, 2014, and 2016, Fall Enrollment component. (This table was prepared October 2016.)

Table 303.50. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, control and level of institution, attendance status, and age of student: 2015

| Attendance status and age of student | Undergraduate |  |  |  |  |  |  |  |  |  | Postbaccalaureate |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Public |  |  | Private, nonprofit |  |  | Private, for-profit |  |  | Total | Public | Private, nonprofit | Private, forprofit |
|  |  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| All students | 17,036,778 | 13,145,720 | 6,930,054 | 6,215,666 | 2,819,174 | 2,769,125 | 50,049 | 1,071,884 | 846,671 | 225,213 | 2,940,492 | 1,422,383 | 1,244,198 | 273,911 |
| Under 18 | 1,055,371 | 952,202 | 309,725 | 642,477 | 97,966 | 96,702 | 1,264 | 5,203 | 3,998 | 1,205 | 255 | 104 | 136 | 15 |
| 18 and 19 | 4,341,399 | 3,430,770 | 2,000,360 | 1,430,410 | 838,714 | 831,301 | 7,413 | 71,915 | 46,050 | 25,865 | 975 | 541 | 417 | 17 |
| 20 and 21. | 4,041,207 | 3,097,399 | 2,024,958 | 1,072,441 | 842,115 | 834,810 | 7,305 | 101,693 | 68,129 | 33,564 | 36,560 | 18,946 | 17,115 | 499 |
| 22 to 24 ..... | 2,682,977 | 2,161,692 | 1,277,876 | 883,816 | 369,471 | 361,327 | 8,144 | 151,814 | 110,754 | 41,060 | 641,346 | 352,312 | 275,245 | 13,789 |
| 25 to 29 .. | 1,843,292 | 1,398,873 | 601,730 | 797,143 | 210,548 | 201,801 | 8,747 | 233,871 | 186,377 | 47,494 | 933,409 | 481,833 | 402,436 | 49,140 |
| 30 to $34 .$. | 1,038,342 | 726,939 | 272,570 | 454,369 | 137,559 | 132,332 | 5,227 | 173,844 | 146,097 | 27,747 | 471,521 | 229,898 | 191,887 | 49,736 |
| 35 to 39 ... | 685,459 | 460,509 | 161,107 | 299,402 | 102,900 | 99,238 | 3,662 | 122,050 | 103,957 | 18,093 | 285,464 | 126,797 | 114,504 | 44,163 |
| 40 to 49 ...................... | 832,617 | 550,883 | 182,086 | 368,797 | 138,179 | 133,684 | 4,495 | 143,555 | 123,553 | 20,002 | 355,007 | 139,652 | 145,078 | 70,277 |
| 50 to 64 ... | 434,424 | 305,115 | 86,003 | 219,112 | 68,044 | 65,504 | 2,540 | 61,265 | 52,717 | 8,548 | 191,283 | 66,663 | 81,430 | 43,190 |
| 65 and over ................ | 54,723 | 46,998 | 9,816 | 37,182 | 4,037 | 3,865 | 172 | 3,688 | 3,305 | 383 | 12,112 | 4,574 | 4,946 | 2,592 |
| Age unknown ............... | 26,967 | 14,340 | 3,823 | 10,517 | 9,641 | 8,561 | 1,080 | 2,986 | 1,734 | 1,252 | 12,560 | 1,063 | 11,004 | 493 |
| Full-time | 10,604,992 | 7,553,732 | 5,280,550 | 2,273,182 | 2,301,160 | 2,265,093 | 36,067 | 750,100 | 548,128 | 201,972 | 1,685,837 | 800,943 | 747,972 | 136,922 |
| Under 18 .................. | 207,463 | 165,722 | 89,219 | 76,503 | 39,356 | 39,069 | 287 | 2,385 | 1,238 | 1,147 | 110 | 69 | 36 | 5 |
| 18 and 19 ................ | 3,612,756 | 2,736,447 | 1,855,824 | 880,623 | 811,834 | 805,247 | 6,587 | 64,475 | 39,502 | 24,973 | 788 | 494 | 282 | 12 |
| 20 and 21 ................ | 3,208,201 | 2,314,304 | 1,820,168 | 494,136 | 809,775 | 803,699 | 6,076 | 84,122 | 52,844 | 31,278 | 33,015 | 17,207 | 15,410 | 398 |
| 22 to 24 ................... | 1,641,624 | 1,227,358 | 943,616 | 283,742 | 301,295 | 295,228 | 6,067 | 112,971 | 76,005 | 36,966 | 515,543 | 282,963 | 223,567 | 9,013 |
| 25 to 29 ................... | 846,359 | 555,809 | 323,622 | 232,187 | 126,278 | 120,158 | 6,120 | 164,272 | 122,280 | 41,992 | 596,975 | 299,585 | 270,881 | 26,509 |
| 30 to 34 .................. | 419,782 | 232,973 | 114,549 | 118,424 | 70,926 | 67,397 | 3,529 | 115,883 | 91,557 | 24,326 | 230,597 | 106,107 | 99,995 | 24,495 |
| 35 to 39 ................... | 253,482 | 127,155 | 56,999 | 70,156 | 48,609 | 46,229 | 2,380 | 77,718 | 62,026 | 15,692 | 115,175 | 44,290 | 49,383 | 21,502 |
| 40 to 49 ................... | 280,755 | 130,801 | 54,458 | 76,343 | 61,343 | 58,582 | 2,761 | 88,611 | 71,419 | 17,192 | 123,590 | 36,089 | 53,859 | 33,642 |
| 50 to 64 ................... | 117,245 | 56,083 | 20,049 | 36,034 | 26,121 | 24,615 | 1,506 | 35,041 | 27,995 | 7,046 | 60,092 | 13,336 | 26,913 | 19,843 |
| 65 and over .............. | 7,175 | 3,510 | 1,108 | 2,402 | 1,030 | 916 | 114 | 2,635 | 2,331 | 304 | 3,402 | 637 | 1,584 | 1,181 |
| Age unknown ............ | 10,150 | 3,570 | 938 | 2,632 | 4,593 | 3,953 | 640 | 1,987 | 931 | 1,056 | 6,550 | 166 | 6,062 | 322 |
| Part-time | 6,431,786 | 5,591,988 | 1,649,504 | 3,942,484 | 518,014 | 504,032 | 13,982 | 321,784 | 298,543 | 23,241 | 1,254,655 | 621,440 | 496,226 | 136,989 |
| Under 18 ................. | 847,908 | 786,480 | 220,506 | 565,974 | 58,610 | 57,633 | 977 | 2,818 | 2,760 | 58 | 145 | 35 | 100 | 10 |
| 18 and 19 ................ | 728,643 | 694,323 | 144,536 | 549,787 | 26,880 | 26,054 | 826 | 7,440 | 6,548 | 892 | 187 | 47 | 135 | 5 |
| 20 and 21 ................ | 833,006 | 783,095 | 204,790 | 578,305 | 32,340 | 31,111 | 1,229 | 17,571 | 15,285 | 2,286 | 3,545 | 1,739 | 1,705 | 101 |
| 22 to 24 ................... | 1,041,353 | 934,334 | 334,260 | 600,074 | 68,176 | 66,099 | 2,077 | 38,843 | 34,749 | 4,094 | 125,803 | 69,349 | 51,678 | 4,776 |
| 25 to 29 ................... | 996,933 | 843,064 | 278,108 | 564,956 | 84,270 | 81,643 | 2,627 | 69,599 | 64,097 | 5,502 | 336,434 | 182,248 | 131,555 | 22,631 |
| 30 to 34 .... | 618,560 | 493,966 | 158,021 | 335,945 | 66,633 | 64,935 | 1,698 | 57,961 | 54,540 | 3,421 | 240,924 | 123,791 | 91,892 | 25,241 |
| 35 to 39 ................... | 431,977 | 333,354 | 104,108 | 229,246 | 54,291 | 53,009 | 1,282 | 44,332 | 41,931 | 2,401 | 170,289 | 82,507 | 65,121 | 22,661 |
| 40 to 49 ................................. | 551,862 | 420,082 | 127,628 | 292,454 | 76,836 | 75,102 | 1,734 | 54,944 | 52,134 | 2,810 | 231,417 | 103,563 | 91,219 | 36,635 |
| 50 to 64 ........................ | 317,179 | 249,032 | 65,954 | 183,078 | 41,923 | 40,889 | 1,034 | 26,224 | 24,722 | 1,502 | 131,191 | 53,327 | 54,517 | 23,347 |
| 65 and over .............. | 47,548 | 43,488 | 8,708 | 34,780 | 3,007 | 2,949 | 58 | 1,053 | 974 | 79 | 8,710 | 3,937 | 3,362 | 1,411 |
| Age unknown ............ | 16,817 | 10,770 | 2,885 | 7,885 | 5,048 | 4,608 | 440 | 999 | 803 | 196 | 6,010 | 897 | 4,942 | 171 |
| All students | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
|  | 6.2 | 7.2 | 4.5 | 10.3 | 3.5 | 3.5 | 2.5 | 0.5 | 0.5 | 0.5 | \# | \# | \# | \# |
| 18 and 19 ..................... | 25.5 | 26.1 | 28.9 | 23.0 | 29.8 | 30.0 | 14.8 | 6.7 | 5.4 | 11.5 | \# | \# | , | \# |
| 20 and 21 ................... | 23.7 | 23.6 | 29.2 | 17.3 | 29.9 | 30.1 | 14.6 | 9.5 | 8.0 | 14.9 | 1.2 | 1.3 | 1.4 | 0.2 |
| 22 to 24 ....................................... | 15.7 | 16.4 | 18.4 | 14.2 | 13.1 | 13.0 | 16.3 | 14.2 | 13.1 | 18.2 | 21.8 | 24.8 | 22.1 | 5.0 |
| 25 to 29 .......................................... | 10.8 | 10.6 | 8.7 | 12.8 | 7.5 | 7.3 | 17.5 | 21.8 | 22.0 | 21.1 | 31.7 | 33.9 | 32.3 | 17.9 |
| 30 to 34 ........................ | 6.1 | 5.5 | 3.9 | 7.3 | 4.9 | 4.8 | 10.4 | 16.2 | 17.3 | 12.3 | 16.0 | 16.2 | 15.4 | 18.2 |
| 35 to 39 ....................... | 4.0 | 3.5 | 2.3 | 4.8 | 3.7 | 3.6 | 7.3 | 11.4 | 12.3 | 8.0 | 9.7 | 8.9 | 9.2 | 16.1 |
| 40 to 49 ....................... | 4.9 | 4.2 | 2.6 | 5.9 | 4.9 | 4.8 | 9.0 | 13.4 | 14.6 | 8.9 | 12.1 | 9.8 | 11.7 | 25.7 |
| 50 to 64 ....................... | 2.5 | 2.3 | 1.2 | 3.5 | 2.4 | 2.4 | 5.1 | 5.7 | 6.2 | 3.8 | 6.5 | 4.7 | 6.5 | 15.8 |
| 65 and over .................. | 0.3 | 0.4 | 0.1 | 0.6 | 0.1 | 0.1 | 0.3 | 0.3 | 0.4 | 0.2 | 0.4 | 0.3 | 0.4 | 0.9 |
| Age unknown ................ | 0.2 | 0.1 | 0.1 | 0.2 | 0.3 | 0.3 | 2.2 | 0.3 | 0.2 | 0.6 | 0.4 | 0.1 | 0.9 | 0.2 |
| Full-time ...................... | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 ................. | 2.0 | 2.2 | 1.7 | 3.4 | 1.7 | 1.7 | 0.8 | 0.3 | 0.2 | 0.6 | \# | \# | \# | \# |
| 18 and 19 ................ | 34.1 | 36.2 | 35.1 | 38.7 | 35.3 | 35.6 | 18.3 | 8.6 | 7.2 | 12.4 | \# | 0.1 | \# | \# |
| 20 and 21 ................ | 30.3 | 30.6 | 34.5 | 21.7 | 35.2 | 35.5 | 16.8 | 11.2 | 9.6 | 15.5 | 2.0 | 2.1 | 2.1 | 0.3 |
| 22 to 24 .................. | 15.5 | 16.2 | 17.9 | 12.5 | 13.1 | 13.0 | 16.8 | 15.1 | 13.9 | 18.3 | 30.6 | 35.3 | 29.9 | 6.6 |
| 25 to 29 ................... | 8.0 | 7.4 | 6.1 | 10.2 | 5.5 | 5.3 | 17.0 | 21.9 | 22.3 | 20.8 | 35.4 | 37.4 | 36.2 | 19.4 |
| 30 to 34 .................. | 4.0 | 3.1 | 2.2 | 5.2 | 3.1 | 3.0 | 9.8 | 15.4 | 16.7 | 12.0 | 13.7 | 13.2 | 13.4 | 17.9 |
| 35 to 39 .................. | 2.4 | 1.7 | 1.1 | 3.1 | 2.1 | 2.0 | 6.6 | 10.4 | 11.3 | 7.8 | 6.8 | 5.5 | 6.6 | 15.7 |
| 40 to 49 ................... | 2.6 | 1.7 | 1.0 | 3.4 | 2.7 | 2.6 | 7.7 | 11.8 | 13.0 | 8.5 | 7.3 | 4.5 | 7.2 | 24.6 |
| 50 to 64 ................... | 1.1 | 0.7 | 0.4 | 1.6 | 1.1 | 1.1 | 4.2 | 4.7 | 5.1 | 3.5 | 3.6 | 1.7 | 3.6 | 14.5 |
| 65 and over ............... | 0.1 | \# | \# | 0.1 | \# | \# | 0.3 | 0.4 | 0.4 | 0.2 | 0.2 | 0.1 | 0.2 | 0.9 |
| Age unknown ........... | 0.1 | \# | \# | 0.1 | 0.2 | 0.2 | 1.8 | 0.3 | 0.2 | 0.5 | 0.4 | \# | 0.8 | 0.2 |
| Part-time ..................... | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 ................. | 13.2 | 14.1 | 13.4 | 14.4 | 11.3 | 11.4 | 7.0 | 0.9 | 0.9 | 0.2 | \# | \# | \# | \# |
| 18 and 19 ................ | 11.3 | 12.4 | 8.8 | 13.9 | 5.2 | 5.2 | 5.9 | 2.3 | 2.2 | 3.8 | \# | \# | \# | \# |
| 20 and $21 . . . . . . . . . . . . . . . .$. | 13.0 | 14.0 | 12.4 | 14.7 | 6.2 | 6.2 | 8.8 | 5.5 | 5.1 | 9.8 | 0.3 | 0.3 | 0.3 | 0.1 |
| 22 to 24 .................... | 16.2 | 16.7 | 20.3 | 15.2 | 13.2 | 13.1 | 14.9 | 12.1 | 11.6 | 17.6 | 10.0 | 11.2 | 10.4 | 3.5 |
| 25 to 29 ................... | 15.5 | 15.1 | 16.9 | 14.3 | 16.3 | 16.2 | 18.8 | 21.6 | 21.5 | 23.7 | 26.8 | 29.3 | 26.5 | 16.5 |
| 30 to 34 .................. | 9.6 | 8.8 | 9.6 | 8.5 | 12.9 | 12.9 | 12.1 | 18.0 | 18.3 | 14.7 | 19.2 | 19.9 | 18.5 | 18.4 |
| 35 to 39 ................... | 6.7 | 6.0 | 6.3 | 5.8 | 10.5 | 10.5 | 9.2 | 13.8 | 14.0 | 10.3 | 13.6 | 13.3 | 13.1 | 16.5 |
| 40 to 49 ................... | 8.6 | 7.5 | 7.7 | 7.4 | 14.8 | 14.9 | 12.4 | 17.1 | 17.5 | 12.1 | 18.4 | 16.7 | 18.4 | 26.7 |
| 50 to 64 ................................ | 4.9 | 4.5 | 4.0 | 4.6 | 8.1 | 8.1 | 7.4 | 8.1 | 8.3 | 6.5 | 10.5 | 8.6 | 11.0 | 17.0 |
| 65 and over .............. | 0.7 | 0.8 | 0.5 | 0.9 | 0.6 | 0.6 | 0.4 | 0.3 | 0.3 | 0.3 | 0.7 | 0.6 | 0.7 | 1.0 |
| Age unknown ............ | 0.3 | 0.2 | 0.2 | 0.2 | 1.0 | 0.9 | 3.1 | 0.3 | 0.3 | 0.8 | 0.5 | 0.1 | 1.0 | 0.1 |

\#Rounds to zero.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in
Title IV federal financial aid programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component. (This table was prepared October 2016.)

Table 303.55. Total fall enrollment in degree-granting postsecondary institutions, by control and level of institution, attendance status, and age of student: 2015

| Attendance status and age of student | All institutions |  |  | Public institutions |  |  | Private (nonprofit and for-profit) institutions |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Nonprofit institutions |  |  | For-profit institutions |  |  |
|  | Total | 4 -year | 2-year |  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| All students | 19,977,270 | 13,486,342 | 6,490,928 | 14,568,103 | 8,352,437 | 6,215,666 | 5,409,167 | 4,063,372 | 4,013,323 | 50,049 | 1,345,795 | 1,120,582 | 225,213 |
| Under 18 | 1,055,626 | 410,680 | 644,946 | 952,306 | 309,829 | 642,477 | 103,320 | 98,102 | 96,838 | 1,264 | 5,218 | 4,013 | 1,205 |
| 18 and 19 | 4,342,374 | 2,878,686 | 1,463,688 | 3,431,311 | 2,000,901 | 1,430,410 | 911,063 | 839,131 | 831,718 | 7,413 | 71,932 | 46,067 | 25,865 |
| 20 and 21. | 4,077,767 | 2,964,457 | 1,113,310 | 3,116,345 | 2,043,904 | 1,072,441 | 961,422 | 859,230 | 851,925 | 7,305 | 102,192 | 68,628 | 33,564 |
| 22 to 24 | 3,324,323 | 2,391,303 | 933,020 | 2,514,004 | 1,630,188 | 883,816 | 810,319 | 644,716 | 636,572 | 8,144 | 165,603 | 124,543 | 41,060 |
| 25 to 29 . | 2,776,701 | 1,923,317 | 853,384 | 1,880,706 | 1,083,563 | 797,143 | 895,995 | 612,984 | 604,237 | 8,747 | 283,011 | 235,517 | 47,494 |
| 30 to 34 . | 1,509,863 | 1,022,520 | 487,343 | 956,837 | 502,468 | 454,369 | 553,026 | 329,446 | 324,219 | 5,227 | 223,580 | 195,833 | 27,747 |
| 35 to 39 . | 970,923 | 649,766 | 321,157 | 587,306 | 287,904 | 299,402 | 383,617 | 217,404 | 213,742 | 3,662 | 166,213 | 148,120 | 18,093 |
| 40 to 49 . | 1,187,624 | 794,330 | 393,294 | 690,535 | 321,738 | 368,797 | 497,089 | 283,257 | 278,762 | 4,495 | 213,832 | 193,830 | 20,002 |
| 50 to 64 | 625,707 | 395,507 | 230,200 | 371,778 | 152,666 | 219,112 | 253,929 | 149,474 | 146,934 | 2,540 | 104,455 | 95,907 | 8,548 |
| 65 and over.. | 66,835 | 29,098 | 37,737 | 51,572 | 14,390 | 37,182 | 15,263 | 8,983 | 8,811 | 172 | 6,280 | 5,897 | 383 |
| Age unknown. | 39,527 | 26,678 | 12,849 | 15,403 | 4,886 | 10,517 | 24,124 | 20,645 | 19,565 | 1,080 | 3,479 | 2,227 | 1,252 |
| Full-time.. | 12,290,829 | 9,779,608 | 2,511,221 | 8,354,675 | 6,081,493 | 2,273,182 | 3,936,154 | 3,049,132 | 3,013,065 | 36,067 | 887,022 | 685,050 | 201,972 |
| Under 18 | 207,573 | 129,636 | 77,937 | 165,791 | 89,288 | 76,503 | 41,782 | 39,392 | 39,105 | 287 | 2,390 | 1,243 | 1,147 |
| 18 and 19. | 3,613,544 | 2,701,361 | 912,183 | 2,736,941 | 1,856,318 | 880,623 | 876,603 | 812,116 | 805,529 | 6,587 | 64,487 | 39,514 | 24,973 |
| 20 and 21. | 3,241,216 | 2,709,726 | 531,490 | 2,331,511 | 1,837,375 | 494,136 | 909,705 | 825,185 | 819,109 | 6,076 | 84,520 | 53,242 | 31,278 |
| 22 to 24 .. | 2,157,167 | 1,830,392 | 326,775 | 1,510,321 | 1,226,579 | 283,742 | 646,846 | 524,862 | 518,795 | 6,067 | 121,984 | 85,018 | 36,966 |
| 25 to 29 .. | 1,443,334 | 1,163,035 | 280,299 | 855,394 | 623,207 | 232,187 | 587,940 | 397,159 | 391,039 | 6,120 | 190,781 | 148,789 | 41,992 |
| 30 to 34 ... | 650,379 | 504,100 | 146,279 | 339,080 | 220,656 | 118,424 | 311,299 | 170,921 | 167,392 | 3,529 | 140,378 | 116,052 | 24,326 |
| 35 to 39 ... | 368,657 | 280,429 | 88,228 | 171,445 | 101,289 | 70,156 | 197,212 | 97,992 | 95,612 | 2,380 | 99,220 | 83,528 | 15,692 |
| 40 to 49 ... | 404,345 | 308,049 | 96,296 | 166,890 | 90,547 | 76,343 | 237,455 | 115,202 | 112,441 | 2,761 | 122,253 | 105,061 | 17,192 |
| 50 to 64 | 177,337 | 132,751 | 44,586 | 69,419 | 33,385 | 36,034 | 107,918 | 53,034 | 51,528 | 1,506 | 54,884 | 47,838 | 7,046 |
| 65 and over | 10,577 | 7,757 | 2,820 | 4,147 | 1,745 | 2,402 | 6,430 | 2,614 | 2,500 | 114 | 3,816 | 3,512 | 304 |
| Age unknown .................. | 16,700 | 12,372 | 4,328 | 3,736 | 1,104 | 2,632 | 12,964 | 10,655 | 10,015 | 640 | 2,309 | 1,253 | 1,056 |
| Part-time .. | 7,686,441 | 3,706,734 | 3,979,707 | 6,213,428 | 2,270,944 | 3,942,484 | 1,473,013 | 1,014,240 | 1,000,258 | 13,982 | 458,773 | 435,532 | 23,241 |
| Under 18 | 848,053 | 281,044 | 567,009 | 786,515 | 220,541 | 565,974 | 61,538 | 58,710 | 57,733 | 977 | 2,828 | 2,770 | 58 |
| 18 and $19 . .$. | 728,830 | 177,325 | 551,505 | 694,370 | 144,583 | 549,787 | 34,460 | 27,015 | 26,189 | 826 | 7,445 | 6,553 | 892 |
| 20 and 21. | 836,551 | 254,731 | 581,820 | 784,834 | 206,529 | 578,305 | 51,717 | 34,045 | 32,816 | 1,229 | 17,672 | 15,386 | 2,286 |
| 22 to 24 ..... | 1,167,156 | 560,911 | 606,245 | 1,003,683 | 403,609 | 600,074 | 163,473 | 119,854 | 117,777 | 2,077 | 43,619 | 39,525 | 4,094 |
| 25 to 29 . | 1,333,367 | 760,282 | 573,085 | 1,025,312 | 460,356 | 564,956 | 308,055 | 215,825 | 213,198 | 2,627 | 92,230 | 86,728 | 5,502 |
| 30 to 34 ........................ | 859,484 | 518,420 | 341,064 | 617,757 | 281,812 | 335,945 | 241,727 | 158,525 | 156,827 | 1,698 | 83,202 | 79,781 | 3,421 |
| 35 to 39 ......................... | 602,266 | 369,337 | 232,929 | 415,861 | 186,615 | 229,246 | 186,405 | 119,412 | 118,130 | 1,282 | 66,993 | 64,592 | 2,401 |
| 40 to 49 ......................... | 783,279 | 486,281 | 296,998 | 523,645 | 231,191 | 292,454 | 259,634 | 168,055 | 166,321 | 1,734 | 91,579 | 88,769 | 2,810 |
| 50 to 64 | 448,370 | 262,756 | 185,614 | 302,359 | 119,281 | 183,078 | 146,011 | 96,440 | 95,406 | 1,034 | 49,571 | 48,069 | 1,502 |
| 65 and over | 56,258 | 21,341 | 34,917 | 47,425 | 12,645 | 34,780 | 8,833 | 6,369 | 6,311 | 58 | 2,464 | 2,385 | 79 |
| Age unknown ................... | 22,827 | 14,306 | 8,521 | 11,667 | 3,782 |  | $11,160$ | 9,990 | 9,550 | 440 | 1,170 | 974 | 196 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 ............... | 5.3 | 3.0 | 9.9 | 6.5 | 3.7 | 10.3 | 1.9 | 2.4 | 2.4 | 2.5 | 0.4 | 0.4 | 0.5 |
| 18 and 19 .............. | 21.7 | 21.3 | 22.5 | 23.6 | 24.0 | 23.0 | 16.8 | 20.7 | 20.7 | 14.8 | 5.3 | 4.1 | 11.5 |
| 20 and $21 . .$. | 20.4 | 22.0 | 17.2 | 21.4 | 24.5 | 17.3 | 17.8 | 21.1 | 21.2 | 14.6 | 7.6 | 6.1 | 14.9 |
| 22 to 24 ...... | 16.6 | 17.7 | 14.4 | 17.3 | 19.5 | 14.2 | 15.0 | 15.9 | 15.9 | 16.3 | 12.3 | 11.1 | 18.2 |
| 25 to 29 ......................... | 13.9 | 14.3 | 13.1 | 12.9 | 13.0 | 12.8 | 16.6 | 15.1 | 15.1 | 17.5 | 21.0 | 21.0 | 21.1 |
| 30 to 34 ......................... | 7.6 | 7.6 | 7.5 | 6.6 | 6.0 | 7.3 | 10.2 | 8.1 | 8.1 | 10.4 | 16.6 | 17.5 | 12.3 |
| 35 to 39 ......................... | 4.9 | 4.8 | 4.9 | 4.0 | 3.4 | 4.8 | 7.1 | 5.4 | 5.3 | 7.3 | 12.4 | 13.2 | 8.0 |
| 40 to 49 ......................... | 5.9 | 5.9 | 6.1 | 4.7 | 3.9 | 5.9 | 9.2 | 7.0 | 6.9 | 9.0 | 15.9 | 17.3 | 8.9 |
| 50 to 64 ........................... | 3.1 | 2.9 | 3.5 | 2.6 | 1.8 | 3.5 | 4.7 | 3.7 | 3.7 | 5.1 | 7.8 | 8.6 | 3.8 |
| 65 and over ...................... | 0.3 | 0.2 | 0.6 | 0.4 | 0.2 | 0.6 | 0.3 | 0.2 | 0.2 | 0.3 | 0.5 | 0.5 | 0.2 |
| Age unknown ................... | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.2 | 0.4 | 0.5 | 0.5 | 2.2 | 0.3 | 0.2 | 0.6 |
| Full-time | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 ....................... | 1.7 | 1.3 | 3.1 | 2.0 | 1.5 | 3.4 | 1.1 | 1.3 | 1.3 | 0.8 | 0.3 | 0.2 | 0.6 |
| 18 and 19 ...................... | 29.4 | 27.6 | 36.3 | 32.8 | 30.5 | 38.7 | 22.3 | 26.6 | 26.7 | 18.3 | 7.3 | 5.8 | 12.4 |
| 20 and $21 . . . . . . . . . . . . . . . . . . . . . . ~$ | 26.4 | 27.7 | 21.2 | 27.9 | 30.2 | 21.7 | 23.1 | 27.1 | 27.2 | 16.8 | 9.5 | 7.8 | 15.5 |
| 22 to 24 ........................ | 17.6 | 18.7 | 13.0 | 18.1 | 20.2 | 12.5 | 16.4 | 17.2 | 17.2 | 16.8 | 13.8 | 12.4 | 18.3 |
| 25 to 29 ........................ | 11.7 | 11.9 | 11.2 | 10.2 | 10.2 | 10.2 | 14.9 | 13.0 | 13.0 | 17.0 | 21.5 | 21.7 | 20.8 |
| 30 to 34 ........................ | 5.3 | 5.2 | 5.8 | 4.1 | 3.6 | 5.2 | 7.9 | 5.6 | 5.6 | 9.8 | 15.8 | 16.9 | 12.0 |
| 35 to 39 ........................... | 3.0 | 2.9 | 3.5 | 2.1 | 1.7 | 3.1 | 5.0 | 3.2 | 3.2 | 6.6 | 11.2 | 12.2 | 7.8 |
| 40 to 49 ..... | 3.3 | 3.1 | 3.8 | 2.0 | 1.5 | 3.4 | 6.0 | 3.8 | 3.7 | 7.7 | 13.8 | 15.3 | 8.5 |
| 50 to 64 ....... | 1.4 | 1.4 | 1.8 | 0.8 | 0.5 | 1.6 | 2.7 | 1.7 | 1.7 | 4.2 | 6.2 | 7.0 | 3.5 |
| 65 and over ...................... | 0.1 | 0.1 | 0.1 | \# | \# | 0.1 | 0.2 | 0.1 | 0.1 | 0.3 | 0.4 | 0.5 | 0.2 |
| Age unknown ................... | 0.1 | 0.1 | 0.2 | \# | \# | 0.1 | 0.3 | 0.3 | 0.3 | 1.8 | 0.3 | 0.2 | 0.5 |
| Part-time | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Under 18 | 11.0 | 7.6 | 14.2 | 12.7 | 9.7 | 14.4 | 4.2 | 5.8 | 5.8 | 7.0 | 0.6 | 0.6 | 0.2 |
| 18 and 19 ...................... | 9.5 | 4.8 | 13.9 | 11.2 | 6.4 | 13.9 | 2.3 | 2.7 | 2.6 | 5.9 | 1.6 | 1.5 | 3.8 |
| 20 and 21 ....................... | 10.9 | 6.9 | 14.6 | 12.6 | 9.1 | 14.7 | 3.5 | 3.4 | 3.3 | 8.8 | 3.9 | 3.5 | 9.8 |
| 22 to 24 ......................... | 15.2 | 15.1 | 15.2 | 16.2 | 17.8 | 15.2 | 11.1 | 11.8 | 11.8 | 14.9 | 9.5 | 9.1 | 17.6 |
| 25 to 29 ......................... | 17.3 | 20.5 | 14.4 | 16.5 | 20.3 | 14.3 | 20.9 | 21.3 | 21.3 | 18.8 | 20.1 | 19.9 | 23.7 |
| 30 to $34 .$. | 11.2 | 14.0 | 8.6 | 9.9 | 12.4 | 8.5 | 16.4 | 15.6 | 15.7 | 12.1 | 18.1 | 18.3 | 14.7 |
| 35 to 39 ......... | 7.8 | 10.0 | 5.9 | 6.7 | 8.2 | 5.8 | 12.7 | 11.8 | 11.8 | 9.2 | 14.6 | 14.8 | 10.3 |
| 40 to 49 ......................... | 10.2 | 13.1 | 7.5 | 8.4 | 10.2 | 7.4 | 17.6 | 16.6 | 16.6 | 12.4 | 20.0 | 20.4 | 12.1 |
| 50 to 64 .......................... | 5.8 | 7.1 | 4.7 | 4.9 | 5.3 | 4.6 | 9.9 | 9.5 | 9.5 | 7.4 | 10.8 | 11.0 | 6.5 |
| 65 and over .................... | 0.7 | 0.6 | 0.9 | 0.8 | 0.6 | 0.9 | 0.6 | 0.6 | 0.6 | 0.4 | 0.5 | 0.5 | 0.3 |
| Age unknown .................. | 0.3 | 0.4 | 0.2 | 0.2 | 0.2 | 0.2 | 0.8 | 1.0 | 1.0 | 3.1 | 0.3 | 0.2 | 0.8 |

\#Rounds to zero.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component. (This table was prepared October 2016.)

Table 303.60. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex of student, and other selected characteristics: 2015

| Level and control of institution and attendance status of student | Total |  |  | Undergraduate |  |  | Postbaccalaureate |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total ....................... | 19,977,270 | 8,721,403 | 11,255,867 | 17,036,778 | 7,499,837 | 9,536,941 | 2,940,492 | 1,221,566 | 1,718,926 |
| Full-time. | 12,290,829 | 5,560,535 | 6,730,294 | 10,604,992 | 4,810,564 | 5,794,428 | 1,685,837 | 749,971 | 935,866 |
| Part-time ........................ | 7,686,441 | 3,160,868 | 4,525,573 | 6,431,786 | 2,689,273 | 3,742,513 | 1,254,655 | 471,595 | 783,060 |
|  | $\begin{array}{r} 13,486,342 \\ 9,779,608 \\ 3,706,734 \end{array}$ | $\begin{aligned} & 5,905,237 \\ & 4,415,494 \\ & 1,489,743 \end{aligned}$ | $\begin{aligned} & 7,581,105 \\ & 5,364,114 \\ & 2,216,991 \end{aligned}$ | $\begin{array}{r} 10,545,850 \\ 8,093,771 \\ 2,452,079 \end{array}$ | $\begin{aligned} & 4,683,671 \\ & 3,665,523 \\ & 1,018,148 \end{aligned}$ | $\begin{aligned} & 5,862,179 \\ & 4,428,248 \\ & 1,433,931 \end{aligned}$ | $\begin{aligned} & 2,940,492 \\ & 1,685,837 \\ & 1,254,655 \end{aligned}$ | $\begin{array}{r} 1,221,566 \\ 749,971 \\ 471,595 \end{array}$ | $\begin{array}{r} 1,718,926 \\ 935,866 \\ 783,060 \end{array}$ |
| 2-year ............................ Full-time ...................... Part-time .................. | $\begin{aligned} & 6,490,928 \\ & 2,511,221 \\ & 3,979,707 \end{aligned}$ | $\begin{aligned} & 2,816,166 \\ & 1,145,041 \\ & 1,671,125 \end{aligned}$ | 3,674,762 1,366,180 2,308,582 | $\begin{aligned} & 6,490,928 \\ & 2,511,221 \\ & 3,979,707 \end{aligned}$ | 2,816,166 <br> $1,145,04$ $1,671,125$ | 3,674,762 <br> 1,366,180 <br> 2,308,582 | $\dagger$ | $\dagger$ + + | $\dagger$ |
|  |  |  |  |  |  |  |  |  |  |
| Public ........................ | 14,568,103 | 6,517,408 | 8,050,695 | 13,145,720 | 5,900,450 | 7,245,270 | 1,422,383 | 616,958 | 805,425 |
| Full-time $\qquad$ <br> Part-ime $\qquad$ | $\begin{aligned} & 8,354,675 \\ & 6,213,428 \end{aligned}$ | $\begin{aligned} & 3,898,176 \\ & 2,619,232 \end{aligned}$ | $\begin{aligned} & 4,456,499 \\ & 3,594,196 \end{aligned}$ | $\begin{aligned} & 7,553,732 \\ & 5,591,988 \end{aligned}$ | $\begin{array}{l\|} \hline 3,525,821 \\ 2,374,629 \end{array}$ | $\begin{aligned} & 4,027,911 \\ & 3,217,359 \end{aligned}$ | $\begin{aligned} & \hline 800,943 \\ & 621,440 \end{aligned}$ | $\begin{aligned} & 372,355 \\ & 244,603 \end{aligned}$ | $\begin{aligned} & 428,588 \\ & 376,837 \end{aligned}$ |
| Public 4-year $\qquad$ Full-time $\qquad$ Part-time $\qquad$ | $\begin{aligned} & 8,352,437 \\ & 6,081,493 \\ & 2,270,944 \end{aligned}$ | $\begin{array}{r} 3,791,433 \\ 2,834,334 \\ 957,099 \end{array}$ | $\begin{aligned} & 4,561,004 \\ & 3,247,159 \\ & 1,313,845 \end{aligned}$ | $\begin{aligned} & 6,930,054 \\ & 5,280,550 \\ & 1,649,504 \end{aligned}$ | $\begin{array}{r} 3,174,475 \\ 2,461,979 \\ 712,496 \end{array}$ | $\begin{array}{r} 3,755,579 \\ 2,818,571 \\ 937,008 \end{array}$ | $\begin{array}{r} 1,422,383 \\ 800,943 \\ 621,440 \end{array}$ | $\begin{aligned} & 616,958 \\ & 372,355 \\ & 244,603 \end{aligned}$ | $\begin{aligned} & 805,425 \\ & 428,588 \\ & 376,837 \end{aligned}$ |
| Public 2-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 6,215,666 \\ & 2,273,182 \\ & 3,942,484 \end{aligned}$ | $\begin{aligned} & 2,725,975 \\ & 1,063,842 \\ & 1,662,133 \end{aligned}$ | $\begin{aligned} & 3,489,691 \\ & 1,209,340 \\ & 2,280,351 \end{aligned}$ | $\begin{aligned} & 6,215,666 \\ & 2,273,182 \\ & 3,942,484 \end{aligned}$ | $\begin{aligned} & 2,725,975 \\ & 1,063,842 \\ & 1,662,133 \end{aligned}$ | $\begin{aligned} & 3,489,691 \\ & 1,209,340 \\ & 2,280,351 \end{aligned}$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ |
| Private ...................... | 5,409,167 | 2,203,995 | 3,205,172 | 3,891,058 | 1,599,387 | 2,291,671 | 1,518,109 | 604,608 | 913,501 |
| Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 3,936,154 \\ & 1,473,013 \end{aligned}$ | $\begin{array}{r} 1,662,359 \\ 541,636 \end{array}$ | $\begin{array}{r} 2,273,795 \\ 931,377 \end{array}$ | $\begin{array}{r} 3,051,260 \\ 839,798 \end{array}$ | $\begin{array}{\|r\|} \hline 1,284,743 \\ 314,644 \end{array}$ | $\begin{array}{r} 1,766,517 \\ 525,154 \end{array}$ | $\begin{aligned} & 884,894 \\ & 633,215 \end{aligned}$ | $\begin{aligned} & 377,616 \\ & 226,992 \end{aligned}$ | $\begin{aligned} & 507,278 \\ & 406,223 \end{aligned}$ |
| Private 4-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 5,133,905 \\ & 3,698,115 \\ & 1,435,790 \end{aligned}$ | $\begin{array}{r} 2,113,804 \\ 1,581,160 \\ 532,644 \end{array}$ | $\begin{array}{r} 3,020,101 \\ 2,116,955 \\ 903,146 \end{array}$ | $\begin{array}{r} 3,615,796 \\ 2,813,221 \\ 802,575 \end{array}$ | $\begin{array}{r} 1,509,196 \\ 1,203,544 \\ 305,652 \end{array}$ | $\begin{array}{r} 2,106,600 \\ 1,609,677 \\ 496,923 \end{array}$ | 1,518,109 884,894 633,215 | $\begin{aligned} & 604,608 \\ & 377,616 \\ & 226,992 \end{aligned}$ | $\begin{aligned} & 913,501 \\ & 507,278 \\ & 406,223 \end{aligned}$ |
| Private 2-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 275,262 \\ 238,039 \\ 37,223 \end{array}$ | $\begin{array}{r} 90,191 \\ 81,199 \\ 8,992 \end{array}$ | $\begin{array}{r} 185,071 \\ 156,840 \\ 28,231 \end{array}$ | $\begin{array}{r} 275,262 \\ 238,039 \\ 37,223 \end{array}$ | $\begin{array}{r} 90,191 \\ 81,199 \\ 8,992 \end{array}$ | $\begin{array}{r} 185,071 \\ 156,840 \\ 28,231 \end{array}$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ |
| Nonprofit $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 4,063,372 \\ & 3,049,132 \\ & 1,014,240 \end{aligned}$ | $\begin{array}{r} 1,720,381 \\ 1,333,736 \\ 386,645 \end{array}$ | $\begin{array}{r} 2,342,991 \\ 1,715,396 \\ 627,595 \end{array}$ | $\begin{array}{r} 2,819,174 \\ 2,301,160 \\ 518,014 \end{array}$ | 1,200,858 <br> 1,001,889 <br> 198,969 | $\begin{array}{r} 1,618,316 \\ 1,299,271 \\ 319,045 \end{array}$ | 1,244,198 747,972 496,226 | $\begin{aligned} & 519,523 \\ & 331,847 \\ & 187,676 \end{aligned}$ | $\begin{aligned} & 724,675 \\ & 416,125 \\ & 308,550 \end{aligned}$ |
| Nonprofit 4-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | 4,013,323 3,013,065 1,000,258 | $\begin{array}{r} 1,705,689 \\ 1,321,751 \\ 383,938 \end{array}$ | $\begin{array}{r} 2,307,634 \\ 1,691,314 \\ 616,320 \end{array}$ | $\begin{array}{r} 2,769,125 \\ 2,265,093 \\ 504,032 \end{array}$ | $\begin{array}{r} 1,186,166 \\ 989,904 \\ 196,262 \end{array}$ | $\begin{array}{r} 1,582,959 \\ 1,275,189 \\ 307,770 \end{array}$ | $\begin{array}{r} 1,244,198 \\ 747,972 \\ 496,226 \end{array}$ | $\begin{aligned} & 519,523 \\ & 331,847 \\ & 187,676 \end{aligned}$ | $\begin{aligned} & 724,675 \\ & 416,125 \\ & 308,550 \end{aligned}$ |
| Nonprofit 2-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 50,049 \\ & 36,067 \\ & 13,982 \end{aligned}$ | $\begin{array}{r} 14,692 \\ 11,985 \\ 2,707 \end{array}$ | $\begin{aligned} & 35,357 \\ & 24,082 \\ & 11,275 \end{aligned}$ | $\begin{aligned} & 50,049 \\ & 36,067 \\ & 13,982 \end{aligned}$ | $\begin{array}{r} 14,692 \\ 11,985 \\ 2,707 \end{array}$ | $\begin{aligned} & 35,357 \\ & 24,082 \\ & 11,275 \end{aligned}$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ |
| For-profit $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 1,345,795 \\ 887,022 \\ 458,773 \end{array}$ | $\begin{aligned} & 483,614 \\ & 328,623 \\ & 154,991 \end{aligned}$ | $\begin{aligned} & 862,181 \\ & 558,399 \\ & 303,782 \end{aligned}$ | $\begin{array}{r} 1,071,884 \\ 750,100 \\ 321,784 \end{array}$ | $\begin{aligned} & 398,529 \\ & 282,854 \\ & 115,675 \end{aligned}$ | $\begin{aligned} & 673,355 \\ & 467,246 \\ & 206,109 \end{aligned}$ | $\begin{aligned} & 273,911 \\ & 136,922 \\ & 136,989 \end{aligned}$ | $\begin{aligned} & 85,085 \\ & 45,769 \\ & 39,316 \end{aligned}$ | $\begin{array}{r} 188,826 \\ 91,153 \\ 97,673 \end{array}$ |
| For-profit 4-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 1,120,582 \\ 685,050 \\ 435,532 \end{array}$ | $\begin{aligned} & 408,115 \\ & 259,409 \\ & 148,706 \end{aligned}$ | $\begin{aligned} & 712,467 \\ & 425,641 \\ & 286,826 \end{aligned}$ | $\begin{aligned} & 846,671 \\ & 548,128 \\ & 298,543 \end{aligned}$ | $\begin{aligned} & 323,030 \\ & 213,640 \\ & 109,390 \end{aligned}$ | $\begin{aligned} & 523,641 \\ & 334,488 \\ & 189,153 \end{aligned}$ | $\begin{aligned} & 273,911 \\ & 136,922 \\ & 136,989 \end{aligned}$ | $\begin{aligned} & 85,085 \\ & 45,769 \\ & 39,316 \end{aligned}$ | $\begin{array}{r} 188,826 \\ 91,153 \\ 97,673 \end{array}$ |
| For-profit 2-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 225,213 \\ 201,972 \\ 23,241 \end{array}$ | $\begin{array}{r} 75,499 \\ 69,214 \\ 6,285 \end{array}$ | $\begin{array}{r} 149,714 \\ 132,758 \\ 16,956 \end{array}$ | $\begin{array}{r} 225,213 \\ 201,972 \\ 23,241 \end{array}$ | $\begin{array}{r} 75,499 \\ 69,214 \\ 6,285 \end{array}$ | $\begin{array}{r} 149,714 \\ 132,758 \\ 16,956 \end{array}$ | $\dagger$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ |

$\dagger$ Not applicable.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in
Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component. (This table was prepared September 2016.)

Table 303.65. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment, sex of student, and other selected characteristics: 2013

| Level and control of institution and attendance status of student | Total |  |  | Undergraduate |  |  | Postbaccalaureate |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total | 20,376,677 | 8,861,197 | 11,515,480 | 17,476,304 | 7,660,140 | 9,816,164 | 2,900,373 | 1,201,057 | 1,699,316 |
| Full-time | 12,596,610 | 5,682,322 | 6,914,288 | 10,939,276 | 4,950,210 | 5,989,066 | 1,657,334 | 732,112 | 925,222 |
| Part-time ........................ | 7,780,067 | 3,178,875 | 4,601,192 | 6,537,028 | 2,709,930 | 3,827,098 | 1,243,039 | 468,945 | 774,094 |
|  | $\begin{array}{r} 13,406,033 \\ 9,760,336 \\ 3,645,697 \end{array}$ | $\begin{aligned} & 5,862,757 \\ & 4,402,528 \\ & 1,460,229 \end{aligned}$ | $\begin{aligned} & 7,543,276 \\ & 5,357,808 \\ & 2,185,468 \end{aligned}$ | $\begin{array}{r} 10,505,660 \\ 8,103,002 \\ 2,402,658 \end{array}$ | $\begin{array}{r} 4,661,700 \\ 3,670,416 \\ 991,284 \end{array}$ | $\begin{aligned} & 5,843,960 \\ & 4,432,586 \\ & 1,411,374 \end{aligned}$ | $\begin{aligned} & \mathbf{2 , 9 0 0 , 3 7 3} \\ & 1,657,334 \\ & 1,243,039 \end{aligned}$ | $\begin{array}{r} 1,201,057 \\ 732,112 \\ 468,945 \end{array}$ | $\begin{array}{r} 1,699,316 \\ 925,222 \\ 774,094 \end{array}$ |
|  | $\begin{aligned} & 6,970,644 \\ & 2,836,274 \\ & 4,134,370 \end{aligned}$ | $\begin{aligned} & 2,998,440 \\ & 1,279,794 \\ & 1,718,646 \end{aligned}$ | $\begin{aligned} & 3,972,204 \\ & 1,556,480 \\ & 2,415,724 \end{aligned}$ | $\begin{aligned} & 6,970,644 \\ & 2,836,274 \\ & 4,134,370 \end{aligned}$ | $\begin{aligned} & 2,998,440 \\ & 1,279,794 \\ & 1,718,646 \end{aligned}$ | 3,972,204 <br> 1,556,480 <br> 2,415,724 | t t $\dagger$ | $\begin{gathered} t \\ t \\ t \end{gathered}$ | $\dagger$ $\dagger$ $\dagger$ |
| Public ....... | 14,746,848 | 6,569,067 | 8,177,781 | 13,348,292 | 5,970,386 | 7,377,906 | 1,398,556 | 598,681 | 799,875 |
| Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 8,467,416 \\ & 6,279,432 \end{aligned}$ | $\begin{aligned} & \hline 3,950,415 \\ & 2,618,652 \end{aligned}$ | $\begin{aligned} & 4,517,001 \\ & 3,660,780 \end{aligned}$ | $\begin{aligned} & 7,688,275 \\ & 5,660,017 \end{aligned}$ | $\begin{array}{\|} \hline 3,591,732 \\ 2,378,654 \end{array}$ | $\begin{aligned} & 4,096,543 \\ & 3,281,363 \end{aligned}$ | $\begin{aligned} & 779,141 \\ & 619,415 \end{aligned}$ | $\begin{aligned} & 358,683 \\ & 239,998 \end{aligned}$ | $\begin{aligned} & 420,458 \\ & 379,417 \end{aligned}$ |
| Public 4-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 8,120,437 \\ & 5,934,886 \\ & 2,185,551 \end{aligned}$ | $\begin{array}{r} 3,683,537 \\ 2,772,514 \\ 911,023 \end{array}$ | $\begin{aligned} & 4,436,900 \\ & 3,162,372 \\ & 1,274,528 \end{aligned}$ | $\begin{aligned} & 6,721,881 \\ & 5,155,745 \\ & 1,566,136 \end{aligned}$ | $\begin{array}{r} 3,084,856 \\ 2,413,831 \\ 671,025 \end{array}$ | $\begin{array}{r} 3,637,025 \\ 2,741,914 \\ 895,111 \end{array}$ | $\begin{array}{r} 1,398,556 \\ 779,141 \\ 619,415 \end{array}$ | $\begin{aligned} & 598,681 \\ & 358,683 \\ & 239,998 \end{aligned}$ | $\begin{aligned} & 799,875 \\ & 420,458 \\ & 379,417 \end{aligned}$ |
| Public 2-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 6,626,411 \\ & 2,532,530 \\ & 4,093,881 \end{aligned}$ | $\begin{aligned} & 2,885,530 \\ & 1,177,901 \\ & 1,707,629 \end{aligned}$ | $\begin{aligned} & 3,740,881 \\ & 1,354,629 \\ & 2,386,252 \end{aligned}$ | $\begin{aligned} & 6,626,411 \\ & 2,532,530 \\ & 4,093,881 \end{aligned}$ | $\begin{aligned} & 2,885,530 \\ & 1,177,901 \\ & 1,707,629 \end{aligned}$ | $\begin{aligned} & 3,740,881 \\ & 1,354,629 \\ & 2,386,252 \end{aligned}$ | t $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ |
| Private .............. | 5,629,829 | 2,292,130 | 3,337,699 | 4,128,012 | 1,689,754 | 2,438,258 | 1,501,817 | 602,376 | 899,441 |
| Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 4,129,194 \\ & 1,500,635 \end{aligned}$ | $\begin{array}{r} \hline 1,731,907 \\ 560,223 \end{array}$ | $\begin{array}{r} 2,397,287 \\ 940,412 \end{array}$ | $\begin{array}{r} \hline 3,251,001 \\ 877,011 \end{array}$ | $\begin{array}{\|r\|} \hline 1,358,478 \\ 331,276 \end{array}$ | $\begin{array}{r} \hline 1,892,523 \\ 545,735 \end{array}$ | $\begin{aligned} & 878,193 \\ & 623,624 \end{aligned}$ | $\begin{aligned} & 373,429 \\ & 228,947 \end{aligned}$ | $\begin{aligned} & 504,764 \\ & 394,677 \end{aligned}$ |
| Private 4-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{aligned} & 5,285,596 \\ & 3,825,450 \\ & 1,460,146 \end{aligned}$ | $\begin{array}{r} 2,179,220 \\ 1,630,014 \\ 549,206 \end{array}$ | $\begin{array}{r} 3,106,376 \\ 2,195,436 \\ 910,940 \end{array}$ | $\begin{array}{r} 3,783,779 \\ 2,947,257 \\ 836,522 \end{array}$ | $\begin{array}{r} 1,576,844 \\ 1,256,585 \\ 320,259 \end{array}$ | $\begin{array}{r} 2,206,935 \\ 1,690,672 \\ 516,263 \end{array}$ | $\begin{array}{r} 1,501,817 \\ 878,193 \\ 623,624 \end{array}$ | $\begin{aligned} & 602,376 \\ & 373,429 \\ & 228,947 \end{aligned}$ | $\begin{aligned} & 899,441 \\ & 504,764 \\ & 394,677 \end{aligned}$ |
| Private 2-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 344,233 \\ 303,744 \\ 40,489 \end{array}$ | $\begin{array}{r} 112,910 \\ 101,893 \\ 11,017 \end{array}$ | $\begin{array}{r} 231,323 \\ 201,851 \\ 29,472 \end{array}$ | $\begin{array}{r} 344,233 \\ 303,744 \\ 40,489 \end{array}$ | $\begin{array}{r} 112,910 \\ 101,893 \\ 11,017 \end{array}$ | $\begin{array}{r} 231,323 \\ 201,851 \\ 29,472 \end{array}$ | t $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ |
| Nonprofit $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 3,971,390 \\ 2,981,573 \\ 989,817 \end{array}$ | $\begin{array}{r} 1,692,039 \\ 1,311,342 \\ 380,697 \end{array}$ | $\begin{array}{r} 2,279,351 \\ 1,670,231 \\ 609,120 \end{array}$ | $\begin{array}{r} 2,755,463 \\ 2,258,553 \\ 496,910 \end{array}$ | $\begin{array}{r} 1,180,823 \\ 989,270 \\ 191,553 \end{array}$ | $\begin{array}{r} 1,574,640 \\ 1,269,283 \\ 305,357 \end{array}$ | $\begin{array}{r} 1,215,927 \\ 723,020 \\ 492,907 \end{array}$ | $\begin{aligned} & 511,216 \\ & 322,072 \\ & 189,144 \end{aligned}$ | $\begin{aligned} & 704,711 \\ & 400,948 \\ & 303,763 \end{aligned}$ |
| Nonprofit 4-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 3,939,199 \\ 2,957,476 \\ 981,723 \end{array}$ | $\begin{array}{r} 1,680,188 \\ 1,301,864 \\ 378,324 \end{array}$ | $\begin{array}{r} 2,259,011 \\ 1,655,612 \\ 603,399 \end{array}$ | $\begin{array}{r} 2,723,272 \\ 2,234,456 \\ 488,816 \end{array}$ | $\begin{array}{r} 1,168,972 \\ 979,792 \\ 189,180 \end{array}$ | $\begin{array}{r} 1,554,300 \\ 1,254,664 \\ 299,636 \end{array}$ | $\begin{array}{r} 1,215,927 \\ 723,020 \\ 492,907 \end{array}$ | $\begin{aligned} & 511,216 \\ & 322,072 \\ & 189,144 \end{aligned}$ | $\begin{aligned} & 704,711 \\ & 400,948 \\ & 303,763 \end{aligned}$ |
| Nonprofit 2-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | 32,191 24,097 8,094 | 11,851 9,478 2,373 | 20,340 14,619 5,721 | 32,191 24,097 8,094 | 11,851 9,478 2,373 | $\begin{array}{r} 20,340 \\ 14,619 \\ 5,721 \end{array}$ | t $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ | $\dagger$ |
| For-profit $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 1,658,439 \\ 1,147,621 \\ 510,818 \end{array}$ | $\begin{aligned} & 600,091 \\ & 420,565 \\ & 179,526 \end{aligned}$ | $\begin{array}{r} 1,058,348 \\ 727,056 \\ 331,292 \end{array}$ | $\begin{array}{r} 1,372,549 \\ 992,448 \\ 380,101 \end{array}$ | $\begin{aligned} & 508,931 \\ & 369,208 \\ & 139,723 \end{aligned}$ | $\begin{aligned} & 863,618 \\ & 623,240 \\ & 240,378 \end{aligned}$ | $\begin{aligned} & 285,890 \\ & 155,173 \\ & 130,717 \end{aligned}$ | $\begin{aligned} & 91,160 \\ & 51,357 \\ & 39,803 \end{aligned}$ | $\begin{array}{r} 194,730 \\ 103,816 \\ 90,914 \end{array}$ |
| For-profit 4-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 1,346,397 \\ 867,974 \\ 478,423 \end{array}$ | $\begin{aligned} & 499,032 \\ & 328,150 \\ & 170,882 \end{aligned}$ | $\begin{aligned} & 847,365 \\ & 539,824 \\ & 307,541 \end{aligned}$ | $\begin{array}{r} 1,060,507 \\ 712,801 \\ 347,706 \end{array}$ | $\begin{aligned} & 407,872 \\ & 276,793 \\ & 131,079 \end{aligned}$ | $\begin{aligned} & 652,635 \\ & 436,008 \\ & 216,627 \end{aligned}$ | $\begin{aligned} & 285,890 \\ & 155,173 \\ & 130,717 \end{aligned}$ | $\begin{aligned} & 91,160 \\ & 51,357 \\ & 39,803 \end{aligned}$ | $\begin{array}{r} 194,730 \\ 103,816 \\ 90,914 \end{array}$ |
| For-profit 2-year $\qquad$ <br> Full-time $\qquad$ <br> Part-time $\qquad$ | $\begin{array}{r} 312,042 \\ 279,647 \\ 32,395 \end{array}$ | $\begin{array}{r} 101,059 \\ 92,415 \\ 8,644 \end{array}$ | $\begin{array}{r} 210,983 \\ 187,232 \\ 23,751 \end{array}$ | $\begin{array}{r} 312,042 \\ 279,647 \\ 32,395 \end{array}$ | $\begin{array}{r} 101,059 \\ 92,415 \\ 8,644 \end{array}$ | $\begin{array}{r} 210,983 \\ 187,232 \\ 23,751 \end{array}$ | t $\dagger$ $\dagger$ | $\dagger$ <br> $\dagger$ <br> + | $\dagger$ $\dagger$ $\dagger$ |

## $\dagger$ Not applicable.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in
Title IV federal financial aid programs. Some data have been revised from previously pub-
lished figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Fall Enrollment component. (This table was prepared September 2016.)

Table 303.70. Total undergraduate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control and level of institution: Selected years, 1970 through 2026

| Level and year | Total | Full-time | Part-time | Males | Females | Males |  | Females |  | Public | Private |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | ful-time | Part | ull-time | Part-1 |  | Total | Nonprofit | profit |
| 1 |  |  |  |  |  |  |  |  | 10 | 11 | 12 | 3 | 14 |
| $\begin{aligned} & \hline \text { Total, al } \\ & 1970 . . . \\ & 1975 \ldots \end{aligned}$ |  | $\begin{aligned} & 5,280,064 \\ & 6,168,396 \end{aligned}$ | $\begin{aligned} & 2,088,580 \\ & 3,511,059 \end{aligned}$ | $\begin{aligned} & 4,249,702 \\ & 5,257,005 \end{aligned}$ | $\begin{aligned} & 3,118,942 \\ & 4,422,450 \end{aligned}$ | $\begin{aligned} & 3,096,371 \\ & 3,459,328 \end{aligned}$ | $\begin{aligned} & 1,153,331 \\ & 1,797,677 \end{aligned}$ | $\begin{aligned} & 2,183,693 \\ & 2,709,068 \end{aligned}$ | $\begin{array}{r} 935,249 \\ 1,713,382 \end{array}$ | $\begin{aligned} & 5,620,255 \\ & 7,826,032 \end{aligned}$ | $\begin{aligned} & 1,748,389 \\ & 1,853,423 \end{aligned}$ | $\begin{aligned} & 1,730,133 \\ & 1,814,844 \end{aligned}$ | $\begin{array}{r} 18,256 \\ 38,579 \end{array}$ |
| 1980 <br> 1981 <br> 1982 <br> 1984. | $\begin{array}{\|l\|} \hline 10,475,055 \\ 10,754,522 \\ 10,825,062 \\ 10,845,995 \\ 10,618,071 \end{array}$ | $\begin{aligned} & 6,361,744 \\ & 6,44,068 \\ & 6,483,805 \\ & 6,544,834 \\ & 6,347,653 \end{aligned}$ | $4,113,311$ $4,305,44$ $4,34,257$ $4,331,61$ $4,270,418$ | $\begin{aligned} & 5,000,177 \\ & 5,10,271 \\ & 5,18,294 \\ & 5,1753,400 \\ & 5,006,813 \end{aligned}$ | $\begin{aligned} & 5,474,878 \\ & 5,646,51 \\ & 5,654,568 \\ & 5,68,695 \\ & 5,611,258 \end{aligned}$ | $\begin{aligned} & 3,226,857 \\ & 3,26,473 \\ & 3,299,46 \\ & 3,34,247 \\ & 3,194,930 \end{aligned}$ | $\begin{aligned} & 1,773,320 \\ & 1,847,788 \\ & 1,871,058 \\ & 1,854,053 \\ & 1,811,883 \end{aligned}$ | $\begin{aligned} & 3,134,887 \\ & 3,188,595 \\ & 3,184,369 \\ & 3,209,787 \\ & 3,152,723 \end{aligned}$ | $2,339,991$ $2,457,656$ $2,40,199$ $2,47,908$ 2,45853 | $8,441,955$ $8,648,63$ $8,713,073$ $8,697,18$ $8,493,491$ | $\begin{aligned} & 2,033,100 \\ & 2,106,159 \\ & 2,1+, 989 \\ & 2,148,987 \\ & 2,124,580 \end{aligned}$ | $1,926,703$ $1,958,848$ $1,939,389$ $1,96,076$ $1,940,310$ | 106,397 <br> 147,311 <br> 172,600 <br> 184,270 |
| $\begin{array}{r} 1985 . \\ 1986 . \\ 1987 \\ 1988 . \\ 1989 . \end{array}$ | $10,596,6$ $10,797,9$ $11,046,2$ $11,36,5$ $11,742,5$ |  |  |  |  |  |  | $3,163,146$ $3,205,743$ $3,298,873$ $3,435,886$ $3,562,049$ |  |  |  | $\begin{aligned} & 1,928,996 \\ & 1,98,982,294 \\ & 1,999,942 \end{aligned}$ | $\begin{aligned} & 190,553 \\ & 208,965 \\ & 187,704 \end{aligned}$ |
| $\begin{aligned} & 1990 . . . . \\ & 1991 . \\ & 1992 \\ & 1993 \\ & 1994 \end{aligned}$ | $\begin{aligned} & 11,959,1 \\ & 12,43, \\ & 12,53,7 \\ & 12,32,9,9 \\ & 12126,26, \end{aligned}$ | 6,976,030 7,244,442 7,179,482 |  |  | $6,579,347$ $6,86,284$ $6,954,764$ 6 $6,840,277$ $6,80,495$ |  | $2,043,224$ $2,135,47$ 2,1587 $2,101,68$ $2,080,522$ | $3,639,495$ $3,785,886$ $3,819,703$ $3,79,485$ $3,827,115$ | $2,939,852$ $3,082,98$ $3,135,061$ $3,04,792$ $3,013,380$ |  |  | $2,043,407$ $2,072,54$ $2,101,721$ $2,099,197$ $2,100,465$ | $\begin{aligned} & 206,103 \\ & 218,76 \\ & 219,62 \\ & 21,682 \\ & 21,975 \\ & 217,015 \end{aligned}$ |
| $\begin{aligned} & 1995 . \\ & 1996 . \\ & 1999 . \\ & 1999 . \end{aligned}$ | $\begin{aligned} & 12,2,23 \\ & 12,32 \\ & 12,46 \\ & 12,43 \\ & 22,73 \end{aligned}$ |  | $\begin{aligned} & 5,0 \\ & 5,0 \\ & 5,0 \\ & 4,0 \\ & 4,8 \\ & 4,8 \end{aligned}$ |  | $\begin{aligned} & 6,830,589 \\ & 6,96,276 \\ & 6,982,055 \\ & 6,90,804 \\ & 7,155,211 \end{aligned}$ | $3,296,610$ $3,399,108$ $3,379,597$ $3,488,161$ $3,524,586$ |  | $3,848,658$ $3,959,71$ $4,039,01$ $4,110,050$ $4,228,962$ | 2,981,931 $2,946,545$ $2,943,054$ $2,80,054$ $2,926,249$ |  | $2,328,093$ $2,391,665$ $2,443,108$ $2,486,725$ $2,565,217$ | $2,104,693$ $2,112,318$ $2,139,824$ $2,15,2655$ $2,185,290$ | $\begin{aligned} & 3,400 \\ & ,, 347 \\ & , 3,284 \\ & \hline, 280 \\ & \hline, 927 \end{aligned}$ |
| $\begin{aligned} & 2000 \\ & 2001 \\ & 2002 \\ & 2003 \\ & 2004 . \\ & 2004 . \end{aligned}$ | $\begin{aligned} & 13,1 \\ & 13,7 \\ & 14,2 \\ & 14,4 \\ & 14,7 \end{aligned}$ | $\begin{aligned} & 7,92 \\ & 8,32 \\ & 8,73 \\ & 9,04 \\ & 9,28 \end{aligned}$ | $\begin{aligned} & 5,23 \\ & 5,38 \\ & 5,52 \\ & 5,54 \\ & 5,496 \\ & 5,46 \end{aligned}$ | $\begin{aligned} & 5,7 \\ & 6,0 \\ & 6,0 \\ & 6,1 \\ & 6,2 \\ & 6,3 \end{aligned}$ |  | $3,588,246$ $3,768,630$ $3,934,168$ $4,048,682$ $4,140,628$ |  | $4,334,680$ $4,559,010$ $4,800,084$ $4,996,71$ $5,143,708$ 5 | $\begin{aligned} & 3,042,445 \\ & 3,152,169 \\ & 3,264,603 \\ & 3,26,421 \\ & 3,296,874 \end{aligned}$ |  |  | $\begin{aligned} & 2,213,180 \\ & 2,25,718 \\ & 2,30,091 \\ & 2,346,671 \end{aligned}$ | $\begin{aligned} & 391 \\ & 321 \\ & 31 \\ & 388 \\ & 384 \end{aligned}$ |
| $\begin{aligned} & 2005 . \\ & 2006 . \\ & 2007 \\ & 2008 . \\ & 2009 . \end{aligned}$ | $14,963,9$ $15,184,32$ $15,60,7$ $16,365,7$ $17,464,1$ | $\begin{array}{r} 9,571,079 \\ 9,840,978 \\ 10,254,90 \\ 11,038,275 \end{array}$ |  | $6,408,871$ $6,513,766$ $6,727,600$ $7,066,623$ $7,563,176$ | $\begin{aligned} & 8,555,093 \\ & 8,67,546 \\ & 8,876,171 \\ & 9,299,15 \\ & 9,901,003 \end{aligned}$ | $\begin{aligned} & 4,200,863 \\ & 4,264,606 \\ & 4,36,868 \\ & 4,57,431 \\ & 4,94,208 \end{aligned}$ | $2,208,008$ $2,249,150$ $2,33,732$ $2,4891,192$ $2,621,566$ | $5,245,567$ $5,3064,43$ $5,441+110$ $5,67,499$ $6,096,155$ |  |  | $3,266,234$ $3,33,686$ $3,46,188$ $3,774,451$ $4,077,804$ 4 | $2,418,368$ $2,448,20$ $2,47,327$ $2,533,532$ $2,595,171$ | $\begin{array}{r} 847,866 \\ 889,636 \\ 95,861 \\ 1,23,789 \\ 1,482,633 \end{array}$ |
| 2010 <br> 2011 <br> 2012 <br> 2014 |  | $\begin{aligned} & 11,457,040 \\ & 11,365,75 \\ & 11,097,092 \\ & 10,939,976 \\ & 10,783,802 \end{aligned}$ | 6,625,38 <br> 6,712,12 <br> 6,638,54 <br> 6,508,98 | $7,836,282$ $7,822,992$ $7,714,938$ $7,66,140$ $7,585,910$ | $10,246,145$ $10,254,11$ $10,02,700$ $9,810,164$ $9,706,877$ | $\begin{aligned} & 5,118,975 \\ & 5,07,553 \\ & 4,984,389 \\ & 4,90,210 \\ & 4,87,952 \end{aligned}$ | $2,717,307$ $2,752,43$ $2,730,549$ 2,790930 $2,708,958$ | $6,338,065$ $6,294,62$ $6,112,703$ $5,989,066$ $5,906,850$ | $\begin{aligned} & 3,959,689 \\ & 3,907,997 \\ & 3,82,, 998 \\ & 3,800,027 \end{aligned}$ | $\begin{array}{\|l\|} 13,703,000 \\ 13,694,89 \\ 13,478,100 \\ 13,348,202 \\ 13,244,837 \end{array}$ | $4,379,427$ $4,382,40$ $4,257,538$ $4,128,012$ $4,047,950$ | $2,652,993$ $2,718,923$ $2,744,400$ $2,755,463$ $2,771,341$ | $1,726,434$ $1,663,481$ $1,513,138$ $1,372,549$ $1,276,609$ |
| $\begin{aligned} & 2015{ }^{2011} \\ & 20.11^{\prime} \\ & 20171^{1} \\ & 201811^{1} \end{aligned}$ | 17,036,7 <br> 17,462,000 <br> 17,996,000 | 10,604,992 10,870,000 <br> 11,161,000 | $\begin{aligned} & 6,431,789 \\ & 6,56,50 \\ & 6,51,00 \\ & 6,962,000 \\ & 6,806,00 \end{aligned}$ | $7,499,837$ $7,619,00$ $7,628,000$ $7,708,800$ $7,810,000$ |  | $\begin{aligned} & 4,810,564 \\ & 4,91,000 \\ & 4,901,000 \\ & 4,900,000 \\ & 5,0012,000 \\ & 5,012,00 \end{aligned}$ | $2,689,273$ $2,708,00$ $2,727,000$ $2,758,000$ $2,798,000$ | $\begin{aligned} & 5,794,428 \\ & 5,813,00 \\ & 5,969,000 \\ & 6,054,900 \\ & 6,149,000 \end{aligned}$ | $\begin{aligned} & 3,742,513 \\ & 3,83,800 \\ & 3,865,000 \\ & 3,93,000 \\ & 4,008,000 \end{aligned}$ | $\begin{aligned} & 13,145,720 \\ & 31,43,00 \\ & 33,575,000 \\ & 13,75,9,000 \\ & 33,971,000 \end{aligned}$ | $\begin{aligned} & 3,891,058 \\ & 3,836,00 \\ & 3,887,000 \\ & 3,937,000 \\ & 3,996,000 \end{aligned}$ | 9,174 | 1,884 |
| $\begin{aligned} & 20201 \\ & 2021^{1} \\ & 2021^{1} \\ & 2023^{1} \\ & 2024^{1} \end{aligned}$ | 18,245,0 18,690,0 $18,891,00$ $19,075,0$ |  | $\begin{aligned} & 6,904,000 \\ & 7,005,000 \\ & 7,090,000 \\ & 7,166,00 \\ & 7,246,000 \end{aligned}$ | 7,918,000 8,086,000 $8,160,000$ $8,229,000$ | 10,328,000 10,604,000 10,846,000 |  | $2,834,000$ $2,869,000$ $2,896,000$ $2,917,000$ $2,940,000$ | $\begin{aligned} & 6,257,000 \\ & 6,350,000 \\ & 6,410,000 \\ & 6,4820,000 \\ & 6,540,000 \end{aligned}$ | $4,070,000$ $4,136,000$ $4,194,000$ $4,249,000$ $4,306,000$ |  |  |  |  |
| ${ }_{2026^{\prime}}^{2021} \text {. }$ |  | $\begin{array}{r} 11,898,000 \\ 11,945,000 \end{array}$ | $\begin{aligned} & 7,334,000 \\ & 7,404,000 \end{aligned}$ | $\begin{aligned} & 8,286,000 \\ & 8,328,000 \end{aligned}$ | $11,021,000$ | 5,338,000 | $\begin{array}{r} 2,967,000 \\ 2,990,000 \end{array}$ | $\begin{aligned} & 6,579,000 \\ & 6,607,000 \end{aligned}$ | $\begin{aligned} & 4,367,000 \\ & 4,414,000 \end{aligned}$ | $\begin{array}{\|l\|} 14,959,000 \\ 15,054,000 \end{array}$ | $\begin{aligned} & 4,273,000 \\ & 4,295,000 \end{aligned}$ |  |  |
| 2-year institutions ${ }^{2}$ 1970 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1975 |  | 1,009 | 2,204,717 | 2,163,604 | 1,802,122 | 1,035,531 | 退,073 | 5,478 | 76,644 | 1,9 |  |  |  |
| $\begin{aligned} & 1980 \ldots \\ & 1981 . \ldots \\ & 1982 \\ & 1983 \\ & 1984 \end{aligned}$ | $4,525,097$ $4,75,403$ $4,77,712$ $4,723,766$ $4,530,337$ | $1,753,637$ $1,795,858$ $1,839,704$ $1,868,801$ $1,703,786$ | $2,771,460$ $2,919,15$ $2,931,008$ 2,89665 $2,826,551$ | $2,046,642$ $2,124,136$ $2,16,802$ $2,131,109$ $2,016,463$ | $\begin{aligned} & 2,478,455 \\ & 2,59,267 \\ & 2,60,210 \\ & 2, .592,957 \\ & 2,53,874 \end{aligned}$ | $\begin{aligned} & 930,606 \\ & 914,704 \\ & 841,347 \end{aligned}$ |  | $\begin{aligned} & 898,201 \\ & 909,098 \\ & 912,097 \\ & 862,439 \end{aligned}$ | $1,604,437$ $1,699,066$ $1,691,812$ $1,60,260$ $1,651,435$ | $\begin{aligned} & 4,479,90 \\ & 4,59,659 \\ & 4,49,630 \\ & 4,278,661 \end{aligned}$ | $\begin{aligned} & \text { 235,503 } \\ & 235 \\ & 264,1,056 \\ & 251,136 \end{aligned}$ | $\begin{aligned} & 119,166 \\ & 114,96 \\ & 116,293 \end{aligned}$ | $\begin{array}{r} 83,411 \\ 116,337 \\ 137,077 \\ 147,843 \\ 143,429 \end{array}$ |
| $\begin{aligned} & 1985 . . \\ & 1986 \\ & 1987 \\ & 1988 \\ & 1989 . . . \end{aligned}$ | $\begin{aligned} & 4,531,077 \\ & 4,679,548 \\ & 4,77,222 \\ & 4,87,255 \\ & 5,150,889 \end{aligned}$ | $1,690,607$ $1,696,261$ $1 \begin{aligned} & 1,780,669 \\ & 1 \\ & 1,74,592 \\ & 1 \\ & 1855701\end{aligned}$ | $\begin{aligned} & 2,840,470 \\ & 2,983,287 \\ & 3,06,553 \\ & 3,13,563 \\ & 3,295,188 \end{aligned}$ | $2,002,234$ $2,060,932$ $2,072,823$ $2,089,689$ $2,216,800$ | $2,528,843$ $2,618,616$ $2,703,399$ $2,785,466$ $2,934,089$ | $\begin{aligned} & 826,308 \\ & 824,55 \\ & 820,167 \\ & 818,59 \\ & 869,688 \end{aligned}$ |  | $\begin{aligned} & 864,299 \\ & 871,710 \\ & 888,502 \\ & 924,99 \\ & 986,013 \end{aligned}$ | $1,664,544$ $1,746,906$ $1,844,897$ $1,860,467$ $1,948,076$ |  |  | 108,791 101,998 90,102 | $\begin{aligned} & 152,553 \\ & 164,359 \\ & 145,066 \end{aligned}$ |
| $\begin{aligned} & 1990 . . . \\ & 1991 \\ & 1992 \\ & 1993 \\ & 1994 \ldots \end{aligned}$ |  | $\begin{aligned} & 1,883,962 \\ & 2,04,530 \\ & 2,08,005 \\ & 2,0430,39 \\ & 2,031,713 \end{aligned}$ |  | $2,232,769$ $2,401,910$ $2,413,266$ $2,345,366$ $2,323,161$ | $\begin{aligned} & 3,007,314 \\ & 3,249,990 \\ & 3,30,983 \\ & 3,220,165 \\ & 3,206,448 \end{aligned}$ | $\begin{aligned} & 951,816 \\ & 9288,216 \\ & 911,589 \end{aligned}$ |  |  |  | $\begin{aligned} & 5,48,514 \\ & 5,337,022 \\ & 5,308,366 \end{aligned}$ | $\begin{aligned} & 243,608 \\ & 247,05 \\ & 237,85 \\ & 228,539 \\ & 221,243 \end{aligned}$ | $\begin{aligned} & 89,158 \\ & 89,289 \\ & 83,288 \\ & 86,357 \\ & 85,607 \end{aligned}$ | $\begin{aligned} & 154,450 \\ & 157,760 \\ & 154,54 \\ & 14,42 \\ & 135,636 \end{aligned}$ |
| $\begin{aligned} & 1995 \text {.. } \\ & 1996 . . \\ & 1997 . . \\ & 1998 . . \\ & 1999 . \end{aligned}$ |  |  |  |  |  | $\begin{aligned} & 878,215 \\ & 996,452 \\ & 931,394 \\ & 936,421 \\ & 979,203 \end{aligned}$ | $1,450,285$ $1,442,340$ $1,458,317$ $1,396,913$ $1,434,119$ |  |  | $\begin{aligned} & 5,277,398 \\ & 5,31,038 \\ & 5,360,686 \\ & 5,244,963 \\ & 5,397,786 \end{aligned}$ | $\begin{aligned} & 214,700 \\ & 248,742 \\ & 244,883 \\ & 243,351 \\ & 255,470 \end{aligned}$ | 75,154 <br> 77,53 <br> 71,794 <br> 68,970 <br> 63,301 <br>  | $\begin{aligned} & 139,546 \\ & 173,49 \\ & 173,089 \\ & 17,89 \\ & 177,41 \\ & 192,169 \end{aligned}$ |
| $\begin{aligned} & 2000 \ldots \\ & 200 \\ & 2002 \\ & 2003 \\ & 2004 \\ & 2004 \end{aligned}$ | $\begin{aligned} & 5,948,104 \\ & 6,250,59 \\ & 6,59,59 \\ & 6,49,86298 \\ & 6,545,570 \end{aligned}$ | $\begin{aligned} & \text { 2,217,044, } \\ & 2,374,49 \\ & 2 ., 55,032 \\ & 2,650,337 \\ & 2,683,49 \end{aligned}$ | $3,731,060$ $3,876,039$ $3,97,166$ $3,84,525$ $3,862,081$ | $2,558,520$ $2,675,193$ $2,75,405$ $2,689,928$ $2,697,507$ | $\begin{aligned} & 3,89,584 \\ & 3,575,536 \\ & 3,757,793 \\ & 3,83,934,964 \\ & 3,84,063 \end{aligned}$ | $\begin{array}{r} 995,839 \\ 1,066,281 \\ 1,136,669 \\ 1,162,555 \\ 1,166,554 \end{array}$ | $1,562,681$ 1,668912 $1,607,736$ $1, .527,733$ $1,530,953$ |  | $\begin{aligned} & 2,168,39 \\ & \begin{array}{l} 2,26,7127 \\ 2,26,127 \\ 2,35,430 \\ 2,36,152 \\ 2,331,128 \end{array} \end{aligned}$ |  | $\begin{aligned} & 251,043 \\ & 253,878 \\ & 258,99 \\ & 284,97 \\ & 202,276 \end{aligned}$ | 58,844 47,59 47,087 43,68 42,250 | $\begin{aligned} & 192,199 \\ & 20,199 \\ & 20,692 \\ & 211,912 \\ & 241,19 \\ & 259,976 \\ & 259 \end{aligned}$ |

[^80]Table 303.70. Total undergraduate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control and level of institution: Selected years, 1970 through 2026-Continued

| Level and year | Total | Full-time | Part-time | Males | Females | Males |  | Females |  | Public | Private |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Full-time | Part-time | Full-time | Part-time |  | Tota | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 2005 | $\begin{aligned} & \hline 6,487,826 \\ & 6,518,291 \\ & 6,617,621 \\ & 6,971,105 \\ & 7,522,581 \end{aligned}$ | $2,646,763$$2,64,222$$2,692,491$$2,82,110$$3,243,952$ | $3,841,063$$3,875,069$$3,925,130$$4,138,995$$4,278,629$ | $2,680,299$$2,704,654$$2,770,457$$2,955,793$$3,197,338$ | $\begin{aligned} & 3,807,527 \\ & 3,813,637 \\ & 3,847,164 \\ & 4,035,312 \\ & 4,325,243 \end{aligned}$ | $1,153,759$$1,159,800$$1,190,067$1,249832$1,446,372$ | $1,526,540$$1,544,854$$1,580,390$$1,685,961$$1,750,966$ | $\begin{aligned} & 1,493,000 \\ & 1,483,422 \\ & 1,502,424 \\ & 1,582,278 \\ & 1,797,580 \end{aligned}$ | $\begin{aligned} & 2,314,523 \\ & 2,30,215 \\ & 2,344,740 \\ & 2,43,034 \\ & 2,527,663 \end{aligned}$ | 6,184,000 <br> 6,224,871 <br> 6,323,810 <br> 7,101,569 | $\begin{aligned} & 303,826 \\ & 293,420 \\ & 293,811 \\ & 331,034 \\ & 421,012 \end{aligned}$ | $\begin{aligned} & 39,156 \\ & 33,486 \\ & 35,351 \\ & 34,772 \end{aligned}$ | $\begin{aligned} & 254,264 \\ & 260,325 \\ & 295,683 \\ & 386,240 \end{aligned}$ |
| 06 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2008 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2009 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2010 | $\begin{aligned} & 7,683,597 \\ & 7,51,150 \\ & 7,167,840 \\ & 6,97,644 \\ & 6,714,485 \end{aligned}$ | $3,365,379$$3,170,207$$2,941,797$$2,836,74$$2,66,728$ | 4,318,218 <br> 4,340,943 <br> $4,226,043$ 4 4 <br> 4,053,757 | $\begin{aligned} & 3,265,885 \\ & 3,175,803 \\ & 3,046,093 \\ & 2,998,440 \\ & 2,893,779 \end{aligned}$ | $\begin{aligned} & 4,417,712 \\ & 4,355,347 \\ & 4,121,747 \\ & 3,972,204 \\ & 3,820,706 \end{aligned}$ | $\begin{aligned} & 1,483,230 \\ & 1,991,183 \\ & 1,905,657 \\ & 1,279,794 \\ & 1,200,105 \end{aligned}$ | $\begin{aligned} & 1,782,655 \\ & 1,784,620 \\ & 1,740,436 \\ & 1,718,646 \\ & 1,693,674 \end{aligned}$ | $\begin{aligned} & 1,882,149 \\ & 1,779,024 \\ & 1,636,140 \\ & 1,556,480 \\ & 1,460,623 \end{aligned}$ | $2,535,563$$2,556,323$$2,485,607$$2,45,724$$2,360,083$ | $\begin{aligned} & 7,218,063 \\ & 7,08,068 \\ & 6,792,065 \\ & 6,62,411 \\ & 6,397,765 \end{aligned}$ | 465,534442,992375,775344,233316,720 | $\begin{aligned} & 32,683 \\ & 39,855 \\ & 37,698 \\ & 32,91 \\ & 30,365 \end{aligned}$ | $\begin{aligned} & 432,851 \\ & 403,137 \\ & 338,077 \\ & 312,042 \\ & 286,355 \end{aligned}$ |
| 2011 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2012 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2013 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2015 | $\begin{aligned} & 6,490,928 \\ & 6,969,00 \\ & 7,034,000 \\ & 7,136,000 \\ & 7,251,000 \end{aligned}$ | $2,511,221$$2,792,000$$2,829,000$$2,86,000$$2,909,000$ | $\begin{aligned} & 3,979,707 \\ & 4,177,000 \\ & 4,204,000 \\ & 4,269,000 \\ & 4,342,000 \end{aligned}$ | $\begin{aligned} & 2,816,166 \\ & 3,005,000 \\ & 3,014,000 \\ & 3,048,000 \\ & 3,090,000 \end{aligned}$ | $\begin{aligned} & 3,674,762 \\ & 3,965,000 \\ & 4,020,000 \\ & 4,888,000 \\ & 4,161,000 \end{aligned}$ | $\begin{aligned} & 1,145,041 \\ & 1,272,000 \\ & 1,269,000 \\ & 1,284,000 \\ & 1,300,000 \end{aligned}$ | $\begin{array}{r} 1,671,125 \\ 1,733,000 \\ 1,745,000 \\ 1,765,000 \\ 1,790,000 \end{array}$ | $\begin{array}{r} 1,366,180 \\ 1,521,000 \\ 1,560,000 \\ 1,530,000 \\ 1,609,000 \end{array}$ | $2,308,582$$2,44,400$$2,460,000$$2,504,000$$2,551,000$ | $6,215,666$$6,664,000$$6,723,000$$6,821,000$$6,932,000$ | $\begin{aligned} & 275,262 \\ & 306,000 \\ & 310,000 \\ & 315,000 \\ & 319,000 \end{aligned}$ | , 49 | 25,213 |
| $2016{ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20181 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20191 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20201 | 7,354,000 | 2,952,000 | 4,401,000 | 3,128,000 | 4,226,000 <br> 4,291,000 <br> 4,345,000 <br> 4,399,000 <br> 4,450,000 | $\begin{array}{r} 1,316,000 \\ 1,331,000 \\ 1,343,000 \\ 1,385,000 \\ 1,369,000 \end{array}$ | $\begin{aligned} & 1,812,000 \\ & 1,83,000 \\ & 1,849,000 \\ & 1,83,000 \\ & 1,878,000 \end{aligned}$ | $\begin{array}{r} 1,636,000 \\ 1,661,00 \\ 1,679,000 \\ 1,69,000 \\ 1,714,000 \end{array}$ | $2,590,000$2,629000$2,665,000$2,70000$2,737,000$ | $\begin{array}{r} 7,030,000 \\ 7,126,000 \\ 7,200,000 \\ 7,283,000 \\ 7,358,000 \end{array}$ | $\begin{aligned} & 324,000 \\ & 329,000 \\ & 332,000 \\ & 336,000 \\ & 339,000 \end{aligned}$ |  |  |
| 20211 | 7,455,000 | 2,992,000 | 4,463,000 | 3,164,000 |  |  |  |  |  |  |  |  |  |
| 2022 | 7,537,000 | 3,023,000 | 4,515,000 | 3,193,000 |  |  |  |  |  |  |  |  |  |
| 20231 | 7,619,000 | 3,057,000 | 4,562,000 | 3,220,000 |  |  |  |  |  |  |  |  |  |
| 2024 | 7,697,000 | 3,083,000 | 4,614,000 | 3,247,000 |  |  |  |  |  |  |  |  |  |
| 20251 | $\begin{aligned} & 7,774,000 \\ & 7,831,000 \end{aligned}$ | $\begin{aligned} & 3,101,000 \\ & 3,111,000 \end{aligned}$ | $\begin{aligned} & 4,673,000 \\ & 4,719,000 \end{aligned}$ | $\begin{aligned} & 3,274,000 \\ & 3,295,000 \end{aligned}$ | $\begin{aligned} & 4,500,000 \\ & 4,536,000 \end{aligned}$ | $\begin{aligned} & 1,378,000 \\ & 1,382,000 \end{aligned}$ | $\begin{aligned} & 1,896,000 \\ & 1,912,000 \end{aligned}$ | $\begin{aligned} & 1,723,000 \\ & 1,729,000 \end{aligned}$ | $\begin{array}{r} 2,777,000 \\ 2,807,000 \end{array}$ | $\begin{aligned} & 7,432,000 \\ & 7,488,000 \end{aligned}$ | $\begin{aligned} & 341,000 \\ & 343,000 \end{aligned}$ | 二 | - |
| 20261 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 | $\begin{aligned} & 5,049,688 \\ & 5,713,729 \end{aligned}$ | $\begin{aligned} & 4,051,155 \\ & 4,407,387 \end{aligned}$ | $\begin{array}{r} 998,533 \\ 1,306,342 \end{array}$ | $\begin{aligned} & 2,875,276 \\ & 3,093,401 \end{aligned}$ | $\begin{array}{r} 2,174,412 \\ 2,620,328 \end{array}$ | $\begin{aligned} & 2,325,073 \\ & 2,423,797 \end{aligned}$ | $\begin{aligned} & 550,203 \\ & 669,604 \end{aligned}$ | $\begin{aligned} & 1,726,082 \\ & 1,983,590 \end{aligned}$ | $\begin{aligned} & 448,330 \\ & 636,738 \end{aligned}$ | $\begin{aligned} & 3,425,272 \\ & 3,994,059 \end{aligned}$ | $\begin{aligned} & 1,624,416 \\ & 1,719,670 \end{aligned}$ | $\begin{aligned} & 1,616,834 \\ & 1,701,847 \end{aligned}$ | $\begin{array}{r} 7,582 \\ 17,823 \end{array}$ |
| 1975 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 | $\begin{aligned} & 6,039,119 \\ & 6,054,50 \\ & 6,122,529 \\ & 6,087,734 \end{aligned}$ | $4,608,107$$4,653,210$$4,644,101$$4,687,233$$4,643,867$ | $\begin{array}{r} 1,341,851 \\ 1,385,909 \\ 1,410,249 \\ 1,435,96 \\ 1,443,867 \end{array}$ | $2,953,535$$2,984,135$$3,000,692$$3,027,191$$2,990,350$ | $\begin{aligned} & 2,996,423 \\ & 3,054,984 \\ & 3,053,658 \\ & 3,095,338 \\ & 3,097,384 \end{aligned}$ | $2,347,238$$2,362,816$$2,368,830$2,39543$2,353,583$ | 606,297621,319631,862637,648636,767 | $2,260,869$$2,290,394$$2,275,271$$2,27,690$$2,290,284$ | $\begin{aligned} & 735,554 \\ & 764,590 \\ & 778,387 \\ & 797,648 \\ & 807,100 \end{aligned}$ | $4,168,463$$4,194,414$$4,23,788$$4,214,830$ | $\begin{aligned} & 1,835,595 \\ & 1,80,656 \\ & 1,859,936 \\ & 1,84,741 \\ & 1,872,904 \end{aligned}$ | $1,812,609$$1,839,682$$1,824,413$$1,844,783$$1,832,063$ | $\begin{aligned} & 22,986 \\ & 30,974 \\ & 35,523 \\ & 39,958 \\ & 40,841 \end{aligned}$ |
| 1981 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1982 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1983 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1984 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1985 | $\begin{aligned} & 6,065,597 \\ & 6,118,427 \\ & 6,270,013 \\ & 6,441,393 \\ & 6,591,642 \end{aligned}$ | $4,628,985$$4,655,812$$4,753,880$$4,898,836$$4,984,995$ | $\begin{array}{r} 1,436,612 \\ 1,462,615 \\ 1,516,133 \\ 1,52,557 \\ 1,606,647 \end{array}$ | $2,959,846$$2,965,573$$2,995,634$$3,04,955$$3,094,190$ | $\begin{aligned} & 3,105,751 \\ & 3,161,1554 \\ & 3,274,379 \\ & 3,393,438 \\ & 3,497,452 \end{aligned}$ | $2,330,138$$2,321,779$$2,343,509$$2,387,849$$2,408,959$ | $\begin{aligned} & 629,708 \\ & 634,794 \\ & 652,125 \\ & 660,106 \\ & 685,231 \end{aligned}$ | $\begin{aligned} & 2,298,847 \\ & 2,934,033 \\ & 2,41,371 \\ & 2,510,987 \\ & 2,576,036 \end{aligned}$ | $\begin{aligned} & 806,904 \\ & 827,821 \\ & 864,008 \\ & 882,451 \\ & 921,416 \end{aligned}$ | $4,207,392$$4,247,025$$4,377,535$$4,48,659$$4,604,082$ | $\begin{aligned} & 1,858,205 \\ & 1,871,402 \\ & 1,892,478 \\ & 1,953,734 \\ & 1,987,560 \end{aligned}$ | $\begin{array}{r} 1,820,205 \\ 1,826,796 \\ 1.849 .840 \end{array}$ | $\begin{aligned} & 38,000 \\ & 44,606 \\ & 42,638 \end{aligned}$ |
| 1986 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1987 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1988 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1990 | $\begin{aligned} & 6,719,023 \\ & 6,787,387 \\ & 6,815,351 \\ & 6,758,398 \\ & 6,732,999 \end{aligned}$ | $5,092,068$$5,146,882$$5,164,437$$5,136,163$$5,136,993$ | $\begin{aligned} & 1,626,955 \\ & 1,640,505 \\ & 1,650,914 \\ & 1,622,235 \\ & 1,596,006 \end{aligned}$ | $\begin{aligned} & 3,146,990 \\ & 3,169,933 \\ & 3,169,670 \\ & 3,138,286 \\ & 3,098,952 \end{aligned}$ | $\begin{aligned} & 3,572,033 \\ & 3,68,294 \\ & 3,645,681 \\ & 3,62,112 \\ & 3,634,047 \end{aligned}$ | $2,455,143$$2,474,129$$2,472,923$$2,453,781$$2,430,002$ | $\begin{aligned} & 691,847 \\ & 694,964 \\ & 696,747 \\ & 684,505 \\ & 668,950 \end{aligned}$ | $\begin{aligned} & 2,636,925 \\ & 2,672,753 \\ & 2,691,514 \\ & 2,68,382 \\ & 2,706,991 \end{aligned}$ | 935,108945,541954,167937730927,056 | $4,713,121$$4,743,142$$4,731,783$$4,644,765$$4,736,762$ | $2,005,902$$2,044,245$$2,083,568$$2,083,633$$2,096,237$ | $1,954,249$$1,830,065$$2,018,433$$2,012,840$$2,014,858$ | $\begin{aligned} & 51,653 \\ & 61,180 \\ & 65,135 \\ & 70,793 \\ & 81,379 \end{aligned}$ |
| 1991 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1992 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1994 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995 | $\begin{aligned} & 6,739,621 \\ & 6,764,168 \\ & 6,845,18 \\ & 6,947,623 \\ & 7,086,189 \end{aligned}$ | $\begin{aligned} & 5,168,222 \\ & 5,26,624 \\ & 5,233,427 \\ & 5,45,820 \\ & 5,56,306 \end{aligned}$ | $\begin{aligned} & 1,571,399 \\ & 1,537,544 \\ & 1,521,591 \\ & 1,494,818 \\ & 1,499,883 \end{aligned}$ | $\begin{aligned} & 3,072,630 \\ & 3,01,880 \\ & 3,078,821 \\ & 3,12,799 \\ & 3,170,912 \end{aligned}$ | $\begin{aligned} & 3,666,991 \\ & 3,72,288 \\ & 3,766,197 \\ & 3,83,824 \\ & 3,915,277 \end{aligned}$ | $2,418,395$$2,422,656$$2,448,203$$2,491,740$$2,545,383$ | 654,235639,224630,618621,059625,529 | $\begin{aligned} & 2,749,827 \\ & 2,830,968 \\ & 2,875,224 \\ & 2,91,065 \\ & 3,040,923 \end{aligned}$ | $\begin{aligned} & 917,164 \\ & 898,320 \\ & 890,973 \\ & 873,759 \\ & 874,354 \end{aligned}$ | $\begin{aligned} & 4,626,228 \\ & 4,62,1,25 \\ & 4,646,793 \\ & 4,704,249 \\ & 4,776,442 \end{aligned}$ | $2,113,393$$2,142,923$$2,18,225$$2,243,374$$2,309,747$ | $2,029,539$$2,037,065$$2,068,030$$2,066,785$$2,121,989$ | $\begin{array}{r} 83,854 \\ 105,858 \\ 130,195 \\ 156,589 \\ 187,758 \end{array}$ |
| 1996 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1997 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1998 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000 | $\begin{aligned} & 7,207,289 \\ & 7,46,081 \\ & 7,727,879 \\ & 7,986,50 \\ & 8,235,060 \end{aligned}$ | $\begin{aligned} & 5,705,882 \\ & 5,953,150 \\ & 6,178,220 \\ & 6,349,916 \\ & 6,600,847 \end{aligned}$ | $\begin{aligned} & 1,501,407 \\ & 1,511,931 \\ & 1,549,659 \\ & 1,51,586 \\ & 1,634,213 \end{aligned}$ | $\begin{aligned} & 3,219,748 \\ & 3,329,238 \\ & 3,438,985 \\ & 3,537,444 \\ & 3,642,541 \end{aligned}$ | $3,987,541$$4,135,843$4,288894$4,449,058$$4,592,519$ | $\begin{aligned} & 2,592,407 \\ & 2,70,349 \\ & 2,798,499 \\ & 2,886,127 \\ & 2,974,074 \end{aligned}$ | 627,341626889640,486651,317668,467 | $\begin{aligned} & 3,113,475 \\ & 3,250,801 \\ & 3,379,721 \\ & 3,508,799 \\ & 3,626,773 \end{aligned}$ | $\begin{aligned} & 874,066 \\ & 885,042 \\ & 909,173 \\ & 940,269 \\ & 965,746 \end{aligned}$ | $\begin{aligned} & 4,842,261 \\ & 4,989,220 \\ & 5,162,656 \\ & 5,31,1218 \\ & 5,407,236 \end{aligned}$ | $2,365,028$$2,475,861$$2,565,223$$2,672,284$$2,827,824$ | $2,154,336$$2,210,169$$2,259,004$$2,302,805$$2,347,116$ | $\begin{aligned} & 210,692 \\ & 265,692 \\ & 306,219 \\ & 369,479 \\ & 480,708 \end{aligned}$ |
| 2001 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2002 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2003 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2004 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2005 |  |  | 1,676,471 | 3, |  |  |  |  |  |  |  |  |  |
| 2006 | 8,66 | 6,927 | 1,738,154 | 3,809,102 | 4,856,909 | 3,104 | , | 3,823 | 1,033 | 5,622 | 3,043,456 | 2,409,084 | 634,372 |
| 2007 | 8,986,150 | 7,148,487 | 1,837,663 | 3,957,143 | 5,029,007 | 3,206,801 | 750,342 | 3,941,686 | 1,087,321 | 5,813,773 | 3,172,377 | 2,436,841 | 735,536 |
| 2008 | 9,394,633 | 7,422,820 | 1,971,813 | 4,130,830 | 5,263,803 | 3,327,599 | 803,231 | 4,095,221 | 1,168,582 | 5,951,146 | 3,443,487 | 2,501,181 | 942,306 |
| 2009 | 9,941,598 |  |  |  |  |  |  | 4,298,575 | 1,277,185 |  | 3,656,792 | 2,560,399 | , |
| 2010 | 10,398,830 | 8,09 | 2,307,169 | 4,570,397 | 5,828 | 3,635,745 |  | 4,455 | 1,372,517 | ,937 | 3,913,893 | 2,620,310 | , ${ }^{\text {, }}$ |
| 2011 | 10,566,153 | 8,194,968 | 2,371,185 | 4,647,189 | 5,918,964 | 3,679,370 | 967,81 | 4,515,598 | 1,403,366 | 6,626,741 | 3,939,412 | 2,679,068 | 1,260,344 |
| 2012 | 10,567,798 | 8,155,295 | 2,412,503 | 4,668,845 | 5,898,953 | 3,678,732 | 990,113 | 4,476,563 | 1,422,390 | 6,686,035 | 3,881,763 | 2,706,702 | 1,175,061 |
| 2013 | 10,505,660 | 8,103,002 | 2,402,658 | 4,661,700 | 5,843,960 | 3,670,416 | 991,284 | 4,432,586 | 1,411,374 | 6,721,881 | 3,783,779 | 2,723,272 | 1,060,507 |
| 2014 | 10,578,302 |  | 2,455,228 |  |  | , 776 | 1,0 | 4,446,227 | 1,439,944 | 6,847,072 | 隹 | 2,740,976 | 990,254 |
| 2015 | 10,545,850 | 8,093,771 | 2,452,079 | 4,683,671 | 5,862,179 | 3,665,523 | 1,018,148 | 4,428,248 | 1,433,931 | 6,930,054 | 3,615,796 | 2,769,125 | 846,671 |
| 201 | 10,300,000 | 7,931,000 | 2,369,000 | 4,615,000 | 5,685,000 | 3,639,000 | 975,000 | 4,292,000 | 1,394,000 | 6,769,000 | 3,531,000 |  |  |
| 20171 | 10,428,000 | 8,041,000 | 2,387,000 | 4,614,000 | 5,814,000 | 3,632,000 | 982,000 | 4,409,000 | 1,405,000 | 6,851,000 | 3,577,000 |  |  |
| 20181 | 10,560,000 | 8,137,000 | 2,423,000 | 4,660,000 | 5,900,000 | 3,667,000 | 993,000 | 4,470,000 | 1,430,000 | 6,937,000 | 3,623,000 |  |  |
| $19^{1}$ | 10, | 8,252,000 | 2, |  | 5,997,000 | , | 1,00 | 4,540,000 | 1,4 | 7,040,000 | ,00 |  |  |
| 20201 | 10,891,000 | 8,389,000 | 2,503,000 | 4,790,000 | 6,101,000 | 3,768,000 | 1,022,000 | 4,621,000 | 1,481,000 | 7,154,000 | 3,737,000 |  |  |
| 20211 | 11,048,000 | 8,506,000 | 2,542,000 | 4,853,000 | 6,195,000 | 3,816,000 | 1,036,000 | 4,689,000 | 1,506,000 | 7,257,000 | 3,791,000 |  |  |
| 20221 | 11,153,000 | 8,578,000 | 2,575,000 | 4,894,000 | 6,259,000 | 3,847,000 | 1,047,000 | 4,731,000 | 1,528,000 | 7,326,000 | 3,827,000 |  |  |
| 20231 | 11,272,000 | 8,668,000 | 2,604,000 | 4,940,000 | 6,332,000 | 3,885,000 | 1,054,000 | 4,783,000 | 1,549,000 | 7,404,000 | 3,868,000 |  |  |
| 2024 | 11,378,000 | 8,746,000 | 2,632,000 | 4,981,000 | 6,396,000 | 3,919,000 | 1,062,000 | 4,827,000 | 1,569,000 | 7,473,000 | 3,904,000 | - |  |
| 20251 | 11,458,000 | 8,797,000 | 2,661,000 | 5,012,000 | 6,446,000 | 3,941,000 | 1,071,000 | 4,856,000 | 1,590,000 | 7,526,000 | 3,932,000 | - |  |
| 2026 | 11,519,000 | 8,834,000 | 2,685,000 | 5,034,000 | 6,485,000 | 3,956,000 | 1,078,000 | 4,878,000 | 1,606,000 | 7,566,000 | 3,953,000 |  |  |

[^81]higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2026. (This table was prepared February 2017.)

Table 303.80. Total postbaccalaureate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control of institution: 1967 through 2026

| Year | Total | Full-time | Part-time | Males | Females | Males |  | Females |  | Public | Private |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Full-time | Part-time | Full-time | Part-time |  | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 |
| 1967 | 896,065 | 8,238 | 7,827 | 630,701 | 265,364 | 354,628 | 276,073 | 93,610 | 171,754 | 522,623 | 373,442 | 373,336 | 106 |
| 1968 | 1,037,377 | 469,747 | 567,630 | 696,649 | 340,728 | 358,686 | 337,963 | 111,061 | 229,667 | 648,657 | 388,720 | 388,68 | 39 |
| 1969 .... | 1,120,175 | 506,833 | 613,342 | 738,673 | 381,502 | 383,630 | 355,043 | 123,203 | 258,299 | 738,551 | 381,624 | 381,558 | 66 |
| 1970 | 1,212,243 | 536,226 | 676,017 | 793,940 | 418,303 | 407,724 | 386,216 | , 02 | 289,801 | 807,879 | 4,364 | 404,287 |  |
| 1971. | 1,204,390 | 564,236 | 640,154 | 789,131 | 415,259 | 428,167 | 360,964 | 136,069 | 279,190 | 796,516 | 407,874 | 407,804 | 70 |
| 1972. | 1,272,421 | 583,299 | 689,122 | 810,164 | 462,257 | 436,533 | 373,631 | 146,766 | 315,491 | 848,031 | 424,390 | 424,278 | 112 |
| 1973. | 1,342,452 | 610,935 | 731,517 | 833,453 | 508,999 | 444,219 | 389,234 | 166,716 | 342,283 | 897,104 | 445,348 | 445,205 | 143 |
| 1974. | 1,425,001 | 643,927 | 781,074 | 856,847 | 568,154 | 454,706 | 402,141 | 189,221 | 378,933 | 956,770 | 468,231 | 467,950 | 281 |
| 1975. | 1,505,404 | 672,938 | 832,466 | 891,992 | 613,412 | 467,425 | 424,567 | 205,513 | 407,899 | 1,008,476 | 496,928 | 496,604 | 324 |
| 1976. | 1,577,546 | 683,825 | 893,721 | 904,551 | 672,995 | 459,286 | 445,265 | 224,539 | 448,456 | 1,033,115 | 544,431 | 541,064 | 3,367 |
| 1977. | 1,569,084 | 698,902 | 870,182 | 891,819 | 677,265 | 462,038 | 429,781 | 236,864 | 440,401 | 1,004,013 | 565,071 | 561,384 | 3,68 |
| 1978 ... | 1,575,693 | 704,831 | 870,862 | 879,931 | 695,762 | 458,865 | 421,066 | 245,966 | 449,796 | 998,608 | 577,085 | 573,563 | 3,52 |
| 1979 ... | 1,571,922 | 714,624 | 857,298 | 862,754 | 709,168 | 456,197 | 406,557 | 258,427 | 450,741 | 989,991 | 581,931 | 578,425 | 3,50 |
| 1980 | 1,621,840 | 736,214 | 885,626 | 874,197 | 747,643 | 462,387 | 411,810 | 273,827 | 473,816 | 1,015,439 | 606,401 | 601,084 | 317 |
| 1981. | 1,617,150 | 732,182 | 884,968 | 866,785 | 750,365 | 452,364 | 414,421 | 279,818 | 470,547 | 998,669 | 618,481 | 613,557 | 4,924 |
| 1982. | 1,600,718 | 736,813 | 863,905 | 860,890 | 739,828 | 453,519 | 407,371 | 283,294 | 456,534 | 983,014 | 617,704 | 613,350 | 4,354 |
| 1983 | 1,618,666 | 747,016 | 871,650 | 865,425 | 753,241 | 455,540 | 409,885 | 291,476 | 461,765 | 985,616 | 633,050 | 628,111 | 4,939 |
| 1984 | 1,623,869 | 750,735 | 873,134 | 856,761 | 767,108 | 452,579 | 404,182 | 298,156 | 468,952 | 983,879 | 639,990 | 634,109 | 5,88 |
| 1985 | 1,650,381 | 755,629 | 4,752 | 856,370 | 94,011 | 451,274 | 405,096 | 304,355 | 489,656 | 1,002,148 | 648,233 | 62,795 | 8 |
| 1986 | 1,705,536 | 767,477 | 938,059 | 867,010 | 838,526 | 452,717 | 414,293 | 314,760 | 523,766 | 1,053,177 | 652,359 | 644,185 | 8,174 |
| 1987 | 1,720,407 | 768,536 | 951,871 | 863,599 | 856,808 | 447,212 | 416,387 | 321,324 | 535,484 | 1,054,665 | 665,742 | 662,408 | 3,334 |
| 1988. | 1,738,789 | 794,340 | 944,449 | 864,252 | 874,537 | 455,337 | 408,915 | 339,003 | 535,534 | 1,058,242 | 680,547 |  |  |
| 1989 .. | 1,796,029 | 820,254 | 975,775 | 879,025 | 917,004 | 461,596 | 417,429 | 358,658 | 558,346 | 1,090,221 | 705,808 |  |  |
| 1990. | 1,859,531 | 844,955 | 1,014,576 | 904,150 | 955,381 | 471,217 | 432,933 | 373,738 | 581,643 | 1,135,121 | 724,410 | 716,820 | 7,590 |
| 1991. | 1,919,666 | 893,917 | 1,025,749 | 930,841 | 988,825 | 493,849 | 436,992 | 400,068 | 588,757 | 1,161,606 | 758,060 | 746,687 | 11,373 |
| 1992 | 1,949,659 | 917,676 | 1,031,983 | 941,053 | 1,008,606 | 502,166 | 438,887 | 415,510 | 593,096 | 1,168,270 | 781,389 | 770,802 | 10,587 |
| 1993. | 1,980,844 | 948,136 | 1,032,708 | 943,768 | 1,037,076 | 508,574 | 435,194 | 439,562 | 597,514 | 1,177,301 | 803,543 | 789,700 | 13,843 |
| 1994. | 2,016,182 | 969,070 | 1,047,112 | 949,785 | 1,066,397 | 513,592 | 436,193 | 455,478 | 610,919 | 1,188,552 | 827,630 | 809,642 | 17,988 |
| 1995 | 2,030,062 | 983,534 | 1,046,528 | 941,409 | 1,088,653 | 510,782 | 430,627 | 472,752 | 615,901 | 1,188,748 | 841,314 | 824,351 | 16,963 |
| 1996 | 2,040,572 | 1,004,114 | 1,036,458 | 932,153 | 1,108,419 | 512,100 | 420,053 | 492,014 | 616,405 | 1,185,216 | 855,356 | 830,238 | 25,118 |
| 1997 | 2,051,747 | 1,019,464 | 1,032,283 | 927,496 | 1,124,251 | 510,845 | 416,651 | 508,619 | 615,632 | 1,188,640 | 863,107 | 837,790 | 25,317 |
| 1998 | 2,070,030 | 1,024,627 | 1,045,403 | 923,132 | 1,146,898 | 505,492 | 417,640 | 519,135 | 627,763 | 1,187,557 | 882,473 | 852,270 | 30,203 |
| 1999 | 2,110,246 | 1,049,591 | 1,060,655 | 930,930 | 1,179,316 | 508,930 | 422,000 | 540,661 | 638,655 | 1,201,511 | 908,735 | 869,739 | 38,99 |
| 2000 | 2,156,896 | 1,086,674 | 1,070,222 | 943,501 | 1,213,395 | 522,847 | 420,654 | 563,827 | 649,568 | 1,213,464 | 943,432 | 896,239 | 47,193 |
| 2001. | 2,212,377 | 1,119,862 | 1,092,515 | 956,384 | 1,255,993 | 531,260 | 425,124 | 588,602 | 667,391 | 1,247,285 | 965,092 | 909,612 | 55,480 |
| 2002 | 2,354,634 | 1,212,107 | 1,142,527 | 1,009,726 | 1,344,908 | 566,930 | 442,796 | 645,177 | 699,731 | 1,319,138 | 1,035,496 | 959,385 | 76,111 |
| 2003. | 2,431,117 | 1,280,880 | 1,150,237 | 1,032,892 | 1,398,225 | 589,190 | 443,702 | 691,690 | 706,535 | 1,335,595 | 1,095,522 | 994,375 | 101,147 |
| 2004. | 2,491,414 | 1,325,841 | 1,165,573 | 1,047,214 | 1,444,200 | 598,727 | 448,487 | 727,114 | 717,086 | 1,329,532 | 1,161,882 | 1,022,319 | 139,563 |
| 2005 | 2,523,511 | 1,350,581 | 1,172,930 | 1,047,054 | 1,476,457 | 602,525 | 444,529 | 748,056 | 728,401 | 1,324,104 | 1,199,407 | 1,036,324 | 63,083 |
| 2006 | 2,574,568 | 1,386,226 | 1,188,342 | 1,061,059 | 1,513,509 | 614,709 | 446,350 | 771,517 | 741,992 | 1,332,707 | 1,241,861 | 1,064,626 | 77,235 |
| 2007 | 2,644,357 | 1,428,914 | 1,215,443 | 1,088,314 | 1,556,043 | 632,576 | 455,738 | 796,338 | 759,705 | 1,353,197 | 1,291,160 | 1,100,823 | 190,337 |
| 2008. | 2,737,076 | 1,492,813 | 1,244,263 | 1,122,272 | 1,614,804 | 656,926 | 465,346 | 835,887 | 778,917 | 1,380,936 | 1,356,140 | 1,124,987 | 231,153 |
| 2009. | 2,849,415 | 1,567,080 | 1,282,335 | 1,169,777 | 1,679,638 | 689,977 | 479,800 | 877,103 | 802,535 | 1,424,393 | 1,425,022 | 1,172,501 | 252,521 |
| 2010 | 2,937,011 | 1,630,142 | 1,306,869 | 1,209,477 | 1,727,534 | 719,408 | 490,069 | 910,734 | 816,800 | 1,439,171 | 1,497,840 | 1,201,489 | 296,351 |
| 2011. | 2,933,287 | 1,637,356 | 1,295,931 | 1,211,264 | 1,722,023 | 722,265 | 488,999 | 915,091 | 806,932 | 1,421,404 | 1,511,883 | 1,207,896 | 303,987 |
| 2012 | 2,908,840 | 1,637,312 | 1,271,528 | 1,204,068 | 1,704,772 | 724,017 | 480,051 | 913,295 | 791,477 | 1,406,567 | 1,502,273 | 1,206,988 | 295,285 |
| 2013 | 2,900,373 | 1,657,334 | 1,243,039 | 1,201,057 | 1,699,316 | 732,112 | 468,945 | 925,222 | 774,094 | 1,398,556 | 1,501,817 | 1,215,927 | 285,890 |
| 2014 ... | 2,914,582 | 1,670,173 | 1,244,409 | 1,211,151 | 1,703,431 | 742,439 | 468,712 | 927,734 | 775,697 | 1,410,178 | 1,504,404 | 1,224,748 | 279,656 |
| 2015 | 2,940,492 | 1,685,837 | 1,254,655 | 1,221,566 | 1,718,926 | 749,971 | 471,595 | 935,866 | 783,060 | 1,422,383 | 1,518,109 | 1,244,198 | 273,911 |
| 2016 | 2,916,000 | 1,673,000 | 1,243,000 | 1,236,000 | 1,680,000 | 768,000 | 468,000 | 905,000 | 775,000 | 1,411,000 | 1,504,000 |  |  |
| 2017 | 2,951,000 | 1,693,000 | 1,258,000 | 1,241,000 | 1,710,000 | 769,000 | 472,000 | 924,000 | 786,000 | 1,428,000 | 1,523,000 |  |  |
| 20181. | 2,992,000 | 1,712,000 | 1,280,000 | 1,254,000 | 1,738,000 | 775,000 | 479,000 | 937,000 | 801,000 | 1,448,000 | 1,544,000 | - |  |
| 20191. | 3,042,000 | 1,738,000 | 1,304,000 | 1,272,000 | 1,770,000 | 785,000 | 487,000 | 953,000 | 817,000 | 1,472,000 | 1,570,000 | - |  |
| 20201 | 3,101,000 | 1,773,000 | 1,328,000 | 1,294,000 | 1,807,000 | 798,000 | 496,000 | 974,000 | 833,000 | 1,500,000 | 1,601,000 |  |  |
| $2021{ }^{1}$... | 3,157,000 | 1,804,000 | 1,353,000 | 1,314,000 | 1,842,000 | 810,000 | 504,000 | 994,000 | 849,000 | 1,527,000 | 1,629,000 | - |  |
| $2022{ }^{1}$ | 3,198,000 | 1,825,000 | 1,372,000 | 1,328,000 | 1,869,000 | 819,000 | 510,000 | 1,007,000 | 863,000 | 1,547,000 | 1,651,000 | - |  |
| 20231 | 3,234,000 | 1,845,000 | 1,389,000 | 1,339,000 | 1,894,000 | 825,000 | 514,000 | 1,019,000 | 875,000 | 1,564,000 | 1,670,000 | - |  |
| 2024 | 3,256,000 | 1,852,000 | 1,404,000 | 1,345,000 | 1,911,000 | 827,000 | 518,000 | 1,024,000 | 887,000 | 1,575,000 | 1,681,000 | - |  |
| 20251 .. | 3,271,000 | 1,852,000 | 1,420,000 | 1,348,000 | 1,923,000 | 826,000 | 522,000 | 1,025,000 | 898,000 | 1,583,000 | 1,689,000 | - | - |
| $2026{ }^{1}$..................... | 3,282,000 | 1,852,000 | 1,431,000 | 1,350,000 | 1,933,000 | 825,000 | 525,000 | 1,026,000 | 906,000 | 1,588,000 | 1,694,000 | - | - |

[^82]SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1967 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2026. (This table was prepared February 2017.)

| Control and religious affiliation of institution | Total enrollment |  |  |  |  |  | Enrollment, fall 2015 |  |  |  |  | Number of institutions ${ }^{1}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 1980 | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2013 | Fall 2014 | Total | Full-time |  | Part-time |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | Males | Females | Males | Females | Fall 1980 | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All institutions . | 12,096,895 | 13,818,637 | 15,312,289 | 21,019,438 | 20,376,677 | 20,207,369 | 19,977,270 | 5,560,535 | 6,730,294 | 3,160,868 | 4,525,573 | 3,226 | 3,501 | 4,056 | 4,589 | 4,562 |
| Public institutions . | 9,457,394 | 10,844,717 | 11,752,786 | 15,142,171 | 14,746,848 | 14,655,015 | 14,568,103 | 3,898,176 | 4,456,499 | 2,619,232 | 3,594,196 | 1,493 | 1,548 | 1,676 | 1,652 | 1,620 |
| Federal. | 50,989 | 50,669 | 16,917 | 21,610 | 19,792 | 19,791 | 19,700 | 12,684 | 5,293 | 583 | 1,140 | 12 | 17 | 12 | 14 | 14 |
| State ...................................................... | ${ }^{2}$ ) | 7,181,380 | 9,548,090 | 12,364,881 | 12,120,173 | 12,076,058 | 12,047,827 | 3,425,204 | 3,939,706 | 1,966,875 | 2,716,042 | ${ }^{2}$ 2) | 978 | 1,355 | 1,331 | 1,307 |
| Local ..................................................... | (2) | 3,508,941 | 2,078,090 | 2,542,044 | 2,400,021 | 2,355,444 | 2,301,721 | 408,634 | 451,264 | 616,599 | 825,224 | (2) | 523 | 277 | 261 | 258 |
| Other public .............................................. | 9,406,405 | 103,727 | 109,689 | 213,636 | 206,862 | 203,722 | 198,855 | 51,654 | 60,236 | 35,175 | 51,790 | 1,481 | 30 | 32 | 46 | 41 |
| Private institutions ...................................... | 2,639,501 | 2,973,920 | 3,559,503 | 5,877,267 | 5,629,829 | 5,552,354 | 5,409,167 | 1,662,359 | 2,273,795 | 541,636 | 931,377 | 1,733 | 1,953 | 2,380 | 2,937 | 2,942 |
| Independent nonprofit ................................................................. | 1,521,614 | 1,474,818 | 1,577,242 | 1,994,900 | 2,085,468 | 2,107,949 | 2,169,211 | 735,209 | -905,237 | 206,170 | 322,595 | 795 | 709 | 729 | 736 | 815 |
| For-profit ............................................... | 111,714 | 213,693 | 450,084 | 2,022,785 | 1,658,439 | 1,556,265 | 1,345,795 | 328,623 | 558,399 | 154,991 | 303,782 | 164 | 322 | 724 | 1,310 | 1,244 |
| Religiously affiliated ${ }^{3}$................................. | 1,006,173 | 1,285,409 | 1,532,177 | 1,859,582 | 1,885,922 | 1,888,140 | 1,894,161 | 598,527 | 810,159 | 180,475 | 305,000 | 774 | 922 | 927 | 891 | 883 |
| Advent Christian Church ..... | 143 | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - |
| African Methodist Episcopal Zion Church ..... | 1,091 | 88 | 34 | 1,536 | 1,541 | 1,683 | 1,579 | 770 | 752 | 35 | 22 | 3 | 1 | 1 | 3 | 3 |
| African Methodist Episcopal ....................... | 4,541 | 3,220 | 5,980 | 2,674 | 2,700 | 2,777 | 4,359 | 1,270 | 1,569 | 712 | 808 | 6 | 5 | 6 | 5 | 6 |
| American Baptist .................................... | 6,131 | 10,800 | 15,410 | 15,120 | 13,990 | 13,917 | 13,397 | 4,156 | 5,370 | 1,331 | 2,540 | 11 | 15 | 17 | 18 | 18 |
| American Evangelical Lutheran Church ........ | - | - | 743 | 1,340 | 1,341 | 1,320 | 1,373 | 638 | 653 | 31 | 51 | - | - | 1 | 1 | 1 |
| American Lutheran and Lutheran Church in America $\qquad$ | 3,092 | - | 1,460 | - | - | - | - | - | - | - | - | 3 | - | 1 | - | - |
| American Lutheran ................................. | 21,608 | - |  | - | - | - | - | - | - | - | - | 13 | - | - | - | - |
| Assemblies of God Church ....................... | 7,814 | 8,307 | 14,272 | 15,806 | 15,958 | 15,801 | 16,618 | 5,528 | 6,992 | 1,859 | 2,239 | 10 | 11 | 14 | 16 | 15 |
| Baptist ................................................ | 38,231 | 99,510 | 107,610 | 174,538 | 111,587 | 106,897 | 108,721 | 35,063 | 47,028 | 10,515 | 16,115 | 33 | 69 | 68 | 69 | 63 |
| Brethren Church .................................... | 3,925 | 958 | 2,088 | 8,506 | 7,462 | 7,829 | 8,227 | 2,214 | 3,230 | 1,502 | 1,281 | 3 | 3 | 3 | 3 | 3 |
| Brethren in Christ Church . | 1,301 | 2,239 | 2,797 | - | - | - | - | - | - | - | - | 1 | 1 | 1 | - | - |
| Christian and Missionary Alliance Church .... | 1,705 | 2,519 | 5,278 | 6,455 | 6,530 | 6,361 | 5,916 | 1,897 | 2,509 | 616 | 894 | 3 | 4 | 4 | 4 | 4 |
| Christian Church (Disciples of Christ) .......... | 14,913 | 30,397 | 35,984 | 52,839 | 47,277 | 47,113 | 46,156 | 14,252 | 21,224 | 4,219 | 6,461 | 12 | 18 | 16 | 18 | 17 |
| Christian Churches and Churches of Christ | 1,342 | 2,263 | 7,277 | 10,074 | 10,536 | 10,349 | 10,179 | 3,880 | 3,849 | 1,224 | 1,226 | 7 | 8 | 18 | 18 | 18 |
| Christian Methodist Episcopal ..................... | 2,486 | 2,174 | 1,502 | 4,817 | 4,191 | 3,857 | 4,102 | 2,133 | 1,818 | 74 | 77 | 4 | 4 | 1 | 3 | 3 |
| Christian Reformed Church ....................... | 5,408 | 4,488 | 5,999 | 5,625 | 5,770 | 5,743 | 5,748 | 2,536 | 2,791 | 211 | 210 | 3 | 2 | 3 | 3 | 3 |
| Church of Christ (Scientist) ......................... | 2,773 | 2,557 | - | - | - | - | - | - | - | - | - | 6 | 8 | - | - | - |
| Church of God of Prophecy ........................ | - | 249 | $\bar{\square}$ | - | - |  | - | - |  | $\overline{40}$ | - | - | 1 | 7 | 7 | - |
| Church of God .......................................... | 6,082 | 5,627 | 12,540 | 16,731 | 17,977 | 17,946 | 17,745 | 5,589 | 8,272 | 1,740 | 2,144 | 9 | 9 | 7 | 7 | 9 |
| Church of New Jerusalem ........................... | 170 | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - |
| Church of the Brethren ............................. | 8,482 | 4,463 | 4,187 | 6,154 | 6,245 | 6,243 | 6,379 | 2,636 | 3,162 | 202 | 379 | 6 | 5 | 4 | 5 | 6 |
| Church of the Nazarene ........................... | 11,716 | 10,779 | 16,661 | 21,144 | 21,597 | 21,563 | 21,822 | 6,317 | 10,146 | 1,967 | 3,392 | 10 | 9 | 12 | 10 | 10 |
| Churches of Christ .................................. | 9,343 | 14,611 | 30,140 | 35,538 | 35,281 | 35,122 | 35,701 | 11,652 | 15,510 | 3,334 | 5,205 | 9 | 19 | 19 | 17 | 17 |
| Cumberland Presbyterian ........................ | 594 | 746 | 1,112 | 4,652 | 6,926 | 6,508 | 6,218 | 2,098 | 2,694 | 570 | 856 | 2 | 2 | 2 | 2 | 2 |
| Episcopal Church, Reformed ..................... | 67 | - | - | - | 1,238 | 1,221 | 1,282 | 80 | 369 | 104 | 729 | 1 | - | - | - | 2 |
| Evangelical Christian ................................ | - | - | - | - | 77,338 | 81,459 | 80,494 | 16,044 | 21,866 | 17,056 | 25,528 | - | - | - | - | 1 |
| Evangelical Congregational Church ............. | 80 | 88 | 148 | 153 | 113 | 123 | 124 | 16 | 18 | 59 | 31 | 1 | 1 | 1 | 1 | 1 |
| Evangelical Covenant Church of America ..... | 1,401 | 1,035 | 2,387 | 3,233 | 3,189 | 3,253 | 3,225 | 775 | 1,278 | 356 | 816 | 1 | 1 | 1 | 1 | 2 |
| Evangelical Free Church of America ............. | 833 | 2,355 | 4,022 | 2,926 | 2,472 | 2,495 | 2,490 | 703 | 499 | 798 | 490 | 1 | 2 | 3 | 2 | 2 |
| Evangelical Lutheran Church ..................... | 743 | 49,210 | 49,085 | 56,162 | 51,904 | 50,905 | 50,249 | 19,912 | 25,109 | 1,936 | 3,292 | 3 | 33 | 34 | 33 | 30 |
| Free Methodist ..................................... | 5,543 | 5,902 | 7,323 | 12,270 | 12,372 | 12,184 | 12,007 | 3,286 | 6,182 | 770 | 1,769 |  | 3 | 4 | 5 | 5 |
| Free Will Baptist Church .......................... | 1,132 | 1,177 | 2,378 | 528 | 570 | 583 | 693 | 275 | 247 | 100 | 71 | 4 | 3 | 4 | 3 | 3 |
| Friends United Meeting ........................... | 1,109 | - |  | $\bar{\square}$ | - | - | - | - | - | - | - | 1 | - | - | - | - |
| Friends .............................................. | 5,157 | 5,844 | 10,898 | 13,876 | 12,555 | 12,203 | 11,651 | 4,397 | 5,115 | 850 | 1,289 | 5 | 6 | 8 | 7 | 7 |
| General Baptist ...................................... | - | - | - | - | - | 2,086 | 1,450 | 336 | 358 | 311 | 445 | - | - | - | - | 1 |
| General Conference Mennonite Church ....... | 820 | 1,243 | 1,059 | - | - | - | - | - | - | - | - | 2 | 2 | 1 | - | - |
| Greek Orthodox .................................... | 204 | 148 | 132 | 220 | 208 | 183 | 193 | 134 | 48 | 10 | 1 | 1 | 1 | 1 | 1 | 1 |
| Interdenominational ............................... | 1,254 | 11,103 | 9,788 | 33,778 | 39,371 | 39,716 | 41,815 | 13,247 | 17,145 | 5,322 | 6,101 | 4 | 17 | 14 | 31 | 34 |
| Jewish ................................................. | 5,738 | 12,217 | 14,182 | 12,755 | 15,390 | 14,873 | 14,758 | 9,886 | 3,532 | 381 | 959 | 24 | 63 | 62 | 36 | 36 |
| Latter-Day Saints .................................. | 39,172 | 42,274 | 44,680 | 53,514 | 63,733 | 71,901 | 82,143 | 25,204 | 24,986 | 13,851 | 18,102 | 4 | 4 | 4 | 4 | 4 |

Table 303.90. Fall enrollment and number of degree-granting postsecondary institutions, by control and religious affiliation of institution: Selected years, 1980 through 2015 -Continued

| Control and religious affiliation of institution | Total enrollment |  |  |  |  |  | Enrollment, fall 2015 |  |  |  |  | Number of institutions ${ }^{1}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 1980 | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2013 | Fall 2014 | Total | Full-time |  | Part-time |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | Males | Females | Males | Females | Fall 1980 | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| See notes at end of table. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lutheran Church-Missouri Synod .............. | 11,727 | 13,827 | 18,866 | 28,255 | 34,329 | 36,350 | 38,050 | 8,934 | 16,008 | 4,492 | 8,616 | 15 | 14 | 13 | 12 | 12 |
| Lutheran Church in America ...................... | 23,877 | 5,796 | 4,322 | 8,240 | 8,732 | 8,702 | 8,613 | 3,501 | 4,214 | 338 | 560 | 20 | 5 | 2 | 3 | 3 |
| Mennonite Brethren Church ....................... | 1,344 | 1,864 | 2,390 | 4,136 | 4,129 | 4,224 | 4,071 | 1,021 | 1,846 | 392 | 812 | 3 | 3 | 3 | 3 | 2 |
| Mennonite Church ................................ | 4,008 | 2,859 | 3,553 | 4,263 | 4,265 | 4,223 | 4,193 | 1,368 | 1,846 | 282 | 697 | 6 | 5 | 5 | 6 | 6 |
| Missionary Church Inc. ............................ | 487 | 699 | 1,647 | 2,152 | 1,804 | 1,792 | 1,719 | 462 | 751 | 168 | 338 | 1 | 1 | 1 | 1 | 1 |
| Moravian Church ......................................... | 2,434 | 2,511 | 2,939 | 3,095 | 3,024 | 3,088 | 3,348 | 835 | 1,720 | 160 | 633 | 2 | 2 | 2 | 2 | 2 |
| Multiple Protestant denominations ............... | 5,526 | 211 | 4,690 | 5,350 | 5,126 | 5,013 | 4,881 | 1,172 | 1,522 | 1,322 | 865 | 8 | 1 | 7 | 6 | 6 |
| North American Baptist ............................ | 155 | - | 124 | 120 | 143 | 195 | 201 | 50 | 17 | 79 | 55 | 1 | - | 1 | 1 | 1 |
| Original Free Will Baptist .......................... | - | - | - | 3,855 | 3,414 | 3,456 | 3,371 | 575 | 829 | 547 | 1,420 | - | - | - | 1 | 1 |
| Pentecostal Holiness Church ......................... | 767 | 566 | 976 | 1,272 | 1,653 | 1,629 | 1,630 | 728 | 635 | 114 | 153 | 3 | 3 | 2 | 3 | 2 |
| Presbyterian ... | - | - | - | - | 2,882 | 2,982 | 2,988 | 925 | 1,507 | 185 | 371 | - | - | - | - | 2 |
| Presbyterian U.S.A ................................. | 47,144 | 77,700 | 78,950 | 85,719 | 83,722 | 84,303 | 84,201 | 30,843 | 40,171 | 4,085 | 9,102 | 57 | 70 | 64 | 58 | 56 |
| Presbyterian Church in America .................. |  | 1,877 | 4,499 | 2,071 | 1,775 | 1,714 | 1,637 | 654 | 674 | 186 | 123 | $\bar{\square}$ | 1 | 5 | 2 | 2 |
| Protestant Episcopal .................................. | 5,396 | 4,559 | 5,479 | 5,006 | 3,935 | 3,585 | 3,523 | 1,592 | 1,595 | 164 | 172 | 12 | 9 | 12 | 11 | 9 |
| Protestant, other ....................................... | 4,072 | 38,136 | 30,116 | 13,450 | 16,884 | 17,572 | 18,380 | 5,514 | 6,867 | 2,716 | 3,283 | 11 | 44 | 34 | 23 | 26 |
| Reformed Church in America .................... | 2,713 | 5,525 | 6,002 | 6,555 | 6,453 | 6,521 | 6,291 | 2,439 | 3,294 | 221 | 337 | 4 |  | 5 | 5 | 5 |
| Reformed Presbyterian Church .................. | 2,014 | 1,556 | 2,355 | 2,982 | 2,751 | 2,546 | 2,561 | 1,096 | 1,065 | 222 | 178 | 4 | 2 | 2 | 3 | 3 |
| Reorganized Latter-Day Saints Church ........ | 4,274 | 4,793 | 3,390 | - |  | - | - | - | - | - | - | 2 | 1 | 2 | - | - |
| Roman Catholic ................................... | 422,842 | 530,585 | 636,336 | 751,091 | 742,189 | 734,339 | 729,924 | 220,147 | 322,309 | 62,264 | 125,204 | 229 | 239 | 239 | 237 | 233 |
| Russian Orthodox ................................. | 47 | 38 | 106 | 60 | 81 | 88 | 77 | 69 | 4 | 4 | 0 | 1 | 1 | 1 | 1 | 1 |
| Seventh-Day Adventists ........................... | 19,168 | 15,771 | 19,223 | 25,430 | 25,590 | 24,918 | 24,277 | 7,825 | 10,967 | 2,025 | 3,460 | 11 | 11 | 13 | 14 | 13 |
| Southern Baptist .................................... | 85,281 | 49,493 | 54,275 | 49,936 | 55,028 | 55,323 | 54,955 | 16,333 | 20,254 | 7,768 | 10,600 | 54 | 29 | 32 | 22 | 23 |
| Undenominational .................................. | - | 6,758 | 23,573 | 27,748 | 32,391 | 32,811 | 33,486 | 8,473 | 12,481 | 5,377 | 7,155 | - | 14 | 16 | 16 | 18 |
| Unitarian Universalist .......................................................... | 87 | 82 | 132 | 166 | 174 | 174 | 183 | 32 | 78 | 27 | 46 | 2 | 2 | 2 | 2 |  |
| United Brethren Church ........................... | 545 | 601 | 938 | 1,260 | 1,124 | 1,209 | 1,252 | 428 | 629 | 71 | 124 | 1 | 1 | 1 | 1 | 1 |
| United Church of Christ ........................... | 14,169 | 20,175 | 23,709 | 20,537 | 16,846 | 16,574 | 16,241 | 5,097 | 6,106 | 1,759 | 3,279 | 16 | 18 | 18 | 17 | 14 |
| United Methodist .................................. | 127,099 | 148,851 | 171,109 | 206,744 | 203,115 | 203,419 | 200,333 | 73,385 | 94,227 | 11,842 | 20,879 | 91 | 96 | 100 | 96 | 94 |
| Wesleyan Church .................................. | 3,583 | 5,311 | 11,128 | 20,670 | 19,733 | 19,868 | 19,726 | 5,629 | 11,173 | 1,062 | 1,862 | 5 | 4 | 4 | 6 | 6 |
| Wisconsin Evangelical Lutheran Synod ........ | 808 | 931 | 1,660 | 1,677 | 2,002 | 2,036 | 2,088 | 769 | 906 | 214 | 199 | , | 3 | 2 | 2 | 2 |
| Other religiously affiliated ......................... | 462 | 5,743 | 2,534 | 4,778 | 5,266 | 5,272 | 5,147 | 1,707 | 2,143 | 343 | 954 | 1 | 9 | 4 | 11 | 10 |

## -Not available

${ }^{1}$ Counts of institutions in this table may be lower than reported in other tables, because counts in this table include only institutions reporting separate enrol"
2Included under "Other public."
${ }^{3}$ Religious affiliation as reported by institution.
NOTE: Data for 1980 and 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2 -year colleges
and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" and "Institutional Characteristics" surveys, 1980; Inte Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education" and "Institutional Characteristics" surveys, 1980; Inte-
grated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90) and "Institutional Characteristics Survey" (IPEDS-IC:90); and IPEDS Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared June 2017.)

Table 304.10. Total fall enrollment in degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1970 through 2015

| State or jurisdiction | Fall 1970 | Fall 1980 | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Percent change, 2010 to 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 8,580,887 | 12,096,895 | 13,818,637 | 15,312,289 | 21,019,438 | 21,010,590 | 20,644,478 | 20,376,677 | 20,207,369 | 19,977,270 | -5.0 |
| Alabama | 103,936 | 164,306 | 218,589 | 233,962 | 327,606 | 320,349 | 310,311 | 305,817 | 305,028 | 302,959 | -7.5 |
| Alaska | 9,471 | 21,296 | 29,833 | 27,953 | 34,799 | 34,932 | 32,797 | 34,890 | 34,331 | 31,331 | -10.0 |
| Arizona | 109,619 | 202,716 | 264,148 | 342,490 | 793,871 | 796,974 | 736,465 | 693,714 | 674,746 | 649,732 | -18.2 |
| Arkansas . | 52,039 | 77,607 | 90,425 | 115,172 | 175,848 | 179,345 | 176,458 | 172,432 | 169,571 | 168,402 | -4.2 |
| California | 1,257,245 | 1,790,993 | 1,808,740 | 2,256,708 | 2,714,699 | 2,691,852 | 2,621,606 | 2,641,331 | 2,696,415 | 2,688,355 | -1.0 |
| Colorado | 123,395 | 162,916 | 227,131 | 263,872 | 369,450 | 365,939 | 363,170 | 358,330 | 353,827 | 348,098 | -5.8 |
| Connecticut | 124,700 | 159,632 | 168,604 | 161,243 | 199,384 | 201,638 | 201,658 | 201,028 | 201,928 | 199,666 | 0.1 |
| Delaware | 25,260 | 32,939 | 42,004 | 43,897 | 55,258 | 56,547 | 58,127 | 59,615 | 60,368 | 60,392 | 9.3 |
| District of Columbia | 77,158 | 86,675 | 79,551 | 72,689 | 91,992 | 90,245 | 90,150 | 89,257 | 90,053 | 93,995 | 2.2 |
| Florida ................... | 235,525 | 411,891 | 588,086 | 707,684 | 1,124,778 | 1,149,160 | 1,154,506 | 1,125,872 | 1,111,018 | 1,083,262 | -3.7 |
| Georgia | 126,511 | 184,159 | 251,786 | 346,204 | 568,916 | 565,414 | 545,360 | 533,425 | 531,004 | 531,299 | -6.6 |
| Hawaii ... | 36,562 | 47,181 | 56,436 | 60,182 | 78,073 | 79,006 | 78,456 | 76,434 | 73,505 | 69,331 | -11.2 |
| Idaho ... | 34,567 | 43,018 | 51,881 | 65,594 | 85,201 | 90,142 | 108,008 | 109,044 | 118,953 | 121,108 | 42.1 |
| Illinois | 452,146 | 644,245 | 729,246 | 743,918 | 906,845 | 892,452 | 866,893 | 842,888 | 824,980 | 802,243 | -11.5 |
| Indiana | 192,668 | 247,253 | 284,832 | 314,334 | 459,493 | 457,506 | 447,263 | 444,409 | 436,327 | 426,363 | -7.2 |
| lowa | 108,902 | 140,449 | 170,515 | 188,974 | 381,867 | 372,146 | 361,189 | 339,738 | 282,482 | 275,106 | -28.0 |
| Kansas | 102,485 | 136,605 | 163,733 | 179,968 | 214,849 | 216,662 | 213,855 | 215,855 | 226,401 | 220,222 | 2.5 |
| Kentucky | 98,591 | 143,066 | 177,852 | 188,341 | 291,104 | 293,766 | 281,133 | 273,073 | 264,197 | 255,722 | -12.2 |
| Louisiana .. | 120,728 | 160,058 | 186,840 | 223,800 | 263,676 | 265,740 | 258,846 | 251,935 | 245,938 | 244,660 | -7.2 |
| Maine ........ | 34,134 | 43,264 | 57,186 | 58,473 | 72,406 | 72,297 | 73,095 | 72,412 | 72,246 | 71,715 | -1.0 |
| Maryland | 149,607 | 225,526 | 259,700 | 273,745 | 377,967 | 380,097 | 374,496 | 363,699 | 365,597 | 363,931 | -3.7 |
| Massachusetts | 303,809 | 418,415 | 417,833 | 421,142 | 507,753 | 508,546 | 514,119 | 513,964 | 510,912 | 510,396 | 0.5 |
| Michigan ... | 392,726 | 520,131 | 569,803 | 567,631 | 697,765 | 685,420 | 663,703 | 643,575 | 619,438 | 600,203 | -14.0 |
| Minnesota | 160,788 | 206,691 | 253,789 | 293,445 | 465,449 | 457,737 | 451,661 | 441,637 | 433,854 | 427,757 | -8.1 |
| Mississippi | 73,967 | 102,364 | 122,883 | 137,389 | 179,995 | 180,576 | 176,618 | 173,084 | 170,728 | 172,136 | -4.4 |
| Missouri | 183,930 | 234,421 | 289,899 | 321,348 | 444,750 | 456,994 | 441,186 | 438,446 | 419,900 | 409,996 | -7.8 |
| Montana | 30,062 | 35,177 | 35,876 | 42,240 | 53,282 | 54,042 | 53,254 | 52,777 | 51,942 | 50,798 | -4.7 |
| Nebraska | 66,915 | 89,488 | 112,831 | 112,117 | 144,692 | 142,875 | 139,558 | 137,943 | 135,825 | 136,087 | -5.9 |
| Nevada | 13,669 | 40,455 | 61,728 | 87,893 | 129,360 | 121,013 | 118,300 | 116,738 | 119,205 | 116,097 | -10.3 |
| New Hampshire | 29,400 | 46,794 | 59,510 | 61,718 | 75,539 | 77,436 | 82,678 | 92,440 | 106,984 | 123,966 | 64.1 |
| New Jersey .. | 216,121 | 321,610 | 324,286 | 335,945 | 444,092 | 443,750 | 439,966 | 436,939 | 436,208 | 423,779 | -4.6 |
| New Mexico | 44,461 | 58,283 | 85,500 | 110,739 | 162,552 | 159,058 | 156,424 | 153,455 | 146,246 | 138,189 | -15.0 |
| New York. | 806,479 | 992,237 | 1,048,286 | 1,043,395 | 1,305,151 | 1,318,076 | 1,309,684 | 1,305,121 | 1,299,055 | 1,285,420 | -1.5 |
| North Carolina | 171,925 | 287,537 | 352,138 | 404,652 | 585,792 | 585,013 | 578,265 | 575,020 | 570,045 | 562,442 | -4.0 |
| North Dakota .. | 31,495 | 34,069 | 37,878 | 40,248 | 56,903 | 56,482 | 55,242 | 55,030 | 54,048 | 53,840 | -5.4 |
| Ohio | 376,267 | 489,145 | 557,690 | 549,553 | 745,115 | 735,034 | 710,379 | 696,912 | 680,238 | 667,760 | -10.4 |
| Oklahoma | 110,155 | 160,295 | 173,221 | 178,016 | 230,560 | 230,176 | 228,492 | 220,897 | 215,349 | 210,904 | -8.5 |
| Oregon ........ | 122,177 | 157,458 | 165,741 | 183,065 | 251,708 | 259,064 | 254,926 | 251,087 | 245,547 | 240,646 | -4.4 |
| Pennsylvania | 411,044 | 507,716 | 604,060 | 609,521 | 804,640 | 787,960 | 777,350 | 765,581 | 750,651 | 736,670 | -8.4 |
| Rhode Island ..... | 45,898 | 66,869 | 78,273 | 75,450 | 85,110 | 84,647 | 83,952 | 83,460 | 83,499 | 82,292 | -3.3 |
| South Carolina | 69,518 | 132,476 | 159,302 | 185,931 | 257,064 | 260,002 | 259,617 | 257,844 | 254,629 | 249,654 | -2.9 |
| South Dakota ... | 30,639 | 32,761 | 34,208 | 43,221 | 58,360 | 55,899 | 56,058 | 55,129 | 53,963 | 53,664 | -8.0 |
| Tennessee | 135,103 | 204,581 | 226,238 | 263,910 | 351,762 | 350,186 | 343,478 | 338,197 | 326,575 | 323,499 | -8.0 |
| Texas ......................................... | 442,225 | 701,391 | 901,437 | 1,033,973 | 1,535,864 | 1,564,208 | 1,544,524 | 1,541,279 | 1,555,462 | 1,570,614 | 2.3 |
| Utah ..................................................... | 81,687 | 93,987 | 121,303 | 163,776 | 255,653 | 264,394 | 267,309 | 261,897 | 274,926 | 293,527 | 14.8 |
| Vermont | 22,209 | 30,628 | 36,398 | 35,489 | 45,572 | 45,143 | 44,697 | 43,536 | 43,983 | 43,863 | -3.8 |
| Virginia | 151,915 | 280,504 | 353,442 | 381,893 | 577,922 | 589,145 | 588,708 | 583,755 | 577,908 | 569,759 | -1.4 |
| Washington ............................ | 183,544 | 303,603 | 263,384 | 320,840 | 388,116 | 372,839 | 365,529 | 363,377 | 365,193 | 365,412 | -5.8 |
| West Virginia ......................... | 63,153 | 81,973 | 84,790 | 87,888 | 152,431 | 162,347 | 162,182 | 157,952 | 157,052 | 150,743 | -1.1 |
| Wisconsin ................................... | 202,058 | 269,086 | 299,774 | 307,179 | 384,181 | 376,535 | 369,738 | 362,379 | 358,894 | 350,248 | -8.8 |
| Wyoming ............................................ | 15,220 | 21,147 | 31,326 | 30,004 | 38,298 | 38,092 | 37,812 | 37,031 | 35,461 | 34,205 | -10.7 |
| U.S. Service Academies ${ }^{1}$.. | 17,079 | 49,808 | 48,692 | 13,475 | 15,925 | 15,692 | 15,227 | 14,997 | 14,734 | 14,812 | -7.0 |
| Other jurisdictions ...... | 67,237 | 137,749 | 164,618 | 194,633 | 264,240 | 267,159 | 259,975 | 254,543 | 255,843 | 248,073 | -6.1 |
| American Samoa .................... | 0 | 976 | 1,219 | 297 | 2,193 | 2,091 | 1,795 | 1,488 | 1,276 | 1,285 | -41.4 |
| Federated States of Micronesia .............. | 0 | 224 | 975 | 1,576 | 2,699 | 2,915 | 2,744 | 2,446 | 2,344 | 2,215 | -17.9 |
| Guam | 2,719 | 3,217 | 4,741 | 5,215 | 6,188 | 6,360 | 5,955 | 6,518 | 6,488 | 6,395 | 3.3 |
| Marshall Islands ... | - | 0 | 0 | 328 | 869 | 989 | 1,123 | 1,000 | 1,087 | 995 | 14.5 |
| Northern Marianas | 0 | 0 | 661 | 1,078 | 1,137 | 1,046 | 1,178 | 1,109 | 1,186 | 1,155 | 1.6 |
| Palau ........... | 0 | 0 | 491 | 581 | 694 | 742 | 680 | 646 | 604 | 627 | -9.7 |
| Puerto Rico ..... | 63,073 | 131,184 | 154,065 | 183,290 | 247,727 | 250,402 | 244,077 | 239,015 | 240,578 | 233,080 | -5.9 |
| U.S. Virgin Islands ............................... | 1,445 | 2,148 | 2,466 | 2,268 | 2,733 | 2,614 | 2,423 | 2,321 | 2,280 | 2,321 | -15.1 |

${ }^{1}$ Data for 2000 and later years reflect a substantial reduction in the number of Department of Defense institutions included in the IPEDS survey.
NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges
and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared January 2017.)

Table 304.15. Total fall enrollment in public degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1970 through 2015

| State or jurisdiction | Fall 1970 | Fall 1980 | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Percent change, 2010 to 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 6,428,134 | 9,457,394 | 10,844,717 | 11,752,786 | 15,142,171 | 15,116,303 | 14,884,667 | 14,746,848 | 14,655,015 | 14,568,103 | -3.8 |
| Alabama | 87,884 | 143,674 | 195,939 | 207,435 | 267,083 | 260,523 | 251,045 | 248,296 | 246,989 | 247,451 | -7.4 |
| Alaska | 8,563 | 20,561 | 27,792 | 26,559 | 32,303 | 32,158 | 30,595 | 31,600 | 29,892 | 28,393 | -12.1 |
| Arizona | 107,315 | 194,034 | 248,213 | 284,522 | 366,976 | 366,116 | 359,229 | 354,485 | 354,997 | 360,976 | -1.6 |
| Arkansas | 43,599 | 66,068 | 78,645 | 101,775 | 155,780 | 158,824 | 157,224 | 153,898 | 151,399 | 150,165 | -3.6 |
| California | 1,123,529 | 1,599,838 | 1,594,710 | 1,927,771 | 2,223,163 | 2,181,675 | 2,129,152 | 2,151,521 | 2,167,444 | 2,203,094 | -0.9 |
| Colorado | 108,562 | 145,598 | 200,653 | 217,897 | 269,433 | 269,298 | 272,444 | 271,223 | 268,041 | 265,828 | -1.3 |
| Connecticut | 73,391 | 97,788 | 109,556 | 101,027 | 127,194 | 126,487 | 124,952 | 123,093 | 122,303 | 119,766 | -5.8 |
| Delaware | 21,151 | 28,325 | 34,252 | 34,194 | 39,935 | 40,729 | 41,113 | 40,992 | 41,012 | 40,611 | 1.7 |
| District of Columbia | 12,194 | 13,900 | 11,990 | 5,499 | 5,840 | 5,312 | 5,476 | 5,347 | 5,115 | 5,118 | -12.4 |
| Florida ................... | 189,450 | 334,349 | 489,081 | 556,912 | 790,027 | 803,200 | 804,693 | 795,860 | 795,628 | 794,390 | 0.6 |
| Georgia . | 101,900 | 140,158 | 196,413 | 271,755 | 436,047 | 428,708 | 422,189 | 413,706 | 413,752 | 418,453 | -4.0 |
| Hawaii. | 32,963 | 43,269 | 45,728 | 44,579 | 60,090 | 60,330 | 60,295 | 58,941 | 57,052 | 55,756 | -7.2 |
| Idaho | 27,072 | 34,491 | 41,315 | 53,751 | 64,204 | 65,753 | 78,781 | 75,910 | 76,806 | 72,339 | 12.7 |
| Illinois | 315,634 | 491,274 | 551,333 | 534,155 | 585,515 | 577,043 | 556,890 | 546,483 | 529,462 | 509,104 | -13.1 |
| Indiana | 136,739 | 189,224 | 223,953 | 240,023 | 337,705 | 339,946 | 333,769 | 335,923 | 328,442 | 321,500 | -4.8 |
| lowa | 68,390 | 97,454 | 117,834 | 135,008 | 177,781 | 178,491 | 173,558 | 168,644 | 169,896 | 171,005 | -3.8 |
| Kansas | 88,215 | 121,987 | 149,117 | 159,976 | 185,623 | 186,475 | 183,914 | 184,075 | 183,222 | 179,760 | -3.2 |
| Kentucky | 77,240 | 114,884 | 147,095 | 151,973 | 229,725 | 233,427 | 223,100 | 218,472 | 213,043 | 205,908 | -10.4 |
| Louisiana | 101,127 | 136,703 | 158,290 | 189,213 | 224,811 | 225,210 | 220,971 | 215,701 | 210,943 | 211,334 | -6.0 |
| Maine ...... | 25,405 | 31,878 | 41,500 | 40,662 | 50,903 | 50,253 | 50,555 | 49,602 | 48,852 | 47,404 | -6.9 |
| Maryland | 118,988 | 195,051 | 220,783 | 223,797 | 309,779 | 314,383 | 310,503 | 301,565 | 305,156 | 303,554 | -2.0 |
| Massachusetts | 116,127 | 183,765 | 186,035 | 183,248 | 224,542 | 227,006 | 228,178 | 228,253 | 226,158 | 222,243 | -1.0 |
| Michigan | 339,625 | 454,147 | 487,359 | 467,861 | 562,448 | 554,704 | 540,242 | 527,745 | 514,712 | 502,281 | -10.7 |
| Minnesota | 130,567 | 162,379 | 199,211 | 218,617 | 276,176 | 274,192 | 272,290 | 266,440 | 259,695 | 256,187 | -7.2 |
| Mississippi | 64,968 | 90,661 | 109,038 | 125,355 | 161,493 | 161,842 | 157,995 | 154,366 | 152,096 | 153,300 | -5.1 |
| Missouri | 132,540 | 165,179 | 200,093 | 201,509 | 256,030 | 260,585 | 257,430 | 254,650 | 252,980 | 248,516 | -2.9 |
| Montana | 27,287 | 31,178 | 31,865 | 37,387 | 48,231 | 48,912 | 48,333 | 47,851 | 47,024 | 45,934 | -4.8 |
| Nebraska | 51,454 | 73,509 | 94,614 | 88,531 | 107,979 | 106,794 | 104,166 | 101,893 | 99,821 | 100,030 | -7.4 |
| Nevada | 13,576 | 40,280 | 61,242 | 83,120 | 113,103 | 105,048 | 103,619 | 102,538 | 106,028 | 104,418 | -7.7 |
| New Hampshire | 15,979 | 24,119 | 32,163 | 35,870 | 44,077 | 43,325 | 43,289 | 42,711 | 43,298 | 42,866 | -2.7 |
| New Jersey | 145,373 | 247,028 | 261,601 | 266,921 | 358,256 | 359,458 | 356,457 | 352,822 | 351,316 | 339,743 | -5.2 |
| New Mexico | 40,795 | 55,077 | 83,403 | 101,450 | 150,844 | 148,018 | 146,792 | 144,381 | 138,311 | 131,287 | -13.0 |
| New York | 449,437 | 563,251 | 616,884 | 583,417 | 723,500 | 731,914 | 722,274 | 720,948 | 721,847 | 709,143 | -2.0 |
| North Carolina | 123,761 | 228,154 | 285,405 | 329,422 | 475,064 | 470,989 | 465,950 | 460,125 | 455,178 | 448,055 | -5.7 |
| North Dakota ... | 30,192 | 31,709 | 34,690 | 36,014 | 48,904 | 49,578 | 48,929 | 48,718 | 48,292 | 48,197 | -1.4 |
| Ohio | 281,099 | 381,765 | 427,613 | 411,161 | 547,551 | 542,733 | 524,973 | 520,039 | 510,244 | 504,815 | -7.8 |
| Oklahoma | 91,438 | 137,188 | 151,073 | 153,699 | 197,641 | 197,373 | 195,118 | 187,078 | 182,449 | 179,008 | -9.4 |
| Oregon ......... | 108,483 | 140,102 | 144,427 | 154,756 | 208,001 | 215,469 | 212,541 | 208,317 | 201,645 | 197,948 | -4.8 |
| Pennsylvania .. | 232,982 | 292,499 | 343,478 | 339,229 | 432,923 | 428,335 | 425,890 | 419,856 | 413,591 | 409,054 | -5.5 |
| Rhode Island .... | 25,527 | 35,052 | 42,350 | 38,458 | 43,224 | 43,254 | 43,204 | 42,786 | 42,765 | 41,320 | -4.4 |
| South Carolina | 47,101 | 107,683 | 131,134 | 155,519 | 205,080 | 208,302 | 209,023 | 207,717 | 205,756 | 202,487 | -1.3 |
| South Dakota | 23,936 | 24,328 | 26,596 | 34,857 | 44,569 | 43,729 | 44,185 | 44,272 | 44,132 | 44,254 | -0.7 |
| Tennessee | 98,897 | 156,835 | 175,049 | 202,530 | 242,486 | 241,917 | 235,010 | 229,302 | 224,033 | 223,411 | -7.9 |
| Texas ... | 365,522 | 613,552 | 802,314 | 896,534 | 1,334,110 | 1,366,829 | 1,352,060 | 1,349,490 | 1,365,339 | 1,379,276 | 3.4 |
| Utah . | 49,588 | 59,598 | 86,108 | 123,046 | 179,061 | 179,208 | 171,001 | 168,311 | 167,716 | 171,225 | -4.4 |
| Vermont | 12,536 | 17,984 | 20,910 | 20,021 | 27,524 | 27,132 | 26,501 | 25,852 | 25,643 | 25,383 | -7.8 |
| Virginia | 123,279 | 246,500 | 291,286 | 313,780 | 409,004 | 413,761 | 409,753 | 405,915 | 399,359 | 394,210 | -3.6 |
| Washington .. | 162,718 | 276,028 | 227,632 | 273,928 | 330,853 | 317,066 | 311,497 | 310,192 | 312,523 | 314,506 | -4.9 |
| West Virginia ....... | 51,363 | 71,228 | 74,108 | 76,136 | 96,104 | 95,634 | 93,017 | 90,780 | 87,842 | 86,342 | -10.2 |
| Wisconsin .................................. | 170,374 | 235,179 | 253,529 | 249,737 | 301,259 | 296,795 | 293,416 | 287,619 | 286,726 | 282,250 | -6.3 |
| Wyoming .......................................... | 15,220 | 21,121 | 30,623 | 28,715 | 36,292 | 36,368 | 35,859 | 35,547 | 34,316 | 33,693 | -7.2 |
| U.S. Service Academies ${ }^{1}$.... | 17,079 | 49,808 | 48,692 | 13,475 | 15,925 | 15,692 | 15,227 | 14,997 | 14,734 | 14,812 | -7.0 |
| Other jurisdictions | 46,680 | 60,692 | 66,244 | 84,464 | 83,719 | 78,928 | 78,400 | 78,136 | 77,716 | 80,127 | -4.3 |
| American Samoa ....................... | 0 | 976 | 1,219 | 297 | 2,193 | 2,091 | 1,795 | 1,488 | 1,276 | 1,285 | -41.4 |
| Federated States of Micronesia ..... | 0 | 224 | 975 | 1,576 | 2,699 | 2,915 | 2,744 | 2,446 | 2,344 | 2,215 | -17.9 |
| Guam ................... | 2,719 | 3,217 | 4,741 | 5,215 | 6,103 | 6,274 | 5,878 | 6,439 | 6,416 | 6,325 | 3.6 |
| Marshall Islands .. | 0 | 0 | 0 | 328 | 869 | 989 | 1,123 | 1,000 | 1,087 | 995 | 14.5 |
| Northern Marianas ... | 0 | 0 | 661 | 1,078 | 1,137 | 1,046 | 1,178 | 1,109 | 1,186 | 1,155 | 1.6 |
| Palau ........ | 0 | 0 | 491 | 581 | 694 | 742 | 680 | 646 | 604 | 627 | -9.7 |
| Puerto Rico ....... | 42,516 | 54,127 | 55,691 | 73,121 | 67,291 | 62,257 | 62,579 | 62,687 | 62,523 | 65,204 | -3.1 |
| U.S. Virgin Islands .............................. | 1,445 | 2,148 | 2,466 | 2,268 | 2,733 | 2,614 | 2,423 | 2,321 | 2,280 | 2,321 | -15.1 |

${ }^{1}$ Data for 2000 and later years reflect a substantial reduction in the number of Department of Defense institutions included in the IPEDS survey
NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges
and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared January 2017.)

Table 304.20. Total fall enrollment in private degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1970 through 2015

| State or jurisdiction | Fall 1970 | Fall 1980 | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | $\begin{array}{r} \text { Percent } \\ \text { change, } \\ 2010 \text { to } 2015 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 2,152,753 | 2,639,501 | 2,973,920 | 3,559,503 | 5,877,267 | 5,894,287 | 5,759,811 | 5,629,829 | 5,552,354 | 5,409,167 | -8.0 |
| Alabama | 16,052 | 20,632 | 22,650 | 26,527 | 60,523 | 59,826 | 59,266 | 57,521 | 58,039 | 55,508 | -8.3 |
| Alaska | 908 | 735 | 2,041 | 1,394 | 2,496 | 2,774 | 2,202 | 3,290 | 4,439 | 2,938 | 17.7 |
| Arizona | 2,304 | 8,682 | 15,935 | 57,968 | 426,895 | 430,858 | 377,236 | 339,229 | 319,749 | 288,756 | -32.4 |
| Arkansas .. | 8,440 | 11,539 | 11,780 | 13,397 | 20,068 | 20,521 | 19,234 | 18,534 | 18,172 | 18,237 | -9.1 |
| California | 133,716 | 191,155 | 214,030 | 328,937 | 491,536 | 510,177 | 492,454 | 489,810 | 528,971 | 485,261 | -1.3 |
| Colorado . | 14,833 | 17,318 | 26,478 | 45,975 | 100,017 | 96,641 | 90,726 | 87,107 | 85,786 | 82,270 | -17.7 |
| Connecticut. | 51,309 | 61,844 | 59,048 | 60,216 | 72,190 | 75,151 | 76,706 | 77,935 | 79,625 | 79,900 | 10.7 |
| Delaware. | 4,109 | 4,614 | 7,752 | 9,703 | 15,323 | 15,818 | 17,014 | 18,623 | 19,356 | 19,781 | 29.1 |
| District of Columbia | 64,964 | 72,775 | 67,561 | 67,190 | 86,152 | 84,933 | 84,674 | 83,910 | 84,938 | 88,877 | 3.2 |
| Florida | 46,075 | 77,542 | 99,005 | 150,772 | 334,751 | 345,960 | 349,813 | 330,012 | 315,390 | 288,872 | -13.7 |
| Georgia | 24,611 | 44,001 | 55,373 | 74,449 | 132,869 | 136,706 | 123,171 | 119,719 | 117,252 | 112,846 | -15.1 |
| Hawaii | 3,599 | 3,912 | 10,708 | 15,603 | 17,983 | 18,676 | 18,161 | 17,493 | 16,453 | 13,575 | -24.5 |
| Idaho | 7,495 | 8,527 | 10,566 | 11,843 | 20,997 | 24,389 | 29,227 | 33,134 | 42,147 | 48,769 | 132.3 |
| Illinois | 136,512 | 152,971 | 177,913 | 209,763 | 321,330 | 315,409 | 310,003 | 296,405 | 295,518 | 293,139 | -8.8 |
| Indiana . | 55,929 | 58,029 | 60,879 | 74,311 | 121,788 | 117,560 | 113,494 | 108,486 | 107,885 | 104,863 | -13.9 |
| lowa | 40,512 | 42,995 | 52,681 | 53,966 | 204,086 | 193,655 | 187,631 | 171,094 | 112,586 | 104,101 | -49.0 |
| Kansas . | 14,270 | 14,618 | 14,616 | 19,992 | 29,226 | 30,187 | 29,941 | 31,780 | 43,179 | 40,462 | 38.4 |
| Kentucky | 21,351 | 28,182 | 30,757 | 36,368 | 61,379 | 60,339 | 58,033 | 54,601 | 51,154 | 49,814 | -18.8 |
| Louisiana | 19,601 | 23,355 | 28,550 | 34,587 | 38,865 | 40,530 | 37,875 | 36,234 | 34,995 | 33,326 | -14.3 |
| Maine | 8,729 | 11,386 | 15,686 | 17,811 | 21,503 | 22,044 | 22,540 | 22,810 | 23,394 | 24,311 | 13.1 |
| Maryland .. | 30,619 | 30,475 | 38,917 | 49,948 | 68,188 | 65,714 | 63,993 | 62,134 | 60,441 | 60,377 | -11.5 |
| Massachusetts | 187,682 | 234,650 | 231,798 | 237,894 | 283,211 | 281,540 | 285,941 | 285,711 | 284,754 | 288,153 | 1.7 |
| Michigan ..... | 53,101 | 65,984 | 82,444 | 99,770 | 135,317 | 130,716 | 123,461 | 115,830 | 104,726 | 97,922 | -27.6 |
| Minnesota | 30,221 | 44,312 | 54,578 | 74,828 | 189,273 | 183,545 | 179,371 | 175,197 | 174,159 | 171,570 | -9.4 |
| Mississippi .............................. | 8,999 | 11,703 | 13,845 | 12,034 | 18,502 | 18,734 | 18,623 | 18,718 | 18,632 | 18,836 | 1.8 |
| Missouri | 51,390 | 69,242 | 89,806 | 119,839 | 188,720 | 196,409 | 183,756 | 183,796 | 166,920 | 161,480 | -14.4 |
| Montana | 2,775 | 3,999 | 4,011 | 4,853 | 5,051 | 5,130 | 4,921 | 4,926 | 4,918 | 4,864 | -3.7 |
| Nebraska | 15,461 | 15,979 | 18,217 | 23,586 | 36,713 | 36,081 | 35,392 | 36,050 | 36,004 | 36,057 | -1.8 |
| Nevada | 93 | 175 | 486 | 4,773 | 16,257 | 15,965 | 14,681 | 14,200 | 13,177 | 11,679 | -28.2 |
| New Hampshire ... | 13,421 | 22,675 | 27,347 | 25,848 | 31,462 | 34,111 | 39,389 | 49,729 | 63,686 | 81,100 | 157.8 |
| New Jersey .. | 70,748 | 74,582 | 62,685 | 69,024 | 85,836 | 84,292 | 83,509 | 84,117 | 84,892 | 84,036 | -2.1 |
| New Mexico | 3,666 | 3,206 | 2,097 | 9,289 | 11,708 | 11,040 | 9,632 | 9,074 | 7,935 | 6,902 | -41.0 |
| New York. | 357,042 | 428,986 | 431,402 | 459,978 | 581,651 | 586,162 | 587,410 | 584,173 | 577,208 | 576,277 | -0.9 |
| North Carolina . | 48,164 | 59,383 | 66,733 | 75,230 | 110,728 | 114,024 | 112,315 | 114,895 | 114,867 | 114,387 | 3.3 |
| North Dakota .... | 1,303 | 2,360 | 3,188 | 4,234 | 7,999 | 6,904 | 6,313 | 6,312 | 5,756 | 5,643 | -29.5 |
| Ohio | 95,168 | 107,380 | 130,077 | 138,392 | 197,564 | 192,301 | 185,406 | 176,873 | 169,994 | 162,945 | -17.5 |
| Oklahoma . | 18,717 | 23,107 | 22,148 | 24,317 | 32,919 | 32,803 | 33,374 | 33,819 | 32,900 | 31,896 | -3.1 |
| Oregon | 13,694 | 17,356 | 21,314 | 28,309 | 43,707 | 43,595 | 42,385 | 42,770 | 43,902 | 42,698 | -2.3 |
| Pennsylvania ..... | 178,062 | 215,217 | 260,582 | 270,292 | 371,717 | 359,625 | 351,460 | 345,725 | 337,060 | 327,616 | -11.9 |
| Rhode Island ............................ | 20,371 | 31,817 | 35,923 | 36,992 | 41,886 | 41,393 | 40,748 | 40,674 | 40,734 | 40,972 | -2.2 |
| South Carolina . | 22,417 | 24,793 | 28,168 | 30,412 | 51,984 | 51,700 | 50,594 | 50,127 | 48,873 | 47,167 | -9.3 |
| South Dakota | 6,703 | 8,433 | 7,612 | 8,364 | 13,791 | 12,170 | 11,873 | 10,857 | 9,831 | 9,410 | -31.8 |
| Tennessee .. | 36,206 | 47,746 | 51,189 | 61,380 | 109,276 | 108,269 | 108,468 | 108,895 | 102,542 | 100,088 | -8.4 |
| Texas .......................................... | 76,703 | 87,839 | 99,123 | 137,439 | 201,754 | 197,379 | 192,464 | 191,789 | 190,123 | 191,338 | -5.2 |
| Utah ......... | 32,099 | 34,389 | 35,195 | 40,730 | 76,592 | 85,186 | 96,308 | 93,586 | 107,210 | 122,302 | 59.7 |
| Vermont | 9,673 | 12,644 | 15,488 | 15,468 | 18,048 | 18,011 | 18,196 | 17,684 | 18,340 | 18,480 | 2.4 |
| Virginia ........... | 28,636 | 34,004 | 62,156 | 68,113 | 168,918 | 175,384 | 178,955 | 177,840 | 178,549 | 175,549 | 3.9 |
| Washington ......... | 20,826 | 27,575 | 35,752 | 46,912 | 57,263 | 55,773 | 54,032 | 53,185 | 52,670 | 50,906 | -11.1 |
| West Virginia ........ | 11,790 | 10,745 | 10,682 | 11,752 | 56,327 | 66,713 | 69,165 | 67,172 | 69,210 | 64,401 | 14.3 |
| Wisconsin ................................... | 31,684 | 33,907 | 46,245 | 57,442 | 82,922 | 79,740 | 76,322 | 74,760 | 72,168 | 67,998 | -18.0 |
| Wyoming ........ | 0 | 26 | 703 | 1,289 | 2,006 | 1,724 | 1,953 | 1,484 | 1,145 | 512 | -74.5 |
| Other jurisdictions ........... | 20,557 | 77,057 | 98,374 | 110,169 | 180,521 | 188,231 | 181,575 | 176,407 | 178,127 | 167,946 | -7.0 |
| American Samoa | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Federated States of Micronesia .............. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Guam .................................... | 0 | 0 | 0 | 0 | 85 | 86 | 77 | 79 | 72 | 70 | -17.6 |
| Marshall Islands ....... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Northern Marianas ................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Palau ....................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Puerto Rico ................................ | 20,557 | 77,057 | 98,374 | 110,169 | 180,436 | 188,145 | 181,498 | 176,328 | 178,055 | 167,876 | -7.0 |
| U.S. Virgin Islands .............................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ |

## $\dagger$ Not applicable.

NOTE: Data through 1990 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared January 2017.)

Table 304.30. Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex, and state or jurisdiction: 2014 and 2015

| State or jurisdiction | Fall 2014 |  |  |  |  | Fall 2015 |  |  |  |  | Percent change in total, 2014 to 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Full-time |  | Part-time |  | Total | Full-time |  | Part-time |  |  |
|  |  | Males | Females | Males | Females |  | Males | Females | Males | Females |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 20,207,369 | 5,619,391 | 6,834,584 | 3,177,670 | 4,575,724 | 19,977,270 | 5,560,535 | 6,730,294 | 3,160,868 | 4,525,573 | -1.1 |
| Alabama | 305,028 | 90,962 | 117,246 | 40,151 | 56,669 | 302,959 | 90,822 | 116,200 | 39,937 | 56,000 | -0.7 |
| Alaska | 34,331 | 7,289 | 9,761 | 6,619 | 10,662 | 31,331 | 6,556 | 8,457 | 5,990 | 10,328 | -8.7 |
| Arizona . | 674,746 | 172,819 | 264,044 | 90,771 | 147,112 | 649,732 | 164,279 | 244,148 | 91,612 | 149,693 | -3.7 |
| Arkansas | 169,571 | 46,773 | 60,292 | 24,059 | 38,447 | 168,402 | 46,411 | 59,430 | 24,463 | 38,098 | -0.7 |
| California .......................................... | 2,696,415 | 678,452 | 833,367 | 544,611 | 639,985 | 2,688,355 | 668,497 | 818,673 | 551,422 | 649,763 | -0.3 |
| Colorado | 353,827 | 95,788 | 107,804 | 63,095 | 87,140 | 348,098 | 93,803 | 105,536 | 61,527 | 87,232 | -1.6 |
| Connecticut | 201,928 | 59,190 | 69,523 | 27,376 | 45,839 | 199,666 | 59,307 | 69,800 | 26,728 | 43,831 | -1.1 |
| Delaware | 60,368 | 16,149 | 21,369 | 8,225 | 14,625 | 60,392 | 16,197 | 21,339 | 8,260 | 14,596 | \# |
| District of Columbia | 90,053 | 26,168 | 36,613 | 10,465 | 16,807 | 93,995 | 26,321 | 37,508 | 11,716 | 18,450 | 4.4 |
| Florida ...... | 1,111,018 | 276,382 | 358,038 | 188,910 | 287,688 | 1,083,262 | 270,410 | 343,062 | 188,090 | 281,700 | -2.5 |
| Georgia | 531,004 | 148,295 | 201,928 | 68,414 | 112,367 | 531,299 | 146,951 | 198,866 | 70,983 | 114,499 | 0.1 |
| Hawaii | 73,505 | 18,673 | 24,862 | 12,302 | 17,668 | 69,331 | 17,358 | 23,214 | 11,682 | 17,077 | -5.7 |
| Idaho | 118,953 | 29,464 | 32,824 | 22,563 | 34,102 | 121,108 | 28,981 | 32,313 | 24,152 | 35,662 | 1.8 |
| Illinois. | 824,980 | 219,578 | 255,549 | 139,410 | 210,443 | 802,243 | 215,030 | 249,052 | 132,926 | 205,235 | -2.8 |
| Indiana ............................................ | 436,327 | 128,508 | 152,588 | 65,375 | 89,856 | 426,363 | 126,503 | 148,445 | 64,330 | 87,085 | -2.3 |
| lowa. | 282,482 | 76,051 | 86,292 | 43,691 | 76,448 | 275,106 | 76,213 | 83,828 | 43,215 | 71,850 | -2.6 |
| Kansas . | 226,401 | 65,158 | 72,182 | 37,748 | 51,313 | 220,222 | 63,675 | 69,568 | 37,093 | 49,886 | -2.7 |
| Kentucky | 264,197 | 72,160 | 94,879 | 40,149 | 57,009 | 255,722 | 70,100 | 91,754 | 38,570 | 55,298 | -3.2 |
| Louisiana | 245,938 | 70,383 | 96,882 | 29,808 | 48,865 | 244,660 | 69,868 | 95,656 | 29,966 | 49,170 | -0.5 |
| Maine ............................................. | 72,246 | 20,065 | 24,554 | 9,755 | 17,872 | 71,715 | 19,949 | 24,648 | 9,646 | 17,472 | -0.7 |
| Maryland .. | 365,597 | 88,890 | 104,418 | 70,922 | 101,367 | 363,931 | 88,413 | 102,890 | 72,200 | 100,428 | -0.5 |
| Massachusetts | 510,912 | 161,331 | 191,154 | 60,788 | 97,639 | 510,396 | 161,026 | 191,625 | 60,552 | 97,193 | -0.1 |
| Michigan | 619,438 | 170,034 | 193,265 | 107,113 | 149,026 | 600,203 | 166,987 | 188,281 | 103,616 | 141,319 | -3.1 |
| Minnesota | 433,854 | 103,130 | 134,136 | 69,513 | 127,075 | 427,757 | 100,447 | 131,168 | 68,695 | 127,447 | -1.4 |
| Mississippi ....................................... | 170,728 | 53,742 | 76,407 | 14,056 | 26,523 | 172,136 | 53,316 | 75,509 | 15,316 | 27,995 | 0.8 |
| Missouri | 419,900 | 117,201 | 141,261 | 64,762 | 96,676 | 409,996 | 116,191 | 138,848 | 61,799 | 93,158 | -2.4 |
| Montana . | 51,942 | 18,593 | 19,179 | 5,573 | 8,597 | 50,798 | 18,240 | 18,524 | 5,518 | 8,516 | -2.2 |
| Nebraska | 135,825 | 41,363 | 48,730 | 18,806 | 26,926 | 136,087 | 41,015 | 47,730 | 19,541 | 27,801 | 0.2 |
| Nevada | 119,205 | 27,684 | 34,679 | 24,383 | 32,459 | 116,097 | 27,701 | 34,890 | 22,687 | 30,819 | -2.6 |
| New Hampshire ................................ | 106,984 | 29,103 | 35,711 | 15,542 | 26,628 | 123,966 | 30,747 | 39,754 | 19,446 | 34,019 | 15.9 |
| New Jersey | 436,208 | 131,777 | 145,004 | 67,021 | 92,406 | 423,779 | 132,187 | 144,343 | 61,452 | 85,797 | -2.8 |
| New Mexico | 146,246 | 33,091 | 41,241 | 29,898 | 42,016 | 138,189 | 31,762 | 39,005 | 26,965 | 40,457 | -5.5 |
| New York | 1,299,055 | 412,001 | 494,717 | 156,923 | 235,414 | 1,285,420 | 408,956 | 492,011 | 153,137 | 231,316 | -1.0 |
| North Carolina .. | 570,045 | 159,210 | 207,162 | 76,883 | 126,790 | 562,442 | 157,189 | 203,587 | 77,769 | 123,897 | -1.3 |
| North Dakota | 54,048 | 19,207 | 18,392 | 7,457 | 8,992 | 53,840 | 19,052 | 18,385 | 7,507 | 8,896 | -0.4 |
| Ohio | 680,238 | 200,487 | 231,645 | 97,495 | 150,611 | 667,760 | 198,664 | 227,102 | 96,801 | 145,193 | -1.8 |
| Oklahoma | 215,349 | 63,883 | 75,128 | 30,575 | 45,763 | 210,904 | 63,477 | 74,049 | 29,104 | 44,274 | -2.1 |
| Oregon. | 245,547 | 69,945 | 82,990 | 40,791 | 51,821 | 240,646 | 68,217 | 81,200 | 40,473 | 50,756 | -2.0 |
| Pennsylvania ... | 750,651 | 253,632 | 289,674 | 78,564 | 128,781 | 736,670 | 249,313 | 284,853 | 76,637 | 125,867 | -1.9 |
| Rhode Island | 83,499 | 28,059 | 33,878 | 8,220 | 13,342 | 82,292 | 27,633 | 34,108 | 7,849 | 12,702 | -1.4 |
| South Carolina ... | 254,629 | 76,448 | 99,017 | 28,167 | 50,997 | 249,654 | 75,864 | 96,634 | 27,879 | 49,277 | -2.0 |
| South Dakota .... | 53,963 | 16,173 | 17,113 | 7,680 | 12,997 | 53,664 | 16,464 | 17,013 | 7,632 | 12,555 | -0.6 |
| Tennessee . | 326,575 | 101,396 | 128,484 | 37,322 | 59,373 | 323,499 | 102,430 | 129,717 | 35,494 | 55,858 | -0.9 |
| Texas | 1,555,462 | 381,474 | 450,415 | 296,927 | 426,646 | 1,570,614 | 384,335 | 452,652 | 304,824 | 428,803 | 1.0 |
| Utah ............................................... | 274,926 | 90,181 | 100,068 | 41,194 | 43,483 | 293,527 | 96,109 | 112,066 | 41,355 | 43,997 | 6.8 |
| Vermont | 43,983 | 16,313 | 15,859 | 4,376 | 7,435 | 43,863 | 15,843 | 16,185 | 4,481 | 7,354 | -0.3 |
| Virginia ....... | 577,908 | 157,362 | 194,393 | 91,413 | 134,740 | 569,759 | 157,025 | 190,964 | 90,093 | 131,677 | -1.4 |
| Washington ............................... | 365,193 | 115,181 | 134,645 | 49,593 | 65,774 | 365,412 | 115,237 | 134,688 | 49,919 | 65,568 | 0.1 |
| West Virginia | 157,052 | 37,002 | 41,509 | 42,752 | 35,789 | 150,743 | 36,656 | 40,693 | 40,371 | 33,023 | -4.0 |
| Wisconsin ......................................... | 358,894 | 105,828 | 120,918 | 52,220 | 79,928 | 350,248 | 102,261 | 117,353 | 52,343 | 78,291 | -2.4 |
| Wyoming ......................................... | 35,461 | 9,788 | 9,658 | 7,226 | 8,789 | 34,205 | 9,153 | 9,578 | 7,085 | 8,389 | -3.5 |
| U.S. Service Academies ........................ | 14,734 | 11,575 | 3,137 | 18 | 4 | 14,812 | 11,394 | 3,392 | 20 | 6 | 0.5 |
| Other jurisdictions ...................... | 255,843 | 86,986 | 118,324 | 20,450 | 30,083 | 248,073 | 84,215 | 114,049 | 20,324 | 29,485 | -3.0 |
| American Samoa .......................... | 1,276 | 251 | 465 | 219 | 341 | 1,285 | 234 | 471 | 186 | 394 | 0.7 |
| Federated States of Micronesia ...... | 2,344 | 717 | 887 | 376 | 364 | 2,215 | 654 | 786 | 352 | 423 | -5.5 |
| Guam ........................................ | 6,488 | 1,652 | 2,310 | 1,137 | 1,389 | 6,395 | 1,679 | 2,300 | 1,122 | 1,294 | -1.4 |
| Marshall Islands ............................ | 1,087 | 404 | 380 | 143 | 160 | 995 | 354 | 339 | 174 | 128 | -8.5 |
| Northern Marianas .............................. | 1,186 | 387 | 597 | 85 | 117 | 1,155 | 363 | 561 | 83 | 148 | -2.6 |
| Palau .................... | 604 | 188 | 180 | 100 | 136 | 627 | 181 | 166 | 106 | 174 | 3.8 |
| Puerto Rico ...................................... | 240,578 | 82,951 | 112,528 | 18,128 | 26,971 | 233,080 | 80,222 | 108,401 | 18,065 | 26,392 | -3.1 |
| U.S. Virgin Islands .............................. | 2,280 | 436 | 977 | 262 | 605 | 2,321 | 528 | 1,025 | 236 | 532 | 1.8 |

## \#Rounds to zero.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015 and Spring 2016, Fall Enrollment component. (This table was prepared January 2017.)

Table 304.35. Total fall enrollment in public degree-granting postsecondary institutions, by attendance status, sex, and state or jurisdiction: 2014 and 2015

| State or jurisdiction | Fall 2014 |  |  |  |  | Fall 2015 |  |  |  |  | Percent change in total, 2014 to 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Full-time |  | Part-time |  | Total | Full-time |  | Part-time |  |  |
|  |  | Males | Females | Males | Females |  | Males | Females | Males | Females |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 14,655,015 | 3,914,629 | 4,483,090 | 2,624,305 | 3,632,991 | 14,568,103 | 3,898,176 | 4,456,499 | 2,619,232 | 3,594,196 | -0.6 |
| Alabama | 246,989 | 72,141 | 93,383 | 32,008 | 49,457 | 247,451 | 72,435 | 93,742 | 32,177 | 49,097 | 0.2 |
| Alaska | 29,892 | 6,131 | 6,806 | 6,517 | 10,438 | 28,393 | 5,843 | 6,497 | 5,905 | 10,148 | -5.0 |
| Arizona . | 354,997 | 89,015 | 92,951 | 73,799 | 99,232 | 360,976 | 91,379 | 95,207 | 74,000 | 100,390 | 1.7 |
| Arkansas | 151,399 | 39,992 | 52,200 | 22,676 | 36,531 | 150,165 | 39,634 | 51,345 | 23,098 | 36,088 | -0.8 |
| California | 2,167,444 | 502,259 | 577,649 | 503,954 | 583,582 | 2,203,094 | 508,804 | 587,345 | 512,095 | 594,850 | 1.6 |
| Colorado | 268,041 | 73,434 | 75,889 | 51,179 | 67,539 | 265,828 | 72,797 | 74,946 | 50,387 | 67,698 | -0.8 |
| Connecticut | 122,303 | 33,432 | 36,877 | 20,506 | 31,488 | 119,766 | 33,210 | 36,521 | 20,062 | 29,973 | -2.1 |
| Delaware . | 41,012 | 12,624 | 16,815 | 4,313 | 7,260 | 40,611 | 12,475 | 16,728 | 4,200 | 7,208 | -1.0 |
| District of Columbia | 5,115 | 986 | 1,296 | 940 | 1,893 | 5,118 | 1,029 | 1,285 | 979 | 1,825 | 0.1 |
| Florida ........... | 795,628 | 179,636 | 223,195 | 158,411 | 234,386 | 794,390 | 179,624 | 223,414 | 158,462 | 232,890 | -0.2 |
| Georgia | 413,752 | 114,063 | 144,561 | 59,824 | 95,304 | 418,453 | 114,362 | 144,842 | 62,336 | 96,913 | 1.1 |
| Hawaii. | 57,052 | 13,705 | 17,191 | 10,554 | 15,602 | 55,756 | 13,228 | 16,755 | 10,348 | 15,425 | -2.3 |
| Idaho | 76,806 | 20,637 | 21,284 | 13,740 | 21,145 | 72,339 | 19,641 | 20,461 | 12,666 | 19,571 | -5.8 |
| Illinois | 529,462 | 134,021 | 143,661 | 106,296 | 145,484 | 509,104 | 130,700 | 138,321 | 101,828 | 138,255 | -3.8 |
| Indiana .. | 328,442 | 90,990 | 102,029 | 57,809 | 77,614 | 321,500 | 89,355 | 99,659 | 57,240 | 75,246 | -2.1 |
| lowa. | 169,896 | 51,294 | 51,533 | 30,511 | 36,558 | 171,005 | 52,303 | 51,672 | 30,379 | 36,651 | 0.7 |
| Kansas | 183,222 | 52,569 | 56,118 | 31,316 | 43,219 | 179,760 | 51,441 | 54,997 | 31,006 | 42,316 | -1.9 |
| Kentucky | 213,043 | 58,081 | 72,669 | 35,226 | 47,067 | 205,908 | 56,598 | 70,328 | 33,691 | 45,291 | -3.3 |
| Louisiana . | 210,943 | 60,096 | 79,129 | 27,731 | 43,987 | 211,334 | 59,784 | 78,574 | 28,047 | 44,929 | 0.2 |
| Maine ....... | 48,852 | 13,016 | 13,922 | 8,211 | 13,703 | 47,404 | 12,664 | 13,716 | 7,891 | 13,133 | -3.0 |
| Maryland | 305,156 | 71,511 | 81,809 | 63,471 | 88,365 | 303,554 | 71,182 | 80,669 | 64,524 | 87,179 | -0.5 |
| Massachusetts | 226,158 | 60,826 | 66,823 | 37,493 | 61,016 | 222,243 | 60,194 | 65,939 | 36,962 | 59,148 | -1.7 |
| Michigan | 514,712 | 142,772 | 158,818 | 90,466 | 122,656 | 502,281 | 139,968 | 155,225 | 88,638 | 118,450 | -2.4 |
| Minnesota | 259,695 | 71,151 | 74,722 | 47,014 | 66,808 | 256,187 | 69,369 | 74,256 | 46,673 | 65,889 | -1.4 |
| Mississippi ......................................... | 152,096 | 48,843 | 68,410 | 12,457 | 22,386 | 153,300 | 48,565 | 67,634 | 13,494 | 23,607 | 0.8 |
| Missouri . | 252,980 | 72,860 | 84,863 | 38,132 | 57,125 | 248,516 | 71,612 | 82,957 | 37,750 | 56,197 | -1.8 |
| Montana | 47,024 | 16,803 | 16,833 | 5,388 | 8,000 | 45,934 | 16,442 | 16,289 | 5,314 | 7,889 | -2.3 |
| Nebraska | 99,821 | 29,978 | 32,145 | 16,090 | 21,608 | 100,030 | 29,563 | 31,679 | 16,705 | 22,083 | 0.2 |
| Nevada | 106,028 | 22,778 | 27,858 | 23,741 | 31,651 | 104,418 | 23,301 | 28,855 | 22,153 | 30,109 | -1.5 |
| New Hampshire ........................... | 43,298 | 13,597 | 15,612 | 5,460 | 8,629 | 42,866 | 13,469 | 15,541 | 5,559 | 8,297 | -1.0 |
| New Jersey | 351,316 | 100,640 | 111,752 | 58,942 | 79,982 | 339,743 | 100,387 | 111,457 | 53,810 | 74,089 | -3.3 |
| New Mexico | 138,311 | 30,808 | 37,245 | 29,425 | 40,833 | 131,287 | 29,737 | 35,556 | 26,541 | 39,453 | -5.1 |
| New York. | 721,847 | 220,466 | 253,264 | 101,691 | 146,426 | 709,143 | 217,805 | 250,948 | 98,021 | 142,369 | -1.8 |
| North Carolina | 455,178 | 119,397 | 154,628 | 69,329 | 111,824 | 448,055 | 117,771 | 151,450 | 70,088 | 108,746 | -1.6 |
| North Dakota ..... | 48,292 | 17,516 | 15,531 | 7,034 | 8,211 | 48,197 | 17,370 | 15,560 | 7,080 | 8,187 | -0.2 |
| Ohio | 510,244 | 144,262 | 159,731 | 82,722 | 123,529 | 504,815 | 143,582 | 157,675 | 83,209 | 120,349 | -1.1 |
| Oklahoma | 182,449 | 50,731 | 60,298 | 28,540 | 42,880 | 179,008 | 50,486 | 59,532 | 27,286 | 41,704 | -1.9 |
| Oregon. | 201,645 | 56,677 | 60,461 | 37,859 | 46,648 | 197,948 | 55,346 | 59,278 | 37,694 | 45,630 | -1.8 |
| Pennsylvania .. | 413,591 | 137,111 | 146,193 | 51,203 | 79,084 | 409,054 | 135,436 | 144,651 | 51,083 | 77,884 | -1.1 |
| Rhode Island ....................................... | 42,765 | 10,844 | 14,263 | 6,512 | 11,146 | 41,320 | 10,568 | 14,172 | 6,120 | 10,460 | -3.4 |
| South Carolina | 205,756 | 60,592 | 75,523 | 25,200 | 44,441 | 202,487 | 60,214 | 74,284 | 24,922 | 43,067 | -1.6 |
| South Dakota ... | 44,132 | 14,088 | 13,992 | 6,149 | 9,903 | 44,254 | 14,382 | 13,902 | 6,282 | 9,688 | 0.3 |
| Tennessee | 224,033 | 66,074 | 79,998 | 30,518 | 47,443 | 223,411 | 67,827 | 82,164 | 29,089 | 44,331 | -0.3 |
| Texas .......................................... | 1,365,339 | 316,626 | 365,466 | 279,715 | 403,532 | 1,379,276 | 318,824 | 365,588 | 288,325 | 406,539 | 1.0 |
| Utah .............................................. | 167,716 | 46,036 | 43,159 | 37,915 | 40,606 | 171,225 | 47,507 | 44,330 | 38,258 | 41,130 | 2.1 |
| Vermont | 25,643 | 7,981 | 8,902 | 2,839 | 5,921 | 25,383 | 7,836 | 9,083 | 2,741 | 5,723 | -1.0 |
| Virginia ...... | 399,359 | 110,903 | 129,746 | 66,280 | 92,430 | 394,210 | 111,040 | 128,087 | 65,069 | 90,014 | -1.3 |
| Washington ...................................... | 312,523 | 98,407 | 109,554 | 45,259 | 59,303 | 314,506 | 98,367 | 110,276 | 46,300 | 59,563 | 0.6 |
| West Virginia .................................... | 87,842 | 30,716 | 33,826 | 8,536 | 14,764 | 86,342 | 29,816 | 32,598 | 9,057 | 14,871 | -1.7 |
| Wisconsin ....................................... | 286,726 | 85,197 | 89,810 | 46,160 | 65,559 | 282,250 | 82,819 | 87,589 | 46,583 | 65,259 | -1.6 |
| Wyoming .......................................... | 34,316 | 8,741 | 9,560 | 7,226 | 8,789 | 33,693 | 8,691 | 9,528 | 7,085 | 8,389 | -1.8 |
| U.S. Service Academies ....................... | 14,734 | 11,575 | 3,137 | 18 | 4 | 14,812 | 11,394 | 3,392 | 20 | 6 | 0.5 |
| Other jurisdictions ...................... | 77,716 | 28,239 | 37,280 | 5,341 | 6,856 | 80,127 | 29,440 | 38,060 | 5,492 | 7,135 | 3.1 |
| American Samoa ........................... | 1,276 | 251 | 465 | 219 | 341 | 1,285 | 234 | 471 | 186 | 394 | 0.7 |
| Federated States of Micronesia ............. | 2,344 | 717 | 887 | 376 | 364 | 2,215 | 654 | 786 | 352 | 423 | -5.5 |
| Guam ................................................... | 6,416 | 1,623 | 2,285 | 1,127 | 1,381 | 6,325 | 1,652 | 2,272 | 1,116 | 1,285 | -1.4 |
| Marshall Islands ................................. | 1,087 | 404 | 380 | 143 | 160 | 995 | 354 | 339 | 174 | 128 | -8.5 |
| Northern Marianas ............................ | 1,186 | 387 | 597 | 85 | 117 | 1,155 | 363 | 561 | 83 | 148 | -2.6 |
| Palau .............................................. | 604 | 188 | 180 | 100 | 136 | 627 | 181 | 166 | 106 | 174 | 3.8 |
| Puerto Rico ...................................... | 62,523 | 24,233 | 31,509 | 3,029 | 3,752 | 65,204 | 25,474 | 32,440 | 3,239 | 4,051 | 4.3 |
| U.S. Virgin Islands ................................. | 2,280 | 436 | 977 | 262 | 605 | 2,321 | 528 | 1,025 | 236 | 532 | 1.8 |

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015 and Spring 2016, Fall Enrollment component. (This table was prepared January 2017.)

Table 304.60. Total fall enrollment in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2014 and 2015

| State or jurisdiction | Fall 2014 |  |  |  |  |  | Fall 2015 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Public 4-year | Public 2-year | Private 4-year |  | Private 2-year |  | Public 4-year | Public 2-year | Private 4-year |  | Private 2-year |  |
|  |  |  | Nonprofit | For-profit | Nonprofit | For-profit |  |  | Nonprofit | For-profit | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States ... | 8,257,250 | 6,397,765 | 3,965,724 | 1,269,910 | 30,365 | 286,355 | 8,352,437 | 6,215,666 | 4,013,323 | 1,120,582 | 50,049 | 225,213 |
| Alabama . | 164,447 | 82,542 | 25,514 | 29,227 | 518 | 2,780 | 165,986 | 81,465 | 25,531 | 27,233 | 436 | 2,308 |
| Alaska ...... | 28,760 | 1,132 | 625 | 3,267 | 68 | 479 | 28,200 | 193 | 549 | 1,945 | 66 | 378 |
| Arizona ...... | 154,689 | 200,308 | 9,854 | 300,524 | 0 | 9,371 | 164,921 | 196,055 | 9,606 | 270,335 | 0 | 8,815 |
| Arkansas .... | 97,986 | 53,413 | 16,339 | 1,116 | 656 | 61 | 99,527 | 50,638 | 16,537 | 663 | 1,017 | 20 |
| California ............................ | 706,431 | 1,461,013 | 305,607 | 162,707 | 1,864 | 58,793 | 725,755 | 1,477,339 | 302,628 | 142,643 | 1,785 | 38,205 |
| Colorado ..... | 178,889 | 89,152 | 34,372 | 42,026 | 0 | 9,388 | 180,763 | 85,065 | 34,777 | 39,589 | 624 | 7,280 |
| Connecticut ..... | 67,149 | 55,154 | 70,396 | 9,229 | 0 | 0 | 67,005 | 52,761 | 71,715 | 8,185 | 0 | 0 |
| Delaware .......... | 27,077 | 13,935 | 18,836 | 335 | 185 | 0 | 27,140 | 13,471 | 19,302 | 326 | 153 | 0 |
| District of Columbia ........... | 5,115 | 0 | 78,480 | 6,221 | 22 | 215 | 5,118 | 0 | 79,272 | 8,736 | 29 | 840 |
| Florida .............................. | 752,959 | 42,669 | 180,359 | 99,701 | 1,572 | 33,758 | 753,050 | 41,340 | 191,932 | 61,284 | 15,285 | 20,371 |
| Georgia | 288,473 | 125,279 | 72,797 | 35,721 | 465 | 8,269 | 297,070 | 121,383 | 72,665 | 31,849 | 1,441 | 6,891 |
| Hawaii ............................. | 29,901 | 27,151 | 11,969 | 2,580 | 0 | 1,904 | 28,979 | 26,777 | 10,586 | 2,479 | 0 | 510 |
| Idaho ................................ | 51,662 | 25,144 | 40,662 | 991 | 0 | 494 | 50,169 | 22,170 | 47,651 | 698 | 0 | 420 |
| Illinois ...... | 193,360 | 336,102 | 221,916 | 67,409 | 735 | 5,458 | 192,949 | 316,155 | 220,953 | 66,043 | 389 | 5,754 |
| Indiana ............................ | 237,263 | 91,179 | 90,124 | 13,167 | 400 | 4,194 | 239,832 | 81,668 | 90,248 | 10,192 | 504 | 3,919 |
| lowa | 76,333 | 93,563 | 56,114 | 55,909 | 0 | 563 | 78,539 | 92,466 | 54,079 | 49,589 | 0 | 433 |
| Kansas ....... | 101,889 | 81,333 | 25,629 | 15,371 | 428 | 1,751 | 100,607 | 79,153 | 25,249 | 13,772 | 0 | 1,441 |
| Kentucky ........................... | 126,484 | 86,559 | 39,025 | 10,046 | 0 | 2,083 | 126,083 | 79,825 | 39,483 | 9,215 | 0 | 1,116 |
| Louisiana ......................... | 139,400 | 71,543 | 26,416 | 2,619 | 636 | 5,324 | 142,267 | 69,067 | 25,853 | 2,043 | 492 | 4,938 |
| Maine .............................. | 30,673 | 18,179 | 21,104 | 1,573 | 288 | 429 | 30,022 | 17,382 | 22,151 | 1,556 | 273 | 331 |
| Maryland ... | 171,419 | 133,737 | 52,822 | 5,185 | 0 | 2,434 | 173,959 | 129,595 | 53,064 | 4,804 | 0 | 2,509 |
| Massachusetts ................... | 124,575 | 101,583 | 278,952 | 3,504 | 1,093 | 1,205 | 125,748 | 96,495 | 282,770 | 3,275 | 1,179 | 929 |
| Michigan ............. | 314,512 | 200,200 | 98,367 | 5,318 | 0 | 1,041 | 324,310 | 177,971 | 92,979 | 4,015 | 0 | 928 |
| Minnesota ............ | 134,340 | 125,355 | 70,841 | 102,284 | 69 | 965 | 133,175 | 123,012 | 70,598 | 100,305 | 68 | 599 |
| Mississippi .......................... | 79,112 | 72,984 | 16,376 | 325 | 0 | 1,931 | 80,392 | 72,908 | 16,860 | 310 | 0 | 1,666 |
| Missouri .................. | 153,377 | 99,603 | 148,633 | 11,167 | 1,138 | 5,982 | 154,819 | 93,697 | 146,435 | 7,488 | 893 | 6,664 |
| Montana ........................... | 38,392 | 8,632 | 4,423 | 0 | 495 | 0 | 37,472 | 8,462 | 4,422 | 0 | 442 | 0 |
| Nebraska ......................... | 59,833 | 39,988 | 33,558 | 1,977 | 149 | 320 | 60,253 | 39,777 | 34,078 | 1,673 | 151 | 155 |
| Nevada ........... | 94,922 | 11,106 | 3,762 | 4,658 | 0 | 4,757 | 93,333 | 11,085 | 3,797 | 3,638 | 417 | 3,827 |
| New Hampshire .................. | 28,259 | 15,039 | 61,299 | 2,243 | 144 | 0 | 28,095 | 14,771 | 79,485 | 1,492 | 123 | 0 |
| New Jersey ....................... | 188,479 | 162,837 | 73,908 | 6,867 | 0 | 4,117 | 183,911 | 155,832 | 73,635 | 7,460 | 0 | 2,941 |
| New Mexico ....................... | 62,714 | 75,597 | 1,568 | 4,889 | 0 | 1,478 | 60,605 | 70,682 | 1,617 | 3,813 | 0 | 1,472 |
| New York ........... | 397,844 | 324,003 | 525,903 | 31,278 | 2,797 | 17,230 | 396,730 | 312,413 | 528,288 | 30,216 | 2,509 | 15,264 |
| North Carolina ..... | 221,968 | 233,210 | 95,803 | 15,238 | 701 | 3,125 | 224,915 | 223,140 | 96,979 | 13,825 | 705 | 2,878 |
| North Dakota ..................... | 41,450 | 6,842 | 4,963 | 793 | 0 | 0 | 41,238 | 6,959 | 5,040 | 603 | 0 | 0 |
| Ohio ... | 334,020 | 176,224 | 139,999 | 16,895 | 1,047 | 12,053 | 334,044 | 170,771 | 137,224 | 12,656 | 1,318 | 11,747 |
| Oklahoma .......... | 122,344 | 60,105 | 24,737 | 3,922 | 0 | 4,241 | 120,628 | 58,380 | 24,841 | 3,048 | 1,155 | 2,852 |
| Oregon ............................ | 104,435 | 97,210 | 37,256 | 4,359 | 0 | 2,287 | 104,805 | 93,143 | 37,422 | 3,768 | 111 | 1,397 |
| Pennsylvania ...................... | 279,610 | 133,981 | 284,260 | 18,742 | 8,045 | 26,013 | 278,935 | 130,119 | 283,658 | 14,710 | 8,504 | 20,744 |
| Rhode Island ...................... | 25,212 | 17,553 | 40,734 | 0 | 0 | 0 | 25,125 | 16,195 | 40,972 | 0 | 0 | 0 |
| South Carolina .................... | 109,659 | 96,097 | 33,759 | 11,236 | 793 | 3,085 | 111,871 | 90,616 | 33,835 | 10,104 | 771 | 2,457 |
| South Dakota ...................... | 37,896 | 6,236 | 6,915 | 2,692 | 224 | 0 | 38,132 | 6,122 | 7,051 | 2,189 | 170 | 0 |
| Tennessee ........................ | 137,797 | 86,236 | 82,654 | 10,946 | 758 | 8,184 | 136,730 | 86,681 | 82,249 | 9,399 | 736 | 7,704 |
| Texas .............................. | 675,047 | 690,292 | 134,083 | 29,411 | 2,587 | 24,042 | 696,599 | 682,677 | 137,055 | 27,869 | 3,005 | 23,409 |
| Utah ................................... | 137,468 | 30,248 | 98,542 | 5,788 | 2,006 | 874 | 141,875 | 29,350 | 114,856 | 4,925 | 2,153 | 368 |
| Vermont ............................ | 19,624 | 6,019 | 17,918 | 422 | 0 | 0 | 19,400 | 5,983 | 18,101 | 379 | 0 | 0 |
| Virginia ............................ | 214,391 | 184,968 | 134,178 | 36,346 | 421 | 7,604 | 215,068 | 179,142 | 134,115 | 34,729 | 923 | 5,782 |
| Washington ....................... | 210,383 | 102,140 | 43,108 | 5,323 | 61 | 4,178 | 230,054 | 84,452 | 42,837 | 3,970 | 1,760 | 2,339 |
| West Virginia ..................... | 68,721 | 19,121 | 8,679 | 58,266 | 0 | 2,265 | 67,913 | 18,429 | 8,665 | 53,250 | 0 | 2,486 |
| Wisconsin ......................... | 182,953 | 103,773 | 61,526 | 10,097 | 0 | 545 | 180,861 | 101,389 | 59,578 | 8,294 | 0 | 126 |
| Wyoming ............................ | 12,820 | 21,496 | 60 | 0 | 0 | 1,085 | 12,648 | 21,045 | 50 | 0 | 462 | 0 |
| U.S. Service Academies ....... | 14,734 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 14,812 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions ...... | 68,615 | 9,101 | 130,925 | 16,264 | 724 | 30,214 | 71,160 | 8,967 | 126,305 | 17,457 | 889 | 23,295 |
| American Samoa ................ | 1,276 | 0 | 0 | 0 | 0 | 0 | 1,285 | 0 | 0 | 0 | 0 | 0 |
| Federated States of Micronesia | 0 | 2,344 | 0 | 0 | 0 | 0 | 0 | 2,215 | 0 | 0 | 0 | 0 |
| Guam .............................. | 3,958 | 2,458 | 72 | 0 | 0 | 0 | 3,991 | 2,334 | 70 | 0 | 0 | 0 |
| Marshall Islands .................. | 0 | 1,087 | 0 | 0 | 0 | 0 | 0 | 995 | 0 | 0 | 0 | 0 |
| Northern Marianas .............. | 1,186 | 0 | 0 | 0 | 0 | 0 | 1,155 | 0 | 0 | 0 | 0 | 0 |
| Palau ................................ | 0 | 604 | 0 | 0 | 0 | 0 | 0 | 627 | 0 | 0 | 0 | 0 |
| Puerto Rico ....................... | 59,915 | 2,608 | 130,853 | 16,264 | 724 | 30,214 | 62,408 | 2,796 | 126,235 | 17,457 | 889 | 23,295 |
| U.S. Virgin Islands ............... | 2,280 | 0 | 0 | 0 | 0 | 0 | 2,321 | 0 | 0 | 0 | 0 | 0 |

$\dagger$ Not applicable.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015 and Spring 2016, Fall Enrollment component. (This table was prepared January 2017.)

Table 304.70. Total fall enrollment in degree-granting postsecondary institutions, by level of enrollment and state or jurisdiction: Selected years, 2000 through 2015

| State or jurisdiction | Undergraduate |  |  |  |  |  | Postbaccalaureate |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fall 2000 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2000 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 13,155,393 | 18,077,303 | 17,735,638 | 17,476,304 | 17,292,787 | 17,036,778 | 2,156,896 | 2,933,287 | 2,908,840 | 2,900,373 | 2,914,582 | 2,940,492 |
| Alabama | 201,389 | 274,837 | 265,917 | 261,293 | 259,630 | 257,650 | 32,573 | 45,512 | 44,394 | 44,524 | 45,398 | 45,309 |
| Alaska | 26,222 | 32,104 | 30,018 | 32,097 | 31,763 | 28,812 | 1,731 | 2,828 | 2,779 | 2,793 | 2,568 | 2,519 |
| Arizona | 299,529 | 675,028 | 621,684 | 580,193 | 562,449 | 541,377 | 42,961 | 121,946 | 114,781 | 113,521 | 112,297 | 108,355 |
| Arkansas | 104,580 | 159,973 | 157,504 | 153,848 | 151,132 | 148,630 | 10,592 | 19,372 | 18,954 | 18,584 | 18,439 | 19,772 |
| California | 2,012,213 | 2,424,395 | 2,359,805 | 2,376,332 | 2,426,640 | 2,416,473 | 244,495 | 267,457 | 261,801 | 264,999 | 269,775 | 271,882 |
| Colorado | 220,059 | 308,249 | 305,465 | 300,059 | 294,581 | 289,476 | 43,813 | 57,690 | 57,705 | 58,271 | 59,246 | 58,622 |
| Connecticut | 127,715 | 165,707 | 166,812 | 166,243 | 165,825 | 163,059 | 33,528 | 35,931 | 34,846 | 34,785 | 36,103 | 36,607 |
| Delaware | 37,930 | 46,973 | 47,815 | 48,226 | 48,390 | 47,981 | 5,967 | 9,574 | 10,312 | 11,389 | 11,978 | 12,411 |
| District of Columbia | 40,703 | 48,491 | 47,699 | 47,187 | 48,156 | 50,554 | 31,986 | 41,754 | 42,451 | 42,070 | 41,897 | 43,441 |
| Florida | 623,071 | 1,017,088 | 1,023,378 | 998,020 | 984,355 | 956,409 | 84,613 | 132,072 | 131,128 | 127,852 | 126,663 | 126,853 |
| Georgia | 296,980 | 495,192 | 476,815 | 464,780 | 460,166 | 456,788 | 49,224 | 70,222 | 68,545 | 68,645 | 70,838 | 74,511 |
| Hawaii | 51,783 | 69,595 | 69,272 | 67,683 | 65,067 | 61,366 | 8,399 | 9,411 | 9,184 | 8,751 | 8,438 | 7,965 |
| Idaho | 58,644 | 82,297 | 99,901 | 100,888 | 110,962 | 113,244 | 6,950 | 7,845 | 8,107 | 8,156 | 7,991 | 7,864 |
| Illinois | 623,018 | 735,155 | 713,472 | 694,099 | 676,251 | 650,590 | 120,900 | 157,297 | 153,421 | 148,789 | 148,729 | 151,653 |
| Indiana | 273,198 | 401,854 | 392,626 | 389,905 | 380,875 | 369,199 | 41,136 | 55,652 | 54,637 | 54,504 | 55,452 | 57,164 |
| lowa | 165,360 | 328,242 | 315,424 | 293,677 | 243,391 | 237,012 | 23,614 | 43,904 | 45,765 | 46,061 | 39,091 | 38,094 |
| Kansas | 156,385 | 190,125 | 187,921 | 189,780 | 197,869 | 191,908 | 23,583 | 26,537 | 25,934 | 26,075 | 28,532 | 28,314 |
| Kentucky | 164,183 | 257,828 | 244,950 | 237,737 | 229,067 | 219,870 | 24,158 | 35,938 | 36,183 | 35,336 | 35,130 | 35,852 |
| Louisiana | 191,517 | 233,374 | 227,290 | 221,168 | 215,289 | 213,949 | 32,283 | 32,366 | 31,556 | 30,767 | 30,649 | 30,711 |
| Maine | 50,728 | 62,924 | 63,369 | 62,699 | 62,500 | 62,248 | 7,745 | 9,373 | 9,726 | 9,713 | 9,746 | 9,467 |
| Maryland | 221,952 | 307,345 | 302,485 | 294,305 | 296,683 | 293,738 | 51,793 | 72,752 | 72,011 | 69,394 | 68,914 | 70,193 |
| Massachusetts | 320,012 | 376,515 | 381,253 | 380,872 | 378,075 | 374,727 | 101,130 | 132,031 | 132,866 | 133,092 | 132,837 | 135,669 |
| Michigan | 480,618 | 594,842 | 575,388 | 557,753 | 535,000 | 515,814 | 87,013 | 90,578 | 88,315 | 85,822 | 84,438 | 84,389 |
| Minnesota | 254,632 | 340,621 | 335,747 | 326,363 | 317,968 | 310,266 | 38,813 | 117,116 | 115,914 | 115,274 | 115,886 | 117,491 |
| Mississippi ... | 123,299 | 159,627 | 155,292 | 151,526 | 150,179 | 151,504 | 14,090 | 20,949 | 21,326 | 21,558 | 20,549 | 20,632 |
| Missouri | 266,802 | 378,421 | 363,123 | 359,630 | 341,640 | 331,952 | 54,546 | 78,573 | 78,063 | 78,816 | 78,260 | 78,044 |
| Montana | 38,481 | 49,143 | 48,424 | 47,903 | 47,128 | 46,066 | 3,759 | 4,899 | 4,830 | 4,874 | 4,814 | 4,732 |
| Nebraska | 96,759 | 119,310 | 115,701 | 113,432 | 110,813 | 110,309 | 15,358 | 23,565 | 23,857 | 24,511 | 25,012 | 25,778 |
| Nevada | 79,053 | 108,998 | 106,854 | 105,501 | 107,961 | 104,841 | 8,840 | 12,015 | 11,446 | 11,237 | 11,244 | 11,256 |
| New Hampshire | 51,990 | 63,412 | 66,770 | 72,706 | 83,945 | 97,033 | 9,728 | 14,024 | 15,908 | 19,734 | 23,039 | 26,933 |
| New Jersey | 284,785 | 380,081 | 376,901 | 374,073 | 372,616 | 360,099 | 51,160 | 63,669 | 63,065 | 62,866 | 63,592 | 63,680 |
| New Mexico | 96,377 | 144,287 | 141,773 | 138,898 | 132,120 | 124,327 | 14,362 | 14,771 | 14,651 | 14,557 | 14,126 | 13,862 |
| New York | 839,423 | 1,075,580 | 1,070,674 | 1,066,995 | 1,063,625 | 1,048,072 | 203,972 | 242,496 | 239,010 | 238,126 | 235,430 | 237,348 |
| North Carolina | 358,912 | 515,436 | 508,495 | 503,558 | 498,637 | 490,350 | 45,740 | 69,577 | 69,770 | 71,462 | 71,408 | 72,092 |
| North Dakota | 36,899 | 49,340 | 48,196 | 47,559 | 46,724 | 46,574 | 3,349 | 7,142 | 7,046 | 7,471 | 7,324 | 7,266 |
| Ohio | 469,999 | 641,780 | 619,564 | 606,939 | 589,426 | 577,354 | 79,554 | 93,254 | 90,815 | 89,973 | 90,812 | 90,406 |
| Oklahoma | 157,021 | 203,708 | 202,092 | 194,723 | 189,687 | 185,332 | 20,995 | 26,468 | 26,400 | 26,174 | 25,662 | 25,572 |
| Oregon. | 160,805 | 229,389 | 225,425 | 219,435 | 211,529 | 206,892 | 22,260 | 29,675 | 29,501 | 31,652 | 34,018 | 33,754 |
| Pennsylvania . | 506,948 | 651,257 | 640,440 | 630,319 | 614,990 | 599,004 | 102,573 | 136,703 | 136,910 | 135,262 | 135,661 | 137,666 |
| Rhode Island | 65,067 | 73,952 | 73,338 | 73,256 | 73,452 | 71,972 | 10,383 | 10,695 | 10,614 | 10,204 | 10,047 | 10,320 |
| South Carolina | 161,699 | 234,149 | 233,835 | 232,089 | 228,594 | 223,670 | 24,232 | 25,853 | 25,782 | 25,755 | 26,035 | 25,984 |
| South Dakota | 37,497 | 49,205 | 49,259 | 48,190 | 47,234 | 46,901 | 5,724 | 6,694 | 6,799 | 6,939 | 6,729 | 6,763 |
| Tennessee | 230,376 | 301,406 | 295,126 | 290,530 | 279,962 | 276,748 | 33,534 | 48,780 | 48,352 | 47,667 | 46,613 | 46,751 |
| Texas | 905,649 | 1,386,966 | 1,367,078 | 1,363,997 | 1,369,947 | 1,382,034 | 128,324 | 177,242 | 177,446 | 177,282 | 185,515 | 188,580 |
| Utah .. | 149,954 | 239,189 | 239,025 | 232,482 | 243,521 | 259,540 | 13,822 | 25,205 | 28,284 | 29,415 | 31,405 | 33,987 |
| Vermont | 30,809 | 38,182 | 37,792 | 37,112 | 37,375 | 37,296 | 4,680 | 6,961 | 6,905 | 6,424 | 6,608 | 6,567 |
| Virginia ..... | 325,395 | 495,078 | 492,564 | 487,858 | 481,768 | 474,532 | 56,498 | 94,067 | 96,144 | 95,897 | 96,140 | 95,227 |
| Washington. | 290,292 | 336,893 | 329,638 | 327,655 | 328,957 | 328,893 | 30,548 | 35,946 | 35,891 | 35,722 | 36,236 | 36,519 |
| West Virginia | 76,556 | 137,314 | 136,166 | 132,912 | 132,805 | 127,612 | 11,332 | 25,033 | 26,016 | 25,040 | 24,247 | 23,131 |
| Wisconsin | 271,839 | 335,447 | 329,778 | 322,479 | 318,591 | 310,343 | 35,340 | 41,088 | 39,960 | 39,900 | 40,303 | 39,905 |
| Wyoming ............................................ | 26,811 | 35,330 | 35,103 | 34,370 | 32,765 | 31,602 | 3,193 | 2,762 | 2,709 | 2,661 | 2,696 | 2,603 |
| U.S. Service Academies ... | 13,475 | 15,669 | 15,202 | 14,970 | 14,712 | 14,786 | 0 | 23 | 25 | 27 | 22 | 26 |
| Other jurisdictions ... | 174,410 | 237,048 | 231,395 | 226,152 | 227,276 | 219,114 | 20,223 | 30,111 | 28,580 | 28,391 | 28,567 | 28,959 |
| American Samoa | 297 | 2,091 | 1,795 | 1,488 | 1,276 | 1,285 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federated States of Micronesia .. | 1,576 | 2,915 | 2,744 | 2,446 | 2,344 | 2,215 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam .... | 4,746 | 6,009 | 5,662 | 6,210 | 6,187 | 6,095 | 469 | 351 | 293 | 308 | 301 | 300 |
| Marshall Islands . | 328 | 989 | 1,123 | 1,000 | 1,087 | 995 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas ... | 1,078 | 1,046 | 1,178 | 1,109 | 1,186 | 1,155 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau ... | 581 | 742 | 680 | 646 | 604 | 627 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico ........................................... | 163,690 | 220,857 | 215,973 | 211,110 | 212,482 | 204,604 | 19,600 | 29,545 | 28,104 | 27,905 | 28,096 | 28,476 |
| U.S. Virgin Islands ................................... | 2,114 | 2,399 | 2,240 | 2,143 | 2,110 | 2,138 | 154 | 215 | 183 | 178 | 170 | 183 |

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared January 2017.)

Table 304.80. Total fall enrollment in degree-granting postsecondary institutions, by control, level of enrollment, level of institution, and state or jurisdiction: 2015

| State or jurisdiction | Public |  |  |  | Private |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Undergraduate |  |  |  | Undergraduate |  |  |  |  | Postbaccalaureate |  |  |
|  | Total | 4-year | 2-year |  | Total | Nonprofit 4-year | For-profit 4-year | Nonprofit 2-year | For-profit 2-year | Total | Nonprofit 4-year | For-profit 4-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 13,145,720 | 6,930,054 | 6,215,666 | 1,422,383 | 3,891,058 | 2,769,125 | 846,671 | 50,049 | 225,213 | 1,518,109 | 1,244,198 | 273,911 |
| Alabama | 212,968 | 131,503 | 81,465 | 34,483 | 44,682 | 20,938 | 21,000 | 436 | 2,308 | 10,826 | 4,593 | 6,233 |
| Alaska | 26,118 | 25,925 | 193 | 2,275 | 2,694 | 315 | 1,935 | 66 | 378 | 244 | 234 | 10 |
| Arizona | 330,531 | 134,476 | 196,055 | 30,445 | 210,846 | 5,012 | 197,019 | 0 | 8,815 | 77,910 | 4,594 | 73,316 |
| Arkansas | 132,725 | 82,087 | 50,638 | 17,440 | 15,905 | 14,309 | 559 | 1,017 | 20 | 2,332 | 2,228 | 104 |
| California . | 2,095,116 | 617,777 | 1,477,339 | 107,978 | 321,357 | 166,925 | 114,442 | 1,785 | 38,205 | 163,904 | 135,703 | 28,201 |
| Colorado | 229,875 | 144,810 | 85,065 | 35,953 | 59,601 | 22,012 | 29,685 | 624 | 7,280 | 22,669 | 12,765 | 9,904 |
| Connecticut | 106,337 | 53,576 | 52,761 | 13,429 | 56,722 | 49,154 | 7,568 | 0 | 0 | 23,178 | 22,561 | 617 |
| Delaware | 36,514 | 23,043 | 13,471 | 4,097 | 11,467 | 11,067 | 247 | 153 | 0 | 8,314 | 8,235 | 79 |
| District of Columbia | 4,485 | 4,485 | 0 | 633 | 46,069 | 39,594 | 5,606 | 29 | 840 | 42,808 | 39,678 | 3,130 |
| Florida ................... | 727,982 | 686,642 | 41,340 | 66,408 | 228,427 | 138,671 | 54,100 | 15,285 | 20,371 | 60,445 | 53,261 | 7,184 |
| Georgia | 374,330 | 252,947 | 121,383 | 44,123 | 82,458 | 51,376 | 22,750 | 1,441 | 6,891 | 30,388 | 21,289 | 9,099 |
| Hawaii | 50,011 | 23,234 | 26,777 | 5,745 | 11,355 | 9,088 | 1,757 | 0 | 510 | 2,220 | 1,498 | 722 |
| Idaho | 65,222 | 43,052 | 22,170 | 7,117 | 48,022 | 46,908 | 694 | 0 | 420 | 747 | 743 | 4 |
| Illinois. | 459,770 | 143,615 | 316,155 | 49,334 | 190,820 | 134,754 | 49,923 | 389 | 5,754 | 102,319 | 86,199 | 16,120 |
| Indiana | 282,266 | 200,598 | 81,668 | 39,234 | 86,933 | 72,458 | 10,052 | 504 | 3,919 | 17,930 | 17,790 | 140 |
| lowa .. | 156,026 | 63,560 | 92,466 | 14,979 | 80,986 | 41,564 | 38,989 | 0 | 433 | 23,115 | 12,515 | 10,600 |
| Kansas | 158,138 | 78,985 | 79,153 | 21,622 | 33,770 | 20,373 | 11,956 | 0 | 1,441 | 6,692 | 4,876 | 1,816 |
| Kentucky | 182,947 | 103,122 | 79,825 | 22,961 | 36,923 | 27,773 | 8,034 | 0 | 1,116 | 12,891 | 11,710 | 1,181 |
| Louisiana | 188,258 | 119,191 | 69,067 | 23,076 | 25,691 | 18,337 | 1,924 | 492 | 4,938 | 7,635 | 7,516 | 119 |
| Maine ........................................... | 43,908 | 26,526 | 17,382 | 3,496 | 18,340 | 16,300 | 1,436 | 273 | 331 | 5,971 | 5,851 | 120 |
| Maryland | 260,457 | 130,862 | 129,595 | 43,097 | 33,281 | 26,873 | 3,899 | 0 | 2,509 | 27,096 | 26,191 | 905 |
| Massachusetts | 195,262 | 98,767 | 96,495 | 26,981 | 179,465 | 174,325 | 3,032 | 1,179 | 929 | 108,688 | 108,445 | 243 |
| Michigan | 435,931 | 257,960 | 177,971 | 66,350 | 79,883 | 75,348 | 3,607 | 0 | 928 | 18,039 | 17,631 | 408 |
| Minnesota | 232,013 | 109,001 | 123,012 | 24,174 | 78,253 | 49,030 | 28,556 | 68 | 599 | 93,317 | 21,568 | 71,749 |
| Mississippi ....................................... | 138,411 | 65,503 | 72,908 | 14,889 | 13,093 | 11,215 | 212 | 0 | 1,666 | 5,743 | 5,645 | 98 |
| Missouri | 219,402 | 125,705 | 93,697 | 29,114 | 112,550 | 97,853 | 7,140 | 893 | 6,664 | 48,930 | 48,582 | 348 |
| Montana | 41,379 | 32,917 | 8,462 | 4,555 | 4,687 | 4,245 | 0 | 442 | 0 | 177 | 177 | 0 |
| Nebraska | 85,884 | 46,107 | 39,777 | 14,146 | 24,425 | 22,551 | 1,568 | 151 | 155 | 11,632 | 11,527 | 105 |
| Nevada | 96,451 | 85,366 | 11,085 | 7,967 | 8,390 | 885 | 3,261 | 417 | 3,827 | 3,289 | 2,912 | 377 |
| New Hampshire | 38,728 | 23,957 | 14,771 | 4,138 | 58,305 | 56,753 | 1,429 | 123 | 0 | 22,795 | 22,732 | 63 |
| New Jersey | 301,480 | 145,648 | 155,832 | 38,263 | 58,619 | 48,657 | 7,021 | 0 | 2,941 | 25,417 | 24,978 | 439 |
| New Mexico | 118,486 | 47,804 | 70,682 | 12,801 | 5,841 | 770 | 3,599 | 0 | 1,472 | 1,061 | 847 | 214 |
| New York. | 641,936 | 329,523 | 312,413 | 67,207 | 406,136 | 361,252 | 27,111 | 2,509 | 15,264 | 170,141 | 167,036 | 3,105 |
| North Carolina | 403,516 | 180,376 | 223,140 | 44,539 | 86,834 | 72,260 | 10,991 | 705 | 2,878 | 27,553 | 24,719 | 2,834 |
| North Dakota | 41,888 | 34,929 | 6,959 | 6,309 | 4,686 | 4,083 | 603 | 0 | 0 | 957 | 957 | 0 |
| Ohio . | 443,022 | 272,251 | 170,771 | 61,793 | 134,332 | 109,198 | 12,069 | 1,318 | 11,747 | 28,613 | 28,026 | 587 |
| Oklahoma | 158,646 | 100,266 | 58,380 | 20,362 | 26,686 | 19,689 | 2,990 | 1,155 | 2,852 | 5,210 | 5,152 | 58 |
| Oregon ......... | 180,035 | 86,892 | 93,143 | 17,913 | 26,857 | 21,826 | 3,523 | 111 | 1,397 | 15,841 | 15,596 | 245 |
| Pennsylvania | 361,361 | 231,242 | 130,119 | 47,693 | 237,643 | 194,394 | 14,001 | 8,504 | 20,744 | 89,973 | 89,264 | 709 |
| Rhode Island .................................... | 37,282 | 21,087 | 16,195 | 4,038 | 34,690 | 34,690 | 0 | 0 | 0 | 6,282 | 6,282 | 0 |
| South Carolina | 181,885 | 91,269 | 90,616 | 20,602 | 41,785 | 30,260 | 8,297 | 771 | 2,457 | 5,382 | 3,575 | 1,807 |
| South Dakota | 38,450 | 32,328 | 6,122 | 5,804 | 8,451 | 6,093 | 2,188 | 170 | 0 | 959 | 958 | 1 |
| Tennessee | 199,752 | 113,071 | 86,681 | 23,659 | 76,996 | 60,862 | 7,694 | 736 | 7,704 | 23,092 | 21,387 | 1,705 |
| Texas | 1,231,190 | 548,513 | 682,677 | 148,086 | 150,844 | 99,171 | 25,259 | 3,005 | 23,409 | 40,494 | 37,884 | 2,610 |
| Utah .. | 158,396 | 129,046 | 29,350 | 12,829 | 101,144 | 94,787 | 3,836 | 2,153 | 368 | 21,158 | 20,069 | 1,089 |
| Vermont | 22,999 | 17,016 | 5,983 | 2,384 | 14,297 | 13,918 | 379 | 0 | 0 | 4,183 | 4,183 | 0 |
| Virginia .. | 349,238 | 170,096 | 179,142 | 44,972 | 125,294 | 89,041 | 29,548 | 923 | 5,782 | 50,255 | 45,074 | 5,181 |
| Washington .. | 290,496 | 206,044 | 84,452 | 24,010 | 38,397 | 30,570 | 3,728 | 1,760 | 2,339 | 12,509 | 12,267 | 242 |
| West Virginia .... | 74,091 | 55,662 | 18,429 | 12,251 | 53,521 | 7,449 | 43,586 | 0 | 2,486 | 10,880 | 1,216 | 9,664 |
| Wisconsin .. | 258,250 | 156,861 | 101,389 | 24,000 | 52,093 | 44,099 | 7,868 | 0 | 126 | 15,905 | 15,479 | 426 |
| Wyoming ......................................... | 31,090 | 10,045 | 21,045 | 2,603 | 512 | 50 | 0 | 462 | 0 | 0 | 0 | 0 |
| U.S. Service Academies | 14,786 | 14,786 | 0 | 26 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions .... | 73,295 | 64,328 | 8,967 | 6,832 | 145,819 | 105,802 | 15,833 | 889 | 23,295 | 22,127 | 20,503 | 1,624 |
| American Samoa ....................... | 1,285 | 1,285 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federated States of Micronesia ..... | 2,215 | 0 | 2,215 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 6,030 | 3,696 | 2,334 | 295 | 65 | 65 | 0 | 0 | 0 | 5 | 5 | 0 |
| Marshall Islands ... | 995 | 0 | 995 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas | 1,155 | 1,155 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau ......................................... | 627 | 0 | 627 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico ...................................... | 58,850 | 56,054 | 2,796 | 6,354 | 145,754 | 105,737 | 15,833 | 889 | 23,295 | 22,122 | 20,498 | 1,624 |
| U.S. Virgin Islands .............................. | 2,138 | 2,138 | 0 | 183 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

[^83]SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component. (This table was prepared January 2017.)

Table 305.10. Total fall enrollment of first-time degree/certificate-seeking students in degree-granting postsecondary institutions, by attendance status, sex of student, and level and control of institution: 1955 through 2026

| Year | Total | Full-time | Part-time | Males |  |  | Females |  |  | 4-year |  | 2-year |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Full-time | Part-time | Total | Full-time | Part-time | Public | Private | Public | Private |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| $1955{ }^{1}$ | 670,013 | - | - | 415,604 | - | - | 254,409 | - | - | 283,084 ${ }^{2}$ | 246,960 ${ }^{2}$ | 117,288 ${ }^{2}$ | 22,681 ${ }^{2}$ |
| $1956{ }^{1}$ | 717,504 | - | - | 442,903 | - | - | 274,601 | - |  | 292,743 2 | 261,951 ${ }^{2}$ | 137,406 2 | 25,404 ${ }^{2}$ |
| 19571 | 723,879 | - | - | 441,969 | - | - | 281,910 | - | - | 293,544 2 | 262,695 2 | 140,522 2 | 27,118 ${ }^{2}$ |
| $1958{ }^{1}$ | 775,308 | - | - | 465,422 | - | - | 309,886 | - | - | 328,242 ${ }^{2}$ | 272,117 2 | 146,379 2 | 28,570 ${ }^{2}$ |
| 19591 | 821,520 | - | - | 487,890 | - | - | 333,630 | - | - | 348,150 ${ }^{2}$ | 291,691 ${ }^{2}$ | 153,393 ${ }^{2}$ | 28,286 ${ }^{2}$ |
| 19601 | 923,069 | - | - | 539,512 | - | - | 383,557 | - | - | 395,884 2 | 313,209 ${ }^{2}$ | 181,860 ${ }^{2}$ | 32,116 ${ }^{2}$ |
| $1961{ }^{1}$ | 1,018,361 | - | - | 591,913 | - | - | 426,448 | - | - | 438,135 ${ }^{2}$ | 336,449 2 | 210,101 ${ }^{2}$ | 33,676 ${ }^{2}$ |
| $1962{ }^{1}$ | 1,030,554 | - | - | 598,099 | - | - | 432,455 | - | - | 445,191 ${ }^{2}$ | 324,923 ${ }^{2}$ | 224,537 ${ }^{2}$ | 35,903 ${ }^{2}$ |
| 19631 | 1,046,424 | - | - | 604,282 | - | - | 442,142 | - |  | 530,2512 |  | 275,413 ${ }^{\text {a }}$ | 46-82 |
| $1964{ }^{1}$ | 1,224,840 | - | - | 701,524 | - | - | 523,316 | - | - | 539,251 ${ }^{2}$ | 363,348 ${ }^{2}$ | 275,413 ${ }^{2}$ | 46,828 ${ }^{2}$ |
| 19651 | 1,441,822 | - | - | 829,215 | - | - | 612,607 | - | - | 642,233 2 | 398,792 ${ }^{2}$ | 347,788 ${ }^{2}$ | 53,009 2 |
| 1966 | 1,554,337 |  |  | 889,516 |  | - | 664,821 |  |  | 626,472 ${ }^{2}$ | 382,889 2 | 478,459 2 | 66,517 ${ }^{2}$ |
| 1967 | 1,640,936 | 1,335,512 | 305,424 | 931,127 | 761,299 | 169,828 | 709,809 | 574,213 | 135,596 | 644,525 | 368,300 | 561,488 | 66,623 |
| 1968 | 1,892,849 | 1,470,653 | 422,196 | 1,082,367 | 847,005 | 235,362 | 810,482 | 623,648 | 186,834 | 724,377 | 378,052 | 718,562 | 71,858 |
| 1969 | 1,967,104 | 1,525,290 | 441,814 | 1,118,269 | 876,280 | 241,989 | 848,835 | 649,010 | 199,825 | 699,167 | 391,508 | 814,132 | 62,297 |
| 1970 | 2,063,397 | 1,587,072 | 476,325 | 1,151,960 | 896,281 | 255,679 | 911,437 | 690,791 | 220,646 | 717,449 | 395,886 | 890,703 | 59,359 |
| 1971 | 2,119,018 | 1,606,036 | 512,982 | 1,170,518 | 895,715 | 274,803 | 948,500 | 710,321 | 238,179 | 704,052 | 384,695 | 971,295 | 58,976 |
| 1972 | 2,152,778 | 1,574,197 | 578,581 | 1,157,501 | 858,254 | 299,247 | 995,277 | 715,943 | 279,334 | 680,337 | 380,982 | 1,036,616 | 54,843 |
| 1973 | 2,226,041 | 1,607,269 | 618,772 | 1,182,173 | 867,314 | 314,859 | 1,043,868 | 739,955 | 303,913 | 698,777 | 378,994 | 1,089,182 | 59,088 |
| 1974 | 2,365,761 | 1,673,333 | 692,428 | 1,243,790 | 896,077 | 347,713 | 1,121,971 | 777,256 | 344,715 | 745,637 | 386,391 | 1,175,759 | 57,974 |
| 1975 | 2,515,155 | 1,763,296 | 751,859 | 1,327,935 | 942,198 | 385,737 | 1,187,220 | 821,098 | 366,122 | 771,725 | 395,440 | 1,283,523 | 64,467 |
| 1976 | 2,347,014 | 1,662,333 | 684,681 | 1,170,326 | 854,597 | 315,729 | 1,176,688 | 807,736 | 368,952 | 717,373 | 413,961 | 1,152,944 | 62,736 |
| 1977 | 2,394,426 | 1,680,916 | 713,510 | 1,155,856 | 839,848 | 316,008 | 1,238,570 | 841,068 | 397,502 | 737,497 | 404,631 | 1,185,648 | 66,650 |
| 1978 | 2,389,627 | 1,650,848 | 738,779 | 1,141,777 | 817,294 | 324,483 | 1,247,850 | 833,554 | 414,296 | 736,703 | 406,669 | 1,173,544 | 72,711 |
| 1979 | 2,502,896 | 1,706,732 | 796,164 | 1,179,846 | 840,315 | 339,531 | 1,323,050 | 866,417 | 456,633 | 760,119 | 415,126 | 1,253,854 | 73,797 |
| 1980 | 2,587,644 | 1,749,928 | 837,716 | 1,218,961 | 862,458 | 356,503 | 1,368,683 | 887,470 | 481,213 | 765,395 | 417,937 | 1,313,591 | 90,721 ${ }^{3}$ |
| 1981 | 2,595,421 | 1,737,714 | 857,707 | 1,217,680 | 851,833 | 365,847 | 1,377,741 | 885,881 | 491,860 | 754,007 | 419,257 | 1,318,436 | 103,721 ${ }^{3}$ |
| 1982 | 2,505,466 | 1,688,620 | 816,846 | 1,199,237 | 837,223 | 362,014 | 1,306,229 | 851,397 | 454,832 | 730,775 | 404,252 | 1,254,193 | 116,246 ${ }^{3}$ |
| 1983 | 2,443,703 | 1,678,071 | 765,632 | 1,159,049 | 824,609 | 334,440 | 1,284,654 | 853,462 | 431,192 | 728,244 | 403,882 | 1,189,869 | 121,708 |
| 1984 | 2,356,898 | 1,613,185 | 743,713 | 1,112,303 | 786,099 | 326,204 | 1,244,595 | 827,086 | 417,509 | 713,790 | 402,959 | 1,130,311 | 109,838 |
| 1985 | 2,292,222 | 1,602,038 | 690,184 | 1,075,736 | 774,858 | 300,878 | 1,216,486 | 827,180 | 389,306 | 717,199 | 398,556 | 1,060,275 | 116,192 |
| 1986 | 2,219,208 | 1,589,451 | 629,757 | 1,046,527 | 768,856 | 277,671 | 1,172,681 | 820,595 | 352,086 | 719,974 | 391,673 | 990,973 | 116,588 |
| 1987 | 2,246,359 | 1,626,719 | 619,640 | 1,046,615 | 779,226 | 267,389 | 1,199,744 | 847,493 | 352,251 | 757,833 | 405,113 | 979,820 | 103,593 |
| 1988 | 2,378,803 | 1,698,927 | 679,876 | 1,100,026 | 807,319 | 292,707 | 1,278,777 | 891,608 | 387,169 | 783,358 | 425,907 | 1,048,914 | 120,624 |
| 1989 | 2,341,035 | 1,656,594 | 684,441 | 1,094,750 | 791,295 | 303,455 | 1,246,285 | 865,299 | 380,986 | 762,217 | 413,836 | 1,048,529 | 116,453 |
|  | 2,256,624 | 1,617,118 | 639,506 | 1,045,191 | 771,372 | 273,819 | 1,211,433 | 845,746 | 365,687 | 727,264 | 400,120 |  | 88,143 |
| 1991 | 2,277,920 | 1,652,983 | 624,937 | 1,068,433 | 798,043 | 270,390 | 1,209,487 | 854,940 | 354,547 | 717,697 | 392,904 | $1,070,048$ | 97,271 |
| 1992 | 2,184,113 | 1,603,737 | 580,376 | 1,013,058 | 760,290 | 252,768 | 1,171,055 | 843,447 | 327,608 | 697,393 | 408,306 | 993,074 | 85,340 |
| 1993 | 2,160,710 | 1,608,274 | 552,436 | 1,007,647 | 762,240 | 245,407 | 1,153,063 | 846,034 | 307,029 | 702,273 | 410,688 | 973,545 | 74,204 |
| 1994 | 2,133,205 | 1,603,106 | 530,099 | 984,558 | 751,081 | 233,477 | 1,148,647 | 852,025 | 296,622 | 709,042 | 405,917 | 952,468 | 65,778 |
| 1995 | 2,168,831 | 1,646,812 | 522,019 | 1,001,052 | 767,185 | 233,867 | 1,167,779 | 879,627 | 288,152 | 731,836 | 419,025 | 954,595 | 63,375 |
| 1996 | 2,274,319 | 1,739,852 | 534,467 | 1,046,662 | 805,982 | 240,680 | 1,227,657 | 933,870 | 293,787 | 741,164 | 427,442 | 989,536 | 116,177 |
| 1997 | 2,219,255 | 1,733,512 | 485,743 | 1,026,058 | 806,054 | 220,004 | 1,193,197 | 927,458 | 265,739 | 755,362 | 442,397 | 923,954 | 97,542 |
| 1998 | 2,212,593 | 1,775,412 | 437,181 | 1,022,656 | 825,577 | 197,079 | 1,189,937 | 949,835 | 240,102 | 792,772 | 460,948 | 858,417 | 100,456 |
| 1999 | 2,357,590 | 1,849,741 | 507,849 | 1,094,539 | 865,545 | 228,994 | 1,263,051 | 984,196 | 278,855 | 819,503 | 474,223 | 955,499 | 108,365 |
| 2000 | 2,427,551 | 1,918,093 | 509,458 | 1,123,948 | 894,432 | 229,516 | 1,303,603 | 1,023,661 | 279,942 | 842,228 | 498,532 | 952,175 | 134,616 |
| 2001 | 2,497,078 | 1,989,179 | 507,899 | 1,152,837 | 926,393 | 226,444 | 1,344,241 | 1,062,786 | 281,455 | 866,619 | 508,030 | 988,726 | 133,703 |
| 2002 | 2,570,611 | 2,053,065 | 517,546 | 1,170,609 | 945,938 | 224,671 | 1,400,002 | 1,107,127 | 292,875 | 886,297 | 517,621 | 1,037,267 | 129,426 |
| 2003 | 2,591,754 | 2,102,394 | 489,360 | 1,175,856 | 965,075 | 210,781 | 1,415,898 | 1,137,319 | 278,579 | 918,602 | 537,726 | 1,004,428 | 130,998 |
| 2004 | 2,630,243 | 2,147,546 | 482,697 | 1,190,268 | 981,591 | 208,677 | 1,439,975 | 1,165,955 | 274,020 | 925,249 | 562,485 | 1,009,082 | 133,427 |
| 2005 | 2,657,338 | 2,189,884 | 467,454 | 1,200,055 | 995,610 | 204,445 | 1,457,283 | 1,194,274 | 263,009 | 953,903 | 606,712 | 977,224 | 119,499 |
| 2006 | 2,707,213 | 2,219,853 | 487,360 | 1,228,665 | 1,015,585 | 213,080 | 1,478,548 | 1,204,268 | 274,280 | 990,262 | 598,412 | 1,013,080 | 105,459 |
| 2007 | 2,776,168 | 2,293,855 | 482,313 | 1,267,030 | 1,052,600 | 214,430 | 1,509,138 | 1,241,255 | 267,883 | 1,023,543 | 633,296 | 1,016,262 | 103,067 |
| 2008 | 3,024,723 | 2,427,740 | 596,983 | 1,389,302 | 1,115,500 | 273,802 | 1,635,421 | 1,312,240 | 323,181 | 1,053,838 | 673,581 | 1,186,576 | 110,728 |
| 2009 | 3,156,882 | 2,534,440 | 622,442 | 1,464,424 | 1,177,119 | 287,305 | 1,692,458 | 1,357,321 | 335,137 | 1,090,980 | 658,808 | 1,275,974 | 131,120 |
| 2010 | 3,156,727 | 2,533,636 | 623,091 | 1,461,016 | 1,171,090 | 289,926 | 1,695,711 | 1,362,546 | 333,165 | 1,110,601 | 674,573 | 1,238,491 | 133,062 |
| 2011 | 3,091,496 | 2,479,155 | 612,341 | 1,424,140 | 1,140,843 | 283,297 | 1,667,356 | 1,338,312 | 329,044 | 1,131,091 | 656,864 | 1,195,083 | 108,458 |
| 2012 | 2,994,187 | 2,408,063 | 586,124 | 1,387,316 | 1,115,266 | 272,050 | 1,606,871 | 1,292,797 | 314,074 | 1,128,344 | 642,716 | 1,137,927 | 85,200 |
| 2013 | 2,985,366 | 2,415,969 | 569,397 | 1,383,852 | 1,117,525 | 266,327 | 1,601,514 | 1,298,444 | 303,070 | 1,144,102 | 633,184 | 1,126,978 | 81,102 |
| 2014 | 2,925,026 | 2,381,676 | 543,350 | 1,354,494 | 1,099,039 | 255,455 | 1,570,532 | 1,282,637 | 287,895 | 1,170,274 | 612,106 | 1,070,700 | 71,946 |
| 2015 | 2,880,966 | 2,366,068 | 514,898 | 1,337,696 | 1,095,783 | 241,913 | 1,543,270 | 1,270,285 | 272,985 | 1,190,426 | 599,202 | 1,029,032 | 62,306 |
| $2016{ }^{4}$ | 2,921,000 |  |  | 1,359,000 |  | - | 1,562,000 |  |  |  |  | 1,029, |  |
| $2017{ }^{4}$ | 2,952,000 | - | - | 1,361,000 | - | - | 1,591,000 | - | - | - | - | - | - |
| $2018{ }^{4}$ | 2,991,000 | - | - | 1,375,000 | - | - | 1,616,000 | - | - | - | - | - | - |
| $2019{ }^{4}$ | 3,037,000 | - | - | 1,393,000 | - | - | 1,644,000 | - | - | - | - | - | - |
| $2020{ }^{4}$ | 3,084,000 | - | - | 1,413,000 | - | - | 1,671,000 | - | - | - | - | - | - |
| $2021{ }^{4}$ | 3,127,000 | - | - | 1,430,000 | - | - | 1,697,000 | - | - | - | - | - | - |
| $2022{ }^{4}$ | 3,159,000 | - | - | 1,443,000 | - | - | 1,716,000 | - | - | - | - | - | - |
| $2023{ }^{4}$ | 3,192,000 | - | - | 1,456,000 | - | - | 1,736,000 | - | - | - | - | - | - |
| $2024{ }^{4}$ | 3,223,000 | - | - | 1,468,000 | - | - | 1,755,000 | - | - | - | - | - | - |
| 20254 | 3,250,000 | - | - | 1,478,000 | - | - | 1,771,000 | - | - | - | - | - | - |
| $2026{ }^{4}$ | 3,269,000 | - | - | 1,486,000 | - | - | 1,783,000 | - | - | - | - | - | - |

[^84]very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Alaska and Hawaii are included in all years. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Biennial Survey of Education in the United States; Opening Fall Enrollment in Higher Education, 1963 through 1965; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1966 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and First-Time Freshmen Projection Model, 1980 through 2026. (This table was prepared February 2017.)

Table 305.20. Total fall enrollment of first-time degree/certificate-seeking students in degree-granting postsecondary institutions, by attendance status, sex of student, control of institution, and state or jurisdiction: Selected years, 2000 through 2015

| State or jurisdiction | $\begin{array}{r} \text { Total, } \\ \text { fall } 2000 \end{array}$ | $\begin{array}{r} \text { Total, } \\ \text { fall } 2010 \end{array}$ | $\begin{array}{r} \text { Total, } \\ \text { fall } 2012 \end{array}$ | $\begin{array}{r} \text { Total, } \\ \text { fall } 2013 \end{array}$ | $\begin{array}{r} \text { Total, } \\ \text { fall } 2014 \end{array}$ | Fall 2015 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Total | Full-time |  |  | Part-time |  |  | Public | Private |
|  |  |  |  |  |  |  | Total | Males | Females | Total | Males | Females |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 2,427,551 | 3,156,727 | 2,994,187 | 2,985,366 | 2,925,026 | 2,880,966 | 2,366,068 | 1,095,783 | 1,270,285 | 514,898 | 241,913 | 272,985 | 2,219,458 | 661,508 |
| Alabama | 43,411 | 52,990 | 52,065 | 51,665 | 51,149 | 50,338 | 45,029 | 20,103 | 24,926 | 5,309 | 2,557 | 2,752 | 43,561 | 6,777 |
| Alaska | 2,432 | 5,400 | 4,474 | 4,791 | 4,562 | 3,839 | 3,059 | 1,275 | 1,784 | 780 | 332 | 448 | 2,969 | 870 |
| Arizona | 46,646 | 76,832 | 79,099 | 74,309 | 73,047 | 67,751 | 52,027 | 23,447 | 28,580 | 15,724 | 7,417 | 8,307 | 52,319 | 15,432 |
| Arkansas | 22,695 | 29,321 | 28,830 | 28,024 | 27,407 | 27,388 | 25,061 | 11,542 | 13,519 | 2,327 | 1,084 | 1,243 | 23,717 | 3,671 |
| California | 246,128 | 402,832 | 373,541 | 395,102 | 392,472 | 383,475 | 262,081 | 120,166 | 141,915 | 121,394 | 62,215 | 59,179 | 339,327 | 44,148 |
| Colorado | 43,201 | 54,594 | 47,335 | 45,111 | 44,233 | 43,359 | 35,381 | 17,042 | 18,339 | 7,978 | 3,653 | 4,325 | 35,809 | 7,550 |
| Connecticut | 24,212 | 32,719 | 32,193 | 32,213 | 31,550 | 31,400 | 26,627 | 12,210 | 14,417 | 4,773 | 2,057 | 2,716 | 19,083 | 12,317 |
| Delaware | 7,636 | 8,947 | 9,655 | 9,549 | 9,589 | 9,352 | 8,135 | 3,419 | 4,716 | 1,217 | 541 | 676 | 8,002 | 1,350 |
| District of Columbia | 9,150 | 10,747 | 9,546 | 9,606 | 9,978 | 11,075 | 9,285 | 3,518 | 5,767 | 1,790 | 629 | 1,161 | 539 | 10,536 |
| Florida .................... | 109,931 | 176,040 | 165,165 | 163,855 | 157,545 | 157,106 | 119,518 | 52,546 | 66,972 | 37,588 | 16,543 | 21,045 | 118,412 | 38,694 |
| Georgia | 67,616 | 100,140 | 88,463 | 89,405 | 84,438 | 86,071 | 69,926 | 30,937 | 38,989 | 16,145 | 6,903 | 9,242 | 70,301 | 15,770 |
| Hawaii | 8,931 | 10,740 | 10,271 | 10,123 | 9,613 | 8,851 | 6,972 | 2,894 | 4,078 | 1,879 | 887 | 992 | 7,431 | 1,420 |
| Idaho . | 10,669 | 12,668 | 14,238 | 13,074 | 12,373 | 13,964 | 10,705 | 4,890 | 5,815 | 3,259 | 1,384 | 1,875 | 9,139 | 4,825 |
| Illinois | 107,592 | 114,467 | 105,472 | 102,217 | 99,528 | 95,851 | 81,965 | 39,526 | 42,439 | 13,886 | 6,432 | 7,454 | 66,445 | 29,406 |
| Indiana | 59,320 | 82,406 | 71,921 | 70,008 | 67,860 | 66,112 | 57,239 | 26,906 | 30,333 | 8,873 | 4,299 | 4,574 | 48,048 | 18,064 |
| lowa | 39,564 | 47,257 | 43,608 | 43,309 | 40,657 | 37,265 | 32,736 | 16,717 | 16,019 | 4,529 | 1,754 | 2,775 | 27,586 | 9,679 |
| Kansas | 31,424 | 33,544 | 33,166 | 32,171 | 33,786 | 32,472 | 28,515 | 14,049 | 14,466 | 3,957 | 1,877 | 2,080 | 26,661 | 5,811 |
| Kentucky | 34,140 | 43,735 | 41,506 | 39,803 | 38,848 | 37,609 | 33,636 | 15,002 | 18,634 | 3,973 | 1,770 | 2,203 | 30,606 | 7,003 |
| Louisiana | 45,383 | 43,144 | 42,204 | 41,073 | 40,871 | 40,522 | 36,202 | 15,679 | 20,523 | 4,320 | 2,179 | 2,141 | 35,036 | 5,486 |
| Maine ...... | 9,231 | 12,203 | 12,433 | 11,794 | 11,287 | 11,356 | 10,020 | 4,828 | 5,192 | 1,336 | 587 | 749 | 7,495 | 3,861 |
| Maryland | 35,552 | 51,104 | 48,002 | 47,460 | 46,129 | 44,660 | 33,770 | 16,274 | 17,496 | 10,890 | 4,723 | 6,167 | 37,491 | 7,169 |
| Massachusetts | 66,044 | 76,857 | 76,146 | 76,631 | 75,149 | 73,151 | 65,476 | 30,392 | 35,084 | 7,675 | 3,317 | 4,358 | 34,549 | 38,602 |
| Michigan | 84,998 | 101,063 | 95,588 | 91,499 | 89,195 | 90,166 | 69,708 | 33,116 | 36,592 | 20,458 | 9,413 | 11,045 | 76,624 | 13,542 |
| Minnesota | 63,893 | 55,723 | 49,875 | 47,946 | 46,234 | 45,343 | 38,641 | 18,917 | 19,724 | 6,702 | 3,082 | 3,620 | 34,101 | 11,242 |
| Mississippi | 30,356 | 37,034 | 34,313 | 33,579 | 31,416 | 32,976 | 28,726 | 12,767 | 15,959 | 4,250 | 1,778 | 2,472 | 30,854 | 2,122 |
| Missouri | 48,639 | 64,381 | 60,989 | 60,926 | 57,357 | 54,660 | 48,408 | 22,071 | 26,337 | 6,252 | 2,924 | 3,328 | 39,492 | 15,168 |
| Montana | 7,771 | 9,959 | 8,918 | 8,924 | 8,887 | 8,749 | 7,657 | 4,005 | 3,652 | 1,092 | 507 | 585 | 7,746 | 1,003 |
| Nebraska | 19,027 | 19,284 | 18,174 | 18,789 | 18,372 | 18,091 | 16,338 | 7,979 | 8,359 | 1,753 | 785 | 968 | 14,535 | 3,556 |
| Nevada | 10,490 | 18,572 | 15,908 | 16,388 | 16,337 | 15,917 | 12,028 | 5,298 | 6,730 | 3,889 | 1,745 | 2,144 | 14,634 | 1,283 |
| New Hampshire | 13,143 | 13,613 | 13,764 | 14,012 | 15,312 | 17,427 | 13,919 | 5,995 | 7,924 | 3,508 | 1,312 | 2,196 | 8,677 | 8,750 |
| New Jersey... | 52,233 | 71,296 | 66,910 | 68,072 | 66,903 | 65,257 | 56,871 | 27,488 | 29,383 | 8,386 | 3,921 | 4,465 | 54,495 | 10,762 |
| New Mexico . | 15,261 | 22,353 | 20,094 | 19,581 | 17,311 | 17,220 | 14,224 | 6,582 | 7,642 | 2,996 | 1,479 | 1,517 | 16,232 | 988 |
| New York.. | 168,181 | 197,849 | 192,170 | 190,580 | 189,350 | 187,432 | 178,324 | 84,185 | 94,139 | 9,108 | 4,310 | 4,798 | 112,365 | 75,067 |
| North Carolina | 69,343 | 92,627 | 94,541 | 94,485 | 92,343 | 88,980 | 71,879 | 32,314 | 39,565 | 17,101 | 7,731 | 9,370 | 68,247 | 20,733 |
| North Dakota .. | 8,929 | 9,073 | 9,066 | 8,741 | 8,565 | 8,606 | 8,271 | 4,414 | 3,857 | 335 | 158 | 177 | 7,711 | 895 |
| Ohio.. | 98,823 | 123,063 | 110,651 | 106,917 | 103,213 | 100,231 | 87,842 | 41,862 | 45,980 | 12,389 | 5,675 | 6,714 | 74,028 | 26,203 |
| Oklahoma | 35,094 | 39,107 | 36,815 | 36,724 | 36,051 | 36,260 | 30,826 | 14,605 | 16,221 | 5,434 | 2,309 | 3,125 | 30,725 | 5,535 |
| Oregon... | 26,946 | 35,442 | 32,574 | 31,638 | 29,612 | 30,765 | 24,267 | 10,949 | 13,318 | 6,498 | 3,154 | 3,344 | 25,062 | 5,703 |
| Pennsylvania........................... | 125,578 | 144,184 | 132,469 | 131,265 | 131,583 | 126,604 | 111,828 | 52,540 | 59,288 | 14,776 | 6,443 | 8,333 | 74,209 | 52,395 |
| Rhode Island ......................... | 13,789 | 15,698 | 15,454 | 15,494 | 15,447 | 15,005 | 13,546 | 5,979 | 7,567 | 1,459 | 660 | 799 | 7,069 | 7,936 |
| South Carolina . | 32,353 | 47,535 | 48,307 | 47,965 | 47,164 | 46,080 | 39,555 | 17,906 | 21,649 | 6,525 | 2,876 | 3,649 | 36,886 | 9,194 |
| South Dakota | 8,597 | 10,074 | 9,316 | 9,264 | 8,372 | 8,473 | 7,810 | 4,079 | 3,731 | 663 | 247 | 416 | 7,121 | 1,352 |
| Tennessee | 43,327 | 59,279 | 54,394 | 54,766 | 52,846 | 56,572 | 52,662 | 23,548 | 29,114 | 3,910 | 1,682 | 2,228 | 41,306 | 15,266 |
| Texas. | 181,813 | 228,503 | 231,816 | 237,993 | 237,857 | 233,330 | 170,858 | 77,853 | 93,005 | 62,472 | 29,806 | 32,666 | 200,415 | 32,915 |
| Utah ... | 24,953 | 35,126 | 30,456 | 27,440 | 28,221 | 30,845 | 25,893 | 11,320 | 14,573 | 4,952 | 2,580 | 2,372 | 22,987 | 7,858 |
| Vermont | 6,810 | 8,242 | 7,889 | 7,672 | 7,527 | 7,198 | 6,613 | 3,249 | 3,364 | 585 | 207 | 378 | 4,211 | 2,987 |
| Virginia | 52,661 | 83,166 | 82,243 | 83,288 | 81,470 | 80,359 | 67,276 | 31,180 | 36,096 | 13,083 | 6,198 | 6,885 | 62,240 | 18,119 |
| Washington .... | 36,287 | 41,124 | 40,976 | 41,942 | 42,543 | 46,340 | 40,822 | 18,601 | 22,221 | 5,518 | 2,462 | 3,056 | 38,160 | 8,180 |
| West Virginia | 15,659 | 23,020 | 25,076 | 24,760 | 22,357 | 18,827 | 16,102 | 7,713 | 8,389 | 2,725 | 1,617 | 1,108 | 14,357 | 4,470 |
| Wisconsin ............................. | 53,662 | 61,249 | 56,567 | 54,379 | 52,437 | 51,013 | 43,418 | 20,735 | 22,683 | 7,595 | 3,315 | 4,280 | 41,328 | 9,685 |
| Wyoming .............................. | 4,209 | 6,042 | 5,759 | 5,108 | 4,681 | 5,208 | 4,326 | 2,134 | 2,192 | 882 | 397 | 485 | 5,050 | 158 |
| U.S. Service Academies . | 3,818 | 4,359 | 3,782 | 3,936 | 3,992 | 4,065 | 4,065 | 3,037 | 1,028 | 0 | 0 | 0 | 4,065 | $\dagger$ |
| Other jurisdictions .......... | 39,609 | 52,222 | 51,838 | 50,425 | 50,781 | 43,388 | 41,083 | 18,613 | 22,470 | 2,305 | 995 | 1,310 | 16,922 | 26,466 |
| American Samoa .................... | 297 | 657 | 545 | 438 | 450 | 382 | 264 | 92 | 172 | 118 | 39 | 79 | 382 | 0 |
| Federated States of Micronesia | 786 | 653 | 700 | 481 | 558 | 708 | 496 | 226 | 270 | 212 | 75 | 137 | 708 | 0 |
| Guam . | 770 | 1,043 | 846 | 792 | 813 | 739 | 584 | 254 | 330 | 155 | 81 | 74 | 735 | 4 |
| Marshall Islands ..................... | 199 | 240 | 349 | 260 | 342 | 327 | 273 | 145 | 128 | 54 | 27 | 27 | 327 | 0 |
| Northern Marianas ..... | 333 | 360 | 322 | 284 | 302 | 257 | 232 | 103 | 129 | 25 | 15 | 10 | 257 | 0 |
| Palau ............. | 147 | 114 | 236 | 216 | 164 | 180 | 125 | 62 | 63 | 55 | 24 | 31 | 180 | 0 |
| Puerto Rico .............. | 36,773 | 48,672 | 48,441 | 47,609 | 47,759 | 40,404 | 38,747 | 17,602 | 21,145 | 1,657 | 721 | 936 | 13,942 | 26,462 |
| U.S. Virgin Islands .................. | 304 | 483 | 399 | 345 | 393 | 391 | 362 | 129 | 233 | 29 | 13 | 16 | 391 | 0 |

$\dagger$ Not applicable.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in
Title IV federal financial aid programs. Some data have been revised from previously pub-
lished figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared February 2017.)

Table 305.30. Number and percentage of degree-granting postsecondary institutions with first-year undergraduates using various selection criteria for admission, by control and level of institution: Selected years, 2000-01 through 2015-16

| Selection criteria | All institutions |  |  | Public institutions |  |  | Private institutions |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year | Nonprofit |  |  | For-profit |  |  |
|  |  |  |  |  |  |  |  |  |  | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  | Number of institutions with first-year undergraduates |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01. | 3,717 | 2,034 | 1,683 | 1,647 | 580 | 1,067 | 2,070 | 1,454 | 616 | 1,383 | 1,247 | 136 | 687 | 207 | 480 |
| 2005-06 | 3,880 | 2,198 | 1,682 | 1,638 | 588 | 1,050 | 2,242 | 1,610 | 632 | 1,351 | 1,240 | 111 | 891 | 370 | 521 |
| 2010-11. | 4,208 | 2,487 | 1,721 | 1,614 | 637 | 977 | 2,594 | 1,850 | 744 | 1,320 | 1,238 | 82 | 1,274 | 612 | 662 |
| 2015-16 .......................................... | 4,147 | 2,584 | 1,563 | 1,578 | 669 | 909 | 2,569 | 1,915 | 654 | 1,400 | 1,298 | 102 | 1,169 | 617 | 552 |
|  | Percent of institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Open admissions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ................................ | 40.2 | 12.9 | 73.2 | 63.8 | 12.1 | 91.9 | 21.4 | 13.3 | 40.7 | 14.0 | 11.7 | 34.6 | 36.5 | 22.7 | 42.5 |
| 2005-06 | 44.7 | 18.3 | 79.3 | 66.1 | 13.6 | 95.4 | 29.2 | 20.1 | 52.4 | 15.3 | 13.1 | 40.5 | 50.2 | 43.5 | 54.9 |
| 2010-11 .......................................... | 47.2 | 22.5 | 83.0 | 65.6 | 17.6 | 96.9 | 35.8 | 24.2 | 64.7 | 15.5 | 13.0 | 52.4 | 56.9 | 46.9 | 66.2 |
| 2015-16 .......................................... | 51.1 | 27.7 | 89.8 | 64.5 | 19.4 | 97.7 | 42.9 | 30.7 | 78.9 | 18.7 | 15.4 | 60.8 | 71.9 | 62.7 | 82.2 |
| Some admission requirements ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01.... | 58.4 | 85.8 | 25.1 | 35.4 | 87.4 | 7.1 | 76.6 | 85.2 | 56.3 | 84.5 | 86.8 | 63.2 | 60.7 | 75.4 | 54.4 |
| 2005-06 ..................................... | 53.4 | 80.5 | 18.0 | 33.6 | 86.1 | 4.3 | 67.9 | 78.5 | 40.8 | 84.2 | 86.5 | 57.7 | 43.2 | 51.6 | 37.2 |
| 2010-11 ......................................... | 50.1 | 75.6 | 13.2 | 34.4 | 82.4 | 3.1 | 59.9 | 73.3 | 26.6 | 84.2 | 86.7 | 47.6 | 34.7 | 46.2 | 24.0 |
| 2015-16 ........................................... | 47.7 | 71.5 | 8.4 | 35.4 | 81.0 | 1.9 | 55.3 | 68.2 | 17.6 | 79.3 | 83.4 | 26.5 | 26.6 | 36.1 | 15.9 |
| Secondary grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 .......................................... | 34.6 | 58.7 | 5.5 | 23.9 | 63.4 | 2.4 | 43.0 | 56.7 | 10.7 | 60.1 | 64.1 | 23.5 | 8.7 | 12.6 | 7.1 |
| 2005-06 ... | 34.1 | 57.1 | 4.2 | 25.9 | 68.4 | 2.2 | 40.1 | 53.0 | 7.4 | 62.8 | 66.2 | 25.2 | 5.7 | 8.6 | 3.6 |
| 2010-11 ... | 33.3 | 54.2 | 3.2 | 27.8 | 67.8 | 1.7 | 36.7 | 49.5 | 5.1 | 66.1 | 68.7 | 26.8 | 6.4 | 10.6 | 2.4 |
| 2015-16 ....................................... | 35.3 | 55.2 | 2.4 | 30.3 | 69.7 | 1.3 | 38.4 | 50.2 | 4.0 | 64.8 | 68.7 | 14.7 | 6.8 | 11.2 | 2.0 |
| Secondary class rank |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ..................... | 13.7 | 24.3 | 1.0 | 10.9 | 30.3 | 0.3 | 16.0 | 21.9 | 2.3 | 23.2 | 25.1 | 5.9 | 1.6 | 2.4 | 1.3 |
| 2005-06 ... | 11.3 | 19.4 | 0.7 | 10.4 | 28.7 | 0.2 | 11.9 | 16.0 | 1.6 | 19.3 | 20.5 | 6.3 | 0.7 | 0.8 | 0.6 |
| 2010-11 .................................................................. | 8.4 | 13.9 | 0.4 | 9.2 | 22.9 | 0.3 | 7.8 | 10.8 | 0.5 | 15.0 | 15.8 | 3.7 | 0.4 | 0.7 | 0.2 |
| 2015-16 ...................................... | 6.0 | 9.5 | 0.3 | 7.8 | 18.2 | 0.1 | 4.9 | 6.4 | 0.6 | 8.8 | 9.3 | 2.0 | 0.3 | 0.3 | 0.4 |
| Secondary school record |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ...................................... | 45.8 | 70.3 | 16.2 | 29.4 | 72.9 | 5.8 | 58.7 | 69.2 | 34.1 | 73.2 | 75.5 | 52.2 | 29.5 | 30.9 | 29.0 |
| 2005-06 | 48.5 | 73.3 | 15.9 | 30.8 | 78.2 | 4.2 | 61.4 | 71.6 | 35.4 | 77.6 | 79.7 | 55.0 | 36.7 | 44.3 | 31.3 |
| 2010-11 ...................................... | 45.9 | 70.1 | 10.8 | 33.0 | 78.8 | 3.1 | 53.9 | 67.1 | 21.0 | 77.1 | 79.4 | 42.7 | 29.8 | 42.3 | 18.3 |
| 2015-16 ....................................... | 44.0 | 65.9 | 7.8 | 34.0 | 77.9 | 1.8 | 50.1 | 61.7 | 16.2 | 71.6 | 75.3 | 24.5 | 24.3 | 32.9 | 14.7 |
| College preparatory program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ...................................... | 15.5 | 27.3 | 1.2 | 16.2 | 44.0 | 1.1 | 14.9 | 20.7 | 1.3 | 22.1 | 24.1 | 4.4 | 0.4 | 0.5 | 0.4 |
| 2005-06 | 15.2 | 26.4 | 0.6 | 17.4 | 47.1 | 0.8 | 13.6 | 18.8 | 0.3 | 22.4 | 24.3 | 1.8 | 0.2 | 0.5 | 0.0 |
| 2010-11 ....................................... | 14.7 | 24.4 | 0.6 | 18.3 | 45.4 | 0.7 | 12.4 | 17.1 | 0.5 | 24.0 | 25.4 | 2.4 | 0.3 | 0.3 | 0.3 |
| 2015-16 ....................................... | 14.7 | 23.3 | 0.5 | 19.3 | 44.4 | 0.8 | 12.0 | 16.0 | 0.2 | 21.9 | 23.6 | 1.0 | 0.0 | 0.0 | 0.0 |
| Recommendations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ..... | 20.4 | 34.4 | 3.5 | 2.7 | 7.4 | 0.2 | 34.4 | 45.1 | 9.3 | 46.6 | 49.2 | 22.8 | 10.0 | 20.8 | 5.4 |
| 2005-06 ...................................... | 19.2 | 31.9 | 2.5 | 2.9 | 7.7 | 0.2 | 31.1 | 40.8 | 6.3 | 49.1 | 51.5 | 23.4 | 3.7 | 5.1 | 2.7 |
| 2010-11 ...................................... | 18.1 | 29.2 | 2.1 | 3.3 | 8.3 | 0.1 | 27.3 | 36.3 | 4.7 | 51.6 | 53.3 | 25.6 | 2.0 | 2.0 | 2.1 |
| 2015-16 ....................................... | 17.9 | 27.7 | 1.7 | 4.5 | 10.5 | 0.1 | 26.2 | 33.8 | 3.8 | 46.0 | 48.5 | 13.7 | 2.4 | 2.8 | 2.0 |
| Demonstration of competencies ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ...................................... | 8.0 | 12.1 | 3.0 | 2.2 | 5.0 | 0.7 | 12.7 | 15.0 | 7.1 | 12.1 | 12.7 | 7.4 | 13.7 | 29.0 | 7.1 |
| 2005-06 ........................................ | 7.0 | 9.8 | 3.3 | 2.3 | 6.1 | 0.2 | 10.3 | 11.1 | 8.4 | 10.2 | 10.3 | 9.0 | 10.5 | 13.8 | 8.3 |
| 2010-11 ...................................... | 5.8 | 8.0 | 2.5 | 1.8 | 4.6 | 0.0 | 8.2 | 9.2 | 5.8 | 8.9 | 8.8 | 9.8 | 7.6 | 10.1 | 5.3 |
| 2015-16 ...................................... | 4.1 | 5.7 | 1.3 | 1.6 | 3.9 | 0.0 | 5.6 | 6.4 | 3.2 | 7.6 | 7.8 | 5.9 | 3.1 | 3.4 | 2.7 |
| Test scores ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ....................................... | 47.2 | 72.5 | 16.7 | 33.2 | 83.4 | 5.8 | 58.5 | 68.2 | 35.6 | 70.3 | 73.4 | 41.9 | 34.6 | 36.7 | 33.8 |
| 2005-06 | 36.5 | 62.5 | 2.6 | 31.1 | 82.3 | 2.4 | 40.5 | 55.2 | 3.0 | 65.7 | 70.5 | 12.6 | 2.2 | 4.1 | 1.0 |
| 2010-11 ...................................... | 31.3 | 51.6 | 1.9 | 30.4 | 73.9 | 1.9 | 31.8 | 43.9 | 1.7 | 61.7 | 64.9 | 13.4 | 0.9 | 1.6 | 0.3 |
| 2015-16 ....................................... | 30.7 | 48.6 | 1.2 | 32.3 | 74.7 | 1.1 | 29.7 | 39.5 | 1.2 | 54.1 | 57.7 | 7.8 | 0.6 | 1.1 | 0.0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ....................................... | 43.4 | 71.2 | 9.9 | 30.2 | 77.4 | 4.6 | 54.0 | 68.7 | 19.2 | 66.2 | 70.1 | 30.9 | 29.3 | 60.4 | 15.8 |
| 2005-06 ...................................... | 41.5 | 67.9 | 7.1 | 31.0 | 79.3 | 3.9 | 49.3 | 63.8 | 12.3 | 67.0 | 70.6 | 27.0 | 22.4 | 41.1 | 9.2 |
| 2010-11 ...................................... | 38.7 | 61.9 | 5.1 | 29.9 | 71.6 | 2.7 | 44.1 | 58.6 | 8.2 | 66.3 | 69.1 | 24.4 | 21.2 | 37.4 | 6.2 |
| 2015-16 ...................................... | 35.7 | 55.7 | 2.8 | 30.1 | 69.2 | 1.3 | 39.2 | 50.9 | 4.7 | 59.6 | 63.5 | 10.8 | 14.6 | 24.5 | 3.6 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ........................................... | 1.4 | 1.2 | 1.7 | 0.8 | 0.5 | 0.9 | 1.9 | 1.5 | 2.9 | 1.5 | 1.4 | 2.2 | 2.8 | 1.9 | 3.1 |
| 2005-06 ......................................... | 1.8 | 1.1 | 2.7 | 0.3 | 0.3 | 0.3 | 2.9 | 1.4 | 6.8 | 0.5 | 0.4 | 1.8 | 6.6 | 4.9 | 7.9 |
| 2010-11 ......................................... | 2.6 | 1.8 | 3.8 | 0.0 | 0.0 | 0.0 | 4.3 | 2.5 | 8.7 | 0.3 | 0.3 | 0.0 | 8.4 | 6.9 | 9.8 |
| 2015-16 ........................................... | 1.3 | 1.0 | 1.7 | 0.3 | 0.0 | 0.4 | 1.9 | 1.3 | 3.5 | 2.2 | 1.4 | 12.7 | 1.5 | 1.1 | 1.8 |

${ }^{1}$ Many institutions have more than one admission requirement.
${ }^{2}$ Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessmen instruments).
${ }^{3}$ Includes SAT, ACT, or other admission tests
${ }^{4}$ Test of English as a Foreign Language.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Excludes institutions not enrolling any first-time degree/certificate-seeking undergraduates. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 through Fall 2010, Institutional Characteristics component; and Winter 2015-16, Admissions component. (This table was prepared November 2016.)

Table 305.40. Acceptance rates; number of applications, admissions, and enrollees; and enrollees' SAT and ACT scores for degree-granting postsecondary institutions with first-year undergraduates, by control and level of institution: 2015-16


| Level of enrollment，sex，attendance status，and race／ethnicity of student | Fall enrollment（in thousands） |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U．S．residents |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \frac{0}{2} \\ & \frac{1}{1} \\ & \frac{1}{3} \frac{1}{0} \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 的 |
| All students，total | 10，985．6 | 12，086．8 | 13，818．6 | 15，312．3 | 17，487．5 | 21，019．4 | 21，010．6 | 20，644．5 | 20，376．7 | 20，207．4 | 19，977．3 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\bigcirc$ |
| White | 9，076．1 | 9，833．0 | 10，722．5 | 10，462．1 | 11，495．4 | 12，720．8 | 12，401．9 | 11，982．2 | 11，589．4 | 11，237．4 | 10，937．1 | 84.3 | 83.5 | 79.9 | 70.8 | 68.0 | 62.6 | 61.2 | 60.3 | 59.3 | 58.3 | 57.6 | ग 0 |
| Total，selected races／ethnicities ．．．．．．． | 1，690．8 | 1，948．8 | 2，704．7 | 4，321．5 | 5，407．2 | 7，591．0 | 7，868．2 | 7，878．7 | 7，947．1 | 8，051．0 | 8，057．1 | 15.7 | 16.5 | 20.1 | 29.2 | 32.0 | 37.4 | 38.8 | 39.7 | 40.7 | 41.7 | 42.4 | $\stackrel{0}{\circ}$ |
| Black ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 1，033．0 | 1，106．8 | 1，247．0 | 1，730．3 | 2，214．6 | 3，039．0 | 3，079．2 | 2，962．4 | 2，872．0 | 2，791．9 | 2，675．4 | 9.6 | 9.4 | 9.3 | 11.7 | 13.1 | 15.0 | 15.2 | 14.9 | 14.7 | 14.5 | 14.1 | $\stackrel{\text { ® }}{0}$ |
| Hispanic | 383.8 | 471.7 | 782.4 | 1，461．8 | 1，882．0 | 2，748．8 | 2，893．0 | 2，980．3 | 3，093．2 | 3，191．7 | 3，292．2 | 3.6 | 4.0 | 5.8 | 9.9 | 11.1 | 13.5 | 14.3 | 15.0 | 15.8 | 16.5 | 17.3 | 而 ${ }^{\circ}$ |
| Asian／Paciific Islander ．．．．． | 197.9 | 286.4 | 572.4 | 978.2 | 1，134．4 | 1，281．6 | 1，277．0 | 1，258．2 | 1，259．7 | 1，272．4 | 1，283．8 | 1.8 | 2.4 | 4.3 | 6.6 | 6.7 | 6.3 | 6.3 | 6.3 | 6.4 | 6.6 | 6.8 |  |
| Asian ．．．．．．．．．．．．．．．． |  |  |  |  | － | 1，217．6 | 1，211．0 | 1，194．7 | 1，198．7 | 1，213．6 | 1，228．3 |  |  |  | － | － | 6.0 | 6.0 | 6.0 | 6.1 0.3 | 6.3 0.3 | 6.5 0.3 | $\stackrel{\text { 긍 }}{ }$ |
| Pacific Islander ．．． |  |  |  |  |  | 64.0 | 66.0 | 63.5 | 61.0 | 58.8 | 55.5 |  |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | へ－ |
| American Indian／Alaska Native Two or more races | 76.1 | 83.9 | 102.8 | 151.2 | 176.3 | 196.2 325.4 | 186.2 432.7 | 173.0 504.8 | 162.2 560.0 | 152.9 642.1 | 146.2 659.6 | 0.7 | 0.7 | 0.8 | 1.0 | 1.0 | 1.0 1.6 | 0.9 2.1 | 0.9 2.5 | 0.8 2.9 | 0.8 3.3 | 0.8 3.5 | 9 |
| Nonresident alien ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 218.7 | 305.0 | 391.5 | 528.7 | 584.8 | 707.7 | 740.5 | 783.6 | 840.2 | 918.9 | 983.1 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | † | 1.6 | 2． $\dagger$ | 2.5 $\dagger$ | 2.9 | 3.3 $\dagger$ | 3.5 $\dagger$ | 등 을 |
| Male | 5，794．4 | 5，868．1 | 6，283．9 | 6，721．8 | 7，455．9 | 9，045．8 | 9，034．3 | 8，919．0 | 8，861．2 | 8，797．1 | 8，721．4 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | \％ |
| White | 4，813．7 | 4，772．9 | 4，861．0 | 4，634．6 | 5，007．2 | 5，605．8 | 5，457．2 | 5，285．3 | 5，132．4 | 4，973．7 | 4，848．0 | 85.3 | 84.4 | 80.5 | 72.1 | 70.1 | 64.7 | 63.2 | 62.2 | 61.1 | 60.0 | 59.3 |  |
| Total，selected races／ethnicities | 826.6 | 884.4 | 1，176．6 | 1，789．8 | 2，139．2 | 3，060．3 | 3，177．9 | 3，208．6 | 3，268．7 | 3，312．9 | 3，324．4 | 14.7 | 15.6 | 19.5 | 27.9 | 29.9 | 35.3 | 36.8 | 37.8 | 38.9 | 40.0 | 40.7 |  |
| Black ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 469.9 | 463.7 | 484.7 | 635.3 | 774.1 | 1，089．0 | 1，107．8 | 1，079．1 | 1，064．9 | 1，034．7 | 997.7 | 8.3 | 8.2 | 8.0 | 9.9 | 10.8 | 12.6 | 12.8 | 12.7 | 12.7 | 12.5 | 12.2 |  |
| Hispanic | 209.7 | 231.6 | 353.9 | 627.1 | 774.6 | 1，157．6 | 1，215．8 | 1，254．6 | 1，307．7 | 1，347．9 | 1，387．3 | 3.7 | 4.1 | 5.9 | 9.8 | 10.8 | 13.4 | 14.1 | 14.8 | 15.6 | 16.3 | 17.0 |  |
| Asian／Pacific Islander ．．．． | 108.4 | 151.3 | 294.9 | 465.9 | 522.0 | 600.6 | 600.7 | 593.1 | 594.3 | 599.2 | 602.8 | 1.9 | 2.7 | 4.9 | 7.3 | 7.3 | 6.9 | 7.0 | 7.0 | 7.1 | 7.2 | 7.4 |  |
| Asian ．．．．．．．．．．．．．． | － |  | － | － | － | 572.1 | 571.6 | 564.7 | 567.1 | 573.0 | 577.5 | － | － |  | － | － | 6.6 | 6.6 | 6.6 | 6.8 | 6.9 | 7.1 |  |
| Pacific Islander． |  |  |  |  |  | 28.5 | 29.1 | 28.4 | 27.2 | 26.3 | 25.4 |  |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |  |
| American Indian／Alaska Native ．．．． | 38.5 | 37.8 | 43.1 | 61.4 | 68.4 | 78.7 | 73.8 | 68.7 | 64.7 | 61.3 | 58.2 | 0.7 | 0.7 | 0.7 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.8 | 0.7 | 0.7 |  |
| Two or more races ．．．．．．．．．．．．．．．．．．．．．． |  |  |  |  |  | 134.4 | 179.8 | 213.2 | 237.1 | 269.7 | 278.4 | － |  | － |  | － | 1.6 | 2.1 | 2.5 | 2.8 | 3.3 | 3.4 |  |
| Nonresident alien ．．．．．．．．．．．．．．．．．．．．．．．．．． | 154.1 | 210.8 | 246.3 | 297.3 | 309.5 | 379.6 | 399.1 | 425.1 | 460.1 | 510.5 | 548.9 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Female | 5，191．2 | 6，218．7 | 7，534．7 | 8，590．5 | 10，031．6 | 11，973．7 | 11，976．3 | 11，725．5 | 11，515．5 | 11，410．3 | 11，255．9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |  |
| White | 4，262．4 | 5，060．1 | 5，861．5 | 5，827．5 | 6，488．2 | 7，115．0 | 6，944．6 | 6，696．8 | 6，457．0 | 6，263．7 | 6，089．0 | 83.1 | 82.6 | 79.3 | 69.7 | 66.5 | 61.1 | 59.7 | 58.9 | 58.0 | 56.9 | 56.3 |  |
| Total，selected races／ethnicities | 864.2 | 1，064．4 | 1，528．1 | 2，531．7 | 3，268．0 | 4，530．7 | 4，690．4 | 4，670．1 | 4，678．4 | 4，738．1 | 4，732．7 | 16.9 | 17.4 | 20.7 | 30.3 | 33.5 | 38.9 | 40.3 | 41.1 | 42.0 | 43.1 | 43.7 |  |
| Black | 563.1 | 643.0 | 762.3 | 1，095．0 | 1，440．4 | 1，949．9 | 1，971．4 | 1，883．3 | 1，807．1 | 1，757．2 | 1，677．7 | 11.0 | 10.5 | 10.3 | 13.1 | 14.8 | 16.7 | 16.9 | 16.6 | 16.2 | 16.0 | 15.5 |  |
| Hispanic | 174.1 | 240.1 | 428.5 | 834.7 | 1，107．3 | 1，591．2 | 1，677．2 | 1，725．7 | 1，785．5 | 1，843．8 | 1，904．9 | 3.4 | 3.9 | 5.8 | 10.0 | 11.4 | 13.7 | 14.4 | 15.2 | 16.0 | 16.8 | 17.6 |  |
| Asian／Pacific Islander ．．．．．．．．．．．．．．．．． | 89.4 | 135.2 | 277.5 | 512.3 | 612.4 | 681.0 | 676.4 | 665.1 | 665.4 | 673.2 | 681.0 | 1.7 | 2.2 | 3.8 | 6.1 | 6.3 | 5.8 | 5.8 | 5.9 | 6.0 | 6.1 | 6.3 |  |
| Asian ．．．． |  |  |  |  |  | 645.5 | 639.4 | 630.0 | 631.6 | 640.6 | 650.8 |  |  |  |  | － | 5.5 | 5.5 | 5.5 | 5.7 | 5.8 | 6.0 |  |
| Pacific Islander ．．．．．．．．．．．．．．．．．．．．．． |  |  |  |  | － | 35.5 | 36.9 | 35.1 | 33.7 | 32.6 | 30.2 | － |  | － | － | － | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |  |
| American Indian／Alaska Native ．．．． | 37.6 | 46.1 | 59.7 | 89.7 | 107.9 | 117.5 | 112.5 | 104.4 | 97.5 | 91.6 | 88.0 | 0.7 | 0.8 | 0.8 | 1.1 | 1.1 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.8 |  |
| Two or more races ．．．．．．．．．．．．．．．．．．．．． |  |  |  |  |  | 191.0 | 253.0 | 291.6 | 322.9 | 372.4 | 381.1 |  |  | － | － | － | 1.6 | 2.2 | 2.6 | 2.9 | 3.4 | 3.5 |  |
| Nonresident alien ．．．．．．．．．．．．．．．．．．．．．．．．．．． | 64.6 | 94.2 | 145.2 | 231.4 | 275.3 | 328.0 | 341.4 | 358.5 | 380.1 | 408.4 | 434.2 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Full－time | 6，703．6 | 7，088．9 | 7，821．0 | 9，009．6 | 10，797．0 | 13，087．2 | 13，002．5 | 12，734．4 | 12，596．6 | 12，454．0 | 12，290．8 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |  |
| White | 5，512．6 | 5，717．0 | 6，016．5 | 6，231．1 | 7，220．5 | 8，053．5 | 7，781．2 | 7，484．4 | 7，237．7 | 6，982．4 | 6，786．6 | 84.2 | 83.4 | 79.9 | 72.5 | 69.8 | 64.3 | 62.7 | 61.9 | 60.8 | 59.7 | 59.1 |  |
| Total，selected races／ethnicities ．．．．．．． | 1，030．9 | 1，137．5 | 1，514．9 | 2，368．5 | 3，117．1 | 4，468．5 | 4，623．1 | 4，608．1 | 4，663．7 | 4，708．5 | 4，690．9 | 15.8 | 16.6 | 20.1 | 27.5 | 30.2 | 35.7 | 37.3 | 38.1 | 39.2 | 40.3 | 40.9 |  |
| Black ．．．．．．．．．．．．．．．．．．．．．． | 659.2 | 685.6 | 718.3 | 982.6 | 1，321．7 | 1，811．3 | 1，807．3 | 1，719．9 | 1，669．0 | 1，600．0 | 1，536．3 | 10.1 | 10.0 | 9.5 | 11.4 | 12.8 | 14.5 | 14.6 | 14.2 | 14.0 | 13.7 | 13.4 |  |
| Hispanic | 211.1 | 247.0 | 394.7 | 710.3 | 979.7 | 1，501．0 | 1，593．3 | 1，631．7 | 1，701．8 | 1，748．3 | 1，786．5 | 3.2 | 3.6 | 5.2 | 8.3 | 9.5 | 12.0 | 12.8 | 13.5 | 14.3 | 15.0 | 15.6 |  |
| Asian／Pacific Islander ．．． | 117.7 | 162.0 | 347.4 | 591.2 | 710.1 | 820.8 | 822.1 | 814.6 | 821.2 | 832.1 | 844.5 | 1.8 | 2.4 | 4.6 | 6.9 | 6.9 | 6.6 | 6.6 | 6.7 | 6.9 | 7.1 | 7.4 |  |
| Asian ．．．．．．．．．．．．．．．．．．．． | － | － | － | － | － | 783.0 | 782.9 | 777.7 | 785.5 | 798.1 | 812.8 | － | － | － | － | － | 6.3 | 6.3 | 6.4 | 6.6 | 6.8 | 7.1 |  |
| Pacific Islander |  |  |  |  |  | 37.8 | 39.2 | 36.9 | 35.7 | 34.0 | 31.7 | ． |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |  |
| American Indian／Alaska Native ．．．． | 43.0 | 43.0 | 54.4 | 84.4 | 105.6 | 118.3 | 110.8 | 102.1 | 94.2 | 88.0 | 82.8 | 0.7 | 0.6 | 0.7 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.8 | 0.8 | 0.7 |  |
| Two or more races ．．．．．．．．．．．．．．．．．．．．． |  |  |  |  |  | 217.2 | 289.6 | 339.7 | 377.5 | 440.1 | 440.8 |  |  |  | － | － | 1.7 | 2.3 | 2.8 | 3.2 | 3.8 | 3.8 |  |
| Nonresident alien ．．．．． | 160.0 | 234.4 | 289.6 | 410.0 | 459.4 | 565.2 | 598.2 | 641.9 | 695.2 | 763.1 | 813.3 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Part－time | 4，282．1 | 4，997．9 | 5，997．7 | 6，302．7 | 6，690．5 | 7，932．3 | 8，008．1 | 7，910．1 | 7，780．1 | 7，753．4 | 7，686．4 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |  |
| White ． | 3，563．5 | 4，116．0 | 4，706．0 | 4，231．0 | 4，274．9 | 4，667．3 | 4，620．6 | 4，497．7 | 4，351．7 | 4，255．0 | 4，150．5 | 84.4 | 83.5 | 79.8 | 68.4 | 65.1 | 59.9 | 58.7 | 57.9 | 57.0 | 56.0 | 55.2 |  |
| Total，selected races／ethnicities ．．．．．．． | 659.9 | 811.3 | 1，189．8 | 1，953．0 | 2，290．1 | 3，122．5 | 3，245．2 | 3，270．6 | 3，283．4 | 3，342．6 | 3，366．2 | 15.6 | 16.5 | 20.2 | 31.6 | 34.9 | 40.1 | 41.3 | 42.1 | 43.0 | 44.0 | 44.8 |  |
| Black | 373.8 | 421.2 | 528.7 | 747.7 | 892.9 | 1，227．7 | 1，272．0 | 1，242．5 | 1，203．0 | 1，191．9 | 1，139．1 | 8.9 | 8.5 | 9.0 | 12.1 | 13.6 | 15.8 | 16.2 | 16.0 | 15.8 | 15.7 | 15.2 |  |
| Hispanic | 172.7 | 224.8 | 387.7 | 751.5 | 902.2 | 1，247．9 | 1，299．7 | 1，348．6 | 1，391．4 | 1，443．4 | 1，505．6 | 4.1 | 4.6 | 6.6 | 12.2 | 13.7 | 16.0 | 16.5 | 17.4 | 18.2 | 19.0 | 20.0 |  |
|  | 80.2 | 124.4 | 225.1 | 387.1 | 424.3 | 460.8 | 454.9 | 443.7 | 438.5 | 440.3 | 439.4 | 1.9 | 2.5 | 3.8 | 6.3 | 6.5 | 5.9 | 5.8 | 5.7 | 5.7 | 5.8 | 5.8 |  |
| Asian ．．．．．．．．．．．．．．．．．．．．．． |  |  |  | － |  | 434.6 | 428.1 | 417.0 | 413.2 | 415.5 | 415.5 |  |  |  | － |  | 5.6 | 5.4 | 5.4 | 5.4 | 5.5 | 5.5 |  |
| Pacific Islander ．．．．．．．． |  |  |  |  | － | 26.2 | 26.8 | 26.7 | 25.3 | 24.8 | 23.9 | － | － | － | － | － | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |  |
| American Indian／Alaska Native ．．．． | 33.1 | 40.9 | 48.4 | 66.8 | 70.7 | 78.0 | 75.4 | 70.9 | 68.0 | 64.9 | 63.3 | 0.8 | 0.8 | 0.8 | 1.1 | 1.1 | 1.0 | 1.0 | 0.9 | 0.9 | 0.9 | 0.8 |  |
| Two or more races ．．．．．．．．．．．．．．．．．．．．．． |  |  |  |  |  | 108.2 | 143.2 | 165.0 | 182.5 | 202.0 | 218.8 | t | － | ＋ | $\pm$ | － | 1.4 | 1.8 | $\begin{array}{r}2.1 \\ + \\ \hline\end{array}$ | 2.4 | 2.7 | 2.9 |  |
| Nonresident alien ．．．．．．．．．．．．．．．．．．．．．．．．．． | 58.7 | 70.6 | 101.8 | 118.7 | 125.5 | 142.5 | 142.3 | 141.7 | 145.0 | 155.8 | 169.8 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | ＋ | $\dagger$ | $\dagger$ |  |

See notes at end of table．

| Level of enrollment, sex, attendance status, and race/ethnicity of student | Fall enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U.S. residents |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Undergraduate, total... | 9,419.0 | 10,469.1 | 11,959.1 | 13,155.4 | 14,964.0 | 18,082.4 | 18,077.3 | 17,735.6 | 17,476.3 | 17,292.8 | 17,036.8 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 7,740.5 | 8,480.7 | 9,272.6 | 8,983.5 | 9,828.6 | 10,895.9 | 10,618.6 | 10,249.1 | 9,898.1 | 9,581.5 | 9,302.4 | 83.4 | 82.7 | 79.0 | 69.8 | 67.1 | 61.6 | 60.1 | 59.3 | 58.2 | 57.2 | 56.5 |
| Total, selected races/ethnicities ... | 1,535.3 | 1,778.5 | 2,467.7 | 3,884.0 | 4,820.7 | 6,788.1 | 7,036.1 | 7,036.0 | 7,094.6 | 7,180.9 | 7,168.5 | 16.6 | 17.3 | 21.0 | 30.2 | 32.9 | 38.4 | 39.9 | 40.7 | 41.8 | 42.8 | 43.5 |
| Black ......................................... | 943.4 | 1,018.8 | 1,147.2 | 1,548.9 | 1,955.4 | 2,677.1 | 2,708.3 | 2,593.2 | 2,504.7 | 2,425.8 | 2,311.1 | 10.2 | 9.9 | 9.8 | 12.0 | 13.3 | 15.1 | 15.3 | 15.0 | 14.7 | 14.5 | 14.0 |
| Hispanic | 352.9 | 433.1 | 724.6 | 1,351.0 | 1,733.6 | 2,551.0 | 2,687.9 | 2,767.7 | 2,872.2 | 2,961.9 | 3,049.6 | 3.8 | 4.2 | 6.2 | 10.5 | 11.8 | 14.4 | 15.2 | 16.0 | 16.9 | 17.7 | 18.5 |
| Asian/Pacific Islander ...... | 169.3 | 248.7 | 500.5 | 845.5 | 971.4 | 1,087.3 | 1,079.6 | 1,062.8 | 1,064.5 | 1,075.0 | 1,083.4 | 1.8 | 2.4 | 4.3 | 6.6 | 6.6 | 6.1 | 6.1 | 6.1 | 6.3 | 6.4 | 6.6 |
| Asian ....................... |  |  | - |  | - | 1,029.8 | 1,020.2 | 1,006.2 | 1,010.3 | 1,022.7 | 1,033.9 | - |  |  |  | - | 5.8 | 5.8 | 5.8 | 5.9 | 6.1 | 6.3 |
| Pacific Is slander ...... |  |  |  |  |  | 57.5 | , 59.4 | 56.6 | 54.1 | 52.3 | 49.5 |  |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native ........ | 69.7 | 77.9 | 95.5 | 138.5 | 160.4 | 179.1 | 170.2 | 157.6 | 147.4 | 138.6 | 132.3 | 0.8 | 0.8 | 0.8 | 1.1 | 1.1 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.8 |
| Two or more races ......................... |  |  |  |  |  | 293.7 | 390.2 | 454.7 | 505.8 | 579.5 | 592.2 |  |  |  |  |  | 1.7 | 2.2 | 2.6 | 3.0 | 3.5 | 3.6 |
| Nonresident alien ............................. | 143.2 | 209.9 | 218.7 | 288.0 | 314.7 | 398.4 | 422.6 | 450.6 | 483.6 | 530.4 | 565.8 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | + | $\dagger$ | + | + | $\dagger$ |
| Male | 4,896.8 | 4,997.4 | 5,379.8 | 5,778.3 | 6,408.9 | 7,836.3 | 7,823.0 | 7,714.9 | 7,660.1 | 7,585.9 | 7,499.8 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 4,052.2 | 4,054.9 | 4,184.4 | 4,010.1 | 4,330.4 | 4,861.0 | 4,725.5 | 4,572.7 | 4,438.9 | 4,298.9 | 4,187.9 | 84.4 | 83.5 | 79.6 | 71.3 | 69.2 | 63.7 | 62.1 | 61.2 | 60.0 | 58.9 | 58.2 |
| Total, selected races/ethnicities ....... | 748.2 | 802.7 | 1,069.3 | 1,618.0 | 1,926.6 | 2,773.8 | 2,879.8 | 2,905.0 | 2,962.7 | 2,999.6 | 3,004.5 | 15.6 | 16.5 | 20.4 | 28.7 | 30.8 | 36.3 | 37.9 | 38.8 | 40.0 | 41.1 | 41.8 |
| Black ..................................... | 430.7 | 428.2 | 448.0 | 577.0 | 697.5 | 982.9 | 998.6 | 969.4 | 955.3 | 924.6 | 887.0 | 9.0 | 8.8 | 8.5 | 10.3 | 11.1 | 12.9 | 13.1 | 13.0 | 12.9 | 12.7 | 12.3 |
| Hispanic | 191.7 | 211.2 | 326.9 | 582.6 | 718.5 | 1,082.9 | 1,137.8 | 1,173.7 | 1,224.1 | 1,261.4 | 1,296.4 | 4.0 | 4.3 | 6.2 | 10.4 | 11.5 | 14.2 | 15.0 | 15.7 | 16.5 | 17.3 | 18.0 |
| Asian/Pacitic Islander .... | 91.1 | 128.5 | 254.5 | 401.9 | 448.1 | 513.4 | 512.0 | 505.3 | 507.5 | 511.7 | 514.9 | 1.9 | 2.6 | 4.8 | 7.1 | 7.2 | 6.7 | 6.7 | 6.8 | 6.9 | 7.0 | 7.2 |
| Asian .................. |  | - | . | - | - | 487.4 | 485.5 | 479.7 | 482.9 | 488.1 | 491.9 | . | - | - | - | - | 6.4 | 6.4 | 6.4 | 6.5 | 6.7 | 6.8 |
| Paciif Islander |  |  |  |  |  | 26.0 | 26.5 | 25.6 | 24.5 | 23.6 | 23.1 |  |  |  |  |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native .... | 34.8 | 34.8 | 39.9 | 56.4 | 62.5 | 72.3 | 67.9 | 63.0 | 59.4 | 56.0 | 53.2 | 0.7 | 0.7 | 0.8 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.8 | 0.8 | 0.7 |
| Two or more races ...................... |  |  |  |  |  | 122.3 | 163.6 | 193.6 | 216.6 | 245.9 | 252.9 |  |  |  |  | - | 1.6 | 2.2 | 2.6 | 2.9 | 3.4 | 3.5 |
| Nonresident alien .......................... | 96.4 | 139.8 | 126.1 | 150.2 | 151.8 | 201.5 | 217.7 | 237.2 | 258.5 | 287.5 | 307.4 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | † | $\dagger$ |
| Female . | 4,522.1 | 5,471.7 | 6,579.3 | 7,377.1 | 8,555.1 | 10,246.1 | 10,254.3 | 10,020.7 | 9,816.2 | 9,706.9 | 9,536.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 3,688.3 | 4,425.8 | 5,088.2 | 4,973.3 | 5,498.2 | 6,035.0 | 5,893.1 | 5,676.3 | 5,459.2 | 5,282.6 | 5,114.5 | 82.4 | 81.9 | 78.4 | 68.7 | 65.5 | 60.1 | 58.6 | 57.9 | 56.9 | 55.8 | 55.1 |
| Total, selected races/ethnicities | 787.0 | 975.8 | 1,398.5 | 2,266.0 | 2,894.0 | 4,014.3 | 4,156.4 | 4,131.0 | 4,131.8 | 4,181.3 | 4,164.1 | 17.6 | 18.1 | 21.6 | 31.3 | 34.5 | 39.9 | 41.4 | 42.1 | 43.1 | 44.2 | 44.9 |
| Black ................................ | 512.7 | 590.6 | 699.2 | 971.9 | 1,257.8 | 1,694.2 | 1,709.7 | 1,623.8 | 1,549.4 | 1,501.3 | 1,424.1 | 11.5 | 10.9 | 10.8 | 13.4 | 15.0 | 16.9 | 17.0 | 16.6 | 16.2 | 15.9 | 15.3 |
| Hispanic | 161.2 | 221.8 | 397.6 | 768.4 | 1,015.0 | 1,468.1 | 1,550.1 | 1,594.0 | 1,648.1 | 1,700.5 | 1,753.2 | 3.6 | 4.1 | 6.1 | 10.6 | 12.1 | 14.6 | 15.4 | 16.3 | 17.2 | 18.0 | 18.9 |
| Asian/Pacific Islander .. | 78.2 | 120.2 | 246.0 | 443.6 | 523.2 | 573.9 | 567.6 | 557.5 | 557.0 | 563.3 | 568.5 | 1.7 | 2.2 | 3.8 | 6.1 | 6.2 | 5.7 | 5.6 | 5.7 | 5.8 | 6.0 | 6.1 |
| Asian ............... | - |  | - | - | - | 542.4 | 534.7 | 526.5 | 527.4 | 534.6 | 542.0 | - | - | - | - | - | 5.4 | 5.3 | 5.4 | 5.5 | 5.6 | 5.8 |
| Pacific Islander .......... |  |  |  | - |  | 31.5 | 32.9 | 31.0 | 29.6 | 28.7 | 26.5 |  | - |  | - |  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native .... | 34.9 | 43.1 | 55.5 | 82.1 | 98.0 | 106.8 | 102.3 | 94.6 | 88.0 | 82.5 | 79.1 | 0.8 | 0.8 | 0.9 | 1.1 | 1.2 | 1.1 | 1.0 | 1.0 | 0.9 | 0.9 | 0.9 |
| Two or more races ..................... |  |  |  |  |  | 171.3 | 226.7 | 261.1 | 289.2 | 333.6 | 339.2 | - | - | - |  |  | 1.7 | 2.3 | 2.7 | 3.0 | 3.5 | 3.7 |
| Nonresident alien .................. | 46.8 | 70.1 | 92.6 | 137.8 | 162.9 | 196.9 | 204.9 | 213.4 | 225.1 | 243.0 | 258.4 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | + | $\dagger$ |
| Postbaccalaureate, total ... | 1,566.6 | 1,617.7 | 1,859.5 | 2,156.9 | 2,523.5 | 2,937.0 | 2,933.3 | 2,908.8 | 2,900.4 | 2,914.6 | 2,940.5 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 1,335.6 | 1,352.4 | 1,449.8 | 1,478.6 | 1,666.8 | 1,824.9 | 1,783.3 | 1,733.1 | 1,691.3 | 1,655.9 | 1,634.6 | 89.6 | 88.8 | 86.0 | 77.2 | 74.0 | 69.4 | 68.2 | 67.3 | 66.5 | 65.6 | 64.8 |
| Total, selected races/ethnicities | 155.5 | 170.3 | 237.0 | 437.5 | 586.6 | 802.8 | 832.1 | 842.8 | 852.5 | 870.2 | 888.6 | 10.4 | 11.2 | 14.0 | 22.8 | 26.0 | 30.6 | 31.8 | 32.7 | 33.5 | 34.4 | 35.2 |
| Black | 89.7 | 87.9 | 99.8 | 181.4 | 259.2 | 361.9 | 370.9 | 369.2 | 367.3 | 366.0 | 364.3 | 6.0 | 5.8 | 5.9 | 9.5 | 11.5 | 13.8 | 14.2 | 14.3 | 14.4 | 14.5 | 14.4 |
| Hispanic | 30.9 | 38.6 | 57.9 | 110.8 | 148.4 | 197.8 | 205.1 | 212.6 | 221.0 | 229.8 | 242.6 | 2.1 | 2.5 | 3.4 | 5.8 | 6.6 | 7.5 | 7.8 | 8.3 | 8.7 | 9.1 | 9.6 |
| Asian/Pacific Islander ...... | 28.6 | 37.7 | 72.0 | 132.7 | 163.0 | 194.3 | 197.4 | 195.4 | 195.2 | 197.4 | 200.4 | 1.9 | 2.5 | 4.3 | 6.9 | 7.2 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 |
| Asian .................... |  |  | - |  | - | 187.8 | 190.8 | 188.5 | 188.4 | 190.9 | 194.4 |  |  |  |  |  | 7.1 | 7.3 | 7.3 | 7.4 | 7.6 | 7.7 |
| Pacific Islander ......... |  |  |  | - |  | 6.5 | 6.7 | 6.9 | 6.8 | 6.5 | 6.0 | - | - | - |  | $\overline{-7}$ | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.2 |
| American Indian/Alaska Native ... | 6.4 | 6.0 | 7.3 | 12.6 | 15.9 | 17.1 | 16.1 | 15.4 | 14.8 | 14.3 | 13.9 | 0.4 | 0.4 | 0.4 | 0.7 | 0.7 | 0.7 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 |
| Two or more races ...................... |  |  |  |  |  | 31.7 | 42.5 | 50.1 | 54.2 | 62.6 | 67.4 |  |  |  |  | - | 1.2 | 1.6 | 1.9 | 2.1 | 2.5 | 2.7 |
| Nonresident alien ............................. | 75.5 | 95.1 | 172.7 | 240.7 | 270.1 | 309.3 | 317.9 | 333.0 | 356.5 | 388.5 | 417.3 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | t |
| Male | 897.6 | 870.7 | 904.2 | 943.5 | 1,047.1 | 1,209.5 | 1,211.3 | 1,204.1 | 1,201.1 | 1,211.2 | 1,221.6 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White ...................................... | 761.6 | 718.1 | 676.6 | 624.5 | 676.8 | 744.9 | 731.8 | 712.6 | 693.5 | 674.8 | 660.1 | 90.7 | 89.8 | 86.3 | 78.4 | 76.1 | 72.2 | 71.1 | 70.1 | 69.4 | 68.3 | 67.4 |
| Total, selected races/ethnicities ....... | 78.4 | 81.7 | 107.4 | 171.9 | 212.5 | 286.5 | 298.1 | 303.6 | 306.0 | 313.3 | 320.0 | 9.3 | 10.2 | 13.7 | 21.6 | 23.9 | 27.8 | 28.9 | 29.9 | 30.6 | 31.7 | 32.6 |
| Black . | 39.2 | 35.5 | 36.7 | 58.3 | 76.6 | 106.1 | 109.3 | 109.7 | 109.6 | 110.1 | 110.7 | 4.7 | 4.4 | 4.7 | 7.3 | 8.6 | 10.3 | 10.6 | 10.8 | 11.0 | 11.1 | 11.3 |
| Hispanic | 18.1 | 20.4 | 27.0 | 44.5 | 56.1 | 74.7 | 78.0 | 80.9 | 83.6 | 86.5 | 90.9 | 2.2 | 2.5 | 3.4 | 5.6 | 6.3 | 7.2 | 7.6 | 8.0 | 8.4 | 8.8 | 9.3 |
| Asian/Pacific Islander .................... | 17.4 | 22.8 | 40.4 | 64.0 | 73.9 | 87.2 | 88.7 | 87.8 | 86.9 | 87.5 | 87.9 | 2.1 | 2.8 | 5.2 | 8.0 | 8.3 | 8.5 | 8.6 | 8.6 | 8.7 | 8.9 | 9.0 |
| Asian ......................... | - | - | - | - | - | 84.7 | 86.1 | 85.0 | 84.2 | 84.9 | 85.6 | - | - | - | - | - | 8.2 | 8.4 | 8.4 | 8.4 | 8.6 | 8.7 |
| Paciic Islander ..................... |  |  |  |  |  | 2.5 | 2.6 | 2.8 | 2.7 | 2.7 | 2.3 | - | - | - |  | - | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.2 |
| American Indian/Alaska Native .... | 3.7 | 3.0 | 3.2 | 5.0 | 5.9 | 6.4 | 5.9 | 5.7 | 5.3 | 5.3 | 5.0 | 0.4 | 0.4 | 0.4 | 0.6 | 0.7 | 0.6 | 0.6 | 0.6 | 0.5 | 0.5 | 0.5 |
| Two or more races ...................... |  |  |  |  |  | 12.0 | 16.2 | 19.6 | 20.6 | 23.8 | 25.5 | - | - | - | - | - | 1.2 | 1.6 | 1.9 | 2.1 | 2.4 | 2.6 |
| Nonresident alien ........................... | 57.7 | 71.0 | 120.2 | 147.1 | 157.7 | 178.2 | 181.4 | 187.9 | 201.6 | 223.0 | 241.5 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

[^85]| Level of enrollment, sex, attendance status, and race/ethnicity of student | Fall enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U.S. residents |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Female | 669.1 | 747.0 | 955.4 | 1,213.4 | 1,476.5 | 1,727.5 | 1,722.0 | 1,704.8 | 1,699.3 | 1,703.4 | 1,718.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 574.1 | 634.3 | 773.2 | 854.1 | 990.0 | 1,080.0 | 1,051.5 | 1,020.5 | 997.8 | 981.1 | 974.5 | 88.1 | 87.7 | 85.6 | 76.3 | 72.6 | 67.7 | 66.3 | 65.4 | 64.6 | 63.8 | 63.2 |
| Total, selected races/ethnicities ....... | 77.2 | 88.6 | 129.6 | 265.7 | 374.0 | 516.4 | 534.0 | 539.1 | 546.5 | 556.9 | 568.6 | 11.9 | 12.3 | 14.4 | 23.7 | 27.4 | 32.3 | 33.7 | 34.6 | 35.4 | 36.2 | 36.8 |
| Black .................................... | 50.5 | 52.4 | 63.1 | 123.1 | 182.6 | 255.8 | 261.7 | 259.5 | 257.7 | 255.9 | 253.6 | 7.7 | 7.2 | 7.0 | 11.0 | 13.4 | 16.0 | 16.5 | 16.6 | 16.7 | 16.6 | 16.4 |
| Hispanic ................................. | 12.8 | 18.3 | 30.9 | 66.3 | 92.3 | 123.1 | 127.1 | 131.8 | 137.4 | 143.3 | 151.7 | 2.0 | 2.5 | 3.4 | 5.9 | 6.8 | 7.7 | 8.0 | 8.4 | 8.9 | 9.3 | 9.8 |
| Asian/Pacific Islander ................. | 11.2 | 15.0 | 31.5 | 68.7 | 89.1 | 107.0 | 108.7 | 107.6 | 108.3 | 109.9 | 112.5 | 1.7 | 2.1 | 3.5 | 6.1 | 6.5 | 6.7 | 6.9 | 6.9 | 7.0 | 7.1 | 7.3 |
| Asian ................................ |  | - |  |  | - | 103.1 | 104.7 | 103.5 | 104.2 | 106.0 | 108.8 | - |  |  | - | - | 6.5 | 6.6 | 6.6 | 6.7 | 6.9 | 7.1 |
| Pacific Islander ..................... |  |  | - | - | - | 3.9 | 4.0 | 4.1 | 4.1 | 3.9 | 3.7 | - | - | - | - | - | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.2 |
| American Indian/Alaska Native .... | 2.7 | 3.0 | 4.1 | 7.6 | 10.0 | 10.7 | 10.2 | 9.8 | 9.5 | 9.0 | 8.9 | 0.4 | 0.4 | 0.5 | 0.7 | 0.7 | 0.7 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 |
| Two or more races ..................... |  |  |  |  |  | 19.7 | 26.3 | 30.5 | 33.6 | 38.8 | 41.9 | - | - | - | - | - | 1.2 | 1.7 | 2.0 | 2.2 | 2.5 | 2.7 |
| Nonresident alien .......................... | 17.8 | 24.1 | 52.5 | 93.6 | 112.4 | 131.1 | 136.5 | 145.1 | 155.0 | 165.5 | 175.8 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ | , | + | $\dagger$ | $\dagger$ |

## -Not available.

$\dagger$ Not applicable.
NOTE: Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other tables. Data through 1990 are for institutions of higher educaparticipate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher educa-
tion classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not gran degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data
System (IPEDS) "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared October 2016.)

Table 306.20. Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution and race/ethnicity of student: Selected years, 1976 through 2015

| Level and control of institution and race/ethnicity of student | Fall enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U.S. residents |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| All students, total | 10,985.6 | 12,086.8 | 13,818.6 | 15,312.3 | 17,487.5 | 21,019.4 | 21,010.6 | 20,644.5 | 20,376.7 | 20,207.4 | 19,977.3 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 9,076.1 | 9,833.0 | 10,722.5 | 10,462.1 | 11,495.4 | 12,720.8 | 12,401.9 | 11,982.2 | 11,589.4 | 11,237.4 | 10,937.1 | 84.3 | 83.5 | 79.9 | 70.8 | 68.0 | 62.6 | 61.2 | 60.3 | 59.3 | 58.3 | 57.6 |
| Total, selected races/ethnicities .... | 1,690.8 | 1,948.8 | 2,704.7 | 4,321.5 | 5,407.2 | 7,591.0 | 7,868.2 | 7,878.7 | 7,947.1 | 8,051.0 | 8,057.1 | 15.7 | 16.5 | 20.1 | 29.2 | 32.0 | 37.4 | 38.8 | 39.7 | 40.7 | 41.7 | 42.4 |
| Black .................................. | 1,033.0 | 1,106.8 | 1,247.0 | 1,730.3 | 2,214.6 | 3,039.0 | 3,079.2 | 2,962.4 | 2,872.0 | 2,791.9 | 2,675.4 | 9.6 | 9.4 | 9.3 | 11.7 | 13.1 | 15.0 | 15.2 | 14.9 | 14.7 | 14.5 | 14.1 |
| Hispanic | 383.8 | 471.7 | 782.4 | 1,461.8 | 1,882.0 | 2,748.8 | 2,893.0 | 2,980.3 | 3,093.2 | 3,191.7 | 3,292.2 | 3.6 | 4.0 | 5.8 | 9.9 | 11.1 | 13.5 | 14.3 | 15.0 | 15.8 | 16.5 | 17.3 |
| Asian/Pacific Islander . | 197.9 | 286.4 | 572.4 | 978.2 | 1,134.4 | 1,281.6 | 1,277.0 | 1,258.2 | 1,259.7 | 1,272.4 | 1,283.8 | 1.8 | 2.4 | 4.3 | 6.6 | 6.7 | 6.3 | 6.3 | 6.3 | 6.4 | 6.6 | 6.8 |
| Asian .................... |  |  |  |  |  | 1,217.6 | 1,211.0 | 1,194.7 | 1,198.7 | 1,213.6 | 1,228.3 | - | - | - | - | - | 6.0 | 6.0 | 6.0 | 6.1 | 6.3 | 6.5 |
| Pacific Islander |  |  |  |  | - | 64.0 | 66.0 | 63.5 | 61.0 | 58.8 | 55.5 |  |  |  |  | - | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 76.1 | 83.9 | 102.8 | 151.2 | 176.3 | 196.2 | 186.2 | 173.0 | 162.2 | 152.9 | 146.2 | 0.7 | 0.7 | 0.8 | 1.0 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.8 | 0.8 |
| Two or more races ...................... |  |  |  |  |  | 325.4 | 432.7 | 504.8 | 560.0 | 642.1 | 659.6 |  |  |  |  | - | 1.6 | 2.1 | 2.5 | 2.9 | 3.3 | 3.5 |
| Nonresident alien ......... | 218.7 | 305.0 | 391.5 | 528.7 | 584.8 | 707.7 | 740.5 | 783.6 | 840.2 | 918.9 | 983.1 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Public | $8,641.0$ | 9,456.4 | 10,844.7 | 11,752.8 | 13,021.8 | 15,142.2 | 15,116.3 | 14,884.7 | 14,746.8 | 14,655.0 | 14,568.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 7,094.5 | 7,656.1 | 8,385.4 | 7,963.4 | 8,518.2 | 9,182.1 | 8,938.2 | 8,636.4 | 8,363.3 | 8,119.5 | 7,913.0 | 83.5 | 82.7 | 79.2 | 69.8 | 67.3 | 62.5 | 61.0 | 60.0 | 58.8 | 57.7 | 56.8 |
| Total, selected races/ethnicities .. | 1,401.2 | 1,596.2 | 2,199.2 | 3,446.3 | 4,130.8 | 5,507.1 | 5,706.0 | 5,748.8 | 5,849.1 | 5,947.3 | 6,027.3 | 16.5 | 17.3 | 20.8 | 30.2 | 32.7 | 37.5 | 39.0 | 40.0 | 41.2 | 42.3 | 43.2 |
| Black | 831.2 | 876.1 | 976.4 | 1,319.2 | 1,580.4 | 1,988.8 | 2,014.0 | 1,937.6 | 1,886.5 | 1,839.7 | 1,770.4 | 9.8 | 9.5 | 9.2 | 11.6 | 12.5 | 13.5 | 13.8 | 13.5 | 13.3 | 13.1 | 12.7 |
| Hispanic | 336.8 | 406.2 | 671.4 | 1,229.3 | 1,525.6 | 2,163.8 | 2,277.6 | 2,366.8 | 2,479.4 | 2,580.4 | 2,689.4 | 4.0 | 4.4 | 6.3 | 10.8 | 12.1 | 14.7 | 15.6 | 16.5 | 17.4 | 18.3 | 19.3 |
| Asian/Pacific Islander ... | 165.7 | 239.7 | 461.0 | 770.5 | 881.9 | 968.7 | 958.5 | 942.6 | 944.9 | 956.3 | 969.3 | 2.0 | 2.6 | 4.4 | 6.8 | 7.0 | 6.6 | 6.5 | 6.6 | 6.6 | 6.8 | 7.0 |
| Asian ................ |  |  |  |  | - | 924.8 | 915.5 | 901.2 | 905.7 | 918.6 | 933.5 |  |  | - |  | - | 6.3 | 6.3 | 6.3 | 6.4 | 6.5 | 6.7 |
| Pacific Islander . |  |  |  |  |  | 43.9 | 43.0 | 41.4 | 39.2 | 37.7 | 35.8 |  |  |  | - | - | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 67.5 | 74.2 | 90.4 | 127.3 | 143.0 | 150.8 | 142.5 | 131.8 | 124.4 | 117.8 | 113.8 | 0.8 | 0.8 | 0.9 | 1.1 | 1.1 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.8 |
| Two or more races ... |  |  |  |  |  | 235.0 | 313.4 | 370.0 | 414.0 | 453.1 | 484.4 |  |  | - |  |  | 1.6 | 2.1 | 2.6 | 2.9 | 3.2 | 3.5 |
| Nonresident alien ........ | 145.3 | 204.2 | 260.0 | 343.1 | 372.8 | 453.0 | 472.0 | 499.5 | 534.5 | 588.2 | 627.8 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | † | $\dagger$ | + | $\dagger$ |
| Private | 2,344.6 | 2,630.4 | 2,973.9 | 3,559.5 | 4,465.6 | 5,877.3 | 5,894.3 | 5,759.8 | 5,629.8 | 5,552.4 | 5,409.2 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 1,981.6 | 2,176.9 | 2,337.0 | 2,498.7 | 2,977.3 | 3,538.7 | 3,463.6 | 3,345.7 | 3,226.1 | 3,117.9 | 3,024.0 | 87.3 | 86.1 | 82.2 | 74.1 | 70.0 | 62.9 | 61.6 | 61.1 | 60.6 | 59.7 | 59.8 |
| Total, selected races/ethnicities | 289.6 | 352.7 | 505.5 | 875.2 | 1,276.4 | 2,083.9 | 2,162.2 | 2,130.0 | 2,098.0 | 2,103.7 | 2,029.8 | 12.7 | 13.9 | 17.8 | 25.9 | 30.0 | 37.1 | 38.4 | 38.9 | 39.4 | 40.3 | 40.2 |
| Black | 201.8 | 230.7 | 270.6 | 411.1 | 634.2 | 1,050.2 | 1,065.2 | 1,024.9 | 985.6 | 952.2 | 904.9 | 8.9 | 9.1 | 9.5 | 12.2 | 14.9 | 18.7 | 18.9 | 18.7 | 18.5 | 18.2 | 17.9 |
| Hispanic | 47.0 | 65.6 | 111.0 | 232.5 | 356.4 | 585.0 | 615.4 | 613.5 | 613.8 | 611.3 | 602.8 | 2.1 | 2.6 | 3.9 | 6.9 | 8.4 | 10.4 | 10.9 | 11.2 | 11.5 | 11.7 | 11.9 |
| Asian/Pacific Islander .... | 32.2 | 46.7 | 111.5 | 207.7 | 252.4 | 312.8 | 318.6 | 315.6 | 314.8 | 316.1 | 314.5 | 1.4 | 1.8 | 3.9 | 6.2 | 5.9 | 5.6 | 5.7 | 5.8 | 5.9 | 6.1 | 6.2 |
| Asian .................... | - | - | - | - | - | 292.7 | 295.5 | 293.5 | 293.0 | 295.0 | 294.8 | - | - | - | - | - | 5.2 | 5.3 | 5.4 | 5.5 | 5.7 | 5.8 |
| Pacific Islander ......... |  |  |  |  |  | 20.1 | 23.0 | 22.2 | 21.8 | 21.1 | 19.7 |  | - |  | - |  | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| American Indian/Alaska Native | 8.6 | 9.7 | 12.4 | 23.9 | 33.3 | 45.5 | 43.7 | 41.3 | 37.8 | 35.1 | 32.4 | 0.4 | 0.4 | 0.4 | 0.7 | 0.8 | 0.8 | 0.8 | 0.8 | 0.7 | 0.7 | 0.6 |
| Two or more races ..................... |  |  |  |  |  | 90.4 | 119.3 | 134.7 | 146.0 | 189.0 | 175.2 |  |  |  |  |  | 1.6 | 2.1 | 2.5 | 2.7 | 3.6 | 3.5 |
| Nonresident alien ....... | 73.4 | 100.8 | 131.4 | 185.6 | 212.0 | 254.7 | 268.5 | 284.1 | 305.7 | 330.7 | 355.3 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | t | , | $\dagger$ | $\dagger$ |
| 4 -year, total | 7,106.5 | 7,565.4 | 8,578.6 | 9,363.9 | 10,999.4 | 13,335.8 | 13,499.4 | 13,476.6 | 13,406.0 | 13,492.9 | 13,486.3 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 5,999.0 | 6,274.5 | 6,768.1 | 6,658.0 | 7,496.9 | 8,399.5 | 8,309.6 | 8,143.2 | 7,954.2 | 7,827.6 | 7,712.0 | 86.6 | 85.7 | 82.0 | 74.6 | 71.4 | 66.0 | 64.6 | 63.7 | 62.8 | 61.8 | 61.2 |
| Total, selected races/ethnicities .... | 931.0 | 1,049.9 | 1,486.1 | 2,266.1 | 3,009.5 | 4,328.0 | 4,545.2 | 4,643.5 | 4,703.8 | 4,842.5 | 4,896.2 | 13.4 | 14.3 | 18.0 | 25.4 | 28.6 | 34.0 | 35.4 | 36.3 | 37.2 | 38.2 | 38.8 |
| Black . | 603.7 | 634.3 | 722.8 | 995.4 | 1,313.4 | 1,840.0 | 1,879.7 | 1,845.6 | 1,799.2 | 1,778.2 | 1,739.8 | 8.7 | 8.7 | 8.8 | 11.2 | 12.5 | 14.5 | 14.6 | 14.4 | 14.2 | 14.0 | 13.8 |
| Hispanic | 173.6 | 216.6 | 358.2 | 617.9 | 900.5 | 1,355.9 | 1,453.5 | 1,532.6 | 1,599.6 | 1,670.8 | 1,741.8 | 2.5 | 3.0 | 4.3 | 6.9 | 8.6 | 10.7 | 11.3 | 12.0 | 12.6 | 13.2 | 13.8 |
| Asian/Pacific Islander .. | 118.7 | 162.1 | 357.2 | 576.3 | 700.0 | 818.5 | 831.9 | 834.3 | 843.7 | 864.9 | 882.8 | 1.7 | 2.2 | 4.3 | 6.5 | 6.7 | 6.4 | 6.5 | 6.5 | 6.7 | 6.8 | 7.0 |
| Asian ........... | - | - | - | - | - | 782.5 | 793.2 | 795.6 | 806.1 | 827.5 | 847.3 | - | - | - | - | - | 6.1 | 6.2 | 6.2 | 6.4 | 6.5 | 6.7 |
| Pacific Islander |  |  |  |  | - | 36.0 | 38.7 | 38.7 | 37.6 | 37.4 | 35.5 |  |  | - | - | - | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native | 35.0 | 36.9 | 47.9 | 76.5 | 95.6 | 109.0 | 105.1 | 98.1 | 91.4 | 87.0 | 83.3 | 0.5 | 0.5 | 0.6 | 0.9 | 0.9 | 0.9 | 0.8 | 0.8 | 0.7 | 0.7 | 0.7 |
| Two or more races .................. |  |  |  |  |  | 204.6 | 275.0 | 332.9 | 369.8 | 441.6 | 448.5 |  |  |  |  | - | 1.6 | 2.1 | 2.6 | 2.9 | 3.5 | 3.6 |
| Nonresident alien ..... | 176.5 | 240.9 | 324.3 | 439.7 | 493.1 | 608.3 | 644.6 | 689.9 | 748.0 | 822.7 | 878.1 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Public | 4,892.9 | 5,127.6 | 5,848.2 | 6,055.4 | 6,837.6 | 7,924.1 | 8,048.1 | 8,092.6 | 8,120.4 | 8,257.3 | 8,352.4 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 4,120.2 | 4,243.0 | 4,605.6 | 4,311.2 | 4,678.1 | 5,069.6 | 5,028.3 | 4,952.3 | 4,867.1 | 4,833.6 | 4,793.3 | 86.1 | 85.1 | 81.5 | 74.4 | 71.4 | 67.0 | 65.6 | 64.4 | 63.4 | 62.3 | 61.2 |
| Total, selected races/ethnicities ....... | 666.7 | 740.8 | 1,046.2 | 1,486.4 | 1,876.9 | 2,496.8 | 2,640.2 | 2,732.0 | 2,808.6 | 2,929.1 | 3,033.4 | 13.9 | 14.9 | 18.5 | 25.6 | 28.6 | 33.0 | 34.4 | 35.6 | 36.6 | 37.7 | 38.8 |
| Black | 421.8 | 438.2 | 495.1 | 627.8 | 754.0 | 912.6 | 931.8 | 922.5 | 909.0 | 914.6 | 916.5 | 8.8 | 8.8 | 8.8 | 10.8 | 11.5 | 12.1 | 12.2 | 12.0 | 11.8 | 11.8 | 11.7 |
| Hispanic | 129.3 | 156.4 | 262.5 | 420.0 | 595.6 | 869.5 | 945.5 | 1,007.0 | 1,063.4 | 1,133.3 | 1,199.5 | 2.7 | 3.1 | 4.6 | 7.2 | 9.1 | 11.5 | 12.3 | 13.1 | 13.9 | 14.6 | 15.3 |
| Asian/Pacific Islander .... | 87.5 | 117.2 | 250.6 | 381.3 | 460.1 | 522.8 | 531.4 | 535.0 | 544.7 | 563.4 | 579.5 | 1.8 | 2.4 | 4.4 | 6.6 | 7.0 | 6.9 | 6.9 | 7.0 | 7.1 | 7.3 | 7.4 |
| Asian ............. | - | - | - | - | - | 504.7 | 512.3 | 516.1 | 526.1 | 544.6 | 562.2 | - | - | - | - | - | 6.7 | 6.7 | 6.7 | 6.9 | 7.0 | 7.2 |
| Pacific Islander |  | - |  | - | - | 18.1 | 19.0 | 19.0 | 18.6 | 18.9 | 17.4 | - | - | - | - | - | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| American Indian/Alaska Native | 28.2 | 29.0 | 38.0 | 57.2 | 67.2 | 69.5 | 66.2 | 61.3 | 58.1 | 56.0 | 54.6 | 0.6 | 0.6 | 0.7 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.8 | 0.7 | 0.7 |
| Two or more races ..................... |  |  |  |  |  | 122.4 | 165.4 | 206.2 | 233.4 | 261.8 | 283.2 | - | - | - | - | - | 1.6 | 2.2 | 2.7 | 3.0 | 3.4 | 3.6 |
| Nonresident alien .................... | 106.0 | 143.8 | 196.4 | 257.8 | 282.6 | 357.8 | 379.6 | 408.2 | 444.8 | 494.6 | 525.7 | $\dagger$ | 1 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

See notes at end of table.

| Level and control of institution and race/ethnicity of student | Fall enrollment (in thousands) |  |  |  |  |  |  |  |  |  |  | Percentage distribution of U.S. residents |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 1976 | 1980 | 1990 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Private | 2,213.6 | 2,437.8 | 2,730.3 | 3,308.5 | 4,161.8 | 5,411.7 | 5,451.3 | 5,384.0 | 5,285.6 | 5,235.6 | 5,133.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 1,878.8 | 2,031.5 | 2,162.5 | 2,346.9 | 2,818.8 | 3,330.0 | 3,281.2 | 3,190.9 | 3,087.1 | 2,994.0 | 2,918.7 | 87.7 | 86.8 | 83.1 | 75.1 | 71.3 | 64.5 | 63.3 | 62.5 | 62.0 | 61.0 | 61.0 |
| Total, selected races/ethnicities | 264.3 | 309.2 | 439.8 | 779.7 | 1,132.5 | 1,831.2 | 1,905.0 | 1,911.4 | 1,895.2 | 1,913.5 | 1,862.8 | 12.3 | 13.2 | 16.9 | 24.9 | 28.7 | 35.5 | 36.7 | 37.5 | 38.0 | 39.0 | 39.0 |
| Black ............................... | 182.0 | 196.1 | 227.7 | 367.6 | 559.4 | 927.4 | 947.9 | 923.1 | 890.3 | 863.6 | 823.3 | 8.5 | 8.4 | 8.7 | 11.8 | 14.2 | 18.0 | 18.3 | 18.1 | 17.9 | 17.6 | 17.2 |
| Hispanic | 44.3 | 60.2 | 95.7 | 197.9 | 304.9 | 486.3 | 508.0 | 525.6 | 536.2 | 537.5 | 542.3 | 2.1 | 2.6 | 3.7 | 6.3 | 7.7 | 9.4 | 9.8 | 10.3 | 10.8 | 11.0 | 11.3 |
| Asian/Pacific Islander ................. | 31.2 | 44.9 | 106.6 | 195.0 | 239.8 | 295.7 | 300.6 | 299.3 | 299.0 | 301.5 | 303.2 | 1.5 | 1.9 | 4.1 | 6.2 | 6.1 | 5.7 | 5.8 | 5.9 | 6.0 | 6.1 | 6.3 |
| Asian ................................ |  |  | - | - | - | 277.8 | 280.8 | 279.5 | 280.0 | 282.9 | 285.1 |  |  |  | - |  | 5.4 | 5.4 | 5.5 | 5.6 | 5.8 | 6.0 |
| Pacific Islander ...................... |  |  |  |  | - | 17.9 | 19.7 | 19.8 | 19.0 | 18.6 | 18.1 |  | - | - | - | - | 0.3 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| American Indian/Alaska Native .... | 6.8 | 7.9 | 9.9 | 19.3 | 28.4 | 39.6 | 38.9 | 36.8 | 33.3 | 31.0 | 28.7 | 0.3 | 0.3 | 0.4 | 0.6 | 0.7 | 0.8 | 0.8 | 0.7 | 0.7 | 0.6 | 0.6 |
| Two or more races ...................... |  |  |  |  |  | 82.2 | 109.6 | 126.7 | 136.4 | 179.9 | 165.3 | - |  |  |  | - | 1.6 | 2.1 | 2.5 | 2.7 | 3.7 | 3.5 |
| Nonresident alien .......................... | 70.5 | 97.1 | 127.9 | 181.9 | 210.4 | 250.6 | 265.1 | 281.7 | 303.2 | 328.2 | 352.4 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ | $\dagger$ | $\dagger$ |
| 2-year, total | 3,879.1 | 4,521.4 | 5,240.1 | 5,948.4 | 6,488.1 | 7,683.6 | 7,511.2 | 7,167.8 | 6,970.6 | 6,714.5 | 6,490.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 3,077.1 | 3,558.5 | 3,954.3 | 3,804.1 | 3,998.6 | 4,321.3 | 4,092.3 | 3,838.9 | 3,635.2 | 3,409.8 | 3,225.0 | 80.2 | 79.8 | 76.4 | 64.9 | 62.5 | 57.0 | 55.2 | 54.3 | 52.8 | 51.5 | 50.5 |
| Total, selected races/ethnicities ..... | 759.8 | 898.9 | 1,218.6 | 2,055.4 | 2,397.7 | 3,263.0 | 3,323.0 | 3,235.3 | 3,243.3 | 3,208.5 | 3,160.9 | 19.8 | 20.2 | 23.6 | 35.1 | 37.5 | 43.0 | 44.8 | 45.7 | 47.2 | 48.5 | 49.5 |
| Black | 429.3 | 472.5 | 524.3 | 734.9 | 901.1 | 1,198.9 | 1,199.5 | 1,116.9 | 1,072.8 | 1,013.7 | 935.5 | 11.2 | 10.6 | 10.1 | 12.5 | 14.1 | 15.8 | 16.2 | 15.8 | 15.6 | 15.3 | 14.6 |
| Hispanic | 210.2 | 255.1 | 424.2 | 843.9 | 981.5 | 1,393.0 | 1,439.5 | 1,447.7 | 1,493.5 | 1,520.9 | 1,550.4 | 5.5 | 5.7 | 8.2 | 14.4 | 15.3 | 18.4 | 19.4 | 20.5 | 21.7 | 23.0 | 24.3 |
| Asian/Pacific Islander .................... | 79.2 | 124.3 | 215.2 | 401.9 | 434.4 | 463.1 | 445.1 | 424.0 | 416.0 | 407.5 | 401.1 | 2.1 | 2.8 | 4.2 | 6.9 | 6.8 | 6.1 | 6.0 | 6.0 | 6.0 | 6.2 | 6.3 |
| Asian ....................... | - |  | - |  | - | 435.1 | 417.8 | 399.1 | 392.6 | 386.1 | 381.0 | - | - | - |  | - | 5.7 | 5.6 | 5.6 | 5.7 | 5.8 | 6.0 |
| Pacific Islander ......................... |  |  | - |  | - | 28.0 | 27.3 | 24.8 | 23.4 | 21.4 | 20.0 | - | - | - | - | - | 0.4 | 0.4 | 0.4 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native ........ | 41.2 | 47.0 | 54.9 | 74.7 | 80.7 | 87.2 | 81.1 | 74.9 | 70.8 | 65.9 | 62.9 | 1.1 | 1.1 | 1.1 | 1.3 | 1.3 | 1.1 | 1.1 | 1.1 | 1.0 | 1.0 | 1.0 |
| Two or more races ....................... |  |  |  | - | - | 120.8 | 157.7 | 171.9 | 190.2 | 200.5 | 211.1 | - |  |  |  | - | 1.6 | 2.1 | 2.4 | 2.8 | 3.0 | 3.3 |
| Nonresident alien ............................... | 42.2 | 64.1 | 67.1 | 89.0 | 91.8 | 99.3 | 95.9 | 93.7 | 92.1 | 96.2 | 105.0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | + | $\dagger$ | $\dagger$ |
| Public. | 3,748.1 | 4,328.8 | 4,996.5 | 5,697.4 | 6,184.2 | 7,218.1 | 7,068.2 | 6,792.1 | 6,626.4 | 6,397.8 | 6,215.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 2,974.3 | 3,413.1 | 3,779.8 | 3,652.2 | 3,840.1 | 4,112.5 | 3,909.9 | 3,684.1 | 3,496.2 | 3,285.9 | 3,119.7 | 80.2 | 80.0 | 76.6 | 65.1 | 63.0 | 57.7 | 56.1 | 55.0 | 53.5 | 52.1 | 51.0 |
| Total, selected races/ethnicities ....... | 734.5 | 855.4 | 1,153.0 | 1,959.9 | 2,253.9 | 3,010.3 | 3,065.8 | 3,016.7 | 3,040.5 | 3,018.2 | 2,993.9 | 19.8 | 20.0 | 23.4 | 34.9 | 37.0 | 42.3 | 43.9 | 45.0 | 46.5 | 47.9 | 49.0 |
| Black ................................ | 409.5 | 437.9 | 481.4 | 691.4 | 826.3 | 1,076.1 | 1,082.2 | 1,015.0 | 977.5 | 925.1 | 854.0 | 11.0 | 10.3 | 9.8 | 12.3 | 13.6 | 15.1 | 15.5 | 15.1 | 15.0 | 14.7 | 14.0 |
| Hispanic | 207.5 | 249.8 | 408.9 | 809.2 | 930.0 | 1,294.3 | 1,332.1 | 1,359.8 | 1,415.9 | 1,447.1 | 1,489.8 | 5.6 | 5.9 | 8.3 | 14.4 | 15.3 | 18.2 | 19.1 | 20.3 | 21.7 | 23.0 | 24.4 |
| Asian/Pacific Islander ................. | 78.2 | 122.5 | 210.3 | 389.2 | 421.8 | 445.9 | 427.1 | 407.6 | 400.2 | 392.9 | 389.8 | 2.1 | 2.9 | 4.3 | 6.9 | 6.9 | 6.3 | 6.1 | 6.1 | 6.1 | 6.2 | 6.4 |
| Asian .................... | - | - | - | - | - | 420.2 | 403.1 | 385.2 | 379.6 | 374.0 | 371.4 | - | - | - | - | - | 5.9 | 5.8 | 5.7 | 5.8 | 5.9 | 6.1 |
| Pacific Islander .... |  |  |  | - | - | 25.7 | 24.0 | 22.4 | 20.6 | 18.9 | 18.4 | - | - | - | - | - | 0.4 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| American Indian/Alaska Native .... | 39.3 | 45.2 | 52.4 | 70.1 | 75.7 | 81.3 | 76.3 | 70.4 | 66.3 | 61.8 | 59.2 | 1.1 | 1.1 | 1.1 | 1.2 | 1.2 | 1.1 | 1.1 | 1.1 | 1.0 | 1.0 | 1.0 |
| Two or more races ....................... |  |  | . |  | - | 112.7 | 148.0 | 163.8 | 180.6 | 191.3 | 201.1 |  | - | + | - | - | 1.6 | 2.1 | 2.4 | 2.8 | 3.0 | 3.3 |
| Nonresident alien ......................... | 39.2 | 60.3 | 63.6 | 85.2 | 90.2 | 95.2 | 92.5 | 91.3 | 89.7 | 93.6 | 102.0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ |
| Private | 131.0 | 192.6 | 243.6 | 251.0 | 303.8 | 465.5 | 443.0 | 375.8 | 344.2 | 316.7 | 275.3 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White ...................................... | 102.8 | 145.4 | 174.5 | 151.8 | 158.4 | 208.8 | 182.4 | 154.8 | 139.0 | 123.9 | 105.3 | 80.3 | 77.0 | 72.7 | 61.4 | 52.4 | 45.2 | 41.5 | 41.5 | 40.7 | 39.4 | 38.7 |
| Total, selected races/ethnicities ....... | 25.3 | 43.5 | 65.6 | 95.5 | 143.8 | 252.7 | 257.2 | 218.5 | 202.8 | 190.2 | 167.0 | 19.7 | 23.0 | 27.3 | 38.6 | 47.6 | 54.8 | 58.5 | 58.5 | 59.3 | 60.6 | 61.3 |
| Black ....................................... | 19.8 | 34.6 | 42.9 | 43.5 | 74.8 | 122.8 | 117.3 | 101.8 | 95.3 | 88.6 | 81.6 | 15.5 | 18.3 | 17.9 | 17.6 | 24.7 | 26.6 | 26.7 | 27.3 | 27.9 | 28.2 | 30.0 |
| Hispanic | 2.6 | 5.3 | 15.3 | 34.7 | 51.4 | 98.7 | 107.4 | 87.9 | 77.6 | 73.8 | 60.5 | 2.1 | 2.8 | 6.4 | 14.0 | 17.0 | 21.4 | 24.4 | 23.5 | 22.7 | 23.5 | 22.2 |
| Asian/Pacific Islander ................................. | 0.9 | 1.8 | 4.9 | 12.7 | 12.6 | 17.2 | 18.0 | 16.4 | 15.7 | 14.6 | 11.3 | 0.7 | 1.0 | 2.0 | 5.1 | 4.2 | 3.7 | 4.1 | 4.4 | 4.6 | 4.7 | 4.1 |
| Asian ................... | - | - | - | - | - | 14.9 | 14.7 | 13.9 | 13.0 | 12.1 | 9.7 | - | - | - | - | - | 3.2 | 3.3 | 3.7 | 3.8 | 3.9 | 3.5 |
| Pacific Islander ..................... | - | - | - | - | - | 2.2 | 3.3 | 2.4 | 2.8 | 2.5 | 1.6 | - | - | - | - | - | 0.5 | 0.7 | 0.6 | 0.8 | 0.8 | 0.6 |
| American Indian/Alaska Native .... | 1.8 | 1.8 | 2.5 | 4.5 | 5.0 | 5.9 | 4.8 | 4.5 | 4.5 | 4.1 | 3.7 | 1.4 | 1.0 | 1.1 | 1.8 | 1.6 | 1.3 | 1.1 | 1.2 | 1.3 | 1.3 | 1.3 |
| Two or more races ..................... | - |  | - | - | - | 8.1 | 9.7 | 8.0 | 9.7 | 9.2 | 10.0 | - | - | - | - | - | 1.8 | 2.2 | 2.1 | 2.8 | 2.9 | 3.7 |
| Nonresident alien ........................... | 3.0 | 3.7 | 3.5 | 3.8 | 1.6 | 4.1 | 3.4 | 2.4 | 2.5 | 2.5 | 2.9 | $\dagger$ | $\dagger$ | $\dagger$ | 1 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

## - Not available.

†Not applicable.
NOTE: Race ca
NOTE: Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other tables. Data through 1990 are for institutions of higher educa-
tion, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher educa-
tion classification, but it includes more 2 -year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fal "nroliment in Colleges and (INiversities" surveys, 1976 and 1980; Integrated Postsecondary Education Data
System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared October 2016.)

Table 306.30. Fall enrollment of U.S. residents in degree-granting postsecondary institutions, by race/ethnicity: Selected years, 1976 through 2026

| Year | Enrollment (in thousands) |  |  |  |  |  |  |  |  | Percentage distribution |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Paciific Islander |  |  | American Indian/ Alaska Native | Two or more races | Total | White | Black | Hispanic | Asian/Paciific Islander |  |  | American Indian/ Alaska Native | Two or more races |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 1976 ... | 10,767 | 9,076 | 1,033 | 384 | 198 | - | - | 76 | - | 100.0 | 84.3 | 9.6 | 3.6 | 1.8 | - | - | 0.7 | - |
| 1980 ......................... | 11,782 | 9,833 | 1,107 | 472 | 286 | - | - | 84 | - | 100.0 | 83.5 | 9.4 | 4.0 | 2.4 | - | - | 0.7 | - |
| 1990 ....................... | 13,427 | 10,722 | 1,247 | 782 | 572 | - | - | 103 | - | 100.0 | 79.9 | 9.3 | 5.8 | 4.3 | - | - | 0.8 | - |
| 1994 ........................ | 13,823 | 10,427 | 1,449 | 1,046 | 774 | - | - | 127 | - | 100.0 | 75.4 | 10.5 | 7.6 | 5.6 | - | - | 0.9 | - |
| 1995 ........................ | 13,807 | 10,311 | 1,474 | 1,094 | 797 | - | - | 131 | - | 100.0 | 74.7 | 10.7 | 7.9 | 5.8 | - | - | 1.0 | - |
| 1996 ... | 13,901 | 10,264 | 1,506 | 1,166 | 828 | - | - | 138 | - | 100.0 | 73.8 | 10.8 | 8.4 | 6.0 | - | - | 1.0 | - |
| 1997 ....................... | 14,037 | 10,266 | 1,551 | 1,218 | 859 | - | - | 142 | - | 100.0 | 73.1 | 11.0 | 8.7 | 6.1 | - | - | 1.0 | - |
| 1998 ... | 14,063 | 10,179 | 1,583 | 1,257 | 900 | - | - | 144 | - | 100.0 | 72.4 | 11.3 | 8.9 | 6.4 | - | - | 1.0 | - |
| 1999 | 14,361 | 10,329 | 1,649 | 1,324 | 914 | - | - | 146 | - | 100.0 | 71.9 | 11.5 | 9.2 | 6.4 | - | - | 1.0 | - |
| 2000 ..... | 14,784 | 10,462 | 1,730 | 1,462 | 978 | - | - | 151 | - | 100.0 | 70.8 | 11.7 | 9.9 | 6.6 | - | - | 1.0 | - |
| 2001 .... | 15,363 | 10,775 | 1,850 | 1,561 | 1,019 | - | - | 158 | - | 100.0 | 70.1 | 12.0 | 10.2 | 6.6 | - | - | 1.0 | - |
| 2002 | 16,021 | 11,140 | 1,979 | 1,662 | 1,074 | - | - | 166 | - | 100.0 | 69.5 | 12.4 | 10.4 | 6.7 | - | - | 1.0 | - |
| 2003 ... | 16,314 | 11,281 | 2,068 | 1,716 | 1,076 | - | - | 173 | - | 100.0 | 69.1 | 12.7 | 10.5 | 6.6 | - | - | 1.1 | - |
| 2004 ........................ | 16,682 | 11,423 | 2,165 | 1,810 | 1,109 | - | - | 176 | - | 100.0 | 68.5 | 13.0 | 10.8 | 6.6 | - | - | 1.1 | - |
| 2005 ........................ | 16,903 | 11,495 | 2,215 | 1,882 | 1,134 | - | - | 176 | - | 100.0 | 68.0 | 13.1 | 11.1 | 6.7 | - | - | 1.0 | - |
| 2006 | 17,163 | 11,572 | 2,280 | 1,964 | 1,165 | - | - | 181 | - | 100.0 | 67.4 | 13.3 | 11.4 | 6.8 | - | - | 1.1 | - |
| 2007 ... | 17,624 | 11,756 | 2,383 | 2,076 | 1,218 | - | - | 190 | - | 100.0 | 66.7 | 13.5 | 11.8 | 6.9 | - | - | 1.1 | - |
| 2008 ......................... | 18,442 | 12,089 | 2,584 | 2,273 | 1,303 | - | - | 193 | - | 100.0 | 65.5 | 14.0 | 12.3 | 7.1 | - | - | 1.0 | - |
| 2009 .. | 19,631 | 12,669 | 2,884 | 2,537 | 1,335 | - | - | 206 | - | 100.0 | 64.5 | 14.7 | 12.9 | 6.8 | - | - | 1.0 | - |
| 2010 ........................ | 20,312 | 12,721 | 3,039 | 2,749 | 1,282 | 1,218 | 64 | 196 | 325 | 100.0 | 62.6 | 15.0 | 13.5 | 6.3 | 6.0 | 0.3 | 1.0 | 1.6 |
| 2011 ... | 20,270 | 12,402 | 3,079 | 2,893 | 1,277 | 1,211 | 66 | 186 | 433 | 100.0 | 61.2 | 15.2 | 14.3 | 6.3 | 6.0 | 0.3 | 0.9 | 2.1 |
| 2012 ....................... | 19,861 | 11,982 | 2,962 | 2,980 | 1,258 | 1,195 | 64 | 173 | 505 | 100.0 | 60.3 | 14.9 | 15.0 | 6.3 | 6.0 | 0.3 | 0.9 | 2.5 |
| 2013. | 19,537 | 11,589 | 2,872 | 3,093 | 1,260 | 1,199 | 61 | 162 | 560 | 100.0 | 59.3 | 14.7 | 15.8 | 6.4 | 6.1 | 0.3 | 0.8 | 2.9 |
| 2014 | 19,288 | 11,237 | 2,792 | 3,192 | 1,272 | 1,214 | 59 | 153 | 642 | 100.0 | 58.3 | 14.5 | 16.5 | 6.6 | 6.3 | 0.3 | 0.8 | 3.3 |
| 2015 ... | 18,994 | 10,937 | 2,675 | 3,292 | 1,284 | 1,228 | 56 | 146 | 660 | 100.0 | 57.6 | 14.1 | 17.3 | 6.8 | 6.5 | 0.3 | 0.8 | 3.5 |
| 20161 | 19,160 | 10,992 | 2,752 | 3,306 | 1,282 | - | - | 145 | 683 | 100.0 | 57.4 | 14.4 | 17.3 | 6.7 | - | - | 0.8 | 3.6 |
| $2017{ }^{1}$...................... | 19,334 | 10,995 | 2,808 | 3,386 | 1,296 | - | - | 145 | 705 | 100.0 | 56.9 | 14.5 | 17.5 | 6.7 | - | - | 0.8 | 3.6 |
| 20181 | 19,550 | 11,033 | 2,859 | 3,475 | 1,312 | - | - | 145 | 726 | 100.0 | 56.4 | 14.6 | 17.8 | 6.7 | - | - | 0.7 | 3.7 |
| 20191 | 19,803 | 11,093 | 2,913 | 3,570 | 1,333 | - | - | 146 | 748 | 100.0 | 56.0 | 14.7 | 18.0 | 6.7 | - | - | 0.7 | 3.8 |
| $2020^{1}$...................... | 20,059 | 11,151 | 2,970 | 3,667 | 1,356 | - | - | 146 | 768 | 100.0 | 55.6 | 14.8 | 18.3 | 6.8 | - | - | 0.7 | 3.8 |
| $2021{ }^{1}$........................ | 20,286 | 11,192 | 3,024 | 3,758 | 1,379 | - | - | 147 | 786 | 100.0 | 55.2 | 14.9 | 18.5 | 6.8 | - | - | 0.7 | 3.9 |
| $2022{ }^{1}$ | 20,435 | 11,185 | 3,065 | 3,836 | 1,395 | - | - | 146 | 806 | 100.0 | 54.7 | 15.0 | 18.8 | 6.8 | - | - | 0.7 | 3.9 |
| $2023{ }^{1}$ | 20,589 | 11,170 | 3,113 | 3,921 | 1,410 | - | - | 146 | 829 | 100.0 | 54.3 | 15.1 | 19.0 | 6.8 | - | - | 0.7 | 4.0 |
| 2024 | 20,712 | 11,137 | 3,152 | 4,002 | 1,423 | - | - | 145 | 853 | 100.0 | 53.8 | 15.2 | 19.3 | 6.9 | - | - | 0.7 | 4.1 |
| 20251 ........................ | 20,799 | 11,084 | 3,185 | 4,079 | 1,430 | - | - | 144 | 877 | 100.0 | 53.3 | 15.3 | 19.6 | 6.9 | - | - | 0.7 | 4.2 |
| $2026{ }^{1}$....................... | 20,841 | 11,007 | 3,210 | 4,142 | 1,436 | - | - | 143 | 904 | 100.0 | 52.8 | 15.4 | 19.9 | 6.9 | - | - | 0.7 | 4.3 |

## -Not available.

${ }^{1}$ Projected.
NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2010, institutions were not required to report separate data on Asians, Pacific Islanders, and students of Two or more races. Projections for Asian and Pacific Islander enrollment are not available due to the limited amount of historical data available upon which to base a projection model. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to
he earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and Enrollment in Degree-Granting Institutions by Race/Ethnicity Projection Model, 1980 through 2026. (This table was prepared March 2017.)

Table 306.40. Fall enrollment of males and females and specific racial/ethnic groups in degree-granting postsecondary institutions, by control and level of institution and percentage of U.S. resident enrollment in the same racial/ethnic group: 2015


[^86]Table 306.40. Fall enrollment of males and females and specific racial/ethnic groups in degree-granting postsecondary institutions, by control and level of institution and percentage of U.S. resident enrollment in the same racial/ethnic group: 2015-Continued

| Sex, racia/ethnic group, and percentage of U.S. resident enrollment | Total, all institutions | Public institutions |  |  |  |  |  |  |  | Nonprofit institutions |  |  |  |  |  |  |  | For-profit institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 4 -year |  |  |  |  |  | 2-year | Total | 4-year |  |  |  |  |  | 2-year | Total | 4-year | 2-year |
|  |  | Total | Research university, very high ${ }^{1}$ | Research university, high $^{2}$ | Doctoral/ research ${ }^{3}$ | Master's ${ }^{4}$ | Baccalaureate ${ }^{5}$ | Special focus ${ }^{6}$ |  |  | Research university, very high ${ }^{1}$ | Research university, high $^{2}$ | Doctoral/ research ${ }^{3}$ | Master's ${ }^{4}$ | Baccalau- reate $^{5}$ | Special focus ${ }^{6}$ |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Pacific Islander enrollment, by percentage Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 10.0 percent ............ | 52,548 | 34,947 | 4,860 | 2,212 | 920 | 5,039 | 3,909 | 74 | 17,933 | 9,591 | 593 | 672 | 1,059 | 4,464 | 1,473 | 1,077 | 253 | 8,010 | 6,891 | 1,119 |
| 10.0 to 24.9 percent ................ | 2,174 | 881 | 0 | 0 | 0 | 378 | 0 | 0 | 503 | 869 | 0 | 0 | 0 | 544 | 213 | 20 | 92 | 424 | 422 | 2 |
| 25.0 to 49.9 percent ................ | 270 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 127 | 0 | 0 | 0 | 0 | 127 | 0 | 0 | 143 | 0 | 143 |
| 50.0 to 74.9 percent ................ | 537 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 532 | 532 | 0 |
| 75.0 to 89.9 percent ................ | , | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 90.0 percent or more ............... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 |
| American Indian/Alaska Native enrollment, by percentage American Indian/Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 10.0 percent ............ | 111,105 | 83,726 | 9,952 | 8,267 | 2,136 | 12,934 | 6,037 | 407 | 43,993 | 16,780 | 1,279 | 1,124 | 1,796 | 7,639 | 2,955 | 1,653 | 334 | 10,599 | 8,822 | 1,777 |
| 10.0 to 24.9 percent .................. | 11,026 | 9,344 | 0 | 1,556 | 0 | 3,524 | 1,247 | 0 | 3,017 | 543 | 0 | 0 | 0 | 278 | 69 | 0 | 196 | 1,139 | 444 | 695 |
| 25.0 to 49.9 percent ................. | 8,761 | 8,477 | 0 | 0 | 0 | 1,090 | 927 | 0 | 6,460 | 284 | 0 | 0 | 0 | 0 | 284 | 0 | , | 0 | 0 | 0 |
| 50.0 to 74.9 percent ................ | 1,809 | 808 | 0 | 0 | 0 | 0 | 0 | 339 | 469 | 1,001 | 0 | 0 | 0 | 0 | 57 | 944 | 0 | , | 0 | 0 |
| 75.0 to 89.9 percent ................. | 4,860 | 3,895 | 0 | 0 | 0 | 0 | 0 | 954 | 2,941 | 965 | 0 | 0 | 0 | 0 | 0 | 849 | 116 | 0 | 0 | 0 |
| 90.0 percent or more ............... | 8,610 | 7,528 | 0 | 0 | 0 | 0 | 0 | 5,217 | 2,311 | 1,082 | 0 | 0 | 0 | 0 | 0 | 534 | 548 | 0 | 0 | 0 |
| Two or more races enrollment, by percentage Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 10.0 percent ............. | 595,601 | 450,002 | 95,048 | 45,368 | 19,073 | 76,441 | 29,886 | 1,886 | 182,300 | 114,261 | 20,266 | 9,347 | 12,009 | 40,633 | 21,008 | 9,818 | 1,180 | 31,338 | 25,709 | 5,629 |
| 10.0 to 24.9 percent .................... | 50,301 | 22,925 | 4,379 | 0 | 458 | 3,460 | 4,145 | - 0 | 10,483 | 4,632 | - 0 | 0 | 0 | 1,598 | 1,418 | 1,414 | 202 | 22,744 | 20,987 | 1,757 |
| 25.0 to 49.9 percent ................ | 13,682 | 11,427 | 0 | 0 | 0 | 1,166 | 1,897 | 0 | 8,364 | 462 | 0 | 0 |  | 0 | 462 | 1,180 | 0 | 1,793 | 595 | 1,198 |
| 50.0 to 74.9 percent ................... |  | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 75.0 to 89.9 percent ................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 90.0 percent or more ............... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nonresident alien enrollment, by percentage nonresident alien ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 10.0 percent ............ | 481,725 | 383,629 | 109,564 | 66,678 | 24,357 | 76,620 | 20,893 | 2,371 | 83,146 | 88,043 | 1,427 | 9,741 | 13,357 | 38,254 | 18,632 | 6,454 | 178 | 10,053 | 9,711 | 342 |
| 10.0 to 24.9 percent ................ | 424,745 | 244,009 | 179,835 | 13,996 | 6,318 | 19,687 | 4,021 | 1,260 | 18,892 | 175,775 | 100,566 | 18,190 | 14,812 | 17,372 | 15,311 | 8,951 | 573 | 4,961 | 4,076 | 885 |
| 25.0 to 49.9 percent ................... | 63,254 | , 130 | 0 | 0 | 0 | 0 | 0 | 130 | - 0 | 55,221 | 25,569 | 7,767 | 894 | 8,892 | 2,443 | 9,481 | 175 | 7,903 | 7,651 | 252 |
| 50.0 to 74.9 percent ................ | 8,030 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7,803 | 0 | 3,907 | 0 | 1,115 | 172 | 2,609 | 0 | 227 | 0 | 227 |
| 75.0 to 89.9 percent ................ | 3,115 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,442 | 0 | 0 | 0 | 1,627 | 189 | 626 | 0 | 673 | 378 | 295 |
| 90.0 percent or more ............... | 2,241 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,922 | 0 | 0 | 0 | 525 | 0 | 1,397 | 0 | 319 | 319 | 0 |
| ${ }^{1}$ Research universities with a very high level of research activity. <br> ${ }^{2}$ Research universities with a high level of research activity. <br> ${ }^{3}$ Institutions that award at least 20 doctor's degrees per year, but did not have high levels of research activity. ${ }^{4}$ Institutions that award at least 50 master's degrees per year. <br> ${ }^{5}$ Institutions that primarily emphasize undergraduate education. Also includes institutions classified as 4 -year under the IPEDS system, which had been classified as 2-year in the Carnegie system because they primarily award associate's degrees. ${ }^{6}$ Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering. |  |  |  |  |  |  |  |  | ${ }^{7}$ Nonresident alien enrollment percentages based on total enrollment in the institution, rather than on the U.S. resident enrollment. NOTE: Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctoral degrees conferred, by field. Further information on the research index ranking may be obtained from http://carnegieclassifications.iu.edu/. Includes imputed Carnegie system classifications for institutions with missing data. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component. (This table was prepared June 2017.) |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 306.50. Total fall enrollment in degree-granting postsecondary institutions, by control and classification of institution, level of enrollment, and race/ethnicity of student: 2015

| Level of enrollment and race/ethnicity of student | Total, allinstitutions | Public institutions |  |  |  |  |  |  |  |  | Nonprofit institutions |  |  |  |  |  |  |  |  | For-profit institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 4 -year |  |  |  |  |  |  | 2-year | Total | 4-year |  |  |  |  |  |  | 2-year |  |  |  |
|  |  | Total | Total | Research university, very high ${ }^{1}$ | Research university, high $^{2}$ | Doctoral/ research university ${ }^{3}$ | Master's ${ }^{4}$ | $\begin{aligned} & \text { Bacca- } \\ & \text { laureate }{ }^{5} \end{aligned}$ | Special focus ${ }^{6}$ |  |  | Total | Research university, very high ${ }^{1}$ | Research university, high $^{2}$ | Doctoral/ research university ${ }^{3}$ | Master's ${ }^{4}$ | $\begin{array}{r} \text { Bacca- } \\ \text { laureate } \end{array}$ | Special focus ${ }^{6}$ |  | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| All students, total ....$\qquad$ | Fall enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 19,977,270 | 14,568,103 | 8,352,437 | 2,757,513 | 1,356,186 | 610,463 | 2,458,338 | 1,087,190 | 82,747 | 6,215,666 | 4,063,372 | 4,013,323 | 608,782 | 331,054 | 443,003 | 1,551,759 | 688,483 | 390,242 | 50,049 | 1,345,795 | 1,120,582 | 225,213 |
|  | 10,937,058 | 7,913,048 | 4,793,344 | 1,561,767 | 843,082 | 310,763 | 1,440,619 | 589,891 | 47,२22 | 3,119,704 | 2,437,254 | $\begin{array}{r} 2,414,573 \\ 486849 \\ 388,659 \\ 245,281 \\ 10,247 \end{array}$ | $\begin{array}{r} 286,843 \\ 36,253 \\ 54,286 \\ 81,700 \\ 593 \end{array}$ | $\begin{array}{r} 194,882 \\ 33,361 \\ 31,147 \\ 20,916 \\ 672 \end{array}$ | $\begin{array}{r} 259,265 \\ 62,384 \\ 49,065 \\ 28,362 \\ 1,059 \end{array}$ | 996,614 | 443,088108,400 | $\begin{array}{r} 233,881 \\ 46,466 \end{array}$ | $\begin{aligned} & 22,681 \\ & 15,491 \end{aligned}$ | 586756 504,116 |  | 82,640 |
| Black .............................. | 2,675,352 | 1,770,446 | 916,494 | 183,251 | 155,288 | 97,166 | 319,707 | 154,989 | 6,093 | 853,952 | 502,340 |  |  |  |  | - 199,985 |  |  |  | $402,566$ | $336,475$ | $\begin{aligned} & 6,0601 \\ & 63,862 \end{aligned}$ |
| Hispanic ......................... | 3,292,156 | 2,689,370 | 1,199,529 | 332,680 | 160,345 | 113,909 | 360,813 | 224,749 | 7,033 | 1,489,841 | 395,332 |  |  |  |  | $\begin{array}{r} 170,772 \\ 61,447 \end{array}$ | $\begin{aligned} & 51,696 \\ & 20,486 \end{aligned}$ | 31,693 | $\begin{aligned} & 6,673 \\ & 1,357 \end{aligned}$ | $207,454$ | $\begin{array}{r} 153,592 \\ 39,862 \end{array}$ |  |
| Asian ........ | 1,228,310 | 933,511 | 562,154 | 276,177 | 59,394 | 35,363 | 136,860 | 44,599 | 9,761 | 371,357 | 246,638 |  |  |  |  |  |  | 32,370 |  |  |  | $\begin{array}{r} 53,862 \\ 8,299 \end{array}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5,008 | 1,813 | 1,102 | 345 | 9,109 | 7,845 | 1,264 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & 1,124 \\ & 9,347 \end{aligned}$ | $\begin{array}{r} 1,796 \\ 12,009 \end{array}$ | $\begin{array}{r} 7,917 \\ 42,231 \end{array}$ | $\begin{array}{r} 3,365 \\ 22,888 \end{array}$ | $\begin{array}{r} 3,980 \\ 11,232 \end{array}$ |  | $\begin{aligned} & 11,738 \\ & 55,875 \\ & 24,136 \end{aligned}$ | $\begin{array}{r} 9,266 \\ 47,291 \\ 2,135 \end{array}$ | $\begin{aligned} & 2,472 \\ & 8,584 \\ & 2,001 \end{aligned}$ |
| Two or more races ...... |  |  |  |  |  |  |  |  |  |  | 20,655 | 19,461 | 1,279 20,266 |  |  |  |  |  | $\begin{aligned} & 1,194 \\ & 1,382 \\ & 926 \end{aligned}$ |  |  |  |
| Nonresident alien ............... |  | 627,768 | 525,730 | 289,399 | 80,674 | 30,675 | 96,307 | 24,914 | 3,761 | 102,038 | 331,206 | 330,280 | 127,562 | 39,605 | 29,063 | 67,785 | 36,747 | 29,518 |  |  |  |  |
| Undergraduate ........ | 17,036,778 | 13,145,720 | 6,930,054 | 2,091,917 | 1,093,181 | 506,903 | $\begin{aligned} & 2,129,253 \\ & 1,242,082 \end{aligned}$ | 1,082,274 | 26,526 | 6,215,666 | 2,819,174 | 2,769,125 | 300,986 | 210,033 | 278,063 | 1,125,846 | 656,663 | 197,534 | 50,049 | 1,071,884 | 846,671 | $\begin{gathered} 225,213 \\ 82,640 \end{gathered}$ |
| White ................... | 9,302,419 | 7,099,042 | 3,979,338 | 1,200,226 | 681,962 | 254,793 |  | 585,900 | 14,375 |  | 1,737,710 | $\begin{array}{r} 1,715,029 \\ 34,, 554 \end{array}$ | 147,10118,903 | $\begin{array}{r}133,394 \\ 18,423 \\ \hline\end{array}$ | 164,980 | $\begin{aligned} & 729,522 \\ & 142,056 \end{aligned}$ | $\begin{aligned} & 420,802 \\ & 104,199 \end{aligned}$ | 119,23025,741 | -2, 15,491 | 465,667 | 383,027 |  |
| Black ..................... | 2,311,082 | 1,642,883 | 788,931 | 144,839 | $\begin{aligned} & \text { 130,854 } \\ & 141,292 \end{aligned}$ | 82,865 | $\begin{aligned} & 1,274,417 \\ & 329,029 \end{aligned}$ | $\begin{aligned} & 154,629 \\ & 224,608 \end{aligned}$ | 1,327 | $853,952$ | 359,745 |  |  |  | 34,932 |  |  |  |  | $\begin{aligned} & 308,454 \\ & 182,632 \end{aligned}$ | 242,363 | $\begin{aligned} & 82,640 \\ & 66,091 \end{aligned}$ |
| Hispanic ...................... | $\begin{aligned} & 3,049,584 \\ & 1,033,882 \end{aligned}$ | 2,571,686 | 1,081,845 | 284,046 |  | 100,676 |  |  | 2,194 | 1,489,841 | 295,266 | 288,593 | 33,567 | 18,932 | 34,741 | 134,097 | 49,751 | 17,505 | 6,673 |  | 128,770 | 66,091 53,862 |
| Asian ......................... |  | 846,295 | $\begin{array}{r} 474,938 \\ 15,689 \end{array}$ | 228,7703,988 | 48,4991,910 | 825 | 121,914 | 44,528 |  | 371,357 | 152,803 | 151,446 | 48,776 | 13,422 | 18,376 | 39,775 | 19,453 | 11,644 | 1,357 | 34,784 | 26,485 | 8,299 |
| Pacific Islander ............. | 49,545 | 34,125 |  |  |  |  | 5,029 | 3,904 | $33$ | 18,436 | 7,987 | 7,642 | 255 | 478 | 723 | 3,821 | 1,754 | 611 | 345 | 7,433 | 6,169 | 1,264 |
| American Indian/Alaska Native $\qquad$ | 132,293 | 106,842 | $\begin{array}{r} 47,651 \\ 250,959 \end{array}$ | $\begin{array}{r} \text { 7,464 } \\ \text { 83,२2? } \end{array}$ | $\begin{array}{r} 8,303 \\ 39,807 \end{array}$ | $\begin{array}{r} 1,770 \\ 17,375 \end{array}$ | $\begin{aligned} & 15,371 \\ & 74,118 \end{aligned}$ | $\begin{array}{r} 8,173 \\ 35,879 \end{array}$ | 6,570 |  | $\begin{array}{r} 15,836 \\ 92,488 \\ 157,339 \end{array}$ | $\begin{aligned} & 14,642 \\ & 91,106 \end{aligned}$ | $\begin{array}{r} 688 \\ 13,263 \end{array}$ | $\begin{array}{r} 693 \\ 6,861 \end{array}$ |  | $\begin{array}{r} 5,830 \\ 33,960 \end{array}$ | $\begin{array}{r} 3,190 \\ 22,355 \end{array}$ |  | $\begin{aligned} & 1,194 \\ & 1,382 \end{aligned}$ |  |  | 2,472 |
| Two or more races ......... | 592,159 | 452,106 |  |  |  |  |  |  | $\begin{array}{r}\text { 6,50 } \\ 558 \\ \hline 307\end{array}$ | $\begin{array}{r} 59,191 \\ 201,147 \\ 102,038 \end{array}$ |  |  |  |  | $1,076$ |  |  | $\begin{aligned} & 3,1027 \\ & 5,727 \end{aligned}$ |  | $\begin{array}{r} 9,615 \\ 47,565 \\ 45,734 \end{array}$ | $\begin{array}{r} 7,143 \\ 38,981 \\ 13,733 \end{array}$ | 2,4228,5842,001 |
| Nonresident alien ......... | 565,814 | 392,741 | 290,703 | 139,362 | 40,554 | 18,534 | 67,293 | 24,653 | 307 |  |  | 156,413 | 38,433 | 17,830 | 14,275 | 36,785 | 35,179 | 13,911 | 926 |  |  |  |
| Postbaccalaureate ..... | 2,940,492 | 1,422,383 | 1,422,383 | 665,596 | 263,005 | 103,560 | 329,085 | 4,916 | 56,221 | $\dagger$ | 1,244,198 | 1,244,198 | 307,796 | 121,021 | 164,940 | 425,913 | 31,820 | 192,708 | $\dagger$ | 273,911 | 273,911 | $\dagger$ |
| White ............................ | 1,634,639 | 814,006 | 814,006 | 361,541 | 161,120 | 55,970 | 198,537 | 3,991 | 32,847 | $\dagger$ | 699,544 | 699,544 | 139,742 | 61,488 | 94,285 | 267,092 | २2,286 | 114,651 | t | 121,089 | 121,089 | $\dagger$ |
| Black ........................... | 364,270 | 127,563 | 127,563 | 38,412 | 24,434 | 14,301 | 45,290 | 360 | 4,766 | t | 142,595 | 142,595 | 17,350 | 14,938 | 27,452 | 57,929 | 4,201 | 20,725 | t | 94,112 | 94,112 | $\dagger$ |
| Hispanic ...................... | 242,572 | 117,684 | 117,684 | 48,634 | 19,053 | 13,233 | 31,784 | 141 | 4,839 | t | 100,066 | 100,066 | 20,719 | 12,215 | 14,324 | 36,675 | 1,945 | 14,188 | t | 24,822 | 24,822 | $\dagger$ |
| Asian ......................... | 194,428 | 87,216 | 87,216 | 47,407 | 10,895 | 5,298 | 14,946 | 71 | 8,599 | t | 93,835 | 93,835 | 32,924 | 7,494 | 9,986 | 21,672 | 1,033 | 20,726 | t | 13,377 | 13,377 | $\dagger$ |
| Pacific Islander .............. | 5,984 | 1,703 | 1,703 | 872 | 302 | 95 | 388 | 5 | 41 | t | 2,605 | 2,605 | 338 | 194 | 336 | 1,187 | 59 | 491 | $\dagger$ | 1,676 | 1,676 | $\dagger$ |
| American Indian/Alaska Native . $\qquad$ | 13,878 | 6,936 | 6,936 | 2,488 | 1,520 | 366 | 2,177 | 38 | 347 | + | 4,819 | 4,819 | 591 | 431 | 720 | 2,087 | 175 | 815 | $\dagger$ | 2,123 | 2,123 | $\dagger$ |
| Two or more races ........... | 67,425 | 32,448 | 32,448 | 16,205 | 5,561 | 2,156 | 6,949 | 49 | 1,328 | $\dagger$ | 26,867 | 26,867 | 7,003 | 2,486 | 3,049 | 8,271 | 553 | 5,505 | + | 8,310 | 8,310 | $\dagger$ |
| Nonresident alien .......... | 417,296 | 235,027 | 235,027 | 150,037 | 40,120 | 12,141 | 29,014 | 261 | 3,454 | t | 173,867 | 173,867 | 89,129 | 21,775 | 14,788 | 31,000 | 1,568 | 15,607 | $\dagger$ | 8,402 | 8,402 | $\dagger$ |
|  |  |  |  |  |  |  |  |  |  | Percentag | ge distributio | on of U.S. re | esidents |  |  |  |  |  |  |  |  |  |
| U.S. residents, total . | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White ............................ | 57.6 | 56.8 | 61.2 | 63.3 | 66.1 | 53.6 | 61.0 | 55.5 | 59.8 | 51.0 | 65.3 | 65.6 | 59.6 | 66.9 | 62.6 | 67.2 | 68.0 | 64.8 | 46.2 | 44.4 | 45.9 | 37.0 |
| Black ............................ | 14.1 | 12.7 | 11.7 | 7.4 | 12.2 | 16.8 | 13.5 | 14.6 | 7.7 | 14.0 | 13.5 | 13.2 | 7.5 | 11.4 | 15.1 | 13.5 | 16.6 | 12.9 | 31.5 | 30.5 | 30.6 | 29.6 |
| Hispanic ......................... | 17.3 | 19.3 | 15.3 | 13.5 | 12.6 | 19.6 | 15.3 | 21.2 | 8.9 | 24.4 | 10.6 | 10.6 | 11.3 | 10.7 | 11.9 | 11.5 | 7.9 | 8.8 | 13.6 | 15.7 | 14.0 | 24.1 |
| Asian ............................. | 6.5 | 6.7 | 7.2 | 11.2 | 4.7 | 6.1 | 5.8 | 4.2 | 12.4 | 6.1 | 6.6 | 6.7 | 17.0 | 7.2 | 6.9 | 4.1 | 3.1 | 9.0 | 2.8 | 3.6 | 3.6 | 3.7 |
| Pacific Islander ................. | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.4 | 0.1 | 0.3 | 0.3 | 0.3 | 0.1 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.7 | 0.7 | 0.7 | 0.6 |
| American Indian/ <br> Alaska Native $\qquad$ | 0.8 | 0.8 | 0.7 | 0.4 | 0.8 | 0.4 | 0.7 | 0.8 | 8.8 | 1.0 | 0.6 | 0.5 | 0.3 | 0.4 | 0.4 | 0.5 | 0.5 | 1.1 | 2.4 | 0.9 | 0.8 | 1.1 |
| Two or more races ............. | 3.5 | 3.5 | 3.6 | 4.0 | 3.6 | 3.4 | 3.4 | 3.4 | 2.4 | 3.3 | 3.2 | 3.2 | 4.2 | 3.2 | 2.9 | 2.8 | 3.5 | 3.1 | 2.8 | 4.2 | 4.3 | 3.8 |
| Undergraduate ................ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White .......................... | 56.5 | 55.7 | 59.9 | 61.5 | 64.8 | 52.2 | 60.2 | 55.4 | 54.8 | 51.0 | 65.3 | 65.6 | 56.0 | 69.4 | 62.5 | 67.0 | 67.7 | 64.9 | 46.2 | 44.1 | 46.0 | 37.0 |
| Black ................................. | 14.0 | 12.9 | 11.9 | 7.4 | 12.4 | 17.0 | 13.3 | 14.6 | 5.1 | 14.0 | 13.5 | 13.2 | 7.2 | 9.6 | 13.2 | 13.0 | 16.8 | 14.0 | 31.5 | 29.2 | 29.1 | 29.6 |
|  | 18.5 | 20.2 | 16.3 | 14.5 | 13.4 | 20.6 | 16.0 | 21.2 | 8.4 | 24.4 | 11.1 | 11.0 | 12.8 | 9.9 | 13.2 | 12.3 | 8.0 | 9.5 | 13.6 | 17.3 | 15.5 | 24.1 |
| Asian ............................. | 6.3 | 6.6 | 7.2 | 11.7 | 4.6 | 6.2 | 5.9 | 4.2 | 4.4 | 6.1 | 5.7 | 5.8 | 18.6 | 7.0 | 7.0 | 3.7 | 3.1 | 6.3 | 2.8 | 3.3 | 3.2 | 3.7 |
|  | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.4 | 0.1 | 0.3 | 0.3 | 0.3 | 0.1 | 0.2 | 0.3 | 0.4 | 0.3 | 0.3 | 0.7 | 0.7 | 0.7 | 0.6 |
| American Indian/Alaska Native $\qquad$ | 0.8 | 0.8 | 0.7 | 0.4 | 0.8 | 0.4 | 0.7 | 0.8 | 25.1 | 1.0 | 0.6 | 0.6 | 0.3 | 0.4 | 0.4 | 0.5 | 0.5 | 1.7 | 2.4 | 0.9 | 0.9 | 1.1 |
| Two or more races .......... | 3.6 | 3.5 | 3.8 | 4.3 | 3.8 | 3.6 | 3.6 | 3.4 | 2.1 | 3.3 | 3.5 | 3.5 | 5.1 | 3.6 | 3.4 | 3.1 | 3.6 | 3.1 | 2.8 | 4.5 | 4.7 | 3.8 |

Table 306.50. Total fall enrollment in degree-granting postsecondary institutions, by control and classification of institution, level of enrollment, and race/ethnicity of student: 2015-Continued

| Level of enrollment and race/ethnicity of student | Total, all institutions | Public institutions |  |  |  |  |  |  |  |  | Nonprofit institutions |  |  |  |  |  |  |  |  | For-profit institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 4-year |  |  |  |  |  |  | 2-year | Total | 4 -year |  |  |  |  |  |  | 2-year |  |  |  |
|  |  | Total | Total | Research university, very high ${ }^{1}$ | Research university, high ${ }^{2}$ | Doctoral/ research university ${ }^{3}$ | Master's ${ }^{4}$ | $\begin{array}{r} \text { Bacca- } \\ \text { laureate } \end{array}$ | Special focus ${ }^{6}$ |  |  | Total | Research university, very high | Research university, high $^{2}$ | Doctoral/ research university ${ }^{3}$ | Master's ${ }^{4}$ | $\begin{array}{r} \text { Bacca- } \\ \text { laureate }{ }^{5} \end{array}$ | Special focus ${ }^{6}$ |  | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Postbaccalaureate .............. | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ | 100.0 | 100.0 | $\dagger$ |
| White ......................... | 64.8 | 68.6 | 68.6 | 70.1 | 72.3 | 61.2 | 66.2 | 85.7 | 62.2 | $\dagger$ | 65.4 | 65.4 | 63.9 | 62.0 | 62.8 | 67.6 | 73.7 | 64.7 | $\dagger$ | 45.6 | 45.6 | $\dagger$ |
| Black ......................... | 14.4 | 10.7 | 10.7 | 7.5 | 11.0 | 15.6 | 15.1 | 7.7 | 9.0 | t | 13.3 | 13.3 | 7.9 | 15.1 | 18.3 | 14.7 | 13.9 | 11.7 | $\dagger$ | 35.4 | 35.4 | $\dagger$ |
| Hispanic ...................... | 9.6 | 9.9 | 9.9 | 9.4 | 8.5 | 14.5 | 10.6 | 3.0 | 9.2 | $\dagger$ | 9.3 | 9.3 | 9.5 | 12.3 | 9.5 | 9.3 | 6.4 | 8.0 | $\dagger$ | 9.3 | 9.3 | $\dagger$ |
| Asian ......................... | 7.7 | 7.3 | 7.3 | 9.2 | 4.9 | 5.8 | 5.0 | 1.5 | 16.3 | $\dagger$ | 8.8 | 8.8 | 15.1 | 7.6 | 6.7 | 5.5 | 3.4 | 11.7 | $\dagger$ | 5.0 | 5.0 | $\dagger$ |
| Pacific Islander .............. | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | $\dagger$ | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.3 | $\dagger$ | 0.6 | 0.6 | $\dagger$ |
| American Indian/Alaska Native $\qquad$ | 0.6 | 0.6 | 0.6 | 0.5 | 0.7 | 0.4 | 0.7 | 0.8 | 0.7 | $\dagger$ | 0.5 | 0.5 | 0.3 | 0.4 | 0.5 | 0.5 | 0.6 | 0.5 | $\dagger$ | 0.8 | 0.8 | $\dagger$ |
| Two or more races .......... | 2.7 | 2.7 | 2.7 | 3.1 | 2.5 | 2.4 | 2.3 | 1.1 | 2.5 | t | 2.5 | 2.5 | 3.2 | 2.5 | 2.0 | 2.1 | 1.8 | 3.1 | $\dagger$ | 3.1 | 3.1 | $\dagger$ |

${ }^{\dagger}$ Not applicable.
${ }^{1}$ Research universities with a very high level of research activity.
2Research universities with a high level of research activity.
3Institutions that award at least 20 doctor's degrees per year, but did not have high levels of research activity. ${ }^{3}$ Institutions that award at least 20 doctor's degrees per year, bu
4Institutions that award at least 50 master's degrees per year. ${ }^{5}$ Institutions that primarily emphasize undergraduate education tion. Als
system, which had been classified as 2 -year in the Carnegie system becales institutions classified as 4 -year under the IPEDS ${ }^{6}$ Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theol and engineering.

NOTE: Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research stafiing, and doctoral degrees conferred, by field. Further information on
the research index ranking may be obtained from http://carnegieclassifications.iu.edul. Includes imputed Carnegie system classifications for institutions with missing data. Degree-granting institutions grant associate's or higher degrees and participate
in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Po System (IPEDS), Spring 2016, Fall Enrollment component. (This table was prepared November 2016.)

Table 306.60. Fall enrollment in degree-granting postsecondary institutions, by race/ethnicity of student and state or jurisdiction: 2015

| State or jurisdiction | Number |  |  |  |  |  |  |  |  | Percentage distribution of U.S. residents |  |  |  |  |  |  |  | ¢ ${ }^{\text {? }}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races | Non- resident alien | Total | White | Black | Hispanic | Asian | Pacific Islander | American <br> Indian/ <br> Alaska <br> Native | Two or more races |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | D |
| United States ............................ | 19,977,270 | 10,937,058 | 2,675,352 | 3,292,156 | 1,228,310 | 55,529 | 146,171 | 659,584 | 983,110 | 100.0 | 57.6 | 14.1 | 17.3 | 6.5 | 0.3 | 0.8 | 3.5 | $\stackrel{\text { ® }}{\stackrel{\text { ® }}{\sim}}$ |
| Alabama | 302,959 | 187,337 | 83,733 | 9,806 | 5,672 | 293 | 2,066 | 5,847 | 8,205 | 100.0 | 63.6 | 28.4 | 3.3 | 1.9 | 0.1 | 0.7 | 2.0 | \% |
| Alaska .................................................... | 31,331 | 18,924 | 1,031 | 2,809 | 1,775 | 233 | 3,434 | 2,535 | 590 | 100.0 | 61.6 | 3.4 | 9.1 | 5.8 | 0.8 | 11.2 | 8.2 | 亏 |
| Arizona ........................................ | 649,732 | 322,833 | 91,286 | 142,033 | 22,660 | 3,220 | 14,598 | 32,771 | 20,331 | 100.0 | 51.3 | 14.5 | 22.6 | 3.6 | 0.5 | 2.3 | 5.2 | $\stackrel{\text { ® }}{\sim}$ |
| Arkansas ....................................... | 168,402 | 115,301 | 28,174 | 9,682 | 2,721 | 172 | 1,375 | 5,173 | 5,804 | 100.0 | 70.9 | 17.3 | 6.0 | 1.7 | 0.1 | 0.8 | 3.2 | $\bigcirc$ |
| California ........................................... | 2,688,355 | 800,376 | 183,406 | 1,024,193 | 397,757 | 13,449 | 11,370 | 120,003 | 137,801 | 100.0 | 31.4 | 7.2 | 40.2 | 15.6 | 0.5 | 0.4 | 4.7 | 응 |
| Colorado . | 348,098 | 226,359 | 25,479 | 54,346 | 12,478 | 924 | 3,418 | 13,704 | 11,390 | 100.0 | 67.2 | 7.6 | 16.1 | 3.7 | 0.3 | 1.0 | 4.1 | ¢ |
| Connecticut ...................................... | 199,666 | 118,880 | 25,529 | 27,836 | 10,250 | 226 | 475 | 5,012 | 11,458 | 100.0 | 63.2 | 13.6 | 14.8 | 5.4 | 0.1 | 0.3 | 2.7 | $\stackrel{\rightharpoonup}{\text { on }}$ |
| Delaware ........................................ | 60,392 | 34,470 | 12,903 | 3,796 | 1,959 | 95 | 298 | 1,409 | 5,462 | 100.0 | 62.8 | 23.5 | 6.9 | 3.6 | 0.2 | 0.5 | 2.6 | $\bigcirc$ |
| District of Columbia ............................ | 93,995 | 41,763 | 25,060 | 7,465 | 6,336 | 158 | 318 | 2,716 | 10,179 | 100.0 | 49.8 | 29.9 | 8.9 | 7.6 | 0.2 | 0.4 | 3.2 |  |
| Florida ............................................. | 1,083,262 | 494,793 | 199,839 | 271,177 | 36,380 | 2,538 | 3,560 | 31,003 | 43,972 | 100.0 | 47.6 | 19.2 | 26.1 | 3.5 | 0.2 | 0.3 | 3.0 |  |
| Georgia ........................................ | 531,299 | 260,483 | 172,882 | 35,468 | 25,772 | 706 | 1,538 | 13,499 | 20,951 | 100.0 | 51.0 | 33.9 | 6.9 | 5.0 | 0.1 | 0.3 | 2.6 |  |
| Hawaii .......................................... | 69,331 | 12,169 | 1,550 | 7,504 | 21,319 | 4,988 | 187 | 17,537 | 4,077 | 100.0 | 18.6 | 2.4 | 11.5 | 32.7 | 7.6 | 0.3 | 26.9 |  |
|  | 121,108 | 93,069 | 1,291 | 9,740 | 1,671 | 686 | 976 | 4,165 | 9,510 | 100.0 | 83.4 | 1.2 | 8.7 | 1.5 | 0.6 | 0.9 | 3.7 |  |
| Illinois ............................................ | 802,243 | 440,610 | 110,263 | 136,203 | 51,015 | 1,375 | 1,999 | 18,739 | 42,039 | 100.0 | 58.0 | 14.5 | 17.9 | 6.7 | 0.2 | 0.3 | 2.5 |  |
| Indiana .......................................... | 426,363 | 308,944 | 42,829 | 22,568 | 11,667 | 395 | 1,103 | 11,712 | 27,145 | 100.0 | 77.4 | 10.7 | 5.7 | 2.9 | 0.1 | 0.3 | 2.9 |  |
| lowa. | 275,106 | 201,719 | 27,042 | 18,568 | 6,815 | 620 | 1,498 | 5,643 | 13,201 | 100.0 | 77.0 | 10.3 | 7.1 | 2.6 | 0.2 | 0.6 | 2.2 |  |
| Kansas ....................................... | 220,222 | 150,317 | 20,630 | 19,427 | 5,925 | 390 | 2,789 | 7,475 | 13,269 | 100.0 | 72.6 | 10.0 | 9.4 | 2.9 | 0.2 | 1.3 | 3.6 |  |
| Kentucky ...................................... | 255,722 | 205,906 | 23,052 | 7,982 | 3,951 | 304 | 682 | 6,723 | 7,122 | 100.0 | 82.8 | 9.3 | 3.2 | 1.6 | 0.1 | 0.3 | 2.7 |  |
| Louisiana ........................................ | 244,660 | 136,039 | 75,380 | 12,002 | 6,057 | 258 | 1,535 | 5,880 | 7,509 | 100.0 | 57.4 | 31.8 | 5.1 | 2.6 | 0.1 | 0.6 | 2.5 |  |
| Maine ............................................ | 71,715 | 61,186 | 2,643 | 2,053 | 1,740 | 81 | 740 | 1,634 | 1,638 | 100.0 | 87.3 | 3.8 | 2.9 | 2.5 | 0.1 | 1.1 | 2.3 |  |
| Maryland .............................................. | 363,931 | 171,467 | 101,730 | 30,076 | 25,604 | 892 | 1,224 | 13,035 | 19,903 | 100.0 | 49.8 | 29.6 | 8.7 | 7.4 | 0.3 | 0.4 | 3.8 |  |
|  | 510,396 | 301,041 | 45,002 | 54,080 | 38,741 | 412 | 1,102 | 15,053 | 54,965 | 100.0 | 66.1 | 9.9 | 11.9 | 8.5 | 0.1 | 0.2 | 3.3 |  |
| Michigan ...................................... | 600,203 | 421,711 | 74,988 | 26,375 | 21,597 | 630 | 3,709 | 17,746 | 33,447 | 100.0 | 74.4 | 13.2 | 4.7 | 3.8 | 0.1 | 0.7 | 3.1 |  |
| Minnesota .... | 427,757 | 288,955 | 62,838 | 21,811 | 21,767 | 652 | 3,350 | 13,220 | 15,164 | 100.0 | 70.0 | 15.2 | 5.3 | 5.3 | 0.2 | 0.8 | 3.2 |  |
| Mississippi ..................................... | 172,136 | 94,996 | 64,842 | 3,433 | 2,086 | 113 | 758 | 2,562 | 3,346 | 100.0 | 56.3 | 38.4 | 2.0 | 1.2 | 0.1 | 0.4 | 1.5 |  |
| Missouri ..... | 409,996 | 292,299 | 50,949 | 18,560 | 12,059 | 663 | 2,069 | 11,620 | 21,777 | 100.0 | 75.3 | 13.1 | 4.8 | 3.1 | 0.2 | 0.5 | 3.0 |  |
| Montana .. | 50,798 | 40,746 | 457 | 1,847 | 748 | 99 | 3,776 | 1,373 | 1,752 | 100.0 | 83.1 | 0.9 | 3.8 | 1.5 | 0.2 | 7.7 | 2.8 |  |
| Nebraska | 136,087 | 101,751 | 7,413 | 12,723 | 3,798 | 211 | 1,001 | 3,643 | 5,547 | 100.0 | 77.9 | 5.7 | 9.7 | 2.9 | 0.2 | 0.8 | 2.8 |  |
| Nevada ......................................... | 116,097 | 54,801 | 9,353 | 28,005 | 12,055 | 1,449 | 939 | 7,058 | 2,437 | 100.0 | 48.2 | 8.2 | 24.6 | 10.6 | 1.3 | 0.8 | 6.2 |  |
| New Hampshire ................................. | 123,966 | 93,198 | 12,742 | 7,772 | 3,895 | 249 | 724 | 2,074 | 3,312 | 100.0 | 77.2 | 10.6 | 6.4 | 3.2 | 0.2 | 0.6 | 1.7 |  |
| New Jersey | 423,779 | 207,325 | 60,985 | 85,502 | 37,908 | 1,155 | 1,114 | 8,714 | 21,076 | 100.0 | 51.5 | 15.1 | 21.2 | 9.4 | 0.3 | 0.3 | 2.2 |  |
| New Mexico .................................... | 138,189 | 47,418 | 4,199 | 63,880 | 2,542 | 303 | 12,880 | 2,969 | 3,998 | 100.0 | 35.3 | 3.1 | 47.6 | 1.9 | 0.2 | 9.6 | 2.2 |  |
| New York ........................................ | 1,285,420 | 631,009 | 179,107 | 217,309 | 117,956 | 2,685 | 4,445 | 27,927 | 104,982 | 100.0 | 53.5 | 15.2 | 18.4 | 10.0 | 0.2 | 0.4 | 2.4 |  |
| North Carolina .................................. | 562,442 | 330,848 | 132,808 | 38,091 | 17,906 | 883 | 6,332 | 16,036 | 19,538 | 100.0 | 60.9 | 24.5 | 7.0 | 3.3 | 0.2 | 1.2 | 3.0 |  |
| North Dakota ................................... | 53,840 | 43,037 | 1,863 | 1,661 | 692 | 89 | 2,160 | 1,440 | 2,898 | 100.0 | 84.5 | 3.7 | 3.3 | 1.4 | 0.2 | 4.2 | 2.8 |  |
| Ohio ......................................................... | 667,760 | 491,770 | 78,988 | 24,517 | 16,887 | 645 | 1,911 | 18,850 | 34,192 | 100.0 | 77.6 | 12.5 | 3.9 | 2.7 | 0.1 | 0.3 | 3.0 |  |
| Oklahoma ....................................... | 210,904 | 124,976 | 19,242 | 16,003 | 6,097 | 419 | 16,463 | 16,409 | 11,295 | 100.0 | 62.6 | 9.6 | 8.0 | 3.1 | 0.2 | 8.2 | 8.2 |  |
| Oregon ........................................... | 240,646 | 161,296 | 8,004 | 27,932 | 13,620 | 1,525 | 2,778 | 13,049 | 12,442 | 100.0 | 70.7 | 3.5 | 12.2 | 6.0 | 0.7 | 1.2 | 5.7 |  |
|  | 736,670 | 498,045 | 84,754 | 47,526 | 38,180 | 988 | 1,592 | 19,760 | 45,825 | 100.0 | 72.1 | 12.3 | 6.9 | 5.5 | 0.1 | 0.2 | 2.9 |  |
| Rhode Island .................................. | 82,292 | 54,391 | 5,752 | 10,043 | 3,729 | 68 | 274 | 2,983 | 5,052 | 100.0 | 70.4 | 7.4 | 13.0 | 4.8 | 0.1 | 0.4 | 3.9 |  |

Table 306.60. Fall enrollment in degree-granting postsecondary institutions, by race/ethnicity of student and state or jurisdiction: 2015—Continued

|  | Number |  |  |  |  |  |  |  |  | Percentage distribution of U.S. residents |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races | Non- resident alien | Total | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| South Carolina ................................... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| South Dakota ................................... | 53,664 | 43,571 | 1,659 | 1,570 | 620 | 77 | 2,922 | 1,417 | 1,828 | 100.0 | 84.1 | 3.2 | 3.0 | 1.2 | 0.1 | 5.6 | 2.7 |
| Tennessee ...................................... | 323,499 | 221,070 | 61,553 | 12,725 | 7,681 | 563 | 891 | 9,157 | 9,859 | 100.0 | 70.5 | 19.6 | 4.1 | 2.4 | 0.2 | 0.3 | 2.9 |
| Texas ........................................... | 1,570,614 | 601,676 | 199,789 | 556,024 | 88,844 | 2,652 | 6,010 | 42,611 | 73,008 | 100.0 | 40.2 | 13.3 | 37.1 | 5.9 | 0.2 | 0.4 | 2.8 |
| Utah ............................................. | 293,527 | 223,231 | 12,493 | 28,307 | 8,318 | 2,044 | 2,429 | 8,760 | 7,945 | 100.0 | 78.2 | 4.4 | 9.9 | 2.9 | 0.7 | 0.9 | 3.1 |
| Vermont ........................................... | 43,863 | 35,822 | 1,366 | 2,134 | 1,088 | 39 | 254 | 1,452 | 1,708 | 100.0 | 85.0 | 3.2 | 5.1 | 2.6 | 0.1 | 0.6 | 3.4 |
| Virginia ............................................ | 569,759 | 327,657 | 118,862 | 44,878 | 35,183 | 1,360 | 2,225 | 21,320 | 18,274 | 100.0 | 59.4 | 21.6 | 8.1 | 6.4 | 0.2 | 0.4 | 3.9 |
| Washington ...................................... | 365,412 | 220,743 | 16,003 | 41,352 | 33,767 | 2,133 | 3,954 | 24,327 | 23,133 | 100.0 | 64.5 | 4.7 | 12.1 | 9.9 | 0.6 | 1.2 | 7.1 |
| West Virginia | 150,743 | 113,184 | 16,906 | 8,273 | 2,529 | 613 | 653 | 4,339 | 4,246 | 100.0 | 77.3 | 11.5 | 5.6 | 1.7 | 0.4 | 0.4 | 3.0 |
| Wisconsin ..................................... | 350,248 | 271,703 | 20,448 | 20,611 | 13,058 | 380 | 2,737 | 9,225 | 12,086 | 100.0 | 80.3 | 6.0 | 6.1 | 3.9 | 0.1 | 0.8 | 2.7 |
| Wyoming ........................................ | 34,205 | 28,268 | 443 | 2,640 | 336 | 78 | 519 | 796 | 1,125 | 100.0 | 85.5 | 1.3 | 8.0 | 1.0 | 0.2 | 1.6 | 2.4 |
| U.S. Service Academies ........................ | 14,812 | 9,922 | 1,051 | 1,672 | 918 | 78 | 95 | 875 | 201 | 100.0 | 67.9 | 7.2 | 11.4 | 6.3 | 0.5 | 0.7 | 6.0 |
| Other jurisdictions ..................... | 248,073 | 986 | 2,036 | 231,864 | 3,366 | 8,791 | 133 | 354 | 543 | 100.0 | 0.4 | 0.8 | 93.7 | 1.4 | 3.6 | 0.1 | 0.1 |
| American Samoa .............................. | 1,285 | 3 | 0 | 0 | 10 | 1,153 | 0 | 0 | 119 | 100.0 | 0.3 | 0.0 | 0.0 | 0.9 | 98.9 | 0.0 | 0.0 |
| Federated States of Micronesia .............. | 2,215 | 1 | 0 | 0 | 1 | 2,213 | 0 | 0 | 0 | 100.0 | \# | 0.0 | 0.0 | \# | 99.9 | 0.0 | 0.0 |
| Guam ........................................... | 6,395 | 182 | 51 | 34 | 2,802 | 3,269 | 5 | 1 | 51 | 100.0 | 2.9 | 0.8 | 0.5 | 44.2 | 51.5 | 0.1 | \# |
| Marshall Islands ............................... | 995 | 3 | 0 | 0 | 5 | 987 | 0 | 0 | 0 | 100.0 | 0.3 | 0.0 | 0.0 | 0.5 | 99.2 | 0.0 | 0.0 |
| Northern Marianas ............................ | 1,155 | 17 | 3 | 2 | 392 | 528 | 1 | 131 | 81 | 100.0 | 1.6 | 0.3 | 0.2 | 36.5 | 49.2 | 0.1 | 12.2 |
| Palau ............................................. | 627 | 1 | 1 | 0 | 2 | 623 | 0 | 0 | 0 | 100.0 | 0.2 | 0.2 | 0.0 | 0.3 | 99.4 | 0.0 | 0.0 |
| Puerto Rico ..................................... | 233,080 | 619 | 185 | 231,650 | 136 | 18 | 121 | 202 | 149 | 100.0 | 0.3 | 0.1 | 99.5 | 0.1 | \# | 0.1 | 0.1 |
| U.S. Virgin Islands ................................ | 2,321 | 160 | 1,796 | 178 | 18 | 0 | 6 | 20 | 143 | 100.0 | 7.3 | 82.5 | 8.2 | 0.8 | 0.0 | 0.3 | 0.9 |

\#Rounds to zero.
NOTE: Race categories exclude persons of Hispanic ethnicity. Degree-granting institutions grant associate's or higher
degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component. (This table was prepared October 2016.)

Table 307.10. Full-time-equivalent fall enrollment in degree-granting postsecondary institutions, by control and level of institution: 1967 through 2026

| Year | All institutions |  |  | Public institutions |  |  | Private institutions |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | 4-year |  |  | 2-year |  |  |
|  | Total | 4-year | 2-year |  | Total | 4 -year | 2-year | Total | Nonprofit | For-profit | Total | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1967 | 5,499,360 | 4,448,302 | 1,051,058 | 3,777,701 | 2,850,432 | 927,269 | 1,721,659 | 1,597,870 | - | - | 123,789 |  |  |
| 1968 | 5,977,768 | 4,729,522 | 1,248,246 | 4,248,639 | 3,128,057 | 1,120,582 | 1,729,129 | 1,601,465 | - | - | 127,664 |  |  |
| 1969 ... | 6,333,357 | 4,899,034 | 1,434,323 | 4,577,353 | 3,259,323 | 1,318,030 | 1,756,004 | 1,639,711 | - | - | 116,293 | - | - |
| 1970 | 6,737,819 | 5,145,422 | 1,592,397 | 4,953,144 | 3,468,569 | 1,484,575 | 1,784,675 | 1,676,853 | - | - | 107,822 | - | - |
| 1971 | 7,148,558 | 5,357,647 | 1,790,911 | 5,344,402 | 3,660,626 | 1,683,776 | 1,804,156 | 1,697,021 | - | - | 107,135 |  |  |
| 1972 | 7,253,757 | 5,406,833 | 1,846,924 | 5,452,854 | 3,706,238 | 1,746,616 | 1,800,903 | 1,700,595 |  | - | 100,308 |  |  |
| 1973 | 7,453,463 | 5,439,230 | 2,014,233 | 5,629,563 | 3,721,037 | 1,908,526 | 1,823,900 | 1,718,193 | - | - | 105,707 | - |  |
| 1974 | 7,805,452 | 5,606,247 | 2,199,205 | 5,944,799 | 3,847,543 | 2,097,256 | 1,860,653 | 1,758,704 | - | - | 101,949 | - | - |
| 1975 | 8,479,698 | 5,900,408 | 2,579,290 | 6,522,319 | 4,056,502 | 2,465,817 | 1,957,379 | 1,843,906 | - | - | 113,473 | - |  |
| 1976 | 8,312,502 | 5,848,001 | 2,464,501 | 6,349,903 | 3,998,450 | 2,351,453 | 1,962,599 | 1,849,551 | - | - | 113,048 | - |  |
| 1977 | 8,415,339 | 5,935,076 | 2,480,263 | 6,396,476 | 4,039,071 | 2,357,405 | 2,018,863 | 1,896,005 | - | - | 122,858 | - |  |
| 1978 | 8,348,482 | 5,932,357 | 2,416,125 | 6,279,199 | 3,996,126 | 2,283,073 | 2,069,283 | 1,936,231 | - | - | 133,052 | - |  |
| 1979 | 8,487,317 | 6,016,072 | 2,471,245 | 6,392,617 | 4,059,304 | 2,333,313 | 2,094,700 | 1,956,768 | - | - | 137,932 | - | - |
| 1980 | 8,819,013 | 6,161,372 | 2,657,641 | 6,642,294 | 4,158,267 | 2,484,027 | 2,176,719 | 2,003,105 | - | - | 173,614 1 |  |  |
| 1981 | 9,014,521 | 6,249,847 | 2,764,674 | 6,781,300 | 4,208,506 | 2,572,794 | 2,233,221 | 2,041,341 | - | - | 191,880 ${ }^{1}$ | - |  |
| 1982 | 9,091,648 | 6,248,923 | 2,842,725 | 6,850,589 | 4,220,648 | 2,629,941 | 2,241,059 | 2,028,275 | - | - | 212,784 ${ }^{1}$ | - |  |
| 1983 | 9,166,398 | 6,325,222 | 2,841,176 | 6,881,479 | 4,265,807 | 2,615,672 | 2,284,919 | 2,059,415 | - | - | 225,504 | - |  |
| 1984 | 8,951,695 | 6,292,711 | 2,658,984 | 6,684,664 | 4,237,895 | 2,446,769 | 2,267,031 | 2,054,816 | - | - | 212,215 | - | - |
| 1985 | 8,943,433 | 6,294,339 | 2,649,094 | 6,667,781 | 4,239,622 | 2,428,159 | 2,275,652 | 2,054,717 | - | - | 220,935 | - |  |
| 1986 | 9,064,165 | 6,360,325 | 2,703,842 | 6,778,045 | 4,295,494 | 2,482,551 | 2,286,122 | 2,064,831 | - | - | 221,291 ${ }^{2}$ | - |  |
| 1987 | 9,229,736 | 6,486,504 | 2,743,230 | 6,937,690 | 4,395,728 | 2,541,961 | 2,292,045 | 2,090,776 | - | - | 201,269 ${ }^{2}$ | - |  |
| 1988 .. | 9,464,271 | 6,664,146 | 2,800,125 | 7,096,905 | 4,505,774 | 2,591,131 | 2,367,366 | 2,158,372 | - | - | 208,994 | - |  |
| 1989 .... | 9,780,881 | 6,813,602 | 2,967,279 | 7,371,590 | 4,619,828 | 2,751,762 | 2,409,291 | 2,193,774 | - | - | 215,517 | - |  |
| 1990 | 9,983,436 | 6,968,008 | 3,015,428 | 7,557,982 | 4,740,049 | 2,817,933 | 2,425,454 | 2,227,959 | 2,177,668 | 50,291 | 197,495 | 72,785 | 124,710 |
| 1991 | 10,360,606 | 7,081,454 | 3,279,152 | 7,862,845 | 4,795,704 | 3,067,141 | 2,497,761 | 2,285,750 | 2,223,463 | 62,287 | 212,011 | 72,545 | 139,466 |
| 1992 | 10,436,776 | 7,129,379 | 3,307,397 | 7,911,701 | 4,797,884 | 3,113,817 | 2,525,075 | 2,331,495 | 2,267,373 | 64,122 | 193,580 | 66,647 | 126,933 |
| 1993 | 10,351,415 | 7,120,921 | 3,230,494 | 7,812,394 | 4,765,983 | 3,046,411 | 2,539,021 | 2,354,938 | 2,282,643 | 72,295 | 184,083 | 70,469 | 113,614 |
| 1994 | 10,348,072 | 7,137,341 | 3,210,731 | 7,784,396 | 4,749,524 | 3,034,872 | 2,563,676 | 2,387,817 | 2,301,063 | 86,754 | 175,859 | 69,578 | 106,281 |
| 1995. | 10,334,956 | 7,172,844 | 3,162,112 | 7,751,815 | 4,757,223 | 2,994,592 | 2,583,141 | 2,415,621 | 2,328,730 | 86,891 | 167,520 | 62,416 | 105,104 |
| 1996 | 10,481,886 | 7,234,541 | 3,247,345 | 7,794,895 | 4,767,117 | 3,027,778 | 2,686,991 | 2,467,424 | 2,353,561 | 113,863 | 219,567 | 63,954 | 155,613 |
| 1997. | 10,615,028 | 7,338,794 | 3,276,234 | 7,869,764 | 4,813,849 | 3,055,915 | 2,745,264 | 2,524,945 | 2,389,627 | 135,318 | 220,319 | 61,761 | 158,558 |
| 1998. | 10,698,775 | 7,467,828 | 3,230,947 | 7,880,135 | 4,868,857 | 3,011,278 | 2,818,640 | 2,598,971 | 2,436,188 | 162,783 | 219,669 | 56,834 | 162,835 |
| 1999 ... | 10,974,519 | 7,634,247 | 3,340,272 | 8,059,240 | 4,949,851 | 3,109,389 | 2,915,279 | 2,684,396 | 2,488,140 | 196,256 | 230,883 | 53,956 | 176,927 |
| 2000 | 11,267,025 | 7,795,139 | 3,471,886 | 8,266,932 | 5,025,588 | 3,241,344 | 3,000,093 | 2,769,551 | 2,549,676 | 219,875 | 230,542 | 51,503 | 179,039 |
| 2001 | 11,765,945 | 8,087,980 | 3,677,965 | 8,639,154 | 5,194,035 | 3,445,119 | 3,126,791 | 2,893,945 | 2,612,833 | 281,112 | 232,846 | 41,037 | 191,809 |
| 2002 | 12,331,319 | 8,439,064 | 3,892,255 | 9,061,411 | 5,406,283 | 3,655,128 | 3,269,908 | 3,032,781 | 2,699,702 | 333,079 | 237,127 | 40,110 | 197,017 |
| 2003. | 12,687,597 | 8,744,188 | 3,943,409 | 9,240,724 | 5,557,680 | 3,683,044 | 3,446,873 | 3,186,508 | 2,776,850 | 409,658 | 260,365 | 36,815 | 223,550 |
| 2004 | 13,000,994 | 9,018,024 | 3,982,970 | 9,348,081 | 5,640,650 | 3,707,431 | 3,652,913 | 3,377,374 | 2,837,251 | 540,123 | 275,539 | 34,202 | 241,337 |
| 2005 | 13,200,790 | 9,261,634 | 3,939,156 | 9,390,216 | 5,728,327 | 3,661,889 | 3,810,574 | 3,533,307 | 2,878,354 | 654,953 | 277,267 | 34,729 | 242,538 |
| 2006 .. | 13,403,097 | 9,456,166 | 3,946,931 | 9,503,558 | 5,824,768 | 3,678,790 | 3,899,539 | 3,631,398 | 2,936,172 | 695,226 | 268,141 | 31,203 | 236,938 |
| 2007 | 13,782,702 | 9,769,560 | 4,013,142 | 9,739,709 | 5,994,230 | 3,745,479 | 4,042,993 | 3,775,330 | 2,993,729 | 781,601 | 267,663 | 26,134 | 241,529 |
| 2008 | 14,394,238 | 10,169,454 | 4,224,784 | 10,061,812 | 6,139,525 | 3,922,287 | 4,332,426 | 4,029,929 | 3,060,308 | 969,621 | 302,497 | 28,065 | 274,432 |
| 2009 ... | 15,379,473 | 10,695,816 | 4,683,657 | 10,746,637 | 6,452,414 | 4,294,223 | 4,632,836 | 4,243,402 | 3,153,294 | 1,090,108 | 389,434 | 27,964 | 361,470 |
| 2010 | 15,947,474 | 11,129,239 | 4,818,235 | 11,018,756 | 6,635,799 | 4,382,957 | 4,928,718 | 4,493,440 | 3,235,149 | 1,258,291 | 435,278 | 26,920 | 408,358 |
| 2011. | 15,892,792 | 11,261,845 | 4,630,947 | 10,954,754 | 6,734,116 | 4,220,638 | 4,938,038 | 4,527,729 | 3,285,711 | 1,242,018 | 410,309 | 34,267 | 376,042 |
| 2012 | 15,593,434 | 11,229,774 | 4,363,660 | 10,781,798 | 6,764,184 | 4,017,614 | 4,811,636 | 4,465,590 | 3,309,242 | 1,156,348 | 346,046 | 32,684 | 313,362 |
| 2013 | 15,410,058 | 11,183,239 | 4,226,819 | 10,697,939 | 6,790,930 | 3,907,009 | 4,712,119 | 4,392,309 | 3,337,799 | 1,054,510 | 319,810 | 27,313 | 292,497 |
| 2014. | 15,262,196 | 11,237,953 | 4,024,243 | 10,624,769 | 6,892,523 | 3,732,246 | 4,637,427 | 4,345,430 | 3,362,197 | 983,233 | 291,997 | 25,797 | 266,200 |
| 2015 | 15,076,819 | 11,227,177 | 3,849,642 | 10,568,724 | 6,971,897 | 3,596,827 | 4,508,095 | 4,255,280 | 3,400,612 | 854,668 | 252,815 | 41,619 | 211,196 |
| $2016{ }^{3}$ | 15,212,000 | 11,015,000 | 4,197,000 | 10,754,000 | 6,838,000 | 3,916,000 | 4,458,000 | 4,177,000 | - | - | 281,000 | - | - |
| $2017{ }^{3}$ | 15,401,000 | 11,158,000 | 4,243,000 | 10,882,000 | 6,924,000 | 3,958,000 | 4,519,000 | 4,233,000 | - | - | 285,000 | - | - |
| $2018{ }^{3}$ | 15,598,000 | 11,295,000 | 4,302,000 | 11,022,000 | 7,009,000 | 4,013,000 | 4,575,000 | 4,286,000 | - | - | 289,000 | - | - |
| $2019{ }^{3}$ | 15,830,000 | 11,461,000 | 4,369,000 | 11,187,000 | 7,111,000 | 4,075,000 | 4,644,000 | 4,350,000 | - | - | 294,000 | - | - |
| $2020{ }^{3}$ | 16,090,000 | 11,657,000 | 4,432,000 | 11,366,000 | 7,232,000 | 4,134,000 | 4,724,000 | 4,426,000 | - | - | 298,000 | - | - |
| $2021{ }^{3}$ | 16,323,000 | 11,830,000 | 4,493,000 | 11,528,000 | 7,338,000 | 4,190,000 | 4,795,000 | 4,493,000 | - | - | 302,000 | - | - |
| $2022{ }^{3}$ | 16,485,000 | 11,945,000 | 4,541,000 | 11,642,000 | 7,407,000 | 4,235,000 | 4,843,000 | 4,537,000 | - | - | 306,000 | - | - |
| $2023{ }^{3}$ | 16,662,000 | 12,072,000 | 4,591,000 | 11,767,000 | 7,486,000 | 4,282,000 | 4,895,000 | 4,586,000 | - | - | 309,000 | - | - |
| $2024{ }^{3}$ | 16,808,000 | 12,173,000 | 4,635,000 | 11,873,000 | 7,550,000 | 4,323,000 | 4,935,000 | 4,623,000 | - | - | 312,000 | - | - |
| 20253 | 16,914,000 | 12,242,000 | 4,672,000 | 11,953,000 | 7,594,000 | 4,358,000 | 4,962,000 | 4,648,000 | - | - | 314,000 | - | - |
| $2026{ }^{3}$ | 16,990,000 | 12,292,000 | 4,698,000 | 12,009,000 | 7,626,000 | 4,383,000 | 4,981,000 | 4,666,000 | - | - | 315,000 | - | - |

## -Not available.

${ }^{1}$ Large increases are due to the addition of schools accredited by the Accrediting Commis sion of Career Schools and Colleges of Technology.
${ }^{2}$ Because of imputation techniques, data are not consistent with figures for other years. ${ }^{3}$ Projected.
NOTE: Full-time-equivalent enrollment is the number of full-time students enrolled, plus the full-time equivalent of the part-time students. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs The degree-granting classification is very similar to the earlier higher education classification,
but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1967 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2026. (This table was prepared February 2017.)

Table 307.20. Full-time-equivalent fall enrollment in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2000, 2010, and 2015

| State or jurisdiction | Public |  |  |  |  |  | Private nonprofit 4-year |  | Private for-profit |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 4-year |  |  | 2-year |  |  |  |  | 4-year |  | 2-year |  |
|  | 2000 | 2010 | 2015 | 2000 | 2010 | 2015 | 2010 | 2015 | 2010 | 2015 | 2010 | 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 5,025,588 | 6,635,799 | 6,971,897 | 3,241,344 | 4,382,957 | 3,596,827 | 3,235,149 | 3,400,612 | 1,258,291 | 854,668 | 408,358 | 211,196 |
| Alabama | 111,322 | 140,235 | 142,150 | 48,545 | 68,677 | 53,344 | 22,982 | 23,365 | 23,570 | 20,665 | 3,138 | 2,126 |
| Alaska ... | 16,335 | 20,618 | 18,664 | 473 | 357 | 84 | 529 | 391 | 1,764 | 1,942 | 0 | 378 |
| Arizona | 87,301 | 120,269 | 144,046 | 85,778 | 122,717 | 102,960 | 7,487 | 8,499 | 369,895 | 230,705 | 15,622 | 8,566 |
| Arkansas .. | 57,897 | 77,384 | 80,817 | 21,519 | 41,223 | 31,661 | 14,559 | 14,699 | 2,450 | 510 | 683 | 20 |
| California ... | 476,027 | 582,256 | 669,560 | 707,558 | 858,417 | 803,346 | 245,393 | 261,765 | 102,012 | 128,263 | 78,898 | 35,732 |
| Colorado | 109,844 | 134,234 | 144,471 | 41,322 | 59,409 | 46,006 | 25,447 | 26,430 | 49,704 | 29,380 | 11,486 | 7,170 |
| Connecticut. | 46,826 | 58,329 | 57,998 | 20,934 | 34,116 | 29,256 | 57,013 | 61,991 | 3,757 | 5,356 | 257 | 0 |
| Delaware .. | 20,427 | 23,125 | 25,510 | 6,939 | 9,365 | 7,671 | 10,550 | 12,472 | 218 | 153 | 0 | 0 |
| District of Columbia ......... | 3,364 | 3,964 | 3,434 | 0 | 0 | 0 | 65,755 | 67,121 | 3,789 | 4,082 | 0 | 840 |
| Florida ...................................... | 190,472 | 484,181 | 532,975 | 173,433 | 78,027 | 25,249 | 132,201 | 156,318 | 100,670 | 53,656 | 39,981 | 19,266 |
| Georgia | 136,069 | 224,448 | 249,516 | 66,571 | 118,307 | 67,715 | 63,327 | 64,028 | 37,344 | 25,198 | 9,268 | 6,154 |
| Hawaii ... | 17,015 | 24,136 | 23,445 | 14,996 | 17,786 | 15,701 | 11,244 | 9,111 | 1,670 | 2,131 | 1,459 | 510 |
| Idaho. | 34,125 | 40,828 | 39,204 | 6,807 | 9,847 | 12,792 | 16,641 | 31,012 | 1,951 | 616 | 777 | 396 |
| Illinois | 164,592 | 178,192 | 169,262 | 186,533 | 228,507 | 182,145 | 190,040 | 188,266 | 58,243 | 39,387 | 9,379 | 5,080 |
| Indiana | 155,982 | 194,407 | 193,459 | 28,131 | 66,664 | 44,433 | 79,106 | 80,706 | 18,546 | 8,347 | 9,168 | 3,833 |
| lowa ... | 61,763 | 64,706 | 71,292 | 44,717 | 71,021 | 55,732 | 50,088 | 47,573 | 107,172 | 26,818 | 533 | 433 |
| Kansas . | 74,307 | 84,156 | 84,727 | 39,457 | 53,257 | 47,665 | 17,882 | 19,803 | 1,420 | 10,890 | 1,989 | 1,441 |
| Kentucky | 86,080 | 105,252 | 107,161 | 32,239 | 65,402 | 47,981 | 31,858 | 32,329 | 13,585 | 7,271 | 5,478 | 1,103 |
| Louisiana | 126,372 | 124,062 | 120,511 | 27,130 | 52,670 | 44,403 | 23,509 | 22,646 | 3,939 | 1,802 | 6,608 | 4,625 |
| Maine ..... | 24,678 | 25,966 | 23,581 | 4,797 | 11,555 | 10,499 | 16,928 | 19,139 | , | 985 | 1,303 | 279 |
| Maryland | 94,929 | 125,536 | 134,308 | 57,367 | 85,789 | 71,850 | 42,957 | 42,175 | 5,403 | 2,915 | 4,143 | 2,414 |
| Massachusetts .. | 78,452 | 97,474 | 103,321 | 47,972 | 65,041 | 56,759 | 238,759 | 246,568 | 4,181 | 2,409 | 2,108 | 795 |
| Michigan | 223,981 | 257,896 | 272,871 | 101,794 | 155,150 | 96,437 | 91,255 | 70,470 | 8,772 | 3,415 | 1,098 | 928 |
| Minnesota | 95,345 | 114,954 | 109,037 | 65,167 | 89,858 | 74,580 | 62,150 | 59,536 | 71,988 | 60,040 | 2,200 | 599 |
| Mississippi ................................. | 56,107 | 67,989 | 72,178 | 47,245 | 70,356 | 57,099 | 13,601 | 13,401 | 289 | 149 | 2,470 | 1,481 |
| Missouri . | 99,187 | 120,933 | 128,626 | 46,793 | 74,399 | 59,835 | 113,252 | 111,037 | 17,435 | 6,120 | 10,713 | 6,444 |
| Montana .. | 28,278 | 32,375 | 32,201 | 3,900 | 7,715 | 5,441 | 4,073 | 3,970 | 0 | 0 | 0 | 0 |
| Nebraska ...... | 44,374 | 50,013 | 51,315 | 20,812 | 30,680 | 23,620 | 27,836 | 29,284 | 2,151 | 1,281 | 1,037 | 142 |
| Nevada | 27,631 | 68,001 | 66,801 | 20,468 | 6,571 | 5,724 | 3,028 | 3,564 | 6,841 | 3,255 | 5,151 | 3,742 |
| New Hampshire ........................... | 21,064 | 26,150 | 25,648 | 5,442 | 9,172 | 8,190 | 22,449 | 55,513 | 3,898 | 1,307 | 0 | 0 |
| New Jersey ... | 111,449 | 144,174 | 153,812 | 79,367 | 125,787 | 103,466 | 63,113 | 63,457 | 5,993 | 5,907 | 1,891 | 2,811 |
| New Mexico | 39,779 | 52,191 | 49,222 | 29,541 | 49,580 | 39,232 | 1,012 | 1,163 | 6,612 | 3,419 | 3,316 | 1,446 |
| New York. | 269,664 | 328,542 | 333,814 | 168,911 | 242,030 | 221,105 | 440,038 | 446,660 | 27,670 | 25,945 | 21,686 | 13,793 |
| North Carolina | 140,203 | 193,970 | 198,205 | 96,999 | 158,480 | 133,139 | 83,931 | 87,650 | 10,987 | 9,593 | 2,694 | 2,482 |
| North Dakota .............................. | 24,728 | 35,435 | 34,177 | 6,515 | 4,572 | 4,521 | 4,832 | 4,523 | 1,154 | 427 | 0 | 0 |
| Ohio | 215,993 | 292,493 | 281,150 | 92,749 | 131,274 | 93,239 | 123,493 | 118,247 | 13,682 | 9,856 | 29,858 | 10,241 |
| Oklahoma ..... | 79,786 | 102,471 | 99,628 | 34,997 | 44,842 | 35,451 | 20,213 | 22,414 | 5,434 | 2,793 | 4,539 | 2,852 |
| Oregon .......... | 59,588 | 82,751 | 87,108 | 46,099 | 69,825 | 57,206 | 28,591 | 33,605 | 5,530 | 2,748 | 3,791 | 1,393 |
| Pennsylvania ... | 211,132 | 257,017 | 251,707 | 58,759 | 93,216 | 73,842 | 248,139 | 246,792 | 17,802 | 9,304 | 38,769 | 19,347 |
| Rhode Island ............................. | 17,967 | 21,720 | 21,927 | 8,650 | 10,107 | 8,650 | 39,093 | 38,545 | 0 | 0 | 0 | 0 |
| South Carolina | 74,309 | 93,512 | 101,831 | 41,804 | 66,813 | 56,262 | 31,078 | 30,887 | 11,326 | 7,857 | 2,621 | 2,064 |
| South Dakota ...... | 23,881 | 29,247 | 29,464 | 4,193 | 5,746 | 4,997 | 7,133 | 5,629 | 2,831 | 1,138 | 0 | 0 |
| Tennessee | 99,636 | 125,069 | 118,765 | 53,146 | 64,802 | 57,431 | 69,240 | 73,754 | 15,154 | 7,484 | 12,371 | 7,299 |
| Texas ......... | 358,523 | 506,279 | 564,816 | 268,057 | 403,005 | 364,846 | 110,416 | 118,880 | 24,705 | 23,616 | 39,172 | 22,429 |
| Utah ....................................... | 71,982 | 100,176 | 107,159 | 16,454 | 26,302 | 15,036 | 56,824 | 112,118 | 11,881 | 4,417 | 1,393 | 368 |
| Vermont. | 13,581 | 18,461 | 17,376 | 1,845 | 3,114 | 2,568 | 15,710 | 16,105 | 615 | 312 | 0 | 0 |
| Virginia ........... | 147,370 | 185,096 | 192,557 | 72,913 | 113,060 | 100,363 | 87,912 | 101,196 | 37,169 | 27,414 | 9,380 | 5,303 |
| Washington | 83,899 | 143,012 | 190,070 | 114,754 | 109,154 | 58,396 | 37,741 | 37,415 | 7,050 | 3,496 | 5,098 | 2,339 |
| West Virginia ............................... | 58,171 | 64,650 | 59,573 | 3,969 | 15,609 | 11,627 | 11,487 | 8,009 | 18,867 | 23,853 | 2,819 | 2,406 |
| Wisconsin .......... | 130,661 | 160,463 | 155,658 | 56,195 | 68,908 | 54,713 | 53,254 | 50,331 | 11,045 | 6,041 | 2,134 | 126 |
| Wyoming ................................... | 9,665 | 11,089 | 10,994 | 10,588 | 14,676 | 12,559 | 0 | 50 | 127 | 0 | 1,879 | 0 |
| U.S. Service Academies ................ | 13,475 | 15,912 | 14,795 | 0 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions ............... | 66,376 | 65,847 | 65,387 | 7,200 | 8,758 | 6,938 | 113,458 | 108,100 | 9,417 | 14,125 | 30,467 | 22,207 |
| American Samoa | 0 | 0 | 939 | 214 | 1,275 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federated States of Micronesia ....... | - |  | 0 | 1,308 | 2,243 | 1,700 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam ...................................... | 2,802 | 3,074 | 3,345 | 777 | 1,424 | 1,450 | 73 | 61 | 0 | 0 | 0 | 0 |
| Marshall Islands ......... | 0 | 0 | 0 | 166 | 739 | 794 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas ... | 0 | 1,031 | 1,017 | 707 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau | 0 | 0 | 0 | 450 | 541 | 441 | 0 |  | 0 | 0 | 0 | 0 |
| Puerto Rico ................................ | 61,987 | 59,658 | 58,228 | 3,578 | 2,536 | 2,553 | 113,385 | 108,039 | 9,417 | 14,125 | 30,467 | 22,207 |
| U.S. Virgin Islands ......................... | 1,587 | 2,084 | 1,858 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## $\dagger$ Not applicable.

NOTE: Full-time-equivalent enrollment is the number of full-time students enrolled, plus the
full-time equivalent of the part-time students. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001, 2011, and 2016, Fall Enrollment component. (This table was prepared May 2017.)

Table 307.30. Full-time-equivalent fall enrollment in degree-granting postsecondary institutions, by control of institution and state or jurisdiction: 2000, 2010, and 2015

| State or jurisdiction | Total |  |  | Public |  |  | Private nonprofit |  |  | Private for-profit |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2000 | 2010 | 2015 | 2000 | 2010 | 2015 | 2000 | 2010 | 2015 | 2000 | 2010 | 2015 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 11,267,025 | 15,947,474 | 15,076,819 | 8,266,932 | 11,018,756 | 10,568,724 | 2,601,179 | 3,262,069 | 3,442,231 | 398,914 | 1,666,649 | 1,065,864 |
| Alabama | 184,031 | 258,602 | 242,086 | 159,867 | 208,912 | 195,494 | 20,605 | 22,982 | 23,801 | 3,559 | 26,708 | 22,791 |
| Alaska | 17,787 | 23,268 | 21,523 | 16,808 | 20,975 | 18,748 | 672 | 529 | 455 | 307 | 1,764 | 2,320 |
| Arizona | 225,396 | 635,990 | 494,776 | 173,079 | 242,986 | 247,006 | 8,079 | 7,487 | 8,499 | 44,238 | 385,517 | 239,271 |
| Arkansas | 91,886 | 136,299 | 128,654 | 79,416 | 118,607 | 112,478 | 11,713 | 14,559 | 15,646 | 757 | 3,133 | 530 |
| California | 1,468,486 | 1,868,187 | 1,900,435 | 1,183,585 | 1,440,673 | 1,472,906 | 214,444 | 246,604 | 263,534 | 70,457 | 180,910 | 163,995 |
| Colorado | 188,117 | 280,408 | 254,024 | 151,166 | 193,643 | 190,477 | 20,991 | 25,575 | 26,997 | 15,960 | 61,190 | 36,550 |
| Connecticut | 117,954 | 153,746 | 154,601 | 67,760 | 92,445 | 87,254 | 48,648 | 57,287 | 61,991 | 1,546 | 4,014 | 5,356 |
| Delaware | 34,057 | 43,470 | 45,951 | 27,366 | 32,490 | 33,181 | 6,691 | 10,762 | 12,617 | 0 | 218 | 153 |
| District of Columbia | 59,560 | 73,508 | 75,489 | 3,364 | 3,964 | 3,434 | 54,177 | 65,755 | 67,133 | 2,019 | 3,789 | 4,922 |
| Florida. | 486,818 | 835,295 | 799,252 | 363,905 | 562,208 | 558,224 | 90,530 | 132,436 | 168,106 | 32,383 | 140,651 | 72,922 |
| Georgia | 268,707 | 453,209 | 414,045 | 202,640 | 342,755 | 317,231 | 57,444 | 63,842 | 65,462 | 8,623 | 46,612 | 31,352 |
| Hawaii | 45,329 | 56,295 | 50,898 | 32,011 | 41,922 | 39,146 | 11,521 | 11,244 | 9,111 | 1,797 | 3,129 | 2,641 |
| Idaho | 52,353 | 70,044 | 84,020 | 40,932 | 50,675 | 51,996 | 10,751 | 16,641 | 31,012 | 670 | 2,728 | 1,012 |
| Illinois | 520,087 | 665,347 | 584,444 | 351,125 | 406,699 | 351,407 | 150,578 | 191,026 | 188,570 | 18,384 | 67,622 | 44,467 |
| Indiana | 250,998 | 368,373 | 331,208 | 184,113 | 261,071 | 237,892 | 60,387 | 79,588 | 81,136 | 6,498 | 27,714 | 12,180 |
| lowa | 152,505 | 293,680 | 201,848 | 106,480 | 135,727 | 127,024 | 43,735 | 50,248 | 47,573 | 2,290 | 107,705 | 27,251 |
| Kansas | 129,839 | 160,434 | 164,526 | 113,764 | 137,413 | 132,392 | 15,605 | 19,612 | 19,803 | 470 | 3,409 | 12,331 |
| Kentucky | 149,395 | 221,575 | 195,845 | 118,319 | 170,654 | 155,142 | 23,859 | 31,858 | 32,329 | 7,217 | 19,063 | 8,374 |
| Louisiana | 183,661 | 210,788 | 194,479 | 153,502 | 176,732 | 164,914 | 25,646 | 23,509 | 23,138 | 4,513 | 10,547 | 6,427 |
| Maine .. | 43,384 | 55,950 | 54,672 | 29,475 | 37,521 | 34,080 | 13,020 | 17,126 | 19,328 | 889 | 1,303 | 1,264 |
| Maryland | 188,887 | 263,828 | 253,662 | 152,296 | 211,325 | 206,158 | 34,445 | 42,957 | 42,175 | 2,146 | 9,546 | 5,329 |
| Massachusetts | 327,984 | 408,300 | 410,369 | 126,424 | 162,515 | 160,080 | 199,745 | 239,496 | 247,085 | 1,815 | 6,289 | 3,204 |
| Michigan | 402,019 | 514,171 | 444,121 | 325,775 | 413,046 | 369,308 | 73,144 | 91,255 | 70,470 | 3,100 | 9,870 | 4,343 |
| Minnesota | 223,232 | 341,248 | 303,843 | 160,512 | 204,812 | 183,617 | 52,974 | 62,248 | 59,587 | 9,746 | 74,188 | 60,639 |
| Mississippi | 113,804 | 154,705 | 144,308 | 103,352 | 138,345 | 129,277 | 10,073 | 13,601 | 13,401 | 379 | 2,759 | 1,630 |
| Missouri | 237,161 | 337,846 | 312,629 | 145,980 | 195,332 | 188,461 | 82,425 | 114,366 | 111,604 | 8,756 | 28,148 | 12,564 |
| Montana | 36,005 | 44,605 | 42,001 | 32,178 | 40,090 | 37,642 | 3,827 | 4,515 | 4,359 | 0 | 0 | 0 |
| Nebraska | 85,993 | 111,869 | 105,755 | 65,186 | 80,693 | 74,935 | 18,956 | 27,988 | 29,397 | 1,851 | 3,188 | 1,423 |
| Nevada | 52,577 | 89,592 | 83,445 | 48,099 | 74,572 | 72,525 | 455 | 3,028 | 3,923 | 4,023 | 11,992 | 6,997 |
| New Hampshire | 48,230 | 61,919 | 90,733 | 26,506 | 35,322 | 33,838 | 18,732 | 22,699 | 55,588 | 2,992 | 3,898 | 1,307 |
| New Jersey | 245,447 | 340,958 | 329,453 | 190,816 | 269,961 | 257,278 | 48,751 | 63,113 | 63,457 | 5,880 | 7,884 | 8,718 |
| New Mexico | 77,415 | 112,711 | 94,482 | 69,320 | 101,771 | 88,454 | 3,274 | 1,012 | 1,163 | 4,821 | 9,928 | 4,865 |
| New York | 826,078 | 1,063,531 | 1,043,097 | 438,575 | 570,572 | 554,919 | 355,832 | 443,603 | 448,440 | 31,671 | 49,356 | 39,738 |
| North Carolina | 305,805 | 450,726 | 431,773 | 237,202 | 352,450 | 331,344 | 68,127 | 84,595 | 88,354 | 476 | 13,681 | 12,075 |
| North Dakota ... | 35,230 | 46,556 | 43,648 | 31,243 | 40,007 | 38,698 | 3,876 | 5,395 | 4,523 | 111 | 1,154 | 427 |
| Ohio | 426,080 | 591,980 | 513,878 | 308,742 | 423,767 | 374,389 | 105,004 | 124,673 | 119,392 | 12,334 | 43,540 | 20,097 |
| Oklahoma | 136,833 | 177,499 | 164,293 | 114,783 | 147,313 | 135,079 | 18,827 | 20,213 | 23,569 | 3,223 | 9,973 | 5,645 |
| Oregon | 130,705 | 190,488 | 182,164 | 105,687 | 152,576 | 144,314 | 22,079 | 28,591 | 33,709 | 2,939 | 9,321 | 4,141 |
| Pennsylvania | 499,729 | 661,592 | 608,137 | 269,891 | 350,233 | 325,549 | 201,136 | 254,788 | 253,937 | 28,702 | 56,571 | 28,651 |
| Rhode Island | 59,639 | 70,920 | 69,122 | 26,617 | 31,827 | 30,577 | 32,813 | 39,093 | 38,545 | 209 | 0 | 0 |
| South Carolina | 143,343 | 206,261 | 199,667 | 116,113 | 160,325 | 158,093 | 26,504 | 31,989 | 31,653 | 726 | 13,947 | 9,921 |
| South Dakota | 34,876 | 45,155 | 41,303 | 28,074 | 34,993 | 34,461 | 4,751 | 7,331 | 5,704 | 2,051 | 2,831 | 1,138 |
| Tennessee | 209,100 | 286,834 | 265,330 | 152,782 | 189,871 | 176,196 | 50,967 | 69,438 | 74,351 | 5,351 | 27,525 | 14,783 |
| Texas | 741,012 | 1,085,155 | 1,097,280 | 626,580 | 909,284 | 929,662 | 98,445 | 111,994 | 121,573 | 15,987 | 63,877 | 46,045 |
| Utah | 125,622 | 198,079 | 240,863 | 88,436 | 126,478 | 122,195 | 32,727 | 58,327 | 113,883 | 4,459 | 13,274 | 4,785 |
| Vermont | 29,099 | 38,387 | 36,361 | 15,426 | 21,575 | 19,944 | 13,336 | 16,197 | 16,105 | 337 | 615 | 312 |
| Virginia ... | 277,270 | 432,617 | 427,662 | 220,283 | 298,156 | 292,920 | 44,825 | 87,912 | 102,025 | 12,162 | 46,549 | 32,717 |
| Washington. | 236,609 | 302,113 | 293,467 | 198,653 | 252,166 | 248,466 | 32,726 | 37,799 | 39,166 | 5,230 | 12,148 | 5,835 |
| West Virginia | 72,962 | 113,432 | 105,468 | 62,140 | 80,259 | 71,200 | 8,891 | 11,487 | 8,009 | 1,931 | 21,686 | 26,259 |
| Wisconsin | 232,912 | 296,246 | 266,869 | 186,856 | 229,371 | 210,371 | 44,416 | 53,696 | 50,331 | 1,640 | 13,179 | 6,167 |
| Wyoming ......................................... | 21,542 | 27,771 | 24,065 | 20,253 | 25,765 | 23,553 | 0 | 0 | 512 | 1,289 | 2,006 | 0 |
| U.S. Service Academies .. | 13,475 | 15,912 | 14,795 | 13,475 | 15,912 | 14,795 | † | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions | 166,039 | 232,204 | 217,615 | 73,576 | 74,605 | 72,325 | 81,642 | 117,715 | 108,958 | 10,821 | 39,884 | 36,332 |
| American Samoa | 214 | 1,275 | 939 | 214 | 1,275 | 939 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federated States of Micronesia ....... | 1,308 | 2,243 | 1,700 | 1,308 | 2,243 | 1,700 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 3,579 | 4,571 | 4,856 | 3,579 | 4,498 | 4,795 | 0 | 73 | 61 | 0 | 0 | 0 |
| Marshall Islands .... | 166 | 739 | 794 | 166 | 739 | 794 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas | 707 | 1,031 | 1,017 | 707 | 1,031 | 1,017 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau ... | 450 | 541 | 441 | 450 | 541 | 441 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico ... | 158,028 | 219,720 | 206,010 | 65,565 | 62,194 | 60,781 | 81,642 | 117,642 | 108,897 | 10,821 | 39,884 | 36,332 |
| U.S. Virgin Islands | 1,587 | 2,084 | 1,858 | 1,587 | 2,084 | 1,858 | 0 | 0 | 0 | 0 | 0 | 0 |

## $\dagger$ Not applicable.

NOTE: Full-time-equivalent enrollment is the number of full-time students enrolled, plus the full-time equivalent of the part-time students. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001, 2011, and 2016, Fall Enrollment component. (This table was prepared May 2017.)

Table 308.10. Total 12-month enrollment in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2013-14 and 2014-15

| State or jurisdiction | 2013-14 |  |  |  |  |  |  | 2014-15 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Public 4-year | Public 2-year | Private 4-year |  | Private 2-year |  | Total | Public 4-year | Public <br> 2-year | Private 4-year |  | Private 2-year |  |
|  |  |  |  | Nonprofit | For-profit | Nonprofit | For-profit |  |  |  | Nonprofit | For-profit | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States ... | 27,085,146 | 9,759,819 | 9,801,434 | 4,818,969 | 2,159,087 | 46,513 | 499,324 | 26,697,036 | 9,876,054 | 9,493,393 | 4,884,876 | 1,959,344 | 79,077 | 404,292 |
| Alabama | 402,409 | 189,636 | 124,541 | 28,968 | 53,341 | 881 | 5,042 | 395,227 | 189,870 | 121,004 | 29,137 | 49,686 | 832 | 4,698 |
| Alaska ......... | 55,691 | 48,249 | 2,194 | 952 | 3,738 | 72 | 486 | 54,350 | 47,254 | 674 | 892 | 4,853 | 96 | 581 |
| Arizona ...................... | 1,009,011 | 165,753 | 335,152 | 11,504 | 481,443 | 0 | 15,159 | 979,278 | 180,044 | 318,634 | 11,294 | 453,807 | 0 | 15,499 |
| Arkansas .. | 217,304 | 114,955 | 80,369 | 18,353 | 2,287 | 1,105 | 235 | 213,727 | 115,873 | 75,655 | 18,520 | 1,548 | 1,873 | 258 |
| California ....... | 3,603,533 | 732,645 | 2,104,251 | 368,596 | 294,429 | 2,431 | 101,181 | 3,590,357 | 755,796 | 2,132,850 | 363,887 | 271,371 | 2,616 | 63,837 |
| Colorado ... | 498,687 | 219,442 | 144,908 | 44,189 | 72,736 | 0 | 17,412 | 488,199 | 223,990 | 137,164 | 42,993 | 67,492 | 1,511 | 15,049 |
| Connecticut .... | 254,973 | 77,027 | 80,037 | 81,465 | 16,444 | 0 | 0 | 254,923 | 77,642 | 77,301 | 83,468 | 16,512 | 0 | 0 |
| Delaware | 73,174 | 28,392 | 19,421 | 24,613 | 541 | 207 | 0 | 75,567 | 29,496 | 19,163 | 26,190 | 521 | 197 | 0 |
| District of Columbia ........ | 108,922 | 6,828 | 0 | 88,925 | 12,357 | 43 | 769 | 106,561 | 6,802 | 0 | 88,833 | 9,904 | 39 | 983 |
| Florida ......................... | 1,537,821 | 999,035 | 60,146 | 245,208 | 176,161 | 2,600 | 54,671 | 1,500,617 | 998,529 | 59,358 | 284,832 | 96,001 | 24,295 | 37,602 |
| Georgia | 693,775 | 340,045 | 196,133 | 83,304 | 59,810 | 561 | 13,922 | 680,922 | 345,321 | 182,896 | 83,075 | 55,351 | 1,556 | 12,723 |
| Hawaii .. | 97,917 | 36,268 | 38,812 | 16,348 | 3,427 | 0 | 3,062 | 91,797 | 35,531 | 37,891 | 14,261 | 3,461 | 0 | 653 |
| Idaho ... | 153,673 | 65,688 | 35,366 | 49,946 | 1,896 | 0 | 777 | 149,459 | 65,198 | 34,508 | 47,525 | 1,523 | 0 | 705 |
| Illinois .... | 1,269,341 | 220,034 | 659,501 | 269,572 | 110,326 | 1,138 | 8,770 | 1,225,372 | 218,746 | 620,056 | 266,423 | 110,155 | 934 | 9,058 |
| Indiana ... | 600,558 | 277,082 | 179,191 | 106,443 | 29,703 | 515 | 7,624 | 593,678 | 277,304 | 173,371 | 109,234 | 26,296 | 483 | 6,990 |
| lowa | 385,850 | 85,534 | 141,621 | 69,657 | 87,938 | 0 | 1,100 | 378,485 | 85,697 | 138,562 | 68,201 | 85,096 | 0 | 929 |
| Kansas .... | 319,361 | 116,656 | 135,496 | 39,113 | 24,387 | 478 | 3,231 | 314,020 | 116,958 | 132,133 | 38,715 | 23,482 | 0 | 2,732 |
| Kentucky .... | 339,084 | 145,171 | 127,441 | 43,762 | 19,044 | 0 | 3,666 | 327,588 | 145,448 | 116,784 | 45,333 | 17,913 | 0 | 2,110 |
| Louisiana | 321,852 | 161,817 | 113,303 | 31,227 | 4,949 | 1,132 | 9,424 | 313,926 | 161,599 | 108,481 | 29,629 | 4,125 | 951 | 9,141 |
| Maine ............. | 95,304 | 38,628 | 25,388 | 27,739 | 2,317 | 434 | 798 | 93,396 | 37,574 | 24,500 | 27,998 | 2,292 | 342 | 690 |
| Maryland | 471,867 | 202,547 | 191,784 | 64,426 | 8,874 | 0 | 4,236 | 473,605 | 212,807 | 186,058 | 62,776 | 8,055 | 0 | 3,909 |
| Massachusetts ... | 648,224 | 158,104 | 146,503 | 334,313 | 5,744 | 1,631 | 1,929 | 642,792 | 158,539 | 140,096 | 335,560 | 5,267 | 1,655 | 1,675 |
| Michigan . | 820,020 | 361,666 | 309,772 | 135,617 | 10,319 | 0 | 2,646 | 785,532 | 378,267 | 271,086 | 125,296 | 8,423 | 0 | 2,460 |
| Minnesota ..... | 591,700 | 163,827 | 183,567 | 84,781 | 158,091 | 86 | 1,348 | 587,629 | 162,159 | 179,592 | 84,361 | 160,496 | 93 | 928 |
| Mississippi .................... | 221,006 | 92,234 | 102,788 | 20,863 | 583 | 0 | 4,538 | 219,645 | 92,082 | 101,573 | 21,425 | 510 | 0 | 4,055 |
| Missouri | 555,002 | 176,704 | 148,230 | 196,757 | 21,608 | 1,493 | 10,210 | 541,264 | 181,193 | 138,590 | 193,840 | 14,310 | 1,224 | 12,107 |
| Montana .... | 65,739 | 46,184 | 13,817 | 5,040 | 0 | 698 |  | 64,170 | 44,575 | 13,823 | 5,028 | 0 | 744 | 0 |
| Nebraska ..... | 195,515 | 69,592 | 78,932 | 42,430 | 3,525 | 251 | 785 | 185,905 | 69,001 | 70,261 | 42,906 | 3,038 | 229 | 470 |
| Nevada ... | 158,910 | 122,991 | 16,017 | 4,019 | 8,234 | 0 | 7,649 | 157,244 | 122,246 | 16,269 | 4,472 | 6,753 | 1,092 | 6,412 |
| New Hampshire ... | 137,068 | 33,824 | 22,999 | 76,303 | 3,717 | 225 | 0 | 164,364 | 33,084 | 23,325 | 105,055 | 2,703 | 197 | 0 |
| New Jersey ... | 552,572 | 212,434 | 240,149 | 83,284 | 10,071 | 0 | 6,634 | 547,322 | 211,773 | 233,758 | 85,153 | 11,188 | 0 | 5,450 |
| New Mexico .................. | 207,293 | 78,111 | 117,063 | 1,926 | 7,675 | 0 | 2,518 | 196,481 | 75,146 | 110,106 | 2,173 | 6,573 | 0 | 2,483 |
| New York ... | 1,646,123 | 479,135 | 459,157 | 621,719 | 49,807 | 5,682 | 30,623 | 1,645,868 | 480,272 | 462,720 | 621,821 | 49,798 | 3,410 | 27,847 |
| North Carolina . | 742,578 | 251,272 | 349,357 | 108,966 | 25,156 | 804 | 7,023 | 733,613 | 252,854 | 338,452 | 109,423 | 24,127 | 810 | 7,947 |
| North Dakota ..... | 70,566 | 51,298 | 9,476 | 8,313 | 1,479 | 0 | 0 | 68,683 | 51,362 | 9,500 | 6,532 | 1,289 | 0 | 0 |
| Ohio | 903,337 | 400,684 | 278,816 | 169,670 | 30,944 | 1,699 | 21,524 | 880,142 | 399,656 | 264,623 | 167,727 | 24,982 | 1,794 | 21,360 |
| Oklahoma .... | 281,204 | 148,348 | 89,263 | 29,880 | 7,288 | 0 | 6,425 | 271,602 | 144,850 | 86,225 | 29,016 | 5,868 | 1,165 | 4,478 |
| Oregon ........ | 361,580 | 132,206 | 172,137 | 45,619 | 7,135 | 0 | 4,483 | 352,509 | 132,232 | 164,145 | 46,991 | 6,408 | 249 | 2,484 |
| Pennsylvania .... | 946,369 | 319,915 | 204,711 | 332,365 | 32,430 | 12,341 | 44,607 | 926,534 | 317,958 | 198,507 | 331,696 | 28,085 | 13,166 | 37,122 |
| Rhode Island ................. | 98,253 | 29,338 | 23,464 | 45,451 | 0 | 0 | 0 | 97,638 | 29,238 | 22,917 | 45,483 | 0 | 0 | 0 |
| South Carolina ......... | 329,072 | 125,423 | 136,413 | 41,764 | 18,603 | 865 | 6,004 | 321,269 | 125,116 | 130,413 | 42,129 | 17,040 | 845 | 5,726 |
| South Dakota .... | 72,511 | 49,490 | 8,070 | 9,511 | 5,059 | 381 | 0 | 75,645 | 53,987 | 8,159 | 8,830 | 4,336 | 333 | 0 |
| Tennessee ..... | 416,128 | 160,593 | 123,109 | 96,777 | 19,165 | 975 | 15,509 | 403,921 | 157,897 | 118,656 | 94,301 | 16,838 | 1,182 | 15,047 |
| Texas ........................ | 2,084,984 | 775,979 | 1,058,043 | 157,073 | 47,641 | 4,415 | 41,833 | 2,073,545 | 799,230 | 1,024,312 | 159,985 | 46,977 | 5,362 | 37,679 |
| Utah .......................... | 357,258 | 175,521 | 46,857 | 120,077 | 10,587 | 2,711 | 1,505 | 372,955 | 177,955 | 45,295 | 137,662 | 8,671 | 2,855 | 517 |
| Vermont | 58,159 | 23,521 | 10,794 | 23,282 | 562 | 0 | 0 | 58,489 | 23,675 | 10,774 | 23,506 | 534 | 0 | 0 |
| Virginia .. | 775,300 | 252,310 | 274,858 | 170,196 | 62,811 | 588 | 14,537 | 761,565 | 248,596 | 263,888 | 175,394 | 60,296 | 2,205 | 11,186 |
| Washington ................... | 504,527 | 275,873 | 163,273 | 49,131 | 8,434 | 71 | 7,745 | 505,196 | 306,391 | 135,326 | 48,963 | 7,286 | 3,387 | 3,843 |
| West Virginia ................. | 237,356 | 82,807 | 23,557 | 9,966 | 116,513 | 0 | 4,513 | 230,696 | 80,573 | 24,855 | 10,243 | 110,470 | 0 | 4,555 |
| Wisconsin ..................... | 471,074 | 209,279 | 161,588 | 79,455 | 19,758 | 0 | 994 | 460,664 | 209,363 | 156,751 | 76,602 | 17,634 | 0 | 314 |
| Wyoming ...................... | 50,546 | 14,659 | 33,599 | 111 | 0 | 0 | 2,177 | 48,228 | 14,433 | 32,353 | 87 | 0 | 1,355 | 0 |
| U.S. Service Academies | 15,065 | 15,065 | 0 | $\dagger$ | t | $\dagger$ | $\dagger$ | 14,872 | 14,872 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions | 304,490 | 74,910 | 12,507 | 155,071 | 22,267 | 1,101 | 38,634 | 298,630 | 75,118 | 11,976 | 151,007 | 24,260 | 1,584 | 34,685 |
| American Samoa .. | 2,110 | 2,110 | 0 | 0 | 0 | 0 | 0 | 1,791 | 1,791 | 0 | 0 | 0 | 0 | 0 |
| Federated States of Micronesia $\qquad$ | 3,064 |  | 3,064 | 0 | 0 | 0 | 0 | 3,121 | 0 | 3,121 | 0 | 0 | 0 | 0 |
| Guam | 8,650 | 4,890 | 3,669 | 91 | 0 | 0 | 0 | 7,970 | 4,624 | 3,272 | 74 | 0 | 0 | 0 |
| Marshall Islands ............. | 1,398 | 0 | 1,398 | 0 | 0 | 0 | 0 | 1,383 | 0 | 1,383 | 0 | 0 | 0 | 0 |
| Northern Marianas ......... | 1,367 | 1,367 | 0 | 0 | 0 | 0 | 0 | 1,427 | 1,427 | 0 | 0 | 0 | 0 | 0 |
| Palau ......................... | 835 | 0 | 835 | 0 | 0 | 0 | 0 | 800 | 0 | 800 | 0 | 0 | 0 | 0 |
| Puerto Rico ................. | 284,237 | 63,714 | 3,541 | 154,980 | 22,267 | 1,101 | 38,634 | 279,282 | 64,420 | 3,400 | 150,933 | 24,260 | 1,584 | 34,685 |
| U.S. Virgin Islands .......... | 2,829 | 2,829 | 0 | 0 | 0 | 0 | 0 | 2,856 | 2,856 | 0 | 0 | 0 | 0 | 0 |

$\dagger$ Not applicable.
NOTE: Includes students who enrolled at any point during a 12-month period ending during the summer of the academic year indicated. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014 and Fall 2015, 12-Month Enrollment component. (This table was prepared May 2017.)

Table 308.20. Total 12-month enrollment in degree-granting postsecondary institutions, by control of institution and state or jurisdiction: Selected years, 2004-05 through 2014-15

|  | Total |  |  |  |  | Public |  |  | Private nonprofit |  |  | Private for-profit |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | 2004-05 | 2010-11 | 2011-12 | 2013-14 | 2014-15 | 2004-05 | 2010-11 | 2014-15 | 2004-05 | 2010-11 | 2014-15 | 2004-05 | 2010-11 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States . | 23,798,595 | 28,561,503 | 28,172,198 | 27,085,146 | 26,697,036 | 18,058,078 | 20,516,945 | 19,369,447 | 4,222,755 | 4,761,799 | 4,963,953 | 1,517,762 | 3,282,759 | 2,363,636 |
| Alabama | 349,783 | 431,219 | 423,697 | 402,409 | 395,227 | 310,878 | 341,757 | 310,874 | 28,847 | 30,152 | 29,969 | 10,058 | 59,310 | 54,384 |
| Alaska | 53,786 | 58,668 | 60,103 | 55,691 | 54,350 | 51,689 | 53,841 | 47,928 | 1,253 | 998 | 988 | 844 | 3,829 | 5,434 |
| Arizona | 821,240 | 1,238,668 | 1,161,102 | 1,009,011 | 979,278 | 499,192 | 544,922 | 498,678 | 13,162 | 11,438 | 11,294 | 308,886 | 682,308 | 469,306 |
| Arkansas | 182,497 | 228,659 | 230,899 | 217,304 | 213,727 | 164,751 | 204,632 | 191,528 | 15,260 | 19,536 | 20,393 | 2,486 | 4,491 | 1,806 |
| California | 3,341,107 | 3,748,013 | 3,580,417 | 3,603,533 | 3,590,357 | 2,843,929 | 3,070,257 | 2,888,646 | 327,661 | 344,961 | 366,503 | 169,517 | 332,795 | 335,208 |
| Colorado | 428,215 | 519,811 | 524,887 | 498,687 | 488,199 | 333,100 | 364,905 | 361,154 | 40,144 | 41,959 | 44,504 | 54,971 | 112,947 | 82,541 |
| Connecticut | 219,327 | 251,521 | 254,715 | 254,973 | 254,923 | 144,681 | 162,795 | 154,943 | 71,235 | 78,212 | 83,468 | 3,411 | 10,514 | 16,512 |
| Delaware | 63,817 | 70,098 | 70,454 | 73,174 | 75,567 | 47,148 | 48,991 | 48,659 | 16,669 | 20,408 | 26,387 | 0 | 699 | 521 |
| District of Columbia | 129,349 | 114,264 | 106,523 | 108,922 | 106,561 | 10,095 | 12,786 | 6,802 | 81,718 | 89,433 | 88,872 | 37,536 | 12,045 | 10,887 |
| Florida ................... | 1,232,578 | 1,585,959 | 1,612,394 | 1,537,821 | 1,500,617 | 912,150 | 1,080,517 | 1,057,887 | 191,789 | 251,966 | 309,127 | 128,639 | 253,476 | 133,603 |
| Georgia | 569,805 | 776,316 | 730,684 | 693,775 | 680,922 | 466,589 | 584,787 | 528,217 | 70,449 | 82,614 | 84,631 | 32,767 | 108,915 | 68,074 |
| Hawaii. | 92,643 | 101,719 | 101,481 | 97,917 | 91,797 | 67,835 | 76,929 | 73,422 | 20,749 | 19,182 | 14,261 | 4,059 | 5,608 | 4,114 |
| Idaho | 108,415 | 126,866 | 142,195 | 153,673 | 149,459 | 84,627 | 92,865 | 99,706 | 20,802 | 28,421 | 47,525 | 2,986 | 5,580 | 2,228 |
| Illinois | 1,293,156 | 1,374,177 | 1,350,322 | 1,269,341 | 1,225,372 | 933,506 | 948,489 | 838,802 | 257,053 | 280,649 | 267,357 | 102,597 | 145,039 | 119,213 |
| Indiana | 488,374 | 621,156 | 609,700 | 600,558 | 593,678 | 363,817 | 455,107 | 450,675 | 103,295 | 107,813 | 109,717 | 21,262 | 58,236 | 33,286 |
| lowa | 309,318 | 573,112 | 557,823 | 385,850 | 378,485 | 200,039 | 236,600 | 2२4,259 | 72,538 | 78,103 | 68,201 | 36,741 | 258,409 | 86,025 |
| Kansas | 276,293 | 302,966 | 298,578 | 319,361 | 314,020 | 241,778 | 259,654 | 249,091 | 32,480 | 36,532 | 38,715 | 2,035 | 6,780 | 26,214 |
| Kentucky | 303,785 | 374,660 | 374,000 | 339,084 | 327,588 | 248,402 | 293,292 | 262,232 | 33,565 | 44,135 | 45,333 | 21,818 | 37,233 | 20,023 |
| Louisiana | 323,630 | 338,898 | 338,468 | 321,852 | 313,926 | 276,599 | 288,958 | 270,080 | 34,050 | 34,127 | 30,580 | 12,981 | 15,813 | 13,266 |
| Maine | 88,644 | 92,858 | 94,341 | 95,304 | 93,396 | 64,380 | 66,013 | 62,074 | 22,474 | 24,233 | 28,340 | 1,790 | 2,612 | 2,982 |
| Maryland | 412,867 | 490,738 | 496,859 | 471,867 | 473,605 | 340,538 | 404,916 | 398,865 | 64,377 | 66,660 | 62,776 | 7,952 | 19,162 | 11,964 |
| Massachusetts | 565,872 | 640,116 | 644,103 | 648,224 | 642,792 | 266,316 | 301,999 | 298,635 | 293,677 | 327,569 | 337,215 | 5,879 | 10,548 | 6,942 |
| Michigan | 844,731 | 911,818 | 889,359 | 820,020 | 785,532 | 690,014 | 734,343 | 649,353 | 141,670 | 159,624 | 125,296 | 13,047 | 17,851 | 10,883 |
| Minnesota | 469,986 | 625,540 | 614,033 | 591,700 | 587,629 | 318,448 | 361,582 | 341,751 | 83,577 | 88,876 | 84,454 | 67,961 | 175,082 | 161,424 |
| Mississippi | 206,917 | 235,071 | 233,236 | 221,006 | 219,645 | 187,594 | 209,115 | 193,655 | 17,299 | 20,162 | 21,425 | 2,024 | 5,794 | 4,565 |
| Missouri | 504,860 | 615,010 | 609,945 | 555,002 | 541,264 | 289,162 | 336,606 | 319,783 | 187,886 | 209,055 | 195,064 | 27,812 | 69,349 | 26,417 |
| Montana | 60,259 | 68,083 | 68,163 | 65,739 | 64,170 | 53,889 | 61,911 | 58,398 | 6,370 | 6,172 | 5,772 | 0 | 0 | 0 |
| Nebraska | 178,595 | 205,496 | 202,876 | 195,515 | 185,905 | 140,544 | 156,586 | 139,262 | 34,369 | 43,617 | 43,135 | 3,682 | 5,293 | 3,508 |
| Nevada | 153,540 | 178,375 | 165,857 | 158,910 | 157,244 | 136,158 | 154,792 | 138,515 | 1,087 | 4,332 | 5,564 | 16,295 | 19,251 | 13,165 |
| New Hampshire ... | 92,067 | 98,788 | 101,835 | 137,068 | 164,364 | 52,671 | 58,196 | 56,409 | 31,809 | 34,560 | 105,252 | 7,587 | 6,032 | 2,703 |
| New Jersey . | 484,892 | 569,225 | 566,181 | 552,572 | 547,322 | 395,088 | 467,558 | 445,531 | 80,936 | 87,569 | 85,153 | 8,868 | 14,098 | 16,638 |
| New Mexico | 190,031 | 220,705 | 216,076 | 207,293 | 196,481 | 175,425 | 204,209 | 185,252 | 5,007 | 1,386 | 2,173 | 9,599 | 15,110 | 9,056 |
| New York ....... | 1,457,951 | 1,657,093 | 1,674,438 | 1,646,123 | 1,645,868 | 820,849 | 950,505 | 942,992 | 560,583 | 622,623 | 625,231 | 76,519 | 83,965 | 77,645 |
| North Carolina | 637,309 | 757,889 | 751,635 | 742,578 | 733,613 | 537,735 | 620,890 | 591,306 | 94,361 | 106,129 | 110,233 | 5,213 | 30,870 | 32,074 |
| North Dakota ..... | 62,743 | 70,185 | 70,816 | 70,566 | 68,683 | 54,671 | 59,830 | 60,862 | 7,090 | 7,667 | 6,532 | 982 | 2,688 | 1,289 |
| Ohio | 809,712 | 992,062 | 966,766 | 903,337 | 880,142 | 601,853 | 726,472 | 664,279 | 167,235 | 179,987 | 169,521 | 40,624 | 85,603 | 46,342 |
| Oklahoma | 276,437 | 299,365 | 300,108 | 281,204 | 271,602 | 238,444 | 257,400 | 231,075 | 27,920 | 26,726 | 30,181 | 10,073 | 15,239 | 10,346 |
| Oregon. | 296,574 | 374,342 | 377,098 | 361,580 | 352,509 | 251,800 | 320,026 | 296,377 | 31,580 | 39,258 | 47,240 | 13,194 | 15,058 | 8,892 |
| Pennsylvania ... | 868,185 | 1,019,990 | 996,327 | 946,369 | 926,534 | 493,773 | 548,169 | 516,465 | 307,862 | 351,503 | 344,862 | 66,550 | 120,318 | 65,207 |
| Rhode Island ... | 99,103 | 101,610 | 100,938 | 98,253 | 97,638 | 52,263 | 54,535 | 52,155 | 45,906 | 47,075 | 45,483 | 934 | 0 | 0 |
| South Carolina .. | 268,590 | 331,280 | 335,091 | 329,072 | 321,269 | 221,632 | 262,422 | 255,529 | 43,450 | 43,306 | 42,974 | 3,508 | 25,552 | 22,766 |
| South Dakota | 63,989 | 74,210 | 73,936 | 72,511 | 75,645 | 48,570 | 56,861 | 62,146 | 9,858 | 9,783 | 9,163 | 5,561 | 7,566 | 4,336 |
| Tennessee | 353,167 | 438,901 | 435,377 | 416,128 | 403,921 | 254,104 | 299,545 | 276,553 | 72,505 | 92,761 | 95,483 | 26,558 | 46,595 | 31,885 |
| Texas | 1,695,267 | 2,107,654 | 2,119,327 | 2,084,984 | 2,073,545 | 1,492,623 | 1,843,574 | 1,823,542 | 148,812 | 160,405 | 165,347 | 53,832 | 103,675 | 84,656 |
| Utah .... | 278,798 | 340,784 | 350,906 | 357,258 | 372,955 | 213,428 | 236,332 | 2२3,250 | 50,268 | 80,445 | 140,517 | 15,102 | 24,007 | 9,188 |
| Vermont | 51,313 | 59,997 | 60,059 | 58,159 | 58,489 | 31,099 | 36,594 | 34,449 | 19,771 | 22,623 | 23,506 | 443 | 780 | 534 |
| Virginia . | 583,958 | 783,117 | 798,893 | 775,300 | 761,565 | 462,958 | 541,978 | 512,484 | 80,805 | 141,580 | 177,599 | 40,195 | 99,559 | 71,482 |
| Washington .................... | 520,108 | 554,551 | 525,030 | 504,527 | 505,196 | 451,410 | 483,491 | 441,717 | 52,896 | 50,395 | 52,350 | 15,802 | 20,665 | 11,129 |
| West Virginia ....... | 126,082 | 231,331 | 242,2२3 | 237,356 | 230,696 | 104,704 | 119,247 | 105,428 | 15,416 | 16,749 | 10,243 | 5,962 | 95,335 | 115,025 |
| Wisconsin | 444,120 | 507,252 | 492,758 | 471,074 | 460,664 | 353,215 | 390,899 | 366,114 | 83,180 | 88,330 | 76,602 | 7,725 | 28,023 | 17,948 |
| Wyoming ....................... | 48,651 | 53,987 | 53,384 | 50,546 | 48,228 | 45,756 | 50,935 | 46,786 | - | - | 1,442 | 2,895 | 3,052 | 0 |
| U.S. Service Academies | 16,159 | 17,330 | 15,782 | 15,065 | 14,872 | 16,159 | 17,330 | 14,872 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions | 258,744 | 316,672 | 317,210 | 304,490 | 298,630 | 95,808 | 94,233 | 87,094 | 136,708 | 163,515 | 152,591 | 26,228 | 58,924 | 58,945 |
| American Samoa ... | 2,299 | 2,744 | 2,621 | 2,110 | 1,791 | 2,299 | 2,744 | 1,791 | 0 | 0 |  | 0 | 0 | 0 |
| Federated States of Micronesia $\qquad$ | 3,570 | 5,097 | 5,457 | 3,064 | 3,121 | 3,570 | 5,097 | 3,121 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam .................. | 7,125 | 8,105 | 8,005 | 8,650 | 7,970 | 6,936 | 8,001 | 7,896 | 189 | 104 | 74 | 0 | 0 | 0 |
| Marshall Islands ...... | 466 | 1,176 | 1,310 | 1,398 | 1,383 | 466 | 1,176 | 1,383 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas ... | 1,590 | 1,388 | 1,332 | 1,367 | 1,427 | 1,590 | 1,388 | 1,427 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau ... | 987 | 922 | 981 | 835 | 800 | 987 | 922 | 800 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico .................. | 239,442 | 293,820 | 294,259 | 284,237 | 279,282 | 76,695 | 71,485 | 67,820 | 136,519 | 163,411 | 152,517 | 26,228 | 58,924 | 58,945 |
| U.S. Virgin Islands .......... | 3,265 | 3,420 | 3,245 | 2,829 | 2,856 | 3,265 | 3,420 | 2,856 | 0 | 0 | 0 | 0 | 0 | 0 |

## $\dagger$ Not applicable.

NOTE: Includes students who enrolled at any point during a 12-month period ending during
the summer of the academic year indicated. Degree-granting institutions grant associate's or
higher degrees and participate in Title IV federal financial aid programs. Some data have
been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2005 through Fall 2015, 12-Month Enrollment component. (This table was prepared May 2017.)

Table 309.10. Residence and migration of all first-time degree/certificate-seeking undergraduates in degree-granting postsecondary institutions, by state or jurisdiction: Fall 2014

| State or jurisdiction | Totalfirst-timeenrollmentin institutionslocated in the state | State residents enrolled in institutions |  | Ratio of in-state students |  | Migration of students |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | In any state ${ }^{1}$ | In their home state | To first-time enrollment (col. 4/col. 2) | To residents enrolled in any state (col. 4/col. 3) | $\begin{array}{r} \text { Out of state } \\ \text { (col. 3-col. 4) } \end{array}$ | $\begin{array}{r} \text { Into state }^{2} \\ \text { (col. 2-col. 4) } \end{array}$ | $\begin{array}{r} \mathrm{Net} \\ \text { (col. } 8-\mathrm{col} .7) \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| United States ........... | 2,925,998 | 2,830,927 | 2,315,653 | 0.79 | 0.82 | 515,274 | 610,345 | 95,071 |
| Alabama | 51,148 | 42,277 | 36,878 | 0.72 | 0.87 | 5,399 | 14,270 | 8,871 |
| Alaska ........................... | 4,562 | 5,556 | 3,941 | 0.86 | 0.71 | 1,615 | 621 | -994 |
| Arizona .......................... | 72,960 | 52,513 | 46,659 | 0.64 | 0.89 | 5,854 | 26,301 | 20,447 |
| Arkansas ........................ | 27,407 | 24,745 | 21,535 | 0.79 | 0.87 | 3,210 | 5,872 | 2,662 |
| California ....................... | 391,838 | 387,860 | 346,033 | 0.88 | 0.89 | 41,827 | 45,805 | 3,978 |
| Colorado ....................... | 44,275 | 43,671 | 33,535 | 0.76 | 0.77 | 10,136 | 10,740 | 604 |
| Connecticut ..................... | 31,550 | 36,793 | 21,080 | 0.67 | 0.57 | 15,713 | 10,470 | -5,243 |
| Delaware ........................ | 9,526 | 7,877 | 5,351 | 0.56 | 0.68 | 2,526 | 4,175 | 1,649 |
| District of Columbia .......... | 9,978 | 3,696 | 875 | 0.09 | 0.24 | 2,821 | 9,103 | 6,282 |
| Florida ............................ | 157,545 | 151,356 | 132,592 | 0.84 | 0.88 | 18,764 | 24,953 | 6,189 |
| Georgia ....................... | 84,387 | 89,525 | 71,767 | 0.85 | 0.80 | 17,758 | 12,620 | -5,138 |
| Hawaii ............................ | 9,613 | 11,129 | 7,395 | 0.77 | 0.66 | 3,734 | 2,218 | -1,516 |
| Idaho .............................. | 12,373 | 11,358 | 8,000 | 0.65 | 0.70 | 3,358 | 4,373 | 1,015 |
| Illinois ............................. | 99,519 | 116,147 | 82,438 | 0.83 | 0.71 | 33,709 | 17,081 | -16,628 |
| Indiana .......................... | 68,495 | 59,104 | 51,243 | 0.75 | 0.87 | 7,861 | 17,252 | 9,391 |
| lowa ............................... | 40,690 | 28,153 | 24,346 | 0.60 | 0.86 | 3,807 | 16,344 | 12,537 |
| Kansas .......................... | 33,797 | 28,081 | 23,990 | 0.71 | 0.85 | 4,091 | 9,807 | 5,716 |
| Kentucky ........................ | 39,048 | 35,683 | 30,865 | 0.79 | 0.86 | 4,818 | 8,183 | 3,365 |
| Louisiana ........................ | 40,871 | 39,983 | 35,370 | 0.87 | 0.88 | 4,613 | 5,501 | 888 |
| Maine ............................ | 11,253 | 10,726 | 7,545 | 0.67 | 0.70 | 3,181 | 3,708 | 527 |
| Maryland ....................... | 46,143 | 54,517 | 36,337 | 0.79 | 0.67 | 18,180 | 9,806 | -8,374 |
| Massachusetts ................. | 74,982 | 65,911 | 45,782 | 0.61 | 0.69 | 20,129 | 29,200 | 9,071 |
| Michigan ........................ | 89,320 | 88,799 | 78,218 | 0.88 | 0.88 | 10,581 | 11,102 | 521 |
| Minnesota ...................... | 46,249 | 50,857 | 36,461 | 0.79 | 0.72 | 14,396 | 9,788 | -4,608 |
| Mississippi ..................... | 31,376 | 28,851 | 24,836 | 0.79 | 0.86 | 4,015 | 6,540 | 2,525 |
| Missouri ......................... | 57,716 | 53,374 | 44,333 | 0.77 | 0.83 | 9,041 | 13,383 | 4,342 |
| Montana ......................... | 8,887 | 7,603 | 6,051 | 0.68 | 0.80 | 1,552 | 2,836 | 1,284 |
| Nebraska ........................ | 18,372 | 17,312 | 14,142 | 0.77 | 0.82 | 3,170 | 4,230 | 1,060 |
| Nevada ......................... | 16,337 | 18,373 | 14,257 | 0.87 | 0.78 | 4,116 | 2,080 | -2,036 |
| New Hampshire ............... | 15,378 | 11,957 | 6,637 | 0.43 | 0.56 | 5,320 | 8,741 | 3,421 |
| New Jersey ...................... | 67,144 | 96,050 | 61,268 | 0.91 | 0.64 | 34,782 | 5,876 | -28,906 |
| New Mexico .................... | 17,311 | 17,221 | 14,337 | 0.83 | 0.83 | 2,884 | 2,974 | 90 |
| New York ........................ | 189,419 | 182,263 | 149,264 | 0.79 | 0.82 | 32,999 | 40,155 | 7,156 |
| North Carolina ................. | 92,331 | 87,974 | 76,311 | 0.83 | 0.87 | 11,663 | 16,020 | 4,357 |
| North Dakota ................... | 8,565 | 5,763 | 4,297 | 0.50 | 0.75 | 1,466 | 4,268 | 2,802 |
| Ohio .............................. | 102,731 | 98,160 | 83,058 | 0.81 | 0.85 | 15,102 | 19,673 | 4,571 |
| Oklahoma ........................ | 36,170 | 31,148 | 27,569 | 0.76 | 0.89 | 3,579 | 8,601 | 5,022 |
| Oregon ........................... | 29,640 | 25,179 | 20,448 | 0.69 | 0.81 | 4,731 | 9,192 | 4,461 |
| Pennsylvania .................... | 131,493 | 114,534 | 94,994 | 0.72 | 0.83 | 19,540 | 36,499 | 16,959 |
| Rhode Island ................... | 15,447 | 9,303 | 6,231 | 0.40 | 0.67 | 3,072 | 9,216 | 6,144 |
| South Carolina ................... | 47,164 | 41,356 | 36,219 | 0.77 | 0.88 | 5,137 | 10,945 | 5,808 |
| South Dakota ................... | 8,372 | 7,019 | 5,354 | 0.64 | 0.76 | 1,665 | 3,018 | 1,353 |
| Tennessee ...................... | 53,074 | 51,937 | 43,047 | 0.81 | 0.83 | 8,890 | 10,027 | 1,137 |
| Texas ............................ | 238,283 | 247,326 | 220,785 | 0.93 | 0.89 | 26,541 | 17,498 | -9,043 |
| Utah .............................. | 28,221 | 21,172 | 19,124 | 0.68 | 0.90 | 2,048 | 9,097 | 7,049 |
| Vermont ......................... | 7,525 | 4,719 | 2,459 | 0.33 | 0.52 | 2,260 | 5,066 | 2,806 |
| Virginia ............................. | 81,473 | 75,253 | 61,919 | 0.76 | 0.82 | 13,334 | 19,554 | 6,220 |
| Washington ..................... | 42,543 | 45,775 | 35,117 | 0.83 | 0.77 | 10,658 | 7,426 | -3,232 |
| West Virginia ................... | 22,357 | 12,962 | 11,247 | 0.50 | 0.87 | 1,715 | 11,110 | 9,395 |
| Wisconsin ...................... | 52,467 | 49,841 | 40,817 | 0.78 | 0.82 | 9,024 | 11,650 | 2,626 |
| Wyoming ........................ | 4,681 | 3,917 | 2,916 | 0.62 | 0.74 | 1,001 | 1,765 | 764 |
| U.S. Service Academies State unknown ${ }^{4}$ $\qquad$ | 3,992 | + $\begin{array}{r}\dagger \\ 18,268\end{array}$ | $\begin{gathered} 380^{3} \\ \dagger \end{gathered}$ | 0.10 + | $\dagger$ | $\begin{array}{r} -380 \\ 18,268 \end{array}$ | 3,612 | $\begin{array}{r} 3,992 \\ -18,268 \end{array}$ |
| Other jurisdictions ... | 50,781 | 52,162 | 50,189 | 0.99 | 0.96 | 1,973 | 592 | -1,381 |
| American Samoa .............. | 450 | 553 | 450 | 1.00 | 0.81 | 103 | 0 | -103 |
| Federated States of Micronesia $\qquad$ | 558 | 657 | 558 | 1.00 | 0.85 | 99 | 0 | -99 |
| Guam .............................. | 813 | 970 | 746 | 0.92 | 0.77 | 224 | 67 | -157 |
| Marshall Islands ................ | 342 | 349 | 327 | 0.96 | 0.94 | 22 | 15 | -7 |
| Northern Marianas ........... | 302 | 390 | 301 | 1.00 | 0.77 | 89 | 1 | -88 |
| Palau ............................. | 164 | 150 | 124 | 0.76 | 0.83 | 26 | 40 | 14 |
| Puerto Rico ...................... | 47,759 | 48,429 | 47,320 | 0.99 | 0.98 | 1,109 | 439 | -670 |
| U.S. Virgin Islands ............. | 393 | 664 | 363 | 0.92 | 0.55 | 301 | 30 | -271 |
| Foreign countries ............... | $\dagger$ | 83,381 | $\dagger$ | $\dagger$ | $\dagger$ | 83,381 | $\dagger$ | -83,381 |
| Residence unknown .......... | $\dagger$ | 10,309 | $\dagger$ | $\dagger$ | $\dagger$ | 10,309 | $\dagger$ | -10,309 |

## $\dagger$ Not applicable.

Students residing in a particular state when admitted to an institution anywhere-either in their home state or another state.
${ }^{2}$ Includes students coming to U.S. institutions from foreign countries and other jurisdictions.
${ }^{3}$ Students whose residence is in the same state as the service academy.
${ }^{4}$ Institution unable to determine student's home state.

NOTE: Includes all first-time postsecondary students enrolled at reporting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Fall Enrollment component. (This table was prepared May 2017.)

Table 309.20. Residence and migration of all first-time degree/certificate-seeking undergraduates in degree-granting postsecondary institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 2014

| State or jurisdiction | Totalfirst-timeenrollmentin institutionslocated in the state | State residents enrolled in institutions |  | Ratio of in-state students |  | Migration of students |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | In any state ${ }^{1}$ | In their home state | $\begin{aligned} & \text { To first-time } \\ & \text { enrollment } \\ & \text { (col. 4/col. 2) } \end{aligned}$ | $\begin{array}{r} \text { To residents } \\ \text { enrolled in any } \\ \text { state (col. 4/col. 3) } \end{array}$ | $\begin{aligned} & \text { Out of state } \\ & \text { (col. 3-col. 4) } \end{aligned}$ | $\begin{array}{r} \text { Into state2 } \\ \text { (col. } 2 \text { - col. 4) } \end{array}$ | $\begin{array}{r} \mathrm{Net} \\ \text { (col. 8-col. 7) } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| United States .......... | 2,199,688 | 2,148,014 | 1,732,203 | 0.79 | 0.81 | 415,811 | 467,485 | 51,674 |
| Alabama ......................... | 38,651 | 30,563 | 27,183 | 0.70 | 0.89 | 3,380 | 11,468 | 8,088 |
| Alaska ........................... | 2,578 | 3,494 | 2,298 | 0.89 | 0.66 | 1,196 | 280 | -916 |
| Arizona ........................... | 42,765 | 35,569 | 30,986 | 0.72 | 0.87 | 4,583 | 11,779 | 7,196 |
| Arkansas .......................... | 22,927 | 19,614 | 17,610 | 0.77 | 0.90 | 2,004 | 5,317 | 3,313 |
| California ........................ | 260,664 | 273,124 | 236,754 | 0.91 | 0.87 | 36,370 | 23,910 | -12,460 |
| Colorado ......................... | 30,470 | 31,633 | 22,770 | 0.75 | 0.72 | 8,863 | 7,700 | -1,163 |
| Connecticut .................... | 26,077 | 31,510 | 16,965 | 0.65 | 0.54 | 14,545 | 9,112 | -5,433 |
| Delaware ....................... | 7,910 | 6,202 | 4,131 | 0.52 | 0.67 | 2,071 | 3,779 | 1,708 |
| District of Columbia .......... | 8,592 | 2,461 | 447 | 0.05 | 0.18 | 2,014 | 8,145 | 6,131 |
| Florida .............................. | 112,570 | 111,785 | 97,704 | 0.87 | 0.87 | 14,081 | 14,866 | 785 |
| Georgia .......... | 63,674 | 65,173 | 53,828 | 0.85 | 0.83 | 11,345 | 9,846 | -1,499 |
| Hawaii ............................ | 7,037 | 8,551 | 5,300 | 0.75 | 0.62 | 3,251 | 1,737 | -1,514 |
| Idaho ............................ | 9,104 | 8,398 | 5,807 | 0.64 | 0.69 | 2,591 | 3,297 | 706 |
| Illinois ............................ | 74,109 | 91,539 | 61,226 | 0.83 | 0.67 | 30,313 | 12,883 | -17,430 |
| Indiana ............................. | 52,455 | 44,792 | 38,711 | 0.74 | 0.86 | 6,081 | 13,744 | 7,663 |
| lowa ............................. | 31,015 | 23,145 | 19,922 | 0.64 | 0.86 | 3,223 | 11,093 | 7,870 |
| Kansas ............................ | 25,436 | 22,295 | 19,016 | 0.75 | 0.85 | 3,279 | 6,420 | 3,141 |
| Kentucky ........................ | 32,739 | 28,733 | 25,678 | 0.78 | 0.89 | 3,055 | 7,061 | 4,006 |
| Louisiana ....................... | 33,137 | 31,419 | 28,431 | 0.86 | 0.90 | 2,988 | 4,706 | 1,718 |
| Maine ............................ | 8,930 | 8,326 | 5,579 | 0.62 | 0.67 | 2,747 | 3,351 | 604 |
| Maryland ..... | 33,655 | 42,077 | 26,308 | 0.78 | 0.63 | 15,769 | 7,347 | -8,422 |
| Massachusetts .................. | 63,818 | 55,524 | 36,820 | 0.58 | 0.66 | 18,704 | 26,998 | 8,294 |
| Michigan ......................... | 71,283 | 69,943 | 61,861 | 0.87 | 0.88 | 8,082 | 9,422 | 1,340 |
| Minnesota ...................... | 37,544 | 42,612 | 29,377 | 0.78 | 0.69 | 13,235 | 8,167 | -5,068 |
| Mississippi ..................... | 25,535 | 21,383 | 19,788 | 0.77 | 0.93 | 1,595 | 5,747 | 4,152 |
| Missouri ........................... | 45,720 | 42,266 | 34,982 | 0.77 | 0.83 | 7,284 | 10,738 | 3,454 |
| Montana .......................... | 6,985 | 5,762 | 4,503 | 0.64 | 0.78 | 1,259 | 2,482 | 1,223 |
| Nebraska ........................ | 15,048 | 14,168 | 11,486 | 0.76 | 0.81 | 2,682 | 3,562 | 880 |
| Nevada .......................... | 11,502 | 12,775 | 9,605 | 0.84 | 0.75 | 3,170 | 1,897 | -1,273 |
| New Hampshire ................ | 10,883 | 9,706 | 4,894 | 0.45 | 0.50 | 4,812 | 5,989 | 1,177 |
| New Jersey ............. | 46,968 | 74,480 | 42,484 | 0.90 | 0.57 | 31,996 | 4,484 | -27,512 |
| New Mexico .................... | 12,684 | 12,577 | 10,606 | 0.84 | 0.84 | 1,971 | 2,078 | 107 |
| New York .......................... | 151,914 | 146,786 | 117,537 | 0.77 | 0.80 | 29,249 | 34,377 | 5,128 |
| North Carolina ................. | 70,326 | 64,052 | 56,499 | 0.80 | 0.88 | 7,553 | 13,827 | 6,274 |
| North Dakota ................... | 7,454 | 4,825 | 3,681 | 0.49 | 0.76 | 1,144 | 3,773 | 2,629 |
| Ohio .............................. | 83,011 | 77,700 | 65,966 | 0.79 | 0.85 | 11,734 | 17,045 | 5,311 |
| Oklahoma ........................ | 27,752 | 23,159 | 20,643 | 0.74 | 0.89 | 2,516 | 7,109 | 4,593 |
| Oregon .......................... | 21,565 | 17,807 | 13,835 | 0.64 | 0.78 | 3,972 | 7,730 | 3,758 |
| Pennsylvania .................... | 103,172 | 88,116 | 71,777 | 0.70 | 0.81 | 16,339 | 31,395 | 15,056 |
| Rhode Island .................... | 13,059 | 7,272 | 4,522 | 0.35 | 0.62 | 2,750 | 8,537 | 5,787 |
| South Carolina ................. | 36,412 | 29,901 | 26,876 | 0.74 | 0.90 | 3,025 | 9,536 | 6,511 |
| South Dakota .................... | 6,937 | 5,712 | 4,279 | 0.62 | 0.75 | 1,433 | 2,658 | 1,225 |
| Tennessee ...................... | 43,423 | 41,668 | 35,031 | 0.81 | 0.84 | 6,637 | 8,392 | 1,755 |
| Texas ........................... | 175,260 | 184,855 | 164,014 | 0.94 | 0.89 | 20,841 | 11,246 | -9,595 |
| Utah .............................. | 19,856 | 14,868 | 13,294 | 0.67 | 0.89 | 1,574 | 6,562 | 4,988 |
| Vermont .......................... | 6,649 | 3,866 | 1,859 | 0.28 | 0.48 | 2,007 | 4,790 | 2,783 |
| Virginia .......................... | 64,096 | 59,872 | 49,155 | 0.77 | 0.82 | 10,717 | 14,941 | 4,224 |
| Washington ..................... | 32,815 | 34,955 | 26,349 | 0.80 | 0.75 | 8,606 | 6,466 | -2,140 |
| West Virginia ..................... | 13,929 | 9,738 | 8,649 | 0.62 | 0.89 | 1,089 | 5,280 | 4,191 |
| Wisconsin ....................... | 42,827 | 40,211 | 32,563 | 0.76 | 0.81 | 7,648 | 10,264 | 2,616 |
| Wyoming .......................... | 3,667 | 3,058 | 2,289 | 0.62 | 0.75 | 769 | 1,378 | 609 |
| U.S. Service Academies ... <br> State unknown ${ }^{4}$ $\qquad$ | 3,099 $\dagger$ | $\dagger$ 7,994 | $\begin{gathered} 325^{3} \\ \dagger \end{gathered}$ | 0.10 $\dagger$ | $\dagger$ | $\begin{array}{r} -325 \\ 7,994 \end{array}$ | 2,774 $\dagger$ | 3,099 $-7,994$ |
| Other jurisdictions ... | 40,039 | 41,374 | 39,766 | 0.99 | 0.96 | 1,608 | 273 | -1,335 |
| American Samoa .............. | 349 | 430 | 349 | 1.00 | 0.81 | 81 | 0 | -81 |
| Federated States of Micronesia | 558 | 626 | 558 | $\dagger$ | $\dagger$ | 68 | 0 | -68 |
| Guam ............................ | 661 | 788 | 606 | 0.92 | 0.77 | 182 | 55 | -127 |
| Marshall Islands ............... | 0 | 18 | 0 | $\dagger$ | $\dagger$ | 18 | 0 | -18 |
| Northern Marianas ........... | 225 | 299 | 224 | 1.00 | 0.75 | 75 | 1 | -74 |
| Palau ............................ | 134 | 126 | 104 | 0.78 | 0.83 | 22 | 30 | 8 |
| Puerto Rico .................... | 37,836 | 38,594 | 37,669 | 1.00 | 0.98 | 925 | 167 | -758 |
| U.S. Virgin Islands ............ | 276 | 493 | 256 | 0.93 | 0.52 | 237 | 20 | -217 |
| Foreign countries $\qquad$ Residence unknown $\qquad$ | $\dagger$ | $\begin{array}{r} 50,339 \\ \dagger \end{array}$ | $\dagger$ | $\dagger$ | $\dagger$ | 50,339 $\dagger$ | $\dagger$ | $-50,339$ $\dagger$ |

## $\dagger$ Not applicable

${ }^{1}$ Students residing in a particular state when admitted to an institution anywhere-either in their home state or another state.
${ }^{2}$ Includes students coming to U.S. institutions from foreign countries and other jurisdictions
${ }^{3}$ Students whose residence is in the same state as the service academy.
${ }^{4}$ Institution unable to determine student's home state.

NOTE: Includes all first-time postsecondary students who graduated from high school in the previous 12 months and were enrolled at reporting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Fall Enrollment component. (This table was prepared May 2017.)

Table 309.30. Residence and migration of all first-time degree/certificate-seeking undergraduates in 4-year degree-granting postsecondary institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 2014

| State or jurisdiction | Total <br> first-time <br> enrollment <br> in institutions <br> located in the state | State residents enrolled in institutions |  | Ratio of in-state students |  | Migration of students |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | In any state ${ }^{1}$ | In their home state | $\begin{gathered} \text { To first-time } \\ \text { enrollment } \\ \text { (col. 4/col. 2) } \end{gathered}$ | To residents enrolled in any state (col. 4/col. 3) | $\begin{aligned} & \text { Out of state } \\ & \text { (col. 3-col. 4) } \end{aligned}$ | $\begin{array}{r} \text { Into state }^{2} \\ \text { (col. } 2 \text { - col. 4) } \end{array}$ | $\begin{array}{r} \mathrm{Net} \\ \text { (col. 8-col. 7) } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| United States ......... | 1,545,910 | 1,497,883 | 1,105,437 | 0.72 | 0.74 | 392,446 | 440,473 | 48,027 |
| Alabama ....................... | 25,181 | 17,640 | 14,645 | 0.58 | 0.83 | 2,995 | 10,536 | 7,541 |
| Alaska ............................ | 2,434 | 3,249 | 2,156 | 0.89 | 0.66 | 1,093 | 278 | -815 |
| Arizona ......................... | 25,996 | 19,267 | 14,921 | 0.57 | 0.77 | 4,346 | 11,075 | 6,729 |
| Arkansas ........................ | 17,079 | 13,621 | 11,925 | 0.70 | 0.88 | 1,696 | 5,154 | 3,458 |
| California ........................ | 133,112 | 148,095 | 112,619 | 0.85 | 0.76 | 35,476 | 20,493 | -14,983 |
| Colorado ....................... | 24,081 | 25,035 | 16,744 | 0.70 | 0.67 | 8,291 | 7,337 | -954 |
| Connecticut ...................... | 19,450 | 24,735 | 10,370 | 0.53 | 0.42 | 14,365 | 9,080 | -5,285 |
| Delaware ......................... | 5,923 | 4,229 | 2,253 | 0.38 | 0.53 | 1,976 | 3,670 | 1,694 |
| District of Columbia ........... | 8,564 | 2,220 | 419 | 0.05 | 0.19 | 1,801 | 8,145 | 6,344 |
| Florida ............................ | 106,116 | 104,568 | 91,488 | 0.86 | 0.87 | 13,080 | 14,628 | 1,548 |
| Georgia ....................... | 52,526 | 53,852 | 43,267 | 0.82 | 0.80 | 10,585 | 9,259 | -1,326 |
| Hawaii ............................. | 4,034 | 5,551 | 2,473 | 0.61 | 0.45 | 3,078 | 1,561 | -1,517 |
| Idaho .............................. | 7,321 | 6,411 | 4,197 | 0.57 | 0.65 | 2,214 | 3,124 | 910 |
| Illinois ............................. | 48,493 | 65,553 | 36,006 | 0.74 | 0.55 | 29,547 | 12,487 | -17,060 |
| Indiana ........................... | 45,702 | 37,731 | 32,104 | 0.70 | 0.85 | 5,627 | 13,598 | 7,971 |
| lowa .............................. | 20,223 | 13,528 | 10,570 | 0.52 | 0.78 | 2,958 | 9,653 | 6,695 |
| Kansas .......................... | 15,577 | 13,737 | 10,665 | 0.68 | 0.78 | 3,072 | 4,912 | 1,840 |
| Kentucky ........................ | 24,088 | 20,180 | 17,310 | 0.72 | 0.86 | 2,870 | 6,778 | 3,908 |
| Louisiana ........................... | 23,470 | 21,528 | 18,938 | 0.81 | 0.88 | 2,590 | 4,532 | 1,942 |
| Maine ............................ | 7,022 | 6,497 | 3,802 | 0.54 | 0.59 | 2,695 | 3,220 | 525 |
| Maryland ........................ | 18,405 | 27,286 | 11,962 | 0.65 | 0.44 | 15,324 | 6,443 | -8,881 |
| Massachusetts .................. | 51,769 | 43,745 | 25,288 | 0.49 | 0.58 | 18,457 | 26,481 | 8,024 |
| Michigan ........................ | 51,500 | 50,081 | 42,418 | 0.82 | 0.85 | 7,663 | 9,082 | 1,419 |
| Minnesota ....................... | 25,318 | 30,682 | 18,093 | 0.71 | 0.59 | 12,589 | 7,225 | -5,364 |
| Mississippi ...................... | 12,359 | 8,668 | 7,195 | 0.58 | 0.83 | 1,473 | 5,164 | 3,691 |
| Missouri .......................... | 30,057 | 26,317 | 19,728 | 0.66 | 0.75 | 6,589 | 10,329 | 3,740 |
| Montana ......................... | 6,115 | 4,729 | 3,703 | 0.61 | 0.78 | 1,026 | 2,412 | 1,386 |
| Nebraska ........................ | 11,478 | 10,354 | 8,241 | 0.72 | 0.80 | 2,113 | 3,237 | 1,124 |
| Nevada ........................... | 10,290 | 11,320 | 8,419 | 0.82 | 0.74 | 2,901 | 1,871 | -1,030 |
| New Hampshire ................ | 8,924 | 7,467 | 3,015 | 0.34 | 0.40 | 4,452 | 5,909 | 1,457 |
| New Jersey ...................... | 29,037 | 56,224 | 24,696 | 0.85 | 0.44 | 31,528 | 4,341 | -27,187 |
| New Mexico ..................... | 6,802 | 6,978 | 5,305 | 0.78 | 0.76 | 1,673 | 1,497 | -176 |
| New York ........................ | 107,041 | 102,542 | 73,743 | 0.69 | 0.72 | 28,799 | 33,298 | 4,499 |
| North Carolina .................. | 47,250 | 41,419 | 34,266 | 0.73 | 0.83 | 7,153 | 12,984 | 5,831 |
| North Dakota .................... | 6,502 | 3,919 | 3,105 | 0.48 | 0.79 | 814 | 3,397 | 2,583 |
| Ohio .............................. | 68,568 | 63,250 | 52,069 | 0.76 | 0.82 | 11,181 | 16,499 | 5,318 |
| Oklahoma ....................... | 19,484 | 15,407 | 13,276 | 0.68 | 0.86 | 2,131 | 6,208 | 4,077 |
| Oregon .......................... | 15,692 | 12,331 | 8,590 | 0.55 | 0.70 | 3,741 | 7,102 | 3,361 |
| Pennsylvania .................... | 82,947 | 68,021 | 52,369 | 0.63 | 0.77 | 15,652 | 30,578 | 14,926 |
| Rhode Island .................... | 11,205 | 5,403 | 2,751 | 0.25 | 0.51 | 2,652 | 8,454 | 5,802 |
| South Carolina ................. | 24,236 | 17,933 | 15,129 | 0.62 | 0.84 | 2,804 | 9,107 | 6,303 |
| South Dakota ................... | 5,850 | 4,629 | 3,366 | 0.58 | 0.73 | 1,263 | 2,484 | 1,221 |
| Tennessee ...................... | 30,051 | 28,286 | 22,031 | 0.73 | 0.78 | 6,255 | 8,020 | 1,765 |
| Texas ............................ | 102,412 | 113,341 | 93,438 | 0.91 | 0.82 | 19,903 | 8,974 | -10,929 |
| Utah ................................ | 18,321 | 13,289 | 11,921 | 0.65 | 0.90 | 1,368 | 6,400 | 5,032 |
| Vermont ......................... | 6,273 | 3,425 | 1,507 | 0.24 | 0.44 | 1,918 | 4,766 | 2,848 |
| Virginia ........................... | 43,326 | 39,713 | 29,548 | 0.68 | 0.74 | 10,165 | 13,778 | 3,613 |
| Washington ...................... | 26,452 | 28,394 | 20,189 | 0.76 | 0.71 | 8,205 | 6,263 | -1,942 |
| West Virginia .................... | 12,119 | 7,835 | 6,954 | 0.57 | 0.89 | 881 | 5,165 | 4,284 |
| Wisconsin ......................... | 35,148 | 32,245 | 25,148 | 0.72 | 0.78 | 7,097 | 10,000 | 2,903 |
| Wyoming .......................... | 1,488 | 1,428 | 777 | 0.52 | 0.54 | 651 | 711 | 60 |
| U.S. Service Academies .... | 3,099 | $\dagger$ | $325{ }^{3}$ | 0.10 | $\dagger$ | -325 | 2,774 | 3,099 |
| State unknown ${ }^{4}$................ | t | 3,995 | t | t | t | 3,995 | + | -3,995 |
| Other jurisdictions ... | 31,432 | 32,651 | 31,218 | 0.99 | 0.96 | 1,433 | 214 | -1,219 |
| American Samoa .............. | 349 | 406 | 349 | 1.00 | 0.86 | 57 | 0 | -57 |
| Federated States of Micronesia $\qquad$ |  | 34 |  | $\dagger$ | $\dagger$ | 34 | 0 | -34 |
| Guam ............................. | 572 | 691 | 519 | 0.91 | 0.75 | 172 | 53 | -119 |
| Marshall Islands ................ | $\dagger$ | 14 | $\dagger$ | $\dagger$ | $\dagger$ | 14 | 0 | -14 |
| Northern Marianas ............ | 225 | 292 | 224 | 1.00 | 0.77 | 68 | 1 | -67 |
| Palau ............................ |  |  |  | $\dagger$ | $\dagger$ | 18 | 0 | -18 |
| Puerto Rico ...................... | 30,010 | 30,717 | 29,870 | 1.00 | 0.97 | 847 | 140 | -707 |
| U.S. Virgin Islands ............. | 276 | 479 | 256 | 0.93 | 0.53 | 223 | 20 | -203 |
| Foreign countries $\qquad$ Residence unknown $\qquad$ | $\dagger$ $\dagger$ | 46,808 $\dagger$ | t $\dagger$ | $\dagger$ $\dagger$ | $\dagger$ $\dagger$ | 46,808 $\dagger$ | $\dagger$ | $\begin{array}{r} -46,808 \\ \dagger \end{array}$ |

[^87]NOTE: Includes all first-time postsecondary students who graduated from high school in the previous 12 months and were enrolled at reporting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Fall Enrollment component. (This table was prepared May 2017.)

Table 310.10. Number of U.S. students studying abroad and percentage distribution, by sex, race/ethnicity, and other selected characteristics: Selected years, 2000-01 through 2014-15

| Sex, race/ethnicity, and other selected characteristics | 2000-01 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | $\begin{array}{r} \text { From 2004-05 } \\ \text { to 2014-15 } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Total ............................ | Number of students |  |  |  |  |  |  |  |  |  |  |  | Percent change in number of students |
|  | 154,168 | 205,983 | 223,534 | 241,791 | 262,416 | 260,327 | 270,604 | 273,996 | 283,332 | 289,408 | 304,467 | 313,415 | 52.2 |
|  | Percentage distribution of students |  |  |  |  |  |  |  |  |  |  |  | Percentage-point change in student distribution |
| Sex. | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| Male .......................... | 35.0 | 34.5 | 34.5 | 34.9 | 34.9 | 35.8 | 36.5 | 35.6 | 35.2 | 34.7 | 34.7 | 33.4 | -1.1 |
| Female ....................... | 65.0 | 65.5 | 65.5 | 65.1 | 65.1 | 64.2 | 63.5 | 64.4 | 64.8 | 65.3 | 65.3 | 66.6 | 1.1 |
| Race/ethnicity .................. | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| White ......................... | 84.3 | 83.0 | 83.0 | 81.9 | 81.8 | 80.5 | 78.7 | 77.8 | 76.4 | 76.3 | 74.3 | 72.9 | -10.1 |
| Black ......................... | 3.5 | 3.5 | 3.5 | 3.8 | 4.0 | 4.2 | 4.7 | 4.8 | 5.3 | 5.3 | 5.6 | 5.6 | 2.1 |
| Hispanic ..................... | 5.4 | 5.6 | 5.4 | 6.0 | 5.9 | 6.0 | 6.4 | 6.9 | 7.6 | 7.6 | 8.3 | 8.8 | 3.2 |
| Asian/Pacific Islander .... | 5.4 | 6.3 | 6.3 | 6.7 | 6.6 | 7.3 | 7.9 | 7.9 | 7.7 | 7.3 | 7.7 | 8.1 | 1.8 |
| American Indian/ <br> Alaska Native | 0.5 | 0.4 | 0.6 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.1 |
| Two or more races ........ | 0.9 | 1.2 | 1.2 | 1.2 | 1.2 | 1.6 | 1.9 | 2.1 | 2.5 | 3.0 | 3.6 | 4.1 | 2.9 |
| Academic level ................. | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| Freshman .................... | 3.1 | 3.1 | 3.7 | 3.3 | 3.5 | 3.4 | 3.5 | 3.3 | 3.3 | 3.8 | 3.9 | 3.9 | 0.8 |
| Sophomore ................. | 14.0 | 12.2 | 12.8 | 12.9 | 13.1 | 13.9 | 13.2 | 12.6 | 13.0 | 13.7 | 13.1 | 13.1 | 0.9 |
| Junior ......................... | 38.9 | 35.8 | 34.2 | 36.6 | 35.9 | 36.8 | 35.8 | 35.8 | 36.0 | 34.7 | 33.9 | 33.1 | -2.7 |
| Senior ........................ | 20.0 | 19.6 | 19.8 | 21.3 | 21.3 | 21.6 | 21.8 | 23.4 | 24.4 | 24.7 | 25.3 | 26.4 | 6.8 |
| Associate's students ..... | 0.9 | 2.7 | 2.7 | 2.7 | 2.2 | 1.1 | 0.1 | 0.2 | 1.1 | 1.1 | 1.7 | 1.8 | -0.9 |
| Bachelor's, unspecified. | 13.5 | 15.2 | 14.9 | 12.5 | 13.4 | 11.3 | 11.0 | 10.3 | 8.4 | 8.4 | 9.1 | 9.3 | -5.9 |
| Master's level or higher . | 8.3 | 8.9 | 10.0 | 10.5 | 10.5 | 11.8 | 14.0 | 13.5 | 13.5 | 13.5 | 12.7 | 12.1 | 3.2 |
| Other academic level .... | 1.1 | 2.5 | 1.9 | \# | 0.1 | \# | 1.0 | 0.9 | 0.3 | 0.1 | 0.3 | 0.3 | -2.2 |
| Host region ..................... | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| Sub-Saharan Africa ${ }^{1}$..... | 2.5 | 2.9 | 3.1 | 3.5 | 3.6 | 4.2 | 4.2 | 4.3 | 4.5 | 4.6 | 4.4 | 3.4 | 0.5 |
|  | 6.0 | 8.0 | 9.3 | 10.3 | 11.1 | 11.4 | 12.0 | 11.7 | 12.4 | 12.4 | 11.9 | 11.4 | 3.4 |
| Europe ${ }^{3} . . . . . . . . . . . . . . . . . . . . . . ~$ | 63.3 | 60.3 | 58.3 | 57.4 | 56.3 | 54.5 | 53.5 | 54.6 | 53.3 | 53.3 | 53.3 | 54.5 | -5.8 |
| Latin America ${ }^{4}$............. | 14.5 | 14.4 | 15.2 | 15.0 | 15.3 | 15.4 | 15.0 | 14.6 | 15.8 | 15.7 | 16.2 | 16.0 | 1.6 |
| Middle East and North Africa ${ }^{1,3}$ $\qquad$ | 1.6 | 1.5 | 1.8 | 1.8 | 2.2 | 2.5 | 3.1 | 2.6 | 2.5 | 2.2 | 2.1 | 2.2 | 0.7 |
| North America ${ }^{4,5}$........... | 0.7 | 0.5 | 0.5 | 0.6 | 0.4 | 0.5 | 0.7 | 0.5 | 0.6 | 0.5 | 0.5 | 0.5 | \# |
| Oceania ..................... | 6.0 | 6.7 | 6.3 | 5.7 | 5.3 | 5.5 | 5.0 | 4.8 | 4.5 | 4.0 | 3.9 | 4.0 | -2.7 |
| Multiple destinations ..... | 5.6 | 5.6 | 5.5 | 5.6 | 5.7 | 6.0 | 6.5 | 6.8 | 6.4 | 7.3 | 7.7 | 7.9 | 2.3 |
| Duration of stay ................ | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | $\dagger$ |
| Summer term | 33.7 | 37.2 | 37.2 | 38.7 | 38.1 | 35.8 | 37.8 | 37.7 | 37.1 | 37.8 | 38.1 | 39.0 | 1.8 |
| One semester .............. | 38.5 | 37.5 | 36.9 | 36.3 | 35.5 | 37.3 | 35.8 | 34.5 | 35.0 | 33.6 | 31.9 | 31.8 | -5.7 |
| 8 weeks or less during academic year $\qquad$ | 7.4 | 8.0 | 9.5 | 9.8 | 11.0 | 11.7 | 11.9 | 13.3 | 14.4 | 15.3 | 16.5 | 16.7 | 8.7 |
| January term ............... | 7.0 | 6.0 | 5.4 | 6.8 | 7.2 | 7.0 | 6.9 | 7.1 | 7.0 | 7.1 | 7.5 | 7.4 | 1.4 |
| Academic year ............. | 7.3 | 6.0 | 5.3 | 4.3 | 4.1 | 4.1 | 3.8 | 3.7 | 3.2 | 3.1 | 2.9 | 2.5 | -3.5 |
| One quarter ................ | 4.1 | 3.3 | 3.3 | 3.4 | 3.4 | 3.3 | 3.1 | 3.0 | 2.5 | 2.4 | 2.4 | 2.2 | -1.1 |
| Two quarters ................ | 0.6 | 1.3 | 0.9 | 0.5 | 0.6 | 0.5 | 0.4 | 0.5 | 0.4 | 0.3 | 0.6 | 0.3 | -1.0 |
| Calendar year .............. | 0.6 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | -0.1 |
| Other ........................... | 0.8 | 0.5 | 1.3 | 0.1 | \# | 0.2 | 0.1 | 0.1 | 0.3 | 0.3 | \# | 0.1 | -0.4 |

## $\dagger$ Not applicable. <br> \#Rounds to zero.

${ }^{1}$ North Africa was combined with the Middle East to create the "Middle East and North Africa" category as of 2011-12, and the former "Africa" category was replaced by "SubSaharan Africa" (which excludes North Africa). Data for years prior to 2011-12 have been revised for comparability.
${ }^{2}$ Asia excludes the Middle Eastern countries (Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, the Palestinian Authority, Qatar, Saudi Arabia, Syria, the United Arab Emirates, and Yemen).
${ }^{3}$ Cyprus and Turkey were classified as being in the Middle East prior to 2004-05, but in Europe for 2004-05 and later years. Data for 2000-01 have been revised for comparability. ${ }^{4}$ Mexico and Central America are included in Latin America, not in North America. Includes Antarctica from 2002-03 onward.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: Institute of International Education, Open Doors: Report on International Educational Exchange, 2016. (This table was prepared December 2016.)

Table 310.20. Foreign students enrolled in institutions of higher education in the United States, by continent, region, and selected countries of origin: Selected years, 1980-81 through 2015-16

| Continent, region, and selected countries of origin | 1980-81 |  | 1985-86 |  | 1990-91 |  | 1995-96 |  | 2000-01 |  | 2005-06 |  | 2010-11 |  | 2013-14 |  | 2014-15 |  | 2015-16 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Total | 311,880 | 100.0 | 343,780 | 100.0 | 407,272 | 100.0 | 453,787 | 100.00 | 547,873 | 100.0 | 564,766 | 100.0 | 723,277 | 100.0 | 886,052 | 100.0 | 974,926 | 100.0 | 1,043,839 | 100.0 |
| Sub-Saharan Africa ${ }^{1}$......... | 30,870 | 9.9 | 28,210 | 8.2 | 19,262 | 4.7 | 17,422 | 3.8 | 29,033 | 5.3 | 32,538 | 5.8 | 31,470 | 4.4 | 31,113 | 3.5 | 33,593 | 3.4 | 35,364 | 3.4 |
| East Africa .................. | 6,260 | 2.0 | 6,730 | 2.0 | $\begin{array}{r}7,592 \\ \hline, 357\end{array}$ | 1.9 | 7,596 <br> 294 | 1.7 | 13,516 | 2.5 | 13,635 6 | 2.4 | 8,863 | 1.2 | 7,549 3 | 0.9 0.4 | 7,560 | 0.8 | 7,690 3 | 0.7 |
| Central Africa .................. | 1,130 | 0.4 | 1,540 | 0.4 | 1,647 | 0.4 | 1,346 | 0.3 | 1,859 | 0.3 | 2,825 | 0.5 | 2,831 | 0.4 | 2,883 | 0.4 | 3,072 | 0.3 | 3,019 | 0.3 |
| Southern Africa ............. | 1,480 | 0.5 | 2,360 | 0.7 | 2,835 | 0.7 | 2,657 | 0.6 | 3,304 | 0.6 | 2,232 | 0.4 | 5,330 | 0.7 | 5,683 | 0.6 | 6,043 | 0.6 | 6,263 | 0.6 |
| West Africa .................. | 22,000 | 7.1 | 17,580 | 5.1 | 7,178 | 1.8 | 5,818 | 1.3 | 10,346 | 1.9 | 13,846 | 2.5 | 14,446 | 2.0 | 14,998 | 1.7 | 16,958 | 1.7 | 18,100 | 1.7 |
| Nigeria ..................... | 17,350 | 5.6 | 13,710 | 4.0 | 3,714 | 0.9 | 2,093 | 0.5 | 3,820 | 0.7 | 6,192 | 1.1 | 7,148 | 1.0 | 7,921 | 0.9 | 9,494 | 1.0 | 10,674 | 1.0 |
| Asia .......... | 94,640 | 30.3 | 156,830 | 45.6 | 229,825 | 56.4 | 259,893 | 57.3 | 302,058 | 55.1 | 327,785 | 58.0 | 461,903 | 63.9 | 568,510 | 64.2 | 627,306 | 64.3 | 689,525 | 66.1 |
| East Asia ........... | 51,650 | 16.6 | 80,720 | 23.5 | 146,017 | 35.9 | 166,717 | 36.7 | 189,371 | 34.6 | 197,576 | 35.0 | 286,925 |  | 393,205 |  | 417,881 |  | 439,702 | 42.1 |
| China ${ }_{\text {Hong Kong............... }}$ | 2,770 9,660 | 3.9 | 13,980 10,710 | 3.1 | $\begin{array}{r}39,597 \\ 12,625 \\ \hline\end{array}$ | 9.7 3.1 | 39,613 12.018 | 8.7 2.6 | 59,939 | 10.9 1.4 | 62,582 | 1.4 | 157,558 | 1.8 1.1 | 274,439 8,104 | 31.0 0.9 | 304,040 8,012 | 31.2 | - 7 7,923 | 31.5 0.8 |
| Japan ......... | 13,500 | 4.3 | 13,360 | 3.9 | 36,611 | 9.0 | 45,531 | 10.0 | 46,497 | 8.5 | 38,712 | 6.9 | 21,290 | 2.9 | 19,334 | 2.2 | 19,064 | 2.0 | 19,060 | 1.8 |
| South Korea ............. | 6,150 | 2.0 | 18,660 | 5.4 | 23,362 | 5.7 | 36,231 | 8.0 | 45,685 | 8.3 | 59,022 | 10.5 | 73,351 | 10.1 | 68,047 | 7.7 | 63,710 | 6.5 | 61,007 | 5.8 |
| Taiwan .................... | 19,460 | 6.2 | 23,770 | 6.9 | 33,531 | 8.2 | 32,702 | 7.2 | 28,566 | 5.2 | 27,876 | 4.9 | 24,818 | 3.4 | 21,266 | 2.4 | 20,993 | 2.2 | 21,127 | 2.0 |
| South and Central Asia . | 14,540 | 4.7 | 25,800 | 7.5 | 42,366 | 10.4 | 45,401 | 10.0 | 71,765 | 13.1 | 94,965 | 16.8 | 128,958 | 17.8 | 127,301 | 14.4 | 158,560 | 16.3 | 195,135 | 18.7 |
| India ...................... | 9,250 | 3.0 | 16,070 | 4.7 | 28,857 | 7.1 | 31,743 | 7.0 | 54,664 | 10.0 | 76,503 | 13.5 | 103,895 | 14.4 | 102,673 | 11.6 | 132,888 | 13.6 | 165,918 | 15.9 |
| Nepal ........... | 250 | 0.1 | 390 | 0.1 | 670 | 0.2 | 1,219 | 0.3 | 2,618 | 0.5 | 6,061 | 1.1 | 10,301 | 1.4 | 8,155 | 0.9 | 8,158 | 0.8 | 9,662 | 0.9 |
| Pakistan | 2,990 | 1.0 | 5,440 | 1.6 | 7,725 | 1.9 | 6,427 | 1.4 | 6,948 | 1.5 | 5,759 | 1.0 | 5,045 | 0.7 | 4,935 | 0.6 | 5,354 | 0.5 | 6,141 | 0.6 |
| Southeast Asia . | 28,450 | 910 | 50,210 | 14.6 | 4 , 524 | 1.2 | 17, 82 | 1.5 | 11,96 | 2.5 | 35, 24 | 13 | 6,942 | . 10 | 400 | 5.4 | 50,188 | 5.8 | 54,727 | 5.2 |
| Indonesia ................ | 6,010 | 1.9 | 23,020 | 6.7 | 13,606 | 3.3 | 14,015 | 3.1 | 7,795 | 1.4 | 5,515 | 1.0 | 6,735 | 0.9 | 6,822 | 0.8 | 7,231 | 0.7 | 7,834 | 0.8 |
| Philippines ................ | 3,390 | 1.1 | 3,920 | 1.1 | 4,273 | 1.0 | 3,127 | 0.7 | 3,139 | 0.6 | 3,758 | 0.7 | 3,604 | 0.5 | 3,112 | 0.4 | 3,026 | 0.3 | 2,886 | 0.3 |
| Singapore ................ | 1,320 | 0.4 | 3,930 | 1.1 | 4,495 | 1.1 | 4,098 | 0.9 | 4,166 | 0.8 | 3,909 | 0.7 | 4,316 | 0.6 | 4,592 | 0.5 | 4,727 | 0.5 | 4,865 | 0.5 |
| Thailand | 6,550 6,490 | 2.1 | 6,940 3,270 | 2.0 1.0 | $\begin{array}{r} 7,092 \\ 1,396 \end{array}$ | 1.7 | $\begin{array}{r} 12,165 \\ 922 \end{array}$ | 2.7 0.2 | $\begin{array}{r} 11,187 \\ 2,022 \end{array}$ | 2.0 | 8,597 | 1.6 0.8 | 18,236 | 2.1 | 7,341 16,579 | 0.8 1.9 | 18,722 | 0.7 1.9 | r 7,113 | 0.7 2.1 |
| Europe ${ }^{2}$........... | 28,650 | 9.2 | 38,910 | 11.3 | 55,422 | 13.6 | 76,855 | 16.9 | 93,784 | 17.1 | 84,697 | 15.0 | 84,296 | 11.7 | 86,885 |  | 90,625 |  | 91,915 |  |
| Cyprus ${ }^{2}$..................... | 720 | 0.2 | 2,140 | 0.6 | 1,710 | 0.4 | 1,819 | 0.4 | 2,217 | 0.4 | 1,111 | 0.2 | 470 | 0.1 | 419 | \# | 417 | \# | 401 | \# |
| France ...... | 2,570 | 0.8 | 3,680 | 1.1 | 5,633 | 1.4 | 5,710 | 1.3 | 7,273 | 1.3 | 6,640 | 1.2 | 8,098 | 1.1 | 8,302 | 0.9 | 8,743 | 0.9 | 8,764 | 0.8 |
| Germany ${ }^{3}$................... | 3,310 | 1.1 | 4,730 | 1.4 | 7,003 | 1.7 | 9,017 | 2.0 | 10,128 | 1.8 | 8,829 | 1.6 | 9,458 | 1.3 | 10,160 | 1.1 | 10,193 | 1.0 | 10,145 | 1.0 |
| Greece ...................... | 3,750 | 1.2 | 4,440 1,740 | 1.3 | 4,357 4,304 | 1.1 | 3,365 4,809 | 0.7 1.1 | 2,768 4,156 | 0.5 0.8 | 2,088 | 0.4 | 1,874 4 430 | 0.3 | 2,170 | 0.2 | 2,147 6 | 0.2 | 2,199 6,640 | 0.2 |
| Turkey ${ }^{\text {a }}$.................................. | 2,600 | 0.8 | 2,460 | 0.7 | 4,078 | 1.0 | 7,678 | 1.7 | 10,983 | 2.0 | 11,622 | 2.1 | 12,184 | 1.7 | 10,821 | 1.2 | 10,724 | 1.1 | 10,691 | 1.0 |
| United Kingdom ............ | 4,440 | 1.4 | 5,940 | 1.7 | 7,298 | 1.8 | 7,799 | 1.7 | 8,139 | 1.5 | 8,274 | 1.5 | 8,947 | 1.2 | 10,191 | 1.2 | 10,743 | 1.1 | 11,599 | 1.1 |
| Latin America ............ | 49,810 | 16.0 | 45,480 | 13.2 | 47,318 | 11.6 | 47,253 | 10.4 | 63,634 | 11.6 | 64,769 | 11.5 | 64,169 | 8.9 | 72,318 | 8.2 | 86,378 | 8.9 | 84,908 |  |
| Caribbean Central Americ........... | 10,650 12.970 | 3.4 | 11,100 12,740 | 3.2 | 12,349 15 1594 | 3.0 3.9 | 10,737 | 3.4 | 14,423 <br> 16764 | 2.6 3.1 | 13,855 19 19 | 2.5 | 11,644 20,361 | 1.6 2.8 | 10,879 22.276 | 1.2 | 10,478 <br> 24 | 1.1 2.5 | 11,042 24.983 | 1.1 |
| Mexico ..................... | 6,730 | 2.2 | 5,460 | 1.6 | 6,739 | 1.7 | $\begin{array}{r}14,687 \\ \hline\end{array}$ | 1.9 | 10,670 | 1.9 | 13,931 | 2.5 | 13,713 | 1.9 | 14,779 | 1.7 | 17,052 | 1.7 | 16,733 | 1.6 |
| South America ..... | 26,190 | 8.4 | 21,640 | 6.3 | 19,019 | 4.7 | 22,296 | 4.9 | 32,447 | 5.9 | 31,205 | 5.5 | 32,164 | 4.4 | 39,163 | 4.4 | 51,191 | 5.3 | 48,883 | 4.7 |
| Brazil ..................... | 2,870 | 0.9 | 2,840 | 0.8 | 3,898 | 1.0 | 5,497 | 1.2 | 8,846 | 1.6 | 7,009 | 1.2 | 8,777 | 1.2 | 13,286 | 1.5 | 23,675 | 2.4 | 19,370 | 1.9 |
| Colombia .................. | 3,930 | 1.3 | 4,010 | 1.2 | 3,183 | 0.8 | 3,462 | 0.8 | 6,765 | 1.2 | 6,835 | 1.2 | 6,456 | 0.9 | 7,083 | 0.8 | 7,169 | 0.7 | 7,815 | 0.7 |
| Venezuela ................ | 11,750 | 3.8 | 7,040 | 2.0 | 2,894 | 0.7 | 4,456 | 1.0 | 5,217 | 1.0 | 4,792 | 0.8 | 5,491 | 0.8 | 7,022 | 0.8 | 7,890 | 0.8 | 8,267 | 0.8 |
| Middle East and |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| North Africa ${ }^{1}$.............. | 88,700 | 28.4 | 54,100 | 15.7 | 32,177 | 7.9 | 24,488 | 5.4 | 28,842 | 5.3 | 21,576 | 3.8 | 47,963 | 6.6 | 92,618 | 10.5 | 103,307 | 10.6 | 108,227 | 10.4 |
| Middle East ${ }^{2}$................. | 81,390 | 26.1 | 48,120 | 14.0 | 27,636 | 6.8 | 21,066 | 4.6 | 23,658 | 4.3 | 17,806 | 3.2 | 42,543 | 5.9 | 86,372 | 9.7 | 96,615 | 9.9 | 100,926 | 9.7 |
|  | -4,550 | 15.2 0.9 | 14,210 2 | 4.8 | \%,262 | 1.5 | 2,628 | 0.6 | 1,844 3,402 | 0.3 0.6 | 3,419 | 0.4 0.6 | 2,701 | 0.4 | 10,194 2 2,47 | 1.2 | 11,338 | 1.2 | 12,269 | 1.2 |
| Jordan ....................... | 6,140 | 2.0 | 6,590 | 1.9 | 4,321 | 1.1 | 2,222 | 0.5 | 2,187 | 0.4 | 1,733 | 0.3 | 2,002 | 0.3 | 2,148 | 0.2 | 2,215 | 0.2 | 2,330 | 0.2 |
| Kuwait ..................... | 2,990 | 1.0 | 3,810 | 1.1 | 1,624 | 0.4 | 3,035 | 0.7 | 3,045 | 0.6 | 1,703 | 0.3 | 2,998 | 0.4 | 7,288 | 0.8 | 9,034 | 0.9 | 9,772 | 0.9 |
| Lebanon | 6,770 | 2.2 | 7,090 | 2.1 | 3,899 | 1.0 | 1,554 | 0.3 | 2,005 | 0.4 | 1,950 | 0.3 | 1,462 | 0.1 | 1,367 | 0.2 | 1,416 | 0.1 | 1,486 | 0.1 |
| Saudi Arabia ............. | 10,440 | 3.3 | 6,900 | 2.0 | 3,584 | 1.9 | 4,191 3,422 | 0.9 0.8 | 5,184 | 1.0 | 3,448 | 0.6 | 22,704 5,420 | 3.1 0.7 | 53,919 6,246 | 6.1 0.7 | 59,945 6692 | 6.1 | 61,287 7 | 5.9 |
| North Africa ............... | 7,30 | 2.3 | 5,980 |  |  | 1.1 | 3,422 |  |  |  | 3,70 |  | 5,420 | 0.7 | 6,246 |  | 6,692 |  | 7,301 |  |
| North America ${ }^{4}$ $\qquad$ Canada | $\begin{aligned} & 14,790 \\ & 14,320 \end{aligned}$ | $\begin{aligned} & 4.7 \\ & 4.6 \end{aligned}$ | $\begin{aligned} & 16,030 \\ & 15,410 \end{aligned}$ | $\begin{aligned} & 4.7 \\ & 4.5 \end{aligned}$ | $\begin{aligned} & 18,949 \\ & 18,350 \end{aligned}$ | 4.7 4.5 | $\begin{aligned} & 23,644 \\ & 23,005 \end{aligned}$ | 5.2 5.1 | $\begin{aligned} & 25,888 \\ & 25,279 \end{aligned}$ | 4.7 4.6 | $\begin{array}{r} 28,699 \\ 28,202 \end{array}$ | $\begin{aligned} & 5.1 \\ & 5.0 \end{aligned}$ | $\begin{aligned} & 27,941 \\ & 27,546 \end{aligned}$ | $\begin{aligned} & 3.9 \\ & 3.8 \end{aligned}$ | $\begin{aligned} & 28,304 \\ & 28,304 \end{aligned}$ | $\begin{aligned} & 3.2 \\ & 3.2 \end{aligned}$ | $\begin{aligned} & 27,240 \\ & 27,240 \end{aligned}$ | 2.8 | $\begin{aligned} & 26,973 \\ & 26,973 \end{aligned}$ | 2.6 |
| Oceania $\qquad$ | $\begin{aligned} & 4,180 \\ & 1,530 \end{aligned}$ | 1.3 0.5 | $\begin{aligned} & 4,030 \\ & 1,530 \end{aligned}$ | 1.2 | $\begin{aligned} & 4,230 \\ & 1,906 \end{aligned}$ | 1.0 0.5 | $\begin{aligned} & 4,202 \\ & 2,244 \end{aligned}$ | 0.9 0.5 | $\begin{aligned} & 4,624 \\ & 2,645 \end{aligned}$ | 0.8 0.5 | $\begin{aligned} & 4,702 \\ & 2,806 \end{aligned}$ | 0.8 0.5 | $\begin{aligned} & 5,610 \\ & 3,777 \end{aligned}$ | 0.8 0.5 | $\begin{aligned} & 6,292 \\ & 4,377 \end{aligned}$ | 0.7 0.5 | $\begin{aligned} & 6,471 \\ & 4,511 \end{aligned}$ | 0.7 | $\begin{aligned} & 6,917 \\ & 4,752 \end{aligned}$ | 0.7 0.5 |
| Unidentified ${ }^{5}$................... | 240 | 0.1 | 190 | 0.1 | 89 | \# | 30 | \# | 10 | \# | \# | \# | 10 | \# | 12 | \# | 6 | \# | 10 | \# |

## \#Rounds to zero

'North Africa was combined with the Middle East to create the "Middle East and North Africa" category as of 2012-13, and the North Africa was combined with the Middle East to create the "Middle East and North Africa" category as of 2012-13, and the
former "Africa" category was replaced by "Sub-Saharan Africa" (which excludes North Africa). Data for years prior to 2012-13 have been revised for comparability
${ }^{2}$ Cyprus and Turkey were classified as being in the Middle East prior to 2004-05, but in Europe for 2004-05 and later years. Data for years prior to 2004-05 have been revised for comparability.
${ }^{4}$ Excludes Mexico and Central America, which are included in Latin America
${ }^{5}$ Place of origin unknown or undeclared.
NOTE: Includes foreign students enrolled in American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands. Totals and subtotals include other countries not shown separately. Region totals may not sum to continent totals, because some continent
totals include students who are not classified by country or region. Data are for "nonimmigrants" (i.e., students who have not migrated to the United States). Detail may not sum to totals because of rounding. SOURCE: Institute of International Education, Open Doors:
1981 through 2016. (This table was prepared February 2017.)

## Table 311.10. Number and percentage distribution of students enrolled in postsecondary institutions, by level, disability status, and selected student characteristics: 2007-08 and 2011-12

[Standard errors appear in parentheses]

| Selected student characteristic | Undergraduate |  |  |  |  |  |  |  |  |  |  |  | Postbaccalaureate, 2011-12 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2007-08 |  |  |  |  |  | 2011-12 |  |  |  |  |  | All students |  | Students with disabilities ${ }^{1}$ |  | Nondisabled students |  |
|  | All students |  | Students with disabilities ${ }^{1}$ |  | Nondisabled students |  | All students |  | Students with disabilities ${ }^{1}$ |  | Nondisabled students |  |  |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Number of students (in thousands) <br> Percentage distribution of students <br> Total $\qquad$ | 0,511 | (-) | $\begin{array}{cc} 2,243 & (-) \\ 10.9 & (0.19) \end{array}$ |  | 18,268 $(-)$ <br> 89.1 $(0.19)$ |  | $\begin{array}{\|rr\|} \hline 23,055 & (-) \\ 100.0 & (\dagger) \end{array}$ |  | $\begin{array}{rr} \hline 2,563 & (-) \\ 11.1 & (0.17) \end{array}$ |  | $\begin{array}{\|rr\|} \hline 20,493 & (-) \\ 88.9 & (0.17) \\ \hline \end{array}$ |  | $\begin{array}{ll} \hline 3,682 & (-) \\ 100.0 & \text { (†) } \end{array}$ |  | $\begin{array}{ll} \hline 195 & (-) \\ 5.3 & (0.36) \end{array}$ |  | 3,487 | (-) |
|  | 100.0 | ( $\dagger$ ) |  |  | 94.7 | (0.36) |  |  |  |  |  |  |  |  |  |  |  |  |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 100.0 | ( $\dagger$ ) | 10.9 | (0.26) |  |  | 89.1 | (0.26) | 100.0 | ( $\dagger$ | 11.3 | (0.27) | 88.7 | (0.27) | 100.0 | ( $\dagger$ ) | 4.8 | (0.40) | 95.2 | (0.40) |
| Female | 100.0 | ( $\dagger$ | 11.0 | (0.23) | 89.0 | (0.23) | 100.0 | ( $\dagger$ |  | (0.23) | 89.0 | (0.23) | 100.0 | ( $\dagger$ ) | 5.6 | (0.50) | 94.4 | (0.50) |
| Race/ethnicity of student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........... | 100.0 | (t) | 11.7 | (0.23) | 88.3 | (0.23) | 100.0 | ( $\dagger$ ) | 11.1 | (0.24) | 88.9 | (0.24) | 100.0 | ( $\dagger$ ) | 5.0 | (0.39) | 95.0 | (0.39) |
| Black | 100.0 | ( $\dagger$ ) | 9.9 | (0.44) | 90.1 | (0.44) | 100.0 | ( $\dagger$ ) | 12.2 | (0.38) | 87.8 | (0.38) | 100.0 | ( $\dagger$ ) | 6.9 | (1.19) | 93.1 | (1.19) |
| Hispanic | 100.0 | ( $\dagger$ ) | 9.4 | (0.42) | 90.6 | (0.42) | 100.0 | ( $\dagger$ ) | 10.4 | (0.41) | 89.7 | (0.41) | 100.0 | (t) | 6.4 | (1.40) | 93.7 | (1.40) |
| Asian | 100.0 | ( $\dagger$ ) | 8.0 | (0.66) | 92.0 | (0.66) | 100.0 | ( $\dagger$ |  | (0.64) | 92.0 | (0.64) | 100.0 | ( $\dagger$ ) | 4.3 | (0.86) | 95.7 | (0.86) |
| Paciific Islander | 100.0 | ( $\dagger$ ) | 7.6 | (1.25) | 92.4 | (1.25) | 100.0 | ( $\dagger$ ) | 14.9 | (2.97) | 85.1 | (2.97) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native | 100.0 | ( $\dagger$ ) | 10.0 | (1.42) | 90.0 | (1.42) | 100.0 | ( $\dagger$ ) | 14.4 | (2.32) | 85.6 | (2.32) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races | 100.0 | (t) | 13.5 | (1.11) | 86.5 | (1.11) | 100.0 | ( $\dagger$ ) | 13.6 | (0.98) | 86.4 | (0.98) | 100.0 | (t) | 6.4 | (1.84) | 93.6 | (1.84) |
| Other | 100.0 | ( $\dagger$ ) | 11.3 | (2.63) | 88.7 | (2.63) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) | - | ( $\dagger$ |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 | 100.0 | ( $\dagger$ ) |  | (0.19) | 90.2 | (0.19) | 100.0 | ( $\dagger$ ) |  | (0.22) | 91.0 | (0.22) | 100.0 | ( $\dagger$ ) | 3.9 | (0.70) | 96.1 | (0.70) |
| 24 to 29 . | 100.0 | ( $\dagger$ ) | 12.8 | (0.48) | 87.2 | (0.48) | 100.0 | ( $\dagger$ ) | 11.3 | (0.38) | 88.7 | (0.38) | 100.0 | ( $\dagger$ ) | 4.6 | (0.50) | 95.4 | (0.50) |
| 30 or older | 100.0 | ( $\dagger$ ) | 12.4 | (0.39) | 87.7 | (0.39) | 100.0 | ( $\dagger$ | 15.7 | (0.44) | 84.3 | (0.44) | 100.0 | ( $\dagger$ ) | 6.2 | (0.57) | 93.8 | (0.57) |
| Attendance statu |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year | 100.0 | (t) | 9.5 | (0.19) | 90.5 | (0.19) | 100.0 | ( $\dagger$ ) |  | (0.22) | 90.5 | (0.22) | 100.0 | ( $\dagger$ ) | 5.4 | (0.47) | 94.6 | (0.47) |
| Part-time or part-year | 100.0 | ( $\dagger$ ) | 11.7 | (0.27) | 88.3 | (0.27) | 100.0 | ( $\dagger$ |  | (0.24) | 87.9 | (0.24) | 100.0 | ( $\dagger$ ) | 5.3 | (0.45) | 94.7 | (0.45) |
| Student housing status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On-campus ............. | 100.0 | ( $\dagger$ ) | 8.6 | (0.34) | 91.4 | (0.34) | 100.0 | ( $\dagger$ ) | 8.6 | (0.37) | 91.4 | (0.37) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Off-campus .. | 100.0 | ( $\dagger$ ) | 11.4 | (0.25) | 88.6 | (0.25) | 100.0 | ( $\dagger$ | 11.8 | (0.27) | 88.2 | (0.27) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| With parents or relatives | 100.0 | ( $\dagger$ ) | 11.2 | (0.33) | 88.8 | (0.33) | 100.0 | ( $\dagger$ ) | 11.3 | (0.30) | 88.7 | (0.30) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Attended more than one institution ............. | 100.0 | ( $\dagger$ ) | 10.8 | (0.43) | 89.3 | (0.43) | 100.0 | ( $\dagger$ ) | 10.0 | (0.42) | 90.0 | (0.42) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Dependency status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent .................... | 100.0 | ( $\dagger$ ) | 9.6 | (0.19) | 90.4 | (0.19) | 100.0 | ( $\dagger$ ) |  | (0.21) | 91.4 | (0.21) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Independent, unmarried .... | 100.0 | ( $\dagger$ ) | 14.1 | (0.51) | 85.9 | (0.51) | 100.0 | ( $\dagger$ ) | 14.3 | (0.44) | 85.7 | (0.44) | 100.0 | ( $\dagger$ ) | 5.6 | (0.47) | 94.4 | (0.47) |
| Independent, married .............. | 100.0 | ( $\dagger$ ) | 12.0 | (0.80) | 88.0 | (0.80) | 100.0 | ( $\dagger$ ) | 13.3 | (0.74) | 86.7 | (0.74) | 100.0 | ( $\dagger$ ) | 4.2 | (0.85) | 95.8 | (0.85) |
| Independent with dependents | 100.0 | ( $\dagger$ ) | 11.5 | (0.34) | 88.5 | (0.34) | 100.0 | ( $\dagger$ ) | 13.1 | (0.39) | 86.9 | (0.39) | 100.0 | ( $\dagger$ ) | 5.3 | (0.58) | 94.7 | (0.58) |
| Veteran status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Veteran ...... | 100.0 | ( $\dagger$ ) | 15.0 | (1.10) | 85.0 | (1.10) | 100.0 | ( $\dagger$ ) | 20.6 | (1.35) | 79.4 | (1.35) | 100.0 | ( $\dagger$ ) | 7.9 | (1.70) | 92.1 | (1.70) |
| Not veteran | 100.0 | ( $\dagger$ ) | 10.8 | (0.18) | 89.2 | (0.18) | 100.0 | ( $\dagger$ | 10.8 | (0.17) | 89.3 | (0.17) | 100.0 | ( $\dagger$ ) | 5.2 | (0.36) | 94.8 | (0.36) |
| Field of study |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business/management ........................... | 100.0 | ( $\dagger$ ) | 10.0 | (0.43) | 90.0 | (0.43) | 100.0 | ( $\dagger$ ) | 10.0 | (0.42) | 90.0 | (0.42) | 100.0 | ( $\dagger$ ) | 5.9 | (1.60) | 94.2 | (1.60) |
| Education. | 100.0 | ( $\dagger$ ) | 10.0 | (0.56) | 90.0 | (0.56) | 100.0 | ( $\dagger$ ) | 10.1 | (0.75) | 89.9 | (0.75) | 100.0 | ( $\dagger$ ) | 5.6 | (0.88) | 94.4 | (0.88) |
| Engineering/computer science/mathematics | 100.0 | ( $\dagger$ ) | 10.6 | (0.76) | 89.4 | (0.76) | 100.0 | ( $\dagger$ ) | 10.6 | (0.63) | 89.4 | (0.63) | 100.0 | ( $\dagger$ ) | 4.8 | (1.04) | 95.2 | (1.04) |
| Health | 100.0 | ( $\dagger$ ) | 11.2 | (0.45) | 88.8 | (0.45) | 100.0 | ( $\dagger$ | 10.8 | (0.38) | 89.2 | (0.38) | 100.0 | ( $\dagger$ ) | 4.6 | (0.68) | 95.4 | (0.68) |
| Humanities .......................................... | 100.0 | ( $\dagger$ ) | 12.2 | (0.41) | 87.8 | (0.41) | 100.0 | ( $\dagger$ | 12.2 | (0.49) | 87.8 | (0.49) | 100.0 | ( $\dagger$ ) | 5.9 | (1.12) | 94.1 | (1.12) |
| Law | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 7.7 | (1.17) | 92.3 | (1.17) |
| Life/physical sciences ........................... | 100.0 | ( $\dagger$ ) | 9.8 | (0.55) | 90.2 | (0.55) | 100.0 | ( $\dagger$ ) | 9.2 | (0.54) | 90.8 | (0.54) | 100.0 | ( $\dagger$ ) | 3.8 | (0.67) | 96.2 | (0.67) |
| Social/behavioral sciences ....................... | 100.0 | ( $\dagger$ ) | 10.8 | (0.65) | 89.2 | (0.65) | 100.0 | ( $\dagger$ ) | 11.8 | (0.76) | 88.2 | (0.76) | 100.0 | ( $\dagger$ ) | 5.8 | (0.79) | 94.2 | (0.79) |
| Vocational/technical ............................... | 100.0 | ( $\dagger$ ) | 11.2 | (0.99) | 88.8 | (0.99) | 100.0 | ( $\dagger$ | 14.5 | (1.09) | 85.5 | (1.09) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Undeclared | 100.0 | ( $\dagger$ ) | 11.1 | (0.56) | 88.9 | (0.56) | 100.0 | ( $\dagger$ ) | 11.8 | (0.91) | 88.2 | (0.91) | 100.0 | ( $\dagger$ ) |  | (1.72) | 95.8 | (1.72) |
| Other ................................................ | 100.0 | ( $\dagger$ | 11.2 | (0.45) | 88.8 | (0.45) | 100.0 | ( $\dagger$ | 11.8 | (0.44) | 88.2 | (0.44) | 100.0 | ( $\dagger$ ) | 4.8 | (0.80) | 95.2 | (0.80) |

[^88]NOTE: Data are based on a sample survey of students who enrolled at any time during the school year. Data exclude Puerto Rico. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 and 2011-12 National Postsecondary Student Aid Study (NPSAS:08 and NPSAS:12). (This table was prepared August 2014.)

Table 311.15. Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, location of student, level of enrollment, and control and level of institution: Fall 2014 and fall 2015


## \#Rounds to zero.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015 and Spring 2016, Fall Enrollment component. (This table was prepared February 2017.)

Table 311.20. Number and percentage of undergraduate students taking night, weekend, or online classes, by selected characteristics: 2011-12
[Standard errors appear in parentheses]


## $\dagger$ Not applicable

IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Students who reported taking more than one type of class (e.g., night classes and online classes) are counted only once in
${ }^{2}$ the totaludes students not in a degree or certificate program.
${ }^{3}$ Excludes work-study/assistantships.
${ }^{4}$ Includes separated
NOTE: Night classes start after 6:00 p.m. on Monday through Thursday nights; weekend classes start after 6:00 p.m. on Friday or take place any time on Saturday or Sunday; and online classes are taught only online. Detail may not sum to totals Secause of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12). (This table was prepared March 2014.)

Table 311.22. Number and percentage of undergraduate students taking distance education or online classes and degree programs, by selected characteristics: Selected years, 2003-04 through 2011-12
[Standard errors appear in parentheses]

| Selected characteristic | Percent of undergraduate students taking distance education classes |  |  |  |  |  |  |  | 2011-12 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003-04 |  |  |  | 2007-08 |  |  |  | Number of undergraduate students (in thousands) |  | Percent of undergraduate students taking online classes |  |  |  |  |  |
|  | Total, any distance education classes |  | Entire degree program through distance education ${ }^{1}$ |  | Total, any distance education classes |  | Entire degree program through distance education ${ }^{1}$ |  | Total, all students | Number <br> taking any online classes | Total, any online classes |  | Exclusively online classes |  | Entire degree program is online ${ }^{1}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 | 6 | 7 |  | 8 |  | 9 |  | 10 |
| Total | 15.6 | (0.29) | 4.9 | (0.17) | 20.6 | (0.23) | 3.8 | (0.16) | 23,055 | 7,368 | 32.0 | (0.33) | 8.4 | (0.20) | 6.5 | (0.18) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 13.6 | (0.31) | 4.3 | (0.19) | 18.8 | (0.31) | 3.4 | (0.16) | 9,921 | 2,831 | 28.5 | (0.45) | 6.5 | (0.25) | 4.9 | (0.24) |
| Female | 17.0 | (0.40) | 5.4 | (0.23) | 21.9 | (0.28) | 4.2 | (0.22) | 13,135 | 4,537 | 34.5 | (0.39) | 9.8 | (0.24) | 7.7 | (0.21) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ..... | 16.2 | (0.33) | 5.0 | (0.19) | 21.9 | (0.29) | 3.9 | (0.19) | 13,345 | 4,472 | 33.5 | (0.41) | 9.0 | (0.24) | 6.8 | (0.21) |
| Black | 14.9 | (0.59) | 4.9 | (0.37) | 19.9 | (0.66) | 5.1 | (0.48) | 3,709 | 1,214 | 32.7 | (0.70) | 10.7 | (0.57) | 9.1 | (0.56) |
| Hispanic | 13.4 | (0.54) | 4.1 | (0.27) | 16.5 | (0.53) | 2.7 | (0.23) | 3,696 | 1,032 | 27.9 | (0.57) | 5.5 | (0.29) | 4.3 | (0.24) |
| Asian | 14.0 | (0.92) | 5.2 | (0.58) | 18.1 | (0.86) | 2.9 | (0.40) | 1,292 | 336 | 26.0 | (1.06) | 4.2 | (0.45) | 2.9 | (0.35) |
| Pacific Islander | 19.1 | (2.37) | 6.9 | (1.69) | 17.0 | (1.89) | 1.2 ! | (0.53) | 119 | 35 | 29.9 | (3.18) | 3.5 ! | (1.33) | 3.1 ! | (1.29) |
| American Indian/Alaska Native | 15.5 | (1.85) | 6.2 | (1.41) | 21.9 | (2.41) | 1.8 ! | (0.55) | 209 | 68 | 32.6 | (2.56) | 9.1 | (1.60) | 7.0 | (1.43) |
| Two or more races ............................... | 16.5 | (1.33) | 5.1 | (1.16) | 20.4 | (1.08) | 3.6 | (0.86) | 686 | 210 | 30.6 | (1.48) | 8.3 | (0.93) | 5.5 | (0.69) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 through 23 ... | 11.7 | (0.26) | 3.1 | (0.13) | 15.2 | (0.22) | 1.4 | (0.09) | 12,956 | 3,429 | 26.5 | (0.36) | 4.5 | (0.16) | 3.2 | (0.13) |
| 24 through 29. | 18.4 | (0.46) | 6.7 | (0.41) | 25.7 | (0.56) | 5.6 | (0.45) | 4,253 | 1,551 | 36.5 | (0.67) | 10.4 | (0.43) | 8.0 | (0.41) |
| 30 or older. | 22.4 | (0.65) | 8.3 | (0.42) | 30.0 | (0.55) | 9.0 | (0.40) | 5,846 | 2,388 | 40.9 | (0.64) | 15.6 | (0.51) | 13.0 | (0.50) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exclusively full-time ... | 12.7 | (0.32) | 3.8 | (0.20) | 16.7 | (0.33) | 3.2 | (0.29) | 11,632 | 3,346 | 28.8 | (0.41) | 7.6 | (0.22) | 6.5 | (0.20) |
| Exclusively part-time .. | 18.7 | (0.46) | 6.9 | (0.32) | 24.8 | (0.39) | 5.2 | (0.22) | 7,308 | 2,583 | 35.3 | (0.62) | 10.7 | (0.42) | 7.4 | (0.38) |
| Mixed full-time and part-time .... | 17.4 | (0.53) | 4.7 | (0.23) | 22.5 | (0.42) | 2.9 | (0.20) | 4,116 | 1,440 | 35.0 | (0.62) | 6.4 | (0.31) | 5.0 | (0.28) |
| Undergraduate field of study |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business/management . | 18.7 | (0.58) | 7.0 | (0.43) | 24.2 | (0.55) | 6.4 | (0.45) | 3,487 | 1,371 | 39.3 | (0.75) | 13.1 | (0.48) | 11.4 | (0.45) |
| Computer/information science ... | 19.5 | (0.96) | 7.2 | (0.71) | 26.9 | (1.53) | 8.4 | (1.17) | 942 | 385 | 40.8 | (1.37) | 11.6 | (0.90) | 9.8 | (0.81) |
| Education .. | 17.1 | (0.89) | 4.6 | (0.45) | 22.8 | (0.81) | 3.2 | (0.33) | 1,175 | 397 | 33.8 | (1.17) | 8.4 | (0.71) | 6.4 | (0.59) |
| Engineering | 12.1 | (0.83) | 3.3 | (0.40) | 16.1 | (0.77) | 2.3 | (0.36) | 1,087 | 252 | 23.2 | (0.93) | 3.8 | (0.54) | 2.3 | (0.48) |
| Health ... | 17.4 | (0.48) | 5.6 | (0.30) | 21.9 | (0.60) | 4.2 | (0.33) | 4,271 | 1,420 | 33.3 | (0.67) | 8.5 | (0.48) | 6.7 | (0.43) |
| Humanities | 14.0 | (0.53) | 3.9 | (0.26) | 19.7 | (0.53) | 2.6 | (0.22) | 3,817 | 1,175 | 30.8 | (0.65) | 5.8 | (0.41) | 4.1 | (0.33) |
| Life sciences .... | 11.0 | (0.81) | 2.7 | (0.39) | 15.8 | (0.68) | 1.8 | (0.21) | 1,448 | 386 | 26.7 | (0.92) | 4.5 | (0.44) | 3.3 | (0.37) |
| Mathematics | 12.8 | (2.48) | 3.8 ! | (1.42) | 15.1 | (2.51) | $\ddagger$ | ( $\dagger$ ) | 111 | 23 | 20.4 | (3.02) | 4.1 ! | (1.32) | 2.2 ! | (1.05) |
| Physical sciences .............................. | 9.8 | (2.02) | 0.9 ! | (0.41) | 12.8 | (1.56) | 0.3 ! | (0.16) | 207 | 46 | 22.1 | (1.93) | 1.5 ! | (0.51) | 1.2 ! | (0.46) |
| Socia/behavioral sciences .................. | 12.5 | (0.63) | 3.4 | (0.33) | 17.1 | (0.68) | 2.3 | (0.31) | 1,568 | 499 | 31.8 | (0.93) | 8.9 | (0.59) | 7.0 | (0.48) |
| Vocational/technical .. | 13.1 | (0.96) | 4.2 | (0.60) | 18.5 | (1.26) | 3.3 | (0.50) | 718 | 160 | 22.3 | (1.54) | 4.1 | (0.77) | 2.8 | (0.59) |
| Undeclared/no major .......................... | 15.0 | (0.61) | 4.6 | (0.34) | 20.5 | (0.56) | 3.1 | (0.45) | 1,232 | 340 | 27.6 | (1.16) | 12.0 | (0.96) | 5.2 | (0.81) |
| Other ............................................ | 14.4 | (0.68) | 4.3 | (0.29) | 19.0 | (0.69) | 3.9 | (0.38) | 2,992 | 913 | 30.5 | (0.83) | 8.6 | (0.53) | 6.9 | (0.50) |
| Had job during academic year ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes .................................... | 16.8 | (0.34) | 5.5 | (0.22) | 22.2 | (0.25) | 4.2 | (0.16) | 14,363 | 5,204 | 36.2 | (0.42) | 9.8 | (0.26) | 7.6 | (0.24) |
| No ................................... | 11.9 | (0.32) | 3.3 | (0.17) | 15.8 | (0.37) | 2.8 | (0.25) | 8,693 | 2,163 | 24.9 | (0.42) | 6.1 | (0.25) | 4.8 | (0.20) |
| Dependency status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent .......... | 11.1 | (0.24) | 2.9 | (0.13) | 14.4 | (0.24) | 1.0 | (0.08) | 11,231 | 2,865 | 25.5 | (0.36) | 3.9 | (0.17) | 2.7 | (0.12) |
| Independent, no dependents, not married ${ }^{3}$ $\qquad$ | 15.6 | (0.50) | 5.1 | (0.37) | 23.6 | (0.56) | 4.8 | (0.30) | 4,233 | 1,421 | 33.6 | (0.64) | 8.9 | (0.38) | 6.7 | (0.33) |
| Independent, no dependents, married ... | 19.6 | (0.78) | 6.9 | (0.52) | 28.6 | (0.96) | 7.2 | (0.84) | 1,250 | 468 | 37.4 | (1.22) | 11.7 | (0.75) | 10.1 | (0.72) |
| Independent, with dependents, not married ${ }^{3}$ $\qquad$ | 20.5 | (0.70) | 6.9 | (0.49) | 25.3 | (0.61) | 7.4 | (0.52) | 3,504 | 1,340 | 38.2 | (0.67) | 12.7 | (0.48) | 10.7 | (0.45) |
| Independent, with dependents, married . | 25.1 | (0.79) | 9.7 | (0.53) | 32.9 | (0.71) | 9.4 | (0.51) | 2,837 | 1,273 | 44.9 | (0.92) | 18.8 | (0.77) | 14.7 | (0.75) |
| Control and level of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ............................. | 16.2 | (0.35) | 4.7 | (0.18) | 21.5 | (0.25) | 2.7 | (0.11) | 16,926 | 5,627 | 33.2 | (0.39) | 6.3 | (0.21) | 4.0 | (0.16) |
| 4 -year | 13.5 | (0.54) | 3.8 | (0.23) | 18.4 | (0.41) | 2.2 | (0.19) | 7,214 | 2,356 | 32.7 | (0.51) | 5.7 | (0.27) | 4.3 | (0.24) |
| 2-year | 18.2 | (0.43) | 5.4 | (0.25) | 23.9 | (0.33) | 3.1 | (0.16) | 9,624 | 3,262 | 33.9 | (0.54) | 6.8 | (0.31) | 3.8 | (0.24) |
| Less-than-2-year ............................ | 11.8 | (1.19) | 3.0 | (0.66) | 8.1 | (1.66) | 1.9 ! | (0.73) | 87 | 10 | 11.3 | (2.24) | 7.7 ! | (2.32) | $\ddagger$ | ( $\dagger$ ) |
| Private nonprofit .................................. | 12.3 | (0.79) | 4.1 | (0.46) | 14.3 | (0.43) | 2.9 | (0.23) | 3,010 | 633 | 21.0 | (0.85) | 5.8 | (0.61) | 4.5 | (0.57) |
| 4-year ........................................ | 12.3 | (0.83) | 4.1 | (0.48) | 14.2 | (0.44) | 2.8 | (0.23) | 2,923 | 622 | 21.3 | (0.87) | 5.9 | (0.63) | 4.6 | (0.59) |
| 2-year ....................................... | 11.2 | (2.20) | 3.1 ! | (1.11) | 19.4 | (2.30) | 5.9 | (1.02) | 79 | 10 | 12.7 | (3.26) | $\pm$ | (t) | 0.5 ! | (0.22) |
| Less-than-2-year ........ | 17.2 | (2.63) | 8.1 | (1.35) | 15.6 ! | (4.69) | 2.7 | (0.66) | 7 | 1 | 13.6 ! | (5.68) |  | ( $\dagger$ ) | \# | (t) |
| Private for-profit ... | 15.3 | (1.08) | 8.6 | (1.06) | 21.7 | (1.18) | 12.8 | (1.24) | 3,120 | 1,108 | 35.5 | (0.83) | 22.2 | (0.79) | 21.6 | (0.82) |
| 4 -year .................................................. | 26.3 | (2.25) | 15.6 | (2.26) | 29.1 | (1.95) | 19.1 | (1.92) | 1,943 | 1,030 | 53.0 | (1.26) | 34.1 | (1.25) | 33.3 | (1.30) |
| 2-year ....................................... | 12.1 | (1.64) | 6.3 | (1.25) | 17.6 | (1.49) | 8.0 | (1.34) | 707 | 60 | 8.4 | (1.28) | 3.8 | (1.09) | 2.9 ! | (1.01) |
| Less-than-2-year ............................ | 5.4 | (0.26) | 1.9 | (0.13) | 6.2 | (0.40) | 1.8 | (0.28) | 470 | 18 | 3.9 | (0.77) | 1.0 ! | (0.34) | $\ddagger$ | (t) |

## $\dagger$ Not applicable.

\#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Excludes students not in a degree or certificate program.
${ }^{2}$ Excludes work-study/assistantships.
${ }^{3}$ Includes separated.
NOTE: In 2011-12, students were asked whether they took classes that were "taught only online" and, if so, whether their entire degree program was online. In 2003-04 and

2007-08, students were asked about distance education, which was defined in 2007-08 as "primarily delivered using live, interactive audio or videoconferencing, pre-recorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the Internet." The 2003-04 definition was very similar, with only minor differences in wording. In both years, distance education did not include correspondence courses. Data exclude Puerto Rico. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003-04, 2007-08, and 2011-12 National Postsecondary Student Aid Study (NPSAS:04, NPSAS:08, and NPSAS:12). (This table was prepared October 2014.)

Table 311.30. Number and percentage of graduate students taking night, weekend, or online classes, by selected characteristics: 2011-12
[Standard errors appear in parentheses]

| Selected characteristic | Total taking any night, weekend, or online classes ${ }^{1}$ |  |  | Percent of students taking night, weekend, or online classes |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Night classes |  |  |  | Weekend classes |  |  |  | Online classes |  |  |  |
|  | Number of students (in thousands) | Percent of students |  | Any night classes |  | Exclusively night classes |  | Any weekend classes |  | Exclusively weekend classes |  | Any online classes |  | Exclusively online classes |  |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total | 2,309 | 62.7 | (0.75) | 33.6 | (0.70) | 9.4 | (0.43) | 11.8 | (0.49) | 2.0 | (0.24) | 36.0 | (0.74) | 20.1 | (0.64) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ................................................................ | 849 | 58.0 | (1.29) | 33.4 | (1.20) | 9.6 | (0.73) | 10.9 | (0.86) | 1.6 | (0.31) | 31.5 | (1.17) | 17.8 | (1.03) |
| Female ................................................... | 1,460 | 65.8 | (0.94) | 33.8 | (0.85) | 9.3 | (0.52) | 12.4 | (0.68) | 2.3 | (0.34) | 39.0 | (0.97) | 21.7 | (0.84) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ..................................................... | 1,483 | 63.4 | (0.92) | 33.6 | (0.82) | 9.1 | (0.56) | 11.4 | (0.61) | 1.8 | (0.26) | 36.9 | (0.98) | 20.2 | (0.92) |
| Black .................................................... | 319 | 73.6 | (1.66) | 33.7 | (1.94) | 10.8 | (1.23) | 10.8 | (1.06) | 2.2 | (0.54) | 48.8 | (2.12) | 33.0 | (1.75) |
| Hispanic ................................................. | 221 | 68.6 | (2.24) | 38.8 | (2.56) | 14.3 | (2.05) | 14.2 | (1.77) | 3.8 ! | (1.27) | 34.6 | (2.73) | 19.3 | (2.51) |
| Asian | 211 | 44.5 | (1.92) | 30.4 | (1.99) | 7.0 | (1.16) | 12.3 | (1.61) | 2.0 ! | (0.70) | 19.4 | (1.67) | 7.5 | (1.28) |
| Pacific Islander .......................................... | 14 | 70.8 | (11.38) | 29.9 ! | (12.43) | $\ddagger$ | (t) | 18.9 ! | (8.14) | $\ddagger$ | ( $\dagger$ ) | 44.2 | (11.10) | 20.3 ! | (9.95) |
| American India//Alaska Native ....................... | 12 | 75.0 | (10.31) | 28.7 ! | (10.01) | 16.6 ! | (7.55) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 55.1 | (12.39) | 42.5 ! | (15.09) |
| Two or more races ...................................... | 48 | 63.5 | (4.17) | 36.6 | (4.48) | 5.4 ! | (2.02) | 15.8 ! | (4.78) | $\ddagger$ | ( $\dagger$ ) | 40.4 | (4.24) | 20.9 | (3.82) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 through 23 ................................................ | 196 | 46.8 | (1.94) | 36.3 | (1.93) | 8.4 | (1.11) | 8.1 | (1.18) | 0.7 ! | (0.33) | 19.5 | (1.45) | 4.5 | (0.74) |
| 24 through 29 ............................................... | 852 | 57.4 | (1.20) | 33.4 | (1.07) | 8.7 | (0.58) | 10.6 | (0.68) | 1.6 | (0.32) | 30.8 | (1.05) | 15.8 | (0.95) |
| 30 or older ................................................ | 1,261 | 70.8 | (0.95) | 33.3 | (1.09) | 10.3 | (0.65) | 13.6 | (0.82) | 2.7 | (0.40) | 44.3 | (1.21) | 27.4 | (1.07) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exclusively full-time .......................................... | 910 | 53.1 | (1.11) | 27.5 | (0.96) | 6.0 | (0.51) | 8.9 | (0.58) | 1.3 | (0.30) | 31.7 | (1.16) | 18.4 | (1.04) |
| Exclusively part-time .................................... | 1,013 | 72.6 | (1.08) | 39.0 | (1.24) | 13.5 | (0.89) | 14.4 | (0.91) | 2.8 | (0.43) | 41.0 | (1.21) | 22.7 | (1.19) |
| Mixed full-time and part-time ............................ | 386 | 67.3 | (1.75) | 39.2 | (1.60) | 9.9 | (1.19) | 14.1 | (1.28) | 2.1 | (0.41) | 36.9 | (1.98) | 19.1 | (1.69) |
| Had job during academic year ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes .............................................................. | 1,837 | 73.7 | (0.87) | 37.8 | (0.86) | 11.4 | (0.57) | 13.6 | (0.65) | 2.7 | (0.32) | 43.7 | (0.91) | 26.3 | (0.79) |
| No ............................................................. | 472 | 39.7 | (1.22) | 25.0 | (1.11) | 5.2 | (0.50) | 7.9 | (0.73) | 0.7 ! | (0.24) | 19.9 | (1.12) | 7.2 | (0.82) |
| Dependency status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent ................................................ | 1,025 | 55.5 | ( (1.03) (1) | 34.0 | $(\dagger)$ $(0.98)$ | 8.5 | $(+)$ $(0.52)$ | 11.1 | ( $($ ¢ $(0.64)$ | 1.5 | ( $(0.31)$ | 28.1 | ( $\begin{array}{r}\text { ( } \\ (0.88)\end{array}$ | 13.2 | ( + ) $(0.74)$ |
| Independent, no dependents, married .................. | 345 | 62.6 | (1.89) | 32.7 | (1.68) | 9.2 | (1.21) | 11.3 | (1.37) | 2.1 ! | (0.67) | 36.1 | (1.75) | 21.0 | (1.63) |
| Independent, with dependents, not married ${ }^{3}$....... | 284 | 79.3 | (1.71) | 35.1 | (2.57) | 10.2 | (1.55) | 14.9 | (1.68) | 3.7 | (1.02) | 52.0 | (2.49) | 33.4 | (2.48) |
| Independent, with dependents, married ............. | 654 | 70.8 | (1.52) | 33.0 | (1.42) | 11.0 | (0.96) | 12.3 | (1.13) | 2.4 | (0.49) | 45.6 | (1.60) | 28.3 | (1.55) |
| Control of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public .................................................... | 1,002 | 57.4 | (0.95) | 34.3 | (0.97) | 7.6 | (0.51) | 9.9 | (0.63) | 2.0 | (0.29) | 32.8 | (0.93) | 14.1 | (0.72) |
| Private nonprofit ......................................... | 924 | 61.8 | (1.14) | 38.1 | (1.17) | 12.8 | (0.84) | 15.2 | (0.88) | 2.3 | (0.42) | 28.5 | (1.16) | 13.8 | (1.08) |
| Private for-profit ............................................. | 382 | 86.7 | (2.12) | 16.1 | (1.70) | 5.0 | (0.79) | 8.0 | (1.08) | 1.1 ! | (0.37) | 74.1 | (2.09) | 65.3 | (2.58) |

## -Not available.

!lnterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
Students who reported taking more than one type of class (e.g., night classes and online classes) are counted only once in
the total.
${ }^{2}$ Excludes work-study/assistantships
${ }^{3}$ Includes separated.
NOTE: Night classes start after 6:00 p.m. on Monday through Thursday nights; weekend classes start after 6:00 p.m. on Friday or take place any time on Saturday or Sunday; and online classes are taught only online. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12). (This table was prepared March 2014.)

## Table 311.32. Number and percentage of graduate students taking distance education or online classes and degree programs, by selected characteristics: Selected years, 2003-04 through 2011-12

[Standard errors appear in parentheses]


[^89]NOTE: In 2011-12, students were asked whether they took classes that were "taught only online" and, if so, whether their entire degree program was online. In 2003-04 and 2007-08, students were asked about distance education, which was defined in 2007-08 as primarily delivered using live, interactive audio or videoconferencing, pre-recorded instructional videos, webcasts, CD-ROM, or DVD, or computer-based systems delivered over the Internet." The 2003-04 definition was very similar, with only minor differences in wording. In both years, distance education did not include correspondence courses. Data exclude Puerto Rico. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003-04, 2007-08, and 2011-12 National Postsecondary Student Aid Study (NPSAS:04, NPSAS:08, and NPSAS:12). (This table was prepared October 2014.)

Table 311.33. Selected statistics for degree-granting postsecondary institutions that primarily offer online programs, by control of institution and selected characteristics: 2015

| Selected characteristic | All <br> institutions | Primarily online institutions ${ }^{1}$ |  |  |  |  | Other institutions ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Percent of all institutions | Public | Nonprofit | For-profit | Total | Public | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Number of institutions, fall $2015^{2}$............... | 4,562 | 67 | 1.5 | 6 | 16 | 45 | 4,495 | 1,614 | 1,682 | 1,199 |
| Fall 2015 enrollment <br> Total enrollment $\qquad$ |  |  |  |  |  |  |  |  |  |  |
|  | 19,977,270 | 734,736 | 3.7 | 58,822 | 137,556 | 538,358 | 19,242,534 | 14,509,281 | 3,925,816 | 807,437 |
| Full-time | 12,290,829 | 438,093 | 3.6 | 14,295 | 85,058 | 338,740 | 11,852,736 | 8,340,380 | 2,964,074 | 548,282 |
| Males | 5,560,535 | 144,052 | 2.6 | 5,781 | 30,382 | 107,889 | 5,416,483 | 3,892,395 | 1,303,354 | 220,734 |
| Females ........................................ | 6,730,294 | 294,041 | 4.4 | 8,514 | 54,676 | 230,851 | 6,436,253 | 4,447,985 | 1,660,720 | 327,548 |
| Part-time ... | 7,686,441 | 296,643 | 3.9 | 44,527 | 52,498 | 199,618 | 7,389,798 | 6,168,901 | 961,742 | 259,155 |
| Males | 3,160,868 | 121,799 | 3.9 | 21,258 | 23,137 | 77,404 | 3,039,069 | 2,597,974 | 363,508 | 77,587 |
| Females .......................................... | 4,525,573 | 174,844 | 3.9 | 23,269 | 29,361 | 122,214 | 4,350,729 | 3,570,927 | 598,234 | 181,568 |
| Undergraduate | 17,036,778 | 528,525 | 3.1 | 46,316 | 113,490 | 368,719 | 16,508,253 | 13,099,404 | 2,705,684 | 703,165 |
| Full-time | 10,604,992 | 320,741 | 3.0 | 12,964 | 67,270 | 240,507 | 10,284,251 | 7,540,768 | 2,233,890 | 509,593 |
| Part-time ... | 6,431,786 | 207,784 | 3.2 | 33,352 | 46,220 | 128,212 | 6,224,002 | 5,558,636 | 471,794 | 193,572 |
| Postbaccalaureate | 2,940,492 | 206,211 | 7.0 | 12,506 | 24,066 | 169,639 | 2,734,281 | 1,409,877 | 1,220,132 | 104,272 |
| Full-time ....... | 1,685,837 | 117,352 | 7.0 | 1,331 | 17,788 | 98,233 | 1,568,485 | 799,612 | 730,184 | 38,689 |
| Part-time . | 1,254,655 | 88,859 | 7.1 | 11,175 | 6,278 | 71,406 | 1,165,796 | 610,265 | 489,948 | 65,583 |
| White | 10,937,058 | 387,086 | 3.5 | 39,460 | 89,811 | 257,815 | 10,549,972 | 7,873,588 | 2,347,443 | 328,941 |
| Black | 2,675,352 | 205,623 | 7.7 | 5,937 | 25,226 | 174,460 | 2,469,729 | 1,764,509 | 477,114 | 228,106 |
| Hispanic | 3,292,156 | 73,302 | 2.2 | 8,001 | 11,747 | 53,554 | 3,218,854 | 2,681,369 | 383,585 | 153,900 |
| Asian .. | 1,228,310 | 18,396 | 1.5 | 2,337 | 4,361 | 11,698 | 1,209,914 | 931,174 | 242,277 | 36,463 |
| Pacific Islander ................................ | 55,529 | 4,613 | 8.3 | 244 | 711 | 3,658 | 50,916 | 35,584 | 9,881 | 5,451 |
| American Indian/Alaska Native ................. | 146, 171 | 5,711 | 3.9 | 489 | 1,059 | 4,163 | 140,460 | 113,289 | 19,596 | 7,575 |
| Two or more races ............................... | 659,584 | 34,305 | 5.2 | 1,675 | 4,181 | 28,449 | 625,279 | 482,679 | 115,174 | 27,426 |
| Nonresident alien ................................... | 983,110 | 5,700 | 0.6 | 679 | 460 | 4,561 | 977,410 | 627,089 | 330,746 | 19,575 |
| 4-year institutions | 13,486,342 | 730,594 | 5.4 | 58,822 | 137,556 | 534,216 | 12,755,748 | 8,293,615 | 3,875,767 | 586,366 |
| Full-time ............ | 9,779,608 | 435,202 | 4.5 | 14,295 | 85,058 | 335,849 | 9,344,406 | 6,067,198 | 2,928,007 | 349,201 |
| Part-time | 3,706,734 | 295,392 | 8.0 | 44,527 | 52,498 | 198,367 | 3,411,342 | 2,226,417 | 947,760 | 237,165 |
| 2-year institutions ................................ | 6,490,928 | 4,142 | 0.1 | 0 | 0 | 4,142 | 6,486,786 | 6,215,666 | 50,049 | 221,071 |
| Full-time | 2,511,221 | 2,891 | 0.1 | , | 0 | 2,891 | 2,508,330 | 2,273,182 | 36,067 | 199,081 |
| Part-time .................................... | 3,979,707 | 1,251 | \# | 0 | 0 | 1,251 | 3,978,456 | 3,942,484 | 13,982 | 21,990 |
| Earned degrees conferred, 2014-15 |  |  |  |  |  |  |  |  |  |  |
| Associate's. | 1,013,971 | 35,704 | 3.5 | 835 | 4,529 | 30,340 | 978,267 | 821,039 | 54,093 | 103,135 |
| Males | 396,613 | 12,777 | 3.2 | 553 | 1,438 | 10,786 | 383,836 | 325,122 | 19,421 | 39,293 |
| Females ........................................... | 617,358 | 22,927 | 3.7 | 282 | 3,091 | 19,554 | 594,431 | 495,917 | 34,672 | 63,842 |
| Bachelor's | 1,894,934 | 76,110 | 4.0 | 6,985 | 12,529 | 56,596 | 1,818,824 | 1,202,453 | 541,005 | 75,366 |
| Males | 812,669 | 29,504 | 3.6 | 3,026 | 4,815 | 21,663 | 783,165 | 529,227 | 223,055 | 30,883 |
| Females ......................................... | 1,082,265 | 46,606 | 4.3 | 3,959 | 7,714 | 34,933 | 1,035,659 | 673,226 | 317,950 | 44,483 |
| Master's | 758,708 | 51,550 | 6.8 | 2,827 | 6,638 | 42,085 | 707,158 | 348,292 | 329,544 | 29,322 |
| Males | 306,590 | 17,263 | 5.6 | 1,203 | 2,497 | 13,563 | 289,327 | 146,165 | 132,923 | 10,239 |
| Females ........................................... | 452,118 | 34,287 | 7.6 | 1,624 | 4,141 | 28,522 | 417,831 | 202,127 | 196,621 | 19,083 |
| Doctor's ${ }^{3}$ | 178,547 | 3,803 | 2.1 | 39 | 116 | 3,648 | 174,744 | 90,213 | 79,976 | 4,555 |
| Males .............................................. | 84,921 | 1,316 | 1.5 | 12 | 39 | 1,265 | 83,605 | 44,040 | 37,860 | 1,705 |
| Females ............................................. | 93,626 | 2,487 | 2.7 | 27 | 77 | 2,383 | 91,139 | 46,173 | 42,116 | 2,850 |
| First-time students' rates of graduation from and retention at first institution attended | 39.855.359.4 | $\begin{array}{r} 5.9 \\ 9.9 \\ 12.1 \end{array}$ | $\begin{aligned} & t \\ & t \\ & t \end{aligned}$ | $\begin{aligned} & \ddagger \\ & \ddagger \\ & \ddagger \\ & \ddagger \end{aligned}$ | $\begin{aligned} & 16.0 \\ & 18.5 \\ & 21.5 \end{aligned}$ | 5.59.611.7 | 40.155.659.8 | 34.853.558.6 | $\begin{aligned} & 53.1 \\ & 63.3 \\ & 65.7 \end{aligned}$ | 15.721.625.0 |
| Among full-time bachelor's degree-seekers starting at 4 -year institutions in 2009, percent earning bachelor's degree |  |  |  |  |  |  |  |  |  |  |
| Within 4 years after start ........................ |  |  |  |  |  |  |  |  |  |  |
| Within 5 years after start .......................... |  |  |  |  |  |  |  |  |  |  |
| Within 6 years after start .......................... |  |  |  |  |  |  |  |  |  |  |
| Among full-time degree/certificate-seekers starting at 2 -year institutions in 2012, percent completing credential within 150 percent of normal time $\qquad$ | 29.1 | $\ddagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 46.8 | 29.0 | $21.9$ | 56.1 | 60.2 |
| Among degree-seekers starting in 2014, percent returning in 2015 <br> Full-time entrants $\qquad$ |  |  |  |  |  |  |  |  |  |  |
|  | 74.5 | 40.4 | $\dagger$ | 70.0 | 74.9 | 35.9 | 74.7 | 73.2 | 81.0 | 65.3 |
| Part-time entrants .................................... | 43.6 | 40.7 | $\dagger$ | 44.5 | $\ddagger$ | 40.3 | 43.6 | 43.8 | 41.4 | 39.8 |

## $\dagger$ Not applicable.

\#Rounds to zero
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Primarily online institutions have more than 90 percent of their students attending classes exclusively online. Other institutions may have some online offerings, but they are not pri marily online.
${ }^{2}$ Includes only institutions reporting enrollment data in fall 2015.

Includes Ph.D. Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component; IPEDS, Fall 2015, Completions component; and IPEDS, Spring 2016, Graduation Rates component. (This table was prepared April 2017.)

Table 311.40. Percentage of first-year undergraduate students who reported taking remedial education courses, by selected student and institution characteristics: 2003-04, 2007-08, and 2011-12
[Standard errors appear in parentheses]

| Selected student or institution characteristic | 2003-04 first-year undergraduates ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | 2007-08 first-year undergraduates ${ }^{1}$ <br> Percent who took any remedial courses |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent who took any remedial courses |  |  |  | Percent who took specific remedial courses in 2003-04 |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Ever | In 2003-04 |  | English |  | Mathematics |  | Reading |  | Writing |  | Ever <br> 8 |  | In 2007-08 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 9 |
| Total | 34.8 | (0.36) | 19.2 | (0.30) | 5.7 | (0.21) | 14.6 | (0.26) | 5.6 | (0.17) | 6.9 | (0.18) | 36.2 | (0.38) | 20.0 | (0.35) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 33.0 | (0.53) | 18.4 | (0.46) | 5.6 | (0.29) | 13.9 | (0.41) | 5.2 | (0.22) | 6.6 | (0.27) | 33.0 | (0.53) | 19.3 | (0.51) |
|  | 36.2 | (0.54) | 19.8 | (0.39) | 5.8 | (0.23) | 15.1 | (0.34) | 5.8 | (0.24) | 7.1 | (0.26) | 38.7 | (0.51) | 20.6 | (0.46) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 31.7 | (0.42) | 17.8 | (0.35) | 4.9 | (0.21) | 13.5 | (0.32) | 4.4 | (0.18) | 6.4 | (0.22) | 31.3 | (0.46) | 17.7 | (0.41) |
| Black | 41.2 | (1.00) | 22.4 | (0.76) | 7.5 | (0.52) | 17.1 | (0.66) | 7.8 | (0.49) | 6.9 | (0.44) | 45.1 | (0.99) | 24.4 | (0.86) |
| Hispanic | 38.5 | (0.91) | 21.5 | (0.72) | 6.6 | (0.52) | 17.0 | (0.66) | 7.1 | (0.48) | 8.3 | (0.47) | 43.7 | (1.12) | 23.3 | (0.84) |
| Asian | 39.6 | (1.72) | 17.6 | (1.56) | 8.2 | (1.09) | 10.9 | (1.19) | 7.0 | (0.83) | 8.4 | (0.93) | 38.9 | (2.05) | 20.0 | (1.90) |
| Pacific Islander . | 40.8 | (5.11) | 22.4 | (4.55) | 10.2 ! | (4.18) | 19.8 | (4.64) | 10.1 ! | (4.07) | 11.3 ! | (4.00) | 39.9 | (4.63) | 19.1 | (3.90) |
| American Indian/Alaska Native ......... | 44.8 | (4.34) | 23.7 | (3.10) | 3.4 | (1.0) | 17.3 | (2.80) | 8.4 | (2.28) | 8.1 | (2.35) | 47.9 | (4.66) | 29.7 | (3.88) |
| Two or more races ......................... | 33.9 | (2.02) | 20.9 | (1.80) | 4.7 | (0.90) | 14.8 | (1.48) | 4.9 | (0.98) | 6.5 | (1.12) | 32.3 | (2.29) | 20.4 | (2.06) |
| Other. | 31.1 | (2.78) | 17.3 | (2.34) | 5.0 | (1.35) | 14.3 | (2.12) | 6.1 | (1.30) | 6.9 | (1.63) | 35.2 | (6.00) | 21.7 | (5.11) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 | 33.7 | (0.41) | 21.5 | (0.39) | 6.6 | (0.28) | 16.1 | (0.35) | 6.4 | (0.22) | 8.2 | (0.22) | 34.5 | (0.46) | 22.0 | (0.43) |
| 24 to 29 | 35.0 | (0.99) | 16.0 | (0.78) | 4.3 | (0.41) | 12.8 | (0.65) | 4.0 | (0.40) | 5.0 | (0.55) | 39.7 | (0.98) | 19.5 | (0.86) |
| 30 or older | 37.6 | (0.87) | 15.6 | (0.52) | 4.5 | (0.35) | 12.1 | (0.51) | 4.4 | (0.32) | 4.7 | (0.31) | 38.1 | (0.84) | 15.2 | (0.68) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exclusively full-time ...... | 31.4 | (0.45) | 19.1 | (0.37) | 5.7 | (0.22) | 14.1 | (0.35) | 5.6 | (0.23) | 7.5 | (0.24) | 31.4 | (0.52) | 19.4 | (0.46) |
| Exclusively part-ime ...................... | 37.5 | (0.65) | 17.9 | (0.51) | 5.3 | (0.31) | 14.0 | (0.47) | 5.0 | (0.28) | 5.6 | (0.28) | 39.8 | (0.71) | 19.0 | (0.59) |
| Mixed full- and part-time ................. | 41.1 | (0.97) | 23.7 | (0.85) | 7.1 | (0.56) | 18.7 | (0.81) | 7.1 | (0.48) | 8.3 | (0.45) | 42.6 | (0.98) | 26.3 | (0.93) |
| Student housing status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On-campus ............. | 24.5 | (0.70) | 16.8 | (0.56) | 4.8 | (0.31) | 11.3 | (0.49) | 4.8 | (0.31) | 8.2 | (0.40) | 23.2 | (0.84) | 17.1 | (0.76) |
| Off-campus | 35.9 | (0.58) | 17.0 | (0.40) | 5.1 | (0.30) | 13.4 | (0.35) | 4.6 | (0.22) | 5.5 | (0.28) | 37.2 | (0.57) | 17.8 | (0.49) |
| With parents or relatives ................ | 37.9 | (0.59) | 24.5 | (0.61) | 7.1 | (0.36) | 18.5 | (0.53) | 7.7 | (0.35) | 8.7 | (0.37) | 39.6 | (0.78) | 25.2 | (0.66) |
| Attended more than one institution ... | 36.5 | (1.18) | 18.3 | (0.98) | 6.4 | (0.59) | 14.5 | (0.98) | 5.0 | (0.48) | 6.2 | (0.48) | 36.1 | (1.11) | 20.2 | (0.97) |
| Dependency status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent ................................. | 33.4 | (0.45) | 22.1 | (0.41) | 6.6 | (0.27) | 16.4 | (0.36) | 6.5 | (0.24) | 8.6 | (0.23) | 34.4 | (0.51) | 22.8 | (0.46) |
| Independent ................................ | 36.4 | (0.61) | 16.1 | (0.39) | 4.8 | (0.27) | 12.7 | (0.37) | 4.5 | (0.23) | 5.0 | (0.26) | 38.1 | (0.59) | 17.1 | (0.51) |
| Veteran status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Veteran ....... | 35.9 | (2.33) | 13.2 | (1.52) | 1.9 | (0.51) | 9.9 | (1.40) | 3.2 | (0.68) | 4.3 | (0.84) | 35.8 | (2.36) | 17.1 | (2.08) |
| Not veteran ................................. | 34.8 | (0.38) | 19.4 | (0.31) | 5.8 | (0.22) | 14.8 | (0.27) | 5.7 | (0.18) | 7.0 | (0.18) | 36.2 | (0.38) | 20.1 | (0.36) |
| Field of study |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business/management ....... | 36.4 | (1.00) | 19.6 | (0.97) | 5.5 | (0.41) | 14.7 | (1.01) | 6.0 | (0.44) | 7.3 | (0.61) | 37.0 | (1.13) | 21.7 | (1.06) |
| Computer science | 33.7 | (1.59) | 19.2 | (1.39) | 4.7 | (0.67) | 14.7 | (1.27) | 5.3 | (0.82) | 5.6 | (0.73) | 34.7 | (2.28) | 19.8 | (1.77) |
| Education ... | 41.5 | (1.61) | 23.1 | (1.14) | 6.3 | (0.74) | 17.6 | (1.03) | 6.4 | (0.72) | 8.8 | (0.86) | 40.3 | (1.90) | 23.0 | (1.48) |
| Engineering | 30.9 | (1.79) | 16.6 | (1.41) | 5.6 | (0.77) | 12.9 | (1.26) | 4.8 | (0.77) | 6.8 | (0.91) | 33.0 | (1.81) | 19.0 | (1.57) |
| Health | 37.0 | (0.83) | 19.7 | (0.68) | 6.1 | (0.48) | 15.5 | (0.63) | 5.7 | (0.43) | 6.2 | (0.50) | 38.6 | (2.49) | 18.9 | (4.49) |
| Humanities | 34.0 | (1.29) | 18.8 | (0.94) | 5.6 | (0.46) | 14.2 | (0.87) | 5.0 | (0.52) | 7.3 | (0.52) | 31.2 | (1.94) | 20.5 | (1.77) |
| Life sciences | 31.2 | (1.81) | 19.7 | (1.72) | 5.7 | (1.29) | 14.6 | (1.47) | 5.4 | (1.21) | 7.9 | (1.20) | 31.2 | (6.21) | 20.5 ! | (8.64) |
| Mathematics | 23.0 | (5.55) | 11.0 ! | (4.43) | $\ddagger$ | ( $\dagger$ ) | 9.3 ! | (4.26) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 41.1 | (6.31) | 15.6 ! | (5.20) |
| Physical sciences . | 24.0 | (4.39) | 12.9 | (3.49) | 7.5 ! | (2.85) | 5.3 ! | (2.13) | 6.4 ! | (3.05) | $\ddagger$ | (t) | 24.5 | (4.31) | 15.7 | (3.92) |
| Social/behavioral sciences .............. | 33.2 | (2.08) | 19.4 | (1.57) | 5.5 | (0.90) | 14.5 | (1.39) | 6.5 | (1.01) | 8.7 | (1.05) | 35.0 | (2.16) | 23.4 | (1.94) |
| Vocational/technical ... | 38.5 | (2.11) | 18.3 | (1.60) | 5.0 | (0.86) | 14.5 | (1.40) | 5.6 | (1.0) | 4.7 | (0.61) | 31.1 | (1.93) | 15.7 | (1.78) |
| Undeclared | 33.6 | (0.67) | 19.2 | (0.59) | 6.0 | (0.38) | 14.5 | (0.49) | 5.2 | (0.33) | 7.2 | (0.38) | 35.8 | (1.29) | 20.0 | (1.14) |
| Other ........................ | 33.3 | (1.49) | 18.0 | (1.06) | 5.3 | (0.67) | 13.6 | (0.94) | 6.2 | (0.57) | 5.9 | (0.56) | 34.6 | (1.23) | 18.5 | (0.97) |
| Type of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public less-than-2-year .................. | 30.6 | (1.85) | 10.9 | (1.09) | 4.8 | (0.80) | 9.3 | (1.05) | 4.0 | (0.86) | 3.9 | (0.90) | 31.9 | (1.99) | 9.0 | (0.89) |
| Public 2 -year | 41.4 | (0.59) | 23.0 | (0.47) | 6.9 | (0.33) | 18.3 | (0.42) | 7.1 | (0.28) | 7.2 | (0.27) | 41.8 | (0.54) | 23.7 | (0.48) |
| Public 4-year nondoctorate .............. | 34.2 | (1.77) | 21.4 | (1.12) | 5.3 | (0.61) | 16.3 | (1.05) | 5.2 | (0.56) | 8.5 | (0.63) | 38.9 | (1.24) | 25.4 | (1.14) |
| Public 4-year doctorate .................. | 25.7 | (1.11) | 16.3 | (0.64) | 4.4 | (0.34) | 11.7 | (0.60) | 3.9 | (0.39) | 8.1 | (0.42) | 25.0 | (1.03) | 17.8 | (0.86) |
| Private nonprofit less-than-4-year ..... | 31.3 | (2.06) | 12.9 | (1.89) | 4.5 | (1.03) | 10.2 | (1.49) | 2.8 | (0.82) | 5.0 | (1.27) | 30.3 | (3.75) | 10.2 | (2.81) |
| Private nonprofit 4-year nondoctorate . | 26.0 | (1.16) | 14.7 | (0.78) | 5.3 | (0.68) | 9.5 | (0.58) | 4.0 | (0.41) | 6.7 | (0.76) | 25.5 | (1.74) | 16.6 | (1.46) |
| Private nonprofit 4-year doctorate ..... | 18.3 | (1.67) | 11.6 | (1.39) | 2.4 | (0.54) | 7.4 | (1.37) | 2.9 | (0.57) | 6.3 | (0.91) | 22.1 | (1.70) | 12.6 | (1.38) |
| Private for-profit less-than-2-year ...... | 24.1 | (0.50) | 7.8 | (0.23) | 3.1 | (0.18) | 4.6 | (0.16) | 2.2 | (0.19) | 3.5 | (0.22) | 26.5 | (1.02) | 5.5 | (0.51) |
| Private for-profit 2 years or more ...... | 25.4 | (1.63) | 11.7 | (1.04) | 4.1 | (0.51) | 7.5 | (0.75) | 3.3 | (0.45) | 4.9 | (0.71) | 28.8 | (1.46) | 11.3 | (1.20) |

[^90]Table 311.40. Percentage of first-year undergraduate students who reported taking remedial education courses, by selected student and institution characteristics: 2003-04, 2007-08, and 2011-12-Continued
[Standard errors appear in parentheses]

| Selected student or institution characteristic | 2011-12 first-year undergraduates ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Students who took any remedial courses |  |  |  |  | Percent who took specific remedial courses in 2011-12 |  |  |  |  |  |  |  |
|  | Total number of students (in thousands) | Percent who ever took |  | Number who took in 2011-12 (in thousands) | Percent who took in 2011-12 |  |  | English | Mathematics |  | Reading |  | Writing |  |
| 1 | 10 |  | 11 | 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17 |
| Total ...................................... | 9,437 | 32.6 | (0.42) | 1,864 | 19.7 | (0.36) | 10.0 | (0.25) | 16.2 | (0.34) | 7.4 | (0.23) | 7.5 | (0.25) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 4,079 | 30.8 | (0.61) | 811 | 19.9 | (0.55) | 10.4 | (0.37) | 16.0 | (0.49) | 7.2 | (0.32) | 7.6 | (0.36) |
| Female ...................................... | 5,359 | 34.0 | (0.52) | 1,053 | 19.7 | (0.46) | 9.7 | (0.35) | 16.3 | (0.43) | 7.5 | (0.29) | 7.4 | (0.26) |
| Race/ethnicity of student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 4,997 | 29.4 | (0.51) | 885 | 17.7 | (0.47) | 8.1 | (0.33) | 14.7 | (0.43) | 5.8 | (0.29) | 6.3 | (0.29) |
| Black | 1,871 | 37.6 | (0.89) | 416 | 22.2 | (0.75) | 12.8 | (0.54) | 18.2 | (0.72) | 10.1 | (0.53) | 9.2 | (0.55) |
| Hispanic | 1,728 | 35.8 | (0.99) | 388 | 22.4 | (0.81) | 11.5 | (0.56) | 18.7 | (0.76) | 8.4 | (0.46) | 8.5 | (0.48) |
| Asian ....................................... | 410 | 37.6 | (2.25) | 94 | 23.0 | (1.75) | 14.6 | (1.53) | 15.2 | (1.19) | 11.1 | (1.57) | 11.5 | (1.52) |
| Pacific Islander .. | 46 | 33.4 | (5.16) | 7 | 15.2 | (3.50) | 9.6 ! | (3.15) | 11.9 | (3.11) | 4.2 | (1.25) | 5.5 ! | (1.65) |
| American Indian/Alaska Native ......... | 106 | 34.9 | (4.11) | 21 | 19.8 | (2.79) | 10.2 | (2.03) | 17.4 | (2.79) | 9.0 | (2.03) | 7.1 | (1.71) |
| Two or more races ........................ | 280 | 29.8 | (2.02) | 53 | 19.0 | (1.68) | 9.8 | (1.56) | 15.4 | (1.58) | 5.5 | (1.01) | 5.7 | (0.91) |
| Other ........................................ |  |  |  | - | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 ...................................... | 5,549 | 31.0 | (0.49) | 1,169 | 21.1 | (0.38) | 10.6 | (0.30) | 17.3 | (0.36) | 7.6 | (0.24) | 7.7 | (0.28) |
| 24 to 29 ..................................... | 1,618 | 34.4 | (1.12) | 278 | 17.2 | (0.91) | 8.3 | (0.61) | 14.2 | (0.86) | 6.4 | (0.55) | 6.4 | (0.52) |
| 30 or older ................................... | 2,270 | 35.4 | (0.94) | 417 | 18.4 | (0.82) | 9.7 | (0.53) | 14.9 | (0.73) | 7.6 | (0.57) | 7.7 | (0.56) |
| Attendance status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exclusively full-time | 4,774 | 28.1 | (0.48) | 840 | 17.6 | (0.41) | 9.1 | (0.28) | 14.2 | (0.41) | 6.6 | (0.27) | 6.7 | (0.26) |
| Exclusively part-time ..................... | 3,280 | 37.4 | (0.81) | 699 | 21.3 | (0.78) | 10.3 | (0.50) | 17.7 | (0.71) | 7.7 | (0.43) | 7.9 | (0.50) |
| Mixed full- and part-time ................. | 1,383 | 37.0 | (0.95) | 324 | 23.4 | (0.74) | 12.2 | (0.57) | 19.5 | (0.71) | 9.3 | (0.53) | 9.1 | (0.50) |
| Student housing status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On-campus ............. | 1,055 | 17.9 | (0.78) | 148 | 14.1 | (0.67) | 6.5 | (0.48) | 10.9 | (0.58) | 3.9 | (0.37) | 5.0 | (0.46) |
| Off-campus ................................. | 4,326 | 34.0 | (0.65) | 846 | 19.6 | (0.63) | 9.7 | (0.41) | 15.9 | (0.58) | 7.8 | (0.41) | 7.8 | (0.43) |
| With parents or relatives ................ | 3,462 | 35.3 | (0.78) | 768 | 22.2 | (0.61) | 11.6 | (0.43) | 18.5 | (0.56) | 8.2 | (0.37) | 8.1 | (0.42) |
| Attended more than one institution ... | 594 | 32.7 | (1.09) | 101 | 17.0 | (0.95) | 8.9 | (0.77) | 14.1 | (0.86) | 5.7 | (0.56) | 6.3 | (0.62) |
| Dependency status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent .................................. | 4,543 | 31.2 | (0.53) | 1,001 | 22.0 | (0.42) | 11.0 | (0.34) | 17.9 | (0.41) | 8.0 | (0.27) | 8.1 | (0.31) |
| Independent ................................ | 4,894 | 33.9 | (0.57) | 863 | 17.6 | (0.52) | 9.0 | (0.34) | 14.5 | (0.50) | 6.8 | (0.34) | 6.9 | (0.30) |
| Veteran status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Veteran ..................................... | 310 | 31.4 | (2.21) | 54 | 17.4 | (1.74) | 8.5 | (1.22) | 15.9 | (1.67) | 3.3 | (0.68) | 5.2 | (0.97) |
| Not veteran ................................... | 9,127 | 32.7 | (0.42) | 1,809 | 19.8 | (0.37) | 10.1 | (0.26) | 16.2 | (0.35) | 7.5 | (0.24) | 7.6 | (0.25) |
| Field of study |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business/management .................... | 1,203 | 32.7 | (1.11) | 238 | 19.8 | (0.85) | 10.5 | (0.72) | 15.3 | (0.75) | 8.7 | (0.66) | 8.2 | (0.60) |
| Computer science ......................... | 402 | 29.3 | (1.69) | 70 | 17.4 | (1.40) | 8.9 | (1.14) | 14.0 | (1.29) | 6.2 | (1.02) | 6.8 | (1.16) |
| Education .................................. | 387 | 36.0 | (1.84) | 84 | 21.6 | (1.53) | 10.6 | (1.08) | 16.4 | (1.23) | 7.9 | (1.03) | 7.2 | (0.90) |
| Engineering | 409 | 33.1 | (1.88) | 86 | 20.9 | (1.63) | 11.0 | (1.22) | 15.4 | (1.33) | 7.9 | (1.23) | 9.1 | (1.22) |
| Health | 2,023 | 34.6 | (0.74) | 381 | 18.8 | (0.70) | 9.1 | (0.55) | 16.7 | (0.67) | 6.7 | (0.45) | 6.7 | (0.39) |
| Humanities ................................ | 1,776 | 36.6 | (1.03) | 424 | 23.9 | (0.91) | 11.7 | (0.60) | 19.6 | (0.80) | 8.9 | (0.62) | 8.9 | (0.60) |
| Life sciences .............................. | 416 | 26.7 | (1.71) | 75 | 17.9 | (1.11) | 9.1 | (0.92) | 14.2 | (1.01) | 6.4 | (0.89) | 7.1 | (0.82) |
| Mathematics .............................. | 24 | 14.3 ! | (4.57) | $\ddagger$ | 8.4 ! | (2.81) | 4.6 ! | (2.26) | 7.6 ! | (2.67) | $\ddagger$ | (t) | 6.2 ! | (2.51) |
| Physical sciences .......................... | 58 | 29.2 | (4.72) | 14 | 24.7 | (4.59) | 17.2 | (4.25) | 20.8 | (4.24) | 8.9 ! | (3.16) | 13.6 | (3.98) |
| Social/behavioral sciences .............. | 392 | 27.7 | (1.87) | 78 | 19.8 | (1.38) | 9.1 | (0.87) | 16.6 | (1.37) | 6.0 | (0.88) | 7.6 | (0.79) |
| Vocational/technical ....................... | 431 | 26.9 | (1.94) | 68 | 15.7 | (1.59) | 7.6 | (1.12) | 13.0 | (1.56) | 5.9 | (0.85) | 5.7 | (1.02) |
| Undeclared ................................ | 299 | 31.8 | (2.10) | 66 | 22.0 | (1.86) | 10.7 | (1.53) | 17.4 | (1.68) | 7.9 | (1.41) | 6.6 | (1.13) |
| Other ........................................ | 1,350 | 29.3 | (0.94) | 225 | 16.7 | (0.77) | 9.4 | (0.64) | 13.9 | (0.70) | 6.4 | (0.52) | 6.7 | (0.56) |
| Type of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public less-than-2-year ................... | 58 | 30.2 | (6.13) | 7 | 12.2 ! | (3.86) | 8.5 ! | (4.11) | 10.5 ! | (3.34) | 6.5 ! | (3.19) | 1.6 ! | (0.75) |
| Public 2-year ............................... | 5,038 | 40.3 | (0.67) | 1,289 | 25.6 | (0.64) | 13.2 | (0.43) | 21.0 | (0.60) | 10.3 | (0.38) | 9.7 | (0.41) |
| Public 4-year nondoctorate .............. | 817 | 37.8 | (2.12) | 198 | 24.3 | (1.30) | 10.2 | (0.79) | 20.4 | (1.25) | 6.9 | (0.78) | 7.9 | (0.88) |
| Public 4-year doctorate .................... | 893 | 21.9 | (0.84) | 139 | 15.6 | (0.80) | 6.8 | (0.47) | 12.8 | (0.71) | 3.5 | (0.33) | 4.5 | (0.45) |
| Private nonprofit less-than-4-year ..... | 58 | 22.3 | (4.25) | 6 | 9.4 ! | (3.42) | 5.9 | (1.73) | 8.1 ! | (2.86) | $\ddagger$ | (t) | 3.5 ! | (1.64) |
| Private nonprofit 4-year nondoctorate . | 375 | 24.4 | (1.66) | 58 | 15.3 | (1.23) | 7.8 | (1.04) | 10.9 | (1.06) | 4.9 | (0.77) | 7.0 | (0.97) |
| Private nonprofit 4-year doctorate ..... | 356 | 14.6 | (1.85) | 34 | 9.6 | (1.24) | 4.0 | (0.65) | 7.3 | (1.26) | 3.4 ! | (1.03) | 4.2 | (0.70) |
| Private for-profit less-than-2-year ...... | 402 | 16.7 | (0.74) | 15 | 3.8 | (0.56) | 2.2 | (0.39) | 3.4 | (0.57) | 1.9 | (0.46) | 1.7 | (0.39) |
| Private for-profit 2 years or more ...... | 1,439 | 20.9 | (0.74) | 118 | 8.2 | (0.37) | 5.2 | (0.34) | 6.6 | (0.36) | 3.2 | (0.24) | 4.3 | (0.29) |

## -Not available.

$\dagger$ Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Student status was determined by accumulation of credits. Students attending postsecondary education part time, or not completing the credit accumulation requirements for second-year status, could be considered first-year students for more than one year.

NOTE: Data are based on a sample survey of students who enrolled at any time during the school year. Percentages of students who took remedial courses are based on student reports. Data exclude Puerto Rico. Detail may not sum to totals because of survey item nonresponse and rounding. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003-04, 2007-08, and 2011-12 National Postsecondary Student Aid Study (NPSAS:04, NPSAS:08, and NPSAS:12). (This table was prepared August 2014.)

Table 311.50. Percentage of degree-granting postsecondary institutions with first-year undergraduates offering remedial services, by control and level of institution: 1989-90 through 2015-16

| Year | Public and private |  |  | Public |  |  | Private |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Nonprofit |  |  | For-profit |  |  |
|  | Total | 4-year | 2-year |  |  |  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1989-90 .................................... | 76.6 | 69.6 | 87.2 | 92.4 | 82.9 | 98.2 | 64.1 | 64.5 | 63.0 | 65.0 | 64.2 | 71.8 | 59.5 | 71.7 | 57.0 |
| 1990-91 ................................. | 77.7 | 70.6 | 88.4 | 93.0 | 83.5 | 98.9 | 65.6 | 65.6 | 65.5 | 65.6 | 64.9 | 71.3 | 65.6 | 81.3 | 62.0 |
| 1991-92 ....................................... | 78.6 | 71.4 | 89.2 | 93.9 | 84.5 | 99.6 | 66.3 | 66.4 | 65.8 | 66.2 | 65.8 | 69.9 | 66.6 | 79.2 | 63.2 |
| 1992-93 ....... | 78.5 | 71.5 | 88.8 | 93.5 | 84.5 | 98.8 | 66.4 | 66.5 | 65.8 | 66.7 | 66.2 | 71.5 | 64.6 | 73.7 | 62.0 |
| 1993-94 ................................... | 79.0 | 72.2 | 89.5 | 93.5 | 84.6 | 98.7 | 67.4 | 67.5 | 67.0 | 67.7 | 67.0 | 73.5 | 65.6 | 76.3 | 62.1 |
| 1994-95 ................................. | 79.8 | 73.6 | 89.1 | 93.7 | 85.3 | 98.6 | 68.6 | 69.2 | 66.6 | 69.3 | 68.7 | 74.0 | 65.2 | 76.0 | 60.8 |
| 1995-96 ................................. | 79.5 | 73.0 | 89.4 | 93.7 | 85.4 | 98.6 | 68.0 | 68.4 | 66.3 | 68.9 | 68.3 | 73.3 | 63.5 | 69.2 | 60.5 |
| 1996-97 ........ | 80.0 | 73.1 | 91.0 | 94.0 | 85.1 | 99.2 | 68.6 | 68.6 | 68.4 | 69.2 | 68.3 | 77.3 | 65.2 | 72.7 | 60.8 |
| 1997-98..... | 76.7 | 72.5 | 82.2 | 93.8 | 85.2 | 98.7 | 64.2 | 67.8 | 55.1 | 69.0 | 68.3 | 75.4 | 51.7 | 63.9 | 47.5 |
| 1998-99 ................................. | 76.1 | 72.0 | 81.5 | 93.6 | 84.2 | 99.0 | 63.6 | 67.7 | 52.8 | 68.6 | 68.3 | 71.6 | 51.1 | 63.4 | 46.2 |
| 1999-2000 | 76.1 | 71.6 | 82.2 | 93.5 | 83.6 | 99.2 | 63.9 | 67.4 | 54.4 | 69.2 | 68.5 | 76.7 | 51.5 | 60.1 | 47.7 |
| 2000-01 .................................. | 75.1 | 71.4 | 80.4 | 93.1 | 81.7 | 99.7 | 62.8 | 67.9 | 48.8 | 67.6 | 67.0 | 73.6 | 52.7 | 72.9 | 41.8 |
| 2001-02 ................................. | 73.3 | 69.0 | 79.5 | 92.3 | 79.9 | 99.4 | 60.2 | 65.3 | 45.0 | 66.1 | 65.5 | 72.6 | 48.0 | 64.5 | 37.3 |
| 2002-03 ................................... | 72.5 | 67.6 | 79.5 | 91.7 | 78.4 | 99.4 | 59.0 | 63.9 | 44.8 | 65.4 | 64.7 | 74.0 | 45.6 | 59.6 | 37.2 |
| 2003-04 ................................... | 72.1 | 67.1 | 79.7 | 91.3 | 77.3 | 99.5 | 59.0 | 63.7 | 44.8 | 65.0 | 64.0 | 77.1 | 47.4 | 62.0 | 37.3 |
| 2004-05 ................................... | 72.6 | 67.4 | 80.3 | 90.6 | 75.6 | 99.6 | 60.4 | 64.7 | 47.4 | 63.1 | 62.5 | 71.4 | 55.4 | 73.7 | 42.2 |
| 2005-06 .................................... | 72.2 | 66.9 | 80.2 | 90.2 | 75.2 | 99.3 | 60.4 | 64.2 | 48.8 | 62.2 | 61.3 | 74.3 | 57.2 | 75.0 | 43.4 |
| 2006-07 ................................... | 72.8 | 67.5 | 80.9 | 90.4 | 75.6 | 99.5 | 61.4 | 64.9 | 50.6 | 62.2 | 61.3 | 74.8 | 60.1 | 77.0 | 45.8 |
| 2007-08 ................................... | 72.4 | 67.2 | 80.9 | 89.7 | 74.1 | 99.5 | 61.6 | 64.9 | 51.0 | 61.4 | 60.6 | 73.9 | 61.8 | 78.4 | 47.2 |
| 2008-09 ................................... | 72.6 | 67.9 | 80.2 | 89.9 | 74.5 | 99.6 | 62.1 | 65.8 | 50.5 | 61.4 | 60.8 | 70.7 | 63.1 | 80.4 | 47.2 |
| 2009-10 .................................. | 72.7 | 68.3 | 79.7 | 89.8 | 75.3 | 99.6 | 62.5 | 66.1 | 52.1 | 61.2 | 60.6 | 72.9 | 64.3 | 81.2 | 49.4 |
| 2010-11 .................................. | 72.0 | 69.1 | 76.7 | 89.6 | 75.5 | 99.4 | 62.1 | 67.2 | 47.3 | 61.2 | 60.6 | 71.3 | 63.2 | 82.7 | 44.1 |
| 2011-12 ..................................... | 70.4 | 67.1 | 75.9 | 89.6 | 75.7 | 99.5 | 60.0 | 64.6 | 46.3 | 60.2 | 60.3 | 59.0 | 59.8 | 73.8 | 44.4 |
| 2012-13 ................................... | 70.7 | 67.8 | 75.8 | 89.3 | 75.5 | 99.5 | 60.9 | 65.5 | 46.9 | 60.3 | 60.5 | 56.7 | 61.6 | 75.4 | 45.4 |
| 2013-14 ................................... | 70.0 | 66.4 | 76.4 | 89.0 | 74.8 | 99.5 | 60.0 | 64.0 | 47.7 | 59.9 | 59.9 | 60.2 | 60.1 | 72.4 | 46.0 |
| 2014-15 .................................. | 70.0 | 66.4 | 76.4 | 89.0 | 74.8 | 99.5 | 60.0 | 64.0 | 47.7 | 59.9 | 59.9 | 60.2 | 60.1 | 72.4 | 46.0 |
| 2015-16 .................................... | 70.1 | 67.0 | 76.0 | 88.1 | 74.2 | 99.0 | 60.3 | 64.8 | 44.7 | 59.3 | 59.7 | 52.3 | 61.6 | 76.4 | 43.2 |
| Change in percentage points |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995-96 to 2005-06 ................. | -7.3 | -6.1 | -9.2 | -3.5 | -10.2 | 0.8 | -7.6 | -4.2 | -17.4 | -6.6 | -7.0 | 1.1 | -6.3 | 5.8 | -17.2 |
| 2005-06 to 2015-16 .................. | -2.1 | 0.1 | -4.2 | -2.0 | -0.9 | -0.3 | -0.1 | 0.6 | -4.1 | -3.0 | -1.6 | -22.0 | 4.5 | 1.4 | -0.1 |

NOTE: Remedial services are instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in
federal financial aid programs. Excludes institutions not enrolling any first-time degree/certificate-seeking undergraduates

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey" (IPEDS-IC:89-99); Fall 2000 through Fall 2013, Institutional Characteristics component; and Winter 2014-15 and 2015-16, Admissions component. (This table was prepared November 2016.)

Table 311．60．Enrollment in postsecondary education，by level of enrollment，level of institution，student age，and major field of study：2011－12
［Standard errors appear in parentheses］

| Major field of study ${ }^{1}$ | Undergraduate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All students |  |  |  |  |  |  | 2－year and less－than－2－year institutions ${ }^{2}$ |  |  |  |  |  |  | 4－year institutions |  |  |  |  |  |  |  |
|  | Total（in thousands） | Percentage distribution，by age |  |  |  |  |  | Total（in thousands） | Percentage distribution，by age |  |  |  |  |  | Total（in thousands） | Percentage distribution，by age |  |  |  |  |  |  |
|  |  |  | Under 25 |  | 25 to 35 |  | Over 35 |  |  | Under 25 |  | 5 to 35 |  | Ver 35 |  |  | nder 25 |  | to 35 |  | Over 35 | Total（in thousands） |
| 1 | 2 |  | 3 |  | 4 |  | 5 | 6 |  | 7 |  | 8 |  | 9 | 10 |  | 11 |  | 12 |  | 13 | 14 |
| Total | 23，055 | 60.5 | （0．31） | 23.9 | （0．25） | 15.5 | （0．28） | 11，990 | 55.3 | （0．42） | 26.9 | （0．38） | 17.8 | （0．33） | 11，065 | 66.2 | （0．46） | 20.8 | （0．34） | 13.1 | （0．39） | 3，682 |
| Agriculture and related sciences | 132 | 68.0 | （3．71） | 15.0 | （2．48） | 17.0 | （3．37） | 60 | 51.5 | （5．55） | 18.7 | （3．94） | 29.8 | （5．62） | 72 | 81.7 | （3．83） | 12.0 | （3．00） | 6.3 ！ | （3．05） | 12 |
| Anthropology ．．．．．．．．．．．．．．．．．．．．．．．．．．． | 55 | 78.8 | （4．20） | 20.5 | （4．12） | $\ddagger$ | （ $\dagger$ ） | 11 | 67.2 | （10．91） | 32.8 ！ | （10．91） | \＃ | （t） | 45 | 81.5 | （4．65） | 17.6 | （4．50） | $\ddagger$ | （ $\dagger$ ） | 12 |
| Architecture and related services ．．．．．． | 88 | 73.2 | （3．97） | 19.4 | （3．47） | 7.4 ！ | （2．47） | 32 | 58.9 | （7．86） | 24.5 ！ | （7．86） | 16.6 ！ | （5．88） | 56 | 81.2 | （3．42） | 16.6 | （3．36） | $\ddagger$ | （ $\dagger$ ） | 27 |
| Area，ethnic，and gender studies ．．．．．．．．．．．．．．．．．．． | 40 | 74.6 | （4．86） | 14.2 | （3．78） | 11.2 ！ | （3．80） | 10 | 66.8 | （10．87） | 22.1 ！ | （9．91） | $\ddagger$ | （t） | 30 | 77.2 | （5．43） | 11.6 ！ | （3．99） | 11.2 ！ | （4．75） | 8 |
| Biological and biomedical sciences ．．．．．．．．．．．．．．．． | 719 | 86.2 | （0．98） | 11.8 | （0．90） | 2.0 | （0．49） | 223 | 79.1 | （2．05） | 17.4 | （1．93） | 3.5 ！ | （1．18） | 496 | 89.4 | （1．14） | 9.3 | （1．04） | 1.3 ！ | （0．48） | 100 |
| Business，management，and marketing ．．． | 3，487 |  | （0．68） | 26.7 | （0．59） | 19.0 | （0．60） | 1，399 |  | （1．04） |  | （1．00） | 18.9 | （1．09） | 2，089 | 54.7 | （0．99） | 26.3 | （0．87） |  | （0．77） | 615 |
| Communication and journalism | 425 | 83.8 | （1．38） | 11.5 | （1．13） | 4.7 | （0．86） | 96 | 77.9 | （3．26） | 14.0 | （2．35） | 8.0 | （2．32） | 329 | 85.5 | （1．46） | 10.8 | （1．23） | 3.7 | （0．82） | 32 |
| Communications technologies／technicians ．．．．．．． | 99 | 63.2 | （3．88） | 24.0 | （3．49） | 12.9 | （2．32） | 53 | 59.6 | （4．72） | 25.0 | （4．44） | 15.4 | （3．81） | 46 | 67.3 | （6．18） | 22.8 | （5．43） | 10.0 | （2．79） | $\ddagger$ |
| Computer and information sciences | 942 | 47.5 | （1．39） | 32.3 | （1．30） | 20.2 | （1．14） | 467 | 47.0 | （2．19） | 30.7 | （1．85） | 22.3 | （1．75） | 475 | 48.0 | （1．69） | 33.9 | （1．84） | 18.1 | （1．42） | 104 |
| Construction trades ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 86 |  | （3．63） | 25.3 | （3．22） | 20.7 | （3．98） | 78 | 52.5 | （3．91） | 25.9 | （3．55） | 21.6 | （4．25） | 8 | 66.7 | （10．97） | 20.1 ！ | （6．75） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ |
| Criminology | 39 | 73.5 | （4．96） | 14.9 | （3．82） | 11.6 ！ | （4．15） | 10 |  | （10．90） |  |  |  |  | 29 | 76.1 | （4．99） | 16.1 | （4．44） | 7.8 ！ |  | $\ddagger$ |
| Economics | 118 | 86.0 | （3．23） | 13.2 | （3．19） | $\ddagger$ | （t） | 14 |  | （12．45） | 30.6 ！ | （12．52） | $\ddagger$ | （t） | 104 | 88.6 | （3．28） | 10.9 | （3．23） | $\ddagger$ | （t） | 18 |
| Education ．．． | 1，175 |  | （1．12） | 19.2 | （0．84） | 15.4 | （1．03） | 495 |  | （1．79） | 23.7 | （1．49） | 19.2 | （1．77） | 679 | 71.5 | （1．39） | 15.9 | （0．90） | 12.6 | （1．14） | 775 |
| Engineering ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 697 | 79.5 | （1．21） | 15.9 | （1．16） | 4.6 | （0．70） | 238 | 67.2 | （2．36） | 23.6 | （2．48） | 9.2 | （1．72） | 459 | 85.9 | （1．18） | 11.9 | （1．15） | 2.2 | （0．47） | 176 |
| Engineering technologies／technicians ．．．．．．．．．．．．． | 390 | 50.3 | （2．14） | 29.5 | （1．91） | 20.2 | （1．83） | 254 | 44.5 | （2．58） |  | （2．63） | 25.0 | （2．44） | 136 | 61.3 | （3．80） | 27.6 | （2．83） | 11.1 | （2．46） | 11 |
| English language and literature／letters | 282 | 77.2 | （2．18） | 12.5 | （1．46） | 10.3 | （1．57） | 82 | 65.4 | （5．02） |  | （2．91） | 20.6 | （4．17） | 201 | 82.1 | （2．16） | 11.9 | （1．87） | 6.1 | （1．33） | 55 |
| Family and consumer／human sciences | 225 |  | （2．69） | 17.9 | （2．20） | 21.3 | （2．29） | 117 |  | （4．11） | 19.1 | （3．37） | 25.1 | （3．63） | 108 | 66.1 | （4．12） | 16.6 | （2．64） | 17.3 | （3．08） | 11 |
| Foreign languages and literatures | 96 | 71.5 | （3．80） | 20.7 | （3．28） | 7.8 | （2．02） | 27 | 60.4 | （7．53） | 23.4 | （6．66） | 16.2 ！ | （5．00） | 69 | 76.0 | （4．11） | 19.6 | （3．88） | 4.5 ！ | （2．04） | 26 |
| Geography | 17 | 59.4 | （10．54） | 24.6 ！ | （7．87） | $\ddagger$ | （t） | $\ddagger$ | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （t） | $\ddagger$ | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ |
| Health professions and related sciences ．．．．．．．．． | 4，271 |  | （0．73） | 30.8 | （0．70） | 20.7 | （0．62） | 2，790 |  | （0．88） |  | （0．80） | 20.9 | （0．75） | 1，482 | 54.0 | （1．10） |  | （1．04） |  | （0．97） | 679 |
| History | 206 | 77.7 | （2．83） | 16.4 | （2．24） | 5.9 | （1．59） | 43 | 78.5 | （5．39） | 17.3 ！ | （5．28） | $\ddagger$ | （t） | 163 | 77.5 | （3．35） | 16.2 | （2．61） | 6.3 | （1．86） | 26 |
| International relations and affairs ．．．．．．．．．．．．．．．．．． | 40 | 86.4 | （5．51） | 13.6 ！ | （5．51） | \＃ | （ $\dagger$ ） | $\ddagger$ |  | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | 33 | 87.2 | （5．48） | 12.8 ！ | （5．48） | \＃ | （t） | 15 |
| Legal professions and studies ．．．．．．．．．．．．．．．．．．．．．． | 177 | 45.7 | （3．46） | 30.5 | （2．44） | 23.8 | （2．75） | 96 |  | （5．02） | 27.1 | （3．40） | 27.1 | （4．04） | 80 | 45.6 | （4．17） | 34.6 | （3．91） | 19.8 | （3．22） | 146 |
| Liberal arts，sciences and humanities ．．．．．．．．．．．．． | 2，341 | 62.6 | （0．89） | 23.7 | （0．75） | 13.7 | （0．68） | 1，857 | 63.0 | （0．93） | 24.0 | （0．86） | 13.0 | （0．76） | 484 | 61.0 | （2．43） | 22.6 | （1．63） | 16.4 | （1．79） | 17 |
| Library science ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | ＋ | $\pm$ | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | $\pm$ |  |  | （ $\dagger$ ） | $\pm$ | （t） | $\pm$ | $\ddagger$ | （t） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （t） | 21 |
| Mathematics and statistics ．．．．．．．．．．．．．．．．．．．．．．．．． | 111 | 86.2 | （2．28） | 10.8 | （2．22） |  | （1．13） | 28 | 70.9 | （6．04） | 25.1 | （6．26） | $\ddagger$ | （ $\dagger$ ） | 82 | 91.5 | （2．17） | 5.8 ！ | （1．84） | 2.6 ！ | （1．22） | 25 |
| Mechanic and repair technologies | 376 | 54.7 | （2．43） | 27.8 | （1．93） | 17.5 | （1．72） | 341 | 54.0 | （2．43） | 29.1 | （1．94） | 17.0 | （1．80） | 35 | 62.3 | （8．37） | 15.0 ！ | （5．50） | 22.7 | （6．78） | $\ddagger$ |
| Military technologies | $\ddagger$ |  | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ |  | $\ddagger$ |  | （ $\dagger$ ） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （t） | $\ddagger$ | $\ddagger$ | （t） | $\ddagger$ | （t） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ |
| Muti／interdisciplinary studies ．．．．．．．．．．．．．．．．．．．．．．． | 283 | 61.4 | （2．35） | 24.7 | （2．04） | 13.9 | （1．91） | 117 | 60.7 | （3．66） | 26.1 | （3．46） | 13.3 | （2．89） | 166 | 61.9 | （2．99） | 23.8 | （2．44） | 14.3 | （2．63） | 36 |
| Natural resources and conservation ．．．．．．．．．．．．．．． | 121 | 79.3 | （3．13） | 11.7 | （1．92） | 9.0 | （2．52） | 39 | 79.1 | （5．64） | 11.6 | （3．02） | 9.3 ！ | （4．51） | 82 | 79.4 | （3．42） | 11.7 | （2．28） | 8.8 ！ | （2．81） | 22 |
| Parks，recreation，and fitness studies ．．．．．．．．．．．．．． | 253 | 85.8 | （1．65） | 10.1 | （1．50） | 4.1 | （1．22） | 67 | 74.9 | （3．95） | 17.2 | （3．73） | 7.9 ！ | （3．17） | 186 | 89.7 | （1．71） | 7.6 | （1．36） | 2.7 ！ | （1．28） | 17 |
| Personal and culinary services ．．．．．．．．．．．．．．．．．．．．． | 562 | 57.2 | （2．01） | 27.3 | （1．44） | 15.5 | （1．53） | 500 | 57.3 | （2．16） | 27.1 | （1．40） | 15.5 | （1．59） | 63 | 56.6 | （5．75） | 28.3 | （5．93） | 15.0 | （4．41） | $\ddagger$ |
| Philosophy and religious studies ．．．．．．．．．．．．．．．．．．． | 64 | 71.6 | （6．19） | 22.4 | （5．96） | 6.1 ！ | （2．67） | 13 | 82.3 | （10．84） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ | （t） | 51 | 68.9 | （6．93） | 26.7 | （6．92） | $\ddagger$ | （t） | 20 |
| Physical sciences ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 207 | 80.4 | （2．65） | 13.3 | （1．90） | 6.4 | （1．75） | 67 | 69.8 | （5．11） | 19.0 | （3．14） | 11.2 ！ | （4．37） | 140 | 85.5 | （2．97） | 10.5 | （2．38） | 4.0 ！ | （1．62） | 61 |
| Political science and government ．．．．．．．．．．．．．．．．．．．． | 175 | 87.7 | （2．11） | 9.6 | （1．79） | 2.7 ！ | （1．01） | 35 | 74.2 | （8．12） | 20.9 ！ | （7．21） | $\ddagger$ | （ $\dagger$ ） | 140 | 91.2 | （1．67） | 6.7 | （1．38） | 2.1 ！ | （0．96） | 17 |
| Precision production ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 103 | 50.9 | （4．64） | 24.7 | （4．13） | 24.4 | （3．88） | 99 | 50.4 | （4．75） | 25.4 | （4．26） | 24.2 | （3．84） | $\ddagger$ | $\pm$ | （ $\dagger$ ） | $\ddagger$ | （t） | $\ddagger$ | （ $\dagger$ ） | $\dagger$ |
| Psychology ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 794 | 69.0 | （1．49） | 20.3 | （1．24） | 10.7 | （0．92） | 210 | 66.6 | （2．95） | 23.1 | （2．53） | 10.3 | （1．88） | 584 | 69.9 | （1．60） | 19.3 | （1．39） | 10.8 | （1．08） | 150 |
| Public administration and social services ．．．．．．．．． | 305 | 46.0 | （2．14） | 29.5 | （2．23） | 24.4 | （2．08） | 131 | 45.2 | （3．54） | 27.2 | （3．13） | 27.5 | （3．34） | 174 | 46.7 | （2．76） | 31.2 | （3．14） | 22.1 | （2．48） | 124 |
| Science technologies／technicians ．．．．．．．．．．．．．．．．．． | 41 | 49.2 | （6．78） | 28.2 | （6．33） | 22.5 | （5．67） | 32 | 43.7 | （7．27） | 29.3 | （7．59） | 27.1 | （7．12） | $\ddagger$ | 7 | （t） | $\ddagger$ | （t） | $\ddagger$ | （ $\dagger$ ） | $\ddagger$ |
| Security and protective services ．．．．．．．．．．．．．．．．．．．．．． | 970 | 59.5 | （1．76） | 26.9 | （1．13） | 13.7 | （1．37） | 476 | 66.5 | （1．76） | 25.6 | （1．61） | 7.9 | （0．93） | 494 | 52.6 | （2．70） | 28.1 | （1．53） | 19.2 | （2．36） | 43 |

Criminology
Education
Engineering

English language and literature／letters
Foriy and consumerhuman science
Health protessions and reated science
ternational relations and affair
Liberal arts，sciences and humanities ．．．．．．．．．．．．．．．．．．．．．
Mathematics and statistics
Mechanic and repair technologies
Military technologies
Multi／interdisciplinary studies．
Parks，recreation，and fitness studie
Personal and culinary services
Philosophy and religious studies
Political science and government
recision production
ublic administration and social services ．．．．
Security and protective services．

[^91]Table 311.60. Enrollment in postsecondary education, by level of enrollment, level of institution, student age, and major field of study: 2011-12—Continued
[Standard errors appear in parentheses]

| Major field of study ${ }^{1}$ | Undergraduate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All students |  |  |  |  |  | 2-year and less-than-2-year institutions ${ }^{2}$ |  |  |  |  |  |  | 4-year institutions |  |  |  |  |  |  |  |
|  | Total (in thousands) | Percentage distribution, by age |  |  |  |  | Total (in thousands) | Percentage distribution, by age |  |  |  |  |  | Total (in thousands) | Percentage distribution, by age |  |  |  |  |  |  |
|  |  | Under 25 |  | 25 to 35 |  | Over 35 |  |  | Under 25 |  | 25 to 35 |  | Over 35 |  |  | nder 25 |  | 25 to 35 |  | Over 35 | Total (in thousands) |
| 1 | 2 | 3 |  | 4 |  | 5 | 6 |  | 7 |  | 8 |  | 9 | 10 |  | 11 |  | 12 |  | 13 | 14 |
| Social sciences, other ................................ | 87 | 47.4 (4.78) | 27.6 | (4.39) | 25.1 | (4.58) | 42 | 50.5 | (6.73) | 31.3 | (6.59) | 18.1 | (4.77) | 45 | 44.4 | (8.26) | 24.1 | (5.33) | 31.5 | (8.37) | 8 |
| Sociology ................................................................ | 149 | 68.0 (3.15) | 21.5 | (2.56) | 10.5 | (2.16) | 40 | 57.2 | (7.22) | 24.4 | (5.75) | 18.4 ! | (5.65) | 109 | 72.0 | (3.46) | 20.4 | (2.98) | 7.6 | (2.02) | 9 |
| Theology and religious vocations .................. | 50 | 60.5 (14.01) | 14.7 | (4.26) | 24.8 ! | (11.18) | $\ddagger$ |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 46 |  | (15.13) | 14.1 ! | (4.45) | 26.6 ! | (12.09) | 63 |
| Transportation and materials moving .............. | 72 | 40.8 (6.18) | 39.4 | (6.63) | 19.8 | (4.76) | 43 |  | (5.06) | 45.6 | (6.33) | 28.9 | (7.16) | 30 |  | (12.40) | 30.4 ! | (12.38) | $\ddagger$ | (t) | $\ddagger$ |
| Visual and performing arts ........................... | 944 | 75.2 (1.70) | 16.2 | (1.14) |  | (1.02) | 341 |  | (2.30) | 20.2 | (1.89) | 14.5 | (1.80) | 604 |  | (2.39) | 13.9 | (1.51) | 5.4 | (1.20) | 76 |
| Undecided ............................................... | 465 | 76.8 (1.68) | 15.4 | (1.43) |  | (1.10) | 278 | 70.6 | (2.35) | 18.0 | (1.99) | 11.4 | (1.68) | 187 | 86.0 | (2.07) | 11.7 | (1.83) | 2.3 ! | (1.02) | $\dagger$ |

!lnterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ For undergraduate students, the field of study categories include students who had already declared a major as well as students who had decided on, but not yet declared, an intended major. The "Undecided" category consists of undergraduate students who had neither declared nor decided on a major.

Also includes students attending more than one institution.
NOTE: Because of different survey editing and processing procedures, enroliment data in this table may differ from those appearing in other tables. Includes students who enrolled at any time during the 2011-12 academic year. Data exclude Puerto Rico. Data have been revised from previously published figures. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12). (This table was prepared March 2014.)

Table 311.90. Graduate enrollment in research-based programs in engineering, natural and social sciences, mathematics and computer sciences, and selected health fields in degree-granting postsecondary institutions, by discipline division: Selected years, fall 2007 through fall 2015

| Discipline division | 2007 | 2009 | 2010 | 2011 | 2012 | 2013 | 20141 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Total, all surveyed discipline divisions | 619,499 | 631,645 | 632,652 | 626,820 | 627,243 | 633,010 | 666,586 | 685,397 |
| Engineering | 131,676 | 144,677 | 149,241 | 146,501 | 148,385 | 153,049 | 164,488 | 169,354 |
| Aerospace ................................................................................. | 4,616 | 5,266 | 5,540 | 5,691 | 5,069 | 5,181 | 5,116 | 5,345 |
| Agricultural .............................................................. | 1,126 | 1,303 | 1,457 | 1,656 | 1,552 | 1,642 | 1,740 | 1,630 |
| Architecture .................................................................................. | 4,601 | 6,804 | 6,795 | 3,111 | 2,363 | 2,176 | 1,817 | 1,565 |
| Biomedical ............................................................. | 6,904 | 7,904 | 8,497 | 9,175 | 9,157 | 9,198 | 9,510 | 9,761 |
| Chemical .. | 7,584 | 8,188 | 8,668 | 8,828 | 9,222 | 9,698 | 9,870 | 10,008 |
| Civil ......... | 16,071 | 18,638 | 19,559 | 19,596 | 19,922 | 20,110 | 20,789 | 20,978 |
| Electrical ............................................................. | 40,588 | 41,218 | 41,336 | 41,580 | 42,347 | 45,562 | 51,909 | 52,940 |
| Engineering science, mechanics, and physics ..................... | 1,806 | 2,168 | 2,071 | 2,101 | 2,227 | 2,142 | 2,162 | 1,708 |
| Industrial/manufacturing ............................................. | 14,474 | 15,825 | 15,205 | 14,494 | 14,469 | 14,363 | 14,845 | 16,284 |
| Mechanical ................................................................. | 18,347 | 21,243 | 22,509 | 21,883 | 23,088 | 24,087 | 25,651 | 27,314 |
| Metallurgical/materials ............................................. | 5,314 | 5,863 | 6,274 | 6,649 | 6,985 | 7,144 | 7,518 | 7,741 |
| Mining ................................................................ | 222 | 312 | 419 | 500 | 356 | 357 | 396 | 407 |
| Nuclear | 1,180 | 1,243 | 1,459 | 1,499 | 1,513 | 1,459 | 1,467 | 1,449 |
| Petroleum. | 1,014 | 1,190 | 1,295 | 1,301 | 1,525 | 1,609 | 2,056 | 2,021 |
| Other engineering ........................................................... | 7,829 | 7,512 | 8,157 | 8,437 | 8,590 | 8,321 | 9,642 | 10,203 |
| Natural and social sciences .. |  |  |  |  |  |  |  |  |
| Agricultural sciences ................................................... | 13,528 | 15,200 | 15,656 | 16,129 | 16,234 | 16,429 | 17,505 | 18,610 |
| Biological sciences | 71,932 | 73,304 | 74,928 | 75,423 | 76,447 | 76,649 | 78,490 | 80,096 |
| Anatomy ......................................................... | 867 | 833 | 849 | 762 | 700 | 527 | 554 | 594 |
| Biochemistry .......................................................... | 5,853 | 5,271 | 5,308 | 5,183 | 5245 | 4,970 | 5,025 | 4,793 |
| Biology ... | 15,898 | 16,840 | 17,210 | 16,911 | 16321 | 16,004 | 16,697 | 16,612 |
| Biometry/epidemiology .................. | 5,694 | 5,739 | 6,398 | 6,786 | 7800 | 8,478 | 8,326 | 8,987 |
| Biophysics | 1,193 | 1,042 | 1,072 | 1,016 | 976 | 952 | 877 | 919 |
| Botany and plant biology | 1,821 | 1,831 | 1,863 | 1,915 | 1852 | 1,878 | 1,877 | 1,869 |
| Cell and molecular biology | 6,839 | 7,153 | 7,047 | 6,905 | 6799 | 6,543 | 6,214 | 6,450 |
| Ecology | 2,026 | 1,746 | 1,828 | 1,713 | 1667 | 1,437 | 1,416 | 1,302 |
| Entomology/parasitology | 1,078 | 1,079 | 1,116 | 1,119 | 1187 | 1,278 | 1,304 | 1,285 |
| Genetics | 2,120 | 2,242 | 2,333 | 2,403 | 2342 | 2,315 | 2,411 | 2,412 |
| Microbiology, immunology, and virology ...... | 5,212 | 4,968 | 4,896 | 5,031 | 4,950 | 4,961 | 4,670 | 4,571 |
| Nutrition ............................................ | 4,890 | 5,330 | 5,548 | 5,345 | 5,336 | 5,387 | 5,868 | 5,705 |
| Pathology | 1,580 | 1,450 | 1,376 | 1,313 | 1,196 | 1,112 | 1,036 | 1,046 |
| Pharmacology | 3,013 | 3,163 | 3,101 | 3,053 | 3,088 | 2,979 | 2,916 | 2,817 |
| Physiology ...... | 2,738 | 2,866 | 2,879 | 3,000 | 3,046 | 3,224 | 3,415 | 3,795 |
| Zoology | 1,108 | 875 | 896 | 1,060 | 1,083 | 1,188 | 1,093 | 998 |
| Other biosciences ..................................................... | 10,002 | 10,876 | 11,208 | 11,908 | 12,859 | 13,416 | 14,791 | 15,941 |
| Communication | 7,303 | 9,418 | 9,825 | 11,029 | 11,010 | 11,114 | 11,942 | 11,759 |
| Earth, atmospheric, and ocean sciences | 14,100 | 14,839 | 15,655 | 15,820 | 16,069 | 15,816 | 15,710 | 15,447 |
| Atmospheric sciences ................. | 1,178 | 1,355 | 1,455 | 1,513 | 1,546 | 1,534 | 1,466 | 1,387 |
| Geosciences .. | 7,020 | 7,539 | 8,251 | 8,361 | 8,659 | 8,754 | 8,821 | 8,876 |
| Oceanography . | 2,615 | 2,633 | 2,556 | 2,680 | 2,642 | 2,682 | 2,666 | 2,574 |
| Other earth, atmospheric, and ocean sciences ................ | 3,287 | 3,312 | 3,393 | 3,266 | 3,2२2 | 2,846 | 2,757 | 2,610 |
| Family and consumer science/human science | 2,780 | 3,794 | 4,191 | 4,509 | 4,110 | 4,014 | 4,302 | 4,134 |
| Multidisciplinary/interdisciplinary studies | 4,484 | 6,557 | 7,944 | 6,537 | 6,038 | 5,892 | 7,196 | 8,138 |
| Neurobiology and neuroscience | 1,584 | 2,356 | 2,798 | 4,117 | 4,547 | 4,795 | 4,923 | 5,002 |
| Physical sciences | 36,824 | 38,149 | 38,973 | 39,694 | 39,928 | 40,019 | 40,332 | 40,386 |
| Astronomy and astrophysics | 1,232 | 1,409 | 1,331 | 1,345 | 1,278 | 1,250 | 1,241 | 1,273 |
| Chemistry .............................................................. | 21,298 | 22,094 | 22,436 | 22,802 | 23,117 | 22,949 | 22,936 | 22,840 |
| Physics. | 13,816 | 14,060 | 14,507 | 14,829 | 14,940 | 15,239 | 15,564 | 15,609 |
| Other physical sciences ............................................... | 478 | 586 | 699 | 718 | 593 | 581 | 591 | 664 |
| Psychology ${ }^{2}$............................................................ | 59,617 | 56,184 | 53,419 | 54,486 | 54,117 | 54,102 | 48,833 | 49,740 |
| Social sciences | 103,150 | 107,820 | 109,220 | 111,661 | 108,169 | 107,278 | 105,742 | 102,706 |
| Agricultural economics | 1,989 | 2,222 | 2,180 | 2,095 | 2,045 | 1,916 | 1,931 | 2,056 |
| Economics (except agricultural) ................................. | 12,597 | 13,993 | 14,317 | 14,920 | 14,959 | 14,819 | 14,604 | 14,299 |
| Geography ............................................................. | 4,660 | 4,810 | 5,059 | 5,188 | 5,016 | 4,891 | 4,810 | 4,434 |
| Linguistics | 2,879 | 3,170 | 3,132 | 3,219 | 3,256 | 3,509 | 3,489 | 3,370 |
| Political science and government ................................. | 41,349 | 43,919 | 45,045 | 49,660 | 48,855 | 48,411 | 47,370 | 45,781 |
| Sociology and anthropology ........................................ | 18,453 | 18,666 | 18,740 | 18,365 | 17,404 | 17,360 | 16,789 | 16,104 |
| Other social sciences .................................................. | 21,223 | 21,040 | 20,747 | 18,214 | 16,634 | 16,372 | 16,749 | 16,662 |
| Mathematics and computer sciences |  |  |  |  |  |  |  |  |
| Mathematics and statistics ............................................ | 20,975 | 22,226 | 23,136 | 23,801 | 24,575 | 24,804 | 25,874 | 26,444 |
| Mathematics and applied mathematics ......................... | 16,528 | 17,204 | 17,589 | 18,157 | 18,577 | 18,323 | 18,863 | 18,737 |
| Statistics ........................................................................... | 4,447 | 5,022 | 5,547 | 5,644 | 5,998 | 6,481 | 7,011 | 7,707 |
| Computer sciences ..................................................... | 48,246 | 51,161 | 51,546 | 51,234 | 51,789 | 56,339 | 76,546 | 86,192 |
| Selected health fields ${ }^{3}$................................................... | 103,300 | 85,960 | 76,120 | 65,879 | 65,825 | 62,710 | 64,703 | 67,389 |
| Clinical medicine fields .................................................. | 22,751 | 24,125 | 25,699 | 26,634 | 26,798 | 26,362 | 27,048 | 28,606 |
| Other health fields ${ }^{4}$.................................................................. | 80,549 | 61,835 | 50,421 | 39,245 | 39,027 | 36,348 | 37,655 | 38,783 |

${ }^{1}$ In 2014, the survey frame was updated following a comprehensive frame evaluation study. The study identified potentially eligible but not previously surveyed academic institutions in the United States with master's- or doctorate-granting programs in science, engineering, or health. A total of 151 newly eligible institutions were added, and 2 institutions offering mostly practitioner-based graduate degrees were determined to be ineligible.
${ }^{2}$ Excludes Psy.D. (Doctor of Psychology) programs, which focus on training for clinical practice. Enrollment declines after 2007 may be due to more rigorous follow-up with institutions to exclude such programs.
${ }^{3}$ Excludes enrollments in practitioner-oriented programs, which have the primary purpose of providing the knowledge and skills required for credentials or licensure to practice in a medical or other health field. Examples of excluded clinical medicine programs are those leading to M.D. (Doctor of Medicine) and D.D.S. (Doctor of Dental Surgery) degrees. Exam-
ples of excluded programs in other health fields are those leading to D.N.P. (Doctor of Nursing Practice) and D.P.T. (Doctor of Physical Therapy) degrees.
${ }^{4}$ For years after 2007, enrollment declines in other health fields such as nursing may be due to more rigorous follow-up with institutions to exclude enrollments in practitioneroriented graduate degree programs.
NOTE: The survey on which this table is based includes all institutions in the United States and its territories (Guam and Puerto Rico) that grant research-based master's degrees or doctorates in science, engineering, and selected health fields.
SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, NSF-NIH Survey of Graduate Students and Postdoctorates in Science and Engineering, 2007 through 2015. (This table was prepared March 2017.)

Table 312.10. Enrollment of the 120 largest degree-granting college and university campuses, by selected characteristics and institution: Fall 2015

| Institution | State | Rank ${ }^{1}$ | Control ${ }^{2}$ | Level | Total enrollment | Institution | State | Rank ${ }^{1}$ | Control ${ }^{2}$ | Level | Tota enrollment |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| University of Phoenix, Arizona | AZ | 1 | PrivFp | 4-year | 165,743 | University of Missouri, Columbia | MO | 61 | Public | 4-year | 35,424 |
| Ivy Tech Community College .. | IN | 2 | Public | 2-year | 81,668 | University of California, Davis | CA | 62 | Public | 4-year | 35,186 |
| Liberty University .... | VA | 3 | PrivNp | 4 -year | 80,494 | South Texas College ...... | TX | 63 | Public | 4-year | 34,371 |
| Lone Star College System | TX | 4 | Public | 2-year | 70,724 | Capella University ... | MN | 64 | PrivFp | 4-year | 34,365 |
| Western Governors University | UT | 5 | PrivNp | 4 -year | 70,504 | San Diego State University ............................ | CA | 65 | Public | 4 -year | 34,254 |
| Grand Canyon University | AZ | 6 | PrivFp | 4-year | 69,444 | North Carolina State University at Raleigh | NC | 66 | Public | 4-year | 34,015 |
| Texas A \& U University, College Station | TX | 7 | Public | 4 -year | 63,813 | George Mason University | VA | 67 | Public | 4-year | 33,929 |
| University of Central Florida ................. | FL | 8 | Public | 4 -year | 62,953 | University of South Carolina, Columbia .......... | SC | 68 | Public | 4-year | 33,724 |
| Miami Dade College | FL | 9 | Public | 4-year | 62,332 | Brigham Young University, Provo ............... | UT | 69 | PrivNp | 4-year | 33,469 |
| Southern New Hampshire University | NH | 10 | PrivNp | 4 -year | 61,285 | College of Southern Nevada | NV | 70 | Public | 4-year | 33,313 |
| Ohio State University, Main Campus | OH | 11 | Public | 4 -year | 58,663 | Kennesaw State University | GA | 71 | Public | 4-year | 33,252 |
| Houston Community College ........... | TX | 12 | Public | 2-year | 56,522 | Utah Valley University | UT | 72 | Public | 4-year | 33,211 |
| Walden University | MN | 13 | PrivFp | 4 -year | 52,799 | University of Colorado, Boulder | CO | 73 | Public | 4-year | 33,056 |
| American Public University System | WV | 14 | PrivFp | 4 -year | 52,361 | University of California, San Diego | CA | 74 | Public | 4 -year | 32,906 |
| Northern Virginia Community College | VA | 15 | Public | 2-year | 52,078 | San Jose State University ... | CA | 75 | Public | 4 -year | 32,773 |
| Arizona State University, Tempe | AZ | 16 | Public | 4-year | 51,984 | Virginia Polytechnic Institute and State University | VA | 76 | Public | 4-year | 32,663 |
| Tarrant County College District | TX | 17 | Public | 2-year | 51,688 | Boston University | MA | 77 | PrivNp | 4-year | 32,158 |
| University of Texas at Austin | TX | 18 | Public | 4 -year | 50,950 | Georgia State University | GA | 78 | Public | 4 -year | 32,058 |
| University of Minnesota, Twin Cities | MN | 19 | Public | 4 -year | 50,678 | Saint Petersburg College | FL | 79 | Public | 4 -year | 31,767 |
| University of Florida | FL | 20 | Public | 4 -year | 50,645 | University of Utah | UT | 80 | Public | 4 -year | 31,592 |
| Michigan State University | MI | 21 | Public | 4-year | 50,538 | Louisiana State U. and Agricultural \& Mechanical | LA | 81 | Public | 4-year | 31,524 |
| University of Maryland, University College | MD | 22 | Public | 4 -year | 50,248 | Virginia Commonwealth University | VA | 82 | Public | 4 -year | 30,918 |
| New York University | NY | 23 | PrivNp | 4-year | 50,027 | University of lowa | IA | 83 | Public | 4-year | 30,844 |
| Florida International University | FL | 24 | Public | 4 -year | 49,782 | University of California, Irvine | CA | 84 | Public | 4-year | 30,836 |
| Rutgers University, New Brunswick | NJ | 25 | Public | 4-year | 49,428 | Santa Monica College | CA | 85 | Public | 2-year | 30,615 |
| Indiana University, Bloomington | IN | 26 | Public | 4 -year | 48,514 | Colorado State University, Fort Collins | CO | 86 | Public | 4-year | 30,614 |
| Pennsylvania State University, Main Campus | PA | 27 | Public | 4 -year | 47,307 | Florida Atlantic University | FL | 87 | Public | 4 -year | 30,380 |
| University of Illinois at Urbana-Champaign | IL | 28 | Public | 4-year | 45,842 | California State University, Sacramento | CA | 88 | Public | 4-year | 30,284 |
| University of Washington, Seattle Campus ... | WA | 29 | Public | 4-year | 45,408 | San Francisco State University | CA | 89 | Public | 4-year | 30,256 |
| Kaplan University, Davenport Campus ........ | IA | 30 | PrivFp | 4 -year | 45,355 | Indiana University-Purdue University, Indianapolis | IN | 90 | Public | 4 -year | 30,105 |
| Valencia College | FL | 31 | Public | 4 -year | 44,050 | Kent State University at Kent | OH | 91 | Public | 4-year | 30,067 |
| Brigham Young University, Idaho | ID | 32 | PrivNp | 4 -year | 43,803 | Santa Ana College | CA | 92 | Public | 2-year | 29,808 |
| University of Michigan, Ann Arbor | MI | 33 | Public | 4-year | 43,651 | University at Buffalo | NY | 93 | Public | 4-year | 29,796 |
| University of Southern California .. | CA | 34 | PrivNp | 4 -year | 43,401 | University of Kentucky | KY | 94 | Public | 4 -year | 29,727 |
| Excelsior College .... | NY | 35 | PrivNp | 4 -year | 43,123 | Washington State University | WA | 95 | Public | 4-year | 29,686 |
| Broward College | FL | 36 | Public | 4 -year | 43,078 | Harvard University | MA | 96 | PrivNp | 4-year | 29,652 |
| University of Wisconsin, Madison | WI | 37 | Public | 4-year | 42,716 | Palm Beach State College | FL | 97 | Public | 4-year | 29,616 |
| University of Houston | TX | 38 | Public | 4 -year | 42,704 | Oregon State University | OR | 98 | Public | 4 -year | 29,576 |
| University of Arizona | AZ | 39 | Public | 4 -year | 42,595 | American River College | CA | 99 | Public | 2-year | 29,381 |
| Ashford University ................................. | CA | 40 | PrivFp | 4 -year | 42,452 | Salt Lake Community College ..................... | UT | 100 | Public | 2 -year | 29,350 |
| University of South Florida, Main Campus | FL | 41 | Public | 4 -year | 42,067 | University of Massachusetts, Amherst .... | MA | 101 | Public | 4-year | 29,269 |
| University of Texas at Arlington ....... | TX | 42 | Public | 4 -year | 41,988 | Ohio University, Main Campus ................... | OH | 102 | Public | 4-year | 29,157 |
| University of California, Los Angeles | CA | 43 | Public | 4-year | 41,908 | University of North Carolina at Chapel Hill .... | NC | 103 | Public | 4-year | 29,084 |
| Austin Community College District ..... | TX | 44 | Public | 2 -year | 41,574 | University of Illinois at Chicago ................... | IL | 104 | Public | 4 -year | 29,048 |
| California State University, Northridge ... | CA | 45 | Public | 4 -year | 41,548 | Northern Arizona University ............................ | AZ | 105 | Public | 4 -year | 29,021 |
| Florida State University | FL | 46 | Public | 4 -year | 40,830 | Portland Community College .. | OR | 106 | Public | 2-year | 29,003 |
| Purdue University, Main Campus | IN | 47 | Public | 4 -year | 40,472 | Mount San Antonio College | CA | 107 | Public | 2-year | 28,991 |
| California State University, Fullerton ... | CA | 48 | Public | 4 -year | 38,948 | University of Texas at San Antonio .............. | TX | 108 | Public | 4-year | 28,787 |
| University of California, Berkeley ... | CA | 49 | Public | 4 -year | 38,189 | West Virginia University .... | WV | 109 | Public | 4 -year | 28,776 |
| University of Maryland, College Park ... | MD | 50 | Public | 4 -year | 38,140 | El Paso Community College | TX | 110 | Public | 2-year | 28,764 |
| Temple University | PA | 51 | Public | 4 -year | 38,007 | College of DuPage | IL | 111 | Public | 2-year | 28,678 |
| Texas State University | TX | 52 | Public | 4 -year | 37,979 | University of Pittsburgh, Pittsburgh Campus ..... | PA | 112 | Public | 4 -year | 28,649 |
| California State University, Long Beach .. | CA | 53 | Public | 4 -year | 37,446 | Utah State University .. | UT | 113 | Public | 4 -year | 28,622 |
| University of North Texas | TX | 54 | Public | 4 -year | 37,299 | University of Nevada, Las Vegas .... | NV | 114 | Public | 4 -year | 28,600 |
| East Los Angeles College .. | CA | 55 | Public | 2-year | 37,188 | University of Texas, Pan American ... | TX | 115 | Public | 4 -year | 28,584 |
| University of Alabama .. | AL | 56 | Public | 4 -year | 37,098 | San Jacinto Community College ... | TX | 116 | Public | 2-year | 28,326 |
| University of Georgia | GA | 57 | Public | 4 -year | 36,130 | East Carolina University . | NC | 117 | Public | 4-year | 28,289 |
| University of Cincinnati, Main Campus ... | OH | 58 | Public | 4 -year | 36,042 | Collin County Community College District ...... | TX | 118 | Public | 2 -year | 28,187 |
| Texas Tech University | TX | 59 | Public | 4 -year | 35,859 | Columbia University in the City of New York ... | NY | 119 | PrivNp | 4-year | 28,086 |
| lowa State University . | IA | 60 | Public | 4 -year | 35,714 | University of North Carolina at Charlotte .... | NC | 120 | Public | 4 -year | 27,983 |

${ }^{1}$ College and university campuses ranked by fall 2015 enrollment data.
"PrivNp" stands for private nonprofit. "PrivFp" stands for private for-profit.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes online and distance education courses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated
Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component. (This table was prepared May 2017.)

Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than 15,000 students in 2015, by selected institution and student characteristics: Selected years, 1990 through 2014-15

| Line number | Institution | State | Control ${ }^{1}$ | Level | Total fall enrollment |  |  |  |  | Fall enrollment, 2015 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2013 | Fall 2014 | Total | Sex |  |
|  |  |  |  |  |  |  |  |  |  |  | Male | Female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| i | United States, all institutions ${ }^{6}$ | $\dagger$ | $\dagger$ | $\dagger$ | 13,818,637 | 15,312,289 | 21,019,438 | 20,376,677 | 20,207,369 | 19,977,270 | 8,721,403 | 11,255,867 |
| ii | Colleges with enrollment over 15,000 | † | $\dagger$ | 1 | 6,097,589 | 6,564,930 | 9,086,980 | 9,165,736 | 9,235,023 | 9,276,134 | 4,210,020 | 5,066,114 |
| 1 | Auburn University | AL | Public | 4-year | 21,537 | 21,860 | 25,078 | 24,864 | 25,912 | 27,287 | 13,759 | 13,528 |
| 2 | Columbia Southern University | AL | PrivFp | 4-year |  |  | 17,695 | 20,185 | 21,359 | 20,823 | 12,602 | 8,221 |
| 3 | University of Alabama .... | AL | Public | 4-year | 19,794 | 19,277 | 30,127 | 34,752 | 36,047 | 37,098 | 16,564 | 20,534 |
| 4 | Troy University | AL | Public | 4-year | 5,024 | 12,541 | 28,322 | 20,573 | 19,041 | 17,765 | 6,743 | 11,022 |
| 5 | University of Alabama at Birmingham | AL | Public | 4-year | 15,356 | 14,951 | 17,543 | 18,568 | 18,698 | 18,333 | 7,185 | 11,148 |
| 6 | University of South Alabama .................. | AL | Public | 4 -year | 11,584 | 11,673 | 14,776 | 15,065 | 15,805 | 16,211 | 6,239 | 9,972 |
| 7 | University of Alaska, Anchorage | AK | Public | 4-year | 17,490 | 14,794 | 18,154 | 17,363 | 17,151 | 16,762 | 7,047 | 9,715 |
| 8 | Arizona State University, Skysong ${ }^{7}$ | AZ | Public | 4-year | $\dagger$ | $\dagger$ | $\dagger$ | 10,268 | 13,938 | 20,273 | 8,127 | 12,146 |
| 9 | Arizona State University, Tempe ${ }^{7}$.. | AZ | Public | 4-year | 42,936 | 44,126 | 70,440 | 48,702 | 50,320 | 51,984 | 29,870 | 22,114 |
| 10 | Glendale Community College | AZ | Public | 2-year | 18,512 | 20,091 | 21,373 | 20,872 | 20,506 | 19,871 | 9,148 | 10,723 |
| 11 | Grand Canyon University ........ | AZ | PrivFp | 4-year | 1,813 | 3,615 | 37,440 | 55,497 | 62,304 | 69,444 | 18,577 | 50,867 |
| 12 | Mesa Community College | AZ | Public | 2-year | 19,818 | 22,821 | 26,408 | 23,678 | 22,711 | 21,491 | 10,512 | 10,979 |
| 13 | Northern Arizona University | AZ | Public | 4-year | 16,992 | 19,964 | 25,197 | 26,594 | 27,705 | 29,021 | 11,617 | 17,404 |
| 14 | Pima Community College | AZ | Public | 2 -year | 28,766 | 28,078 | 36,823 | 30,082 | 28,070 | 26,880 | 12,669 | 14,211 |
| 15 | Rio Salado College .... | AZ | Public | 2-year | 10,480 | 11,275 | 25,266 | 21,472 | 20,215 | 20,533 | 7,953 | 12,580 |
| 16 | University of Arizona | AZ | Public | 4-year | 35,729 | 34,488 | 39,086 | 40,621 | 42,236 | 42,595 | 20,628 | 21,967 |
| 17 | University of Phoenix, Arizona ${ }^{8}$ | AZ | PrivFp | 4-year | 4,149 | 23,935 | 316,250 | 218,373 | 195,059 | 165,743 | 50,479 | 115,264 |
| 18 | University of Arkansas | AR | Public | 4-year | 14,732 | 15,346 | 21,405 | 25,341 | 26,237 | 26,754 | 12,955 | 13,799 |
| 19 | American River College | CA | Public | 2-year | 18,716 | 28,420 | 33,440 | 29,701 | 29,133 | 29,381 | 13,724 | 15,657 |
| 20 | Ashford University | CA | PrivFp | 4-year | 311 | 616 | 63,096 | 58,104 | 51,237 | 42,452 | 12,848 | 29,604 |
| 21 | Bakersfield College | CA | Public | 2-year | 10,776 | 14,466 | 19,569 | 17,770 | 18,698 | 20,448 | 9,055 | 11,393 |
| 22 | California Polytechnic State U., San Luis Obispo ....... | CA | Public | 4-year | 17,751 | 16,877 | 18,360 | 19,703 | 20,186 | 20,944 | 11,161 | 9,783 |
| 23 | California State Polytechnic University, Pomona ....... | CA | Public | 4-year | 19,468 | 18,424 | 20,747 | 22,501 | 23,966 | 23,717 | 13,124 | 10,593 |
| 24 | California State University, Chico | CA | Public | 4-year | 16,633 | 15,912 | 15,989 | 16,356 | 17,287 | 17,220 | 8,042 | 9,178 |
| 25 | California State University, East Bay | CA | Public | 4-year | 12,999 | 12,705 | 12,889 | 14,526 | 14,823 | 15,528 | 5,972 | 9,556 |
| 26 | California State University, Fresno . | CA | Public | 4-year | 19,960 | 19,056 | 20,932 | 23,060 | 23,179 | 24,136 | 10,052 | 14,084 |
| 27 | California State University, Fullerton | CA | Public | 4-year | 25,592 | 28,381 | 35,590 | 38,325 | 38,128 | 38,948 | 17,338 | 21,610 |
| 28 | California State University, Long Beach | CA | Public | 4-year | 33,987 | 30,918 | 33,416 | 35,586 | 36,809 | 37,446 | 16,147 | 21,299 |
| 29 | California State University, Los Angeles .... | CA | Public | 4-year | 21,597 | 19,593 | 20,142 | 23,258 | 24,488 | 27,680 | 11,563 | 16,117 |
| 30 | California State University, Northridge .. | CA | Public | 4-year | 31,167 | 29,066 | 35,272 | 38,310 | 40,131 | 41,548 | 18,784 | 22,764 |
| 31 | California State University, Sacramento | CA | Public | 4-year | 26,336 | 25,714 | 27,033 | 28,811 | 29,349 | 30,284 | 13,121 | 17,163 |
| 32 | California State University, San Bernardino . | CA | Public | 4-year | 11,923 | 14,909 | 16,400 | 18,398 | 18,952 | 20,024 | 7,851 | 12,173 |
| 33 | Cerritos College | CA | Public | 2-year | 15,886 | 24,536 | 22,142 | 21,404 | 21,774 | 22,043 | 10,020 | 12,023 |
| 34 | Chaffey College | CA | Public | 2-year | 10,985 | 15,220 | 19,469 | 19,211 | 19,557 | 21,054 | 8,875 | 12,179 |
| 35 | City College of San Francisco | CA | Public | 2-year | 24,408 | 39,386 | 32,966 | 26,706 | 23,610 | 23,391 | 10,846 | 12,545 |
| 36 | College of the Canyons .......... | CA | Public | 2-year | 4,815 | 10,528 | 23,332 | 18,508 | 17,148 | 18,437 | 9,474 | 8,963 |
| 37 | Cypress College | CA | Public | 2-year | 11,917 | 21,361 | 16,153 | 15,881 | 15,816 | 16,187 | 7,240 | 8,947 |
| 38 | De Anza College | CA | Public | 2-year | 21,948 | 22,770 | 23,630 | 23,261 | 23,104 | 22,512 | 11,574 | 10,938 |
| 39 | Diablo Valley College | CA | Public | 2 -year | 20,255 | 21,581 | 20,703 | 20,286 | 20,089 | 19,694 | 9,606 | 10,088 |
| 40 | East Los Angeles College | CA | Public | 2 -year | 12,447 | 27,199 | 35,100 | 36,606 | 36,012 | 37,188 | 18,901 | 18,287 |
| 41 | El Camino Community College District | CA | Public | 2 -year | 25,789 | 24,067 | 24,756 | 23,996 | 24,207 | 24,001 | 11,606 | 12,395 |
| 42 | Foothill College .... | CA | Public | 2 -year | 12,811 | 14,193 | 17,474 | 14,814 | 15,030 | 15,448 | 7,911 | 7,537 |
| 43 | Fresno City College | CA | Public | 2-year | 14,710 | 19,351 | 23,902 | 21,344 | 22,307 | 22,697 | 10,675 | 12,022 |
| 44 | Fullerton College | CA | Public | 2 -year | 17,548 | 19,993 | 22,562 | 24,301 | 25,051 | 24,613 | 11,967 | 12,646 |
| 45 | Glendale Community College | CA | Public | 2-year | 12,072 | 15,596 | 16,876 | 15,744 | 15,112 | 15,588 | 7,267 | 8,321 |
| 46 | Grossmont College | CA | Public | 2-year | 15,357 | 16,309 | 19,659 | 18,618 | 18,040 | 18,159 | 7,901 | 10,258 |
| 47 | Long Beach City College | CA | Public | 2-year | 18,378 | 20,926 | 26,517 | 24,020 | 24,403 | 24,478 | 11,109 | 13,369 |
| 48 | Los Angeles City College | CA | Public | 2-year | 14,479 | 15,174 | 20,430 | 19,635 | 18,756 | 18,825 | 8,180 | 10,645 |
| 49 | Los Angeles Pierce College .. | CA | Public | 2 -year | 16,970 | 16,111 | 21,368 | 20,080 | 21,034 | 20,767 | 9,507 | 11,260 |
| 50 | Los Angeles Valley College | CA | Public | 2-year | 16,457 | 17,393 | 20,667 | 18,762 | 18,641 | 18,838 | 8,095 | 10,743 |
| 51 | MiraCosta College | CA | Public | 2 -year | 7,517 | 9,863 | 14,529 | 14,537 | 14,687 | 15,062 | 6,530 | 8,532 |
| 52 | Modesto Junior College . | CA | Public | 2-year | 11,300 | 15,158 | 18,492 | 17,084 | 17,578 | 17,739 | 7,558 | 10,181 |
| 53 | Mount San Antonio College | CA | Public | 2-year | 20,563 | 28,329 | 29,064 | 28,481 | 29,045 | 28,991 | 14,042 | 14,949 |
| 54 | Mount San Jacinto Community College District .......... | CA | Public | 2-year | 3,978 | 9,045 | 16,108 | 14,170 | 14,580 | 15,010 | 6,278 | 8,732 |
| 55 | National University ..................................... | CA | PrivNp | 4-year | 8,836 | 16,848 | 16,249 | 18,207 | 17,608 | 17,488 | 6,845 | 10,643 |
| 56 | Orange Coast College | CA | Public | 2-year | 22,365 | 23,315 | 24,239 | 21,886 | 21,775 | 22,140 | 11,469 | 10,671 |
| 57 | Palomar College ...... | CA | Public | 2 -year | 16,707 | 21,062 | 26,231 | 24,665 | 24,914 | 23,482 | 12,712 | 10,770 |
| 58 | Pasadena City College .. | CA | Public | 2 -year | 19,581 | 22,948 | 27,023 | 25,268 | 26,611 | 27,050 | 12,891 | 14,159 |
| 59 | Rio Hondo College ..... | CA | Public | 2-year | 12,048 | 19,506 | 21,782 | 16,548 | 16,263 | 18,367 | 10,314 | 8,053 |
| 60 | Riverside City College | CA | Public | 2-year | 15,683 | 22,107 | 20,585 | 18,165 | 18,547 | 19,086 | 8,356 | 10,730 |
| 61 | Sacramento City College ... | CA | Public | 2-year | 14,474 | 20,878 | 25,039 | 23,509 | 23,317 | 22,690 | 9,792 | 12,898 |
| 62 | Saddleback College | CA | Public | 2-year | 14,527 | 18,563 | 24,793 | 20,871 | 20,007 | 19,552 | 9,122 | 10,430 |
| 63 | San Diego City College | CA | Public | 2-year | 13,737 | 27,165 | 18,549 | 16,310 | 16,298 | 16,520 | 7,848 | 8,672 |
| 64 | San Diego Mesa College | CA | Public | 2-year | 23,410 | 21,233 | 25,972 | 24,251 | 24,159 | 24,208 | 11,651 | 12,557 |
| 65 | San Diego State University | CA | Public | 4-year | 35,493 | 31,609 | 29,187 | 31,899 | 33,483 | 34,254 | 15,301 | 18,953 |
| 66 | San Francisco State University .. | CA | Public | 4 -year | 29,343 | 26,826 | 29,718 | 29,905 | 29,465 | 30,256 | 12,978 | 17,278 |
| 67 | San Joaquin Delta College ...... | CA | Public | 2 -year | 14,792 | 16,973 | 18,610 | 17,629 | 18,572 | 17,895 | 7,606 | 10,289 |
| 68 | San Jose State University .... | CA | Public | 4-year | 30,334 | 26,698 | 29,076 | 31,278 | 32,713 | 32,773 | 16,747 | 16,026 |
| 69 | Santa Ana College | CA | Public | 2 -year | 20,532 | 27,571 | 31,377 | 31,115 | 29,590 | 29,808 | 18,363 | 11,445 |
| 70 | Santa Barbara City College | CA | Public | 2 -year | 11,031 | 13,834 | 18,827 | 19,331 | 17,927 | 17,920 | 8,388 | 9,532 |
| 71 | Santa Monica College | CA | Public | 2-year | 18,108 | 27,868 | 31,118 | 29,999 | 30,158 | 30,615 | 14,451 | 16,164 |
| 72 | Santa Rosa Junior College . | CA | Public | 2-year | 20,475 | 27,020 | 24,879 | 22,094 | 23,144 | 22,411 | 10,027 | 12,384 |
| 73 | Sierra College. | CA | Public | 2 -year | 11,637 | 17,517 | 19,986 | 18,374 | 18,565 | 18,218 | 8,276 | 9,942 |
| 74 | Southwestern College .... | CA | Public | 2-year | 13,010 | 17,994 | 19,476 | 19,591 | 19,000 | 18,716 | 8,722 | 9,994 |
| 75 | Stanford University | CA | PrivNp | 4-year | 14,724 | 18,549 | 19,535 | 18,346 | 16,963 | 16,980 | 9,852 | 7,128 |
| 76 | University of California, Berkeley | CA | Public | 4-year | 30,634 | 31,277 | 35,833 | 36,198 | 37,565 | 38,189 | 18,966 | 19,223 |
| 77 | University of California, Davis ............................... | CA | Public | 4-year | 23,890 | 26,094 | 31,392 | 33,307 | 34,508 | 35,186 | 14,893 | 20,293 |

[^92]Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than $\mathbf{1 5 , 0 0 0}$ students in 2015, by selected institution and student characteristics: Selected years, 1990 through 2014-15-Continued

| Fall enrollment, 2015 |  |  |  |  | Full-time-equivalent enrollment |  | Earned degrees/certificates conferred, 2014-15 |  |  |  |  | Total expenditures and deductions, 2014-15 (in thousands) ${ }^{2}$ | $\begin{gathered} \text { Line } \\ \text { number } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Attendance status |  | Percent minority ${ }^{3}$ | Student level |  | Fall 2014 | Fall 2015 | Cerificates ${ }^{4}$ | Associate's | Bachelor's | Master's | Doctor's ${ }^{5}$ |  |  |
| Full-time | Part-time |  | Undergraduate | Postbaccalaureate |  |  |  |  |  |  |  |  |  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 12,290,829 | 7,686,441 | 42.4 | 17,036,778 | 2,940,492 | 15,262,196 | 15,076,819 | 680,045 | 1,013,971 | 1,894,934 | 758,708 | 178,547 | \$535,765,859 | i |
| 5,840,269 | 3,435,865 | 45.8 | 7,688,000 | 1,588,134 | 7,058,035 | 7,098,728 | 169,524 | 325,436 | 999,099 | 409,924 | 96,777 | 280,638,247 | ii |
| 22,915 | 4,372 | 14.7 | 21,786 | 5,501 | 23,512 | 24,582 | 0 | 0 | 4,525 | 1,107 | 519 | 877,157 | 1 |
| 12,470 | 8,353 | 41.5 | 15,152 | 5,671 | 16,266 | 15,752 | 196 | 2,064 | 3,242 | 1,923 | 9 | 71,283 | 2 |
| 32,010 | 5,088 | 20.1 | 31,958 | 5,140 | 32,967 | 33,987 | 0 | 0 | 5,662 | 1,672 | 523 | 930,367 | 3 |
| 10,097 | 7,668 | 44.7 | 14,190 | 3,575 | 13,654 | 13,089 | 0 | 376 | 2,399 | 1,179 | 13 | 244,487 | 4 |
| 11,812 | 6,521 | 34.7 | 11,511 | 6,822 | 14,770 | 14,305 | 18 | 0 | 2,165 | 1,680 | 568 | 2,508,245 | 5 |
| 13,481 | 2,730 | 33.3 | 11,524 | 4,687 | 14,065 | 14,558 | 111 | 0 | 1,815 | 982 | 222 | 695,156 | 6 |
| 7,591 | 9,171 | 37.4 | 15,917 | 845 | 11,494 | 11,267 | 207 | 873 | 1,094 | 293 | 1 | 316,680 | 7 |
| 8,688 | 11,585 | 35.0 | 16,220 | 4,053 | 8,769 | 13,236 | 2 | 0 | 1,749 | 911 | 39 | - - | 8 |
| 45,906 | 6,078 | 38.6 | 41,828 | 10,156 | 46,406 | 48,256 | 741 | 0 | 9,053 | 3,196 | 751 | 2,025,050 | 9 |
| 6,710 | 13,161 | 53.0 | 19,871 |  | 11,502 | 11,129 | 2,062 | 1,763 |  |  | $\dagger$ | 108,762 | 10 |
| 13,178 | 56,266 | 49.9 | 43,295 | 26,149 | 30,597 | 35,000 | 0 | 0 | 9,000 | 6,588 | 74 | 580,272 | 11 |
| 6,729 | 14,762 | 45.0 | 21,491 |  | 12,455 | 11,685 | 2,164 | 2,114 | t |  | $\dagger$ | 132,575 | 12 |
| 22,220 | 6,801 | 35.9 | 25,115 | 3,906 | 23,710 | 24,879 | 508 | 0 | 4,964 | 1,220 | 127 | 513,619 | 13 |
| 8,686 | 18,194 | 58.5 | 26,880 | + | 15,604 | 14,794 | 2,986 | 2,848 | + | $\dagger$ | $\dagger$ | 199,356 | 14 |
| 2,518 | 18,015 | 38.7 | 20,533 |  | 8,511 | 8,566 | 5,113 | 681 |  |  | $\dagger$ | 100,287 | 15 |
| 36,607 | 5,988 | 41.9 | 33,331 | 9,264 | 38,770 | 38,929 | 40 | 0 | 6,600 | 1,702 | 939 | 1,847,924 | 16 |
| 165,743 | 0 | 55.2 | 133,211 | 32,532 | 195,059 | 165,743 | 1,562 | 14,825 | 19,932 | 10,229 | 426 | 1,477,310 | 17 |
| 21,415 | 5,339 | 19.9 | 22,159 | 4,595 | 23,032 | 23,453 | 0 | 0 | 4,206 | 1,208 | 307 | 767,907 | 18 |
| 7,140 42,448 | 22,241 4 | 52.7 54.6 | 29,381 37,070 | - ${ }_{\text {¢ }}^{\text {+ }}$ | 14,511 51,222 | 14,607 42,450 | 3,522 | 2,312 1,091 | 10,987 | 3,548 | $\dagger$ | 166,961 517,707 | 19 20 |
| 6,460 | 13,988 | 78.4 | 20,448 | 5,382 | 10,223 | 11,156 | 953 | 1,010 | 10,987 |  | 0 | 517, <br> 129 | 21 |
| 19,982 | 962 | 38.3 | 20,049 | 895 | 19,653 | 20,361 | 0 | 0 | 5,233 | 431 | 0 | 411,224 | 22 |
| 20,256 | 3,461 | 77.8 | 22,157 | 1,560 | 21,752 | 21,614 | 0 | 0 | 4,203 | 425 | 0 | 323,655 | 23 |
| 15,706 | 1,514 | 47.6 | 16,127 | 1,093 | 16,369 | 16,303 | 0 | 0 | 3,456 | 349 | 0 | 256,114 | 24 |
| 12,333 | 3,195 | 79.1 | 13,058 | 2,470 | 13,016 | 13,569 | 0 | 0 | 3,057 | 1,046 | 15 | 240,123 | 25 |
| 20,529 | 3,607 | 74.5 | 21,482 | 2,654 | 21,038 | 21,951 | 0 | 0 | 3,878 | 831 | 79 | 318,384 | 26 |
| 29,857 | 9,091 | 73.4 | 33,144 | 5,804 | 32,694 | 33,398 | 0 | 0 | 7,725 | 1,667 | 62 | 518,977 | 27 |
| 30,839 | 6,607 | 77.3 | 32,195 | 5,251 | 32,706 | 33,412 | 0 | 0 | 7,481 | 1,627 | 54 | 479,660 | 28 |
| 22,534 | 5,146 | 90.3 | 23,458 | 4,222 | 21,464 | 24,524 | 0 | 0 | 3,765 | 906 | 7 | 324,340 | 29 |
| 32,446 | 9,102 | 71.8 | 37,188 | 4,360 | 34,972 | 36,027 | 0 | 0 | 7,231 | 1,868 | 18 | 516,452 | 30 |
| 23,717 | 6,567 | 66.9 | 27,723 | 2,561 | 25,484 | 26,325 | 0 | 0 | 5,690 | 875 | 12 | 408,443 | 31 |
| 16,870 | 3,154 | 82.2 | 17,762 | 2,262 | 16,995 | 18,090 | 0 | 0 | 3,155 | 604 | 10 | 265,623 | 32 |
| 7,209 | 14,834 | 95.3 | 22,043 | + | 12,129 | 12,189 | 757 | 1,340 | + | $\dagger$ | $\dagger$ | 167,981 | 33 |
| 5,880 | 15,174 | 83.0 | 21,054 | $\dagger$ | 10,143 | 10,974 | 921 | 2,042 | $\dagger$ | $\dagger$ | $\dagger$ | 144,339 | 34 |
| 6,565 | 16,826 | 76.3 | 23,391 | $\dagger$ | 12,832 | 12,214 | 2,072 | 1,695 | $\dagger$ | $\dagger$ | t | 315,465 | 35 |
| 6,339 | 12,098 | 63.8 | 18,437 | $\dagger$ | 9,894 | 10,401 | 663 | 1,359 | $\dagger$ | $\dagger$ |  | 146,379 | 36 |
| 5,251 | 10,936 | 80.3 | 16,187 | $\dagger$ | 8,688 | 8,923 | 804 | 942 | $\dagger$ | $\dagger$ | $\dagger$ | 111,398 | 37 |
| 11,412 | 11,100 | 78.1 | 22,512 | $\dagger$ | 15,121 | 15,139 | 575 | 1,692 | t | t | t | 176,716 | 38 |
| 7,632 | 12,062 | 58.6 | 19,694 | $\dagger$ | 11,729 | 11,682 | 1,174 | 1,302 | $\dagger$ |  | $\dagger$ | 127,638 | 39 |
| 7,679 | 29,509 | 92.5 | 37,188 | $\dagger$ | 17,231 | 17,586 | 2,463 | 1,799 | $\dagger$ | $\dagger$ | $\dagger$ | 186,667 | 40 |
| 7,960 | 16,041 | 86.5 | 24,001 | $\dagger$ | 13,639 | 13,346 | 410 | 1,977 | † | $\dagger$ | + | 214,888 | 41 |
| 5,334 | 10,114 | 64.0 | 15,448 | $\dagger$ | 8,537 | 8,730 | 528 | 837 | $\dagger$ | $\dagger$ | $\dagger$ | 133,830 | 42 |
| 7,467 | 15,230 | 78.6 | 22,697 | $\dagger$ | 12,684 | 12,580 | 779 | 1,244 | $\dagger$ | $\dagger$ | $\dagger$ | 155,941 | 43 |
| 8,145 | 16,468 | 77.4 | 24,613 | $\dagger$ | 14,275 | 13,674 | 292 | 1,788 | $\dagger$ | $\dagger$ | + | 189,678 | 44 |
| 7,064 | 8,524 | 50.8 | 15,588 | $\dagger$ | 9,634 | 9,926 | 299 | 604 | $\dagger$ | $\dagger$ | $\dagger$ | 150,222 | 45 |
| 6,451 | 11,708 | 56.8 | 18,159 | $\dagger$ | 10,355 | 10,382 | 1,267 | 1,857 | $\dagger$ | $\dagger$ | $\dagger$ | 97,514 | 46 |
| 9,493 | 14,985 | 86.1 | 24,478 | $t$ | 14,689 | 14,524 | 480 | 1,110 | $\dagger$ | $\dagger$ | t | 211,174 | 47 |
| 4,697 | 14,128 | 82.1 | 18,825 |  | 9,666 | 9,440 | 794 | 559 | $\dagger$ |  | $\dagger$ | 125,054 | 48 |
| 5,841 | 14,926 | 69.8 | 20,767 | $\dagger$ | 10,923 | 10,852 | 648 | 1,280 | $\dagger$ | $\dagger$ | $\dagger$ | 126,872 | 49 |
| 4,273 | 14,565 | 69.1 | 18,838 | $\dagger$ | 9,262 | 9,163 | 777 | 886 | $\dagger$ | t | , | 114,610 | 50 |
| 5,256 | 9,806 | 54.8 | 15,062 | $\dagger$ | 8,268 | 8,548 | 1,383 | 1,251 | $\dagger$ | + | t | 129,605 | 51 |
| 5,897 | 11,842 | 61.4 | 17,739 | $\dagger$ | 10,072 | 9,873 | 653 | 1,456 | $\dagger$ | $\dagger$ |  | 97,756 | 52 |
| 10,335 | 18,656 | 88.5 | 28,991 |  | 16,727 | 16,599 | 1,374 | 2,081 | $\dagger$ |  | + | 278,585 | 53 |
| 5,398 | 9,612 | 67.6 | 15,010 | $t$ | 8,292 | 8,625 | 145 | 1,702 | 1 | $t$ | $\dagger$ | 95,408 | 54 |
| 8,530 | 8,958 | 55.6 | 8,850 | 8,638 | 12,154 | 12,014 | 37 | 152 | 1,888 | 3,081 | + | 218,156 | 55 |
| 8,726 | 13,414 | 64.5 | 22,140 | $\dagger$ | 13,016 | 13,230 | 1,749 | 1,951 | + | $\dagger$ | $\dagger$ | 152,279 | 56 |
| 7,694 | 15,788 | 58.2 | 23,482 | $\dagger$ | 13,806 | 12,995 | 1,999 | 1,883 | $\dagger$ | $\dagger$ | $\dagger$ | 189,178 | 57 |
| 11,068 | 15,982 | 92.5 | 27,050 | $\dagger$ | 15,843 | 16,434 | 753 | 3,146 | $\dagger$ | $\dagger$ |  | 222,069 | 58 |
| 3,989 | 14,378 | 92.3 | 18,367 | $\dagger$ | 7,984 | 8,816 | 259 | 1,159 | $\dagger$ | $\dagger$ | t | 124,331 | 59 |
| 5,248 | 13,838 | 79.4 | 19,086 | $\dagger$ | 9,638 | 9,894 | 806 | 1,639 | $\dagger$ | $\dagger$ | $\dagger$ | 139,261 | 60 |
| 5,750 | 16,940 | 71.8 | 22,690 | $\dagger$ | 11,856 | 11,437 | 626 | 1,626 | $\dagger$ | $t$ | + | 135,325 | 61 |
| 6,003 | 13,549 | 44.7 | 19,552 |  | 10,713 | 10,552 | 2,273 | 1,313 | $\dagger$ | $\dagger$ | $\dagger$ | 123,841 | 62 |
| 3,687 | 12,833 | 76.5 | 16,520 | $\dagger$ | 7,907 | 7,996 | 1,041 | 851 | $\dagger$ | $\dagger$ | $\dagger$ | 106,383 | 63 |
| 5,940 | 18,268 | 66.1 | 24,208 |  | 12,013 | 12,073 | 335 | 1,488 | ${ }_{6}^{+}$ | ${ }_{10}^{\dagger}$ | $\dagger$ | 111,655 | 64 |
| 28,983 | 5,271 | 60.7 | 29,253 | 5,001 | 30,211 | 31,026 | 0 | 0 | 6,714 | 1,610 | 140 | 538,888 | 65 |
| 24,273 | 5,983 | 74.4 | 26,906 | 3,350 | 26,094 | 26,634 | 0 | 0 | 5,828 | 1,183 | 49 | 456,678 | 66 |
| 6,841 | 11,054 | 77.5 | 17,895 |  | 11,235 | 10,552 | 519 | 2,282 |  |  |  | 160,999 | 67 |
| 25,471 | 7,302 | 76.1 | 26,822 | 5,951 | 28,258 | 28,329 | 0 | 0 | 5,281 | 2,631 | 0 | 430,842 | 68 |
| 5,120 | 24,688 | 74.8 | 29,808 | + | 13,221 | 13,409 | 3,591 | 1,978 | $\dagger$ | , | $\dagger$ | 125,635 | 69 |
| 7,607 | 10,313 | 54.5 | 17,920 | $\dagger$ | 11,569 | 11,069 | 1,265 | 1,854 | $\dagger$ | $\dagger$ | $\dagger$ | 167,971 | 70 |
| 11,441 | 19,174 | 70.4 | 30,615 |  | 17,340 | 17,878 | 1,515 | 2,221 | $\dagger$ | $\dagger$ |  | 252,867 | 71 |
| 6,750 | 15,661 | 46.0 | 22,411 | $\dagger$ | 12,503 | 12,008 | 2,905 | 1,922 | $\dagger$ | $\dagger$ | $\dagger$ | 173,766 | 72 |
| 6,534 | 11,684 | 41.5 | 18,218 | $\dagger$ | 10,769 | 10,457 | 556 | 2,529 | $\dagger$ | + | + | 139,304 | 73 |
| 7,317 | 11,399 | 89.9 | 18,716 |  | 11,455 | 11,144 | 377 | 1,298 | $\dagger$ | t | $\dagger$ | 158,252 | 74 |
| 15,778 | 1,202 | 49.9 | 7,000 | 9,980 | 16,214 | 16,237 | 0 | 0 | 1,673 | 2,317 | 961 | 4,645,698 | 75 |
| 35,960 | 2,229 | 61.5 | 27,496 | 10,693 | 36,268 | 36,803 | 0 | 0 | 7,647 | 2,386 | 1,165 | 2,648,373 | 76 |
| 33,797 | 1,389 | 62.3 | 28,257 | 6,929 | 33,675 | 34,333 | 0 | 0 | 7,120 | 1,123 | 978 | 3,919,758 | 77 |

See notes at end of table.

## Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than $\mathbf{1 5 , 0 0 0}$ students in 2015, by selected

 institution and student characteristics: Selected years, 1990 through 2014-15-Continued| Line number | Institution | State | $\begin{gathered} \text { Con- } \\ \text { trol } \end{gathered}$ | Level | Total fall enrollment |  |  |  |  | Fall enrollment, 2015 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2013 | Fall 2014 | Total | Sex |  |
|  |  |  |  |  |  |  |  |  |  |  | Male | Female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 78 | University of Cali | CA | Public | 4-year | 16,808 | 20,211 | 26,994 | 28,895 | 30,051 | 30,836 | 14,806 | 16,030 |
| 79 | University of California, Los Angeles | CA | Public | 4-year | 36,420 | 36,890 | 38,157 | 40,795 | 41,845 | 41,908 | 19,683 | 22,225 |
| 80 | University of California, Riverside ..... | CA | Public | 4-year | 8,708 | 13,015 | 20,692 | 21,207 | 21,498 | 21,385 | 10,483 | 10,902 |
| 81 | University of California, San Diego .... | CA | Public | 4-year | 17,790 | 20,197 | 29,176 | 29,517 | 30,709 | 32,906 | 17,822 | 15,084 |
| 82 | University of California, Santa Barbara | CA | Public | 4-year | 18,385 | 19,962 | 22,218 | 22,225 | 23,051 | 23,497 | 11,326 | 12,171 |
| 83 | University of California, Santa Cruz .... | CA | Public | 4-year | 10,054 | 12,144 | 17,187 | 17,203 | 17,866 | 17,868 | 8,644 | 9,224 |
| 84 | University of Phoenix, California ${ }^{8}$............ | CA | PrivFp | 4-year |  | 18,075 | 24,914 | 23,877 | 23,257 | 17,869 | 9,245 | 8,624 |
| 85 | University of Southern California ................................................... | CA | PrivNp | 4-year | 28,374 | 29,194 | 36,896 | 41,368 | 42,453 | 43,401 | 20,662 | 22,739 |
| 86 | Colorado State University, Fort Collins | CO | Public | 4-year | 26,828 | 26,807 | 30,155 | 31,186 | 31,354 | 30,614 | 14,812 | 15,802 |
| 87 | Colorado Technical University, Online . | CO | PrivFp | 4-year |  |  | 29,588 | 20,826 | 21,558 | 22,757 | 8,140 | 14,617 |
| 88 | Front Range Community College .... | CO | Public | 2-year | 9,706 | 12,962 | 20,092 | 19,619 | 18,761 | 18,747 | 8,080 | 10,667 |
| 89 | Metropolitan State University of Denver ... | CO | Public | 4-year | 17,400 | 17,688 | 23,948 | 22,752 | 21,674 | 20,676 | 9,531 | 11,145 |
| 90 | University of Colorado, Boulder | CO | Public | 4 -year | 28,600 | 29,352 | 32,697 | 32,017 | 32,432 | 33,056 | 18,413 | 14,643 |
| 91 | University of Colorado, Denver-Anschutz Medical Campus .. | CO | Public | 4-year | 11,512 | 13,737 | 24,108 | 22,206 | 22,791 | 23,671 | 10,090 | 13,581 |
| 92 | University of Connecticut | CT | Public | 4-year | 25,497 | 19,393 | 25,498 | 25,911 | 26,541 | 27,043 | 13,469 | 13,574 |
| 93 | University of Delaware | DE | Public | 4-year | 20,818 | 19,072 | 21,177 | 22,166 | 22,680 | 22,852 | 9,967 | 12,885 |
| 94 | Wilmington University | DE | PrivNp | 4-year | 1,796 | 5,298 | 10,101 | 13,621 | 14,467 | 15,002 | 5,613 | 9,389 |
| 95 | George Washington University | DC | PrivNp | 4-year | 19,103 | 20,527 | 25,135 | 25,264 | 25,613 | 26,212 | 11,123 | 15,089 |
| 96 | Georgetown University ............ | DC | PrivNp | 4-year | 11,525 | 12,427 | 16,937 | 17,849 | 17,858 | 18,459 | 8,569 | 9,890 |
| 97 | Broward College | FL | Public | 4-year | 24,365 | 27,389 | 40,375 | 43,883 | 44,119 | 43,078 | 17,592 | 25,486 |
| 98 | Eastern Florida State College | FL | Public | 4-year | 14,319 | 13,265 | 18,096 | 16,711 | 15,931 | 15,593 | 6,349 | 9,244 |
| 99 | Florida Atlantic University | FL | Public | 4 -year | 12,767 | 21,046 | 28,270 | 30,759 | 30,297 | 30,380 | 13,072 | 17,308 |
| 100 | Florida International University | FL | Public | 4-year | 22,466 | 31,945 | 42,197 | 47,663 | 49,610 | 49,782 | 21,858 | 27,924 |
| 101 | Florida SouthWestern State College | FL | Public | 4-year | 8,919 | 8,919 | 16,951 | 15,423 | 15,389 | 15,709 | 6,097 | 9,612 |
| 102 | Florida State College at Jacksonville ... | FL | Public | 4-year | 20,974 | 20,838 | 28,642 | 28,134 | 25,514 | 26,164 | 10,460 | 15,704 |
| 103 | Florida State University ... | FL | Public | 4-year | 28,170 | 33,971 | 40,416 | 40,909 | 41,226 | 40,830 | 18,370 | 22,460 |
| 104 | Full Sail University ..... | FL | PrivFp | 4-year |  | 1,910 | 15,695 | 20,949 | 19,285 | 20,025 | 14,228 | 5,797 |
| 105 | Hillsborough Community College .. | FL | Public | 2-year | 19,134 | 18,497 | 27,955 | 26,590 | 27,298 | 26,571 | 11,409 | 15,162 |
| 106 | Indian River State College ..... | FL | Public | 4-year | 12,774 | 13,186 | 17,511 | 17,248 | 17,665 | 18,204 | 7,224 | 10,980 |
| 107 | Keiser University, Fort Lauderdale . | FL | PrivNp | 4 -year | 104 | 3,086 | 16,968 | 17,129 | 19,110 | 16,579 | 5,261 | 11,318 |
| 108 | Miami Dade College | FL | Public | 4-year | 50,078 | 46,834 | 61,674 | 66,298 | 66,046 | 62,332 | 26,250 | 36,082 |
| 109 | Nova Southeastern University .. | FL | PrivNp | 4 -year | 9,562 | 18,587 | 28,741 | 25,670 | 24,148 | 23,236 | 7,094 | 16,142 |
| 110 | Palm Beach State College | FL | Public | 4 -year | 18,392 | 17,326 | 29,534 | 29,763 | 28,517 | 29,616 | 12,785 | 16,831 |
| 111 | Saint Leo University ... | FL | PrivNp | 4 -year | 5,308 | 8,720 | 15,565 | 16,275 | 16,349 | 15,800 | 6,365 | 9,435 |
| 112 | Seminole State College of Florida | FL | Public | 4 -year | 7,799 | 9,042 | 18,028 | 18,427 | 18,399 | 17,741 | 7,871 | 9,870 |
| 113 | Saint Petersburg College | FL | Public | 4 -year | 20,012 | 19,900 | 31,793 | 31,820 | 32,681 | 31,767 | 12,580 | 19,187 |
| 114 | University of Central Florida | FL | Public | 4 -year | 21,541 | 33,713 | 56,106 | 59,589 | 60,767 | 62,953 | 28,282 | 34,671 |
| 115 | University of Florida | FL | Public | 4 -year | 35,477 | 45,114 | 49,827 | 49,878 | 49,459 | 50,645 | 23,195 | 27,450 |
| 116 | University of Miami | FL | PrivNp | 4-year | 13,841 | 13,963 | 15,657 | 16,935 | 16,674 | 16,825 | 8,264 | 8,561 |
| 117 | University of North Florida | FL | Public | 4-year | 8,021 | 12,550 | 16,153 | 16,083 | 15,984 | 15,675 | 6,877 | 8,798 |
| 118 | University of South Florida, Main Campus .. | FL | Public | 4 -year | 32,326 | 35,561 | 40,431 | 41,428 | 41,938 | 42,067 | 18,923 | 23,144 |
| 119 | Valencia College ...... | FL | Public | 4-year | 18,438 | 27,565 | 41,583 | 42,180 | 43,217 | 44,050 | 19,628 | 24,422 |
| 120 | Georgia Institute of Technology, Main Campus | GA | Public | 4-year | 12,241 | 14,805 | 20,720 | 21,471 | 23,109 | 25,034 | 17,370 | 7,664 |
| 121 | Georgia Perimeter College .... | GA | Public | 2-year | 13,944 | 13,708 | 25,113 | 21,123 | 21,371 | 21,088 | 8,584 | 12,504 |
| 122 | Georgia Southern University | GA | Public | 4-year | 12,249 | 14,184 | 19,691 | 20,517 | 20,517 | 20,459 | 9,786 | 10,673 |
| 123 | Georgia State University ....... | GA | Public | 4 -year | 23,336 | 23,625 | 31,533 | 32,165 | 32,556 | 32,058 | 13,012 | 19,046 |
| 124 | Kennesaw State University | GA | Public | 4 -year | 14,025 | 16,906 | 28,966 | 31,178 | 32,500 | 33,252 | 16,708 | 16,544 |
| 125 | University of Georgia | GA | Public | 4 -year | 28,395 | 31,288 | 34,677 | 34,536 | 35,197 | 36,130 | 15,338 | 20,792 |
| 126 | University of North Georgia | GA | Public | 4-year | 5,000 | 6,870 | 14,796 | 15,455 | 16,064 | 17,289 | 7,648 | 9,641 |
| 127 | University of Hawaii at Manoa | HI | Public | 4-year | 18,799 | 17,263 | 20,337 | 20,006 | 19,507 | 18,865 | 8,268 | 10,597 |
| 128 | Boise State University | ID | Public | 4-year | 13,367 | 16,287 | 19,992 | 21,981 | 22,227 | 22,086 | 9,993 | 12,093 |
| 129 | Brigham Young University, Idaho ............................ | ID | PrivNp | 4-year | 7,795 | 8,949 | 14,933 | 27,692 | 36,624 | 43,803 | 18,885 | 24,918 |
| 130 | Chamberlain College of Nursing, Illinois | IL | PrivFp | 4-year | $\dagger$ | $\dagger$ | 1,505 | 13,720 | 18,665 | 23,250 | 2,251 | 20,999 |
| 131 | College of DuPage ................................ | 12 | Public | 2-year | 29,185 | 28,862 | 26,722 | 28,627 | 29,476 | 28,678 | 13,420 | 15,258 |
| 132 | DePaul University .. | 12 | PrivNp | 4-year | 15,711 | 20,548 | 25,145 | 24,414 | 23,799 | 23,539 | 11,122 | 12,417 |
| 133 | DeVry University, Illinois ... | IL | PrivFp | 4 -year | 5,089 | 6,686 | 40,859 | 26,851 | 24,220 | 22,273 | 9,367 | 12,906 |
| 134 | Illinois State University .... | IL | Public | 4 -year | 22,662 | 20,755 | 21,134 | 20,272 | 20,615 | 20,760 | 9,139 | 11,621 |
| 135 | Loyola University Chicago ........ | IL | PrivNp | 4 -year | 14,780 | 12,605 | 15,951 | 15,957 | 15,902 | 16,437 | 5,825 | 10,612 |
| 136 | Moraine Valley Community College ... | 1 L | Public | 2-year | 13,601 | 12,972 | 17,387 | 16,106 | 15,286 | 15,016 | 7,276 | 7,740 |
| 137 | Northern Illinois University ................... | IL | Public | 4-year | 24,509 | 23,248 | 23,850 | 21,138 | 20,611 | 20,130 | 10,022 | 10,108 |
| 138 | Northwestern University ...... | IL | PrivNp | 4 -year | 17,041 | 16,952 | 20,481 | 21,592 | 21,554 | 21,655 | 11,432 | 10,223 |
| 139 | Southern Illinois University, Carbondale ..... | IL | Public | 4 -year | 24,078 | 22,552 | 20,037 | 17,964 | 17,989 | 17,292 | 9,214 | 8,078 |
| 140 | University of Chicago ...... | 12 | PrivNp | 4 -year | 10,867 | 12,531 | 15,152 | 15,048 | 15,097 | 15,391 | 8,810 | 6,581 |
| 141 | University of Illinois at Chicago | IL | Public | 4 -year | 24,959 | 24,942 | 27,850 | 28,038 | 27,969 | 29,048 | 13,694 | 15,354 |
| 142 | University of Illinois at Urbana-Champaign ............... | IL | Public | 4 -year | 38,163 | 38,465 | 43,862 | 44,942 | 45,140 | 45,842 | 25,209 | 20,633 |
| 143 | Ball State University | IN | Public | 4-year | 20,343 | 19,004 | 22,083 | 20,503 | 20,655 | 21,196 | 8,096 | 13,100 |
| 144 | Indiana University, Bloomington | IN | Public | 4-year | 35,451 | 37,076 | 42,464 | 46,817 | 46,416 | 48,514 | 24,150 | 24,364 |
| 145 | Indiana University-Purdue University, Indianapolis ...... | IN | Public | 4-year | 27,517 | 27,525 | 30,566 | 30,488 | 30,690 | 30,105 | 13,223 | 16,882 |
| 146 | Ivy Tech Community College | IN | Public | 2-year | 4,871 | 6,748 | 20,847 | 98,778 | 91,179 | 81,668 | 34,638 | 47,030 |
| 147 | Purdue University, Main Campus ..... | IN | Public | 4 -year | 37,588 | 39,667 | 41,063 | 39,794 | 39,752 | 40,472 | 23,559 | 16,913 |
| 148 | Vincennes University ..... | IN | Public | 4 -year | 9,162 | 9,169 | 16,595 | 18,383 | 19,205 | 18,711 | 10,065 | 8,646 |
| 149 | Des Moines Area Community College . | IA | Public | 2-year | 10,553 | 10,998 | 24,658 | 20,167 | 23,526 | 22,298 | 10,495 | 11,803 |
| 150 | Iowa State University ..................... | 1 A | Public | 4-year | 25,737 | 26,845 | 28,682 | 32,955 | 34,435 | 35,714 | 20,155 | 15,559 |
| 151 | Kaplan University, Davenport Campus .... | 1 A | PrivFp | 4-year | 641 | 376 | 77,966 | 52,407 | 52,018 | 45,355 | 11,692 | 33,663 |
| 152 | University of lowa | IA | Public | 4-year | 28,785 | 28,311 | 29,518 | 29,748 | 29,970 | 30,844 | 14,898 | 15,946 |

[^93]Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than $\mathbf{1 5 , 0 0 0}$ students in 2015, by selected institution and student characteristics: Selected years, 1990 through 2014-15-Continued

| Fall enrollment, 2015 |  |  |  |  | Full-time-equivalent enrollment |  | Earned degrees/certificates conferred, 2014-15 |  |  |  |  | Total expenditures and deductions, 2014-15 (in thousands) ${ }^{2}$ | $\begin{gathered} \text { Line } \\ \text { number } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Attendance status |  | Percent minority ${ }^{3}$ | Student level |  | Fall 2014 | Fall 2015 | Cerificates ${ }^{4}$ | Associate's | Bachelor's | Master's | Doctor's ${ }^{5}$ |  |  |
| Full-time | Par-time |  | Undergraduate | Postbaccalaureate |  |  |  |  |  |  |  |  |  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 30,052 | 784 | 76.6 | 25,256 | 5,580 | 29,569 | 30,352 | 0 | 0 | 6,414 | 1,412 | 592 | 2,529,696 | 78 |
| 40,497 | 1,411 | 63.6 | 29,585 | 12,323 | 41,036 | 41,031 | 0 | 0 | 7,977 | 2,992 | 1,384 | 6,316,298 | 79 |
| 20,921 | 464 | 82.3 | 18,607 | 2,778 | 21,207 | 21,102 | 0 | 0 | 4,587 | 521 | 272 | 799,111 | 80 |
| 31,906 | 1,000 | 69.0 | 26,590 | 6,316 | 30,135 | 32,296 | 0 | 0 | 5,600 | 1,156 | 684 | 4,000,535 | 81 |
| 22,976 | 521 | 58.4 | 20,607 | 2,890 | 22,734 | 23,180 | 0 | 0 | 4,873 | 519 | 349 | 1,002,033 | 82 |
| 17,391 | 477 | 62.8 | 16,231 | 1,637 | 17,558 | 17,581 | 0 | 0 | 3,896 | 288 | 151 | 686,754 | 83 |
| 17,869 | 0 | 73.8 | 15,002 | 2,867 | 23,257 | 17,869 | 13 | 2 | 5,265 | 1,322 | 0 | 163,850 | 84 |
| 37,299 | 6,102 | 54.0 | 18,810 | 24,591 | 38,752 | 39,636 | 0 | 0 | 5,167 | 7,710 | 1,538 | 3,980,355 | 85 |
| 23,917 | 6,697 | 19.9 | 23,917 | 6,697 | 26,543 | 26,471 | 0 | 0 | 4,857 | 1,745 | 377 | 1,000,200 | 86 |
| 13,911 | 8,846 | 54.0 | 19,822 | 2,935 | 16,147 | 17,383 | 0 | 1,595 | 1,980 | 1,434 | 7 | 240,966 | 87 |
| 5,514 | 13,233 | 25.8 | 18,747 | $\dagger$ | 10,002 | 9,957 | 2,793 | 1,729 | + | $\dagger$ | + | 110,143 | 88 |
| 12,604 | 8,072 | 38.4 | 20,186 | 490 | 16,498 | 15,853 | 0 | 0 | 3,276 | 197 | 0 | 182,040 | 89 |
| 27,494 | 5,562 | 23.2 | 27,142 | 5,914 | 28,850 | 29,593 | 0 | 0 | 5,334 | 1,225 | 591 | 1,280,964 | 90 |
| 12,307 | 11,364 | 35.6 | 14,036 | 9,635 | 16,228 | 16,667 | 0 | 0 | 2,370 | 1,910 | 651 | 1,715,077 | 91 |
| 23,718 | 3,325 | 29.9 | 18,826 | 8,217 | 24,438 | 24,949 | 0 | 20 | 5,320 | 1,744 | 760 | 2,218,286 | 92 |
| 20,562 | 2,290 | 22.2 | 19,100 | 3,752 | 21,280 | 21,455 | 0 | 325 | 4,015 | 871 | 274 | 907,537 | 93 |
| 5,534 | 9,468 | 37.5 | 8,801 | 6,201 | 8,824 | 9,208 | 0 | 45 | 1,997 | 1,662 | 90 | 96,365 | 94 |
| 17,689 | 8,523 | 35.6 | 11,157 | 15,055 | 20,464 | 20,956 | 631 | 205 | 2,311 | 4,223 | 959 | 1,236,193 | 95 |
| 14,723 | 3,736 | 31.7 | 7,562 | 10,897 | 15,735 | 16,155 | 28 | 0 | 1,830 | 3,370 | 975 | 1,176,603 | 96 |
| 12,951 | 30,127 | 79.3 | 43,078 | 0 | 25,493 | 25,109 | 4,856 | 5,873 | 461 | 0 | 0 | 289,191 | 97 |
| 5,560 | 10,033 | 30.2 | 15,593 | 0 | 9,799 | 9,609 | 1,842 | 2,757 | 42 | 0 | 0 | 110,366 | 98 |
| 18,130 | 12,250 | 53.4 | 25,471 | 4,909 | 22,612 | 22,952 | 0 | 360 | 5,473 | 1,391 | 168 | 499,206 | 99 |
| 31,822 | 17,960 | 87.7 | 41,032 | 8,750 | 38,863 | 38,962 | 0 | 72 | 8,494 | 3,187 | 472 | 885,881 | 100 |
| 5,391 | 10,318 | 45.5 | 15,709 | 0 | 9,262 | 9,555 | 237 | 1,937 | 341 | 0 | 0 | 101,282 | 101 |
| 7,386 | 18,778 | 44.3 | 26,164 | 0 | 14,960 | 14,964 | 2,868 | 4,548 | 689 | 0 | 0 | 194,593 | 102 |
| 35,129 | 5,701 | 32.8 | 32,706 | 8,124 | 37,524 | 37,339 | 0 | 177 | 8,421 | 2,153 | 817 | 1,089,193 | 103 |
| 20,025 | 0 | 45.5 | 17,890 | 2,135 | 19,285 | 20,025 | 513 | 137 | 3,652 | 986 | 0 | 300,582 | 104 |
| 10,566 | 16,005 | 57.8 | 26,571 | t | 16,732 | 15,939 | 1,791 | 3,732 | $t$ | + | $\dagger$ | 185,031 | 105 |
| 5,876 | 12,328 | 41.5 | 18,204 | 0 | 10,678 | 10,851 | 1,333 | 2,330 | 545 | 0 | 0 | 135,013 | 106 |
| 9,414 | 7,165 | 58.7 | 15,310 | 1,269 | 15,786 | 12,219 | 0 | 3,593 | 1,055 | 301 | 25 | 326,518 | 107 |
| 24,716 | 37,616 | 93.5 | 62,332 | 0 | 42,254 | 39,896 | 1,579 | 10,318 | 1,155 | 0 | 0 | 493,856 | 108 |
| 13,086 | 10,150 | 63.9 | 4,641 | 18,595 | 17,048 | 16,979 | 0 | 2 | 1,412 | 3,519 | 1,802 | 586,802 | 109 |
| 8,517 | 21,099 | 61.3 | 29,616 | 0 | 16,120 | 17,031 | 2,283 | 4,069 | 276 | 0 | 0 | 167,774 | 110 |
| 11,906 | 3,894 | 56.9 | 12,021 | 3,779 | 13,837 | 13,435 | 26 | 755 | 2,703 | 1,431 | 0 | 161,382 | 111 |
| 5,995 | 11,746 | 47.2 | 17,741 | 0 | 11,196 | 10,735 | 3,204 | 2,775 | 188 | 0 | 0 | 112,162 | 112 |
| 9,301 | 22,466 | 33.2 | 31,767 | 0 | 18,630 | 18,367 | 1,135 | 3,871 | 1,106 | 0 | 0 | 216,783 | 113 |
| 41,505 | 21,448 | 44.8 | 54,662 | 8,291 | 48,385 | 49,974 | 0 | 471 | 12,629 | 2,232 | 423 | 925,472 | 114 |
| 42,647 | 7,998 | 38.0 | 33,402 | 17,243 | 44,765 | 45,675 | 0 | 393 | 8,393 | 3,630 | 1,914 | 2,602,872 | 115 |
| 15,391 | 1,434 | 49.2 | 11,100 | 5,725 | 15,902 | 15,946 | 24 | 0 | 2,774 | 1,175 | 886 | 2,684,121 | 116 |
| 10,386 | 5,289 | 29.8 | 13,817 3111 | 1,858 | 12,798 | 12,477 | 0 | 261 | 3,208 | 549 | 49 | 265,777 | 117 |
| 30,302 | 11,765 | 42.8 | 31,111 | 10,956 | 34,446 | 34,851 | 0 | 202 | 7,992 | 2,893 | 601 | 1,142,316 | 118 |
| 16,339 | 27,711 | 65.9 | 44,050 | 0 | 27,244 | 27,522 | 4,389 | 7,625 | 30 | 0 | 0 | 239,216 | 119 |
| 19,541 | 5,493 | 39.7 | 15,142 | 9,892 | 20,600 | 21,590 | 0 | 0 | 3,274 | 1,882 | 526 | 1,436,558 | 120 |
| 7,329 | 13,759 | 68.9 | 21,088 |  | 12,481 | 11,948 | 6 | 1,827 |  | $\dagger$ | $\dagger$ | 152,634 | 121 |
| 16,904 | 3,555 | 36.0 | 17,963 | 2,496 | 18,302 | 18,278 | 0 | 0 | 3,221 | 831 | 68 | 340,686 | 122 |
| 23,888 | 8,170 | 66.6 | 25,140 | 6,918 | 27,488 | 27,108 | 83 | 0 | 4,771 | 2,086 | 475 | 693,673 | 123 |
| 23,903 | 9,349 | 39.1 | 30,480 | 2,772 | 23,031 | 27,599 | 61 | 5 | 4,377 | 939 | 40 | 437,082 | 124 |
| 32,546 | 3,584 | 26.4 | 27,547 | 8,583 | 33,136 | 33,911 | 308 | 0 | 6,935 | 1,598 | 892 | 1,321,400 | 125 |
| 11,897 | 5,392 | 20.5 | 16,729 | 560 | 12,965 | 14,056 | 33 | 799 | 1,292 | 144 | 30 | 182,482 | 126 |
| 14,193 | 4,672 | 78.1 | 13,689 | 5,176 | 16,427 | 15,978 | 0 | 0 | 3,404 | 975 | 483 | 989,712 | 127 |
| 12,937 | 9,149 | 19.3 | 19,103 | 2,983 | 16,662 | 16,542 | 64 | 167 | 3,000 | 703 | 14 | 350,859 | 128 |
| 16,943 | 26,860 | 11.2 | 43,803 | , | 23,865 | 27,495 | 0 | 1,484 | 3,650 | 0 | 0 | 237,794 | 129 |
| 3,680 | 19,570 | 36.3 | 15,132 | 8,118 | 9,182 | 11,285 | 0 |  | 5,164 | 703 | 79 | 136,230 | 130 |
| 9,811 | 18,867 | 43.5 | 28,678 | + ${ }_{\text {+ }}$ | 16,553 | 16,145 | 2,781 | 2,882 | ${ }_{\text {¢ }}+$ | $\dagger$ | $\dagger$ | 249,326 | 131 |
| 18,768 | 4,771 | 39.8 | 15,961 | 7,578 | 20,552 | 20,615 | 7 | 0 | 3,776 | 2,434 | 292 | 520,682 | 132 |
| 6,532 | 15,741 | 47.6 | 16,499 | 5,774 | 13,654 | 12,664 | 0 | 889 | 2,439 | 2,082 | 0 | 234,106 | 133 |
| 18,290 | 2,470 | 21.7 | 18,426 | 2,334 | 19,132 | 19,237 | 0 | 0 | 4,322 | 652 | 70 | 553,655 | 134 |
| 13,733 | 2,704 | 36.0 | 11,079 | 5,358 | 14,385 | 14,781 | 83 | 0 | 2,212 | 1,624 | 543 | 520,146 | 135 |
| 6,393 | 8,623 | 40.9 | 15,016 | t | 9,532 | 9,288 | 1,225 | 1,726 | $\dagger$ | † | $\dagger$ | 131,044 | 136 |
| 15,545 | 4,585 | 37.3 | 15,027 | 5,103 | 17,658 | 17,279 | 0 | 0 | 3,468 | 1,434 | 253 | 592,845 | 137 |
| 17,185 | 4,470 | 38.3 | 8,839 | 12,816 | 18,760 | 18,900 | 310 | 0 | 2,275 | 3,803 | 983 | 2,033,333 | 138 |
| 13,960 | 3,332 | 31.9 | 13,031 | 4,261 | 15,906 | 15,235 | 0 | 102 | 3,259 | 1,165 | 347 | 804,402 | 139 |
| 12,980 | 2,411 | 38.3 | 5,883 | 9,508 | 13,590 | 13,902 | 0 | 0 | 1,326 | 2,644 | 679 | 3,375,278 | 140 |
| 24,283 | 4,765 | 56.7 | 17,575 | 11,473 | 25,018 | 26,065 | 0 | 0 | 3,687 | 2,204 | 990 | 2,709,369 | 141 |
| 41,756 | 4,086 | 39.2 | 33,368 | 12,474 | 42,813 | 43,291 | 0 | 0 | 8,024 | 3,286 | 1,134 | 2,586,487 | 142 |
| 16,111 | 5,085 | 15.8 | 16,602 | 4,594 | 18,033 | 18,029 | 1 | 57 | 3,682 | 1,464 | 82 | 473,816 | 143 |
| 38,003 | 10,511 | 19.7 | 38,364 | 10,150 | 41,044 | 42,083 | 177 | 14 | 7,339 | 2,487 | 793 | 1,492,193 | 144 |
| 21,626 | 8,479 | 24.8 | 21,985 | 8,120 | 25,209 | 24,899 | 494 | 126 | 3,922 | 1,557 | 810 | 1,157,952 | 145 |
| 25,614 | 56,054 | 22.8 | 81,668 |  | 49,753 | 44,433 | 10,447 | 9,954 | $\dagger$ | ${ }_{1}^{+}$ | $\dagger$ | 567,262 | 146 |
| 35,030 | 5,442 | 20.3 | 30,560 | 9,912 | 36,574 | 37,077 | 422 | 67 | 7,182 | 1,859 | 973 | 1,633,695 | 147 |
| 5,773 | 12,938 | 20.1 | 18,711 | 0 | 11,433 | 10,994 | 740 | 1,707 | 153 | 0 | 0 | 124,987 | 148 |
| 6,931 | 15,367 | 19.4 | 22,298 | $\dagger$ | 12,924 | 12,090 | 1,057 | 2,516 | t | $\dagger$ | $\dagger$ | 149,743 | 149 |
| 32,499 | 3,215 | 14.5 | 30,034 | 5,680 | 32,231 | 33,715 | 0 | 0 | 5,687 | 878 | 468 | 1,169,361 | 150 |
| 9,231 | 36,124 | 49.2 | 35,205 | 10,150 | 27,296 | 23,365 | 378 | 3,362 | 4,285 | 3,267 | 131 | 471,232 | 151 |
| 24,620 | 6,224 | 19.4 | 23,357 | 7,487 | 26,547 | 27,016 | 0 | 0 | 4,845 | 1,287 | 943 | 2,888,984 | 152 |

See notes at end of table.

Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than 15,000 students in 2015, by selected institution and student characteristics: Selected years, 1990 through 2014-15-Continued

| Line number | Institution | State | Control ${ }^{1}$ | Level | Total fall enrollment |  |  |  |  | Fall enrollment, 2015 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2013 | Fall 2014 | Total | Sex |  |
|  |  |  |  |  |  |  |  |  |  |  | Male | Female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| $\begin{aligned} & 153 \\ & 154 \\ & 155 \end{aligned}$ | Johnson County Community College <br> Kansas State Úniversity <br> University of Kansas | KS KS KS | Public Public Public | $\begin{aligned} & \text { 2-year } \\ & \text { 4-year } \\ & \text { 4-year } \end{aligned}$ | $\begin{aligned} & 13,740 \\ & 21,137 \\ & 26,434 \end{aligned}$ | $\begin{aligned} & 16,383 \\ & 21,929 \\ & 25,920 \end{aligned}$ | $\begin{aligned} & 20,865 \\ & 23,588 \\ & 28,697 \end{aligned}$ | $\begin{aligned} & 19,672 \\ & 24,581 \\ & 26,968 \end{aligned}$ | $\begin{aligned} & 19,429 \\ & 24,766 \\ & 27,180 \end{aligned}$ | $\begin{aligned} & 19,091 \\ & 24,146 \\ & 27,259 \end{aligned}$ | $\begin{array}{r} 9,081 \\ 12,265 \\ 13,127 \end{array}$ | $\begin{aligned} & 10,010 \\ & 11,881 \\ & 14,132 \end{aligned}$ |
| 156 | Eastern Kentucky University | KY | Public | 4-year | 15,290 | 13,285 | 16,567 | 16,111 | 16,305 | 16,844 | 6,972 | 9,872 |
| 157 | University of Kentucky ......... | KY | Public | 4-year | 22,538 | 23,114 | 27,108 | 28,435 | 29,203 | 29,727 | 13,721 | 16,006 |
| 158 | University of Louisville | KY | Public | 4-year | 22,979 | 19,771 | 21,234 | 21,444 | 21,561 | 21,294 | 10,432 | 10,862 |
| 159 | Western Kentucky University | KY | Public | 4-year | 15,170 | 15,481 | 20,897 | 20,448 | 20,171 | 20,063 | 8,393 | 11,670 |
| 160 | Delgado Community College | LA | Public | 2-year | 11,614 | 12,784 | 18,767 | 18,698 | 17,152 | 16,131 | 5,234 | 10,897 |
| 161 | Louisiana State U. and Agricultural \& Mechanical ....... | LA | Public | 4-year | 26,112 | 31,527 | 29,451 | 30,478 | 31,044 | 31,524 | 15,095 | 16,429 |
| 162 | University of Louisiana at Lafayette ......................... | LA | Public | 4-year | 15,764 | 15,742 | 16,763 | 16,646 | 17,195 | 17,508 | 7,629 | 9,879 |
| 163 | Johns Hopkins University | MD | PrivNp | 4-year | 13,363 | 17,774 | 20,977 | 20,918 | 21,372 | 22,686 | 10,664 | 12,022 |
| 164 | Montgomery College | MD | Public | 2-year | 14,361 | 20,923 | 26,015 | 26,155 | 25,517 | 25,320 | 11,963 | 13,357 |
| 165 | Community College of Baltimore County .. | MD | Public | 2-year | $\dagger$ | 18,168 | 26,425 | 23,981 | 22,887 | 22,179 | 8,824 | 13,355 |
| 166 | Towson University . | MD | Public | 4 -year | 15,035 | 16,729 | 21,840 | 22,499 | 22,285 | 22,284 | 8,606 | 13,678 |
| 167 | University of Maryland, College Park ........ | MD | Public | 4 -year | 34,829 | 33,189 | 37,641 | 37,272 | 37,610 | 38,140 | 20,361 | 17,779 |
| 168 | University of Maryland, University College ................ | MD | Public | 4-year | 14,476 | 18,276 | 39,577 | 39,557 | 47,906 | 50,248 | 26,071 | 24,177 |
| 169 | Boston University | MA | PrivNp | 4-year | 27,996 | 28,318 | 32,179 | 32,411 | 32,112 | 32,158 | 13,301 | 18,857 |
| 170 | Harvard University | MA | PrivNp | 4-year | 22,851 | 24,279 | 27,594 | 28,242 | 28,791 | 29,652 | 15,188 | 14,464 |
| 171 | Northeastern University . | MA | PrivNp | 4-year | 30,510 | 23,897 | 29,519 | 20,053 | 19,798 | 19,940 | 10,144 | 9,796 |
| 172 | University of Massachusetts, Amherst ....... | MA | Public | 4 -year | 26,025 | 24,416 | 27,569 | 28,518 | 28,635 | 29,269 | 14,776 | 14,493 |
| 173 | University of Massachusetts, Boston .......... | MA | Public | 4-year | 13,723 | 13,346 | 15,454 | 16,277 | 16,756 | 17,030 | 7,159 | 9,871 |
| 174 | University of Massachusetts, Lowell ........................ | MA | Public | 4-year | 14,259 | 12,189 | 14,702 | 16,930 | 17,179 | 18,047 | 10,920 | 7,127 |
| 175 | Baker College | MI | PrivNp | 4-year | 6,337 | 18,758 | 43,842 | 33,229 | 28,024 | 23,790 | 7,829 | 15,961 |
| 176 | Central Michigan University . | MI | Public | 4-year | 18,286 | 26,845 | 28,292 | 26,841 | 26,879 | 26,825 | 11,525 | 15,300 |
| 177 | Eastern Michigan University ..... | MI | Public | 4-year | 25,011 | 23,561 | 23,565 | 23,447 | 22,401 | 21,824 | 8,768 | 13,056 |
| 178 | Grand Valley State University .... | MI | Public | 4-year | 11,725 | 18,569 | 24,541 | 24,477 | 25,094 | 25,325 | 10,193 | 15,132 |
| 179 | Macomb Community College ..... | M1 | Public | 2-year | 31,538 | 22,001 | 24,468 | 23,446 | 22,914 | 22,182 | 10,524 | 11,658 |
| 180 | Michigan State University ......... | Ml | Public | 4-year | 44,307 | 43,366 | 46,985 | 49,317 | 50,081 | 50,538 | 24,476 | 26,062 |
| 181 | Oakland Community College | M1 | Public | 2-year | 28,069 | 23,188 | 28,925 | 26,405 | 24,031 | 21,061 | 9,178 | 11,883 |
| 182 | Oakland University | MI | Public | 4-year | 12,400 | 15,235 | 19,053 | 20,169 | 20,519 | 20,261 | 8,639 | 11,622 |
| 183 | University of Michigan, Ann Arbor | MI | Public | 4 -year | 36,391 | 38,103 | 41,924 | 43,710 | 43,625 | 43,651 | 22,619 | 21,032 |
| 184 | Wayne County Community College District | MI | Public | 2-year | 11,986 | 9,008 | 21,198 | 18,119 | 16,310 | 16,654 | 5,790 | 10,864 |
| 185 | Wayne State University | MI | Public | 4-year | 33,872 | 30,408 | 31,505 | 27,897 | 27,578 | 27,140 | 12,143 | 14,997 |
| 186 | Western Michigan University ................................ | MI | Public | 4-year | 26,989 | 28,657 | 25,045 | 24,294 | 23,914 | 23,529 | 11,553 | 11,976 |
| 187 | Capella University | MN | PrivFp | 4-year | $\dagger$ | 36 | 39,457 | 34,007 | 35,061 | 34,365 | 7,950 | 26,415 |
| 188 | Minnesota State University, Mankato .... | MN | Public | 4-year | 16,575 | 12,842 | 15,435 | 15,426 | 15,387 | 15,313 | 7,076 | 8,237 |
| 189 | Saint Cloud State University | MN | Public | 4 -year | 17,075 | 15,181 | 18,650 | 16,765 | 16,076 | 16,096 | 7,473 | 8,623 |
| 190 | University of Minnesota, Twin Cities | MN | Public | 4-year | 57,168 | 45,481 | 51,721 | 51,526 | 51,147 | 50,678 | 24,327 | 26,351 |
| 191 | Walden University ....... | MN | PrivFp | 4-year | 422 | 1,544 | 47,456 | 51,016 | 52,188 | 52,799 | 12,717 | 40,082 |
| 192 | Mississippi State University | MS | Public | 4-year | 14,391 | 16,561 | 19,644 | 20,161 | 20,138 | 20,873 | 10,633 | 10,240 |
| 193 | University of Mississippi ...................................... | MS | Public | 4-year | 12,925 | 13,792 | 19,537 | 21,699 | 22,503 | 23,212 | 10,105 | 13,107 |
| 194 | Metropolitan Community College, Kansas City | MO | Public | 2-year | 20,156 | 17,777 | 21,244 | 19,234 | 18,222 | 17,821 | 7,412 | 10,409 |
| 195 | Missouri State University, Springtield ........................ | MO | Public | 4-year | 19,480 | 17,703 | 20,383 | 21,271 | 21,816 | 22,273 | 9,136 | 13,137 |
| 196 | Saint Louis Community College ........... | MO | Public | 2-year | 32,347 | 6,749 | 8,716 | 24,005 | 21,218 | 18,902 | 7,688 | 11,214 |
| 197 | Saint Louis University | MO | PrivNp | 4-year | 12,891 | 13,847 | 17,709 | 17,343 | 17,052 | 17,047 | 6,977 | 10,070 |
| 198 | University of Missouri, Columbia | MO | Public | 4-year | 25,058 | 23,309 | 32,341 | 34,616 | 35,425 | 35,424 | 16,720 | 18,704 |
| 199 | University of Missouri, Kansas City .. | MO | Public | 4-year | 11,263 | 12,762 | 15,259 | 15,718 | 16,146 | 16,685 | 7,449 | 9,236 |
| 200 | University of Missouri, Saint Louis ..... | MO | Public | 4-year | 15,393 | 15,397 | 16,791 | 16,809 | 17,072 | 16,738 | 6,743 | 9,995 |
| 201 | Webster University ......................... | MO | PrivNp | 4-year | 8,745 | 13,783 | 19,342 | 17,904 | 16,769 | 15,256 | 6,704 | 8,552 |
| 202 | Montana State University | MT | Public | 4-year | 10,392 | 11,666 | 13,081 | 14,852 | 14,982 | 15,236 | 8,257 | 6,979 |
| 203 | University of Nebraska, Omaha | NE | Public | 4-year | 15,804 | 13,479 | 14,665 | 15,227 | 15,227 | 15,526 | 7,280 | 8,246 |
| 204 | University of Nebraska, Lincoln | NE | Public | 4-year | 24,453 | 22,268 | 24,610 | 24,445 | 25,006 | 25,260 | 13,111 | 12,149 |
| 205 | College of Southern Nevada | NV | Public | 4-year | 14,161 | 29,905 | 42,747 | 34,177 | 35,943 | 33,313 | 14,269 | 19,044 |
| 206 | University of Nevada, Las Vegas ............................ | NV | Public | 4-year | 17,937 | 22,041 | 28,203 | 27,848 | 28,515 | 28,600 | 12,552 | 16,048 |
| 207 | University of Nevada, Reno ............ | NV | Public | 4-year | 11,487 | 13,149 | 17,680 | 18,776 | 19,934 | 20,898 | 9,868 | 11,030 |
| 208 | Southern New Hampshire University . | NH | PrivNp | 4-year | 6,403 | 4,584 | 8,034 | 28,389 | 43,274 | 61,285 | 22,710 | 38,575 |
| 209 | University of New Hampshire, Main Campus ............. | NH | Public | 4-year | 13,260 | 14,689 | 15,095 | 14,913 | 15,117 | 15,351 | 7,005 | 8,346 |
| 210 | Montclair State University | NJ | Public | 4-year | 13,067 | 13,502 | 18,402 | 19,464 | 20,022 | 20,465 | 7,462 | 13,003 |
| 211 | Rowan University ............ | NJ | Public | 4-year | 9,668 | 9,364 | 11,300 | 13,349 | 14,778 | 16,155 | 8,215 | 7,940 |
| 212 | Rutgers University, New Brunswick ............. | NJ | Public | 4-year | 33,016 | 35,236 | 38,912 | 48,036 | 48,378 | 49,428 | 23,040 | 26,388 |
| 213 | Central New Mexico Community College ... | NM | Public | 2-year | 9,739 | 17,265 | 29,948 | 28,891 | 26,771 | 25,760 | 11,236 | 14,524 |
| 214 | New Mexico State University, Main Campus .............. | NM | Public | 4-year | 14,812 | 14,958 | 18,600 | 16,765 | 15,829 | 15,490 | 7,146 | 8,344 |
| 215 | University of New Mexico, Main Campus .................. | NM | Public | 4-year | 23,950 | 23,670 | 28,688 | 28,592 | 27,844 | 27,285 | 12,287 | 14,998 |
| 216 | CUNY Bernard M. Baruch College .......................... | NY | Public | 4-year | 15,849 | 15,698 | 17,063 | 17,505 | 18,090 | 18,433 | 9,199 | 9,234 |
| 217 | CUNY Borough of Manhattan Community College ..... | NY | Public | 2-year | 14,819 | 15,875 | 22,534 | 24,186 | 26,606 | 27,309 | 11,595 | 15,714 |
| 218 | CUNY Brooklyn College ..................................... | NY | Public | 4-year | 16,605 | 15,039 | 16,912 | 17,004 | 17,390 | 17,410 | 6,885 | 10,525 |
| 219 | CUNY City College | NY | Public | 4 -year | 14,085 | 11,055 | 15,416 | 15,331 | 15,579 | 15,778 | 7,643 | 8,135 |
| 220 | CUNY Hunter College | NY | Public | 4-year | 19,639 | 20,011 | 22,407 | 23,019 | 23,112 | 22,918 | 7,242 | 15,676 |
| 221 | CUNY Kingsborough Community College ................. | NY | Public | 2-year | 13,809 | 14,801 | 18,606 | 18,634 | 17,758 | 17,032 | 7,693 | 9,339 |
| 222 | CUNY LaGuardia Community College .............. | NY | Public | 2 -year | 9,167 | 11,778 | 17,569 | 19,564 | 20,231 | 19,582 | 8,344 | 11,238 |
| 223 | CUNY New York City College of Technology .............. | NY | Public | 4 -year | 10,908 | 11,028 | 15,366 | 16,860 | 17,374 | 17,424 | 9,784 | 7,640 |
| 224 | CUNY Queens College | NY | Public | 4-year | 18,072 | 15,061 | 20,906 | 18,974 | 19,310 | 19,520 | 8,123 | 11,397 |
| 225 | CUNY Queensborough Community College .............. | NY | Public | 2-year | 12,184 | 10,598 | 15,316 | 16,291 | 16,182 | 15,493 | 7,110 | 8,383 |
| 226 | Columbia University in the City of New York ............... | NY | PrivNp | 4 -year | 18,242 | 19,639 | 25,208 | 26,957 | 27,589 | 28,086 | 13,893 | 14,193 |

[^94]Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than $\mathbf{1 5 , 0 0 0}$ students in 2015, by selected institution and student characteristics: Selected years, 1990 through 2014-15-Continued

| Fall enrollment, 2015 |  |  |  |  | Full-time-equivalent enrollment |  | Earned degrees/certificates conferred, 2014-15 |  |  |  |  | Total expenditures and deductions, 2014-15 (in thousands) ${ }^{2}$ | Line number |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Attendance status |  | Percent minority ${ }^{3}$ | Student level |  | Fall 2014 | Fall 2015 | Certificates ${ }^{4}$ | Associate's | Bachelor's | Master's | Doctor's ${ }^{5}$ |  |  |
| Full-time | Part-time |  | Undergraduate | Postbaccalaureate |  |  |  |  |  |  |  |  |  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| $\begin{array}{r} 6,075 \\ 20,315 \\ 23,046 \end{array}$ | 13,016 3,831 4,213 | 24.4 16.6 21.5 | 19,091 19,859 19,245 | $\dagger$ 4,287 8,014 | 10,729 22,283 24,712 | $\begin{aligned} & 10,445 \\ & 21,781 \\ & 24,656 \end{aligned}$ | 1,513 115 9 | 1,860 43 0 | $\dagger$ 3,740 3,899 | $\dagger$ 1,109 1,467 | $\dagger$ 303 953 | $\begin{array}{r} 176,471 \\ 779,362 \\ 1,194,204 \end{array}$ | 153 154 155 |
| $\begin{aligned} & 12,148 \\ & 26,944 \\ & 16,225 \\ & 14,180 \end{aligned}$ | 4,696 2,783 5,069 5,883 | 12.2 18.2 22.8 17.2 | 14,327 22,705 15,768 17,310 | 2,517 7,022 5,526 2,753 | 13,641 27,522 18,449 16,552 | 13,972 28,014 18,202 16,482 | 100 11 46 129 | 195 0 25 244 | 2,532 4,238 2,832 2,703 | 747 1,260 1,281 824 | 16 808 565 29 | 293,779 $2,641,130$ 975,450 342,475 | 156 157 158 159 |
| $\begin{array}{r} 6,676 \\ 27,838 \\ 13,854 \end{array}$ | 9,455 3,686 3,654 | 65.7 25.3 29.5 | 16,131 26,156 15,870 | ¢ 5,368 1,638 | 10,385 28,857 14,935 | $\begin{array}{r} 9,850 \\ 29,278 \\ 15,301 \end{array}$ | 2,169 0 0 | 1,344 0 0 | $\dagger$ 4,649 2,542 | t 1,130 456 | $\dagger$ 604 48 | 126,321 $1,104,695$ 276,057 | 160 161 162 |
| 13,806 | 8,880 | 41.0 | 6,427 | 16,259 | 16,453 | 17,205 | 0 | 0 | 1,714 | 4,818 | 667 | 5,091,368 | 163 |
| 8,890 | 16,430 | 72.4 | 25,320 | $\dagger$ | 14,500 | 14,406 | 317 | 2,662 | $\dagger$ | + | $\dagger$ | 326,204 | 164 |
| 6,453 | 15,726 | 56.1 | 22,179 | $\dagger$ | 12,534 | 11,733 | 1,028 | 2,200 | + | + | , | 213,914 | 165 |
| 17,846 | 4,438 | 34.2 | 19,049 | 3,235 | 19,446 | 19,546 | 0 | 0 | 4,422 | 1,097 | 25 | 380,504 | 166 |
| 33,501 | 4,639 | 42.4 | 27,443 | 10,697 | 34,713 | 35,264 | 67 | 0 | 7,166 | 2,562 | 693 | 1,763,135 | 167 |
| 8,686 | 41,562 | 55.7 | 37,355 | 12,893 | 23,833 | 24,923 | 440 | 1,095 | 5,102 | 3,693 | 36 | 336,981 | 168 |
| 25,999 | 6,159 | 37.1 | 17,932 | 14,226 | 28,258 | 28,366 | 388 | 0 | 4,195 | 4,306 | 1,116 | 1,669,214 | 169 |
| 20,568 | 9,084 | 40.9 | 10,255 | 19,397 | 23,658 | 24,072 | 0 | 12 | 1,757 | 4,229 | 1,534 | 4,463,089 | 170 |
| 19,021 | 919 | 33.2 | 13,697 | 6,243 | 19,071 | 19,373 | 0 | 0 | 3,621 | 1,919 | 566 | 996,069 | 171 |
| 23,339 | 5,930 | 23.9 | 22,748 | 6,521 | 25,070 | 25,553 | 280 | 54 | 5,683 | 1,418 | 297 | 1,061,031 | 172 |
| 10,789 | 6,241 | 47.9 | 12,949 | 4,081 | 12,937 | 13,196 | 11 | 0 | 2,442 | 1,042 | 56 | 381,298 | 173 |
| 11,091 | 6,956 | 28.7 | 13,863 | 4,184 | 13,254 | 13,775 | 113 | 49 | 2,389 | 976 | 124 | 390,360 | 174 |
| 12,016 | 11,774 | 22.2 | 23,212 | 578 | 14,139 | 16,638 | 418 | 2,990 | 1,863 | 0 | 0 | 200,012 | 175 |
| 19,766 | 7,059 | 21.2 | 20,415 | 6,410 | 22,552 | 22,434 | 0 | 0 | 4,119 | 1,787 | 117 | 457,167 | 176 |
| 14,115 | 7,709 | 30.6 | 17,951 | 3,873 | 17,332 | 17,107 | 0 | 0 | 3,321 | 1,183 | 29 | 353,618 | 177 |
| 20,781 | 4,544 | 15.7 | 21,972 | 3,353 | 22,244 | 22,534 | 33 | 0 | 4,324 | 1,004 | 64 | 428,611 | 178 |
| 6,894 | 15,288 | 22.0 | 22,182 |  | 12,684 | 12,027 | 483 | 2,632 | $\dagger$ | $\dagger$ | $\dagger$ | 159,485 | 179 |
| 44,026 | 6,512 | 21.6 | 39,143 | 11,395 | 46,157 | 46,528 | 192 | 0 | 8,299 | 2,138 | 1,204 | 2,203,616 | 180 |
| 5,899 | 15,162 | 32.9 | 21,061 | $\dagger$ | 12,726 | 10,989 | 445 | 2,509 | $\dagger$ | $\dagger$ | t | 188,705 | 181 |
| 14,575 | 5,686 | 19.8 | 16,793 | 3,468 | 16,598 | 16,795 | 0 | 0 | 2,742 | 792 | 143 | 307,651 | 182 |
| 41,114 | 2,537 | 29.3 | 28,312 | 15,339 | 42,056 | 42,075 | 0 | 0 | 7,091 | 4,296 | 1,606 | 6,497,563 | 183 |
| 3,137 | 13,517 | 81.1 | 16,654 |  | 7,592 | 7,675 | 419 | 2,352 | $\dagger$ | $\dagger$ | $\dagger$ | 149,630 | 184 |
| 17,922 | 9,218 | 35.9 | 17,587 | 9,553 | 21,624 | 21,496 | 1 | 0 | 3,180 | 2,046 | 810 | 855,906 | 185 |
| 16,534 | 6,995 | 23.5 | 18,567 | 4,962 | 19,608 | 19,196 | 0 | 0 | 3,768 | 1,387 | 117 | 542,337 | 186 |
| 2,711 | 31,654 | 53.4 | 7,835 | 26,530 | 15,072 | 14,872 | 0 | 0 | 1,280 | 3,759 | 1,159 | 359,400 | 187 |
| 11,776 | 3,537 | 16.5 | 13,269 | 2,044 | 13,253 | 13,147 | 49 | 247 | 2,424 | 501 | 21 | 211,587 | 188 |
| 9,828 | 6,268 | 18.2 | 14,233 | 1,863 | 12,363 | 12,309 | 26 | 160 | 2,223 | 468 | 8 | 203,495 | 189 |
| 38,869 | 11,809 | 21.6 | 34,071 | 16,607 | 43,381 | 43,346 | 242 | 0 | 7,553 | 3,308 | 1,761 | 3,002,217 | 190 |
| 26,384 | 26,415 | 55.2 | 8,239 | 44,560 | 37,000 | 36,557 | 0 | 0 | 1,634 | 8,237 | 964 | 498,278 | 191 |
| 17,873 | 3,000 | 26.1 | 17,421 | 3,452 | 18,196 | 19,016 | 0 | 0 | 3,211 | 760 | 226 | 640,512 | 192 |
| 20,665 | 2,547 | 21.2 | 18,785 | 4,427 | 20,917 | 21,644 | 0 | 0 | 3,659 | 945 | 533 | 1,794,779 | 193 |
| 6,883 | 10,938 | 34.8 | 17,821 | $\dagger$ | 10,756 | 10,555 | 1,907 | 2,032 | $\dagger$ | $\dagger$ | $\dagger$ | 123,798 | 194 |
| 16,148 | 6,125 | 13.4 | 18,980 | 3,293 | 18,099 | 18,549 | 33 | 0 | 3,029 | 1,066 | 45 | 295,790 | 195 |
| 7,653 | 11,249 | 43.0 | 18,902 | $\dagger$ | 12,891 | 11,430 | 458 | 2,067 | $\dagger$ | $\dagger$ | $\dagger$ | 188,469 | 196 |
| 10,937 | 6,110 | 23.0 | 12,401 | 4,646 | 13,008 | 13,330 | 77 | 0 | 1,991 | 955 | 618 | 726,744 | 197 |
| 30,990 | 4,434 | 17.1 | 27,791 | 7,633 | 32,651 | 32,668 | 0 | 0 | 5,995 | 1,571 | 781 | 2,111,261 | 198 |
| 10,017 | 6,668 | 30.3 | 11,243 | 5,442 | 12,527 | 12,621 | 7 | 0 | 1,812 | 1,197 | 587 | 381,172 | 199 |
| 6,712 | 10,026 | 24.4 | 13,545 | 3,193 | 10,979 | 10,666 | 34 | 0 | 2,246 | 761 | 125 | 228,672 | 200 |
| 4,945 | 10,311 | 53.4 | 3,260 | 11,996 | 9,729 | 8,894 | 58 | 0 | 873 | 5,027 | 7 | 205,950 | 201 |
| 12,196 | 3,040 | 10.4 | 13,633 | 1,603 | 13,028 | 13,378 | 66 | 57 | 2,239 | 528 | 79 | 400,704 | 202 |
| $\begin{aligned} & 10,567 \\ & 21,460 \end{aligned}$ | $\begin{aligned} & 4,959 \\ & 3,800 \end{aligned}$ | 24.6 14.4 | $\begin{aligned} & 12,488 \\ & 20,182 \end{aligned}$ | $\begin{aligned} & 3,038 \\ & 5,078 \end{aligned}$ | $\begin{aligned} & 12,245 \\ & 22,736 \end{aligned}$ | $\begin{aligned} & 12,482 \\ & 22,892 \end{aligned}$ | 30 0 | 6 | 2,280 3,716 | 834 859 | 27 464 | $\begin{array}{r} 242,509 \\ 1,008,342 \end{array}$ | 203 204 |
| 9,123 | 24,190 | 62.2 | 33,313 | 0 | 20,045 | 18,885 | 1,765 | 2,833 | 32 | 0 | 0 | 205,867 | 205 |
| 20,060 | 8,540 | 59.1 | 23,796 | 4,804 | 23,206 | 23,409 | 0 | 0 | 3,832 | 1,046 | 358 | 546,153 | 206 |
| 16,250 | 4,648 | 36.4 | 17,770 | 3,128 | 17,073 | 18,049 | 0 | 0 | 3,178 | 622 | 179 | 566,682 | 207 |
| 24,328 | 36,957 | 30.3 | 43,831 | 17,454 | 27,953 | 38,703 | 75 | 561 | 3,460 | 3,070 | 3 | 387,921 | 208 |
| 13,929 | 1,422 | 9.7 | 13,030 | 2,321 | 14,163 | 14,457 | 0 | 130 | 2,839 | 722 | 79 | 539,150 | 209 |
| 15,876 | 4,589 | 47.4 | 16,336 | 4,129 | 17,062 | 17,616 | 140 | 0 | 3,392 | 1,106 | 26 | 392,061 | 210 |
| 13,058 | 3,097 | 28.9 | 13,169 | 2,986 | 12,911 | 14,239 | 0 | 0 | 2,764 | 468 | 180 | 488,437 | 211 |
| 42,129 | 7,299 | 51.9 | 35,484 | 13,944 | 43,739 | 44,856 | 32 | 105 | 7,569 | 2,780 | 1,253 | 3,022,117 | 212 |
| 7,648 | 18,112 | 67.5 | 25,760 | $\dagger$ | 14,496 | 13,729 | 3,325 | 4,974 | $\dagger$ | $\dagger$ | $\dagger$ | 181,659 | 213 |
| 11,978 | 3,512 | 65.1 | 12,526 | 2,964 | 13,644 | 13,336 | 0 | 21 | 2,616 | 794 | 131 | 475,060 | 214 |
| 19,643 | 7,642 | 59.4 | 21,347 | 5,938 | 23,055 | 22,626 | 4 | 0 | 3,645 | 1,258 | 550 | 1,972,180 | 215 |
| 11,975 | 6,458 | 70.1 | 15,254 | 3,179 | 14,120 | 14,479 | 0 | 0 | 3,054 | 1,237 | 0 | 269,633 | 216 |
| 18,074 | 9,235 | 89.8 | 27,309 |  | 20,312 | 21,175 | 1 | 3,435 | $\dagger$ | t | t | 293,758 | 217 |
| 10,735 | 6,675 | 64.4 | 14,207 | 3,203 | 13,096 | 13,318 | 0 | 0 | 2,448 | 1,041 | 0 | 273,737 | 218 |
| 10,110 | 5,668 | 80.7 | 13,201 | 2,577 | 12,063 | 12,305 | 0 | 0 | 2,156 | 828 | 33 | 412,805 | 219 |
| 13,445 | 9,473 | 63.5 | 16,550 | 6,368 | 17,196 | 17,061 | 19 | 0 | 2,778 | 1,916 | 4 | 373,360 | 220 |
| 9,769 | 7,263 | 70.0 | 17,032 | $\dagger$ | 12,804 | 12,207 | 5 | 2,817 | $\dagger$ | $\dagger$ | + | 183,591 | 221 |
| 10,587 | 8,995 | 88.0 | 19,582 | $\dagger$ | 14,047 | 13,607 | 72 | 2,527 | ${ }^{\dagger}$ | 0 | $\dagger$ | 217,704 | 222 |
| 10,821 | 6,603 | 87.9 | 17,424 | 0 | 13,326 | 13,486 | 13 | 1,072 | 1,129 | 0 | 0 | 207,740 | 223 |
| 11,996 | 7,524 | 65.5 | 16,100 | 3,420 | 14,560 | 14,908 | 0 | 0 | 3,018 | 1,119 | 0 | 300,734 | 224 |
| 9,290 | 6,203 | 85.3 | 15,493 |  | 11,777 | 11,373 | 12 | 2,129 | $\dagger$ | $\dagger$ | $\dagger$ | 164,827 | 225 |
| 23,525 | 4,561 | 45.7 | 8,102 | 19,984 | 24,925 | 25,273 | 0 | 0 | 2,204 | 7,522 | 1,287 | 3,800,891 | 226 |

[^95]
## Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than $\mathbf{1 5 , 0 0 0}$ students in 2015, by selected

 institution and student characteristics: Selected years, 1990 through 2014-15-Continued| Line number | Institution | State | $\begin{gathered} \text { Con- } \\ \text { trol } \end{gathered}$ | Level | Total fall enrollment |  |  |  |  | Fall enrollment, 2015 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2013 | Fall 2014 | Total | Sex |  |
|  |  |  |  |  |  |  |  |  |  |  | Male | Female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 227 | Cornell University | NY | PrivNp | 4-year | 11,533 | 12,043 | 20,939 | 21,593 | 21,679 | 21,904 | 11,223 | 10,681 |
| 228 | Excelsior College | NY | PrivNp | 4-year | 13,303 | 18,067 | 32,029 | 39,897 | 41,527 | 43,123 | 19,720 | 23,403 |
| 229 | Fordham University | NY | PrivNp | 4 -year | 13,158 | 13,650 | 15,158 | 15,097 | 15,231 | 15,286 | 6,227 | 9,059 |
| 230 | Nassau Community College | NY | Public | 2-year | 21,537 | 19,621 | 23,767 | 23,318 | 22,374 | 21,558 | 10,712 | 10,846 |
| 231 | New York University | NY | PrivNp | 4 -year | 36,509 | 40,209 | 48,229 | 49,489 | 49,274 | 50,027 | 22,217 | 27,810 |
| 232 | Rochester Institute of Technology | NY | PrivNp | 4-year | 12,391 | 14,106 | 15,792 | 16,583 | 16,310 | 16,639 | 11,237 | 5,402 |
| 233 | State University of New York at Albany . | NY | Public | 4-year | 17,400 | 16,751 | 17,615 | 17,338 | 17,273 | 17,178 | 8,239 | 8,939 |
| 234 | State University of New York at Binghamton .............. | NY | Public | 4 -year | 12,202 | 12,473 | 14,895 | 16,077 | 16,695 | 16,913 | 8,822 | 8,091 |
| 235 | Saint John's University, New York .................. | NY | PrivNp | 4 -year | 19,105 | 18,621 | 21,354 | 20,729 | 20,445 | 20,877 | 8,809 | 12,068 |
| 236 | Stony Brook University | NY | Public | 4-year | 17,624 | 19,924 | 24,363 | 24,143 | 24,607 | 25,272 | 12,873 | 12,399 |
| 237 | Suffolk County Community College . | NY | Public | 2-year | $\dagger$ | $\dagger$ | 26,719 | 26,711 | 26,600 | 26,829 | 12,594 | 14,235 |
| 238 | Syracuse University ...................... | NY | PrivNp | 4-year | 21,900 | 18,186 | 20,407 | 21,267 | 21,492 | 21,789 | 10,186 | 11,603 |
| 239 | University at Buffalo | NY | Public | 4-year | 27,638 | 24,830 | 29,117 | 29,850 | 29,995 | 29,796 | 15,957 | 13,839 |
| 240 | Appalachian State University | NC | Public | 4-year | 11,931 | 13,227 | 17,222 | 17,838 | 18,026 | 17,932 | 8,047 | 9,885 |
| 241 | Central Piedmont Community College .. | NC | Public | 2-year | 16,311 | 14,908 | 19,921 | 20,198 | 19,957 | 19,394 | 8,693 | 10,701 |
| 242 | Duke University | NC | PrivNp | 4-year | 11,293 | 12,192 | 15,016 | 15,467 | 15,856 | 15,984 | 8,094 | 7,890 |
| 243 | East Carolina University | NC | Public | 4-year | 17,564 | 18,750 | 27,783 | 26,887 | 27,511 | 28,289 | 11,493 | 16,796 |
| 244 | North Carolina State University at Raleigh | NC | Public | 4 -year | 27,199 | 28,619 | 34,376 | 34,009 | 33,989 | 34,015 | 18,769 | 15,246 |
| 245 | University of North Carolina at Chapel Hill | NC | Public | 4 -year | 23,878 | 24,892 | 29,390 | 29,127 | 29,135 | 29,084 | 12,514 | 16,570 |
| 246 | University of North Carolina at Charlotte ....... | NC | Public | 4 -year | 14,699 | 17,241 | 25,063 | 26,571 | 27,238 | 27,983 | 14,216 | 13,767 |
| 247 | University of North Carolina at Greensboro .... | NC | Public | 4 -year | 12,882 | 13,125 | 18,771 | 18,074 | 18,647 | 19,393 | 6,472 | 12,921 |
| 248 | Wake Technical Community College .................. | NC | Public | 2-year | 6,129 | 9,654 | 17,071 | 19,160 | 21,384 | 21,003 | 9,575 | 11,428 |
| 249 | Bowling Green State University, Main Campus . | OH | Public | 4-year | 18,657 | 18,096 | 17,706 | 16,958 | 16,554 | 16,908 | 7,212 | 9,696 |
| 250 | Cleveland State University .... | OH | Public | 4 -year | 19,214 | 15,294 | 17,386 | 17,497 | 16,936 | 16,915 | 7,766 | 9,149 |
| 251 | Columbus State Community College | OH | Public | 2 -year | 13,290 | 18,094 | 30,513 | 25,249 | 24,448 | 25,983 | 12,199 | 13,784 |
| 252 | Cuyahoga Community College District | OH | Public | 2 -year | 23,157 | 19,518 | 31,250 | 27,910 | 27,084 | 25,449 | 10,032 | 15,417 |
| 253 | Kent State University at Kent | OH | Public | 4-year | 24,764 | 22,283 | 27,044 | 28,998 | 29,477 | 30,067 | 11,961 | 18,106 |
| 254 | Miami University, Oxford ....... | OH | Public | 4 -year | 15,835 | 16,757 | 17,472 | 17,901 | 18,620 | 19,076 | 8,863 | 10,213 |
| 255 | Ohio State University, Main Campus ... | OH | Public | 4-year | 54,087 | 47,952 | 56,064 | 57,466 | 58,322 | 58,663 | 29,771 | 28,892 |
| 256 | Ohio University, Main Campus ......... | OH | Public | 4 -year | 18,505 | 19,920 | 25,108 | 28,786 | 29,217 | 29,157 | 12,403 | 16,754 |
| 257 | Sinclair Community College | OH | Public | 2 -year | 16,367 | 19,026 | 21,993 | 19,176 | 19,093 | 18,136 | 8,074 | 10,062 |
| 258 | University of Akron, Main Campus | OH | Public | 4-year | 28,801 | 21,363 | 27,076 | 24,932 | 23,962 | 23,101 | 11,986 | 11,115 |
| 259 | University of Cincinnati, Main Campus | OH | Public | 4-year | 31,013 | 27,327 | 32,283 | 34,379 | 35,313 | 36,042 | 16,843 | 19,199 |
| 260 | University of Toledo | OH | Public | 4-year | 24,691 | 19,491 | 23,085 | 20,743 | 20,626 | 20,377 | 10,230 | 10,147 |
| 261 | Wright State University, Main Campus | OH | Public | 4-year | 16,393 | 13,964 | 18,447 | 16,656 | 16,842 | 17,070 | 8,255 | 8,815 |
| 262 | Oklahoma State University, Main Campus | OK | Public | 4-year | 19,827 | 18,676 | 23,667 | 26,073 | 25,962 | 25,930 | 13,388 | 12,542 |
| 263 | Tulsa Community College ......................... | OK | Public | 2-year | 17,955 | 16,270 | 20,577 | 18,640 | 17,861 | 17,160 | 6,851 | 10,309 |
| 264 | University of Central Oklahoma | OK | Public | 4-year | 14,232 | 14,099 | 17,101 | 17,220 | 16,840 | 16,910 | 6,859 | 10,051 |
| 265 | University of Oklahoma, Norman Campus .. | OK | Public | 4 -year | 20,774 | 24,205 | 26,476 | 27,292 | 27,261 | 27,428 | 13,921 | 13,507 |
| 266 | Oregon State University | OR | Public | 4-year | 16,361 | 16,758 | 23,753 | 27,902 | 28,886 | 29,576 | 15,808 | 13,768 |
| 267 | Portland Community College ... | OR | Public | 2-year | 21,888 | 24,209 | 32,013 | 32,411 | 30,929 | 29,003 | 13,437 | 15,566 |
| 268 | Portland State University ......... | OR | Public | 4-year | 16,921 | 18,889 | 28,035 | 28,260 | 27,696 | 27,488 | 12,622 | 14,866 |
| 269 | University of Oregon ............ | OR | Public | 4 -year | 18,840 | 17,801 | 23,342 | 24,473 | 24,096 | 24,032 | 11,406 | 12,626 |
| 270 | Community College of Allegheny County | PA | Public | 2-year | 20,553 | 15,556 | 20,706 | 18,229 | 17,153 | 16,737 | 7,239 | 9,498 |
| 271 | Community College of Philadelphia ............ | PA | Public | 2-year | 15,151 | 15,953 | 19,503 | 19,063 | 19,119 | 18,966 | 7,220 | 11,746 |
| 272 | Drexel University ......................... | PA | PrivNp | 4-year | 11,926 | 13,128 | 23,637 | 26,132 | 26,359 | 25,595 | 12,144 | 13,451 |
| 273 | Harrisburg Area Community College, Harrisburg ........ | PA | Public | 2-year | 8,355 | 7,572 | 23,210 | 20,780 | 20,230 | 19,121 | 6,985 | 12,136 |
| 274 | Pennsylvania State University, Main Campus ............. | PA | Public | 4-year | 38,864 | 40,571 | 45,233 | 46,615 | 47,040 | 47,307 | 25,488 | 21,819 |
| 275 | Temple University .................................... | PA | Public | 4 -year | 29,714 | 28,355 | 37,367 | 37,270 | 37,485 | 38,007 | 18,185 | 19,822 |
| 276 | University of Pennsylvania | PA | PrivNp | 4 -year | 21,868 | 21,853 | 25,007 | 24,630 | 24,806 | 24,876 | 11,567 | 13,309 |
| 277 | University of Pittsburgh, Pittsburgh Campus ....... | PA | Public | 4 -year | 28,120 | 26,329 | 28,823 | 28,649 | 28,617 | 28,649 | 13,701 | 14,948 |
| 278 | West Chester University of Pennsylvania ........... | PA | Public | 4 -year | 12,076 | 12,272 | 14,490 | 15,845 | 16,086 | 16,597 | 6,441 | 10,156 |
| 279 | Community College of Rhode Island | RI | Public | 2-year | 16,620 | 15,583 | 17,775 | 17,699 | 17,553 | 16,195 | 6,622 | 9,573 |
| 280 | University of Rhode Island ..................... | RI | Public | 4-year | 16,047 | 14,362 | 16,294 | 16,387 | 16,571 | 16,613 | 7,426 | 9,187 |
| 281 | Clemson University | SC | Public | 4-year | 15,714 | 17,465 | 19,453 | 21,303 | 21,857 | 22,698 | 12,016 | 10,682 |
| 282 | Trident Technical College ... | SC | Public | 2-year | 6,939 | 10,246 | 15,790 | 17,489 | 16,136 | 15,043 | 5,973 | 9,070 |
| 283 | University of South Carolina, Columbia | SC | Public | 4-year | 25,613 | 23,728 | 29,599 | 31,964 | 32,971 | 33,724 | 15,186 | 18,538 |
| 284 | Middle Tennessee State University | TN | Public | 4-year | 14,865 | 19,121 | 26,430 | 23,881 | 22,729 | 22,511 | 10,199 | 12,312 |
| 285 | University of Tennessee, Knoxville .......................... | TN | Public | 4-year | 26,055 | 25,890 | 30,300 | 30,030 | 30,386 | 27,845 | 13,922 | 13,923 |
| 286 | University of Memphis ........................................... | TN | Public | 4-year | 20,681 | 19,986 | 22,420 | 21,480 | 21,059 | 20,585 | 8,412 | 12,173 |
| 287 | Austin Community College District | TX | Public | 2-year | 24,251 | 25,735 | 44,100 | 41,627 | 40,949 | 41,574 | 18,699 | 22,875 |
| 288 | Baylor University ..................... | TX | PrivNp | 4 -year | 12,014 | 13,719 | 14,900 | 15,616 | 16,263 | 16,787 | 7,373 | 9,414 |
| 289 | Blinn College | TX | Public | 2-year | 6,849 | 11,588 | 17,755 | 18,561 | 18,850 | 19,780 | 9,697 | 10,083 |
| 290 | Central Texas College | TX | Public | 2-year | 4,815 | 14,636 | 26,055 | 21,647 | 20,547 | 19,562 | 10,376 | 9,186 |
| 291 | Collin County Community College District ............ | TX | Public | 2-year | 9,059 | 12,996 | 27,069 | 27,972 | 27,991 | 28,187 | 12,697 | 15,490 |
| 292 | El Paso Community College .................... | TX | Public | 2-year | 17,081 | 18,001 | 29,909 | 30,468 | 28,308 | 28,764 | 12,578 | 16,186 |
| 293 | Houston Community College .... | TX | Public | 2 -year | 36,437 | 40,929 | 60,303 | 57,978 | 58,276 | 56,522 | 23,742 | 32,780 |
| 294 | Lone Star College System ... | TX | Public | 2-year | 15,653 | 24,554 | 54,412 | 64,072 | 69,395 | 70,724 | 29,273 | 41,451 |
| 295 | Northwest Vista College ......... | TX | Public | 2-year |  | 3,893 | 15,921 | 15,965 | 15,797 | 16,656 | 7,590 | 9,066 |
| 296 | Richland College | TX | Public | 2-year | 12,567 | 12,537 | 19,201 | 19,287 | 19,343 | 16,687 | 7,779 | 8,908 |
| 297 | Sam Houston State University . | TX | Public | 4 -year | 12,753 | 12,358 | 17,291 | 19,210 | 19,573 | 20,031 | 7,641 | 12,390 |
| 298 | San Antonio College ... | TX | Public | 2-year | 20,083 | 19,253 | 25,269 | 23,004 | 21,280 | 20,640 | 8,483 | 12,157 |
| 299 | San Jacinto Community College | TX | Public | 2-year | 9,424 | 10,507 | 28,549 | 28,385 | 27,911 | 28,326 | 12,493 | 15,833 |
| 300 | South Texas College ................. | TX | Public | 4-year |  | 11,319 | 27,692 | 31,232 | 30,180 | 34,371 | 15,117 | 19,254 |
| 301 | Tarrant County College District | TX | Public | 2-year | 28,161 | 26,868 | 49,108 | 50,771 | 50,595 | 51,688 | 21,741 | 29,947 |
| 302 | Texas A \& M University, College Station ................... | TX | Public | 4 -year | 41,171 | 44,026 | 49,129 | 55,697 | 61,642 | 63,813 | 33,371 | 30,442 |
| 303 | Texas State University ......................................... | TX | Public | 4 -year | 20,940 | 22,423 | 32,572 | 35,546 | 36,739 | 37,979 | 16,119 | 21,860 |

See notes at end of table.

Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than $\mathbf{1 5 , 0 0 0}$ students in 2015, by selected institution and student characteristics: Selected years, 1990 through 2014-15-Continued

| Fall enroliment, 2015 |  |  |  |  | Full-time-equivalent enrollment |  | Earned degrees/certificates conferred, 2014-15 |  |  |  |  | Total expenditures and deductions, 2014-15 (in thousands) ${ }^{2}$ | $\begin{gathered} \text { Line } \\ \text { number } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Attendance status |  | Percent minority ${ }^{3}$ | Student level |  | Fall 2014 | Fall 2015 | Certificates ${ }^{4}$ | Associate's | Bachelor's | Master's | Doctor's ${ }^{5}$ |  |  |
| Full-time | Part-time |  | Undergraduate | Postbaccalaureate |  |  |  |  |  |  |  |  |  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 21,817 | 87 | 46.3 | 14,315 | 7,589 | 21,631 | 21,851 | 0 | 0 | 3,674 | 2,428 | 765 | 1,904,823 | 227 |
|  | 43,123 | 39.8 | 39,735 | 3,388 | 16,281 | 16,904 | 11 | 1,730 | 2,750 | 399 | 0 | 94,920 | 228 |
| 12,443 | 2,843 | 36.4 | 8,855 | 6,431 | 13,385 | 13,535 | 0 | 0 | 1,996 | 2,274 | 536 | 568,966 | 229 |
| 12,956 | 8,602 | 58.1 | 21,558 |  | 16,507 | 15,844 | 137 | 3,710 |  |  | $\dagger$ | 233,842 | 230 |
| 40,777 | 9,250 | 48.6 | 25,722 | 24,305 | 43,494 | 44,325 | 9 | 54 | 5,552 | 8,489 | 1,484 | 5,026,117 | 231 |
| 14,945 | 1,694 | 26.0 | 13,542 | 3,097 | 15,157 | 15,604 | 9 | 133 | 2,500 | 1,030 | 33 | 512,406 | 232 |
| 14,441 | 2,737 | 41.3 | 12,907 | 4,271 | 15,476 | 15,460 | 0 | 0 | 2,875 | 1,271 | 164 | 543,010 | 233 |
| 15,113 | 1,800 | 34.4 | 13,491 | 3,422 | 15,539 | 15,782 | 0 | 0 | 3,170 | 1,024 | 139 | 502,309 | 234 |
| 13,704 | 7,173 | 51.0 | 16,206 | 4,671 | 16,115 | 16,500 | 73 | 22 | 2,035 | 1,131 | 578 | 463,813 | 235 |
| 21,050 | 4,222 | 48.2 | 16,831 | 8,441 | 22,121 | 22,624 | 0 | 0 | 3,902 | 1,865 | 600 | 2,323,244 | 236 |
| 14,722 | 12,107 | 36.6 | 26,829 | $\dagger$ | 18,442 | 18,787 | 105 | 3,596 |  |  | $\dagger$ | 261,903 | 237 |
| 19,331 | 2,458 | 32.6 | 15,196 | 6,593 | 20,180 | 20,276 | 6 | 6 | 3,451 | 1,919 | 353 | 876,250 | 238 |
| 24,846 | 4,950 | 34.4 | 19,953 | 9,843 | 26,615 | 26,700 | 18 | 0 | 4,660 | 2,509 | 1,028 | 1,040,216 | 239 |
| 16,219 | 1,713 | 13.1 | 16,290 | 1,642 | 16,878 | 16,878 | 0 | 0 | 3,713 | 655 | 16 | 373,064 | 240 |
| 6,912 | 12,482 | 51.7 | 19,394 | $\dagger$ | 11,209 | 11,103 | 1,586 | 1,936 | $\dagger$ | + | $\dagger$ | 211,731 | 241 |
| 15,183 | 801 | 38.1 | 6,639 | 9,345 | 15,408 | 15,489 | 0 | 0 | 1,841 | 2,443 | 801 | 5,171,580 | 242 |
| 21,841 | 6,448 | 29.0 | 23,039 | 5,250 | 23,719 | 24,328 | 0 | 0 | 4,287 | 1,469 | 264 | 832,218 | 243 |
| 26,767 | 7,248 | 22.2 | 24,111 | 9,904 | 29,634 | 29,518 | 0 | 173 | 5,555 | 2,338 | 591 | 1,348,601 | 244 |
| 24,070 | 5,014 | 31.9 | 18,415 | 10,669 | 26,066 | 25,916 | 8 | 0 | 4,624 | 2,141 | 1,219 | 3,008,647 | 245 |
| 22,184 | 5,799 | 36.0 | 22,732 | 5,251 | 23,562 | 24,405 |  | 0 | 4,513 | 1,339 | 128 | 540,741 | 246 |
| 15,048 | 4,345 | 43.0 | 16,091 | 3,302 | 15,859 | 16,730 | 0 | 0 | 2,832 | 762 | 129 | 361,574 | 247 |
| 7,364 | 13,639 | 44.0 | 21,003 | $\dagger$ | 12,236 | 11,943 | 2,262 | 2,171 | $\dagger$ | $\dagger$ | $\dagger$ | 158,711 | 248 |
| 14,619 | 2,289 | 18.1 | 14,334 | 2,574 | 15,185 | 15,494 | 0 | 0 | 2,893 | 753 | 82 | 352,155 | 249 |
| 11,393 | 5,522 | 30.9 | 12,101 | 4,814 | 12,954 | 13,515 | 0 | 0 | 2,317 | 1,460 | 206 | 300,342 | 250 |
| 7,658 | 18,325 | 33.0 | 25,983 | $\dagger$ | 13,476 | 13,810 | 3,256 | 2,335 | + |  | , | 183,791 | 251 |
| 8,268 | 17,181 | 42.4 | 25,449 | $\dagger$ | 15,120 | 14,036 | 1,312 | 2,977 | $\dagger$ | $\dagger$ |  | 294,268 | 252 |
| 22,985 | 7,082 | 17.8 | 23,607 | 6,460 | 25,075 | 25,731 | 70 | 0 | 4,755 | 1,640 | 278 | 557,364 | 253 |
| 17,066 | 2,010 | 13.8 | 16,387 | 2,689 | 17,184 | 17,808 | 66 | 0 | 3,743 | 708 | 69 | 505,231 | 254 |
| 50,978 | 7,685 | 21.1 | 45,289 | 13,374 | 53,581 | 53,933 | 3 | 3 | 10,414 | 2,707 | 1,693 | 5,203,888 | 255 |
| 20,204 | 8,953 | 13.7 | 23,513 | 5,644 | 23,524 | 23,698 | 317 | 133 | 6,338 | 1,599 | 310 | 648,140 | 256 |
| 6,217 | 11,919 | 25.6 | 18,136 | $\dagger$ | 9,872 | 10,219 | 1,930 | 1,658 | $\dagger$ |  | $\dagger$ | 163,066 | 257 |
| 17,702 | 5,399 | 21.4 | 19,093 | 4,008 | 20,354 | 19,816 | 210 | 663 | 3,178 | 1,107 | 273 | 474,290 | 258 |
| 26,520 | 9,522 | 18.6 | 25,009 | 11,033 | 29,696 | 30,131 | 324 | 34 | 5,204 | 2,923 | 690 | 1,023,989 | 259 |
| 15,709 | 4,668 | 24.0 | 16,064 | 4,313 | 17,748 | 17,537 | 21 | 69 | 2,800 | 1,054 | 589 | 895,645 | 260 |
| 11,614 | 5,456 | 23.3 | 12,722 | 4,348 | 13,581 | 13,704 | 24 | 0 | 2,223 | 1,212 | 158 | 376,992 | 261 |
| 20,204 | 5,726 | 26.9 | 21,177 | 4,753 | 22,354 | 22,393 | 5 | 0 | 4,162 | 1,303 | 329 | 825,516 | 262 |
| 5,701 | 11,459 | 38.4 | 17,160 |  | 9,958 | 9,548 | 424 | 2,136 | $\dagger$ | + | † | 157,707 | 263 |
| 11,356 | 5,554 | 36.1 | 15,067 | 1,843 | 13,536 | 13,548 | 0 | 58 | 2,578 | 546 | 0 | 194,550 | 264 |
| 21,127 | 6,301 | 33.1 | 21,297 | 6,131 | 23,448 | 23,539 | 0 | 0 | 4,098 | 1,713 | 366 | 905,616 | 265 |
| 22,088 | 7,488 | 26.5 | 24,612 | 4,964 | 24,751 | 25,052 | 0 | 0 | 4,803 | 871 | 351 | 940,278 | 266 |
| 11,743 | 17,260 | 33.9 | 29,003 |  | 18,730 | 17,538 | 1,966 | 3,617 |  | $\dagger$ | $\dagger$ | 265,226 | 267 |
| 17,319 | 10,169 | 32.6 | 21,980 | 5,508 | 21,397 | 21,306 | 0 | 0 | 4,116 | 1,678 | 77 | 461,589 | 268 |
| 21,646 | 2,386 | 28.2 | 20,538 | 3,494 | 22,572 | 22,589 | 0 | 0 | 4,715 | 897 | 320 | 854,593 | 269 |
| 5,777 | 10,960 | 28.4 | 16,737 | $\dagger$ | 9,752 | 9,457 | 622 | 1,971 | $\dagger$ | $\dagger$ | $\dagger$ | 121,237 | 270 |
| 5,158 | 13,808 | 75.1 | 18,966 | $\dagger$ | 9,629 | 9,794 | 491 | 1,920 | $\dagger$ | $\dagger$ | + | 167,669 | 271 |
| 18,730 | 6,865 | 34.5 | 16,464 | 9,131 | 21,963 | 21,378 | 85 | 23 | 3,515 | 2,451 | 675 | 991,482 | 272 |
| 5,516 | 13,605 | 28.5 | 19,121 |  | 10,868 | 10,084 | 338 | 1,887 |  |  | $\dagger$ | 176,919 | 273 |
| 45,410 | 1,897 | 21.7 | 40,742 | 6,565 | 45,910 | 46,147 | 198 | 20 | 10,876 | 1,342 | 775 | 4,862,977 | 274 |
| 32,297 | 5,710 | 36.5 | 28,609 | 9,398 | 33,998 | 34,500 | 105 | 1 | 6,024 | 1,523 | 1,115 | 2,818,907 | 275 |
| 21,563 | 3,313 | 41.3 | 11,588 | 13,288 | 22,739 | 22,841 | 0 | 1 | 2,807 | 3,702 | 1,244 | 6,723,115 | 276 |
| 25,464 | 3,185 | 21.9 | 18,908 | 9,741 | 26,533 | 26,659 | 944 | 0 | 4,521 | 2,295 | 1,090 | 1,855,412 | 277 |
| 13,632 | 2,965 | 21.3 | 14,212 | 2,385 | 14,427 | 14,765 | 0 | 0 | 3,072 | 691 | 0 | 258,541 | 278 |
| 4,836 | 11,359 | 38.6 | 16,195 | $\dagger$ | 9,395 | 8,650 | 318 | 1,645 | $\dagger$ | $\dagger$ | $\dagger$ | 120,740 | 279 |
| 14,128 | 2,485 | 22.0 | 13,641 | 2,972 | 15,006 | 15,083 | 0 | 0 | 2,925 | 514 | 246 | 477,892 | 280 |
| 20,125 | 2,573 | 15.2 | 18,016 | 4,682 | 20,357 | 21,088 | 145 | 0 | 3,808 | 1,270 | 237 | 848,463 | 281 |
| 6,824 | 8,219 | 40.3 | 15,043 |  | 10,189 | 9,583 | 1,614 | 1,717 |  |  | $\dagger$ | 136,816 | 282 |
| 29,441 | 4,283 | 21.7 | 25,237 | 8,487 | 30,445 | 31,058 | 15 | 4 | 5,412 | 1,623 | 751 | 970,136 | 283 |
| 16,961 | 5,550 | 31.7 | 20,140 | 2,371 | 19,535 | 19,134 | 13 | 0 | 4,051 | 791 | 30 | 349,485 | 284 |
| 24,463 | 3,382 | 17.2 | 21,863 | 5,982 | 28,107 | 25,740 | 0 | 0 | 4,445 | 1,551 | 572 | 1,194,402 | 285 |
| 14,018 | 6,567 | 46.5 | 16,644 | 3,941 | 16,987 | 16,585 | 0 | 0 | 2,898 | 915 | 247 | 388,828 | 286 |
| 9,031 | 32,543 | 52.0 | 41,574 |  | 19,753 | 19,957 | 735 | 2,154 | $\dagger$ | $\dagger$ | $\dagger$ | 309,836 | 287 |
| 16,118 | 669 | 32.3 | 14,189 | 2,598 | 15,871 | 16,376 | 0 | 0 | 2,931 | 653 | 251 | 558,654 | 288 |
| 10,360 | 9,420 | 34.7 | 19,780 | $\dagger$ | 12,882 | 13,523 | 285 | 1,437 | $\dagger$ | $\dagger$ | $\dagger$ | 101,626 | 289 |
| 4,362 | 15,200 | 59.7 | 19,562 | † | 10,080 | 9,465 | 808 | 3,186 | $\dagger$ | $\dagger$ | t | 122,282 | 290 |
| 9,427 | 18,760 | 45.7 | 28,187 | $\dagger$ | 15,973 | 15,725 | 560 | 2,339 |  | $\dagger$ | $\dagger$ | 158,786 | 291 |
| 8,534 | 20,230 | 91.6 | 28,764 | $\dagger$ | 15,701 | 15,326 | 842 | 3,214 | + | $\dagger$ | $\dagger$ | 171,141 | 292 |
| 16,896 | 39,626 | 84.0 | 56,522 | $\dagger$ | 31,049 | 30,200 | 1,239 | 5,953 |  | $\dagger$ | t | 410,531 | 293 |
| 18,683 | 52,041 | 64.1 | 70,724 | $\dagger$ | 36,075 | 36,155 | 2,426 | 5,569 | $\dagger$ | $\dagger$ | $\dagger$ | 456,243 | 294 |
| 4,237 | 12,419 | 75.2 | 16,656 | $\dagger$ | 7,929 | 8,407 | 201 | 2,169 | $\dagger$ | $\dagger$ | , | 70,670 | 295 |
| 4,923 | 11,764 | 71.5 | 16,687 | $\dagger$ | 9,544 | 8,873 | 484 | 1,764 | $\dagger$ | $\dagger$ | 5 | 91,658 | 296 |
| 14,769 | 5,262 | 44.6 | 17,401 | 2,630 | 16,321 | 16,809 | 0 | 0 | 3,438 | 936 | 58 | 313,957 | 297 |
| 3,761 | 16,879 | 73.8 | 20,640 | $\dagger$ | 10,239 | 9,428 | 486 | 2,672 | $\dagger$ | $\dagger$ | $\dagger$ | 147,090 | 298 |
| 6,613 | 21,713 | 71.9 | 28,326 | † | 14,078 | 13,903 | 2,050 | 3,185 | $\dagger$ | $\dagger$ | $\dagger$ | 217,356 | 299 |
| 10,177 | 24,194 | 97.1 | 34,371 | 0 | 17,935 | 19,940 | 2,120 | 3,179 | 201 | 0 | 0 | 169,100 | 300 |
| 15,316 | 36,372 | 58.4 | 51,688 | $\dagger$ | 27,458 | 27,527 | 2,436 | 5,323 | $\dagger$ | $\dagger$ | $\dagger$ | 373,080 | 301 |
| 55,471 | 8,342 | 34.7 | 48,959 | 14,854 | 56,855 | 58,715 | 0 | 0 | 10,164 | 2,710 | 1,488 | 2,807,503 | 302 |
| 29,959 | 8,020 | 49.1 | 33,480 | 4,499 | 31,958 | 33,115 | 0 | 0 | 6,205 | 1,331 | 84 | 614,521 | 303 |

See notes at end of table.

Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than $\mathbf{1 5 , 0 0 0}$ students in 2015, by selected institution and student characteristics: Selected years, 1990 through 2014-15-Continued

| Line number | Institution | State | $\begin{gathered} \text { Con- } \\ \text { trol } \end{gathered}$ | Level | Total fall enrollment |  |  |  |  | Fall enrollment, 2015 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Fall 1990 | Fall 2000 | Fall 2010 | Fall 2013 | Fall 2014 | Total | Sex |  |
|  |  |  |  |  |  |  |  |  |  |  | Male | Female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 304 | Texas Tech University | TX | Public | 4-year | 25,363 | 24,558 | 31,637 | 33,111 | 35,158 | 35,859 | 19,385 | 16,474 |
| 305 | Texas Woman's University | TX | Public | 4-year | 9,850 | 8,404 | 14,180 | 15,058 | 15,071 | 15,286 | 1,880 | 13,406 |
| 306 | University of Texas, Rio Grande Valley | TX | Public | 4 -year | 12,337 | 12,759 | 18,744 | 20,053 | 21,015 | 28,584 | 12,399 | 16,185 |
| 307 | University of Texas at Arlington ........... | TX | Public | 4 -year | 24,782 | 20,424 | 32,975 | 33,329 | 39,740 | 41,988 | 17,030 | 24,958 |
| 308 | University of Texas at Austin .......... | TX | Public | 4-year | 49,617 | 49,996 | 51,195 | 52,059 | 51,313 | 50,950 | 24,919 | 26,031 |
| 309 | University of Texas at Dallas ........ | TX | Public | 4-year | 8,558 | 10,945 | 17,128 | 21,193 | 23,095 | 24,554 | 13,927 | 10,627 |
| 310 | University of Texas at El Paso ......................... | TX | Public | 4 -year | 16,524 | 15,224 | 22,106 | 23,003 | 23,079 | 23,397 | 10,771 | 12,626 |
| 311 | University of Texas at San Antonio ......................... | TX | Public | 4 -year | 15,489 | 18,830 | 30,258 | 28,623 | 28,628 | 28,787 | 14,388 | 14,399 |
| 312 | University of Houston ..................... | TX | Public | 4 -year | 33,115 | 32,123 | 38,752 | 39,540 | 40,914 | 42,704 | 21,695 | 21,009 |
| 313 | University of North Texas ................. | TX | Public | 4-year | 27,160 | 27,054 | 36,305 | 38,315 | 36,486 | 37,299 | 17,534 | 19,765 |
| 314 | Brigham Young University, Provo ............................. | UT | PrivNp | 4-year | 31,662 | 32,554 | 33,841 | 31,123 | 30,484 | 33,469 | 17,839 | 15,63015,032 |
| 315 | Salt Lake Community College ...... | UT | Public | 2-year | 13,344 | 21,596 | 34,654 | 32,003 | 30,248 | 29,35031,592 | 14,31817,753 |  |
| 316 | University of Utah. | UT | Public | 4-year | 24,922 | 24,94824,194 | 30,81919,106 | 32,07727,81230 | 31,515$\mathbf{2 7 , 6 6 2}$ |  |  | 15,032 13,839 |
| 317 | Utah State University | UT | Public |  | 18,111 |  |  |  |  | 31,592 <br> 28,622 | 13,28818,135 | 15,334 |
| 318 | Utah Valley University | UT | Public | $\begin{aligned} & \text { 4-year } \\ & \text { 4-year } \end{aligned}$ | 7,879 | 20,946 | 32,670 | 30,564 | 31,332 | 33,211 |  |  |
| 319 | Weber State University | UT | Public |  | 13,449 | 16,050 | $\begin{aligned} & 24,048 \\ & 22,497 \end{aligned}$ | $\begin{aligned} & 25,155 \\ & 46,733 \end{aligned}$ | $\begin{aligned} & 25,954 \\ & 57,821 \end{aligned}$ | $\begin{aligned} & 25,955 \\ & 70,504 \end{aligned}$ | $\begin{aligned} & 12,182 \\ & 26,650 \end{aligned}$ | 15,076 13,773 |
| 320 | Western Governors University ... | UT | PrivNp | 4-year | + $\dagger$ | -205 |  |  |  |  |  | 43,854 |
| 321 | George Mason University ....... | VA | Public |  | 20,308 | 23,408 | 32,562 | 33,917 | 33,729 | 33,929 | 15,887 | 18,04212,644 |
| 322 | James Madison University ................................... | VA | Public | 4-year 4-year | 11,251 | $\begin{array}{r} 15,326 \\ 6,192 \end{array}$ | 19,43456,625 | 20,18177,338 | 20,85581,459 | 21,227 | 8,58333,100 |  |
| 323 | Liberty University .............................................. | VA | PrivNp | 4-year | 18,533 |  |  |  |  | 80,494 |  | 47,39426,602 |
| 324 | Northern Virginia Community College | VA | Public | 4-year | 35,194 | 37,073 | 48,996 | $\begin{gathered} 51,803 \\ 21,808 \end{gathered}$ | $\begin{aligned} & 51,487 \\ & 24,932 \end{aligned}$ | 52,078 | 25,476 |  |
| 325 | Old Dominion University ....................................... | VA | Public |  | 16,729 | 18,969 | 24,466 |  |  | 24,672 | 11,073 | 13,599 |
| 326 | Tidewater Community College | VA | Public | $\begin{aligned} & 2 \text {-year } \\ & 4 \text {-year } \end{aligned}$ | 17,726 | 20,184 | 31,308 | $\begin{aligned} & 24,828 \\ & 28,999 \end{aligned}$ | $\begin{aligned} & 24,932 \\ & 27,646 \end{aligned}$ | 25,927 | $\begin{aligned} & 10,755 \\ & 10,943 \\ & 12,899 \\ & 18,733 \end{aligned}$ | 15,17212,940 |
| 327 | University of Virginia, Main Campus . | VA | Public |  | $\begin{aligned} & 21,110 \\ & 21,764 \end{aligned}$ | $\begin{aligned} & 20,411 \\ & 224,066 \end{aligned}$ | $\begin{aligned} & 24,391 \\ & 32,027 \end{aligned}$ | $\begin{aligned} & 23,464 \\ & 30,974 \end{aligned}$ | $\begin{aligned} & 21,070 \\ & 23,732 \\ & 30,848 \end{aligned}$ | $\begin{aligned} & 20,9<8 \\ & 23,883 \\ & 30,918 \end{aligned}$ |  |  |
| 328 | Virginia Commonwealth University ... | VA | Public | 4-year |  |  |  |  |  |  |  | $\begin{aligned} & 1,019 \\ & 13,019 \\ & 13,930 \end{aligned}$ |
| 329 | Virginia Polytechnic Institute and State University ....... | VA | Public | 4 -year | 25,568 | 27,869 | 31,006 | 31,205 | 31,224 | 32,663 |  |  |
| 330 | University of Washington, Seattle Campus | $\begin{aligned} & \text { WA } \\ & \text { WA } \\ & \text { WA } \end{aligned}$ | Public | 4-year 4-year 4-year | $\begin{array}{r} 33,854 \\ 18,412 \\ 9,730 \end{array}$ | $\begin{aligned} & 36,139 \\ & 20,492 \end{aligned}$$12,307$ | $\begin{aligned} & 42,451 \\ & 26,287 \end{aligned}$ | $\begin{aligned} & 43,762 \\ & 27,642 \end{aligned}$ | $\begin{aligned} & 44,784 \\ & 28,686 \end{aligned}$ | $\begin{aligned} & 45,408 \\ & 29,686 \end{aligned}$ | $\begin{aligned} & 21,605 \\ & 14,353 \end{aligned}$ | $\begin{array}{r} 23,803 \\ 15,333 \\ 8,544 \end{array}$ |
| 331 | Washington State University ................................... |  | Public |  |  |  |  |  |  |  |  |  |
| 332 | Western Washington University ............................. |  | Public |  |  |  | 14,979 | 14,950 | 15,060 | 15,332 | 6,788 |  |
| 333 | American Public University System ... | $\begin{aligned} & \text { WV } \\ & \text { WV } \end{aligned}$ | PrivFp | $\begin{aligned} & \text { 4-year } \\ & \text { 4-year } \end{aligned}$ | $\underset{20,854}{\dagger}$ | $\begin{array}{r} \dagger \\ 21,987 \end{array}$ | $\begin{aligned} & 39,296 \\ & 29,306 \end{aligned}$ | $\begin{aligned} & 55,422 \\ & 29,466 \end{aligned}$ | $\begin{aligned} & 57,539 \\ & 29,175 \end{aligned}$ | $\begin{aligned} & 52,361 \\ & 28,776 \end{aligned}$ | $\begin{aligned} & 32,833 \\ & 14,840 \end{aligned}$ | $\begin{aligned} & 19,528 \\ & 13,936 \end{aligned}$ |
| 334 | West Virginia University . |  | Public |  |  |  |  |  |  |  |  |  |
| 335 | Madison Area Technical College | $\begin{aligned} & \text { WI } \\ & \text { WI } \\ & \text { WI } \\ & \text { WI } \end{aligned}$ | Public | 4-year | $\begin{aligned} & 12,410 \\ & 21,600 \\ & 43,209 \\ & 26,020 \end{aligned}$ | $\begin{aligned} & 14,474 \\ & 14,296 \\ & 40,658 \\ & 23,578 \end{aligned}$ | $\begin{aligned} & 17,463 \\ & 19,827 \\ & 42,180 \\ & 30,470 \end{aligned}$ | $\begin{aligned} & 15,402 \\ & 17,961 \\ & 42,677 \\ & 27,416 \end{aligned}$ | 16,75916,71242,59827,596 | $\begin{aligned} & 16,520 \\ & 15,186 \\ & 42,716 \\ & 26,726 \end{aligned}$ | $\begin{array}{r} 7,463 \\ 6,632 \\ 61,080 \\ 12,547 \\ \hline \end{array}$ | $\begin{array}{r} 9,057 \\ 8,554 \\ 21,636 \\ 14,179 \end{array}$ |
| 336 | Milwaukee Area Technical College ... |  | Public Public Public | $\begin{aligned} & \text { 4-year } \\ & \text { 2-year } \\ & \text { 4-year } \\ & \text { 4-year } \end{aligned}$ |  |  |  |  |  |  |  |  |
| 337 | University of Wisconsin, Madison ........................... |  |  |  |  |  |  |  |  |  |  |  |
| 338 | University of Wisconsin, Milwaukee ......................... |  |  |  |  |  |  |  |  |  |  |  |

## -Not available.

## $\dagger$ Not applicable

"PrivNp" stands for private nonprofit. "PrivFp" stands for private for-profit.
${ }^{2}$ Includes private and some public institutions reporting total expenses and deductions under
Financial Accounting Standards Board (FASB) reporting standards and public institutions reporting total expenses and deductions under Governmental Accounting Standards Board (GASB) 34/35 reporting standards
${ }^{3}$ Combined enrollment of Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and Two or more races students who are U.S. citizens or resident aliens as a percentage of total enrollment, excluding nonresident aliens.
${ }^{4}$ Includes less-than-1-year awards and 1- to less-than-4-year awards (excluding associate's degrees) conferred by degree-granting institutions.

Table 312.20. Selected statistics for degree-granting postsecondary institutions enrolling more than $\mathbf{1 5 , 0 0 0}$ students in 2015, by selected institution and student characteristics: Selected years, 1990 through 2014-15-Continued

| Fall enrollment, 2015 |  |  |  |  | Full-time-equivalent enrollment |  | Earned degrees/certificates conferred, 2014-15 |  |  |  |  | Total expenditures and deductions, 2014-15 (in thousands) ${ }^{2}$ | $\begin{aligned} & \text { Line } \\ & \text { number } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Attendance status |  | Percent minority ${ }^{3}$ | Student level |  | Fall 2014 | Fall 2015 | Certificates ${ }^{4}$ | Associate's | Bachelor's | Master's | Doctor's ${ }^{5}$ |  |  |
| Full-time | Part-time |  | Undergraduate | Postbaccalaureate |  |  |  |  |  |  |  |  |  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 30,371 | 5,488 | 35.5 | 29,237 | 6,622 | 31,897 | 32,486 | 50 | 0 | 5,332 | 1,475 | 544 | 821,510 | 304 |
| 8,876 | 6,410 | 54.6 | 10,080 | 5,206 | 11,210 | 11,326 | 0 | 0 | 2,062 | 1,500 | 199 | 200,237 | 305 |
| 18,874 | 9,710 | 96.0 | 24,547 | 4,037 | 17,105 | 22,680 | 0 | 0 | 2,984 | 899 | 14 | 287,725 | 306 |
| 21,194 | 20,794 | 55.4 | 30,633 | 11,355 | 27,685 | 29,310 | 131 | 0 | 7,020 | 2,986 | 205 | 562,730 | 307 |
| 47,007 | 3,943 | 49.3 | 39,619 | 11,331 | 48,690 | 48,561 | 1,319 | 0 | 9,503 | 3,188 | 1,379 | 2,559,512 | 308 |
| 18,897 | 5,657 | 57.0 | 15,575 | 8,979 | 19,694 | 21,061 | 0 | 0 | 3,127 | 3,144 | 205 | 574,460 | 309 |
| 14,484 | 8,913 | 91.3 | 20,220 | 3,177 | 17,815 | 18,002 | 0 | 0 | 3,262 | 1,024 | 144 | 442,488 | 310 |
| 22,219 | 6,568 | 71.4 | 24,462 | 4,325 | 24,713 | 24,771 | 0 | 0 | 4,682 | 1,174 | 109 | 527,008 | 311 |
| 30,781 | 11,923 | 68.8 | 34,830 | 7,874 | 34,162 | 35,508 | 0 | 0 | 6,425 | 2,075 | 779 | 972,244 | 312 |
| 28,011 | 9,288 | 49.4 | 30,533 | 6,766 | 30,553 | 31,606 | 0 | 0 | 6,440 | 1,615 | 297 | 601,612 | 313 |
| 29,342 | 4,127 | 13.0 | 30,221 | 3,248 | 28,036 | 30,950 | 0 | 0 | 6,512 | 1,034 | 227 | 967,282 | 314 |
| 7,801 | 21,549 | 27.8 | 29,350 |  | 15,399 | 15,036 | 640 | 3,382 |  |  | $\dagger$ | 203,318 | 315 |
| 22,931 | 8,661 | 23.3 | 23,794 | 7,798 | 26,359 | 26,351 | 0 | 0 | 5,246 | 1,948 | 767 | 3,735,900 | 316 |
| 18,211 | 10,411 | 12.6 | 25,259 | 3,363 | 21,180 | 22,318 | 59 | 1,272 | 3,551 | 904 | 108 | 617,769 | 317 |
| 17,214 | 15,997 | 18.4 | 33,026 | 185 | 22,358 | 23,663 | 109 | 1,996 | 2,915 | 58 | 0 | 288,902 | 318 |
| 11,243 | 14,712 | 27.0 | 25,318 | 637 | 17,215 | 17,165 | 76 | 2,216 | 2,505 | 275 | 0 | 220,497 | 319 |
| 70,504 | 0 | 26.0 | 54,735 | 15,769 | 57,821 | 70,504 | 0 | , | 8,207 | 4,761 | 0 | 334,174 | 320 |
| 22,592 | 11,337 | 46.0 | 23,066 | 10,863 | 26,407 | 26,887 | 0 | 0 | 4,996 | 2,943 | 403 | 778,881 | 321 |
| 19,546 | 1,681 | 19.4 | 19,396 | 1,831 | 19,795 | 20,195 | 0 | 0 | 4,165 | 729 | 38 | 476,422 | 322 |
| 37,910 | 42,584 | 34.8 | 49,863 | 30,631 | 55,032 | 54,419 | 400 | 1,347 | 7,482 | 7,935 | 254 | 591,382 | 323 |
| 18,435 | 33,643 | 59.2 | 52,078 |  | 29,736 | 29,730 | 1,885 | 5,643 |  |  | $\dagger$ | 334,356 | 324 |
| 16,962 | 7,710 | 46.0 | 20,101 | 4,571 | 20,058 | 19,949 | 0 | 0 | 3,858 | 1,081 | 254 | 420,580 | 325 |
| 9,499 | 16,428 | 51.7 | 25,927 |  | 16,251 | 15,014 | 1,358 | 2,894 |  |  | $\dagger$ | 184,102 | 326 |
| 21,747 | 2,136 | 29.5 | 16,736 | 7,147 | 22,432 | 22,559 | 24 | 0 | 3,836 | 1,760 | 891 | 2,815,575 | 327 |
| 25,273 | 5,645 | 43.8 | 23,741 | 7,177 | 27,286 | 27,465 | 43 | 0 | 4,979 | 1,557 | 714 | 976,659 | 328 |
| 29,807 | 2,856 | 24.9 | 25,384 | 7,279 | 29,512 | 30,863 | , | 49 | 5,890 | 1,428 | 593 | 1,278,964 | 329 |
| 40,073 | 5,335 | 43.0 | 31,063 | 14,345 | 41,323 | 42,115 | 0 | , | 7,491 | 3,606 | 1,395 | 4,747,225 | 330 |
| 24,972 | 4,714 | 31.3 | 24,470 | 5,216 | 25,976 | 26,806 | 194 | 0 | 5,513 | 741 | 464 | 1,071,701 | 331 |
| 13,999 | 1,333 | 25.3 | 14,402 | 930 | 14,152 | 14,529 | 66 | 0 | 3,210 | 268 | 0 | 281,884 | 332 |
| 4,289 | 48,072 | 38.8 | 42,888 | 9,473 | 24,652 | 23,078 | 353 | 2,051 | 5,258 | 3,391 | 0 | 252,578 | 333 |
| 25,166 | 3,610 | 13.7 | 22,498 | 6,278 | 26,972 | 26,554 | 0 | , | 4,437 | 1,649 | 611 | 1,029,939 | 334 |
| 4,663 | 11,857 | 25.0 | 16,467 | 53 | 9,733 | 9,446 | 2,208 | 1,369 | 0 | 0 | 0 | 210,343 | 335 |
| 4,582 | 10,604 | 54.5 | 15,186 | $\dagger$ | 9,106 | 8,142 | 1,449 | 1,316 | $\dagger$ | $\dagger$ | $\dagger$ | 252,080 | 336 |
| 38,330 | 4,386 | 17.6 | 30,991 | 11,725 | 39,858 | 40,018 | 0 | 0 | 6,854 | 2,149 | 1,502 | 2,535,761 | 337 |
| 20,964 | 5,762 | 27.7 | 21,898 | 4,828 | 23,817 | 23,198 | 0 | 0 | 3,688 | 1,266 | 204 | 565,382 | 338 |

${ }^{5}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classified as first-professional degrees. ${ }^{6}$ Data for total enrollment in 1990 are for institutions of higher education, rather than degreegranting institutions.
${ }^{7}$ For years prior to 2013, fall enrollment data for Arizona State University, Tempe, include data for the following four branch campuses, which are now reported separately: Downtown Phoe nix, Skysong, West, and Polytechnic.
${ }^{8}$ Data for University of Phoenix, Arizona, and for University of Phoenix, California, include branch campuses previously reported separately.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title V federal financial aid programs. Includes online and distance education courses. Some data have been revised from previously published figures
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); Spring 2001 through Spring 2016, Fall Enrollment and Finance components; and Fall 2015, Completions component. (This table was prepared May 2017.)

Table 312.30. Enrollment and degrees conferred in degree-granting women's colleges, by selected characteristics and institution: Fall 2015 and 2014-15

| Institution ${ }^{1}$ | State | Enrollment, fall 2015 |  |  |  |  |  |  | Degrees awarded to females, 2014-15 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Females | Percent female | Males, full-time | Females, full-time | Males, part-time | Females, part-time | Associate's | Bachelor's | Master's | Doctor's |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Total | $\dagger$ | 83,853 | 77,787 | 92.8 | 2,760 | 56,345 | 3,306 | 21,442 | 576 | 12,885 | 6,010 | 424 |
| Judson College ........................... | AL | 374 | 359 | 96.0 | 3 | 246 | 12 | 113 | 16 | 49 | $\dagger$ | $\dagger$ |
| Mills College | CA | 1,397 | 1,287 | 92.1 | 90 | 1,151 | 20 | 136 | $\dagger$ | 247 | 173 | 7 |
| Mount Saint Mary's University ........ | CA | 3,431 | 3,095 | 90.2 | 208 | 2,429 | 128 | 666 | 188 | 484 | 139 | 18 |
| Scripps College ......................... | CA | 989 | 983 | 99.4 | 6 | 979 | 0 | 4 | $\dagger$ | 244 | $\dagger$ | + |
| University of Saint Joseph ............. | CT | 2,553 | 2,251 | 88.2 | 117 | 1,218 | 185 | 1,033 | $\dagger$ | 232 | 464 | 52 |
| Trinity Washington University ......... | DC | 2,161 | 2,002 | 92.6 | 21 | 1,115 | 138 | 887 | 26 | 213 | 167 | $\dagger$ |
| Agnes Scott College ..................... | GA | 902 | 894 | 99.1 | 7 | 869 | 1 | 25 | $\dagger$ | 184 | $\dagger$ | $\dagger$ |
| Brenau University ....................... | GA | 2,883 | 2,504 | 86.9 | 204 | 1,507 | 175 | 997 | 2 | 300 | 289 | 4 |
| Spelman College ....................... | GA | 2,144 | 2,144 | 100.0 | 0 | 2,090 | 0 | 54 | $\dagger$ | 462 | $\dagger$ | $\dagger$ |
| Wesleyan College ........................ | GA | 708 | 688 | 97.2 | 8 | 550 | 12 | 138 | $\dagger$ | 135 | 26 | $\dagger$ |
| Saint Mary's College ...................... | IN | 1,657 | 1,640 | 99.0 | 3 | 1,584 | 14 | 56 | $\dagger$ | 332 | $\dagger$ | $\dagger$ |
| Notre Dame of Maryland University | MD | 2,612 | 2,221 | 85.0 | 93 | 770 | 298 | 1,451 | $\dagger$ | 285 | 312 | 48 |
| Bay Path University ....................... | MA | 3,107 | 2,911 | 93.7 | 103 | 1,937 | 93 | 974 | 30 | 370 | 326 | $\dagger$ |
| Mount Holyoke College ................. | MA | 2,215 | 2,202 | 99.4 | 5 | 2,126 | 8 | 76 | $\dagger$ | 628 | 18 | $\dagger$ |
| Simmons College ....................... | MA | 5,662 | 5,163 | 91.2 | 141 | 2,749 | 358 | 2,414 | $\dagger$ | 430 | 791 | 61 |
| Smith College ............................ | MA | 2,874 | 2,809 | 97.7 | 49 | 2,726 | 16 | 83 | $\dagger$ | 665 | 139 | 7 |
| Wellesley College ......................... | MA | 2,510 | 2,443 | 97.3 | 1 | 2,343 | 66 | 100 | $\dagger$ | 545 | $\dagger$ | $\dagger$ |
| College of Saint Benedict ... | MN | 1,943 | 1,943 | 100.0 | 0 | 1,927 | 0 | 16 | $\dagger$ | 479 | $\dagger$ | $\dagger$ |
| St Catherine University ................. | MN | 4,961 | 4,669 | 94.1 | 92 | 2,711 | 200 | 1,958 | 170 | 595 | 416 | 47 |
| Cottey College ............................ | MO | 326 | 326 | 100.0 | 0 | 316 | 0 | 10 | 90 | 12 | $\dagger$ | $\dagger$ |
| Stephens College ........................ | MO | 901 | 869 | 96.4 | 9 | 627 | 23 | 242 | 0 | 140 | 57 | $\dagger$ |
| College of Saint Mary ................... | NE | 1,001 | 982 | 98.1 | 12 | 845 | 7 | 137 | 44 | 140 | 102 | 11 |
| College of Saint Elizabeth .............. | NJ | 1,247 | 1,124 | 90.1 | 20 | 608 | 103 | 516 | $\dagger$ | 224 | 132 | 0 |
| Barnard College .......................... | NY | 2,548 | 2,547 | 100.0 | 0 | 2,511 | 1 | 36 | $\dagger$ | 692 | $\dagger$ | $\dagger$ |
| Bennett College ........................... | NC | 583 | 575 | 98.6 | 0 | 502 | 8 | 73 | $\dagger$ | 77 | $\dagger$ | $\dagger$ |
| Meredith College ........................ | NC | 1,949 | 1,918 | 98.4 | 11 | 1,736 | 20 | 182 | + | 349 | 76 |  |
| Salem College ........................... | NC | 1,087 | 1,034 | 95.1 | 20 | 751 | 33 | 283 | $\dagger$ | 202 | 28 | $\dagger$ |
| Ursuline College .......................... | OH | 1,178 | 1,075 | 91.3 | 22 | 495 | 81 | 580 | $\dagger$ | 194 | 162 | 2 |
| Bryn Mawr College ....................... | PA | 1,692 | 1,611 | 95.2 | 69 | 1,547 | 12 | 64 | $\dagger$ | 322 | 107 | 8 |
| Cedar Crest College ..................... | PA | 1,591 | 1,433 | 90.1 | 81 | 744 | 77 | 689 | $\dagger$ | 253 | 44 | $\dagger$ |
| Moore College of Art and Design ... | PA | 439 | 436 | 99.3 | 2 | 408 | 1 | 28 | $\dagger$ | 95 | 13 | $\dagger$ |
| Columbia College .... | SC | 1,484 | 1,157 | 78.0 | 242 | 886 | 85 | 271 | $\dagger$ | 237 | 125 | $\dagger$ |
| Converse College ......................... | SC | 1,148 | 1,094 | 95.3 | 8 | 834 | 46 | 260 | $\dagger$ | 150 | 96 | $\dagger$ |
| Texas Woman's University .............. | TX | 15,286 | 13,406 | 87.7 | 947 | 7,929 | 933 | 5,477 | $\dagger$ | 1,878 | 1,326 | 154 |
| Hollins University .................... | VA | 802 | 768 | 95.8 | 9 | 662 | 25 | 106 | $\dagger$ | 143 | 63 | $\dagger$ |
| Mary Baldwin College .................... | VA | 1,666 | 1,509 | 90.6 | 77 | 1,052 | 80 | 457 | $\dagger$ | 238 | 96 | t |
| Sweet Briar College ..................... | VA | 320 | 303 | 94.7 | 16 | 296 | 1 | 7 | $\dagger$ | 132 | 7 | $\dagger$ |
| Alverno College ........................... | WI | 2,209 | 2,145 | 97.1 | 38 | 1,562 | 26 | 583 | 10 | 392 | 140 | t |
| Mount Mary University .................. | WI | 1,313 | 1,267 | 96.5 | 26 | 1,007 | 20 | 260 | $\dagger$ | 136 | 176 | 5 |

[^96]NOTE: The institutions in this table are all 4 -year private nonprofit institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component; and Fall 2015, Completions component. (This table was prepared November 2016.)

Table 312.50. Fall enrollment and degrees conferred in degree-granting tribally controlled postsecondary institutions, by state and institution: Selected years, fall 2000 through fall 2015, and 2013-14 and 2014-15

| State and institution | $\begin{array}{r} \text { Level } \\ \text { and } \\ \text { control } \end{array}$ | Total fall enrollment |  |  |  |  |  |  |  |  |  |  | Degrees awarded to American Indians/ Alaska Natives |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2000 | 2005 | 2008 | 2010 | 2012 | 2013 | 2014 | 2015 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | Total | Total American Indian/ Alaska Native | Percent American Indian/ Alaska Native | Under-graduateAmericanIndian/AlaskaNative | Associate's |  | Bachelor's |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | 2013-14 | 2012-13 | 2013-14 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Tribally controlledinstitutions ${ }^{2}$...................AlaskaIlisagvik College ........................ArizonaDiné College ............................Tohono O'odham CommunityCollege ............................ | $\dagger$ | 13,680 | 17,167 | 17,014 | 21,179 | 18,881 | 18,264 | 17,929 | 17,161 | 13,369 | 77.9 | 13,262 | 1,270 | 1,268 | 295 | 321 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2 | 322 | 278 | 251 | 288 | 231 | 257 | 243 | 193 | 125 | 64.8 | 125 | 5 | 7 | $\dagger$ | $\dagger$ |
|  | 1 | 1,712 | 1,825 | 1,527 | 2,033 | 1,970 | 1,489 | 1,488 | 1,490 | 1,471 | 98.7 | 1,471 | 152 | 148 | 7 | 5 |
|  | 2 | - | 270 | 163 | 207 | 214 | 243 | 225 | 212 | 175 | 82.5 | 175 | 6 | 8 | $\dagger$ | $\dagger$ |
| Kansas Haskell Indian Nations University $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1 | 918 | 918 | 997 | 958 | 846 | 742 | 808 | 799 | 799 | 100.0 | 799 | 85 | 94 | 70 | 92 |
| Michigan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bay Mills Community College ... | 2 | 360 | 406 | 501 | 607 | 536 | 531 | 555 | 541 | 286 | 52.9 | 286 | 25 | 31 | $\dagger$ | $\dagger$ |
| Keweenaw Bay Ojibwa Community College | 2 | - | - | - | - | 86 | 106 | 89 | 102 | 58 | 56.9 | 58 | 4 | 8 | $\dagger$ | $\dagger$ |
| Saginaw Chippewa Tribal College $\qquad$ | 2 | - | 123 | 133 | 153 | 127 | 117 | 141 | 116 | 91 | 78.4 | 91 | 9 | 8 | † | $\dagger$ |
| Minnesota |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fond du Lac Tribal and Community College | 2 | 999 | 1,981 | 2,206 | 2,339 | 2,307 | 2,272 | 2,215 | 2,227 | 186 | 8.4 | 186 | 33 | 33 | $\dagger$ | $\dagger$ |
| Leech Lake Tribal College ......... | 2 | 240 | 189 | 228 | 2,335 | -338 | - 348 | -297 | +348 | 316 | 90.8 | 316 | 32 | 32 | $\dagger$ | $\dagger$ |
| White Earth Tribal and Community College $\qquad$ | 4 | - | 61 | 106 | 117 | 87 | 60 | 69 | 68 | 60 | 88.2 | 60 | 10 | 8 | $\dagger$ | $\dagger$ |
| Montana |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Aaniiih Nakoda College ............ | 2 | 295 | 175 | 168 | 214 | 221 | 139 | 291 | 219 | 202 | 92.2 | 202 | 22 | 21 | $\dagger$ | $\dagger$ |
| Blackfeet Community College ... | 4 | 299 | 485 | 492 | 473 | 407 | 450 | 495 | 442 | 428 | 96.8 | 428 | 76 | 60 | $\dagger$ | $\dagger$ |
| Chief Dull Knife College ............ | 2 | 461 | 554 | 443 | 433 | 361 | 201 | 192 | 218 | 204 | 93.6 | 204 | 27 | 35 | $\dagger$ | $\dagger$ |
| Fort Peck Community College .. | 2 | 400 | 408 | 436 | 452 | 438 | 405 | 346 | 321 | 264 | 82.2 | 264 | 21 | 23 | $\dagger$ | $\dagger$ |
| Little Big Horn College ............. | 2 | 320 | 259 | 337 | 380 | 325 | 329 | 263 | 248 | 235 | 94.8 | 235 | 47 | 51 | $\dagger$ | $\dagger$ |
| Salish Kootenai College ............ | 3 | 1,042 | 1,142 | 993 | 1,158 | 906 | 840 | 859 | 784 | 575 | 73.3 | 575 | 64 | 65 | 38 | 47 |
| Stone Child College ................. | 2 | 38 | 344 | 236 | 332 | 501 | 404 | 458 | 540 | 502 | 93.0 | 502 | 21 | 25 | $\dagger$ | $\dagger$ |
| Nebraska |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Little Priest Tribal College ......... | 4 | 141 | 109 | 116 | 148 | 144 | 144 | 127 | 132 | 120 | 90.9 | 120 | 23 | 11 | $\dagger$ | $\dagger$ |
| Nebraska Indian Community College $\qquad$ | 2 | 170 | 107 | 92 | 177 | 150 | 199 | 120 | 158 | 155 | 98.1 | 155 | 7 | 15 | $\dagger$ | $\dagger$ |
| New Mexico |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Institute of American Indian and Alaska Native Culture ${ }^{2}$ | 1 | 139 | 113 | 249 | 313 | 392 | 422 | 486 | 493 | 339 | 68.8 | 310 | 2 | 2 | 31 | 20 |
| Navajo Technical College ${ }^{2}$........ | 1 | 841 | 333 | 571 | 1,019 | 1,777 | 1,956 | 2,075 | 1,686 | 1,655 | 98.2 | 1,650 | 77 | 76 | 5 | 10 |
| Southwestern Indian Polytechnic Institute $\qquad$ | 2 | 304 | 614 | 470 | 531 | 488 | 530 | 481 | 402 | 402 | 100.0 | 402 | 71 | 84 | $\dagger$ | $\dagger$ |
| North Dakota |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candkeska Cikana Community College $\qquad$ | 2 | 9 | 198 | 201 | 220 | 247 | 254 | 185 | 188 | 171 | 91.0 | 171 | 27 | 23 | $\dagger$ | $\dagger$ |
| Nueta Hidatsa Sahnish College . | 1 | 50 | 241 | 162 | 215 | 205 | 203 | 158 | 229 | 171 | 74.7 | 171 | 15 | 14 | 4 | 4 |
| Sitting Bull College ${ }^{2}$................. | 1 | 22 | 287 | 296 | 314 | 277 | 246 | 289 | 261 | 228 | 87.4 | 226 | 23 | 24 | 16 | 5 |
| Turtle Mountain Community College $\qquad$ | 3 | 686 | 615 | 951 | 969 | 532 | 602 | 520 | 555 | 534 | 96.2 | 534 | 82 | 69 | 6 | 15 |
| United Tribes Technical College | 3 | 204 | 885 | 375 | 600 | 505 | 505 | 434 | 391 | 331 | 84.7 | 331 | 28 | 42 | 14 | 9 |
| Oklahoma |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| College of the Muscogee Nation. | 2 | - | - | - | - | - | 191 | 188 | 202 | 162 | 80.2 | 162 | 17 | 22 | $\dagger$ | $\dagger$ |
| Comanche Nation College ........ | 2 | - | - | - | - | - | - | 50 | 72 | 58 | 80.6 | 58 | 4 | 1 | $\dagger$ | $\dagger$ |
| South Dakota |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Oglala Lakota College ${ }^{2}$............. | 1 | 1,174 | 1,302 | 1,531 | 1,830 | 1,583 | 1,551 | 1,427 | 1,366 | 1,292 | 94.6 | 1,247 | 68 | 74 | 65 | 57 |
| Sinte Gleska University ${ }^{2}$ | 3 | 900 | 1,123 | 1,012 | 2,473 | 728 | 689 | 641 | 581 | 518 | 89.2 | 492 | 50 | 22 | 23 | 20 |
| Sisseton Wahpeton College ...... | 2 | 250 | 290 | 227 | 261 | 175 | 194 | 165 | 132 | 124 | 93.9 | 124 | 15 | 10 | $\dagger$ | $\dagger$ |
| Washington |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Northwest Indian College ... | 1 | 524 | 495 | 554 | 626 | 699 | 681 | 637 | 641 | 555 | 86.6 | 555 | 68 | 62 | 13 | 30 |
| Wisconsin |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| College of the Menominee Nation $\qquad$ | 3 | 371 | 532 | 512 | 615 | 721 | 661 | 560 | 433 | 282 | 65.1 | 282 | 31 | 21 | 3 | 7 |
| Lac Courte Oreilles Ojibwa Community College | 2 | 489 | 505 | 478 | 489 | 357 | 303 | 352 | 371 | 295 | 79.5 | 295 | 23 | 39 | + | $\dagger$ |

$\dagger$ Not applicable
${ }^{11}$ = 4 -year public; $2=2$-year public; $3=4$-year private nonprofit; and 4 4 -year private nonprofit. ${ }^{2}$ "Total American Indian/Alaska Native" enrollment (column 11) includes graduate students and therefore does not equal "Undergraduate American Indian/Alaska Native" enrollment (column 13). NOTE: This table only includes institutions that were in operation during the 2015-16 academic year. They are all members of the American Indian Higher Education Consortium and, with few exceptions, are tribally controlled and located on reservations. Degree-granting institutions grant
associate's or higher degrees and participate in Title IV federal financial aid programs. Totals include persons of other racial/ethnic groups not separately identified. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated
Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2016, Fall Enrollment component; and Fall 2014 and Fall 2015, Completions component. (This table was prepared November 2016.)

Table 313.10. Fall enrollment, degrees conferred, and expenditures in degree-granting historically Black colleges and universities, by institution: 2014, 2015, and 2014-15

| Institution | State | Level and control ${ }^{1}$ | Total enrollment, fall $2014^{2}$ | Enrollment, fall 2015 |  | Full-timeequivalent enrollment, fall 2015 | Degrees conferred, 2014-15 |  |  |  | $\begin{array}{r} \text { Total } \\ \text { expenditures, } \\ 2014-15 \\ \text { (in thousands } \\ \text { of current } \\ \text { dollars) }{ }^{4} \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Black enrollment |  | Associate's | Bachelor's | Master's | Doctor's ${ }^{3}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Total | † | $\dagger$ | 294,316 | 293,388 | 228,263 | 253,211 | 4,627 | 33,413 | 7,427 | 2,490 | \$7,609,653 |
| Alabama A\&M University ${ }^{5}$ | AL | 1 | 5,333 | 5,628 | 5,192 | 5,219 | $\dagger$ | 426 | 202 | 6 | 152,235 |
| Alabama State University | AL | 1 | 5,519 | 5,383 | 4,914 | 4,943 | $\dagger$ | 529 | 136 | 41 | 143,365 |
| Bishop State Community College ................................... | AL | 2 | 3,320 | 3,111 | 1,965 | 2,105 | 245 | $\dagger$ | $\dagger$ | $\dagger$ | 33,358 |
| Concordia College, Alabama ........... | AL | 3 | 546 | 487 | 452 | 465 | 30 | 21 | $\dagger$ | $\dagger$ | 11,817 |
| Gadsden State Community College | AL | 2 | 5,289 | 5,018 | 942 | 3,396 | 634 | $t$ | $\dagger$ | $\dagger$ | 47,987 |
| H. Councill Trenholm State Technical College .................... | AL | 2 | 1,338 | 1,401 | 853 | 973 | 201 | $\dagger$ | $\dagger$ | $\dagger$ | 18,966 |
| J. F. Drake State Community and Technical College ............ | AL | 2 | 1,062 | 996 | 511 | 656 | 78 | $\dagger$ | $\dagger$ | $\dagger$ | 14,170 |
| Lawson State Community College, Birmingham Campus .... | AL | 2 | 3,090 | 3,172 | 2,575 | 2,232 | 239 | $\dagger$ | $\dagger$ | $\dagger$ | 37,160 |
| Miles College ........................................................... | AL | 3 | 1,782 | 1,873 | 1,813 | 1,831 | $\dagger$ | 220 | $\dagger$ | $\dagger$ | 28,788 |
| Oakwood University ................................................... | AL | 3 | 1,939 | 1,749 | 1,534 | 1,684 | 6 | 335 | 6 | $\dagger$ | 52,220 |
| Selma University ....................................................... | AL | 3 | 558 | 333 | 317 | 285 | 2 | 21 | 9 | $\dagger$ | 2,991 |
| Shelton State Community College ................................. | AL | 2 | 4,978 | 4,834 | 1,754 | 3,086 | 417 | $\dagger$ | $\dagger$ | $\dagger$ | 44,231 |
| Stillman College ........................................................ | AL | 3 | 1,056 | 895 | 817 | 834 | $\dagger$ | 122 | $\dagger$ | $\dagger$ | 23,028 |
| Talladega College ............. | AL | 3 | 879 | 989 | 909 | 902 | $\dagger$ | 90 | $\dagger$ | $\dagger$ | 16,239 |
| Tuskegee University ${ }^{5}$................................................ | AL | 3 | 3,103 | 2,996 | 2,896 | 2,924 | $\dagger$ | 432 | 86 | 64 | 154,067 |
| Arkansas Baptist College ... | AR | 3 | 899 | 990 | 939 | 907 | 103 | 40 | t | $\dagger$ | 19,334 |
| Philander Smith College .... | AR | 3 | 567 | 584 | 529 | 563 | $\dagger$ | 111 | $\dagger$ | $\dagger$ | 17,485 |
| Shorter College | AR | 4 | 403 | 236 | 232 | 221 | 20 | $\dagger$ | $\dagger$ | $\dagger$ | 2,818 |
| University of Arkansas at Pine Bluff5 .............................. | AR | 1 | 2,513 | 2,658 | 2,426 | 2,474 | 0 | 359 | 18 | 0 | 74,398 |
| Delaware State University ${ }^{5}$.......................................... | DE | 1 | 4,397 | 4,288 | 2,963 | 4,055 | t | 533 | 109 | 6 | 124,236 |
| Howard University ..................... | DC | 3 | 10,265 | 10,002 | 8,545 | 9,404 | $\dagger$ | 1,343 | 310 | 528 | 842,148 |
| University of the District of Columbia ${ }^{5}$............................ | DC | 1 | 4,803 | 4,805 | 3,341 | 3,217 | 276 | 335 | 116 | $\dagger$ | 139,524 |
| Bethune-Cookman University .. | FL | 3 | 4,044 | 3,831 | 3,405 | 3,693 | $\dagger$ | 509 | 27 | $\dagger$ | 84,914 |
| Edward Waters College ........... | FL | 3 | 929 | 2,254 | 1,516 | 1,428 | $\dagger$ | 125 | $\dagger$ | $\dagger$ | 22,262 |
| Florida A\&M University ${ }^{5}$....... | FL | 1 | 10,241 | 9,928 | 8,485 | 9,059 | 67 | 1,507 | 231 | 353 | 292,864 |
| Florida Memorial University .................................................... | FL | 3 | 1,528 | 1,467 | 1,175 | 1,392 | $\dagger$ | 209 | 27 | $\dagger$ | 36,061 |
| Albany State University .......... | GA | 1 | 3,910 | 3,492 | 3,155 | 3,033 | $\dagger$ | 543 | 174 | $\dagger$ | 68,056 |
| Clark Atlanta University | GA | 3 | 3,485 | 3,661 | 3,434 | 3,430 | $\dagger$ | 448 | 223 | 21 | 85,845 |
| Fort Valley State University ${ }^{5}$........ | GA | 1 | 2,594 | 2,696 | 2,542 | 2,366 | t | 464 | 90 | t | 74,049 |
| Interdenominational Theological Center .......................... | GA | 3 | 306 | 256 | 249 | 171 | $\dagger$ | $\dagger$ | 75 | 6 | 7,798 |
| Morehouse College ................................................... | GA | 3 | 2,109 | 2,167 | 2,084 | 2,107 | $\dagger$ | 319 | $\dagger$ | $\dagger$ | 83,223 |
| Morehouse School of Medicine ... | GA | 3 | 398 | 452 | 340 | 445 | $\dagger$ | $\dagger$ | 38 | 66 | 141,968 |
| Paine College | GA | 3 | 848 | 555 | 501 | 526 | $\dagger$ | 101 | $\dagger$ | $\dagger$ | 20,337 |
| Savannah State University .......................................... | GA | 1 | 4,915 | 4,800 | 3,963 | 4,419 | 6 | 492 | 71 | $\dagger$ | 97,423 |
| Spelman College ...................................................... | GA | 3 | 2,135 | 2,144 | 2,052 | 2,111 | $\dagger$ | 462 | $\dagger$ | $\dagger$ | 93,738 |
| Kentucky State University ${ }^{5}$.... | KY | 1 | 1,895 | 1,586 | 900 | 1,348 | 62 | 270 | 52 | $\dagger$ | 68,536 |
| Simmons College of Kentucky ${ }^{2}$..................................... | KY | 3 | 261 | 216 | 212 | 154 | 9 | 4 | $\dagger$ | $\dagger$ | 2,263 |
| Dillard University ...................... | LA | 3 | 1,200 | 1,185 | 1,142 | 1,153 | $\dagger$ | 192 | $\dagger$ | $\dagger$ | 45,588 |
| Grambling State University ...... | LA | 1 | 4,504 | 4,541 | 4,177 | 3,980 | 8 | 592 | 244 | 5 | 89,134 |
| Southern University and A\&M College ${ }^{5}$........................... | LA | 1 | 6,330 | 6,401 | 5,875 | 5,708 | $\dagger$ | 652 | 281 | 26 | 137,567 |
| Southern University at New Orleans ............................... | LA | 1 | 2,103 | 2,792 | 2,607 | 2,244 | 30 | 306 | 163 | $\dagger$ | 45,095 |
| Southern University at Shreveport .................................. | LA | 2 | 2,952 | 3,174 | 2,788 | 2,342 | 260 | $\dagger$ | $\dagger$ | $\dagger$ | 34,042 |
| Xavier University of Louisiana ...................................... | LA | 3 | 2,976 | 2,969 | 2,093 | 2,866 | $\dagger$ | 358 | 43 | 163 | 100,438 |
| Bowie State University .................. | MD | 1 | 5,695 | 5,430 | 4,536 | 4,555 | $\dagger$ | 801 | 304 | 8 | 98,876 |
| Coppin State College ................................................. | MD | 1 | 3,133 | 3,108 | 2,561 | 2,521 | $\dagger$ | 416 | 75 | 0 | 76,481 |
| Morgan State University .............................................. | MD | 1 | 7,698 | 7,725 | 6,181 | 7,037 | $\dagger$ | 931 | 234 | 58 | 204,917 |
| University of Maryland, Eastern Shore ${ }^{5}$............................. | MD | 1 | 4,279 | 4,465 | 3,054 | 4,044 | $\dagger$ | 577 | 46 | 99 | 116,260 |
| Alcorn State University ${ }^{5}$............................................. | MS | 1 | 3,639 | 3,518 | 3,212 | 3,047 | 34 | 347 | 119 | $\dagger$ | 81,974 |
| Coahoma Community College ...................................... | MS | 2 | 2,045 | 2,148 | 2,026 | 1,762 | 273 | $\dagger$ | $\dagger$ | $\dagger$ | 31,476 |
| Hinds Community College, Utica Campus ......................... | MS | 2 | 711 | 678 | 652 | 646 | 83 | $\dagger$ | $\dagger$ | $\dagger$ | - |
| Jackson State University ............................................. | MS | 1 | 9,508 | 9,802 | 8,772 | 8,397 | $\dagger$ | 989 | 424 | 80 | 196,999 |
| Mississippi Valley State University ................................. | MS | 1 | 2,222 | 2,309 | 2,213 | 2,035 | $\dagger$ | 323 | 107 | $\dagger$ | 53,525 |
| Rust College ................................................................ | MS | 3 | 963 | 856 | 828 | 819 | 9 | 139 | $\dagger$ | $\dagger$ | 17,303 |
| Tougaloo College ........................................................ | MS | 3 | 900 | 872 | 858 | 842 | 1 | 144 | $\dagger$ | $\dagger$ | 25,152 |

See notes at end of table.

Table 313.10. Fall enrollment, degrees conferred, and expenditures in degree-granting historically Black colleges and universities, by institution: 2014, 2015, and 2014-15-Continued

| Institution | State | Level and control ${ }^{1}$ | Total enrollment, fall $2014^{2}$ | Enrollment, fall 2015 |  | Full-timeequivalent enrollment, fall 2015 | Degrees conferred, 2014-15 |  |  |  | Total expenditures, 2014-15 (in thousands of current dollars) ${ }^{4}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Black enrollment |  | Associate's | Bachelor's | Master's | Doctor's ${ }^{3}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Harris-Stowe State University .......... | MO | 1 | 1,280 | 1,390 | 1,200 | 1,179 | $\dagger$ | 134 | $\dagger$ | $\dagger$ | 27,606 |
| Lincoln University ${ }^{5}$.................................................... | MO | 1 | 3,117 | 2,944 | 1,265 | 2,394 | 71 | 287 | 35 | $\dagger$ | 51,799 |
| Bennett College ....... | NC | 3 | 633 | 583 | 540 | 534 | $\dagger$ | 77 | $\dagger$ | $\dagger$ | 18,171 |
| Elizabeth City State University ...................................... | NC | 1 | 1,867 | 1,585 | 1,260 | 1,476 | $\dagger$ | 422 | 17 | $\dagger$ | 64,491 |
| Fayetteville State University .......................................... | NC | 1 | 5,899 | 6,104 | 4,037 | 5,061 | $\dagger$ | 911 | 169 | 8 | 112,820 |
| Johnson C. Smith University ........................................ | NC | 3 | 1,402 | 1,438 | 1,264 | 1,406 | $\dagger$ | 253 | 0 | $\dagger$ | 44,854 |
| Livingstone College | NC | 3 | 1,301 | 1,262 | 1,239 | 1,255 | 0 | 149 | $\dagger$ | $\dagger$ | 32,519 |
| North Carolina A\&T State University ${ }^{5}$............................. | NC | 1 | 10,725 | 10,852 | 8,920 | 9,962 | $\dagger$ | 1,293 | 427 | 46 | 253,013 |
| North Carolina Central University .................................. | NC | 1 | 7,687 | 8,011 | 6,276 | 7,099 | $\dagger$ | 1,065 | 367 | 177 | 185,154 |
| Saint Augustine's College ............................................... | NC | 3 | 1,016 | 810 | 778 | 803 | $\dagger$ | 208 | $\dagger$ | $\dagger$ | 29,966 |
| Shaw University .................... | NC | 3 | 1,802 | 1,646 | 1,560 | 1,543 | $\dagger$ | 231 | 32 | $\dagger$ | 41,868 |
| Winston-Salem State University ................................... | NC | 1 | 5,220 | 5,107 | 3,645 | 4,612 | $\dagger$ | 1,291 | 138 | 26 | 137,289 |
| Central State University | OH | 1 | 1,751 | 1,804 | 1,731 | 1,711 | $\dagger$ | 287 | 4 | $\dagger$ | 50,746 |
| Wilberforce University ......... | OH | 3 | 387 | 646 | 579 | 625 | $\dagger$ | 138 | 7 | $\dagger$ | 16,295 |
| Langston University ${ }^{5}$........... | OK | 1 | 2,482 | 2,543 | 2,164 | 2,282 | 12 | 276 | 65 | 17 | 59,684 |
| Cheyney University of Pennsylvania ..... | PA | 1 | 1,022 | 711 | 623 | 664 | $\dagger$ | 140 | 9 | $\dagger$ | 41,561 |
| Lincoln University ................................................................... | PA | 1 | 1,819 | 1,904 | 1,755 | 1,771 | $\dagger$ | 265 | 99 | $\dagger$ | 49,988 |
| Allen University . | SC | 3 | 660 | 625 | 620 | 610 | $\dagger$ | 77 | $\dagger$ | $\dagger$ | 16,164 |
| Benedict College ................................................. | SC | 3 | 2,444 | 2,465 | 2,436 | 2,447 | $\dagger$ | 354 | $\dagger$ | $\dagger$ | 54,757 |
| Claflin College ...... | SC | 3 | 1,866 | 1,925 | 1,757 | 1,888 | $\dagger$ | 330 | 19 | $\dagger$ | 44,326 |
| Clinton College .... | SC | 3 | 194 | 161 | 160 | 154 | 22 | 2 | $\dagger$ | $\dagger$ | 3,338 |
| Denmark Technical College ................................... | SC | 2 | 1,678 | 1,043 | 964 | 785 | 90 | $\dagger$ | $\dagger$ | $\dagger$ | 16,824 |
| Morris College ........ | SC | 3 | 780 | 774 | 761 | 765 | $\dagger$ | 126 | $\dagger$ | $\dagger$ | 19,855 |
| South Carolina State University ${ }^{5}$ | SC | 1 | 3,331 | 3,054 | 2,747 | 2,717 | , | 486 | 101 | 30 | 100,458 |
| Voorhees College ................. | SC | 3 | 468 | 434 | 415 | 427 | $\dagger$ | 73 | $\dagger$ | $\dagger$ | 12,975 |
| American Baptist College ${ }^{2}$ | TN | 3 | 157 | 157 | 152 | 128 | 4 | 21 | $\dagger$ | $\dagger$ | 3,008 |
| Fisk University .................................................. | TN | 3 | 772 | 855 | 794 | 827 | $\dagger$ | 88 | 7 | $\dagger$ | 29,112 |
| Lane College ................ | TN | 3 | 1,262 | 1,376 | 1,329 | 1,361 | $\dagger$ | 182 | $\dagger$ | $\dagger$ | 22,523 |
| Le Moyne-Owen College | TN | 3 | 1,006 | 945 | 932 | 879 | $\dagger$ | 148 | $\dagger$ | $\dagger$ | 17,607 |
| Meharry Medical College .... | TN | 3 | 802 | 829 | 666 | 829 | $\dagger$ | $\dagger$ | 45 | 146 | 121,383 |
| Tennessee State University ${ }^{5}$..... | TN | 1 | 9,027 | 9,167 | 5,857 | 7,713 | 116 | 872 | 408 | 54 | 179,815 |
| Huston-Tillotson University ... | TX | 3 | 1,031 | 1,023 | 695 | 966 | 17 | 140 | 0 | $\dagger$ | 19,841 |
| Jarvis Christian College ....................................... | TX | 3 | 763 | 863 | 723 | 854 | $\dagger$ | 65 | $\dagger$ | $\dagger$ | 17,919 |
| Paul Quinn College .............. | TX | 3 | 273 | 424 | 339 | 411 | $\dagger$ | 27 | $\dagger$ | $\dagger$ | 9,675 |
| Prairie View A\&M University ${ }^{5}$............................. | TX | 1 | 8,429 | 8,315 | 7,025 | 7,422 | $\dagger$ | 1,159 | 412 | 25 | 212,815 |
| Saint Philip's College ........................................... | TX | 2 | 10,514 | 11,198 | 1,102 | 4,781 | 931 | $\dagger$ | $\dagger$ | $\dagger$ | 75,008 |
| Southwestern Christian College | TX | 3 | 164 | 150 | 99 | 141 | 30 | 3 | $\dagger$ | $\dagger$ | 5,346 |
| Texas College ................................................. | TX | 3 | 813 | 853 | 750 | 818 | 33 | 87 | $\dagger$ | $\dagger$ | 12,507 |
| Texas Southern University ........................................... | TX | 1 | 9,233 | 8,965 | 6,860 | 8,086 | $\dagger$ | 927 | 341 | 281 | 200,935 |
| Wiley College ........................................................... | TX | 3 | 1,351 | 1,172 | 976 | 1,131 | 0 | 186 | $\dagger$ | $\dagger$ | 22,117 |
| Hampton University | VA | 3 | 4,393 | 4,269 | 3,873 | 3,938 | 0 | 667 | 149 | 105 | 159,801 |
| Norfolk State University ............................................. | VA | 1 | 6,027 | 5,107 | 4,399 | 4,512 | 15 | 992 | 189 | 10 | 149,953 |
| Virginia State University ${ }^{5}$............................................ | VA | 1 | 5,025 | 4,696 | 4,353 | 4,410 | 3 | 817 | 160 | 20 | 131,358 |
| Virginia Union University ............................................. | VA | 3 | 1,715 | 1,922 | 1,851 | 1,852 | $\dagger$ | 206 | 120 | 3 | 35,469 |
| Virginia University of Lynchburg ................................... | VA | 3 | 324 | 402 | 394 | 338 | 45 | 26 | 5 | 12 | 4,473 |
| Bluefield State College .......................................... | WV | 1 | 1,563 | 1,486 | 136 | 1,326 | 87 | 170 | $\dagger$ | $\dagger$ | 22,750 |
| West Virginia State University ${ }^{5}$..................................... | WV | 1 | 2,884 | 3,166 | 459 | 2,404 | $\dagger$ | 433 | 11 | $\dagger$ | 48,133 |
| University of the Virgin Islands ${ }^{5}$..................................... | VI | 1 | 2,280 | 2,321 | 1,796 | 1,858 | 58 | 185 | 51 | $\dagger$ | 86,855 |

## -Not available.

$\dagger$ Not applicable.
${ }^{11}=4$-year public; $2=2$-year public; 3 = 4-year private nonprofit; and 4 4 - -year private nonprofit ${ }^{2}$ Simmons College of Kentucky and American Baptist College in Tennessee were classified as historically Black colleges and universities in 2015, but not 2014. Therefore, the enrollment total for 2014 excludes these two institutions.
${ }^{3}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classified as first-professional degrees. ${ }^{4}$ Includes private and some public institutions reporting total expenses and deductions under Financial Accounting Standards Board (FASB) reporting standards and public institutions reporting total expenses and deductions under Governmental Accounting Standards Board (GASB) 34/35 reporting standards.

## Sand-grant institution

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Excludes historically Black colleges and universities that are not participating in Title IV programs. Historically Black colleges and universities are degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Totals include persons of other racial/ethnic groups not separately identified. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2015, Completions component; Spring 2015 and Spring 2016, Fall Enrollment component; and Spring 2016, Finance component. (This table was prepared November 2016.)

Table 313.20. Fall enrollment in degree-granting historically Black colleges and universities, by sex of student and level and control of institution: Selected years, 1976 through 2015


NOTE: Historically Black colleges and universities are degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Data through 1995 are for institutions of higher education, while later data are for degreegranting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year col-
leges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," 1976 through 1985 surveys; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); and IPEDS Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared November 2016.)

Table 313.30. Selected statistics on degree-granting historically Black colleges and universities, by control and level of institution: Selected years, 1990 through 2015

| Selected statistics | Total | Public |  |  | Private |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Number of institutions, fall 2015 ................................................ | 102 | 51 | 40 | 11 | 51 | 50 | 1 |
| Fall enrollment |  |  |  |  |  |  |  |
| Total enrollment, fall 1990 | 257,152 | 187,046 | 171,969 | 15,077 | 70,106 | 68,528 | 1,578 |
| Males ..................... | 105,157 | 76,541 | 70,220 | 6,321 | 28,616 | 28,054 | 562 |
| Males, Black | 82,897 | 57,255 | 54,041 | 3,214 | 25,642 | 25,198 | 444 |
| Females | 151,995 | 110,505 | 101,749 | 8,756 | 41,490 | 40,474 | 1,016 |
| Females, Black .................................................................... | 125,785 | 86,949 | 80,883 | 6,066 | 38,836 | 38,115 | 721 |
| Total enrollment, fall 2000 | 275,680 | 199,725 | 175,404 | 24,321 | 75,955 | 75,306 | 649 |
| Males ................................................................................... | 108,164 | 78,186 | 68,322 | 9,864 | 29,978 | 29,771 | 207 |
| Males, Black ..................................................................................... | 87,319 | 60,029 | 56,017 | 4,012 | 27,290 | 27,085 | 205 |
| Females ............ | 167,516 | 121,539 | 107,082 | 14,457 | 45,977 | 45,535 | 442 |
| Females, Black ....................................................................... | 139,920 | 96,677 | 89,260 | 7,417 | 43,243 | 42,810 | 433 |
| Total enrollment, fall 2010 | 326,614 | 249,146 | 205,774 | 43,372 | 77,468 | 77,325 | 143 |
| Males ....................... | 127,437 | 95,883 | 78,528 | 17,355 | 31,554 | 31,482 | 72 |
| Males, Black . | 101,605 | 72,629 | 65,512 | 7,117 | 28,976 | 28,904 | 72 |
| Females ........................................................................... | 199,177 | 153,263 | 127,246 | 26,017 | 45,914 | 45,843 | 71 |
| Females, Black ..................................................................... | 164,303 | 121,211 | 107,721 | 13,490 | 43,092 | 43,021 | 71 |
| Total enrollment, fall 2015 | 293,388 | 221,360 | 184,587 | 36,773 | 72,028 | 71,792 | 236 |
| Males .................... | 115,825 | 86,316 | 70,861 | 15,455 | 29,509 | 29,429 | 80 |
| Males, Black | 86,905 | 60,946 | 54,892 | 6,054 | 25,959 | 25,881 | 78 |
| Females .............................................................................. | 177,563 | 135,044 | 113,726 | 21,318 | 42,519 | 42,363 | 156 |
| Females, Black ....................................................................................... | 141,358 | 102,763 | 92,685 | 10,078 | 38,595 | 38,441 | 154 |
| Full-time enrollment, fall 2015 | 229,435 | 163,855 | 148,171 | 15,684 | 65,580 | 65,369 | 211 |
|  | 92,292 | 65,458 | 58,435 | 7,023 | 26,834 | 26,763 | 71 |
| Females ............................................................................ | 137,143 | 98,397 | 89,736 | 8,661 | 38,746 | 38,606 | 140 |
| Part-time enrollment, fall 2015 | 63,953 | 57,505 | 36,416 | 21,089 | 6,448 | 6,423 |  |
| Males ....................................................................................................................... | 23,533 | 20,858 | 12,426 | 8,432 | 2,675 | 2,666 | 9 |
| Females ................................................................................ | 40,420 | 36,647 | 23,990 | 12,657 | 3,773 | 3,757 | 16 |
| Earned degrees conferred, 2014-15 |  |  |  |  |  |  |  |
| Associate's. | 4,627 | 4,296 | 845 | 3,451 | 331 | 311 | 20 |
| Males | 1,673 | 1,511 | 186 | 1,325 | 162 | 158 | 4 |
| Males, Black | 650 | 501 | 88 | 413 | 149 | 145 |  |
| Females .............................................................................. | 2,954 | 2,785 | 659 | 2,126 | 169 | 153 | 16 |
| Females, Black ................................................................... | 1,490 | 1,334 | 333 | 1,001 | 156 | 140 | 16 |
| Bachelor's | 33,413 | 23,804 | 23,804 | $\dagger$ | 9,609 | 9,609 | t |
| Males | 11,988 | 8,573 | 8,573 | $\dagger$ | 3,415 | 3,415 |  |
| Males, Black | 9,624 | 6,660 | 6,660 | $\dagger$ | 2,964 | 2,964 |  |
| Females .......... | 21,425 | 15,231 | 15,231 | t | 6,194 | 6,194 |  |
| Females, Black ................................................................................. | 17,782 | 12,096 | 12,096 | $\dagger$ | 5,686 | 5,686 | $\dagger$ |
| Master's | 7,427 | 6,199 | 6,199 | $\dagger$ | 1,228 | 1,228 |  |
| Males .......................................................................................................... | 2,293 | 1,883 | 1,883 | $\dagger$ | 410 | 410 |  |
| Males, Black ............................................................................................................... | 1,545 | 1,236 | 1,236 | $\dagger$ | 309 | 309 |  |
| Females | 5,134 | 4,316 | 4,316 | $\dagger$ | 818 | 818 |  |
| Females, Black ....................................................................... | 3,869 | 3,178 | 3,178 | $\dagger$ | 691 | 691 | $\dagger$ |
| Doctor's ${ }^{1}$............................................................................................. | 2,490 | 1,376 | 1,376 | $\dagger$ | 1,114 | 1,114 | $\dagger$ |
| Males ................................................................................. | 922 | 528 | 528 | $\dagger$ | 394 | 394 |  |
|  | 492 | 238 | 238 | $\dagger$ | 254 | 254 |  |
| Females .............................................................................. | 1,568 | 848 | 848 | $\dagger$ | 720 | 720 |  |
| Females, Black ................................................................................... | 1,084 | 544 | 544 | $\dagger$ | 540 | 540 | $\dagger$ |
| Financial statistics, 2014-15 ${ }^{2}$ | In thousands of current dollars |  |  |  |  |  |  |
| Total revenue ........................................................................... | \$7,738,787 | \$5,090,453 | \$4,739,776 | \$350,677 | \$2,648,334 | \$2,645,457 | \$2,876 |
| Student tuition and fees .............................................................. | 1,801,284 | 943,275 | 904,824 | 38,450 | 858,009 | 856,451 | 1,558 |
| Federal government ${ }^{3}$.................................................................... | 1,919,925 | 1,201,792 | 1,067,789 | 134,002 | 718,134 | 717,630 | 503 |
| State governments ....................................................................... | 2,018,918 | 1,946,812 | 1,819,842 | 126,969 | 72,106 | 72,106 | 0 |
| Local governments .................................................................... | 121,617 | 98,569 | 64,119 | 34,450 | 23,048 | 23,048 | O |
| Private gifts and grants ${ }^{4}$.......................................................... | 316,884 | 57,492 | 56,800 | 692 | 259,392 | 259,014 | 379 |
| Investment return (gain or loss) ................................................... | 39,906 | 15,644 | 15,328 | 317 | 24,262 | 24,262 | 0 |
| Auxiliary (essentially self-supporting) enterprises ............................. | 886,014 | 544,220 | 536,993 | 7,226 | 341,794 | 341,623 | 171 |
| Hospitals and other sources ......................................................... | 634,238 | 282,651 | 274,079 | 8,571 | 351,588 | 351,323 | 265 |
| Total expenditures | 7,609,653 | 4,855,959 | 4,502,737 | 353,222 | 2,753,695 | 2,750,877 | 2,818 |
| Instruction ............................................................................ | 1,897,241 | 1,317,930 | 1,201,475 | 116,455 | 579,311 | 578,861 | 450 |
| Research ............................................................................. | 392,705 | 252,704 | 252,608 | 96 | 140,001 | 140,001 | 0 |
| Academic support .................................................................. | 516,991 | 373,825 | 351,762 | 22,063 | 143,166 | 142,969 | 197 |
| Institutional support ................................................................... | 1,124,862 | 611,026 | 556,666 | 54,360 | 513,836 | 513,148 | 688 |
| Auxiliary (essentially self-supporting) enterprises ............................. | 720,515 | 549,276 | 540,497 | 8,779 | 171,240 | 171,094 | 146 |
| Other expenditures ........................................................................ | 2,957,339 | 1,751,198 | 1,599,729 | 151,469 | 1,206,141 | 1,204,804 | 1,337 |

$\dagger$ Not applicable.
${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classified as first-professional degrees.
${ }^{2}$ Totals (column 2) of public and private institutions together are approximate because pub lic and private nonprofit institutions fill out different survey forms with different accounting concepts.
${ }^{3}$ Includes independent operations.
${ }^{4}$ Includes contributions from affiliated entities.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Historically Black colleges and universities are
degree-granting institutions established prior to 1964 with the principal mission of educating Black Americans. Federal regulations, 20 U.S. Code, Section 1061 (2), allow for certain exceptions to the founding date. Federal, state, and local governments revenue includes appropriations, grants, and contracts. Totals include persons of other racial/ethnic groups not separately identified. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); IPEDS Spring 2001, Spring 2011, and Spring 2016, Fall Enrollment component; IPEDS Spring 2016, Finance component; and IPEDS Fall 2015, Completions component. (This table was prepared November 2016.)

Table 314.10. Total and full-time-equivalent (FTE) staff and FTE student/FTE staff ratios in postsecondary institutions participating in Title IV programs, by degree-granting status, control of institution, and primary occupation: Fall 1995, fall 2005, and fall 2015

| Degree-granting status, control of institution, and primary occupation | Fall 1995 |  |  |  | Fall 2005 |  |  |  | Fall 2015 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Full-time-equivalent (FTE) |  | Total |  | Full-time-equivalent (FTE) |  | Total |  | Full-time-equivalent (FTE) |  |
|  | Number | Percent | Total | $\begin{array}{r} \text { FTE } \\ \text { students } \\ \text { per } \\ \text { FTE staff } \end{array}$ | Number | Percent | Total | FTE <br> students per FTE staff | Number | Percent | Total |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| All postsecondary institutions | 2,770,704 | 100.0 | 2,169,006 | 5.1 | 3,428,811 | 100.0 | 2,620,464 | 5.2 | 3,983,177 | 100.0 | 3,028,966 | 5.1 |
| Faculty (instruction/research/public service) ......... | 988,441 | 35.7 | 716,460 | 15.4 | 1,314,506 | 38.3 | 898,004 | 15.1 | 1,585,749 | 39.8 | 1,078,902 | 14.3 |
| Graduate assistants ......................................... | 219,218 | 7.9 | 73,073 | 150.6 | 317,146 | 9.2 | 105,715 | 128.5 | 369,590 | 9.3 | 123,197 | 125.2 |
| Other staff | 1,563,045 | 56.4 | 1,379,473 | 8.0 | 1,797,159 | 52.4 | 1,616,745 | 8.4 | 2,027,838 | 50.9 | 1,826,868 | 8.4 |
| Degree-granting institutions ${ }^{1}$ Total | 2,662,075 | 100.0 | 2,088,272 | 4.9 | 3,379,087 | 100.0 | 2,579,605 | 5.1 | 3,915,918 | 100.0 | 2,977,057 | 5.1 |
| Faculty (instruction/research/public service) ......... | 931,706 | 35.0 | 677,783 | 15.2 | 1,290,426 | 38.2 | 880,558 | 15.0 | 1,551,015 | 39.6 | 1,055,026 | 14.3 |
| Graduate assistants ....................................... | 215,909 | 8.1 | 71,970 | 143.6 | 317,141 | 9.4 | 105,714 | 124.9 | 369,590 | 9.4 | 123,197 | 122.4 |
| Other staff ................................................. | 1,514,460 | 56.9 | 1,338,519 | 7.7 | 1,771,520 | 52.4 | 1,593,333 | 8.3 | 1,995,313 | 51.0 | 1,798,834 | 8.4 |
| Public | 1,865,930 | 100.0 | 1,440,315 | 5.4 | 2,267,687 | 100.0 | 1,708,805 | 5.5 | 2,547,536 | 100.0 | 1,918,918 | 5.5 |
| Faculty (instruction/research/public service) | 656,833 | 35.2 | 476,662 | 16.3 | 841,188 | 37.1 | 580,793 | 16.2 | 970,022 | 38.1 | 673,241 | 15.7 |
| Graduate assistants ............................... | 181,743 | 9.7 | 60,581 | 128.0 | 257,952 | 11.4 | 85,984 | 109.2 | 291,623 | 11.4 | 97,208 | 108.7 |
| Other staff | 1,027,354 | 55.1 | 903,072 | 8.6 | 1,168,547 | 51.5 | 1,042,028 | 9.0 | 1,285,891 | 50.5 | 1,148,469 | 9.2 |
| Private, nonprofit. | 769,698 | 100.0 | 629,392 | 3.8 | 971,425 | 100.0 | 780,256 | 3.7 | 1,194,249 | 100.0 | 947,106 | 3.6 |
| Faculty (instruction/research/public service) | 260,900 | 33.9 | 193,204 | 12.4 | 361,523 | 37.2 | 258,380 | 11.3 | 472,366 | 39.6 | 331,840 | 10.4 |
| Graduate assistants ............................... | 33,129 | 4.3 | 11,043 | 216.5 | 59,061 | 6.1 | 19,687 | 148.0 | 77,633 | 6.5 | 25,878 | 133.0 |
| Other staff | 475,669 | 61.8 | 425,145 | 5.6 | 550,841 | 56.7 | 502,189 | 5.8 | 644,250 | 53.9 | 589,388 | 5.8 |
| Private, for-profit. | 26,447 | 100.0 | 18,566 | 10.3 | 139,975 | 100.0 | 90,544 | 9.9 | 174,133 | 100.0 | 111,034 | 9.6 |
| Faculty (instruction/research/public service) . | 13,973 | 52.8 | 7,918 | 24.2 | 87,715 | 62.7 | 41,384 | 21.7 | 108,627 | 62.4 | 49,945 | 21.3 |
| Graduate assistants ................................ | 1,037 | 3.9 | 346 | 555.4 | 128 | 0.1 | 43 | 21,034.9 | 334 | 0.2 | 111 | 9,573.6 |
| Other staff ........................................... | 11,437 | 43.2 | 10,302 | 18.6 | 52,132 | 37.2 | 49,117 | 18.3 | 65,172 | 37.4 | 60,977 | 17.5 |
| Non-degree-granting institutions ${ }^{2}$ Total $\qquad$ | 108,629 | 100.0 | 80,734 | 8.3 | 49,724 | 100.0 | 40,859 | 9.4 | 67,259 | 100.0 | 51,909 | 6.7 |
| Faculty (instruction/research/public service) ......... | 56,735 | 52.2 | 38,677 | 17.3 | 24,080 | 48.4 | 17,446 | 22.0 | 34,734 | 51.6 | 23,875 | 14.6 |
| Graduate assistants ....................................... | 3,309 | 3.0 | 1,103 | 605.2 | 5 | \# | 2 | 230,619.0 | 0 | 0.0 | 0 | $\dagger$ |
| Other staff ..................................................... | 48,585 | 44.7 | 40,954 | 16.3 | 25,639 | 51.6 | 23,412 | 16.4 | 32,525 | 48.4 | 28,034 | 12.5 |
| Public | 31,327 | 100.0 | 22,819 | 8.3 | 23,594 | 100.0 | 18,904 | 3.7 | 22,366 | 100.0 | 16,117 | 4.7 |
| Faculty (instruction/research/public service) | 17,597 | 56.2 | 12,186 | 15.6 | 11,114 | 47.1 | 7,651 | 9.3 | 11,943 | 53.4 | 7,507 | 10.1 |
| Graduate assistants ................................ | 1,394 | 4.4 | 465 | 407.8 | 2 | \# | 1 | 576,547.6 | 0 | 0.0 | 0 | $\dagger$ |
| Other staff ............................................... | 12,336 | 39.4 | 10,168 | 18.6 | 12,478 | 52.9 | 11,253 | 6.3 | 10,423 | 46.6 | 8,610 | 8.8 |
| Private, nonprofit | 24,941 | 100.0 | 17,534 | 7.5 | 3,618 | 100.0 | 2,930 | 8.8 | 4,459 | 100.0 | 3,514 | 6.1 |
| Faculty (instruction/research/public service) . | 12,705 | 50.9 | 8,097 | 16.3 | 1,768 | 48.9 | 1,347 | 19.3 | 2,039 | 45.7 | 1,431 | 15.0 |
| Graduate assistants ................................ | 494 | 2.0 | 165 | 802.0 | 0 | 0.0 | 0 | $\dagger$ | 0 | 0.0 | 0 | $\dagger$ |
| Other staff .............................................. | 11,742 | 47.1 | 9,272 | 14.2 | 1,850 | 51.1 | 1,583 | 16.4 | 2,420 | 54.3 | 2,083 | 10.3 |
| Private, for-profit | 52,361 | 100.0 | 40,381 | 8.6 | 22,512 | 100.0 | 19,025 | 15.1 | 40,434 | 100.0 | 32,278 | 7.8 |
| Faculty (instruction/research/public service) . | 26,433 | 50.5 | 18,394 | 18.8 | 11,198 | 49.7 | 8,449 | 34.0 | 20,752 | 51.3 | 14,937 | 16.9 |
| Graduate assistants .................................. | 1,421 | 2.7 | 474 | 730.3 | 3 | \# |  | 287,553.0 | 0 | 0.0 | 0 | $\dagger$ |
| Other staff ............................................... | 24,507 | 46.8 | 21,514 | 16.1 | 11,311 | 50.2 | 10,576 | 27.2 | 19,682 | 48.7 | 17,341 | 14.5 |

## $\dagger$ Not applicable

\#Rounds to zero
${ }^{1}$ Data for 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees.
${ }^{2}$ Data are for institutions that did not offer accredited 4-year or 2-year degree programs, bu were participating in Title IV federal financial aid programs. Includes some institutions transitioning to higher level program offerings, though still classified at a lower level.

NOTE: Full-time-equivalent staff is the full-time staff, plus the full-time equivalent of the parttime staff. Data for 2015 include institutions with fewer than 15 full-time employees; these institutions did not report staff data prior to 2007. By definition, all graduate assistants are part time. Detail may not sum to totals because of rounding. Some data have been revised rom previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:95) and "Fall Staff Survey" (IPEDS-S:95); IPEDS Spring 2006 and 2016, Fall Enrollment component; and IPEDS Winter 2005-06 and Spring 2016, Human Resources component, Fall Staff section. (This table was prepared December 2016.)

Table 314.20. Employees in degree-granting postsecondary institutions, by sex, employment status, control and level of institution, and primary occupation: Selected years, fall 1991 through fall 2015

| Sex, employment status, control and level of institution, and primary occupation | 1991 | 1993 | 1995 | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | Percent change, 2005 to 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| All institutions | 2,545,235 | 2,602,612 | 2,662,075 | 2,752,504 | 2,883,175 | 3,083,353 | 3,187,907 | 3,379,087 | 3,561,428 | 3,723,419 | 3,841,819 | 3,896,053 | 3,915,918 | 15.9 |
| Executive/administrative/managerial | 144,755 | 143,675 | 147,445 | 151,363 | 159,888 | 152,038 | 184,913 | 196,324 | 217,518 | 230,579 | 238,677 | (1) | (') | $\dagger$ |
| Faculty (instruction/research/public service) ... | 826,252 | 915,474 | 931,706 | 989,813 | 1,027,830 | 1,113,183 | 1,173,593 | 1,290,426 | 1,371,390 | 1,439,144 | 1,524,469 | 1,545,381 | 1,551,015 | 20.2 |
| Graduate assistants | 197,751 | 202,819 | 215,909 | २२२,724 | 239,738 | 261,136 | 292,061 | 317,141 | 328,979 | 342,393 | 355,916 | 363,416 | 369,590 | 16.5 |
| Other | 1,376,477 | 1,340,644 | 1,367,015 | 1,388,604 | 1,455,719 | 1,556,996 | 1,537,340 | 1,575,196 | 1,643,541 | 1,711,303 | 1,722,757 | 1,987,256 | 1,995,313 | $\dagger$ |
| Males | 1,227,591 | 1,256,037 | 1,274,676 | 1,315,311 | 1,365,812 | 1,451,773 | 1,496,867 | 1,581,498 | 1,650,350 | 1,709,636 | 1,754,919 | 1,772,803 | 1,777,823 | 12.4 |
| Executive/administrative/managerial | 85,423 | 82,748 | 82,127 | 81,931 | 83,883 | 79,348 | 91,604 | 95,223 | 102,258 | 106,892 | 109,336 | (') | (') | , |
| Faculty (instruction/research/public service) . | 525,599 | 561,123 | 562,893 | 587,420 | 602,469 | 644,514 | 663,723 | 714,453 | 743,812 | 761,035 | 789,567 | 791,971 | 788,829 | 10.4 |
| Graduate assistants . | 119,125 | 120,384 | 123,962 | 125,873 | 132,607 | 142,120 | 156,881 | 167,529 | 173,121 | 180,941 | 188,305 | 191,501 | 194,570 | 16.1 |
| Other | 497,444 | 491,782 | 505,694 | 520,087 | 546,853 | 585,791 | 584,659 | 604,293 | 631,159 | 660,768 | 667,711 | 789,331 | 794,424 | $\dagger$ |
| Females | 1,317,644 | 1,346,575 | 1,387,399 | 1,437,193 | 1,517,363 | 1,631,580 | 1,691,040 | 1,797,589 | 1,911,078 | 2,013,783 | 2,086,900 | 2,123,250 | 2,138,095 | 18.9 |
| Executive/administrative/managerial | 59,332 | 60,927 | 65,318 | 69,432 | 76,005 | 72,690 | 93,309 | 101,101 | 115,260 | 123,687 | 129,341 | (') | (1) | $\dagger$ |
| Faculty (instruction/research/public service) ... | 300,653 | 354,351 | 368,813 | 402,393 | 425,361 | 468,669 | 509,870 | 575,973 | 627,578 | 678,109 | 734,902 | 753,410 | 762,186 | 32.3 |
| Graduate assistants . | 78,626 | 82,435 | 91,947 | 96,851 | 107,131 | 119,016 | 135,180 | 149,612 | 155,858 | 161,452 | 167,611 | 171,915 | 175,020 | 17.0 |
| Other | 879,033 | 848,862 | 861,321 | 868,517 | 908,866 | 971,205 | 952,681 | 970,903 | 1,012,382 | 1,050,535 | 1,055,046 | 1,197,925 | 1,200,889 | + |
| Full-time | 1,812,912 | 1,783,510 | 1,801,371 | 1,828,507 | 1,918,676 | 2,043,208 | 2,083,142 | 2,179,864 | 2,281,223 | 2,381,702 | 2,435,988 | 2,472,434 | 2,507,627 | 15.0 |
| Executive/administrative/managerial | 139,116 | 137,834 | 140,990 | 144,529 | 153,722 | 146,523 | 178,691 | 190,078 | 210,257 | 222,282 | 231,559 | (') | (') | , |
| Faculty (instruction/research/public service) ... | 535,623 | 545,706 | 550,822 | 568,719 | 590,937 | 617,868 | 630,092 | 675,624 | 703,463 | 728,977 | 762,114 | 791,378 | 807,032 | 19.4 |
| Other ..................................................... | 1,138,173 | 1,099,970 | 1,109,559 | 1,115,259 | 1,174,017 | 1,278,817 | 1,274,359 | 1,314,162 | 1,367,503 | 1,430,443 | 1,442,315 | 1,681,056 | 1,700,595 | t |
| Part-time | 732,323 | 819,102 | 860,704 | 923,997 | 964,499 | 1,040,145 | 1,104,765 | 1,199,223 | 1,280,205 | 1,341,717 | 1,405,831 | 1,423,619 | 1,408,291 | 17.4 |
| Executive/administrative/managerial | 5,639 | 5,841 | 6,455 | 6,834 | 6,166 | 5,515 | 6,222 | 6,246 | 7,261 | 8,297 | 7,118 | (1) | (1) | $\dagger$ |
| Faculty (instruction/research/public service) . | 290,629 | 369,768 | 380,884 | 421,094 | 436,893 | 495,315 | 543,501 | 614,802 | 667,927 | 710,167 | 762,355 | 754,003 | 743,983 | 21.0 |
| Graduate assistants . | 197,751 | 202,819 | 215,909 | 2२2,724 | 239,738 | 261,136 | 292,061 | 317,141 | 328,979 | 342,393 | 355,916 | 363,416 | 369,590 | 16.5 |
| Other | 238,304 | 240,674 | 257,456 | 273,345 | 281,702 | 278,179 | 262,981 | 261,034 | 276,038 | 280,860 | 280,442 | 306,200 | 294,718 | $\dagger$ |
| Public 4-year | 1,341,914 | 1,333,533 | 1,383,476 | 1,418,661 | 1,470,842 | 1,558,576 | 1,569,870 | 1,656,709 | 1,741,699 | 1,803,724 | 1,843,314 | 1,884,854 | 1,925,174 | 16.2 |
| Executive/administrative/managerial | 63,674 | 59,678 | 60,590 | 61,984 | 64,336 | 60,245 | 70,397 | 74,241 | 81,364 | 84,355 | 84,918 | (') | (1) | $\dagger$ |
| Faculty (instruction/research/public service) . | 358,376 | 374,021 | 384,399 | 404,109 | 417,086 | 438,459 | 450,123 | 486,691 | 518,221 | 539,901 | 575,624 | 601,126 | 621,753 | 27.8 |
| Graduate assistants | 144,344 | 170,916 | 178,342 | 182,481 | 196,393 | 218,260 | 239,600 | 257,578 | 266,429 | 275,872 | 285,905 | 287,839 | 291,610 | 13.2 |
| Other | 775,520 | 728,918 | 760,145 | 770,087 | 793,027 | 841,612 | 809,750 | 838,199 | 875,685 | 903,596 | 896,867 | 995,889 | 1,011,811 | $\dagger$ |
| Private 4-year | 734,509 | 762,034 | 770,004 | 786,634 | 857,820 | 912,924 | 988,895 | 1,073,764 | 1,157,226 | 1,229,784 | 1,297,376 | 1,318,760 | 1,326,425 | 23.5 |
| Executive/administrative/managerial | 57,148 | 59,230 | 62,314 | 62,580 | 69,626 | 65,739 | 84,306 | 90,415 | 103,183 | 111,616 | 118,220 | (1) | (1) | $\dagger$ |
| Faculty (instruction/research/public service) .. | 232,893 | 251,948 | 262,660 | 278,541 | 296,737 | 325,713 | 364,166 | 430,305 | 472,628 | 498,582 | 540,018 | 550,512 | 557,990 | 29.7 |
| Graduate assistants | 23,989 | 28,880 | 33,853 | 36,064 | 38,597 | 41,611 | 52,101 | 59,147 | 62,550 | 66,521 | 70,011 | 75,537 | 77,961 | 31.8 |
| Other | 420,479 | 421,976 | 411,177 | 409,449 | 452,860 | 479,861 | 488,322 | 493,897 | 518,865 | 553,065 | 569,127 | 692,711 | 690,474 | t |
| Public 2-year | 441,414 | 478,980 | 482,454 | 512,086 | 517,967 | 578,394 | 593,466 | 610,978 | 620,784 | 638,352 | 642,455 | 642,430 | 622,362 | 1.9 |
| Executive/administrative/managerial | 20,772 | 21,531 | 21,806 | 22,822 | 21,459 | 22,566 | 25,872 | 26,770 | 27,363 | 27,827 | 27,562 | (') | (') | $\dagger$ |
| Faculty (instruction/research/public service) ....... | 2२2,532 | 276,413 | 272,434 | 290,451 | 296,239 | 332,665 | 341,643 | 354,497 | 358,925 | 373,778 | 378,535 | 367,608 | 348,269 | -1.8 |
| Graduate assistants | 29,216 | 2,762 | 3,401 | 3,561 | 4,170 | 1,215 | 323 | 374 | 0 | 0 | 0 | 13 | 13 | -96.5 |
| Other | 168,894 | 178,274 | 184,813 | 195,252 | 196,099 | 221,948 | 225,628 | 229,337 | 234,496 | 236,747 | 236,358 | 274,809 | 274,080 | $\dagger$ |
| Private 2-year | 27,398 | 28,065 | 26,141 | 35,123 | 36,546 | 33,459 | 35,676 | 37,636 | 41,719 | 51,559 | 58,674 | 50,009 | 41,957 | 11.5 |
| Executive/administrative/managerial | 3,161 | 3,236 | 2,735 | 3,977 | 4,467 | 3,488 | 4,338 | 4,898 | 5,608 | 6,781 | 7,977 | (1) | (1) | $\dagger$ |
| Faculty (instruction/research/public service) ........ | 12,451 | 13,092 | 12,213 | 16,712 | 17,768 | 16,346 | 17,661 | 18,933 | 21,616 | 26,883 | 30,292 | 26,135 | 23,003 | 21.5 |
| Graduate assistants ...................................... | 202 | 261 | 313 | 618 | 578 | 50 | 37 | 42 | 0 | 0 | 0 | 27 | 6 | -85.7 |
| Other .................. | 11,584 | 11,476 | 10,880 | 13,816 | 13,733 | 13,575 | 13,640 | 13,763 | 14,495 | 17,895 | 20,405 | 23,847 | 18,948 | $\dagger$ |

$\dagger$ Not applicable.
${ }^{1}$ Included in other. Primary occupations were reclassified as of fall 2013; only the faculty and graduate assistant categories are comparable with data from earlier years.
NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Beginning in

2007, includes institutions with fewer than 15 full-time employees; these institutions did not report staff data prior to 2007. By definition, all graduate assistants are part time. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:91-99); IPEDS Winter 2001-02 through Winter 2011-12, Human Resources component, Fall Staff section; and IPEDS Spring 2014 and Spring 2016, Human Resources component, Fall Staff section. (This table was prepared December 2016.)

Table 314.30. Employees in degree-granting postsecondary institutions, by employment status, sex, control and level of institution, and primary occupation: Fall 2015

| Control and level of institution and primary occupation | Full-time and part-time |  |  |  |  | Full-time |  |  |  | Part-time |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Males | Females |  | Total |  | Males | Females | Total | Males | Females |
|  | Number | Percentage distribution |  | Number | Percent of all employees | Number |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| All institutions | 3,915,918 | 100.0 | 1,777,823 | 2,138,095 | 54.6 | 2,507,627 | 64.0 | 1,121,837 | 1,385,790 | 1,408,291 | 655,986 | 752,305 |
| Faculty (instruction/research/public service) | 1,551,015 | 39.6 | 788,829 | 762,186 | 49.1 | 807,032 | 52.0 | 438,789 | 368,243 | 743,983 | 350,040 | 393,943 |
| Instruction | 1,436,342 | 36.7 | 724,943 | 711,399 | 49.5 | 715,274 | 49.8 | 386,342 | 328,932 | 721,068 | 338,601 | 382,467 |
| Research | 87,142 | 2.2 | 50,788 | 36,354 | 41.7 | 72,721 | 83.5 | 42,959 | 29,762 | 14,421 | 7,829 | 6,592 |
| Public service | 27,531 | 0.7 | 13,098 | 14,433 | 52.4 | 19,037 | 69.1 | 9,488 | 9,549 | 8,494 | 3,610 | 4,884 |
| Graduate assistants | 369,590 | 9.4 | 194,570 | 175,020 | 47.4 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 369,590 | 194,570 | 175,020 |
| Librarians, curators, and archivists | 42,627 | 1.1 | 12,540 | 30,087 | 70.6 | 36,266 | 85.1 | 11,011 | 25,255 | 6,361 | 1,529 | 4,832 |
| Student and academic affairs and other education services $\qquad$ | 171,551 | 4.4 | 55,534 | 116,017 | 67.6 | 113,481 | 66.2 | 33,820 | 79,661 | 58,070 | 21,714 | 36,356 |
| Management . | 256,888 | 6.6 | 114,090 | 142,798 | 55.6 | 249,360 | 97.1 | 111,114 | 138,246 | 7,528 | 2,976 | 4,552 |
| Business and financial operations | 203,890 | 5.2 | 55,128 | 148,762 | 73.0 | 190,436 | 93.4 | 51,625 | 138,811 | 13,454 | 3,503 | 9,951 |
| Computer, engineering, and science | 231,957 | 5.9 | 140,883 | 91,074 | 39.3 | 212,135 | 91.5 | 131,908 | 80,227 | 19,822 | 8,975 | 10,847 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 174,694 | 4.5 | 78,292 | 96,402 | 55.2 | 141,707 | 81.1 | 62,427 | 79,280 | 32,987 | 15,865 | 17,122 |
| Healthcare practitioners and technicians .................. | 121,135 | 3.1 | 34,231 | 86,904 | 71.7 | 99,054 | 81.8 | 28,766 | 70,288 | 22,081 | 5,465 | 16,616 |
| Service occupations | 243,833 | 6.2 | 141,152 | 102,681 | 42.1 | 202,364 | 83.0 | 118,333 | 84,031 | 41,469 | 22,819 | 18,650 |
| Sales and related occupations | 13,873 | 0.4 | 4,874 | 8,999 | 64.9 | 11,475 | 82.7 | 4,226 | 7,249 | 2,398 | 648 | 1,750 |
| Office and administrative support | 441,222 | 11.3 | 73,481 | 367,741 | 83.3 | 358,151 | 81.2 | 51,108 | 307,043 | 83,071 | 22,373 | 60,698 |
| Natural resources, construction, and maintenance .... | 74,041 | 1.9 | 67,951 | 6,090 | 8.2 | 69,926 | 94.4 | 64,986 | 4,940 | 4,115 | 2,965 | 1,150 |
| Production, transportation, and material moving ........ | 19,602 | 0.5 | 16,268 | 3,334 | 17.0 | 16,240 | 82.8 | 13,724 | 2,516 | 3,362 | 2,544 | 818 |
| Public 4-year | 1,925,174 | 100.0 | 896,520 | 1,028,654 | 53.4 | 1,307,522 | 67.9 | 602,591 | 704,931 | 617,652 | 293,929 | 323,723 |
| Faculty (instruction/research/public service) | 621,753 | 32.3 | 331,761 | 289,992 | 46.6 | 414,971 | 66.7 | 234,070 | 180,901 | 206,782 | 97,691 | 109,091 |
| Instruction ........................................................ | 551,455 | 28.6 | 292,914 | 258,541 | 46.9 | 357,743 | 64.9 | 201,827 | 155,916 | 193,712 | 91,087 | 102,625 |
| Research | 54,974 | 2.9 | 31,737 | 23,237 | 42.3 | 45,313 | 82.4 | 26,594 | 18,719 | 9,661 | 5,143 | 4,518 |
| Public service. | 15,324 | 0.8 | 7,110 | 8,214 | 53.6 | 11,915 | 77.8 | 5,649 | 6,266 | 3,409 | 1,461 | 1,948 |
| Graduate assistants | 291,610 | 15.1 | 153,157 | 138,453 | 47.5 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 291,610 | 153,157 | 138,453 |
| Librarians, curators, and archivists ......................... | 18,437 | 1.0 | 5,629 | 12,808 | 69.5 | 16,970 | 92.0 | 5,287 | 11,683 | 1,467 | 342 | 1,125 |
| Student and academic affairs and other education services $\qquad$ | 61,552 | 3.2 | 19,608 | 41,944 | 68.1 | 45,955 | 74.7 | 13,942 | 32,013 | 15,597 | 5,666 | 9,931 |
| Management ..................................................... | 113,257 | 5.9 | 51,894 | 61,363 | 54.2 | 109,705 | 96.9 | 50,424 | 59,281 | 3,552 | 1,470 | 2,082 |
| Business and financial operations | 118,411 | 6.2 | 31,533 | 86,878 | 73.4 | 110,094 | 93.0 | 29,359 | 80,735 | 8,317 | 2,174 | 6,143 |
| Computer, engineering, and science ....................... | 143,309 | 7.4 | 86,639 | 56,670 | 39.5 | 130,645 | 91.2 | 81,210 | 49,435 | 12,664 | 5,429 | 7,235 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 83,326 | 4.3 | 35,235 | 48,091 | 57.7 | 72,818 | 87.4 | 30,958 | 41,860 | 10,508 | 4,277 | 6,231 |
| Healthcare practitioners and technicians .. | 74,377 | 3.9 | 22,262 | 52,115 | 70.1 | 62,077 | 83.5 | 19,438 | 42,639 | 12,300 | 2,824 | 9,476 |
| Service occupations ... | 127,973 | 6.6 | 69,417 | 58,556 | 45.8 | 110,251 | 86.2 | 60,401 | 49,850 | 17,722 | 9,016 | 8,706 |
| Sales and related occupations .............................. | 2,611 | 0.1 | 843 | 1,768 | 67.7 | 2,061 | 78.9 | 685 | 1,376 | 550 | 158 | 392 |
| Office and administrative support ............................. | 207,247 | 10.8 | 33,012 | 174,235 | 84.1 | 174,535 | 84.2 | 24,185 | 150,350 | 32,712 | 8,827 | 23,885 |
| Natural resources, construction, and maintenance .... | 48,242 | 2.5 | 44,592 | 3,650 | 7.6 | 46,026 | 95.4 | 42,924 | 3,102 | 2,216 | 1,668 | 548 |
| Production, transportation, and material moving ........ | 13,069 | 0.7 | 10,938 | 2,131 | 16.3 | 11,414 | 87.3 | 9,708 | 1,706 | 1,655 | 1,230 | 425 |
| Public 2-year .......................................................... | 622,362 | 100.0 | 264,304 | 358,058 | 57.5 | 297,087 | 47.7 | 120,251 | 176,836 | 325,275 | 144,053 | 181,222 |
| Faculty (instruction/research/public service) | 348,269 | 56.0 | 158,983 | 189,286 | 54.4 | 109,880 | 31.6 | 49,421 | 60,459 | 238,389 | 109,562 | 128,827 |
| Instruction ..................................................... | 344,695 | 55.4 | 157,601 | 187,094 | 54.3 | 109,339 | 31.7 | 49,229 | 60,110 | 235,356 | 108,372 | 126,984 |
| Research ..... | 108 | \# | 41 | 67 | 62.0 | 96 | 88.9 | 36 | 60 | 12 | 5 | 7 |
| Public service . | 3,466 | 0.6 | 1,341 | 2,125 | 61.3 | 445 | 12.8 | 156 | 289 | 3,021 | 1,185 | 1,836 |
| Graduate assistants | 13 | \# | 6 | 7 | 53.8 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 13 | 6 | 7 |
| Librarians, curators, and archivists ......................... | 5,557 | 0.9 | 1,189 | 4,368 | 78.6 | 3,727 | 67.1 | 824 | 2,903 | 1,830 | 365 | 1,465 |
| Student and academic affairs and other education services $\qquad$ | 50,754 | 8.2 | 17,717 | 33,037 | 65.1 | 21,313 | 42.0 | 6,401 | 14,912 | 29,441 | 11,316 | 18,125 |
| Management ............................ | 32,878 | 5.3 | 13,704 | 19,174 | 58.3 | 31,595 | 96.1 | 13,203 | 18,392 | 1,283 | 501 | 782 |
| Business and financial operations ......................... | 17,401 | 2.8 | 4,632 | 12,769 | 73.4 | 15,528 | 89.2 | 4,026 | 11,502 | 1,873 | 606 | 1,267 |
| Computer, engineering, and science ...................... | 16,597 | 2.7 | 11,048 | 5,549 | 33.4 | 14,003 | 84.4 | 9,509 | 4,494 | 2,594 | 1,539 | 1,055 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 23,443 | 3.8 | 9,026 | 14,417 | 61.5 | 16,204 | 69.1 | 5,828 | 10,376 | 7,239 | 3,198 | 4,041 |
| Healthcare practitioners and technicians .................. | 1,594 | 0.3 | 513 | 1,081 | 67.8 | 775 | 48.6 | 290 | 485 | 819 | 223 | 596 |
| Service occupations ............................................. | 34,983 | 5.6 | 24,409 | 10,574 | 30.2 | 24,476 | 70.0 | 17,682 | 6,794 | 10,507 | 6,727 | 3,780 |
| Sales and related occupations ............................. | 1,883 | 0.3 | 522 | 1,361 | 72.3 | 1,043 | 55.4 | 303 | 740 | 840 | 219 | 621 |
| Office and administrative support .......................... | 81,160 | 13.0 | 15,646 | 65,514 | 80.7 | 51,917 | 64.0 | 6,765 | 45,152 | 29,243 | 8,881 | 20,362 |
| Natural resources, construction, and maintenance .... | 6,561 | 1.1 | 5,886 | 675 | 10.3 | 5,823 | 88.8 | 5,336 | 487 | 738 | 550 | 188 |
| Production, transportation, and material moving ........ | 1,269 | 0.2 | 1,023 | 246 | 19.4 | 803 | 63.3 | 663 | 140 | 466 | 360 | 106 |

See notes at end of table.

Table 314.30. Employees in degree-granting postsecondary institutions, by employment status, sex, control and level of institution, and primary occupation: Fall 2015-Continued

| Control and level of institution and primary occupation | Full-time and part-time |  |  |  |  | Full-time |  |  |  | Part-time |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Males | Females |  | Total |  | Males | Females | Total | Males | Females |
|  | Number | Percentage distribution |  | Number | Percent <br> of all <br> employees | Number | $\begin{array}{\|r\|} \text { Percent } \\ \text { of all } \\ \text { employees } \end{array}$ |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Private nonprofit 4-year | 1,185,317 | 100.0 | 541,335 | 643,982 | 54.3 | 816,998 | 68.9 | 365,912 | 451,086 | 368,319 | 175,423 | 192,896 |
| Faculty (instruction/research/public service) | 468,249 | 39.5 | 248,293 | 219,956 | 47.0 | 259,313 | 55.4 | 145,235 | 114,078 | 208,936 | 103,058 | 105,878 |
| Instruction ............................................. | 427,607 | 36.1 | 224,686 | 202,921 | 47.5 | 225,425 | 52.7 | 125,257 | 100,168 | 202,182 | 99,429 | 102,753 |
| Research | 31,954 | 2.7 | 18,975 | 12,979 | 40.6 | 27,245 | 85.3 | 16,304 | 10,941 | 4,709 | 2,671 | 2,038 |
| Public service | 8,688 | 0.7 | 4,632 | 4,056 | 46.7 | 6,643 | 76.5 | 3,674 | 2,969 | 2,045 | 958 | 1,087 |
| Graduate assistants | 77,627 | 6.5 | 41,259 | 36,368 | 46.8 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 77,627 | 41,259 | 36,368 |
| Librarians, curators, and archivists .. | 17,284 | 1.5 | 5,360 | 11,924 | 69.0 | 14,612 | 84.5 | 4,632 | 9,980 | 2,672 | 728 | 1,944 |
| Student and academic affairs and other education services $\qquad$ | 45,601 | 3.8 | 13,988 | 31,613 | 69.3 | 34,294 | 75.2 | 10,045 | 24,249 | 11,307 | 3,943 | 7,364 |
| Management. | 96,922 | 8.2 | 42,581 | 54,341 | 56.1 | 94,420 | 97.4 | 41,648 | 52,772 | 2,502 | 933 | 1,569 |
| Business and financial operations | 61,493 | 5.2 | 16,964 | 44,529 | 72.4 | 58,491 | 95.1 | 16,304 | 42,187 | 3,002 | 660 | 2,342 |
| Computer, engineering, and science ....................... | 69,672 | 5.9 | 41,355 | 28,317 | 40.6 | 65,231 | 93.6 | 39,442 | 25,789 | 4,441 | 1,913 | 2,528 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 62,095 | 5.2 | 31,582 | 30,513 | 49.1 | 47,463 | 76.4 | 23,517 | 23,946 | 14,632 | 8,065 | 6,567 |
| Healthcare practitioners and technicians .......... | 44,893 | 3.8 | 11,366 | 33,527 | 74.7 | 36,081 | 80.4 | 8,985 | 27,096 | 8,812 | 2,381 | 6,431 |
| Service occupations | 78,562 | 6.6 | 45,808 | 32,754 | 41.7 | 66,126 | 84.2 | 39,223 | 26,903 | 12,436 | 6,585 | 5,851 |
| Sales and related occupations ............................. | 3,931 | 0.3 | 1,400 | 2,531 | 64.4 | 3,197 | 81.3 | 1,195 | 2,002 | 734 | 205 | 529 |
| Office and administrative support .......................... | 135,464 | 11.4 | 20,339 | 115,125 | 85.0 | 116,353 | 85.9 | 16,178 | 100,175 | 19,111 | 4,161 | 14,950 |
| Natural resources, construction, and maintenance .... | 18,478 | 1.6 | 16,902 | 1,576 | 8.5 | 17,532 | 94.9 | 16,262 | 1,270 | 946 | 640 | 306 |
| Production, transportation, and material moving ........ | 5,046 | 0.4 | 4,138 | 908 | 18.0 | 3,885 | 77.0 | 3,246 | 639 | 1,161 | 892 | 269 |
| Private nonprofit 2-year ................................ | 8,932 | 100.0 | 3,331 | 5,601 | 62.7 | 6,536 | 73.2 | 2,386 | 4,150 | 2,396 | 945 | 1,451 |
| Faculty (instruction/research/public service) .. | 4,117 | 46.1 | 1,639 | 2,478 | 60.2 | 2,264 | 55.0 | 905 | 1,359 | 1,853 | 734 | 1,119 |
| Instruction ...................................................... | 4,106 | 46.0 | 1,638 | 2,468 | 60.1 | 2,256 | 54.9 | 905 | 1,351 | 1,850 | 733 | 1,117 |
| Research ..................................................... | 10 | 0.1 | 1 | 9 | 90.0 | 7 | 70.0 | 0 | 7 | 3 | 1 | 2 |
| Public service .................................................. | 1 | , | 0 | 1 | 100.0 | 1 | 100.0 | 0 | 1 | 0 | 0 | 0 |
| Graduate assistants ... | 6 | 0.1 | 5 | 1 | 16.7 | t | $\dagger$ | t | t | 6 | 5 | 1 |
| Librarians, curators, and archivists ......................... | 116 | 1.3 | 25 | 91 | 78.4 | 79 | 68.1 | 21 | 58 | 37 | 4 | 33 |
| Student and academic affairs and other education services | 438 | 4.9 | 125 | 313 | 71.5 | 355 | 81.1 | 98 | 257 | 83 | 27 | 56 |
| Management .............................. | 827 | 9.3 | 341 | 486 | 58.8 | 804 | 97.2 | 332 | 472 | 23 | 9 | 14 |
| Business and financial operations .......................... | 1,219 | 13.6 | 404 | 815 | 66.9 | 1,191 | 97.7 | 401 | 790 | 28 | 3 | 25 |
| Computer, engineering, and science ...................... | 144 | 1.6 | 119 | 25 | 17.4 | 136 | 94.4 | 113 | 23 | 8 | 6 | 2 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 243 | 2.7 | 133 | 110 | 45.3 | 167 | 68.7 | 82 | 85 | 76 | 51 | 25 |
| Healthcare practitioners and technicians .................. | 35 | 0.4 | 8 | 27 | 77.1 | 26 | 74.3 | 6 | 20 | 9 | 2 | 7 |
| Service occupations ................................. | 280 | 3.1 | 200 | 80 | 28.6 | 166 | 59.3 | 125 | 41 | 114 | 75 | 39 |
| Sales and related occupations .............................. | 477 | 5.3 | 125 | 352 | 73.8 | 466 | 97.7 | 122 | 344 | 11 | 3 | 8 |
| Office and administrative support ........................... | 923 | 10.3 | 116 | 807 | 87.4 | 793 | 85.9 | 104 | 689 | 130 | 12 | 118 |
| Natural resources, construction, and maintenance .... | 93 | 1.0 | 80 | 13 | 14.0 | 84 | 90.3 | 73 | 11 | 9 | 7 | 2 |
| Production, transportation, and material moving ........ | 14 | 0.2 | 11 | 3 | 21.4 | 5 | 35.7 | 4 | 1 | 9 | 7 | 2 |
| Private for-profit 4-year ................................. | 141,108 | 100.0 | 60,268 | 80,840 | 57.3 | 60,184 | 42.7 | 23,879 | 36,305 | 80,924 | 36,389 | 44,535 |
| Faculty (instruction/research/public service) .............. | 89,741 | 63.6 | 40,480 | 49,261 | 54.9 | 13,622 | 15.2 | 6,198 | 7,424 | 76,119 | 34,282 | 41,837 |
| Instruction ......................................................... | 89,655 | 63.5 | 40,452 | 49,203 | 54.9 | 13,581 | 15.1 | 6,180 | 7,401 | 76,074 | 34,272 | 41,802 |
| Research .......... | 64 | \# | 20 | 44 | 68.8 | 29 | 45.3 | 12 | 17 | 35 | 8 | 27 |
| Public service ................................................. | 22 | \# | 8 | 14 | 63.6 | 12 | 54.5 | 6 |  | 10 | 2 | 8 |
| Graduate assistants ................... | 334 | 0.2 | 143 | 191 | 57.2 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 334 | 143 | 191 |
| Librarians, curators, and archivists .......................... | 919 | 0.7 | 265 | 654 | 71.2 | 678 | 73.8 | 203 | 475 | 241 | 62 | 179 |
| Student and academic affairs and other education services | 10,454 | 7.4 | 3,419 | 7,035 | 67.3 | 9,029 | 86.4 | 2,694 | 6,335 | 1,425 | 725 | 700 |
| Management ............................ | 9,730 | 6.9 | 4,242 | 5,488 | 56.4 | 9,618 | 98.8 | 4,200 | 5,418 | 112 | 42 | 70 |
| Business and financial operations .................... | 4,173 | 3.0 | 1,335 | 2,838 | 68.0 | 4,035 | 96.7 | 1,296 | 2,739 | 138 | 39 | 99 |
| Computer, engineering, and science ....................... | 1,979 | 1.4 | 1,510 | 469 | 23.7 | 1,897 | 95.9 | 1,448 | 449 | 82 | 62 | 20 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 4,983 | 3.5 | 2,132 | 2,851 | 57.2 | 4,554 | 91.4 | 1,904 | 2,650 | 429 | 228 | 201 |
| Healthcare practitioners and technicians ................. | 159 | 0.1 | 67 | 92 | 57.9 | 87 | 54.7 | 46 | 41 | 72 | 21 | 51 |
| Service occupations ..................................... | 1,468 | 1.0 | 982 | 486 | 33.1 | 1,043 | 71.0 | 718 | 325 | 425 | 264 | 161 |
| Sales and related occupations ...... | 3,363 | 2.4 | 1,421 | 1,942 | 57.7 | 3,279 | 97.5 | 1,394 | 1,885 | 84 | 27 | 57 |
| Office and administrative support ............................... | 13,166 | 9.3 | 3,815 | 9,351 | 71.0 | 11,905 | 90.4 | 3,415 | 8,490 | 1,261 | 400 | 861 |
| Natural resources, construction, and maintenance .... | 460 | 0.3 | 317 | 143 | 31.1 | 316 | 68.7 | 269 | 47 | 144 | 48 | 96 |
| Production, transportation, and material moving ........ | 179 | 0.1 | 140 | 39 | 21.8 | 121 | 67.6 | 94 | 27 | 58 | 46 | 12 |

See notes at end of table.

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Table 314.30. Employees in degree-granting postsecondary institutions, by employment status, sex, control and level of institution, and primary occupation: Fall 2015—Continued

| Control and level of institution and primary occupation | Full-time and part-time |  |  |  |  | Full-time |  |  |  | Part-time |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Males | Females |  | Total |  | Males | Females | Total | Males | Females |
|  | Number | Percentage distribution |  | Number | $\begin{array}{\|r\|} \text { Percent } \\ \text { of all } \\ \text { employees } \end{array}$ | Number |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Private for-profit 2-year ................................ | 33,025 | 100.0 | 12,065 | 20,960 | 63.5 | 19,300 | 58.4 | 6,818 | 12,482 | 13,725 | 5,247 | 8,478 |
| Faculty (instruction/research/public service). | 18,886 | 57.2 | 7,673 | 11,213 | 59.4 | 6,982 | 37.0 | 2,960 | 4,022 | 11,904 | 4,713 | 7,191 |
| Instruction. | 18,824 | 57.0 | 7,652 | 11,172 | 59.3 | 6,930 | 36.8 | 2,944 | 3,986 | 11,894 | 4,708 | 7,186 |
| Research .............................................................. | 32 | 0.1 | 14 | 18 | 56.3 | 31 | 96.9 | 13 | 18 | 1 | 1 | 0 |
| Public service ........................................................ | 30 | 0.1 | 7 | 23 | 76.7 | 21 | 70.0 | 3 | 18 | 9 | 4 | 5 |
| Graduate assistants ........................................... | t | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | t | t | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Librarians, curators, and archivists ......................... | 314 | 1.0 | 72 | 242 | 77.1 | 200 | 63.7 | 44 | 156 | 114 | 28 | 86 |
| Student and academic affairs and other education services $\qquad$ | 2,752 | 8.3 | 677 | 2,075 | 75.4 | 2,535 | 92.1 | 640 | 1,895 | 217 | 37 | 180 |
| Management .................................... | 3,274 | 9.9 | 1,328 | 1,946 | 59.4 | 3,218 | 98.3 | 1,307 | 1,911 | 56 | 21 | 35 |
| Business and financial operations ......................... | 1,193 | 3.6 | 260 | 933 | 78.2 | 1,097 | 92.0 | 239 | 858 | 96 | 21 | 75 |
| Computer, engineering, and science ....................... | 256 | 0.8 | 212 | 44 | 17.2 | 223 | 87.1 | 186 | 37 | 33 | 26 | 7 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 604 | 1.8 | 184 | 420 | 69.5 | 501 | 82.9 | 138 | 363 | 103 | 46 | 57 |
| Healthcare practitioners and technicians ................... | 77 | 0.2 | 15 | 62 | 80.5 | 8 | 10.4 | 1 | 7 | 69 | 14 | 55 |
| Service occupations .......................................... | 567 | 1.7 | 336 | 231 | 40.7 | 302 | 53.3 | 184 | 118 | 265 | 152 | 113 |
| Sales and related occupations .............................. | 1,608 | 4.9 | 563 | 1,045 | 65.0 | 1,429 | 88.9 | 527 | 902 | 179 | 36 | 143 |
| Office and administrative support .......................... | 3,262 | 9.9 | 553 | 2,709 | 83.0 | 2,648 | 81.2 | 461 | 2,187 | 614 | 92 | 522 |
| Natural resources, construction, and maintenance .... | 207 | 0.6 | 174 | 33 | 15.9 | 145 | 70.0 | 122 | 23 | 62 | 52 | 10 |
| Production, transportation, and material moving ........ | 25 | 0.1 | 18 | 7 | 28.0 | 12 | 48.0 | 9 | 3 | 13 | 9 | 4 |

[^97]employees; these institutions did not report staff data prior to 2007. By definition, all graduate assistants are part time. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Human Resources component, Fall Staff section. (This table was prepared December 2016.)

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2015

| Sex, employment status, control and level of institution, and primary occupation | Total | White | Minority |  |  |  |  |  |  |  | Race/ ethnicity unknown | Nonresident alien ${ }^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Percent ${ }^{1}$ | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| All institutions ..................................... | 3,915,918 | 2,622,408 | 951,426 | 26.6 | 376,829 | 268,862 | 237,142 | 7,346 | 20,256 | 40,991 | 155,532 | 186,552 |
| Faculty (instruction/research/public service) $\qquad$ Instruction $\qquad$ <br> Research $\qquad$ <br> Public service $\qquad$ | 1,551,015 | 1,113,061 | 310,451 | 21.8 | 105,743 | 72,490 | 109,504 | 2,844 | 7,037 | 12,833 | 75,046 | 52,457 |
|  | 1,436,342 | 1,051,739 | 285,977 | 21.4 | 101,819 | 67,925 | 94,948 | 2,746 | 6,671 | 11,868 | 69,853 | 28,773 |
|  | -87,142 | 41,726 | 18,253 | 30.4 | 2,062 | 3,004 | 12,191 | , 65 | -205 | -726 | 4,053 | 23,110 |
|  | 27,531 | 19,596 | 6,221 | 24.1 | 1,862 | 1,561 | 2,365 | 33 | 161 | 239 | 1,140 | 574 |
| Graduate assistants $\qquad$ <br> Librarians, curators, and archivists $\qquad$ <br> Student and academic affairs and other <br> education services $\qquad$ | 369,590 | 175,051 | 65,011 | 27.1 | 14,752 | 18,075 | 24,720 | 370 | 1,034 | 6,060 | 21,419 | 108,109 |
|  | 42,627 | 33,152 | 8,124 | 19.7 | 3,129 | 2,094 | 2,068 | 70 | 251 | , 512 | 1,058 | - 293 |
|  | 171,551 | 116,087 | 47,488 | 29.0 | 21,863 | 14,735 | 6,617 | 471 | 1,456 | 2,346 | 6,088 | 1,888 |
| Management $\qquad$ <br> Business and financial operations $\qquad$ <br> Computer, engineering, and science $\qquad$ <br> Community, social service, legal, arts, design, entertainment, sports, and media $\qquad$ | 256,888 | 196,584 | 53,385 | 21.4 | 25,259 | 14,462 | 9,850 | 326 | 1,232 | 2,256 | 5,841 | 1,078 |
|  | 203,890 | 140,390 | 56,842 | 28.8 | 22,850 | 16,830 | 13,135 | 415 | 1,101 | 2,511 | 5,297 | 1,361 |
|  | 231,957 | 155,071 | 59,155 | 27.6 | 14,539 | 14,718 | 25,869 | 370 | 1,038 | 2,621 | 6,413 | 11,318 |
|  | 174,694 | 124,975 | 41,912 | 25.1 | 19,649 | 12,776 | 5,672 | 509 | 1,012 | 2,294 | 6,689 | 1,118 |
| Healthcare practitioners and technicians Service occupations | 121,135 | 77,468 | 35,583 | 31.5 | 12,943 | 8,103 | 13,001 | 165 | 397 | 974 | 4,662 | 3,422 |
|  | 243,833 | 131,002 | 102,906 | 44.0 | 55,314 | 34,737 | 8,354 | 587 | 1,804 | 2,110 | 7,731 | 2,194 |
| Service occupations <br> Sales and related occupations | 13,873 | 8,664 | 4,789 | 35.6 | 2,348 | 1,533 | 459 | 47 | 84 | 318 | 391 | 29 |
| Office and administrative support $\qquad$ Natural resources, construction, and maintenance | 441,222 | 283,460 | 142,665 | 33.5 | 67,678 | 49,648 | 16,010 | 999 | 2,860 | 5,470 | 12,125 | 2,972 |
|  | 74,041 | 54,521 | 17,192 | 24.0 | 7,713 | 6,664 | 1,380 | 131 | 774 | 530 | 2,104 | 224 |
| Natural resources, construction, and maintenance Production, transportation, and material moving | 19,602 | 12,922 | 5,923 | 31.4 | 3,049 | 1,997 | 503 | 42 | 176 | 156 | 668 | 89 |
| Males | 1,777,823 | 1,195,694 | 395,209 | 24.8 | 140,014 | 113,057 | 113,416 | 3,491 | 8,652 | 16,579 | 74,058 | 112,862 |
| Faculty (instruction/research/public service) Instruction $\qquad$ Research $\qquad$ Public service $\qquad$ | 788,829 | 569,867 | 149,129 | 20.7 | 42,064 | 35,818 | 60,660 | 1,578 | 3,309 | 5,700 | 37,126 | 32,707 |
|  | 724,943 | 536,912 | 136,595 | 20.3 | 40,451 | 33,694 | 52,499 | 1,529 | 3,169 | 5,253 | 34,393 | 17,043 |
|  | 50,788 | 23,544 | 9,709 | 29.2 | 891 | 1,413 | 6,958 | 33 | 80 | 334 | 2,194 | 15,341 |
|  | 13,098 | 9,411 | 2,825 | 23.1 | 722 | 711 | 1,203 | 16 | 60 | 113 | 539 | 323 |
| Graduate assistants $\qquad$ <br> Librarians, curators, and archivists $\qquad$ <br> Student and academic affairs and other <br> education services $\qquad$ | 194,570 | 86,674 | 30,201 | 25.8 | 5,807 | 8,428 | 12,631 | 166 | 449 | 2,720 | 11,094 | 66,601 |
|  | 12,540 | 9,913 | 2,190 | 18.1 | 706 | 753 | 521 | 16 | 53 | 141 | 335 | 102 |
|  | 55,534 | 37,729 | 14,793 | 28.2 | 6,479 | 4,826 | 2,180 | 181 | 460 | 667 | 2,211 | 801 |
| Management ........................................................................ | 114,090 | 89,887 | 20,886 | 18.9 | 9,251 | 5,798 | 4,284 | 159 | 518 | 876 | 2,781 | 536 |
| Business and financial operations Computer, engineering, and science | 55,128 | 38,974 | 13,920 | 26.3 | 5,111 | 4,489 | 3,245 | 121 | 270 | 684 | 1,730 | 504 |
|  | 140,883 | 97,332 | 32,741 | 25.2 | 7,900 | 8,817 | 13,501 | 258 | 651 | 1,614 | 4,007 | 6,803 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 78,292 | 57,310 | 17,253 | 23.1 | 8,883 | 4,911 | 1,912 | 235 | 422 | 890 | 3,212 | 517 |
| Healthcare practitioners and technicians ........... | 34,231 | 20,657 | 10,126 | 32.9 | 2,835 | 2,328 | 4,505 | 58 | 108 | 292 | 1,606 | 1,842 |
| Service occupations ..................................... | 141,152 | 79,982 | 55,518 | 41.0 | 29,897 | 18,532 | 4,490 | 361 | 1,072 | 1,166 | 4,554 | 1,098 |
| Sales and related occupations $\qquad$ Office and administrative support | 4,874 | 3,119 | 1,612 | 34.1 | 789 | 554 | 131 | 23 | 18 | 97 | 133 | 10 |
|  | 73,481 | 42,718 | 26,824 | 38.6 | 11,284 | 10,031 | 3,705 | 181 | 478 | 1,145 | 2,856 | 1,083 |
| Natural resources, construction, and maintenance | 67,951 | 50,639 | 15,253 | 23.1 | 6,669 | 6,081 | 1,219 | 117 | 694 | 473 | 1,876 | 183 |
| Production, transportation, and material moving | 16,268 | 10,893 | 4,763 | 30.4 | 2,339 | 1,691 | 432 | 37 | 150 | 114 | 537 | 75 |
| Females | 2,138,095 | 1,426,714 | 556,217 | 28.1 | 236,815 | 155,805 | 123,726 | 3,855 | 11,604 | 24,412 | 81,474 | 73,690 |
| Faculty (instruction/research/public service) .................................................Instruction ........ | 762,186 | 543,194 | 161,322 | 22.9 | 63,679 | 36,672 | 48,844 | 1,266 | 3,728 | 7,133 | 37,920 | 19,750 |
|  | 711,399 | 514,827 | 149,382 | 22.5 | 61,368 | 34,231 | 42,449 | 1,217 | 3,502 | 6,615 | 35,460 | 11,730 |
| Instruction Research | 36,354 | 18,182 | 8,544 | 32.0 | 1,171 | 1,591 | 5,233 | 32 | 125 | 392 | 1,859 | 7,769 |
| Public service ......................................... | 14,433 | 10,185 | 3,396 | 25.0 | 1,140 | 850 | 1,162 | 17 | 101 | 126 | 601 | 251 |
| Graduate assistants .................................... | 175,020 | 88,377 | 34,810 | 28.3 | 8,945 | 9,647 | 12,089 | 204 | 585 | 3,340 | 10,325 | 41,508 |
| Librarians, curators, and archivists .................. | 30,087 | 23,239 | 5,934 | 20.3 | 2,423 | 1,341 | 1,547 | 54 | 198 | 371 | 723 | 191 |
| Student and academic affairs and other education services | 116,017 | 78,358 | 32,695 | 29.4 | 15,384 | 9,909 | 4,437 | 290 | 996 | 1,679 | 3,877 | 1,087 |
| Management | 142,798 | 106,697 | 32,499 | 23.3 | 16,008 | 8,664 | 5,566 | 167 | 714 | 1,380 | 3,060 | 542 |
| Business and financial operations ................... | 148,762 | 101,416 | 42,922 | 29.7 | 17,739 | 12,341 | 9,890 | 294 | 831 | 1,827 | 3,567 | 857 |
| Computer, engineering, and science ............... | 91,074 | 57,739 | 26,414 | 31.4 | 6,639 | 5,901 | 12,368 | 112 | 387 | 1,007 | 2,406 | 4,515 |
| Community, social service, legal, arts, design, entertainment, sports, and media $\qquad$ | 96,402 | 67,665 | 24,659 | 26.7 | 10,766 | 7,865 | 3,760 | 274 | 590 | 1,404 | 3,477 | 601 |
| Healthcare practitioners and technicians .......... | 86,904 | 56,811 | 25,457 | 30.9 | 10,108 | 5,775 | 8,496 | 107 | 289 | 682 | 3,056 | 1,580 |
| Service occupations ..................................... | 102,681 | 51,020 | 47,388 | 48.2 | 25,417 | 16,205 | 3,864 | 226 | 732 | 944 | 3,177 | 1,096 |
| Sales and related occupations ...................................... | 8,999 | 5,545 | 3,177 | 36.4 | 1,559 | 979 | 328 | 24 | 66 | 221 | 258 | 19 |
|  | 367,741 | 240,742 | 115,841 | 32.5 | 56,394 | 39,617 | 12,305 | 818 | 2,382 | 4,325 | 9,269 | 1,889 |
| Office and administrative support $\qquad$ Natural resources, construction, and maintenance | 6,090 | 3,882 | 1,939 | 33.3 | 1,044 | 583 | 161 | 14 | 80 | 57 | 228 | 41 |
| Production, transportation, and material moving | 3,334 | 2,029 | 1,160 | 36.4 | 710 | 306 | 71 | 5 | 26 | 42 | 131 | 14 |
| Full-time | 2,507,627 | 1,717,196 | 660,506 | 27.8 | 264,797 | 187,255 | 164,963 | 4,651 | 13,920 | 24,920 | 67,499 | 62,426 |
| Faculty (instruction/research/public service) | 807,032 | 575,657 | 167,367 | 22.5 | 44,146 | 35,786 | 76,265 | 1,157 | 3,533 | 6,480 | 22,364 | 41,644 |
|  | 715,274 | 527,966 | 147,266 | 21.8 | 41,115 | 32,332 | 63,701 | 1,085 | 3,278 | 5,755 | 18,411 | 21,631 |
| Research ............................................... | 72,721 | 34,230 | 15,681 | 31.4 | 1,783 | 2,457 | 10,663 | 52 | 161 | 565 | 3,267 | 19,543 |
| Public service .......................................... Graduate assistants | 19,037 | 13,461 | 4,420 | 24.7 | 1,248 | 997 | 1,901 | 20 | 94 | 160 | 686 | 470 |
| Librarians, curators, and archivists ..................... | $\stackrel{\dagger}{\dagger}$ | ${ }_{28,325}^{\dagger}$ | ¢ $\begin{array}{r}\dagger \\ \hline\end{array}$ | ${ }_{19}^{\dagger}$ | ${ }_{2}{ }^{\dagger}$ | ${ }_{1}{ }^{\dagger}{ }^{\text {¢ }}$ | ${ }_{1}{ }^{\dagger} 7$ | $\dagger$ | $\dagger$ | $\stackrel{\dagger}{\dagger}$ | ${ }_{784}^{\dagger}$ | ${ }^{\dagger}$ |
| Student and academic affairs and other | 36,266 | 28,325 | 6,905 | 19.6 | 2,589 | 1,834 | 1,775 | 55 | 211 | 441 | 784 | 252 |
| education services ... | 113,481 | 77,328 | 31,670 | 29.1 | 14,901 | 9,522 | 4,328 | 345 | 998 | 1,576 | 3,376 | 1,107 |
| Management | 249,360 | 190,695 | 52,079 | 21.5 | 24,662 | 14,173 | 9,530 | 320 | 1,199 | 2,195 | 5,552 | 1,034 |
| Business and financial operations ................... | 190,436 | 130,437 | 53,990 | 29.3 | 21,884 | 15,971 | 12,367 | 386 | 1,049 | 2,333 | 4,788 | 1,221 |
| Computer, engineering, and science ............... | 212,135 | 142,215 | 53,993 | 27.5 | 13,193 | 13,211 | 23,955 | 333 | 946 | 2,355 | 5,641 | 10,286 |
| Community, social service, legal, arts, design, entertainment, sports, and media $\qquad$ | 141,707 | 100,996 | 35,191 | 25.8 | 16,476 | 10,735 | 4,827 | 422 | 850 | 1,881 | 4,634 | 886 |
| Healthcare practitioners and technicians ........... | 99,054 | 62,930 | 29,670 | 32.0 | 11,045 | 6,953 | 10,401 | 133 | 323 | 815 | 3,868 | 2,586 |
| Service occupations <br> Sales and related occupations | 202,364 | 106,100 | 88,783 | 45.6 | 47,768 | 30,125 | 7,233 | 513 | 1,497 | 1,647 | 5,698 | 1,783 |
|  | 11,475 | 7,023 | 4,176 | 37.3 | 2,065 | 1,370 | 382 | 43 | 66 | 250 | 262 | 14 |
| Office and administrative support .................... | 358,151 | 233,056 | 115,273 | 33.1 | 56,205 | 39,376 | 12,178 | 800 | 2,384 | 4,330 | 8,457 | 1,365 |
| Natural resources, construction, and maintenance Production, transportation, and material moving | 69,926 | 51,756 | 16,301 | 24.0 | 7,286 | 6,414 | 1,277 | 113 | 719 | 492 | 1,688 | 181 |
|  | 16,240 | 10,678 | 5,108 | 32.4 | 2,577 | 1,785 | 445 | 31 | 145 | 125 | 387 | 67 |

See notes at end of table.

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2015-Continued

| Sex, employment status, control and level of institution, and primary occupation | Total | White | Minority |  |  |  |  |  |  |  | Race/ ethnicity unknown | Nonresident alien ${ }^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Percent ${ }^{1}$ | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Part-time | 1,408,291 | 905,212 | 290,920 | 24.3 | 112,032 | 81,607 | 72,179 | 2,695 | 6,336 | 16,071 | 88,033 | 124,126 |
| Faculty (instruction/research/public service) . | 743,983 | 537,404 | 143,084 | 21.0 | 61,597 | 36,704 | 33,239 | 1,687 | 3,504 | 6,353 | 52,682 | 10,813 |
| Instruction ...... | 721,068 | 523,773 | 138,711 | 20.9 | 60,704 | 35,593 | 31,247 | 1,661 | 3,393 | 6,113 | 51,442 | 7,142 |
| Research | 14,421 | 7,496 | 2,572 | 25.5 | 279 | 547 | 1,528 | 13 | 44 | 161 | 786 | 3,567 |
| Public service | 8,494 | 6,135 | 1,801 | 22.7 | 614 | 564 | 464 | 13 | 67 | 79 | 454 | 104 |
| Graduate assistants ................................... | 369,590 | 175,051 | 65,011 | 27.1 | 14,752 | 18,075 | 24,720 | 370 | 1,034 | 6,060 | 21,419 | 108,109 |
| Librarians, curators, and archivists .................. | 6,361 | 4,827 | 1,219 | 20.2 | 540 | 260 | 293 | 15 | 40 | 71 | 274 | 41 |
| Student and academic affairs and other education services | 58,070 | 38,759 | 15,818 | 29.0 | 6,962 | 5,213 | 2,289 | 126 | 458 | 770 | 2,712 | 781 |
| Management. | 7,528 | 5,889 | 1,306 | 18.2 | 597 | 289 | 320 | 6 | 33 | 61 | 289 | 44 |
| Business and financial operations | 13,454 | 9,953 | 2,852 | 22.3 | 966 | 859 | 768 | 29 | 52 | 178 | 509 | 140 |
| Computer, engineering, and science ........ | 19,822 | 12,856 | 5,162 | 28.6 | 1,346 | 1,507 | 1,914 | 37 | 92 | 266 | 772 | 1,032 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 32,987 | 23,979 | 6,721 | 21.9 | 3,173 | 2,041 | 845 | 87 | 162 | 413 | 2,055 | 232 |
| Healthcare practitioners and technicians ................. | 22,081 | 14,538 | 5,913 | 28.9 | 1,898 | 1,150 | 2,600 | 32 | 74 | 159 | 794 | 836 |
| Service occupations | 41,469 | 24,902 | 14,123 | 36.2 | 7,546 | 4,612 | 1,121 | 74 | 307 | 463 | 2,033 | 411 |
| Sales and related occupations | 2,398 | 1,641 | 613 | 27.2 | 283 | 163 | 77 | 4 | 18 | 68 | 129 | 15 |
| Office and administrative support | 83,071 | 50,404 | 27,392 | 35.2 | 11,473 | 10,272 | 3,832 | 199 | 476 | 1,140 | 3,668 | 1,607 |
| Natural resources, construction, and maintenance | 4,115 | 2,765 | 891 | 24.4 | 427 | 250 | 103 | 18 | 55 | 38 | 416 | 43 |
| Production, transportation, and material moving | 3,362 | 2,244 | 815 | 26.6 | 472 | 212 | 58 | 11 | 31 | 31 | 281 | 22 |
| Public 4-year | 1,925,174 | 1,252,534 | 471,285 | 27.3 | 172,643 | 132,732 | 132,465 | 2,837 | 10,364 | 20,244 | 68,267 | 133,088 |
| Faculty (instruction/research/public service) ...... | 621,753 | 437,482 | 126,868 | 22.5 | 33,133 | 28,954 | 56,213 | 754 | 2,936 | 4,878 | 24,691 | 32,712 |
| Instruction. | 551,455 | 398,360 | 113,202 | 22.1 | 31,119 | 26,307 | 48,086 | 688 | 2,677 | 4,325 | 21,555 | 18,338 |
| Research | 54,974 | 27,445 | 10,920 | 28.5 | 1,139 | 1,959 | 7,172 | 49 | 152 | 449 | 2,618 | 13,991 |
| Public service | 15,324 | 11,677 | 2,746 | 19.0 | 875 | 688 | 955 | 17 | 107 | 104 | 518 | 383 |
| Graduate assistants | 291,610 | 140,814 | 50,807 | 26.5 | 11,427 | 14,682 | 18,869 | 297 | 848 | 4,684 | 14,980 | 85,009 |
| Librarians, curators, and archivists ........ | 18,437 | 14,185 | 3,683 | 20.6 | 1,383 | 1,023 | 864 | 29 | 133 | 251 | 431 | 138 |
| Student and academic affairs and other education services | 61,552 | 41,782 | 16,820 | 28.7 | 7,623 | 5,203 | 2.438 | 164 | 614 | 778 | 2.027 | 23 |
| Management. | 113,257 | 86,224 | 24,207 | 21.9 | 11,504 | 6,369 | 4,669 | 106 | 608 | 951 | 2,265 | 561 |
| Business and financial operations | 118,411 | 81,520 | 33,178 | 28.9 | 12,619 | 9,970 | 8,295 | 223 | 703 | 1,368 | 2,897 | 816 |
| Computer, engineering, and science ............. | 143,309 | 97,066 | 34,816 | 26.4 | 7,876 | 8,689 | 15,831 | 198 | 650 | 1,572 | 3,861 | 7,566 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 83,326 | 57,873 | 21,765 | 27.3 | 9,676 | 7,002 | 3,217 | 249 | 511 | 1,110 | 3,093 | 95 |
| Healthcare practitioners and technicians ......... | 74,377 | 46,704 | 22,427 | 32.4 | 7,856 | 4,839 | 8,792 | 91 | 266 | 583 | 3,324 | 1,922 |
| Service occupations ....... | 127,973 | 67,047 | 55,707 | 45.4 | 30,438 | 17,787 | 5,052 | 265 | 1,016 | 1,149 | 4,046 | 1,173 |
| Sales and related occupations | 2,611 | 1,870 | 662 | 26.1 | 313 | 188 | 95 | 9 | 16 | 41 | 71 |  |
| Office and administrative support | 207,247 | 135,432 | 65,678 | 32.7 | 32,055 | 22,522 | 6,884 | 354 | 1,440 | 2,423 | 4,649 | 1,488 |
| Natural resources, construction, and maintenance | 48,242 | 35,904 | 10,759 | 23.1 | 4,876 | 4,049 | 908 | 73 | 500 | 353 | 1,454 | 125 |
| Production, transportation, and material moving | 13,069 | 8,631 | 3,908 | 31.2 | 1,864 | 1,455 | 338 | 25 | 123 | 103 | 478 | 52 |
| Public 2-year | 622,362 | 440,275 | 156,752 | 26.3 | 69,050 | 51,865 | 23,613 | 1,679 | 5,017 | 5,528 | 21,080 | 4,255 |
| Faculty (instruction/research/public service) ...... | 348,269 | 263,215 | 68,531 | 20.7 | 28,940 | 20,268 | 13,625 | 909 | 2,213 | 2,576 | 14,145 | 2,378 |
| Instruction .... | 344,695 | 260,757 | 67,631 | 20.6 | 28,509 | 19,980 | 13,548 | 902 | 2,159 | 2,533 | 13,995 | 2,312 |
| Research ..... | 108 | 75 | 31 | 29.2 |  |  | 6 | 0 | 12 | 4 | 2 | 0 |
| Public service .... | 3,466 | 2,383 | 869 | 26.7 | 429 | 281 | 71 | 7 | 42 | 39 | 148 | 66 |
| Graduate assistants | 13 | 11 |  | 15.4 | 0 | 2 | 0 | 0 | , | 0 | 0 | 0 |
| Librarians, curators, and archivists | 5,557 | 4,181 | 1,208 | 22.4 | 528 | 341 | 222 | 10 | 63 | 44 | 139 | 29 |
| Student and academic affairs and other education services | 50,754 | 33,451 | 15,632 | 31.8 | 7,059 | 5,448 | 1,849 | 118 | 524 | 634 | 1,418 | 253 |
| Management. | 32,878 | 24,360 | 7,833 | 24.3 | 4,171 | 2,236 | 846 | 45 | 297 | 238 | 603 | 82 |
| Business and financial operations | 17,401 | 11,233 | 5,723 | 33.8 | 2,634 | 1,880 | 819 | 48 | 167 | 175 | 355 | 90 |
| Computer, engineering, and science ..... | 16,597 | 11,408 | 4,730 | 29.3 | 1,629 | 1,561 | 1,124 | 39 | 150 | 227 | 321 | 138 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 23,443 | 15,493 | 7,230 | 31.8 | 3,726 | 2,275 | 659 | 90 | 203 | 277 | 654 | 66 |
| Healthcare practitioners and technicians .... | 1,594 | 1,206 | 280 | 18.8 | 128 | 72 | 40 | 3 | 17 | 20 | 100 | 8 |
| Service occupations ................... | 34,983 | 19,377 | 14,310 | 42.5 | 7,235 | 5,346 | 929 | 124 | 404 | 272 | 938 | 358 |
| Sales and related occupations ...... | 1,883 | 1,408 | 430 | 23.4 | 163 | 153 | 53 | 2 | 29 | 30 | 38 | 7 |
| Office and administrative support ................... | 81,160 | 49,388 | 28,728 | 36.8 | 11,920 | 11,480 | 3,294 | 272 | 790 | 972 | 2,232 | 812 |
| Natural resources, construction, and maintenance | 6,561 | 4,708 | 1,724 | 26.8 | 727 | 663 | 125 | 13 | 144 | 52 | 96 | 33 |
| Production, transportation, and material moving | 1,269 | 836 | 391 | 31.9 | 190 | 140 | 28 | 6 | 16 | 11 | 41 |  |
| Private nonprofit 4-year ........................ | 1,185,317 | 816,184 | 266,522 | 24.6 | 106,184 | 69,074 | 73,307 | 2,198 | 3,879 | 11,880 | 53,686 | 48,925 |
| Faculty (instruction/research/public service) ...... | 468,249 | 340,620 | 83,320 | 19.7 | 25,801 | 16,768 | 34,862 | 833 | 1,305 | 3,751 | 27,103 | 17,206 |
| Instruction | 427,607 | 320,966 | 73,472 | 18.6 | 24,339 | 15,162 | 28,520 | 808 | 1,252 | 3,391 | 25,207 | 7,962 |
| Research | 31,954 | 14,141 | 7,261 | 33.9 | 906 | 1,030 | 5,004 | 16 | 41 | 264 | 1,433 | 9,119 |
| Public service | 8,688 | 5,513 | 2,587 | 31.9 | 556 | 576 | 1,338 | 9 | 12 | 96 | 463 | 125 |
| Graduate assistants ................................... | 77,627 | 34,015 | 14,102 | 29.3 | 3,287 | 3,361 | 5,827 | 71 | 185 | 1,371 | 6,427 | 23,083 |
| Librarians, curators, and archivists | 17,284 | 13,791 | 2,930 | 17.5 | 1,100 | 642 | 920 | 30 | 50 | 188 | 443 | 120 |
| Management ......................................... | 96,922 | 76,300 | 17,786 | 18.9 | 7,961 | 4,753 | 3,848 | 139 | 265 | 820 | 2,406 | 430 |
| Business and financial operations ................... | 61,493 | 43,659 | 15,602 | 26.3 | 6,608 | 4,255 | 3,664 | 125 | 194 | 756 | 1,781 | 451 |
| Computer, engineering, and science .............. | 69,672 | 45,083 | 18,868 | 29.5 | 4,853 | 4,202 | 8,689 | 124 | 215 | 785 | 2,126 | 3,595 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 62,095 | 48,112 | 11,015 | 18.6 | 5,367 | 2,881 | 1,623 | 139 | 271 | 734 | 2,515 | 453 |
| Healthcare practitioners and technicians ........... | 44,893 | 29,383 | 12,802 | 30.3 | 4,936 | 3,182 | 4,133 | 69 | 112 | 370 | 1,217 | 1,491 |
| Service occupations | 78,562 | 43,431 | 31,847 | 42.3 | 17,223 | 11,129 | 2,290 | 194 | 371 | 640 | 2,624 | 660 |
| Sales and related occupations | 3,931 | 2,731 | 1,049 | 27.8 | 455 | 358 | 124 | 11 | 11 | 90 | 143 | 8 |
| Office and administrative support | 135,464 | 89,263 | 41,022 | 31.5 | 20,649 | 12,873 | 5,071 | 284 | 510 | 1,635 | 4,543 | 636 |
| Natural resources, construction, and maintenance | 18,478 | 13,520 | 4,368 | 24.4 | 2,024 | 1,740 | 333 | 42 | 112 | 117 | 524 | 66 |
| Production, transportation, and material moving | 5,046 | 3,324 | 1,549 | 31.8 | 978 | 374 | 120 | 10 | 36 | 31 | 138 | 35 |

See notes at end of table.

Table 314.40. Employees in degree-granting postsecondary institutions, by race/ethnicity, sex, employment status, control and level of institution, and primary occupation: Fall 2015-Continued

| Sex, employment status, control and level of institution, and primary occupation | Total | White | Minority |  |  |  |  |  |  |  | Race/ ethnicity unknown | Nonresident alien $^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Percent ${ }^{1}$ | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Two or more races |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Private nonprofit 2-year | 8,932 | 5,556 | 2,900 | 34.3 | 1,708 | 648 | 190 | 24 | 170 | 160 | 467 | 9 |
| Faculty (instruction/research/public service) . | 4,117 | 2,755 | 1,039 | 27.4 | 675 | 157 | 99 | 14 | 55 | 39 | 319 | 4 |
| Instruction .............................................. | 4,106 | 2,746 | 1,037 | 27.4 | 674 | 157 | 99 | 14 | 55 | 38 | 319 | 4 |
| Research ....... | 10 |  | 2 | 20.0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Public service ............................................ |  | 1 | 0 | 0.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Graduate assistants .................................... | 6 | 4 | 1 | 20.0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |  |
| Librarians, curators, and archivists .................. | 116 | 97 | 17 | 14.9 | 8 | 4 | 1 | 0 | 4 | 0 | 2 | 0 |
| Student and academic affairs and other education services | 438 | 289 | 142 | 32.9 | 63 | 25 | 10 | 2 | 36 | 6 | 6 |  |
| Management ............................................ | 827 | 625 | 169 | 21.3 | 91 | 46 | 9 | 0 | 13 | 10 | 33 | 0 |
| Business and financial operations .................. | 1,219 | 552 | 613 | 52.6 | 354 | 171 | 27 | 2 | 10 | 49 | 54 | 0 |
| Computer, engineering, and science ............... | 144 | 104 | 37 | 26.2 | 12 | 12 | 5 | 0 | 6 | 2 | 3 | 0 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 243 | 173 | 60 | 25.8 | 28 | 19 | 7 | 0 | 3 | 3 | 10 |  |
| Healthcare practitioners and technicians ............ | 35 | 30 | 5 | 14.3 | 3 | 1 | 1 | 0 | 0 | 0 | 0 |  |
| Service occupations .................................. | 280 | 183 | 91 | 33.2 | 54 | 26 | 4 | 0 | 7 | , | 6 | 0 |
| Sales and related occupations ...................... | 477 | 132 | 332 | 71.6 | 211 | 79 | 7 | 1 | 2 | 32 | 13 | 0 |
| Office and administrative support ................... | 923 | 551 | 349 | 38.8 | 188 | 96 | 20 | 4 | 22 | 19 | 21 | 2 |
| Natural resources, construction, and maintenance | 93 | 49 | 44 | 47.3 | 20 | 11 | 0 | 1 | 12 | 0 | 0 | 0 |
| Production, transportation, and material moving | 14 | 12 | 1 | 7.7 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |  |
| Private for-profit 4-year ....... | 141,108 | 88,825 | 41,610 | 31.9 | 21,071 | 10,632 | 6,303 | 434 | 694 | 2,476 | 10,450 | 223 |
| Faculty (instruction/research/public service) ...... | 89,741 | 57,714 | 24,206 | 29.5 | 13,657 | 4,647 | 3,946 | 227 | 453 | 1,276 | 7,699 | 122 |
| Instruction .................................... | 89,655 | 57,660 | 24,182 | 29.5 | 13,646 | 4,641 | 3,939 | 227 | 453 | 1,276 | 7,691 | 122 |
| Research .................................... | 64 | 43 | 21 | 32.8 | 11 | 4 | 6 | 0 | 0 | 0 | 0 | 0 |
| Public service ......................................... | 22 | 11 | 3 | 21.4 | 0 | 2 | , | 0 | 0 | 0 | 8 | 0 |
| Graduate assistants ..................................... | 334 | 207 | 99 | 32.4 | 37 | 30 | 24 | 2 | 1 | 5 | 12 | 16 |
| Librarians, curators, and archivists .................. | 919 | 673 | 205 | 23.3 | 71 | 63 | 47 | 0 | 0 | 24 | 36 | 5 |
| Student and academic affairs and other education services | 10,454 | 6,244 | 3,340 | 34.8 | 1,623 | 974 | 413 | 44 | 31 | 255 | 856 | 14 |
| Management ...................................................... | 9,730 | 6,944 | 2,375 | 25.5 | 1,029 | 729 | 382 | 28 | 35 | 172 | 406 | 5 |
| Business and financial operations .................. | 4,173 | 2,791 | 1,190 | 29.9 | 428 | 366 | 270 | 12 | 23 | 91 | 191 | 17 |
| Computer, engineering, and science ............... | 1,979 | 1,247 | 619 | 33.2 | 152 | 210 | 203 | 8 | 16 | 30 | 96 | 17 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 4,983 | 3,106 | 1,532 | 33.0 | 685 | 530 | 140 | 27 | 20 | 130 | 341 | 4 |
| Healthcare practitioners and technicians ........... | 159 | 90 | 57 | 38.8 | 11 | 7 | 34 | 2 | 2 | 1 | 11 |  |
| Service occupations ..................................... | 1,468 | 642 | 726 | 53.1 | 278 | 354 | 54 | 2 | 5 | 33 | 97 | 3 |
| Sales and related occupations ...................... | 3,363 | 1,734 | 1,539 | 47.0 | 772 | 501 | 134 | 18 | 21 | 93 | 84 | 6 |
| Office and administrative support ................... | 13,166 | 7,120 | 5,435 | 43.3 | 2,275 | 2,032 | 627 | 63 | 82 | 356 | 582 | 29 |
| Natural resources, construction, and maintenance | 460 | 204 | 228 | 52.8 | 38 | 165 | 14 | 0 | 4 | 7 | 28 | 0 |
| Production, transportation, and material moving | 179 | 109 | 59 | 35.1 | 15 | 24 | 15 | 1 | 1 | 3 | 11 | 0 |
| Private for-profit 2-year ........... | 33,025 | 19,034 | 12,357 | 39.4 | 6,173 | 3,911 | 1,264 | 174 | 132 | 703 | 1,582 | 52 |
| Faculty (instruction/research/public service) ...... | 18,886 | 11,275 | 6,487 | 36.5 | 3,537 | 1,696 | 759 | 107 | 75 | 313 | 1,089 | 35 |
| Instruction ............................................. | 18,824 | 11,250 | 6,453 | 36.5 | 3,532 | 1,678 | 756 | 107 | 75 | 305 | 1,086 | 35 |
| Research ............. | 32 | 14 | 18 | 56.3 |  | 4 | 3 | 0 | 0 | 8 | 0 | 0 |
| Public service ......................................... | 30 | 11 | 16 | 59.3 |  | 14 | , | 0 | 0 | 0 | 3 | 0 |
| Graduate assistants ................................. | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Librarians, curators, and archivists ................. | 314 | 225 | 81 | 26.5 | 39 | 21 | 14 | 1 | 1 | 5 | 7 | 1 |
| Student and academic affairs and other education services | 2,752 | 1,369 | 1,292 | 48.6 | 553 | 529 | 104 | 16 | 9 | 81 | 85 |  |
| Management .............................................. | 3,274 | 2,131 | 1,015 | 32.3 | 503 | 329 | 96 | 8 | 14 | 65 | 128 | 0 |
| Business and financial operations .................. | 1,193 | 635 | 536 | 45.8 | 207 | 188 | 60 | 5 | 4 | 72 | 19 | 3 |
| Computer, engineering, and science ............... | 256 | 163 | 85 | 34.3 | 17 | 44 | 17 | 1 | 1 | 5 | 6 | 2 |
| Community, social service, legal, arts, design, entertainment, sports, and media | 604 | 218 | 310 | 58.7 | 167 | 69 | 26 | 4 | 4 | 40 | 76 |  |
| Healthcare practitioners and technicians ............ | 77 | 55 | 12 | 17.9 | 9 | 2 | 1 | 0 | 0 | 0 | 10 | 0 |
| Service occupations ................................... | 567 | 322 | 225 | 41.1 | 86 | 95 | 25 | 2 | 1 | 16 | 20 | 0 |
| Sales and related occupations ...................... | 1,608 | 789 | 777 | 49.6 | 434 | 254 | 46 | 6 | 5 | 32 | 42 | 0 |
| Office and administrative support. | 3,262 | 1,706 | 1,453 | 46.0 | 591 | 645 | 114 | 22 | 16 | 65 | 98 | 5 |
| Natural resources, construction, and maintenance Production, transportation, and material moving | 207 25 | 136 10 | 69 15 | 33.7 60.0 | 28 2 | 36 3 | 0 2 | 2 | 2 | 1 8 | 2 | 0 |
| Production, transportation, and material moving |  | 10 | 15 |  |  | 3 |  |  |  | 8 | 0 | 0 |

## $\dagger$ Not applicable.

${ }^{1}$ Combined total of staff who were Black, Hispanic, Asian, Pacific Islander, American Indian/ Alaska Native, and of Two or more races as a percentage of total staff, excluding race/ethnicity unknown and nonresident alien.
${ }^{2}$ Race/ethnicity not collected.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes institutions with fewer than 15 full-time employees;
these institutions did not report staff data prior to 2007. By definition, all graduate assistants are part time. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Human Resources component, Fall Staff section. (This table was prepared December 2016.)

Table 314.50. Ratios of full-time-equivalent (FTE) students to FTE staff and FTE faculty in public degree-granting postsecondary institutions, by level of institution and state or jurisdiction: Fall 2015

| State or jurisdiction | Full-time-equivalent (FTE) staff |  |  | FTE faculty |  |  | FTE faculty as a percent of FTE staff |  | FTE students per FTE staff |  |  | FTE students per FTE faculty |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | 4-year | 2-year | Total | 4-year | 2-year | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 1,918,918 | 1,513,406 | 405,512 | 673,241 | 483,898 | 189,343 | 32.0 | 46.7 | 5.5 | 4.6 | 8.9 | 15.7 | 14.4 | 19.0 |
| Alabama | 39,109 | 32,997 | 6,112 | 12,182 | 9,365 | 2,817 | 28.4 | 46.1 | 5.0 | 4.3 | 8.7 | 16.0 | 15.2 | 18.9 |
| Alaska | 5,069 | 4,961 | 108 | 2,751 | 2,726 | 25 | 54.9 | 22.8 | 3.7 | 3.8 | 0.8 | 6.8 | 6.8 | 3.4 |
| Arizona ... | 38,914 | 27,250 | 11,664 | 12,778 | 7,799 | 4,978 | 28.6 | 42.7 | 6.3 | 5.3 | 8.8 | 19.3 | 18.5 | 20.7 |
| Arkansas ... | 23,127 | 18,571 | 4,556 | 6,955 | 5,016 | 1,939 | 27.0 | 42.6 | 4.9 | 4.4 | 6.9 | 16.2 | 16.1 | 16.3 |
| California .............................. | 195,148 | 135,363 | 59,785 | 76,360 | 43,323 | 33,037 | 32.0 | 55.3 | 7.5 | 4.9 | 13.4 | 19.3 | 15.5 | 24.3 |
| Colorado ... | 39,517 | 34,315 | 5,202 | 16,538 | 14,122 | 2,416 | 41.2 | 46.4 | 4.8 | 4.2 | 8.8 | 11.5 | 10.2 | 19.0 |
| Connecticut ... | 16,889 | 13,731 | 3,158 | 6,063 | 4,302 | 1,761 | 31.3 | 55.8 | 5.2 | 4.2 | 9.3 | 14.4 | 13.5 | 16.6 |
| Delaware ............................. | 6,881 | 5,617 | 1,263 | 2,065 | 1,443 | 622 | 25.7 | 49.2 | 4.8 | 4.5 | 6.1 | 16.1 | 17.7 | 12.3 |
| District of Columbia ........ | 869 | 869 | 0 | 391 | 391 | 0 | 45.0 | $\dagger$ | 4.0 | 4.0 | $\dagger$ | 8.8 | 8.8 | $\dagger$ |
| Florida ................................. | 81,048 | 78,310 | 2,738 | 27,048 | 25,958 | 1,090 | 33.1 | 39.8 | 6.9 | 6.8 | 9.2 | 20.6 | 20.5 | 23.2 |
| Georgia | 59,905 | 49,727 | 10,178 | 19,036 | 14,287 | 4,749 | 28.7 | 46.7 | 5.3 | 5.0 | 6.7 | 16.7 | 17.5 | 14.3 |
| Hawaii ... | 8,124 | 6,319 | 1,805 | 3,038 | 2,168 | 870 | 34.3 | 48.2 | 4.8 | 3.7 | 8.7 | 12.9 | 10.8 | 18.0 |
| Idaho ... | 9,518 | 7,495 | 2,023 | 3,363 | 2,556 | 807 | 34.1 | 39.9 | 5.5 | 5.2 | 6.3 | 15.5 | 15.3 | 15.8 |
| Illinois .... | 69,417 | 48,212 | 21,205 | 20,407 | 11,626 | 8,781 | 24.1 | 41.4 | 5.1 | 3.5 | 8.6 | 17.2 | 14.6 | 20.7 |
| Indiana .................................. | 46,329 | 41,158 | 5,171 | 15,778 | 13,222 | 2,556 | 32.1 | 49.4 | 5.1 | 4.7 | 8.6 | 15.1 | 14.6 | 17.4 |
| lowa | 26,816 | 19,486 | 7,330 | 9,105 | 5,736 | 3,369 | 29.4 | 46.0 | 4.7 | 3.7 | 7.6 | 14.0 | 12.4 | 16.5 |
| Kansas ... | 26,641 | 19,885 | 6,755 | 9,771 | 6,894 | 2,877 | 34.7 | 42.6 | 5.0 | 4.3 | 7.1 | 13.5 | 12.3 | 16.6 |
| Kentucky .............................. | 33,558 | 28,098 | 5,459 | 10,562 | 8,043 | 2,519 | 28.6 | 46.1 | 4.6 | 3.8 | 8.8 | 14.7 | 13.3 | 19.0 |
| Louisiana ............................. | 25,667 | 21,598 | 4,069 | 9,489 | 7,386 | 2,103 | 34.2 | 51.7 | 6.4 | 5.6 | 10.9 | 17.4 | 16.3 | 21.1 |
| Maine .................................. | 6,320 | 5,132 | 1,189 | 2,199 | 1,519 | 680 | 29.6 | 57.2 | 5.4 | 4.6 | 8.8 | 15.5 | 15.5 | 15.4 |
| Maryland ..... | 42,780 | 30,550 | 12,230 | 16,842 | 11,545 | 5,297 | 37.8 | 43.3 | 4.8 | 4.4 | 5.9 | 12.2 | 11.6 | 13.6 |
| Massachusetts .. | 31,052 | 23,146 | 7,906 | 11,544 | 8,125 | 3,419 | 35.1 | 43.2 | 5.2 | 4.5 | 7.2 | 13.9 | 12.7 | 16.6 |
| Michigan ................................ | 73,382 | 62,548 | 10,834 | 27,509 | 22,399 | 5,110 | 35.8 | 47.2 | 5.0 | 4.4 | 8.9 | 13.4 | 12.2 | 18.9 |
| Minnesota ........................... | 32,494 | 25,839 | 6,656 | 12,225 | 8,990 | 3,235 | 34.8 | 48.6 | 5.7 | 4.2 | 11.2 | 15.0 | 12.1 | 23.1 |
| Mississippi ............................. | 30,115 | 23,238 | 6,877 | 8,083 | 5,087 | 2,996 | 21.9 | 43.6 | 4.3 | 3.1 | 8.3 | 16.0 | 14.2 | 19.1 |
| Missouri .... | 33,739 | 25,915 | 7,824 | 11,254 | 7,842 | 3,412 | 30.3 | 43.6 | 5.6 | 5.0 | 7.6 | 16.7 | 16.4 | 17.5 |
| Montana ............................... | 7,583 | 6,580 | 1,003 | 2,519 | 2,121 | 398 | 32.2 | 39.7 | 5.0 | 4.9 | 5.4 | 14.9 | 15.2 | 13.7 |
| Nebraska | 17,918 | 14,342 | 3,576 | 6,077 | 4,312 | 1,765 | 30.1 | 49.3 | 4.2 | 3.6 | 6.6 | 12.3 | 11.9 | 13.4 |
| Nevada .............................. | 10,764 | 10,182 | 582 | 3,780 | 3,499 | 281 | 34.4 | 48.3 | 6.7 | 6.6 | 9.8 | 19.2 | 19.1 | 20.4 |
| New Hampshire ..................... | 6,322 | 4,884 | 1,437 | 2,420 | 1,565 | 856 | 32.0 | 59.5 | 5.4 | 5.3 | 5.7 | 14.0 | 16.4 | 9.6 |
| New Jersey | 44,307 | 34,223 | 10,084 | 16,004 | 11,346 | 4,657 | 33.2 | 46.2 | 5.8 | 4.5 | 10.3 | 16.1 | 13.6 | 22.2 |
| New Mexico .... | 19,782 | 14,277 | 5,505 | 6,586 | 4,330 | 2,256 | 30.3 | 41.0 | 4.5 | 3.4 | 7.1 | 13.4 | 11.4 | 17.4 |
| New York.. | 80,194 | 56,310 | 23,884 | 32,040 | 21,589 | 10,452 | 38.3 | 43.8 | 6.9 | 5.9 | 9.3 | 17.3 | 15.5 | 21.2 |
| North Carolina ...... | 71,444 | 48,299 | 23,145 | 26,124 | 14,935 | 11,190 | 30.9 | 48.3 | 4.6 | 4.1 | 5.8 | 12.7 | 13.3 | 11.9 |
| North Dakota ........................ | 8,349 | 7,433 | 916 | 2,809 | 2,477 | 332 | 33.3 | 36.2 | 4.6 | 4.6 | 4.9 | 13.8 | 13.8 | 13.6 |
| Ohio | 78,369 | 66,623 | 11,746 | 22,755 | 17,403 | 5,352 | 26.1 | 45.6 | 4.8 | 4.2 | 7.9 | 16.5 | 16.2 | 17.4 |
| Oklahoma ............................ | 29,281 | 24,826 | 4,454 | 9,047 | 7,272 | 1,776 | 29.3 | 39.9 | 4.6 | 4.0 | 8.0 | 14.9 | 13.7 | 20.0 |
| Oregon ............................... | 30,513 | 23,011 | 7,502 | 11,296 | 8,012 | 3,284 | 34.8 | 43.8 | 4.7 | 3.8 | 7.6 | 12.8 | 10.9 | 17.4 |
| Pennsylvania ........................ | 64,588 | 55,085 | 9,503 | 25,296 | 20,413 | 4,883 | 37.1 | 51.4 | 5.0 | 4.6 | 7.8 | 12.9 | 12.3 | 15.1 |
| Rhode Island ........................ | 4,646 | 3,739 | 906 | 1,816 | 1,327 | 489 | 35.5 | 54.0 | 6.6 | 5.9 | 9.5 | 16.8 | 16.5 | 17.7 |
| South Carolina ...................... | 29,120 | 22,452 | 6,669 | 10,507 | 7,298 | 3,209 | 32.5 | 48.1 | 5.4 | 4.5 | 8.4 | 15.0 | 14.0 | 17.5 |
| South Dakota ........................ | 6,008 | 5,285 | 723 | 2,303 | 1,889 | 413 | 35.7 | 57.2 | 5.7 | 5.6 | 6.9 | 15.0 | 15.6 | 12.1 |
| Tennessee ............................ | 33,182 | 27,140 | 6,042 | 11,387 | 8,496 | 2,891 | 31.3 | 47.8 | 5.3 | 4.4 | 9.5 | 15.5 | 14.0 | 19.9 |
| Texas .................................. | 181,175 | 137,375 | 43,800 | 55,655 | 36,636 | 19,019 | 26.7 | 43.4 | 5.1 | 4.1 | 8.3 | 16.7 | 15.4 | 19.2 |
| Utah ...................................... | 23,882 | 21,932 | 1,950 | 8,342 | 7,580 | 763 | 34.6 | 39.1 | 5.1 | 4.9 | 7.7 | 14.6 | 14.1 | 19.7 |
| Vermont ............................... | 5,197 | 4,825 | 372 | 2,022 | 1,819 | 203 | 37.7 | 54.7 | 3.8 | 3.6 | 6.9 | 9.9 | 9.6 | 12.6 |
| Virginia ..................................... | 56,170 | 46,154 | 10,016 | 20,217 | 15,661 | 4,556 | 33.9 | 45.5 | 5.2 | 4.2 | 10.0 | 14.5 | 12.3 | 22.0 |
| Washington ............................ | 43,521 | 37,077 | 6,444 | 16,667 | 14,118 | 2,549 | 38.1 | 39.6 | 5.7 | 5.1 | 9.1 | 14.9 | 13.5 | 22.9 |
| West Virginia ......................... | 12,990 | 11,668 | 1,322 | 5,308 | 4,572 | 736 | 39.2 | 55.7 | 5.5 | 5.1 | 8.8 | 13.4 | 13.0 | 15.8 |
| Wisconsin ........................... | 41,446 | 31,955 | 9,491 | 15,913 | 11,332 | 4,581 | 35.5 | 48.3 | 5.1 | 4.9 | 5.8 | 13.2 | 13.7 | 11.9 |
| Wyoming ................................ | 5,630 | 3,289 | 2,340 | 2,019 | 1,032 | 987 | 31.4 | 42.2 | 4.2 | 3.3 | 5.4 | 11.7 | 10.7 | 12.7 |
| U.S. Service Academies ........... | 4,111 | 4,111 | 0 | 996 | 996 | 0 | 24.2 | $\dagger$ | 3.6 | 3.6 | $\dagger$ | 14.9 | 14.9 | $\dagger$ |
| Other jurisdictions .......... | 14,908 | 13,582 | 1,326 | 5,265 | 4,737 | 528 | 34.9 | 39.8 | 4.9 | 4.8 | 5.2 | 13.7 | 13.8 | 13.1 |
| American Samoa .................... | 271 | 271 | 0 | 70 | 70 | 0 | 25.8 | $\dagger$ | 3.5 | 3.5 | $\dagger$ | 13.4 | 13.4 | $\dagger$ |
| Federated States of Micronesia | 412 | 0 | 412 | 121 | 0 | 121 | $\dagger$ | 29.3 | 4.1 | $\dagger$ | 4.1 | 14.0 | $\dagger$ | 14.0 |
| Guam .................................. | 897 | 633 | 264 | 311 | 228 | 83 | 36.1 | 31.4 | 5.3 | 5.3 | 5.5 | 15.4 | 14.6 | 17.5 |
| Marshall Islands ..................... | 188 | 0 | 188 | 76 | 0 | 76 | $\dagger$ | 40.5 | 4.2 | $\dagger$ | 4.2 | 10.4 | $\dagger$ | 10.4 |
| Northern Marianas .................. | 157 | 157 | 0 | 49 | 49 | 0 | 31.1 | $\dagger$ | 6.5 | 6.5 | $\dagger$ | 20.9 | 20.9 | $\dagger$ |
| Palau .................................. | 180 | 0 | 180 | 50 | 0 | 50 | $\dagger$ | 27.9 | 2.4 | $\dagger$ | 2.4 | 8.8 | $\dagger$ | 8.8 |
| Puerto Rico ........................... | 12,203 | 11,921 | 282 | 4,320 | 4,123 | 197 | 34.6 | 70.1 | 5.0 | 4.9 | 9.1 | 14.1 | 14.1 | 12.9 |
| U.S. Virgin Islands ................... | 600 | 600 | 0 | 267 | 267 | 0 | 44.6 | $\dagger$ | 3.1 | 3.1 | $\dagger$ | 7.0 | 7.0 | $\dagger$ |

## $\dagger$ Not applicable.

NOTE: Full-time-equivalent staff is the full-time staff, plus the full-time equivalent of the parttime staff. Degree-granting institutions grant associate's or higher degrees and participate in
Title IV federal financial aid programs. Data are for all degree-granting institutions, including
those with fewer than 15 employees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Human Resources component, Fall Staff section; and Spring 2016, Fall Enrollment component. (This table was prepared December 2016.)

Table 314.60. Ratios of full-time-equivalent (FTE) students to FTE staff and FTE faculty in private degree-granting postsecondary institutions, by level of institution and state or jurisdiction: Fall 2015

| State or jurisdiction | Full-time-equivalent (FTE) staff |  |  |  | FTE faculty |  |  |  | FTE faculty as a percent of FTE staff |  | FTE students per FTE staff |  | FTE students per FTE faculty |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{array}{r} \text { All } \\ \text { private } \end{array}$ | Nonprofit 4 -year | Nonprofit 2-year | For-profit | All private | Nonprofit 4-year | Nonprofit 2-year | For-profit | Nonprofit 4-year | For-profit | Nonprofit 4-year | For-profit | Nonprofit 4 -year | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 1,058,139 | 939,771 | 7,335 | 111,034 | 381,785 | 328,958 | 2,882 | 49,945 | 35.0 | 45.0 | 3.6 | 9.6 | 10.3 | 21.3 |
| Alabama | 6,155 | 4,575 | 51 | 1,529 | 2,480 | 1,768 | 25 | 687 | 38.6 | 44.9 | 5.1 | 14.9 | 13.2 | 33.2 |
| Alaska .. | 494 | 146 | 25 | 322 | 209 | 60 | 5 | 144 | 40.8 | 44.7 | 2.7 | 7.2 | 6.6 | 16.1 |
| Arizona | 20,274 | 1,657 | 0 | 18,616 | 8,160 | 676 | 0 | 7,484 | 40.8 | 40.2 | 5.1 | 12.9 | 12.6 | 32.0 |
| Arkansas .. | 3,289 | 3,024 | 167 | 99 | 1,153 | 1,021 | 84 | 48 | 33.8 | 49.0 | 4.9 | 5.4 | 14.4 | 11.0 |
| California ............................. | 92,861 | 76,642 | 211 | 16,009 | 35,015 | 27,426 | 90 | 7,499 | 35.8 | 46.8 | 3.4 | 10.2 | 9.5 | 21.9 |
| Colorado | 9,210 | 5,898 | 83 | 3,228 | 3,691 | 2,118 | 28 | 1,545 | 35.9 | 47.9 | 4.5 | 11.3 | 12.5 | 23.7 |
| Connecticut ... | 25,639 | 24,822 | 0 | 817 | 9,281 | 8,988 | 0 | 293 | 36.2 | 35.8 | 2.5 | 6.6 | 6.9 | 18.3 |
| Delaware ..... | 1,507 | 1,462 | 33 | 12 | 755 | 737 | 11 | 6 | 50.4 | 48.7 | 8.5 | 12.4 | 16.9 | 25.5 |
| District of Columbia .............. | 21,631 | 20,198 | 387 | 1,046 | 7,723 | 6,974 | 387 | 362 | 34.5 | 34.6 | 3.3 | 4.7 | 9.6 | 13.6 |
| Florida .................................. | 45,489 | 34,994 | 2,238 | 8,256 | 15,764 | 11,475 | 458 | 3,831 | 32.8 | 46.4 | 4.5 | 8.8 | 13.6 | 19.0 |
| Georgia | 24,797 | 21,612 | 256 | 2,928 | 9,687 | 8,220 | 103 | 1,365 | 38.0 | 46.6 | 3.0 | 10.7 | 7.8 | 23.0 |
| Hawaii ............................... | 1,585 | 1,425 | 0 | 160 | 639 | 544 | 0 | 94 | 38.2 | 59.0 | 6.4 | 16.5 | 16.7 | 28.0 |
| Idaho ................................. | 2,630 | 2,474 | 0 | 156 | 1,404 | 1,318 | 0 | 85 | 53.3 | 54.6 | 12.5 | 6.5 | 23.5 | 11.9 |
| Illinois | 62,490 | 56,439 | 73 | 5,977 | 22,050 | 19,669 | 31 | 2,351 | 34.8 | 39.3 | 3.3 | 7.4 | 9.6 | 18.9 |
| Indiana ............................... | 20,612 | 18,611 | 77 | 1,923 | 7,050 | 6,348 | 24 | 678 | 34.1 | 35.3 | 4.3 | 6.3 | 12.7 | 18.0 |
| lowa ...... | 12,537 | 10,199 | 0 | 2,338 | 5,156 | 3,927 | 0 | 1,229 | 38.5 | 52.6 | 4.7 | 11.7 | 12.1 | 22.2 |
| Kansas . | 5,101 | 4,157 | 0 | 944 | 2,093 | 1,727 |  | 367 | 41.5 | 38.9 | 4.8 | 13.1 | 11.5 | 33.6 |
| Kentucky ..... | 7,656 | 6,279 | 0 | 1,377 | 2,916 | 2,294 | 0 | 623 | 36.5 | 45.2 | 5.1 | 6.1 | 14.1 | 13.4 |
| Louisiana ........................... | 8,302 | 7,515 | 59 | 728 | 3,044 | 2,625 | 34 | 385 | 34.9 | 52.8 | 3.0 | 8.8 | 8.6 | 16.7 |
| Maine ................................ | 4,722 | 4,549 | 41 | 132 | 1,489 | 1,415 | 25 | 48 | 31.1 | 36.3 | 4.2 | 9.6 | 13.5 | 26.3 |
| Maryland .. | 24,057 | 23,638 | 0 | 419 | 6,998 | 6,812 |  | 186 | 28.8 | 44.4 | 1.8 | 12.7 | 6.2 | 28.7 |
| Massachusetts ..................... | 84,872 | 84,358 | 89 | 425 | 29,966 | 29,688 | 61 | 216 | 35.2 | 50.9 | 2.9 | 7.5 | 8.3 | 14.8 |
| Michigan ............................. | 13,142 | 12,455 | 0 | 687 | 5,431 | 5,100 | 0 | 331 | 40.9 | 48.2 | 5.7 | 6.3 | 13.8 | 13.1 |
| Minnesota ... | 17,629 | 12,336 | 29 | 5,265 | 7,506 | 5,012 |  | 2,485 | 40.6 | 47.2 | 4.8 | 11.5 | 11.9 | 24.4 |
| Mississippi ............................ | 2,732 | 2,457 | 0 | 276 | 1,153 | 1,031 | 0 | 121 | 42.0 | 44.0 | 5.5 | 5.9 | 13.0 | 13.4 |
| Missouri .... | 33,249 | 31,657 | 84 | 1,508 | 11,705 | 10,951 | 30 | 724 | 34.6 | 48.0 | 3.5 | 8.3 | 10.1 | 17.4 |
| Montana .. | 935 | 824 | 111 | 0 | 365 | 315 | 50 | 0 | 38.2 | $\dagger$ | 4.8 | $\dagger$ | 12.6 | $\dagger$ |
| Nebraska ... | 5,409 | 5,161 | 51 | 196 | 2,042 | 1,943 | 12 | 86 | 37.7 | 44.0 | 5.7 | 7.2 | 15.1 | 16.5 |
| Nevada | 1,428 | 745 | 56 | 627 | 706 | 359 | 27 | 320 | 48.2 | 51.0 | 4.8 | 11.2 | 9.9 | 21.9 |
| New Hampshire ................... | 10,388 | 10,130 | 16 | 242 | 3,393 | 3,269 | 11 | 113 | 32.3 | 46.8 | 5.5 | 5.4 | 17.0 | 11.6 |
| New Jersey .. | 16,836 | 15,558 | 0 | 1,278 | 5,369 | 4,767 | 0 | 602 | 30.6 | 47.1 | 4.1 | 6.8 | 13.3 | 14.5 |
| New Mexico ....................... | 816 | 297 | 0 | 519 | 371 | 101 | 0 | 270 | 33.9 | 52.0 | 3.9 | 9.4 | 11.6 | 18.0 |
| New York ....... | 149,126 | 143,310 | 336 | 5,480 | 52,301 | 49,667 | 171 | 2,463 | 34.7 | 44.9 | 3.1 | 7.3 | 9.0 | 16.1 |
| North Carolina ..................... | 37,451 | 35,819 | 133 | 1,499 | 12,435 | 11,688 | 37 | 710 | 32.6 | 47.4 | 2.4 | 8.1 | 7.5 | 17.0 |
| North Dakota ......................... | 1,043 | 995 | 0 | 48 | 386 | 365 | 0 | 21 | 36.7 | 43.8 | 4.5 | 8.9 | 12.4 | 20.3 |
| Ohio | 29,991 | 26,947 | 141 | 2,903 | 11,502 | 10,019 | 46 | 1,437 | 37.2 | 49.5 | 4.4 | 6.9 | 11.8 | 14.0 |
| Oklahoma ..... | 5,759 | 4,818 | 148 | 793 | 2,165 | 1,705 | 71 | 390 | 35.4 | 49.2 | 4.7 | 7.1 | 13.1 | 14.5 |
| Oregon ............................... | 7,377 | 6,771 | 22 | 584 | 3,051 | 2,773 |  | 271 | 40.9 | 46.3 | 5.0 | 7.1 | 12.1 | 15.3 |
| Pennsylvania ....................... | 77,479 | 72,210 | 1,417 | 3,852 | 27,151 | 24,681 | 612 | 1,859 | 34.2 | 48.2 | 3.4 | 7.4 | 10.0 | 15.4 |
| Rhode Island ....................... | 10,036 | 10,036 | 0 | 0 | 3,190 | 3,190 | 0 | 0 | 31.8 | $\dagger$ | 3.8 | $\dagger$ | 12.1 | $\dagger$ |
| South Carolina ...................... | 8,001 | 5,892 | 109 | 2,000 | 2,905 | 2,183 | 35 | 686 | 37.1 | 34.3 | 5.2 | 5.0 | 14.1 | 14.5 |
| South Dakota ....................... | 1,742 | 1,306 | 24 | 412 | 671 | 514 | 12 | 145 | 39.3 | 35.3 | 4.3 | 2.8 | 11.0 | 7.8 |
| Tennessee ..... | 38,815 | 37,036 | 82 | 1,697 | 9,693 | 8,816 | 38 | 839 | 23.8 | 49.4 | 2.0 | 8.7 | 8.4 | 17.6 |
| Texas ............................... | 37,129 | 31,969 | 275 | 4,884 | 15,221 | 12,772 | 137 | 2,311 | 40.0 | 47.3 | 3.7 | 9.4 | 9.3 | 19.9 |
| Utah .................................. | 9,786 | 9,083 | 66 | 636 | 4,144 | 3,795 | 16 | 333 | 41.8 | 52.4 | 12.3 | 7.5 | 29.5 | 14.4 |
| Vermont ............................. | 4,237 | 4,155 | 0 | 82 | 1,428 | 1,409 | 0 | 20 | 33.9 | 23.9 | 3.9 | 3.8 | 11.4 | 15.9 |
| Virginia .............................. | 22,700 | 18,635 | 144 | 3,921 | 9,027 | 7,064 | 71 | 1,891 | 37.9 | 48.2 | 5.4 | 8.3 | 14.3 | 17.3 |
| Washington ........................... | 9,128 | 8,215 | 211 | 702 | 3,850 | 3,455 | 86 | 310 | 42.1 | 44.2 | 4.6 | 8.3 | 10.8 | 18.8 |
| West Virginia ....................... | 4,216 | 1,819 | 0 | 2,397 | 1,801 | 628 | 0 | 1,173 | 34.5 | 49.0 | 4.4 | 11.0 | 12.8 | 22.4 |
| Wisconsin ........................... | 15,553 | 14,451 | 0 | 1,102 | 6,059 | 5,553 | 0 | 506 | 38.4 | 45.9 | 3.5 | 5.6 | 9.1 | 12.2 |
| Wyoming .............................. | 97 | 10 | 88 | 0 | 41 | 3 | 38 | 0 | 34.4 | $\dagger$ | 5.2 | $\dagger$ | 15.0 | $\dagger$ |
| Other jurisdictions ........ | 13,085 | 11,249 | 96 | 1,740 | 6,360 | 4,817 | 37 | 1,505 | 42.8 | 86.5 | 9.6 | 20.9 | 22.4 | 24.1 |
| American Samoa .................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Federated States of Micronesia. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Guam ................................ | 15 | 15 | 0 | 0 | 1 | 1 | 0 | 0 | 6.5 | $\dagger$ | 4.0 | $\dagger$ | 61.0 | $\dagger$ |
| Marshall Islands .................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Northern Marianas ................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Palau ................................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Puerto Rico ........................ | 13,070 | 11,234 | 96 | 1,740 | 6,359 | 4,816 | 37 | 1,505 | 42.9 | 86.5 | 9.6 | 20.9 | 22.4 | 24.1 |
| U.S. Virgin Islands ................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

## $\dagger$ Not applicable.

NOTE: Full-time-equivalent staff is the full-time staff, plus the full-time equivalent of the parttime staff. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data are for all degree-granting institutions, including those with fewer than 15 employees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Human Resources component, Fall Staff section; and Spring 2016, Fall Enrollment component. (This table was prepared December 2016.)

Table 315.10. Number of faculty in degree-granting postsecondary institutions, by employment status, sex, control, and level of institution: Selected years, fall 1970 through fall 2015

| Year | Total | Employment status |  |  | Sex |  |  | Control |  |  |  | Level |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Full-time | Part-time | Percent full-time | Males | Females | Percent female | Public | Private |  |  | 4-year | 2-year |
|  |  |  |  |  |  |  |  |  | Total | Nonprofit | For-profit |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1970 | 474,000 | 369,000 | 104,000 | 77.8 | - | - | - | 314,000 | 160,000 | - | - | 382,000 | 92,000 |
| $1971{ }^{1}$ | 492,000 | 379,000 | 113,000 | 77.0 | - | - | - | 333,000 | 159,000 | - | - | 387,000 | 105,000 |
| 1972 | 500,000 | 380,000 | 120,000 | 76.0 | - | - | - | 343,000 | 157,000 | - | - | 384,000 | 116,000 |
| 19731 | 527,000 | 389,000 | 138,000 | 73.8 | - | - | - | 365,000 | 162,000 | - | - | 401,000 | 126,000 |
| 19741 | 567,000 | 406,000 | 161,000 | 71.6 | - | - | - | 397,000 | 170,000 | - | - | 427,000 | 140,000 |
| 19751 | 628,000 | 440,000 | 188,000 | 70.1 | - | - | - | 443,000 | 185,000 | - | - | 467,000 | 161,000 |
| 1976 | 633,000 | 434,000 | 199,000 | 68.6 | - | - | - | 449,000 | 184,000 | - | - | 467,000 | 166,000 |
| 1977 | 678,000 | 448,000 | 230,000 | 66.1 | - | - | - | 492,000 | 186,000 | - | - | 485,000 | 193,000 |
| 19791 | 675,000 | 445,000 | 230,000 | 65.9 | - | - | - | 488,000 | 187,000 | - | - | 494,000 | 182,000 |
| $1980^{1}$.................................. | 686,000 | 450,000 | 236,000 | 65.6 | - | - | - | 495,000 | 191,000 | - | - | 494,000 | 192,000 |
| 1981. | 705,000 | 461,000 | 244,000 | 65.4 | - | - | - | 509,000 | 196,000 | - | - | 493,000 | 212,000 |
| $1982{ }^{1}$ | 710,000 | 462,000 | 248,000 | 65.1 | - | - | - | 506,000 | 204,000 | - | - | 493,000 | 217,000 |
| 1983 | 724,000 | 471,000 | 254,000 | 65.1 | - | - | - | 512,000 | 212,000 | - | - | 504,000 | 220,000 |
| 19841 | 717,000 | 462,000 | 255,000 | 64.4 | - | - | - | 505,000 | 212,000 | - | - | 504,000 | 213,000 |
| 19851 | 715,000 | 459,000 | 256,000 | 64.2 | - | - | - | 503,000 | 212,000 | - | - | 504,000 | 211,000 |
| $1986{ }^{1}$ | 722,000 | 459,000 | 263,000 | 63.6 | - - | - | - | 510,000 | 212,000 | - | - | 506,000 | 216,000 |
| $1987{ }^{2}$ | 793,070 | 523,420 | 269,650 | 66.0 | 529,413 | 263,657 | 33.2 | 552,749 | 240,321 | - | - | 547,505 | 245,565 |
| 19892 | 824,220 | 524,426 | 299,794 | 63.6 | 534,254 | 289,966 | 35.2 | 577,298 | 246,922 | - | - | 583,700 | 240,520 |
| $1991{ }^{2}$ | 826,252 | 535,623 | 290,629 | 64.8 | 525,599 | 300,653 | 36.4 | 580,908 | 245,344 | 236,066 | 9,278 | 591,269 | 234,983 |
| $1993{ }^{2}$ | 915,474 | 545,706 | 369,768 | 59.6 | 561,123 | 354,351 | 38.7 | 650,434 | 265,040 | 254,130 | 10,910 | 625,969 | 289,505 |
| $1995{ }^{2}$ | 931,706 | 550,822 | 380,884 | 59.1 | 562,893 | 368,813 | 39.6 | 656,833 | 274,873 | 260,900 | 13,973 | 647,059 | 284,647 |
| $1997{ }^{2}$ | 989,813 | 568,719 | 421,094 | 57.5 | 587,420 | 402,393 | 40.7 | 694,560 | 295,253 | 271,257 | 23,996 | 682,650 | 307,163 |
| $1999{ }^{2}$ | 1,027,830 | 590,937 | 436,893 | 57.5 | 602,469 | 425,361 | 41.4 | 713,325 | 314,505 | 284,652 | 29,853 | 713,823 | 314,007 |
| $2001{ }^{2}$ | 1,113,183 | 617,868 | 495,315 | 55.5 | 644,514 | 468,669 | 42.1 | 771,124 | 342,059 | 306,487 | 35,572 | 764,172 | 349,011 |
| $2003^{2}$................................. | 1,173,593 | 630,092 | 543,501 | 53.7 | 663,723 | 509,870 | 43.4 | 791,766 | 381,827 | 330,097 | 51,730 | 814,289 | 359,304 |
| $2005{ }^{2}$ | 1,290,426 | 675,624 | 614,802 | 52.4 | 714,453 | 575,973 | 44.6 | 841,188 | 449,238 | 361,523 | 87,715 | 916,996 | 373,430 |
| $2007{ }^{2}$ | 1,371,390 | 703,463 | 667,927 | 51.3 | 743,812 | 627,578 | 45.8 | 877,146 | 494,244 | 385,875 | 108,369 | 990,849 | 380,541 |
| 20092 | 1,439,074 | 729,152 | 709,922 | 50.7 | 761,002 | 678,072 | 47.1 | 913,788 | 525,286 | 408,382 | 116,904 | 1,038,349 | 400,725 |
| $2011{ }^{2}$ | 1,524,469 | 762,114 | 762,355 | 50.0 | 789,567 | 734,902 | 48.2 | 954,159 | 570,310 | 432,630 | 137,680 | 1,115,642 | 408,827 |
| $2013{ }^{2}$ | 1,545,381 | 791,378 | 754,003 | 51.2 | 791,971 | 753,410 | 48.8 | 968,734 | 576,647 | 449,072 | 127,575 | 1,151,638 | 393,743 |
| $2015^{2}$................................. | 1,551,015 | 807,032 | 743,983 | 52.0 | 788,829 | 762,186 | 49.1 | 970,022 | 580,993 | 472,366 | 108,627 | 1,179,743 | 371,272 |

## -Not available.

${ }^{1}$ Estimated on the basis of enrollment. For methodological details on estimates, see National
Center for Education Statistics, Projections of Education Statistics to 2000.
${ }^{2}$ Because of revised survey methods, data are not directly comparable with figures for years prior to 1987.
NOTE: Includes faculty members with the title of professor, associate professor, assistant professor, instructor, lecturer, assisting professor, adjunct professor, or interim professor (or the equivalent). Excluded are graduate students with titles such as graduate or teaching fellow who assist senior faculty. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more

2-year colleges and excludes a few higher education institutions that did not grant degrees. Beginning in 2007, includes institutions with fewer than 15 full-time employees; these institutions did not report staff data prior to 2007. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), Employees in Institutions of Higher Education, 1970 and 1972, and "Staff Survey" 1976; Projections of Education Statistics to 2000; Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:87-99); IPEDS Winter 2001-02 through Winter 2011-12, Human Resources component, Fall Staff section; IPEDS Spring 2014 and Spring 2016, Human Resources component, Fall Staff section; and U.S. Equal Employment Opportunity Commission, Higher Education Staff Information Survey (EEO-6), 1977, 1981, and 1983. (This table was prepared December 2016.)

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: Fall 2011, fall 2013, and fall 2015

| Year, sex, and academic rank | Total | White | Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races |  |  |  |  |  |  |  |  | Race/ ethnicity unknown | $\begin{array}{r} \text { Non- } \\ \text { resident- } \\ \text { alien }^{2} \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Asia | acific Isla |  | American |  |  |  |
|  |  |  | Total | Percent ${ }^{1}$ | Black | Hispanic | Total | Asian | Pacific Islander | Alaska Native | more races |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 2011 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 762,114 | 564,218 | 147,495 | 20.7 | 41,662 | 31,335 | 66,842 | 65,469 | 1,373 | 3,534 | 4,122 | 16,999 | 33,402 |
| Professors. | 181,509 | 150,364 | 27,559 | 15.5 | 6,517 | 5,180 | 14,617 | 14,425 | 192 | 589 | 656 | 2,202 | 1,384 |
| Associate professors | 155,201 | 119,415 | 30,605 | 20.4 | 8,695 | 6,144 | 14,364 | 14,129 | 235 | 597 | 805 | 2,477 | 2,704 |
| Assistant professors | 174,052 | 118,022 | 39,986 | 25.3 | 10,994 | 7,428 | 19,820 | 19,445 | 375 | 701 | 1,043 | 4,926 | 11,118 |
| Instructors | 109,042 | 80,690 | 23,162 | 22.3 | 8,602 | 6,907 | 5,807 | 5,448 | 359 | 981 | 865 | 3,262 | 1,928 |
| Lecturers | 34,473 | 25,821 | 6,261 | 19.5 | 1,688 | 1,773 | 2,455 | 2,420 | 35 | 135 | 210 | 848 | 1,543 |
| Other faculty | 107,837 | 69,906 | 19,922 | 22.2 | 5,166 | 3,903 | 9,779 | 9,602 | 177 | 531 | 543 | 3,284 | 14,725 |
| $2013{ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 791,378 | 575,507 | 157,476 | 21.5 | 43,148 | 33,207 | 72,266 | 71,057 | 1,209 | 3,567 | 5,288 | 19,988 | 38,407 |
| Professors | 181,524 | 148,603 | 29,070 | 16.4 | 6,653 | 5,587 | 15,419 | 15,249 | 170 | 569 | 842 | 2,328 | 1,523 |
| Associate professors | 155,449 | 117,136 | 32,602 | 21.8 | 8,817 | 6,385 | 15,836 | 15,653 | 183 | 592 | 972 | 2,867 | 2,844 |
| Assistant professors | 166,562 | 112,641 | 38,080 | 25.3 | 10,555 | 7,136 | 18,454 | 18,121 | 333 | 685 | 1,250 | 5,736 | 10,105 |
| Instructors .... | 99,301 | 73,882 | 20,677 | 21.9 | 7,426 | 6,343 | 5,248 | 4,962 | 286 | 875 | 785 | 3,158 | 1,584 |
| Lecturers | 37,810 | 28,415 | 6,675 | 19.0 | 1,743 | 2,038 | 2,474 | 2,441 | 33 | 125 | 295 | 1,161 | 1,559 |
| Other faculty ..................................... | 150,732 | 94,830 | 30,372 | 24.3 | 7,954 | 5,718 | 14,835 | 14,631 | 204 | 721 | 1,144 | 4,738 | 20,792 |
| Males | 436,470 | 316,923 | 83,904 | 20.9 | 18,899 | 17,193 | 43,525 | 42,933 | 592 | 1,742 | 2,545 | 10,817 | 24,826 |
| Professors | 125,905 | 102,593 | 20,438 | 16.6 | 4,013 | 3,662 | 11,888 | 11,778 | 110 | 347 | 528 | 1,669 | 1,205 |
| Associate professors .. | 87,615 | 65,493 | 18,567 | 22.1 | 4,324 | 3,535 | 9,911 | 9,824 | 87 | 287 | 510 | 1,731 | 1,824 |
| Assistant professors | 82,600 | 54,889 | 18,423 | 25.1 | 4,173 | 3,510 | 9,913 | 9,751 | 162 | 305 | 522 | 2,978 | 6,310 |
| Instructors | 42,942 | 32,065 | 8,671 | 21.3 | 2,709 | 2,890 | 2,311 | 2,186 | 125 | 428 | 333 | 1,356 | 850 |
| Lecturers | 17,066 | 12,891 | 2,788 | 17.8 | 767 | 839 | 1,007 | 998 | 9 | 44 | 131 | 585 | 802 |
| Other faculty ... | 80,342 | 48,992 | 15,017 | 23.5 | 2,913 | 2,757 | 8,495 | 8,396 | 99 | 331 | 521 | 2,498 | 13,835 |
| Females | 354,908 | 258,584 | 73,572 | 22.1 | 24,249 | 16,014 | 28,741 | 28,124 | 617 | 1,825 | 2,743 | 9,171 | 13,581 |
| Professors ... | 55,619 | 46,010 | 8,632 | 15.8 | 2,640 | 1,925 | 3,531 | 3,471 | 60 | 222 | 314 | 659 | 318 |
| Associate professors .. | 67,834 | 51,643 | 14,035 | 21.4 | 4,493 | 2,850 | 5,925 | 5,829 | 96 | 305 | 462 | 1,136 | 1,020 |
| Assistant professors | 83,962 | 57,752 | 19,657 | 25.4 | 6,382 | 3,626 | 8,541 | 8,370 | 171 | 380 | 728 | 2,758 | 3,795 |
| Instructors | 56,359 | 41,817 | 12,006 | 22.3 | 4,717 | 3,453 | 2,937 | 2,776 | 161 | 447 | 452 | 1,802 | 734 |
| Lecturers . | 20,744 | 15,524 | 3,887 | 20.0 | 976 | 1,199 | 1,467 | 1,443 | 24 | 81 | 164 | 576 | 757 |
| Other faculty ....... | 70,390 | 45,838 | 15,355 | 25.1 | 5,041 | 2,961 | 6,340 | 6,235 | 105 | 390 | 623 | 2,240 | 6,957 |
| $2015{ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 807,032 | 575,657 | 167,367 | 22.5 | 44,146 | 35,786 | 77,422 | 76,265 | 1,157 | 3,533 | 6,480 | 22,364 | 41,644 |
| Professors . | 182,204 | 146,964 | 31,142 | 17.5 | 6,720 | 5,956 | 16,924 | 16,720 | 204 | 598 | 944 | 2,478 | 1,620 |
| Associate professors | 157,799 | 116,511 | 35,107 | 23.2 | 9,077 | 6,967 | 17,259 | 17,041 | 218 | 609 | 1,195 | 3,066 | 3,115 |
| Assistant professors . | 173,031 | 114,994 | 40,194 | 25.9 | 10,850 | 7,615 | 19,421 | 19,122 | 299 | 639 | 1,669 | 6,535 | 11,308 |
| Instructors ... | 99,286 | 72,487 | 21,630 | 23.0 | 7,280 | 6,881 | 5,667 | 5,438 | 229 | 860 | 942 | 3,551 | 1,618 |
| Lecturers . | 40,958 | 30,568 | 7,649 | 20.0 | 2,084 | 2,368 | 2,691 | 2,654 | 37 | 142 | 364 | 1,228 | 1,513 |
| Other faculty ........................................ | 153,754 | 94,133 | 31,645 | 25.2 | 8,135 | 5,999 | 15,460 | 15,290 | 170 | 685 | 1,366 | 5,506 | 22,470 |
| Males | 438,789 | 312,185 | 87,781 | 21.9 | 19,032 | 18,259 | 45,718 | 45,095 | 623 | 1,727 | 3,045 | 12,092 | 26,731 |
| Professors | 124,364 | 99,759 | 21,598 | 17.8 | 4,010 | 3,827 | 12,816 | 12,670 | 146 | 364 | 581 | 1,740 | 1,267 |
| Associate professors ........................ | 87,317 | 64,010 | 19,520 | 23.4 | 4,333 | 3,800 | 10,501 | 10,390 | 111 | 288 | 598 | 1,833 | 1,954 |
| Assistant professors ............... | 84,762 | 55,186 | 19,118 | 25.7 | 4,171 | 3,692 | 10,263 | 10,120 | 143 | 290 | 702 | 3,398 | 7,060 |
| Instructors .................................... | 42,936 | 31,457 | 8,964 | 22.2 | 2,570 | 3,118 | 2,485 | 2,375 | 110 | 425 | 366 | 1,654 | 861 |
| Lecturers ...................................... | 18,372 | 13,885 | 3,136 | 18.4 | 871 | 1,009 | 1,043 | 1,030 | 13 | 58 | 155 | 623 | 728 |
| Other faculty .................................. | 81,038 | 47,888 | 15,445 | 24.4 | 3,077 | 2,813 | 8,610 | 8,510 | 100 | 302 | 643 | 2,844 | 14,861 |
| Females .......................................... | 368,243 | 263,472 | 79,586 | 23.2 | 25,114 | 17,527 | 31,704 | 31,170 | 534 | 1,806 | 3,435 | 10,272 | 14,913 |
| Professors ..................................... | 57,840 | 47,205 | 9,544 | 16.8 | 2,710 | 2,129 | 4,108 | 4,050 | 58 | 234 | 363 | 738 | 353 |
| Associate professors ........................ | 70,482 | 52,501 | 15,587 | 22.9 | 4,744 | 3,167 | 6,758 | 6,651 | 107 | 321 | 597 | 1,233 | 1,161 |
| Assistant professors ......................... | 88,269 | 59,808 | 21,076 | 26.1 | 6,679 | 3,923 | 9,158 | 9,002 | 156 | 349 | 967 | 3,137 | 4,248 |
| Instructors ..................................... | 56,350 | 41,030 | 12,666 | 23.6 | 4,710 | 3,763 | 3,182 | 3,063 | 119 | 435 | 576 | 1,897 | 757 |
| Lecturers ....................................... | 22,586 | 16,683 | 4,513 | 21.3 | 1,213 | 1,359 | 1,648 | 1,624 | 24 | 84 | 209 | 605 | 785 |
| Other faculty .................................... | 72,716 | 46,245 | 16,200 | 25.9 | 5,058 | 3,186 | 6,850 | 6,780 | 70 | 383 | 723 | 2,662 | 7,609 |

${ }^{1}$ Combined total of faculty who were Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races as a percentage of total faculty, excluding race/ethnicity unknown and nonresident alien.
${ }^{2}$ Race/ethnicity not collected.
${ }^{3}$ Only instructional faculty were classified by academic rank. Primarily research and primarily public service faculty, as well as faculty without ranks, appear under "other faculty." NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes institutions with fewer than 15 full-time
employees; these institutions did not report staff data prior to 2007. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2011-12, Human Resources component, Fall Staff section; and IPEDS Spring 2014 and Spring 2016, Human Resources component, Fall Staff section. (This table was prepared December 2016.)

Table 316.10. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970-71 through 2015-16

| Sex and academic year | All faculty | Academic rank |  |  |  |  |  | Public institutions |  |  | Private institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Professor | Associate professor | Assistant professor | Instructor | Lecturer | No rank | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\$ 12,710$ 16,659 | \$17,958 | $\$ 13,563$ 17,065 | $\$ 11,176$ 13,986 | $\$ 9,360$ 13,672 | $\$ 11,196$ 12,906 | $\$ 12,333$ 15,196 | \$12,953 16,942 | $\$ 13,121$ 17,400 | $\$ 12,644$ 15,820 | $\$ 11,619$ 15,921 | $\$ 11,824$ 16,116 | $\$ 8,664$ 10,901 |
|  | 23,302 | 30,753 | 23,214 | 18,901 | 15,178 | 17,301 | 22,334 | 23,745 | 24,373 | 22,177 | 22,093 | 22,325 | 15,065 |
|  | 27,196 | 35,540 | 26,921 | 22,056 | 17,601 | 20,072 | 25,557 | 27,488 | 28,293 | 25,567 | 26,393 | 26,691 | 16,595 |
|  | 30,447 | 39,743 | 29,945 | 24,668 | 20,230 | 22,334 | 27,683 | 30,646 | 31,764 | 27,864 | 29,910 | 30,247 | 18,510 |
| 1985-86 .. | 32,392 | 42,268 | 31,787 | 26,277 | 20,918 | 23,770 | 29,088 | 32,750 | 34,033 | 29,590 | 31,402 | 31,732 | 19,436 |
| 1987-88 ... | 35,897 | 47,040 | 35,231 | 29,110 | 22,728 | 25,977 | 31,532 | 36,231 | 37,840 | 32,209 | 35,049 | 35,346 | 21,867 |
| 1989-90 ... | 40,133 | 52,810 | 39,392 | 32,689 | 25,030 | 28,990 | 34,559 | 40,416 | 42,365 | 35,516 | 39,464 | 39,817 | 24,601 |
| 1990-91.... | 42,165 | 55,540 | 41,414 | 34,434 | 26,332 | 30,097 | 36,395 | 42,317 | 44,510 | 37,055 | 41,788 | 42,224 | 24,088 |
| 1991-92 ... | 43,851 | 57,433 | 42,929 | 35,745 | 30,916 | 30,456 | 37,783 | 43,641 | 45,638 | 38,959 | 44,376 | 44,793 | 25,673 |
| 1992-93 ... | 44,714 | 58,788 | 43,945 | 36,625 | 28,499 | 30,543 | 37,771 | 44,197 | 46,515 | 38,935 | 45,985 | 46,427 | 26,105 |
| 1993-94.... | 46,364 | 60,649 | 45,278 | 37,630 | 28,828 | 32,729 | 40,584 | 45,920 | 48,019 | 41,040 | 47,465 | 47,880 | 28,435 |
| 1994-95.... | 47,811 | 62,709 | 46,713 | 38,756 | 29,665 | 33,198 | 41,227 | 47,432 | 49,738 | 42,101 | 48,741 | 49,379 | 25,613 |
| 1995-96 ... | 49,309 | 64,540 | 47,966 | 39,696 | 30,344 | 34,136 | 42,996 | 48,837 | 51,172 | 43,295 | 50,466 | 50,819 | 31,915 |
| 1996-97 ................. | 50,829 | 66,659 | 49,307 | 40,687 | 31,193 | 34,962 | 44,200 | 50,303 | 52,718 | 44,584 | 52,112 | 52,443 | 32,628 |
| 1997-98 .. | 52,335 | 68,731 | 50,828 | 41,830 | 32,449 | 35,484 | 45,268 | 51,638 | 54,114 | 45,919 | 54,039 | 54,379 | 33,592 |
| 1998-99 ... | 54,097 | 71,322 | 52,576 | 43,348 | 33,819 | 36,819 | 46,250 | 53,319 | 55,948 | 47,285 | 55,981 | 56,284 | 34,821 |
| 1999-2000 | 55,888 | 74,410 | 54,524 | 44,978 | 34,918 | 38,194 | 47,389 | 55,011 | 57,950 | 48,240 | 58,013 | 58,323 | 35,925 |
| 2001-02.... | 59,742 | 80,792 | 58,724 | 48,796 | 46,959 | 41,798 | 46,569 | 58,524 | 62,013 | 50,837 | 62,818 | 63,088 | 33,139 |
| 2002-03 .......... | 61,330 | 83,466 | 60,471 | 50,552 | 48,304 | 42,622 | 46,338 | 60,014 | 63,486 | 52,330 | 64,533 | 64,814 | 34,826 |
| 2003-04 . | 62,579 | 85,333 | 61,746 | 51,798 | 49,065 | 43,648 | 47,725 | 60,874 | 64,340 | 53,076 | 66,666 | 66,932 | 36,322 |
| 2004-05.... | 64,234 | 88,158 | 63,558 | 53,308 | 49,730 | 44,514 | 48,942 | 62,346 | 66,053 | 53,932 | 68,755 | 68,995 | 37,329 |
| 2005-06 ... | 66,172 | 91,208 | 65,714 | 55,106 | 50,883 | 45,896 | 50,425 | 64,158 | 67,951 | 55,405 | 71,016 | 71,263 | 38,549 |
| 2006-07 ... | 68,585 | 94,870 | 68,153 | 57,143 | 53,278 | 47,478 | 52,161 | 66,566 | 70,460 | 57,466 | 73,419 | 73,636 | 41,138 |
| 2007-08.... | 71,085 | 98,548 | 70,826 | 59,294 | 55,325 | 49,392 | 54,405 | 68,981 | 72,857 | 59,646 | 76,133 | 76,341 | 43,402 |
| 2008-09 ... | 73,570 | 102,346 | 73,439 | 61,550 | 56,918 | 51,188 | 56,370 | 71,237 | 75,245 | 61,433 | 79,147 | 79,410 | 43,542 |
| 2009-10 ... | 74,620 | 103,682 | 74,125 | 62,245 | 57,791 | 52,185 | 56,803 | 72,178 | 76,147 | 62,264 | 80,379 | 80,597 | 44,748 |
| 2010-11 ... | 75,481 | 104,961 | 75,107 | 63,136 | 58,003 | 52,584 | 56,549 | 72,715 | 76,857 | 62,359 | 81,897 | 82,098 | 45,146 |
| 2011-12 ... | 76,567 | 107,090 | 76,177 | 64,011 | 58,350 | 53,359 | 56,898 | 73,496 | 77,843 | 62,553 | 83,540 | 83,701 | 47,805 |
| 2012-13 .................. | 77,278 | 108,074 | 77,029 | 64,673 | 57,674 | 53,072 | 58,752 | 73,877 | 78,012 | 62,907 | 84,932 | 85,096 | 44,978 |
| 2013-14. | 78,733 | 109,998 | 78,693 | 66,093 | 58,240 | 54,566 | 59,161 | 75,491 | 79,897 | 63,714 | 86,178 | 86,390 | 44,598 |
| 2014-15 .... | 80,157 | 112,825 | 80,335 | 67,589 | 59,208 | 55,335 | 58,305 | 76,811 | 81,372 | 64,116 | 87,605 | 88,212 | 38,168 |
| 2015-16 ...................... | 82,101 | 115,392 | 82,101 | 69,315 | 60,844 | 57,270 | 60,738 | 78,856 | 83,398 | 65,965 | 89,549 | 89,992 | 31,296 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1975-76.. | 17,414 | 22,902 | 17,209 | 14,174 | 14,430 | 13,579 | 15,761 | 17,661 | 18,121 | 16,339 | 16,784 | 16,946 | 11,378 |
| 1980-81. | 24,499 | 31,082 | 23,451 | 19,227 | 15,545 | 18,281 | 23,170 | 24,873 | 25,509 | 22,965 | 23,493 | 23,669 | 16,075 |
| 1982-83 .... | 28,664 | 35,956 | 27,262 | 22,586 | 18,160 | 21,225 | 26,541 | 28,851 | 29,661 | 26,524 | 28,159 | 28,380 | 17,346 |
| 1984-85 .................. | 32,182 | 40,269 | 30,392 | 25,330 | 21,159 | 23,557 | 28,670 | 32,240 | 33,344 | 28,891 | 32,028 | 32,278 | 19,460 |
| 1985-86 | 34,294 | 42,833 | 32,273 | 27,094 | 21,693 | 25,238 | 30,267 | 34,528 | 35,786 | 30,758 | 33,656 | 33,900 | 20,412 |
| 1987-88 .. | 38,112 | 47,735 | 35,823 | 30,086 | 23,645 | 27,652 | 32,747 | 38,314 | 39,898 | 33,477 | 37,603 | 37,817 | 22,641 |
| 1989-90 ... | 42,763 | 53,650 | 40,131 | 33,781 | 25,933 | 31,162 | 35,980 | 42,959 | 44,834 | 37,081 | 42,312 | 42,595 | 25,218 |
| 1990-91.... | 45,065 | 56,549 | 42,239 | 35,636 | 27,388 | 32,398 | 38,036 | 45,084 | 47,168 | 38,787 | 45,019 | 45,319 | 25,937 |
| 1991-92 ............ | 46,848 | 58,494 | 43,814 | 36,969 | 33,359 | 32,843 | 39,422 | 46,483 | 48,401 | 40,811 | 47,733 | 48,042 | 26,825 |
| 1992-93.. | 47,866 | 59,972 | 44,855 | 37,842 | 29,583 | 32,512 | 39,365 | 47,175 | 49,392 | 40,725 | 49,518 | 49,837 | 27,402 |
| 1993-94 ... | 49,579 | 61,857 | 46,229 | 38,794 | 29,815 | 34,796 | 42,251 | 48,956 | 50,989 | 42,938 | 51,076 | 51,397 | 30,783 |
| 1994-95 ... | 51,228 | 64,046 | 47,705 | 39,923 | 30,528 | 35,082 | 43,103 | 50,629 | 52,874 | 44,020 | 52,653 | 53,036 | 29,639 |
| 1995-96 .... | 52,814 | 65,949 | 49,037 | 40,858 | 30,940 | 36,135 | 44,624 | 52,163 | 54,448 | 45,209 | 54,364 | 54,649 | 33,301 |
| 1996-97 ...................... | 54,465 | 68,214 | 50,457 | 41,864 | 31,738 | 36,932 | 45,688 | 53,737 | 56,162 | 46,393 | 56,185 | 56,453 | 34,736 |
| 1997-98 .... | 56,115 | 70,468 | 52,041 | 43,017 | 33,070 | 37,481 | 46,822 | 55,191 | 57,744 | 47,690 | 58,293 | 58,576 | 36,157 |
| 1998-99 ... | 58,048 | 73,260 | 53,830 | 44,650 | 34,741 | 38,976 | 47,610 | 57,038 | 59,805 | 48,961 | 60,392 | 60,641 | 38,040 |
| 1999-2000.. | 60,084 | 76,478 | 55,939 | 46,414 | 35,854 | 40,202 | 48,788 | 58,984 | 62,030 | 50,033 | 62,631 | 62,905 | 38,636 |
| 2001-02 ..................... | 64,320 | 83,356 | 60,300 | 50,518 | 48,844 | 44,519 | 48,049 | 62,835 | 66,577 | 52,360 | 67,871 | 68,100 | 33,395 |
| 2002-03 ...................... | 66,126 | 86,191 | 62,226 | 52,441 | 50,272 | 45,469 | 47,412 | 64,564 | 68,322 | 53,962 | 69,726 | 69,976 | 34,291 |
| 2003-04 ..................... | 67,485 | 88,262 | 63,466 | 53,649 | 50,985 | 46,214 | 48,973 | 65,476 | 69,248 | 54,623 | 72,021 | 72,250 | 35,604 |
| 2004-05.... | 69,337 | 91,290 | 65,394 | 55,215 | 51,380 | 46,929 | 50,102 | 67,130 | 71,145 | 55,398 | 74,318 | 74,540 | 34,970 |
| 2005-06 ...................... | 71,569 | 94,733 | 67,654 | 57,099 | 52,519 | 48,256 | 51,811 | 69,191 | 73,353 | 56,858 | 76,941 | 77,143 | 38,215 |
| 2006-07 ...................... | 74,167 | 98,563 | 70,168 | 59,150 | 55,061 | 49,641 | 53,665 | 71,797 | 76,072 | 58,971 | 79,491 | 79,663 | 41,196 |
| 2007-08 ........................ | 76,935 | 102,555 | 72,940 | 61,368 | 57,116 | 51,804 | 56,196 | 74,389 | 78,673 | 61,166 | 82,681 | 82,850 | 42,995 |
| 2008-09 ... | 79,706 | 106,759 | 75,634 | 63,726 | 58,819 | 53,777 | 58,341 | 76,897 | 81,394 | 62,870 | 86,008 | 86,205 | 43,871 |
| 2009-10 ...................... | 80,881 | 108,225 | 76,400 | 64,451 | 59,793 | 54,947 | 58,647 | 77,948 | 82,423 | 63,697 | 87,382 | 87,546 | 44,500 |
| 2010-11 ... | 81,873 | 109,656 | 77,429 | 65,391 | 59,851 | 55,457 | 58,392 | 78,609 | 83,279 | 63,745 | 89,000 | 89,160 | 44,542 |
| 2011-12 ..................... | 83,150 | 112,066 | 78,560 | 66,303 | 60,066 | 56,367 | 58,807 | 79,544 | 84,444 | 63,918 | 90,840 | 90,976 | 45,250 |
| 2012-13 ...................... | 83,979 | 113,311 | 79,423 | 67,085 | 59,350 | 55,759 | 61,086 | 80,016 | 84,700 | 64,282 | 92,385 | 92,530 | 42,906 |
| 2013-14 ...................... | 85,545 | 115,466 | 81,178 | 68,492 | 59,777 | 57,218 | 61,511 | 81,703 | 86,646 | 65,076 | 93,898 | 94,065 | 44,277 |
| 2014-15 ...................... | 87,199 | 118,573 | 82,954 | 70,260 | 60,707 | 58,441 | 60,310 | 83,291 | 88,393 | 65,513 | 95,455 | 96,041 | 37,389 |
| 2015-16 ...................... | 89,190 | 121,363 | 84,713 | 72,159 | 62,303 | 60,364 | 63,004 | 85,349 | 90,459 | 67,300 | 97,590 | 98,041 | 30,050 |

[^98]Table 316.10. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970-71 through 2015-16-Continued

| Sex and academic year | All faculty | Academic rank |  |  |  |  |  | Public institutions |  |  | Private institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Professor | Associate professor | Assistant professor | Instructor | Lecturer | No rank | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1975-76 | 14,308 | 20,308 | 16,364 | 13,522 | 12,572 | 11,901 | 14,094 | 14,762 | 14,758 | 14,769 | 13,030 | 13,231 | 10,201 |
| 1980-81. | 19,996 | 27,959 | 22,295 | 18,302 | 14,854 | 16,168 | 20,843 | 20,673 | 20,608 | 20,778 | 18,073 | 18,326 | 13,892 |
| 1982-83. | 23,261 | 32,221 | 25,738 | 21,130 | 17,102 | 18,830 | 23,855 | 23,892 | 23,876 | 23,917 | 21,451 | 21,785 | 15,845 |
| 1984-85 ...................... | 25,941 | 35,824 | 28,517 | 23,575 | 19,362 | 21,004 | 26,050 | 26,566 | 26,813 | 26,172 | 24,186 | 24,560 | 17,575 |
| 1985-86 | 27,576 | 38,252 | 30,300 | 24,966 | 20,237 | 22,273 | 27,171 | 28,299 | 28,680 | 27,693 | 25,523 | 25,889 | 18,504 |
| 1987-88 | 30,499 | 42,371 | 33,528 | 27,600 | 21,962 | 24,370 | 29,605 | 31,215 | 31,820 | 30,228 | 28,621 | 28,946 | 21,215 |
| 1989-90 | 34,183 | 47,663 | 37,469 | 31,090 | 24,320 | 26,995 | 32,528 | 34,796 | 35,704 | 33,307 | 32,650 | 33,010 | 24,002 |
| 1990-91... | 35,881 | 49,728 | 39,329 | 32,724 | 25,534 | 28,111 | 34,179 | 36,459 | 37,573 | 34,720 | 34,359 | 34,898 | 22,585 |
| 1991-92 ...................... | 37,534 | 51,621 | 40,766 | 34,063 | 28,873 | 28,550 | 35,622 | 37,800 | 38,634 | 36,517 | 36,828 | 37,309 | 24,683 |
| 1992-93. | 38,385 | 52,755 | 41,861 | 35,032 | 27,700 | 28,922 | 35,792 | 38,356 | 39,470 | 36,710 | 38,460 | 38,987 | 25,068 |
| 1993-94 | 40,058 | 54,746 | 43,178 | 36,169 | 28,136 | 31,048 | 38,474 | 40,118 | 41,031 | 38,707 | 39,902 | 40,378 | 26,142 |
| 1994-95.. | 41,369 | 56,555 | 44,626 | 37,352 | 29,072 | 31,677 | 38,967 | 41,548 | 42,663 | 39,812 | 40,908 | 41,815 | 22,851 |
| 1995-96 ... | 42,871 | 58,318 | 45,803 | 38,345 | 29,940 | 32,584 | 41,085 | 42,871 | 43,986 | 41,086 | 42,871 | 43,236 | 30,671 |
| 1996-97 ........................ | 44,325 | 60,160 | 47,101 | 39,350 | 30,819 | 33,415 | 42,474 | 44,306 | 45,402 | 42,531 | 44,374 | 44,726 | 30,661 |
| 1997-98 | 45,775 | 61,965 | 48,597 | 40,504 | 32,011 | 33,918 | 43,491 | 45,648 | 46,709 | 43,943 | 46,106 | 46,466 | 30,995 |
| 1998-99 | 47,421 | 64,236 | 50,347 | 41,894 | 33,152 | 35,115 | 44,723 | 47,247 | 48,355 | 45,457 | 47,874 | 48,204 | 31,524 |
| 1999-2000 | 48,997 | 67,079 | 52,091 | 43,367 | 34,228 | 36,607 | 45,865 | 48,714 | 50,168 | 46,340 | 49,737 | 50,052 | 32,951 |
| 2001-02 ..... | 52,662 | 72,542 | 56,186 | 46,824 | 45,262 | 39,538 | 45,003 | 52,123 | 53,895 | 49,290 | 54,149 | 54,434 | 32,921 |
| 2002-03 ........................ | 54,105 | 75,028 | 57,716 | 48,380 | 46,573 | 40,265 | 45,251 | 53,435 | 55,121 | 50,717 | 55,881 | 56,158 | 35,296 |
| 2003-04 | 55,378 | 76,652 | 59,095 | 49,689 | 47,404 | 41,536 | 46,519 | 54,408 | 56,117 | 51,591 | 57,921 | 58,192 | 36,896 |
| 2004-05.. | 56,926 | 79,160 | 60,809 | 51,154 | 48,351 | 42,455 | 47,860 | 55,780 | 57,714 | 52,566 | 59,919 | 60,143 | 39,291 |
| 2005-06 ... | 58,665 | 81,514 | 62,860 | 52,901 | 49,533 | 43,934 | 49,172 | 57,462 | 59,437 | 54,082 | 61,830 | 62,092 | 38,786 |
| 2006-07 .... | 61,016 | 85,090 | 65,237 | 54,974 | 51,832 | 45,693 | 50,812 | 59,781 | 61,875 | 56,127 | 64,246 | 64,481 | 41,099 |
| 2007-08 ........................ | 63,347 | 88,301 | 67,816 | 57,111 | 53,889 | 47,407 | 52,837 | 62,129 | 64,226 | 58,318 | 66,528 | 66,745 | 43,670 |
| 2008-09 ... | 65,638 | 91,522 | 70,375 | 59,286 | 55,424 | 49,078 | 54,649 | 64,231 | 66,393 | 60,195 | 69,300 | 69,593 | 43,344 |
| 2009-10 ... | 66,647 | 92,830 | 71,017 | 59,997 | 56,239 | 49,957 | 55,206 | 65,139 | 67,276 | 61,047 | 70,507 | 70,746 | 44,892 |
| 2010-11.... | 67,473 | 94,041 | 72,003 | 60,888 | 56,566 | 50,270 | 54,985 | 65,632 | 67,935 | 61,193 | 72,091 | 72,306 | 45,518 |
| 2011-12. | 68,468 | 95,845 | 73,057 | 61,763 | 57,013 | 50,994 | 55,299 | 66,368 | 68,897 | 61,417 | 73,629 | 73,788 | 49,382 |
| 2012-13 .... | 69,124 | 96,563 | 73,966 | 62,321 | 56,361 | 50,963 | 56,777 | 66,703 | 69,083 | 61,774 | 74,987 | 75,149 | 46,407 |
| 2013-14 .... | 70,589 | 98,374 | 75,592 | 63,782 | 57,043 | 52,497 | 57,196 | 68,335 | 71,059 | 62,597 | 76,127 | 76,358 | 44,789 |
| 2014-15 ................. | 71,792 | 100,783 | 77,115 | 65,009 | 58,020 | 52,901 | 56,616 | 69,384 | 72,288 | 62,971 | 77,504 | 78,089 | 38,841 |
| 2015-16 .................... | 73,782 | 103,272 | 78,954 | 66,589 | 59,672 | 54,816 | 58,813 | 71,475 | 74,386 | 64,870 | 79,389 | 79,800 | 32,495 |
|  | Constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970-71. | 76,234 | 107,712 | 81,355 | 67,035 | 56,141 | 67,155 | 73,976 | 77,696 | 78,704 | 75,840 | 69,689 | 70,923 | 51,968 |
| 1975-76.. | 71,574 | 97,312 | 73,321 | 60,092 | 58,744 | 55,450 | 65,290 | 72,792 | 74,759 | 67,970 | 68,404 | 69,244 | 46,835 |
| 1980-81 .... | 64,096 | 84,591 | 63,854 | 51,990 | 41,750 | 47,589 | 61,433 | 65,314 | 67,042 | 61,001 | 60,770 | 61,409 | 41,439 |
| 1982-83 .... | 66,023 | 86,279 | 65,355 | 53,545 | 42,729 | 48,728 | 62,044 | 66,732 | 68,686 | 62,068 | 64,074 | 64,797 | 40,287 |
| 1984-85 | 68,592 | 89,535 | 67,461 | 55,573 | 45,575 | 50,315 | 62,365 | 69,040 | 71,559 | 62,773 | 67,382 | 68,142 | 41,700 |
| 1985-86 ... | 70,929 | 92,554 | 69,604 | 57,539 | 45,804 | 52,049 | 63,694 | 71,712 | 74,522 | 64,793 | 68,761 | 69,483 | 42,559 |
| 1987-88 ... | 73,837 | 96,757 | 72,467 | 59,877 | 46,749 | 53,431 | 64,859 | 74,524 | 77,833 | 66,251 | 72,092 | 72,703 | 44,978 |
| 1989-90 ... | 75,312 | 99,100 | 73,922 | 61,343 | 46,970 | 54,402 | 64,851 | 75,843 | 79,500 | 66,648 | 74,056 | 74,720 | 46,165 |
| 1990-91 ...... | 75,024 | 98,821 | 73,687 | 61,268 | 46,852 | 53,552 | 64,757 | 75,294 | 79,196 | 65,931 | 74,352 | 75,129 | 42,860 |
| 1991-92 ...................... | 75,601 | 99,016 | 74,011 | 61,627 | 53,300 | 52,507 | 65,140 | 75,239 | 78,681 | 67,167 | 76,505 | 77,224 | 44,261 |
| 1992-93 ... | 74,754 | 98,282 | 73,467 | 61,230 | 47,646 | 51,062 | 63,146 | 73,889 | 77,765 | 65,092 | 76,878 | 77,618 | 43,643 |
| 1993-94 ... | 75,556 | 98,834 | 73,785 | 61,322 | 46,978 | 53,335 | 66,136 | 74,832 | 78,252 | 66,878 | 77,350 | 78,025 | 46,338 |
| 1994-95.... | 75,743 | 99,343 | 74,003 | 61,397 | 46,995 | 52,592 | 65,312 | 75,141 | 78,794 | 66,696 | 77,215 | 78,226 | 40,576 |
| 1995-96 ..... | 76,047 | 99,536 | 73,975 | 61,221 | 46,798 | 52,645 | 66,310 | 75,319 | 78,920 | 66,771 | 77,831 | 78,375 | 49,221 |
| 1996-97 ....................... | 76,217 | 99,953 | 73,934 | 61,008 | 46,773 | 52,424 | 66,277 | 75,427 | 79,048 | 66,852 | 78,140 | 78,637 | 48,925 |
| 1997-98 .... | 77,099 | 101,254 | 74,879 | 61,623 | 47,803 | 52,275 | 66,688 | 76,072 | 79,721 | 67,648 | 79,610 | 80,111 | 49,487 |
| 1998-99 ... | 78,338 | 103,283 | 76,135 | 62,773 | 48,974 | 53,318 | 66,976 | 77,212 | 81,019 | 68,474 | 81,068 | 81,506 | 50,424 |
| 1999-2000.. | 78,662 | 104,731 | 76,741 | 63,306 | 49,146 | 53,757 | 66,699 | 77,428 | 81,563 | 67,898 | 81,652 | 82,089 | 50,563 |
| 2001-02 ........... | 79,886 | 108,034 | 78,525 | 65,249 | 62,793 | 55,892 | 62,271 | 78,257 | 82,923 | 67,978 | 83,999 | 84,361 | 44,313 |
| 2002-03 ............ | 80,246 | 109,210 | 79,122 | 66,144 | 63,203 | 55,768 | 60,631 | 78,524 | 83,067 | 68,471 | 84,437 | 84,805 | 45,567 |
| 2003-04 .... | 80,127 | 109,263 | 79,060 | 66,323 | 62,823 | 55,888 | 61,108 | 77,944 | 82,383 | 67,960 | 85,360 | 85,701 | 46,507 |
| 2004-05 .... | 79,844 | 109,582 | 79,004 | 66,262 | 61,815 | 55,332 | 60,835 | 77,496 | 82,105 | 67,038 | 85,463 | 85,762 | 46,401 |
| 2005-06 ... | 79,235 | 109,214 | 78,687 | 65,984 | 60,928 | 54,957 | 60,379 | 76,824 | 81,366 | 66,343 | 85,036 | 85,332 | 46,159 |
| 2006-07 ....................... | 80,054 | 110,735 | 79,550 | 66,698 | 62,187 | 55,418 | 60,884 | 77,697 | 82,243 | 67,076 | 85,697 | 85,950 | 48,018 |
| 2007-08 ................... | 80,007 | 110,919 | 79,716 | 66,737 | 62,270 | 55,592 | 61,234 | 77,640 | 82,002 | 67,133 | 85,689 | 85,924 | 48,850 |
| 2008-09. | 81,665 | 113,607 | 81,519 | 68,322 | 63,180 | 56,820 | 62,572 | 79,075 | 83,524 | 68,192 | 87,855 | 88,147 | 48,332 |
| 2009-10 ... | 82,037 | 113,986 | 81,492 | 68,431 | 63,534 | 57,372 | 62,449 | 79,352 | 83,715 | 68,453 | 88,368 | 88,607 | 49,196 |
| 2010-11 ................. | 81,350 | 113,122 | 80,947 | 68,045 | 62,512 | 56,672 | 60,946 | 78,368 | 82,832 | 67,207 | 88,264 | 88,481 | 48,656 |
| 2011-12 ...................... | 80,171 | 112,131 | 79,763 | 67,024 | 61,096 | 55,871 | 59,576 | 76,955 | 81,507 | 65,497 | 87,472 | 87,641 | 50,055 |
| 2012-13 ........................ | 79,591 | 111,308 | 79,335 | 66,608 | 59,400 | 54,660 | 60,511 | 76,088 | 80,347 | 64,790 | 87,474 | 87,643 | 46,324 |
| 2013-14. | 79,842 | 111,547 | 79,801 | 67,024 | 59,061 | 55,335 | 59,994 | 76,555 | 81,023 | 64,611 | 87,393 | 87,607 | 45,226 |
| 2014-15 ...................... | 80,698 | 113,588 | 80,878 | 68,046 | 59,608 | 55,709 | 58,699 | 77,329 | 81,921 | 64,549 | 88,197 | 88,808 | 38,426 |
| 2015-16 ...................... | 82,101 | 115,392 | 82,101 | 69,315 | 60,844 | 57,270 | 60,738 | 78,856 | 83,398 | 65,965 | 89,549 | 89,992 | 31,296 |

[^99]Table 316.10. Average salary of full-time instructional faculty on 9 -month contracts in degree-granting postsecondary institutions, by academic rank, control and level of institution, and sex: Selected years, 1970-71 through 2015-16-Continued

| Sex and academic year | All faculty | Academic rank |  |  |  |  |  | Public institutions |  |  | Private institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Professor | Associate professor | Assistant professor | Instructor | Lecturer | No rank | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1975-76 .. | 74,818 | 98,398 | 73,937 | 60,900 | 61,998 | 58,342 | 67,716 | 75,882 | 77,855 | 70,203 | 72,114 | 72,807 | 48,884 |
| 1980-81 ... | 67,388 | 85,496 | 64,506 | 52,887 | 42,759 | 50,285 | 63,733 | 68,417 | 70,167 | 63,169 | 64,621 | 65,105 | 44,217 |
| 1982-83 .... | 69,587 | 87,289 | 66,183 | 54,831 | 44,087 | 51,527 | 64,433 | 70,041 | 72,007 | 64,392 | 68,361 | 68,897 | 42,110 |
| 1984-85 ....................... | 72,501 | 90,720 | 68,468 | 57,064 | 47,668 | 53,070 | 64,589 | 72,632 | 75,119 | 65,087 | 72,154 | 72,717 | 43,840 |
| 1985-86 | 75,093 | 93,791 | 70,668 | 59,328 | 47,501 | 55,264 | 66,275 | 75,606 | 78,360 | 67,351 | 73,696 | 74,231 | 44,696 |
| 1987-88 ... | 78,392 | 98,185 | 73,684 | 61,885 | 48,635 | 56,878 | 67,357 | 78,808 | 82,066 | 68,859 | 77,346 | 77,786 | 46,570 |
| 1989-90 ... | 80,248 | 100,677 | 75,308 | 63,392 | 48,664 | 58,477 | 67,518 | 80,614 | 84,134 | 69,586 | 79,402 | 79,931 | 47,324 |
| 1990-91... | 80,184 | 100,617 | 75,154 | 63,406 | 48,732 | 57,645 | 67,676 | 80,218 | 83,925 | 69,013 | 80,102 | 80,636 | 46,149 |
| 1991-92 | 80,768 | 100,845 | 75,537 | 63,735 | 57,512 | 56,623 | 67,965 | 80,138 | 83,445 | 70,360 | 82,293 | 82,826 | 46,247 |
| 1992-93 | 80,022 | 100,262 | 74,990 | 63,265 | 49,458 | 54,355 | 65,811 | 78,868 | 82,575 | 68,084 | 82,785 | 83,319 | 45,810 |
| 1993-94 ... | 80,794 | 100,802 | 75,335 | 63,218 | 48,587 | 56,703 | 68,852 | 79,779 | 83,092 | 69,972 | 83,234 | 83,757 | 50,165 |
| 1994-95 ... | 81,156 | 101,462 | 75,574 | 63,245 | 48,362 | 55,577 | 68,284 | 80,207 | 83,762 | 69,737 | 83,413 | 84,020 | 46,955 |
| 1995-96 ... | 81,452 | 101,710 | 75,628 | 63,013 | 47,717 | 55,729 | 68,822 | 80,448 | 83,972 | 69,723 | 83,842 | 84,282 | 51,358 |
| 1996-97 | 81,668 | 102,284 | 75,658 | 62,774 | 47,590 | 55,378 | 68,507 | 80,576 | 84,213 | 69,564 | 84,247 | 84,649 | 52,085 |
| 1997-98 | 82,668 | 103,812 | 76,666 | 63,372 | 48,719 | 55,217 | 68,977 | 81,307 | 85,068 | 70,256 | 85,877 | 86,294 | 53,266 |
| 1998-99 ... | 84,060 | 106,090 | 77,952 | 64,658 | 50,309 | 56,441 | 68,946 | 82,598 | 86,605 | 70,902 | 87,454 | 87,815 | 55,087 |
| 1999-2000 | 84,567 | 107,641 | 78,733 | 65,326 | 50,464 | 56,583 | 68,668 | 83,019 | 87,306 | 70,421 | 88,152 | 88,537 | 54,380 |
| 2001-02.... | 86,008 | 111,462 | 80,632 | 67,552 | 65,313 | 59,531 | 64,251 | 84,022 | 89,026 | 70,015 | 90,756 | 91,062 | 44,655 |
| 2002-03 .... | 86,522 | 112,775 | 81,418 | 68,615 | 65,777 | 59,493 | 62,035 | 84,477 | 89,395 | 70,606 | 91,231 | 91,559 | 44,867 |
| 2003-04.. | 86,409 | 113,012 | 81,264 | 68,693 | 65,282 | 59,173 | 62,706 | 83,836 | 88,666 | 69,940 | 92,217 | 92,510 | 45,589 |
| 2004-05 ... | 86,187 | 113,475 | 81,285 | 68,633 | 63,866 | 58,334 | 62,277 | 83,444 | 88,434 | 68,861 | 92,379 | 92,655 | 43,468 |
| 2005-06 ... | 85,698 | 113,435 | 81,010 | 68,371 | 62,887 | 57,783 | 62,039 | 82,850 | 87,834 | 68,082 | 92,131 | 92,372 | 45,760 |
| 2006-07.. | 86,570 | 115,045 | 81,902 | 69,042 | 64,269 | 57,942 | 62,640 | 83,804 | 88,793 | 68,833 | 92,784 | 92,985 | 48,085 |
| 2007-08 .... | 86,593 | 115,428 | 82,095 | 69,072 | 64,286 | 58,307 | 63,250 | 83,727 | 88,549 | 68,844 | 93,060 | 93,250 | 48,392 |
| 2008-09.. | 88,475 | 118,506 | 83,956 | 70,738 | 65,291 | 59,694 | 64,760 | 85,358 | 90,349 | 69,787 | 95,471 | 95,690 | 48,698 |
| 2009-10 ... | 88,920 | 118,981 | 83,994 | 70,857 | 65,735 | 60,408 | 64,476 | 85,695 | 90,614 | 70,028 | 96,067 | 96,247 | 48,923 |
| 2010-11... | 88,239 | 118,182 | 83,449 | 70,474 | 64,504 | 59,769 | 62,932 | 84,720 | 89,754 | 68,701 | 95,920 | 96,092 | 48,005 |
| 2011-12.. | 87,064 | 117,341 | 82,257 | 69,424 | 62,893 | 59,020 | 61,574 | 83,288 | 88,418 | 66,927 | 95,116 | 95,258 | 47,380 |
| 2012-13 .... | 86,492 | 116,702 | 81,800 | 69,093 | 61,126 | 57,428 | 62,914 | 82,411 | 87,235 | 66,206 | 95,149 | 95,299 | 44,190 |
| 2013-14. | 86,751 | 117,093 | 82,322 | 69,457 | 60,619 | 58,024 | 62,377 | 82,854 | 87,866 | 65,993 | 95,221 | 95,390 | 44,900 |
| 2014-15.... | 87,788 | 119,374 | 83,515 | 70,734 | 61,118 | 58,836 | 60,717 | 83,853 | 88,990 | 65,955 | 96,099 | 96,690 | 37,641 |
| 2015-16 ...................... | 89,190 | 121,363 | 84,713 | 72,159 | 62,303 | 60,364 | 63,004 | 85,349 | 90,459 | 67,300 | 97,590 | 98,041 | 30,050 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1975-76 ... | 61,473 | 87,253 | 70,307 | 58,097 | 54,015 | 51,131 | 60,555 | 63,427 | 63,410 | 63,454 | 55,986 | 56,846 | 43,827 |
| 1980-81 ... | 55,002 | 76,906 | 61,326 | 50,343 | 40,858 | 44,473 | 57,332 | 56,864 | 56,686 | 57,153 | 49,713 | 50,409 | 38,212 |
| 1982-83 ...................... | 56,470 | 78,222 | 62,483 | 51,297 | 41,518 | 45,713 | 57,912 | 58,002 | 57,963 | 58,063 | 52,076 | 52,887 | 38,466 |
| 1984-85 ...................... | 58,441 | 80,706 | 64,244 | 53,111 | 43,619 | 47,319 | 58,686 | 59,849 | 60,405 | 58,961 | 54,487 | 55,330 | 39,594 |
| 1985-86 ... | 60,383 | 83,760 | 66,348 | 54,668 | 44,313 | 48,771 | 59,496 | 61,966 | 62,800 | 60,639 | 55,888 | 56,689 | 40,518 |
| 1987-88 ... | 62,734 | 87,153 | 68,964 | 56,771 | 45,173 | 50,127 | 60,895 | 64,206 | 65,451 | 62,176 | 58,871 | 59,539 | 43,637 |
| 1989-90 ... | 64,146 | 89,442 | 70,312 | 58,342 | 45,637 | 50,658 | 61,041 | 65,297 | 67,001 | 62,502 | 61,269 | 61,945 | 45,041 |
| 1990-91... | 63,842 | 88,481 | 69,978 | 58,226 | 45,432 | 50,018 | 60,813 | 64,871 | 66,853 | 61,777 | 61,134 | 62,093 | 40,186 |
| 1991-92 ...................... | 64,710 | 88,997 | 70,282 | 58,726 | 49,778 | 49,221 | 61,414 | 65,169 | 66,607 | 62,957 | 63,493 | 64,322 | 42,555 |
| 1992-93 .. | 64,172 | 88,198 | 69,983 | 58,568 | 46,310 | 48,353 | 59,837 | 64,124 | 65,986 | 61,373 | 64,298 | 65,179 | 41,909 |
| 1993-94 ... | 65,279 | 89,214 | 70,363 | 58,941 | 45,851 | 50,596 | 62,697 | 65,376 | 66,864 | 63,077 | 65,025 | 65,800 | 42,601 |
| 1994-95 ... | 65,537 | 89,594 | 70,697 | 59,173 | 46,056 | 50,182 | 61,731 | 65,820 | 67,586 | 63,070 | 64,806 | 66,243 | 36,201 |
| 1995-96 ....................... | 66,117 | 89,940 | 70,639 | 59,138 | 46,175 | 50,252 | 63,363 | 66,117 | 67,837 | 63,365 | 66,118 | 66,680 | 47,303 |
| 1996-97 ...................... | 66,463 | 90,207 | 70,626 | 59,004 | 46,212 | 50,105 | 63,688 | 66,434 | 68,078 | 63,773 | 66,536 | 67,065 | 45,975 |
| 1997-98 ... | 67,435 | 91,286 | 71,593 | 59,669 | 47,158 | 49,968 | 64,070 | 67,248 | 68,811 | 64,737 | 67,923 | 68,454 | 45,662 |
| 1998-99 ... | 68,671 | 93,021 | 72,909 | 60,667 | 48,008 | 50,851 | 64,764 | 68,419 | 70,023 | 65,827 | 69,328 | 69,805 | 45,650 |
| 1999-2000 ... | 68,962 | 94,413 | 73,317 | 61,039 | 48,175 | 51,524 | 64,554 | 68,564 | 70,611 | 65,223 | 70,004 | 70,448 | 46,378 |
| 2001-02 ....................... | 70,419 | 97,002 | 75,131 | 62,613 | 60,523 | 52,869 | 60,177 | 69,698 | 72,068 | 65,910 | 72,407 | 72,789 | 44,021 |
| 2002-03 ...................... | 70,792 | 98,169 | 75,518 | 63,302 | 60,938 | 52,684 | 59,208 | 69,916 | 72,122 | 66,360 | 73,117 | 73,480 | 46,183 |
| 2003-04 ... | 70,907 | 98,147 | 75,667 | 63,623 | 60,697 | 53,183 | 59,564 | 69,665 | 71,854 | 66,059 | 74,164 | 74,510 | 47,243 |
| 2004-05 ... | 70,760 | 98,397 | 75,586 | 63,585 | 60,101 | 52,772 | 59,490 | 69,335 | 71,739 | 65,341 | 74,480 | 74,758 | 48,839 |
| 2005-06 ....................... | 70,246 | 97,606 | 75,269 | 63,345 | 59,312 | 52,607 | 58,880 | 68,806 | 71,170 | 64,759 | 74,037 | 74,350 | 46,443 |
| 2006-07 ....................... | 71,219 | 99,320 | 76,147 | 64,168 | 60,500 | 53,334 | 59,309 | 69,779 | 72,222 | 65,513 | 74,990 | 75,264 | 47,973 |
| 2007-08 ...................... | 71,299 | 99,385 | 76,329 | 64,280 | 60,653 | 53,358 | 59,470 | 69,928 | 72,288 | 65,639 | 74,879 | 75,124 | 49,152 |
| 2008-09 ...................... | 72,860 | 101,591 | 78,118 | 65,809 | 61,522 | 54,478 | 60,662 | 71,298 | 73,698 | 66,819 | 76,925 | 77,250 | 48,113 |
| 2009-10 ... | 73,271 | 102,057 | 78,075 | 65,960 | 61,829 | 54,922 | 60,692 | 71,613 | 73,963 | 67,114 | 77,514 | 77,777 | 49,354 |
| 2010-11 ... | 72,719 | 101,353 | 77,602 | 65,622 | 60,963 | 54,179 | 59,260 | 70,735 | 73,217 | 65,951 | 77,696 | 77,927 | 49,057 |
| 2011-12 ...................... | 71,691 | 100,356 | 76,495 | 64,670 | 59,697 | 53,394 | 57,902 | 69,492 | 72,140 | 64,308 | 77,095 | 77,261 | 51,706 |
| 2012-13 ...................... | 71,192 | 99,453 | 76,180 | 64,186 | 58,047 | 52,488 | 58,477 | 68,700 | 71,151 | 63,623 | 77,231 | 77,398 | 47,796 |
| 2013-14 ....................... | 71,584 | 99,759 | 76,657 | 64,681 | 57,846 | 53,237 | 58,002 | 69,298 | 72,060 | 63,478 | 77,199 | 77,433 | 45,420 |
| 2014-15 ....................... | 72,277 | 101,464 | 77,636 | 65,448 | 58,412 | 53,258 | 56,998 | 69,853 | 72,776 | 63,397 | 78,028 | 78,616 | 39,104 |
| 2015-16 ....................... | 73,782 | 103,272 | 78,954 | 66,589 | 59,672 | 54,816 | 58,813 | 71,475 | 74,386 | 64,870 | 79,389 | 79,800 | 32,495 |

${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
NOTE: Data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data for 1987-88 and later years include imputations for nonrespondent institutions. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits" surveys, 1970-71 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:87-99); and IPEDS, Winter 2001-02 through Winter 2011-12 and Spring 2013 through Spring 2016, Human Resources component, Salaries section. (This table was prepared December 2016.)

Table 316.20. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank, sex, and control and level of institution: Selected years, 1999-2000 through 2015-16

| Academic year, control and level of institution | Constant 2015-16 dollars ${ }^{1}$ | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All faculty |  |  | Academic rank |  |  |  |  |  |  |  |  |  |
|  | $\begin{aligned} & \text { Alll } \\ & \text { faculty, } \\ & \text { total } \end{aligned}$ | Total | Males | Females | Professor |  |  | Associate professor |  |  | Assistant professor | Instructor | Lecturer | academic rank |
|  |  |  |  |  | Total | Males | Females | Total | Males | Females |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1999-2000 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions | \$78,662 | \$55,888 | \$60,084 | \$48,997 | \$74,410 | \$76,478 | \$67,079 | \$54,524 | \$55,939 | \$52,091 | \$44,978 | \$34,918 | \$38,194 | \$47,389 |
| Public | 77,428 | 55,011 | 58,984 | 48,714 | 72,475 | 74,501 | 65,568 | 54,641 | 55,992 | 52,305 | 45,285 | 35,007 | 37,403 | 47,990 |
| 4 -year | 81,563 | 57,950 | 62,030 | 50,168 | 75,204 | 76,530 | 69,619 | 55,681 | 56,776 | 53,599 | 45,822 | 33,528 | 37,261 | 40,579 |
| Doctoral ${ }^{2}$ | 87,620 | 62,253 | 66,882 | 52,287 | 81,182 | 82,445 | 74,653 | 57,744 | 58,999 | 55,156 | 48,190 | 33,345 | 38,883 | 39,350 |
| Master's ${ }^{3}$ | 74,277 | 52,773 | 55,565 | 48,235 | 66,588 | 67,128 | 64,863 | 53,048 | 53,686 | 51,977 | 43,396 | 33,214 | 34,448 | 43,052 |
| Other 4-year | 67,372 | 47,867 | 49,829 | 44,577 | 60,360 | 60,748 | 59,052 | 49,567 | 50,133 | 48,548 | 42,306 | 35,754 | 36,088 | 38,330 |
| 2 -year | 67,898 | 48,240 | 50,033 | 46,340 | 57,806 | 59,441 | 55,501 | 48,056 | 49,425 | 46,711 | 41,984 | 37,634 | 40,061 | 48,233 |
| Nonprofit | 81,876 | 58,172 | 62,788 | 49,881 | 78,512 | 80,557 | 70,609 | 54,300 | 55,836 | 51,687 | 44,423 | 34,670 | 40,761 | 41,415 |
| 4 -year | 82,232 | 58,425 | 63,028 | 50,117 | 78,604 | 80,622 | 70,774 | 54,388 | 55,898 | 51,809 | 44,502 | 34,813 | 40,783 | 41,761 |
| Doctoral ${ }^{2}$ | 101,160 | 71,873 | 77,214 | 59,586 | 95,182 | 96,768 | 87,342 | 62,503 | 63,951 | 59,536 | 52,134 | 39,721 | 42,693 | 45,887 |
| Master's ${ }^{3}$ | 70,193 | 49,871 | 52,642 | 45,718 | 62,539 | 63,603 | 59,353 | 50,176 | 51,470 | 48,165 | 41,447 | 33,991 | 37,923 | 44,153 |
| Other 4-year | 65,837 | 46,776 | 48,847 | 43,544 | 60,200 | 60,757 | 58,364 | 46,822 | 47,135 | 46,365 | 38,775 | 31,574 | 33,058 | 35,120 |
| 2-year | 52,898 | 37,583 | 39,933 | 34,733 | 39,454 | 38,431 | 40,571 | 36,349 | 37,342 | 35,608 | 31,818 | 27,696 | 25,965 | 40,373 |
| For-profit | 41,582 | 29,543 | 30,023 | 28,942 | 45,505 | 44,248 | 49,693 | 48,469 | 53,548 | 43,389 | 33,043 | 29,894 | $\ddagger$ | 27,958 |
| 2009-10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions | 82,037 | 74,620 | 80,881 | 66,647 | 103,682 | 108,225 | 92,830 | 74,125 | 76,400 | 71,017 | 62,245 | 57,791 | 52,185 | 56,803 |
| Public | 79,352 | 72,178 | 77,948 | 65,139 | 99,208 | 103,746 | 88,815 | 73,379 | 75,687 | 70,256 | 62,160 | 59,310 | 50,228 | 55,864 |
| 4-year | 83,715 | 76,147 | 82,423 | 67,276 | 103,948 | 107,191 | 95,048 | 75,251 | 77,282 | 72,298 | 63,442 | 46,028 | 50,104 | 54,005 |
| Doctoral ${ }^{2}$ | 89,985 | 81,850 | 89,186 | 70,307 | 113,063 | 115,829 | 103,793 | 78,539 | 80,830 | 74,963 | 66,902 | 44,406 | 50,313 | 53,135 |
| Master's ${ }^{3}$ | 75,025 | 68,243 | 71,574 | 64,239 | 87,917 | 88,929 | 85,883 | 70,332 | 71,340 | 69,036 | 59,396 | 44,422 | 49,746 | 55,765 |
| Other 4-year | 67,285 | 61,202 | 63,678 | 58,349 | 76,448 | 79,143 | 72,073 | 65,003 | 66,297 | 63,338 | 55,055 | 54,050 | 49,432 | 54,487 |
| 2-year | 68,453 | 62,264 | 63,697 | 61,047 | 72,377 | 74,423 | 70,429 | 60,632 | 61,565 | 59,852 | 54,161 | 65,503 | 53,548 | 56,239 |
| Nonprofit | 88,597 | 80,587 | 87,600 | 70,676 | 112,146 | 116,401 | 101,119 | 75,565 | 77,764 | 72,502 | 62,395 | 47,842 | 57,508 | 62,242 |
| 4 -year | 88,763 | 80,738 | 87,720 | 70,834 | 112,252 | 116,472 | 101,290 | 75,664 | 77,827 | 72,642 | 62,465 | 47,885 | 57,520 | 62,542 |
| Doctoral ${ }^{2}$ | 104,969 | 95,480 | 104,514 | 80,888 | 134,776 | 138,354 | 123,283 | 85,864 | 88,699 | 81,499 | 71,973 | 53,825 | 58,932 | 66,634 |
| Master's ${ }^{3}$ | 72,313 | 65,776 | 68,776 | 62,128 | 82,516 | 84,062 | 79,452 | 66,524 | 67,508 | 65,309 | 55,469 | 45,305 | 53,637 | 60,591 |
| Other 4-year | 71,036 | 64,614 | 67,178 | 61,326 | 84,869 | 85,528 | 83,480 | 64,747 | 64,949 | 64,478 | 53,130 | 42,145 | 52,422 | 52,775 |
| 2 -year | 50,277 | 45,731 | 44,417 | 46,529 | 53,063 | 55,046 | 51,310 | 45,768 | 45,863 | 45,717 | 42,706 | 46,010 | 32,393 | 43,562 |
| For-profit | 60,293 | 54,842 | 56,689 | 52,925 | 79,574 | 81,765 | 75,817 | 71,376 | 72,429 | 70,199 | 66,027 | 41,742 | $\dagger$ | 53,705 |
| 2014-15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions | 80,698 | 80,157 | 87,199 | 71,792 | 112,825 | 118,573 | 100,783 | 80,335 | 82,954 | 77,115 | 67,589 | 59,208 | 55,335 | 58,305 |
| Public | 77,329 | 76,811 | 83,291 | 69,384 | 106,429 | 112,203 | 94,826 | 78,917 | 81,614 | 75,601 | 67,323 | 60,983 | 52,684 | 57,036 |
| 4-year | 81,921 | 81,372 | 88,393 | 72,288 | 112,375 | 116,624 | 102,224 | 81,046 | 83,445 | 77,897 | 69,197 | 49,871 | 52,895 | 56,288 |
| Doctoral ${ }^{2}$ | 87,776 | 87,187 | 95,213 | 76,017 | 121,710 | 125,475 | 111,369 | 84,773 | 87,376 | 81,221 | 73,111 | 48,622 | 53,932 | 56,110 |
| Master's ${ }^{3}$ | 70,539 | 70,066 | 73,315 | 66,414 | 89,096 | 90,311 | 86,971 | 72,688 | 73,807 | 71,329 | 62,546 | 47,074 | 49,712 | 51,501 |
| Other 4-year | 62,883 | 62,461 | 64,605 | 60,262 | 76,752 | 79,570 | 72,693 | 67,580 | 69,478 | 65,508 | 57,168 | 57,042 | 49,472 | 57,800 |
| 2 -year | 64,549 | 64,116 | 65,513 | 62,971 | 74,275 | 76,075 | 72,702 | 63,302 | 64,028 | 62,747 | 55,890 | 66,737 | 45,229 | 57,320 |
| Nonprofit | 88,826 | 88,230 | 96,083 | 78,067 | 124,627 | 129,897 | 112,683 | 83,067 | 85,540 | 80,024 | 68,109 | 48,722 | 62,527 | 67,727 |
| 4 -year | 89,242 | 88,643 | 96,493 | 78,459 | 124,687 | 129,949 | 112,753 | 83,078 | 85,546 | 80,039 | 68,142 | 50,495 | 63,907 | 67,984 |
| Doctoral ${ }^{2}$ | 104,221 | 103,522 | 113,660 | 88,887 | 149,613 | 154,793 | 135,703 | 93,770 | 96,989 | 89,540 | 77,690 | 54,673 | 65,540 | 70,613 |
| Master's ${ }^{3}$ | 71,298 | 70,820 | 73,705 | 67,507 | 87,313 | 88,127 | 85,823 | 71,587 | 72,685 | 70,325 | 59,948 | 48,754 | 57,611 | 69,742 |
| Other 4-year ....................... | 70,462 | 69,989 | 72,618 | 67,019 | 92,069 | 92,794 | 90,772 | 70,533 | 70,917 | 70,097 | 57,451 | 43,952 | 58,930 | 57,193 |
| 2 -year | 24,991 | 24,824 | 21,204 | 28,094 | 53,597 | 51,613 | 56,021 | 47,930 | 41,621 | 50,033 | 45,975 | 23,163 | 10,199 | 47,971 |
| For-profit ... | 50,254 | 49,916 | 50,704 | 49,195 | 67,647 | 65,843 | 70,788 | 67,678 | 68,129 | 67,262 | 60,028 | 43,524 | 70,788 | 45,996 |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions. | 82,101 | 82,101 | 89,190 | 73,782 | 115,392 | 121,363 | 103,272 | 82,101 | 84,713 | 78,954 | 69,315 | 60,844 | 57,270 | 60,738 |
| Public | 78,856 | 78,856 | 85,349 | 71,475 | 108,925 | 114,770 | 97,498 | 80,856 | 83,546 | 77,610 | 69,165 | 62,686 | 55,158 | 59,107 |
| 4 -year | 83,398 | 83,398 | 90,459 | 74,386 | 115,061 | 119,372 | 105,085 | 83,064 | 85,449 | 79,999 | 71,074 | 51,090 | 54,996 | 60,546 |
| Doctoral ${ }^{2}$ | 89,539 | 89,539 | 97,713 | 78,320 | 125,109 | 128,914 | 114,964 | 87,099 | 89,743 | 83,555 | 75,244 | 50,090 | 56,010 | 61,821 |
| Master's ${ }^{3}$ | 72,521 | 72,521 | 75,814 | 68,821 | 92,202 | 93,512 | 89,926 | 75,044 | 76,128 | 73,757 | 64,414 | 47,882 | 52,509 | 56,395 |
| Other 4-year ........................ | 63,576 | 63,576 | 65,622 | 61,500 | 77,444 | 80,127 | 73,766 | 68,312 | 69,687 | 66,821 | 58,866 | 57,581 | 51,090 | 59,871 |
| 2-year | 65,965 | 65,965 | 67,300 | 64,870 | 75,878 | 77,478 | 74,493 | 65,124 | 66,059 | 64,402 | 57,994 | 69,002 | 57,970 | 58,483 |
| Nonprofit | 90,019 | 90,019 | 98,145 | 79,739 | 127,815 | 133,595 | 115,191 | 84,551 | 87,012 | 81,588 | 69,662 | 51,320 | 63,722 | 69,458 |
| 4 -year .. | 90,384 | 90,384 | 98,518 | 80,077 | 127,894 | 133,664 | 115,283 | 84,577 | 87,025 | 81,624 | 69,702 | 52,795 | 65,040 | 69,624 |
| Doctoral ${ }^{2}$ | 105,262 | 105,262 | 115,822 | 90,428 | 152,903 | 158,546 | 138,235 | 95,253 | 98,629 | 90,958 | 78,976 | 57,761 | 66,664 | 74,661 |
| Master's ${ }^{3}$ | 71,905 | 71,905 | 74,913 | 68,541 | 89,304 | 90,486 | 87,237 | 72,579 | 73,564 | 71,447 | 61,346 | 49,483 | 58,810 | 68,046 |
| Other 4-year | 71,724 | 71,724 | 74,166 | 69,007 | 94,812 | 95,272 | 94,031 | 72,274 | 72,475 | 72,050 | 58,807 | 45,885 | 60,131 | 55,388 |
| 2 -year | 28,919 | 28,919 | 26,522 | 31,191 | 64,286 | 64,892 | 63,541 | 65,998 | 65,341 | 66,211 | 49,618 | 21,405 | 4,541 | 56,968 |
| For-profit .................................. | 52,364 | 52,364 | 51,753 | 53,069 | 81,269 | 79,804 | 83,596 | 70,381 | 70,623 | 70,204 | 57,442 | 38,914 | 63,571 | 51,849 |

$\ddagger$ Reporting standards not met (too few cases).
${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
${ }^{2}$ Institutions that awarded 20 or more doctor's degrees during the previous academic year. ${ }^{3}$ Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:99); and IPEDS, Winter 2009-10, Spring 2015, and Spring 2016, Human Resources component, Salaries section. (This table was prepared December 2016.)

Table 316.30. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2015-16
[In current dollars]

| State or jurisdiction |  | Public institutions |  |  |  |  |  | Nonprofit institutions |  |  |  |  |  | For-profit institutions |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | 4-year institutions |  |  |  | 2-year | Total | 4-year institutions |  |  |  | 2-year |  |
|  |  |  | Total | Doctoral ${ }^{1}$ | Master's ${ }^{2}$ | Other |  |  | Total | Doctoral ${ }^{1}$ | Master's ${ }^{2}$ | Other |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | \$82,101 | \$78,856 | \$83,398 | \$89,539 | \$72,521 | \$63,576 | \$65,965 | \$90,019 | \$90,384 | \$105,262 | \$71,905 | \$71,724 | \$28,919 | \$52,364 |
| Alabama | 69,672 | 71,726 | 77,556 | 84,303 | 63,094 | 70,802 | 53,241 | 57,742 | 57,742 | 66,619 | 49,095 | 48,951 | + | 45,752 |
| Alaska | 78,853 | 80,034 | 80,094 | 83,199 | 78,096 | $\dagger$ | 74,594 | 49,112 | 48,795 | $\dagger$ | 48,795 | $\dagger$ | $\ddagger$ | $\dagger$ |
| Arizona | 82,147 | 83,220 | 86,514 | 87,806 | 77,344 | 50,219 | 74,707 | 63,491 | 63,491 | $\dagger$ | 44,983 | 74,524 | $\dagger$ | 54,805 |
| Arkansas | 59,482 | 59,737 | 64,658 | 68,848 | 56,131 | 56,155 | 45,653 | 57,951 | 58,485 | 65,340 | 61,562 | 53,463 | 20,000 | $\dagger$ |
| California | 96,892 | 93,876 | 100,940 | 113,526 | 79,081 | 76,587 | 85,137 | 109,411 | 109,433 | 118,245 | 85,797 | 95,442 | 50,958 | 51,524 |
| Colorado | 79,658 | 78,593 | 82,792 | 88,178 | 60,297 | 67,434 | 57,386 | 86,358 | 86,358 | 88,888 | 82,857 | 71,691 | $\dagger$ | 38,180 |
| Connecticu | 101,923 | 96,611 | 102,091 | 113,421 | 90,443 | $\dagger$ | 79,115 | 107,422 | 107,422 | 114,702 | 93,938 | 84,492 | $\dagger$ | 53,787 |
| Delaware | 95,888 | 97,088 | 103,449 | 110,416 | 65,472 | $\dagger$ | 68,283 | 82,892 | 83,992 | 129,687 | 66,417 | + | 55,186 | $\ddagger$ |
| District of Columbia | 96,496 | 75,315 | 75,315 | 124,569 | 63,288 | $\dagger$ | $\dagger$ | 97,280 | 107,016 | 108,417 | 79,383 | $\dagger$ | 570 | 66,732 |
| Florida .............................................. | 76,970 | 75,746 | 76,575 | 87,683 | 72,730 | 60,111 | 55,215 | 80,512 | 80,512 | 93,508 | 70,873 | 61,564 | $\dagger$ | 77,926 |
| Georgia | 74,162 | 72,825 | 74,084 | 80,972 | 59,383 | 54,997 | 46,936 | 78,499 | 78,725 | 99,079 | 67,505 | 62,118 | 68,461 | 56,536 |
| Hawaii | 85,460 | 86,744 | 93,931 | 96,545 | $\dagger$ | 75,211 | 71,559 | 76,693 | 76,693 | $\dagger$ | 74,430 | 94,641 | $\dagger$ | $\dagger$ |
| Idaho | 63,174 | 63,833 | 66,688 | 69,282 | 66,332 | 51,909 | 51,990 | 55,755 | 55,755 | 50,185 | $\dagger$ | 60,998 | $\dagger$ | $\dagger$ |
| Illinois | 86,567 | 80,939 | 84,807 | 87,967 | 71,811 | $\dagger$ | 74,265 | 94,303 | 94,331 | 108,677 | 69,424 | 63,423 | 42,178 | 55,842 |
| Indiana | 79,557 | 78,626 | 83,380 | 89,805 | 65,180 | 57,690 | 49,433 | 81,441 | 81,441 | 98,495 | 62,659 | 70,646 | $\dagger$ | $\dagger$ |
| lowa | 74,829 | 80,381 | 90,400 | 93,675 | 75,529 | $\dagger$ | 58,951 | 65,325 | 65,325 | 73,031 | 58,514 | 66,350 | $\dagger$ | 45,951 |
| Kansas | 67,141 | 69,502 | 75,907 | 80,405 | 60,307 | $\dagger$ | 53,571 | 51,660 | 51,660 | 52,978 | 57,016 | 44,717 | $\dagger$ | 61,914 |
| Kentucky | 65,271 | 67,034 | 72,412 | 77,507 | 62,250 | $\dagger$ | 51,485 | 58,308 | 58,308 | 62,062 | 52,687 | 60,739 | $\dagger$ | $\dagger$ |
| Louisiana | 66,043 | 62,337 | 67,252 | 72,071 | 53,923 | 48,638 | 43,654 | 81,586 | 81,586 | 89,213 | 55,738 | 53,205 | $\dagger$ | $\dagger$ |
| Maine | 76,236 | 70,034 | 74,547 | 81,185 | 61,418 | 62,396 | 56,032 | 85,043 | 85,486 | 68,732 | 55,690 | 96,820 | 59,655 | $\dagger$ |
| Maryland | 80,400 | 81,190 | 86,329 | 90,165 | 74,411 | $\dagger$ | 71,025 | 77,479 | 77,479 | 84,087 | 72,230 | 73,144 | $\dagger$ | 60,302 |
| Massachuse | 106,159 | 86,204 | 94,063 | 102,103 | 81,022 | $\dagger$ | 63,576 | 116,078 | 116,078 | 131,098 | 87,650 | 90,954 | $\dagger$ | 64,511 |
| Michigan | 86,714 | 89,679 | 91,808 | 93,862 | 76,605 | 72,523 | 78,195 | 67,789 | 67,789 | 81,810 | 65,500 | 66,559 | $\dagger$ | 29,542 |
| Minnesota | 77,871 | 79,099 | 85,485 | 96,264 | 75,709 | 61,923 | 68,085 | 75,046 | 75,046 | 78,398 | 66,187 | 77,831 | $\dagger$ | 61,605 |
| Mississippi | 59,297 | 59,491 | 68,325 | 70,852 | 56,683 | $\dagger$ | 46,886 | 57,654 | 57,654 | 64,020 | 60,402 | 42,332 | $\dagger$ | 58,906 |
| Missouri | 73,404 | 68,751 | 72,202 | 79,984 | 61,885 | 49,501 | 56,310 | 81,082 | 81,215 | 96,655 | 63,768 | 53,094 | 40,024 | 60,806 |
| Montana | 63,243 | 66,014 | 68,465 | 71,773 | 60,878 | 55,739 | 49,102 | 47,015 | 52,405 | $\dagger$ | 50,504 | 53,681 | 20,709 | $\dagger$ |
| Nebraska | 73,350 | 75,724 | 78,687 | 84,380 | 64,295 | $\dagger$ | 63,250 | 66,361 | 66,551 | 83,408 | 57,278 | 56,394 | 42,697 | $\dagger$ |
| Nevada | 82,818 | 83,132 | 83,954 | 89,864 | $\dagger$ | 69,165 | 72,682 | 59,288 | 59,288 | $\dagger$ | 59,288 | $\dagger$ | $\dagger$ | $\dagger$ |
| New Hampshire ................................. | 91,165 | 85,767 | 91,818 | 99,812 | 79,597 | 87,550 | 62,896 | 99,077 | 99,077 | 132,293 | 73,004 | 69,621 | $\dagger$ | $\dagger$ |
| New Jersey | 102,961 | 99,862 | 107,374 | 111,100 | 98,083 | $\dagger$ | 75,274 | 110,484 | 110,484 | 127,986 | 83,876 | 73,036 | $\dagger$ | 58,328 |
| New Mexico | 66,453 | 66,212 | 72,583 | 77,780 | 62,257 | 47,898 | 52,124 | 85,155 | 85,155 | $\dagger$ | 85,155 |  | $\dagger$ | 61,450 |
| New York | 93,704 | 83,711 | 88,067 | 102,723 | 83,187 | 72,360 | 74,331 | 103,118 | 103,236 | 112,588 | 79,003 | 85,395 | 62,164 | 44,805 |
| North Carolina | 74,168 | 68,925 | 79,947 | 83,835 | 69,642 | 70,656 | 48,955 | 87,874 | 88,138 | 110,396 | 60,810 | 62,370 | 42,986 | 81,983 |
| North Dakota | 64,027 | 66,054 | 68,032 | 77,028 | 60,936 | 55,089 | 55,566 | 54,516 | 54,516 | 58,575 | $\dagger$ | 51,139 | $\dagger$ | $\dagger$ |
| Ohio | 75,918 | 78,084 | 81,814 | 84,313 | 59,602 | 65,329 | 61,538 | 71,451 | 71,467 | 80,298 | 62,846 | 73,436 | 40,000 | 41,328 |
| Oklahoma | 67,941 | 67,237 | 71,708 | 78,182 | 61,727 | 49,081 | 49,000 | 71,079 | 71,079 | 85,949 | 60,145 | 37,630 | $\dagger$ | 37,121 |
| Oregon | 75,592 | 75,462 | 78,143 | 82,168 | 60,656 | $\dagger$ | 69,801 | 76,009 | 76,009 | 79,819 | 66,208 | 80,072 | $\dagger$ | $\dagger$ |
| Pennsylvania | 86,672 | 84,876 | 88,747 | 95,996 | 83,500 | 72,810 | 63,642 | 88,860 | 89,302 | 100,884 | 74,637 | 80,942 | 47,480 | 42,023 |
| Rhode Island | 95,719 | 75,647 | 80,665 | 87,995 | 66,875 | $\dagger$ | 59,980 | 109,444 | 109,444 | 131,664 | 93,229 | $\dagger$ | $\dagger$ | $\dagger$ |
| South Carolina | 66,610 | 68,628 | 78,398 | 89,750 | 68,257 | 57,807 | 48,636 | 60,160 | 60,335 | 69,334 | 62,419 | 55,830 | 50,965 | 44,140 |
| South Dakota | 62,895 | 64,415 | 67,590 | 68,376 | 70,804 | 37,628 | 50,396 | 55,801 | 55,801 | $\dagger$ | 57,306 | 45,032 | $\dagger$ | $\ddagger$ |
| Tennessee | 73,154 | 68,929 | 74,511 | 76,981 | 64,863 | $\dagger$ | 51,113 | 82,452 | 82,452 | 101,905 | 63,096 | 49,351 | $\dagger$ | 55,482 |
| Texas ................................................ | 76,968 | 75,089 | 82,916 | 87,726 | 68,678 | 55,637 | 57,611 | 86,230 | 86,361 | 99,755 | 67,918 | 55,700 | 31,286 | 42,631 |
| Utah | 74,732 | 74,458 | 76,342 | 89,187 | 65,998 | 57,315 | 55,746 | 80,411 | 80,759 | 97,921 | 75,263 | + | 62,820 | 57,093 |
| Vermont | 78,447 | 79,106 | 79,106 | 88,637 | 58,776 | 56,586 | $\dagger$ | 77,818 | 77,818 | $\dagger$ | 81,257 | 53,246 | $\dagger$ | $\dagger$ |
| Virginia | 76,674 | 82,356 | 87,675 | 90,236 | 70,170 | 75,949 | 62,836 | 63,005 | 63,039 | 63,528 | 57,288 | 63,891 | 54,386 | 46,501 |
| Washington | 76,287 | 76,601 | 80,629 | 95,315 | 77,649 | 58,743 | 58,361 | 75,173 | 75,173 | 81,738 | 66,341 | 73,264 | $\dagger$ | 72,415 |
| West Virginia | 63,853 | 65,511 | 68,083 | 75,328 | 58,576 | 55,621 | 48,790 | 51,532 | 51,532 | 55,675 | 49,351 | 49,894 | $\dagger$ | $\ddagger$ |
| Wisconsin | 74,109 | 75,633 | 75,823 | 86,267 | 62,135 | 92,963 | 75,209 | 68,258 | 68,258 | 76,598 | 62,079 | 62,699 | $\dagger$ | $\dagger$ |
| Wyoming ............................................ | 73,581 | 73,977 | 87,193 | 87,193 | $\dagger$ | $\dagger$ | 58,775 | 60,618 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 60,618 | $\dagger$ |
| U.S. Service Academies | 99,303 | 99,303 | 99,303 | $\dagger$ | $\dagger$ | 99,303 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions ....................... | 59,484 | 63,398 | 68,149 | 73,878 | 66,704 | 62,707 | 32,021 | 28,102 | 28,451 | 30,082 | 32,816 | 15,036 | 15,381 | 26,526 |
| American Samoa | 30,776 | 30,776 | 30,776 | $\dagger$ | $\dagger$ | 30,776 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Federated States of Micronesia | 26,496 | 26,496 |  | $\dagger$ | $\dagger$ | $\dagger$ | 26,496 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Guam | 65,034 | 65,034 | 69,386 | $\dagger$ | 69,386 | $\dagger$ | 54,308 | $\dagger$ | $\dagger$ | f | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Marshall Islands | 25,258 | 25,258 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 25,258 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Northern Marianas | 41,944 | 41,944 | 41,944 | $\dagger$ | $\dagger$ | 41,944 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Palau .... |  |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Puerto Rico ........................................ | 63,080 | 69,154 | 70,724 | 73,878 | $\dagger$ | 66,954 | 25,014 | 28,102 | 28,451 | 30,082 | 32,816 | 15,036 | 15,381 | 26,526 |
| U.S. Virgin Islands ................................. | 63,338 | 63,338 | 63,338 | $\dagger$ | 63,338 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

## $\dagger$ Not applicable

$\ddagger$ Reporting standards not met (too few cases).
${ }^{1}$ Institutions that awarded 20 or more doctor's degrees during the previous academic year. ${ }^{2}$ Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title
IV federal financial aid programs. Data include imputations for nonrespondent institutions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Human Resources component, Salaries section. (This table was prepared December 2016.)

Table 316.50. Average salary of full-time instructional faculty on 9-month contracts in 4-year degree-granting postsecondary institutions, by control and classification of institution, academic rank of faculty, and state or jurisdiction: 2015-16
[In current dollars]

|  | Public doctoral ${ }^{1}$ |  |  | Public master's ${ }^{2}$ |  |  | Nonprofit doctoral ${ }^{1}$ |  |  | Nonprofit master's ${ }^{2}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State or jurisdiction | Professor | Associate professor | Assistant professor | Professor | Associate professor | Assistant professor | Professor | Associate professor | Assistant professor | Professor | Associate professor | Assistant professor |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | \$125,109 | \$87,099 | \$75,244 | \$92,202 | \$75,044 | \$64,414 | \$152,903 | \$95,253 | \$78,976 | \$89,304 | \$72,579 | \$61,346 |
| Alabama | 122,779 | 84,685 | 70,167 | 80,918 | 67,395 | 58,518 | 88,551 | 62,711 | 59,621 | 62,751 | 53,143 | 46,637 |
| Alaska | 106,772 | 85,092 | 70,017 | 105,377 | 82,671 | 68,810 |  | + |  | 53,352 | 48,919 | 46,837 |
| Arizona | 127,213 | 88,044 | 75,947 | 127,977 | 92,189 | 73,532 |  | $\dagger$ | - $\dagger$ | 51,791 | 46,238 | 50,099 |
| Arkansas | 96,337 | 74,662 | 65,849 | 73,504 | 61,364 | 53,620 | 79,133 | 67,280 | 61,222 | 68,831 | 61,888 | 55,600 |
| California ... | 148,502 | 96,734 | 86,350 | 94,559 | 79,811 | 72,884 | 160,713 | 103,010 | 88,240 | 104,202 | 83,168 | 70,324 |
| Colorado | 120,761 | 89,283 | 78,509 | 78,227 | 61,430 | 55,004 | 126,117 | 89,523 | 73,371 | 111,323 | 78,874 | 65,607 |
| Connecticut | 153,093 | 104,233 | 84,021 | 106,954 | 86,957 | 69,840 | 167,272 | 91,577 | 80,812 | 132,487 | 93,465 | 77,843 |
| Delaware .. | 145,613 | 101,706 | 86,995 | 79,962 | 67,032 | 61,930 | 156,477 | 118,468 | $\ddagger$ | 79,617 | 67,979 | 60,005 |
| District of Columbia | 143,035 | $\ddagger$ | 95,167 | 81,227 | 62,679 | 54,975 | 154,484 | 101,720 | 83,869 | 88,147 | 81,732 | 69,311 |
| Florida ................... | 120,859 | 85,716 | 76,716 | 103,876 | 79,388 | 64,599 | 128,648 | 87,776 | 76,020 | 93,689 | 76,802 | 63,542 |
| Georgia | 114,639 | 81,997 | 70,852 | 76,085 | 61,744 | 54,871 | 141,238 | 89,758 | 74,552 | 76,637 | 63,158 | 53,579 |
| Hawaii ... | 122,609 | 92,192 | 80,829 |  | , | $\dagger$ |  |  | + | 86,898 | 78,286 | 71,539 |
| Idaho | 89,371 | 73,573 | 63,472 | 88,207 | 69,465 | 63,550 | 61,796 | 50,263 | 43,233 | + | $\dagger$ | $\dagger$ |
| Illinois . | 123,382 | 85,400 | 79,153 | 95,494 | 75,445 | 66,208 | 163,252 | 95,950 | 85,734 | 83,188 | 69,880 | 60,487 |
| Indiana . | 125,998 | 88,345 | 76,893 | 87,341 | 70,382 | 60,838 | 145,202 | 91,157 | 77,210 | 75,549 | 63,340 | 54,699 |
| lowa | 127,725 | 90,988 | 79,568 | 92,084 | 72,630 | 64,404 | 91,625 | 71,274 | 61,050 | 69,889 | 59,401 | 53,510 |
| Kansas | 112,503 | 79,379 | 68,948 | 76,216 | 61,472 | 59,079 | 61,566 | 52,854 | 50,034 | 65,753 | 58,565 | 53,415 |
| Kentucky | 108,500 | 77,350 | 68,054 | 79,220 | 64,764 | 58,253 | 75,771 | 61,383 | 53,323 | 64,279 | 52,743 | 46,761 |
| Louisiana | 100,379 | 75,080 | 67,188 | 71,558 | 58,661 | 51,932 | 126,694 | 82,922 | 76,376 | 57,981 | 58,352 | 53,349 |
| Maine ........ | 102,314 | 80,305 | 62,192 | 73,823 | 60,650 | 51,878 | 87,176 | 76,152 | 68,249 | 72,097 | 57,468 | 50,047 |
| Maryland | 128,681 | 92,220 | 77,847 | 92,382 | 75,948 | 67,311 | 126,911 | 89,930 | 77,714 | 88,749 | 70,526 | 61,421 |
| Massachusetts | 140,036 | 103,574 | 85,858 | 97,032 | 77,711 | 67,642 | 183,581 | 110,038 | 98,328 | 116,698 | 86,852 | 72,647 |
| Michigan | 128,750 | 89,408 | 75,625 | 92,412 | 80,996 | 66,080 | 105,700 | 80,011 | 63,595 | 75,075 | 64,076 | 58,907 |
| Minnesota | 125,384 | 89,946 | 78,412 | 91,083 | 76,110 | 65,780 | 102,205 | 79,930 | 64,500 | 81,610 | 66,247 | 57,783 |
| Mississippi | 98,645 | 76,858 | 68,995 | 70,137 | 61,137 | 53,916 | 85,656 | 66,949 | 52,551 | 77,371 | 60,891 | 59,208 |
| Missouri | 106,620 | 76,385 | 66,489 | 78,695 | 63,077 | 54,041 | 139,312 | 88,608 | 76,217 | 78,269 | 64,871 | 55,945 |
| Montana | 89,256 | 71,415 | 64,248 | 75,060 | 65,035 | 56,834 | $\dagger$ | $\dagger$ | $\dagger$ | 59,182 | 49,773 | 47,094 |
| Nebraska | 112,930 | 84,007 | 75,887 | 80,771 | 64,846 | 54,775 | 107,348 | 83,277 | 69,435 | 65,225 | 57,895 | 52,984 |
| Nevada | 122,314 | 90,148 | 72,293 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 75,352 | 68,101 | 53,564 |
| New Hampshire | 122,441 | 94,785 | 76,774 | 94,045 | 77,506 | 63,835 | 169,321 | 106,913 | 74,021 | 87,419 | 78,585 | 59,898 |
| New Jersey | 150,661 | 103,439 | 83,385 | 122,613 | 96,081 | 79,549 | 184,786 | 101,412 | 88,533 | 103,375 | 87,859 | 69,148 |
| New Mexico | 103,152 | 76,096 | 68,655 | 77,063 | 64,760 | 57,506 |  |  |  |  | $\dagger$ | $\dagger$ |
| New York | 135,861 | 96,736 | 81,159 | 105,880 | 82,364 | 70,230 | 159,908 | 102,506 | 85,012 | 97,063 | 77,672 | 67,140 |
| North Carolina . | 117,867 | 81,258 | 73,252 | 89,643 | 70,751 | 64,016 | 161,224 | 96,806 | 79,978 | 71,408 | 63,176 | 57,193 |
| North Dakota ... | 108,861 | 86,150 | 69,355 | 81,010 | 66,424 | 55,555 | 73,440 | 64,569 | 54,255 | $\dagger$ | $\dagger$ | $\dagger$ |
| Ohio | 117,209 | 83,574 | 73,606 | 75,775 | 63,594 | 53,831 | 113,047 | 76,963 | 66,818 | 77,074 | 66,088 | 57,455 |
| Oklahoma | 109,220 | 78,545 | 70,403 | 80,354 | 66,696 | 55,799 | 107,098 | 77,040 | 77,272 | 70,477 | 62,272 | 52,276 |
| Oregon | 115,959 | 86,900 | 77,467 | 77,395 | 62,506 | 46,638 | 102,071 | 79,746 | 64,303 | 77,636 | 69,356 | 58,705 |
| Pennsylvania ... | 138,487 | 95,585 | 74,859 | 107,803 | 87,234 | 70,199 | 150,020 | 94,966 | 80,722 | 95,280 | 76,566 | 64,579 |
| Rhode Island .... | 113,721 | 82,801 | 76,895 | 76,893 | 65,921 | 56,409 | 171,153 | 114,584 | 94,320 | 122,360 | 90,189 | 75,409 |
| South Carolina | 124,551 | 87,591 | 78,394 | 87,506 | 70,182 | 59,532 | 71,661 | 68,337 | 65,243 | 78,083 | 62,247 | 53,505 |
| South Dakota | 91,105 | 73,810 | 67,120 | 88,956 | 73,954 | 64,047 | $\dagger$ | $\dagger$ | 7 | 67,134 | 59,431 | 54,444 |
| Tennessee | 105,647 | 76,929 | 66,156 | 81,344 | 65,661 | 58,872 | 141,656 | 93,640 | 76,327 | 77,719 | 62,755 | 54,426 |
| Texas | 127,313 | 87,716 | 75,498 | 91,674 | 74,454 | 65,954 | 138,933 | 92,732 | 81,502 | 84,637 | 70,145 | 57,930 |
| Utah ...... | 119,948 | 85,239 | 73,605 | 83,005 | 68,980 | 60,767 | 122,390 | 91,478 | 72,602 | 91,105 | 77,341 | 60,170 |
| Vermont | 119,080 | 90,629 | 74,037 | 71,572 | 54,629 | 46,860 | $\dagger$ | $\dagger$ | $\dagger$ | 103,899 | 75,973 | 68,724 |
| Virginia ..... | 126,836 | 88,488 | 74,460 | 86,578 | 73,003 | 63,459 | 115,100 | 84,263 | 47,872 | 70,706 | 58,971 | 52,122 |
| Washington . | 126,600 | 93,604 | 84,787 | 98,108 | 84,222 | 75,633 | 113,116 | 82,985 | 66,846 | 82,913 | 67,045 | 62,631 |
| West Virginia .. | 99,578 | 75,669 | 65,153 | 70,303 | 61,705 | 53,480 | 66,386 | 58,899 | 53,065 | 60,331 | 53,721 | 45,896 |
| Wisconsin. | 111,835 | 80,278 | 73,543 | 74,049 | 62,503 | 61,315 | 102,799 | 78,661 | 68,533 | 75,469 | 62,995 | 55,464 |
| Wyoming ............................................ | 115,262 | 81,682 | 76,703 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| U.S. Service Academies | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | † |
| Other jurisdictions ..................... | 84,041 | 73,035 | 64,069 | 83,308 | 71,075 | 57,252 | $\dagger$ | $\dagger$ | 39,949 | $\dagger$ | $\dagger$ | 37,773 |
| American Samoa |  |  |  | $\dagger$ | , | $\dagger$ | $\dagger$ | $\dagger$ | † | $\dagger$ | $\dagger$ | $\dagger$ |
| Federated States of Micronesia .............. |  | $\dagger$ | $\dagger$ |  |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Guam ................................... |  | $\dagger$ | $\dagger$ | 94,831 | 73,217 | 55,754 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Marshall Islands ....................... |  | $\dagger$ | $\dagger$ |  | $\dagger$ |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Northern Marianas ............................. |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Palau .......... |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 37,773 |
| Puerto Rico ........... | 84,041 | 73,035 | 64,069 | 1 | $\dagger$ |  | $\dagger$ | $\dagger$ | 39,949 | $\dagger$ | $\dagger$ | 37,773 |
| U.S. Virgin Islands ................................. |  | $\dagger$ | $\dagger$ | 73,225 | 66,362 | 58,430 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met (too few cases).
${ }^{1}$ Institutions that awarded 20 or more doctor's degrees during the previous academic year
${ }^{2}$ Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title V federal financial aid programs. Data include imputations for nonrespondent institutions. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Human Resources component, Salaries section. (This table was prepared December 2016.)

Table 316.80. Percentage of degree-granting postsecondary institutions with a tenure system and of full-time faculty with tenure at these institutions, by control and level of institution and selected characteristics of faculty: Selected years, 1993-94 through 2015-16

| Selected characteristic and academic year | All institutions | Public institutions |  |  |  |  |  | Nonprofit institutions |  |  |  |  |  | For-profit institutions |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | 4-year institutions |  |  |  | 2-year | Total | 4-year institutions |  |  |  | 2-year |  |
|  |  |  | Total | Doctoral ${ }^{1}$ | Master's ${ }^{2}$ | Other |  |  | Total | Doctoral ${ }^{1}$ | Master's ${ }^{2}$ | Other |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Percent of institutions with a tenure system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993-94 ................................................ | 62.6 | 73.6 | 92.6 | 100.0 | 98.3 | 76.4 | 62.1 | 62.0 | 66.3 | 90.5 | 76.5 | 58.3 | 26.1 | 7.8 |
| 1999-2000 .......................................... | 55.0 | 72.8 | 94.6 | 100.0 | 95.5 | 86.3 | 60.3 | 59.0 | 63.4 | 81.2 | 72.6 | 54.9 | 14.0 | 4.0 |
| 2003-04 ............................................ | 52.7 | 71.3 | 90.9 | 100.0 | 98.0 | 70.9 | 59.4 | 57.9 | 61.2 | 86.6 | 71.6 | 49.5 | 14.4 | 3.6 |
| 2005-06 ............................................. | 50.9 | 71.5 | 90.9 | 99.5 | 98.0 | 71.6 | 59.4 | 56.5 | 59.8 | 85.1 | 67.1 | 49.2 | 11.5 | 2.0 |
| 2007-08 ............................................ | 49.5 | 70.7 | 91.0 | 100.0 | 98.6 | 71.6 | 57.4 | 57.5 | 60.2 | 87.8 | 66.0 | 49.0 | 13.0 | 1.4 |
| 2009-10. | 47.8 | 71.2 | 90.9 | 99.6 | 98.5 | 71.3 | 57.7 | 57.1 | 59.5 | 80.6 | 64.4 | 44.6 | 12.9 | 1.5 |
| 2011-12 ............................................ | 45.3 | 71.6 | 90.8 | 99.6 | 98.5 | 70.5 | 57.8 | 55.6 | 58.6 | 79.5 | 64.0 | 42.7 | 8.0 | 1.3 |
| 2013-14 | 49.3 | 74.6 | 95.8 | 99.6 | 98.1 | 86.6 | 58.9 | 59.7 | 61.8 | 79.6 | 63.2 | 49.0 | 12.5 | 1.2 |
| 2015-16 ............................................. | 51.9 | 74.7 | 95.2 | 99.6 | 97.6 | 85.7 | 58.8 | 57.7 | 60.6 | 79.8 | 60.8 | 47.0 | 7.5 | 1.3 |
| Faculty with tenure at institutions with a tenure system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percent of all full-time faculty ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1993-94 ... | 56.2 | 58.9 | 56.3 | 54.5 | 60.5 | 51.1 | 69.9 | 49.5 | 49.5 | 47.6 | 51.8 | 50.4 | 47.9 | 33.8 |
| 1999-2000 | 53.7 | 55.9 | 53.2 | 50.4 | 59.1 | 54.7 | 67.7 | 48.2 | 48.1 | 43.4 | 52.3 | 53.5 | 59.7 | 77.4 |
| 2003-04 .......... | 50.4 | 53.0 | 50.2 | 48.9 | 52.9 | 51.2 | 65.2 | 44.6 | 44.6 | 40.1 | 48.7 | 51.9 | 47.7 | 69.2 |
| 2005-06 ............................................. | 49.6 | 51.5 | 48.7 | 47.2 | 52.3 | 49.1 | 64.1 | 45.1 | 45.1 | 40.7 | 49.1 | 52.5 | 45.2 | 69.3 |
| 2007-08 ............................................ | 48.8 | 50.5 | 47.8 | 46.1 | 51.9 | 49.1 | 63.6 | 44.7 | 44.7 | 40.1 | 49.8 | 52.7 | 41.3 | 51.3 |
| 2009-10 ... | 48.7 | 50.6 | 47.8 | 45.7 | 53.6 | 51.3 | 64.1 | 44.3 | 44.3 | 40.4 | 50.5 | 54.1 | 38.5 | 51.0 |
| 2011-12 .................................................................. | 48.5 | 50.7 | 48.0 | 45.8 | 54.3 | 53.4 | 64.7 | 43.7 | 43.7 | 39.7 | 50.7 | 54.3 | 31.4 | 31.0 |
| 2013-14 ............................................. | 48.3 | 50.4 | 47.3 | 44.9 | 55.4 | 52.2 | 67.2 | 43.8 | 43.8 | 39.5 | 51.7 | 55.9 | 31.5 | 19.8 |
| 2015-16 | 47.3 | 49.3 | 46.6 | 44.2 | 54.7 | 53.4 | 65.1 | 42.8 | 42.9 | 38.6 | 51.6 | 55.6 | 33.9 | 17.0 |
| Percent of full-time instructional faculty only2013-14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ..... | 50.7 | 52.8 | 50.0 | 48.1 | 55.6 | 53.5 | 67.2 | 46.3 | 46.4 | 42.9 | 51.7 | 55.9 | 30.5 | 19.8 |
| Male .... | 56.6 | 58.5 | 56.8 | 55.5 | 61.9 | 56.2 | 69.6 | 52.7 | 52.8 | 49.9 | 57.2 | 61.9 | 36.7 | 21.7 |
| Female ....................................... | 43.2 | 45.7 | 40.8 | 37.4 | 48.5 | 50.6 | 65.1 | 37.7 | 37.7 | 32.7 | 45.4 | 48.7 | 26.4 | 18.3 |
| Professor .... | 90.7 | 91.9 | 91.7 | 90.2 | 97.8 | 91.8 | 93.5 | 88.4 | 88.4 | 86.1 | 92.1 | 95.4 | 79.2 | 61.3 |
| Male ...... | 91.1 | 92.3 | 92.1 | 90.8 | 97.9 | 92.6 | 94.4 | 88.8 | 88.8 | 87.0 | 91.8 | 95.4 | 91.7 | 64.4 |
| Female ........................................ | 89.9 | 91.1 | 90.8 | 88.3 | 97.6 | 90.6 | 92.7 | 87.4 | 87.4 | 83.6 | 92.6 | 95.3 | 66.7 | 55.9 |
| Associate professor ............................. | 77.1 | 80.6 | 80.7 | 77.5 | 90.2 | 85.8 | 79.3 | 70.4 | 70.4 | 63.8 | 78.6 | 86.2 | 42.2 | 22.9 |
| Male ........................................... | 77.2 | 80.9 | 81.0 | 78.2 | 90.1 | 86.1 | 80.4 | 70.1 | 70.1 | 64.1 | 78.8 | 84.7 | 44.4 | 20.0 |
| Female ......... | 76.8 | 80.1 | 80.3 | 76.6 | 90.3 | 85.4 | 78.4 | 70.7 | 70.8 | 63.4 | 78.5 | 87.9 | 41.7 | 25.0 |
| Assistant professor ..... | 6.8 | 8.7 | 5.2 | 2.0 | 11.6 | 23.9 | 45.2 | 3.4 | 3.4 | 2.1 | 6.7 | 4.5 | 11.1 | $\ddagger$ |
| Male .................................................................... | 6.5 | 8.2 | 5.0 | 2.0 | 11.6 | 23.5 | 48.1 | 3.4 | 3.4 | 2.2 | 6.9 | 4.7 | 11.5 | $\ddagger$ |
| Female ....................................... | 7.1 | 9.3 | 5.4 | 2.1 | 11.6 | 24.3 | 43.0 | 3.3 | 3.3 | 1.9 | 6.6 | 4.3 | 10.8 | $\dagger$ |
| Instructor. | 28.4 | 34.4 | 2.1 | 0.9 | 1.8 | 11.6 | 61.7 | 0.5 | 0.5 | 0.4 | 0.4 | 1.6 | 9.1 | 66.7 |
| Lecturer ........................................... | 1.6 | 2.0 | 1.3 | 0.7 | 2.9 | 4.6 | 20.9 | 0.3 | 0.3 | 0.1 | 1.0 | 1.4 | $\dagger$ | $\dagger$ |
| No academic rank .............................. | 32.3 | 41.1 | 20.4 | 1.0 | 7.5 | 64.0 | 69.1 | 9.6 | 9.5 | 1.2 | 19.7 | 42.3 | 37.1 | 11.7 |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total .. | 49.6 | 51.7 | 49.2 | 47.4 | 54.8 | 54.3 | 65.1 | 45.3 | 45.3 | 41.8 | 51.6 | 55.6 | 33.9 | 17.0 |
| Male ............................................ | 55.5 | 57.4 | 55.9 | 54.6 | 60.7 | 57.3 | 67.5 | 51.7 | 51.7 | 48.8 | 57.3 | 61.4 | 46.1 | 18.9 |
| Female ....................................... | 42.4 | 44.9 | 40.6 | 37.4 | 48.2 | 51.4 | 63.1 | 37.0 | 37.0 | 32.2 | 45.2 | 49.1 | 25.6 | 15.5 |
| Professor ......................................... | 90.3 | 91.5 | 91.6 | 90.0 | 97.9 | 92.2 | 90.7 | 88.1 | 88.1 | 85.6 | 92.9 | 95.8 | 80.6 | 61.6 |
| Male .................................................................................. | 90.8 | 92.0 | 92.0 | 90.7 | 97.9 | 93.2 | 91.7 | 88.5 | 88.5 | 86.6 | 92.8 | 95.8 | 88.9 | 66.0 |
| Female ....................................... | 89.3 | 90.4 | 90.5 | 88.1 | 97.9 | 90.8 | 89.8 | 87.1 | 87.1 | 83.1 | 93.0 | 95.8 | 69.2 | 55.6 |
| Associate professor ............................. | 76.4 | 80.0 | 80.3 | 77.3 | 90.2 | 87.0 | 77.0 | 69.6 | 69.6 | 63.3 | 78.2 | 86.7 | 53.7 | 34.8 |
| Male ............................................................. | 76.7 | 80.5 | 80.6 | 77.8 | 90.5 | 86.9 | 78.4 | 69.5 | 69.5 | 63.6 | 78.3 | 86.0 | 81.3 | 29.7 |
| Female ........................................ | 76.1 | 79.4 | 79.8 | 76.5 | 89.8 | 87.2 | 75.8 | 69.7 | 69.8 | 62.7 | 78.1 | 87.5 | 42.1 | 38.5 |
| Assistant professor .............................. | 6.0 | 7.7 | 4.5 | 1.7 | 10.1 | 25.2 | 43.5 | 2.8 | 2.8 | 1.8 | 5.6 | 3.9 | 11.1 | 4.9 |
| Male ................................................ | 5.8 | 7.3 | 4.3 | 1.7 | 10.1 | 25.0 | 47.0 | 2.9 | 2.9 | 1.8 | 6.0 | 4.5 | 13.0 | 4.9 |
| Female ........................................ | 6.2 | 8.2 | 4.7 | 1.7 | 10.1 | 25.3 | 41.0 | 2.6 | 2.6 | 1.7 | 5.3 | 3.3 | 9.7 | 4.9 |
| Instructor ............................................ | 27.4 | 33.6 | 3.5 | 0.5 | 2.4 | 23.5 | 59.5 | 0.3 | 0.3 | 0.1 | 0.4 | 1.2 | $\ddagger$ | 3.1 |
| Lecturer ........................................... | 1.8 | 2.4 | 1.8 | 1.0 | 3.7 | 4.3 | 22.5 | 0.2 | 0.2 | 0.1 | $\ddagger$ | 1.2 | t | $\dagger$ |
| No academic rank ................................ | 31.9 | 39.8 | 23.1 | 7.3 | 5.1 | 60.1 | 67.9 | 10.4 | 10.3 | 1.4 | 21.0 | 43.0 | 40.6 | $\dagger$ |

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met (too few cases).
${ }^{1}$ Institutions that awarded 20 or more doctor's degrees during the previous academic year.
${ }^{2}$ Institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year.
${ }^{3}$ Includes instructional, research, and public service faculty.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data include imputations for nonrespondent institutions. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:93-99); and IPEDS Winter 2003-04 through Winter 2011-12 and Spring 2013 through Spring 2016, Human Resources component, Fall Staff section. (This table was prepared December 2016.)

Table 317.10. Degree-granting postsecondary institutions, by control and level of institution: Selected years, 1949-50 through 2015-16

| Year | All institutions |  |  | Public |  |  | Private |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | $\begin{aligned} & \text { 4-year, } \\ & \text { total } \end{aligned}$ | $\begin{aligned} & \text { 2-year, } \\ & \text { total } \end{aligned}$ | Nonprofit |  |  | For-profit |  |  |
|  |  |  |  |  |  |  |  |  |  | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Excluding branch campuses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1949-50. | 1,851 | 1,327 | 524 | 641 | 344 | 297 | 1,210 | 983 | 227 | - | - | - | - | - | - |
| 1959-60 | 2,004 | 1,422 | 582 | 695 | 367 | 328 | 1,309 | 1,055 | 254 | - | - | - | - | - | - |
| 1969-70. | 2,525 | 1,639 | 886 | 1,060 | 426 | 634 | 1,465 | 1,213 | 252 | - | - | - | - | - | - |
| 1970-71 .. | 2,556 | 1,665 | 891 | 1,089 | 435 | 654 | 1,467 | 1,230 | 237 | - | - | - | - | - | - |
| 1971-72 | 2,606 | 1,675 | 931 | 1,137 | 440 | 697 | 1,469 | 1,235 | 234 | - | - | - | - | - | - |
| 1972-73. | 2,665 | 1,701 | 964 | 1,182 | 449 | 733 | 1,483 | 1,252 | 231 | - | - | - | - | - | - |
| 1973-74 | 2,720 | 1,717 | 1,003 | 1,200 | 440 | 760 | 1,520 | 1,277 | 243 | - | - | - | - | - | - |
| 1974-75. | 2,747 | 1,744 | 1,003 | 1,214 | 447 | 767 | 1,533 | 1,297 | 236 | - | - | - | - | - | - |
| 1975-76 .. | 2,765 | 1,767 | 998 | 1,219 | 447 | 772 | 1,546 | 1,320 | 226 | - | - | - | - | - | - |
| 1976-77. | 2,785 | 1,783 | 1,002 | 1,231 | 452 | 779 | 1,554 | 1,331 | 223 | - | - | - | - | - | - |
| 1977-78 | 2,826 | 1,808 | 1,018 | 1,241 | 454 | 787 | 1,585 | 1,354 | 231 | - | - | - | - | - | - |
| 1978-79 .. | 2,954 | 1,843 | 1,111 | 1,308 | 463 | 845 | 1,646 | 1,380 | 266 | - | - | - | - | - | - |
| 1979-80 .. | 2,975 | 1,863 | 1,112 | 1,310 | 464 | 846 | 1,665 | 1,399 | 266 | - | - | - | - | - | - |
| 1980-81. | 3,056 | 1,861 | 1,195 | 1,334 | 465 | 869 | 1,722 | 1,396 | $326{ }^{1}$ | - | - | - | - | - | - |
| 1981-82 | 3,083 | 1,883 | 1,200 | 1,340 | 471 | 869 | 1,743 | 1,412 | $331{ }^{1}$ | - | - | - | - | - | - |
| 1982-83. | 3,111 | 1,887 | 1,224 | 1,336 | 472 | 864 | 1,775 | 1,415 | $360{ }^{1}$ | - | - | - | - | - | - |
| 1983-84.. | 3,117 | 1,914 | 1,203 | 1,325 | 474 | 851 | 1,792 | 1,440 | 352 | - | - | - | - | - | - |
| 1984-85 | 3,146 | 1,911 | 1,235 | 1,329 | 461 | 868 | 1,817 | 1,450 | 367 | - | - | - | - | - | - |
| 1985-86.... | 3,155 | 1,915 | 1,240 | 1,326 | 461 | 865 | 1,829 | 1,454 | 375 | - | - | - | - | - | - |
| Including branch campuses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1974-75. | 3,004 | 1,866 | 1,138 | 1,433 | 537 | 896 | 1,571 | 1,329 | 242 | - | - | - | - | - | - |
| 1975-76. | 3,026 | 1,898 | 1,128 | 1,442 | 545 | 897 | 1,584 | 1,353 | 231 | - | - | - | - | - | - |
| 1976-77. | 3,046 | 1,913 | 1,133 | 1,455 | 550 | 905 | 1,591 | 1,363 | 228 | 1,536 | 1,348 | 188 | 55 | 15 | 40 |
| 1977-78. | 3,095 | 1,938 | 1,157 | 1,473 | 552 | 921 | 1,622 | 1,386 | 236 | - | - | - | - | - | - |
| 1978-79. | 3,134 | 1,941 | 1,193 | 1,474 | 550 | 924 | 1,660 | 1,391 | 269 | 1,564 | 1,376 | 188 | 96 | 15 | 81 |
| 1979-80 | 3,152 | 1,957 | 1,195 | 1,475 | 549 | 926 | 1,677 | 1,408 | 269 | - | - | - | - | - | - |
| 1980-81. | 3,231 | 1,957 | 1,274 | 1,497 | 552 | 945 | 1,734 | 1,405 | 3291 | 1,569 | 1,387 | 182 | 165 | 18 | 147 |
| 1981-82 | 3,253 | 1,979 | 1,274 | 1,498 | 558 | 940 | 1,755 | 1,421 | $334{ }^{1}$ | - | - | - | - | - | - |
| 1982-83 | 3,280 | 1,984 | 1,296 | 1,493 | 560 | 933 | 1,787 | 1,424 | $363{ }^{1}$ | - | - | - | - | - | - |
| 1983-84 .. | 3,284 | 2,013 | 1,271 | 1,481 | 565 | 916 | 1,803 | 1,448 | 355 | - | - | - | - | - | - |
| 1984-85. | 3,331 | 2,025 | 1,306 | 1,501 | 566 | 935 | 1,830 | 1,459 | 371 | 1,616 | 1,430 | 186 | 214 | 29 | 185 |
| 1985-86 | 3,340 | 2,029 | 1,311 | 1,498 | 566 | 932 | 1,842 | 1,463 | 379 | - | - | - | - | - | - |
| 1986-87. | 3,406 | 2,070 | 1,336 | 1,533 | 573 | 960 | 1,873 | 1,497 | 376 | 1,635 | 1,462 | 173 | 238 | 35 | 203 |
| 1987-88 | 3,587 | 2,135 | 1,452 | 1,591 | 599 | 992 | 1,996 | 1,536 | 460 | 1,673 | 1,487 | 186 | 323 | 49 | 274 |
| 1988-89 | 3,565 | 2,129 | 1,436 | 1,582 | 598 | 984 | 1,983 | 1,531 | 452 | 1,658 | 1,478 | 180 | 325 | 53 | 272 |
| 1989-90 | 3,535 | 2,127 | 1,408 | 1,563 | 595 | 968 | 1,972 | 1,532 | 440 | 1,656 | 1,479 | 177 | 316 | 53 | 263 |
| 1990-91 | 3,559 | 2,141 | 1,418 | 1,567 | 595 | 972 | 1,992 | 1,546 | 446 | 1,649 | 1,482 | 167 | 343 | 64 | 279 |
| 1991-92. | 3,601 | 2,157 | 1,444 | 1,598 | 599 | 999 | 2,003 | 1,558 | 445 | 1,662 | 1,486 | 176 | 341 | 72 | 269 |
| 1992-93 | 3,638 | 2,169 | 1,469 | 1,624 | 600 | 1,024 | 2,014 | 1,569 | 445 | 1,672 | 1,493 | 179 | 342 | 76 | 266 |
| 1993-94 | 3,632 | 2,190 | 1,442 | 1,625 | 604 | 1,021 | 2,007 | 1,586 | 421 | 1,687 | 1,506 | 181 | 320 | 80 | 240 |
| 1994-95 ... | 3,688 | 2,215 | 1,473 | 1,641 | 605 | 1,036 | 2,047 | 1,610 | 437 | 1,702 | 1,510 | 192 | 345 | 100 | 245 |
| 1995-96 | 3,706 | 2,244 | 1,462 | 1,655 | 608 | 1,047 | 2,051 | 1,636 | 415 | 1,706 | 1,519 | 187 | 345 | 117 | 228 |
| 1996-97 | 4,009 | 2,267 | 1,742 | 1,702 | 614 | 1,088 | 2,307 | 1,653 | 654 | 1,693 | 1,509 | 184 | 614 | 144 | 470 |
| 1997-98.. | 4,064 | 2,309 | 1,755 | 1,707 | 615 | 1,092 | 2,357 | 1,694 | 663 | 1,707 | 1,528 | 179 | 650 | 166 | 484 |
| 1998-99 | 4,048 | 2,335 | 1,713 | 1,681 | 612 | 1,069 | 2,367 | 1,723 | 644 | 1,695 | 1,531 | 164 | 672 | 192 | 480 |
| 1999-2000. | 4,084 | 2,363 | 1,721 | 1,682 | 614 | 1,068 | 2,402 | 1,749 | 653 | 1,681 | 1,531 | 150 | 721 | 218 | 503 |
| 2000-01. | 4,182 | 2,450 | 1,732 | 1,698 | 622 | 1,076 | 2,484 | 1,828 | 656 | 1,695 | 1,551 | 144 | 789 | 277 | 512 |
| 2001-02.. | 4,197 | 2,487 | 1,710 | 1,713 | 628 | 1,085 | 2,484 | 1,859 | 625 | 1,676 | 1,541 | 135 | 808 | 318 | 490 |
| 2002-03. | 4,168 | 2,466 | 1,702 | 1,712 | 631 | 1,081 | 2,456 | 1,835 | 621 | 1,665 | 1,538 | 127 | 791 | 297 | 494 |
| 2003-04 | 4,236 | 2,530 | 1,706 | 1,720 | 634 | 1,086 | 2,516 | 1,896 | 620 | 1,664 | 1,546 | 118 | 852 | 350 | 502 |
| 2004-05 ..... | 4,216 | 2,533 | 1,683 | 1,700 | 639 | 1,061 | 2,516 | 1,894 | 622 | 1,637 | 1,525 | 112 | 879 | 369 | 510 |
| 2005-06 .. | 4,276 | 2,582 | 1,694 | 1,693 | 640 | 1,053 | 2,583 | 1,942 | 641 | 1,647 | 1,534 | 113 | 936 | 408 | 528 |
| 2006-07 | 4,314 | 2,629 | 1,685 | 1,688 | 643 | 1,045 | 2,626 | 1,986 | 640 | 1,640 | 1,533 | 107 | 986 | 453 | 533 |
| 2007-08 ................................... | 4,352 | 2,675 | 1,677 | 1,685 | 653 | 1,032 | 2,667 | 2,022 | 645 | 1,624 | 1,532 | 92 | 1,043 | 490 | 553 |
| 2008-09. | 4,409 | 2,719 | 1,690 | 1,676 | 652 | 1,024 | 2,733 | 2,067 | 666 | 1,629 | 1,537 | 92 | 1,104 | 530 | 574 |
| 2009-10 .. | 4,495 | 2,774 | 1,721 | 1,672 | 672 | 1,000 | 2,823 | 2,102 | 721 | 1,624 | 1,539 | 85 | 1,199 | 563 | 636 |
| 2010-11 .. | 4,599 | 2,870 | 1,729 | 1,656 | 678 | 978 | 2,943 | 2,192 | 751 | 1,630 | 1,543 | 87 | 1,313 | 649 | 664 |
| 2011-12. | 4,706 | 2,968 | 1,738 | 1,649 | 682 | 967 | 3,057 | 2,286 | 771 | 1,653 | 1,553 | 100 | 1,404 | 733 | 671 |
| 2012-13. | 4,706 | 2,968 | 1,738 | 1,649 | 682 | 967 | 3,057 | 2,286 | 771 | 1,653 | 1,553 | 100 | 1,404 | 733 | 671 |
| 2013-14. | 4,724 | 3,039 | 1,685 | 1,625 | 691 | 934 | 3,099 | 2,348 | 751 | 1,675 | 1,587 | 88 | 1,424 | 761 | 663 |
| 2014-15. | 4,627 | 3,011 | 1,616 | 1,621 | 701 | 920 | 3,006 | 2,310 | 696 | 1,672 | 1,584 | 88 | 1,334 | 726 | 608 |
| 2015-16 ...................................... | 4,583 | 3,004 | 1,579 | 1,620 | 710 | 910 | 2,963 | 2,294 | 669 | 1,701 | 1,594 | 107 | 1,262 | 700 | 562 |

## -Not available

${ }^{1}$ Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.
NOTE: Data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Titte IV federal financial aid programs. Changes in counts of institutions over time are partly affected by increasing or decreasing numbers of institutions submitting separate data for branch campuses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Directory, Colleges and Universities, 1949-50 through 1965-66; Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities" surveys, 1966-67 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey" (IPEDS-IC:86-99); and IPEDS Fall 2000 through Fall 2015, Institutional Characteristics component. (This table was prepared November 2016.)

Table 317.20. Degree-granting postsecondary institutions, by control and classification of institution and state or jurisdiction: 2015-16-Continued

| State or jurisdiction | Total | All public institutions | Public 4-year institutions |  |  |  |  |  |  | $\begin{aligned} & \text { Public } \\ & \text { 2-year } \end{aligned}$ |  | Nonprofit 4-year institutions |  |  |  |  |  |  | $\begin{aligned} & \text { Nonprofit } \\ & \text { 2-year } \end{aligned}$ | For-profit institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Research university, very high ${ }^{1}$ | Research university, high ${ }^{2}$ | Doctoral research university ${ }^{3}$ | Master's ${ }^{4}$ | $\begin{array}{r} \text { Bacca- } \\ \text { laureate }{ }^{5} \end{array}$ | Special focus ${ }^{6}$ |  |  | Total | Research university, very high ${ }^{1}$ | Research university, high $^{2}$ | Doctoral research university ${ }^{3}$ | Master's ${ }^{4}$ | $\begin{gathered} \text { Bacca- } \\ \text { laureate } \end{gathered}$ | $\begin{array}{r} \text { Special } \\ \text { focus } \end{array}$ |  | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Vermont ......................... | 24 | 6 | 5 | 0 | 1 | 0 | 1 | 3 | 0 | 1 | 17 | 17 | 0 | 0 | 0 | 6 | 9 | 2 | 0 | 1 | 1 | 0 |
| Virginia .................................. | 131 | 40 | 16 | 4 | 2 | 0 | 7 | 2 | 1 | 24 | 43 | 38 | 0 | 0 | 3 | 5 | 16 | 14 | 5 | 48 | 29 | 19 |
| Washington ..................... | 86 | 43 | 26 | 2 | 0 | 0 | 6 | 17 | 1 | 17 | 28 | 23 | 0 | 0 | 1 | 10 | 5 | 7 | 5 | 15 | 11 | 4 |
| West Virginia ................... | 44 | 22 | 13 | 1 | 0 | 0 | 3 | 8 | 1 | 9 | 9 | 9 | 0 | 0 | 0 | 3 | 4 | 2 | 0 | 13 | 3 | 10 |
| Wisconsin ....................... | 84 | 31 | 14 | 2 | 0 | 0 | 9 | 3 | 0 | 17 | 30 | 30 | 0 | 1 | 2 | 9 | 9 | 9 | 0 | 23 | 22 | 1 |
| Wyoming ........................................ | 10 | 8 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 7 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| U.S. Service Academies .. | 5 | 5 | 5 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | t | + | t | + | t | + | t |
| Other jurisdictions | 101 | 26 | 18 | 0 | 1 | 0 | 3 | 11 | 3 | 8 | 52 | 45 | 0 | 0 | 3 | 12 | 12 | 18 | 7 | 23 | 14 | 9 |
| American Samoa ............. | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federated States <br> of Micronesia | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam ............................ | 3 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Marshall Islands ................ | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas ........... | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau ............................ | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico .................... | 92 | 18 | 14 | 0 | 1 | 0 | 1 | 9 | 3 | 4 | 51 | 44 | 0 | 0 | 3 | 12 | 12 | 17 | 7 | 23 | 14 | 9 |
| U.S. Virgin Islands ........... | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## Not applicable

Research universities with a very high level of research activity
Research universities with a high level of research activity.
Institutions that award at least 20 doctor's degrees per year, but did not have a high level of research activity.
Institutions that primarily emphasize undergraduate education. Also includes institutions classified as 4 -year under the IPEDS system, which had been classified as 2 -year in the Carnegie classification system because they primarily award associate's degrees.
${ }^{6}$ Four-year instiulions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology and engineering,
NOTE: Branch campuses are counted as separate institutions. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing,
and doctoral degrees conferred, by field. Further information on the research index ranking may be obtained from http: carnegieclassifications.iu.edu/. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Fall 2015, Institutional Characteristics component. (This table was prepared November 2016.)

Table 317.30. Number of non-degree-granting Title IV institutions offering postsecondary education, by control of institution and state or jurisdiction: Selected years, 2000-01 through 2015-16

| State or jurisdiction | $\begin{array}{r} 2000-01, \\ \text { total } \end{array}$ | $\begin{array}{r} 2005-06, \\ \text { total } \end{array}$ | $\left.\begin{array}{r} 2010-11, \\ \text { total } \end{array} \right\rvert\,$ | 2013-14 |  |  |  |  | 2014-15 |  |  |  |  | 2015-16 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Public | Private |  |  | Total | Public | Private |  |  | Total | Public | Private |  |  |
|  |  |  |  |  |  | Total | Nonprofit | Forprofit |  |  | Total | Nonprofit | Forprofit |  |  | Total | Nonprofit | Forprofit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| United States ............. | 2,297 | 2,187 | 2,422 | 2,512 | 355 | 2,157 | 159 | 1,998 | 2,524 | 343 | 2,181 | 155 | 2,026 | 2,438 | 345 | 2,093 | 158 | 1,935 |
| Alabama . | 10 | 9 | 9 | 14 | 0 | 14 | 1 | 13 | 14 | 0 | 14 | 1 | 13 | 13 | 0 | 13 | 1 | 12 |
| Alaska .............................. | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Arizona ............................ | 33 | 34 | 42 | 47 | 2 | 45 | 0 | 45 | 48 | 2 | 46 | 0 | 46 | 47 | 2 | 45 | 0 | 45 |
| Arkansas .......................... | 36 | 32 | 32 | 33 | 2 | 31 | 2 | 29 | 31 | 2 | 29 | 1 | 28 | 32 | 2 | 30 | 0 | 30 |
| California ......................... | 230 | 235 | 248 | 258 | 14 | 244 | 22 | 222 | 252 | 12 | 240 | 22 | 218 | 244 | 11 | 233 | 18 | 215 |
| Colorado ..... | 21 | 26 | 33 | 39 | 3 | 36 | 3 | 33 | 39 | 3 | 36 | 3 | 33 | 38 | 3 | 35 | 3 | 32 |
| Connecticut ....................... | 37 | 36 | 59 | 48 | 11 | 37 | 3 | 34 | 48 | 10 | 38 | 3 | 35 | 45 | 10 | 35 | 2 | 33 |
| Delaware ........................... | 4 | 6 | 8 | 8 | 0 | 8 | 1 | 7 | 8 | 0 | 8 | 1 | 7 | 8 | 0 | 8 | 1 | 7 |
| District of Columbia ............ | 5 | 6 | 5 | 4 | 0 | 4 | 1 | 3 | 4 | 0 | 4 | 1 | 3 | 4 | 0 | 4 | 1 | 3 |
| Florida ............................. | 124 | 126 | 150 | 155 | 43 | 112 | 3 | 109 | 168 | 45 | 123 | 3 | 120 | 166 | 46 | 120 | 3 | 117 |
| Georgia ........................... | 38 | 44 | 46 | 46 | 1 | 45 | 2 | 43 | 47 | 1 | 46 | 3 | 43 | 44 | 1 | 43 | 5 | 38 |
| Hawaii ............................. | 6 | 5 | 5 | 5 | 0 | 5 | 0 | 5 | 5 | 0 | 5 | 0 | 5 | 5 | 0 | 5 | 0 | 5 |
| Idaho ................................ | 11 | 13 | 17 | 23 | 1 | 22 | 0 | 22 | 23 | 1 | 22 | 0 | 22 | 22 | 1 | 21 | 0 | 21 |
| Illinois ...... | 88 | 94 | 108 | 119 | 2 | 117 | 8 | 109 | 117 | 2 | 115 | 7 | 108 | 102 | 2 | 100 | 6 | 94 |
| Indiana ............................. | 34 | 28 | 42 | 48 | 2 | 46 | 1 | 45 | 48 | 1 | 47 | 1 | 46 | 47 | 0 | 47 | 1 | 46 |
| lowa ....... | 27 | 26 | 26 | 27 | 0 | 27 | 2 | 25 | 27 | 0 | 27 | 2 | 25 | 26 | 0 | 26 | 2 | 24 |
| Kansas .... | 23 | 25 | 22 | 22 | 1 | 21 | 0 | 21 | 19 | 1 | 18 | 0 | 18 | 16 | 1 | 15 | 0 | 15 |
| Kentucky .......................... | 52 | 32 | 30 | 33 | 0 | 33 | 2 | 31 | 33 | 0 | 33 | 2 | 31 | 32 | 0 | 32 | 2 | 30 |
| Louisiana ........................... | 57 | 57 | 47 | 51 | 0 | 51 | 3 | 48 | 57 | 0 | 57 | 2 | 55 | 62 | 0 | 62 | 3 | 59 |
| Maine ............................. | 11 | 9 | 7 | 9 | 0 | 9 | 0 | 9 | 8 | 0 | 8 | 0 | 8 | 8 | 0 | 8 | 0 | 8 |
| Maryland .......................... | 34 | 27 | 32 | 35 | 0 | 35 | 0 | 35 | 38 | 0 | 38 | 0 | 38 | 34 | 0 | 34 | 0 | 34 |
| Massachusetts .................. | 60 | 61 | 75 | 68 | 12 | 56 | 3 | 53 | 67 | 12 | 55 | 3 | 52 | 63 | 12 | 51 | 3 | 48 |
| Michigan ............................ | 72 | 65 | 89 | 82 | 1 | 81 | 3 | 78 | 84 | 1 | 83 | 3 | 80 | 82 | 1 | 81 | 6 | 75 |
| Minnesota ........................ | 20 | 21 | 26 | 27 | 0 | 27 | 2 | 25 | 27 | 0 | 27 | 2 | 25 | 24 | 0 | 24 | 2 | 22 |
| Mississippi ......................... | 16 | 20 | 20 | 20 | 0 | 20 | 0 | 20 | 20 | 0 | 20 | 0 | 20 | 19 | 0 | 19 | 0 | 19 |
| Missouri ........................... | 69 | 61 | 74 | 77 | 29 | 48 | 2 | 46 | 72 | 23 | 49 | 3 | 46 | 64 | 23 | 41 | 1 | 40 |
| Montana .......................... | 10 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 8 | 0 | 8 | 0 | 8 | 8 | 0 | 8 | 0 | 8 |
| Nebraska .......................... | 12 | 10 | 7 | 7 | 0 | 7 | 1 | 6 | 7 | 0 | 7 | 1 | 6 | 8 | 0 | 8 | 1 | 7 |
| Nevada ............................ | 10 | 9 | 18 | 23 | 0 | 23 | 1 | 22 | 21 | 0 | 21 | 1 | 20 | 18 | 0 | 18 | 1 | 17 |
| New Hampshire .................. | 11 | 14 | 14 | 15 | 0 | 15 | 1 | 14 | 15 | 0 | 15 | 1 | 14 | 14 | 0 | 14 | 1 | 13 |
| New Jersey ....................... | 89 | 91 | 87 | 95 | 5 | 90 | 7 | 83 | 90 | 5 | 85 | 7 | 78 | 85 | 5 | 80 | 8 | 72 |
| New Mexico ...................... | 6 | 7 | 7 | 8 | 0 | 8 | 0 | 8 | 8 | 0 | 8 | 0 | 8 | 7 | 0 | 7 | 0 | 7 |
| New York ............................ | 152 | 133 | 151 | 152 | 33 | 119 | 26 | 93 | 156 | 33 | 123 | 24 | 99 | 155 | 34 | 121 | 21 | 100 |
| North Carolina ................... | 36 | 29 | 42 | 45 | 1 | 44 | 3 | 41 | 46 | 1 | 45 | 3 | 42 | 42 | 1 | 41 | 3 | 38 |
| North Dakota ...................... | 5 | 5 | 8 | 9 | 0 | 9 | 0 | 9 | 9 | 0 | 9 | 0 | 9 | 9 | 0 | 9 | 0 | 9 |
| Ohio ............................... | 130 | 119 | 138 | 138 | 51 | 87 | 6 | 81 | 144 | 50 | 94 | 7 | 87 | 138 | 50 | 88 | 8 | 80 |
| Oklahoma ........................ | 84 | 78 | 83 | 79 | 49 | 30 | 0 | 30 | 79 | 48 | 31 | 0 | 31 | 77 | 48 | 29 | 0 | 29 |
| Oregon .............................. | 28 | 27 | 26 | 30 | 0 | 30 | 3 | 27 | 31 | 0 | 31 | 3 | 28 | 30 | 0 | 30 | 4 | 26 |
| Pennsylvania ..................... | 167 | 131 | 126 | 126 | 34 | 92 | 20 | 72 | 126 | 33 | 93 | 21 | 72 | 124 | 32 | 92 | 20 | 72 |
| Rhode Island ..................... | 12 | 10 | 11 | 11 | 0 | 11 | 2 | 9 | 11 | 0 | 11 | 2 | 9 | 11 | 0 | 11 | 1 | 10 |
| South Carolina ................... | 14 | 21 | 27 | 33 | 1 | 32 | 1 | 31 | 30 | 1 | 29 | 1 | 28 | 28 | 1 | 27 | 1 | 26 |
| South Dakota .................... | 5 | 6 | 6 | 6 | 0 | 6 | 3 | 3 | 6 | 0 | 6 | 3 | 3 | 6 | 0 | 6 | 3 | 3 |
| Tennessee ........................ | 54 | 58 | 66 | 72 | 26 | 46 | 1 | 45 | 76 | 26 | 50 | 1 | 49 | 76 | 26 | 50 | 1 | 49 |
| Texas ............................... | 161 | 169 | 170 | 174 | 0 | 174 | 4 | 170 | 179 | 0 | 179 | 3 | 176 | 175 | 0 | 175 | 9 | 166 |
| Utah ............................... | 26 | 24 | 34 | 40 | 7 | 33 | 0 | 33 | 40 | 7 | 33 | 0 | 33 | 40 | 7 | 33 | 0 | 33 |
| Vermont ............................ | 3 | 4 | 4 | 3 | 0 | 3 | 0 | 3 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 2 |
| Virginia ............................ | 56 | 42 | 33 | 40 | 6 | 34 | 3 | 31 | 41 | 6 | 35 | 3 | 32 | 41 | 6 | 35 | 4 | 31 |
| Washington ....................... | 42 | 37 | 37 | 35 | 1 | 34 | 4 | 30 | 35 | 1 | 34 | 5 | 29 | 36 | 1 | 35 | 6 | 29 |
| West Virginia ..................... | 36 | 31 | 33 | 34 | 17 | 17 | 5 | 12 | 30 | 16 | 14 | 3 | 11 | 30 | 18 | 12 | 3 | 9 |
| Wisconsin .......................... | 24 | 22 | 30 | 30 | 0 | 30 | 4 | 26 | 29 | 0 | 29 | 3 | 26 | 29 | 0 | 29 | 3 | 26 |
| Wyoming ............................ | 3 | 2 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 |
| Other jurisdictions ..... | 74 | 74 | 68 | 71 | 2 | 69 | 12 | 57 | 61 | 1 | 60 | 6 | 54 | 55 | 1 | 54 | 2 | 52 |
| American Samoa ................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam .............................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas ............. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau .............................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico ....................... | 74 | 74 | 68 | 71 | 2 | 69 | 12 | 57 | 61 | 1 | 60 | 6 | 54 | 55 | 1 | 54 | 2 | 52 |
| U.S. Virgin Islands ............... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NOTE: Includes all institutions that participated in Title IV federal financial aid programs but did not grant degrees at the associate's or higher level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 through Fall 2015, Institutional Characteristics component. (This table was prepared March 2017.)

Table 317.40. Number of degree-granting postsecondary institutions and enrollment in these institutions, by enrollment size, control, and classification of institution: Fall 2015


[^100]Table 317.40. Number of degree-granting postsecondary institutions and enrollment in these institutions, by enrollment size, control, and classification of institution: Fall 2015-Continued

| Control and level of institution | Enrollment, by enrollment size of institution |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Under 200 | 200 to 499 | 500 to 999 | $\begin{array}{r} 1,000 \text { to } \\ 2,499 \end{array}$ | $\begin{array}{r} 2,500 \text { to } \\ 4,999 \end{array}$ | $\begin{array}{r} 5,000 \text { to } \\ 9,999 \end{array}$ | $\begin{array}{r} 10,000 \text { to } \\ 19,999 \end{array}$ | $\begin{array}{r} 20,000 \text { to } \\ 29,999 \end{array}$ | $\begin{aligned} & 30,000 \text { or } \\ & \text { more } \end{aligned}$ |
| 1 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Total | 19,977,270 | 74,100 | 271,786 | 377,820 | 1,442,235 | 2,232,702 | 3,593,923 | 4,564,556 | 3,410,443 | 4,009,705 |
| Research university, very high ${ }^{2}$ | 3,366,295 | 0 | 0 | 0 | 2,255 | 0 | 37,021 | 326,258 | 985,070 | 2,015,691 |
| Research university, high ${ }^{3}$.................... | 1,687,240 | 0 | 0 | 0 | 2,136 | 13,316 | 186,901 | 631,526 | 620,009 | 233,352 |
| Doctoral/research university ${ }^{4}$................. | 1,414,814 | 0 | 1,161 | 2,344 | 15,602 | 62,552 | 224,698 | 338,110 | 265,046 | 505,301 |
| Master's ${ }^{5}$................................... | 4,385,616 | 883 | 3,847 | 24,128 | 312,802 | 828,812 | 1,213,533 | 1,102,057 | 358,964 | 540,590 |
| Baccalaureate ${ }^{6}$.................................... | 1,928,700 | 10,009 | 65,254 | 123,508 | 523,237 | 349,683 | 244,423 | 240,302 | 79,570 | 292,714 |
| Special-focus ${ }^{7} 4$-year ............................ | 703,677 | 37,173 | 95,100 | 120,690 | 178,444 | 139, 178 | 70,441 | 39,401 | 23,250 |  |
| 2-year ................................................. | 6,490,928 | 26,035 | 106,424 | 107,150 | 407,759 | 839,161 | 1,616,906 | 1,886,902 | 1,078,534 | 422,057 |
| Public .... | 14,568,103 | 1,447 | 12,111 | 54,740 | 509,097 | 1,329,985 | 2,796,627 | 3,787,756 | 2,987,418 | 3,088,922 |
| Research university, very high ${ }^{2}$........... | 2,757,513 | 0 | 0 | 0 | 0 | 0 | 6,954 | 72,244 | 788,210 | 1,890,105 |
| Research university, high ${ }^{3}$................. | 1,356,186 | 0 | 0 | 0 | 0 | 0 | 109,204 | 475,921 | 571,178 | 199,883 |
| Doctoral/research university ${ }^{4}$.............. | 610,463 | 0 | 0 | 0 | 2,222 | 4,465 | 52,183 | 228,507 | 220,630 | 102,456 |
| Master's ${ }^{5}$........................................ | 2,458,338 | 0 | 429 | 0 | 24,844 | 237,440 | 788,042 | 908,987 | 273,086 | 225,510 |
| Baccalaureate ${ }^{6}$...................... | 1,087,190 | 0 | 493 | 15,161 | 99,094 | 216,570 | 222,614 | 228,567 | 55,780 | 248,911 |
| Special-focus ${ }^{7} 4$-year ....................... | 82,747 | 176 | 3,443 | 8,288 | 20,129 | 44,382 | 6,329 | 0 | , | 0 |
| Arts, music, or design ................... | 2,960 | 0 | 0 | 970 | 1,990 | 0 | 0 | 0 | 0 | 0 |
| Business and management ............. | 416 | 0 | 416 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Engineering and other <br> technology-related | 3,230 | 0 | 0 | 0 | 0 | 3,230 | 0 | 0 | 0 | 0 |
| Law ............................................. | 2,654 | 159 | 927 | 1,568 | 0 |  | 0 | 0 | 0 | 0 |
| Medical schools and centers ........... | 61,998 | 17 | 0 | 4,310 | 10,190 | 41,152 | 6,329 | 0 | 0 | 0 |
| Other health professions ................ | 4,524 | 0 | 1,117 | 0 | 3,407 |  | 0 | 0 | 0 | 0 |
| Tribal colleges ............................... | 6,965 | 0 | 983 | 1,440 | 4,542 | 0 | 0 | 0 | 1078.534 | 0 |
| 2-year .......................................... | 6,215,666 | 1,271 | 7,746 | 31,291 | 362,808 | 827,128 | 1,611,301 | 1,873,530 | 1,078,534 | 422,057 |
| High transfer institutions ${ }^{8}$ Mixed transfer/career and | 3,206,667 | 0 | 2,653 | 4,613 | 97,292 | 269,828 | 770,253 | 1,051,901 | 711,312 | 298,815 |
| technical institutions ${ }^{9}$ <br> High career and technical | 2,126,402 | 0 | 0 | 8,834 | 153,698 | 268,342 | 593,639 | 656,436 | 322,211 | 123,242 |
| institutions ${ }^{10}$.... | 866,438 | 114 | 1,388 | 15,500 | 105,534 | 286,289 | 247,409 | 165,193 | 45,011 | 0 |
| Special-focus ${ }^{7}$ 2-year .................... | 16,159 | 1,157 | 3,705 | 2,344 | 6,284 | 2,669 | 0 | 0 | 0 | 0 |
| Health professions ..................... | 3,162 | 196 | 1,164 | 0 | 1,802 | 0 | 0 | 0 | 0 | 0 |
| Tribal colleges ........... | 6,810 | 961 | 2,541 | 1,081 | 2,227 | 0 | 0 | 0 | 0 | 0 |
| Other programs ........................ | 6,187 | 0 | 0 | 1,263 | 2,255 | 2,669 | 0 | 0 | 0 | 0 |
| Private nonprofit ................................ | 4,063,372 | 33,076 | 89,984 | 171,387 | 764,471 | 828,490 | 715,498 | 688,305 | 313,897 | 458,264 |
| Research university, very high ${ }^{2}$........... | 608,782 | 0 |  | 0 | 2,255 |  | 30,067 | 254,014 | 196,860 | 125,586 |
| Research university, high ${ }^{3} \ldots . . . . . . . . . . . . . .$. | 331,054 | 0 | 0 | 0 | 2,136 | 13,316 | 77,697 | 155,605 | 48,831 | 33,469 |
| Doctoral/research university ${ }^{4}$.............. | 443,003 | 719 | 276 | 0 | 8,491 | 54,578 | 156,174 | 98,574 | 44,416 | 80,494 |
| Master's ${ }^{5}$.................. | 1,551,759 | 719 | 1,670 | 15,359 | 254,209 | 571,280 | 392,471 | 141,139 |  | 174,912 |
|  | 688,483 | 2,686 25,232 | 21,386 | 78,535 | 386,403 | 122,823 | 9,057 | 0 | 23,790 | 43,803 |
| Special-tocus ${ }^{\text {Arts, music, or dear ....................... }}$ | 390,242 61,11 | 1,364 | 5,660 | 10,394 | 18,668 | 66,493 8,375 | 50,032 5,289 | 11,861 | 0 | 0 |
| Business and management ............. | 31,458 | 694 | 1,671 | 2,897 | 4,609 | 8,943 | 12,644 | 0 | 0 | 0 |
| Engineering and other technology-related |  | 266 | 769 | 1400 | 2354 | 0 | 0 |  | 0 |  |
| Faith-related ...................................... | 88,830 | 17,725 | 24,544 | 16,989 | 16,539 | 6,454 | 6,579 |  | 0 | 0 |
| Law . | 13,867 | 482 | 1,678 | 5,811 | 5,896 |  | 0 | 0 | 0 | 0 |
| Medical schools and centers ........... | 50,091 | 165 | 1,625 | 1,651 | 15,711 | 30,939 | 0 | 0 | 0 | 0 |
| Other health proffesions ................. | 98,059 | 3,218 | 12,399 | 23,244 | 37,176 | 8,923 | 13,099 | 0 | 0 | 0 |
| Tribal colleges .............................. | 2,744 | 0 | 824 | 1,920 |  | 0 | 0 | 0 | 0 | 0 |
| Other special focus ...................... | 25,053 | 1,318 | 1,799 | 2,050 | 4,606 | 2,859 | 12,421 | 0 | 0 | 0 |
| 2-year ........................................... | 50,049 | 4,439 | 15,683 | 11,137 | 5,418 | 0 | 0 | 13,372 | 0 | 0 |
| High transfer institutions ${ }^{8}$................ | 8,030 | 257 | 943 | 5,201 | 1,629 | 0 | 0 | 0 | 0 | 0 |
| Mixed transfer/career and technical institutions ${ }^{9}$ | 4,819 | 0 | 334 | 696 | 3,789 | 0 | 0 | 0 | 0 | 0 |
| High career and technical |  |  |  |  |  |  |  |  |  |  |
| institutions ${ }^{10}$........................... | 6,086 | 905 | 3,760 | 1,421 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special-focus ${ }^{7}$ 2-year .................... | 31,114 | 3,277 | 10,646 | 3,819 | 0 | 0 | 0 | 13,372 | 0 | 0 |
| Health professions ............... | 20,223 | 1,379 | 3,623 | 1,849 | 0 | 0 | 0 | 13,372 | 0 | 0 |
| Tribal colleges .................................................. | 642 10,249 | r 200 | 442 6,581 | 1,970 | 0 | 0 | 0 | 0 | 0 | 0 |
| Private for-profit | 1,345,795 | 39,577 | 169,691 | 151,693 | 168,667 | 74,227 | 81,798 | 88,495 | 109,128 | 462,519 |
| Doctoralresearch university ${ }^{4}$.................. | -361,348 |  | -885 | 2,344 | 4,889 | 3,509 | 16,341 | 11,029 | 0 | 322,351 |
| Master's ${ }^{5}$....................................... | 375,519 | 164 | 1,748 | 8,769 | 33,749 | 20,092 | 33,020 | 51,931 | 85,878 | 140,168 |
| Baccalaureate ${ }^{6}$............................... | 153,027 | 7,323 | 43,375 | 29,812 | 37,740 | 10,290 | 12,752 | 11,735 | 0 | 0 |
| Special-focus ${ }^{7} 4$-year ....................... | 230,688 | 11,765 | 40,688 | 46,046 | 52,756 | 28,303 | 14,080 | 13,800 | 23,250 | 0 |
| Arts, music, or design ................... | 72,023 | 2,592 | 3,689 | 13,532 | 24,301 | 7,222 | 6,887 | 13,800 | 0 | 0 |
| Business and management ............ | 44,984 | 2,605 | 7,878 | 4,051 | 8,190 | 15,067 | 7,193 | 0 | 0 | 0 |
| Engineering and other technology-related | 22,453 |  |  |  |  |  |  | 0 | 0 |  |
| Law ............-...................... | 22,453 | 2,140 | 13,395 | 2,988 | 0 | 0 | 0 | 0 | 0 | 0 |
| Medical schools and centers ............. | ,632 |  |  | 2,632 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other health professions ................ | 82,897 | 4,095 | 13,794 | 17,948 | 17,796 | 6,014 | 0 | 0 | 23,250 | 0 |
| Other special focus ....................... | 3,874 | 170 | 1,235 | 0 | 2,469 | 0 | 0 | 0 | 0 | 0 |
| 2-year ......................................... | 225,213 | 20,325 | 82,995 | 64,722 | 39,533 | 12,033 | 5,605 | 0 | 0 | 0 |
| High transfer institutions ${ }^{8}$................ | 821 | 397 | 424 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mixed transfer/career and technical institutions ${ }^{9}$ | 9,418 | 935 | 2,006 | 0 | 1,936 | 4,541 | 0 | 0 | 0 | 0 |
| High career and technical |  |  |  |  |  |  |  |  |  |  |
| institutions ${ }^{10}$............... | 71,962 | 6,352 | 22,078 | 19,285 | 11,150 | 7,492 | 5,605 | 0 | 0 | 0 |
| Special-focus ${ }^{7}$ 2-year ........................... | 143,012 | 12,641 | 58,487 | 45,437 | 26,447 | 0 | 0 | 0 | 0 | 0 |
| Health professions ..................... | 95,009 | 7,955 | 39,058 | 33,174 | 14,822 | 0 | 0 | 0 | 0 | 0 |
| Other programs ......................... | 48,003 | 4,686 | 19,429 | 12,263 | 11,625 | 0 | 0 | 0 | 0 | 0 |

See notes at end of table.

## Table 317.40. Number of degree-granting postsecondary institutions and enrollment in these institutions, by enrollment size, control, and classification of institution: Fall 2015-Continued

${ }^{1}$ Excludes 21 institutions that had no enrollment.
${ }^{2}$ Research universities with a very high level of research activity.
${ }^{3}$ Research universities with a high level of research activity.
${ }^{4}$ Institutions that award at least 20 doctor's degrees per year, but did not have a high level of research activity.
${ }^{5}$ Institutions that award at least 50 master's degrees per year.
${ }^{6}$ Institutions that primarily emphasize undergraduate education. Also includes institutions classi-
fied as 4-year under the IPEDS system, which had been classified as baccalaureate/associate's
colleges in the Carnegie system because they primarily award associate's degrees.
${ }^{7}$ Institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering.
${ }^{8}$ Institutions that award less than 30 percent of their awards in career and technical programs 9 Institutions that award 30 to 49 percent of their awards in career and technical programs.
${ }^{10}$ Institutions that award 50 percent or more of their awards in career and technical programs.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctoral degrees conferred, by field. Further information on the research index ranking may be obtained from http://carnegieclassifications.iu.edu/.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Fall Enrollment component. (This table was prepared November 2016.)

Table 317.50. Degree-granting postsecondary institutions that have closed their doors, by control and level of institution: 1969-70 through 2015-16

| Year | All institutions |  |  | Public |  |  | Private |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Nonprofit |  |  | For-profit |  |  |
|  | Total | 4-year | 2-year |  |  |  | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year | Total | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1969-70 | 24 | 10 | 14 | 5 | 1 | 4 | 19 | 9 | 10 | - | - | - | - | - | - |
| 1970-71 .................................................. | 35 | 10 | 25 | 11 | 0 | 11 | 24 | 10 | 14 | - | - | - | - | - | - |
| 1971-72 .............................. | 14 | 5 | 9 | 3 | 0 | 3 | 11 | 5 | 6 | - | - | - | - | - | - |
| 1972-73 .............................. | 21 | 12 | 9 | 4 | 0 | 4 | 17 | 12 | 5 | - | - | - | - | - | - |
| 1973-74 ................................ | 20 | 12 | 8 | 1 | 0 | 1 | 19 | 12 | 7 | - | - | - | - | - | - |
| 1974-75 ............................. | 18 | 13 | 5 | 4 | 0 | 4 | 14 | 13 | 1 | - | - | - | - | - | - |
| 1975-76 ........................................................ | 9 | 7 | 2 | 2 | 1 | 1 | 7 | 6 | 1 | - | - | - | - | - | - |
| 1976-77 .............................. | 9 | 6 | 3 | 0 | 0 | 0 | 9 | 6 9 | 3 3 | 二 | - | - | - | - | - |
| $\begin{aligned} & 1977-78 \\ & 1978-79 \end{aligned}$ | 12 9 | 9 4 | 3 5 | 0 | 0 | 0 | 12 9 | 9 4 | 3 5 | - | - | - | - | - | - |
| 1979-80 | 6 | 5 | 1 | 0 | 0 | 0 | 6 | 5 | 1 | - |  |  |  |  |  |
| 1980-81 ......................................... | 4 | 3 | 1 | 0 | 0 | 0 | 4 | 3 | 1 | - | - | - | - | - | - |
| 1981-82 ........................................................... | 7 | 6 | 1 | 0 | 0 | 0 | 7 | 6 | 1 | - | - | - | - | - | - |
| 1982-83 ............................ | 7 | 4 | 3 | 0 | 0 | 0 | 7 | 4 | 3 | - | - | - | - | - | - |
| 1983-84 .............................. | 5 | 5 | 0 | 1 | 1 | 0 | 4 | 4 | 0 | - | - | - | - | - | - |
| 1984-85 .............................. | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | - | - | - | - | - | - |
| 1985-86 ................................ | 12 | 8 | 4 | 1 | 1 | 0 | 11 | 7 | 4 | - | - | - | - | - | - |
| 1986-87 and 1987-88 ............. | 26 | 19 | 7 | 1 | 0 | 1 | 25 | 19 | 6 | - | - | - | - | - | - |
| 1988-89 .............................. | 14 | 6 | 8 | 0 | 0 | 0 | 14 | 6 | 8 | - | - | - | - | - | - |
| 1989-90 ............................... | 19 | 8 | 11 | 0 | 0 | 0 | 19 | 8 | 11 | - | - | - | - | - | - |
| 1990-91 ............................... | 18 | 6 | 12 | 0 | 0 | 0 | 18 | 6 | 12 | 7 | 5 | 2 | 11 | 1 | 10 |
| 1991-92 .............................. | 26 | 8 | 18 | 1 | 0 | 1 | 25 | 8 | 17 | 8 | 7 | 1 | 17 | 1 | 16 |
| 1992-93 .............................. | 23 | 6 | 17 | 0 | 0 | 0 | 23 | 6 | 17 | 6 | 5 | 1 | 17 | 1 | 16 |
| 1993-94 ............................. | 38 | 11 | 27 | 1 | 0 | 1 | 37 | 11 | 26 | 13 | 10 | 3 | 24 | 1 | 23 |
| 1994-95 .............................. | 15 | 8 | 7 | 2 | 0 | 2 | 13 | 8 | 5 | 8 | 7 | 1 | 5 | 1 | 4 |
| 1995-96 ............................... | 21 | 8 | 13 | 1 | 1 | 0 | 20 | 7 | 13 | 9 | 7 | 2 | 11 | 0 | 11 |
| 1996-97 .............................. | 36 | 13 | 23 | 2 | 0 | 2 | 34 | 13 | 21 | 14 | 10 | 4 | 20 | 3 | 17 |
| 1997-98 .............................. | 5 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 5 | 1 | 0 | 1 | 4 | 0 | 4 |
| 1998-99 .............................. | 7 | 1 | 6 | 1 | 0 | 1 | 6 | 1 | 5 | 2 | 0 | 2 | 4 | 1 | 3 |
| 1999-2000 ........................... | 16 | 3 | 13 | 3 | 0 | 3 | 13 | 3 | 10 | 8 | 3 | 5 | 5 | 0 | 5 |
| 2000-01 .............................. | 14 | 9 | 5 | 0 | 0 | 0 | 14 | 9 | 5 | 8 | 8 | 0 | 6 | 1 | 5 |
| 2001-02 .............................. | 14 | 2 | 12 | 0 | 0 | 0 | 14 | 2 | 12 | 1 | 1 | 0 | 13 | 1 | 12 |
| 2002-03 ............................... | 13 | 7 | 6 | 0 | 0 | 0 | 13 | 7 | 6 | 6 | 6 | 0 | 7 | 1 | 6 |
| 2003-04 .............................. | 12 | 5 | 7 | 0 | 0 | 0 | 12 | 5 | 7 | 8 | 5 | 3 | 4 | 0 | 4 |
| 2004-05 .............................. | 3 | 1 | 2 | 0 | 0 | 0 | 3 | 1 | 2 | 1 | 1 | 0 | 2 | 0 | 2 |
| 2005-06 ............................. | 11 | 6 | 5 | 1 | 1 | 0 | 10 | 5 | 5 | 5 | 4 | 1 | 5 | 1 | 4 |
| 2006-07 ................................ | 13 | 4 | 9 | 0 | 0 | 0 | 13 | 4 | 9 | 6 | 4 | 2 | 7 | 0 | 7 |
| 2007-08 ................................ | 26 | 10 | 16 | 0 | 0 | 0 | 26 | 10 | 16 | 9 | 6 | 3 | 17 | 4 | 13 |
| 2008-09 ......................................................... | 16 | 6 | 10 | 0 | 0 | 0 | 16 | 6 | 10 | 6 | 5 | 1 | 10 | 1 | 9 |
| 2009-10 ................................ | 17 | 11 | 6 | 0 | 0 | 0 | 17 | 11 | 6 | 9 | 9 | 0 | 8 | 2 | 6 |
| 2010-11.............................. | 20 | 9 | 11 | 0 | 0 | 0 | 20 | 9 | 11 | 7 | 6 | 1 | 13 | 3 | 10 |
| 2011-12 .............................. | 10 | 5 | 5 | 4 | 0 | 4 | 6 | 5 | 1 | 2 | 2 | 0 | 4 | 3 | 1 |
| 2012-13 ............................... | 21 | 3 | 18 | 1 | 1 | 0 | 20 | 2 | 18 | 4 | 2 | 2 | 16 | 0 | 16 |
| 2013-14 ............................. | 20 | 8 | 12 | 1 | 1 | 0 | 19 | 7 | 12 | 4 | 3 | 1 | 15 | 4 | 11 |
| 2014-15 ............................... | 54 | 7 | 47 | 0 | 0 | 0 | 54 | 7 | 47 | 5 | 3 | 2 | 49 | 4 | 45 |
| 2015-16 ............................... | 66 | 24 | 42 | 0 | 0 | 0 | 66 | 24 | 42 | 8 | 5 | 3 | 58 | 19 | 39 |

## -Not available

NOTE: This table indicates the year by which the institution no longer operated (generally it closed at the end of or during the prior year). Data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financia aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education
institutions that did not grant degrees.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Directory, Higher Education, 1969-70 through 1974-75; Education Directory, Colleges and Universities, 1975-76 through 1985-86; 1982-83 Supplement to the Education Directory, Colleges and Universities; Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey" (IPEDS-IC:86-99); and IPEDS Fall 2000 through Fall 2016, Institutional Characteristics component. (This table was prepared July 2017.)

Table 318．10．Degrees conferred by postsecondary institutions，by level of degree and sex of student：Selected years，1869－70 through 2026－27

|  | Associate＇s degrees |  |  |  | Bachelor＇s degrees |  |  |  | Master＇s degrees |  |  |  | Doctor＇s degrees ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year | Total | Males | Females | Percent female | Total | Males | Females | Percent female | Total | Males | Females | Percent female | Total | Males | Females | Percent female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|  | 二 二 二 | 二 二 － |  | － 二 － | $9,371{ }^{2}$ 12,896 15 15,592 27,410 37,199 | $\begin{array}{r} 7,9932 \\ 10,411^{2} \\ 12,857^{2} \\ 22,1732 \\ 28,762 \end{array}$ | $1,378{ }^{2}$ 2,485 2,6822 5,2372 8,4372 | $\begin{aligned} & 14.7 \\ & 19.3 \\ & 17.3 \\ & 19.1 \\ & 22.7 \end{aligned}$ | 0 879 1,015 1,583 2,113 | $\begin{array}{r} 0 \\ 868 \\ 821 \\ 1,280 \\ 1,555 \end{array}$ | 0 11 194 303 558 | $\begin{array}{r} 1.3 \\ 19.1 \\ 19.1 \\ 26.4 \end{array}$ | 54 149 382 443 | 51 147 359 399 | 3 2 23 44 | 0.0 5.6 1.3 6.0 9.9 |
| 1919－20 |  | － |  | － | 48，622 | $31,980{ }^{2}$ | 16，64 | 34.2 | 4,279 | 2.985 | 1，294 | 30.2 | 615 | 522 | 93 | 15.1 |
| 1929－30 |  |  |  |  | 122，484 2 | 73，615 ${ }^{2}$ | 48，869 | 39.9 | 14，969 | 8，925 | 6，044 | 40.4 | 2，299 | 1，946 | 353 | 15.4 |
| 1939－40 |  |  |  |  | 186，500 ${ }^{2}$ | 109，546 ${ }^{2}$ | 76，954 ${ }^{2}$ | 41.3 | 26，731 | 16，508 | 10，223 | 38.2 | 3，290 | 2，861 | 429 | 13.0 |
| 1949－50． |  |  |  |  | 432，058 ${ }^{2}$ | 328，841 ${ }^{2}$ | 103，217 ${ }^{2}$ | 23.9 | 58，183 | 41，220 | 16，963 | 29.2 | 6，420 | 5，804 | 616 | 9.6 |
| 1959－60 ．． |  |  |  |  | 392，440 ${ }^{2}$ | 254，063 ${ }^{2}$ | 138，377 ${ }^{2}$ | 35.3 | 74，435 | 50，898 | 23，537 | 31.6 | 9，829 | 8，801 | 1，028 | 10.5 |
| 1969－70 ．．． | 206，023 | 117，432 | 88，591 | 43.0 | 792，316 | 451，097 | 341，219 | 43.1 | 213，589 | 130，799 | 82，790 | 38.8 | 59，486 | 53，792 | 5，694 | 9.6 |
| 1970－71 | 252，311 | 144，144 | 108，167 | 42.9 | 839，730 | 475，594 | 364，1 | 43.4 | 235，564 | 143，083 | 92，481 | 39.3 | 64，998 | 58，137 | 6，861 | 0.6 |
| 1971－72 | 292，014 | 166，227 | 125，787 | 43.1 | 887，273 | 500，590 | 386，683 | 43.6 | 257，201 | 155，010 | 102，191 | 39.7 | 71，206 | 63，353 | 7，853 | 11.0 |
| 1972－73 | 316，174 | 175，413 | 140，761 | 44.5 | 922，362 | 518，191 | 404，171 | 43.8 | 268，654 | 159，569 | 109，085 | 40.6 | 79，512 | 69，959 | 9，553 | 12.0 |
| 1973－74 | 343，924 | 188，591 | 155，333 | 45.2 | 945，776 | 527，313 | 418，463 | 44.2 | 282，074 | 162，606 | 119，468 | 42.4 | 82，591 | 71，131 | 11，460 | 13.9 |
| 1974－75 ．．． | 360，171 | 191，017 | 169，154 | 47.0 | 922，933 | 504，841 | 418，092 | 45.3 | 297，545 | 166，318 | 131，227 | 44.1 | 84，904 | 71，025 | 13，879 | 16.3 |
| 1975－76 | 391，454 | 209，996 | 181，458 | 46.4 | 925，746 | 504，925 | 420，821 | 45.5 | 317，477 | 172，519 | 144，958 | 45.7 | 91，007 | 73,888 | 17，119 | 18.8 |
| 1976－77 | 406，377 | 210，842 | 195，535 | 48.1 | 919，549 | 495，545 | 424，004 | 46.1 | 323，025 | 173，090 | 149，935 | 46.4 | 91，730 | 72，209 | 19，521 | 21.3 |
| 1977－78 | 412，246 | 204，718 | 207，528 | 50.3 | 921，204 | 487，347 | 433，857 | 47.1 | 317，987 | 166，857 | 151，130 | 47.5 | 92，345 | 70，283 | 22，062 | 23.9 |
| 1978－79 | 402，702 | 192，091 | 210，611 | 52.3 | 921，390 | 477，344 | 444，046 | 48.2 | 307，686 | 159，111 | 148，575 | 48.3 | 94，971 | 70，452 | 24，519 | 25.8 |
| 1979－80 ．．． | 400，910 | 183，737 | 217，173 | 54.2 | 929，417 | 473，611 | 455，806 | 49.0 | 305，196 | 156，882 | 148，314 | 48.6 | 95，631 | 69，526 | 26，105 | 27.3 |
| 1980－81． | 416，377 | 188，638 | 227，739 | 54.7 | 935，140 | 469，883 | 465，257 | 49.8 | 302，637 | 152，979 | 149，658 | 49.5 | 98，016 | 69，567 | 28，449 | 29.0 |
| 1981－82 ．．． | 434，526 | 196，944 | 237，582 | 54.7 | 952，998 | 473，364 | 479，634 | 50.3 | 302，447 | 151，349 | 151，098 | 50.0 | 97，838 | 68，630 | 29，208 | 29.9 |
| 1982－83 | 449，620 | 203，991 | 245，629 | 54.6 | 969，510 | 479，140 | 490，370 | 50.6 | 296，415 | 150，092 | 146，323 | 49.4 | 99，335 | 67，757 | 31，578 | 31.8 |
| 1983－84 | 452，240 | 202，704 | 249，536 | 55.2 | 974，309 | 482，319 | 491，990 | 50.5 | 291，141 | 149，268 | 141，873 | 48.7 | 100，799 | 67，769 | 33，030 | 32.8 |
| 1984－85 | 454，712 | 202，932 | 251，780 | 55.4 | 979，477 | 482，528 | 496，949 | 50.7 | 293，472 | 149，276 | 144，196 | 49.1 | 100，785 | 66，269 | 34，516 | 34.2 |
| 1985－86 | 446，047 | 196，166 | 249，881 | 56.0 | 987，823 | 485，923 | 501，900 | 50.8 | 295，850 | 149，373 | 146，477 | 49.5 | 100，280 | 65，215 | 35，065 | 35.0 |
| 1986－87 ．． | 436，304 | 190，839 | 245，465 | 56.3 | 991，264 | 480，782 | 510，482 | 51.5 | 296，530 | 147，063 | 149，467 | 50.4 | 98，477 | 62，790 | 35，687 | 36.2 |
| 1987－88 | 435，085 | 190，047 | 245，038 | 56.3 | 994，829 | 477，203 | 517，626 | 52.0 | 305，783 | 150，243 | 155，540 | 50.9 | 99，139 | 63，019 | 36，120 | 36.4 |
| 1988－89 | 436，764 | 186，316 | 250，448 | 57.3 | 1，018，755 | 483，346 | 535，409 | 52.6 | 316，626 | 153，993 | 162，633 | 51.4 | 100，571 | 63，055 | 37，516 | 37.3 |
| 1989－90 ．．． | 455，102 | 191，195 | 263，907 | 58.0 | 1，051，344 | 491，696 | 559，648 | 53.2 | 330，152 | 158，052 | 172，100 | 52.1 | 103，508 | 63，963 | 39，545 | 38.2 |
| 1990－91 | 481，720 | 198，634 | 283，086 | 58.8 | 1，094，538 | 504，045 | 590，493 | 53.9 | 342，863 | 160，842 | 182，021 | 53.1 | 105，547 | 64，242 | 41，305 | 39.1 |
| 1991－92． | 504，231 | 207，481 | 296，750 | 58.9 | 1，136，553 | 520，811 | 615，742 | 54.2 | 358，089 | 165，867 | 192，222 | 53.7 | 109，554 | 66，603 | 42，951 | 39.2 |
| 1992－93 | 514，756 | 211，964 | 302，792 | 58.8 | 1，165，178 | 532，881 | 632，297 | 54.3 | 375，032 | 173，354 | 201，678 | 53.8 | 112，072 | 67，130 | 44，942 | 40.1 |
| 1993－94 | 530，632 | 215，261 | 315，371 | 59.4 | 1，169，275 | 532，422 | 636，853 | 54.5 | 393，037 | 180，571 | 212，466 | 54.1 | 112，636 | 66，773 | 45，863 | 40.7 |
| 1994－95 | 539，691 | 218，352 | 321，339 | 59.5 | 1，160，134 | 526，131 | 634，003 | 54.6 | 403，609 | 183，043 | 220，566 | 54.6 | 114，266 | 67，324 | 46，942 | 41.1 |
| 1995－96 | 555，216 | 219，514 | 335，702 | 60.5 | 1，164，792 | 522，454 | 642，338 | 55.1 | 412，180 | 183，481 | 228，699 | 55.5 | 115，507 | 67，189 | 48，318 | 41.8 |
| 1996－97．． | 571，226 | 223，948 | 347，278 | 60.8 | 1，172，879 | 520，515 | 652，364 | 55.6 | 425，260 | 185，270 | 239，990 | 56.4 | 118，747 | 68，387 | 50，360 | 42.4 |
| 1997－98 ．．．．．．．．．．．．．．． | 558，555 | 217，613 | 340，942 | 61.0 | 1，184，406 | 519，956 | 664，450 | 56.1 | 436，037 | 188，718 | 247，319 | 56.7 | 118，735 | 67，232 | 51，503 | 43.4 |
| 1998－99 | 564，984 | 220，508 | 344，476 | 61.0 | 1，202，239 | 519，961 | 682，278 | 56.8 | 446，038 | 190，230 | 255，808 | 57.4 | 116，700 | 65，340 | 51，360 | 44.0 |
| 1999－2000 | 564，933 | 224，721 | 340，212 | 60.2 | 1，237，875 | 530，367 | 707，508 | 57.2 | 463，185 | 196，129 | 267，056 | 57.7 | 118，736 | 64，930 | 53，806 | 45.3 |
| 2000－01 | 578，865 | 231，645 | 347，220 | 60.0 | 1，244，171 | 531，840 | 712，331 | 57.3 | 473，502 | 197，770 | 275，732 | 58.2 | 119，585 | 64，171 | 55，414 | 46.3 |
| 2001－02 | 595，133 | 238，109 | 357，024 | 60.0 | 1，291，900 | 549，816 | 742，084 | 57.4 | 487，313 | 202，604 | 284，709 | 58.4 | 119，663 | 62，731 | 56，932 | 47.6 |
| 2002－03 | 634，016 | 253，451 | 380，565 | 60.0 | 1，348，811 | 573，258 | 775，553 | 57.5 | 518，699 | 215，172 | 303，527 | 58.5 | 121，579 | 62，730 | 58，849 | 48.4 |
| 2003－04 | 665，301 | 260，033 | 405，268 | 60.9 | 1，399，542 | 595，425 | 804，117 | 57.5 | 564，272 | 233，056 | 331，216 | 58.7 | 126，087 | 63，981 | 62，106 | 49.3 |
| 2004－05 ．．．． | 696，660 | 267，536 | 429，124 | 61.6 | 1，439，264 | 613，000 | 826，264 | 57.4 | 580，151 | 237，155 | 342，996 | 59.1 | 134，387 | 67，257 | 67，130 | 50.0 |
| 2005-06 | $713,066$ | $\begin{array}{r} 270,095 \\ 0775107 \end{array}$ | $442,971$ | $62.1$ | $1,485,242$ | $630,600$ | $854,642$ | $57.5$ | 599,731 | $241,656$ | $358,075$ | $59.7$ | $138,056$ | 68,912 | $69,144$ | 50.1 |
| 2007－08 | 750，164 | 282，521 | 467，643 | 62.3 | 1，563，069 | 667，928 | 895，141 | 57.3 | 630，666 | 250，169 | 380，497 | 60.3 | 149，378 | 73，453 | 75，925 | 50.8 |
| 2008－09 | 787，243 | 298，066 | 489，177 | 62.1 | 1，601，399 | 685，422 | 915，977 | 57.2 | 662，082 | 263，515 | 398，567 | 60.2 | 154，564 | 75，674 | 78，890 | 51.0 |
| 2009－10 ．．．． | 848，856 | 322，747 | 526，109 | 62.0 | 1，649，919 | 706，660 | 943，259 | 57.2 | 693，313 | 275，317 | 417，996 | 60.3 | 158，590 | 76，610 | 81，980 | 51.7 |
| 2010－11 | 943，506 | 361，408 | 582，098 | 61.7 | 1，716，053 | 734，159 | 981，894 | 57.2 | 730，922 | 291，680 | 439，242 | 60.1 | 163，827 | 79，672 | 84，155 | 51.4 |
| 2011－12 | 1，021，718 | 393，479 | 628，239 | 61.5 | 1，792，163 | 765，772 | 1，026，391 | 57.3 | 755，967 | 302，484 | 453，483 | 60.0 | 170，217 | 82，670 | 87，547 | 51.4 |
| 2012－13 ．．． | 1，007，427 | 389，195 | 618，232 | 61.4 | 1，840，381 | 787，408 | 1，052，973 | 57.2 | 751，718 | 301，552 | 450，166 | 59.9 | 175，026 | 85，080 | 89，946 | 51.4 |
| 2013－14 | 1，005，155 | 391，474 | 613，681 | 61.1 | 1，870，150 | 801，905 | 1，068，245 | 57.1 | 754，582 | 302，846 | 451，736 | 59.9 | 177，587 | 85，585 | 92，002 | 51.8 |
| 2014－15．．．． | 1，013，971 | 396，613 | 617，358 | 61.3 | 1，894，934 | 812，669 | 1，082，265 | 57.1 | 758，708 | 306，590 | 452，118 | 59.6 | 178，547 | 84，921 | 93，626 | 51.9 |
| 2015－16 ${ }^{3}$ | 999，000 | 394，000 | 605，000 | 60.6 | 1，892，000 | 812，000 | 1，081，000 | 57.1 | 769，000 | 312，000 | 457，000 | 59.4 | 180，000 | 85，000 | 95，000 | 52.8 |
| 2016－173 | 1，011，000 | 400，000 | 611，000 | 60.4 | 1，895，000 | 812，000 | 1，083，000 | 57.2 | 773，000 | 319，000 | 454，000 | 58.7 | 181，000 | 86，000 | 95，000 | 52.7 |
| 2017－183 | 1，032，000 | 399，000 | 632，000 | 61.3 | 1，900，000 | 811，000 | 1，090，000 | 57.3 | 790，000 | 325，000 | 465，000 | 58.8 | 183，000 | 86，000 | 97，000 | 52.9 |
| 2018－193 | 1，083，000 | 415，000 | 668，000 | 61.7 | 1，887，000 | 810，000 | 1，077，000 | 57.1 | 802，000 | 328，000 | 474，000 | 59.1 | 184，000 | 87，000 | 97，000 | 52.5 |
| 2019－203 ．．．．． | 1，110，000 | 420，000 | 690，000 | 62.2 | 1，913，000 | 812，000 | 1，101，000 | 57.6 | 818，000 | 333，000 | 485，000 | 59.3 | 186，000 | 88，000 | 98，000 | 52.8 |
| 2020－213 | 1，136，000 | 426，000 | 710，000 | 62.5 | 1，939，000 | 821，000 | 1，118，000 | 57.6 | 837，000 | 340，000 | 497，000 | 59.4 | 188，000 | 88，000 | 100，000 | 53.2 |
| 2021－22 ${ }^{3}$ | 1，164，000 | 433，000 | 731，000 | 62.8 | 1，966，000 | 831，000 | 1，135，000 | 57.7 | 857，000 | 347，000 | 509，000 | 59.4 | 190，000 | 88，000 | 102，000 | 53.5 |
| 2022－233 | 1，191，000 | 439，000 | 752，000 | 63.2 | 1，995，000 | 842，000 | 1，152，000 | 57.8 | 874，000 | 354，000 | 520，000 | 59.5 | 193，000 | 89，000 | 104，000 | 53.7 |
| 2023－24 ${ }^{3}$ | 1，217，000 | 445，000 | 772，000 | 63.4 | 2，022，000 | 853，000 | 1，169，000 | 57.8 | 890，000 | 359，000 | 531，000 | 59.7 | 196，000 | 90，000 | 106，000 | 53.9 |
| 2024－253 ．．．．．． | 1，242，000 | 451，000 | 791，000 | 63.7 | 2，041，000 | 860，000 | 1，181，000 | 57.9 | 903，000 | 363，000 | 540，000 | 59.8 | 198，000 | 91，000 | 107，000 | 54.0 |
| 2025－263 | 1，266，000 | 456，000 | 810，000 | 64.0 | 2，062，000 | 868，000 | 1，195，000 | 57.9 | 913，000 | 364，000 | 548，000 | 60.1 | 200，000 | 92，000 | 108，000 | 54.2 |
| 2026－273 ${ }^{3}$ ．．．．．．．．．．．． | 1，289，000 | 462，000 | 827，000 | 64.2 | 2，081，000 | 875，000 | 1，207，000 | 58.0 | 922，000 | 365，000 | 557，000 | 60.4 | 201，000 | 92，000 | 109，000 | 54.4 |

－Not available．
${ }^{1}$ Includes Ph．D．，Ed．D．，and comparable degrees at the doctoral level．Includes most degrees
formerly classified as first－professional，such as M．D．，D．D．S．，and law degrees．
${ }^{2}$ ncludes some degrees classified as master＇s or doctor＇s degrees in later years．

## ${ }^{3}$ Projected．

NOTE：Data through 1994－95 are for institutions of higher education，while later data are for
degree－granting institutions．Degree－granting institutions grant associate＇s or higher degrees
and participate in Title IV federal financial aid programs．Some data have been revised from previously published figures．Detail may not sum to totals because of rounding．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Earned Degrees Conferred，1869－70 through 1964－65；Higher Education General Information Survey （HEGIS），＂Degrees and Other Formal Awards Conferred＂surveys，1965－66 through 1985－86； Integrated Postsecondary Education Data System（IPEDS），＂Completions Survey＂（IPEDS－ C：87－99）；IPEDS Fall 2000 through Fall 2015，Completions component；and Degrees Con－ ferred Projection Model，1980－81 through 2026－27．（This table was prepared March 2017．）

Table 318.20. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2014-15


[^101]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| All fields, total ........................................................................ | 1,894,934 | 812,669 | 1,082,265 | 758,708 | 306,590 | 452,118 | 178,547 | 84,921 | 93,626 |
| Agriculture and natural resources ......................................................... | 36,277 | 17,585 | 18,692 | 6,426 | 2,904 | 3,522 | 1,561 | 811 | 750 |
| Agriculture, agriculture operations, and related sciences ............................. | 19,120 | 8,954 | 10,166 | 2,683 | 1,179 | 1,504 | 879 | 449 | 430 |
| Agriculture, general .................................................. | 1,849 | 970 | 879 | 246 | 97 | 149 | 20 | 9 | 11 |
| Agricultural business and management, general .................................... | 1,019 | 672 | 347 | 86 | 50 | 36 | 0 | 0 | 0 |
| Agribusiness/agricultural business operations ....................................... | 1,993 | 1,279 | 714 | 34 | 16 | 18 | 0 | 0 | 0 |
| Agricultural economics ..................................................................... | 1,618 | 1,152 | 466 | 434 | 226 | 208 | 155 | 82 | 73 |
| Farm/farm and ranch management | 150 | 118 | 32 | 10 | 9 | 1 | 0 | 0 | 0 |
| Agriculturalfarm supplies retailing and wholesaling ................................ | 65 | 28 | 37 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agricultural business technology ...................................................... | 31 | 24 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agricultural business and management, other ....................................... | 59 | 35 | 24 | 3 | 2 | 1 | 0 | 0 | 0 |
| Agricultural mechanization, general ................ | 374 | 354 | 20 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agricultural mechanics and equipment/machine technology ....................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agricultural production operations, general .......................................... | 111 | 57 | 54 | 7 | 3 | 4 | 0 | 0 | 0 |
| Animal/livestock husbandry and production .......................................... | 199 | 81 | 118 | 1 | 1 | 0 | 0 | 0 | 0 |
| Aquaculture .................................................................................. | 56 | 38 | 18 | 33 | 18 | 15 | 8 | 5 | 3 |
| Crop production ........................................................................... | 60 | 49 | 11 | 2 | 0 | 2 | 0 | 0 | 0 |
| Dairy husbandry and production | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Horse husbandry/equine science and management ................................ | 141 | 14 | 127 | 6 | 1 | 5 | 0 | 0 | 0 |
| Agroecology and sustainable agriculture ............................................. | 145 | 75 | 70 | 90 | 43 | 47 | 9 | 4 | 5 |
| Viticulture and enology ................................................................... | 171 | 88 | 83 | 10 | 8 | 2 | 0 | 0 | 0 |
| Agricultural and food products processing .................................................. | 96 | 45 | 51 | 0 | 0 | 0 | 0 | 0 | 0 |
| Equestrian/equine studies ...................... | 329 | 17 | 312 | 0 | 0 | 0 | 0 | 0 | 0 |
| Agricultural and domestic animal services, other ...... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Applied horticulture/horticultural operations, general | 111 | 77 | 34 | 19 | 4 | 15 | 9 | 6 | 3 |
| Ornamental horticulture ............................. | 34 | 23 | 11 | 7 | 3 | 4 | 5 | 2 | 3 |
| Landscaping and groundskeeping ... | 131 | 96 | 35 | 7 | 2 | 5 | 0 | 0 | 0 |
| Plant nursery operations and management ............................................ | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Turf and turfgrass management ........................................................ | 136 | 136 | 0 | 8 | 8 | 0 | 0 | 0 | 0 |
| Floriculture/floristry operations and management ................................... | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Applied horticulture/horticultural business services, other ......................... | 28 | 24 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| International agriculture | 54 | 16 | 38 | 43 | 19 | 24 | 0 | 0 | 0 |
| Agricultural and extension education services ....................................... | 61 | 26 | 35 | 68 | 15 | 53 | 9 | 2 | 7 |
| Agricultural communication/journalism ................................................ | 382 | 81 | 301 | 26 | 4 | 22 | 0 | 0 | 0 |
| Agricultural public services, other ..................................................... | 74 | 33 | 41 | 3 | 1 | 2 | 0 | 0 | 0 |
| Animal sciences, general ............................................................... | 5,473 | 1,197 | 4,276 | 371 | 120 | 251 | 140 | 79 | 61 |
| Agricultural animal breeding .............................................................. | 0 | 0 | 0 | 10 | 2 | 8 | 4 | 3 | 1 |
| Animal health ........................ | 1 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 0 |
| Animal nutrition | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 1 |
| Dairy science ..... | 159 | 64 | 95 | 9 | 2 | 7 | 6 | 3 | 3 |
| Livestock management | 17 | 8 | 9 | 3 | 1 | 2 | 1 | 1 | 0 |
| Poultry science ............................................................................. | 115 | 48 | 67 | 15 | 8 | 7 | 8 | 6 | 2 |
| Animal sciences, other | 66 | 6 | 60 | 2 | 0 | 2 | 0 | 0 | 0 |
| Food science | 1,423 | 450 | 973 | 434 | 147 | 287 | 161 | 64 | 97 |
| Food technology and processing ....................................................... | 15 | 5 | 10 | 17 | 10 | 7 | 9 | 4 | 5 |
| Food science and technology, other .................................................... | 6 | 4 | 2 | 27 | 5 | 22 | 1 | 0 | 1 |
|  | 432 | 272 | 160 | 92 | 52 | 40 | 42 | 23 | 19 |
| Agronomy and crop science ............................................................... | 610 | 468 | 142 | 185 | 124 | 61 | 100 | 59 | 41 |
| Horticultural science ........... | 563 | 328 | 235 | 102 | 57 | 45 | 51 | 25 | 26 |
| Agricultural and horticultural plant breeding ............ | 6 | 4 | 2 | 19 | 12 | 7 | 19 | 10 | 9 |
| Plant protection and integrated pest management | 40 | 27 | 13 | 16 | 7 | 9 | 4 | 2 | 2 |
| Range science and management ........ | 132 | 89 | 43 | 30 | 15 | 15 | 11 | 5 | 6 |
| Plant sciences, other ............................. | 42 | 29 | 13 | 51 | 22 | 29 | 28 | 13 | 15 |
| Soil science and agronomy, general .................................................... | 215 | 140 | 75 | 103 | 45 | 58 | 53 | 28 | 25 |
| Soil chemistry and physics ............................................................... | 24 | 19 | 5 | 4 | 3 | 1 | 0 | 0 | 0 |
| Soil sciences, other ........................................................................ | 49 | 25 | 24 | 16 | 6 | 10 | 13 | 9 | 4 |
| Agriculture, agriculture operations, and related sciences, other ................... | 246 | 158 | 88 | 32 | 10 | 22 | 9 | 2 | 7 |
| Natural resources and conservation .................................................... | 17,157 | 8,631 | 8,526 | 3,743 | 1,725 | 2,018 | 682 | 362 | 320 |
| Natural resources/conservation, general .............................................. | 1,303 | 714 | 589 | 452 | 208 | 244 | 86 | 43 | 43 |
| Environmental studies ..................................................................... | 6,012 | 2,695 | 3,317 | 974 | 414 | 560 | 93 | 51 | 42 |
| Environmental science ....................................................................... | 5,692 | 2,719 | 2,973 | 938 | 401 | 537 | 179 | 90 | 89 |
| Natural resources conservation and research, other ................................ | 50 | 29 | 21 | 62 | 29 | 33 | 19 | 9 | 10 |
| Natural resources management and policy ........................................... | 620 | 362 | 258 | 472 | 223 | 249 | 49 | 27 | 22 |
| Natural resource economics ............................................................ | 60 | 34 | 26 | 8 | 4 | 4 | 8 | 3 | 5 |
| Water, wetlands, and marine resources management ............................... | 75 | 43 | 32 | 143 | 61 | 82 | 1 | 1 | 0 |
| Land use planning and management/development ................................... | 54 | 37 | 17 | 56 | 30 | 26 | 13 | 5 | 8 |
| Natural resource recreation and tourism ............................................. | 48 | 23 | 25 | 25 | 11 | 14 | 1 | 0 | 1 |
| Natural resources law enforcement and protective services ........................ | 22 | 20 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Natural resources management and policy, other ................................... | 199 | 107 | 92 | 31 | 14 | 17 | 1 | 0 | 1 |
| Fishing and fisheries sciences and management .................................... | 385 | 232 | 153 | 49 | 26 | 23 | 21 | 15 | 6 |
| Forestry, general ........................................................................... | 525 | 414 | 111 | 147 | 85 | 62 | 54 | 31 | 23 |
| Forest sciences and biology ............................................................ | 151 | 129 | 22 | 108 | 64 | 44 | 65 | 35 | 30 |
| Forest management/forest resources management ................................. | 141 | 117 | 24 | 52 | 30 | 22 | 5 | 0 | 5 |
| Urban forestry ............................................................................. | 19 | 13 | 6 | 8 | 5 | 3 | 6 | 3 | 3 |
| Wood science and wood products/pulp and paper technology ................... | 64 | 55 | 9 | 13 | 12 | 1 | 10 | 6 | 4 |
| Forest resources production and management ...................................... | 10 | 8 | 2 | 15 | 6 | 9 | 13 | 7 | 6 |
| Forest technology/technician ............................................................ | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Forestry, other .............................................................. | 45 | 32 | 13 | 8 | 7 | 1 | 4 | 3 | 1 |
| Wildlife, fish, and wildlands science and management .............................. | 1,459 | 738 | 721 | 148 | 83 | 65 | 52 | 32 | 20 |
| Natural resources and conservation, other ............................................ | 222 | 109 | 113 | 34 | 12 | 22 | 2 | 1 | 1 |

See notes at end of table.

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Architecture and related services | 9,090 | 5,116 | 3,974 | 8,006 | 4,147 | 3,859 | 272 | 145 | 127 |
| Architecture | 5,752 | 3,342 | 2,410 | 4,244 | 2,395 | 1,849 | 127 | 67 | 60 |
| City/urban, community and regional planning | 862 | 521 | 341 | 2,146 | 1,036 | 1,110 | 102 | 53 | 49 |
| Environmental design/architecture | 560 | 317 | 243 | 112 | 47 | 65 | 22 | 11 | 11 |
| Interior architecture . | 400 | 42 | 358 | 214 | 35 | 179 | 0 | 0 | 0 |
| Landscape architecture | 795 | 475 | 320 | 712 | 294 | 418 | 6 | 2 | 4 |
| Architectural history and criticism, general ............................................... | 76 | 24 | 52 | 34 | 13 | 21 | 1 | 1 | 0 |
| Architectural technology/technician ....................................................... | 211 | 139 | 72 | 0 | 0 | 0 | 0 | 0 | 0 |
| Architectural and building sciences/technology ......................................... | 235 | 145 | 90 | 229 | 122 | 107 | 14 | 11 | 3 |
| Real estate development .................... | 0 | 0 | 0 | 221 | 169 | 52 | 0 | 0 | 0 |
| Architecture and related services, other | 199 | 111 | 88 | 94 | 36 | 58 | 0 | 0 | 0 |
| Area, ethnic, cultural, gender, and group studies | 7,782 | 2,293 | 5,489 | 1,847 | 666 | 1,181 | 312 | 120 | 192 |
| African studies | 72 | 22 | 50 | 45 | 22 | 23 | 7 | 2 | 5 |
| American/United States studies/civilization | 1,192 | 463 | 729 | 232 | 81 | 151 | 108 | 36 | 72 |
| Asian studies/civilization | 760 | 318 | 442 | 116 | 47 | 69 | 3 | 1 | 2 |
| East Asian studies | 341 | 142 | 199 | 178 | 77 | 101 | 19 | 11 | 8 |
| Russian, Central European, East European and Eurasian studies ................ | 22 | 13 | 9 | 44 | 21 | 23 | 0 | 0 | 0 |
| European studies/civilization ................................................................ | 87 | 24 | 63 | 18 | 11 | 7 | 0 | 0 | 0 |
| Latin American studies ........ | 395 | 129 | 266 | 238 | 79 | 159 | 8 | 4 | 4 |
| Near and Middle Eastern studies | 190 | 83 | 107 | 204 | 97 | 107 | 38 | 25 | 13 |
| Pacific Area/Pacific Rim studies | 26 | 8 | 18 | 5 | 0 | 5 | 0 | 0 | 0 |
| Russian studies .. | 78 | 39 | 39 | 43 | 23 | 20 | 0 | 0 | 0 |
| Scandinavian studies .......................................................................... | 23 | 13 | 10 | 0 | 0 | 0 | 2 | 0 | 2 |
| South Asian studies | 22 | 6 | 16 | 23 | 10 | 13 | 1 | 1 | 0 |
| Southeast Asian studies | 2 | 1 | 1 | 11 | 1 | 10 | 0 | 0 | 0 |
| Western European studies | 2 | 0 | 2 | 26 | 16 | 10 | 0 | 0 | 0 |
| Canadian studies .............. | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Slavic studies | 4 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 1 |
| Ural-Altaic and Central Asian studies | 1 | 1 | 0 | 4 | 2 | 2 | 1 | 1 | 0 |
| Regional studies (U.S., Canadian, foreign) | 18 | 3 | 15 | 30 | 8 | 22 | 6 | 3 | 3 |
| Chinese studies | 56 | 23 | 33 | 13 | 4 | 9 | 0 | 0 | 0 |
| French studies | 56 | 10 | 46 | 24 | 8 | 16 | 10 | 1 | 9 |
| German studies | 61 | 29 | 32 | 8 | 5 | 3 | 5 | 1 | 4 |
| Italian studies.. | 33 | 9 | 24 | 18 | 5 | 13 | 5 | 1 | 4 |
| Japanese studies | 43 | 19 | 24 | 9 | 5 | 4 | 0 | 0 | 0 |
| Korean studies | 0 | 0 | 0 | 5 | 2 | 3 | 0 | 0 | 0 |
| Spanish and Iberian studies ................................................................. | 19 | 7 | 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| Irish studies ...................................................................................... | 0 | 0 | 0 | 10 | 4 | 6 | 0 | 0 | 0 |
| Latin American and Caribbean studies .................................................... | 57 | 17 | 40 | 13 | 3 | 10 | 0 | 0 | 0 |
| Area studies, other | 685 | 222 | 463 | 36 | 16 | 20 | 4 | 2 | 2 |
| Ethnic studies ... | 142 | 46 | 96 | 5 | 1 | 4 | 6 | 4 | 2 |
| African-American/Black studies | 624 | 182 | 442 | 78 | 24 | 54 | 19 | 9 | 10 |
| American Indian/Native American studies | 232 | 85 | 147 | 39 | 13 | 26 | 13 | 1 | 12 |
| Hispanic-American, Puerto Rican, and Mexican-American/Chicano studies ... | 385 | 106 | 279 | 30 | 7 | 23 | 14 | 6 | 8 |
| Asian-American studies | 109 | 32 | 77 | 10 | 3 | 7 | 0 | 0 | 0 |
| Women's studies ................................................................................ | 1,333 | 92 | 1,241 | 149 | 14 | 135 | 11 | 1 | 10 |
| Gay/lesbian studies ........................................................................... | 18 | 2 | 16 | 0 | 0 | 0 | 0 | 0 | 0 |
| Folklore studies. | 17 | 3 | 14 | 32 | 10 | 22 | 10 | 3 | 7 |
| Disability studies | 19 | 0 | 19 | 38 | 10 | 28 | 5 | 1 | 4 |
| Deaf studies | 22 | 4 | 18 | 7 | 3 | 4 | 0 | 0 | 0 |
| Ethnic, cultural minority, gender, and group studies, other ........................... | 635 | 140 | 495 | 106 | 34 | 72 | 16 | 6 | 10 |
| Biological and biomedical sciences | 109,896 | 45,102 | 64,794 | 14,650 | 6,249 | 8,401 | 8,053 | 3,763 | 4,290 |
| Biology/biological sciences, general | 71,612 | 28,196 | 43,416 | 3,432 | 1,440 | 1,992 | 976 | 465 | 511 |
| Biomedical sciences, general .......................................................... | 3,181 | 1,239 | 1,942 | 1,689 | 838 | 851 | 481 | 198 | 283 |
| Biochemistry .................................................................................... | 7,675 | 3,956 | 3,719 | 277 | 129 | 148 | 517 | 271 | 246 |
| Biophysics .... | 151 | 100 | 51 | 33 | 25 | 8 | 109 | 76 | 33 |
| Molecular biology ............................................................................... | 750 | 355 | 395 | 195 | 77 | 118 | 214 | 90 | 124 |
| Molecular biochemistry ....................................................................... | 405 | 225 | 180 | 95 | 53 | 42 | 66 | 38 | 28 |
| Molecular biophysics .......................................................................... | 0 | 0 | 0 | 1 | 1 | 0 | 20 | 13 | 7 |
| Structural biology | 0 | 0 | 0 | 1 | 1 | 0 | 4 | 1 | 3 |
| Radiation biology/radiobiology .............................................................. | 10 | 3 | 7 | 11 | 9 | 2 | 10 | 8 | 2 |
| Biochemistry and molecular biology ....................................................... | 776 | 411 | 365 | 56 | 30 | 26 | 155 | 75 | 80 |
| Biochemistry, biophysics and molecular biology, other ................................ | 201 | 91 | 110 | 11 | 5 | 6 | 23 | 13 | 10 |
| Botany/plant biology ........................................................................... | 203 | 107 | 96 | 83 | 43 | 40 | 110 | 52 | 58 |
| Plant pathology/phytopathology ............................................................ | 14 | 5 | 9 | 77 | 32 | 45 | 64 | 36 | 28 |
| Plant physiology ...................... | 0 | 0 | 0 | 2 | 2 | 0 | 12 | 5 | 7 |
| Plant molecular biology ....................................................................... | 1 | 0 | 1 | 0 | 0 | 0 | 11 | 4 | 7 |
| Botany/plant biology, other | 6 | 2 | 4 | 11 | 5 | 6 | 2 | 0 | 2 |
| Cell/cellular biology and histology ......................................................... | 399 | 183 | 216 | 25 | 9 | 16 | 120 | 50 | 70 |
| Anatomy .......................................................................................... | 380 | 176 | 204 | 168 | 81 | 87 | 42 | 17 | 25 |
| Developmental biology and embryology ................................................. | 53 | 27 | 26 | 28 | 4 | 24 | 46 | 20 | 26 |
| Cell/cellular and molecular biology ........................................................ | 2,459 | 1,154 | 1,305 | 203 | 88 | 115 | 450 | 205 | 245 |
| Cell biology and anatomy .................................................................... | 6 | 2 | 4 | 27 | 14 | 13 | 45 | 16 | 29 |
| Cell/cellular biology and anatomical sciences, other ................................... | 124 | 52 | 72 | 131 | 56 | 75 | 119 | 50 | 69 |
| Microbiology, general .......................................................................... | 1,829 | 871 | 958 | 202 | 88 | 114 | 206 | 88 | 118 |
| Medical microbiology and bacteriology ................................................... | 471 | 187 | 284 | 172 | 61 | 111 | 129 | 58 | 71 |
| Virology ........................................................................................... | 0 | 0 | 0 | 2 | 2 | 0 | 20 | 9 | 11 |
| Parasitology .................................................................................... | 0 | 0 | 0 | 5 | 0 | 5 | 1 | 0 | 1 |
| Immunology ............................................................................................. | 0 | 0 | 0 | 53 | 22 | 31 | 179 | 73 | 106 |

[^102]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Microbiology and immunology | 123 | 55 | 68 | 41 | 11 | 30 | 81 | 38 | 43 |
| Microbiological sciences and immunology, other . | 144 | 73 | 71 | 35 | 11 | 24 | 72 | 31 | 41 |
| Zoology/animal biology ............ | 1,558 | 506 | 1,052 | 167 | 41 | 126 | 90 | 48 | 42 |
| Entomology | 85 | 36 | 49 | 144 | 74 | 70 | 111 | 51 | 60 |
| Animal physiology | 89 | 47 | 42 | 63 | 33 | 30 | 19 | 11 | 8 |
| Animal behavior and ethology | 109 | 18 | 91 | 25 | 2 | 23 | 5 | 1 | 4 |
| Wildlife biology .................. | 409 | 188 | 221 | 13 | 8 | 5 | 2 | 1 | 1 |
| Zoology/animal biology, other | 1 | 0 | 1 | 9 | 6 | 3 | 3 | 2 | 1 |
| Genetics, general ................ | 295 | 102 | 193 | 60 | 20 | 40 | 133 | 58 | 75 |
| Molecular genetics | 198 | 89 | 109 | 22 | 9 | 13 | 73 | 32 | 41 |
| Animal genetics ... | 26 | 5 | 21 | 14 | 5 | 9 | 32 | 14 | 18 |
| Plant genetics | 8 | 4 | 4 | 6 | 2 | 4 | 7 | 6 | 1 |
| Human/medical genetics | 1 | 0 | 1 | 124 | 15 | 109 | 81 | 35 | 46 |
| Genome sciences/genomics | 5 | 2 | 3 | 3 | 1 | 2 | 14 | 5 | 9 |
| Genetics, other ...... | 0 | 0 | 0 | 3 | 0 | 3 | 17 | 11 | 6 |
| Physiology, general | 1,625 | 741 | 884 | 587 | 283 | 304 | 168 | 84 | 84 |
| Molecular physiology | 0 | 0 | 0 | 2 | 0 | 2 | 25 | 11 | 14 |
| Cell physiology ......... | 0 | 0 | 0 | 16 | 10 | 6 | 22 | 9 | 13 |
| Endocrinology .. | 0 | 0 | 0 | 1 | 1 | 0 | 3 | 0 | 3 |
| Reproductive biology | 0 | 0 | 0 | 10 | 5 | 5 | 3 | 0 | 3 |
| Cardiovascular science | 0 | 0 | 0 | 8 | 4 | 4 | 3 | 2 | 1 |
| Exercise physiology | 3,188 | 1,444 | 1,744 | 317 | 138 | 179 | 80 | 36 | 44 |
| Vision science/physiological optics | 131 | 36 | 95 | 31 | 12 | 19 | 25 | 15 | 10 |
| Pathology/experimental pathology | 31 | 8 | 23 | 98 | 33 | 65 | 197 | 102 | 95 |
| Oncology and cancer biology ...... | 0 | 0 | 0 | 30 | 10 | 20 | 134 | 40 | 94 |
| Physiology, pathology, and related sciences, other . | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 7 | 3 |
| Pharmacology ................ | 65 | 35 | 30 | 171 | 78 | 93 | 242 | 110 | 132 |
| Molecular pharmacology | 0 | 0 | 0 | 9 | 2 | 7 | 37 | 16 | 21 |
| Neuropharmacology | 0 | 0 | 0 | 11 | 10 | 1 | 0 | 0 | 0 |
| Toxicology ............. | 103 | 41 | 62 | 48 | 14 | 34 | 81 | 31 | 50 |
| Molecular toxicology | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 |
| Environmental toxicology | 32 | 13 | 19 | 53 | 14 | 39 | 23 | 9 | 14 |
| Pharmacology and toxicology | 78 | 41 | 37 | 92 | 35 | 57 | 37 | 17 | 20 |
| Biometry/biometrics | 27 | 15 | 12 | 32 | 17 | 15 | 16 | 11 | 5 |
| Biostatistics .... | 27 | 9 | 18 | 631 | 261 | 370 | 185 | 91 | 94 |
| Bioinformatics | 158 | 95 | 63 | 270 | 131 | 139 | 112 | 71 | 41 |
| Computational biology | 31 | 18 | 13 | 8 | 5 | 3 | 51 | 32 | 19 |
| Biomathematics, bioinformatics, and computational biology, other | 27 | 14 | 13 | 48 | 33 | 15 | 10 | 7 | 3 |
| Biotechnology | 757 | 399 | 358 | 1,200 | 526 | 674 | 3 | 2 | 1 |
| Ecology .. | 723 | 274 | 449 | 155 | 57 | 98 | 194 | 87 | 107 |
| Marine biology and biological oceanography ............................................ | 1,322 | 436 | 886 | 225 | 80 | 145 | 51 | 27 | 24 |
| Evolutionary biology ............................... | 109 | 33 | 76 | 12 | 8 | 4 | 25 | 16 | 9 |
| Aquatic biology/limnology | 88 | 43 | 45 | 11 | 9 | 2 | 0 | 0 | 0 |
| Environmental biology | 266 | 113 | 153 | 36 | 16 | 20 | 11 | 7 | 4 |
| Population biology ... | 0 | 0 | 0 | 3 | 0 | 3 | 4 | 3 | 1 |
| Conservation biology | 159 | 64 | 95 | 96 | 32 | 64 | 16 | 8 | 8 |
| Systematic biology/biological systematics ............................................... | 0 | 0 | 0 | 1 | 0 | 1 | 9 | 6 | 3 |
| Epidemiology ................................................................................... | 29 | 6 | 23 | 1,218 | 361 | 857 | 352 | 118 | 234 |
| Ecology and evolutionary biology | 337 | 147 | 190 | 54 | 25 | 29 | 87 | 47 | 40 |
| Ecology, evolution, systematics and population biology, other ....................... | 154 | 59 | 95 | 23 | 13 | 10 | 32 | 13 | 19 |
| Molecular medicine ...................................................... | 0 | 0 | 0 | 18 | 5 | 13 | 39 | 13 | 26 |
| Neuroscience | 4,705 | 1,840 | 2,865 | 161 | 61 | 100 | 592 | 306 | 286 |
| Neuroanatomy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Neurobiology and anatomy . | 622 | 271 | 351 | 18 | 10 | 8 | 101 | 42 | 59 |
| Neurobiology and behavior ................................................................... | 78 | 30 | 48 | 37 | 17 | 20 | 9 | 2 | 7 |
| Neurobiology and neurosciences, other .................................................. | 7 | 2 | 5 | 0 | 0 | 0 | 2 | 0 | 2 |
| Biological and biomedical sciences, other ................................................ | 1,260 | 408 | 852 | 1,190 | 580 | 610 | 189 | 89 | 100 |
| Business, management, marketing, and personal and culinary services ........... | 363,799 | 191,310 | 172,489 | 185,222 | 98,587 | 86,635 | 3,116 | 1,716 | 1,400 |
| Business, management, marketing, and related support services ................. | 362,397 | 190,673 | 171,724 | 185,188 | 98,583 | 86,605 | 3,116 | 1,716 | 1,400 |
| Business/commerce, general | 24,190 | 12,735 | 11,455 | 9,195 | 5,556 | 3,639 | 301 | 163 | 138 |
| Business administration and management, general ................................. | 133,896 | 70,965 | 62,931 | 106,919 | 59,667 | 47,252 | 1,686 | 983 | 703 |
| Purchasing, procurement/acquisitions and contracts management .............. | 605 | 363 | 242 | 514 | 306 | 208 | 5 | 4 | 1 |
| Logistics, materials, and supply chain management ................................. | 3,736 | 2,567 | 1,169 | 786 | 503 | 283 | 7 | 6 | 1 |
| Office management and supervision ..................................................... | 292 | 121 | 171 | 0 | 0 | 0 | 0 | 0 | 0 |
| Operations management and supervision .............................................. | 2,988 | 1,965 | 1,023 | 763 | 496 | 267 | 11 | 8 | 3 |
| Nonprofit/public/organizational management .......................................... | 452 | 149 | 303 | 1,639 | 525 | 1,114 | 11 | 2 | 9 |
| Customer service management ............................................................. | 64 | 17 | 47 | 5 | 1 | 4 | 0 | 0 | 0 |
| E-commerce/electronic commerce | 137 | 76 | 61 | 157 | 73 | 84 | 0 | 0 | 0 |
| Transportation/mobility management ..................................................... | 210 | 137 | 73 | 123 | 93 | 30 | 3 | 3 | 0 |
| Research and development management .............................................. | 10 | 7 | 3 | 48 | 10 | 38 | 0 | 0 | 0 |
| Project management ........................................................................ | 1,312 | 928 | 384 | 883 | 528 | 355 | 14 | 8 | 6 |
| Retail management ......................................................................... | 245 | 45 | 200 | 51 | 3 | 48 | 0 | 0 | 0 |
| Organizational leadership .................................................................. | 2,629 | 1,225 | 1,404 | 3,424 | 1,528 | 1,896 | 281 | 109 | 172 |
| Business administration, management and operations, other ...................... | 10,114 | 4,830 | 5,284 | 5,390 | 2,749 | 2,641 | 55 | 33 | 22 |
| Accounting ..................................................................................... | 50,510 | 24,546 | 25,964 | 19,261 | 8,656 | 10,605 | 52 | 29 | 23 |
| Accounting technology/technician and bookkeeping ................................ | 157 | 91 | 66 | 0 | 0 | 0 | 0 | 0 | 0 |
| Auditing ......................................................................................... | 32 | 14 | 18 | 78 | 32 | 46 | 0 | 0 | 0 |
| Accounting and finance .................................................................... | 607 | 348 | 259 | 1,082 | 410 | 672 | 0 | 0 | 0 |
| Accounting and business/management ..................................................... | 1,833 | 572 | 1,261 | 237 | 125 | 112 | 0 | 0 | 0 |

[^103]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Accounting and related services, other | 181 | 99 | 82 | 255 | 149 | 106 | 2 | 1 | 1 |
| Administrative assistant and secretarial science, general .......................... | 63 | 23 | 40 | 0 | 0 | 0 | 0 | 0 | 0 |
| Business/office automation/technology/data entry ................................... | 49 | 26 | 23 | 0 | 0 | 0 | 0 | 0 | 0 |
| General office occupations and clerical services .................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parts, warehousing, and inventory management operations ....................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Business operations support and secretarial services, other ...................... | 0 | 0 | 0 | 34 | 13 | 21 | 0 | 0 | 0 |
| Business/corporate communications ..................................................... | 705 | 232 | 473 | 86 | 15 | 71 | 0 | 0 | 0 |
| Business/managerial economics ...... | 5,090 | 3,419 | 1,671 | 272 | 170 | 102 | 72 | 47 | 25 |
| Entrepreneurship/entrepreneurial studies | 2,273 | 1,476 | 797 | 700 | 438 | 262 | 5 | 4 | 1 |
| Small business administration/management ............. | 42 | 31 | 11 | 20 | 12 | 8 | 0 | 0 | 0 |
| Entrepreneurial and small business operations, other | 36 | 11 | 25 | 42 | 19 | 23 | 0 | 0 | 0 |
| Finance, general ...................................... | 32,727 | 23,194 | 9,533 | 6,848 | 4,214 | 2,634 | 52 | 34 | 18 |
| Banking and financial support services | 523 | 320 | 203 | 45 | 27 | 18 | 0 | 0 | 0 |
| Financial planning and services .......................................................... | 297 | 204 | 93 | 269 | 146 | 123 | 2 | 1 | 1 |
| International finance ................ | 7 | 4 | 3 | 41 | 17 | 24 | 0 | 0 | 0 |
| Investments and securities ................................................................. | 97 | 78 | 19 | 194 | 125 | 69 | 0 | 0 | 0 |
| Public finance | 14 | 10 | 4 | 2 | 2 | 0 | 0 | 0 | 0 |
| Finance and financial management services, other ................................. | 146 | 104 | 42 | 93 | 57 | 36 | 0 | 0 | 0 |
| Hospitality administration/management, general ...................................... | 8,028 | 2,454 | 5,574 | 571 | 177 | 394 | 18 | 10 | 8 |
| Tourism and travel services management .......... | 592 | 158 | 434 | 130 | 37 | 93 | 0 | 0 | 0 |
| Hotel/motel administration/management | 1,869 | 641 | 1,228 | 144 | 57 | 87 | 11 | 3 | 8 |
| Restaurant/food services management ................................................. | 756 | 305 | 451 | 0 | 0 | 0 | 0 | 0 | 0 |
| Resort management ......................................................................... | 223 | 92 | 131 | 0 | 0 | 0 | 0 | 0 | 0 |
| Meeting and event planning ................................................................ | 467 | 56 | 411 | 1 | 1 | 0 | 0 | 0 | 0 |
| Casino management ......................................................................... | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hotel, motel, and restaurant management | 157 | 50 | 107 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hospitality administration/management, other | 443 | 171 | 272 | 63 | 21 | 42 | 2 | 1 | 1 |
| Human resources management/personnel administration, general .............. | 7,209 | 1,996 | 5,213 | 4,356 | 1,085 | 3,271 | 38 | 16 | 22 |
| Labor and industrial relations | 801 | 395 | 406 | 795 | 278 | 517 | 4 | 3 | 1 |
| Organizational behavior studies | 2,467 | 1,081 | 1,386 | 1,767 | 593 | 1,174 | 190 | 86 | 104 |
| Labor studies | 42 | 8 | 34 | 20 | 8 | 12 | 0 | 0 | 0 |
| Human resources development | 590 | 154 | 436 | 1,030 | 259 | 771 | 37 | 15 | 22 |
| Human resources management and services, other ................................. | 280 | 76 | 204 | 1,114 | 390 | 724 | 0 | 0 | 0 |
| International business/trade/commerce ................................................. | 5,301 | 2,586 | 2,715 | 2,031 | 1,170 | 861 | 23 | 12 | 11 |
| Management information systems, general ............................................ | 7,341 | 5,424 | 1,917 | 2,518 | 1,731 | 787 | 46 | 32 | 14 |
| Information resources management ................................................. | 213 | 144 | 69 | 834 | 566 | 268 | 14 | 8 | 6 |
| Knowledge management .................................................................... | 13 | 9 | 4 | 73 | 48 | 25 | 0 | 0 | 0 |
| Management information systems and services, other ............................. | 173 | 93 | 80 | 142 | 85 | 57 | 0 | 0 | 0 |
| Management science, general ............................................................. | 3,120 | 1,902 | 1,218 | 2,219 | 1,317 | 902 | 29 | 19 | 10 |
| Business statistics ............................................................................ | 140 | 87 | 53 | 223 | 121 | 102 | 0 | 0 | 0 |
| Actuarial science | 1,101 | 640 | 461 | 408 | 234 | 174 | 0 | 0 | 0 |
| Management sciences and quantitative methods, other ............................ | 320 | 207 | 113 | 645 | 422 | 223 | 11 | 7 | 4 |
| Marketing/marketing management, general ........................................... | 31,232 | 14,682 | 16,550 | 1,945 | 745 | 1,200 | 32 | 12 | 20 |
| Marketing research ........................................................................... | 73 | 37 | 36 | 96 | 41 | 55 | 1 | 1 | 0 |
| International marketing ...................................................................... | 191 | 39 | 152 | 97 | 39 | 58 | 2 | 2 | 0 |
| Marketing, other ................................................................................ | 949 | 456 | 493 | 221 | 84 | 137 | 2 | 0 | 2 |
| Real estate . | 604 | 433 | 171 | 816 | 605 | 211 | 0 | 0 | 0 |
| Taxation | 0 | 0 | 0 | 1,588 | 790 | 798 | 0 | 0 | 0 |
| Insurance | 848 | 592 | 256 | 86 | 41 | 45 | 1 | 0 | 1 |
| Sales, distribution, and marketing operations, general .............................. | 1,247 | 676 | 571 | 312 | 90 | 222 | 2 | 1 | 1 |
| Merchandising and buying operations ................................................... | 19 | 1 | 18 | 18 | 0 | 18 | 0 | 0 | 0 |
| Retailing and retail operations ............................................................ | 339 | 78 | 261 | 5 | 0 | 5 | 0 | 0 | 0 |
| Selling skills and sales operations ........................................................ | 329 | 206 | 123 | 0 | 0 | 0 | 0 | 0 | 0 |
| General merchandising/sales/related marketing operations, other ............... | 83 | 37 | 46 | 1 | 0 | 1 | 0 | 0 | 0 |
| Fashion merchandising ...................................................................... | 3,016 | 190 | 2,826 | 13 | 1 | 12 | 0 | 0 | 0 |
| Apparel and accessories marketing operations ....................................... | 87 | 3 | 84 | 12 | 0 | 12 | 0 | 0 | 0 |
| Tourism and travel services marketing operations .................................... | 38 | 22 | 16 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tourism promotion operations ............................................................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vehicle and vehicle parts and accessories marketing operations ................. | 38 | 29 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| Business and personal/financial services marketing operations .................. | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special products marketing operations .................................................. | 167 | 60 | 107 | 22 | 12 | 10 | 0 | 0 | 0 |
| Hospitality and recreation marketing operations ...................................... | 158 | 88 | 70 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialized merchandising/sales/related marketing operations, other ........... | 87 | 27 | 60 | 45 | 15 | 30 | 0 | 0 | 0 |
| Construction management .................................................................. | 1,715 | 1,549 | 166 | 291 | 229 | 62 | 4 | 2 | 2 |
| Telecommunications management ....................................................... | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 1 |
| Business/management/marketing/related support services, other ................ | 3,260 | 1,806 | 1,454 | 1,079 | 625 | 454 | 88 | 50 | 38 |
| Personal and culinary services ............................................................. | 1,402 | 637 | 765 | 34 | 4 | 30 | 0 | 0 | 0 |
| Funeral service and mortuary science, general ...................................... | 164 | 50 | 114 | 0 | 0 | 0 | 0 | 0 | 0 |
| Funeral direction/service ................................................................... | 22 | 13 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cosmetology/cosmetologist, general | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cooking and related culinary arts, general ............................................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Baking and pastry arts/baker/pastry chef .............................................. | 81 | 12 | 69 | 0 | 0 | 0 | 0 | 0 | 0 |
| Culinary arts/chef training ................................................................... | 369 | 155 | 214 | 0 | 0 | 0 | 0 | 0 | 0 |
| Restaurant, culinary, and catering management/manager ......................... | 668 | 356 | 312 | 0 | 0 | 0 | 0 | 0 | 0 |
| Food service, waiter/waitress, and dining room management ..................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Culinary science/culinology ................................................................... | 51 | 28 | 23 | 0 | 0 | 0 | 0 | 0 | 0 |
| Culinary arts and related services, other ............................................... | 39 | 20 | 19 | 34 | 4 | 30 | 0 | 0 | 0 |
| Personal and culinary services, other .................................................... | 8 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |

[^104]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Communication and communications technologies ..................................... | 95,785 | 35,218 | 60,567 | 10,135 | 3,111 | 7,024 | 644 | 259 | 385 |
| Communication, journalism, and related programs ...................................................................... | 90,650 | 31,851 | 58,799 | 9,581 | 2,816 | 6,765 | 644 | 259 | 385 |
| Communication, general | 8,344 | 2,830 | 5,514 | 590 | 165 | 425 | 70 | 26 | 44 |
| Speech communication and rhetoric . | 33,553 | 11,744 | 21,809 | 1,980 | 609 | 1,371 | 267 | 96 | 171 |
| Mass communication/media studies . | 9,562 | 3,467 | 6,095 | 886 | 271 | 615 | 160 | 67 | 93 |
| Communication and media studies, other ........................................... | 1,824 | 644 | 1,180 | 660 | 175 | 485 | 52 | 27 | 25 |
| Journalism .................................................................................. | 11,807 | 3,781 | 8,026 | 1,448 | 419 | 1,029 | 22 | 9 | 13 |
| Broadcast journalism ...................................................................... | 998 | 415 | 583 | 40 | 17 | 23 | 0 | 0 | 0 |
|  | 156 | 37 | 119 | 20 | 11 | 9 | 0 | 0 | 0 |
| Journalism, other | 730 | 236 | 494 | 482 | 131 | 351 | 0 | 0 | 0 |
| Radio and television | 5,204 | 2,781 | 2,423 | 194 | 87 | 107 | 10 | 4 | 6 |
| Digital communication and media/multimedia ....................................... | 2,643 | 1,294 | 1,349 | 471 | 202 | 269 | 28 | 13 | 15 |
| Radio, television, and digital communication, other ................................. | 735 | 388 | 347 | 17 | 9 | 8 | 0 | 0 | 0 |
| Public relations, advertising, and applied communication .......................... | 1,452 | 360 | 1,092 | 205 | 65 | 140 | 0 | 0 | 0 |
| Organizational communication, general ............................. | 1,204 | 386 | 818 | 196 | 51 | 145 | 5 | 2 | 3 |
| Public relations/image management ...... | 4,865 | 960 | 3,905 | 639 | 145 | 494 | 0 | 0 | 0 |
| Advertising .................................... | 4,610 | 1,519 | 3,091 | 321 | 111 | 210 | 10 | 4 | 6 |
| Political communication | 73 | 26 | 47 | 19 | 6 | 13 | 0 | 0 | 0 |
| Health communication | 67 | 17 | 50 | 137 | 20 | 117 | 4 | 2 | 2 |
| Sports communication | 110 | 78 | 32 | 17 | 11 | 6 | 0 | 0 | 0 |
| International and intercultural communication. | 115 | 25 | 90 | 118 | 32 | 86 | 0 | 0 | 0 |
| Technical and scientific communication | 44 | 19 | 25 | 9 | 1 | 8 | 6 | 4 | 2 |
| Public relations, advertising and applied communication, other .................... | 1,116 | 283 | 833 | 198 | 50 | 148 | 0 | 0 | 0 |
| Publishing .................................. | 1 | 1 | 0 | 219 | 39 | 180 | 0 | 0 | 0 |
| Communication, journalism, and related programs, other .......................... | 1,437 | 560 | 877 | 715 | 189 | 526 | 10 | 5 | 5 |
| Communications technologies/technicians and support services .................. | 5,135 | 3,367 | 1,768 | 554 | 295 | 259 | 0 | 0 | 0 |
| Communications technology/technician .............................................. | 101 | 61 | 40 | 43 | 13 | 30 | 0 | 0 | 0 |
| Photographic and film/video technology/technician and assistant ................ | 67 | 36 | 31 | 0 | 0 | 0 | 0 | 0 | 0 |
| Radio and television broadcasting technology/technician .......................... | 489 | 276 | 213 | 89 | 24 | 65 | 0 | 0 | 0 |
| Recording arts technology/technician ............. | 1,343 | 1,179 | 164 | 51 | 39 | 12 | 0 | 0 | 0 |
| Audiovisual communications technologies/technicians, other ...................... | 66 | 55 | 11 | 0 | 0 | 0 | 0 | 0 | 0 |
| Graphic communications, general ....................................................... | 345 | 126 | 219 | 2 | 1 | 1 | 0 | 0 | 0 |
| Printing management | 78 | 32 | 46 | 0 | 0 | 0 | 0 | 0 | 0 |
| Prepress/desktop publishing and digital imaging design ........................... | 78 | 37 | 41 | 0 | 0 | 0 | 0 | 0 | 0 |
| Animation/interactive technology/video graphics/special effects .................. | 2,219 | 1,411 | 808 | 333 | 197 | 136 | 0 | 0 | 0 |
| Graphic and printing equipment operator, general production ..................... | 36 | 16 | 20 | 0 | 0 | 0 | 0 | 0 | 0 |
| Printing press operator ....................................................................... | 6 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Graphic communications, other ........................................................... | 123 | 49 | 74 | 10 | 8 | 2 | 0 | 0 | 0 |
| Communications technologies/technicians and support services, other ........ | 184 | 86 | 98 | 26 | 13 | 13 | 0 | 0 | 0 |
| Computer and information sciences and support services ............................ | 59,581 | 48,840 | 10,741 | 31,474 | 21,892 | 9,582 | 1,998 | 1,548 | 450 |
| Computer and information sciences, general ........................................... | 14,208 | 11,837 | 2,371 | 7,020 | 5,098 | 1,922 | 657 | 532 | 125 |
| Artificial intelligence | 0 | 0 | 0 | 138 | 105 | 33 | 28 | 21 | 7 |
| Information technology ................................................................... | 7,504 | 6,029 | 1,475 | 3,936 | 2,540 | 1,396 | 47 | 28 | 19 |
| Informatics .................................................................................... | 765 | 580 | 185 | 314 | 125 | 189 | 22 | 13 | 9 |
| Computer and information sciences, other ............................................ | 307 | 247 | 60 | 109 | 76 | 33 | 17 | 7 | 10 |
| Computer programming/programmer, general ........................................ | 1,254 | 1,085 | 169 | 73 | 58 | 15 | 11 | 8 | 3 |
| Computer programming, specific applications ......................................... | 380 | 331 | 49 | 37 | 32 | 5 | 0 | 0 | 0 |
| Computer programming, other ........................................................... | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Data processing and data processing technology/technician ......................... | 69 | 62 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Information science/studies .............................................................. | 6,442 | 5,009 | 1,433 | 5,316 | 3,308 | 2,008 | 179 | 109 | 70 |
| Computer systems analysis/analyst ....................................................... | 1,321 | 1,048 | 273 | 883 | 576 | 307 | 2 | 2 | 0 |
| Computer science ............................................................................ | 15,633 | 13,241 | 2,392 | 9,143 | 6,761 | 2,382 | 972 | 785 | 187 |
| Web page, digital/multimedia and information resources design ................... | 1,646 | 1,005 | 641 | 280 | 120 | 160 | 0 | 0 | 0 |
| Data modeling/warehousing and database administration ........................... | 176 | 133 | 43 | 180 | 116 | 64 | 0 | 0 | 0 |
| Computer graphics ........................................................................ | 677 | 402 | 275 | 188 | 112 | 76 | 0 | 0 | 0 |
| Modeling, virtual environments and simulation. | 253 | 225 | 28 | 58 | 52 | 6 | 0 | 0 | 0 |
| Computer software and media applications, other ................................... | 274 | 235 | 39 | 89 | 65 | 24 | 0 | 0 | 0 |
| Computer systems networking and telecommunications ............................. | 1,848 | 1,676 | 172 | 637 | 494 | 143 | 3 | 3 | 0 |
| Network and system administration/administrator .................................... | 506 | 457 | 49 | 53 | 34 | 19 | 0 | 0 | 0 |
| System, networking, and LAN/WAN management/manager ........................ | 221 | 189 | 32 | 25 | 18 | 7 | 0 | 0 | 0 |
| Computer and information systems security/information assurance .............. | 4,557 | 3,882 | 675 | 2,071 | 1,604 | 467 | 18 | 12 | 6 |
| Web/multimedia management and webmaster .......................................... | 289 | 189 | 100 | 9 | 7 | 2 | 0 | 0 | 0 |
| Information technology project management .............................................. | 363 | 293 | 70 | 240 | 153 | 87 | 6 | 4 | 2 |
| Computer support specialist ................................................................. | 8 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer/information tech. services admin. and management, other ............. | 477 | 348 | 129 | 288 | 193 | 95 | 0 | 0 | 0 |
| Computer and information sciences and support services, other .................. | 400 | 328 | 72 | 387 | 245 | 142 | 36 | 24 | 12 |
| Education ........................................................................................ | 91,623 | 18,473 | 73,150 | 146,561 | 33,980 | 112,581 | 11,772 | 3,838 | 7,934 |
| Education, general | 3,971 | 659 | 3,312 | 19,734 | 4,401 | 15,333 | 2,086 | 610 | 1,476 |
| Bilingual and multilingual education .................................................... | 195 | 17 | 178 | 333 | 42 | 291 | 5 | 0 | 5 |
| Multicultural education ..................................................................... | 2 | 0 | 2 | 123 | 27 | 96 | 17 | 2 | 15 |
| Indian/Native American education ....................................................... | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bilingual, multilingual, and multicultural education, other ............................ | 0 | 0 | 0 | 6 | 3 | 3 | 0 | 0 | 0 |
| Curriculum and instruction ........................................ | 183 | 40 | 143 | 16,228 | 3,039 | 13,189 | 1,317 | 341 | 976 |
| Educational leadership and administration, general .................................. | 121 | 10 | 111 | 17,047 | 6,084 | 10,963 | 4,355 | 1,613 | 2,742 |
| Administration of special education ....................... | 0 | 0 | 0 | 82 | 12 | 70 | 14 | 2 | 12 |
| Adult and continuing education administration ............................................ | 10 | 4 | 6 | 736 | 225 | 511 | 51 | 19 | 32 |
| Educational, instructional, and curriculum supervision ................................ | 39 | 7 | 32 | 971 | 258 | 713 | 85 | 20 | 65 |
| Higher education/higher education administration ....................................... | 1 | 0 | 1 | 2,780 | 849 | 1,931 | 572 | 197 | 375 |
| Community college education ............................................................ | 0 | 0 | 0 | 63 | 14 | 49 | 58 | 19 | 39 |

[^105]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Elementary and middle school administration/principalship | 85 | 3 | 82 | 746 | 299 | 447 | 26 | 7 | 19 |
| Secondary school administration/principalship .................. | 0 | 0 | 0 | 367 | 159 | 208 | 4 | 2 | 2 |
| Urban education and leadership .................... | 100 | 36 | 64 | 434 | 119 | 315 | 64 | 16 | 48 |
| Superintendency and educational system administration. | 0 | 0 | 0 | 217 | 93 | 124 | 87 | 23 | 64 |
| Educational administration and supervision, other .................................... | 0 | 0 | 0 | 968 | 267 | 701 | 421 | 157 | 264 |
| Educational/instructional technology ................... | 32 | 17 | 15 | 4,562 | 1,324 | 3,238 | 181 | 71 | 110 |
| Educational evaluation and research | 0 | 0 | 0 | 54 | 10 | 44 | 82 | 32 | 50 |
| Educational statistics and research methods | 0 | 0 | 0 | 61 | 27 | 34 | 33 | 11 | 22 |
| Educational assessment, testing, and measurement .................................. | 0 | 0 | 0 | 55 | 14 | 41 | 13 | 5 | 8 |
| Learning sciences ............................................. | 43 | 1 | 42 | 44 | 11 | 33 | 6 | 3 | 3 |
| Educational assessment, evaluation, and research, other ........................... | 14 | 7 | 7 | 120 | 35 | 85 | 31 | 16 | 15 |
| International and comparative education . | 39 | 6 | 33 | 332 | 55 | 277 | 10 | 1 | 9 |
| Social and philosophical foundations of education | 26 | 6 | 20 | 521 | 129 | 392 | 141 | 48 | 93 |
| Special education and teaching, general .................................................. | 7,080 | 731 | 6,349 | 11,140 | 1,831 | 9,309 | 208 | 34 | 174 |
| Education/teaching of individuals with hearing impairments/deafness ........... | 77 | 6 | 71 | 135 | 17 | 118 | 8 | 4 | 4 |
| Education/teaching of the gifted and talented | 0 | 0 | 0 | 265 | 23 | 242 | 0 | 0 | 0 |
| Education/teaching of individuals with emotional disturbances ...................... | 64 | 9 | 55 | 132 | 28 | 104 | 9 | 0 | 9 |
| Education/teaching of individuals with mental retardation ............................ | 152 | 13 | 139 | 77 | 12 | 65 | 3 | 0 | 3 |
| Education/teaching of individuals with multiple disabilities ........................... | 145 | 13 | 132 | 270 | 53 | 217 | 0 | 0 | 0 |
| Educ./teach. of individuals with orthopedic/physical health impair. ................. | 3 | 0 | 3 | 14 | 2 | 12 | 0 | 0 | 0 |
| Education/teaching of individuals with vision impairments/blindness .............. | 15 | 0 | 15 | 106 | 25 | 81 | 0 | 0 | 0 |
| Educ./teach. of individuals with specific learning disabilities ......................... | 196 | 23 | 173 | 248 | 34 | 214 | 0 | 0 | 0 |
| Education/teaching of individuals with speech/language impairments ............ | 152 | 2 | 150 | 242 | 11 | 231 | 0 | 0 | 0 |
| Education/teaching of individuals with autism .......................................... | 0 | 0 | 0 | 446 | 32 | 414 | 0 | 0 | 0 |
| Education/teaching of individuals who are developmentally delayed .............. | 17 | 1 | 16 | 168 | 23 | 145 | 0 | 0 | 0 |
| Educ./teach. of individuals in early childhood spec. educ. programs .............. | 412 | 24 | 388 | 839 | 81 | 758 | 0 | 0 | 0 |
| Education/teaching of individuals in elementary special educ. programs ........ | 261 | 12 | 249 | 1,005 | 87 | 918 | 0 | 0 | 0 |
| Educ./teach. of individuals in jr. high/middle school special educ. prog. .......... | 8 | 3 | 5 | 132 | 50 | 82 | 0 | 0 | 0 |
| Education/teaching of individuals in secondary special educ. prog. ............... | 31 | 8 | 23 | 569 | 166 | 403 | 0 | 0 | 0 |
| Special education and teaching, other ................................................... | 355 | 33 | 322 | 627 | 96 | 531 | 4 | 1 | 3 |
| Counselor education/school counseling and guidance services .................... | 6 | 0 | 6 | 11,399 | 1,911 | 9,488 | 373 | 83 | 290 |
| College student counseling and personnel services .................................. | 0 | 0 | 0 | 1,095 | 274 | 821 | 28 | 12 | 16 |
| Student counseling and personnel services, other ..................................... | 1 | 0 | 1 | 282 | 45 | 237 | 4 | 1 | 3 |
| Adult and continuing education and teaching ........................................... | 26 | 5 | 21 | 1,194 | 337 | 857 | 166 | 57 | 109 |
| Elementary education and teaching ...................................................... | 29,061 | 2,635 | 26,426 | 8,324 | 1,007 | 7,317 | 58 | 16 | 42 |
| Junior high/intermediate/middle school education and teaching .................... | 2,897 | 716 | 2,181 | 718 | 196 | 522 | 1 | 0 | 1 |
| Secondary education and teaching ........................................................ | 3,438 | 1,386 | 2,052 | 5,836 | 2,203 | 3,633 | 25 | 10 | 15 |
| Teacher education, multiple levels ......................................................... | 1,479 | 237 | 1,242 | 3,934 | 1,001 | 2,933 | 15 | 4 | 11 |
| Montessori teacher education .............................................................. | 5 | 0 | 5 | 185 | 16 | 169 | 0 | 0 | 0 |
| Waldorf/Steiner teacher education ......................................................... | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 |
| Kindergarten/preschool education and teaching ........................................ | 1,263 | 48 | 1,215 | 244 | 11 | 233 | 16 | 2 | 14 |
| Early childhood education and teaching | 12,957 | 537 | 12,420 | 2,854 | 107 | 2,747 | 18 | 2 | 16 |
| Teacher educ. and prof. dev., specific levels and methods, other ................... | 119 | 16 | 103 | 3,356 | 787 | 2,569 | 72 | 24 | 48 |
| Agricultural teacher education | 614 | 211 | 403 | 230 | 77 | 153 | 42 | 24 | 18 |
| Art teacher education | 1,027 | 113 | 914 | 766 | 116 | 650 | 20 | 8 | 12 |
| Business teacher education | 215 | 94 | 121 | 90 | 43 | 47 | 0 | 0 | 0 |
| Driver and safety teacher education | 0 | 0 | 0 | 5 | 5 | 0 | 0 | 0 | 0 |
| English/language arts teacher education ................................................ | 2,273 | 473 | 1,800 | 782 | 219 | 563 | 12 | 3 | 9 |
| Foreign language teacher education | 64 | 10 | 54 | 183 | 40 | 143 | 12 | 4 | 8 |
| Health teacher education ..................................................................... | 1,587 | 435 | 1,152 | 585 | 137 | 448 | 44 | 3 | 41 |
| Family and consumer sciences/home economics teacher education .............. | 246 | 11 | 235 | 69 | 5 | 64 | 3 | 0 | 3 |
| Technology teacher education/industrial arts teacher education .................... | 277 | 231 | 46 | 328 | 140 | 188 | 1 | 1 | 0 |
| Sales and marketing operations/marketing and dist. teacher educ. ............... | 15 | 6 | 9 | 4 | 2 | 2 | 0 | 0 | 0 |
| Mathematics teacher education ............................................................. | 1,940 | 676 | 1,264 | 1,484 | 458 | 1,026 | 56 | 18 | 38 |
| Music teacher education. | 3,553 | 1,485 | 2,068 | 1,152 | 451 | 701 | 97 | 43 | 54 |
| Physical education teaching and coaching . | 7,795 | 4,563 | 3,232 | 1,985 | 1,168 | 817 | 50 | 31 | 19 |
| Reading teacher education .................................................................. | 82 | 9 | 73 | 5,591 | 310 | 5,281 | 100 | 10 | 90 |
| Science teacher education/general science teacher education .................... | 529 | 203 | 326 | 748 | 263 | 485 | 62 | 26 | 36 |
| Social science teacher education .......................................................... | 474 | 246 | 228 | 106 | 66 | 40 | 0 | 0 | 0 |
| Social studies teacher education | 1,281 | 772 | 509 | 481 | 231 | 250 | 5 | 3 | 2 |
| Technical teacher education ................................................................. | 170 | 87 | 83 | 252 | 99 | 153 | 47 | 19 | 28 |
| Trade and industrial teacher education .................................................... | 643 | 387 | 256 | 232 | 90 | 142 | 7 | 2 | 5 |
| Computer teacher education ................................................................ | 54 | 4 | 50 | 146 | 49 | 97 | 3 | 3 | 0 |
| Biology teacher education ................................................................... | 349 | 127 | 222 | 218 | 72 | 146 | 0 | 0 | 0 |
| Chemistry teacher education ................................................................ | 82 | 37 | 45 | 75 | 24 | 51 | 0 | 0 | 0 |
| Drama and dance teacher education ..................................................... | 128 | 21 | 107 | 68 | 13 | 55 | 0 | 0 | 0 |
| French language teacher education ....................................................... | 42 | 3 | 39 | 28 | 8 | 20 | 0 | 0 | 0 |
| German language teacher education ..................................................... | 6 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health occupations teacher education ................................................... | 17 | 1 | 16 | 87 | 13 | 74 | 59 | 6 | 53 |
| History teacher education .................................................................... | 583 | 330 | 253 | 91 | 54 | 37 | 0 | 0 | 0 |
| Physics teacher education ................................................................... | 55 | 39 | 16 | 55 | 29 | 26 | 0 | 0 | 0 |
| Spanish language teacher education ..................................................... | 292 | 71 | 221 | 158 | 39 | 119 | 0 | 0 | 0 |
| Speech teacher education ................................................................... | 24 | 11 | 13 | 28 | 4 | 24 | 11 | 1 | 10 |
| Geography teacher education .............................................................. | 0 | 0 | 0 | 3 | 1 | 2 | 0 | 0 | 0 |
| Latin teacher education ...................................................................... | 4 | 2 | 2 | 4 | 2 | 2 | 0 | 0 | 0 |
| School librarian/library media specialist .................................................. | 1 | 0 | 1 | 265 | 44 | 221 | 0 | 0 | 0 |
| Psychology teacher education .............................................................. | 16 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| Earth science teacher education ........................................................... | 31 | 12 | 19 | 44 | 16 | 28 | 0 | 0 | 0 |
| Environmental education ........................................................................... | 1 | 0 | 1 | 18 | 5 | 13 | 0 | 0 | 0 |

[^106]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Teacher educ. and prof. dev., specific subject areas, other | 205 | 83 | 122 | 1,633 | 370 | 1,263 | 39 | 13 | 26 |
| Teaching English as a second/foreign language/ESL language instructor ....... | 301 | 61 | 240 | 3,317 | 633 | 2,684 | 35 | 11 | 24 |
| Teaching French as a second or foreign language ..................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teaching English or French as a second or foreign lang., other ..................... | 31 | 13 | 18 | 5 | 2 | 3 | 0 | 0 | 0 |
| Teacher assistant/aide ........................................................................ | 4 | 3 | 1 | 18 | 8 | 10 | 0 | 0 | 0 |
| Adult literacy tutor/instructor | 0 | 0 | 0 | 16 | 0 | 16 | 2 | 2 | 0 |
| Education, other ................................................................................ | 1,530 | 366 | 1,164 | 2,789 | 712 | 2,077 | 398 | 142 | 256 |
| Engineering and engineering technologies ............................................... | 115,096 | 93,532 | 21,564 | 51,439 | 38,452 | 12,987 | 10,362 | 7,958 | 2,404 |
| Engineering . | 97,858 | 78,255 | 19,603 | 46,115 | 34,644 | 11,471 | 10,239 | 7,872 | 2,367 |
| Engineering, general | 2,092 | 1,620 | 472 | 2,353 | 1,803 | 550 | 410 | 318 | 92 |
| Pre-engineering | 21 | 16 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aerospace, aeronautical and astronautical engineering ............................. | 3,871 | 3,356 | 515 | 1,318 | 1,140 | 178 | 310 | 263 | 47 |
| Agricultural engineering ..................................................................... | 1,033 | 671 | 362 | 258 | 146 | 112 | 134 | 95 | 39 |
| Architectural engineering | 620 | 427 | 193 | 130 | 89 | 41 | 18 | 10 | 8 |
| Bioengineering and biomedical engineering | 5,823 | 3,445 | 2,378 | 2,209 | 1,262 | 947 | 1,012 | 620 | 392 |
| Ceramic sciences and engineering ............. | 80 | 59 | 21 | 16 | 13 | 3 | 19 | 12 | 7 |
| Chemical engineering | 8,846 | 6,022 | 2,824 | 1,585 | 1,075 | 510 | 997 | 680 | 317 |
| Chemical and biomolecular engineering | 134 | 86 | 48 | 34 | 19 | 15 | 18 | 13 | 5 |
| Chemical engineering, other ... | 0 | 0 | 0 | 7 | 5 | 2 | 0 | 0 | 0 |
| Civil engineering, general | 12,461 | 9,701 | 2,760 | 5,009 | 3,614 | 1,395 | 981 | 710 | 271 |
| Geotechnical and geoenvironmental engineering | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Structural engineering | 180 | 143 | 37 | 196 | 158 | 38 | 25 | 20 | 5 |
| Transportation and highway engineering | 9 | 7 | 2 | 89 | 51 | 38 | 9 | 9 | 0 |
| Water resources engineering .............................................................. | 7 | 3 | 4 | 51 | 21 | 30 | 14 | 7 | 7 |
| Civil engineering, other ........ | 16 | 7 | 9 | 19 | 13 | 6 | 2 | 2 | 0 |
| Computer engineering, general | 5,593 | 5,024 | 569 | 2,193 | 1,672 | 521 | 320 | 278 | 42 |
| Computer hardware engineering | 0 | 0 | 0 | 159 | 127 | 32 | 0 | 0 | 0 |
| Computer software engineering . | 713 | 629 | 84 | 1,435 | 969 | 466 | 10 | 10 | 0 |
| Computer engineering, other | 11 | 10 | 1 | 18 | 16 | 2 | 3 | 3 | 0 |
| Electrical and electronics engineering | 14,465 | 12,665 | 1,800 | 11,567 | 8,943 | 2,624 | 2,274 | 1,933 | 341 |
| Laser and optical engineering ............ | 26 | 18 | 8 | 30 | 25 | 5 | 26 | 23 | 3 |
| Telecommunications engineering ........................................................ | 5 | 4 | 1 | 243 | 169 | 74 | 2 | 2 | 0 |
| Electrical, electronics and communications engineering, other .................... | 103 | 92 | 11 | 77 | 63 | 14 | 18 | 14 | 4 |
| Engineering mechanics ..................................................................... | 81 | 67 | 14 | 89 | 76 | 13 | 60 | 52 | 8 |
| Engineering physics/applied physics | 550 | 472 | 78 | 100 | 69 | 31 | 70 | 53 | 17 |
| Engineering science ................. | 422 | 299 | 123 | 294 | 230 | 64 | 114 | 79 | 35 |
| Environmental/environmental health engineering ..................................... | 1,393 | 741 | 652 | 892 | 519 | 373 | 171 | 95 | 76 |
| Materials engineering . | 1,307 | 950 | 357 | 946 | 652 | 294 | 637 | 474 | 163 |
| Mechanical engineering | 26,400 | 23,009 | 3,391 | 6,841 | 5,781 | 1,060 | 1,526 | 1,311 | 215 |
| Metallurgical engineering | 129 | 92 | 37 | 30 | 23 | 7 | 19 | 14 | 5 |
| Mining and mineral engineering | 357 | 303 | 54 | 86 | 75 | 11 | 22 | 20 | 2 |
| Naval architecture and marine engineering ............................................ | 384 | 339 | 45 | 37 | 35 | 2 | 7 | 6 | 1 |
| Nuclear engineering | 544 | 452 | 92 | 337 | 288 | 49 | 135 | 121 | 14 |
| Ocean engineering .......................................................................... | 179 | 130 | 49 | 95 | 75 | 20 | 19 | 11 | 8 |
| Petroleum engineering ....................................................................... | 1,688 | 1,431 | 257 | 536 | 423 | 113 | 107 | 89 | 18 |
| Systems engineering . | 782 | 605 | 177 | 1,743 | 1,353 | 390 | 106 | 86 | 20 |
| Textile sciences and engineering .......................................................... | 240 | 66 | 174 | 51 | 18 | 33 | 28 | 17 | 11 |
| Polymer/plastics engineering | 79 | 69 | 10 | 113 | 81 | 32 | 71 | 51 | 20 |
| Construction engineering | 441 | 397 | 44 | 129 | 99 | 30 | 1 | 1 | 0 |
| Forest engineering . | 24 | 21 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Industrial engineering | 4,506 | 3,155 | 1,351 | 2,363 | 1,688 | 675 | 290 | 188 | 102 |
| Manufacturing engineering ................................................................ | 347 | 297 | 50 | 230 | 177 | 53 | 5 | 4 | 1 |
| Operations research ......................................................................... | 410 | 262 | 148 | 648 | 401 | 247 | 49 | 39 | 10 |
| Surveying engineering ...................................................................... | 26 | 23 | 3 | 12 | 7 | 5 | 1 | 1 | 0 |
| Geological/geophysical engineering ..................................................... | 209 | 134 | 75 | 142 | 120 | 22 | 15 | 11 | 4 |
| Paper science and engineering ........................................................... | 12 | 10 | 2 | 5 | 5 | 0 | 1 | 1 | 0 |
| Electromechanical engineering ........................................................... | 44 | 42 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mechatronics, robotics, and automation engineering ................................ | 25 | 23 | 2 | 111 | 92 | 19 | 15 | 12 | 3 |
| Biochemical engineering ................................................................... | 62 | 36 | 26 | 4 | 2 | 2 | 0 | 0 | 0 |
| Engineering chemistry ....................................................................... | 7 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biological/biosystems engineering ...................................................... | 212 | 126 | 86 | 37 | 22 | 15 | 26 | 18 | 8 |
| Engineering, other ............................................................................. | 889 | 693 | 196 | 1,247 | 939 | 308 | 142 | 96 | 46 |
| Engineering technologies/construction trades/mechanics and repairers ......... | 17,238 | 15,277 | 1,961 | 5,324 | 3,808 | 1,516 | 123 | 86 | 37 |
| Engineering technologies and engineering-related fields ........................... | 16,611 | 14,693 | 1,918 | 5,324 | 3,808 | 1,516 | 123 | 86 | 37 |
| Engineering technology, general ........................................................ | 1,334 | 1,227 | 107 | 312 | 239 | 73 | 6 | 5 | 1 |
| Architectural engineering technology/technician .................................... | 341 | 288 | 53 | 17 | 10 | 7 | 0 | 0 | 0 |
| Civil engineering technology/technician ................................................. | 460 | 407 | 53 | 0 | 0 | 0 | 0 | 0 | 0 |
| Electrical/electronic/communications eng. technology/technician ............... | 1,620 | 1,502 | 118 | 45 | 36 | 9 | 0 | 0 | 0 |
| Laser and optical technology/technician .............................................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Telecommunications technology/technician .......................................... | 71 | 62 | 9 | 138 | 107 | 31 | 0 | 0 | 0 |
| Electrical/electronic eng. technologies/technicians, other ......................... | 869 | 792 | 77 | 4 | 4 | 0 | 0 | 0 | 0 |
| Biomedical technology/technician ....................................................... | 81 | 56 | 25 | 3 | 1 | 2 | 2 | 0 | 2 |
| Electromechanical technology/electromechanical eng. technology ............ | 94 | 88 | 6 | 8 | 8 | 0 | 0 | 0 | 0 |
| Instrumentation technology/technician ................................................ | 20 | 18 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robotics technology/technician ......................................................... | 12 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Automation engineer technology/technician ............................................ | 67 | 67 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Electromechanical/instrumentation and maintenance technol./tech. ........... | 11 | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heating, ventilation, air conditioning and refrig. eng. technol./tech. ............ | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Energy management and systems technology/technician ......................... | 117 | 107 | 10 | 167 | 124 | 43 | 0 | 0 | 0 |

[^107]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Solar energy technology/technician | 55 | 48 | 7 | 6 | 5 | 1 | 0 | 0 | 0 |
| Water quality/wastewater treatment manage./recycling technol...tech........................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Environmental engineering technology/environmental technology .............. | 110 | 71 | 39 | 88 | 44 | 44 | 3 | 1 | 2 |
| Hazardous materials management and waste technology/technician ......... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Environmental control technologies/technicians, other ............................ | 13 | 9 | 4 | 51 | 33 | 18 | 0 | 0 | 0 |
| Plastics and polymer engineering technology/technician ......................... | 86 | 77 | 9 | 6 | 3 | 3 | 0 | 0 | 0 |
| Industrial technology/technician ...................................................... | 1,639 | 1,451 | 188 | 300 | 210 | 90 | 17 | 14 | 3 |
| Manufacturing engineering technology/technician ...................... | 627 | 589 | 38 | 50 | 41 | 9 | 0 | 0 | 0 |
| Welding engineering technology/technician ............ | 16 | 15 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Industrial production technologies/technicians, other .. | 266 | 233 | 33 | 3 | 2 | 1 | 0 | 0 | 0 |
| Occupational safety and health technology/technician . | 1,372 | 1,071 | 301 | 520 | 369 | 151 | 0 | 0 | 0 |
| Quality control technology/technician .... | 14 | 8 | 6 | 107 | 54 | 53 | 0 | 0 | 0 |
| Industrial safety technology/technician . | 151 | 124 | 27 | 26 | 21 | 5 | 0 | 0 | 0 |
| Quality control and safety technologies/technicians, other . | 60 | 54 | 6 | 5 | 4 | 1 | 0 | 0 | 0 |
| Aeronautical/aerospace engineering technology/technician ..................... | 116 | 102 | 14 | 48 | 41 | 7 | 0 | 0 | 0 |
| Automotive engineering technology/technician ..................................... | 325 | 313 | 12 | 49 | 47 | 2 | 1 | 1 | 0 |
| Mechanical engineering/mechanical technology/technician ....................... | 1,808 | 1,669 | 139 | 17 | 6 | 11 | 0 | 0 | 0 |
| Mechanical engineering related technologies/technicians, other ................ | 204 | 193 | 11 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mining technology/technician ......................................................... | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Petroleum technology/technician ..................................................... | 35 | 30 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mining and petroleum technologies/technicians, other ............................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Construction engineering technology/technician .................................. | 1,491 | 1,376 | 115 | 145 | 105 | 40 | 1 | 1 | 0 |
| Surveying technology/surveying ...................................................... | 148 | 133 | 15 | 4 | 2 | 2 | 3 | 3 | 0 |
| Hydraulics and fluid power technology/technician ................................. | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Engineering-related technologies, other ............................................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer engineering technology/technician | 492 | 446 | 46 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer technology/computer systems technology ... | 225 | 207 | 18 | 15 | 14 | 1 | 1 | 1 | 0 |
| Computer hardware technology/technician ................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computer software technology/technician ................. | 39 | 37 | 2 | 0 | 0 | 0 | 2 | 2 | 0 |
| Computer engineering technologies/technicians, other ............................ | 26 | 24 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dratting and design technologies/technicians, general ........................... | 61 | 53 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| CAD/CADD dratting and/or design technology/technician ....................... | 93 | 86 | 7 | 18 | 11 | 7 | 1 | 1 | 0 |
| Architectural drafting and architectural CAD/CADD | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Civil drafting and civil engineering CAD/CADD ................................... | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mechanical dratting and mechanical drafting CAD/CADD ........................ | 45 | 32 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| Drafting/design engineering technologies/technicians, other .................... | 12 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nuclear engineering technology/technician ......................................... | 168 | 147 | 21 | 0 | 0 | 0 | 0 | 0 | 0 |
| Engineering/industrial management ............ | 792 | 633 | 159 | 2,913 | 2,118 | 795 | 58 | 40 | 18 |
| Engineering design ........................................................................ | 0 | 0 | 0 | 56 | 26 | 30 | 0 | 0 | 0 |
| Packaging science ...................................................................... | 371 | 256 | 115 | 35 | 16 | 19 | 7 | 5 | 2 |
| Engineering-related fields, other | 60 | 46 | 14 | 14 | 6 | 8 | 12 | 6 | 6 |
| Nanotechnology ....................... | 15 | 10 | 5 | 22 | 19 | 3 | 9 | 6 | 3 |
| Engineering tech. and engineering-related fields, other ........................... | 565 | 497 | 68 | 132 | 82 | 50 | 0 | 0 | 0 |
| Construction trades ...................................................................... | 247 | 229 | 18 | 0 | 0 | 0 | 0 | 0 | 0 |
| Construction trades, general .......................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mason/masonry .......................................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Electrician .......................... | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Building/property maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Building/construction site management/manager ................................... | 141 | 132 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| Building construction technology ...................................................... | 63 | 56 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Building/construction finishing, mgmt., and inspection, other .................... | 42 | 40 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Construction trades, other .............................................................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mechanic and repair technologies/technicians ...................................... | 380 | 355 | 25 | 0 | 0 | 0 | 0 | 0 | 0 |
| Communications systems installation and repair technology .................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Industrial electronics technology/technician ... | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heating, air conditioning, ventilation and refrig. main. tech. ...................... | 1 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Heavy equipment maintenance technology/technician ............................ | 23 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Autobody/collision and repair technology/technician ................................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Automobile/automotive mechanics technology/technician ....................... | 58 | 53 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Diesel mechanics technology/technician ........................................... | 34 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Airframe mechanics and aircraft maintenance technology/technician .......... | 53 | 46 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aircraft powerplant technology/technician .............................................. | 118 | 109 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| Avionics maintenance technology/technician .......................................... | 90 | 86 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vehicle maintenance and repair technologies, other ............................... |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| English language and literature/letters ................................................... | 45,847 | 14,053 | 31,794 | 8,928 | 3,052 | 5,876 | 1,418 | 554 | 864 |
| English language and literature, general | 37,151 | 11,039 | 26,112 | 4,615 | 1,520 | 3,095 | 1,220 | 478 | 742 |
| Writing, general | 604 | 181 | 423 | 95 | 34 | 61 | 0 | 0 | 0 |
| Creative writing | 3,140 | 1,164 | 1,976 | 3,408 | 1,268 | 2,140 | 11 | 6 | 5 |
| Professional, technical, business, and scientific writing .............................. | 704 | 207 | 497 | 354 | 95 | 259 | 31 | 14 | 17 |
| Rhetoric and composition .................................................................... | 3,083 | 1,104 | 1,979 | 168 | 57 | 111 | 103 | 39 | 64 |
| Rhetoric and composition/writing studies, other . | 43 | 14 | 29 | 15 | 4 | 11 | 11 | 2 | 9 |
| General literature ......................... | 241 | 75 | 166 | 24 | 7 | 17 | 0 | 0 | 0 |
| American literature (United States) | 32 | 13 | 19 | 5 | 0 | 5 | 0 | 0 | 0 |
| English literature (British and Commonwealth) | 248 | 82 | 166 | 101 | 33 | 68 | 7 | 5 | 2 |
| Children's and adolescent literature ....................................................... | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Literature, other ............................... | 11 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| English language and literature/letters, other ............................................ | 587 | 170 | 417 | 143 | 34 | 109 | 35 | 10 | 25 |
| Family and consumer sciences/human sciences.. | 24,584 | 3,012 | 21,572 | 3,148 | 429 | 2,719 | 335 | 79 | 256 |
| Work and family studies ....................................................................... | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |

[^108]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Family and consumer sciences/human sciences, general | 3,590 | 349 | 3,241 | 487 | 88 | 399 | 67 | 19 | 48 |
| Business family and consumer sciences/human sciences | 132 | 47 | 85 | 13 | 7 | 6 | 3 | 0 | 3 |
| Family and consumer sciences/human sciences communication .................. | 26 | 2 | 24 | 0 | 0 | 0 | 0 | 0 | 0 |
| Consumer merchandising/retailing management .......................................... | 212 | 28 | 184 | 16 | 8 | 8 | 0 | 0 | 0 |
| Family and consumer sciences/human sciences business services, other ...... | 10 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| Family resource management studies, general ....................................... | 714 | 191 | 523 | 56 | 21 | 35 | 10 | 5 | 5 |
| Consumer economics ....................................................................... | 169 | 77 | 92 | 0 | 0 | 0 | 0 | 0 | 0 |
| Consumer services and advocacy ...................................................... | 37 | 7 | 30 | 2 | 1 | 1 | 0 | 0 | 0 |
| Family and consumer economics and related services, other ....................... | 379 | 48 | 331 | 3 | 7 | 2 | 10 | 3 | 7 |
| Foods, nutrition, and wellness studies, general ....................................... | 2,659 | 504 | 2,155 | 612 | 67 | 545 | 39 | 11 | 28 |
| Human nutrition ......................................... | 747 | 121 | 626 | 245 | 37 | 208 | 29 | 11 | 18 |
| Food service systems administration/management .................................... | 1,072 | 396 | 676 | 8 | 0 | 8 | 0 | 0 | 0 |
| Foods, nutrition, and related services, other ........................................... | 18 | 4 | 14 | 38 | 3 | 35 | 0 | 0 | 0 |
| Housing and human environments, general ........... | 179 | 28 | 151 | 26 | 5 | 21 | 4 | 1 | 3 |
| Facilities planning and management ............ | 61 | 57 | 4 | 12 | 10 | 2 | 0 | 0 | 0 |
| Housing and human environments, other ... | 13 | 2 | 11 | 0 | 0 | 0 | 0 | 0 | 0 |
| Human development and family studies, general | 8,192 | 725 | 7,467 | 668 | 83 | 585 | 79 | 13 | 66 |
| Adult development and aging ............................... | 10 | 3 | 7 | 195 | 17 | 178 | 6 | 0 | 6 |
| Family systems .................... | 465 | 50 | 415 | 36 | 1 | 35 | 9 |  | 8 |
| Child development | 1,711 | 65 | 1,646 | 241 | 19 | 222 | 16 | 3 | 13 |
| Family and community services . | 1,141 | 128 | 1,013 | 250 | 39 | 211 | 31 | 7 | 24 |
| Child care and support services management | 211 | 7 | 204 | 91 | 4 | 87 | 0 | 0 | 0 |
| Child care provider/assistant ........................ | 15 | 0 | 15 | 0 | 0 | 0 |  | 0 | 0 |
| Human development, family studies, and related services, other ................... | 474 | 38 | 436 | 43 | 7 | 36 | 14 | 3 | 11 |
| Apparel and textiles, general ........................ | 1,918 | 107 | 1,811 | 54 | 6 | 48 | 14 | 2 | 12 |
| Apparel and textile manufacture ......................................................... | 55 | 4 | 51 | 0 | 0 | 0 | 0 | 0 | 0 |
| Textile science ................................................................................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Apparel and textile marketing management | 319 | 14 | 305 | 40 | 2 | 38 | 4 | 0 | 4 |
| Fashion and fabric consultant .................... | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Apparel and textiles, other | 20 | 0 | 20 | 2 | 2 | 0 | 0 | 0 | 0 |
| Family and consumer sciences/human sciences, other .............................. | 30 | 9 | 21 | 9 | 0 | 9 | 0 | 0 | 0 |
| Foreign languages, literatures, and linguistics ............................................................. | 19,493 | 6,067 | 13,426 | 3,566 | 1,241 | 2,325 | 1,243 | 532 | 711 |
| Foreign languages and literatures, general ........... | 1,612 | 481 | 1,131 | 240 | 62 | 178 | 28 | 15 | 13 |
| Linguistics ...... | 2,074 | 647 | 1,427 | 742 | 242 | 500 | 241 | 109 | 132 |
| Language interpretation and translation .... | 51 | 22 | 29 | 160 | 46 | 114 | 2 | 2 | 0 |
| Comparative literature ........................ | 728 | 211 | 517 | 173 | 76 | 97 | 165 | 63 | 102 |
| Applied linguistics | 37 | 5 | 32 | 12 | 5 | 7 | 4 | 3 | 1 |
| Linguistic/comparative/related language studies and serv., other ................... | 163 | 48 | 115 | 23 | 8 | 15 | 21 | 5 | 16 |
| African languages, literatures, and linguistics ......................................... | 4 | 0 | 4 | 1 | 0 | 1 | 3 | 1 | 2 |
| East Asian languages, literatures, and linguistics, general ........................... | 148 | 61 | 87 | 83 | 35 | 48 | 36 | 11 | 25 |
| Chinese language and literature .......................................................... | 509 | 245 | 264 | 48 | 12 | 36 | 6 | 3 | 3 |
| Japanese language and literature ...................................................... | 587 | 267 | 320 | 36 | 16 | 20 | 8 | 5 | 3 |
| Korean language and literature | 43 | 17 | 26 | 8 | 4 | 4 | 2 | 0 | 2 |
| East Asian languages, literatures, and linguistics, other ............................. | 122 | 40 | 82 | 18 | 6 | 12 | 19 | 11 | 8 |
| Slavic languages, literatures, and linguistics, general ................................. | 35 | 14 | 21 | 50 | 22 | 28 | 22 | 4 | 18 |
| Russian language and literature .......................................................... | 339 | 176 | 163 | 15 | 6 | 9 | 4 | 3 | 1 |
| Polish language and literature ............................................................ | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Slavic/Baltic/Albanian languages, lit., and linguistics, other ......................... |  | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Germanic languages, literatures, and linguistics, general ........................... | 76 | 36 | 40 | 34 | 17 | 17 | 16 | 6 | 10 |
| German language and literature ...................................... | 828 | 409 | 419 | 115 | 44 | 71 | 52 | 20 | 32 |
| Scandinavian languages, literatures, and linguistics ................................... | 5 | 1 | 4 | 4 | 1 | 3 | 3 | 1 | 2 |
| Danish language and literature ........................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dutch/Flemish language and literature .................................................. | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Norwegian language and literature ....................................................... | 6 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Swedish language and literature ........................................................ | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Germanic languages, literatures, and linguistics, other .............................. | 5 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Modern Greek language and literature .... | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| South Asian languages, literatures, and linguistics, general ......................... | 2 | 1 | 1 | 4 | 1 | 3 | 2 | 2 | 0 |
| Iranian languages, literatures, and linguistics ......................................... | 8 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Romance languages, literatures, and linguistics, general .............................. | 169 | 43 | 126 | 92 | 28 | 64 | 33 | 18 | 15 |
| French language and literature ............................................ | 1,916 | 466 | 1,450 | 270 | 75 | 195 | 110 | 30 | 80 |
| Italian language and literature ............................................................................................................. | 231 | 73 | 158 | 55 | 19 | 36 | 23 | 15 | 8 |
| Portuguese language and literature ..................................................... | 49 | 22 | 27 | 18 | 8 | 10 | 6 | 0 | 6 |
| Spanish language and literature .......................................................... | 7,508 | 1,962 | 5,546 | 830 | 256 | 574 | 198 | 75 | 123 |
| Hispanic and Latin American languages, lit., and linguistics, general ............. | 71 | 15 | 56 | 17 | 11 | 6 | 17 | 9 | 8 |
| Romance languages, literatures, and linguistics, other .............................. | 65 | 15 | 50 | 47 | 16 | 31 | 50 | 16 | 34 |
| American Indian/Native American languages, literatures, and linguistics ........ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Middle/Near Eastern and Semitic languages, lit., and linguistics, general ....... | 19 | 13 | 6 | 31 | 16 | 15 | 16 | 14 | 2 |
| Arabic language and literature ........................................................... | 169 | 86 | 83 | 4 | 2 | 2 | 2 | 0 | 2 |
| Hebrew language and literature .......................................................... | 12 | 8 | 4 | 19 | 6 | 13 | 6 | 3 | 3 |
| Ancient Near Eastern and biblical languages, lit., and linguistics ................... | 33 | 25 | 8 | 20 | 17 | 3 | 4 | 4 | 0 |
| Middle/Near Eastern and Semitic languages, lit., and ling., other ................... | 78 | 40 | 38 | 49 | 31 | 18 | 24 | 16 | 8 |
| Classics and classical languages, lit., and linguistics, general ...................... | 998 | 432 | 566 | 219 | 102 | 117 | 89 | 53 | 36 |
| Ancient/classical Greek language and literature ...................................... | 23 | 11 | 12 | 1 | 1 | 0 | 1 | 0 | 1 |
| Latin language and literature ............................................................ | 49 | 16 | 33 | 18 | 13 | 5 | 1 | 1 | 0 |
| Classics and classical languages, lit., and linguistics, other ......................... | 24 | 14 | 10 | 17 | 11 | 6 | 1 | 0 | 1 |
| Celtic languages, literatures, and linguistics ............................................ | 3 | 1 | 2 | 1 | 1 | 0 | 2 | 1 | 1 |
| Filipino/Tagalog language and literature .................................................... | 9 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Turkish language and literature ........................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

[^109]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Uralic languages, literatures, and linguistics | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| American sign language (ASL) .......................................................... | 121 | 16 | 105 | 24 | 9 | 15 | 0 | 0 | 0 |
| Linguistics of ASL and other sign languages | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sign language interpretation and translation ............................................ | 333 | 35 | 298 | 32 | 6 | 26 | 1 | 1 | 0 |
| American sign language, other ........................................................ | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign languages, literatures, and linguistics, other | 220 | 77 | 143 | 34 | 9 | 25 | 25 | 12 | 13 |
| Health professions and related programs .................................................. | 216,228 | 33,658 | 182,570 | 102,897 | 18,780 | 84,117 | 71,003 | 29,426 | 41,577 |
| Health and wellness, general ............................................................ | 11,559 | 2,829 | 8,730 | 658 | 237 | 421 | 172 | 53 | 119 |
| Chiropractic | 0 | 0 | 0 | 0 | 0 | 0 | 2,544 | 1,532 | 1,012 |
| Communication sciences and disorders, general | 4,946 | 255 | 4,691 | 1,928 | 112 | 1,816 | 47 | 16 | 31 |
| Audiology/audiologist | 262 | 24 | 238 | 126 | 6 | 120 | 597 | 85 | 512 |
| Speech-language pathology/pathologist | 1,418 | 45 | 1,373 | 3,004 | 118 | 2,886 | 28 | 6 | 22 |
| Audiology/audiologist and speech-language pathology/pathologist ................ | 4,531 | 207 | 4,324 | 2,600 | 107 | 2,493 | 199 | 18 | 181 |
| Communication disorders sciences and services, other .............................. | 107 | 2 | 105 | 93 | 8 | 85 | 9 | 2 | 7 |
| Dentistry | 0 | 0 | 0 | 0 | 0 | 0 | 5,816 | 3,030 | 2,786 |
| Dental clinical sciences, general ............................................................ | 0 | 0 | 0 | 327 | 163 | 164 | 19 | 8 | 11 |
| Advanced general dentistry | 0 | 0 | 0 | 7 | 5 | 2 | 0 | 0 | 0 |
| Oral biology and oral maxillofacial pathology ............................................ | 0 | 0 | 0 | 121 | 67 | 54 | 22 | 8 | 14 |
| Dental public health and education ......................................................... | 0 | 0 | 0 | 4 | 1 | 3 | 1 | 0 | 1 |
| Dental materials ................................................................................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Endodontics/endodontology | 0 | 0 | 0 | 25 | 18 | 7 | 1 | 1 | 0 |
| Oral/maxillofacial surgery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Orthodontics/orthodontology | 0 | 0 | 0 | 79 | 45 | 34 | 2 | 0 | 2 |
| Pediatric dentistry/pedodontics ............................................................ | 0 | 0 | 0 | 21 | 5 | 16 | 2 | 0 | 2 |
| Periodontics/periodontology .... | 0 | 0 | 0 | 36 | 24 | 12 | 0 | 0 | 0 |
| Prosthodontics/prosthodontology .......................................................... | 0 | 0 | 0 | 21 | 15 | 6 | 3 | 2 | 1 |
| Advanced/graduate dentistry and oral sciences, other ................................ | 0 | 0 | 0 | 71 | 36 | 35 | 10 | 4 | 6 |
| Dental assisting/assistant .................................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dental hygiene/hygienist .. | 2,134 | 73 | 2,061 | 97 | 4 | 93 | 0 | 0 | 0 |
| Dental laboratory technology/technician .................................................. | 0 | 0 | 0 | 17 | 7 | 10 | 0 | 0 | 0 |
| Dental services and allied professions, other ............................................ | 9 | 0 | 9 | 8 | 1 | 7 | 0 | 0 | 0 |
| Health/health care administration/management | 10,212 | 2,060 | 8,152 | 8,379 | 2,534 | 5,845 | 203 | 70 | 133 |
| Hospital and health care facilities administration/management | 3,900 | 534 | 3,366 | 963 | 341 | 622 | 0 | 0 | 0 |
| Health unit manager/ward supervisor .... | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Medical office management/administration ........................................ | 68 | 6 | 62 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health information/medical records administration/administrator | 1,562 | 262 | 1,300 | 350 | 111 | 239 | 0 | 0 | 0 |
| Health information/medical records technology/technician .................... | 80 | 18 | 62 | 3 | 1 | 2 | 0 | 0 | 0 |
| Medical office assistant/specialist ......................................................... | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Medical/health management and clinical assistant/specialist ........................ | 78 | 5 | 73 | 5 | 1 | 4 | 0 | 0 | 0 |
| Medical staff services technology/technician ............................................ | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Long term care administration/management ............................................ | 405 | 35 | 370 | 7 | 2 | 5 | 0 | 0 | 0 |
| Clinical research coordinator | 8 | 3 | 5 | 83 | 16 | 67 | 0 | 0 | 0 |
| Health and medical administrative services, other ..................................... | 626 | 131 | 495 | 272 | 75 | 197 | 12 | 4 | 8 |
| Medical/clinical assistant . | 9 | 0 | 9 | 26 | 12 | 14 | 0 | 0 | 0 |
| Occupational therapist assistant ............................................................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pharmacy technician/assistant ... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical therapy technician/assistant | 19 | 8 | 11 | 0 | 0 | 0 | 0 | 0 | 0 |
| Veterinary/animal health technology/technician and vet. assistant ................. | 370 | 26 | 344 | 0 | 0 | 0 | 0 | 0 | 0 |
| Anesthesiologist assistant ......... | 0 | 0 | 0 | 133 | 61 | 72 | 0 | 0 | 0 |
| Emergency care attendant (EMT ambulance) .. | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pathology/pathologist assistant ............................................................ | 12 | 6 | 6 | 77 | 21 | 56 | 0 | 0 | 0 |
| Respiratory therapy technician/assistant | 19 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| Radiologist assistant ........................... | 11 | 3 | 8 | 8 | 7 | 1 | 0 | 0 | 0 |
| Allied health and medical assisting services, other .. | 354 | 106 | 248 | 184 | 41 | 143 | 0 | 0 | 0 |
| Cardiovascular technology/technologist ...... | 82 | 25 | 57 | 2 | 2 | 0 | 0 | 0 | 0 |
| Emergency medical technology/technician (EMT paramedic) ....................... | 272 | 196 | 76 | 8 | 7 | 1 | 0 | 0 | 0 |
| Nuclear medical technology/technologist ................................................. | 297 | 94 | 203 | 0 | 0 | 0 | 0 | 0 | 0 |
| Perfusion technology/perfusionist ........................................................... | 8 | 4 | 4 | 62 | 35 | 27 | 0 | 0 | 0 |
| Medical radiologic technology/science radiation therapist ............................ | 1,178 | 256 | 922 | 39 | 21 | 18 | 0 | 0 | 0 |
| Respiratory care therapy/therapist | 1,219 | 367 | 852 | 52 | 26 | 26 | 0 | 0 | 0 |
| Surgical technology/technologist ....................................................... | 7 | 1 | 6 | 32 | 10 | 22 | 0 | 0 | 0 |
| Diagnostic medical sonography/sonographer and ultrasound technician ......... | 581 | 78 | 503 | 8 | 2 | 6 | 0 | 0 | 0 |
| Radiologic technology/science radiographer ............................................ | 1,288 | 343 | 945 | 69 | 26 | 43 | 2 | 2 | 0 |
| Physician assistant ............................................................................ | 626 | 185 | 441 | 7,025 | 1,799 | 5,226 | 17 | 15 | 2 |
| Athletic training/trainer ........................................................................ | 3,795 | 1,524 | 2,271 | 666 | 272 | 394 | 4 | 1 | 3 |
| Gene/genetic therapy ........................................................................ | 12 | 2 | 10 | 0 | 0 | 0 | 3 | 3 | 0 |
| Cardiopulmonary technology/technologist ............................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Radiation protection/health physics technician .......................................... | 10 | 4 | 6 | 4 | 3 | 1 | 0 | 0 | 0 |
| Magnetic resonance imaging (MRI) technology/technician .......................... | 35 | 11 | 24 | 0 | 0 | 0 | 0 | 0 | 0 |
| Allied health diagnostic/intervention/treatment professions, other .................. | 394 | 118 | 276 | 33 | 10 | 23 | 66 | 10 | 56 |
| Blood bank technology specialist .......................................................... | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Cytotechnology/cytotechnologist .......................................................... | 77 | 22 | 55 | 14 | 3 | 11 | 0 | 0 | 0 |
| Hematology technology/technician ......................................................... | 0 | 0 | 0 | 10 | 5 | 5 | 0 | 0 | 0 |
| Clinical/medical laboratory technician .................................................... | 141 | 47 | 94 | 0 | 0 | 0 | 0 | 0 | 0 |
| Clinical laboratory science/medical technology/technologist ........................ | 2,844 | 845 | 1,999 | 180 | 68 | 112 | 0 | 0 | 0 |
| Histologic technology/histotechnologist ................................................... | 14 | 4 | 10 | 5 | 2 | 3 | 0 | 0 | 0 |
| Histologic technician .......................................................................... | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cytogenetics/genetics/clinical genetics technology/technologist ................... | 40 | 17 | 23 | 0 | 0 | 0 | 0 | 0 | 0 |
| Clinical/medical laboratory science and allied professions, other ................... | 282 | 79 | 203 | 114 | 32 | 82 | 2 | 1 | 1 |

[^110]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Pre-dentistry studies | 13 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-medicine/pre-medical studies | 903 | 347 | 556 | 45 | 12 | 33 | 0 | 0 | 0 |
| Pre-pharmacy studies ............... | 20 | 4 | 16 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-veterinary studies | 318 | 53 | 265 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-nursing studies | 34 | 0 | 34 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-occupational therapy studies | 84 | 8 | 76 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-optometry studies | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-physical therapy studies ................................................................. | 182 | 62 | 120 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health/medical preparatory programs, other | 1,574 | 457 | 1,117 | 100 | 48 | 52 | 0 | 0 | 0 |
| Medicine ... | 0 | 0 | 0 | 0 | 0 | 0 | 18,302 | 9,558 | 8,744 |
| Medical scientist | 0 | 0 | 0 | 502 | 234 | 268 | 36 | 20 | 16 |
| Substance abuse/addiction counseling | 512 | 121 | 391 | 399 | 115 | 284 | 0 | 0 | 0 |
| Psychiatric/mental health services technician | 253 | 55 | 198 | 18 | 3 | 15 | 0 | 0 | 0 |
| Clinical/medical social work. | 207 | 32 | 175 | 462 | 58 | 404 | 7 | 2 | 5 |
| Community health services/liaison/counseling | 1,226 | 253 | 973 | 219 | 44 | 175 | 13 | 1 | 12 |
| Marriage and family therapy/counseling .......... | 24 | 10 | 14 | 3,035 | 459 | 2,576 | 134 | 22 | 112 |
| Clinical pastoral counseling/patient counseling | 31 | 5 | 26 | 157 | 56 | 101 | 25 | 8 | 17 |
| Psychoanalysis and psychotherapy ................ | 0 | 0 | 0 | 11 | 5 | 6 | 2 | 0 | 2 |
| Mental health counseling/counselor ............... | 10 | 2 | 8 | 5,142 | 787 | 4,355 | 13 | 3 | 10 |
| Genetic counseling/counselor ......... | 0 | 0 | 0 | 138 | 9 | 129 | 0 | 0 | 0 |
| Mental and social health services and allied professions, other ..................... | 608 | 72 | 536 | 159 | 26 | 133 | 30 | 6 | 24 |
| Optometry ... | 0 | 0 | 0 | 0 | 0 | 0 | 1,511 | 505 | 1,006 |
| Ophthalmic technician/technologist | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Orthoptics/orthoptist .......... | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ophthalmic/optometric support services/allied professions, other | 7 | 2 | 5 | 22 | 3 | 19 | 2 | 1 | 1 |
| Osteopathic medicine/osteopathy .............................................. | 0 | 0 | 0 | 0 | 0 | 0 | 5,355 | 2,935 | 2,420 |
| Pharmacy ........................... | 991 | 396 | 595 | 6 | 1 | 5 | 14,304 | 5,453 | 8,851 |
| Pharmacy admin. and pharmacy policy and regulatory affairs | 0 | 0 | 0 | 324 | 134 | 190 | 16 | 8 | 8 |
| Pharmaceutics and drug design | 119 | 55 | 64 | 115 | 51 | 64 | 169 | 90 | 79 |
| Medicinal and pharmaceutical chemistry | 31 | 14 | 17 | 60 | 33 | 27 | 95 | 54 | 41 |
| Natural products chemistry and pharmacognosy ...................................... | 0 | 0 | 0 | 2 | 2 | 0 | 4 | 2 | 2 |
| Clinical and industrial drug development ............. | 49 | 15 | 34 | 143 | 52 | 91 | 0 | 0 | 0 |
| Pharmacoeconomics/pharmaceutical economics | 0 | 0 | 0 | 10 | 6 | 4 | 126 | 52 | 74 |
| Clinical, hospital, and managed care pharmacy | 0 | 0 | 0 | 6 | 2 | 4 | 0 | 0 | 0 |
| Industrial and physical pharmacy and cosmetic sciences . | 2 | 1 | 1 | 66 | 29 | 37 | 0 | 0 | 0 |
| Pharmaceutical sciences | 816 | 296 | 520 | 152 | 57 | 95 | 145 | 85 | 60 |
| Pharmaceutical marketing and management | 72 | 32 | 40 | 19 | 12 | 7 | 0 | 0 | 0 |
| Pharmacy, pharmaceutical sciences, and administration, other | 482 | 176 | 306 | 235 | 76 | 159 | 17 | 7 | 10 |
| Podiatric medicine/podiatry ................... | 0 | 0 | 0 | 0 | 0 | 0 | 574 | 352 | 222 |
| Public health, general | 3,844 | 766 | 3,078 | 8,482 | 2,204 | 6,278 | 408 | 118 | 290 |
| Environmental health. | 337 | 147 | 190 | 509 | 171 | 338 | 87 | 32 | 55 |
| Health/medical physics | 38 | 24 | 14 | 158 | 121 | 37 | 39 | 22 | 17 |
| Occupational health and industrial hygiene | 200 | 134 | 66 | 74 | 37 | 37 | 1 | 0 | 1 |
| Public health education and promotion. | 2,455 | 451 | 2,004 | 777 | 119 | 658 | 71 | 7 | 64 |
| Community health and preventive medicine | 1,319 | 281 | 1,038 | 190 | 39 | 151 | 17 | 6 | 11 |
| Maternal and child health .......................... | 21 | 0 | 21 | 148 | 8 | 140 | 14 | 0 | 14 |
| International public health/international health | 77 | 17 | 60 | 462 | 113 | 349 | 12 | 3 | 9 |
| Health services administration ............................................................... | 911 | 155 | 756 | 734 | 284 | 450 | 9 | 2 | 7 |
| Behavioral aspects of health. | 175 | 47 | 128 | 62 | 14 | 48 | 25 | 3 | 22 |
| Public health, other | 1,215 | 316 | 899 | 533 | 140 | 393 | 85 | 19 | 66 |
| Art therapy/therapist | 192 | 12 | 180 | 496 | 31 | 465 | 6 | 1 | 5 |
| Dance therapy/therapist | 0 | 0 | 0 | 37 | 2 | 35 | 0 | 0 | 0 |
| Music therapy/therapist ........................................................................ | 344 | 54 | 290 | 130 | 16 | 114 | 1 | 1 | 0 |
| Occupational therapy/therapist | 874 | 81 | 793 | 5,810 | 645 | 5,165 | 351 | 32 | 319 |
| Orthotist/prosthetist .............. | 17 | 10 | 7 | 162 | 82 | 80 | 0 | 0 | 0 |
| Physical therapy/therapist .................................................................... | 427 | 136 | 291 | 132 | 48 | 84 | 10,618 | 3,631 | 6,987 |
| Therapeutic recreation/recreational therapy ............................................. | 672 | 96 | 576 | 57 | 11 | 46 | 0 | 0 | 0 |
| Vocational rehabilitation counseling/counselor ......................................... | 371 | 63 | 308 | 976 | 203 | 773 | 76 | 37 | 39 |
| Kinesiotherapy/kinesiotherapist ............................................................. | 56 | 23 | 33 | 12 | 2 | 10 | 0 | 0 | 0 |
| Assistive/augmentative technology and rehabilitation engineering ................ | 0 | 0 | 0 | 24 | 3 | 21 | 0 | 0 | 0 |
| Animal-assisted therapy ..................................................................... | 20 | 0 | 20 | 2 | 0 | 2 | 0 | 0 | 0 |
| Rehabilitation science ......................................................................... | 681 | 130 | 551 | 123 | 42 | 81 | 40 | 16 | 24 |
| Rehabilitation and therapeutic professions, other ...................................... | 708 | 154 | 554 | 283 | 52 | 231 | 33 | 12 | 21 |
| Veterinary medicine ............................................................................. | 0 | 0 | 0 | 0 | 0 | 0 | 2,815 | 620 | 2,195 |
| Veterinary sciences/veterinary clinical sciences, general ............................. | 8 | 1 | 7 | 173 | 65 | 108 | 212 | 66 | 146 |
| Veterinary physiology ......................................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 3 |
| Veterinary microbiology and immunobiology ............................................ | 23 | 13 | 10 | 3 | 2 | 1 | 2 | 1 | 1 |
| Veterinary pathology and pathobiology .................................................. | 0 | 0 | 0 | 3 | 1 | 2 | 23 | 9 | 14 |
| Large animal/food animal/equine surgery and medicine ............................. | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 |
| Small/companion animal surgery and medicine ........................................ | 0 | 0 | 0 | 3 | 1 | 2 | 0 | 0 | 0 |
| Comparative and laboratory animal medicine .......................................... | 0 | 0 | 0 | 41 | 8 | 33 | 0 | 0 | 0 |
| Veterinary preventive medicine epidemiology/public health ......................... | 0 | 0 | 0 | 10 | 5 | 5 | 0 | 0 | 0 |
| Veterinary infectious diseases .............................................................. | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 4 |
| Medical illustration/medical illustrator ..................................................... | 57 | 11 | 46 | 37 | 9 | 28 | 0 | 0 | 0 |
| Medical informatics ............................................................................ | 129 | 33 | 96 | 549 | 241 | 308 | 41 | 28 | 13 |
| Medical illustration and informatics, other ................................................ | 0 | 0 | 0 | 4 | 1 | 3 | 0 | 0 | 0 |
| Dietetics/dietitian .............................................................................. | 3,291 | 409 | 2,882 | 441 | 33 | 408 | 6 | 1 | 5 |
| Clinical nutrition/nutritionist .................................................................. | 218 | 24 | 194 | 402 | 66 | 336 | 8 | 1 | 7 |
| Dietetic technician ..................................................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

[^111]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Dietetics and clinical nutrition services, other | 338 | 48 | 290 | 66 | 7 | 59 | 0 | 0 | 0 |
| Bioethics/medical ethics ................... | 26 | 5 | 21 | 258 | 108 | 150 | 45 | 13 | 32 |
| Alternative and complementary medicine and medical systems, general ........ | 0 | 0 | 0 | 20 | 9 | 11 | 10 | 6 | 4 |
| Acupuncture and oriental medicine ........................................................ | 101 | 39 | 62 | 1,498 | 441 | 1,057 | 112 | 49 | 63 |
| Traditional Chinese medicine and Chinese herbology ................................. | 0 | 0 | 0 | 192 | 39 | 153 | 11 | 4 | 7 |
| Naturopathic medicine/naturopathy ........................................................ | 0 | 0 | 0 | 0 | 0 | 0 | 406 | 87 | 319 |
| Ayurvedic medicine/Ayurveda | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Holistic health | 203 | 36 | 167 | 39 | 2 | 37 | 0 | 0 | 0 |
| Alternative and complementary medicine and medical systems, other ........... | 173 | 27 | 146 | 12 | 0 | 12 | 0 | 0 | 0 |
| Direct entry midwifery ......................................................................... | 15 | 0 | 15 | 13 | 0 | 13 | 0 | 0 | 0 |
| Massage therapy/therapeutic massage | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian bodywork therapy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Movement therapy and movement education ........................................... | 49 | 22 | 27 | 28 | 0 | 28 | 8 | 5 | 3 |
| Yoga teacher training/Yoga therapy ........................................................ | 0 | 0 | 0 | 9 | 1 | 8 | 0 | 0 | 0 |
| Herbalism/herbalist ........ | 18 | 2 | 16 | 24 | 4 | 20 | 0 | 0 | 0 |
| Energy and biologically based therapies, other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Registered nursing/registered nurse ...................................................... | 121,810 | 14,764 | 107,046 | 15,349 | 1,559 | 13,790 | 724 | 76 | 648 |
| Nursing administration | 1,042 | 88 | 954 | 4,847 | 482 | 4,365 | 256 | 37 | 219 |
| Adult health nurse/nursing | 416 | 41 | 375 | 1,259 | 130 | 1,129 | 37 | 6 | 31 |
| Nurse anesthetist ....... | 0 | 0 | 0 | 1,583 | 645 | 938 | 206 | 82 | 124 |
| Family practice nurse/nursing | 313 | 58 | 255 | 7,026 | 740 | 6,286 | 240 | 30 | 210 |
| Maternal/child health and neonatal nurse/nursing | 0 | 0 | 0 | 240 | 9 | 231 | 1 | 0 | 1 |
| Nurse midwife/nursing midwifery | 0 | 0 | 0 | 303 | 0 | 303 | 5 | 0 | 5 |
| Nursing science ... | 1,103 | 116 | 987 | 2,115 | 213 | 1,902 | 653 | 58 | 595 |
| Pediatric nurse/nursing | 0 | 0 | 0 | 326 | 12 | 314 | 12 | 0 | 12 |
| Psychiatric/mental health nurse/nursing | 0 | 0 | 0 | 228 | 35 | 193 | 22 | 2 | 20 |
| Public health/community nurse/nursing ... | 40 | 4 | 36 | 201 | 11 | 190 | 0 | 0 | 0 |
| Perioperative/operating room and surgical nurse/nursing | 0 | 0 | 0 | 97 | 10 | 87 | 0 | 0 | 0 |
| Clinical nurse specialist ...................................................................... | 2 | 0 | 2 | 345 | 36 | 309 | 36 | 8 | 28 |
| Critical care nursing .. | 0 | 0 | 0 | 263 | 36 | 227 | 6 | 0 | 6 |
| Occupational and environmental health nursing ........................................ | 0 | 0 | 0 | 26 | 3 | 23 | 3 | 0 | 3 |
| Emergency room/trauma nursing ......................................................... | 0 | 0 | 0 | 20 | 1 | 19 | 0 | 0 | 0 |
| Nursing education ... | 0 | 0 | 0 | 1,629 | 108 | 1,521 | 48 | 2 | 46 |
| Nursing practice . | 878 | 100 | 778 | 248 | 24 | 224 | 2,202 | 219 | 1,983 |
| Palliative care nursing | 2 | 0 | 2 | 4 | 0 | 4 | 3 | 0 | 3 |
| Clinical nurse leader | 14 | 0 | 14 | 326 | 38 | 288 | 0 | 0 | 0 |
| Geriatric nurse/nursing | 0 | 0 | 0 | 292 | 28 | 264 | 27 | 7 | 20 |
| Women's health nurse/nursing | 0 | 0 | 0 | 191 | 1 | 190 | 0 | 0 | 0 |
| Reg. nursing, nursing admin., nursing research and clinical nursing, other ..... | 1,566 | 176 | 1,390 | 1,386 | 145 | 1,241 | 212 | 15 | 197 |
| Licensed practical/vocational nurse training ............................................ | 23 | 6 | 17 | 0 | 0 | 0 | 0 | 0 | 0 |
| Practical nursing, vocational nursing and nursing assistants, other ................ | 72 | 7 | 65 | 10 | 1 | 9 | 0 | 0 | 0 |
| Health professions and related clinical sciences, other ............................... | 4,850 | 1,187 | 3,663 | 778 | 244 | 534 | 47 | 15 | 32 |
| Homeland security, law enforcement, firefighting and related prot. services ...... | 62,723 | 33,640 | 29,083 | 9,643 | 4,782 | 4,861 | 193 | 96 | 97 |
| Corrections ...................................................................................... | 592 | 239 | 353 | 25 | 6 | 19 | 0 | 0 | 0 |
| Criminal justice/law enforcement administration ........................................ | 18,817 | 9,925 | 8,892 | 3,023 | 1,374 | 1,649 | 37 | 22 | 15 |
| Criminal justice/safety studies ........................ | 31,288 | 16,361 | 14,927 | 3,027 | 1,265 | 1,762 | 105 | 41 | 64 |
| Forensic science and technology | 1,304 | 395 | 909 | 543 | 129 | 414 | 0 | 0 | 0 |
| Criminal justice/police science | 3,273 | 1,859 | 1,414 | 55 | 21 | 34 | 7 | 4 | 3 |
| Security and loss prevention services | 30 | 20 | 10 | 25 | 14 | 11 | 0 | 0 | 0 |
| Juvenile corrections. | 47 | 9 | 38 | 16 | 4 | 12 | 1 | 1 | 0 |
| Criminalistics and criminal science ........................................................ | 207 | 46 | 161 | 48 | 12 | 36 | 9 | 4 | 5 |
| Securities services administration/management ....................................... | 899 | 487 | 412 | 269 | 203 | 66 | 0 | 0 | 0 |
| Corrections administration ...................... | 130 | 66 | 64 | 12 | 8 | 4 | 0 | 0 | 0 |
| Law enforcement investigation and interviewing ....................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cyber/computer forensics and counterterrorism ....................................... | 222 | 178 | 44 | 133 | 84 | 49 | 0 | 0 | 0 |
| Financial forensics and fraud investigation ............................................... | 26 | 11 | 15 | 117 | 45 | 72 | 0 | 0 | 0 |
| Law enforcement intelligence analysis ................................................... | 22 | 12 | 10 | 8 | 3 | 5 | 0 | 0 | 0 |
| Critical incident response/special police operations ................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Protective services operations .............................................................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Corrections and criminal justice, other ................................................... | 1,794 | 797 | 997 | 208 | 94 | 114 | 0 | 0 | 0 |
| Fire prevention and safety technology/technician ...................................... | 159 | 138 | 21 | 13 | 12 | 1 | 0 | 0 | 0 |
| Fire services administration ................................................................. | 621 | 575 | 46 | 194 | 114 | 80 | 2 | 2 | 0 |
| Fire science/firefighting ....................................................................... | 598 | 554 | 44 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fire/arson investigation and prevention ................................................... | 16 | 13 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fire protection, other .......................................................................... | 54 | 42 | 12 | 8 | 7 | 1 | 0 | 0 | 0 |
| Homeland security ............................................................................. | 790 | 631 | 159 | 444 | 324 | 120 | 0 | 0 | 0 |
| Crisis/emergency/disaster management ................................................. | 678 | 488 | 190 | 555 | 393 | 162 | 18 | 12 | 6 |
| Critical infrastructure protection ............................................................. | 73 | 53 | 20 | 112 | 77 | 35 | 0 | 0 | 0 |
| Terrorism and counterterrorism operations ............................................... | 0 | 0 | 0 | 10 | 8 | 2 | 0 | 0 | 0 |
| Homeland security, other ..................................................................... | 100 | 82 | 18 | 23 | 16 | 7 | 0 | 0 | 0 |
| Homeland sec., law enforcement, firefighting and related prot. serv., other ..... | 983 | 659 | 324 | 775 | 569 | 206 | 14 | 10 | 4 |
| Legal professions and studies ............................................................... | 4,420 | 1,348 | 3,072 | 7,924 | 3,688 | 4,236 | 40,329 | 20,964 | 19,365 |
| Pre-law studies ................................................................................. | 251 | 122 | 129 | 16 | 7 | 9 | 0 | 0 | 0 |
| Legal studies, general | 1,820 | 594 | 1,226 | 359 | 124 | 235 | 14 | 8 | 6 |
| Law ......................... | 0 | 0 | 0 | 0 | 0 | 0 | 40,024 | 20,810 | 19,214 |
| Advanced legal research/studies, general ................................................. | 91 | 44 | 47 | 1,878 | 885 | 993 | 72 | 41 | 31 |
| Programs for foreign lawyers ............................................................... | 0 | 0 | 0 | 1,201 | 563 | 638 | 0 | 0 | 0 |
| American/U.S. law/legal studies/jurisprudence ......................................... | 55 | 14 | 41 | 366 | 157 | 209 | 28 | 9 | 19 |
| Banking, corporate, finance, and securities law .......................................... | 0 | 0 | 0 | 265 | 143 | 122 | 0 | 0 | 0 |

[^112]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Comparative law | 0 | 0 | 0 | 51 | 25 | 26 | 0 | 0 | 0 |
| Energy, environment, and natural resources law ...... | 0 | 0 | 0 | 127 | 59 | 68 | 1 | 1 | 0 |
|  | 0 | 0 | 0 | 193 | 44 | 149 | 1 | 1 | 0 |
| International law and legal studies ...................................................... | 3 | 1 | 2 | 511 | 219 | 292 | 11 | 6 | 5 |
| International business, trade, and tax law .............................................. | 0 | 0 | 0 | 238 | 109 | 129 | 0 | 0 | 0 |
| Tax law/taxation | 0 | 0 | 0 | 753 | 479 | 274 | 30 | 15 | 15 |
| Intellectual property law | 0 | 0 | 0 | 144 | 69 | 75 | 20 | 11 | 9 |
| Legal research and advanced professional studies, other ............................ | 0 | 0 | 0 | 854 | 438 | 416 | 38 | 18 | 20 |
| Legal administrative assistant/secretary .................................................. | 3 | 0 | 3 | 4 | 2 | 2 | 0 | 0 | 0 |
| Legal assistant/paralegal ............ | 1,843 | 447 | 1,396 | 99 | 16 | 83 | 0 | 0 | 0 |
| Court reporting/court reporter .............................................................. | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Legal support services, other | 0 | 0 | 0 | 14 | 4 | 10 | 0 | 0 | 0 |
| Legal professions and studies, other | 347 | 126 | 221 | 851 | 345 | 506 | 90 | 44 | 46 |
| Liberal arts and sciences, general studies and humanities ............................ | 43,647 | 16,136 | 27,511 | 2,794 | 999 | 1,795 | 96 | 48 | 48 |
| Liberal arts and sciences/liberal studies | 23,921 | 8,061 | 15,860 | 1,766 | 660 | 1,106 | 14 | 10 | 4 |
| General studies | 13,465 | 5,638 | 7,827 | 163 | 45 | 118 | 5 | 2 | 3 |
| Humanities/humanistic studies | 2,200 | 756 | 1,444 | 584 | 201 | 383 | 71 | 32 | 39 |
| Liberal arts and sciences, general studies and humanities, other .................. | 4,061 | 1,681 | 2,380 | 281 | 93 | 188 | 6 | 4 | 2 |
| Library science ................................................................................... | 99 | 16 | 83 | 5,259 | 1,025 | 4,234 | 44 | 11 | 33 |
| Library and information science | 99 | 16 | 83 | 5,139 | 1,011 | 4,128 | 44 | 11 | 33 |
| Library science, other ......................................................................... | 0 | 0 | 0 | 120 | 14 | 106 | 0 | 0 | 0 |
| Mathematics and statistics .................................................................... | 21,853 | 12,462 | 9,391 | 7,589 | 4,508 | 3,081 | 1,801 | 1,298 | 503 |
| Mathematics, general | 17,140 | 9,678 | 7,462 | 2,931 | 1,858 | 1,073 | 1,102 | 830 | 272 |
| Analysis and functional analysis | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Topology and foundations .................................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 |
| Mathematics, other | 318 | 176 | 142 | 28 | 13 | 15 | 7 | 3 | 4 |
| Applied mathematics, general | 1,894 | 1,192 | 702 | 908 | 557 | 351 | 218 | 147 | 71 |
| Computational mathematics | 125 | 88 | 37 | 12 | 8 | 4 | 22 | 17 | 5 |
| Computational and applied mathematics | 103 | 68 | 35 | 74 | 59 | 15 | 31 | 26 | 5 |
| Financial mathematics ........................................................................ | 156 | 92 | 64 | 824 | 490 | 334 | 1 | 1 | 0 |
| Mathematical biology ......................................................................... | 21 | 8 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| Applied mathematics, other ................................................................. | 142 | 91 | 51 | 5 | 5 | 0 | 11 | 9 | 2 |
| Statistics, general .............................................................................. | 1,453 | 812 | 641 | 2,515 | 1,330 | 1,185 | 374 | 241 | 133 |
| Mathematical statistics and probability | 172 | 89 | 83 | 157 | 107 | 50 | 14 | 11 | 3 |
| Mathematics and statistics ........ | 50 | 29 | 21 | 69 | 45 | 24 | 0 | 0 | 0 |
| Statistics, other | 74 | 46 | 28 | 27 | 12 | 15 | 4 | 1 | 3 |
| Mathematics and statistics, other .......................................................... | 205 | 93 | 112 | 39 | 24 | 15 | 15 | 10 | 5 |
| Military technologies and applied sciences ............................................... | 276 | 225 | 51 | 71 | 44 | 27 | 0 | 0 | 0 |
| Intelligence, general | 172 | 141 | 31 | 36 | 21 | 15 | 0 | 0 | 0 |
| Strategic intelligence .......................................................................... | 0 | 0 | 0 | 31 | 19 | 12 | 0 | 0 | 0 |
| Cyber/electronic operations and warfare ................................................. | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 |
| Intelligence, command control and information operations, other .................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Military applied sciences, other ............................................................. | 59 | 54 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Military technologies and applied sciences, other ...................................... | 45 | 30 | 15 | 1 | 1 | 0 | 0 | 0 | 0 |
| Multi/interdisciplinary studies .................................................................. | 47,556 | 15,930 | 31,626 | 8,098 | 3,145 | 4,953 | 840 | 380 | 460 |
| Multi/interdisciplinary studies, general ..................................................... | 3,679 | 1,419 | 2,260 | 97 | 43 | 54 | 32 | 13 | 19 |
| Biological and physical sciences | 2,130 | 925 | 1,205 | 420 | 175 | 245 | 54 | 30 | 24 |
| Peace studies and conflict resolution | 424 | 135 | 289 | 571 | 182 | 389 | 14 | 9 | 5 |
| Systems science and theory ................................................................ | 280 | 169 | 111 | 210 | 123 | 87 | 12 | 8 | 4 |
| Mathematics and computer science | 281 | 212 | 69 | 27 | 11 | 16 | 21 | 15 | 6 |
| Biopsychology ........... | 176 | 49 | 127 | 3 | 0 | 3 | 5 | 3 | 2 |
| Gerontology | 317 | 37 | 280 | 448 | 60 | 388 | 26 | 7 | 19 |
| Historic preservation and conservation .................................................. | 106 | 31 | 75 | 170 | 45 | 125 | 0 | 0 | 0 |
| Cultural resource management and policy analysis .................................... | 0 | 0 | 0 | 26 | 7 | 19 | 1 | 1 | 0 |
| Historic preservation and conservation, other ........................................... | 3 | 0 | 3 | 5 | 2 | 3 | 2 | 0 | 2 |
| Medieval and renaissance studies .......................................................... | 33 | 11 | 22 | 10 | 4 | 6 | 10 | 4 | 6 |
| Museology/museum studies ................................................................. | 27 | 6 | 21 | 532 | 85 | 447 | 0 | 0 | 0 |
| Science, technology and society | 668 | 337 | 331 | 131 | 55 | 76 | 23 | 10 | 13 |
| Accounting and computer science ......................................................... | 8 | 2 | 6 | 8 | 5 | 3 | 0 | 0 | 0 |
| Behavioral sciences. | 5,177 | 1,001 | 4,176 | 90 | 18 | 72 | 29 | 4 | 25 |
| Natural sciences ................................................................................ | 501 | 187 | 314 | 88 | 41 | 47 | 2 | 1 | 1 |
| Nutrition sciences | 2,078 | 337 | 1,741 | 781 | 111 | 670 | 129 | 43 | 86 |
| International/global studies | 5,495 | 2,047 | 3,448 | 1,090 | 659 | 431 | 1 | 0 | 1 |
| Holocaust and related studies ............................................................... | 8 | 2 | 6 | 13 | 3 | 10 | 0 | 0 | 0 |
| Ancient studies/civilization .................................................................... | 88 | 36 | 52 | 4 | 2 | 2 | 3 | 3 | 0 |
| Classical, ancient Mediterranean/Near Eastern studies/archaeology ............. | 99 | 38 | 61 | 1 | 1 | 0 | 8 | 4 | 4 |
| Intercultural/multicultural and diversity studies .......................................... | 168 | 41 | 127 | 141 | 47 | 94 | 8 | 6 | 2 |
| Cognitive science .............................................................................. | 972 | 408 | 564 | 83 | 37 | 46 | 44 | 29 | 15 |
| Cultural studies/critical theory and analysis ............................................. | 157 | 67 | 90 | 46 | 11 | 35 | 1 | 0 | 1 |
| Human biology .................................................................................. | 830 | 229 | 601 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dispute resolution | 0 | 0 | 0 | 297 | 125 | 172 | 64 | 26 | 38 |
| Maritime studies | 15 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Computational science ...................................................................... | 24 | 20 | 4 | 84 | 53 | 31 | 7 | 7 | 0 |
| Human computer interaction ................................................................ | 66 | 43 | 23 | 190 | 87 | 103 | 8 | 4 | 4 |
| Marine sciences .. | 103 | 42 | 61 | 61 | 19 | 42 | 26 | 15 | 11 |
| Sustainability studies ......................................................................... | 361 | 175 | 186 | 397 | 177 | 220 | 13 | 6 | 7 |
| Multi/interdisciplinary studies, other ........................................................ | 23,282 | 7,919 | 15,363 | 2,074 | 957 | 1,117 | 297 | 132 | 165 |
| Parks, recreation, leisure, and fitness studies ............................................ | 49,006 | 25,948 | 23,058 | 7,639 | 4,329 | 3,310 | 311 | 184 | 127 |
| Parks, recreation and leisure studies ........................................................... | 3,364 | 1,624 | 1,740 | 180 | 78 | 102 | 17 | 9 | 8 |

[^113]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Parks, recreation and leisure facilities management .. | 3,110 | 1,522 | 1,588 | 373 | 221 | 152 | 23 | 12 | 11 |
| Golf course operation and grounds management .................................... | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parks, recreation and leisure facilities management, other .......................... | 13 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Health and physical education/fitness, general ......................................... | 9,596 | 4,822 | 4,774 | 1,015 | 545 | 470 | 24 | 13 | 11 |
| Sport and fitness administration/management ........................................ | 8,751 | 6,426 | 2,325 | 3,655 | 2,263 | 1,392 | 34 | 24 | 10 |
| Kinesiology and exercise science ........................................................ | 22,616 | 10,632 | 11,984 | 2,190 | 1,131 | 1,059 | 189 | 120 | 69 |
| Physical fitness technician ................................................................. | 91 | 54 | 37 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sports studies ................................................................................ | 185 | 144 | 41 | 115 | 52 | 63 | 0 | 0 | 0 |
| Health and physical education/fitness, other .......................................... | 1,037 | 559 | 478 | 49 | 16 | 33 | 23 | 6 | 17 |
| Outdoor education. | 92 | 54 | 38 | 43 | 16 | 27 | 0 | 0 | 0 |
| Parks, recreation, leisure, and fitness studies, other .................................. | 148 | 96 | 52 | 19 | 7 | 12 | 1 | 0 | 1 |
| Philosophy and religious studies ........................................................... | 11,072 | 7,004 | 4,068 | 1,912 | 1,222 | 690 | 762 | 522 | 240 |
| Philosophy and religious studies, general ............................................. | 103 | 71 | 32 | 3 | 3 | 0 | 32 | 19 | 13 |
| Philosophy ..................................................................................... | 6,179 | 4,268 | 1,911 | 783 | 585 | 198 | 419 | 311 | 108 |
| Logic ........................................................................................... | 5 | 4 | 1 | 8 | 7 | 1 | 5 | 2 | 3 |
| Ethics | 87 | 22 | 65 | 42 | 24 | 18 | 1 | 1 | 0 |
| Applied and professional ethics | 17 | 11 | 6 | 30 | 12 | 18 | 0 | 0 | 0 |
| Philosophy, other ... | 209 | 129 | 80 | 6 | 5 | 1 | 19 | 16 | 3 |
| Religion/religious studies | 3,567 | 2,028 | 1,539 | 527 | 296 | 231 | 245 | 154 | 91 |
| Buddhist studies ............. | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 |
| Christian studies. | 338 | 219 | 119 | 198 | 130 | 68 | 0 | 0 | 0 |
| Islamic studies | 10 | 1 | 9 | 12 | 7 | 5 | 4 | 1 | 3 |
| Jewish/Judaic studies | 243 | 63 | 180 | 139 | 56 | 83 | 14 | 7 | 7 |
| Religion/religious studies, other | 87 | 43 | 44 | 44 | 17 | 27 | 7 | 4 | 3 |
| Philosophy and religious studies, other | 227 | 145 | 82 | 118 | 80 | 38 | 16 | 7 | 9 |
| Physical sciences and science technologies ............................................ | 30,038 | 18,478 | 11,560 | 7,100 | 4,438 | 2,662 | 5,823 | 3,826 | 1,997 |
| Physical sciences ............... | 29,537 | 18,185 | 11,352 | 7,050 | 4,411 | 2,639 | 5,819 | 3,823 | 1,996 |
| Physical sciences ................ | 366 | 204 | 162 | 59 | 39 | 20 | 25 | 14 | 11 |
| Astronomy .......... | 208 | 133 | 75 | 102 | 61 | 41 | 85 | 52 | 33 |
| Astrophysics | 146 | 96 | 50 | 20 | 12 | 8 | 33 | 23 | 10 |
| Planetary astronomy and science | 11 | 4 | 7 | 19 | 10 | 9 | 23 | 17 | 6 |
| Astronomy and astrophysics, other .. | 28 | 16 | 12 | 15 | 11 | 4 | 12 | 9 | 3 |
| Atmospheric sciences and meteorology, general .... | 517 | 326 | 191 | 218 | 145 | 73 | 123 | 75 | 48 |
| Atmospheric physics and dynamics ................................................... | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Meteorology ............................................................................ | 195 | 129 | 66 | 34 | 18 | 16 | 20 | 14 | 6 |
| Atmospheric sciences and meteorology, other | 22 | 14 | 8 | 0 | 0 | 0 | 3 | 2 | 1 |
| Chemistry, general ......... | 13,770 | 7,158 | 6,612 | 2,309 | 1,286 | 1,023 | 2,654 | 1,555 | 1,099 |
| Analytical chemistry ...... | 9 | 2 | 7 | 18 | 8 | 10 | 8 | 6 | 2 |
| Inorganic chemistry ....................................................................... | 0 | 0 | 0 | 1 | 0 | 1 | 4 | 3 | 1 |
| Organic chemistry ........................................................................ | 0 | 0 | 0 | 1 | 0 | 1 | 14 | 8 | 6 |
| Physical chemistry ................................................................................... | 1 | 1 | 0 | 0 | 0 | 0 | 4 | 2 | 2 |
| Polymer chemistry .............................................................................. | 2 | 2 | 0 | 46 | 27 | 19 | 36 | 22 | 14 |
| Chemical physics ........... | 25 | 17 | 8 | 7 | 5 | 2 | 21 | 16 | 5 |
| Environmental chemistry .... | 8 | 1 | 7 | 6 | 2 | 4 | 11 | 3 | 8 |
| Forensic chemistry .... | 96 | 27 | 69 | 0 | 0 | 0 | 0 | 0 | 0 |
| Theoretical chemistry ............... | 7 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chemistry, other ............................................................................. | 526 | 273 | 253 | 37 | 21 | 16 | 40 | 23 | 17 |
| Geology/earth science, general | 5,369 | 3,341 | 2,028 | 1,455 | 808 | 647 | 423 | 234 | 189 |
| Geochemistry .................... | 21 | 14 | 7 | 5 | 0 | 5 | 3 | 2 | 1 |
| Geophysics and seismology | 144 | 98 | 46 | 124 | 91 | 33 | 73 | 51 | 22 |
| Paleontology ...................... | 7 | 1 | 6 | 3 | 3 | 0 | 0 | 0 | 0 |
| Hydrology and water resources science .............................................. | 48 | 34 | 14 | 78 | 49 | 29 | 11 | 7 | 4 |
| Geochemistry and petrology ......... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oceanography, chemical and physical ................................................ | 259 | 150 | 109 | 147 | 63 | 84 | 106 | 51 | 55 |
| Geological and earth sciences/geosciences, other .................................. | 557 | 341 | 216 | 143 | 77 | 66 | 65 | 32 | 33 |
| Physics, general ............................................................................ | 6,360 | 5,202 | 1,158 | 1,693 | 1,317 | 376 | 1,687 | 1,351 | 336 |
| Atomic/molecular physics ....... | 2 | 1 | 1 | 12 | 8 | 4 | 10 | 8 | 2 |
| Elementary particle physics ....... | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 |
| Nuclear physics ............................................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Optics/optical sciences ................................................................... | 31 | 27 | 4 | 90 | 63 | 27 | 62 | 47 | 15 |
| Condensed matter and materials physics ............................................. | 0 | 0 | 0 | 2 | 2 | 0 | 10 | 8 | 2 |
| Acoustics .................................................................................. | 17 | 14 | 3 | 19 | 15 | 4 | 4 | 4 | 0 |
| Theoretical and mathematical physics ................................................ | 9 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physics, other ........ | 238 | 194 | 44 | 110 | 87 | 23 | 64 | 52 | 12 |
| Materials science ............................................................................. | 171 | 113 | 58 | 172 | 130 | 42 | 135 | 93 | 42 |
| Materials chemistry ...................................................................... | 5 | 5 | 0 | 20 | 12 | 8 | 16 | 12 | 4 |
| Materials sciences, other ................................................................ | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 |
| Physical sciences, other ................................................................ | 362 | 234 | 128 | 84 | 41 | 43 | 27 | 20 | 7 |
| Science technologies/technicians ....................................................... | 501 | 293 | 208 | 50 | 27 | 23 | 4 | 3 | 1 |
| Science technologies/technicians, general ............................... | 33 | 27 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Biology technician/biotechnology laboratory technician ................. | 48 | 25 | 23 | 0 | 0 | 0 | 4 | 3 | 1 |
| Nuclear/nuclear power technology/technician ....................................... | 18 | 16 | 2 | 5 | 3 | 2 | 0 | 0 | 0 |
| Nuclear and industrial radiologic technologies/technicians, other ................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chemical technology/technician ........................................................ | 1 | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 0 |
| Physical science technologies/technicians, other .................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Science technologies/technicians, other ............................................... | 401 | 224 | 177 | 43 | 24 | 19 | 0 | 0 | 0 |

See notes at end of table.

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Precision production | 48 | 33 | 15 | 4 | 3 | 1 | 0 | 0 | 0 |
| Tool and die technology/technician .. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Welding technology/welder ............. | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Furniture design and manufacturing .................................................. | 42 | 27 | 15 | 4 | 3 | 1 | 0 | 0 | 0 |
| Psychology | 117,557 | 26,802 | 90,755 | 26,773 | 5,538 | 21,235 | 6,583 | 1,624 | 4,959 |
| Psychology, general | 109,009 | 24,898 | 84,111 | 6,138 | 1,591 | 4,547 | 1,752 | 521 | 1,231 |
| Cognitive psychology and psycholinguistics | 101 | 28 | 73 | 8 | 4 | 4 | 5 | 4 | 1 |
| Comparative psychology ............. | 0 | 0 | 0 | 15 | 3 | 12 | 0 | 0 | 0 |
| Developmental and child psychology | 623 | 63 | 560 | 301 | 21 | 280 | 47 | 5 | 42 |
| Experimental psychology ........ | 1,418 | 338 | 1,080 | 204 | 72 | 132 | 142 | 57 | 85 |
| Personality psychology ... | 14 | 2 | 12 | 11 | 2 | 9 | 9 | 0 | 9 |
| Physiological psychology/psychobiology | 1,113 | 335 | 778 | 35 | 6 | 29 | 8 | 3 | 5 |
| Social psychology | 1,035 | 243 | 792 | 173 | 69 | 104 | 41 | 12 | 29 |
| Psychometrics and quantitative psychology | 0 | 0 | 0 | 15 | 5 | 10 | 17 | 7 | 10 |
| Psychopharmacology ............. | 0 | 0 | 0 | 42 | 15 | 27 | 0 | 0 | 0 |
| Research and experimental psychology, other | 928 | 253 | 675 | 31 | 12 | 19 | 61 | 19 | 42 |
| Clinical psychology ...... | 107 | 21 | 86 | 2,374 | 490 | 1,884 | 2,508 | 532 | 1,976 |
| Community psychology | 439 | 57 | 382 | 213 | 38 | 175 | 39 | 12 | 27 |
| Counseling psychology | 656 | 111 | 545 | 9,160 | 1,651 | 7,509 | 537 | 119 | 418 |
| Industrial and organizational psychology | 239 | 72 | 167 | 1,055 | 340 | 715 | 154 | 58 | 96 |
| School psychology . | 0 | 0 | 0 | 1,712 | 233 | 1,479 | 317 | 63 | 254 |
| Educational psychology | 91 | 14 | 77 | 1,358 | 257 | 1,101 | 403 | 99 | 304 |
| Clinical child psychology | 0 | 0 | 0 | 11 | 1 | 10 | 43 | 4 | 39 |
| Environmental psychology | 25 | 11 | 14 | 21 | 7 | 14 | 2 | 0 | 2 |
| Geropsychology .............. | 0 | 0 | 0 | 5 | 1 | 4 | 2 | 1 | 1 |
| Health/medical psychology | 29 | 7 | 22 | 19 | 6 | 13 | 50 | 9 | 41 |
| Family psychology | 9 | 0 | 9 | 66 | 10 | 56 | 0 | 0 | 0 |
| Forensic psychology | 584 | 113 | 471 | 861 | 131 | 730 | 148 | 27 | 121 |
| Applied psychology | 624 | 124 | 500 | 195 | 47 | 148 | 17 | 9 | 8 |
| Applied behavior analysis | 137 | 37 | 100 | 494 | 70 | 424 | 59 | 15 | 44 |
| Clinical, counseling and applied psychology, other | 17 | 3 | 14 | 275 | 68 | 207 | 68 | 15 | 53 |
| Psychology, other | 359 | 72 | 287 | 1,981 | 388 | 1,593 | 154 | 33 | 121 |
| Public administration and social service professions | 34,363 | 6,145 | 28,218 | 46,083 | 11,187 | 34,896 | 1,123 | 374 | 749 |
| Human services, general | 6,931 | 924 | 6,007 | 3,019 | 574 | 2,445 | 61 | 12 | 49 |
| Community organization and advocacy | 1,779 | 401 | 1,378 | 596 | 193 | 403 | 7 | 2 | 5 |
| Public administration .. | 3,304 | 1,624 | 1,680 | 12,813 | 5,303 | 7,510 | 288 | 144 | 144 |
| Public policy analysis, general | 1,462 | 656 | 806 | 2,791 | 1,248 | 1,543 | 230 | 99 | 131 |
| Education policy analysis ....... | 1 | 1 | 0 | 20 | 8 | 12 | 14 | 5 | 9 |
| Health policy analysis | 91 | 20 | 71 | 62 | 15 | 47 | 12 | 5 | 7 |
| International policy analysis | 21 | 4 | 17 | 42 | 30 | 12 | 0 | 0 | 0 |
| Public policy analysis, other | 0 | 0 | 0 | 53 | 22 | 31 | 11 | 2 | 9 |
| Social work | 20,273 | 2,386 | 17,887 | 26,135 | 3,626 | 22,509 | 402 | 72 | 330 |
| Youth services/administration | 108 | 21 | 87 | 58 | 7 | 51 | 0 | 0 | 0 |
| Social work, other | 56 | 9 | 47 | 166 | 30 | 136 | 0 | 0 | 0 |
| Public administration and social service professions, other | 337 | 99 | 238 | 328 | 131 | 197 | 98 | 33 | 65 |
| Social sciences and history | 166,944 | 85,478 | 81,466 | 20,533 | 10,318 | 10,215 | 4,828 | 2,589 | 2,239 |
| Social sciences | 138,906 | 68,692 | 70,214 | 16,830 | 8,258 | 8,572 | 3,842 | 2,054 | 1,788 |
| Social sciences, general | 7,159 | 2,699 | 4,460 | 590 | 200 | 390 | 27 | 14 | 13 |
| Research methodology and quantitative methods | 4 | 2 | 2 | 2 | 1 | 1 | 0 | 0 | 0 |
| Anthropology ................ | 9,744 | 2,714 | 7,030 | 1,149 | 377 | 772 | 540 | 209 | 331 |
| Physical and biological anthropology | 27 | 6 | 21 | 13 | 1 | 12 | 3 | 1 | 2 |
| Medical anthropology .................... | 42 | 10 | 32 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cultural anthropology | 47 | 8 | 39 | 16 | 8 | 8 | 6 | 3 | 3 |
| Anthropology, other . | 75 | 19 | 56 | 22 | 9 | 13 | 9 | 2 | 7 |
| Archeology ........ | 207 | 51 | 156 | 58 | 16 | 42 | 19 | 9 | 10 |
| Criminology | 7,164 | 3,550 | 3,614 | 748 | 287 | 461 | 62 | 23 | 39 |
| Demography and population studies | 0 | 0 | 0 | 27 | 15 | 12 | 11 | 4 | 7 |
| Economics, general | 30,843 | 21,440 | 9,403 | 2,774 | 1,773 | 1,001 | 1,041 | 680 | 361 |
| Applied economics .... | 297 | 181 | 116 | 370 | 245 | 125 | 38 | 27 | 11 |
| Econometrics and quantitative economics | 658 | 427 | 231 | 121 | 67 | 54 | 13 | 8 | 5 |
| Development economics and international development ........................... | 243 | 78 | 165 | 402 | 152 | 250 | 9 | 3 | 6 |
| International economics.. | 235 | 112 | 123 | 194 | 102 | 92 | 17 | 11 | 6 |
| Economics, other | 405 | 267 | 138 | 132 | 64 | 68 | 10 | 6 | 4 |
| Geography ...................................................................................... | 4,203 | 2,690 | 1,513 | 777 | 410 | 367 | 294 | 160 | 134 |
| Geographic information science and cartography | 370 | 285 | 85 | 411 | 253 | 158 | 14 | 10 | 4 |
| Geography, other .......... | 180 | 95 | 85 | 8 | 5 | 3 | 10 | 4 | 6 |
| International relations and affairs ......................................................... | 8,910 | 3,519 | 5,391 | 4,167 | 2,065 | 2,102 | 68 | 43 | 25 |
| National security policy studies ........................................................... | 45 | 35 | 10 | 239 | 161 | 78 | 0 | 0 | 0 |
| International relations and national security studies, other ......................... | 121 | 73 | 48 | 76 | 50 | 26 | 0 | 0 | 0 |
| Political science and government, general .............. | 34,321 | 19,384 | 14,937 | 1,803 | 1,049 | 754 | 840 | 514 | 326 |
| American government and politics (United States) | 182 | 110 | 72 | 146 | 85 | 61 | 0 | 0 | 0 |
| Political economy ............................................. | 225 | 133 | 92 | 2 | 0 | 2 | 0 | 0 | 0 |
| Political science and government, other ................................................. | 712 | 373 | 339 | 131 | 69 | 62 | 4 | 2 | 2 |
| Sociology | 28,980 | 9,011 | 19,969 | 1,447 | 478 | 969 | 722 | 288 | 434 |
| Urban studies/affairs | 988 | 473 | 515 | 393 | 158 | 235 | 53 | 22 | 31 |
| Sociology and anthropology | 444 | 109 | 335 | 4 | 0 | 4 | 0 | 0 | 0 |
| Rural sociology .................. | 32 | 12 | 20 | 0 | 0 | 0 | 0 | 0 | 0 |
| Social sciences, other ....................................................................... | 2,043 | 826 | 1,217 | 608 | 158 | 450 | 32 | 11 | 21 |

See notes at end of table.

Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| History | 28,038 | 16,786 | 11,252 | 3,703 | 2,060 | 1,643 | 986 | 535 | 451 |
| History, general | 27,421 | 16,445 | 10,976 | 3,214 | 1,774 | 1,440 | 923 | 501 | 422 |
| American history (United States) . | 26 | 18 | 8 | 56 | 26 | 30 | 10 | 6 | 4 |
| European history .................... | 24 | 15 | 9 | 1 | 1 | 0 | 0 | 0 | 0 |
| History and philosophy of science and technology ................................... | 131 | 59 | 72 | 26 | 11 | 15 | 31 | 15 | 16 |
| Public/applied history ............... | 26 | 10 | 16 | 161 | 42 | 119 | 4 | 1 | 3 |
| Asian history ................................................................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Military history ................................................................................. | 84 | 75 | 9 | 146 | 128 | 18 | 0 | 0 | 0 |
| History, other . | 326 | 164 | 162 | 99 | 78 | 21 | 18 | 12 | 6 |
| Theology and religious vocations ........................................................... | 9,708 | 6,612 | 3,096 | 14,271 | 9,437 | 4,834 | 1,927 | 1,415 | 512 |
| Bible/biblical studies ................ | 2,449 | 1,629 | 820 | 560 | 427 | 133 | 28 | 25 | 3 |
| Missions/missionary studies and missiology | 486 | 163 | 323 | 252 | 153 | 99 | 90 | 74 | 16 |
| Religious education | 946 | 470 | 476 | 661 | 291 | 370 | 64 | 44 | 20 |
| Religious/sacred music | 352 | 171 | 181 | 109 | 60 | 49 | 0 | 0 | 0 |
| Theology/theological studies | 1,012 | 689 | 323 | 3,939 | 2,676 | 1,263 | 503 | 366 | 137 |
| Divinity/ministry . | 325 | 227 | 98 | 5,760 | 3,934 | 1,826 | 403 | 292 | 111 |
| Pre-theology/pre-ministerial studies | 162 | 137 | 25 | 2 | 2 | 0 | 0 | 0 | 0 |
| Rabbinical studies | 5 | 5 | 0 | 117 | 78 | 39 | 16 | 16 | 0 |
| Talmudic studies | 1,854 | 1,854 | 0 | 501 | 497 | 4 | 30 | 30 | 0 |
| Theological and ministerial studies, other | 323 | 186 | 137 | 668 | 442 | 226 | 317 | 249 | 68 |
| Pastoral studies/counseling | 518 | 355 | 163 | 688 | 309 | 379 | 136 | 95 | 41 |
| Youth ministry | 517 | 324 | 193 | 49 | 19 | 30 | 0 | 0 | 0 |
| Urban ministry | 29 | 9 | 20 | 48 | 28 | 20 | 17 | 10 | 7 |
| Women's ministry | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lay ministry | 116 | 67 | 49 | 56 | 26 | 30 | 0 | 0 | 0 |
| Pastoral counseling and specialized ministries, other ................................. | 145 | 60 | 85 | 195 | 89 | 106 | 27 | 19 | 8 |
| Theology and religious vocations, other .................................................. | 466 | 266 | 200 | 666 | 406 | 260 | 296 | 195 | 101 |
| Transportation and materials moving ........................................................ | 4,711 | 4,133 | 578 | 960 | 794 | 166 | 5 | 4 | 1 |
| Aeronautics/aviation/aerospace science and technology, general ................. | 2,275 | 2,000 | 275 | 715 | 610 | 105 | 5 | 4 | 1 |
| Airline/commercial/professional pilot and flight crew ................................... | 867 | 790 | 77 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aviation/airway management and operations .......... | 802 | 673 | 129 | 195 | 149 | 46 | 0 | 0 | 0 |
| Air traffic controller | 227 | 185 | 42 | 0 | 0 | 0 | 0 | 0 | 0 |
| Flight instructor .................................................................................. | 14 | 12 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Air transportation, other | 18 | 17 | 1 | 44 | 29 | 15 | 0 | 0 | 0 |
| Marine science/merchant marine officer | 501 | 450 | 51 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transportation and materials moving, other | 7 | 6 | 1 | 6 | 6 | 0 | 0 | 0 | 0 |
| Visual and performing arts .................................................................... | 95,832 | 38,020 | 57,812 | 17,756 | 7,643 | 10,113 | 1,793 | 837 | 956 |
| Visual and performing arts, general | 1,614 | 621 | 993 | 138 | 57 | 81 | 16 | 10 | 6 |
| Digital arts | 817 | 488 | 329 | 229 | 119 | 110 | 0 | 0 | 0 |
| Crafts/craft design, folk art and artisanry | 139 | 36 | 103 | 16 | 6 | 10 | 0 | 0 | 0 |
| Dance, general .... | 2,328 | 286 | 2,042 | 191 | 32 | 159 | 5 | 1 | 4 |
| Ballet .... | 36 | 4 | 32 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dance, other | 28 | 1 | 27 | 1 | 0 | 1 | 7 | 0 | 7 |
| Design and visual communications, general | 2,772 | 1,001 | 1,771 | 455 | 174 | 281 | 3 | 1 | 2 |
| Commercial and advertising art .. | 1,431 | 506 | 925 | 83 | 30 | 53 | 0 | 0 | 0 |
| Industrial and product design ............................................................... | 1,560 | 944 | 616 | 204 | 107 | 97 | 0 | 0 | 0 |
| Commercial photography | 533 | 159 | 374 | 7 | 3 | 4 | 0 | 0 | 0 |
| Fashion/apparel design .. | 2,308 | 212 | 2,096 | 246 | 27 | 219 | 0 | 0 | 0 |
| Interior design ................................................................................... | 3,029 | 340 | 2,689 | 439 | 66 | 373 | 0 | 0 | 0 |
| Graphic design | 5,907 | 2,158 | 3,749 | 241 | 93 | 148 | 0 | 0 | 0 |
| Illustration | 1,916 | 640 | 1,276 | 174 | 64 | 110 | 0 | 0 | 0 |
| Game and interactive media design | 1,572 | 1,291 | 281 | 192 | 133 | 59 | 1 | 0 | 1 |
| Design and applied arts, other .... | 609 | 249 | 360 | 249 | 81 | 168 | 4 | 0 | 4 |
| Drama and dramatics/theatre arts, general .............................................. | 8,736 | 3,177 | 5,559 | 955 | 421 | 534 | 70 | 24 | 46 |
| Technical theatre/theatre design and technology ...................................... | 608 | 309 | 299 | 161 | 61 | 100 | 0 | 0 | 0 |
| Playwriting and screenwriting ............................................................... | 236 | 110 | 126 | 260 | 125 | 135 | 0 | 0 | 0 |
| Theatre literature, history and criticism .................................................... | 34 | 9 | 25 | 7 | 2 | 5 | 1 | 0 | 1 |
| Acting ............................................................................................. | 805 | 328 | 477 | 230 | 121 | 109 | 0 | 0 | 0 |
| Directing and theatrical production ........................................................ | 85 | 32 | 53 | 102 | 46 | 56 | 0 | 0 | 0 |
| Musical theatre | 498 | 193 | 305 | 0 | 0 | 0 | 0 | 0 | 0 |
| Costume design ................................................................................. | 9 | 0 | 9 | 6 | 1 | 5 | 0 | 0 | 0 |
| Dramatic/theatre arts and stagecraft, other .............................................. | 357 | 132 | 225 | 68 | 25 | 43 | 5 | 1 | 4 |
| Film/cinema/video studies | 2,902 | 1,648 | 1,254 | 444 | 238 | 206 | 32 | 13 | 19 |
| Cinematography and film/video production .............................................. | 4,822 | 3,192 | 1,630 | 982 | 568 | 414 | 6 | 1 | 5 |
| Photography .................................................................................... | 1,706 | 518 | 1,188 | 313 | 140 | 173 | 0 | 0 | 0 |
| Documentary production .................................................................... | 30 | 7 | 23 | 8 | 4 | 4 | 0 | 0 | 0 |
| Film/video and photographic arts, other .................................................. | 773 | 449 | 324 | 57 | 32 | 25 | 0 | 0 | 0 |
| Art/art studies, general ....................................................................... | 11,922 | 3,507 | 8,415 | 661 | 243 | 418 | 7 | 1 | 6 |
| Fine/studio arts, general ..................................................................... | 9,864 | 3,138 | 6,726 | 1,454 | 581 | 873 | 1 | 0 | 1 |
| Art history, criticism and conservation .................................................... | 2,868 | 396 | 2,472 | 868 | 134 | 734 | 261 | 54 | 207 |
| Drawing.. | 285 | 79 | 206 | 23 | 13 | 10 | 0 | 0 | 0 |
| Intermedia/multimedia ........................................................................ | 1,327 | 737 | 590 | 51 | 22 | 29 | 0 | 0 | 0 |
| Painting ... | 680 | 217 | 463 | 178 | 75 | 103 | 0 | 0 | 0 |
| Sculpture ......................................................................................... | 319 | 103 | 216 | 66 | 29 | 37 | 0 | 0 | 0 |
| Printmaking ...................................................................................... | 150 | 52 | 98 | 42 | 14 | 28 | 0 | 0 | 0 |
| Ceramic arts and ceramics .................................................................. | 206 | 57 | 149 | 43 | 16 | 27 | 0 | 0 | 0 |
| Fiber, textile and weaving arts ............................................................... | 187 | 17 | 170 | 37 | 3 | 34 | 0 | 0 | 0 |
| Metal and jewelry arts ....................................................................... | 107 | 15 | 92 | 37 | 8 | 29 | 0 | 0 | 0 |
| Fine arts and art studies, other ................................................................... | 820 | 231 | 589 | 304 | 98 | 206 | 2 | 0 | 2 |

[^114]Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2014-15-Continued

| Discipline division | Bachelor's degrees |  |  | Master's degrees |  |  | Doctor's degrees ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Music, general | 7,918 | 4,233 | 3,685 | 1,871 | 1,012 | 859 | 554 | 311 | 243 |
| Music history, literature, and theory . | 100 | 61 | 39 | 51 | 23 | 28 | 17 | 10 | 7 |
| Music performance, general | 4,199 | 2,215 | 1,984 | 2,270 | 1,132 | 1,138 | 459 | 225 | 234 |
| Music theory and composition .................................................................. | 934 | 759 | 175 | 328 | 223 | 105 | 71 | 49 | 22 |
| Musicology and ethnomusicology .. | 45 | 31 | 14 | 59 | 23 | 36 | 60 | 29 | 31 |
| Conducting | 3 | 2 | 1 | 180 | 118 | 62 | 34 | 26 | 8 |
| Keyboard instruments ... | 119 | 50 | 69 | 170 | 52 | 118 | 51 | 14 | 37 |
| Voice and opera | 300 | 100 | 200 | 235 | 77 | 158 | 30 | 14 | 16 |
| Jazz/jazz studies ............................................................................................. | 321 | 271 | 50 | 147 | 125 | 22 | 15 | 13 | 2 |
| Stringed instruments ..... | 184 | 103 | 81 | 195 | 74 | 121 | 23 | 12 | 11 |
| Music pedagogy | 81 | 34 | 47 | 44 | 15 | 29 | 12 | 6 | 6 |
| Music technology .. | 377 | 311 | 66 | 93 | 76 | 17 | 4 | 4 | 0 |
| Brass instruments . | 30 | 26 | 4 | 42 | 35 | 7 | 1 | 1 | 0 |
| Woodwind instruments | 41 | 22 | 19 | 52 | 20 | 32 | 6 | 4 | 2 |
| Percussion instruments ........................................................................................ | 11 | 10 | 1 | 14 | 12 | 2 | 1 | 1 | 0 |
|  | 776 | 496 | 280 | 182 | 102 | 80 | 11 | 5 | 6 |
| Arts, entertainment, and media management, general ............................... | 627 | 361 | 266 | 550 | 224 | 326 | 0 | 0 | 0 |
| Fine and studio arts management ................................................................. | 638 | 165 | 473 | 566 | 120 | 446 | 7 | 2 | 5 |
| Music management ................................................................................... | 1,597 | 940 | 657 | 35 | 20 | 15 | 0 | 0 | 0 |
| Theatre/theatre arts management ....................................................... | 131 | 43 | 88 | 69 | 20 | 49 | 0 | 0 | 0 |
| Arts, entertainment, and media management, other ................................. | 27 | 12 | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| Visual and performing arts, other .......................................................... | 438 | 186 | 252 | 381 | 128 | 253 | 16 | 5 | 11 |
| Not classified by field of study .............................................................. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Aggregations by field of study derived from the Classification of Instructional Programs developed by the National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2015, Completions component. (This table was prepared January 2017.)

Table 318．40．Degrees／certificates conferred by postsecondary institutions，by control of institution and level of degree／certificate：1970－71 through 2014－15
DIGEST OF EDUCATION STATISTICS 2016

| Year | Public institutions |  |  |  |  | Private institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Total |  |  |  |  | Nonprofit |  |  |  |  | For－profit |  |  |  |  |
|  | Certificates below the associate＇s | Associate＇s degrees | Bachelor＇s degrees | Master＇s degrees | Doctor＇s degrees＇ | Certificates below the associate＇s | Associate＇s degrees | Bachelor＇s degrees | Master＇s degrees | Doctor＇s degrees ${ }^{1}$ | Certificates below the associate＇s | Associate＇s degrees | Bachelor＇s degrees | Master＇s degrees | Doctor＇s degrees ${ }^{1}$ | Certificates below the associate＇s | Associate＇s degrees | Bachelor＇s degrees | Master＇s degrees | Doctor＇s degrees ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 1970－71 | － | 215，645 | 557，996 | 151，603 | 36，927 | － | 36，666 | 281，734 | 83，961 | 28，071 | － | － | － | － | － | － | － | － | － | － |
| 1971－72 ．．．． | － | 255，218 | 599，615 | 167，075 | 40，297 | － | 36，796 | 287，658 | 90，126 | 30，909 | － | － | － | － | － | － | － | － | － |  |
| 1972－73 ．．．． |  | 278，132 | 630，899 | 174，405 | 44，229 | － | 38，042 | 291，463 | 94，249 | 35，283 |  |  | － |  |  |  | － |  | － |  |
| $\begin{aligned} & 1973-74 . . . . . . . . . . . . . . ~ \\ & 1974-75 \text {........... } \end{aligned}$ |  | 303,188 318,474 | 651,544 634,785 | 184,632 193,804 | 45,018 45,788 | － | 40,736 41,697 | 294，232 288，148 | 97，442 103,741 | 37,573 39,116 |  |  | 二 | 二 | 二 | 二 | 二 | 二 | 二 |  |
| 1975－76 ．．． | － | 345，006 | 635，161 | 206，298 | 47，517 | － | 46，448 | 290，585 | 111，179 | 43，490 | － | － | － | － | － | － | － | － | － | － |
| 1976－77 ．．．．．．．．．．．．． |  | 355，650 | 630，463 | 208，901 | 47，573 | － | 50，727 | 289，086 | 114，124 | 44，157 | － | － | 二 | － | 二 | － | 二 | 二 | － |  |
| $1977-78$ $1978-79 . . . . . . . . . . . . . . . . . . ~$ |  | 358,874 <br> 346,808 | 627,903 621,666 | 202，099 | 47，553 | － | 53,372 55,894 | 299，724 | 115,888 115,670 | 44,792 46,369 |  |  | 二 |  | － | 二 | 二 |  | 二 |  |
| 1979－80 ．．．．．．．．．．．． | － | 344，536 | 624，084 | 187，499 | 48，550 | － | 56，374 | 305，333 | 117，697 | 47，081 | － | － | － | － | － | － | － | － | － | － |
| 1980－81．． | － | 352，391 | 626，452 | 184，384 | 50，023 | － | $63,986{ }^{2}$ | 308，688 | 118，253 | 47，993 | － | － | － | － | － | － | － | － | － | － |
| 1981－82 ．．．． |  | 366，732 | 636，475 | 182，295 | 50，500 | － | $67,794{ }^{2}$ | 316，523 | 120，152 | 47，338 | － | － | － |  | － |  | － |  | － |  |
| 1983－84 ．．．．．．．．．．．．．．．． |  | 379，249 | 646，013 | 170，693 | 50，727 | － | 7，7，991 | 328，296 | 12，0448 | 50，072 | 二 |  | 二 |  | 二 | 二 | 二 |  | 二 |  |
| 1984－85 ．．．．．．．．．．．． |  | 377，625 | 652，246 | 170，000 | 51，489 | － | 77，087 | 327，231 | 123，472 | 49，296 |  |  |  |  |  |  | － |  | － | － |
| 1985－86 ．．． | － | 369，052 | 658，586 | 169，903 | 51，001 | － | 76，995 | 329，237 | 125，947 | 49，279 | － | － | － | － | － | － | － | － | － | － |
| 1986－87 ．．．．．．．．．．．． |  | 358,811 35418 | 659，260 | 167,797 <br> 173 | 51，216 | 二 | 77，493 | 332，004 | 128，733 | 47,261 47 | 二 |  | 二 |  |  |  | － |  | － |  |
| 1988－89 ．．． |  | 357，001 | 675，675 | 179，109 | 51，963 | － | 79，763 | 343，080 | 137，517 | 48，608 |  |  |  |  |  |  |  |  |  |  |
| 1989－90 ．．． | － | 375，635 | 700，015 | 186，104 | 53，451 | － | 79，467 | 351，329 | 144，048 | 50，057 | － | 42，497 | 344，569 | 142，681 | 49，655 | － | 36，970 | 6，760 | 1，367 | 402 |
| 1990－91 | － | 398，055 | 724，062 | 193，057 | 55，235 | － | 83，665 | 370，476 | 149，806 | 50，312 | － | 45，821 | 360，634 | 146，161 | 49，841 | － | 37，844 | 9，842 | 3，645 | 471 |
| 1992－93 ．．．．． |  | 430，321 | 785，112 | 213，843 | 56，020 | 二 | 83,966 84,435 | 380，066 | － 164,1898 | 55，052 | － | 47，713 | 370,78 373,346 | 159，562 | 52,830 54,399 | 二 | 38,260 36722 | 6，720 | 1，4027 |  |
| 1993－94 ．．．．．．．．．．．．． | － | 444，373 | 789，148 | 221，428 | 58，366 | － | 86，259 | 380，127 | 171，609 | 54，270 | － | 48，493 | 371，561 | 168，718 | 53，502 | － | 37，766 | 8，566 | 2，891 | 768 |
| 1994－95 ．．．．．．．．．．．．． |  | 451，539 | 776，670 | 224，152 | 58，788 | － | 88，152 | 383，464 | 179，457 | 55，478 |  | 48，643 | 373，454 | 176，485 | 54，675 |  | 39，509 | 10，010 | 2，972 | 803 |
| 1995－96 ．．．． | 307，358 | 454，291 | 774，070 | 227，179 | 59，398 | 313，311 | 100，925 | 390，722 | 185，001 | 56，109 | 34，259 | 50，678 | 379，916 | 181，142 | 55，506 | 279，052 | 50，247 | 10，806 | 3，859 | 603 |
| 1996－97 ．．．．．．．．．．．．． | 326，687 | 465，494 | 776，677 | 233，237 | 61,081 | 272，237 | 105，732 | 396，202 | 192，023 | 57，666 | 35，560 | 49，168 | 384，086 | 186，963 | 56，864 | 236，677 | 56，564 | 12，116 | 5，060 | 802 |
| 1997－98 ．．．．．．．．．．．．． | 305，910 | 455，084 | 784，296 | 235，922 | 60，948 | 246，571 | 103，471 | 400，110 | 200，115 | 57，787 | 32，166 | 47，625 | 386，455 | 194，048 | 57，089 | 214，405 | 55，846 | 13，655 | 6,067 | 698 |
| 1998-99 1999-2000 | 304,294 294,912 | 452,616 448,446 | 792,392 810,855 | 238,954 243,157 | 60,028 60,655 | 251,589 263,217 | 112,368 116,487 | 409，847 427,020 | 207,084 220,028 | 56,672 58,081 | 29,402 28,580 | 47,757 46,337 | 394,749 406,958 | 198,481 2097 | 55,663 56,972 | 222，187 $\mathbf{2 3 4}, 637$ | 64,611 70,150 | 15,098 20,062 | 8,603 10,308 | 1,009 1,109 |
| 1999－2000 ．．．．．．．．．． | 294，912 | 448，446 | 810，855 | 243，157 | 60，655 | 263，217 | 116，487 | 427，020 | 220，028 | 58，081 | 28，580 | 46，337 | 406，958 | 209，720 | 56，972 | 234，637 | 70，150 | 20，062 | 10，308 | 1，109 |
| 2000－01 ．．．．．．．．．．．． | 309，624 | 456，487 | 812，438 | 246，054 | 60，820 | 242，879 | 122，378 | 431，733 | 227，448 | 58，765 | 29，336 | 45，711 | 408，701 | 215，815 | 57，722 | 213，543 | 76，667 | 23，032 | 11，633 | 1，043 |
| $2001-02$ ．．．．．．．．．．．．． | 319，291 | 471，660 | 841，180 | 249，820 | 61,061 | 264，957 | 123，473 | 450，720 | 237，493 | 58，602 | 32，904 | 45，761 | 424，322 | 223，229 | 57，707 | 232，053 | 77，712 | 26，398 | 14，264 | 895 |
| 2002－03 ．．．．．．．．．．．．． | 355，727 | 498，279 | 875，596 | 265，643 | 61，611 | 290，698 | 135，737 | 473，215 | 253，056 | 59，968 | 36，926 | 46，183 | 442，060 | 238，069 | 58，894 | 253，772 | 89，554 | 31，155 | 14，987 | 1，074 |
| 2003－04 | 364,053 370,683 | 524,875 547,519 | 905,718 932,443 | 285,138 291,505 | 64，205 | 323,734 340,190 | 140,426 149,141 | 493，824 50681 | 279,134 288646 | 61,882 66,876 | 35,316 35,968 | 45,759 45,344 | 451,518 457,963 | 250,894 253,564 | 60,447 65,278 | 288,418 304,222 | 94,667 103,797 | 42，306 | 28，240 | 1,435 1,598 |
| 2004－05 ．．．．．．．．．．．．． | 370，683 | 547，519 | 932，443 | 291，505 | 67，511 | 340，190 | 149，141 | 506，821 | 288，646 | 66，876 | 35，968 | 45，344 | 457，963 | 253，564 | 65，278 | 304，222 | 103，797 | 48，858 | 35，082 | 1，598 |
| 2005－06 ．．． | 371，211 |  |  | 293，517 | 70，036 | 344，190 |  | 529，873 | 306，214 |  |  |  |  |  |  |  | 109，490 |  |  |  |
| 2006－07 ．．． | 389，640 | 566，535 | 975，513 | 291，971 | 73，085 | 339，397 | 161，579 | 548，579 | 318，626 | 71，605 | 34，195 | $43,829$ | $477,805$ | 267，690 | $69,239$ | 305，202 | 117，750 | 70，774 | 50，936 | 2，366 |
| 2007－08．． | 399，081 | 578，520 | 996，435 | 299，983 | 75，533 | 350，802 | 171，644 | 566，634 | 330，683 | 77,845 | 34，084 | 44，788 | 490，685 | 275，829 | 70，679 | 316，718 | 126，856 | 75，949 | 54，854 | 3，166 |
| 2008－09 ．．．．．．．．．．．．． | 428,849 472,428 | 596，391 640,265 | 1，020，519 | 308，215 | 78，805 | 375,771 463,291 | 190,852 208,591 | 680，770 | 353,867 370,924 | 77,294 79,785 | 31,939 35,652 | 46,930 46,673 | 496,353 503,264 | 290,401 300,053 | 73，583 | 343,832 427,639 | 143,922 161,918 | 84,525 97,476 | 63，466 | 3,711 4,613 |
| 2010－11 ．．．．．．．．．．．．． | 519，711 | 696，884 | 1，088，722 | 339，420 | 82，013 | 510，766 | 246，622 | 627，331 | 391，502 | 81，814 | 36，534 | 51，967 | 512，821 | 313，317 | 76，595 | 474，232 | 194，655 | 114，510 | 78，185 | 5，219 |
| $2011-12$ ．．．．．．．．．．．．． | 525，264 | 756，484 | 1，131，885 | 349，349 | 84，730 | 463，797 | 265，234 | 660，278 | 406，618 | 85，487 | 32，856 | 54，347 | 526，022 | 325，175 | 79，498 | 430，941 | 210，887 | 134，256 | 81，443 | 5，989 |
| 2012－13 ．．．．．．．．．．．． | 545，446 | 772，978 | 1，163，616 | 346，751 | 86,411 | 421，768 | 234，449 | 676，765 | 404，967 | 88，615 | 30，913 | 55，651 | 535，958 | 327，013 | 81，543 | 390，855 | 178，798 | 140，807 | 77，954 | 7，072 |
| 2013－14 ．．．．．．．．．．．．． | 576，468 | 794，925 | 1，186，742 | 346，238 | 88，911 | 392，810 | 210，230 | 683，408 | 408，344 | 88，676 | 30，738 | 53，127 | 544，253 | 333，539 | 80，894 | 362，072 | 157，103 | 139，155 | 74,805 | 7，782 |
| 2014－15 ．．．．．．．．．．．．． | 602，895 | 821，874 | 1，209，438 | 351，119 | 90，252 | 358，272 | 192，097 | 685，496 | 407，589 | 88，295 | 46，082 | 58，622 | 553，534 | 336，182 | 80，092 | 312，190 | 133，475 | 131，962 | 71，407 | 8，203 |

－Not available．
${ }^{1}$ Includes Ph．D．，Ed．D．，and comparable degrees at the doctoral level．Includes most degrees formerly classified as first－ professional，such as M．D．，D．D．S．，and law degrees．
${ }^{2}$ Part of the increase is due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology，

NOTE：Data through 1990－91 are for institutions of higher education，while later data are for postsecondary institutions that par－ ticipate in Titte IV federal financial aid programs．Data for associate＇s degrees and higher awards are for degree－granting institu－ tions．Some data have been revised from previously published figures．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Higher Education General Information Sur－
vey（HEGIS）＂Degrees and Other Formal Awards Conter Education Data System（IPEDS），＂Completions Survey＂（IPEDS－C：87－99）；and IPEDS Fall 2000 through Fall 2015，Completions component．（This table was prepared September 2016．）

Table 318.50. Degrees conferred by postsecondary institutions, by control of institution, level of degree, and field of study: 2014-15

| Field of study | All institutions |  |  |  | Public institutions |  |  |  | Private nonprofit institutions |  |  |  | Private for-profit institutions |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All fields, total | 1,013,971 | 1,894,934 | 758,708 | 178,547 | 821,874 | 1,209,438 | 351,119 | 90,252 | 58,622 | 553,534 | 336,182 | 80,092 | 133,475 | 131,962 | 71,407 | 8,203 |
| Agriculture and natural resources . | 7,693 | 36,277 | 6,426 | 1,561 | 7,270 | 30,121 | 5,062 | 1,452 | 411 | 5,321 | 1,240 | 109 | 12 | 835 | 124 | 0 |
| Architecture and related services .... | 491 | 9,090 | 8,006 | 272 | 471 | 6,366 | 4,729 | 190 | 20 | 2,649 | 3,176 | 82 | 0 | 75 | 101 | 0 |
| Area, ethnic, cultural, gender, and group studies ............... | 382 | 7,782 | 1,847 | 312 | 367 | 5,073 | 1,059 | 188 | 15 | 2,709 | 788 | 124 | 0 | 0 | 0 | 0 |
| Biological and biomedical sciences ... | 4,882 | 109,896 | 14,650 | 8,053 | 4,755 | 75,259 | 8,409 | 5,370 | 127 | 34,478 | 6,241 | 2,683 | 0 | 159 | 0 | 0 |
| Business ................................ | 132,363 | 363,799 | 185,222 | 3,116 | 91,396 | 209,370 | 67,463 | 1,084 | 12,605 | 111,065 | 89,234 | 751 | 28,362 | 43,364 | 28,525 | 1,281 |
| Communication, journalism, and related programs ...... | 6,034 | 90,650 | 9,581 | 644 | 5,732 | 64,549 | 3,966 | 508 | 118 | 25,077 | 5,277 | 136 | 184 | 1,024 | 338 | 0 |
| Communications technologies .......... | 4,628 | 5,135 | 554 | 0 | 3,235 | 1,599 | 51 | 0 | 132 | 1,471 | 317 | 0 | 1,261 | 2,065 | 186 | 0 |
| Computer and information sciences . | 36,401 | 59,581 | 31,474 | 1,998 | 22,381 | 33,830 | 17,055 | 1,341 | 1,742 | 14,818 | 11,964 | 561 | 12,278 | 10,933 | 2,455 | 96 |
| Construction trades ... | 4,643 | 247 | 0 | 0 | 3,731 | 247 | 0 | 0 | 163 | 0 | 0 | 0 | 749 | , | 0 | 0 |
| Education | 17,175 | 91,623 | 146,561 | 11,772 | 14,596 | 62,949 | 71,793 | 6,128 | 679 | 24,753 | 63,612 | 4,064 | 1,900 | 3,921 | 11,156 | 1,580 |
| Engineering | 4,875 | 97,858 | 46,115 | 10,239 | 4,727 | 76,566 | 30,982 | 7,487 | 29 | 21,156 | 15,005 | 2,752 | 119 | 136 | 128 | 0 |
| Engineering technologies and engineering-related fields ${ }^{2}$... | 31,958 | 16,611 | 5,324 | 123 | 22,860 | 12,474 | 2,989 | 80 | 1,168 | 1,782 | 1,934 | 43 | 7,930 | 2,355 | 401 | 0 |
| English language and literature/letters ........................... | 2,324 | 45,847 | 8,928 | 1,418 | 2,073 | 31,151 | 5,377 | 1,113 | 15 | 13,778 | 3,417 | 305 | 236 | 918 | 134 | 0 |
| Family and consumer sciences .................................... | 8,752 | 24,584 | 3,148 | 335 | 8,111 | 19,803 | 1,938 | 263 | 353 | 4,313 | 903 | 49 | 288 | 468 | 307 | 23 |
| Foreign languages, literatures, and linguistics .................... | 2,102 | 19,493 | 3,566 | 1,243 | 2,082 | 14,054 | 2,554 | 860 | 20 | 5,400 | 1,012 | 383 | 0 | 39 | 0 | 0 |
| Health professions and related programs ...... | 199,991 | 216,228 | 102,897 | 71,003 | 128,515 | 118,627 | 42,720 | 35,461 | 19,980 | 68,046 | 44,954 | 33,843 | 51,496 | 29,555 | 15,223 | 1,699 |
| Homeland security, law enforcement, and firefighting .......... | 43,039 | 62,723 | 9,643 | 193 | 31,071 | 36,039 | 3,808 | 136 | 2,720 | 14,512 | 3,300 | 9 | 9,248 | 12,172 | 2,535 | 48 |
| Legal professions and studies | 9,095 | 4,420 | 7,924 | 40,329 | 5,860 | 2,197 | 2,085 | 14,094 | 842 | 1,520 | 5,664 | 24,455 | 2,393 | 703 | 175 | 1,780 |
| Liberal arts and sciences, general studies, and humanities . | 367,626 | 43,647 | 2,794 | 96 | 355,956 | 30,295 | 1,267 | 44 | 9,743 | 13,002 | 1,467 | 35 | 1,927 | 350 | 60 | 17 |
| Library science ....................................................... | 170 | 99 | 5,259 | 44 | 170 | 68 | 4,386 | 39 | 0 | 0 | 873 | 5 | 0 | 31 | 0 | 0 |
| Mathematics and statistics | 2,697 | 21,853 | 7,589 | 1,801 | 2,686 | 14,885 | 5,054 | 1,338 | 11 | 6,963 | 2,535 | 463 | 0 | 5 | 0 | 0 |
| Mechanic and repair technologies/technicians ...... | 19,983 | 380 | 0 | 0 | 13,463 | 208 | 0 | 0 | 2,456 | 168 | 0 | 0 | 4,064 | 4 | 0 | 0 |
| Military technologies and applied sciences ...... | 1,229 | 276 | 71 | 0 | 1,192 | 59 | 31 | 0 | 2 | 173 | 40 | 0 | 35 | 44 | 0 | 0 |
| Mult/interdisciplinary studies ........ | 29,139 | 47,556 | 8,098 | 840 | 26,575 | 31,652 | 4,176 | 537 | 569 | 11,280 | 3,356 | 303 | 1,995 | 4,624 | 566 | 0 |
| Parks, recreation, leisure and fitness studies .................... | 4,669 | 49,006 | 7,639 | 311 | 3,250 | 36,610 | 5,160 | 276 | 320 | 11,746 | 2,280 | 35 | 1,099 | 650 | 199 | 0 |
| Philosophy and religious studies ................................... | 697 | 11,072 | 1,912 | 762 | 177 | 4,938 | 617 | 275 | 520 | 6,084 | 1,294 | 485 | 0 | 50 | 1 | 2 |
| Physical sciences and science technologies ........ | 7,568 | 30,038 | 7,100 | 5,823 | 7,505 | 21,423 | 5,395 | 4,271 | 60 | 8,613 | 1,705 | 1,552 | 3 | 2 | 0 | 0 |
| Precision production .............................. | 4,382 | 48 | 4 | 0 | 3,898 | 0 | 0 | 0 | 150 | 48 | 4 | 0 | 334 | 0 | 0 | 0 |
| Psychology ...................................................... | 8,739 | 117,557 | 26,773 | 6,583 | 8,067 | 79,667 | 8,906 | 2,581 | 401 | 34,851 | 14,268 | 2,583 | 271 | 3,039 | 3,599 | 1,419 |
| Public administration and social service professions ............ | 8,437 | 34,363 | 46,083 | 1,123 | 6,248 | 21,858 | 25,627 | 586 | 473 | 9,599 | 18,222 | 301 | 1,716 | 2,906 | 2,234 | 236 |
| Social sciences and history ........................................ | 17,885 | 166,944 | 20,533 | 4,828 | 17,734 | 114,649 | 10,900 | 3,249 | 103 | 50,966 | 8,810 | 1,572 | 48 | 1,329 | 823 | 7 |
| Social sciences ................................................... | 16,602 | 138,906 | 16,830 | 3,842 | 16,511 | 95,678 | 8,492 | 2,609 | 84 | 42,255 | 7,911 | 1,226 | 7 | 973 | 427 | 7 |
| History ................................................................. | 1,283 | 28,038 | 3,703 | 986 | 1,223 | 18,971 | 2,408 | 640 | 19 | 8,711 | 899 | 346 | 41 | 356 | 396 | 0 |
| Theology and religious vocations .................................... | 1,133 | 9,708 | 14,271 | 1,927 | 4 | 4 | 0 | 0 | 1,121 | 9,474 | 14,041 | 1,916 | 8 | 230 | 230 | 11 |
| Transportation and materials moving ............................... | 1,801 | 4,711 | 960 | 5 | 1,316 | 2,521 | 100 | 1 | 429 | 2,166 | 855 | 4 | 56 | 24 | 5 | 0 |
| Visual and performing arts ......................................... | 20,988 | 95,832 | 17,756 | 1,793 | 14,400 | 50,327 | 7,460 | 1,300 | 1,125 | 35,553 | 8,394 | 489 | 5,463 | 9,952 | 1,902 | 4 |

Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classitied as first-professional degrees.
${ }^{2}$ Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.
NOTE: Data are for degree-granting postsecondary institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. To facilitate trend comparisons, certain aggregations have been
made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data
System (IPEDS), Fall 2015, Completions component. (This table was prepared February 2017.)

Table 318.60. Number of postsecondary institutions conferring degrees, by control of institution, level of degree, and field of study: 2014-15

| Field of study | All institutions |  |  |  | Public institutions |  |  |  | Private nonprofit institutions |  |  |  | Private for-profit institutions |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All fields, total | 2,971 | 2,597 | 1,926 | 954 | 1,235 | 669 | 533 | 332 | 650 | 1,334 | 1,156 | 560 | 1,086 | 594 | 237 | 62 |
| Agriculture and natural resources .. | 502 | 736 | 239 | 103 | 473 | 322 | 180 | 96 | 27 | 402 | 56 | 7 | 2 | 12 | 3 | 0 |
| Architecture and related services ......................................... | 80 | 196 | 155 | 40 | 78 | 120 | 101 | 29 | 2 | 72 | 52 | 11 | 0 | 4 | 2 | 0 |
| Area, ethnic, cultural, gender, and group studies ............... | 71 | 491 | 145 | 56 | 65 | 248 | 94 | 37 | 6 | 243 | 51 | 19 | 0 | 0 | 0 | 0 |
| Biological and biomedical sciences .............................. | 282 | 1,354 | 502 | 265 | 269 | 528 | 348 | 183 | 13 | 820 | 154 | 82 | 0 | 6 | 0 | 0 |
| Business .............................................................. | 1,973 | 2,035 | 1,251 | 211 | 1,082 | 602 | 440 | 105 | 292 | 956 | 630 | 71 | 599 | 477 | 181 | 35 |
| Communication, journalism, and related programs ............. | 321 | 1,176 | 350 | 78 | 284 | 462 | 220 | 60 | 22 | 682 | 125 | 18 | 15 | 32 | 5 | 0 |
| Communications technologies ..................................... | 312 | 192 | 21 | 0 | 271 | 55 | 4 | 0 | 9 | 77 | 13 | 0 | 32 | 60 | 4 | 0 |
| Computer and information sciences .............................. | 1,500 | 1,544 | 514 | 171 | 902 | 525 | 287 | 116 | 90 | 664 | 159 | 52 | 508 | 355 | 68 | 3 |
| Construction trades ................................................ | 357 | 9 | 0 | 0 | 317 | 9 | 0 | 0 | 13 | 0 | 0 | 0 | 27 | 0 | 0 | 0 |
| Education ............................................................ | 726 | 1,256 | 1,194 | 414 | 627 | 465 | 471 | 227 | 64 | 758 | 648 | 158 | 35 | 33 | 75 | 29 |
| Engineering . | 364 | 518 | 329 | 214 | 347 | 292 | 216 | 154 | 10 | 212 | 108 | 60 | 7 | 14 | 5 | 0 |
| Engineering technologies and engineering-related fields ${ }^{2}$... | 1,127 | 405 | 176 | 21 | 844 | 231 | 117 | 14 | 40 | 68 | 56 | 7 | 243 | 106 | 3 | 0 |
| English language and literature/letters ............................ | 193 | 1,342 | 492 | 153 | 182 | 521 | 321 | 105 | 9 | 813 | 169 | 48 | 2 | 8 | 2 | 0 |
| Family and consumer sciences/human sciences ................ | 525 | 336 | 155 | 51 | 500 | 200 | 106 | 39 | 16 | 128 | 44 | 11 | 9 | 8 | 5 | 1 |
| Foreign languages, literatures, and linguistics .................... | 196 | 898 | 225 | 98 | 191 | 405 | 167 | 66 | 5 | 491 | 58 | 32 | 0 | 2 | 0 | 0 |
| Health professions and related programs .......................... | 1,995 | 1,496 | 1,061 | 523 | 1,064 | 538 | 406 | 236 | 243 | 721 | 524 | 262 | 688 | 237 | 131 | 25 |
| Homeland security, law enforcement, and firefighting .......... | 1,341 | 1,051 | 326 | 29 | 859 | 352 | 170 | 26 | 116 | 419 | 117 | 2 | 366 | 280 | 39 | 1 |
| Legal professions and studies .......... | 693 | 265 | 154 | 214 | 399 | 75 | 59 | 86 | 57 | 124 | 87 | 118 | 237 | 66 | 8 | 10 |
| Liberal arts and sciences, general studies, and humanities . | 1,395 | 918 | 181 | 17 | 1,090 | 391 | 92 | 6 | 292 | 504 | 87 | 10 | 13 | 23 | 2 | 1 |
| Library science ........................................................... | 34 | 7 | 65 | 11 | 34 | 6 | 52 | 9 | 0 | 0 | 13 | 2 | 0 | 1 | 0 | 0 |
| Mathematics and statistics ......................................... | 221 | 1,209 | 352 | 173 | 217 | 501 | 269 | 122 | 4 | 707 | 83 | 51 | 0 | 1 | 0 | 0 |
| Mechanic and repair technologies/technicians .................. | 700 | 22 | 0 | 0 | 624 | 13 | 0 | 0 | 21 | 8 | 0 | 0 | 55 | 1 | 0 | 0 |
| Military technologies and applied sciences ...................... | 12 | 10 | 5 | 0 | 9 | 4 | 1 | 0 | 1 | 4 | 4 | 0 | 2 | 2 | 0 | 0 |
| Multi/interdisciplinary studies ...................................... | 395 | 962 | 368 | 116 | 365 | 375 | 204 | 84 | 27 | 553 | 161 | 32 | 3 | 34 | 3 | 0 |
| Parks, recreation, leisure and fitness studies .................... | 331 | 848 | 294 | 51 | 276 | 345 | 201 | 44 | 17 | 491 | 85 | 7 | 38 | 12 | 8 | 0 |
| Philosophy and religious studies .................................. | 66 | 899 | 238 | 117 | 52 | 310 | 101 | 55 | 14 | 588 | 136 | 61 | 0 | 1 | 1 | 1 |
| Physical sciences and science technologies .................... | 376 | 1,105 | 333 | 216 | 365 | 486 | 247 | 152 | 10 | 618 | 86 | 64 | 1 | 1 | 0 | 0 |
| Precision production ................................................ | 389 | 5 | 2 | 0 | 366 | 0 | 0 | 0 | 9 | 5 | 2 | 0 | 14 | 0 | 0 | 0 |
| Psychology ........................................................... | 247 | 1,459 | 686 | 333 | 212 | 527 | 325 | 163 | 23 | 878 | 326 | 141 | 12 | 54 | 35 | 29 |
| Public administration and social services ........................ | 344 | 802 | 536 | 124 | 297 | 353 | 300 | 82 | 28 | 406 | 179 | 40 | 19 | 43 | 57 | 2 |
| Social sciences and history .......................................... | 279 | 1,378 | 463 | 196 | 253 | 535 | 321 | 136 | 23 | 825 | 138 | 59 | 3 | 18 | 4 | 1 |
| Social sciences ................................................... | 265 | 1,285 | 382 | 179 | 245 | 516 | 262 | 124 | 18 | 753 | 116 | 54 | 2 | 16 | 4 | 1 |
| History ............................................................... | 146 | 1,237 | 361 | 141 | 137 | 496 | 277 | 98 | 8 | 736 | 83 | 43 | 1 | 5 | 1 | 0 |
| Theology and religious vocations ................................. | 103 | 422 | 369 | 158 | 2 | 1 | 0 | 0 | 100 | 419 | 367 | 157 | 1 | 2 | 2 | 1 |
| Transportation and materials moving .............................. | 107 | 86 | 17 | 2 | 94 | 52 | 7 | 1 | 9 | 32 | 8 | 1 | 4 | 2 | 2 | 0 |
| Visual and performing arts .......................................... | 844 | 1,475 | 458 | 110 | 598 | 496 | 254 | 74 | 61 | 848 | 188 | 35 | 185 | 131 | 16 | 1 |

${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classified as first-professional degrees.
NOCludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately. and participate in Title IV federal financial aid programs. To facilitate trend comparisons, certain aggregations have been
made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation;
and "Business" includes Business management, marketing, and related support services and Personal and culinary services. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2015, Completions component. (This table was prepared February 2017.)

Table 319.10. Degrees conferred by postsecondary institutions, by control of institution, level of degree, and state or jurisdiction: 2014-15

| State or jurisdiction | Public |  |  |  | Private nonprofit |  |  |  | Private for-profit |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States ... | 821,874 | 1,209,438 | 351,119 | 90,252 | 58,622 | 553,534 | 336,182 | 80,092 | 133,475 | 131,962 | 71,407 | 8,203 |
| Alabama | 9,964 | 22,802 | 8,888 | 1,938 | 146 | 3,663 | 825 | 482 | 3,519 | 3,595 | 2,087 | 9 |
| Alaska .................................... | 1,331 | 1,803 | 640 | 41 | 20 | 70 | 55 | 8 | 364 | 59 | 8 | 0 |
| Arizona ................................... | 18,602 | 26,554 | 8,519 | 1,976 | 197 | 695 | 546 | 818 | 18,904 | 31,285 | 18,720 | 1,574 |
| Arkansas ................................. | 8,788 | 12,965 | 4,342 | 893 | 165 | 2,722 | 512 | 78 | 142 | 194 | 45 | 0 |
| California ................................ | 115,262 | 136,033 | 29,157 | 6,955 | 1,658 | 39,335 | 35,794 | 9,896 | 16,613 | 25,748 | 9,675 | 1,456 |
| Colorado ....... | 9,058 | 25,020 | 7,579 | 1,851 | 634 | 4,171 | 4,043 | 567 | 4,300 | 4,435 | 3,063 | 422 |
| Connecticut .............................. | 5,840 | 11,362 | 3,133 | 787 | 872 | 10,031 | 6,389 | 1,328 | 314 | 951 | 210 | 0 |
| Delaware ..... | 1,874 | 4,548 | 980 | 280 | 153 | 2,326 | 2,101 | 261 | 12 | 21 | 31 | 0 |
| District of Columbia .................... | 276 | 335 | 116 | 68 | 248 | 8,476 | 10,786 | 3,316 | 217 | 461 | 537 | 0 |
| Florida ..................................... | 72,804 | 68,522 | 17,608 | 4,846 | 12,387 | 23,748 | 13,320 | 3,795 | 9,497 | 8,251 | 2,432 | 569 |
| Georgia . | 14,712 | 36,906 | 10,514 | 2,521 | 1,027 | 9,932 | 4,743 | 1,702 | 3,758 | 3,024 | 1,962 | 361 |
| Hawaii ..................................... | 3,930 | 4,599 | 1,035 | 579 | 495 | 2,013 | 632 | 0 | 4 | 354 | 189 | 45 |
| Idaho ....................................... | 3,247 | 6,532 | 1,651 | 366 | 1,621 | 4,247 | 294 | 21 | 284 | 107 | 12 | 0 |
| Illinois. | 35,162 | 32,817 | 12,398 | 3,058 | 1,077 | 30,814 | 23,922 | 5,446 | 3,948 | 10,686 | 3,760 | 253 |
| Indiana .................................... | 12,449 | 32,390 | 9,193 | 2,768 | 1,474 | 14,882 | 4,785 | 880 | 3,320 | 810 | 121 | 0 |
| Iowa ........................................ | 12,093 | 12,835 | 2,616 | 1,425 | 625 | 10,474 | 2,337 | 1,295 | 4,054 | 4,892 | 3,345 | 131 |
| Kansas .................................... | 9,780 | 14,870 | 5,258 | 1,482 | 716 | 4,045 | 1,506 | 216 | 1,547 | 1,166 | 580 | 0 |
| Kentucky ................................. | 10,411 | 17,467 | 5,690 | 1,602 | 384 | 4,605 | 3,136 | 368 | 2,260 | 536 | 488 | 125 |
| Louisiana ................................ | 5,767 | 18,295 | 5,128 | 1,579 | 263 | 3,625 | 2,099 | 930 | 1,116 | 327 | 105 | 0 |
| Maine ...................................... | 2,670 | 4,158 | 843 | 159 | 120 | 3,125 | 1,184 | 381 | 421 | 135 | 19 | 0 |
| Maryland .................................. | 16,249 | 26,265 | 10,580 | 2,204 | 17 | 6,437 | 7,586 | 790 | 653 | 517 | 262 | 0 |
| Massachusetts ........................... | 12,195 | 20,382 | 6,005 | 759 | 1,487 | 38,768 | 29,836 | 7,650 | 674 | 475 | 117 | 0 |
| Michigan ................................. | 27,955 | 46,116 | 16,583 | 4,469 | 3,784 | 13,162 | 3,924 | 1,406 | 833 | 692 | 182 | 0 |
| Minnesota ............................... | 16,875 | 21,394 | 5,218 | 1,800 | 596 | 11,226 | 5,256 | 1,109 | 2,670 | 4,106 | 12,353 | 2,183 |
| Mississippi ............................... | 12,835 | 12,064 | 3,480 | 1,001 | 41 | 2,215 | 1,508 | 293 | 444 | 17 | 29 | 0 |
| Missouri ....... | 12,647 | 22,092 | 7,862 | 1,633 | 3,427 | 18,149 | 13,293 | 3,164 | 2,757 | 920 | 158 | 0 |
| Montana .................................. | 2,311 | 5,347 | 1,210 | 458 | 166 | 809 | 90 | 0 | 0 | 0 | 0 | 0 |
| Nebraska ................................ | 5,057 | 8,578 | 2,761 | 859 | 229 | 5,345 | 2,445 | 724 | 426 | 157 | 22 | 0 |
| Nevada ................................... | 4,814 | 7,478 | 1,668 | 537 | 144 | 306 | 396 | 515 | 1,101 | 735 | 202 | 0 |
| New Hampshire ......................... | 2,019 | 5,279 | 1,192 | 185 | 789 | 6,291 | 4,549 | 312 | 226 | 262 | 34 | 0 |
| New Jersey ............................... | 21,692 | 31,446 | 8,918 | 2,116 | 143 | 9,776 | 6,726 | 905 | 1,319 | 794 | 129 | 0 |
| New Mexico ............................. | 9,817 | 7,994 | 3,003 | 694 | 0 | 132 | 246 | 0 | 716 | 665 | 122 | 0 |
| New York ................................. | 52,384 | 62,250 | 18,733 | 3,093 | 7,332 | 70,182 | 50,824 | 11,427 | 8,586 | 3,964 | 1,210 | 4 |
| North Carolina .......................... | 28,946 | 37,348 | 11,134 | 2,654 | 1,063 | 14,658 | 5,620 | 1,741 | 1,867 | 883 | 483 | 440 |
| North Dakota .............................. | 1,987 | 5,604 | 1,336 | 476 | 132 | 633 | 370 | 35 | 190 | 54 | 0 | 0 |
| Ohio .............. | 24,934 | 47,294 | 15,571 | 4,572 | 2,996 | 21,298 | 7,744 | 1,584 | 5,456 | 1,043 | 266 | 0 |
| Oklahoma ................................ | 11,484 | 16,608 | 5,043 | 1,346 | 252 | 3,865 | 1,451 | 280 | 1,311 | 257 | 38 | 0 |
| Oregon ..................................... | 12,822 | 17,071 | 4,225 | 1,019 | 108 | 5,172 | 6,078 | 947 | 749 | 413 | 50 | 0 |
| Pennsylvania ............................ | 16,533 | 48,106 | 11,780 | 3,394 | 3,487 | 43,240 | 24,503 | 6,586 | 7,604 | 1,704 | 296 | 0 |
| Rhode Island ............................ | 1,645 | 4,317 | 755 | 250 | 1,961 | 7,413 | 1,816 | 474 | 0 | 0 | 0 | 0 |
| South Carolina ........................... | 9,930 | 18,167 | 4,521 | 1,517 | 363 | 5,534 | 1,036 | 158 | 1,474 | 1,122 | 433 | 215 |
| South Dakota .............................. | 2,103 | 4,424 | 1,257 | 404 | 177 | 983 | 265 | 3 | 199 | 231 | 16 | 0 |
| Tennessee ............................... | 9,896 | 20,887 | 5,580 | 1,822 | 736 | 12,312 | 5,760 | 1,728 | 2,190 | 998 | 467 | 111 |
| Texas ...................................... | 72,359 | 98,598 | 37,575 | 8,532 | 1,366 | 20,429 | 10,061 | 2,427 | 5,676 | 3,138 | 1,126 | 28 |
| Utah ........................................ | 10,974 | 15,765 | 3,487 | 875 | 1,039 | 15,734 | 6,261 | 227 | 969 | 661 | 234 | 135 |
| Vermont ................................... | 946 | 3,368 | 478 | 224 | 141 | 2,743 | 1,833 | 170 | 69 | 49 | 0 | 0 |
| Virginia ..................................... | 18,433 | 36,710 | 11,472 | 3,347 | 1,703 | 15,913 | 10,384 | 1,894 | 5,418 | 4,255 | 1,934 | 124 |
| Washington .............................. | 29,205 | 25,300 | 5,863 | 1,897 | 136 | 7,321 | 3,457 | 669 | 657 | 688 | 178 | 18 |
| West Virginia ............................ | 3,594 | 9,515 | 2,670 | 938 | 111 | 1,147 | 344 | 117 | 2,792 | 5,335 | 3,510 | 0 |
| Wisconsin ................................ | 12,398 | 27,427 | 5,404 | 1,781 | 257 | 9,338 | 3,511 | 969 | 1,855 | 790 | 167 | 0 |
| Wyoming ................................. | 2,815 | 2,022 | 463 | 222 | 157 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| U.S. Service Academies ............... | 0 | 3,409 | 4 | 0 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other jurisdictions .............. | 2,507 | 7,719 | 854 | 490 | 3,901 | 11,749 | 4,075 | 839 | 3,870 | 1,727 | 343 | 91 |
| American Samoa ........................ | 245 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federated States of Micronesia ..... | 302 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam ..................................... | 216 | 453 | 111 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 |
| Marshall Islands .......................... | 102 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas ..................... | 125 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau ...................................... | 86 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico .............................. | 1,373 | 7,047 | 692 | 490 | 3,900 | 11,745 | 4,074 | 839 | 3,870 | 1,727 | 343 | 91 |
| U.S. Virgin Islands ...................... | 58 | 185 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

[^115]SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated
Postsecondary Education Data System (IPEDS), Fall 2015, Completions component. (This table was prepared February 2017.) programs.

Table 319.20. Degrees conferred by postsecondary institutions, by level of degree and state or jurisdiction: 2012-13 through 2014-15

| State or jurisdiction | 2012-13 |  |  |  | 2013-14 |  |  |  | 2014-15 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ | Associate's degrees | Bachelor's degrees | Master's degrees | Doctor's degrees ${ }^{1}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | 1,007,427 | 1,840,381 | 751,718 | 175,026 | 1,005,155 | 1,870,150 | 754,582 | 177,587 | 1,013,971 | 1,894,934 | 758,708 | 178,547 |
| Alabama | 13,758 | 29,876 | 11,670 | 2,297 | 13,303 | 29,516 | 11,346 | 2,286 | 13,629 | 30,060 | 11,800 | 2,429 |
| Alaska | 1,758 | 1,895 | 724 | 54 | 1,805 | 2,033 | 707 | 60 | 1,715 | 1,932 | 703 | 49 |
| Arizona .. | 48,911 | 66,304 | 30,579 | 3,771 | 41,847 | 61,296 | 28,841 | 3,904 | 37,703 | 58,534 | 27,785 | 4,368 |
| Arkansas ... | 8,499 | 14,317 | 5,225 | 980 | 8,868 | 15,489 | 4,896 | 985 | 9,095 | 15,881 | 4,899 | 971 |
| California ... | 120,550 | 180,529 | 69,257 | 18,761 | 129,962 | 199,274 | 74,541 | 18,319 | 133,533 | 201,116 | 74,626 | 18,307 |
| Colorado | 15,550 | 32,446 | 15,009 | 2,747 | 14,177 | 33,412 | 14,935 | 2,917 | 13,992 | 33,626 | 14,685 | 2,840 |
| Connecticut .. | 6,826 | 21,470 | 9,570 | 1,964 | 7,136 | 21,710 | 9,521 | 2,049 | 7,026 | 22,344 | 9,732 | 2,115 |
| Delaware | 2,072 | 6,230 | 2,753 | 558 | 2,080 | 6,338 | 2,842 | 554 | 2,039 | 6,895 | 3,112 | 541 |
| District of Columbia ... | 686 | 9,299 | 10,995 | 3,621 | 766 | 9,251 | 11,477 | 3,518 | 741 | 9,272 | 11,439 | 3,384 |
| Florida ..................... | 100,877 | 94,505 | 32,945 | 9,029 | 96,332 | 97,004 | 34,077 | 9,113 | 94,688 | 100,521 | 33,360 | 9,210 |
| Georgia . | 18,889 | 47,655 | 17,888 | 4,410 | 18,773 | 48,831 | 16,975 | 4,646 | 19,497 | 49,862 | 17,219 | 4,584 |
| Hawaii .... | 4,402 | 6,363 | 1,978 | 556 | 5,448 | 6,915 | 2,075 | 506 | 4,429 | 6,966 | 1,856 | 624 |
| Idaho.. | 5,762 | 10,336 | 2,049 | 398 | 5,415 | 10,692 | 1,888 | 412 | 5,152 | 10,886 | 1,957 | 387 |
| Illinois .... | 40,584 | 75,992 | 43,254 | 8,598 | 40,516 | 74,958 | 41,647 | 8,446 | 40,187 | 74,317 | 40,080 | 8,757 |
| Indiana | 18,838 | 46,551 | 14,663 | 3,475 | 17,775 | 46,927 | 14,357 | 3,537 | 17,243 | 48,082 | 14,099 | 3,648 |
| lowa | 18,751 | 41,462 | 12,127 | 3,031 | 17,072 | 28,125 | 7,681 | 2,950 | 16,772 | 28,201 | 8,298 | 2,851 |
| Kansas . | 10,647 | 19,622 | 6,625 | 1,474 | 11,799 | 20,274 | 7,387 | 1,460 | 12,043 | 20,081 | 7,344 | 1,698 |
| Kentucky ... | 13,853 | 21,872 | 9,860 | 1,951 | 13,621 | 22,268 | 9,507 | 2,026 | 13,055 | 22,608 | 9,314 | 2,095 |
| Louisiana ..... | 7,150 | 22,334 | 7,552 | 2,532 | 7,240 | 22,539 | 7,348 | 2,495 | 7,146 | 22,247 | 7,332 | 2,509 |
| Maine ................................... | 3,167 | 7,335 | 1,935 | 489 | 3,193 | 7,476 | 2,035 | 528 | 3,211 | 7,418 | 2,046 | 540 |
| Maryland | 15,387 | 31,729 | 18,444 | 3,043 | 15,758 | 32,163 | 18,390 | 2,908 | 16,919 | 33,219 | 18,428 | 2,994 |
| Massachusetts . | 13,742 | 57,134 | 35,438 | 8,289 | 14,123 | 58,712 | 36,035 | 8,321 | 14,356 | 59,625 | 35,958 | 8,409 |
| Michigan | 34,187 | 58,540 | 21,047 | 6,053 | 32,329 | 58,908 | 21,292 | 6,095 | 32,572 | 59,970 | 20,689 | 5,875 |
| Minnesota | 21,664 | 36,326 | 22,202 | 4,813 | 21,213 | 36,470 | 22,115 | 5,290 | 20,141 | 36,726 | 22,827 | 5,092 |
| Mississippi ............................. | 12,140 | 14,076 | 4,804 | 1,261 | 12,640 | 14,266 | 4,822 | 1,259 | 13,320 | 14,296 | 5,017 | 1,294 |
| Missouri | 19,821 | 40,963 | 20,577 | 4,682 | 18,567 | 40,810 | 20,561 | 4,751 | 18,831 | 41,161 | 21,313 | 4,797 |
| Montana ..... | 2,296 | 5,644 | 1,280 | 395 | 2,417 | 5,964 | 1,161 | 420 | 2,477 | 6,156 | 1,300 | 458 |
| Nebraska ... | 5,944 | 14,119 | 5,008 | 1,495 | 5,752 | 14,485 | 4,874 | 1,503 | 5,712 | 14,080 | 5,228 | 1,583 |
| Nevada ...... | 5,375 | 7,949 | 2,194 | 936 | 5,732 | 8,056 | 2,148 | 922 | 6,059 | 8,519 | 2,266 | 1,052 |
| New Hampshire ... | 2,824 | 9,769 | 3,878 | 501 | 2,970 | 10,137 | 4,577 | 542 | 3,034 | 11,832 | 5,775 | 497 |
| New Jersey .. | 21,647 | 40,295 | 14,267 | 2,335 | 22,510 | 41,394 | 15,399 | 3,170 | 23,154 | 42,016 | 15,773 | 3,021 |
| New Mexico ..... | 8,941 | 8,586 | 3,239 | 629 | 8,648 | 8,956 | 3,262 | 644 | 10,533 | 8,791 | 3,371 | 694 |
| New York ........... | 68,104 | 132,614 | 70,407 | 15,332 | 68,572 | 134,820 | 71,573 | 15,019 | 68,302 | 136,396 | 70,767 | 14,524 |
| North Carolina ..... | 28,591 | 51,782 | 17,301 | 4,824 | 29,234 | 52,602 | 18,376 | 5,005 | 31,876 | 52,889 | 17,237 | 4,835 |
| North Dakota ...... | 2,386 | 5,983 | 1,676 | 465 | 2,405 | 6,168 | 1,825 | 467 | 2,309 | 6,291 | 1,706 | 511 |
| Ohio ... | 33,570 | 66,193 | 22,994 | 6,117 | 33,473 | 68,288 | 22,737 | 6,149 | 33,386 | 69,635 | 23,581 | 6,156 |
| Oklahoma ... | 12,405 | 20,047 | 6,497 | 1,658 | 12,606 | 20,654 | 6,616 | 1,657 | 13,047 | 20,730 | 6,532 | 1,626 |
| Oregon ...... | 14,272 | 22,085 | 7,504 | 1,959 | 13,371 | 22,739 | 8,487 | 1,996 | 13,679 | 22,656 | 10,353 | 1,966 |
| Pennsylvania .... | 28,794 | 91,392 | 37,151 | 9,788 | 28,399 | 92,725 | 36,892 | 9,992 | 27,624 | 93,050 | 36,579 | 9,980 |
| Rhode Island .... | 3,727 | 11,079 | 2,654 | 742 | 3,780 | 11,455 | 2,620 | 753 | 3,606 | 11,730 | 2,571 | 724 |
| South Carolina ......... | 11,628 | 24,004 | 6,120 | 1,741 | 11,885 | 24,351 | 5,878 | 1,866 | 11,767 | 24,823 | 5,990 | 1,890 |
| South Dakota ....................... | 2,610 | 5,641 | 1,512 | 335 | 2,696 | 5,676 | 1,336 | 395 | 2,479 | 5,638 | 1,538 | 407 |
| Tennessee ......................... | 13,230 | 33,766 | 11,946 | 3,298 | 13,007 | 34,134 | 12,125 | 3,493 | 12,822 | 34,197 | 11,807 | 3,661 |
| Texas ...................................... | 68,898 | 115,114 | 46,464 | 10,426 | 72,894 | 118,975 | 46,362 | 10,810 | 79,401 | 122,165 | 48,762 | 10,987 |
| Utah ...................................... | 13,021 | 28,597 | 8,412 | 1,247 | 13,609 | 29,848 | 9,565 | 1,271 | 12,982 | 32,160 | 9,982 | 1,237 |
| Vermont ............................. | 1,280 | 6,206 | 3,191 | 434 | 1,222 | 6,221 | 2,295 | 358 | 1,156 | 6,160 | 2,311 | 394 |
| Virginia ........................ | 25,789 | 54,749 | 22,782 | 5,193 | 25,191 | 55,794 | 23,844 | 5,349 | 25,554 | 56,878 | 23,790 | 5,365 |
| Washington ............................ | 29,281 | 32,689 | 9,519 | 2,601 | 29,064 | 32,506 | 9,292 | 2,558 | 29,998 | 33,309 | 9,498 | 2,584 |
| West Virginia ........................... | 5,411 | 14,357 | 6,409 | 1,032 | 5,914 | 15,525 | 6,806 | 1,009 | 6,497 | 15,997 | 6,524 | 1,055 |
| Wisconsin .............................. | 15,807 | 36,927 | 9,653 | 2,507 | 14,901 | 37,346 | 8,755 | 2,682 | 14,510 | 37,555 | 9,082 | 2,750 |
| Wyoming ................................ | 3,125 | 2,057 | 486 | 199 | 3,145 | 2,012 | 476 | 222 | 2,972 | 2,026 | 463 | 222 |
| U.S. Service Academies ........ | 0 | 3,576 | 4 | 0 | 0 | 3,662 | 3 | 0 | 0 | 3,409 | 4 | 0 |
| Other jurisdictions ................ | 8,293 | 20,870 | 5,224 | 1,471 | 9,194 | 21,127 | 5,321 | 1,462 | 10,278 | 21,195 | 5,272 | 1,420 |
| American Samoa .................... | 235 | 5 | 0 | 0 | 228 | 3 | 0 | 0 | 245 | 8 | 0 | 0 |
| Federated States of Micronesia ... | 293 | 0 | 0 | 0 | 267 | 0 | 0 | 0 | 302 | 0 | 0 | 0 |
| Guam .................................... | 137 | 395 | 113 | 0 | 155 | 424 | 106 | 0 | 217 | 457 | 112 | 0 |
| Marshall Islands ....................... | 79 | 0 | 0 | 0 | 106 | 0 | 0 | 0 | 102 | 0 | 0 | 0 |
| Northern Marianas .................... | 133 | 29 | 0 | 0 | 123 | 35 | 0 | 0 | 125 | 26 | 0 | 0 |
| Palau ..................... | 99 | 0 | 0 | 0 | 88 | 0 | 0 | 0 | 86 | 0 | 0 | 0 |
| Puerto Rico .............................. | 7,252 | 20,230 | 5,055 | 1,471 | 8,169 | 20,451 | 5,165 | 1,462 | 9,143 | 20,519 | 5,109 | 1,420 |
| U.S. Virgin Islands ...................... | 65 | 211 | 56 | 0 | 58 | 214 | 50 | 0 | 58 | 185 | 51 | 0 |

Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Some data have been revised from previously published figures.

Table 319.30. Bachelor's degrees conferred by postsecondary institutions, by field of study and state or jurisdiction: 2014-15

| State or jurisdiction | Total | Humanities ${ }^{1}$ | Psychology | Social sciences and history | Natural sciences $^{2}$ | Computer sciences | Engineering ${ }^{3}$ | Education | Business/ management ${ }^{4}$ | Health professions and related programs | Other fields ${ }^{5}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 1,894,934 | 280,937 | 117,557 | 166,944 | 161,787 | 59,581 | 115,096 | 91,623 | 363,799 | 216,228 | 321,382 |
| Alabama | 30,060 | 2,546 | 1,392 | 1,487 | 2,221 | 689 | 2,752 | 2,219 | 7,203 | 3,768 | 5,783 |
| Alaska | 1,932 | 281 | 108 | 167 | 206 | 33 | 187 | 96 | 356 | 184 | 314 |
| Arizona | 58,534 | 7,467 | 2,169 | 2,657 | 3,033 | 2,577 | 1,914 | 3,174 | 13,579 | 11,969 | 9,995 |
| Arkansas . | 15,881 | 2,475 | 820 | 956 | 1,228 | 344 | 691 | 1,471 | 2,925 | 2,017 | 2,954 |
| California ........................................... | 201,116 | 33,879 | 15,134 | 25,536 | 19,002 | 5,398 | 12,115 | 4,730 | 36,901 | 15,757 | 32,664 |
| Colorado | 33,626 | 4,623 | 1,947 | 3,277 | 3,229 | 1,306 | 2,333 | 273 | 7,065 | 3,629 | 5,944 |
| Connecticut ..... | 22,344 | 3,837 | 1,772 | 2,775 | 1,998 | 404 | 1,043 | 626 | 3,849 | 2,501 | 3,539 |
| Delaware ... | 6,895 | 756 | 319 | 565 | 350 | 196 | 438 | 516 | 1,462 | 1,003 | 1,290 |
| District of Columbia ....... | 9,272 | 1,230 | 542 | 2,637 | 588 | 212 | 260 | 65 | 1,752 | 681 | 1,305 |
| Florida ............................................. | 100,521 | 12,189 | 6,639 | 8,053 | 7,408 | 3,258 | 5,146 | 4,729 | 22,397 | 12,626 | 18,076 |
| Georgia | 49,862 | 6,367 | 3,162 | 4,119 | 4,581 | 2,023 | 2,937 | 3,559 | 10,240 | 4,930 | 7,944 |
| Hawaii | 6,966 | 1,020 | 442 | 680 | 520 | 213 | 237 | 401 | 1,478 | 699 | 1,276 |
| Idaho | 10,886 | 1,646 | 530 | 722 | 1,011 | 342 | 597 | 815 | 1,679 | 1,560 | 1,984 |
| Illinois | 74,317 | 10,981 | 4,150 | 5,507 | 5,676 | 2,496 | 4,142 | 3,849 | 13,661 | 11,654 | 12,201 |
| Indiana ............................................... | 48,082 | 6,057 | 2,153 | 3,142 | 3,423 | 1,737 | 4,150 | 2,880 | 9,657 | 6,883 | 8,000 |
| lowa | 28,201 | 3,116 | 1,664 | 1,722 | 2,037 | 627 | 1,838 | 1,941 | 5,709 | 3,402 | 6,145 |
| Kansas .. | 20,081 | 2,637 | 737 | 1,097 | 1,199 | 470 | 1,475 | 1,592 | 4,862 | 2,389 | 3,623 |
| Kentucky | 22,608 | 3,059 | 1,280 | 1,490 | 1,636 | 452 | 1,266 | 1,932 | 3,719 | 2,454 | 5,320 |
| Louisiana ......................................... | 22,247 | 3,405 | 1,259 | 1,524 | 2,032 | 403 | 1,607 | 1,540 | 4,262 | 3,098 | 3,117 |
| Maine ............................................ | 7,418 | 1,102 | 448 | 936 | 846 | 121 | 492 | 447 | 879 | 1,088 | 1,059 |
| Maryland | 33,219 | 3,926 | 2,288 | 3,936 | 3,123 | 2,988 | 1,635 | 1,438 | 5,929 | 2,643 | 5,313 |
| Massachusetts .. | 59,625 | 9,513 | 4,282 | 7,277 | 5,982 | 2,000 | 3,908 | 1,619 | 10,734 | 5,983 | 8,327 |
| Michigan | 59,970 | 7,284 | 3,657 | 4,102 | 5,013 | 1,873 | 4,828 | 3,251 | 11,508 | 7,396 | 11,058 |
| Minnesota . | 36,726 | 5,245 | 2,557 | 2,741 | 3,956 | 1,337 | 1,499 | 2,209 | 7,046 | 4,479 | 5,657 |
| Mississippi ......................................... | 14,296 | 1,787 | 769 | 818 | 1,259 | 157 | 850 | 1,368 | 2,688 | 1,787 | 2,813 |
| Missouri | 41,161 | 5,235 | 2,468 | 2,140 | 3,074 | 1,266 | 2,388 | 3,066 | 8,919 | 5,426 | 7,179 |
| Montana | 6,156 | 716 | 338 | 546 | 585 | 75 | 699 | 596 | 920 | 537 | 1,144 |
| Nebraska ...... | 14,080 | 1,246 | 710 | 769 | 989 | 455 | 478 | 1,362 | 3,565 | 1,841 | 2,665 |
| Nevada | 8,519 | 1,043 | 598 | 652 | 739 | 162 | 474 | 380 | 2,242 | 935 | 1,294 |
| New Hampshire ................................... | 11,832 | 1,932 | 1,030 | 1,224 | 859 | 396 | 524 | 498 | 2,496 | 1,087 | 1,786 |
| New Jersey | 42,016 | 7,106 | 3,692 | 4,105 | 3,811 | 1,214 | 2,514 | 1,788 | 7,635 | 3,650 | 6,501 |
| New Mexico .... | 8,791 | 1,788 | 531 | 527 | 687 | 195 | 728 | 774 | 1,445 | 780 | 1,336 |
| New York . | 136,396 | 25,967 | 10,847 | 14,611 | 11,772 | 3,968 | 7,177 | 4,787 | 24,342 | 13,369 | 19,556 |
| North Carolina ... | 52,889 | 6,266 | 3,548 | 5,098 | 5,409 | 1,375 | 2,913 | 3,271 | 8,902 | 5,024 | 11,083 |
| North Dakota ...................................... | 6,291 | 516 | 257 | 203 | 443 | 120 | 600 | 630 | 1,119 | 879 | 1,524 |
| Ohio | 69,635 | 8,566 | 3,570 | 4,939 | 5,217 | 1,299 | 5,257 | 4,835 | 13,023 | 11,159 | 11,770 |
| Oklahoma ....................................... | 20,730 | 3,480 | 961 | 974 | 1,428 | 471 | 1,590 | 1,532 | 4,258 | 2,103 | 3,933 |
| Oregon ......... | 22,656 | 4,209 | 1,478 | 2,947 | 2,020 | 607 | 1,251 | 511 | 3,372 | 2,021 | 4,240 |
| Pennsylvania ..................................... | 93,050 | 12,779 | 5,663 | 8,045 | 8,999 | 3,125 | 6,468 | 4,482 | 17,408 | 11,501 | 14,580 |
| Rhode Island ....................................... | 11,730 | 1,468 | 621 | 995 | 923 | 348 | 477 | 401 | 2,854 | 907 | 2,736 |
| South Carolina | 24,823 | 3,223 | 1,474 | 2,123 | 2,940 | 599 | 1,317 | 1,685 | 5,549 | 2,100 | 3,813 |
| South Dakota | 5,638 | 483 | 241 | 358 | 412 | 189 | 381 | 539 | 712 | 1,190 | 1,133 |
| Tennessee | 34,197 | 6,323 | 1,851 | 2,464 | 2,457 | 750 | 1,664 | 2,144 | 6,181 | 3,807 | 6,556 |
| Texas ............ | 122,165 | 22,786 | 6,323 | 8,087 | 10,558 | 3,053 | 8,019 | 1,709 | 24,112 | 14,132 | 23,386 |
| Utah .................................................. | 32,160 | 3,349 | 1,249 | 2,118 | 2,077 | 2,315 | 1,414 | 3,114 | 5,881 | 6,433 | 4,210 |
| Vermont | 6,160 | 1,223 | 391 | 847 | 602 | 163 | 293 | 220 | 796 | 390 | 1,235 |
| Virginia ..... | 56,878 | 10,531 | 4,610 | 6,263 | 4,981 | 2,573 | 3,380 | 1,505 | 10,324 | 4,834 | 7,877 |
| Washington ...................................... | 33,309 | 5,803 | 2,025 | 3,850 | 3,823 | 1,345 | 2,164 | 1,434 | 5,502 | 2,472 | 4,891 |
| West Virginia ...................................... | 15,997 | 2,951 | 813 | 1,207 | 810 | 675 | 857 | 836 | 2,765 | 1,178 | 3,905 |
| Wisconsin ................ | 37,555 | 5,009 | 1,909 | 3,051 | 3,952 | 1,039 | 2,303 | 2,578 | 7,373 | 3,644 | 6,697 |
| Wyoming ............................................ | 2,026 | 172 | 109 | 154 | 244 | 25 | 196 | 206 | 267 | 249 | 404 |
| U.S. Service Academies ....... | 3,409 | 339 | 30 | 724 | 419 | 123 | 1,230 | 0 | 297 | 0 | 247 |
| Other jurisdictions ..... | 21,195 | 1,041 | 1,302 | 740 | 2,109 | 728 | 1,255 | 1,430 | 4,657 | 4,751 | 3,182 |
| American Samoa | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 |
| Guam ............................................ | 457 | 45 | 18 | 13 | 31 | 15 | 0 | 72 | 125 | 32 | 106 |
| Northern Marianas ............................ | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 0 |
| Puerto Rico ......................................... | 20,519 | 992 | 1,260 | 724 | 2,047 | 709 | 1,255 | 1,301 | 4,467 | 4,708 | 3,056 |
| U.S. Virgin Islands .............................. | 185 | , | 24 | 3 | 31 | 4 | 0 | 23 | 65 | 11 | 20 |

${ }^{1}$ Includes degrees in area, ethnic, cultural, gender, and group studies; English language and literature/letters; foreign languages, literatures, and linguistics; liberal arts and sciences, general studies and humanities; multi/interdisciplinary studies; philosophy and religious studies; theology and religious vocations; and visual and performing arts.
${ }^{2}$ Includes biological and biomedical sciences; physical sciences; science technologies/ technicians; and mathematics and statistics.
${ }^{3}$ Includes engineering; engineering technologies/technicians; mechanic and repair technologies/technicians; and construction trades.
${ }^{4}$ Includes business management, marketing, and related support services; and personal and culinary services.
${ }^{5}$ Includes agriculture, agricultural operations, and related sciences; natural resources and conservation; architecture and related services; communication, journalism, and related
programs; communications technologies/technicians and support services; family and consumer services/human sciences; legal professions and studies; library science; military technologies and applied sciences; parks, recreation, leisure, and fitness studies; homeland security, law enforcement, and firefighting; public administration and social service professions; transportation and materials moving; and precision production.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. This table includes only those jurisdictions with 4 -year institutions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2015, Completions component. (This table was prepared February 2017.)

Table 319.40. Master's degrees conferred by postsecondary institutions, by field of study and state or jurisdiction: 2014-15

| State or jurisdiction | Total | Humanities ${ }^{1}$ | Psychology | Social sciences and history | Natural sciences ${ }^{2}$ | Computer sciences | Engineering ${ }^{3}$ | Education | Business/ management ${ }^{4}$ | Health professions and related programs | Other fields ${ }^{5}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States .......... | 758,708 | 59,172 | 26,773 | 20,533 | 29,339 | 31,474 | 51,439 | 146,561 | 185,222 | 102,897 | 105,298 |
| Alabama | 11,800 | 383 | 302 | 206 | 291 | 191 | 1,066 | 2,210 | 3,100 | 2,330 | 1,721 |
| Alaska . | 703 | 57 | 22 | 21 | 40 | 4 | 62 | 248 | 115 | 31 | 103 |
| Arizona | 27,785 | 828 | 1,401 | 238 | 367 | 763 | 1,180 | 7,253 | 8,629 | 4,495 | 2,631 |
| Arkansas ............................... | 4,899 | 220 | 37 | 73 | 152 | 82 | 343 | 2,012 | 651 | 657 | 672 |
| California ........................................ | 74,626 | 7,343 | 3,955 | 1,921 | 2,592 | 2,498 | 7,068 | 12,932 | 16,709 | 8,387 | 11,221 |
| Colorado | 14,685 | 831 | 936 | 490 | 543 | 824 | 1,057 | 1,936 | 4,774 | 1,503 | 1,791 |
| Connecticut ....................................... | 9,732 | 940 | 313 | 266 | 633 | 299 | 669 | 1,999 | 2,045 | 1,307 | 1,261 |
| Delaware | 3,112 | 110 | 19 | 74 | 118 | 214 | 77 | 610 | 991 | 486 | 413 |
| District of Columbia ........... | 11,439 | 1,141 | 222 | 1,412 | 768 | 416 | 500 | 604 | 2,488 | 1,165 | 2,723 |
| Florida ................................................ | 33,360 | 1,957 | 1,030 | 617 | 1,392 | 1,083 | 2,063 | 4,430 | 10,220 | 5,353 | 5,215 |
| Georgia . | 17,219 | 1,446 | 319 | 307 | 686 | 661 | 1,146 | 3,196 | 4,399 | 2,896 | 2,163 |
| Hawaii ... | 1,856 | 146 | 113 | 78 | 79 | 68 | 48 | 369 | 495 | 156 | 304 |
| Idaho ................................................. | 1,957 | 111 | 12 | 48 | 80 | 20 | 139 | 603 | 321 | 240 | 383 |
| Illinois .... | 40,080 | 2,947 | 1,435 | 861 | 1,435 | 2,486 | 2,528 | 5,852 | 11,788 | 5,037 | 5,711 |
| Indiana | 14,099 | 1,356 | 324 | 255 | 487 | 490 | 1,302 | 2,188 | 4,223 | 1,862 | 1,612 |
| Iowa .... | 8,298 | 458 | 442 | 61 | 193 | 424 | 300 | 1,615 | 2,051 | 1,458 | 1,296 |
| Kansas .. | 7,344 | 612 | 192 | 147 | 216 | 105 | 552 | 2,005 | 1,627 | 739 | 1,149 |
| Kentucky | 9,314 | 654 | 451 | 166 | 268 | 244 | 389 | 2,714 | 1,344 | 1,503 | 1,581 |
| Louisiana ..................................... | 7,332 | 568 | 177 | 181 | 499 | 144 | 306 | 1,299 | 1,586 | 1,355 | 1,217 |
| Maine ................................................. | 2,046 | 141 | 16 | 9 | 52 | 11 | 21 | 531 | 296 | 464 | 505 |
| Maryland | 18,428 | 1,173 | 291 | 971 | 1,032 | 2,187 | 1,093 | 2,830 | 4,918 | 2,318 | 1,615 |
| Massachusetts .................................. | 35,958 | 2,937 | 940 | 1,338 | 1,487 | 1,432 | 2,523 | 6,489 | 9,353 | 3,819 | 5,640 |
| Michigan ........ | 20,689 | 1,260 | 527 | 455 | 949 | 760 | 2,400 | 3,565 | 4,878 | 2,626 | 3,269 |
| Minnesota ..... | 22,827 | 931 | 1,634 | 414 | 435 | 509 | 483 | 5,603 | 3,947 | 6,446 | 2,425 |
| Mississippi ......................................... | 5,017 | 163 | 99 | 84 | 559 | 147 | 137 | 1,412 | 975 | 721 | 720 |
| Missouri ..... | 21,313 | 1,109 | 608 | 533 | 578 | 1,396 | 1,185 | 3,706 | 6,903 | 2,956 | 2,339 |
| Montana | 1,300 | 123 | 32 | 59 | 85 | 21 | 62 | 406 | 113 | 176 | 223 |
| Nebraska ........................................ | 5,228 | 290 | 78 | 345 | 212 | 243 | 127 | 1,491 | 1,138 | 794 | 510 |
| Nevada ..... | 2,266 | 86 | 51 | 75 | 92 | 28 | 73 | 728 | 559 | 297 | 277 |
| New Hampshire ................................... | 5,775 | 489 | 118 | 63 | 56 | 408 | 203 | 898 | 2,436 | 629 | 475 |
| New Jersey ......... | 15,773 | 1,532 | 532 | 298 | 916 | 884 | 1,680 | 3,048 | 3,273 | 1,599 | 2,011 |
| New Mexico ..................................... | 3,371 | 342 | 66 | 108 | 178 | 81 | 271 | 954 | 578 | 457 | 336 |
| New York ............ | 70,767 | 7,408 | 1,957 | 2,386 | 3,095 | 3,326 | 4,512 | 14,026 | 14,335 | 8,245 | 11,477 |
| North Carolina ................................... | 17,237 | 1,690 | 182 | 500 | 857 | 854 | 1,201 | 2,413 | 4,482 | 2,635 | 2,423 |
| North Dakota | 1,706 | 41 | 78 | 32 | 67 | 17 | 102 | 417 | 330 | 346 | 276 |
| Ohio | 23,581 | 1,826 | 806 | 594 | 1,211 | 523 | 2,129 | 4,052 | 5,237 | 4,208 | 2,995 |
| Oklahoma | 6,532 | 725 | 296 | 114 | 246 | 197 | 651 | 1,119 | 1,666 | 715 | 803 |
| Oregon ......... | 10,353 | 804 | 242 | 125 | 261 | 86 | 448 | 5,456 | 1,120 | 993 | 818 |
| Pennsylvania ..................................... | 36,579 | 2,606 | 1,322 | 814 | 1,452 | 1,828 | 2,938 | 6,657 | 8,140 | 6,104 | 4,718 |
| Rhode Island ....................................... | 2,571 | 221 | 81 | 101 | 130 | 66 | 125 | 383 | 861 | 197 | 406 |
| South Carolina ................................. | 5,990 | 423 | 148 | 117 | 283 | 79 | 434 | 1,464 | 1,444 | 740 | 858 |
| South Dakota | 1,538 | 75 | 68 | 31 | 85 | 93 | 126 | 439 | 229 | 159 | 233 |
| Tennessee .......... | 11,807 | 972 | 401 | 193 | 457 | 138 | 371 | 2,701 | 2,813 | 2,350 | 1,411 |
| Texas ............................................ | 48,762 | 3,767 | 2,135 | 1,268 | 2,067 | 2,839 | 4,363 | 9,067 | 12,749 | 4,933 | 5,574 |
| Utah ............................................... | 9,982 | 342 | 138 | 123 | 208 | 585 | 383 | 2,284 | 3,393 | 1,747 | 779 |
| Vermont ...................................... | 2,311 | 570 | 66 | 367 | 65 | 36 | 70 | 342 | 300 | 128 | 367 |
| Virginia ............................................ | 23,790 | 3,054 | 1,205 | 530 | 541 | 968 | 1,094 | 5,153 | 5,238 | 1,914 | 4,093 |
| Washington ....................................... | 9,498 | 709 | 457 | 131 | 402 | 446 | 515 | 1,830 | 1,950 | 1,191 | 1,867 |
| West Virginia .................................... | 6,524 | 707 | 128 | 640 | 121 | 129 | 199 | 1,155 | 1,466 | 565 | 1,414 |
| Wisconsin ........................................... | 9,082 | 491 | 365 | 280 | 282 | 130 | 686 | 1,756 | 2,489 | 1,437 | 1,166 |
| Wyoming ............................................. | 463 | 57 | 4 | 13 | 39 | 11 | 35 | 111 | 57 | 28 | 108 |
| U.S. Service Academies ....................... | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 |
| Other jurisdictions | 5,272 | 218 | 344 | 36 | 159 | 78 | 254 | 1,247 | 1,411 | 756 | 769 |
| American Samoa ............................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam | 112 | 5 | 2 | 0 | 1 | 0 | 0 | 44 | 16 | 0 | 44 |
| Northern Marianas ............................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico ....................................... | 5,109 | 213 | 341 | 36 | 146 | 78 | 254 | 1,190 | 1,388 | 756 | 707 |
| U.S. Virgin Islands .............................. | 51 | 0 | 1 | 0 | 12 | 0 | 0 | 13 | 7 | 0 | 18 |

IIncludes degrees in area, ethnic, cultural, gender, and group studies; English language and literature/letters; foreign languages, literatures, and linguistics; liberal arts and sciences, general studies and humanities; multi/interdisciplinary studies; philosophy and religious studies; theology and religious vocations; and visual and performing arts.
${ }^{2}$ Includes biological and biomedical sciences; physical sciences; science technologies/ technicians; and mathematics and statistics.
${ }^{3}$ Includes engineering; engineering technologies/technicians; mechanic and repair technologies/technicians; and construction trades.
${ }^{4}$ Includes business management, marketing, and related support services; and personal and culinary services.
${ }^{5}$ Includes agriculture, agricultural operations, and related sciences; natural resources and conservation; architecture and related services; communication, journalism, and related
programs; communications technologies/technicians and support services; family and consumer services/human sciences; legal professions and studies; library science; military technologies and applied sciences; parks, recreation, leisure, and fitness studies; homeland security, law enforcement, and firefighting; public administration and social service professions; transportation and materials moving; and precision production.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. This table includes only those jurisdictions with 4 -year institutions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2015, Completions component. (This table was prepared February 2017.)

Table 320.10. Certificates below the associate's degree level conferred by postsecondary institutions, by length of curriculum, sex of student, institution level and control, and discipline division: 2014-15

| Discipline division | Less-than-1-year certificates |  |  |  |  |  |  |  | 1- to less-than-4-year certificates |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Sex |  |  | Institution level |  | Institution control |  |  | Sex |  |  | Institution level |  | Institution control |  |  |
|  | Total | Males | Females |  | Degreegranting (2-year and 4-year) | Public | Nonprofit | For-profit | Total | Males | Females | $\begin{array}{r} \text { Non- } \\ \text { degree- } \\ \text { granting } \\ \text { (less- } \\ \text { than- } \\ 2 \text {-year) } \end{array}$ | Degreegranting (2-year and 4 year) | Public | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Total .................................. | 485,304 | 221,688 | 263,616 | 105,215 | 380,089 | 363,055 | 17,334 | 104,915 | 475,863 | 172,978 | 302,885 | 175,907 | 299,956 | 239,840 | 28,748 | 207,275 |
| Agriculture and natural resources | 3,534 | 2,295 | 1,239 | 76 | 3,458 | 3,417 | 11 | 106 | 2,457 | 1,588 | 869 | 167 | 2,290 | 2,251 | 126 | 80 |
| Agriculture, agriculture operations, and related sciences ............. | 2,736 | 1,742 | 994 | 76 | 2,660 | 2,676 | 0 | 60 | 2,308 | 1,477 | 831 | 167 | 2,141 | 2,102 | 126 | 80 |
| Natural resources and conservation ............................................ | 798 | 553 | 245 | 0 | 798 | 741 | 11 | 46 | 149 | 111 | 38 | 0 | 149 | 149 | 0 | 0 |
| Architecture and related services .............................................. | 199 | 119 | 80 | 0 | 199 | 154 | 42 | 3 | 95 | 71 | 24 | 1 | 94 | 72 | 23 | 0 |
| Area, ethnic, cultural, gender, and group studies .................... | 435 | 106 | 329 | 0 | 435 | 411 | 24 | 0 | 164 | 43 | 121 | 0 | 164 | 136 | 28 | 0 |
| Biological and biomedical sciences .. | 565 | 136 | 429 | 16 | 549 | 511 | 38 | 16 | 239 | 89 | 150 | 126 | 113 | 144 | 63 | 32 |
| Business, management, marketing, and support services ...................... | 57,684 | 20,194 | 37,490 | 2,309 | 55,375 | 53,445 | 952 | 3,287 | 24,799 | 7,182 | 17,617 | 3,803 | 20,996 | 20,380 | 1,107 | 3,312 |
| Accounting and related services .......................................... | 11,419 | 3,588 | 7,831 | 551 | 10,868 | 10,442 | 86 | 891 | 5,692 | 1,415 | 4,277 | 647 | 5,045 | 4,824 | 442 | 426 |
| Business/commerce, general | 2,283 | 926 | 1,357 | 0 | 2,283 | 2,252 | 1 | 30 | 1,629 | 823 | 806 | 0 | 1,629 | 1,575 | 8 | 46 |
| Business administration, management, and operations ......................... | 14,600 | 5,806 | 8,794 | 43 | 14,557 | 14,232 | 137 | 231 | 4,049 | 1,418 | 2,631 | 78 | 3,971 | 3,929 | 23 | 97 |
| Management information systems and services ................................... | 575 | 380 | 195 | 36 | 539 | 414 | 109 | 52 | 256 | 156 | 100 | 59 | 197 | 195 | 0 | 61 |
| Business operations support and assistant services ....... | 10,898 | 2,734 | 8,164 | 1,138 | 9,760 | 9,551 | 38 | 1,309 | 7,440 | 1,263 | 6,177 | 2,321 | 5,119 | 5,204 | 356 | 1,880 |
| Business and management, other ..................................... | 17,909 | 6,760 | 11,149 | 541 | 17,368 | 16,554 | 581 | 774 | 5,733 | 2,107 | 3,626 | 698 | 5,035 | 4,653 | 278 | 802 |
| Communication, journalism, and related programs .. | 1,856 | 902 | 954 | 264 | 1,592 | 1,292 | 74 | 490 | 1,936 | 1,070 | 866 | 1,336 | 600 | 523 | 139 | 1,274 |
| Communications technologies ............................... | 2,553 | 1,596 | 957 | 498 | 2,055 | 2,086 | 21 | 446 | 3,263 | 2,498 | 765 | 1,756 | 1,507 | 1,404 | 19 | 1,840 |
| Computer and information sciences and support services ...... | 24,348 | 17,303 | 7,045 | 2,088 | 22,260 | 21,749 | 253 | 2,346 | 10,297 | 7,831 | 2,466 | 2,127 | 8,170 | 7,856 | 325 | 2,116 |
| Construction trades ......................................................... | 12,692 | 12,016 | 676 | 2,665 | 10,027 | 11,246 | 472 | 974 | 11,663 | 11,161 | 502 | 3,760 | 7,903 | 8,167 | 884 | 2,612 |
| Education... | 6,605 | 621 | 5,984 | 39 | 6,566 | 6,017 | 166 | 422 | 3,821 | 440 | 3,381 | 295 | 3,526 | 2,720 | 728 | 373 |
| Engineering .... | 718 | 620 | 98 | 240 | 478 | 518 | 0 | 200 | 346 | 292 | 54 | 73 | 273 | 319 | 26 | 1 |
| Engineering technologies and engineering-related fields ${ }^{2}$ | 18,746 | 16,231 | 2,515 | 2,367 | 16,379 | 16,567 | 198 | 1,981 | 13,411 | 12,029 | 1,382 | 2,402 | 11,009 | 9,572 | 837 | 3,002 |
| English language and literature/letters ........................................................ | 1,060 | 351 | 709 | 169 | 891 | 706 | 353 | 1 | 975 | 340 | 635 | 432 | 543 | 103 | 59 | 813 |
| Family and consumer sciences/human sciences ... | 15,875 | 1,193 | 14,682 | 769 | 15,106 | 15,730 | 64 | 81 | 3,641 | 297 | 3,344 | 299 | 3,342 | 3,569 | 68 | 4 |
| Foreign languages, literatures, and linguistics .......... | 1,285 | 237 | 1,048 | 0 | 1,285 | 1,134 | 151 | 0 | 676 | 117 | 559 | 1 | 675 | 673 | 3 | 0 |
| Health professions and related programs .... | 161,193 | 31,240 | 129,953 | 43,312 | 117,881 | 101,454 | 9,843 | 49,896 | 177,386 | 24,256 | 153,130 | 60,877 | 116,509 | 69,294 | 16,698 | 91,394 |
| Dental assisting | 7,567 | 610 | 6,957 | 2,570 | 4,997 | 1,575 | 497 | 5,495 | 14,097 | 1,232 | 12,865 | 4,734 | 9,363 | 4,554 | 1,084 | 8,459 |
| Emergency medical technician (EMT paramedic) ............................... | 16,483 | 10,751 | 5,732 | 995 | 15,488 | 15,876 | 57 | 550 | 5,318 | 3,981 | 1,337 | 432 | 4,886 | 4,986 | 190 | 142 |
| Clinical/medical lab science. | 9,536 | 1,328 | 8,208 | 2,373 | 7,163 | 6,681 | 193 | 2,662 | 2,545 | 717 | 1,828 | 653 | 1,892 | 676 | 777 | 1,092 |
| Medical assisting .................. | 14,806 | 1,309 | 13,497 | 6,235 | 8,571 | 3,032 | 994 | 10,780 | 53,128 | 4,570 | 48,558 | 21,088 | 32,040 | 6,576 | 5,882 | 40,670 |
| Pharmacy assisting .............................................................................. | 4,798 | 1,108 | 3,690 | 1,900 | 2,898 | 2,042 | 614 | 2,142 | 6,897 | 1,386 | 5,511 | 1,881 | 5,016 | 1,958 | 839 | 4,100 |
| Other allied health assisting ............................................................... | 7,046 | 2,334 | 4,712 | 1,637 | 5,409 | 4,702 | 239 | 2,105 | 2,508 | 378 | 2,130 | 812 | 1,696 | 1,042 | 164 | 1,302 |
| Nursing and patient care assistant | 43,980 | 5,543 | 38,437 | 10,792 | 33,188 | 37,226 | 745 | 6,009 | 1,502 | 210 | 1,292 | 521 | 981 | 454 | 254 | 794 |
| Practical nursing ........................................................................... | 5,853 | 681 | 5,172 | 1,201 | 4,652 | 4,782 | 81 | 990 | 46,256 | 4,996 | 41,260 | 15,119 | 31,137 | 31,301 | 1,368 | 13,587 |
| Nursing, registered nurse and other ................................................... | 1,441 | 165 | 1,276 | 0 | 1,441 | 1,392 | 49 | 0 | 3,229 | 451 | 2,778 | 1,892 | 1,337 | 1,128 | 1,855 | 246 |
| Health sciences, other ............................................................................... | 49,683 | 7,411 | 42,272 | 15,609 | 34,074 | 24,146 | 6,374 | 19,163 | 41,906 | 6,335 | 35,571 | 13,745 | 28,161 | 16,619 | 4,285 | 21,002 |
| Homeland security, law enforcement, and firefighting .............................. | 28,880 | 21,314 | 7,566 | 2,761 | 26,119 | 28,070 | 452 | 358 | 7,910 | 5,145 | 2,765 | 535 | 7,375 | 7,050 | 259 | 601 |
| Criminal justice and corrections ... | 20,555 | 13,947 | 6,608 | 1,195 | 19,360 | 20,023 | 407 | 125 | 6,539 | 3,964 | 2,575 | 530 | 6,009 | 5,872 | 66 | 601 |
| Fire control and safety .............................................................. | 7,606 | 6,911 | 695 | 1,394 | 6,212 | 7,594 | 3 | 9 | 1,086 | 1,013 | 73 | 5 | 1,081 | 1,086 | 0 | 0 |
| Homeland security and related protective services, other ....................... | 719 | 456 | 263 | 172 | 547 | 453 | 42 | 224 | 285 | 168 | 117 | 0 | 285 | 92 | 193 | 0 |
| Legal professions and studies ................................................................... | 1,868 | 319 | 1,549 | 41 | 1,827 | 1,216 | 283 | 369 | 3,272 | 553 | 2,719 | 511 | 2,761 | 2,533 | 213 | 526 |
| Liberal arts and sciences, general studies, and humanities ....................... | 3,604 | 1,360 | 2,244 | 0 | 3,604 | 3,602 | 1 | 1 | 41,335 | 16,418 | 24,917 | 0 | 41,335 | 41,278 | 57 | 0 |
| Library science ......................................................................... | 217 | 40 | 177 | 0 | 217 | 217 | 0 | 0 | 54 | 6 | 48 | 0 | 54 | 54 | 0 | 0 |

See notes at end of table.

Table 320.10. Certificates below the associate's degree level conferred by postsecondary institutions, by length of curriculum, sex of student, institution level and control, and discipline division: 2014-15-Continued

| Discipline division | Less-than-1-year certificates |  |  |  |  |  |  |  | 1- to less-than-4-year certificates |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | Sex |  | Institution level |  | Institution control |  |  |  | Sex |  | Institution level |  | Institution control |  |  |
|  |  | Males | Females | Non- degree- granting (less- than- 2 -year) | Degreegranting (2-year and 4 -year) | Public | Nonprofit | For-profit | Total | Males | Females | Non- degree- granting (less- than- 2 -year) | Degreegranting (2-year and 4 year) | Public | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Mathematics and statistics | 135 | 108 | 27 | 0 | 135 | 122 | 13 | 0 | 16 | 7 | 9 | 0 | 16 | 15 | 1 | 0 |
| Mechanic and repair technologies/technicians .............................................................. | 35,672 | 33,526 | 2,146 | 4,484 | 31,188 | 32,792 | 570 | 2,310 | 47,386 | 45,413 | 1,973 | 21,395 | 25,991 | 21,716 | 3,110 | 22,560 |
| Military technologies and applied sciences | 28 | 24 | 4 | 0 | 28 | 4 | 0 | 24 | 29 | 23 | 6 | 0 | 29 | 29 | 0 | 0 |
| Multi/interdisciplinary studies | 1,832 | 741 | 1,091 | 1 | 1,831 | 1,481 | 54 | 297 | 1,216 | 652 | 564 | 0 | 1,216 | 1,172 | 44 | 0 |
| Parks, recreation, leisure, and fitness studies | 1,632 | 818 | 814 | 567 | 1,065 | 895 | 42 | 695 | 900 | 553 | 347 | 294 | 606 | 457 | 4 | 439 |
| Personal and culinary services ........................................................ | 38,955 | 5,328 | 33,627 | 27,842 | 11,113 | 10,728 | 311 | 27,916 | 86,852 | 12,249 | 74,603 | 69,610 | 17,242 | 14,419 | 1,125 | 71,308 |
| Philosophy and religious studies ..................................................... | 87 | 35 | 52 | 0 | 87 | 62 | 25 | 0 | 11 | 4 | 7 | 0 | 11 | 8 | 3 | 0 |
| Physical sciences and science technologies ........................................ | 1,249 | 618 | 631 | 58 | 1,191 | 1,248 | 1 | 0 | 1,096 | 731 | 365 | 0 | 1,096 | 1,096 | 0 | 0 |
| Physical sciences ........................................................................... | 140 | 88 | 52 | 0 | 140 | 139 | 1 | 0 | 21 | 17 | 4 | 0 | 21 | 21 | 0 | 0 |
| Science technologies/technicians . | 1,109 | 530 | 579 | 58 | 1,051 | 1,109 | 0 | 0 | 1,075 | 714 | 361 | 0 | 1,075 | 1,075 | 0 | 0 |
| Precision production ................................................................... | 25,542 | 24,072 | 1,470 | 3,873 | 21,669 | 22,891 | 704 | 1,947 | 17,269 | 16,269 | 1,000 | 4,387 | 12,882 | 12,964 | 929 | 3,376 |
| Psychology ............................................................................... | 77 | 22 | 55 | 0 | 77 | 74 | 3 | 0 | 82 | 14 | 68 | 0 | 82 | 76 | 6 | 0 |
| Public administration and social services ........................................... | 1,459 | 288 | 1,171 | 12 | 1,447 | 1,276 | 67 | 116 | 1,012 | 179 | 833 | 0 | 1,012 | 868 | 95 | 49 |
| Social sciences and history | 1,126 | 638 | 488 | 2 | 1,124 | 1,035 | 91 | 0 | 316 | 176 | 140 | 0 | 316 | 307 | 9 | 0 |
| Social sciences ..................................................................... | 1,088 | 626 | 462 | 2 | 1,086 | 997 | 91 | 0 | 307 | 171 | 136 | 0 | 307 | 298 | 9 | 0 |
| History ......................................................................................... | 38 | 12 | 26 | 0 | 38 | 38 | 0 | 0 | 9 | 5 | 4 | 0 | 9 | 9 | 0 | 0 |
| Theology and religious vocations ..................................................... | 313 | 154 | 159 | 0 | 313 | 1 | 312 | 0 | 948 | 407 | 541 | 467 | 481 | 0 | 948 | 0 |
| Transportation and materials moving ................................................... | 26,391 | 24,061 | 2,330 | 9,619 | 16,772 | 15,541 | 869 | 9,981 | 1,072 | 994 | 78 | 286 | 786 | 703 | 21 | 348 |
| Visual and performing arts | 6,889 | 3,062 | 3,827 | 1,143 | 5,746 | 5,363 | 874 | 652 | 9,918 | 3,881 | 6,037 | 967 | 8,951 | 7,912 | 791 | 1,215 |
| Fine and studio arts ................................................................. | 960 | 365 | 595 | 809 | 151 | 119 | 682 | 159 | 5,455 | 1,923 | 3,532 | 9 | 5,446 | 5,419 | 34 | 2 |
| Music and dance .................................................................... | 290 | 183 | 107 | 0 | 290 | 236 | 0 | 54 | 447 | 299 | 148 | 71 | 376 | 124 | 179 | 144 |
| Visual and performing arts, other ${ }^{3}$................................................... | 5,639 | 2,514 | 3,125 | 334 | 5,305 | 5,008 | 192 | 439 | 4,016 | 1,659 | 2,357 | 887 | 3,129 | 2,369 | 578 | 1,069 |

Non-degree-granting institutions do not offer accredited 4-year or 2-year programs for degrees at the associate's or higher level, but they may include institutions offering programs 2 years or longer in duration for lower level awards.
${ }^{2}$ Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.
3Includes design and applied arts, drama and theatre arts, film and photographic arts, and all other arts not included under "Fine
and studio arts" or "Music and dance."

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Degree-granting institutions grant degrees at the associate's or higher level, while non-degree-granting institutions grant only awards below that level. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2015, Completions component. (This table was prepared March 2017.)

## Table 320.20. Certificates below the associate's degree level conferred by postsecondary institutions, by race/ethnicity and sex of student: 1998-99 through 2014-15

|  | Number of certificates conferred to U.S. citizens and nonresident aliens |  |  |  |  |  |  |  | Percentage distribution of certificates conferred to U.S. citizens |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and sex | Total | White | Black | Hispanic | $\begin{aligned} & \text { Asian/ } \\ & \text { Pacific } \\ & \text { Islander } \end{aligned}$ | American Indian/ Alaska Native | $\begin{gathered} \text { Two or } \\ \text { more } \\ \text { races } \end{gathered}$ | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more maces |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1998-99 | 555,883 | 345,359 | 92,800 | 76,833 | 27,920 | 7,510 | - | 5,461 | 100.0 | 62.7 | 16.9 | 14.0 | 5.1 | 1.4 | - |
| 1999-2000 ....... | 558,129 | 337,546 | 97,329 | 81,132 | 29,361 | 6,966 |  | 5,795 | 100.0 | 61.1 | 17.6 | 14.7 | 5.3 | 1.3 |  |
| 2000-01 ...... | 552,503 | 333,478 | 99,397 | 78,528 | 28,123 | 6,598 |  | 6,379 | 100.0 | 61.1 | 18.2 | 14.4 | 5.1 | 1.2 |  |
| 2001-02....... | 584,248 | 352,559 | 106,647 | 83,950 | 27,490 | 7,430 |  | 6,172 | 100.0 | 61.0 | 18.4 | 14.5 | 4.8 | 1.3 |  |
| 2002-03 ....... | 646,425 | 382,289 | 120,582 | 95,499 | 32,981 | 8,117 |  | 6,957 | 100.0 | 59.8 | 18.9 | 14.9 | 5.2 | 1.3 |  |
| 2003-04 ..... | 687,787 | 402,989 | 129,891 | 107,216 | 32,819 | 8,375 | - | 6,497 | 100.0 | 59.2 | 19.1 | 15.7 | 4.8 | 1.2 | - |
| $2004-05 . . .$. | 710,873 | 415,670 | 133,601 | 114,089 | 32,783 | 8,150 |  | 6,580 | 100.0 | 59.0 | 19.0 | 16.2 | 4.7 | 1.2 |  |
| 2005-06.... | 715,401 | 412,077 | 135,460 | 118,853 | 34,110 | 8,400 | - | 6,501 | 100.0 | 58.1 | 19.1 | 16.8 | 4.8 | 1.2 |  |
| $\begin{aligned} & 2006-07 \\ & 2007-08 \end{aligned}$ | 729,037 749883 | 420,585 430,187 | 139,995 145,181 | 119,501 122,676 | 32,962 35,985 | 8,793 8,596 | - | 7,201 7,258 | 100.0 100.0 | 58.3 57.9 | 19.4 19.5 | 16.6 16.5 | 4.6 4.8 | 1.2 1.2 |  |
| 2008-09 ... | 804,620 | 450,562 | 161,487 | 138.301 | 37,941 | 9.485 | - | 6.844 | 100.0 | 56.5 | 20.2 | 17.3 | 48 | 12 | - |
| 2009-10 .... | 935,719 | 511,186 | 191,657 | 172,015 | 41,407 | 12,003 |  | 7,451 | 100.0 | 55.1 | 20.6 | 18.5 | 4.5 | 1.3 |  |
| 2010-11 | 1,030,477 | 557,595 | 207,693 | 187,433 | 44,294 | 11,204 | 14,999 | 7,259 | 100.0 | 54.5 | 20.3 | 18.3 | 4.3 | 1.1 | 1.5 |
| 2011-12 | 989,061 | 535,621 | 190,253 | 187,014 | 43,048 | 10,638 | 14,140 | 8,347 | 100.0 | 54.6 | 19.4 | 19.1 | 4.4 | 1.1 | 1.4 |
| 2012-13............ | 967,214 | 524,000 | 177,006 | 186,248 | 44,196 | 10,824 | 17,642 | 7,298 | 100.0 | 54.6 | 18.4 | 19.4 | 4.6 | 1.1 | 1.8 |
| 2013-14............. | 969,278 | 523,015 | 177,860 | 185,677 | 43,800 | 10,817 | 19,971 | 8,138 | 100.0 | 54.4 | 18.5 | 19.3 | 4.6 | 1.1 | 2.1 |
| 2014-15 .................... | 961,167 | 512,017 | 174,793 | 188,090 | 44,694 | 11,084 | 21,666 | 8,823 | 100.0 | 53.8 | 18.4 | 19.8 | 4.7 | 1.2 | 2.3 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1998-99.. | 219,872 | 144,735 | 29,875 | 27,719 | 11,742 | 3,061 | - | 2,740 | 100.0 | 66.7 | 13.8 | 12.8 | 5.4 | 1.4 |  |
| 1999-2000.. | 226,110 | 143,634 | 33,792 | 30,337 | ${ }^{13,082}$ | 2,862 |  | 2,403 | 100.0 | 64.2 | 15.1 | 13.6 | 5.8 | 1.3 |  |
| 2000-01...... | 223,951 | 143,144 | 34,381 | 28,685 | 12,072 | 2,719 | - | 2,950 | 100.0 | 64.8 | 15.6 | 13.0 | 5.5 | 1.2 |  |
| $2001-02 . . .$. | 235,275 | 152,226 | 36,482 | 29,749 | 10,938 | 3,226 |  | 2,654 | 100.0 | 65.4 | 15.7 | 12.8 | 4.7 | 1.4 |  |
| 2002-03 | 254,238 | 161,001 | 40,080 | 33,925 | 12,930 | 3,506 |  | 2,796 | 100.0 | 64.0 | 15.9 | 13.5 | 5.1 | 1.4 |  |
| 2003-04 .... | 257,138 | 161,684 | 40,809 | 36,157 | 12,713 | 3,135 | - | 2,640 | 100.0 | 63.5 | 16.0 | 14.2 | 5.0 | 1.2 | - |
| 2004-05 | 259,261 | 161,126 | 41,644 | 38,297 | 12,448 | 3,068 |  | 2,678 | 100.0 | 62.8 | 16.2 | 14.9 | 4.9 | 1.2 |  |
| 2005-06..... | 259,737 | 158,747 | 41,863 | 40,752 | 12,790 | 3,219 | - | 2,366 | 100.0 | 61.7 | 16.3 | 15.8 | 5.0 | 1.3 |  |
| 2006-07..... | 269,589 | 164,939 | 44,870 | 40,958 | 12,622 | 3,527 |  | 2,673 | 100.0 | 61.8 | 16.8 | 15.3 | 4.7 | 1.3 |  |
| 2007-08.... | 283,266 | 172,398 | 48,024 | 43,085 | 13,527 | 3,452 | - | 2,780 | 100.0 | 61.5 | 17.1 | 15.4 | 4.8 | 1.2 |  |
| 2008-09 ... | 302,449 | 179,813 | 53,879 | 47,860 | 14,427 | 3,856 | - | 2,614 | 100.0 | 60.0 | 18.0 | 16.0 | 4.8 | 1.3 |  |
| 2009-10 | 355,381 | 205,404 | 65,487 | 60,771 | 15,940 | 5,067 |  | 2,712 | 100.0 | 58.2 | 18.6 | 17.2 | 4.5 | 1.4 |  |
| 2010-11..... | 391,676 | 223,755 | 71,867 | 66,514 | 16,944 | 4,760 | 4,884 | 2,952 | 100.0 | 57.6 | 18.5 | 17.1 | 4.4 | 1.2 | 1.3 |
| 2011-12 .... | 374,086 | 213,833 | 65,224 | 65,838 | 16,180 | 4,507 | 4,952 | 3,552 | 100.0 | 57.7 | 17.6 | 17.8 | 4.4 | 1.2 | 1.3 |
| 2012-13 | 375,928 | 215,432 | 61,668 | 67,377 | 17,352 | 4,446 | 6,511 | 3,142 | 100.0 | 57.8 | 16.5 | 18.1 | 4.7 | 1.2 | 1.7 |
| 2013-14........... | 390,795 | 223,180 | 65,595 | 68,821 | 17,280 | 4,731 | 7,781 | 3,407 | 100.0 | 57.6 | 16.9 | 17.8 | 4.5 | 1.2 |  |
| 2014-15 ..................... | 394,666 | 222,354 | 64,553 | 72,070 | 18,131 | 4,847 | 8,828 | 3,883 | 100.0 | 56.9 | 16.5 | 18.4 | 4.6 | 1.2 | 2.3 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1998-99 | 336,011 | 200,624 | 62,925 | 49,114 | ${ }^{16,178}$ | 4,449 | - | 2,721 | 100.0 | 60.2 | 18.9 | 14.7 | 4.9 |  |  |
| 1999-2000 ... | 332,019 | 193,912 | ${ }^{63,537}$ | 50,795 | ${ }^{16,279}$ | 4,104 | - | 3,392 3 | 100.0 | 59.0 | 19.3 | 15.5 | 5.0 4.9 | 1.2 |  |
| 2000-01-02 | 328,552 348,973 | 190,334 200,333 | 65,016 70,165 | 49,843 54,201 | 16,051 16.552 | 3,879 4.204 |  | 3,429 3 3 4.518 | 100.0 100.0 | 58.5 58.0 | 20.0 20.3 | 15.3 15.7 | 4.9 | 1.2 1.2 |  |
| 2002-02 ....... | 348,973 <br> 92 | 221,288 | 80,502 | 64, 6 674 | 20,051 | 4,204 | - | 4,161 | 100.0 | 57.0 | 20.7 | 15.9 15 | 5.2 | 1.2 | - |
| 2003-04. | 430,649 | 241,305 | 89,082 | 71,059 | 20,106 | 5,240 | - | 3,857 | 100.0 |  | 20.9 | 16.6 | 4.7 | 1.2 |  |
| 2004-05. | 451,612 | 254,544 | 91,957 | 75,792 | 20,335 | 5,082 | - | 3,902 | 100.0 | 56.9 | 20.5 | 16.9 | 4.5 | 1.1 |  |
| 2005-06. | 455,664 | 253,330 | 93,597 | 78,101 | 21,320 | 5,181 | - | 4,135 | 100.0 | 56.1 | 20.7 | 17.3 | 4.7 | 1.1 |  |
| 2006-07. | 459,448 | 255,646 | 95,125 | 78,543 | 20,340 | 5,266 |  | 4,528 | 100.0 | 56.2 | 20.9 | 17.3 | 4.5 | 1.2 |  |
| 2007-08............. | 466,617 | 257,789 | 97,157 | 79,591 | 22,458 | 5,144 | - | 4,478 | 100.0 | 55.8 | 21.0 | 17.2 | 4.9 | 1.1 | - |
| 2008-09. | 502,171 | 270,749 | 107,608 |  | 23,514 | 5,629 | - | 4,230 |  |  | 21.6 | 18.2 | 4.7 | 1.1 |  |
| 2009-10... | 580,338 | 305,782 | 126,170 | 111,244 | 25,467 | 6,936 | - | 4,739 | 100.0 | 53.1 | 21.9 | 19.3 | 4.4 | 1.2 |  |
| 2010-11 | 638,801 | 333,840 | 135,826 | 120,919 | 27,350 | 6,444 | 10,115 | 4,307 | 100.0 | 52.6 | 21.4 | 19.1 | 4.3 | 1.0 | 1.6 |
| 2011-12... | 614,975 | 321,788 | 125,029 | 121,176 | 26,868 | 6,131 | 9,188 | 4,795 | 100.0 | 52.7 | 20.5 | 19.9 | 4.4 | 1.0 | 1.5 |
| 2012-13............... | 591,286 | 308,568 | 115,338 | 118,871 | 26,844 | 6,378 | 11,131 | 4,156 | 100.0 | 52.6 | 19.6 | 20.2 | 4.6 | 1.1 | 1.9 |
| 2013-14........ |  | 299,835 | 112,265 |  |  |  | 12,190 | 4,731 | 100.0 | 52.3 | 19.6 | 20.4 | 4.6 | 1.1 | 2.1 |
| 2014-15 ..................... | 566,501 | 289,663 | 110,240 | 116,020 | 26,563 | 6,237 | 12,838 | 4,940 | 100.0 | 51.6 | 19.6 | 20.7 | 4.7 | 1.1 | 2.3 |

## —Not available.

NOTE: Includes less-than-1-year awards and 1- to less-than-4-year awards (excluding associate's degrees) conferred by postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported

Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDSC:99); and IPEDS Fall 2000 through Fall 2015, Completions component. (This table was prepared September 2016.)

Table 321.10. Associate's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2004-05 through 2014-15

| Discipline division | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Total | 696,660 | 713,066 | 728,114 | 750,164 | 787,243 | 848,856 | 943,506 | 1,021,718 | 1,007,427 | 1,005,155 | 1,013,971 | 396,613 | 617,358 |
| Agriculture and natural resour | 6,40 | 6,168 | 5,838 | 5,738 | 5,724 | 5,852 | 6,430 | 7,068 | 6,826 | 7,057 | 7,693 | 4,902 | 2,791 |
| Agriculture, agriculture operations, and related sciences .. | 5,137 | 4,958 | 4,638 | 4,554 | 4,525 | 4,615 | 4,925 | 5,400 | 5,227 | 5,420 | 5,975 | 3,652 | 2,323 |
| Natural resources and conservation ........................... | 1,267 | 1,210 | 1,200 | 1,184 | 1,199 | 1,237 | 1,505 | 1,668 | 1,599 | 1,637 | 1,718 | 1,250 | 468 |
| Architecture and related services ......... | 583 | 656 | 517 | 568 | 605 | 553 | 569 | 593 | 468 | 425 | 491 | 342 | 149 |
| Area, ethnic, cultural, gender, and group studies | 115 | 124 | 164 | 169 | 174 | 199 | 209 | 194 | 271 | 363 | 382 | 148 | 234 |
| Biological and biomedical sciences | 1,709 | 1,827 | 2,060 | 2,200 | 2,337 | 2,664 | 3,276 | 3,834 | 4,185 | 4,557 | 4,882 | 1,634 | 3,248 |
| Business, management, marketing, and support services ... | 96,067 | 96,933 | 99,998 | 104,566 | 111,524 | 116,798 | 121,735 | 123,014 | 114,842 | 113,056 | 113,670 | 43,117 | 70,553 |
| Accounting and related services ................................. | 13,988 | 13,620 | 14,232 | 15,965 | 16,707 | 17,925 | 20,180 | 20,270 | 18,061 | 17,400 | 16,080 | 4,439 | 11,641 |
| Business/commerce, general | 12,050 | 13,297 | 12,725 | 12,473 | 13,100 | 14,553 | 15,083 | 17,301 | 17,211 | 17,372 | 18,229 | 7,912 | 10,317 |
| Business administration, management, and operations | 37,258 | 39,152 | 43,667 | 47,911 | 52,938 | 46,086 | 46,253 | 45,879 | 49,816 | 50,121 | 52,666 | 23,089 | 29,577 |
| Management information systems and services ....... | 2,812 | 2,179 | 2,007 | 1,237 | 1,103 | 1,221 | 1,244 | 1,164 | 1,085 | 1,176 | 987 | 672 | 315 |
| Business operations support and assistant services | 11,196 | 10,044 | 8,864 | 7,841 | 7,550 | 7,399 | 8,259 | 8,977 | 7,986 | 7,331 | 6,570 | 612 | 5,958 |
| Business and management, other .......................... | 18,763 | 18,641 | 18,503 | 19,139 | 20,126 | 29,614 | 30,716 | 29,423 | 20,683 | 19,656 | 19,138 | 6,393 | 12,745 |
| Communication, journalism, and related programs | 2,545 | 2,629 | 2,609 | 2,620 | 2,722 | 2,841 | 3,051 | 3,495 | 4,299 | 4,970 | 6,034 | 2,576 | 3,458 |
| Communications technologies | 3,516 | 3,380 | 3,095 | 4,237 | 4,805 | 4,418 | 4,209 | 5,004 | 5,028 | 4,713 | 4,628 | 3,159 | 1,469 |
| Computer and information sciences and support services ... | 36,173 | 31,246 | 27,712 | 28,296 | 29,912 | 32,351 | 37,689 | 41,250 | 38,954 | 37,646 | 36,401 | 28,782 | 7,619 |
| Construction trades .................................................... | 3,512 | 3,850 | 3,895 | 4,309 | 4,252 | 4,684 | 5,402 | 5,750 | 5,038 | 4,837 | 4,643 | 4,355 | 288 |
| Education | 13,329 | 14,475 | 13,021 | 13,108 | 14,123 | 17,346 | 20,460 | 20,762 | 18,744 | 17,605 | 17,175 | 1,948 | 15,227 |
| Engineering | 2,430 | 2,154 | 2,128 | 2,279 | 2,170 | 2,508 | 2,825 | 3,382 | 3,732 | 4,306 | 4,875 | 4,203 | 672 |
| Engineering technologies and engineering-related fields ${ }^{1}$ | 33,548 | 30,461 | 29,199 | 29,334 | 30,441 | 31,883 | 35,519 | 36,642 | 33,752 | 31,792 | 31,958 | 27,886 | 4,072 |
| English language and literature/letters ................ | 995 | 1,105 | 1,249 | 1,402 | 1,534 | 1,658 | 2,019 | 2,137 | 2,089 | 2,082 | 2,324 | 802 | 1,522 |
| Family and consumer sciences/human sciences | 9,707 | 9,488 | 9,124 | 8,613 | 9,035 | 9,515 | 8,532 | 9,506 | 8,996 | 8,669 | 8,752 | 405 | 8,347 |
| Foreign languages, literatures, and linguistics ...... | 1,234 | 1,161 | 1,207 | 1,258 | 1,630 | 1,683 | 1,888 | 1,980 | 2,131 | 2,284 | 2,102 | 505 | 1,597 |
| Health professions and related programs | 122,520 | 134,931 | 145,436 | 155,816 | 165,015 | 177,321 | 202,920 | 219,491 | 214,040 | 208,885 | 199,991 | 31,814 | 168,177 |
| Dental assisting . | 5,813 | 6,085 | 6,313 | 6,642 | 6,574 | 7,063 | 7,498 | 7,790 | 7,823 | 7,988 | 7,762 | 366 | 7,396 |
| Emergency medical technician (EMT paramedic) | 1,825 | 1,980 | 2,008 | 2,140 | 2,270 | 2,413 | 2,895 | 3,352 | 3,520 | 3,521 | 3,456 | 2,397 | 1,059 |
| Clinical/medical lab science. | 2,055 | 2,163 | 2,306 | 2,316 | 2,538 | 2,621 | 2,811 | 3,240 | 3,387 | 3,517 | 3,143 | 781 | 2,362 |
| Medical and other health assisting . | 19,005 | 22,267 | 23,491 | 24,276 | 25,858 | 29,776 | 39,277 | 46,950 | 41,921 | 39,126 | 36,813 | 5,068 | 31,745 |
| Nursing and patient care assistant.. | 38 | 101 | 158 | 329 | 385 |  | 33 | 36 | 35 | 38 | 50 | 5 | 45 |
| Practical nursing ......................... | 1,388 | 1,481 | 1,509 | 1,417 | 1,299 | 1,973 | 2,069 | 2,366 | 2,361 | 2,230 | 1,858 | 174 | 1,684 |
| Nursing, registered nurse and other | 58,007 | 62,095 | 66,516 | 73,277 | 77,922 | 81,281 | 83,023 | 84,569 | 86,380 | 86,435 | 82,952 | 11,785 | 71,167 |
| Health sciences, other | 34,389 | 38,759 | 43,135 | 45,419 | 48,169 | 52,193 | 65,314 | 71,188 | 68,613 | 66,030 | 63,957 | 11,238 | 52,719 |
| Homeland security, law enforcement, and firefighting | 23,749 | 26,425 | 28,208 | 29,590 | 33,012 | 37,154 | 44,922 | 51,318 | 48,460 | 45,771 | 43,039 | 23,876 | 19,163 |
| Criminal justice and corrections. | 19,942 | 22,351 | 23,917 | 25,588 | 28,998 | 32,648 | 40,022 | 45,971 | 42,785 | 40,297 | 37,819 | 19,169 | 18,650 |
| Fire control and safety. | 3,366 | 3,554 | 3,811 | 3,937 | 3,947 | 4,307 | 4,603 | 4,779 | 4,910 | 4,649 | 4,525 | 4,225 | 300 |
| Homeland security and related protective services, other | 441 | 520 | 480 | 65 | 67 | 199 | 297 | 568 | 765 | 825 | 695 | 482 | 213 |
| Legal professions and studies | 9,885 | 10,509 | 10,391 | 9,465 | 9,062 | 9,999 | 11,619 | 12,315 | 11,862 | 10,502 | 9,095 | 1,362 | 7,733 |
| Liberal arts and sciences, general studies, and humanities .. | 240,131 | 244,689 | 250,030 | 254,012 | 263,947 | 284,954 | 306,674 | 336,938 | 344,171 | 353,946 | 367,626 | 141,139 | 226,487 |
| Library science | 108 | 136 | 84 | 117 | 116 | 112 | 160 | 159 | 181 | 194 | 170 | 25 | 145 |
| Mathematics and statistics . | 807 | 753 | 827 | 855 | 933 | 1,051 | 1,644 | 1,529 | 1,801 | 2,148 | 2,697 | 1,915 | 782 |
| Mechanic and repair technologies/technicians | 13,619 | 14,454 | 15,432 | 15,297 | 16,059 | 16,326 | 19,969 | 20,715 | 20,487 | 20,100 | 19,983 | 18,933 | 1,050 |
| Military technologies and applied sciences | 355 | 610 | 781 | 851 | 721 | 668 | 856 | 986 | 1,002 | 1,084 | 1,229 | 1,015 | 214 |
| Multi/interdisciplinary studies. | 13,888 | 14,473 | 15,838 | 16,255 | 15,472 | 17,279 | 23,729 | 27,263 | 27,407 | 28,167 | 29,139 | 11,998 | 17,141 |
| Parks, recreation, leisure, and fitness studies | 966 | 1,128 | 1,251 | 1,344 | 1,587 | 2,006 | 2,366 | 3,123 | 3,455 | 4,383 | 4,669 | 2,941 | 1,728 |
| Personal and culinary services .. | 16,311 | 17,162 | 16,103 | 16,592 | 16,358 | 16,467 | 18,259 | 20,376 | 19,272 | 16,901 | 18,693 | 7,423 | 11,270 |
| Philosophy and religious studies | 422 | 367 | 375 | 458 | 193 | 256 | 283 | 308 | 326 | 435 | 697 | 339 | 358 |
| Physical sciences and science technologies | 2,825 | 2,910 | 3,412 | 3,395 | 3,650 | 4,141 | 5,078 | 5,827 | 6,376 | 6,916 | 7,568 | 4,497 | 3,071 |
| Physical sciences | 1,637 | 1,741 | 2,023 | 1,980 | 2,196 | 2,378 | 3,148 | 3,652 | 4,083 | 4,518 | 5,040 | 2,950 | 2,090 |
| Science technologies/technicians | 1,188 | 1,169 | 1,389 | 1,415 | 1,454 | 1,763 | 1,930 | 2,175 | 2,293 | 2,398 | 2,528 | 1,547 | 981 |
| Precision production | 2,039 | 1,977 | 1,973 | 1,968 | 2,127 | 2,794 | 3,254 | 3,320 | 3,345 | 3,903 | 4,382 | 4,149 | 233 |
| Psychology | 1,942 | 1,944 | 2,213 | 2,412 | 3,957 | 6,582 | 3,866 | 4,717 | 6,122 | 7,604 | 8,739 | 2,050 | 6,689 |
| Public administration and social services . | 4,027 | 4,415 | 4,338 | 4,192 | 4,177 | 4,522 | 7,472 | 9,२२2 | 8,788 | 8,914 | 8,437 | 1,254 | 7,183 |
| Social sciences and history | 6,533 | 6,730 | 7,080 | 7,812 | 9,157 | 10,649 | 12,772 | 14,132 | 15,668 | 16,554 | 17,885 | 6,643 | 11,242 |
| Social sciences | 6,233 | 6,308 | 6,673 | 7,358 | 8,670 | 10,108 | 12,072 | 13,321 | 14,749 | 15,473 | 16,602 | 5,859 | 10,743 |
| History ... | 300 | 422 | 407 | 454 | 487 | 541 | 700 | 811 | 919 | 1,081 | 1,283 | 784 | 499 |
| Theology and religious vocations | 581 | 570 | 608 | 582 | 676 | 613 | 758 | 839 | 881 | 944 | 1,133 | 551 | 582 |
| Transportation and materials moving ... | 1,435 | 1,472 | 1,674 | 1,550 | 1,430 | 1,444 | 1,698 | 2,098 | 2,119 | 2,102 | 1,801 | 1,514 | 287 |
| Visual and performing arts | 22,650 | 21,754 | 20,244 | 18,890 | 18,606 | 19,565 | 21,394 | 22,431 | 22,309 | 21,340 | 20,988 | 8,411 | 12,577 |
| Fine and studio arts | 1,614 | 1,638 | 1,753 | 1,705 | 2,019 | 2,277 | 2,414 | 2,339 | 2,541 | 2,699 | 2,866 | 909 | 1,957 |
| Music and dance .. | 2,333 | 2,389 | 2,290 | 1,317 | 1,152 | 1,335 | 1,356 | 1,683 | 1,743 | 1,715 | 1,886 | 1,211 | 675 |
| Visual and performing arts, other ${ }^{2}$ | 18,703 | 17,727 | 16,201 | 15,868 | 15,435 | 15,953 | 17,624 | 18,409 | 18,025 | 16,926 | 16,236 | 6,291 | 9,945 |
| Not classified by field of study ............... | 0 | 0 | 0 | 14 | 0 | 0 | , | 0 | 0 | 0 | 0 | 0 | 0 |

${ }^{1}$ Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.
${ }^{2}$ Includes design and applied arts, drama and theatre arts, film and photographic arts, and all other arts not included under "Fine and studio arts" or "Music and dance."
NOTE: Data are for degree-granting postsecondary institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:98-99); and IPEDS Fall 2003 through Fall 2005 through Fall 2015, Completions component. (This table was prepared September 2016.)

Table 321.20. Associate's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2014-15

| Year and sex | Number of degrees coniered to U.S. citizens and nonresident aliens |  |  |  |  |  |  |  | Percentage distribution of degrees conferered to U.S. . itizens |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | al | White | ack | Hispanic | $\begin{gathered} \text { Asiann } \\ \text { Asaific } \\ \text { Hsander } \end{gathered}$ | American Indian Alask Native | $\begin{gathered} \text { Two or } \\ \text { more } \\ \text { races } \end{gathered}$ | $\begin{gathered} \text { Non- } \\ \text { resident } \\ \text { aien } \end{gathered}$ | Total | White | Black | Hispanic | $\begin{gathered} \text { Asian } \\ \text { Asaif } \\ \text { Islander } \end{gathered}$ | $\begin{array}{\|c\|c\|c\|c\|c\|c\|c\|c\|c\|c\|c\|c\|c\|} \substack{\text { nfian } \\ \text { Alaska } \\ \text { Native }} \end{array}$ | $\begin{gathered} \text { Two or } \\ \text { more } \\ \text { races } \end{gathered}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $19776-77^{1}$ $1980-81^{2}$ | 404,956 410.174 | $\begin{aligned} & 342,290 \\ & 39,167 \end{aligned}$ | ${ }_{35,539}^{33}$ | 16.636 <br> 17800 | 7,044 8.650 | 2, ${ }_{2}^{2,588}$ | - | 3,329 6.643 | 100.0 1000 | 85.2 <br> 84.0 | 8.8 8.8 | 4.4 | 1.8 <br> 2.1 <br> 1 | 0.6 0.6 | - |
| 1990-91. | 481,720 | ${ }^{391,264}$ | 38.835 | 25.540 | 15,257 | 3,871 | - | ${ }_{6}^{6,953}$ | 100.0 | 82.4 | 8.2 | 5.4 | 3.2 | 0.8 |  |
| ${ }_{1} 1999-2000$ | ${ }_{5}^{564,933}$ | ${ }_{408,82}^{412985}$ | 50,208 | ${ }_{51,563}^{4,885}$ | - 27,778 | ci, ${ }_{\text {6,474 }}$ | - | - ${ }_{\text {10, }}^{10,788}$ | 100.0 1000 | ${ }_{73,7}$ | 10.5 10.9 | ${ }_{9.3}^{8.8}$ | 5.0 | 1.2 |  |
| 2000-01. | 578885 | 411075 | 85 | 5728 |  | 6.623 |  | 11561 | 100 |  | 113 |  |  |  |  |
| $2001-02$ | 595,133 | 417,733 | 67,343 | 60,003 | 30,945 | ${ }_{6}^{6,832}$ |  | ${ }^{12,277}$ | 100.0 | 71.7 | 11.6 | 10.3 | 5.3 | 1.2 |  |
| ${ }^{2002-03}$ | 4,016 | ${ }^{438,261}$ | 75,609 | -66.673 | 332,299 | ${ }_{7}^{7,461}$ |  | -13,533 | 100.0 | ${ }_{7}^{70.6}$ | $\begin{array}{r}12.2 \\ 12.2 \\ \hline\end{array}$ | ${ }^{10.7}$ | $5_{5.3}^{5}$ | ${ }^{1.2}$ |  |
| ${ }_{204}^{2004-05}$ | 665,301 6660 | ${ }_{475,513}^{46,04}$ | -86,403 | ${ }_{78,557}^{72,20}$ | ${ }_{3}^{33,469}$ | 8,435 |  | 14,084 | 100.0 100.0 | ${ }_{69.7}^{70.7}$ | 12.5 12.7 | 111.5 | 4.9 | 1.2 | - |
| $2005-06$ | 713.066 | 485.297 | 89,784 | 80,854 | 35,201 | ${ }^{8.552}$ | - | 13.378 | 100.0 | 69.4 | 12.8 | 11.6 |  |  |  |
| $2006-07$. | 728,14 | 490,572 | ${ }_{91,529}$ | 85,410 | ${ }^{37,266}$ | ${ }_{8,583}^{8,88}$ | - | ${ }^{13,754}$ | 100.0 | 68.8 | 12.8 | 12.0 | ${ }_{5}^{5.2}$ | 1.2 |  |
| 2007-08. | 750,164 787243 | 520,079 | - 95.702 | - 91,274 | - ${ }^{38,883}$ | -8.849 |  | +14,47 | 1000 | 68.1 67.6 | 13.0 <br> 13.2 <br> 1.0 | 12.4 12.7 1.2 | 5.3 5.4 | $\stackrel{1.2}{1.1}$ |  |
| 2009-10. | 848,856 | 552,376 | 113,867 | 112,403 | 44,026 | 10,101 |  | 16,083 | 100.0 | 66.3 | 13.7 | 13.5 | 5.3 | 1.2 | - |
| -11 | 943.506 | 604,75 | 129.044 | 126,297 | 55.48 | 10,180 | 126 | 16.625 | 100.0 | 65.2 | 13.9 | 13.6 | 4.9 | 1.1 |  |
| 1-12 | - 1 1,027,7487 | 617,308 | ${ }^{1425,592}$ |  | ${ }_{4}^{48,8674}$ | ${ }_{\text {cole }}^{10,788}$ | cile | 17,187 16,83 1 | 100.0 1000 | ( ${ }_{62,3}^{63.3}$ | $\underset{\substack{14.2 \\ 13.7}}{ }$ | 15.1 15.9 | 4.9 50 | ${ }_{1.1}^{1.1}$ | ${ }^{1.5}$ |
| 2013-14 | 005,155 | 601,959 | 134,621 | 168,106 | 50,368 | 10,338 |  | 17,068 | 100.0 | 60.9 | 13.6 | 17.0 | 5.1 | 1.0 | ${ }_{2} 2.3$ |
| 2014-15 | 1,013,971 | 590,390 | 137,892 | 188,515 | 51,50 | 9,993 | 25,94 | 17,937 | 100.0 | 59.3 | 13.8 | 18.1 | 5.2 | 1.0 |  |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ${ }_{\text {280,819 }}^{209672}$ | ${ }_{\text {171.242 }}^{178}$ | ${ }_{\text {l }}^{14.3,290}$ | ${ }_{8,3,105}^{9,}$ | ${ }_{4.557}^{3,630}$ | - | - | ${ }^{2,155} 4$ | 100.0 1000 | ${ }_{84.2}^{85.9}$ |  | 4.4 4.6 |  | 0.6 0.6 | - |
| 0-91 | 198,634 | ${ }^{161,858}$ | 14,143 | ${ }^{10,738}$ | 7.164 | 1,439 | - | 3,292 | 100.0 | 82.9 | 7.2 | 5.5 | 3.7 | 0.7 |  |
| ${ }_{\text {19098-9990] }}$ | 220.508 244721 | - 1162.339 | 19,844 20,968 | ${ }^{19,484}$ | - | core |  | $4,9,9$ 4.258 | 100.0 1000 | 74.5 74.5 | ${ }_{9.5}^{9.2}$ | ${ }_{9.5}^{9.0}$ | 5.4 <br> 5.4 | 1.0 1.0 |  |
| -01 |  |  |  |  | 39 | 2,294 |  | 5,193 | 100.0 | 73.4 | 9.8 | 10.3 | 5.4 |  |  |
|  | 238,109 253,45 | 170,62 <br> 179,163 | ${ }_{25,591}^{22,86}$ | ${ }_{\text {26,461 }}^{23,963}$ | -14,056 | 2.618 | - | 5,561 | 100.0 1000 | $\xrightarrow{72.3}$ | 9.8 10.3 | 10.3 10.7 | 5.7 5.7 | 1.0 1.1 1 |  |
| 2003-04 | 260,033 | 183,819 | 25,961 | ${ }^{27,828}$ | ${ }^{13,907}$ | 2,740 |  | 5,778 | 100.0 | ${ }^{72.3}$ | 10.2 | 10.9 | 5.5 | 1.1 |  |
| 2004-05 | 267,536 | 188,569 | 27,151 | 29,658 | 13,802 | 2,774 |  | 5,582 | 100.0 | 72.0 | 10.4 | 11.3 | 5.3 | 1.1 |  |
| ${ }^{20055-06 .}$ | 270,095 275187 | 190,139 | ${ }_{28}^{27,619}$ |  | 14,24 | - 2.774 | - | 5, 5,299 | 100.0 | $\xrightarrow[71.8]{77}$ | 10.4 <br> 105 | ${ }_{11}^{11.3}$ | 5.4 | 1.0 |  |
| $2007-08$ | ${ }_{282,521}$ | 194,099 | 30,016 | 3,8,817 | 15,936 | 3,003 |  | ¢, ${ }_{\text {5,650 }}$ | 100.0 | 70.1 | 10.5 <br> 10.8 | 11.2 | 5.7 5.8 5. | 1.1 |  |
| ${ }^{2008} 8$ |  |  |  | 36,919 | 17,305 | 3,075 |  | 6,093 | 100.0 | 69.4 | 11.0 | 12.6 | 5.9 |  |  |
| -10 | 322,74 | 215,977 | 148 | 42, | 18,268 | 3,55 |  | 6,589 | 100.0 | 68.3 | 11.4 | 13.4 | 5.8 | 1.1 |  |
| 2010-11 | 361,408 3939 | ${ }_{\text {251,064 }}^{238}$ | ${ }_{41,649}^{4637}$ | ${ }_{57}^{479911}$ | ${ }^{19,085}$ | (3,727 | 4,197 5 5 | \%,887 | 100.0 |  | 11.7 12.0 | $\begin{array}{r}13.5 \\ 15.0 \\ \hline\end{array}$ | 5.4 5.3 5 | 1.1 1.0 1 | 1.2 1.4 1 |
| ${ }^{2012-13 .}$ | 389,195 | ${ }^{243,668}$ | 45,458 | ${ }^{60.536}$ | ${ }^{21,223}$ | - | 7,434 | 7,038 | 10000 |  | 11.9 | 15.8 188 | 5.6 | 1.0 | 1.9 <br> 12 <br> 1 |
| ${ }_{2014-15}^{201 . . .}$ | ${ }_{396,613}$ | ${ }_{236,276}^{239}$ | ${ }^{47,387}$ | ${ }_{6}^{64,252}$ | ${ }_{2}^{21,370}$ | ${ }_{\substack{3,580 \\ 3,500}}$ | ${ }_{\text {8,986 }}$ | 7,752 | 100.0 | 60.8 | 112.2 | ${ }_{17.8}^{15.8}$ | ${ }_{5.8}^{5.7}$ | 0.9 | ${ }_{2.6}^{2.3}$ |
| ales |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 195,284 26855 | 164,054 188925 | ${ }^{17} 17829$ | 7,931 | 3,414 | ${ }_{\substack{1,282 \\ 146}}$ | - |  | 100.0 | 84.5 839 | ${ }_{94}^{9.2}$ |  |  |  |  |
| ${ }_{1} 1900-91$ | ${ }^{283,036}$ | ${ }^{229,406}$ | 24,692 | 14,802 | ${ }_{8}^{4,093}$ | ${ }_{2}$ | - | ci,661 | 100.0 | ${ }_{82.1} 8.5$ | 8.8 | ${ }^{4.3}$ | 2.9 | 0.9 |  |
| ${ }^{1998-99-0.0}$ |  |  |  | 29,361 |  | 4,16 |  | 5,795 | 100.0 | 77.0 | $\xrightarrow{11.4}$ | ${ }_{92}^{8.7}$ | 4.7 | 1.2 1.3 |  |
| 1999-2000. | 340,2 | 244,505 | 39,240 |  | 15,769 | 4,25 |  |  | 100.0 | 73.1 |  |  |  |  |  |
| $2000-01$. | 347,220 | 244,753 | 41,708 |  |  | 4.329 | - | ${ }_{\text {6,368 }}$ | 100.0 | ${ }_{7}^{71.6}$ | 12.2 12.2 | 10.0 | 4.7 | 1.3 | - |
| $2002-03$ | 380,565 | ${ }^{259,098}$ | 50,0018 | 40,212 | 18,572 | 4,843 |  | 7,822 | 100.0 | ${ }_{69.5}^{76.5}$ | $\underset{13.4}{\substack{12 . \\ \hline}}$ | 10.8 | 5.0 | ${ }_{1.3}^{1.3}$ |  |
| ${ }_{2004}^{2030504 . . . .}$ | ${ }^{405,2688} 4$ | ${ }_{286,94}^{27,288}$ | ${ }_{\text {c }}^{59} 5$ | ${ }_{48,899}^{44,42}$ |  | 5.379 <br> 5,661 | - | 8,755 8.502 | 100.0 1000 | 68.7 68.2 | 13.9 14.1 | 11.2 <br> 11.6 <br> 1 | 4.7 | ${ }_{1.3}^{1.4}$ |  |
| $2005-06$ | 442.971 | 295,158 | 62,165 | 50,814 | 20,977 | 5.778 | - | 8,079 | 100.0 | 67.9 | 14.3 | 11.7 |  | 1.3 |  |
| 2006-01 | ${ }^{4252,927}$ | 300,007 | -63,256 | 53,64 | ${ }_{2}^{21,566}$ | 5, ${ }_{\text {5,740 }}$ |  | - | 100.0 | ${ }_{669}^{67.5}$ | ${ }^{14.2}$ | 12.1 <br> 125 | 4.9 | ${ }_{1.3}^{1.3}$ |  |
| 2008-99 | 467,643 | 30,980 | -69,608 | 61.489 |  | ¢ |  | ${ }_{9}$ | 100.0 |  | ${ }_{14.5}$ | ${ }_{12.8}$ | 5.0 |  |  |
| 2009-10...... | 526,109 | 336,399 | 77,719 | 70,193 | 25,758 | 6,546 | - | 9,494 | 100.0 | 65.1 | 15.0 | 13.6 | 5.0 | 1.3 | - |
| 0-11 |  |  | 87,395 | 78,386 |  | 6,453 | 6,229 | 9,798 | 100.0 | 64.1 | 15.3 | 13.7 |  | 1.1 |  |
| ${ }^{2011-12}$ | 682,239 | ${ }^{3837991}$ | 96,135 | ${ }_{9}^{93,881}$ | ${ }_{28,51}^{28,34}$ |  | 9,289 | ${ }^{10,009}$ | 100.0 | ${ }_{6}^{62.1}$ | 15.5 14.9 | 15.2 | ${ }_{4}^{4.6}$ | 1.1 | ${ }^{1.5}$ |
|  |  | ${ }^{33} 36440$ | 90,434 | -97,443 |  |  | 11,949 |  |  | 6.4 | 14.9 14.7 1 | ${ }_{17.1}^{11.0}$ |  |  | ${ }_{2}^{2.3}$ |
| 2014-15 ....) | -617,358 | ${ }_{354,114}$ | ${ }_{90,5}$ | 111,263 | ${ }^{20,383}$ | 6,403 | 15,508 | co, 10.885 | 100.0 | ${ }_{58.3}$ | 14.9 | 18.3 | 4.8 | ${ }_{1}^{1.1}$ | ${ }_{2.6}^{2.3}$ |

[^116]nicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90-99); and IPEDS Fall 2000 through Fall 2015, Completions component. (This table was prepared September 2016.)

Table 321.30. Associate's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2013-14 and 2014-15

| Field of study | 2013-14 |  |  |  |  |  |  |  |  |  | 2014-15 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Paciific Islander |  |  | American Indian/ Alaska Native | $\begin{gathered} \text { Two or } \\ \text { more } \\ \text { races } \end{gathered}$ | Non-resident alien | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Nonresident alien |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields, total | 1,005,155 | 601,959 | 134,621 | 168,106 | 50,368 | 46,637 | 3,731 | 10,338 | 22,695 | 17,068 | 1,013,971 | 590,390 | 137,892 | 180,515 | 51,750 | 48,367 | 3,383 | 9,993 | 25,494 | 17,937 |
| Agriculture and natural resources . | 7,057 | 6,347 | 92 | 312 | 58 | 50 | 8 | 124 | 91 | 33 | 7,693 | 6,726 | 114 | 415 | 72 | 58 | 14 | 136 | 110 | 120 |
| Architecture and related services ....................... | 425 | 174 | 25 | 178 | 28 | 28 | 0 | 0 | 5 | 15 | 491 | 206 | 31 | 180 | 44 | 40 | 4 | 2 | 7 | 21 |
| Area, ethnic, cultural, gender, and group studies .. | 363 | 74 | 40 | 95 | 32 | 15 | 17 | 86 | 26 | 10 | 382 | 98 | 34 | 90 | 24 | 10 | 14 | 87 | 45 | 4 |
| Biological and biomedical sciences .................... | 4,557 | 2,077 | 385 | 1,247 | 569 | 549 | 20 | 72 | 103 | 104 | 4,882 | 2,146 | 427 | 1,438 | 583 | 556 | 27 | 65 | 132 | 91 |
| Business ................................................... | 129,957 | 72,740 | 21,125 | 19,584 | 8,116 | 7,577 | 539 | 1,465 | 2,725 | 4,202 | 132,363 | 71,969 | 21,941 | 21,211 | 8,553 | 8,070 | 483 | 1,386 | 3,116 | 4,187 |
| Communication, journalism, and related programs | 4,970 | 2,539 | 501 | 1,310 | 285 | 271 | 14 | 25 | 162 | 148 | 6,034 | 2,860 | 636 | 1,765 | 338 | 324 | 14 | 40 | 228 | 167 |
| Communications technologies .......................... | 4,713 | 2,769 | 629 | 741 | 181 | 168 | 13 | 33 | 271 | 89 | 4,628 | 2,654 | 772 | 719 | 194 | 177 | 17 | 31 | 176 | 82 |
| Computer and information sciences ................... | 37,646 | 23,040 | 6,090 | 4,721 | 2,060 | 1,920 | 140 | 383 | 800 | 552 | 36,401 | 21,803 | 6,028 | 4,695 | 2,144 | 2,029 | 115 | 316 | 861 | 554 |
| Construction trades ..................................... | 4,837 | 3,565 | 510 | 404 | 146 | 126 | 20 | 85 | 115 | 12 | 4,643 | 3,403 | 533 | 376 | 152 | 124 | 28 | 78 | 88 | 13 |
| Education ........................................................ | 17,605 | 10,535 | 2,778 | 3,047 | 317 | 278 | 39 | 463 | 276 | 189 | 17,175 | 9,784 | 2,902 | 3,212 | 356 | 304 | 52 | 407 | 343 | 171 |
| Engineering | 4,306 | 2,532 | 316 | 734 | 394 | 372 | 22 | 38 | 95 | 197 | 4,875 | 2,909 | 333 | 825 | 439 | 422 | 17 | 36 | 104 | 229 |
| Engineering technologies and engineering-related fields ${ }^{1}$ $\qquad$ | 31,792 | 21,808 | 3,891 | 3,783 | 1,123 | 1,051 | 72 | 373 | 550 | 264 | 31,958 | 21,358 | 4,204 | 3,930 | 1,182 | 1,113 | 69 | 387 | 623 | 274 |
| English language and literature/letters ................ | 2,082 | 1,060 | 185 | 589 | 117 | 111 | 6 | 13 | 83 | 35 | 2,324 | 1,086 | 197 | 745 | 148 | 143 | 5 | 22 | 92 | 34 |
| Family and consumer sciences/human sciences .. | 8,669 | 4,169 | 1,727 | 2,036 | 394 | 372 | 22 | 103 | 132 | 108 | 8,752 | 4,197 | 1,674 | 2,174 | 390 | 370 | 20 | 72 | 150 | 95 |
| Foreign languages, literatures, and linguistics ....... | 2,284 | 1,254 | 112 | 670 | 91 | 84 | 7 | 19 | 59 | 79 | 2,102 | 979 | 114 | 765 | 94 | 88 | , | 20 | 84 | 46 |
| Health professions and related programs ............. | 208,885 | 138,334 | 28,389 | 25,536 | 9,774 | 9,024 | 750 | 1,987 | 3,549 | 1,316 | 199,991 | 130,700 | 28,108 | 25,018 | 9,227 | 8,579 | 648 | 1,827 | 3,945 | 1,166 |
| Homeland security, law enforcement, and firefighting $\qquad$ | 45,771 | 24,959 | 7,768 | 10,383 | 1,117 | 955 | 162 | 439 | 924 | 181 | 43,039 | 22,826 | 7,154 | 10,538 | 1,021 | 877 | 144 | 383 | 962 | 155 |
| Legal professions and studies .......................... | 10,502 | 6,582 | 1,596 | 1,674 | 250 | 226 | 24 | 104 | 233 | 63 | 9,095 | 5,484 | 1,503 | 1,545 | 213 | 191 | 22 | 77 | 212 | 61 |
| Liberal arts and sciences, general studies, and humanities $\qquad$ | 353,946 | 208,521 | 45,513 | 64,176 | 16,725 | 15,401 | 1,324 | 3,151 | 8,987 | 6,873 | 367,626 | 210,424 | 48,124 | 71,173 | 16,951 | 15,780 | 1,171 | 3,259 | 10,136 | 7,559 |
| Library science ............................................... | 194 | 146 | 12 | 23 | 8 | 8 | 0 | 1 | 3 | 1 | 170 | 121 | 11 | 30 | 4 | 4 | 0 | 2 | 2 | 0 |
| Mathematics and statistics | 2,148 | 880 | 64 | 708 | 325 | 322 | 3 | 22 | 54 | 95 | 2,697 | 1,142 | 92 | 807 | 449 | 443 | 6 | 15 | 97 | 95 |
| Mechanic and repair technologies/technicians ...... | 20,100 | 13,752 | 1,792 | 2,929 | 739 | 631 | 108 | 286 | 465 | 137 | 19,983 | 13,584 | 1,778 | 3,027 | 692 | 588 | 104 | 261 | 492 | 149 |
| Military technologies and applied sciences .......... | 1,084 | 679 | 155 | 151 | 34 | 27 | 7 | 5 | 60 | - | 1,229 | 772 | 174 | 178 | 53 | 40 | 13 | 15 | 37 | 0 |
| Multi/interdisciplinary studies ............................ | 28,167 | 14,866 | 2,257 | 6,617 | 2,983 | 2,869 | 114 | 194 | 759 | 491 | 29,139 | 14,826 | 2,440 | 6,854 | 3,295 | 3,194 | 101 | 179 | 999 | 546 |
| Parks, recreation, leisure, and fitness studies ....... | 4,383 | 2,447 | 519 | 950 | 212 | 191 | 21 | 44 | 142 | 69 | 4,669 | 2,547 | 429 | 1,131 | 316 | 294 | 22 | 55 | 146 | 45 |
| Philosophy and religious studies ....................... | 435 | 206 | 107 | 89 | 20 | 17 | 3 | 2 | 9 | 2 | 697 | 448 | 92 | 82 | 19 | 16 | 7 | 3 | 19 | 34 |
| Physical sciences and science technologies ........ | 6,916 | 3,549 | 713 | 1,241 | 766 | 740 | 26 | 71 | 225 | 351 | 7,568 | 3,644 | 697 | 1,549 | 937 | 910 | 27 | 82 | 246 | 413 |
| Precision production ..................................... | 3,903 | 3,185 | 178 | 305 | 106 | 93 | 13 | 48 | 77 | 4 | 4,382 | 3,506 | 175 | 412 | 113 | 104 | 9 | 61 | 99 | 16 |
| Psychology .................................................. | 7,604 | 3,256 | 610 | 2,790 | 520 | 497 | 23 | 106 | 242 | 80 | 8,739 | 3,346 | 720 | 3,487 | 600 | 580 | 20 | 128 | 343 | 115 |
| Public administration and social services ............. | 8,914 | 4,540 | 2,554 | 1,364 | 106 | 90 | 16 | 125 | 168 | 57 | 8,437 | 4,181 | 2,304 | 1,441 | 144 | 121 | 23 | 131 | 188 | 48 |
| Social sciences and history ............................. | 16,554 | 6,921 | 1,481 | 5,527 | 1,508 | 1,398 | 110 | 229 | 617 | 271 | 17,885 | 7,125 | 1,644 | 6,191 | 1,710 | 1,603 | 107 | 222 | 669 | 324 |
| Social sciences $\qquad$ | 15,473 | 6,319 | 1,438 | 5,194 | 1,471 | 1,368 | 103 | 217 | 567 | 267 | 16,602 | 6,447 | 1,577 | 5,782 | 1,652 | 1,549 | 103 | 207 | 617 | 320 |
|  | -944 | 627 | 207 | 78 | 3 | 3 | 0 | 11 | 7 | 11 | 1,133 | 657 | 282 | 136 | 17 | 14 | 3 | 15 | 16 | 10 |
| Transportation and materials moving .................. | 2,102 | 1,356 | 172 | 318 | 88 | 79 | 9 | 19 | 69 | 80 | 1,801 | 1,149 | 130 | 276 | 89 | 79 | 10 | 13 | 69 | 75 |
| Visual and performing arts .............................. | 21,340 | 12,470 | 2,128 | 3,796 | 1,173 | 1,094 | 79 | 212 | 612 | 949 | 20,988 | 11,730 | 2,095 | 4,100 | 1,187 | 1,122 | 65 | 180 | 658 | 1,038 |
| Other and not classified ... | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

基 NOTE: Data are for degree-granting postsecondary institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racialethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Inte-
ions, and related sci Education Data System (PEDS): Agriculture and naural resources includes Agriculture, agriculture operarelated support services and Personal and culinary services. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Sys-
tem (IPEDS), Fall 2014 and Fall 2015, Completions component. (This table was prepared September 2016.)

Table 322.10. Bachelor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2014-15

| Field of study | 1970-71 | 1975-76 | 1980-81 | 1985-86 | 1990-91 | 1995-96 | 2000-01 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total | 839,730 | 925,746 | 935,140 | 987,823 | 1,094,538 | 1,164,792 | 1,244,171 | 1,439,264 | 1,485,242 | 1,524,092 | 1,563,069 | 1,601,399 | 1,649,919 | 1,716,053 | 1,792,163 | 1,840,381 | 1,870,150 | 1,894,934 |
| Agriculture and natural resources | 12,672 | 19,402 | 21,886 | 16,823 | 13,124 | 21,425 | 23,370 | 23,002 | 23,053 | 23,133 | 24,113 | 24,982 | 26,343 | 28,630 | 30,972 | 33,592 | 35,125 | 36,277 |
| Architecture and related services | 5,570 | ,46 | 9,455 | ,119 | 9,781 | 8,352 | 8,480 | 9,237 | 9,515 | 9,717 | 9,805 | 10,119 | 10,051 | 9,831 | 9,727 | 9,757 | 9,149 | 9,090 |
| Area, ethnic, cultural, gender, and group studies | 2,579 | 3,577 | 2,887 | 3,021 | 4,776 | 5,633 | 6,160 | 7,569 | 7,879 | 8,194 | 8,454 | 8,772 | 8,620 | 8,955 | 9,228 | 8,850 | 8,275 | 7,782 |
| Biological and biomedical sciences ........................ | 35,705 | 54,154 | 43,078 | 38,395 | 39,482 | 61,014 | 60,576 | 65,915 | 70,607 | 76,832 | 79,829 | 82,828 | 86,391 | 89,984 | 95,850 | 100,397 | 104,657 | 109,896 |
| Business .................................... | 115,396 | 143,171 | 200,521 | 236,700 | 249,165 | 226,623 | 263,515 | 311,574 | 318,042 | 327,531 | 335,254 | 348,056 | 358,119 | 365,133 | 367,235 | 360,887 | 358,132 | 363,799 |
| Communication, journalism, and related programs ... | 10,324 | 20,045 | 29,428 | 41,666 | 51,650 | 47,320 | 58,013 | 72,715 | 73,955 | 74,783 | 76,382 | 77,984 | 81,280 | 83,231 | 83,771 | 84,818 | 87,612 | 90,650 |
| Communications technologies ......................... | 478 | 1,237 | 1,854 | 1,479 | 1,397 | 853 | 1,178 | 2,523 | 2,981 | 3,637 | 4,666 | 5,100 | 4,782 | 4,858 | 4,983 | 4,987 | 4,991 | 5,135 |
| Computer and information sciences | 2,388 | 5,652 | 15,121 | 42,337 | 25,159 | 24,506 | 44,142 | 54,111 | 47,480 | 42,170 | 38,476 | 37,992 | 39,593 | 43,066 | 47,406 | 50,961 | 55,271 | 59,581 |
| Education | 176,307 | 154,437 | 108,074 | 87,147 | 110,807 | 105,384 | 105,458 | 105,451 | 107,238 | 105,641 | 102,582 | 101,716 | 101,287 | 104,008 | 105,656 | 104,698 | 98,838 | 91,623 |
| Engineering | 45,034 | 38,733 | 63,642 | 77,391 | 62,448 | 62,168 | 58,209 | 64,707 | 66,841 | 66,874 | 68,431 | 68,911 | 72,657 | 76,356 | 81,371 | 85,987 | 92,169 | 97,858 |
| Engineering technologies | 5,148 | 7,943 | 11,713 | 19,731 | 17,303 | 15,829 | 14,660 | 14,837 | 14,565 | 14,980 | 15,177 | 15,493 | 16,078 | 16,741 | 17,283 | 17,010 | 16,807 | 17,238 |
| English language and literature/etters ... | 63,914 | 41,452 | 31,922 | 34,083 | 51,064 | 49,928 | 50,569 | 54,379 | 55,096 | 55,122 | 55,038 | 55,465 | 53,229 | 52,754 | 53,765 | 52,401 | 50,464 | 45,847 |
| Family and consumer sciences/human sciences ...... | 11,167 | 17,409 | 18,370 | 13,847 | 13,920 | 14,353 | 16,421 | 20,074 | 20,775 | 21,400 | 21,870 | 21,906 | 21,832 | 22,438 | 23,441 | 23,930 | 24,689 | 24,584 |
| Foreign languages, literatures, and linguistics ........... | 20,988 | 17,068 | 11,638 | 11,550 | 13,937 | 14,832 | 16,128 | 18,386 | 19,410 | 20,275 | 20,977 | 21,169 | 21,507 | 21,705 | 21,756 | 21,647 | 20,332 | 19,493 |
| Health professions and related programs ............ | 25,223 | 53,885 | 63,665 | 65,309 | 59,875 | 86,087 | 75,933 | 80,685 | 91,973 | 101,810 | 111,478 | 120,420 | 129,623 | 143,463 | 163,675 | 181,149 | 198,777 | 216,228 |
| Homeland security, law enforcement, and firefighting | 2,045 | 12,507 | 13,707 | 12,704 | 16,806 | 24,810 | 25,211 | 30,723 | 35,319 | 39,206 | 40,235 | 41,788 | 43,613 | 47,600 | 54,091 | 60,264 | 62,416 | 62,723 |
| Legal professions and studies .................................. | 545 | 531 | 776 | 1,223 | 1,827 | 2,123 | 1,991 | 3,161 | 3,302 | 3,596 | 3,771 | 3,822 | 3,886 | 4,429 | 4,595 | 4,425 | 4,513 | 4,420 |
| Liberal arts and sciences, general studies, and humanities $\qquad$ | 7,481 | 18,855 | 21,643 | 21,336 | 30,526 | 33,997 | 37,962 | 43,751 | 44,898 | 44,255 | 46,940 | 47,095 | 46,963 | 46,717 | 46,961 | 46,790 | 45,281 | 43,647 |
| Library science. | 1,013 | 843 | 375 | 155 | 90 | 58 | 52 | 76 | 76 | 82 | 68 | 78 | 85 | 96 | 95 | 102 | 127 | 99 |
| Mathematics and statistics | 24,801 | 15,984 | 11,078 | 16,122 | 14,393 | 12,713 | 11,171 | 14,351 | 14,770 | 14,954 | 15,192 | 15,507 | 16,029 | 17,182 | 18,841 | 20,449 | 20,987 | 21,853 |
| Military technologies and applied sciences ... | 357 | 952 | 42 | 255 | 183 | 7 | 21 | 40 | 33 | 168 | 39 | 55 | 56 | 64 | 86 | 105 | 185 | 276 |
| Multi/interdisciplinary studies ............................ | 6,324 | 13,709 | 12,986 | 13,754 | 17,774 | 26,885 | 26,478 | 28,939 | 30,583 | 32,111 | 34,174 | 35,376 | 37,717 | 42,473 | 45,717 | 47,658 | 48,392 | 47,556 |
| Parks, recreation, leisure and fitness studies .. | 1,621 | 5,182 | 5,729 | 4,623 | 4,315 | 12,974 | 17,948 | 22,888 | 25,490 | 27,430 | 29,931 | 31,683 | 33,332 | 35,934 | 38,998 | 42,628 | 46,047 | 49,006 |
| Philosophy and religious studies ............................ | 8,149 | 8,447 | 6,776 | 6,396 | 7,423 | 7,541 | 8,717 | 11,584 | 11,985 | 11,969 | 12,257 | 12,448 | 12,503 | 12,830 | 12,645 | 12,792 | 11,999 | 11,072 |
| Physical sciences and science technologies ..... | 21,410 | 21,458 | 23,936 | 21,711 | 16,334 | 19,716 | 18,025 | 19,104 | 20,522 | 21,291 | 22,179 | 22,691 | 23,381 | 24,705 | 26,664 | 28,053 | 29,307 | 30,038 |
| Precision production ..... | 0 | 0 | 0 | 2 | 2 | 12 | 31 | 64 | 55 | 23 | 33 | 29 | 29 | 43 | 37 | 36 | 37 | 48 |
| Psychology ............................................ | 38,187 | 50,278 | 41,068 | 40,628 | 58,655 | 73,416 | 73,645 | 85,614 | 88,134 | 90,039 | 92,587 | 94,273 | 97,215 | 100,906 | 109,099 | 114,446 | 117,312 | 117,557 |
| Public administration and social services .. | 5,466 | 15,440 | 16,707 | 11,887 | 14,350 | 19,849 | 19,447 | 21,769 | 21,986 | 23,147 | 23,493 | 23,852 | 25,421 | 26,799 | 29,695 | 31,950 | 33,483 | 34,363 |
| Social sciences and history ...... | 155,324 | 126,396 | 100,513 | 93,840 | 125,107 | 126,479 | 128,036 | 156,892 | 161,485 | 164,183 | 167,363 | 168,517 | 172,782 | 177,169 | 178,534 | 177,767 | 173,132 | 166,944 |
| Theology and religious vocations ... | 3,720 | 5,490 | 5,808 | 5,510 | 4,799 | 5,292 | 6,945 | 9,284 | 8,548 | 8,696 | 8,992 | 8,940 | 8,719 | 9,073 | 9,304 | 9,385 | 9,642 | 9,708 |
| Transportation and materials moving .. | 0 | 225 | 263 | 1,838 | 2,622 | 3,561 | 3,748 | 4,904 | 5,349 | 5,657 | 5,203 | 5,189 | 4,998 | 4,941 | 4,876 | 4,661 | 4,588 | 4,711 |
| Visual and performing arts ......... | 30,394 | 42,138 | 40,479 | 37,241 | 42,186 | 49,296 | 61,148 | 80,955 | 83,297 | 85,186 | 87,703 | 89,143 | 91,798 | 93,939 | 95,806 | 97,799 | 97,414 | 95,832 |
| Not classified by field of study ................ | 0 | , | , | , | 13,258 | 1,756 | 783 | 0 | 0 | 0 | 377 | 0 |  | 0 | 0 | 0 | 0 | 0 |

NOTE: Data through 1990-91 are for institutions of higher education, while later data are for postsecondary institutions that participate in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and
related sciences and Natural resources and conservation; "Business" includes Business, management, marketing, and related support services and Personal and culinary services; and "Engineering technologies" includes Engineering technolo-
gies and engineering-related fields, Construction trades, and Mechanic and repair technologies/technicians. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970-71 through 1985-86; Integrated Postsecond Fall 2000 through Fall 2015, Com pletions component. (This table was prepared September 2016.)

Table 322.20. Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2014-15

| Year and sex | Number of degrees conferred to U.S. citizens and nonresident aliens |  |  |  |  |  |  |  | Percentage distribution of degrees conferred to U.S. citizens |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | $\begin{array}{r} \text { Asian/ } \\ \text { Pacific } \\ \text { Islander } \end{array}$ | American Indian/ Alaska Native | Two or more races | Non- resident alien | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-771 | 917,900 | 807,688 | 58,636 | 18,743 | 13,793 | 3,326 | - | 15,714 | 100.0 | 89.5 | 6.5 | 2.1 | 1.5 | 0.4 | - |
| 1980-81 ${ }^{2}$ | 934,800 | 807,319 | 60,673 | 21,832 | 18,794 | 3,593 | - | 22,589 | 100.0 | 88.5 | 6.7 | 2.4 | 2.1 | 0.4 |  |
| 1990-91. | 1,094,538 | 914,093 | 66,375 | 37,342 | 42,529 | 4,583 | - | 29,616 | 100.0 | 85.8 | 6.2 | 3.5 | 4.0 | 0.4 |  |
| 1998-99 | 1,202,239 | 909,562 | 101,910 | 69,735 | 74,126 | 8,658 | - | 38,248 | 100.0 | 78.1 | 8.8 | 6.0 | 6.4 | 0.7 | - |
| 1999-2000 ..... | 1,237,875 | 929,102 | 108,018 | 75,063 | 77,909 | 8,717 | - | 39,066 | 100.0 | 77.5 | 9.0 | 6.3 | 6.5 | 0.7 | - |
| 2000-01 | 1,244,171 | 927,357 | 111,307 | 77,745 | 78,902 | 9,049 | - | 39,811 | 100.0 | 77.0 | 9.2 | 6.5 | 6.6 | 0.8 | - |
| 2001-02 | 1,291,900 | 958,597 | 116,623 | 82,966 | 83,093 | 9,165 | - | 41,456 | 100.0 | 76.7 | 9.3 | 6.6 | 6.6 | 0.7 | - |
| 2002-03. | 1,348,811 | 994,616 | 124,253 | 89,029 | 87,964 | 9,875 | - | 43,074 | 100.0 | 76.2 | 9.5 | 6.8 | 6.7 | 0.8 | - |
| 2003-04. | 1,399,542 | 1,026,114 | 131,241 | 94,644 | 92,073 | 10,638 | - | 44,832 | 100.0 | 75.7 | 9.7 | 7.0 | 6.8 | 0.8 |  |
| 2004-05 ....................... | 1,439,264 | 1,049,141 | 136,122 | 101,124 | 97,209 | 10,307 | - | 45,361 | 100.0 | 75.3 | 9.8 | 7.3 | 7.0 | 0.7 | - |
| 2005-06 | 1,485,242 | 1,075,561 | 142,420 | 107,588 | 102,376 | 10,940 | - | 46,357 | 100.0 | 74.7 | 9.9 | 7.5 | 7.1 | 0.8 | - |
| 2006-07. | 1,524,092 | 1,099,850 | 146,653 | 114,936 | 105,297 | 11,455 | - | 45,901 | 100.0 | 74.4 | 9.9 | 7.8 | 7.1 | 0.8 | - |
| 2007-08 ...................... | 1,563,069 | 1,122,675 | 152,457 | 123,048 | 109,058 | 11,509 | - | 44,322 | 100.0 | 73.9 | 10.0 | 8.1 | 7.2 | 0.8 | - |
| 2008-09 ....................... | 1,601,399 | 1,144,628 | 156,603 | 129,473 | 112,581 | 12,221 | - | 45,893 | 100.0 | 73.6 | 10.1 | 8.3 | 7.2 | 0.8 | - |
| 2009-10 ....................... | 1,649,919 | 1,167,322 | 164,789 | 140,426 | 117,391 | 12,405 | - | 47,586 | 100.0 | 72.9 | 10.3 | 8.8 | 7.3 | 0.8 | - |
| 2010-11 .. | 1,716,053 | 1,182,690 | 172,731 | 154,450 | 121,118 | 11,935 | 20,589 | 52,540 | 100.0 | 71.1 | 10.4 | 9.3 | 7.3 | 0.7 | 1.2 |
| 2011-12 ... | 1,792,163 | 1,212,417 | 185,916 | 169,736 | 126,177 | 11,498 | 27,234 | 59,185 | 100.0 | 70.0 | 10.7 | 9.8 | 7.3 | 0.7 | 1.6 |
| 2012-13. | 1,840,381 | 1,221,908 | 191,233 | 186,677 | 130,129 | 11,432 | 34,128 | 64,874 | 100.0 | 68.8 | 10.8 | 10.5 | 7.3 | 0.6 | 1.9 |
| 2013-14 | 1,870,150 | 1,218,998 | 191,437 | 202,425 | 131,662 | 10,784 | 45,422 | 69,422 | 100.0 | 67.7 | 10.6 | 11.2 | 7.3 | 0.6 | 2.5 |
| 2014-15 ...................... | 1,894,934 | 1,210,523 | 192,715 | 217,718 | 133,996 | 10,211 | 54,201 | 75,570 | 100.0 | 66.5 | 10.6 | 12.0 | 7.4 | 0.6 | 3.0 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-771 | 494,424 | 438,161 | 25,147 | 10,318 | 7,638 | 1,804 | - | 11,356 | 100.0 | 90.7 | 5.2 | 2.1 | 1.6 | 0.4 | - |
| 1980-812 .... | 469,625 | 406,173 | 24,511 | 10,810 | 10,107 | 1,700 | - | 16,324 | 100.0 | 89.6 | 5.4 | 2.4 | 2.2 | 0.4 | - |
| 1990-91. | 504,045 | 421,290 | 24,800 | 16,598 | 21,203 | 1,938 | - | 18,216 | 100.0 | 86.7 | 5.1 | 3.4 | 4.4 | 0.4 | - |
| 1998-99 | 519,961 | 398,310 | 34,856 | 28,477 | 34,179 | 3,407 | - | 20,732 | 100.0 | 79.8 | 7.0 | 5.7 | 6.8 | 0.7 | - |
| 1999-2000 ................... | 530,367 | 402,954 | 37,029 | 30,304 | 35,853 | 3,463 | - | 20,764 | 100.0 | 79.1 | 7.3 | 5.9 | 7.0 | 0.7 | - |
| 2000-01. | 531,840 | 401,780 | 38,103 | 31,368 | 35,865 | 3,700 | - | 21,024 | 100.0 | 78.7 | 7.5 | 6.1 | 7.0 | 0.7 | - |
| 2001-02.. | 549,816 | 414,892 | 39,196 | 32,951 | 37,660 | 3,624 | - | 21,493 | 100.0 | 78.5 | 7.4 | 6.2 | 7.1 | 0.7 |  |
| 2002-03 ...................... | 573,258 | 430,248 | 41,494 | 35,101 | 40,230 | 3,870 | - | 22,315 | 100.0 | 78.1 | 7.5 | 6.4 | 7.3 | 0.7 | - |
| 2003-04 ....................... | 595,425 | 445,483 | 43,851 | 37,288 | 41,360 | 4,244 | - | 23,199 | 100.0 | 77.9 | 7.7 | 6.5 | 7.2 | 0.7 | - |
| 2004-05 ...................... | 613,000 | 456,592 | 45,810 | 39,490 | 43,711 | 4,143 | - | 23,254 | 100.0 | 77.4 | 7.8 | 6.7 | 7.4 | 0.7 | - |
| 2005-06 ....................... | 630,600 | 467,467 | 48,079 | 41,814 | 45,809 | 4,203 | - | 23,228 | 100.0 | 77.0 | 7.9 | 6.9 | 7.5 | 0.7 | - |
| 2006-07 | 649,570 | 480,558 | 49,685 | 44,750 | 47,582 | 4,505 | - | 22,490 | 100.0 | 76.6 | 7.9 | 7.1 | 7.6 | 0.7 |  |
| 2007-08. | 667,928 | 492,137 | 52,247 | 47,884 | 49,485 | 4,523 | - | 21,652 | 100.0 | 76.1 | 8.1 | 7.4 | 7.7 | 0.7 |  |
| 2008-09 .. | 685,422 | 503,396 | 53,465 | 50,596 | 50,773 | 4,849 | - | 22,343 | 100.0 | 75.9 | 8.1 | 7.6 | 7.7 | 0.7 | - |
| 2009-10 ...................... | 706,660 | 513,711 | 56,136 | 55,139 | 53,365 | 4,879 | - | 23,430 | 100.0 | 75.2 | 8.2 | 8.1 | 7.8 | 0.7 | - |
| 2010-11 .... | 734,159 | 519,992 | 59,015 | 60,869 | 55,321 | 4,798 | 8,028 | 26,136 | 100.0 | 73.4 | 8.3 | 8.6 | 7.8 | 0.7 | 1.1 |
| 2011-12 | 765,772 | 532,463 | 63,736 | 67,083 | 57,521 | 4,476 | 10,945 | 29,548 | 100.0 | 72.3 | 8.7 | 9.1 | 7.8 | 0.6 | 1.5 |
| 2012-13 | 787,408 | 535,358 | 67,351 | 74,067 | 59,806 | 4,611 | 13,834 | 32,381 | 100.0 | 70.9 | 8.9 | 9.8 | 7.9 | 0.6 | 1.8 |
| 2013-14. | 801,905 | 536,009 | 68,290 | 80,312 | 59,844 | 4,171 | 18,137 | 35,142 | 100.0 | 69.9 | 8.9 | 10.5 | 7.8 | 0.5 | 2.4 |
| 2014-15 ....................... | 812,669 | 530,595 | 69,275 | 86,728 | 61,113 | 4,066 | 22,235 | 38,657 | 100.0 | 68.6 | 9.0 | 11.2 | 7.9 | 0.5 | 2.9 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-771 ...................... | 423,476 | 369,527 | 33,489 | 8,425 | 6,155 | 1,522 | - | 4,358 | 100.0 | 88.2 | 8.0 | 2.0 | 1.5 | 0.4 | - |
| 1980-812 .................... | 465,175 | 401,146 | 36,162 | 11,022 | 8,687 | 1,893 | - | 6,265 | 100.0 | 87.4 | 7.9 | 2.4 | 1.9 | 0.4 | - |
| 1990-91 ...................... | 590,493 | 492,803 | 41,575 | 20,744 | 21,326 | 2,645 | - | 11,400 | 100.0 | 85.1 | 7.2 | 3.6 | 3.7 | 0.5 | - |
| 1998-99 ...................... | 682,278 | 511,252 | 67,054 | 41,258 | 39,947 | 5,251 | - | 17,516 | 100.0 | 76.9 | 10.1 | 6.2 | 6.0 | 0.8 |  |
| 1999-2000 ..................... | 707,508 | 526,148 | 70,989 | 44,759 | 42,056 | 5,254 | - | 18,302 | 100.0 | 76.3 | 10.3 | 6.5 | 6.1 | 0.8 | - |
| 2000-01. | 712,331 | 525,577 | 73,204 | 46,377 | 43,037 | 5,349 | - | 18,787 | 100.0 | 75.8 | 10.6 | 6.7 | 6.2 | 0.8 | - |
| 2001-02 ... | 742,084 | 543,705 | 77,427 | 50,015 | 45,433 | 5,541 | - | 19,963 | 100.0 | 75.3 | 10.7 | 6.9 | 6.3 | 0.8 | - |
| 2002-03 ...................... | 775,553 | 564,368 | 82,759 | 53,928 | 47,734 | 6,005 | - | 20,759 | 100.0 | 74.8 | 11.0 | 7.1 | 6.3 | 0.8 | - |
| 2003-04 ....................... | 804,117 | 580,631 | 87,390 | 57,356 | 50,713 | 6,394 | - | 21,633 | 100.0 | 74.2 | 11.2 | 7.3 | 6.5 | 0.8 | - |
| 2004-05 ........................ | 826,264 | 592,549 | 90,312 | 61,634 | 53,498 | 6,164 | - | 22,107 | 100.0 | 73.7 | 11.2 | 7.7 | 6.7 | 0.8 | - |
| 2005-06. | 854,642 | 608,094 | 94,341 | 65,774 | 56,567 | 6,737 | - | 23,129 | 100.0 | 73.1 | 11.3 | 7.9 | 6.8 | 0.8 | - |
| 2006-07 ...................... | 874,522 | 619,292 | 96,968 | 70,186 | 57,715 | 6,950 | - | 23,411 | 100.0 | 72.8 | 11.4 | 8.2 | 6.8 | 0.8 | - |
| 2007-08 ...................... | 895,141 | 630,538 | 100,210 | 75,164 | 59,573 | 6,986 | - | 22,670 | 100.0 | 72.3 | 11.5 | 8.6 | 6.8 | 0.8 | - |
| 2008-09 ...................... | 915,977 | 641,232 | 103,138 | 78,877 | 61,808 | 7,372 | - | 23,550 | 100.0 | 71.9 | 11.6 | 8.8 | 6.9 | 0.8 | - |
| 2009-10 ...................... | 943,259 | 653,611 | 108,653 | 85,287 | 64,026 | 7,526 | - | 24,156 | 100.0 | 71.1 | 11.8 | 9.3 | 7.0 | 0.8 | - |
| 2010-11 ....................... | 981,894 | 662,698 | 113,716 | 93,581 | 65,797 | 7,137 | 12,561 | 26,404 | 100.0 | 69.4 | 11.9 | 9.8 | 6.9 | 0.7 | 1.3 |
| 2011-12 ...................... | 1,026,391 | 679,954 | 122,180 | 102,653 | 68,656 | 7,022 | 16,289 | 29,637 | 100.0 | 68.2 | 12.3 | 10.3 | 6.9 | 0.7 | 1.6 |
| 2012-13 ...................... | 1,052,973 | 686,550 | 123,882 | 112,610 | 70,323 | 6,821 | 20,294 | 32,493 | 100.0 | 67.3 | 12.1 | 11.0 | 6.9 | 0.7 | 2.0 |
| 2013-14 ...................... | 1,068,245 | 682,989 | 123,147 | 122,113 | 71,818 | 6,613 | 27,285 | 34,280 | 100.0 | 66.1 | 11.9 | 11.8 | 6.9 | 0.6 | 2.6 |
| 2014-15 ....................... | 1,082,265 | 679,928 | 123,440 | 130,990 | 72,883 | 6,145 | 31,966 | 36,913 | 100.0 | 65.0 | 11.8 | 12.5 | 7.0 | 0.6 | 3.1 |

## -Not available.

${ }^{1}$ Excludes 1,121 males and 528 females whose racial/ethnic group was not available.
${ }^{2}$ Excludes 258 males and 82 females whose racial/ethnic group was not available.
NOTE: Data through 1990-91 are for institutions of higher education, while later data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later years, reported racial/ ethnic distributions of students by level of degree, field of degree, and sex were used to esti-
mate race/ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90-99); and IPEDS Fall 2000 through Fall 2015, Completions component. (This table was prepared September 2016.)

Table 322.30. Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2013-14 and 2014-15

| Field of study | 2013-14 |  |  |  |  |  |  |  |  |  | 2014-15 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Non-residentalien |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields, total | 1,870,150 | 1,218,998 | 191,437 | 202,425 | 131,662 | 126,495 | 5,167 | 10,784 | 45,422 | 69,422 | 1,894,934 | 1,210,523 | 192,715 | 217,718 | 133,996 | 129,006 | 4,990 | 10,211 | 54,201 | 75,570 |
| Agriculture and natural resources . | 35,125 | 28,676 | 1,054 | 2,263 | 1,354 | 1,271 | 83 | 229 | 852 | 697 | 36,277 | 29,237 | 1,082 | 2,547 | 1,413 | 1,320 | 93 | 252 | 990 | 756 |
| Architecture and related services ............................ | 9,149 | 5,751 | 512 | 1,283 | 737 | 723 | 14 | 32 | 167 | 667 | 9,090 | 5,317 | 444 | 1,369 | 854 | 837 | 17 | 48 | 276 | 782 |
| Area, ethnic, cultural, gender, and group studies .. | 8,275 | 3,828 | 1,174 | 1,568 | 842 | 802 | 40 | 191 | 406 | 266 | 7,782 | 3,557 | 1,135 | 1,492 | 757 | 712 | 45 | 173 | 418 | 250 |
| Biological and biomedical sciences .................... | 104,657 | 63,824 | 7,722 | 10,009 | 16,726 | 16,454 | 272 | 495 | 3,074 | 2,807 | 109,896 | 65,596 | 8,284 | 11,548 | 17,210 | 16,922 | 288 | 439 | 3,924 | 2,895 |
| Business ................................................... | 358,132 | 221,466 | 39,862 | 37,414 | 26,459 | 25,350 | 1,109 | 1,995 | 6,858 | 24,078 | 363,799 | 2२2,637 | 39,189 | 39,975 | 26,653 | 25,629 | 1,024 | 1,832 | 8,116 | 25,397 |
| Communication, journalism, and related programs | 87,612 | 59,954 | 9,675 | 9,189 | 3,618 | 3,444 | 174 | 380 | 2,355 | 2,441 | 90,650 | 59,849 | 10,254 | 10,710 | 3,647 | 3,458 | 189 | 338 | 2,932 | 2,920 |
| Communications technologies .......................... | 4,991 | 3,121 | 640 | 614 | 254 | 235 | 19 | 29 | 171 | 162 | 5,135 | 3,109 | 617 | 624 | 304 | 286 | 18 | 29 | 289 | 163 |
| Computer and information sciences ................... | 55,271 | 33,803 | 5,913 | 5,091 | 6,000 | 5,808 | 192 | 301 | 1,346 | 2,817 | 59,581 | 35,510 | 6,166 | 5,583 | 6,968 | 6,781 | 187 | 302 | 1,683 | 3,369 |
| Construction trades ....................................... | 268 | 198 | 9 | 41 | 13 | 11 | 2 | 1 | 5 | 1 | 247 | 186 | 4 | 43 | 5 | 5 | 0 | 2 | 3 | 4 |
| Education ................................................... | 98,838 | 78,676 | 7,668 | 7,164 | 2,168 | 1,942 | 226 | 724 | 1,550 | 888 | 91,623 | 71,749 | 7,260 | 7,198 | 2,081 | 1,901 | 180 | 682 | 1,758 | 895 |
| Engineering | 92,169 | 59,542 | 3,687 | 8,131 | 10,717 | 10,530 | 187 | 322 | 2,193 | 7,577 | 97,858 | 61,932 | 3,937 | 9,067 | 11,256 | 11,110 | 146 | 316 | 2,781 | 8,569 |
| Engineering technologies and engineering- <br> related fields ${ }^{1}$ $\qquad$ | 16,221 | 11,298 | 1,699 | 1,430 | 719 | 684 | 35 | 146 | 269 | 660 | 16,611 | 11,335 | 1,626 | 1,515 | 735 | 687 | 48 | 151 | 358 | 891 |
| English language and literature/letters .................. | 50,464 | 36,227 | 4,082 | 5,511 | 2,211 | 2,122 | 89 | 260 | 1,599 | 574 | 45,847 | 32,620 | 3,675 | 5,176 | 1,824 | 1,746 | 78 | 225 | 1,738 | 589 |
| Family and consumer sciences/human sciences .. | 24,689 | 16,376 | 3,089 | 2,731 | 1,361 | 1,287 | 74 | 180 | 564 | 388 | 24,584 | 15,875 | 3,191 | 2,930 | 1,346 | 1,306 | 40 | 153 | 682 | 407 |
| Foreign languages, literatures, and linguistics ....... | 20,332 | 12,932 | 910 | 4,208 | 1,128 | 1,090 | 38 | 75 | 639 | 440 | 19,493 | 12,075 | 907 | 4,044 | 1,137 | 1,107 | 30 | 68 | 778 | 484 |
| Health professions and related programs .............. | 198,777 | 134,434 | 23,755 | 17,625 | 15,480 | 14,709 | 771 | 1,084 | 4,018 | 2,381 | 216,228 | 145,493 | 24,915 | 20,634 | 16,568 | 15,781 | 787 | 1,139 | 5,076 | 2,403 |
| Homeland security, law enforcement, and firefighting $\qquad$ | 62,416 | 35,366 | 12,461 | 10,569 | 1,800 | 1,558 | 242 | 441 | 1,337 | 442 | 62,723 | 34,516 | 12,466 | 11,497 | 1,785 | 1,526 | 259 | 457 | 1,583 | 419 |
| Legal professions and studies ......................................................... | 4,513 | 2,606 | 771 | 650 | 217 | 209 | 8 | 52 | 111 | 106 | 4,420 | 2,601 | 736 | 674 | 178 | 165 | 13 | 37 | 125 | 69 |
| Liberal arts and sciences, general studies, and humanities $\qquad$ | 45,281 | 29,114 | 6,677 | 5,431 | 1,562 | 1,439 | 123 | 440 | 1,215 | 842 | 43,647 | 27,824 | 6,487 | 5,264 | 1,576 | 1,463 | 113 | 396 | 1,250 | 850 |
| Library science ......................................... | 127 | 108 | 11 | 5 | , |  | 0 | 1 | , | 0 | 99 | 79 | 10 | 4 | 1 | , | 1 | 1 | 4 | 0 |
| Mathematics and statistics .. | 20,987 | 13,006 | 1,011 | 1,758 | 2,195 | 2,166 | 29 | 62 | 517 | 2,438 | 21,853 | 13,069 | 1,011 | 1,940 | 2,328 | 2,295 | 33 | 71 | 608 | 2,826 |
| Mechanic and repair technologies/technicians ...... | 318 | 238 | 16 | 20 | 10 | 10 | 0 | 3 | 9 | 22 | 380 | 269 | 29 | 28 | 14 | 14 | , | 2 | 13 | 25 |
| Military technologies and applied sciences ........... | 185 | 119 | 38 | 16 | 4 | 2 | 2 | 0 | 5 | 3 | 276 | 201 | 34 | 27 | 3 | , | 1 | 2 | 4 | 5 |
| Muti/iinterdisciplinary studies ............................. | 48,392 | 30,390 | 5,766 | 6,585 | 2,918 | 2,766 | 152 | 320 | 1,295 | 1,118 | 47,556 | 29,104 | 5,629 | 6,990 | 2,851 | 2,718 | 133 | 319 | 1,522 | 1,141 |
| Parks, recreation, leisure, and fitness studies ....... | 46,047 | 33,008 | 4,615 | 4,437 | 1,970 | 1,826 | 144 | 288 | 1,038 | 691 | 49,006 | 34,202 | 5,078 | 5,021 | 2,164 | 2,014 | 150 | 277 | 1,480 | 784 |
| Philosophy and religious studies ......................... | 11,999 | 8,519 | 920 | 1,180 | 664 | 630 | 34 | 64 | 386 | 266 | 11,072 | 7,754 | 831 | 1,154 | 611 | 581 | 30 | 52 | 387 | 283 |
| Physical sciences and science technologies ....... | 29,307 | 20,105 | 1,563 | 2,236 | 3,015 | 2,965 | 50 | 166 | 820 | 1,402 | 30,038 | 20,484 | 1,509 | 2,542 | 2,962 | 2,911 | 51 | 139 | 915 | 1,487 |
| Precision production ......................................... | 37 | 26 | 0 | 4 | 3 | 3 | 0 | 1 | 1 | 2 | 48 | 31 | 2 | 3 | 7 | 7 | 0 | 1 | 0 | 4 |
| Psychology | 117,312 | 71,646 | 14,259 | 17,109 | 7,692 | 7,410 | 282 | 687 | 3,463 | 2,456 | 117,557 | 69,895 | 14,631 | 18,340 | 7,534 | 7,230 | 304 | 626 | 3,984 | 2,547 |
| Public administration and social services ............. | 33,483 | 18,855 | 7,450 | 4,716 | 1,048 | 937 | 111 | 304 | 764 | 346 | 34,363 | 19,116 | 7,627 | 4,920 | 1,126 | 1,019 | 107 | 285 | 905 | 384 |
| Social sciences and history ................................ | 173,132 | 107,824 | 16,652 | 22,022 | 12,295 | 11,896 | 399 | 893 | 5,254 | 8,192 | 166,944 | 100,602 | 16,152 | 22,694 | 11,825 | 11,428 | 397 | 795 | 5,694 | 9,182 |
|  | 142,010 | 83,667 <br> 24,157 | 15,021 1,631 | 18,945 3,077 | 11,378 | 10,969 | $\begin{array}{r}349 \\ 50 \\ \hline\end{array}$ | 720 173 | 4,410 | 7,929 | 1388906 28038 | 79,124 21478 | 14,677 1,475 | $\begin{array}{r}\text { 12,768 } \\ \hline\end{array}$ | 10,919 | 10,553 | 366 31 | 657 138 | 4,863 | 8,888 |
| History ..................................................... | 31,122 | 24,157 | 1,631 | 3,077 | 977 | 927 | 50 | 173 | 844 | 263 | 28,038 | 21,478 | 1,475 | 2,926 | 906 | 875 | 31 | 138 | 831 | 284 |
| Theology and religious vocations ...................... | 9,642 | 7,733 | 763 | 499 | 242 | 225 | 17 | 49 | 131 | 225 | 9,708 | 7,782 | 785 | 502 | 230 | 211 | 19 | 48 | 141 | 220 |
| Transportation and materials moving ................. | 4,588 | 3,376 | 322 | 358 | 202 | 175 | 27 | 34 | 122 | 174 | 4,711 | 3,441 | 318 | 368 | 190 | 171 | 19 | 23 | 144 | 227 |
| Visual and performing arts ................................ | 97,414 | 66,853 | 6,691 | 10,558 | 6,038 | 5,816 | २२2 | 535 | 2,886 | 3,853 | 95,832 | 63,476 | 6,694 | 11,295 | 5,853 | 5,663 | 190 | 531 | 3,640 | 4,343 |
| Other and not classified ...................................... | , | 0 | 0 | 0 | , | 0 | 0 | 0 | 0 | 0 |  | 0 | 0 | , | 0 | 0 | 0 | 0 | 0 | 0 |
| ${ }^{1}$ Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately. NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natu- <br> ral resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have been revised from previously published figures. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014 and Fall 2015, Completions component. (This table was prepared September 2016.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 322.40. Bachelor's degrees conferred to males by postsecondary institutions, by race/ethnicity and field of study: 2013-14 and 2014-15

| Field of study | 2013-14 |  |  |  |  |  |  |  |  |  | 2014-15 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Paciific Islander |  |  | American Indian/ Alaska Native | Two or more races | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Non-resident alien |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields, total | 801,905 | 536,009 | 68,290 | 80,312 | 59,844 | 57,614 | 2,230 | 4,171 | 18,137 | 35,142 | 812,669 | 530,595 | 69,275 | 86,728 | 61,113 | 58,881 | 2,232 | 4,066 | 22,235 | 38,657 |
| Agriculture and natural resources . | 17,254 | 14,591 | 446 | 969 | 534 | 505 | 29 | 108 | 314 | 292 | 17,585 | 14,724 | 470 | 1,034 | 536 | 492 | 44 | 121 | 386 | 314 |
| Architecture and related services. | 5,174 | 3,391 | 275 | 752 | 352 | 344 | 8 | 19 | 80 | 305 | 5,116 | 3,139 | 261 | 798 | 404 | 395 | 9 | 31 | 146 | 337 |
| Area, ethnic, cultura, gender, and group studies | 2,466 | 1,147 | 369 | 425 | 263 | 243 | 20 | 58 | 123 | 81 | 2,293 | 1,100 | 299 | 361 | 256 | 233 | 23 | 65 | 133 | 79 |
| Biological and biomedical sciences .................... | 43,440 | 27,321 | 2,372 | 4,044 | 7,223 | 7,122 | 101 | 192 | 1,171 | 1,117 | 45,102 | 27,548 | 2,614 | 4,571 | 7,447 | 7,303 | 144 | 175 | 1,568 | 1,179 |
| Business .................................................. | 188,468 | 123,533 | 16,942 | 18,048 | 13,349 | 12,835 | 514 | 883 | 3,411 | 12,302 | 191,310 | 123,773 | 16,627 | 19,439 | 13,438 | 12,925 | 513 | 836 | 4,161 | 13,036 |
| Communication, journalism, and related programs . | 30,974 | 21,731 | 3,469 | 3,006 | 1,179 | 1,107 | 72 | 130 | 722 | 737 | 31,851 | 21,374 | 3,821 | 3,581 | 1,182 | 1,111 | 71 | 121 | 906 | 866 |
| Communications technologies .......................... | 3,419 | 2,158 | 432 | 469 | 129 | 116 | 13 | 22 | 109 | 100 | 3,367 | 2,026 | 419 | 439 | 174 | 163 | 11 | 18 | 196 | 95 |
| Computer and information sciences ..................... | 45,320 | 28,653 | 4,321 | 4,183 | 4,684 | 4,531 | 153 | 239 | 1,058 | 2,182 | 48,840 | 30,156 | 4,587 | 4,582 | 5,376 | 5,239 | 137 | 235 | 1,318 | 2,586 |
| Construction trades ............................ | 243 | 187 | 8 | 32 | 11 | 9 | 2 | 1 | 4 | 0 | 229 | 177 | 4 | 40 | 4 | 4 | 0 | 1 | 3 | 0 |
| Education ......... | 20,357 | 16,227 | 1,767 | 1,222 | 448 | 392 | 56 | 127 | 339 | 227 | 18,473 | 14,349 | 1,677 | 1,302 | 433 | 394 | 39 | 148 | 356 | 208 |
| Engineering ................................................ | 73,906 | 48,729 | 2,724 | 6,415 | 8,207 | 8,056 | 151 | 240 | 1,663 | 5,928 | 78,255 | 50,479 | 2,954 | 7,113 | 8,586 | 8,474 | 112 | 241 | 2,096 | 6,786 |
| Engineering technologies and engineeringrelated fields ${ }^{1}$ $\qquad$ | 14,495 | 10,226 | 1,433 | 1,254 | 639 | 608 | 31 | 125 | 237 | 581 | 14,693 | 10,150 | 1,326 | 1,323 | 638 | 593 | 45 | 136 | 304 | 816 |
| English language and literature/letters ................ | 15,831 | 11,532 | 1,103 | 1,777 | 700 | 663 | 37 | 93 | 478 | 148 | 14,053 | 10,138 | 1,032 | 1,600 | 551 | 524 | 27 | 72 | 494 | 166 |
| Family and consumer sciences/human sciences .. | 3,009 | 1,850 | 462 | 315 | 224 | 212 | 12 | 16 | 65 | 77 | 3,012 | 1,814 | 456 | 334 | 235 | 228 | 7 | 13 | 86 | 74 |
| Foreign languages, literatures, and linguistics ....... | 6,266 | 4,159 | 249 | 1,179 | 329 | 314 | 15 | 31 | 188 | 131 | 6,067 | 4,023 | 231 | 1,055 | 331 | 316 | 15 | 21 | 257 | 149 |
| Health professions and related programs $\qquad$ Homeland security law enforcement, and | 30,932 | 19,686 | 3,448 | 2,962 | 3,455 | 3,284 | 171 | 165 | 663 | 553 | 33,658 | 21,118 | 3,601 | 3,575 | 3,714 | 3,526 | 188 | 174 | 845 | 631 |
| firefighting ............................................ | 33,407 | 21,239 | 4,971 | 4,957 | 1,142 | 1,005 | 137 | 224 | 646 | 228 | 33,640 | 20,819 | 5,043 | 5,470 | 1,116 | 950 | 166 | 218 | 748 | 226 |
| Legal professions and studies ......................... | 1,456 | 898 | 210 | 198 | 70 | 67 | 3 | 14 | 27 | 39 | 1,348 | 850 | 167 | 185 | 64 | 59 | 5 | 12 | 35 | 35 |
| Liberal arts and sciences, general studies, and humanities $\qquad$ | 16,495 | 11,009 | 2,432 | 1,598 | 535 | 491 | 44 | 170 | 381 | 370 | 16,136 | 10,529 | 2,521 | 1,607 | 555 | 507 | 48 | 149 | 428 | 347 |
| Library science ................ | 14 | 12 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 13 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mathematics and statistics | 11,970 | 7,448 | 490 | 972 | 1,331 | 1,317 | 14 | 35 | 299 | 1,395 | 12,462 | 7,556 | 493 | 1,061 | 1,364 | 1,347 | 17 | 45 | 348 | 1,595 |
| Mechanic and repair technologies/technicians ...... | 297 | 225 | 16 | 16 | 8 | , | , | 2 | 9 | 21 | 355 | 253 | 27 | 25 | 14 | 14 | 0 | 1 | 12 | 23 |
| Military technologies and applied sciences ........... | 161 | 111 | 30 | 12 | 2 | 1 |  | 0 | 3 | 3 | 225 | 164 | 26 | 24 | 3 | 2 | 1 | 2 | 3 | 3 |
| Multiinterdisciplinary studies ............................. | 16,126 | 10,482 | 1,789 | 1,862 | 1,013 | 944 | 69 | 89 | 443 | 448 | 15,930 | 10,052 | 1,845 | 1,969 | 1,003 | 948 | 55 | 124 | 510 | 427 |
| Parks, recreation, leisure, and fitness studies ..... | 24,717 | 17,482 | 2,663 | 2,445 | 1,081 | 1,001 | 80 | 128 | 523 | 395 | 25,948 | 17,896 | 2,903 | 2,686 | 1,154 | 1,063 | 91 | 137 | 706 | 466 |
| Philosophy and religious studies ............................. | 7,583 | 5,537 | 517 | 749 | 365 | 344 | 21 | 31 | 232 | 152 | 7,004 | 5,026 | 471 | 719 | 363 | 344 | 19 | 35 | 223 | 167 |
| Physical sciences and science technologies ......... | 17,804 | 12,787 | 694 | 1,363 | 1,609 | 1,583 | 26 | 84 | 459 | 808 | 18,478 | 13,211 | 703 | 1,469 | 1,615 | 1,588 | 27 | 82 | 540 | 858 |
| Precision production .................................. | 21 | 15 | 0 | 3 | 1 | 1 | 0 | 0 | 1 | 1 | 33 | 25 | 0 | 1 | 3 | 3 | 0 | 1 | 0 | 3 |
| Psychology .............. | 27,306 | 16,909 | 2,866 | 3,777 | 2,169 | 2,099 | 70 | 174 | 789 | 622 | 26,802 | 15,979 | 3,034 | 4,011 | 2,037 | 1,954 | 83 | 154 | 967 | 620 |
| Public administration and social services ........ | 5,916 | 3,432 | 1,215 | 778 | 238 | 213 | 25 | 53 | 131 | 69 | 6,145 | 3,378 | 1,292 | 875 | 261 | 239 | 22 | 57 | 165 | 117 |
| Social sciences and history $\qquad$ | 88,254 | 58,908 | 6,767 5,901 | 9,496 | 6,041 5,474 | $\begin{aligned} & 5,830 \\ & 5,287 \end{aligned}$ | 211 187 | 429 332 | 2,372 1,902 | 4,241 4,092 | $85,478$ 68,692 | 55,494 | $\begin{aligned} & 6,551 \\ & 5,774 \end{aligned}$ | 10,016 8,327 1,68 | 5,716 5,199 | 5,509 5,015 | 207 184 184 | 355 272 | 2,654 2,197 | 4,692 4,552 |
| History $\qquad$ $\qquad$ | 18,763 | 14,866 | -866 | 1,748 | -567 | -543 | 24 | ${ }^{97}$ | +470 | 4,149 | 16,786 | 13,123 | -777 | 1,689 | -517 | +494 | 23 23 | ${ }^{83}$ | +457 | 4,140 |
| Theology and religious vocations ........ | 6,594 | 5,438 | 429 | 298 | 159 | 146 | 13 | 30 | 78 | 162 | 6,612 | 5,498 | 419 | 296 | 149 | 142 | 7 | 33 | 72 | 145 |
| Transportation and materials moving .............. | 4,053 | 3,029 | 270 | 297 | 168 | 147 | 21 | 28 | 109 | 152 | 4,133 | 3,061 | 272 | 315 | 151 | 136 | 15 | 22 | 122 | 190 |
| Visual and performing arts ............................. | 38,177 | 25,927 | 3,110 | 4,438 | 2,186 | 2,076 | 110 | 231 | 1,010 | 1,275 | 38,020 | 24,703 | 3,126 | 4,852 | 2,240 | 2,156 | 84 | 231 | 1,447 | 1,421 |
| Other and not classified ................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

[^117]ral resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014 and Fall 2015, Completions component. (This table was prepared September 2016.)

Table 322.50. Bachelor's degrees conferred to females by postsecondary institutions, by race/ethnicity and field of study: 2013-14 and 2014-15

| Field of study | 2013-14 |  |  |  |  |  |  |  |  |  | 2014-15 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Paciic Islander |  |  | American Indian/ Alaska Native | Two or more races | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ |
|  |  |  |  |  | Total | Asian | Paciic Islander |  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields, total s | 1,068,245 | 682,989 | 123,147 | 122,113 | 71,818 | 68,881 | 2,937 | 6,613 | 27,285 | 34,280 | 1,082,265 | 679,928 | 123,440 | 130,990 | 72,883 | 70,125 | 2,758 | 6,145 | 31,966 | 36,913 |
| Agriculture and natural resources | 17,871 | 14,085 | 608 | 1,294 | 820 | 766 | 54 | 121 | 538 | 405 | 18,692 | 14,513 | 612 | 1,513 | 877 | 828 | 49 | 131 | 604 | 442 |
| Architecture and related services ...................... | 3,975 | 2,360 | 237 | 531 | 385 | 379 | 6 | 13 | 87 | 362 | 3,974 | 2,178 | 183 | 571 | 450 | 442 | 8 | 17 | 130 | 445 |
| Area, ethnic, cultural, gender, and group studies .. | 5,809 | 2,681 | 805 | 1,143 | 579 | 559 | 20 | 133 | 283 | 185 | 5,489 | 2,457 | 836 | 1,131 | 501 | 479 | 22 | 108 | 285 | 171 |
| Biological and biomedical sciences .................... | 61,217 | 36,503 | 5,350 | 5,965 | 9,503 | 9,332 | 171 | 303 | 1,903 | 1,690 | 64,794 | 38,048 | 5,670 | 6,977 | 9,763 | 9,619 | 144 | 264 | 2,356 | 1,716 |
| Business ..................................................... | 169,664 | 97,933 | 22,920 | 19,366 | 13,110 | 12,515 | 595 | 1,112 | 3,447 | 11,776 | 172,489 | 98,864 | 22,562 | 20,536 | 13,215 | 12,704 | 511 | 996 | 3,955 | 12,361 |
| Communication, journalism, and related programs . | 56,638 | 38,223 | 6,206 | 6,183 | 2,439 | 2,337 | 102 | 250 | 1,633 | 1,704 | 58,799 | 38,475 | 6,433 | 7,129 | 2,465 | 2,347 | 118 | 217 | 2,026 | 2,054 |
| Communications technologies .......................... | 1,572 | 963 | 208 | 145 | 125 | 119 | 6 | 7 | 62 | 62 | 1,768 | 1,083 | 198 | 185 | 130 | 123 | 7 | 11 | 93 | 68 |
| Computer and information sciences ................... | 9,951 | 5,150 | 1,592 | 908 | 1,316 | 1,277 | 39 | 62 | 288 | 635 | 10,741 | 5,354 | 1,579 | 1,001 | 1,592 | 1,542 | 50 | 67 | 365 | 783 |
| Construction trades ......................................... | 25 78,481 | 11 6 | 1 | 9 | 172 | 2 ${ }^{2}$ | 0 | - 5 | 121 | 1 | 18 73150 | 9 ${ }^{9}$ | - 0 | 3 5806 | 1 1648 | 1 1507 | 0 | 1 534 | O | 4 687 |
| Education .................................................. | 78,481 | 62,449 | 5,901 | 5,942 | 1,720 | 1,550 | 170 | 597 | 1,211 | 661 | 73,150 | 57,400 | 5,583 | 5,896 | 1,648 | 1,507 | 141 | 534 | 1,402 | 687 |
| Engineering ..... | 18,263 | 10,813 | 963 | 1,716 | 2,510 | 2,474 | 36 | 82 | 530 | 1,649 | 19,603 | 11,453 | 983 | 1,954 | 2,670 | 2,636 | 34 | 75 | 685 | 1,783 |
| Engineering technologies and engineeringrelated fields ${ }^{1}$ $\qquad$ | 1,726 | 1,072 | 266 | 176 | 80 | 76 | 4 | 21 | 32 | 79 | 1,918 | 1,185 | 300 | 192 | 97 | 94 | 3 | 15 | 54 | 75 |
| English language and literature/letters ...... | 34,633 | 24,695 | 2,979 | 3,734 | 1,511 | 1,459 | 52 | 167 | 1,121 | 426 | 31,794 | 22,482 | 2,643 | 3,576 | 1,273 | 1,222 | 51 | 153 | 1,244 | 423 |
| Family and consumer sciences/human sciences .. | 21,680 | 14,526 | 2,627 | 2,416 | 1,137 | 1,075 | 62 | 164 | 499 | 311 | 21,572 | 14,061 | 2,735 | 2,596 | 1,111 | 1,078 | 33 | 140 | 596 | 333 |
| Foreign languages, literatures, and linguistics ....... | 14,066 | 8,773 | 661 | 3,029 | 799 | 776 | 23 | 44 | 451 | 309 | 13,426 | 8,052 | 676 | 2,989 | 806 | 791 | 15 | 47 | 521 | 335 |
| Health professions and related programs .............. | 167,845 | 114,748 | 20,307 | 14,663 | 12,025 | 11,425 | 600 | 919 | 3,355 | 1,828 | 182,570 | 124,375 | 21,314 | 17,059 | 12,854 | 12,255 | 599 | 965 | 4,231 | 1,772 |
| Homeland security, law enforcement, and firefighting $\qquad$ | 29,009 | 14,127 | 7,490 | 5,612 | 658 | 553 | 105 | 217 | 691 | 214 | 29,083 | 13,697 | 7,423 | 6,027 | 669 | 576 | 93 | 239 | 835 | 193 |
| Legal professions and studies .................................................... | 3,057 | 1,708 | 561 | 452 | 147 | 142 | 5 | 38 | 84 | 67 | 3,072 | 1,751 | 569 | 489 | 114 | 106 | 8 | 25 | 90 | 34 |
| Liberal arts and sciences, general studies, and humanities $\qquad$ | 28,786 | 18,105 | 4,245 | 3,833 | 1,027 | 948 | 79 | 270 | 834 | 472 | 27,511 | 17,295 | 3,966 | 3,657 | 1,021 | 956 | 65 | 247 | 822 | 503 |
| Library science ....................................... | 113 | 96 | 10 | 4 | 0 | - | 0 | 1 | 2 | 0 | 83 | 66 | 7 | 4 | 1 | 0 | 1 | 1 | 4 | 0 |
| Mathematics and statistics ... | 9,017 | 5,558 | 521 | 786 | 864 | 849 | 15 | 27 | 218 | 1,043 | 9,391 | 5,513 | 518 | 879 | 964 | 948 | 16 | 26 | 260 | 1,231 |
| Mechanic and repair technologies/technicians ...... | 21 | 13 |  | 4 | 2 | 2 | 0 | 1 | 0 | 1 | 25 | 16 | 2 | 3 | 0 | 0 | 0 | 1 | 1 | 2 |
| Military technologies and applied sciences .......... | 24 |  | 8 | 4 | 2 | 1 | 1 | , | 2 | 0 | 51 | 37 | 8 | 3 | 0 | 0 | 0 | 0 | 1 | 2 |
| Multi/interdisciplinary studies ....................... | 32,266 | 19,908 | 3,977 | 4,723 | 1,905 | 1,822 | 83 | 231 | 852 | 670 | 31,626 | 19,052 | 3,784 | 5,021 | 1,848 | 1,770 | 78 | 195 | 1,012 | 714 |
| Parks, recreation, leisure, and fitness studies ....... | 21,330 | 15,526 | 1,952 | 1,992 | 889 | 825 | 64 | 160 | 515 | 296 | 23,058 | 16,306 | 2,175 | 2,335 | 1,010 | 951 | 59 | 140 | 774 | 318 |
| Philosophy and religious studies ......................... | 4,416 | 2,982 | 403 | 431 | 299 | 286 | 13 | 33 | 154 | 114 | 4,068 | 2,728 | 360 | 435 | 248 | 237 | 11 | 17 | 164 | 116 |
| Physical sciences and science technologies ......... | 11,503 | 7,318 | 869 | 873 | 1,406 | 1,382 | 24 | 82 | 361 | 594 | 11,560 | 7,273 | 806 | 1,073 | 1,347 | 1,323 | 24 | 57 | 375 | 629 |
| Precision production ..................................... | 16 | 11 | 0 | 1 | 2 | 2 | 0 | 1 | 0 | 1 | 15 | 6 | 2 | 2 | 4 | 4 | 0 | 0 | 0 | 1 |
| Psychology ............................................... | 90,006 | 54,737 | 11,393 | 13,332 | 5,523 | 5,311 | 212 | 513 | 2,674 | 1,834 | 90,755 | 53,916 | 11,597 | 14,329 | 5,497 | 5,276 | 221 | 472 | 3,017 | 1,927 |
| Public administration and social services ............. | 27,567 | 15,423 | 6,235 | 3,938 | 810 | 724 | 86 | 251 | 633 | 277 | 28,218 | 15,738 | 6,335 | 4,045 | 865 | 780 | 85 | 228 | 740 | 267 |
| Social sciences and history ................................. | 84,878 | 48,916 | 9,885 | 12,526 |  | 6,066 | 188 | 464 | 2,882 | 3,951 |  | 45,108 | 9,601 | 12,678 | 6,109 | 5,919 | 190 | 440 | 3,040 | 4,490 |
| Social sciences | 72,519 12,359 | 39,625 | 9,120 | 11,197 | 5,844 | 5,682 | 162 26 | 388 76 | 2,508 | 3,837 | 70,214 | 36,753 | 8,903 | 11,441 | 5,720 | 5,538 | 182 | 385 | 2,666 | 4,346 |
| Theology and religious vocations | 3,048 | 2,295 | 334 | 201 | 83 | 79 | 4 | 19 | 53 | 63 | 3,096 | 2,284 | 366 | 206 | 81 | 69 | 12 | 15 | 69 | 75 |
| Transportation and materials moving ............................ | 535 | 347 | 52 | 61 | 34 | 28 | 6 | 6 | 13 | 22 | 578 | 380 | 46 | 53 | 39 | 35 | 4 | 1 | 22 | 37 |
| Visual and performing arts .............................. | 59,237 | 40,926 | 3,581 | 6,120 | 3,852 | 3,740 | 112 | 304 | 1,876 | 2,578 | 57,812 | 38,773 | 3,568 | 6,443 | 3,613 | 3,507 | 106 | 300 | 2,193 | 2,922 |
| Other and not classified ................................... | 0 | 0 | 0 | , | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | , | 0 | 0 | 0 | 0 | 0 | 0 |
| 'Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately. <br> NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racia/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natu- <br> ral resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have been revised from previously published figures. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014 and Fall 2015, Completions component. (This table was prepared September 2016.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 323.10. Master's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2014-15

| Field of study | 1970-71 | 1975-76 | 1980-81 | 1985-86 | 1990-91 | 1995-96 | 2000-01 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total | 235,564 | 317,477 | 302,637 | 295,850 | 342,863 | 412,180 | 473,502 | 580,151 | 599,731 | 610,597 | 630,666 | 662,082 | 693,313 | 730,922 | 755,967 | 751,718 | 754,582 | 758,708 |
| Agriculture and natural resources. | 2,457 | 3,340 | 4,003 | 3,801 | 3,295 | 4,551 | 4,272 | 4,746 | 4,640 | 4,623 | 4,684 | 4,878 | 5,215 | 5,766 | 6,390 | 6,336 | 6,544 | 6,426 |
| Architecture and related services .... | 1,705 | 3,215 | 3,153 | 3,260 | 3,490 | 3,993 | 4,302 | 5,674 | 5,743 | 5,951 | 6,065 | 6,587 | 7,280 | 7,788 | 8,448 | 8,095 | 8,048 | 8,006 |
| Area, ethnic, cultura, gender, and group studies ....... | 1,032 | 993 | 802 | 915 | 1,233 | 1,652 | 1,555 | 1,755 | 2,080 | 1,699 | 1,778 | 1,779 | 1,775 | 1,913 | 1,947 | 1,897 | 1,844 | 1,847 |
| Biological and biomedical sciences ....................... | 5,625 | 6,457 | 5,766 | 5,064 | 4,834 | 6,593 | 7,017 | 8,284 | 8,781 | 8,898 | 9,689 | 10,018 | 10,730 | 11,324 | 12,419 | 13,300 | 13,964 | 14,650 |
| Business ............................................................ | 26,490 | 42,592 | 57,888 | 66,676 | 78,255 | 93,554 | 115,602 | 142,617 | 146,406 | 150,211 | 155,637 | 168,404 | 177,748 | 187,178 | 191,606 | 188,617 | 189,364 | 185,222 |
| Communication, journalism, and related programs ... | 1,770 | 2,961 | 2,896 | 3,500 | 4,123 | 5,080 | 5,218 | 6,762 | 7,244 | 6,773 | 6,915 | 7,042 | 7,630 | 8,302 | 9,005 | 8,760 | 9,353 | 9,581 |
| Communications technologies .............................. | 86 | 165 | 209 | 308 | 204 | 481 | 427 | 433 | 501 | 499 | 631 | 475 | 463 | 502 | 497 | 577 | 577 | 554 |
| Computer and information sciences ........................ | 1,588 | 2,603 | 4,218 | 8,070 | 9,324 | 10,579 | 16,911 | 18,416 | 17,055 | 16,232 | 17,087 | 17,907 | 17,955 | 19,516 | 20,925 | 22,782 | 24,514 | 31,474 |
| Education .......................................................... | 87,666 | 126,061 | 96,713 | 74,816 | 87,352 | 104,936 | 127,829 | 167,490 | 174,620 | 176,572 | 175,880 | 178,538 | 182,165 | 185,127 | 179,047 | 164,652 | 154,655 | 146,561 |
| Engineering .................................................. | 16,813 | 16,472 | 16,893 | 21,529 | 24,454 | 26,789 | 25,174 | 32,488 | 30,848 | 29,299 | 31,557 | 34,546 | 35,133 | 38,664 | 40,323 | 40,420 | 42,376 | 46,115 |
| Engineering technologies ...................................... | 134 | 328 | 323 | 617 | 996 | 2,054 | 2,013 | 2,500 | 2,541 | 2,690 | 2,873 | 3,462 | 4,258 | 4,515 | 4,793 | 4,908 | 4,967 | 5,324 |
| English language and literature/letters ..................... | 10,441 | 8,599 | 5,742 | 5,335 | 6,784 | 7,657 | 6,763 | 8,468 | 8,845 | 8,742 | 9,161 | 9,262 | 9,202 | 9,475 | 9,938 | 9,755 | 9,294 | 8,928 |
| Family and consumer sciences/human sciences ...... | 1,452 | 2,179 | 2,570 | 2,011 | 1,541 | 1,712 | 1,838 | 1,827 | 1,983 | 2,080 | 2,199 | 2,453 | 2,592 | 2,918 | 3,155 | 3,255 | 3,082 | 3,148 |
| Foreign languages, literatures, and linguistics ............ | 5,480 | 4,432 | 2,934 | 2,690 | 3,049 | 3,443 | 3,035 | 3,407 | 3,539 | 3,443 | 3,565 | 3,592 | 3,756 | 3,727 | 3,827 | 3,708 | 3,482 | 3,566 |
| Heath professions and related programs .................. | 5,330 | 12,164 | 16,176 | 18,603 | 21,354 | 33,920 | 43,623 | 46,703 | 51,380 | 54,531 | 58,120 | 62,642 | 69,112 | 75,571 | 84,355 | 90,933 | 97,416 | 102,897 |
| Homeland security, law enforcement, and firefighting | 194 | 1,197 | 1,538 | 1,074 | 1,108 | 1,812 | 2,514 | 3,991 | 4,277 | 4,906 | 5,760 | 6,125 | 6,717 | 7,433 | 8,420 | 8,868 | 9,310 | 9,643 |
| Legal professions and studies .............................. | 955 | 1,442 | 1,832 | 1,924 | 2,057 | 2,751 | 3,829 | 4,170 | 4,453 | 4,486 | 4,815 | 5,150 | 5,767 | 6,475 | 6,614 | 7,013 | 7,654 | 7,924 |
| Liberal arts and sciences, general studies, and humanities $\qquad$ | 885 | 2,633 | 2,375 | 1,586 | 2,213 | 2,778 | 3,193 | 3,680 | 3,702 | 3,634 | 3,797 | 3,729 | 3,822 | 3,997 | 3,792 | 3,264 | 3,002 | 2,794 |
| Library science ................. | 7,001 | 8,037 | 4,859 | 3,564 | 4,763 | 5,099 | 4,727 | 6,213 | 6,448 | 6,767 | 7,162 | 7,091 | 7,448 | 7,729 | 7,443 | 6,983 | 5,840 | 5,259 |
| Mathematics and statistics | 5,191 | 3,857 | 2,567 | 3,131 | 3,549 | 3,651 | 3,209 | 4,477 | 4,730 | 4,884 | 4,980 | 5,211 | 5,639 | 5,866 | 6,246 | 6,957 | 7,273 | 7,589 |
| Military technologies and applied sciences ............... | 2 | 0 | 43 | 83 | 0 | 136 | 0 | 0 | 0 | 202 | 0 | 3 | 0 | 0 | 29 | 32 | 29 | 71 |
| Multiinterdisciplinary studies ............................. | 924 | 1,283 | 2,356 | 2,869 | 2,079 | 2,713 | 3,413 | 4,167 | 4,391 | 4,611 | 5,165 | 5,225 | 5,947 | 6,762 | 7,746 | 7,953 | 8,120 | 8,098 |
| Parks, recreation, leisure, and fitness studies .............. | 218 | 571 | 643 | 570 | 483 | 1,684 | 2,354 | 3,740 | 3,992 | 4,110 | 4,440 | 4,825 | 5,617 | 6,546 | 7,047 | 7,139 | 7,609 | 7,639 |
| Philosophy and religious studies .............................. | 1,326 | 1,358 | 1,231 | 1,193 | 1,471 | 1,363 | 1,386 | 1,647 | 1,739 | 1,716 | 1,879 | 1,859 | 2,045 | 1,839 | 2,003 | 1,934 | 2,095 | 1,912 |
| Physical sciences and science technologies ............. | 6,336 | 5,428 | 5,246 | 5,860 | 5,281 | 5,910 | 5,134 | 5,823 | 6,063 | 6,012 | 6,061 | 5,862 | 6,066 | 6,386 | 6,911 | 7,014 | 6,984 | 7,100 |
| Precision production ................................................ | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 6 | 9 | 5 | 3 | 10 | 10 | 5 | 11 | 9 | 15 | 4 |
| Psychology ......................................................... | 5,717 | 10,167 | 10,223 | 9,845 | 11,349 | 15,152 | 16,539 | 18,830 | 19,770 | 21,037 | 21,431 | 23,415 | 23,763 | 25,062 | 27,052 | 27,787 | 27,926 | 26,773 |
| Public administration and social services .................. | 7,785 | 15,209 | 17,803 | 15,692 | 17,905 | 24,229 | 25,268 | 29,552 | 30,510 | 31,131 | 33,029 | 33,934 | 35,740 | 38,614 | 41,737 | 43,591 | 44,508 | 46,083 |
| Social sciences and history .................................. | 16,539 | 15,953 | 11,945 | 10,564 | 12,233 | 15,012 | 13,791 | 16,952 | 17,369 | 17,665 | 18,495 | 19,241 | 20,234 | 21,085 | 21,891 | 21,591 | 21,497 | 20,533 |
| Theology and religious vocations ............................ | 7,747 | 8,964 | 11,061 | 11,826 | 10,498 | 10,909 | 9,876 | 11,348 | 11,758 | 12,436 | 12,578 | 12,851 | 12,848 | 13,170 | 13,341 | 14,275 | 14,128 | 14,271 |
| Transportation and materials moving ...................... | 0 | 0 | 0 | 454 | 406 | 919 | 756 | 802 | 784 | 985 | 982 | 1,048 | 1,074 | 1,390 | 1,702 | 1,444 | 1,243 | 960 |
| Visual and performing arts .................................. | 6,675 | 8,817 | 8,629 | 8,420 | 8,657 | 10,280 | 11,404 | 13,183 | 13,530 | 13,767 | 14,164 | 14,918 | 15,562 | 16,277 | 17,307 | 17,869 | 17,869 | 17,756 |
| Not classified by field of study ................................ | 0 | 0 | 0 | 0 | 8,523 | 780 | 528 | 0 | 0 | 0 | 84 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NOTE: Data through 1990-91 are for institutions of higher education, while later data are for postsecondary institutions that participate in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related support services and Personal and culinary services; and "Engineering technologies" includes Engineering technolo-
gies and engineering-related fields, Construction trades, and Mechanic and repair technologies/technicians. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970-71 through 1985-86; Integrated Postsecond-
ary Education Data System (IPEDS), "Completions Survey" (IPEDS-C.91-99); and IPEDS Fall 2000; through Fall 2015, Completions component. (This table was prepared September 2016.)

Table 323.20. Master's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2014-15

|  | Number of degrees conferred to U.S. citizens and nonresident aliens |  |  |  |  |  |  |  | Percentage distribution of degrees conferred to U.S. citizens |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year and sex | Total | White | Black | Hispanic | Asian/ Pacific Islander | American Indian/ Alaska Native | Two or more races | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ | Total | White | Black | Hispanic | Asian Pacific Islander | American Indian/ Alaska Native | Two or more races |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-771 | 322,463 | 271,402 | 21,252 | 6,136 | 5,127 | 1,018 | - | 17,528 | 100.0 | 89.0 | 7.0 | 2.0 | 1.7 | 0.3 | - |
| 1980-812.. | 301,081 | 247,475 | 17,436 | 6,534 | 6,348 | 1,044 | - | 22,244 | 100.0 | 88.8 | 6.3 | 2.3 | 2.3 | 0.4 | - |
| 1990-91. | 342,863 | 265,927 | 17,023 | 8,981 | 11,869 | 1,189 | - | 37,874 | 100.0 | 87.2 | 5.6 | 2.9 | 3.9 | 0.4 | - |
| 1998-99 .... | 446,038 | 318,555 | 33,010 | 17,781 | 22,262 | 2,075 | - | 52,355 | 100.0 | 80.9 | 8.4 | 4.5 | 5.7 | 0.5 | - |
| 1999-2000 ..................... | 463,185 | 324,990 | 36,606 | 19,379 | 23,523 | 2,263 | - | 56,424 | 100.0 | 79.9 | 9.0 | 4.8 | 5.8 | 0.6 | - |
| 2000-01. | 473,502 | 324,211 | 38,853 | 21,661 | 24,544 | 2,496 | - | 61,737 | 100.0 | 78.7 | 9.4 | 5.3 | 6.0 | 0.6 | - |
| 2001-02.. | 487,313 | 331,427 | 41,006 | 22,517 | 25,681 | 2,632 | - | 64,050 | 100.0 | 78.3 | 9.7 | 5.3 | 6.1 | 0.6 | - |
| 2002-03 .... | 518,699 | 346,003 | 45,150 | 25,200 | 27,492 | 2,886 | - | 71,968 | 100.0 | 77.5 | 10.1 | 5.6 | 6.2 | 0.6 | - |
| 2003-04 .... | 564,272 | 373,448 | 51,402 | 29,806 | 31,202 | 3,206 | - | 75,208 | 100.0 | 76.4 | 10.5 | 6.1 | 6.4 | 0.7 | - |
| 2004-05 ....................... | 580,151 | 383,246 | 55,330 | 31,639 | 33,042 | 3,310 | - | 73,584 | 100.0 | 75.7 | 10.9 | 6.2 | 6.5 | 0.7 | - |
| 2005-06. | 599,731 | 397,439 | 59,806 | 32,567 | 34,289 | 3,519 | - | 72,111 | 100.0 | 75.3 | 11.3 | 6.2 | 6.5 | 0.7 | - |
| 2006-07 .. | 610,597 | 403,562 | 63,412 | 34,967 | 36,491 | 3,589 | - | 68,576 | 100.0 | 74.5 | 11.7 | 6.5 | 6.7 | 0.7 | - |
| 2007-08 ... | 630,666 | 413,179 | 65,914 | 36,972 | 37,722 | 3,777 | - | 73,102 | 100.0 | 74.1 | 11.8 | 6.6 | 6.8 | 0.7 | - |
| 2008-09 ... | 662,082 | 427,713 | 70,772 | 39,567 | 40,510 | 3,777 | - | 79,743 | 100.0 | 73.4 | 12.2 | 6.8 | 7.0 | 0.6 | - |
| 2009-10 ........................ | 693,313 | 445,158 | 76,472 | 43,603 | 42,520 | 3,965 | - | 81,595 | 100.0 | 72.8 | 12.5 | 7.1 | 7.0 | 0.6 | - |
| 2010-11 | 730,922 | 462,922 | 80,742 | 46,823 | 43,482 | 3,946 | 6,597 | 86,410 | 100.0 | 71.8 | 12.5 | 7.3 | 6.7 | 0.6 | 1.0 |
| 2011-12 | 755,967 | 470,822 | 86,007 | 50,994 | 45,379 | 3,681 | 9,823 | 89,261 | 100.0 | 70.6 | 12.9 | 7.6 | 6.8 | 0.6 | 1.5 |
| 2012-13.. | 751,718 | 455,896 | 87,989 | 52,991 | 44,906 | 3,693 | 11,794 | 94,449 | 100.0 | 69.4 | 13.4 | 8.1 | 6.8 | 0.6 | 1.8 |
| 2013-14 ... | 754,582 | 444,771 | 88,606 | 55,962 | 44,533 | 3,512 | 13,417 | 103,781 | 100.0 | 68.3 | 13.6 | 8.6 | 6.8 | 0.5 | 2.1 |
| 2014-15 ....................... | 758,708 | 433,106 | 87,265 | 58,684 | 44,517 | 3,412 | 14,622 | 117,102 | 100.0 | 67.5 | 13.6 | 9.1 | 6.9 | 0.5 | 2.3 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-771 ... | 172,703 | 144,042 | 7,970 | 3,328 | 3,128 | 565 | - | 13,670 | 100.0 | 90.6 | 5.0 | 2.1 | 2.0 | 0.4 | - |
| 1980-812 ${ }^{\text {.... }}$ | 151,602 | 120,927 | 6,418 | 3,155 | 3,830 | 507 | - | 16,765 | 100.0 | 89.7 | 4.8 | 2.3 | 2.8 | 0.4 | - |
| 1990-91..... | 160,842 | 117,993 | 6,201 | 4,017 | 6,765 | 495 | - | 25,371 | 100.0 | 87.1 | 4.6 | 3.0 | 5.0 | 0.4 | - |
| 1998-99 | 190,230 | 129,912 | 10,346 | 7,044 | 10,638 | 794 | - | 31,496 | 100.0 | 81.8 | 6.5 | 4.4 | 6.7 | 0.5 | - |
| 1999-2000 .................... | 196,129 | 131,221 | 11,642 | 7,738 | 11,299 | 845 | - | 33,384 | 100.0 | 80.6 | 7.2 | 4.8 | 6.9 | 0.5 | - |
| 2000-01.. | 197,770 | 128,516 | 11,878 | 8,371 | 11,561 | 925 | - | 36,519 | 100.0 | 79.7 | 7.4 | 5.2 | 7.2 | 0.6 | - |
| 2001-02 ... | 202,604 | 131,316 | 12,119 | 8,539 | 11,956 | 995 | - | 37,679 | 100.0 | 79.6 | 7.3 | 5.2 | 7.2 | 0.6 | - |
| 2002-03 ... | 215,172 | 135,938 | 13,224 | 9,389 | 12,704 | 1,043 | - | 42,874 | 100.0 | 78.9 | 7.7 | 5.4 | 7.4 | 0.6 | - |
| 2003-04 .. | 233,056 | 146,369 | 15,027 | 10,929 | 14,551 | 1,137 | - | 45,043 | 100.0 | 77.9 | 8.0 | 5.8 | 7.7 | 0.6 | - |
| 2004-05 ....................... | 237,155 | 150,076 | 16,136 | 11,501 | 15,238 | 1,167 | - | 43,037 | 100.0 | 77.3 | 8.3 | 5.9 | 7.8 | 0.6 | - |
| 2005-06... | 241,656 | 153,666 | 17,384 | 11,739 | 16,031 | 1,252 | - | 41,584 | 100.0 | 76.8 | 8.7 | 5.9 | 8.0 | 0.6 | - |
| 2006-07.. | 242,189 | 154,241 | 18,333 | 12,473 | 16,728 | 1,275 | - | 39,139 | 100.0 | 76.0 | 9.0 | 6.1 | 8.2 | 0.6 | - |
| 2007-08.. | 250,169 | 157,596 | 18,761 | 13,189 | 17,476 | 1,293 | - | 41,854 | 100.0 | 75.7 | 9.0 | 6.3 | 8.4 | 0.6 | - |
| 2008-09 ... | 263,515 | 162,863 | 20,146 | 14,314 | 18,865 | 1,349 | - | 45,978 | 100.0 | 74.9 | 9.3 | 6.6 | 8.7 | 0.6 | - |
| 2009-10 ........................ | 275,317 | 170,243 | 22,121 | 15,554 | 19,423 | 1,419 | - | 46,557 | 100.0 | 74.4 | 9.7 | 6.8 | 8.5 | 0.6 | - |
| 2010-11.. | 291,680 | 177,786 | 23,746 | 17,183 | 19,918 | 1,409 | 2,540 | 49,098 | 100.0 | 73.3 | 9.8 | 7.1 | 8.2 | 0.6 | 1.0 |
| 2011-12 .. | 302,484 | 183,222 | 25,284 | 18,633 | 20,751 | 1,298 | 3,518 | 49,778 | 100.0 | 72.5 | 10.0 | 7.4 | 8.2 | 0.5 | 1.4 |
| 2012-13. | 301,552 | 177,208 | 26,417 | 19,441 | 20,456 | 1,280 | 4,472 | 52,278 | 100.0 | 71.1 | 10.6 | 7.8 | 8.2 | 0.5 | 1.8 |
| 2013-14 ..................... | 302,846 | 173,303 | 26,608 | 20,565 | 19,955 | 1,219 | 4,890 | 56,306 | 100.0 | 70.3 | 10.8 | 8.3 | 8.1 | 0.5 | 2.0 |
| 2014-15 ........................ | 306,590 | 168,152 | 26,317 | 21,349 | 19,588 | 1,225 | 5,436 | 64,523 | 100.0 | 69.5 | 10.9 | 8.8 | 8.1 | 0.5 | 2.2 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-771 | 149,760 | 127,360 | 13,282 | 2,808 | 1,999 | 453 | - | 3,858 | 100.0 | 87.3 | 9.1 | 1.9 | 1.4 | 0.3 | - |
| 1980-812 | 149,479 | 126,548 | 11,018 | 3,379 | 2,518 | 537 | - | 5,479 | 100.0 | 87.9 | 7.7 | 2.3 | 1.7 | 0.4 | - |
| 1990-91 ...... | 182,021 | 147,934 | 10,822 | 4,964 | 5,104 | 694 | - | 12,503 | 100.0 | 87.3 | 6.4 | 2.9 | 3.0 | 0.4 | - |
| 1998-99 .... | 255,808 | 188,643 | 22,664 | 10,737 | 11,624 | 1,281 | - | 20,859 | 100.0 | 80.3 | 9.6 | 4.6 | 4.9 | 0.5 | - |
| 1999-2000 ..................... | 267,056 | 193,769 | 24,964 | 11,641 | 12,224 | 1,418 | - | 23,040 | 100.0 | 79.4 | 10.2 | 4.8 | 5.0 | 0.6 | - |
| 2000-01 | 275,732 | 195,695 | 26,975 | 13,290 | 12,983 | 1,571 | - | 25,218 | 100.0 | 78.1 | 10.8 | 5.3 | 5.2 | 0.6 | - |
| 2001-02 ... | 284,709 | 200,111 | 28,887 | 13,978 | 13,725 | 1,637 | - | 26,371 | 100.0 | 77.5 | 11.2 | 5.4 | 5.3 | 0.6 | - |
| 2002-03 ....................... | 303,527 | 210,065 | 31,926 | 15,811 | 14,788 | 1,843 | - | 29,094 | 100.0 | 76.5 | 11.6 | 5.8 | 5.4 | 0.7 | - |
| 2003-04 ..................... | 331,216 | 227,079 | 36,375 | 18,877 | 16,651 | 2,069 | - | 30,165 | 100.0 | 75.4 | 12.1 | 6.3 | 5.5 | 0.7 | - |
| 2004-05 ........................ | 342,996 | 233,170 | 39,194 | 20,138 | 17,804 | 2,143 | - | 30,547 | 100.0 | 74.6 | 12.5 | 6.4 | 5.7 | 0.7 | - |
| 2005-06 ... | 358,075 | 243,773 | 42,422 | 20,828 | 18,258 | 2,267 | - | 30,527 | 100.0 | 74.4 | 13.0 | 6.4 | 5.6 | 0.7 | - |
| 2006-07 .................................... | 368,408 | 249,321 | 45,079 | 22,494 | 19,763 | 2,314 | - | 29,437 | 100.0 | 73.6 | 13.3 | 6.6 | 5.8 | 0.7 | - |
| 2007-08 ....................... | 380,497 | 255,583 | 47,153 | 23,783 | 20,246 | 2,484 | - | 31,248 | 100.0 | 73.2 | 13.5 | 6.8 | 5.8 | 0.7 | - |
| 2008-09 ...................... | 398,567 | 264,850 | 50,626 | 25,253 | 21,645 | 2,428 | - | 33,765 | 100.0 | 72.6 | 13.9 | 6.9 | 5.9 | 0.7 | - |
| 2009-10 ...................... | 417,996 | 274,915 | 54,351 | 28,049 | 23,097 | 2,546 | - | 35,038 | 100.0 | 71.8 | 14.2 | 7.3 | 6.0 | 0.7 | - |
| 2010-11 ..... | 439,242 | 285,136 | 56,996 | 29,640 | 23,564 | 2,537 | 4,057 | 37,312 | 100.0 | 70.9 | 14.2 | 7.4 | 5.9 | 0.6 | 1.0 |
| 2011-12 ...................... | 453,483 | 287,600 | 60,723 | 32,361 | 24,628 | 2,383 | 6,305 | 39,483 | 100.0 | 69.5 | 14.7 | 7.8 | 5.9 | 0.6 | 1.5 |
| 2012-13 .......................... | 450,166 | 278,688 | 61,572 | 33,550 | 24,450 | 2,413 | 7,322 | 42,171 | 100.0 | 68.3 | 15.1 | 8.2 | 6.0 | 0.6 | 1.8 |
| 2013-14 ....................... | 451,736 | 271,468 | 61,998 | 35,397 | 24,578 | 2,293 | 8,527 | 47,475 | 100.0 | 67.2 | 15.3 | 8.8 | 6.1 | 0.6 | 2.1 |
| 2014-15 ...................... | 452,118 | 264,954 | 60,948 | 37,335 | 24,929 | 2,187 | 9,186 | 52,579 | 100.0 | 66.3 | 15.3 | 9.3 | 6.2 | 0.5 | 2.3 |

## -Not available.

${ }^{1}$ Excludes 387 males and 175 females whose racial/ethnic group was not available. ${ }^{2}$ Excludes 1,377 males and 179 females whose racial/ethnic group was not available NOTE: Data through 1990-91 are for institutions of higher education, while later data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later years, reported racia//ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Detail
may not sum to totals because of rounding. Some data have been revised from previusly published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90-99); and IPEDS Fall 2000 through Fall 2015, Completions component. (This table was prepared September 2016.)

Table 323.30. Master's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2013-14 and 2014-15

| Field of study | 2013-14 |  |  |  |  |  |  |  |  |  | 2014-15 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Paciific Islander |  |  | American Indian/ Alaska Native | Two or more races | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ | Total | White | Black | Hispanic | Asian/Paciic Islander |  |  | American Indian/ Alaska Native | Two or more races | Non-residentalien |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields, total | 754,582 | 444,771 | 88,606 | 55,962 | 44,533 | 42,754 | 1,779 | 3,512 | 13,417 | 103,781 | 758,708 | 433,106 | 87,265 | 58,684 | 44,517 | 42,911 | 1,606 | 3,412 | 14,622 | 117,102 |
| Agriculture and natural resources. | 6,544 | 4,673 | 228 | 294 | 218 | 212 | 6 | 25 | 125 | 981 | 6,426 | 4,496 | 219 | 303 | 209 | 198 | 11 | 44 | 144 | 1,011 |
| Architecture and related services ...... | 8,048 | 4,426 | 335 | 718 | 527 | 517 | 10 | 22 | 168 | 1,852 | 8,006 | 4,186 | 334 | 734 | 494 | 484 | 10 | 20 | 181 | 2,057 |
| Area, ethnic, cultural, gender, and group studies .. | 1,844 | 872 | 169 | 262 | 114 | 104 | 10 | 44 | 71 | 312 | 1,847 | 933 | 171 | 239 | 103 | 98 | 5 | 40 | 71 | 290 |
| Biological and biomedical sciences .................... | 13,964 | 7,681 | 900 | 877 | 1,871 | 1,851 | 20 | 55 | 302 | 2,278 | 14,650 | 7,915 | 967 | 932 | 1,991 | 1,970 | 21 | 43 | 365 | 2,437 |
| Business .................................................. | 189,364 | 99,177 | 27,571 | 13,501 | 14,374 | 13,857 | 517 | 817 | 2,861 | 31,063 | 185,222 | 95,422 | 26,214 | 13,858 | 13,873 | 13,355 | 518 | 805 | 3,347 | 31,703 |
| Communication, journalism, and related programs | 9,353 | 5,133 | 1,119 | 763 | 358 | 349 | 9 | 32 | 258 | 1,690 | 9,581 | 5,140 | 1,103 | 750 | 355 | 343 | 12 | 32 | 242 | 1,959 |
| Communications technologies .......................... | 577 | 231 | 51 | 32 | 35 | 35 | 0 | 1 | 4 | 223 | 554 | 185 | 48 | 48 | 35 | 34 | 1 | 0 | 3 | 235 |
| Computer and information sciences ................... | 24,514 | 7,728 | 2,054 | 931 | 2,185 | 2,145 | 40 | 64 | 331 | 11,221 | 31,474 | 8,007 | 2,126 | 1,088 | 2,458 | 2,415 | 43 | 59 | 384 | 17,352 |
| Construction trades ..................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Education ................................................... | 154,655 | 110,815 | 17,994 | 13,226 | 4,770 | 4,379 | 391 | 830 | 2,417 | 4,603 | 146,561 | 103,645 | 16,770 | 13,754 | 4,618 | 4,293 | 325 | 782 | 2,578 | 4,414 |
| Engineering ............................................... | 42,376 | 15,637 | 1,162 | 1,991 | 3,751 | 3,718 | 33 | 50 | 574 | 19,211 | 46,115 | 14,967 | 1,216 | 2,023 | 3,578 | 3,540 | 38 | 55 | 584 | 23,692 |
| Engineering technologies and engineeringrelated fields ${ }^{1}$ $\qquad$ | 4,967 | 2,353 | 387 | 240 | 288 | 282 | 6 | 24 | 84 | 1,591 | 5,324 | 2,355 | 413 | 279 | 298 | 295 | 3 | 29 | 63 | 1,887 |
| English language and literature/letters ................... | 9,294 | 7,160 | 511 | 678 | 313 | 294 | 19 | 35 | 258 | 339 | 8,928 | 6,790 | 505 | 656 | 285 | 278 | 7 | 49 | 273 | 370 |
| Family and consumer sciences/human sciences .. | 3,082 | 2,008 | 449 | 201 | 113 | 104 | 9 | 14 | 67 | 230 | 3,148 | 1,971 | 505 | 241 | 151 | 143 | 8 | 25 | 46 | 209 |
| Foreign languages, literatures, and linguistics ....... | 3,482 | 1,862 | 98 | 549 | 138 | 124 | 14 | 13 | 77 | 745 | 3,566 | 1,813 | 75 | 584 | 121 | 121 | 0 | 6 | 80 | 887 |
| Health professions and related programs ............... | 97,416 | 64,676 | 12,467 | 6,659 | 7,552 | 7,240 | 312 | 497 | 1,791 | 3,774 | 102,897 | 67,913 | 13,160 | 7,276 | 8,214 | 7,953 | 261 | 525 | 2,018 | 3,791 |
| Homeland security, law enforcement, and firefighting $\qquad$ | 9,310 | 5,515 | 2,126 | 905 | 268 | 233 | 35 | 75 | 212 | 209 | 9,643 | 5,683 | 2,324 | 953 | 235 | 204 | 31 | 62 | 211 | 175 |
| Legal professions and studies ....................... | 7,654 | 2,111 | 535 | 383 | 283 | 279 | 4 | 31 | 67 | 4,244 | 7,924 | 2,005 | 621 | 364 | 247 | 238 | 9 | 58 | 70 | 4,559 |
| Liberal arts and sciences, general studies, and humanities $\qquad$ | 3,002 | 2,034 | 404 | 232 | 75 | 71 | 4 | 26 | 55 | 176 | 2,794 | 1,862 | 333 | 236 | 75 | 72 | 3 | 18 | 79 | 191 |
| Library science ....................................... | 5,840 | 4,727 | 267 | 355 | 239 | 218 | 21 | 35 | 122 | 95 | 5,259 | 4,146 | 275 | 432 | 169 | 163 | 6 | 28 | 125 | 84 |
| Mathematics and statistics ... | 7,273 | 2,822 | 195 | 267 | 546 | 543 | 3 | 5 | 69 | 3,369 | 7,589 | 2,782 | 200 | 282 | 537 | 533 | 4 | 8 | 100 | 3,680 |
| Mechanic and repair technologies/technicians ...... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Military technologies and applied sciences .......... | 29 | 25 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 71 | 54 | 9 | 3 | 2 | 2 | 0 | 0 | 0 | 3 |
| Multi/interdisciplinary studies ............................. | 8,120 | 5,044 | 742 | 588 | 395 | 370 | 25 | 37 | 246 | 1,068 | 8,098 | 4,877 | 751 | 657 | 439 | 419 | 20 | 39 | 186 | 1,149 |
| Parks, recreation, leisure, and fitness studies ....... | 7,609 | 5,445 | 912 | 478 | 168 | 153 | 15 | 54 | 168 | 384 | 7,639 | 5,446 | 936 | 427 | 188 | 167 | 21 | 44 | 209 | 389 |
| Philosophy and religious studies .......................... | 2,095 | 1,445 | 221 | 129 | 91 | 84 | 7 | 8 | 47 | 154 | 1,912 | 1,403 | 137 | 109 | 60 | 59 | 1 | 5 | 28 | 170 |
| Physical sciences and science technologies ......... | 6,984 | 4,020 | 185 | 311 | 358 | 353 | 5 | 17 | 120 | 1,973 | 7,100 | 3,975 | 206 | 358 | 357 | 353 | 4 | 15 | 131 | 2,058 |
| Precision production ..................................... | 15 | 6 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 6 | 4 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Psychology .............. | 27,926 | 18,422 | 3,814 | 2,792 | 1,164 | 1,084 | 80 | 175 | 616 | 943 | 26,773 | 17,353 | 3,611 | 2,928 | 1,092 | 1,019 | 73 | 140 | 655 | 994 |
| Public administration and social services ............. | 44,508 | 24,954 | 8,779 | 5,060 | 1,734 | 1,640 | 94 | 312 | 1,138 | 2,531 | 46,083 | 25,698 | 9,030 | 5,615 | 1,764 | 1,676 | 88 | 294 | 1,169 | 2,513 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social sciences $\qquad$ History $\qquad$ | $\begin{array}{r} 17,542 \\ 3,595 \\ 3,95 \end{array}$ | 9,377 3,171 | $\begin{array}{r} 1,471 \\ 1,438 \end{array}$ | $\begin{aligned} & 1,317 \\ & 1,300 \end{aligned}$ | $\begin{array}{r} 857 \\ 81 \\ 81 \end{array}$ | $\begin{aligned} & 885 \\ & 76 \end{aligned}$ | $\begin{array}{r}22 \\ 5 \\ \hline\end{array}$ | $\begin{aligned} & 62 \\ & 31 \\ & 10 \end{aligned}$ | $\begin{array}{r} 442 \\ 97 \end{array}$ | 4,016 | $\begin{array}{r} 16,830 \\ 16,703 \end{array}$ | $\begin{aligned} & 8,812 \\ & 2,890 \end{aligned}$ | 1,405 | 1,351 | 819 71 7 | 800 86 6 | r 19 | 74 49 25 | 428 94 | 4,966 $\mathbf{1 3 0}$ |
| Theology and religious vocations ...................... | 14,128 | 9,435 | 2,200 | 642 | 708 | 679 | 29 | 51 | 163 | 929 | 14,271 | 9,304 | 2,272 | 711 | 732 | 704 | 28 | 41 | 220 | 991 |
| Transportation and materials moving .................. | 1,243 | 893 | 103 | 108 | 38 | 33 | 5 | 9 | 27 | 65 | 960 | 652 | 81 | 66 | 35 | 33 | 2 | 10 | 44 | 72 |
| Visual and performing arts ............................. | 17,869 | 10,893 | 1,019 | 1,171 | 920 | 891 | 29 | 61 | 438 | 3,367 | 17,756 | 10,325 | 1,106 | 1,176 | 911 | 882 | 29 | 62 | 494 | 3,682 |
| Other and not classified .................................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

[^118]and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; and "Business" includes Business management, marketing, and related support services and Personal and culinary services. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014 and Fall 2015, Completions component. (This table was prepared September 2016.)

Table 324.10. Doctor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2014-15

| Field of study | 1970-71 | 1975-76 | 1980-81 | 1985-86 | 1990-91 | 1995-96 | 2000-01 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Total | 64,998 | 91,007 | 98,016 | 100,280 | 105,547 | 115,507 | 119,585 | 134,387 | 138,056 | 144,690 | 149,378 | 154,564 | 158,590 | 163,827 | 170,217 | 175,026 | 177,587 | 178,547 |
| Agriculture and natural resources .... | 1,086 | 928 | 1,067 | 1,158 | 1,185 | 1,259 | 1,127 | 1,173 | 1,194 | 1,272 | 1,257 | 1,328 | 1,149 | 1,246 | 1,333 | 1,411 | 1,407 | 1,561 |
| Architecture and related services ............................ | 36 | 82 | 93 | 73 | 135 | 141 | 153 | 179 | 201 | 178 | 199 | 212 | 210 | 205 | 255 | 247 | 247 | 272 |
| Area, ethnic, cultura, gender, and group studies ....... | 143 | 186 | 161 | 156 | 159 | 183 | 216 | 189 | 226 | 233 | 270 | 239 | 253 | 278 | 302 | 291 | 336 | 312 |
| Biological and biomedical sciences ........................ | 3,603 | 3,347 | 3,640 | 3,405 | 4,152 | 5,250 | 5,225 | 5,935 | 6,162 | 6,764 | 7,400 | 7,499 | 7,672 | 7,693 | 7,935 | 7,939 | 8,302 | 8,053 |
| Business ....................................................... | 774 | 906 | 808 | 923 | 1,185 | 1,366 | 1,180 | 1,498 | 1,711 | 2,029 | 2,084 | 2,123 | 2,249 | 2,286 | 2,538 | 2,828 | 3,039 | 3,116 |
| Communication, journalism, and related programs ... | 145 | 196 | 171 | 212 | 259 | 338 | 368 | 465 | 461 | 479 | 489 | 533 | 570 | 577 | 563 | 612 | 611 | 644 |
| Communications technologies .............................. | 0 | 8 | 11 | 6 | 13 | 7 | 2 | 3 | 3 | 1 | 7 | 2 | 3 | 1 | 4 | 0 | 3 | 0 |
| Computer and information sciences ....................... | 128 | 244 | 252 | 344 | 676 | 869 | 768 | 1,119 | 1,416 | 1,595 | 1,698 | 1,580 | 1,599 | 1,588 | 1,698 | 1,834 | 1,982 | 1,998 |
| Education ................................................ | 6,041 | 7,202 | 7,279 | 6,610 | 6,189 | 6,246 | 6,284 | 7,681 | 7,584 | 8,261 | 8,491 | 9,028 | 9,237 | 9,642 | 10,118 | 10,572 | 10,929 | 11,772 |
| Engineering ... | 3,687 | 2,872 | 2,598 | 3,444 | 5,316 | 6,304 | 5,485 | 6,413 | 7,243 | 7,867 | 7,922 | 7,744 | 7,706 | 8,369 | 8,722 | 9,356 | 10,010 | 10,239 |
| Engineering technologies ............................................ | 1 | 2 | 10 | 12 | 14 | 50 | 62 | 54 | 75 | 61 | 55 | 59 | 67 | 56 | 134 | 111 | 107 | 123 |
| English language and literature/letters ..................... | 1,554 | 1,514 | 1,040 | 895 | 1,056 | 1,395 | 1,330 | 1,212 | 1,254 | 1,178 | 1,262 | 1,271 | 1,334 | 1,344 | 1,427 | 1,377 | 1,393 | 1,418 |
| Family and consumer sciences/human sciences ...... | 123 | 178 | 247 | 307 | 229 | 375 | 354 | 331 | 340 | 337 | 323 | 333 | 296 | 320 | 325 | 351 | 335 | 335 |
| Foreign languages, literatures, and linguistics ........... | 1,084 | 1,245 | 931 | 768 | 889 | 1,020 | 1,078 | 1,027 | 1,074 | 1,059 | 1,078 | 1,111 | 1,091 | 1,158 | 1,231 | 1,304 | 1,230 | 1,243 |
| Heath professions and related programs ................. | 15,988 | 25,267 | 29,595 | 31,922 | 29,842 | 32,678 | 39,019 | 44,201 | 45,677 | 48,943 | 51,675 | 54,846 | 57,750 | 60,221 | 62,097 | 64,192 | 67,447 | 71,003 |
| Homeland security, law enforcement, and firefighting | 1 | 9 | 21 | 21 | 28 | 38 | 44 | 94 | 80 | 85 | 88 | 97 | 106 | 131 | 117 | 147 | 152 | 193 |
| Legal professions and studies ............................. | 17,441 | 32,369 | 36,391 | 35,898 | 38,035 | 39,919 | 38,190 | 43,521 | 43,569 | 43,629 | 43,880 | 44,304 | 44,627 | 44,853 | 46,836 | 47,246 | 44,169 | 40,329 |
| Liberal arts and sciences, general studies, and humanities $\qquad$ | 32 | 162 | 121 | 90 | 70 | 75 | 102 | 109 | 84 | 77 | 76 | 67 | 96 | 95 | 93 | 98 | 90 | 96 |
| Library science ................. | 39 | 71 | 71 | 62 | 56 | 53 | 58 | 42 | 44 | 52 | 64 | 35 | 64 | 50 | 60 | 50 | 52 | 44 |
| Mathematics and statistics ......... | 1,199 | 856 | 728 | 742 | 978 | 1,158 | 997 | 1,176 | 1,293 | 1,351 | 1,360 | 1,535 | 1,596 | 1,586 | 1,669 | 1,823 | 1,863 | 1,801 |
| Multi/interdisciplinary studies .............................. | 101 | 156 | 236 | 352 | 306 | 549 | 512 | 626 | 600 | 683 | 660 | 731 | 631 | 660 | 727 | 730 | 769 | 840 |
| Parks, recreation, leisure, and fitness studies ............ | 2 | 15 | 42 | 39 | 28 | 104 | 177 | 207 | 194 | 218 | 228 | 285 | 266 | 257 | 288 | 295 | 317 | 311 |
| Philosophy and religious studies ............................ | 555 | 556 | 411 | 480 | 464 | 550 | 600 | 586 | 578 | 637 | 635 | 686 | 667 | 804 | 778 | 794 | 698 | 762 |
| Physical sciences and science technologies ............. | 4,324 | 3,388 | 3,105 | 3,521 | 4,248 | 4,589 | 3,968 | 4,248 | 4,642 | 5,041 | 4,994 | 5,237 | 5,065 | 5,295 | 5,370 | 5,514 | 5,806 | 5,823 |
| Psychology .................................................... | 2,144 | 3,157 | 3,576 | 3,593 | 3,932 | 4,141 | 5,091 | 5,106 | 4,921 | 5,153 | 5,296 | 5,477 | 5,540 | 5,851 | 5,936 | 6,326 | 6,634 | 6,583 |
| Public administration and social services .................. | 174 | 292 | 362 | 382 | 430 | 499 | 574 | 673 | 704 | 726 | 760 | 812 | 838 | 851 | 890 | 979 | 1,047 | 1,123 |
| Social sciences and history ................................ | 3,660 | 4,157 | 3,122 | 2,955 | 3,012 | 3,760 | 3,930 | 3,819 | 3,914 | 3,844 | 4,059 | 4,234 | 4,238 | 4,390 | 4,597 | 4,610 | 4,724 | 4,828 |
| Theology and religious vocations .......................... | 312 | 1,022 | 1,273 | 1,185 | 1,076 | 1,517 | 1,461 | 1,422 | 1,429 | 1,573 | 1,615 | 1,587 | 2,071 | 2,374 | 2,446 | 2,174 | 2,103 | 1,927 |
| Transportation and materials moving ..................... | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 5 |
| Visual and performing arts ....................................... | 621 | 620 | 654 | 722 | 838 | 1,067 | 1,167 | 1,278 | 1,383 | 1,364 | 1,453 | 1,569 | 1,599 | 1,646 | 1,728 | 1,814 | 1,778 | 1,793 |
| Not classified by field of study .............................. | 0 | 0 | 0 | 0 | 747 | 7 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NOTE: Data through 1990-91 are for institutions of higher education, while later data are for postsecondary institutions that participate in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classified as first-professional degrees. The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and nat-
ural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation;

Business" includes Business, management, marketing, and related support services and Personal and culinary services and "Engineering technologies" includes Engineering technologies and engineering-related fields, Construction
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970-71 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:91-99); and IPEDS Fall 2000 through Fall 2015, Com-
pletions component. (This table was prepared September 2016.)

Table 324.20. Doctor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2014-15

| Year and sex | Number of degrees conferred ${ }^{1}$ to U.S. citizens and nonresident aliens |  |  |  |  |  |  |  | Percentage distribution of degrees conferred' to U.S. citizens |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | $\begin{aligned} & \text { Asian/ } \\ & \text { Pacific } \\ & \text { Islander } \end{aligned}$ | American Indian/ Alaska Native | Two or more races | $\begin{aligned} & \text { Non- } \\ & \text { resident } \\ & \text { alien } \end{aligned}$ | Total | White | Black | Hispanic | $\begin{gathered} \text { Asian/ } \\ \text { Pacific } \\ \text { Islander } \end{gathered}$ | American Indian/ Alaska Native | $\begin{gathered} \text { Two or } \\ \text { more } \\ \text { races } \end{gathered}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-772 .... | 91,218 | 79,932 | 3,575 | 1,533 | 1,674 | 240 | - | 4,264 | 100.0 | 91.9 | 4.1 | 1.8 | 1.9 | 0.3 | - |
| 1980-813 .... | 97,281 | 84,200 | 3,893 | 1,924 | 2,267 | 312 |  | 4,685 | 100.0 | 90.9 | 4.2 | 2.1 | 2.4 | 0.3 |  |
| 1990-91 ........... | 105,547 | 81,791 | 4,429 | 3,210 | 5,120 | 356 |  | 10,641 | 100.0 | 86.2 | 4.7 | 3.4 | 5.4 | 0.4 |  |
| 1998-99 ..... | 116,700 | 82,066 | 7,004 | 4,959 | 10,025 | 774 |  | 11,872 | 100.0 | 78.3 | 6.7 | 4.7 | 9.6 | 0.7 |  |
| 1999-2000 .................... | 118,736 | 82,984 | 7,078 | 5,042 | 10,682 | 708 |  | 12,242 | 100.0 | 77.9 | 6.6 | 4.7 | 10.0 | 0.7 | - |
| 2000-01 ... | 119,585 | 82,321 | 7,035 | 5,204 | 11,587 | 705 | - | ${ }^{12,733}$ | 100.0 | 77.0 | 6.6 | 4.9 | 10.8 | 0.7 | - |
| 2001-02.... | 119,663 | 81,995 | 7,570 | 5,267 | 11,633 | 753 |  | 12,445 | 100.0 | 76.5 | 7.1 | 4.9 | 10.8 | 0.7 |  |
| 2002-03 ... | 121,579 | 82,549 | 7,537 | 5,503 | 12,008 | 759 |  | 13,223 | 100.0 | 76.2 | 7.0 | 5.1 | 11.1 | 0.7 |  |
| $\begin{aligned} & 2003-04 \\ & 2004-05 \end{aligned}$ | 126,087 134,387 | 84,695 89,763 | 8,089 8,527 | 5,795 6,115 | 12,371 13,176 | 771 788 | - | 14,366 16,018 | 100.0 100.0 | 75.8 75.8 | 7.2 7.2 | 5.2 5.2 | 11.1 11.1 | 0.7 0.7 |  |
| 2005-06 | 138,056 | 91,050 | 8.523 | 6.202 | 13,686 | 929 | - | 17.666 | 100.0 | 75.6 | 7.1 | 5.2 | 11.4 | 0.8 |  |
| 2006-07 | 144,690 | 94,248 | 9,377 | 6,593 | 14,924 | 918 |  | 18,630 | 100.0 | 74.8 | 7.4 | 5.2 | 11.8 | 0.7 |  |
| 2007-08... | 149,378 | 97,839 | 9,463 | 6,949 | 15,203 | 932 | - | 18,992 | 100.0 | 75.0 | 7.3 | 5.3 | 11.7 | 0.7 |  |
| 2008-09.. | 154,564 | 101,400 | 10,188 | 7,497 | 15,840 | 978 | - | 18,661 | 100.0 | 74.6 | 7.5 | 5.5 | 11.7 | 0.7 |  |
| 2009-10 ...... | 158,590 | 104,419 | 10,413 | 8,085 | 16,560 | 952 | - | 18,161 | 100.0 | 74.4 | 7.4 | 5.8 | 11.8 | 0.7 |  |
| 2010-11. | 163,827 | 105,990 | 10,934 | 8,662 | 17,078 | 947 | 1,251 | 18,965 | 100.0 | 73.2 | 7.5 | 6.0 | 11.8 | 0.7 | 0.9 |
| 2011-12... | 170,217 | 109,365 | 11,794 | 9,223 | 17,896 | 915 | 1,571 | 19,453 | 100.0 | 72.5 | 7.8 | 6.1 | 11.9 | 0.6 | 1.0 |
| 2012-13... | 175,026 | 110,759 | 12,085 | 10,108 | 18,406 | 900 | 2,440 | 20,328 | 100.0 | 71.6 | 7.8 | 6.5 | 11.9 | 0.6 | 1.6 |
| 2013-14 | 177,587 | 110,157 | 12,621 | 10,665 | 19,118 | 861 | 2,966 | 21,199 | 100.0 | 70.4 | 8.1 | 6.8 | 12.2 | 0.6 | 1.9 |
| 2014-15....... | 178,547 | 108,912 | 13,278 | 11,257 | 19,193 | 884 | 3,671 | 21,352 | 100.0 | 69.3 | 8.4 | 7.2 | 12.2 | 0.6 | 2.3 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-77 ${ }^{2}$. | 71,709 | 62,977 | 2,338 | 1,216 | 1,311 | 182 | - | 3,685 | 100.0 | 92.6 | 3.4 | 1.8 | 1.9 | 0.3 |  |
| 1980-813 | ${ }^{68,853}$ | 59,574 | 2,206 | 1,338 | 1,589 | 223 |  | 3,923 | 100.0 | 91.8 | 3.4 | 2.1 | 2.4 | 0.3 |  |
| 1990-91 ... | 64,242 | 48,812 | 1,991 | 1,835 | 3,038 | 196 |  | 8,370 | 100.0 | 87.4 | 3.6 | 3.3 | 5.4 | 0.4 |  |
| 1998-990......... | 654,930 | 45,802 45,308 | 2,793 | 2,533 2,602 | 5,482 5,46 | 402 333 | - | 8,428 8,458 | 100.0 100.0 | 80.5 80.2 | 4.9 | 4.5 | 9.5 | 0.7 0.6 | - |
| 2000-01. | 64,171 | 44,131 | 2.655 | 2,564 | 5,759 | 346 | - | 8,716 | 100.0 | 79.6 |  |  | 10.4 |  |  |
| 2001-02 ... | 62,731 | 43,014 | 2,821 | 2,586 | 5,645 | 357 | - | 8,308 | 100.0 | 79.0 | 5.2 | 4.8 | 10.4 |  |  |
| 2002-03 ... | 62,730 | 42,569 | 2,735 | 2,671 | 5,683 | 358 |  | ${ }^{8,714}$ | 100.0 | 78.8 | 5.1 | 4.9 | 10.5 | 0.7 |  |
| 2003-04 | 63,981 | 43,014 | 2,888 | 2,731 | 5,620 | 357 |  | 9,371 | 100.0 | 78.8 | 5.3 | 5.0 | 10.3 | 0.7 |  |
| 2004-05 ... | 67,257 | 44,749 | 2,904 | 2,863 | 5,913 | 370 | - | 10,458 | 100.0 | 78.8 | 5.1 | 5.0 | 10.4 | 0.7 | - |
| 2005-06.. | 68,912 | 45,476 | 2,949 | 2,850 | 5,977 | 429 | - | 11,231 | 100.0 | 78.8 | 5.1 | 4.9 | 10.4 | 0.7 |  |
| 2006-07. | 71,308 | 46,228 | 3,225 | 3,049 | 6,597 | 421 |  | 11,788 | 100.0 | 77.7 | 5.4 | 5.1 | 11.1 | 0.7 |  |
| 2007-08... | 73,453 | 48,203 | 3,296 | 3,146 | 6,535 | 447 | - | 11,826 | 100.0 | 78.2 | 5.3 | 5.1 | 10.6 | 0.7 |  |
| 2008-09 ... | 75,674 | 49,880 | 3,531 | 3,388 | 6,914 | 460 |  | 11,501 | 100.0 | 777.7 | 5.5 | 5.3 | 10.8 | 0.7 |  |
| 2009-10 ........ | 76,610 | 50,707 | 3,609 | 3,642 | 7,184 | 430 |  | 11,038 | 100.0 | 77.3 | 5.5 | 5.6 | 11.0 | 0.7 | - |
| 2010-11. | 79,672 | 51,688 | 3,838 | 3,990 | 7,545 | 454 | 557 | 11,600 | 100.0 | 75.9 | 5.6 | 5.9 | 11.1 | 0.7 | 0.8 |
| 2011-12 | 82,670 | 53,488 | 4,121 | 4,218 | 7,792 | 418 | 701 | 11,932 | 100.0 | 75.6 | 5.8 | 6.0 | 11.0 | 0.6 | 1.0 |
| 2012-13.. | 85,080 | 54,196 | 4,310 | 4,473 | 8,190 | 400 | 1,085 | 12,426 | 100.0 | 74.6 | 5.9 | 6.2 | 11.3 | 0.6 | 1.5 |
| ${ }_{2014-15}^{2013-1 . . . . . . . . . . . . . . . . . . . . . . ~}$ | 85,585 84,921 | 53,374 52,065 | 4,510 4,467 | 4,788 5,011 | 8,270 8,333 | 365 410 | 1,297 1,678 | 12,981 12,957 | 100.0 100.0 | 72.3 | 6.2 6.2 | 6.0 | 11.4 | 0.6 | ${ }_{2}^{1.8}$ |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1976-772 | 19,509 | 16,955 | 1,237 | 317 | 363 | 58 | - | 579 | 100.0 | 89.6 | 6.5 | 1.7 | 1.9 | 0.3 |  |
| 1980-813. | 28,428 | 24,626 | 1,687 | 586 | 678 | 89 | - | 762 | 100.0 | 89.0 | 6.1 | 2.1 | 2.5 | 0.3 |  |
| 1990-91 ........... | 41,305 | 32,979 | 2,438 | 1,375 | 2,082 | 160 |  | 2,271 | 100.0 | 84.5 | 6.2 | 3.5 | 5.3 | 0.4 |  |
| 1998-99.......... | 51,360 | 36,264 | 4,211 | 2,426 | 4,643 | 372 |  | 3,444 | 100.0 | 75.7 | 8.8 | 5.1 | 9.7 | 0.8 |  |
| 1999-2000....... | 53,806 | 37,676 | 4,316 | 2,440 | 5,215 | 375 | - | 3,784 | 100.0 | 75.3 | 8.6 | 4.9 | 10.4 | 0.7 | - |
| 2000-01 .... | 55,414 | 38,190 | 4,380 | 2,640 | 5,828 | 359 | - | 4,017 | 100.0 | 74.3 | 8.5 | 5.1 | 11.3 | 0.7 |  |
| 2001-02 ... | 56,932 | 38,981 | 4,749 | 2,681 | 5,988 | 396 | - | 4,137 | 100.0 | 73.8 | 9.0 | 5.1 | 11.3 | 0.8 |  |
| 2002-03 .... | 58,849 | 39,980 | 4,802 | 2,832 | 6,325 | 401 | - | 4,509 | 100.0 | 73.6 | 8.8 | 5.2 | 11.6 | 0.7 |  |
| 2003-04...... | 62,106 | 41,681 | 5,201 | 3,064 | 6,751 | 414 |  | 4,995 | 100.0 | 73.0 | 9.1 | 5.4 | 11.8 | 0.7 |  |
| 2004-05 ................ | 67,130 | 45,014 | 5,623 | 3,252 | 7,263 | 418 | - | 5,560 | 100.0 | 73.1 | 9.1 | 5.3 | 11.8 | 0.7 | - |
| 2005-06.. | 69,144 | 45,574 | 5,574 | 3,352 | 7,709 | 500 | - | 6,435 | 100.0 | 72.7 | 8.9 | 5.3 | 12.3 | 0.8 |  |
| 2006-07.. | ${ }^{73,382}$ | 48,020 | 6,152 | 3,544 | 8,327 | 497 | - | ${ }^{6,842}$ | 100.0 | 72.2 | 9.2 | 5.3 | 12.5 | 0.7 |  |
| 2007-08 .... | 75,925 | 49,636 | 6,167 | 3,803 | 8,668 | 485 | - | 7,166 | 100.0 | 72.2 | 9.0 | 5.5 | 12.6 | 0.7 |  |
| 2008-09 ................ | 78,890 | 51,520 | 6,657 | 4,109 | 8,926 | 518 | - | 7,160 | 100.0 | 71.8 | 9.3 | 5.7 | 12.4 | 0.7 |  |
| 2009-10 .................. | 81,980 | 53,712 | 6,804 | 4,443 | 9,376 | 522 | - | 7,123 | 100.0 | 71.8 | 9.1 | 5.9 | 12.5 | 0.7 | - |
| 2010-11. | 84,155 | 54,302 | 7,096 | 4,672 | 9,533 | 493 | 694 | 7,365 | 100.0 | 70.7 | 9.2 | 6.1 | 12.4 | 0.6 | 0.9 |
| 2011-12 .... | 87,547 | 55,877 | 7,673 | 5,005 | 10,104 | 497 | 870 | 7,521 | 100.0 | 69.8 | 9.6 | 6.3 | 12.6 | 0.6 | 1.1 |
| 2012-13 ... | 89,946 | 56,563 | 7,775 | 5,635 | 10,216 | 500 | 1,355 | 7,902 | 100.0 | 68.9 | 9.5 | 6.9 | 12.5 | 0.6 | 1.7 |
| 2013-14. | 92,002 | 56,783 | 8,111 | 5,877 | 10,848 | 496 | 1,669 | 8,218 | 100.0 | 67.8 | 9.7 | 7.0 | 12.9 | 0.6 | 2.0 |
| 2014-15 ................... | 93,626 | 56,847 | 8,811 | 6,246 | 10,860 | 474 | 1,993 | 8,395 | 100.0 | 66.7 | 10.3 | 7.3 | 12.7 | 0.6 | 2.3 |

## -Not available.

${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classified as first-professional degrees.
${ }^{2}$ Excludes 500 males and 12 females whose racial/ethnic group was not available.
${ }^{3}$ Excludes 714 males and 21 females whose racial/ethnic group was not available.
NOTE: Data through 1990-91 are for institutions of higher education, while later data are for postsecondary institutions participating in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later years, reported racial/ethnic
distributions of students by level of degree, field of degree, and sex were used to estimate race/ ethnicity for students whose race/ethnicity was not reported. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), Completions Survey" (IPEDS-C:90-99); and IPEDS Fall 2000 through Fall 2015, Completions component. (This table was prepared September 2016.)

Table 324.25. Doctor's degrees conferred by postsecondary institutions, by race/ethnicity and field of study: 2013-14 and 2014-15


Table 324.40. Number of postsecondary institutions conferring doctor's degrees in dentistry, medicine, and law, and number of such degrees conferred, by sex of student: Selected years, 1949-50 through 2014-15

| Year | Dentistry (D.D.S. or D.M.D.) |  |  |  | Medicine (M.D.) |  |  |  | Law (LL.B. or J.D.) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number of institutions conferring degrees | Number of degrees conferred |  |  | Number of institutions conferring degrees | Number of degrees conferred |  |  | Number of institutions conferring degrees | Number of degrees conferred |  |  |
|  |  | Total | Males | Females |  | Total | Males | Females |  | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1949-50.. | 40 | 2,579 | 2,561 | 18 | 72 | 5,612 | 5,028 | 584 | - | - | - | - |
| 1951-52 ..... | 41 | 2,918 | 2,895 | 23 | 72 | 6,201 | 5,871 | 330 | - | - | - | - |
| 1953-54 ......................... | 42 | 3,102 | 3,063 | 39 | 73 | 6,712 | 6,377 | 335 | - | - | - | - |
| 1955-56 ..... | 42 | 3,009 | 2,975 | 34 | 73 | 6,810 | 6,464 | 346 | 131 | 8,262 | 7,974 | 288 |
| 1957-58 ...... | 43 | 3,065 | 3,031 | 34 | 75 | 6,816 | 6,469 | 347 | 131 | 9,394 | 9,122 | 272 |
| 1959-60 ..... | 45 | 3,247 | 3,221 | 26 | 79 | 7,032 | 6,645 | 387 | 134 | 9,240 | 9,010 | 230 |
| 1961-62 ......................... | 46 | 3,183 | 3,166 | 17 | 81 | 7,138 | 6,749 | 389 | 134 | 9,364 | 9,091 | 273 |
| 1963-64. | 46 | 3,180 | 3,168 | 12 | 82 | 7,303 | 6,878 | 425 | 133 | 10,679 | 10,372 | 307 |
| 1964-65 ... | 46 | 3,108 | 3,086 | 22 | 81 | 7,304 | 6,832 | 472 | 137 | 11,583 | 11,216 | 367 |
| 1965-66 ....................... | 47 | 3,178 | 3,146 | 32 | 84 | 7,673 | 7,170 | 503 | 136 | 13,246 | 12,776 | 470 |
| 1967-68 ..... | 48 | 3,422 | 3,375 | 47 | 85 | 7,944 | 7,318 | 626 | 138 | 16,454 | 15,805 | 649 |
| 1968-69 ...... | - | 3,408 | 3,376 | 32 | - | 8,025 | 7,415 | 610 | - | 17,053 | 16,373 | 680 |
| 1969-70 ..... | 48 | 3,718 | 3,684 | 34 | 86 | 8,314 | 7,615 | 699 | 145 | 14,916 | 14,115 | 801 |
| 1970-71 ........................ | 48 | 3,745 | 3,703 | 42 | 89 | 8,919 | 8,110 | 809 | 147 | 17,421 | 16,181 | 1,240 |
| 1971-72 ..... | 48 | 3,862 | 3,819 | 43 | 92 | 9,253 | 8,423 | 830 | 147 | 21,764 | 20,266 | 1,498 |
| 1972-73 .... | 51 | 4,047 | 3,992 | 55 | 97 | 10,307 | 9,388 | 919 | 152 | 27,205 | 25,037 | 2,168 |
| 1973-74 ....... | 52 | 4,440 | 4,355 | 85 | 99 | 11,356 | 10,093 | 1,263 | 151 | 29,326 | 25,986 | 3,340 |
| 1974-75 .. | 52 | 4,773 | 4,627 | 146 | 104 | 12,447 | 10,818 | 1,629 | 154 | 29,296 | 24,881 | 4,415 |
| 1975-76 ..... | 56 | 5,425 | 5,187 | 238 | 107 | 13,426 | 11,252 | 2,174 | 166 | 32,293 | 26,085 | 6,208 |
| 1976-77 ................... | 57 | 5,138 | 4,764 | 374 | 109 | 13,461 | 10,891 | 2,570 | 169 | 34,104 | 26,447 | 7,657 |
| 1977-78 .................... | 57 | 5,189 | 4,623 | 566 | 109 | 14,279 | 11,210 | 3,069 | 169 | 34,402 | 25,457 | 8,945 |
| 1978-79 .......................... | 58 | 5,434 | 4,794 | 640 | 109 | 14,786 | 11,381 | 3,405 | 175 | 35,206 | 25,180 | 10,026 |
| 1979-80 ......................... | 58 | 5,258 | 4,558 | 700 | 112 | 14,902 | 11,416 | 3,486 | 179 | 35,647 | 24,893 | 10,754 |
| 1980-81 ........................ | 58 | 5,460 | 4,672 | 788 | 116 | 15,505 | 11,672 | 3,833 | 176 | 36,331 | 24,563 | 11,768 |
| 1981-82 ..... | 59 | 5,282 | 4,467 | 815 | 119 | 15,814 | 11,867 | 3,947 | 180 | 35,991 | 23,965 | 12,026 |
| 1982-83 ..... | 59 | 5,585 | 4,631 | 954 | 118 | 15,484 | 11,350 | 4,134 | 177 | 36,853 | 23,550 | 13,303 |
| 1983-84 ........................... | 60 | 5,353 | 4,302 | 1,051 | 119 | 15,813 | 11,359 | 4,454 | 179 | 37,012 | 23,382 | 13,630 |
| 1984-85 ... | 59 | 5,339 | 4,233 | 1,106 | 120 | 16,041 | 11,167 | 4,874 | 181 | 37,491 | 23,070 | 14,421 |
| 1985-86 .... | 59 | 5,046 | 3,907 | 1,139 | 120 | 15,938 | 11,022 | 4,916 | 181 | 35,844 | 21,874 | 13,970 |
| 1986-87 ....................... | 58 | 4,741 | 3,603 | 1,138 | 121 | 15,428 | 10,431 | 4,997 | 179 | 36,056 | 21,561 | 14,495 |
| 1987-88 ..................... | 57 | 4,477 | 3,300 | 1,177 | 122 | 15,358 | 10,278 | 5,080 | 180 | 35,397 | 21,067 | 14,330 |
| 1988-89 ......................... | 58 | 4,265 | 3,124 | 1,141 | 124 | 15,460 | 10,310 | 5,150 | 182 | 35,634 | 21,069 | 14,565 |
| 1989-90 ....... | 57 | 4,100 | 2,834 | 1,266 | 124 | 15,075 | 9,923 | 5,152 | 182 | 36,485 | 21,079 | 15,406 |
| 1990-91 ...... | 55 | 3,699 | 2,510 | 1,189 | 121 | 15,043 | 9,629 | 5,414 | 179 | 37,945 | 21,643 | 16,302 |
| 1991-92 ....................... | 52 | 3,593 | 2,431 | 1,162 | 120 | 15,243 | 9,796 | 5,447 | 177 | 38,848 | 22,260 | 16,588 |
| 1992-93 ......................... | 55 | 3,605 | 2,383 | 1,222 | 122 | 15,531 | 9,679 | 5,852 | 184 | 40,302 | 23,182 | 17,120 |
| 1993-94 .......................... | 53 | 3,787 | 2,330 | 1,457 | 121 | 15,368 | 9,544 | 5,824 | 185 | 40,044 | 22,826 | 17,218 |
| 1994-95 ....... | 53 | 3,897 | 2,480 | 1,417 | 119 | 15,537 | 9,507 | 6,030 | 183 | 39,349 | 22,592 | 16,757 |
| 1995-96 ........................ | 53 | 3,697 | 2,374 | 1,323 | 119 | 15,341 | 9,061 | 6,280 | 183 | 39,828 | 22,508 | 17,320 |
| 1996-97 ........................ | 52 | 3,784 | 2,387 | 1,397 | 118 | 15,571 | 9,121 | 6,450 | 184 | 40,079 | 22,548 | 17,531 |
| 1997-98 ......................... | 53 | 4,032 | 2,490 | 1,542 | 117 | 15,424 | 9,006 | 6,418 | 185 | 39,331 | 21,876 | 17,455 |
| 1998-99 ......................... | 53 | 4,143 | 2,673 | 1,470 | 118 | 15,566 | 8,972 | 6,594 | 185 | 38,297 | 21,102 | 17,195 |
| 1999-2000 ....................... | 54 | 4,250 | 2,547 | 1,703 | 118 | 15,286 | 8,761 | 6,525 | 190 | 38,152 | 20,638 | 17,514 |
| 2000-01 ........................ | 54 | 4,391 | 2,696 | 1,695 | 118 | 15,403 | 8,728 | 6,675 | 192 | 37,904 | 19,981 | 17,923 |
| 2001-02 ......................... | 53 | 4,239 | 2,608 | 1,631 | 118 | 15,237 | 8,469 | 6,768 | 192 | 38,981 | 20,254 | 18,727 |
| 2002-03 ......................... | 53 | 4,345 | 2,654 | 1,691 | 118 | 15,034 | 8,221 | 6,813 | 194 | 39,067 | 19,916 | 19,151 |
| 2003-04 .......................... | 53 | 4,335 | 2,532 | 1,803 | 118 | 15,442 | 8,273 | 7,169 | 195 | 40,209 | 20,332 | 19,877 |
| 2004-05 ........................ | 53 | 4,454 | 2,505 | 1,949 | 120 | 15,461 | 8,151 | 7,310 | 198 | 43,423 | 22,297 | 21,126 |
| 2005-06 ......................... | 54 | 4,389 | 2,435 | 1,954 | 119 | 15,455 | 7,900 | 7,555 | 197 | 43,440 | 22,597 | 20,843 |
| 2006-07 ......................... | 55 | 4,596 | 2,548 | 2,048 | 120 | 15,730 | 7,987 | 7,743 | 200 | 43,486 | 22,777 | 20,709 |
| 2007-08 ......................... | 55 | 4,795 | 2,661 | 2,134 | 120 | 15,646 | 7,935 | 7,711 | 201 | 43,769 | 23,197 | 20,572 |
| 2008-09 ........................... | 55 | 4,918 | 2,637 | 2,281 | 120 | 15,987 | 8,164 | 7,823 | 203 | 44,045 | 23,860 | 20,185 |
| 2009-10 .......................... | 55 | 5,062 | 2,745 | 2,317 | 120 | 16,356 | 8,468 | 7,888 | 205 | 44,346 | 23,384 | 20,962 |
| 2010-11 ......................... | 55 | 5,071 | 2,764 | 2,307 | 120 | 16,863 | 8,701 | 8,162 | 206 | 44,421 | 23,481 | 20,940 |
| 2011-12 ........................ | 55 | 5,109 | 2,748 | 2,361 | 120 | 16,927 | 8,809 | 8,118 | 207 | 46,445 | 24,576 | 21,869 |
| 2012-13 ........................ | 56 | 5,219 | 2,707 | 2,512 | 122 | 17,264 | 8,976 | 8,288 | 209 | 46,811 | 25,087 | 21,724 |
| 2013-14 ......................... | 57 | 5,407 | 2,839 | 2,568 | 124 | 17,604 | 9,232 | 8,372 | 210 | 43,772 | 23,278 | 20,494 |
| 2014-15 ......................... | 60 | 5,816 | 3,030 | 2,786 | 127 | 18,302 | 9,558 | 8,744 | 212 | 40,024 | 20,810 | 19,214 |

## -Not available.

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Earned Degrees Conferred, 1949-50 through 1964-65; Higher Education General Information Sur-
vey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:87-99); and IPEDS Fall 2000 through Fall 2015, Completions component. (This table was prepared May 2017.)

Table 324.50. Degrees conferred by postsecondary institutions in selected professional fields, by sex of student, control of institution, and field of study: Selected years, 1985-86 through 2014-15

| Control of institution and field of study | 1985-86 | 1990-91 | 1995-96 | 2000-01 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |  |  | 2013-14 |  |  | 2014-15 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Total | Males | Females | Total | Males | Females | Total | Males | Females |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Total, all institutions | 73,910 | 71,948 | 76,734 | 79,707 | 87,289 | 87,655 | 90,064 | 91,412 | 92,250 | 94,582 | 96,129 | 99,161 | 100,852 | 51,675 | 49,177 | 99,524 | 50,644 | 48,880 | 97,953 | 49,203 | 48,750 |
| Dentistry (D.D.S. or D.M.D.) | 5,046 | 3,699 | 3,697 | 4,391 | 4,454 | 4,389 | 4,596 | 4,795 | 4,918 | 5,062 | 5,071 | 5,109 | 5,219 | 2,707 | 2,512 | 5,407 | 2,839 | 2,568 | 5,816 | 3,030 | 2,786 |
| Medicine (M.D.) ... | 15,938 | 15,043 | 15,341 | 15,403 | 15,461 | 15,455 | 15,730 | 15,646 | 15,987 | 16,356 | 16,863 | 16,927 | 17,264 | 8,976 | 8,288 | 17,604 | 9,232 | 8,372 | 18,302 | 9,558 | 8,744 |
| Optometry (O.D.) | 1,029 | 1,115 | 1,231 | 1,289 | 1,252 | 1,198 | 1,311 | 1,304 | 1,338 | 1,335 | 1,322 | 1,361 | 1,521 | 557 | 964 | 1,523 | 535 | 988 | 1,511 | 505 | 1,006 |
| Osteopathic medicine (D.O.) | 1,547 | 1,459 | 1,895 | 2,450 | 2,762 | 2,718 | 2,992 | 3,232 | 3,665 | 3,890 | 4,141 | 4,336 | 4,691 | 2,489 | 2,202 | 4,991 | 2,662 | 2,329 | 5,355 | 2,935 | 2,420 |
| Pharmacy (Pharm.D.) ........... | 903 | 1,244 | 2,555 | 6,324 | 8,885 | 9,292 | 10,439 | 10,932 | 11,291 | 11,873 | 12,271 | 12,943 | 13,374 | 5,141 | 8,233 | 13,921 | 5,429 | 8,492 | 14,310 | 5,454 | 8,856 |
| Podiatry (Pod.D. or D.P.) or podiatric medicine <br> (D.P.M.) $\qquad$ | 612 | 589 | 650 | 528 | 343 | 347 | 331 | 555 | 431 | 491 | 543 | 535 | 471 | 296 | 175 | 567 | 338 | 229 | 574 | 352 | 222 |
| Veterinary medicine (D.V.M.) | 2,270 | 2,032 | 2,109 | 2,248 | 2,354 | 2,370 | 2,443 | 2,504 | 2,377 | 2,478 | 2,564 | 2,616 | 2,610 | 593 | 2,017 | 2,686 | 565 | 2,121 | 2,815 | 620 | 2,195 |
| Chiropractic (D.C. or D.C.M.) | 3,395 | 2,640 | 3,379 | 3,796 | 2,560 | 2,564 | 2,525 | 2,639 | 2,512 | 2,601 | 2,694 | 2,496 | 2,219 | 1,363 | 856 | 2,420 | 1,464 | 956 | 2,544 | 1,532 | 1,012 |
| Law (LL.B. or J.D.) | 35,844 | 37,945 | 39,828 | 37,904 | 43,423 | 43,440 | 43,486 | 43,769 | 44,045 | 44,346 | 44,421 | 46,445 | 46,811 | 25,087 | 21,724 | 43,772 | 23,278 | 20,494 | 40,024 | 20,810 | 19,214 |
| Theology (M. Div., M.H.L., B.D., or Ord. and M.H.L./Rav., B.D., or Ord.) $\qquad$ | 7,283 | 5,695 | 5,879 | 5,026 | 5,533 | 5,666 | 5,990 | 5,769 | 5,444 | 5,825 | 5,981 | 6,094 | 6,399 | 4,418 | 1,981 | 6,339 | 4,229 | 2,110 | 6,296 | 4,320 | 1,976 |
| Other ${ }^{1}$................................................. | 43 | 487 | 170 | 348 | 262 | 216 | 221 | 267 | 242 | 325 | 258 | 299 | 273 | 48 | 225 | 294 | 73 | 221 | 406 | 87 | 319 |
| Total, public institutions | 29,568 | 29,554 | 29,882 | 32,633 | 35,768 | 36,269 | 36,855 | 37,278 | 37,357 | 38,132 | 39,071 | 39,776 | 39,774 | 19,598 | 20,176 | 40,375 | 19,961 | 20,414 | 40,145 | 19,591 | 20,554 |
| Dentistry (D.D.S. or D.M.D.) | 2,827 | 2,308 | 2,198 | 2,477 | 2,577 | 2,669 | 2,769 | 2,760 | 2,870 | 2,984 | 3,008 | 3,053 | 2,972 | 1,582 | 1,390 | 3,187 | 1,688 | 1,499 | 3,336 | 1,725 | 1,611 |
| Medicine (M.D.) | 9,991 | 9,364 | 9,370 | 9,408 | 9,536 | 9,650 | 9,733 | 9,646 | 9,795 | 10,043 | 10,577 | 10,626 | 10,654 | 5,593 | 5,061 | 11,075 | 5,904 | 5,171 | 11,653 | 6,209 | 5,444 |
| Optometry (O.D.) . | 441 | 477 | 499 | 497 | 477 | 462 | 518 | 492 | 517 | 507 | 515 | 508 | 520 | 189 | 331 | 514 | 194 | 320 | 513 | 161 | 352 |
| Osteopathic medicine (D.O.) ..... | 486 | 493 | 528 | 562 | 568 | 585 | 637 | 634 | 679 | 817 | 856 | 841 | 854 | 441 | 413 | 1,025 | 507 | 518 | 1,054 | 544 | 510 |
| Pharmacy (Pharm.D.) .................................. | 473 | 808 | 1,557 | 3,876 | 5,352 | 5,523 | 5,903 | 6,218 | 6,395 | 6,587 | 6,888 | 6,919 | 6,897 | 2,596 | 4,301 | 6,933 | 2,720 | 4,213 | 7,057 | 2,671 | 4,386 |
| Podiatry (Pod.D. or D.P.) or podiatric medicine <br> (D.P.M.) $\qquad$ | 0 | 0 | 0 | 84 | 64 | 65 | 66 | 73 | 68 | 85 | 87 | 204 | 105 | 72 | 33 | 202 | 125 | 77 | 186 | 110 | 76 |
| Veterinary medicine (D.V.M.) | 1,931 | 1,814 | 1,889 | 2,017 | 2,033 | 2,048 | 2,116 | 2,123 | 1,968 | 2,048 | 2,134 | 2,168 | 2,184 | 495 | 1,689 | 2,251 | 481 | 1,770 | 2,332 | 521 | 1,811 |
| Chiropractic (D.C. or D.C.M.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 | 0 | 0 | 0 | 0 | 0 |
| Law (LL.B. or J.D.) .......... | 13,419 | 14,290 | 13,841 | 13,712 | 15,161 | 15,267 | 15,113 | 15,332 | 15,065 | 15,061 | 15,006 | 15,457 | 15,588 | 8,630 | 6,958 | 15,188 | 8,342 | 6,846 | 14,014 | 7,650 | 6,364 |
| Theology (M. Div., M.H.L., B.D., or Ord. and M.H.L./Rav., B.D., or Ord.) $\qquad$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other ${ }^{1}$............................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total, private institutions | 44,342 | 42,394 | 46,852 | 47,074 | 51,521 | 51,386 | 53,209 | 54,134 | 54,893 | 56,450 | 57,058 | 59,385 | 61,078 | 32,077 | 29,001 | 59,149 | 30,683 | 28,466 | 57,808 | 29,612 | 28,196 |
| Dentistry (D.D.S. or D.M.D.) | 2,219 | 1,391 | 1,499 | 1,914 | 1,877 | 1,720 | 1,827 | 2,035 | 2,048 | 2,078 | 2,063 | 2,056 | 2,247 | 1,125 | 1,122 | 2,220 | 1,151 | 1,069 | 2,480 | 1,305 | 1,175 |
| Medicine (M.D.) .. | 5,947 | 5,679 | 5,971 | 5,995 | 5,925 | 5,805 | 5,997 | 6,000 | 6,192 | 6,313 | 6,286 | 6,301 | 6,610 | 3,383 | 3,227 | 6,529 | 3,328 | 3,201 | 6,649 | 3,349 | 3,300 |
| Optometry (O.D.) ............... | 588 | 638 | 732 | 792 | 775 | 736 | 793 | 812 | 821 | 828 | 807 | 853 | 1,001 | 368 | 633 | 1,009 | 341 | 668 | 998 | 344 | 654 |
| Osteopathic medicine (D.O.) ....... | 1,061 | 966 | 1,367 | 1,888 | 2,194 | 2,133 | 2,355 | 2,598 | 2,986 | 3,073 | 3,285 | 3,495 | 3,837 | 2,048 | 1,789 | 3,966 | 2,155 | 1,811 | 4,301 | 2,391 | 1,910 |
| Pharmacy (Pharm.D.) ................................ | 430 | 436 | 998 | 2,448 | 3,533 | 3,769 | 4,536 | 4,714 | 4,896 | 5,286 | 5,383 | 6,024 | 6,477 | 2,545 | 3,932 | 6,988 | 2,709 | 4,279 | 7,253 | 2,783 | 4,470 |
| Podiatry (Pod.D. or D.P.) or podiatric medicine <br> (D.P.M.) $\qquad$ | 612 | 589 | 650 | 444 | 279 | 282 | 265 | 482 | 363 | 406 | 456 | 331 | 366 | 224 | 142 | 365 | 213 | 152 | 388 | 242 | 146 |
| Veterinary medicine (D.V.M.) ... | 339 | 218 | 220 | 231 | 321 | 322 | 327 | 381 | 409 | 430 | 430 | 448 | 426 | 98 | 328 | 435 | 84 | 351 | 483 | 99 | 384 |
| Chiropractic (D.C. or D.C.M.) ........ | 3,395 | 2,640 | 3,379 | 3,796 | 2,560 | 2,564 | 2,525 | 2,639 | 2,512 | 2,601 | 2,694 | 2,496 | 2,219 | 1,363 | 856 | 2,420 | 1,464 | 956 | 2,544 | 1,532 | 1,012 |
| Law (LL.B. or J.D.) .... | 22,425 | 23,655 | 25,987 | 24,192 | 28,262 | 28,173 | 28,373 | 28,437 | 28,980 | 29,285 | 29,415 | 30,988 | 31,223 | 16,457 | 14,766 | 28,584 | 14,936 | 13,648 | 26,010 | 13,160 | 12,850 |
| Theology (M. Div., M.H.L., B.D., or Ord. and M.H.L./Rav., B.D., or Ord.) $\qquad$ | 7,283 | 5,695 | 5,879 | 5,026 | 5,533 | 5,666 | 5,990 | 5,769 | 5,444 | 5,825 | 5,981 | 6,094 | 6,399 | 4,418 | 1,981 | 6,339 | 4,229 | 2,110 | 6,296 | 4,320 | 1,976 |
| Other1 ${ }^{1}$................................................... | 43 | 487 | 170 | 348 | 262 | 216 | 221 | 267 | 242 | 325 | 258 | 299 | 273 | 48 | 225 | 294 | 73 | 221 | 406 | 87 | 319 |

${ }^{1}$ Includes naturopathic medicine and degrees that were not classified by field by the reporting institution.
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Includes degrees that作 (including at least 2 years of preprofessional training). Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred," 1985-86; Integrated Postsecondary Education Data Sys-
tem (IPEDS), "Completions Survey" (IPEDS-C:91-99); and IPEDS Fall 2000 through Fall 2015, Completions component. tem (IPEDS), "Completions Survey" (IPEDS-C:91-99); and IPEDS Fall 2000 through Fall 2015, Completions component.
(This table was prepared May 2017.)

Table 324．55．Degrees conferred by postsecondary institutions in selected professional fields，by race／ethnicity and field of study：2013－14 and 2014－15

| Field of study | 2013－14 |  |  |  |  |  |  |  |  |  | 2014－15 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian／Paciific Islander |  |  | American Indian／ Alaska Native | $\begin{array}{r} \text { Two or } \\ \text { more races } \end{array}$ | Non－resident alien | Total | White | Black | Hispanic | Asian／Paciific Islander |  |  | American Indian／ Alaska Native | $\begin{array}{r} \text { Two or } \\ \text { more races } \end{array}$ | $\begin{array}{r} \text { Non- } \\ \text { resident } \\ \text { alien } \end{array}$ |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| All fields，total ．．．．．．．．．．．．．． | 99，524 | 66，029 | 7，256 | 6，820 | 14，267 | 14，069 | 198 | 528 | 2，014 | 2，610 | 97，953 | 63，472 | 7，512 | 6，994 | 14，071 | 13，885 | 186 | 541 | 2，556 | 2，807 |
| Dentistry（D．D．S．or D．M．D．）．．．．．． | 5，407 | 3，129 | 259 | 365 | 1，168 | 1，152 | 16 | 16 | 71 | 399 | 5，816 | 3，227 | 240 | 372 | 1，361 | 1，357 |  | 21 | 117 | 478 |
| Medicine（M．D．）．．．．．．．．．．．．．．．．．．．．．． | 17，604 | 10，759 | 1，161 | 1，127 | 3，888 | 3，859 | 29 | 73 | 340 | 256 | 18，302 | 11，301 | 1，193 | 1，239 | 3，872 | 3，843 | 29 | 65 | 419 | 213 |
| Optometry（O．D．）．．．．．．．．．．．．．．．．．．． | 1，523 | 822 | 36 | 59 | 448 | 448 | 0 | 7 | 34 | 117 | 1，511 | 828 | 50 | 62 | 408 | 404 | 4 | 3 | 42 | 118 |
| Osteopathic medicine（D．O．）．．．． | 4，991 | 3，535 | 125 | 153 | 1，030 | 1，022 | 8 | 22 | 109 | 17 | 5，355 | 3，731 | 153 | 216 | 1，042 | 1，032 | 10 | 24 | 134 | 55 |
| Pharmacy（Pharm．D．）．．．．．．．．．．．．． | 13，921 | 8，121 | 1，016 | 611 | 3，561 | 3，537 | 24 | 50 | 204 | 358 | 14，310 | 8，180 | 1，069 | 656 | 3，669 | 3，638 | 31 | 55 | 270 | 411 |
| Podiatry（Pod．D．or D．P．）or podiatric medicine（D．P．M．） | 567 | 348 | 19 | 41 | 118 | 117 | 1 | 9 | 18 | 14 | 574 | 367 | 41 | 27 | 119 | 112 | 7 | 2 | 9 | 9 |
| Veterinary medicine（D．V．M．）．．．． | 2，686 | 2，258 | 51 | 170 | 135 | 132 | 3 | 9 | 50 | 13 | 2，815 | 2，357 | 85 | 155 | 144 | 138 | 6 | 14 | 47 | 13 |
| Chiropractic（D．C．or D．C．M．）．．．． | 2，420 | 1，923 | 97 | 136 | 166 | 158 | 8 | 12 | 25 | 61 | 2，544 | 1，934 | 139 | 154 | 175 | 161 | 14 | 20 | 36 | 86 |
| Law（LL．B．or J．D．）．．．．．．．．．．．．．．．． | 43，772 | 30，965 | 3，219 | 3，887 | 3，332 | 3，236 | 96 | 299 | 1，081 | 989 | 40，024 | 27，390 | 3，292 | 3，816 | 2，853 | 2，791 | 62 | 314 | 1，354 | 1，005 |
| Theology（M．Div．，M．H．L．／Rav．， B．D．，or Ord．） $\qquad$ | 6，339 | 3，965 | 1，252 | 260 | 398 | 385 | 13 | 29 | 65 | 370 | 6，296 | 3，896 | 1，218 | 275 | 397 | 382 | 15 | 17 | 101 | 392 |
| Other＇${ }^{\text {a }}$ ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 294 | 204 | 21 | 11 | 23 | 23 | 0 | 2 | 17 | 16 | 406 | 261 | 32 | 22 | 31 | 27 | 4 | 6 | 27 | 27 |

${ }^{1}$ Includes naturopathic medicine and degrees that were not classified by field by the reporting institution
NOTE：Data are for postsecondary institutions participating in Title IV federal financial aid programs．Includes degrees that require at least 6 years of college work for completion（including at least 2 years of preprofessional training）．Race categories
were used to estimate race／ethnicity for students whose race／ethnicity was not reported．Some data have been revised from pre－ viously published figures．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Integrated Postsecondary Education Data System（IPEDS），Fall 2014 and Fall 2015，Completions component．（This table was prepared May 2017．）

Table 324.80. Statistical profile of persons receiving doctor's degrees, by field of study and selected characteristics: 2013-14 and 2014-15

| Selected characteristic | All fields,2013-14 | Field of study, 2014-15 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | All fields | Education | Engineering | Humanities | $\begin{array}{r} \text { Life } \\ \text { sciences }{ }^{1} \end{array}$ | Physical sciences and earth sciences | Mathematics and computer sciences | Social sciences and psychology | Other fields |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Number of doctor's degrees conferred ............... | 54,070 | 55,006 | 5,117 | 9,897 | 5,600 | 12,520 | 5,924 | 3,825 | 9,095 | 3,028 |
| Sex (percent) ${ }^{2}$ <br> Male <br> Female $\qquad$ | $\begin{aligned} & 53.7 \\ & 46.0 \end{aligned}$ | 53.8 46.2 | 31.5 68.4 | $\begin{aligned} & 76.8 \\ & 23.2 \end{aligned}$ | 49.4 50.6 | 44.6 55.4 | 66.4 33.6 | 75.3 24.7 | 41.4 58.6 | 48.3 51.7 |
| Race/ethnicity (percent) ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |
| White ...................................................... | 73.0 | 72.3 | 67.9 | 67.9 | 78.9 | 71.3 | 79.1 | 73.1 | 71.9 | 69.8 |
| Black ......................................................................... | 6.4 | 6.5 | 15.1 | 3.9 | 3.1 | 5.3 | 2.9 | 3.2 | 8.0 | 10.6 |
| Hispanic .................................................. | 6.5 | 7.0 | 7.5 | 7.0 | 8.1 | 7.4 | 5.2 | 4.5 | 7.4 | 4.9 |
| Asian ........................................................................................... | 8.5 | 8.7 | 4.6 | 15.4 | 4.4 | 10.9 | 7.8 | 12.3 | 6.6 | 10.3 |
| American Indian/Alaska Native .................... | 0.3 | 0.4 | 0.7 | 0.2 | 0.6 | 0.3 | 0.3 | 0.1 | 0.5 | 0.4 |
| Two or more races ....................................... | 2.6 | 2.6 | 2.1 | 2.6 | 2.5 | 2.8 | 2.6 | 2.1 | 2.9 | 2.1 |
| Other and unknown ${ }^{4}$.................................. | 2.8 | 2.5 | 2.2 | 3.1 | 2.4 | 2.0 | 2.2 | 4.7 | 2.7 | 1.9 |
| Citizenship (percent) |  |  |  |  |  |  |  |  |  |  |
| U.S. citizen/permanent resident .................... | 62.9 | 63.8 | 82.3 | 42.7 | 80.0 | 67.8 | 58.8 | 43.4 | 73.6 | 62.1 |
| Temporary visa holder ................................. | 29.3 | 29.4 | 10.5 | 51.8 | 12.7 | 26.1 | 35.5 | 50.3 | 17.9 | 28.6 |
| Unknown ................................................ | 7.8 | 6.8 | 7.2 | 5.6 | 7.3 | 6.2 | 5.7 | 6.3 | 8.5 | 9.3 |
| Median age at doctorate (years) ....................... | 31.6 | 31.6 | 38.6 | 30.0 | 34.2 | 30.9 | 29.6 | 30.3 | 32.3 | 34.7 |
| Percent with bachelor's degree in same field as doctorate $\qquad$ | 54.7 | 54.3 | 24.0 | 76.4 | 52.9 | 49.4 | 68.3 | 60.8 | 48.9 | 36.5 |
| Median time lapse to doctorate (years) |  |  |  |  |  |  |  |  |  |  |
| Since bachelor's degree completion ............... | 8.8 | 8.7 | 14.8 | 7.3 | 11.0 | 8.2 | 7.0 | 7.8 | 9.3 | 11.2 |
| Since starting graduate school ..................... | 7.3 | 7.3 | 11.7 | 6.7 | 9.2 | 6.7 | 6.2 | 6.7 | 7.7 | 8.9 |
| Postdoctoral plans (percent) ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |
| Definite postdoctoral study ${ }^{6}$.......................... | 23.4 | 23.8 | 5.4 | 20.0 | 10.4 | 35.9 | 38.4 | 23.1 | 24.9 | 6.0 |
| Fellowship .......................................... | 12.5 | 12.6 | 2.8 | 7.0 | 8.6 | 19.9 | 14.9 | 11.7 | 18.4 | 3.4 |
| Research associateship .......................... | 10.3 | 10.5 | 2.4 | 12.6 | 1.7 | 14.8 | 23.2 | 11.2 | 5.5 | 2.2 |
| Other ${ }^{7}$................................................ | 0.6 | 0.6 | 0.3 | 0.3 | 0.2 | 1.1 | 0.3 | 0.2 | 1.0 | 0.4 |
| Definite postdoctoral employment ${ }^{8}$.................. | 35.9 | 36.1 | 56.4 | 36.2 | 41.3 | 20.8 | 21.3 | 45.1 | 41.6 | 61.9 |
| Academe ${ }^{9}$........................................... | 18.2 | 18.0 | 34.1 | 6.2 | 32.6 | 9.5 | 5.1 | 15.2 | 25.4 | 49.6 |
| Government ............................................................................... | 2.8 | 2.7 | 2.1 | 3.7 | 0.9 | 2.2 | 1.5 | 2.4 | 5.1 | 2.9 |
| Industry, business ................................. | 11.1 | 11.2 | 2.5 | 24.8 | 2.3 | 6.6 | 13.7 | 25.6 | 6.3 | 6.5 |
| Nonprofit organization ............................. | 1.9 | 2.2 | 3.3 | 1.1 | 3.6 | 2.0 | 0.6 | 1.3 | 3.5 | 2.3 |
| Other and unknown ${ }^{10}$............................. | 1.9 | 2.0 | 14.3 | 0.3 | 1.9 | 0.5 | 0.4 | 0.6 | 1.3 | 0.7 |
| Seeking employment or study ...................... | 35.9 | 35.5 | 33.9 | 39.6 | 44.7 | 36.1 | 37.2 | 27.3 | 30.1 | 27.9 |
| Other/unknown ${ }^{11}$......................................... | 4.8 | 4.6 | 4.2 | 4.2 | 3.7 | 7.3 | 3.1 | 4.4 | 3.4 | 4.1 |
| Primary work activity after doctorate (percent) ${ }^{12}$ |  |  |  |  |  |  |  |  |  |  |
| Research and development ......................... | 42.4 | 43.3 | 12.5 | 74.6 | 10.8 | 46.3 | 64.5 | 66.7 | 37.8 | 37.6 |
| Teaching ................................................. | 34.7 | 33.7 | 41.2 | 8.3 | 73.2 | 26.6 | 18.6 | 23.0 | 37.8 | 46.3 |
| Management or administration ..................... | 10.8 | 11.0 | 33.8 | 4.6 | 7.8 | 10.4 | 5.2 | 2.8 | 9.0 | 9.9 |
| Professional services ................................ | 10.0 | 9.4 | 11.0 | 8.7 | 5.3 | 13.6 | 7.3 | 3.3 | 13.7 | 5.3 |
| Other ....................................................... | 2.1 | 2.7 | 1.4 | 3.7 | 2.8 | 3.0 | 4.4 | 4.2 | 1.7 | 0.9 |
| Location after doctorate (percent) ${ }^{13}$ |  |  |  |  |  |  |  |  |  |  |
| New England ........................................... | 8.3 | 8.6 | 5.1 | 8.1 | 9.6 | 10.1 | 9.0 | 8.7 | 9.6 | 5.5 |
| Middle Atlantic ....................................... | 12.5 | 12.2 | 10.3 | 11.0 | 14.8 | 11.4 | 12.6 | 14.3 | 13.2 | 11.8 |
| East North Central ..................................... | 11.8 | 12.0 | 16.0 | 12.7 | 13.6 | 10.4 | 10.3 | 10.3 | 11.6 | 13.4 |
| West North Central ................................... | 5.3 | 5.4 | 8.3 | 3.8 | 5.0 | 6.6 | 4.2 | 3.2 | 5.3 | 6.6 |
| South Atlantic . | 16.3 | 16.5 | 18.5 | 14.0 | 16.1 | 18.6 | 12.5 | 12.5 | 18.7 | 19.4 |
| East South Central .................................... | 3.8 | 3.6 | 6.9 | 2.5 | 4.5 | 3.8 | 2.6 | 1.9 | 3.4 | 5.2 |
| West South Central .................................... | 8.0 | 7.8 | 11.1 | 8.1 | 8.0 | 7.1 | 8.0 | 5.4 | 7.0 | 9.5 |
| Mountain ............................................... | 5.2 | 5.4 | 8.0 | 5.3 | 4.7 | 4.9 | 6.5 | 4.4 | 4.7 | 5.3 |
| Pacific and insular ..................................... | 18.0 | 18.2 | 10.0 | 24.2 | 12.9 | 18.5 | 22.6 | 28.2 | 14.3 | 10.8 |
| Foreign ................................................. | 10.6 | 10.0 | 5.5 | 9.9 | 10.4 | 8.4 | 11.5 | 10.8 | 12.0 | 12.0 |
| Region unknown .......................................... | 0.2 | 0.2 | 0.2 | 0.4 | 0.2 | \# | \# | 0.4 | 0.1 | 0.2 |

## \#Rounds to zero.

${ }^{1}$ Includes agricultural sciences and natural resources; biological and biomedical sciences; and health sciences.
${ }^{2}$ Distribution based on respondents reporting sex data.
${ }^{3}$ Distribution based on U.S. citizens and permanent residents.
${ }^{4}$ Includes Pacific Islanders and persons whose race was not reported.
${ }^{5}$ Percentages are based on only those doctorate recipients who responded to questions abou postgraduation plans.
${ }^{6}$ Excludes doctorate recipients who indicated plans for another full-time degree program. Percentages are based on doctorate recipients reporting other definite postgraduation plans for study. ${ }^{7}$ Includes respondents who indicated definite postgraduation study plans for traineeship, internship/clinical residency, or other study.
${ }^{8}$ Percentages are based on only those doctorate recipients who indicated definite postgraduation plans for employment and who indicated the sector of employment.
${ }^{9}$ Includes 2-year, 4 -year, and foreign colleges and universities, and medical schools.
${ }^{10}$ "Other" is mainly composed of elementary and secondary schools.
${ }^{11}$ Includes doctorate recipients who indicated that they did not plan to work or study, those who
indicated some other type of postgraduation plans, and those who indicated definite plans for another full-time degree program.
${ }^{12}$ Percentages are based on only those doctorate recipients who indicated definite postgraduation
plans for employment and who indicated their primary work activity.
${ }^{13}$ Percentages are based on only those doctorate recipients who indicated definite postgraduation plans and type of plans.
NOTE: The above classification of degrees by field differs somewhat from that in most publications of the National Center for Education Statistics (NCES). One major difference is that history is included under humanities rather than social sciences. Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes only graduates of research programs, which typically require the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Excludes nonresearch professional practice doctor's degrees (e.g., M.D., D.D.S., and J.D.) that are conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice in such fields as health and theology. The number of doctor's degrees in this table differs from that reported in the NCES Integrated Postsecondary Education Data System (IPEDS), which includes both the research and nonresearch degrees. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: Doctorate Recipients From U.S. Universities: 2014 and 2015, Survey of Earned Doctorates, National Science Foundation, National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and the National Aeronautics and Space Administration. (This table was prepared June 2017.)

Table 324.90. Doctor's degrees conferred by the 60 institutions conferring the most doctor's degrees, by rank order: 2005-06 through 2014-15

| Institution | Rank order ${ }^{1}$ | $\begin{array}{r} \text { Total, } \\ 2005-06 \\ \text { to } \\ 2014-15 \end{array}$ | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States, all institutions | t | 1,610,482 | 138,056 | 144,690 | 149,378 | 154,564 | 158,590 | 163,827 | 170,217 | 175,026 | 177,587 | 178,547 |
| Total, 60 institutions conferring most doctorates . | $\dagger$ | 613,395 | 55,286 | 58,230 | 59,494 | 60,533 | 61,061 | 62,649 | 63,458 | 64,632 | 64,161 | 63,891 |
| University of Florida | 1 | 19,904 | 1,732 | 1,957 | 2,107 | 2,028 | 2,127 | 2,127 | 1,954 | 1,964 | 1,994 | 1,914 |
| Nova Southeastern University | 2 | 17,513 | 1,521 | 1,913 | 1,772 | 1,732 | 1,806 | 1,699 | 1,800 | 1,729 | 1,739 | 1,802 |
| University of Minnesota, Twin Cities | 3 | 16,731 | 1,536 | 1,667 | 1,563 | 1,594 | 1,618 | 1,692 | 1,680 | 1,826 | 1,794 | 1,761 |
| Ohio State University, Main Campus ............................ | 4 | 16,118 | 1,549 | 1,501 | 1,611 | 1,617 | 1,596 | 1,658 | 1,628 | 1,661 | 1,604 | 1,693 |
| University of Michigan, Ann Arbor ............................... | 5 | 15,608 | 1,514 | 1,496 | 1,483 | 1,576 | 1,534 | 1,550 | 1,566 | 1,647 | 1,636 | 1,606 |
| University of Southern California | 6 | 14,808 | 1,312 | 1,378 | 1,523 | 1,571 | 1,459 | 1,474 | 1,518 | 1,554 | 1,481 | 1,538 |
| Harvard University ....................... | 7 | 14,613 | 1,393 | 1,476 | 1,468 | 1,418 | 1,401 | 1,450 | 1,474 | 1,464 | 1,535 | 1,534 |
| New York University . | 8 | 14,307 | 1,321 | 1,331 | 1,413 | 1,419 | 1,444 | 1,413 | 1,481 | 1,494 | 1,507 | 1,484 |
| University of Wisconsin, Madison .... | 9 | 14,248 | 1,261 | 1,425 | 1,407 | 1,430 | 1,355 | 1,417 | 1,514 | 1,440 | 1,497 | 1,502 |
| University of Texas at Austin ...................................... | 10 | 13,790 | 1,443 | 1,358 | 1,439 | 1,379 | 1,382 | 1,309 | 1,372 | 1,351 | 1,378 | 1,379 |
| University of California, Los Angeles | 11 | 13,544 | 1,271 | 1,307 | 1,361 | 1,382 | 1,358 | 1,330 | 1,326 | 1,393 | 1,432 | 1,384 |
| Rutgers University, New Brunswick ${ }^{2}$ | 12 | 13,399 | 1,182 | 1,226 | 1,341 | 1,382 | 1,401 | 1,424 | 1,430 | 1,495 | 1,265 | 1,253 |
| Columbia University in the City of New York .... | 13 | 12,983 | 1,300 | 1,203 | 1,218 | 1,281 | 1,295 | 1,291 | 1,329 | 1,382 | 1,397 | 1,287 |
| University of California, Berkeley ................... | 14 | 12,382 | 1,110 | 1,280 | 1,218 | 1,216 | 1,245 | 1,292 | 1,264 | 1,304 | 1,288 | 1,165 |
| University of Washington, Seattle Campus ...................... | 15 | 12,355 | 1,124 | 1,130 | 1,125 | 1,176 | 1,224 | 1,251 | 1,273 | 1,329 | 1,328 | 1,395 |
| Texas A\&M University, College Station ${ }^{3}$ | 16 | 12,328 | 987 | 1,094 | 1,079 | 1,107 | 1,206 | 1,256 | 1,324 | 1,344 | 1,443 | 1,488 |
| University of Pennsylvania ........ | 17 | 11,901 | 1,162 | 1,136 | 1,105 | 1,190 | 1,212 | 1,212 | 1,189 | 1,207 | 1,244 | 1,244 |
| Temple University | 18 | 11,784 | 1,205 | 1,194 | 1,220 | 1,169 | 1,144 | 1,246 | 1,154 | 1,191 | 1,146 | 1,115 |
| University of North Carolina at Chapel Hill | 19 | 11,673 | 1,098 | 1,113 | 1,204 | 1,101 | 1,155 | 1,172 | 1,179 | 1,203 | 1,229 | 1,219 |
| Boston University ..................................... | 20 | 11,395 | 1,062 | 1,210 | 1,161 | 1,179 | 1,097 | 1,111 | 1,177 | 1,175 | 1,107 | 1,116 |
| University of Illinois at Urbana-Champaign | 21 | 10,957 | 998 | 1,018 | 1,067 | 1,081 | 1,066 | 1,106 | 1,210 | 1,159 | 1,118 | 1,134 |
| University of Pittsburgh, Pittsburgh Campus | 22 | 10,397 | 926 | 996 | 1,026 | 1,022 | 944 | 1,113 | 1,059 | 1,086 | 1,135 | 1,090 |
| University of Tennessee, Knoxville ${ }^{4}$.. | 23 | 10,109 | 873 | 895 | 912 | 994 | 1,024 | 1,002 | 1,110 | 1,104 | 1,054 | 1,141 |
| George Washington University ........ | 24 | 10,003 | 937 | 949 | 956 | 1,011 | 1,005 | 974 | 1,050 | 1,071 | 1,091 | 959 |
| Stanford University ................................................ | 25 | 9,853 | 954 | 969 | 944 | 920 | 978 | 1,053 | 1,019 | 1,052 | 1,003 | 961 |
| University at Buffalo | 26 | 9,534 | 905 | 970 | 938 | 964 | 919 | 948 | 913 | 992 | 957 | 1,028 |
| University of lowa | 27 | 9,481 | 887 | 926 | 926 | 937 | 920 | 949 | 948 | 1,045 | 1,000 | 943 |
| Michigan State University ... | 28 | 9,472 | 768 | 855 | 770 | 876 | 921 | 951 | 962 | 993 | 1,172 | 1,204 |
| Georgetown University ............................................ | 29 | 9,383 | 844 | 923 | 926 | 967 | 950 | 936 | 934 | 973 | 955 | 975 |
| University of California, Davis ........................................ | 30 | 9,190 | 812 | 876 | 900 | 894 | 891 | 927 | 1,002 | 1,009 | 901 | 978 |
| Northwestern University | 31 | 9,157 | 837 | 878 | 876 | 872 | 891 | 927 | 898 | 1,009 | 986 | 983 |
| University of Illinois at Chicago | 32 | 9,117 | 807 | 862 | 873 | 851 | 965 | 914 | 912 | 974 | 969 | 990 |
| Western Michigan University-Thomas M. Cooley Law School | 33 | 8,972 | 614 | 756 | 845 | 981 | 955 | 1,039 | 1,080 | 1,143 | 871 | 688 |
| University of Virginia, Main Campus ........ | 34 | 8,940 | 840 | 852 | 925 | 907 | 861 | 933 | 904 | 908 | 919 | 891 |
| Purdue University, Main Campus ................................ | 35 | 8,857 | 785 | 837 | 840 | 882 | 845 | 924 | 880 | 926 | 965 | 973 |
| University of Georgia | 36 | 8,802 | 828 | 858 | 832 | 897 | 854 | 889 | 903 | 901 | 948 | 892 |
| Duke University ............ | 37 | 8,408 | 570 | 680 | 682 | 718 | 820 | 887 | 1,010 | 1,100 | 1,140 | 801 |
| University of Maryland, Baltimore | 38 | 8,393 | 813 | 767 | 775 | 775 | 835 | 875 | 900 | 889 | 875 | 889 |
| Capella University ......................... | 39 | 8,387 | 499 | 667 | 814 | 700 | 841 | 819 | 810 | 889 | 1,189 | 1,159 |
| University of Arizona ............................................... | 40 | 8,264 | 698 | 814 | 778 | 824 | 824 | 813 | 850 | 854 | 870 | 939 |
| University of Kansas | 41 | 8,087 | 585 | 789 | 781 | 766 | 819 | 856 | 821 | 870 | 847 | 953 |
| University of Miami ... | 42 | 7,990 | 673 | 707 | 703 | 758 | 860 | 803 | 911 | 874 | 815 | 886 |
| University of Houston ........................................ | 43 | 7,861 | 772 | 778 | 809 | 786 | 757 | 831 | 798 | 796 | 755 | 779 |
| Cornell University ${ }^{5}$ | 44 | 7,696 | 754 | 752 | 752 | 785 | 779 | 782 | 775 | 771 | 781 | 765 |
| Wayne State University ........................................... | 45 | 7,695 | 703 | 688 | 758 | 772 | 717 | 856 | 807 | 777 | 807 | 810 |
| University of Kentucky | 46 | 7,670 | 634 | 653 | 717 | 719 | 734 | 783 | 888 | 864 | 870 | 808 |
| Washington University in St. Louis .......................... | 47 | 7,548 | 678 | 727 | 730 | 760 | 737 | 805 | 783 | 806 | 771 | 751 |
| Indiana University-Purdue University, Indianapolis ............ | 48 | 7,409 | 669 | 719 | 720 | 687 | 751 | 755 | 771 | 755 | 772 | 810 |
| Florida State University ............................................. | 49 | 7,359 | 601 | 631 | 730 | 680 | 683 | 818 | 850 | 736 | 813 | 817 |
| Indiana University, Bloomington .............................. | 50 | 7,226 | 667 | 651 | 695 | 729 | 718 | 693 | 748 | 771 | 761 | 793 |
| Pennsylvania State University, Main Campus .... | 51 | 7,201 | 646 | 664 | 643 | 703 | 718 | 736 | 755 | 800 | 761 | 775 |
| A.T. Still University of Health Sciences .......................... | 52 | 7,076 | 551 | 644 | 694 | 730 | 815 | 810 | 755 | 732 | 671 | 674 |
| Yale University ............................ | 53 | 7,031 | 622 | 640 | 671 | 685 | 752 | 686 | 712 | 758 | 743 | 762 |
| University of the Pacific ............................................ | 54 | 6,990 | 684 | 691 | 708 | 681 | 713 | 749 | 732 | 760 | 624 | 648 |
| Case Western Reserve University .............................. | 55 | 6,987 | 681 | 654 | 718 | 750 | 781 | 730 | 658 | 705 | 655 | 655 |
| University of Connecticut | 56 | 6,982 | 629 | 609 | 576 | 687 | 746 | 720 | 773 | 720 | 762 | 760 |
| University of Chicago .... | 57 | 6,942 | 695 | 653 | 704 | 682 | 682 | 711 | 715 | 710 | 711 | 679 |
| Arizona State University, Tempe .................................. | 58 | 6,919 | 569 | 574 | 656 | 766 | 656 | 746 | 828 | 723 | 650 | 751 |
| University of South Carolina, Columbia ......................... | 59 | 6,863 | 642 | 641 | 639 | 703 | 643 | 703 | 674 | 748 | 719 | 751 |
| University of Utah ...................................................... | 60 | 6,803 | 553 | 622 | 667 | 684 | 632 | 723 | 718 | 726 | 711 | 767 |

[^119]2014-15 began reporting separately from the University of Tennessee, Knoxville. ${ }^{5}$ Includes degrees conferred by the Endowed and Statutory Colleges.
NOTE: Includes Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classified as first-professional degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2006 through Fall 2015, Completions component. (This table was prepared June 2017.)

Table 325.35. Degrees in computer and information sciences conferred by postsecondary institutions, by level of degree and sex of student: 1970-71 through 2014-15

| Year | Bachelor's degrees |  |  |  |  | Master's degrees |  |  | Doctor's degrees |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Males | Females | Females as a percent of total | Total | Males | Females | Total | Males | Females |
|  | Number | Annual percent change |  |  |  |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1970-71 .......................... | 2,388 | $\dagger$ | 2,064 | 324 | 13.6 | 1,588 | 1,424 | 164 | 128 | 125 | 3 |
| 1971-72 ................. | 3,402 | 42.5 | 2,941 | 461 | 13.6 | 1,977 | 1,752 | 225 | 167 | 155 | 12 |
| 1972-73 ......................... | 4,304 | 26.5 | 3,664 | 640 | 14.9 | 2,113 | 1,888 | 225 | 196 | 181 | 15 |
| 1973-74 ........................ | 4,756 | 10.5 | 3,976 | 780 | 16.4 | 2,276 | 1,983 | 293 | 198 | 189 | 9 |
| 1974-75 ......................... | 5,033 | 5.8 | 4,080 | 953 | 18.9 | 2,299 | 1,961 | 338 | 213 | 199 | 14 |
| 1975-76 ................. | 5,652 | 12.3 | 4,534 | 1,118 | 19.8 | 2,603 | 2,226 | 377 | 244 | 221 | 23 |
| 1976-77 ....................... | 6,407 | 13.4 | 4,876 | 1,531 | 23.9 | 2,798 | 2,332 | 466 | 216 | 197 | 19 |
| 1977-78 ........................ | 7,201 | 12.4 | 5,349 | 1,852 | 25.7 | 3,038 | 2,471 | 567 | 196 | 181 | 15 |
| 1978-79 ......................... | 8,719 | 21.1 | 6,272 | 2,447 | 28.1 | 3,055 | 2,480 | 575 | 236 | 206 | 30 |
| 1979-80 ........................ | 11,154 | 27.9 | 7,782 | 3,372 | 30.2 | 3,647 | 2,883 | 764 | 240 | 213 | 27 |
| 1980-81 ....................... | 15,121 | 35.6 | 10,202 | 4,919 | 32.5 | 4,218 | 3,247 | 971 | 252 | 227 | 25 |
| 1981-82 .................... | 20,267 | 34.0 | 13,218 | 7,049 | 34.8 | 4,935 | 3,625 | 1,310 | 251 | 230 | 21 |
| 1982-83 ........................ | 24,565 | 21.2 | 15,641 | 8,924 | 36.3 | 5,321 | 3,813 | 1,508 | 262 | 228 | 34 |
| 1983-84 ........................ | 32,439 | 32.1 | 20,416 | 12,023 | 37.1 | 6,190 | 4,379 | 1,811 | 251 | 225 | 26 |
| 1984-85 ....................... | 39,121 | 20.6 | 24,737 | 14,384 | 36.8 | 7,101 | 5,064 | 2,037 | 248 | 223 | 25 |
| 1985-86 ....................... | 42,337 | 8.2 | 27,208 | 15,129 | 35.7 | 8,070 | 5,658 | 2,412 | 344 | 299 | 45 |
| 1986-87 .................... | 39,767 | -6.1 | 25,962 | 13,805 | 34.7 | 8,481 | 5,985 | 2,496 | 374 | 322 | 52 |
| 1987-88 .................. | 34,651 | -12.9 | 23,414 | 11,237 | 32.4 | 9,197 | 6,726 | 2,471 | 428 | 380 | 48 |
| 1988-89 ......................... | 30,560 | -11.8 | 21,143 | 9,417 | 30.8 | 9,414 | 6,775 | 2,639 | 551 | 466 | 85 |
| 1989-90 .......................... | 27,347 | -10.5 | 19,159 | 8,188 | 29.9 | 9,677 | 6,960 | 2,717 | 627 | 534 | 93 |
| 1990-91 .................... | 25,159 | -8.0 | 17,771 | 7,388 | 29.4 | 9,324 | 6,563 | 2,761 | 676 | 584 | 92 |
| 1991-92 ...................... | 24,821 | -1.3 | 17,685 | 7,136 | 28.7 | 9,655 | 6,980 | 2,675 | 772 | 669 | 103 |
| 1992-93 ........................ | 24,519 | -1.2 | 17,606 | 6,913 | 28.2 | 10,353 | 7,557 | 2,796 | 805 | 689 | 116 |
| 1993-94 ..................... | 24,527 | \# | 17,528 | 6,999 | 28.5 | 10,568 | 7,836 | 2,732 | 810 | 685 | 125 |
| 1994-95 ........................ | 24,737 | 0.9 | 17,684 | 7,053 | 28.5 | 10,595 | 7,805 | 2,790 | 887 | 726 | 161 |
| 1995-96 ................... | 24,506 | -0.9 | 17,757 | 6,749 | 27.5 | 10,579 | 7,729 | 2,850 | 869 | 743 | 126 |
| 1996-97 ....................... | 25,422 | 3.7 | 18,527 | 6,895 | 27.1 | 10,513 | 7,526 | 2,987 | 857 | 721 | 136 |
| 1997-98 ....................... | 27,829 | 9.5 | 20,372 | 7,457 | 26.8 | 11,765 | 8,343 | 3,422 | 858 | 718 | 140 |
| 1998-99 ....................... | 30,552 | 9.8 | 22,889 | 8,263 | 27.0 | 12,843 | 8,866 | 3,977 | 806 | 656 | 150 |
| 1999-2000 ..................... | 37,788 | 23.7 | 27,185 | 10,603 | 28.1 | 14,990 | 9,978 | 5,012 | 779 | 648 | 131 |
| 2000-01.......... | 44,142 | 16.8 | 31,923 | 12,219 | 27.7 | 16,911 | 11,195 | 5,716 | 768 | 632 | 136 |
| 2001-02 ........................ | 50,365 | 14.1 | 36,462 | 13,903 | 27.6 | 17,173 | 11,447 | 5,726 | 752 | 581 | 171 |
| 2002-03 ....................... | 57,433 | 14.0 | 41,950 | 15,483 | 27.0 | 19,509 | 13,267 | 6,442 | 816 | 648 | 168 |
| 2003-04 ....................... | 59,488 | 3.6 | 44,585 | 14,903 | 25.1 | 20,143 | 13,868 | 6,275 | 909 | 709 | 200 |
| 2004-05 ....................... | 54,111 | -9.0 | 42,125 | 11,986 | 22.2 | 18,416 | 13,136 | 5,880 | 1,119 | 905 | 214 |
| 2005-06 ...................... | 47,480 | -12.3 | 37,705 | 9,775 | 20.6 | 17,055 | 12,470 | 4,585 | 1,416 | 1,109 | 307 |
| 2006-07 .................... | 42,170 | -11.2 | 34,342 | 7,828 | 18.6 | 16,232 | 11,985 | 4,247 | 1,595 | 1,267 | 328 |
| 2007-08 ........................ | 38,476 | -8.8 | 31,694 | 6,782 | 17.6 | 17,087 | 12,513 | 4,574 | 1,698 | 1,323 | 375 |
| 2008-09 ....................... | 37,992 | -1.3 | 31,213 | 6,779 | 17.8 | 17,907 | 13,063 | 4,844 | 1,580 | 1,226 | 354 |
| 2009-10 ...................... | 39,593 | 4.2 | 32,414 | 7,179 | 18.1 | 17,955 | 13,019 | 4,936 | 1,599 | 1,250 | 349 |
| 2010-11 ...................... | 43,066 | 8.8 | 35,477 | 7,589 | 17.6 | 19,516 | 14,010 | 5,506 | 1,588 | 1,267 | 321 |
| 2011-12 ....................... | 47,406 | 10.1 | 38,796 | 8,610 | 18.2 | 20,925 | 15,132 | 5,793 | 1,698 | 1,332 | 366 |
| 2012-13 ..................... | 50,961 | 7.5 | 41,874 | 9,087 | 17.8 | 22,782 | 16,539 | 6,243 | 1,834 | 1,480 | 354 |
| 2013-14 ........................ | 55,271 | 8.5 | 45,320 | 9,951 | 18.0 | 24,514 | 17,472 | 7,042 | 1,982 | 1,566 | 416 |
| 2014-15 ........................ | 59,581 | 7.8 | 48,840 | 10,741 | 18.0 | 31,474 | 21,892 | 9,582 | 1,998 | 1,548 | 450 |
| Percent change |  |  |  |  |  |  |  |  |  |  |  |
| 2004-05 to 2009-10 2009-10 to 2014-15 | $\begin{gathered} -26.8 \\ 50.5 \end{gathered}$ | $\dagger$ | $\begin{gathered} -23.1 \\ 50.7 \end{gathered}$ | $\begin{array}{r} -40.1 \\ 49.6 \end{array}$ | $\dagger$ | $\begin{gathered} -2.5 \\ 75.3 \end{gathered}$ | $\begin{gathered} -0.9 \\ 68.2 \end{gathered}$ | $\begin{gathered} -6.5 \\ 94.1 \end{gathered}$ | $\begin{aligned} & 42.9 \\ & 25.0 \end{aligned}$ | $\begin{aligned} & 38.1 \\ & 23.8 \end{aligned}$ | 63.1 28.9 |

## $\dagger$ Not applicable.

\#Rounds to zero
NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid
programs. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher

Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970-71 through 1985-86; Integrated Postsecondary Education Data Sysferred" surveys, 1970-71 through 1985-86; Integrated Postsecondary Education Data Sys-
tem (IPEDS), "Completions Survey" (IPEDS-C:87-99); and IPEDS Fall 2000 through Fall 2015, Completions component. (This table was prepared January 2017.)

Table 325.45. Degrees in engineering and engineering technologies conferred by postsecondary institutions, by level of degree and sex of student: Selected years, 1949-50 through 2014-15

| Year | Bachelor's degrees |  |  |  |  | Master's degrees |  |  | Doctor's degrees |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total |  | Males | Females | Females as a percent of total | Total | Males | Females | Total | Males | Females |
|  | Number | Annual percent change |  |  |  |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1949-50 ......................... | 52,246 | $\dagger$ | 52,071 | 175 | 0.3 | 4,496 | 4,481 | 15 | 417 | 416 | 1 |
| 1959-60 ......................... | 37,679 | $\dagger$ | 37,537 | 142 | 0.4 | 7,159 | 7,133 | 26 | 786 | 783 | 3 |
| 1969-70 .......................... | 44,479 | t | 44,149 | 330 | 0.7 | 15,593 | 15,421 | 172 | 3,681 | 3,657 | 24 |
| 1970-71 ......................... | 50,182 | 12.8 | 49,775 | 407 | 0.8 | 16,947 | 16,734 | 213 | 3,688 | 3,663 | 25 |
| 1971-72. | 51,258 | 2.1 | 50,726 | 532 | 1.0 | 17,299 | 17,009 | 290 | 3,708 | 3,685 | 23 |
| 1972-73 ......................... | 51,384 | 0.2 | 50,766 | 618 | 1.2 | 16,988 | 16,694 | 294 | 3,513 | 3,459 | 54 |
| 1973-74 ......................... | 50,412 | -1.9 | 49,611 | 801 | 1.6 | 15,851 | 15,470 | 381 | 3,374 | 3,318 | 56 |
| 1974-75 ......................... | 47,131 | -6.5 | 46,105 | 1,026 | 2.2 | 15,837 | 15,426 | 411 | 3,181 | 3,113 | 68 |
| 1975-76 ......................... | 46,676 | -1.0 | 45,184 | 1,492 | 3.2 | 16,800 | 16,174 | 626 | 2,874 | 2,805 | 69 |
| 1976-77. | 49,482 | 6.0 | 47,238 | 2,244 | 4.5 | 16,659 | 15,891 | 768 | 2,622 | 2,547 | 75 |
| 1977-78 ......................... | 56,150 | 13.5 | 52,353 | 3,797 | 6.8 | 16,887 | 15,940 | 947 | 2,483 | 2,424 | 59 |
| 1978-79 ......................... | 62,898 | 12.0 | 57,603 | 5,295 | 8.4 | 16,012 | 14,971 | 1,041 | 2,545 | 2,459 | 86 |
| 1979-80 ......................... | 69,387 | 10.3 | 62,877 | 6,510 | 9.4 | 16,765 | 15,535 | 1,230 | 2,546 | 2,447 | 99 |
| 1980-81 ......................... | 75,355 | 8.6 | 67,573 | 7,782 | 10.3 | 17,216 | 15,761 | 1,455 | 2,608 | 2,499 | 109 |
| 1981-82 | 80,632 | 7.0 | 71,305 | 9,327 | 11.6 | 18,475 | 16,747 | 1,728 | 2,676 | 2,532 | 144 |
| 1982-83 .... | 89,811 | 11.4 | 78,673 | 11,138 | 12.4 | 19,949 | 18,038 | 1,911 | 2,871 | 2,742 | 129 |
| 1983-84 ..... | 95,295 | 6.1 | 82,841 | 12,454 | 13.1 | 21,197 | 18,916 | 2,281 | 3,032 | 2,864 | 168 |
| 1984-85 ........................ | 97,099 | 1.9 | 83,991 | 13,108 | 13.5 | 22,124 | 19,688 | 2,436 | 3,269 | 3,055 | 214 |
| 1985-86 ......................... | 97,122 | \# | 84,050 | 13,072 | 13.5 | 22,146 | 19,545 | 2,601 | 3,456 | 3,220 | 236 |
| 1986-87 ......................... | 93,560 | -3.7 | 80,543 | 13,017 | 13.9 | 23,101 | 20,137 | 2,964 | 3,854 | 3,585 | 269 |
| 1987-88 ......................... | 89,406 | -4.4 | 76,886 | 12,520 | 14.0 | 23,839 | 20,815 | 3,024 | 4,237 | 3,941 | 296 |
| 1988-89 ....... | 85,982 | -3.8 | 74,020 | 11,962 | 13.9 | 25,066 | 21,731 | 3,335 | 4,572 | 4,160 | 412 |
| 1989-90 ........................ | 82,480 | -4.1 | 70,859 | 11,621 | 14.1 | 25,294 | 21,753 | 3,541 | 5,030 | 4,576 | 454 |
| 1990-91 ......................... | 79,751 | -3.3 | 68,482 | 11,269 | 14.1 | 25,450 | 21,780 | 3,670 | 5,330 | 4,834 | 496 |
| 1991-92 ........................ | 78,036 | -2.2 | 67,086 | 10,950 | 14.0 | 26,373 | 22,397 | 3,976 | 5,499 | 4,967 | 532 |
| 1992-93 ......................... | 78,619 | 0.7 | 67,214 | 11,405 | 14.5 | 29,103 | 24,721 | 4,382 | 5,870 | 5,300 | 570 |
| 1993-94 ......................... | 78,580 | \# | 66,867 | 11,713 | 14.9 | 30,102 | 25,394 | 4,708 | 5,954 | 5,288 | 666 |
| 1994-95 ......................... | 78,483 | -0.1 | 66,157 | 12,326 | 15.7 | 29,949 | 25,028 | 4,921 | 6,108 | 5,378 | 730 |
| 1995-96 ......................... | 77,997 | -0.6 | 65,362 | 12,635 | 16.2 | 28,843 | 23,840 | 5,003 | 6,354 | 5,559 | 795 |
| 1996-97 ......................... | 75,659 | -3.0 | 62,994 | 12,665 | 16.7 | 27,016 | 22,047 | 4,969 | 6,166 | 5,408 | 758 |
| 1997-98 ......................... | 74,557 | -1.5 | 61,880 | 12,677 | 17.0 | 27,244 | 21,800 | 5,444 | 5,966 | 5,230 | 736 |
| 1998-99 ......................... | 72,796 | -2.4 | 59,859 | 12,937 | 17.8 | 26,689 | 21,348 | 5,341 | 5,413 | 4,643 | 770 |
| 1999-2000 ...................... | 73,323 | 0.7 | 59,668 | 13,655 | 18.6 | 26,648 | 21,047 | 5,601 | 5,367 | 4,539 | 828 |
| 2000-01 ...... | 72,869 | -0.6 | 59,489 | 13,380 | 18.4 | 27,187 | 21,341 | 5,846 | 5,547 | 4,630 | 917 |
| 2001-02 ......................... | 74,588 | 2.4 | 60,417 | 14,171 | 19.0 | 26,987 | 21,212 | 5,775 | 5,181 | 4,285 | 896 |
| 2002-03 ................... | 77,231 | 3.5 | 62,821 | 14,410 | 18.7 | 30,583 | 24,097 | 6,486 | 5,252 | 4,353 | 899 |
| 2003-04 ......................... | 78,079 | 1.1 | 63,401 | 14,678 | 18.8 | 35,053 | 27,561 | 7,492 | 5,859 | 4,821 | 1,038 |
| 2004-05 ......................... | 79,544 | 1.9 | 65,033 | 14,511 | 18.2 | 34,988 | 27,049 | 7,939 | 6,467 | 5,263 | 1,204 |
| 2005-06 ......................... | 81,406 | 2.3 | 66,866 | 14,540 | 17.9 | 33,389 | 25,568 | 7,821 | 7,318 | 5,848 | 1,470 |
| 2006-07 ......................... | 81,854 | 0.6 | 68,081 | 13,773 | 16.8 | 31,989 | 24,746 | 7,243 | 7,928 | 6,285 | 1,643 |
| 2007-08 ......................... | 83,608 | 2.1 | 69,540 | 14,068 | 16.8 | 34,430 | 26,461 | 7,969 | 7,977 | 6,263 | 1,714 |
| 2008-09 ......................... | 84,404 | 1.0 | 70,504 | 13,900 | 16.5 | 38,008 | 29,458 | 8,550 | 7,803 | 6,123 | 1,680 |
| 2009-10 ......................... | 88,735 | 5.1 | 73,838 | 14,897 | 16.8 | 39,391 | 30,554 | 8,837 | 7,773 | 5,986 | 1,787 |
| 2010-11 ......................... | 93,097 | 4.9 | 77,080 | 16,017 | 17.2 | 43,179 | 33,372 | 9,807 | 8,425 | 6,548 | 1,877 |
| 2011-12 ......................... | 98,654 | 6.0 | 81,364 | 17,290 | 17.5 | 45,116 | 34,712 | 10,404 | 8,856 | 6,838 | 2,018 |
| 2012-13 ......................... | 102,997 | 4.4 | 84,645 | 18,352 | 17.8 | 45,328 | 34,496 | 10,832 | 9,467 | 7,305 | 2,162 |
| 2013-14 ......................... | 108,976 | 5.8 | 88,941 | 20,035 | 18.4 | 47,343 | 35,791 | 11,552 | 10,117 | 7,820 | 2,297 |
| 2014-15 .......................... | 115,096 | 5.6 | 93,532 | 21,564 | 18.7 | 51,439 | 38,452 | 12,987 | 10,362 | 7,958 | 2,404 |
| Percent change |  |  |  |  |  |  |  |  |  |  |  |
| 2004-05 to 2009-10 ...... | 11.6 | $\dagger$ | 13.5 | 2.7 | $\dagger$ | 12.6 | 13.0 | 11.3 | 20.2 | 13.7 | 48.4 |
| 2009-10 to 2014-15 ...... | 29.7 | t | 26.7 | 44.8 | $\dagger$ | 30.6 | 25.8 | 47.0 | 33.3 | 32.9 | 34.5 |

## $\dagger$ Not applicable. <br> \#Rounds to zero

NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. Includes degrees in engineering, engineering-related technologies, mechanic and repair technologies, and construction trades for 1969-70 and later years. Degrees in engineering include degrees in all areas of engineering-for example, chemical, civil, electrical, and mechanical engineering-as well as degrees in general engineering. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Earned Degrees Conferred, 1949-50 and 1959-60; Higher Education General Information Survey HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1969-70 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:87-99); and IPEDS Fall 2000 through Fall 2015, Completions component. (This table was prepared January 2017.)

Table 326.10. Graduation rate from first institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions, by race/ethnicity, time to completion, sex, control of institution, and acceptance rate: Selected cohort entry years, 1996 through 2009

| Time to completion, sex, control of institution, cohort entry year, and acceptance rate | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Nonresident alien |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Graduating within 4 years after start, males and females |  |  |  |  |  |  |  |  |  |  |
| All 4-year institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort <br> 2009 starting cohort $\qquad$ | 33.7 36.1 36.4 37.0 38.0 38.3 39.1 39.4 39.8 39.8 | 36.3 36.9 38.9 39.3 40.2 41.3 41.8 42.7 43.3 43.7 44.2 | 19.5 21.3 20.4 20.4 20.5 20.5 20.6 20.6 21.4 20.6 | 22.8 25.9 26.4 26.4 27.9 27.9 29.2 29.3 29.8 30.4 30.5 | 37.5 41.0 42.8 43.9 45.0 45.1 46.0 46.2 47.1 48.7 | 45.5 46.4 46.7 47.7 49.4 | 22.2 24.2 25.9 26.7 26.7 | 18.8 21.0 20.5 20.6 21.8 21.8 21.9 23.9 23.0 24.0 | 44.1 46.6 49.1 46.5 41.0 | 41.7 41.9 38.7 39.4 43.7 44.0 44.1 44.6 46.4 49.1 |
| Public institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ $\qquad$ <br> 2005 starting cohort <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ $\qquad$ | 26.0 29.0 29.9 30.7 31.4 32.0 32.9 33.5 34.4 34.8 | 28.3 31.4 32.4 32. 33.5 34.2 35.1 36.1 36.9 37.9 38.5 | 15.0 17.9 16.9 16.5 16.4 16.8 17.2 17.4 18.6 18.1 | 15.8 18.9 20.1 20.7 21.5 22.4 23.1 24.0 24.8 25.3 | 28.5 33.7 35.8 37.5 38.0 38.7 40.0 39.8 41.1 42.7 | 39.1 40.4 40.2 41.6 43.3 | 16.9 18.6 21.6 22.1 23.6 | 14.5 16.4 16.0 17.0 17.2 17.9 17.9 19.5 19.1 19.8 | 28.7 30.5 35.9 35.9 31.9 | 30.9 30.7 33.7 33.4 33.8 34.4 33.5 33.9 34.4 38.0 41.3 |
| Nonprofit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort <br> 2009 starting cohort $\qquad$ $\qquad$ | $\begin{aligned} & 48.6 \\ & 50.3 \\ & 51.0 \\ & 51.6 \\ & 52.6 \\ & 52.6 \\ & 52.9 \\ & 52.9 \\ & 52.9 \\ & 53.0 \end{aligned}$ | 51.3 53.5 54.0 54.7 55.5 55.4 56.2 56.5 56.3 57.0 | 29.3 28.2 29.4 29.8 30.6 29.2 29.7 29.6 29.7 29.1 | 39.9 42.9 44.1 44.0 46.2 45.1 47.4 46.8 47.2 47.1 | $\begin{aligned} & 57.9 \\ & 58.8 \\ & 61.0 \\ & 61.5 \\ & 62.8 \\ & 66.3 \\ & 62.8 \\ & 63.6 \\ & 63.4 \\ & 64.4 \end{aligned}$ | 62.8 62.8 63.5 64.3 63.9 65.0 | 34.9 37.2 40.4 44.8 41.7 | 33.7 33.0 36.0 36.6 34.4 39.0 35.2 38.3 37.0 37.0 39.6 | 59.9 62.1 62.6 59.3 56.8 | 50.4 50.3 54.8 55.3 57.4 57.4 56.8 56.9 57.1 59.4 |
| For-profit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort <br> 2009 starting cohort $\qquad$ $\qquad$ | 21.8 25.7 14.2 14.8 20.6 20.6 22.8 22.5 17.5 13.9 | 26.3 30.3 17.5 18.5 27.3 27.3 32.5 32.5 26.4 21.3 | 14.8 22.5 10.0 10.4 13.3 11.0 12.7 11.7 9.6 7.6 | 20.1 27.4 19.1 19.5 20.7 19.6 23.0 22.7 20.9 18.1 | 24.6 42.7 29.4 25.5 31.4 31.7 30.1 32.0 30.7 29.2 | 33.8 <br> 32.4 <br> 36.3 <br> 34.8 <br> 35.1 | $\begin{array}{r}15.4 \\ 9.4 \\ 7.2 \\ 8.7 \\ 7.0 \\ \hline\end{array}$ | 16.5 28.0 11.2 8.4 9.4 15.4 13.2 12.6 12.8 10.2 | 24.7 <br> 27.6 <br> 27.2 <br> 30.1 <br> 17.1 | $\begin{array}{r}33.8 \\ 36.5 \\ 3.4 \\ 4.7 \\ 10.6 \\ 15.4 \\ 22.4 \\ 24.4 \\ 19.7 \\ 20.9 \\ \hline\end{array}$ |
| Graduating within 4 years after start, males |  |  |  |  |  |  |  |  |  |  |
| All 4-year institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | 28.5 31.1 31.3 32.2 33.0 33.5 34.3 34.5 34.8 34.7 | 30.6 30.4 33.4 33.8 34.8 35.7 36.4 37.2 37.7 38.1 38.2 | 13.9 15.9 14.7 14.7 15.1 15.0 15.7 15.6 16.2 16.0 | 19.0 21.8 21.8 22.5 23.3 24.2 24.9 25.5 25.7 25.5 | 32.2 35.7 37.4 39.0 39.9 39.9 41.2 41.1 42.1 43.7 | 40.2 41.6 41.5 42.5 44.3 | 19.6 21.6 24.3 25.0 24.2 | 15.1 17.1 17.2 17.7 18.9 18.8 17.6 18.6 18.9 20.5 | 40.2 43.2 44.7 40.7 36.4 | 38.6 39.3 36.6 37.7 39.7 40.1 39.6 39.3 41.0 43.0 |
| Public institutions <br> 1996 starting cohort $\qquad$ <br> 2000 starting cohort <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort <br> 2008 starting cohort $\qquad$ $\qquad$ | 20.8 23.6 24.5 25.7 26.2 27.1 27.9 28.3 29.3 29.5 | 22.6 25.5 26.6 27.9 28.5 29.6 30.4 31.4 32.1 32.4 | 9.9 11.7 11.0 10.9 11.2 11.7 12.1 12.1 13.3 13.1 | 12.5 14.5 15.8 16.4 16.9 18.3 18.8 19.8 20.0 20.3 | 23.4 27.8 30.4 32.5 32.9 33.5 34.9 34.8 36.1 37.7 | - 33.8 35.2 35.0 36.5 38.2 | 14.1 15.4 19.2 18.7 20.8 | 10.9 11.9 12.7 14.1 14.5 15.0 13.8 14.7 15.3 16.0 | 26.4 29.2 34.0 30.7 27.6 | 28.6 30.2 30.3 30.8 30.1 29.8 29.7 29.4 33.1 35.2 |
| Nonprofit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | $\begin{aligned} & 43.6 \\ & 46.0 \\ & 46.3 \\ & 47.0 \\ & 47.8 \\ & 47.5 \\ & 48.2 \\ & 47.9 \\ & 47.7 \\ & 47.7 \end{aligned}$ | $\begin{aligned} & 46.2 \\ & 48.9 \\ & 49.1 \\ & 49.8 \\ & 50.6 \\ & 50.5 \\ & 51.2 \\ & 51.5 \\ & 51.3 \\ & 51.5 \end{aligned}$ | $\begin{aligned} & 22.1 \\ & 22.3 \\ & 22.9 \\ & 23.1 \\ & 23.1 \\ & 2.2 \\ & 23.6 \\ & 23.4 \\ & 23.0 \\ & 23.0 \\ & 22.9 \end{aligned}$ | 35.0 38.2 38.8 39.9 41.2 40.7 42.4 42.3 42.4 41.7 | $\begin{aligned} & 53.5 \\ & 56.1 \\ & 55.6 \\ & 58.6 \\ & 59.0 \\ & 58.8 \\ & 60.2 \\ & 60.0 \\ & 59.5 \\ & 60.7 \end{aligned}$ | 二 59.3 60.8 60.5 59.9 61.4 | 29.4 34.4 34.7 33.7 37.6 | 28.9 33.2 32.1 30.7 35.4 30.8 34.2 32.2 31.5 36.2 | 55.7 58.4 57.8 53.9 52.6 | 47.0 48.0 50.6 51.3 53.2 52.7 52.2 51.4 51.6 53.8 |

See notes at end of table.

Table 326．10．Graduation rate from first institution attended for first－time，full－time bachelor＇s degree－seeking students at 4 －year postsecondary institutions，by race／ethnicity，time to completion，sex，control of institution，and acceptance rate：Selected cohort entry years， 1996 through 2009－Continued

| Time to completion，sex， control of institution，cohort entry year，and acceptance rate | Total | White | Black | Hispanic | Asian／Paciic Islander |  |  | American Indian／ Alaska Native | Two or more races | Nonresident alien |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| For－profit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort <br> 2007 starting cohort $\qquad$ $\qquad$ <br> 2009 starting cohort $\qquad$ | 22.3 30.1 17.0 17.4 23.5 23.6 27.8 28.4 20.7 17.0 | 25.5 34.3 20.9 20.9 30.5 31.4 37.2 39.3 30.5 25.4 | 16.1 23.7 11.8 11.8 15.0 12.0 16.6 15.3 11.1 10.4 | 23.0 30.9 20.1 20.8 21.6 22.2 26.0 25.7 22.0 19.2 | 27.7 44.5 33.3 28.1 36.6 32.2 33.7 35.8 34.0 32.1 | 33.2 35.2 38.3 35.9 36.2 | 24.0 17.2 14.1 16.2 7.1 | 25.6 28.7 17.6 11.1 12.1 20.8 14.7 19.0 12.4 12.2 | 25.2 30.1 25.8 27.8 23.8 | 33.1 36.7 4.0 6.4 10.7 16.7 23.7 26.9 14.9 15.1 |
| Graduating within 4 years after start，females |  |  |  |  |  |  |  |  |  |  |
| All 4－year institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort <br> 2006 starting cohort $\qquad$ $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | 38.0 40.2 40.5 41.0 42.2 42.2 43.1 43.5 43.9 44.2 | 41.1 43.5 43.9 44.8 45.9 46.4 47.4 48.1 48.6 49.3 | 23.2 25.2 24.3 23.9 24.2 23.7 23.9 24.9 24.3 24.9 23.9 | 25.8 29.8 29.9 29.9 29.8 31.4 31.3 32.5 33.1 33.9 34.3 | 42.2 45.7 47.4 48.1 49.4 49.6 50.2 50.7 51.6 53.2 | 50．1 50.8 51.3 52.4 54.0 | 24.2 26.2 27.1 27.8 28.7 | 21.7 24.0 23.0 22.8 24.0 24.0 25.2 26.3 26.0 26.7 | 47.3 49.1 52.2 50.6 44.5 | 45.8 45.3 41.0 41.1 48.1 48.4 49.3 50.8 52.5 56.0 |
| Public institutions <br> 1996 starting cohort $\qquad$ <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | 30.3 33.5 34.3 35.0 35.7 36.2 37.2 37.8 38.8 39.5 | 33.3 36.3 37.2 38.3 39.2 39.9 41.1 42.0 43.1 44.0 | 18.3 22.0 20.9 20.2 19.9 20.2 20.6 21.0 22.2 21.6 | 18.4 22.4 23.4 23.4 24.9 25.5 26.5 26.4 27.5 28.5 29.2 | 33.2 39.1 40.8 42.0 42.6 43.5 44.7 44.6 45.8 47.5 | 43.9 45.1 45.1 46.4 48.1 | 19.0 21.3 22.9 24.5 26.2 | 17.3 19.9 18.5 19.2 19.3 20.1 21.1 23.2 21.9 22.7 | 30.7 31.5 37.5 38.7 35.4 | 34.1 36.2 37.0 37.2 39.6 37.7 39.1 40.8 44.0 48.9 |
| Nonprofit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort <br> 2005 starting cohort $\qquad$ $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | 52.6 53.7 54.7 55.3 56.4 55.9 56.7 56.8 56.7 57.3 | 55.5 57.3 57.8 58.6 59.4 59.2 60.1 60.6 60.4 61.4 | 34.2 32.3 34.0 34.4 34.9 34.9 34.1 34.4 34.6 34.8 33.9 | 43.5 46.2 47.8 46.7 49.6 48.1 50.8 49.8 50.5 51.0 | 61.6 60.9 63.6 63.7 65.6 64.9 64.9 66.4 66.5 67.3 | 二 <br> 65.5 <br> 65.7 <br> 67.2 <br> 67.1 <br> 67.9 | 38.6 39.6 42.0 45.8 45.1 | 37.5 37.5 38.1 39.9 37.0 41.5 38.5 40.9 40.7 41.0 42.2 | 63.1 64.4 65.6 62.5 59.4 | 54.4 53.2 59.2 59.7 61.9 62.7 61.8 62.9 62.8 65.2 |
| For－profit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | $\begin{aligned} & 21.1 \\ & 20.7 \\ & 11.6 \\ & 12.8 \\ & 17.8 \\ & 16.9 \\ & 18.1 \\ & 17.0 \\ & 14.7 \\ & 11.3 \\ & \hline \end{aligned}$ | 27.5 24.5 14.0 15.9 23.8 24.1 26.7 24.3 22.2 17.4 | $\begin{array}{r} 13.7 \\ 21.4 \\ 8.7 \\ 9.5 \\ 12.2 \\ 10.4 \\ 10.1 \\ 9.4 \\ 8.6 \\ 5.7 \\ \hline \end{array}$ | 16.1 <br> 23.1 <br> 18.1 <br> 18.3 <br> 19.9 <br> 17.3 <br> 20.3 <br> 19.9 <br> 19.9 <br> 17.0 | $\begin{aligned} & 20.3 \\ & 39.3 \\ & 23.9 \\ & 22.8 \\ & 25.0 \\ & 30.9 \\ & 26.2 \\ & 28.5 \\ & 27.5 \\ & 26.6 \\ & \hline \end{aligned}$ | 34．6 29.3 34.2 33.7 34.0 | 5.9 3.7 3.6 5.6 7.0 | $\begin{array}{r}9.6 \\ 27.2 \\ 6.2 \\ 6.7 \\ 7.4 \\ 11.4 \\ 11.8 \\ 8.1 \\ 13.1 \\ 8.5 \\ \hline\end{array}$ | 24.0 24.1 29.4 33.3 11.7 | $\begin{array}{r}34.6 \\ 36.3 \\ 3.1 \\ 3.7 \\ 10.5 \\ 14.4 \\ 21.3 \\ 22.3 \\ 23.7 \\ 25.8 \\ \hline\end{array}$ |
| Graduating within 5 years after start， males and females |  |  |  |  |  |  |  |  |  |  |
| All 4－year institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 203 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ | $\begin{aligned} & 50.2 \\ & 52.6 \\ & 5.6 \\ & 53.3 \\ & 54.1 \\ & 54.1 \\ & 54.9 \\ & 55.1 \\ & 55.3 \\ & 5.3 \end{aligned}$ | 53.3 55.7 55.7 56.9 57.7 58.0 58.7 59.1 59.5 59.7 | $\begin{aligned} & 33.3 \\ & 36.0 \\ & 34.3 \\ & 34.2 \\ & 34.5 \\ & 34.2 \\ & 34.9 \\ & 35.4 \\ & 35.7 \\ & 34.3 \end{aligned}$ | 38.9 42.4 42.5 43.0 44.0 44.6 45.8 46.4 47.1 47.6 | $\begin{aligned} & 56.4 \\ & 60.1 \\ & 61.0 \\ & 62.1 \\ & 62.9 \\ & 63.2 \\ & 64.4 \\ & 64.2 \\ & 65.1 \\ & 67.0 \end{aligned}$ | 二 <br> 63.6 <br> 64.9 <br> 64.7 <br> 65.7 <br> 67.8 | 40．6 41.7 42.7 43.8 42.3 | 33.3 35.1 33.8 33.8 334. 34.7 34.7 35.6 36.6 36.3 36.9 | 58.6 61.8 63.9 60.5 54.8 | 54.3 55.2 50.6 52.1 57.2 58.1 59.0 58.9 60.8 64.0 |
| Public institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort <br> 2006 starting cohort $\qquad$ $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort <br> 2009 starting cohort $\qquad$ $\qquad$ | $\begin{aligned} & 45.9 \\ & 49.1 \\ & 4.2 \\ & 50.3 \\ & 50.7 \\ & 51.1 \\ & 51.9 \\ & 52.3 \\ & 53.1 \\ & 53.5 \end{aligned}$ | $\begin{aligned} & 49.0 \\ & 51.9 \\ & 52.2 \\ & 53.6 \\ & 54.1 \\ & 54.7 \\ & 55.5 \\ & 56.0 \\ & 56.7 \\ & 57.2 \end{aligned}$ | $\begin{aligned} & 30.5 \\ & 34.6 \\ & 32.9 \\ & 32.4 \\ & 32.2 \\ & 32.6 \\ & 33.6 \\ & 34.5 \\ & 34.1 \\ & 35.0 \\ & 34.2 \end{aligned}$ | 34.1 38.0 38.8 39.5 40.2 41.4 42.2 43.2 44.4 45.4 | $\begin{aligned} & 51.3 \\ & 56.8 \\ & 57.7 \\ & 59.0 \\ & 59.3 \\ & 59.9 \\ & 61.6 \\ & 661.0 \\ & 62.1 \\ & 64.3 \end{aligned}$ | 二 60．2 62.0 61.4 62.6 64.9 | 39.1 39.1 41.3 41.4 41.8 42.8 | 30.0 31.9 30.8 31.6 31.6 32.5 32.9 34.9 34.5 34.1 | 47． 50.1 50.1 55.0 52.1 48.8 | 46.5 49.8 50.4 51.4 51.9 51.3 51.9 51.9 55.1 59.0 |

[^120]Table 326.10. Graduation rate from first institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions, by race/ethnicity, time to completion, sex, control of institution, and acceptance rate: Selected cohort entry years, 1996 through 2009-Continued

| Time to completion, sex, control of institution, cohort entry year, and acceptance rate | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Nonresident alien |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Nonprofit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting conort $\qquad$ <br> 2008 starting cohort <br> 2009 starting cohort $\qquad$ $\qquad$ | $\begin{aligned} & 59.2 \\ & 60.8 \\ & 61.3 \\ & 62.3 \\ & 63.0 \\ & 62.6 \\ & 63.2 \\ & 63.2 \\ & 63.2 \\ & 63.3 \end{aligned}$ | $\begin{aligned} & 61.8 \\ & 63.8 \\ & 64.2 \\ & 65.2 \\ & 65.8 \\ & 65.6 \\ & 66.1 \\ & 66.4 \\ & 66.4 \\ & 66.9 \end{aligned}$ | 40.2 39.9 40.2 41.2 41.8 40.5 41.2 41.3 41.4 39.7 | 51.4 55.1 55.7 56.1 57.8 56.6 59.0 58.4 58.6 58.5 | 68.7 70.0 71.1 72.0 73.1 73.1 73.5 74.2 74.3 75.1 | 73.6 74.2 74.8 74.7 75.8 | 49.4 47.4 53.6 57.7 51.7 | 45.2 46.9 46.7 44.4 47.9 44.0 48.8 45.9 46.6 49.4 | 71.5 74.5 74.1 70.7 67.0 | 60.4 60.4 64.7 65.6 67.9 67.9 68.6 68.2 68.6 71.2 |
| For-profit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort <br> 2006 starting cohort $\qquad$ $\qquad$ <br> 2007 starting cohort <br> 2008 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ $\qquad$ | $\begin{aligned} & 25.4 \\ & 30.0 \\ & 17.2 \\ & 20.2 \\ & 25.9 \\ & 25.5 \\ & 28.0 \\ & 27.8 \\ & 22.9 \\ & 19.5 \end{aligned}$ | 30.1 34.8 30.7 23.6 32.9 32.9 33.3 37.2 37.5 31.7 26.5 | 17.8 28.0 12.5 15.6 19.1 15.8 17.8 16.8 14.8 12.3 | 23.1 31.3 22.7 24.4 25.8 26.0 29.8 29.1 27.7 24.9 | 27.3 45.1 32.0 30.4 36.5 38.2 38.0 39.0 37.4 36.9 | 40.2 40.2 43.2 40.7 43.1 | 23.1 18.7 14.4 19.6 14.1 | 19.8 29.4 12.6 11.4 15.5 18.9 16.8 16.2 16.7 14.7 | 27.3 30.5 31.0 34.7 20.9 | 51.6 44.0 6.0 10.0 17.7 24.1 30.3 34.6 33.3 35.4 |
| Graduating within 5 years after start, males |  |  |  |  |  |  |  |  |  |  |
| All 4-year institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort <br> 2009 starting cohort $\qquad$ | $\begin{aligned} & 46.2 \\ & 49.0 \\ & 48.7 \\ & 49.9 \\ & 50.6 \\ & 50.9 \\ & 51.6 \\ & 51.6 \\ & 51.6 \\ & 51.5 \end{aligned}$ | 49.2 52.0 52.1 53.5 54.2 54.7 55.2 55.5 55.6 55.8 | 27.0 29.9 28.2 28.2 28.5 28.8 28.8 29.8 29.8 30.1 29.1 | 34.4 37.8 37.5 38.6 39.3 40.7 41.4 42.2 42.3 42.8 | 51.8 56.5 57.4 58.6 59.3 59.4 61.1 60.4 61.4 63.3 | 59.7 61.5 60.7 61.8 63.9 | 39.0 39.7 42.3 42.8 41.7 | 31.2 31.6 30.9 31.1 31.9 33.1 31.8 32.6 32.6 33.5 33.5 | 55.6 59.3 60.5 56.1 50.8 | 51.5 53.0 49.3 50.9 53.5 54.2 54.5 53.9 55.5 58.0 |
| Public institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ $\qquad$ <br> 2002 starting cohort <br> 2003 starting cohort $\qquad$ $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort <br> 2007 starting cohort $\qquad$ $\qquad$ <br> 2009 starting cohort $\qquad$ | 41.6 44.8 45.3 46.7 47.0 47.8 48.4 48.6 49.1 49.5 | 44.6 47.6 48.3 50.0 50.4 51.3 51.8 52.2 52.7 53.1 | 24.0 27.4 26.0 26.3 26.3 26.9 27.8 28.1 29.1 28.3 | 29.4 32.6 33.7 34.7 35.2 37.2 37.4 38.6 39.0 40.2 | 46.4 52.4 53.7 55.1 55.4 56.0 57.7 56.9 58.1 60.4 | 56.3 58.0 57.2 58.5 60.9 | 37.1 38.8 40.8 39.1 41.4 | 27.7 27.7 27.5 27.5 28.7 28.6 31.2 29.0 30.2 31.2 30.1 | 44.9 48.5 53.7 47.4 45.0 | 44.1 47.2 47.0 48.2 47.2 46.9 47.0 46.8 50.3 53.2 |
| Nonprofit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort <br> 2006 starting cohort $\qquad$ $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | 55.8 58.5 58.5 59.3 60.1 59.5 60.2 59.7 59.6 59.5 | 58.5 61.3 61.5 62.3 62.9 62.5 63.2 63.2 63.1 63.3 | 34.0 35.1 34.7 35.0 35.6 34.7 35.6 34.9 35.0 34.2 | 47.4 51.7 51.4 53.2 54.0 53.3 55.4 55.1 54.8 54.2 | 65.9 69.9 70.0 70.7 71.2 70.6 72.1 71.5 72.1 72.4 | 71.0 72.9 72.0 72.5 73.1 | 45.2 44.6 51.2 56.9 49.7 | 42.9 45.9 44.0 41.5 46.0 40.4 45.7 42.5 41.7 47.4 | 69.3 72.8 70.9 68.6 63.4 | 57.7 58.9 61.9 62.2 64.4 63.9 64.4 63.1 63.0 65.5 |
| For-profit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | 25.6 33.6 19.9 22.6 27.8 28.8 32.5 32.7 25.0 21.4 | 29.2 38.1 24.1 26.3 35.1 36.4 41.5 43.3 34.9 29.7 | 18.1 27.6 14.3 16.0 19.1 16.4 20.9 19.5 14.7 13.7 | 25.4 34.4 23.6 24.9 25.9 27.4 32.0 30.7 27.4 24.7 | 29.9 46.4 35.4 32.4 41.6 38.1 40.8 41.8 40.3 38.9 | 二 38.7 42.1 44.2 42.0 42.9 | 33.3 25.9 21.1 25.0 14.1 | 30.8 28.7 18.5 16.0 15.0 23.8 18.2 23.1 14.2 14.8 | 28.5 34.0 27.7 31.1 27.2 | 51.0 43.1 6.3 10.2 16.8 24.9 32.4 34.8 26.7 26.4 |
| Graduating within 5 years after start, females |  |  |  |  |  |  |  |  |  |  |
| All 4-year institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort <br> 2005 starting cohort $\qquad$ $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2008 starting cohort <br> 2009 starting cohort $\qquad$ $\qquad$ | $\begin{aligned} & 53.6 \\ & 55.6 \\ & 55.2 \\ & 55.9 \\ & 56.9 \\ & 56.8 \\ & 57.6 \\ & 58.1 \\ & 58.5 \\ & 58.4 \end{aligned}$ | 56.8 58.8 58.6 59.7 60.7 60.8 61.7 62.2 62.8 63.1 | $\begin{aligned} & 37.5 \\ & 40.2 \\ & 38.4 \\ & 38.0 \\ & 38.3 \\ & 378 \\ & 38.4 \\ & 39.3 \\ & 39.6 \\ & 37.9 \end{aligned}$ | 42.4 45.9 46.2 46.2 47.6 47.5 49.0 49.6 50.8 51.3 | $\begin{aligned} & 60.5 \\ & 63.4 \\ & 64.1 \\ & 65.1 \\ & 66.0 \\ & 66.5 \\ & 67.4 \\ & 67.7 \\ & 68.4 \\ & 70.4 \end{aligned}$ | 二 - 66.9 68.0 68.4 69.1 71.2 | 7 41.9 43.2 42.9 44.5 42.7 | 34.9 37.8 36.0 35.8 36.8 35.8 38.5 39.5 38.8 39.6 | 61.2 63.7 63.7 66.6 63.6 57.8 | 57.9 58.0 52.0 53.5 61.4 62.4 64.2 64.9 66.8 70.8 |

[^121]Table 326.10. Graduation rate from first institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions, by race/ethnicity, time to completion, sex, control of institution, and acceptance rate: Selected cohort entry years, 1996 through 2009-Continued

| Time to completion, sex, control of institution, cohort entry year, and acceptance rate | Total | White | Black | Hispanic | Asian/Pacific Islander |  |  | American Indian/ Alaska Native | Two or more races | Nonresident alien |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Public institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort <br> 2006 starting cohort $\qquad$ $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | 49.5 52.7 52.5 53.3 53.8 53.9 54.9 55.5 56.5 56.9 | 52.7 55.5 55.4 56.8 57.4 57.4 58.7 59.4 60.3 60.9 | $\begin{aligned} & 34.8 \\ & 39.3 \\ & 37.6 \\ & 36.5 \\ & 36.2 \\ & 36.2 \\ & 37.2 \\ & 38.2 \\ & 39.1 \\ & 38.3 \end{aligned}$ | 37.8 42.1 42.6 43.1 44.0 44.5 45.7 46.8 48.4 49.3 | $\begin{aligned} & 56.0 \\ & 661.0 \\ & 61.5 \\ & 66.6 \\ & 62.9 \\ & 63.4 \\ & 65.2 \\ & 64.8 \\ & 65.9 \\ & 68.0 \end{aligned}$ | 63.7 65.6 65.3 66.6 68.7 | 40.5 43.3 41.9 43.7 44.0 | 31.8 35.1 33.2 33.9 34.0 33.5 36.0 37.7 36.2 37.3 | 50.0 51.3 56.0 55.7 52.0 | 50.0 53.5 54.4 55.0 57.6 56.5 58.0 58.3 61.0 66.3 |
| Nonprofit institutions <br> 1996 starting cohort <br> 2000 starting cohort <br> 2002 starting cohort <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ $\qquad$ | $\begin{aligned} & 61.8 \\ & 62.7 \\ & 63.5 \\ & 64.6 \\ & 65.4 \\ & 65.1 \\ & 65.7 \\ & 65.9 \\ & 66.0 \\ & 66.3 \end{aligned}$ | 64.5 65.8 66.4 67.5 68.0 68.0 68.5 68.9 69.0 69.8 | 44.5 43.2 44.0 45.5 46.3 44.8 45.4 46.2 46.1 44.0 | 54.3 57.4 58.7 58.0 60.4 58.8 61.5 60.7 61.3 61.6 | 71.0 70.0 71.9 73.0 74.6 75.0 74.5 76.2 76.0 77.2 | 75.5 75.2 76.9 76.5 77.9 | 52.3 49.5 55.1 58.2 53.4 | 47.0 47.7 48.6 46.5 49.3 46.7 50.8 48.5 50.1 51.1 | 73.1 75.5 76.2 71.9 69.3 | 63.7 62.3 67.7 69.3 71.6 72.4 73.3 73.7 74.5 77.2 |
| For-profit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | $\begin{aligned} & 25.1 \\ & 25.9 \\ & 14.7 \\ & 18.3 \\ & 24.2 \\ & 22.6 \\ & 23.8 \\ & 23.2 \\ & 21.2 \\ & 17.8 \end{aligned}$ | 31.4 <br> 30.0 <br> 17.3 <br> 21.4 <br> 30.5 <br> 29.9 <br> 31.8 <br> 30.4 <br> 28.5 <br> 23.5 | $\begin{aligned} & 17.6 \\ & 28.4 \\ & 11.2 \\ & 15.3 \\ & 19.1 \\ & 15.5 \\ & 15.8 \\ & 14.9 \\ & 14.8 \\ & 11.4 \end{aligned}$ | 20.0 <br> 27.5 <br> 21.7 <br> 23.9 <br> 25.6 <br> 24.7 <br> 27.8 <br> 27.5 <br> 27.9 <br> 25.2 | $\begin{aligned} & 23.7 \\ & 42.6 \\ & 27.1 \\ & 28.8 \\ & 30.3 \\ & 38.3 \\ & 35.1 \\ & 36.3 \\ & 34.5 \\ & 35.2 \end{aligned}$ | 42.3 38.1 42.2 39.4 43.3 | $\begin{aligned} & 11.8 \\ & 13.6 \\ & 10.9 \\ & 17.3 \\ & 14.1 \end{aligned}$ | $\begin{array}{r}11.5 \\ 30.4 \\ 8.0 \\ 8.5 \\ 15.8 \\ 15.5 \\ 15.8 \\ 11.4 \\ 18.7 \\ 14.6 \\ \hline\end{array}$ | 26.0 <br> 25.9 <br> 35.8 <br> 39.8 <br> 15.7 | $\begin{array}{r}52.2 \\ 45.1 \\ 5.8 \\ 9.9 \\ 18.3 \\ 23.5 \\ 28.5 \\ 34.4 \\ 38.9 \\ 42.9 \\ \hline\end{array}$ |
| Graduating within 6 years after start, males and females |  |  |  |  |  |  |  |  |  |  |
| All 4-year institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ | 55.4 57.5 57.2 57.8 58.4 58.6 59.6 59.4 59.6 | 58.1 60.2 60.2 61.1 61.6 62.0 62.5 62.9 63.2 | 38.9 42.1 40.1 39.5 39.6 39.5 40.2 40.7 40.9 | 45.7 49.1 48.9 49.1 50.2 51.0 51.9 52.5 53.5 | 63.4 66.7 67.1 68.1 68.7 69.2 70.1 70.0 70.6 | 69.6 70.6 70.5 71.2 | 48.3 48.5 49.5 50.0 | 38.0 40.2 38.3 38.7 39.4 39.3 40.2 40.6 41.0 | 64.2 66.6 67.8 65.2 | 58.0 59.6 55.3 56.1 61.6 62.6 63.6 63.9 65.6 |
| 2009 starting cohort ${ }^{1}$ $\qquad$ <br> Open admissions <br> 90 percent or more accepted $\qquad$ <br> 75.0 to 89.9 percent accepted $\qquad$ <br> 50.0 to 74.9 percent accepted <br> 25.0 to 49.9 percent accepted $\qquad$ <br> Less than 25.0 percent accepted $\qquad$ $\qquad$ | 59.4 31.8 47.6 56.0 61.6 70.4 87.8 | 63.3 38.5 50.8 59.1 65.3 76.3 89.0 | 39.5 21.0 25.4 36.6 43.8 45.0 74.1 | 53.6 27.8 42.1 47.3 54.7 66.0 81.4 | 72.3 39.3 56.4 60.7 69.3 79.6 92.8 | 73.0 42.3 57.3 61.6 69.8 79.7 92.9 | 48.5 21.5 40.3 44.0 53.0 68.4 83.1 | 41.2 16.9 29.7 41.7 42.6 61.6 81.3 | 59.2 30.0 38.6 50.6 60.1 76.2 90.5 | 68.8 41.1 58.2 61.2 67.9 75.9 89.5 |
| Public institutions <br> 1996 starting cohort $\qquad$ <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ | 51.7 54.8 54.9 55.8 56.1 56.6 57.2 57.7 58.5 | 54.3 57.1 57.4 58.7 59.0 59.6 60.3 60.7 61.4 | 36.8 40.8 39.4 38.6 38.5 38.8 39.7 40.3 41.2 | 42.1 46.0 46.3 47.0 47.9 48.9 49.5 50.7 52.3 | 59.5 64.1 64.7 65.9 66.3 67.0 68.2 68.0 68.9 | 67. 67.2 68.5 68.3 69.4 | 49.7 49.1 49.8 49.2 | 35.3 37.5 37. 35.7 37.2 37.0 37.8 38.2 39.5 39.7 | 55.7 57.0 60.6 58.9 | 51.3 54.6 55.5 56.4 57.2 57.3 57.7 58.2 61.0 |
| 2009 starting cohort ${ }^{1}$ $\qquad$ <br> Open admissions $\qquad$ <br> 90 percent or more accepted <br> 75.0 to 89.9 percent accepted $\qquad$ <br> 50.0 to 74.9 percent accepted $\qquad$ <br> 25.0 to 49.9 percent accepted <br> Less than 25.0 percent accepted ... | 58.6 31.1 47.7 53.9 61.5 67.9 81.5 | 61.6 36.4 50.7 56.7 64.9 74.3 83.7 | $\begin{aligned} & 40.4 \\ & 16.6 \\ & 26.4 \\ & 35.9 \\ & 44.9 \\ & 43.3 \\ & 59.9 \end{aligned}$ | 52.8 25.8 42.6 46.4 54.0 65.2 71.6 | $\begin{aligned} & 70.7 \\ & 41.6 \\ & 57.1 \\ & 59.8 \\ & 69.3 \\ & 78.0 \\ & 89.9 \end{aligned}$ | 71.2 43.4 57.6 60.7 69.8 78.1 90.0 | 49.9 25.7 39.2 41.5 51.4 74.4 78.0 | 39.1 14.3 29.7 41.1 40.4 61.3 77.9 | 54.4 24.6 34.2 48.2 57.3 74.4 79.0 | 64.9 39.5 57.0 60.1 67.9 66.3 78.5 |
| Nonprofit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort <br> 2008 starting cohort $\qquad$ | 63.1 64.5 64.6 65.1 65.5 65.2 65.5 65.3 65.4 | 65.7 67.0 67.2 67.8 67.9 67.8 68.1 68.3 68.3 | $\begin{aligned} & 44.6 \\ & 45.9 \\ & 44.9 \\ & 45.0 \\ & 45.0 \\ & 43.9 \\ & 44.5 \\ & 44.5 \\ & 44.6 \end{aligned}$ | 55.7 59.0 59.5 59.4 60.6 60.4 62.0 60.9 61.5 | $\begin{aligned} & 73.5 \\ & 75.2 \\ & 75.3 \\ & 76.0 \\ & 76.2 \\ & 76.5 \\ & 76.8 \\ & 77.0 \\ & 76.9 \end{aligned}$ | - 77.0 77.5 77.5 77.3 | 二 52.6 52.6 57.6 60.6 | 48.1 50.9 49.8 47.6 50.8 46.5 51.3 47.9 48.7 | - 75. 77.5 776. 76.2 73.2 | 63.4 64.5 68.3 69.3 71.3 71.0 71.9 71.5 72.1 |
| 2009 starting cohort ${ }^{1}$ $\qquad$ <br> Open admissions $\qquad$ <br> 90 percent or more accepted <br> 75.0 to 89.9 percent accepted <br> 50.0 to 74.9 percent accepted $\qquad$ <br> 25.0 to 49.9 percent accepted $\qquad$ <br> Less than 25.0 percent accepted .. | $\begin{aligned} & 65.6 \\ & 38.5 \\ & 52.3 \\ & 61.7 \\ & 62.2 \\ & 76.0 \\ & 91.1 \end{aligned}$ | 68.8 46.2 54.5 65.5 66.4 79.9 91.4 | $\begin{aligned} & 43.5 \\ & 29.1 \\ & 33.2 \\ & 39.6 \\ & 41.5 \\ & 50.4 \\ & 79.4 \end{aligned}$ | $\begin{aligned} & 61.1 \\ & 30.9 \\ & 42.6 \\ & 51.3 \\ & 57.0 \\ & 71.8 \\ & 90.4 \end{aligned}$ | $\begin{aligned} & 77.9 \\ & 37.0 \\ & 53.4 \\ & 63.9 \\ & 69.5 \\ & 83.6 \\ & 95.3 \end{aligned}$ | $\begin{aligned} & 78.5 \\ & 37.6 \\ & 54.7 \\ & 64.6 \\ & 70.0 \\ & 83.8 \\ & 95.4 \end{aligned}$ | $\begin{aligned} & 55.8 \\ & 30.0 \\ & 47.1 \\ & 52.3 \\ & 57.6 \\ & 60.3 \\ & 90.0 \end{aligned}$ | 51.9 25.3 36.5 44.7 50.5 65.6 82.8 | 69.6 38.5 52.8 56.4 65.0 78.5 93.1 | 74.8 41.2 62.3 63.6 67.9 81.5 92.1 |

See notes at end of table.

Table 326.10. Graduation rate from first institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions, by race/ethnicity, time to completion, sex, control of institution, and acceptance rate: Selected cohort entry years, 1996 through 2009-Continued

| Time to completion, sex, control of institution, cohort entry year, and acceptance rate | Total | White | Black | Hispanic | Asian/Paciic Islander |  |  | American Indian/ Alaska Native | Two or more races | Nonresident alien |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| For-profit institutions <br> 1996 starting cohort <br> 2000 starting cohort <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort <br> 2007 starting cohort $\qquad$ $\qquad$ <br> 2009 starting cohort $\qquad$ | 28.0 32.6 22.0 23.5 28.6 29.6 31.5 31.5 26.5 22.7 | 33.2 38.1 25.5 27.3 35.5 36.2 40.3 40.0 34.5 29.3 | 19.2 29.7 16.3 18.3 21.4 19.8 21.1 22.4 18.8 15.5 | 24.6 33.8 27.5 26.8 29.0 30.2 33.7 35.0 31.7 28.7 | 28.9 47.3 35.5 33.3 38.8 42.3 42.5 43.2 41.2 40.0 | 44.3 44.4 47.0 44.1 45.3 | 27.3 25.2 21.2 26.1 20.4 | 23.1 30.4 17.1 13.9 19.0 22.3 18.8 19.6 19.8 16.7 | 27.8 32.4 32.5 35.5 26.7 | 54.0 47.5 12.5 11.8 21.8 28.4 35.5 41.1 41.3 42.2 |
| Graduating within 6 years after start, males |  |  |  |  |  |  |  |  |  |  |
| All 4-year institutions <br> 1996 starting cohort $\qquad$ <br> 2000 starting cohort <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ | $\begin{aligned} & 52.0 \\ & 54.3 \\ & 54.1 \\ & 55.1 \\ & 55.6 \\ & 56.0 \\ & 56.5 \\ & 56.5 \\ & 56.5 \end{aligned}$ | 54.8 57.1 57.3 58.4 58.9 59.4 59.8 60.0 60.1 | $\begin{aligned} & 32.8 \\ & 35.6 \\ & 34.0 \\ & 34.1 \\ & 34.3 \\ & 34.2 \\ & 35.2 \\ & 35.3 \\ & 35.3 \end{aligned}$ | 41.3 44.6 44.1 44.9 45.7 47.2 47.8 48.6 48.9 | 59.5 62.9 64.0 65.1 65.7 66.3 67.4 66.7 67.6 | 二 二6.6 67.8 67.1 68.0 | 48.6 46.4 50.0 49.9 | 36.2 36.2 37.1 35.1 36.7 37.5 37.9 37.2 37.3 38.6 | 61. 64. 64.5 64.9 61.7 | 55.4 56.8 53.9 55.0 58.5 59.2 60.1 59.8 61.6 |
| 2009 starting cohort ${ }^{1}$ $\qquad$ <br> Open admissions $\qquad$ <br> 7.0 encep <br> 75.0 to 89.9 percent accepted 50.0 to 74.9 percent accepted $\qquad$ 25.0 to 49.9 percent accepted <br> Less than 25.0 percent accepted $\qquad$ | $\begin{aligned} & 56.2 \\ & 30.6 \\ & 44.3 \\ & 52.2 \\ & 58.1 \\ & 67.3 \\ & 86.3 \end{aligned}$ | 60.0 37.8 37.3 45.2 61.8 73.5 87.9 | 34.3 18.1 23.6 32.6 38.2 38.4 67.7 | 49.1 25.7 37.7 42.7 50.0 61.2 79.7 | 69.2 37.4 54.0 57.1 66.1 76.4 91.8 | 69.8 39.2 54.6 57.8 66.6 76.5 91.9 | 48.8 24.4 40.7 43.8 52.0 68.3 83.0 | 38.1 14.3 26.5 38.5 39.5 56.3 82.2 | 55.9 30.0 34.0 47.7 56.4 72.9 87.4 | 64.2 37.8 54.5 57.0 62.7 72.1 87.2 |
| Public institutions <br> 1996 starting cohort $\qquad$ <br> 2000 starting cohort <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort <br> 2008 starting cohort $\qquad$ | 48.1 51.3 51.7 52.9 53.2 53.9 54.4 54.6 55.2 | 50.8 53.8 54.4 55.9 56.9 57.0 57.4 57.7 58.2 | 30.3 <br> 34.1 <br> 34.1 <br> 32.9 <br> 32.9 <br> 32.9 <br> 33.3 <br> 34.2 <br> 34.7 <br> 35.4 | 37.5 41.1 41.4 42.4 43.1 44.9 45.0 46.3 47.3 | 55.2 60.0 61.3 62.7 63.0 64.0 65.1 64.4 65.6 | 64.2 65.4 64.7 65.9 | 50.9 47.2 49.5 47.7 | 33.1 33.6 32.2 35.0 34.9 36.8 35.8 35.8 37.9 | 52.7 56.1 59.4 54.9 | 48.8 52.1 52.5 53.5 53.1 53.3 53.7 54.1 57.4 |
| 2009 starting cohort ${ }^{1}$ $\qquad$ Open admissions $\qquad$ 90 percent or more accepted 75.0 to 89.9 percent accepted .... 50.0 to 74.9 percent accepted .... 25.0 to 49.9 percent accepted Less than 25.0 percent accepted | 55.3 28.8 44.3 50.5 58.4 64.1 80.3 | 58.3 34.6 47.3 53.2 61.7 70.7 82.3 | 34.8 12.9 24.3 31.9 39.7 36.0 57.4 | 48.1 20.7 38.1 41.8 49.6 60.0 68.9 | 67.4 37.8 54.9 56.2 66.1 74.7 88.3 | 67.9 39.0 55.3 57.0 66.6 74.7 88.5 | 49.8 27.9 40.9 40.2 51.3 78.8 79.3 | 35.6 35.7 12.7 26.6 37.1 37.2 54.9 81.3 | 51.5 22.6 29.6 45.3 54.1 70.7 80.3 | 60.5 35.4 54.4 55.3 63.3 62.3 75.3 |
| Nonprofit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ | 60.4 61.7 61.9 62.5 63.0 62.5 62.9 62.3 62.3 | 63.0 64.4 64.8 65.3 65.7 65.3 65.6 65.6 65.6 | 38.9 38.9 39.6 38.6 38.9 39.3 38.2 39.2 38.2 38.3 | 52.1 55.3 55.4 56.7 57.1 57.2 58.7 58.0 57.8 | 71.5 73.1 73.8 74.2 74.5 74.6 75.6 74.9 75.0 | 75. 75.3 76.3 75.3 75.3 | 49.2 49.1 58.1 60.7 | 46.7 50.1 46.6 45.4 49.5 42.8 48.6 44.5 44.3 | 73.5 76.2 74.3 72.2 | 60.9 61.7 65.4 65.8 68.3 67.4 68.8 67.3 67.9 |
| 2009 starting cohort ${ }^{1}$ $\qquad$ Open admissions $\qquad$ 90 percent or more accepted 75.0 to 89.9 percent accepted .... 50.0 to 74.9 percent accepted .... 25.0 to 49.9 percent accepted . Less than 25.0 percent accepted | $\begin{aligned} & 62.2 \\ & 35.3 \\ & 47.1 \\ & 57.4 \\ & 57.9 \\ & 74.1 \\ & 89.7 \end{aligned}$ | 65.6 43.8 49.5 61.3 62.3 78.3 91.0 | 37.5 23.8 27.0 35.7 35.6 45.1 71.5 | 57.3 28.0 34.8 46.8 51.4 68.4 88.5 | $\begin{aligned} & 75.7 \\ & 29.3 \\ & 47.4 \\ & 60.7 \\ & 66.4 \\ & 80.9 \\ & 94.9 \end{aligned}$ | 76.3 29.7 47.6 61.0 66.9 81.2 94.9 | 54.7 25.0 46.2 56.8 53.9 54.3 88.9 | 49.9 20.0 26.9 44.9 48.3 61.5 82.3 | 66.8 29.7 50.6 54.3 61.2 76.3 90.2 | 70.3 40.9 54.6 60.7 61.7 78.0 90.1 |
| For-profit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | $\begin{aligned} & 28.0 \\ & 35.5 \\ & 23.6 \\ & 25.7 \\ & 30.3 \\ & 31.6 \\ & 35.4 \\ & 35.7 \\ & 27.8 \\ & 23.9 \end{aligned}$ | $\begin{aligned} & 32.3 \\ & 40.2 \\ & 27.8 \\ & 29.3 \\ & 37.2 \\ & 38.8 \\ & 43.9 \\ & 44.9 \\ & 37.1 \\ & 32.1 \end{aligned}$ | $\begin{aligned} & 19.4 \\ & 29.8 \\ & 16.6 \\ & 18.5 \\ & 21.5 \\ & 19.5 \\ & 23.5 \\ & 23.5 \\ & 17.9 \\ & 16.9 \end{aligned}$ | 26.7 36.2 26.7 26.9 29.0 30.4 35.4 36.0 30.7 27.4 | $\begin{aligned} & 31.7 \\ & 48.4 \\ & 38.4 \\ & 35.0 \\ & 43.6 \\ & 42.5 \\ & 44.0 \\ & 43.7 \\ & 43.0 \\ & 40.9 \end{aligned}$ | 43.3 43.5 45.5 44.9 44.9 | $\begin{aligned} & 36.0 \\ & 27.6 \\ & 23.9 \\ & 29.4 \\ & 16.5 \end{aligned}$ | $\begin{aligned} & 30.8 \\ & 30.3 \\ & 23.5 \\ & 18.8 \\ & 18.6 \\ & 27.7 \\ & 19.6 \\ & 27.6 \\ & 18.9 \\ & 16.4 \end{aligned}$ | 28.5 34.6 28.9 31.8 28.7 | 53.0 46.3 11.7 12.1 23.7 29.4 37.4 41.4 33.4 33.2 |

See notes at end of table.

Table 326．10．Graduation rate from first institution attended for first－time，full－time bachelor＇s degree－seeking students at 4－year postsecondary institutions，by race／ethnicity，time to completion，sex，control of institution，and acceptance rate：Selected cohort entry years， 1996 through 2009－Continued

| Time to completion，sex， control of institution，cohort entry year，and acceptance rate | Total | White | Black | Hispanic | Asian／Paciic Islander |  |  | American Indian／ Alaska Native | Two or more races | Nonresident alien |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Graduating within 6 years after start，females |  |  |  |  |  |  |  |  |  |  |
| All 4－year institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort <br> 2007 starting cohort $\qquad$ $\qquad$ <br> 2008 starting cohort $\qquad$ | 58.2 60.2 59.7 60.0 60.7 60.8 61.4 61.9 62.3 | 60.9 62.8 62.5 63.3 63.9 64.2 64.9 65.4 65.9 | 43.0 46.4 44.2 43.2 43.3 43.0 43.6 44.5 44.8 | 49.1 52.4 52.5 52.2 53.5 53.8 54.8 55.5 57.0 | 66.8 70.1 69.8 70.7 71.3 71.8 72.6 73.0 73.4 | 72.2 73.1 73.6 74.1 | 48.1 50.2 49.1 50.1 | 39.5 42.7 40.7 40.2 40.9 40.3 42.5 43.1 42.8 | 66.7 68.1 69.9 67.6 | 61.5 63.1 56.7 57.3 65.0 66.6 67.6 68.7 70.2 |
| 2009 starting cohort ${ }^{1}$ $\qquad$ <br> Open admissions $\qquad$ <br> 90 percent or more accepted $\qquad$ <br> 75.0 to 89.9 percent accepted <br> 50.0 to 74.9 percent accepted 25.0 to 49.9 percent accepted $\qquad$ $\qquad$ <br> Less than 25.0 percent accepted ．． | 62.1 32.9 50.7 59.1 64.5 78.9 89.3 | 66.1 39.2 54.0 62.4 68.3 78.6 90.3 | 43.2 23.7 27.0 39.5 47.6 49.4 79.4 | 57.0 29.8 45.9 50.7 58.2 69.7 82.8 | 75.1 41.1 59.0 64.0 72.2 82.4 93.7 | 75.9 45.5 60.2 65.0 72.8 82.6 93.7 | 48.3 19.5 40.0 44.2 53.8 68.5 83.3 | 43.6 19.0 32.4 44.2 45.0 66.0 80.6 | 61.7 30.1 41.7 52.9 62.7 78.5 93.5 | 74.1 45.0 63.9 66.7 74.0 79.5 92.2 |
| Public institutions <br> 1996 starting cohort $\qquad$ <br> 2000 starting cohort <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ | 54.7 57.7 57.5 58.2 58.6 58.8 59.6 60.3 61.2 | 57.4 59.9 59.9 61.0 61.5 61.8 62.7 63.3 64.3 | 41.0 45.2 43.7 42.4 42.3 42.4 43.3 44.1 45.1 | 45.7 49.7 50.0 50.4 51.5 51.9 52.9 54.1 56.1 | 63.5 667.8 66.7 68.8 69.2 69.7 71.1 71.3 72.0 | － 70.0 71.5 71.8 72.6 | 48．7 50 50.7 49.9 50.3 | 37.0 40.5 38.3 38.9 38.5 38.5 40.5 42.3 41.1 | 58.4 57.8 61.5 62.0 | 54.9 58.1 59.0 59.7 62.3 62.0 62.6 63.4 65.3 |
| 2009 starting cohort ${ }^{1}$ $\qquad$ Open admissions $\qquad$ 90 percent or more accepted 75.0 to 89.9 percent accepted ．．．．． 50.0 to 74.9 percent accepted ．．．． 25.0 to 49.9 percent accepted ．． Less than 25.0 percent accepted | 61.4 33.1 51.0 56.9 64.2 70.9 82.9 | 64.5 38.0 54.0 59.9 67.7 77.4 86.0 | 44.2 19.7 28.5 38.7 48.3 48.2 62.0 | 56.5 30.0 46.5 49.9 57.3 69.0 73.7 | 73.8 45.9 59.5 63.3 72.3 81.1 91.3 | 74.5 48.1 60.0 64.4 73.0 81.2 91.4 | 50.1 22.6 38.1 42.6 51.5 71.4 75.0 | 41.8 15.4 32.4 44.2 42.9 66.2 75.0 | 56.9 26.3 38.5 50.5 59.8 77.1 75.5 | 70.3 44.3 61.2 66.4 73.6 70.3 82.6 |
| Nonprofit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ | 65.4 66.7 66.7 67.2 67.4 67.3 67.6 67.7 67.8 | 67.9 69.1 69.1 69.8 69.7 69.8 70.1 70.5 70.5 | 48.4 50.4 49.4 49.2 49.2 48.1 48.5 49.2 49.4 | 58.3 61.7 62.2 61.3 63.3 62.6 64.2 62.9 64.1 | 75.0 76.7 76.3 77.3 77.6 77.9 77.7 78.6 78.4 | 78. 78.4 78.4 79.3 78.9 | 54.9 55.1 57.3 60.6 | 49.2 51.5 52.1 49.3 51.7 49.2 53.0 50.6 51.8 | 76.5 76.3 78.4 73.8 | 66.4 67.9 71.5 73.2 74.5 75.1 75.4 76.0 76.5 |
| 2009 starting cohort ${ }^{1}$ $\qquad$ Open admissions $\qquad$ 90 percent or more accepted ．．．．． 75.0 to 89.9 percent accepted ．．．． 50.0 to 74.9 percent accepted ．．．． 25.0 to 49.9 percent accepted ．．．． Less than 25.0 percent accepted | 68.3 41.5 57.0 65.0 65.5 79.5 92.5 | 71.4 48.5 58.9 68.6 69.6 81.4 91.9 | 48.2 34.0 39.8 43.1 46.1 53.7 85.7 | 63.9 33.3 48.5 54.3 60.7 74.4 92.2 | 79.6 43.7 58.6 66.2 71.9 85.7 95.7 | 80.2 44.0 61.2 67.2 72.3 85.9 95.7 | 56.7 37.5 47.7 49.0 60.9 65.1 91.7 | 53.5 29.4 43.2 44.6 52.1 69.3 83.2 | 71.4 46.3 53.8 57.7 67.4 79.9 95.3 | 79.4 41.6 72.8 67.2 74.4 84.7 94.2 |
| For－profit institutions <br> 1996 starting cohort <br> 2000 starting cohort $\qquad$ <br> 2002 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ | $\begin{aligned} & 27.9 \\ & 29.1 \\ & 20.5 \\ & 21.8 \\ & 26.9 \\ & 26.9 \\ & 28.0 \\ & 28.4 \\ & 25.4 \\ & 21.7 \end{aligned}$ | $\begin{aligned} & 34.5 \\ & 35.1 \\ & 23.1 \\ & 25.6 \\ & 33.6 \\ & 33.3 \\ & 35.8 \\ & 33.8 \\ & 31.9 \\ & 26.6 \end{aligned}$ | 19.0 29.7 16.1 16.2 21.3 20.0 19.5 21.8 19.4 15.2 | 21.9 30.9 28.3 26.7 28.9 30.9 32.1 34.1 32.7 29.8 | 24.9 45.2 31.3 31.6 33.1 42.1 40.8 42.8 39.5 39.3 | 45.7 43.8 43.3 48.1 43.7 45.8 | $\begin{aligned} & 17.6 \\ & 23.5 \\ & 19.7 \\ & 24.7 \\ & 22.2 \end{aligned}$ | 17.3 30.4 12.0 10.8 19.3 18.7 18.2 14.3 20.6 16.9 | 二 二 二 26.9 29.3 37.6 40.7 25.1 | 55.1 48.9 13.0 11.6 20.4 27.7 33.9 40.8 48.0 49.7 |

## －Not available

${ }^{-}$Includes data for institutions not reporting admissions data，which are not separately shown NOTE：Data are for 4 －year degree－granting postsecondary institutions participating in Title IV federal financial aid programs．Graduation rates refer to students receiving bachelor＇s degrees from their initial institutions of attendance only．Totals include data for persons whose
race／ethnicity was not reported．Race categories exclude persons of Hispanic ethnicity．Some data have been revised from previously published figures．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Integrated Postsecondary Education Data System（IPEDS），Spring 2002 through Spring 2013 and Win－ ter 2013－14 through Winter 2015－16，Graduation Rates component；and IPEDS Fall 2009， Institutional Characteristics component．（This table was prepared October 2016．）

Table 326.20. Graduation rate from first institution attended within 150 percent of normal time for first-time, full-time degree/certificate-seeking students at 2-year postsecondary institutions, by race/ethnicity, sex, and control of institution: Selected cohort entry years, 2000 through 2012

| Sex, control of institution, and cohort entry year | Percent graduating with a certificate or associate's degree within 150 percent of normal time |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian/Paciific Islander |  |  | American Indian/ Alaska Native | Two or more races | Nonresident alien |
|  |  |  |  |  | Total | Asian | Pacific Islander |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Males and females |  |  |  |  |  |  |  |  |  |  |
| All 2-year institutions 2000 starting cohort 2002 starting cohort $\square$ 2004 starting cohort 2004 starting cohort $\qquad$ 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2010 starting cohort <br> 2011 starting cohort $\qquad$ <br> 2012 starting cohort $\qquad$ | 30.5 29.3 29.1 29.1 27.8 27.5 29.2 29.8 31.2 30.9 29.4 27.9 29.1 | 31.5 30.4 29.9 29.0 28.5 29.3 29.4 30.1 30.1 29.4 29.4 30.5 | 26.1 24.2 24.2 22.9 22.6 24.4 25.4 27.6 26.6 26.4 23.7 20.2 22.2 | 30.1 30.7 30.2 26.3 25.7 30.7 33.3 35.1 36.3 33.8 29.9 30.1 | 33.3 31.4 31.7 30.2 31.5 33.9 33.1 34.3 35.1 35.4 33.6 36.0 | 35.2 36.0 35.1 33.7 36.1 | 24.1 25.0 37.9 32.1 35.1 | 29.3 26.3 25.9 26.7 24.9 24.4 25.5 25.7 25.7 23.9 22.5 24.5 | 33.3 30.5 25.9 24.5 24.7 | 25.5 26.7 27.2 32.9 32.2 30.1 30.9 33.7 34.6 36.2 34.3 35.8 |
| Public institutions <br> 2000 starting cohort <br> 202 starting cohort $\qquad$ <br> 2003 starting cohort <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2010 starting cohor $\qquad$ <br> 2011 starting cohort $\qquad$ <br> 2012 starting cohort $\qquad$ | 23.6 21.9 21.5 20.3 20.6 20.4 20.3 20.2 19.8 19.5 20.0 21.9 | 25.7 24.5 24.1 22.9 22.9 23.1 22.9 22.8 22.8 22.5 23.4 25.4 | 17.8 13.2 12.7 11.5 12.1 12.0 11.8 11.8 11.3 10.8 9.8 11.6 | 16.8 16.7 16.3 15.0 15.6 15.5 15.9 15.8 15.9 16.2 17.5 19.0 | 25.5 23.8 24.8 24.2 25.8 25.4 25.4 25.3 26.2 26.1 26.7 27.2 30.1 | 27.2 27.3 27.6 28.1 30.7 | 15.2 11.9 15.7 14.0 22.3 | 19.6 18.8 17.9 17.8 18.2 16.9 17.4 15.4 15.9 15.0 14.4 15.5 | 17.0 18.5 17.4 17.6 18.3 | 23.2 25.5 25.8 30.5 29.9 25.0 25.5 30.5 32.6 32.6 31.0 32.9 |
| Nonprofit institutions <br> 2000 starting cohort <br> 2002 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2010 starting cohort $\qquad$ <br> 2012 starting cohort $\qquad$ | 50.1 49.1 49.0 44.4 48.2 52.8 51.0 56.6 62.3 53.4 51.2 55.7 | 49.6 55.1 56.0 48.9 52.3 55.0 56.1 59.7 66.0 55.9 56.3 61.2 | 37.5 36.5 35.8 37.3 41.6 46.5 43.6 53.4 59.7 50.9 46.5 47.0 | 56.3 46.1 39.4 35.6 47.3 47.5 46.1 62.4 68.3 61.9 57.5 60.2 | 61.4 49.5 50.1 36.6 41.6 51.2 51.0 52.9 57.9 51.7 47.0 61.5 | 53.9 57.7 52.2 48.0 60.1 |  | 62.1 20.3 17.9 19.5 14.8 22.6 15.3 25.0 30.4 18.2 21.6 44.1 | 55.8 66.5 39.5 45.6 51.2 | 43.1 45.3 64.2 54.7 51.7 69.3 63.9 59.5 50.0 52.5 51.5 65.1 |
| For-profit institutions <br> 2000 starting cohort <br> 2002 starting cohort $\qquad$ <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2009 starting cohort $\qquad$ <br> 2010 starting cohort $\qquad$ <br> 2012 starting cohort $\qquad$ | 59.1 57.1 57.2 58.2 57.7 58.3 60.6 61.7 62.7 62.8 58.4 60.0 | 63.1 61.0 61.8 64.3 62.9 62.8 65.0 64.1 65.1 65.8 62.6 63.1 | 47.6 49.3 48.4 48.4 47.8 46.9 49.7 52.6 52.9 53.3 48.5 48.9 | 60.3 59.7 60.0 59.6 61.4 62.7 65.1 67.9 68.4 68.3 62.3 68.2 | 64.4 61.7 55.8 65.4 65.8 72.1 68.8 69.9 70.8 72.3 65.8 70.6 | 70.2 71.6 73.4 66.3 71.7 | 66.2 64.0 68.8 63.6 64.5 | 60.3 58.1 59.1 59.0 55.8 57.5 59.0 60.3 60.7 61.2 550.5 60.7 | 57.4 59.9 58.9 56.7 56.0 | 55.4 58.9 36.5 71.1 57.7 65.6 67.6 62.0 61.7 69.7 63.6 66.1 |
| Males |  |  |  |  |  |  |  |  |  |  |
| All 2-year institutions 2000 starting cohort 2002 starting cohort $\qquad$ 2003 starting cohort <br> 2004 starting cohort $\qquad$ <br> 2006 starting cohort $\qquad$ <br> 2007 starting cohort $\qquad$ <br> 2008 starting cohort $\qquad$ <br> 2010 starting cohort $\qquad$ <br> 2011 starting cohort <br> 2012 starting cohort $\qquad$ | 28.7 27.2 27.2 25.7 25.3 26.3 26.3 26.2 27.4 27.2 26.2 25.3 26.6 | 30.0 28.6 28.5 27.3 27.0 27.2 27.0 27.7 27.8 27.5 27.5 29.1 | 23.1 21.3 20.6 19.1 18.6 20.3 20.3 22.7 22.1 19.5 16.9 18.9 | 27.9 27.0 26.8 22.6 21.8 25.4 26.6 29.1 30.0 27.7 25.7 25.1 | 30.1 28.7 29.4 27.9 28.4 30.5 29.3 30.3 30.9 31.5 29.8 32.0 | 30.9 31.7 31.5 29.9 32.0 | 23.7 21.6 31.8 28.7 31.6 | 28.3 23.7 22.4 23.6 23.4 22.6 23.7 23.0 23.6 21.4 20.6 22.7 | 28.8 24.6 22.3 21.7 23.0 | 22.9 22.5 22.6 30.1 29.4 27.4 27.4 30.5 31.5 33.2 31.5 32.5 |
| Public institutions 2000 starting cohort 2002 starting cohort $\qquad$ 2003 starting cohort $\qquad$ 2004 starting cohort $\qquad$ 2005 starting cohor $\qquad$ 2007 starting cohort $\qquad$ 2008 starting cohort $\qquad$ 009 starting cohort $\qquad$ 2011 starting cohort 2012 starting cohort $\qquad$ | $\begin{aligned} & 22.2 \\ & 20.9 \\ & 20.8 \\ & 19.6 \\ & 19.9 \\ & 19.8 \\ & 19.8 \\ & 19.8 \\ & 19.6 \\ & 19.0 \\ & 19.5 \\ & 21.3 \end{aligned}$ | 24.2 23.2 23.0 21.8 22.1 22.2 22.2 22.1 22.1 21.0 21.9 23.0 25.0 | $\begin{array}{r} 16.5 \\ 13.1 \\ 12.5 \\ 11.5 \\ 12.0 \\ 12.2 \\ 11.9 \\ 12.0 \\ 11.4 \\ 10.7 \\ 9.8 \\ 11.4 \end{array}$ | $\begin{aligned} & 15.4 \\ & 15.2 \\ & 15.2 \\ & 13.8 \\ & 14.6 \\ & 14.7 \\ & 15.1 \\ & 14.9 \\ & 14.8 \\ & 15.1 \\ & 16.4 \\ & 17.6 \end{aligned}$ | $\begin{aligned} & 22.6 \\ & 21.8 \\ & 22.8 \\ & 22.6 \\ & 23.6 \\ & 23.5 \\ & 23.6 \\ & 24.6 \\ & 24.4 \\ & 24.7 \\ & 24.6 \\ & 27.7 \end{aligned}$ | 二 25.1 25.4 25.4 25.4 28.1 | - 15.2 12.4 14.8 13.0 21.5 | 19.3 16.9 16.4 17.5 18.7 16.3 18.6 15.2 16.0 14.1 14.2 15.6 | 16.7 16.8 16.2 16.3 17.4 | 20.4 21.4 21.3 27.8 27.4 22.5 22.5 28.1 29.9 30.1 28.1 29.7 |

See notes at end of table.

Table 326．20．Graduation rate from first institution attended within 150 percent of normal time for first－time，full－time degree／certificate－seeking students at 2－year postsecondary institutions，by race／ethnicity，sex，and control of institution：Selected cohort entry years， 2000 through 2012－Continued

| Sex，control of institution， and cohort entry year | Percent graduating with a certificate or associate＇s degree within 150 percent of normal time |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | White | Black | Hispanic | Asian／Pacitic Islander |  |  | American Indian／ Alaska Native | $\begin{array}{r} \text { Two or } \\ \text { more races } \end{array}$ | Nonresident alien |
|  |  |  |  |  | Total | Asian | $\begin{aligned} & \text { Pacific } \\ & \text { Islander } \end{aligned}$ |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|  | 49.5 51.1 49.6 43.2 44.5 51.3 50.3 49.1 53.8 43.6 46.2 55.7 55.1 | 49.3 58.8 57.0 46.4 49.1 52.6 56.4 53.8 57.5 49.4 59.4 61.3 | 31.7 33.0 33.0 38.4 38.3 38.7 45.1 45.5 47.3 51.0 42.5 38.0 41.9 | 54.3 <br> 42.9 <br> 42.9 <br> 32.4 <br> 42.4 <br> 42.6 <br> 45.6 <br> 41.1 <br> 49.4 <br> 58.2 <br> 52.1 <br> 48.9 <br> 57.5 <br> 8. | 62.5 56.0 48.1 40.3 43.7 54.0 49.3 45.4 47.4 47.6 47.6 41.1 56.6 | \％ <br> - <br> 46.3 <br> 47.7 <br> 48.8 <br> 42.8 <br> 55.0 |  | 64.5 21．7 16.7 17.5 10.4 21.4 10．8 10.6 22.4 19.4 19.8 19.2 44.9 | 二 <br>  <br> 46.7 <br> 56.1 <br> 27.0 <br> 42.0 <br> 43.1 | 42.6 35.3 35.3 51.6 47．0 68.7 68.2 58.1 52.1 45.1 44.1 50．3 67.2 |
|  | $\begin{aligned} & 59.3 \\ & 56.6 \\ & 58.6 \\ & 58.0 \\ & 57.7 \\ & 56.7 \\ & 58.5 \\ & 58.4 \\ & 59.6 \\ & 60.8 \\ & 57.8 \\ & 57.6 \end{aligned}$ | 63.7 62.0 63.7 65.4 64.8 62.2 65.1 63.9 63.7 66.0 63.3 61.5 | 45.6 45.9 45.7 44.6 43.1 42.3 45.0 48.2 49.3 49.5 45.7 46.7 | 58.2 56.1 56.9 55.9 55.4 57.5 57.6 59.5 63.1 63.8 63.8 60.0 63.0 | $\begin{aligned} & 63.1 \\ & 59.7 \\ & 62.0 \\ & 64.3 \\ & 64.3 \\ & 659.7 \\ & 66.7 \\ & 67.7 \\ & 67.7 \\ & 67.7 \\ & \hline 1.2 \\ & 65.8 \\ & 68.0 \end{aligned}$ | 68.1 68.7 72.8 75.8 69.1 | 65.1 59.2 65.3 657 67.1 62.3 | 55.9 58.4 59.5 59.5 59.6 56.3 57.5 56.7 54.6 59.4 59.4 59.1 53.6 57.4 | 二 二 二 二 58．2 55.2 57.2 57.2 56.2 56.9 |  |
| Females |  |  |  |  |  |  |  |  |  |  |
| All 2－year institutions <br> 2000 starting cohort <br> 2002 starting cohort <br> 2004 starting cohort $\qquad$ <br> 2005 starting cohort <br> 2006 starting cohort $\qquad$ <br> 2008 starting cohort <br> 2009 starting cohort $\qquad$ <br> 11 sarting conor $\qquad$ <br> 2012 starting cohort | $\begin{aligned} & 32.1 \\ & 30.9 \\ & 30.7 \\ & 29.6 \\ & 29.3 \\ & 31.5 \\ & 32.7 \\ & 34.4 \\ & 34.1 \\ & 32.1 \\ & 30.1 \\ & \hline 1.1 \end{aligned}$ | 33.0 32.0 31.2 31.2 30.5 29.9 31.2 31.5 32.3 32.3 31.1 31.5 30.5 31.7 | 28.1 <br> 28.1 <br> 26.1 <br> 26.3 <br> 25.2 <br> 25.2 <br> 26.2 <br> 26.9 <br> 28.5 <br> 30.9 <br> 29.4 <br> 26.7 <br> 20.7 <br> 24.7 <br> 2.7 | $\begin{array}{r}31.8 \\ 33.4 \\ 33.4 \\ 32.7 \\ 29.0 \\ 28.6 \\ 34.5 \\ 37.9 \\ 39.4 \\ 40.9 \\ 38.2 \\ 33.2 \\ 34.0 \\ \hline 1\end{array}$ | 36.3 <br> 33.9 <br> 33.9 <br> 33.9 <br> 32.6 <br> 34.6 <br> 37.4 <br> 37.0 <br> 38.3 <br> 39.3 <br> 39.4 <br> 37.6 <br> 40.2 <br>  <br> 8. | 39.6 40.6 38.9 37.9 40.4 | 24.3 28.0 43.2 35.2 38.3 | 30.0 38.0 28.2 28.4 28.8 25.9 25.9 25.7 26.8 27.9 27.9 26.0 26.0 24.0 25.9 | 36.2 35.0 28.9 26.8 26.1 | 28.3 an． 30.4 31.5 35.3 34.8 32.5 34.4 36.4 37.7 39.6 39.1 37.1 39.4 |
| Public institutions |  |  |  |  |  |  |  |  |  |  |
| 2000 starting cohort ．．．．．．．．． | 24.8 <br> 22.8 | 27.1 25.8 | 18.8 <br> 13.2 | 17.9 17.8 | 28.4 25.9 | － | － | 19.9 20.2 | － | 26.2 29.2 |
| 2003 starting cohort ．．．．．．．．．．．．． | ${ }_{22}^{22.2}$ | 25.1 | 12.8 | 17.3 | ${ }_{27.1}$ |  |  | 19.0 |  | 30.0 |
| 2000 starting conort ．．．．．．．．．．．．． | 21.0 | 24.0 | 11.5 | 16.0 | 26.1 | － | － | 17.9 | － | 32.8 32.8 |
| 2005 starting cohort ．．．．．．．．．．． | 21.2 20.9 | 23.8 23.9 | 12.1 <br> 11.8 <br> 1.7 | 16.4 <br> 16.2 <br> 1 | 28.2 27.3 | － | 二 | 17.8 <br> 17.5 | － |  |
| 2007 starting cohort | 20.7 207 | 23.6 235 | 11.7 | 16.7 165 16 | 27.1 28.3 |  |  | 16.4 15.6 15 |  | 28.7 <br> 3.9 |
| 2009 starting conort ．．．．．．．．．．．． | 20.2 | 23.0 | 11.2 | 16．8 | 28．0 | 29.5 | 15.4 | 15.6 15.8 1 | 20.0 | 32．9 |
| 2010 starting cohort ．．．．．．．．．．． | 20.1 20.4 | 23.0 23.8 | 10.8 9.7 | 17.2 <br> 18.5 | 29.0 30.3 | 30.0 31.3 | 16.8 15.2 | 15.7 14.6 | 18.6 18.8 | 35.1 33.9 |
| 2012 starting cohort ．．．．．．．．．．．． | 22.5 | 25.8 | 11.8 | 20.3 | 33.0 | 33.7 | 23.2 | 15.4 15.6 | 19.2 | 36.4 |
| Nonprofiti institutions |  |  |  |  |  |  |  |  |  |  |
| 2000 starting cohort | 50.7 47.3 |  |  |  |  | － | － |  | － | 43.8 55.0 |
| 2003 starting cohort．．．．．．．．．．．．． | 48.5 45.4 | 51.0 55.1 51.1 | 38.8 36.3 36 | 37.5 35.1 | 51.4 <br> 34.3 |  |  | 19.7 1810 210 |  | 75.4 75.4 |
| 205 starting cohort ．．．．．．．．．．．．．．． | 51．3 | 54.9 | 44.9 | 49.6 | 34.1 <br> 40.1 |  |  | 18.0 | － | 55．2 |
| 2006 starting cohort ．．．．．．．．．．． | 54.0 51.8 | 56.7 55.8 | 47.7 41.6 | 48.5 49.5 | 48.8 52.2 | － | － | 23.2 18.9 | － | 70.4 69.9 |
| 2008 starting cohort ．．．．．．．．．．．．． | 59.9 | 63.2 | 55.8 | 67.7 | 56.8 |  | $\ddagger$ | 31.5 |  |  |
| 2009 starting cohort ．．．．．．．．．． | 66.6 57.5 | 70.8 60.0 | 63.4 54.8 | 72.5 66.4 | 63.2 54.5 | 62.7 54.5 | 青 | 34.5 17.3 | 70.3 45.5 | 54.5 58.7 |
| 2011 starting cohort ．．．．．．．．．．．．．．． | 54.1 | 59.2 | 50．2 | 60．8 | 54．0 | 54.5 50.6 |  | 23.6 | 45.7 | 58.7 52.7 |
| 2012 starting cohort ．．．．．．．．．．．． | 56.0 | 61.0 | 49.2 | 61.3 | 64.1 | 62.9 | $\ddagger$ | 43.6 | 54.9 | 63.6 |
| For－profiti institutions 2000 starting cohort ．．．． |  |  |  |  |  |  |  |  |  |  |
| 2002 starting cohort ．．．．．．．．．．．．．．． | 57.4 | 60.3 | 50．8 | 61.7 | 63.3 |  |  | 58.0 |  |  |
| 2003 starting cohort | $\begin{aligned} & 56.8 \\ & 58.3 \\ & 58.8 \end{aligned}$ | 60.4 | 49.4 | 61.9 | 52.1 | － | 二 | $59.0$ | 二 |  |
| 2004 starting cohort ．．．．．．．．．．． | 58.3 57.7 | 63.4 61.6 | 49.9 | 61.9 63.3 | 66.2 <br> 65.8 | 二 | － | 58.7 55.7 | － | 72.3 58.6 |
| 2006 starting cohort ．．．．．．．．．．．．． | 59.3 | 63.2 | 48.8 | 65.1 | 73.7 | － | － | 57.4 | － | 67.0 |
| 2008 starting conort．．．．．．．．．．．． | 61.6 63.2 | 64.9 64.2 | 51.4 54.7 | 67.4 70.3 | 70.0 71.2 | 71.4 |  | 60.0 64.0 | 57.1 | 67.5 67.6 |
| 2009 starting cohort ．．．．．．．．．．．．． | 64．4． | 66.0 | 54.7 | 70.7 | 72.7 <br> 73.1 <br> 1 | 73.4 73.7 | 66.9 | 64.5 62.5 | 61．9 59 | ${ }^{62} 2.8$ |
| 2010 starting conort．．．．．．．．．．． | 63.8 58.9 | 65.7 62.2 | 55.0 49.8 | 70.7 63.4 | 73.1 65.8 | 73.7 66.9 | 71.0 61.4 | 62.5 56.6 | 59.8 57.0 | 72.7 64.5 |
| 2012 starting cohort ．．．．．．．．．．． | 61.3 | 64.1 | 50.0 | 70.5 | 72.3 | 73.4 | 66.1 | 62.6 | 55.3 | 72.7 |

## —Not available．

$\ddagger$ Reporting standards not met（too few cases）
NOTE：Data are for 2－year degree－granting postsecondary institutions participating in Title IV federal financial aid programs．Graduation rates refer to students receiving associate＇s degrees or certificates from their initial institutions of attendance only．Totals include data for persons whose race／ethnicity was not reported．Race categories exclude persons of

Hispanic ethnicity．Some data have been revised from previously published figures． SOURCE：U．S．Department of Education，National Center for Education Statistics，Inte－ grated Postsecondary Education Data System（IPEDS），Spring 2002 through Spring 2013 and Winter 2013－14 through Winter 2015－16，Graduation Rates component．（This table was prepared October 2016．）

Table 326.30. Retention of first-time degree-seeking undergraduates at degree-granting postsecondary institutions, by attendance status, level and control of institution, and percentage of applications accepted: Selected years, 2006 to 2015


See notes at end of table.

Table 326.30. Retention of first-time degree-seeking undergraduates at degree-granting postsecondary institutions, by attendance status, level and control of institution, and percentage of applications accepted: Selected years, 2006 to 2015-Continued

| Attendance status, level, control, and percent of applications accepted | First-time degree-seekers (adjusted entry cohort), ${ }^{1}$ by entry year |  |  |  |  |  |  | Students from adjusted cohort returning in the following year |  |  |  |  |  |  | Percent of firsst-time undergraduates retained |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2006 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2007 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | $\begin{array}{r} 2006 \text { to } \\ 2007 \end{array}$ | $\begin{array}{r} 2009 \text { to } \\ 2010 \end{array}$ | $\begin{array}{r} 2010 \text { to } \\ 2011 \end{array}$ | $\begin{array}{r} 2011 \text { to } \\ 2012 \end{array}$ | $\begin{array}{r} 2012 \text { to } \\ 2013 \end{array}$ | $\begin{array}{r\|} 2013 \text { to } \\ 2014 \end{array}$ | $\begin{array}{r} 2014 \text { to } \\ 2015 \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Nonprofit institutions | 12,828 | 9,599 | 9,046 | 8,833 | 9,118 | 8,502 | 8,154 | 6,045 | 4,491 | 3,951 | 3,881 | 3,603 | 3,449 | 3,348 | 47.1 | 46.8 | 43.7 | 43.9 | 39.5 | 40.6 | 41.1 |
| Open admissions .. | 5,446 | 3,821 | 3,896 | 4,226 | 4,433 | 2,434 | 1,511 | 2,579 | 1,693 | 1,575 | 1,634 | 1,400 | 848 | 512 | 47.4 | 44.3 | 40.4 | 38.7 | 31.6 | 34.8 | 33.9 |
| 90 percent or more accepted | 523 | 393 | 474 | 843 | 915 | 1,159 | 498 | 237 | 199 | 175 | 358 | 377 | 468 | 207 | 45.3 | 50.6 | 36.9 | 42.5 | 41.2 | 40.4 | 41.6 |
| 75.0 to 89.9 percent accepted .... | 2,459 | 1,164 | 975 | 1,278 | 1,174 | 1,332 | 1,901 | 1,047 | 550 | 462 | 683 | 520 | 622 | 810 | 42.6 | 47.3 | 47.4 | 53.4 | 44.3 | 46.7 | 42.6 |
| 50.0 to 74.9 percent accepted ..... | 3,131 | 3,256 | 2,924 | 1,869 | 1,786 | 1,516 | 2,229 | 1,406 | 1,531 | 1,330 | 844 | 847 | 702 | 926 | 44.9 | 47.0 | 45.5 | 45.2 | 47.4 | 46.3 | 41.5 |
| 25.0 to 49.9 percent accepted .......... | 853 | 715 | 647 | 466 | 582 | 606 | 805 | 452 | 366 | 319 | 240 | 276 | 305 | 390 | 53.0 | 51.2 | 49.3 | 51.5 | 47.4 | 50.3 | 48.4 |
| Less than 25.0 percent accepted ......... | 112 | 93 | 84 | 116 | 126 | 115 | 136 | 86 | 78 | 67 | 104 | 106 | 101 | 123 | 76.8 | 83.9 | 79.8 | 89.7 | 84.1 | 87.8 | 90.4 |
| Information not available ................... | 304 | 157 | 46 | 35 | 102 | 1,340 | 1,074 | 238 | 74 | 23 | 18 | 77 | 403 | 380 | 78.3 | 47.1 | 50.0 | 51.4 | 75.5 | 30.1 | 35.4 |
| For-profit institutions ... | 21,186 | 29,120 | 30,417 | 20,696 | 17,114 | 14,325 | 12,680 | 8,581 | 10,909 | 9,718 | 7,217 | 6,272 | 4,958 | 4,579 | 40.5 | 37.5 | 31.9 | 34.9 | 36.6 | 34.6 | 36.1 |
| Open admissions ........................... | 10,515 | 10,926 | 13,567 | 10,634 | 9,561 | 10,395 | 10,089 | 4,105 | 4,299 | 4,875 | 4,253 | 3,909 | 3,751 | 3,863 | 39.0 | 39.3 | 35.9 | 40.0 | 40.9 | 36.1 | 38.3 |
| 90 percent or more accepted | 2,212 | 1,372 | 2,159 | 2,234 | 360 | 121 | 123 | 639 | 375 | 504 | 637 | 137 | 59 | 30 | 28.9 | 27.3 | 23.3 | 28.5 | 38.1 | 48.8 | 24.4 |
| 75.0 to 89.9 percent accepted ............. | 2,838 | 3,151 | 2,407 | 4,145 | 854 | 1,232 | 1,794 | 1,342 | 1,093 | 527 | 1,106 | 250 | 353 | 492 | 47.3 | 34.7 | 21.9 | 26.7 | 29.3 | 28.7 | 27.4 |
| 50.0 to 74.9 percent accepted .......... | 2,774 | 4,591 | 6,237 | 524 | 1,820 | 2,471 | 586 | 1,134 | 2,249 | 1,996 | 220 | 596 | 755 | 158 | 40.9 | 49.0 | 32.0 | 42.0 | 32.7 | 30.6 | 27.0 |
| 25.0 to 49.9 percent accepted .............. | 2,033 | 1,099 | 1,826 | 2,932 | 2,537 | 73 | 9 | 627 | 342 | 583 | 936 | 727 | 25 | 2 | 30.8 | 31.1 | 31.9 | 31.9 | 28.7 | 34.2 | 22.2 |
| Less than 25.0 percent accepted ......... | 814 | 7,981 | 4,211 | $\stackrel{0}{2} 7$ | 1,982 | - 3 | 0 79 | 734 | 2, 0 | 0 1,233 | - 6 | 653 | 0 15 | 34 | 90. | 32.0 | + ${ }^{\dagger}$ | $\begin{array}{r}\dagger \\ \\ \hline 8\end{array}$ | $\begin{array}{r}\dagger \\ \\ \hline\end{array}$ | + ${ }^{\dagger}$ | $\dagger$ 43.0 |
| 2-year institutions .......... | 380,867 | 473,589 | 478,781 | 474,207 | 461,878 | 440,655 | 424,275 | 153,329 | 197,222 | 199,306 | 199,259 | 198,663 | 191,169 | 183,501 | 40.3 | 41.6 | 41.6 | 42.0 | 43.0 | 43.4 | 43.3 |
| Public institutions .... | 370,653 | 464,126 | 470,681 | 466,013 | 455,372 | 435,305 | 419,824 | 148,115 | 192,220 | 195,112 | 194,969 | 195,252 | 188,584 | 181,196 | 40.0 | 41.4 | 41.5 | 41.8 | 42.9 | 43.3 | 43.2 |
| Public institutions | 1,757 | 760 | 759 | 955 | 740 | 839 | 792 | 973 | 401 | 374 | 514 | 368 | 435 | 359 | 55.4 | 52.8 | 49.3 | 53.8 | 49.7 | 51.8 | 45.3 |
| Nonprofit institutions ........................... | 8,457 | 8,703 | 7,341 | 7,239 | 5,766 | 4,511 | 3,659 | 4,241 | 4,601 | 3,820 | 3,776 | 3,043 | 2,150 | 1,946 | 50.1 | 52.9 | 52.0 | 52.2 | 52.8 | 47.7 | 53.2 |

$\dagger$ Not applicable.
Adjusted student counts exclude students who died or were totally and permanently disabled, served in the armed forces (includ-
ing those called to active duty), served with a foreign aid service of the federal government (e.g., Peace Corps), or served on official
church missions. For 4-year institutions, the adjusted cohort is based on first-time bachelor's degree-seeking students.

NOTE: Returning students data for 2-year institutions include returning students, plus students who completed their program. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2016, Fall Enrollment component; and IPEDS Fall 2006 through Fall 2014, Institutional Characteristics component. (This table was prepared October 2016.)

Table 326.40. Percentage distribution of first-time postsecondary students starting at 2-and 4-year institutions during the 2003-04 academic year, by highest degree attained, enrollment status, and selected characteristics: Spring 2009
[Standard errors appear in parentheses]

| Selected characteristic | Students starting at 2-year institutions |  |  |  |  |  |  |  |  |  |  |  | Students starting at 4-year institutions |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Highest degree attained |  |  |  |  |  |  |  | No degree, still enrolled |  | No degree, not enrolled |  | Highest degree attained |  |  |  |  |  |  |  | No degree, still enrolled |  | No degree, not enrolled |  |
|  | Total, any degree ${ }^{1}$ |  | Certificate |  | Associate's |  | Bachelor's ${ }^{2}$ |  |  |  | Total, any degree ${ }^{1}$ | Certificate |  | Associate's |  | Bachelor's ${ }^{2}$ |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total | 35.1 | (0.86) |  | (0.68) | 15.0 | (0.63) | 10.6 | (0.63) | 18.5 | (0.98) | 46.4 | (1.01) | 64.2 | (1.18) | 1.7 | (0.24) | 4.6 | (0.49) | 58.0 | (1.34) | 12.2 | (0.60) | 23.6 | (0.97) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 33.3 | (1.54) | 9.4 | (1.19) | 13.7 | (1.00) | 10.3 | (0.79) | 19.1 | (1.64) | 47.6 | (1.54) | 61.4 | (1.40) | 1.2 | (0.29) | 5.1 | (0.72) | 55.1 | (1.54) | 13.9 | (0.86) | 24.8 | (1.18) |
| Female ............................................................ |  | (1.18) |  | (0.90) |  | (0.92) | 10.9 | (0.83) |  | (0.93) |  | (1.37) |  | (1.45) |  | (0.34) |  | (0.51) | 60.2 | (1.58) | 10.9 | (0.71) | 22.6 | (1.24) |
| Age when first enrolled |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 years old or younger.. | 39.4 | (1.63) | 6.1 | (0.78) | 15.5 | (1.24) | 17.9 | (1.36) | 20.6 | (1.70) | 40.0 | (1.58) | 69.1 | (1.27) | 1.6 | (0.29) | 3.7 | (0.45) | 63.8 | (1.41) | 11.2 | (0.76) | 19.8 | (1.07) |
| 19 years old .................................................... |  | (2.04) | 8.9 | (2.01) | 16.2 | (1.46) | 12.6 | (1.21) | 17.7 | (1.57) | 44.6 | (1.75) | 65.1 | (1.43) | 1.0 | (0.24) | 4.2 | (0.63) | 59.9 | (1.51) | 12.3 | (0.92) | 22.6 | (1.16) |
| 20 to 23 years old | 29.1 | (1.94) | 10.3 | (1.38) | 14.6 | (1.68) | 4.1 | (0.69) | 21.9 | (1.92) | 49.0 | (2.10) | 41.9 | (3.78) | 4.1 ! | (1.62) | 8.4 | (1.74) | 29.4 | (3.71) | 17.8 | (2.91) | 40.3 | (3.49) |
| 24 to 29 years old | 28.8 | (4.04) | 15.6 | (3.98) | 10.8 | (1.98) | 2.5 | (0.74) | 17.2 | (2.62) | 53.9 | (4.05) | 32.7 | (5.77) | $\ddagger$ | (t) | 9.4 ! | (4.28) | 20.4 | (5.06) | 18.8 | (4.87) | 48.6 | (5.81) |
| 30 years old or over ............................................. |  | (2.43) |  | (2.08) | 15.0 | (1.89) | $\ddagger$ | ( $\dagger$ ) |  | (1.97) | 57.9 | (2.65) | 33.7 | (7.09) | 3.9 ! | (1.84) | 13.4 ! | (5.05) | 16.4 ! | (6.14) | 14.8 | (3.97) | 51.4 | (7.32) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 38.9 | (1.16) | 9.8 | (1.00) | 16.6 | (0.82) | 12.5 | (0.85) | 16.2 | (1.21) | 44.9 | (1.31) | 68.9 | (1.04) | 1.5 | (0.31) | 4.8 | (0.54) | 62.6 | (1.31) | 9.8 | (0.58) | 21.4 | (0.94) |
| Black | 28.1 | (2.60) | 11.3 | (1.66) | 11.4 | (2.12) | 5.3 | (1.10) | 22.0 | (2.04) | 50.0 | (2.79) | 46.9 | (3.16) | 2.2 ! | (0.91) | 4.2 ! | (1.48) | 40.5 | (3.03) | 19.6 | (2.21) | 33.6 | (3.08) |
| Hispanic | 28.3 | (2.18) | 8.2 | (1.67) | 12.7 | (1.51) | 7.4 | (1.10) | 18.8 | (2.03) | 52.9 | (2.58) | 48.8 | (3.24) | 2.2 ! | (0.83) | 5.1 | (1.39) | 41.5 | (2.96) | 18.6 | (2.36) | 32.5 | (3.34) |
| Asian/Pacific Islander . | 38.3 | (4.50) | 6.5 ! | (2.29) | 14.6 | (2.91) | 17.2 | (3.50) | 29.0 | (4.58) | 32.7 | (3.51) | 72.8 | (3.21) | 1.4 ! | (0.67) | 2.1 ! | (0.94) | 69.3 | (3.22) | 11.9 | (2.23) | 15.2 | (2.59) |
| American Indian/Alaska Native | 32.1 | (9.62) |  | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 28.4 ! | (10.89) | 39.6 | (10.68) | 51.5 | (9.53) | $\ddagger$ | (t) | $\ddagger$ | (t) | 39.3 | (9.11) | 19.3! | (8.63) | 29.3 ! | (10.85) |
| Two or more races ................... |  | (5.51) | 9.0 ! | (3.65) | 14.6 ! | (4.39) | 10.3 | (2.87) |  | (4.98) |  | (5.50) | 57.1 | (5.42) | $\ddagger$ |  | 4.0 ! | (1.83) | 50.4 | (5.57) | 19.2 | (4.71) | 23.6 | (4.32) |
| Highest education level of parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school diploma or less ...... | 32.0 | (1.42) | 11.0 | (1.30) | 14.3 | (1.05) | 6.7 | (0.72) | 17.1 | (1.18) | 50.9 | (1.51) | 49.9 | (2.12) | 2.9 | (0.83) | 6.6 | (0.97) | 40.4 | (2.01) | 15.4 | (1.33) | 34.7 | (1.98) |
| Some college/vocational ....................................... | 38.3 | (2.24) | 9.6 | (1.48) | 17.6 | (1.17) | 11.1 | (1.07) | 18.0 | (1.70) | 43.8 | (2.06) | 59.1 | (1.90) | 2.3 ! | (0.76) | 7.0 | (1.08) | 49.8 | (2.11) | 13.4 | (1.24) | 27.5 | (1.84) |
| Bachelor's degree ....... | 39.4 | (1.91) | 8.2 | (1.60) | 14.1 | (1.87) | 17.2 | (1.74) | 20.6 | (2.09) | 40.0 | (2.53) | 70.1 | (1.60) | 1.2 | (0.28) | 3.4 | (0.58) | 65.6 | (1.62) | 11.0 | (0.87) | 18.9 | (1.41) |
| Advanced (higher than bachelor's) degree ................. | 37.2 | (3.03) |  | (1.70) | 13.7 | (1.81) | 17.2 | (2.09) | 22.4 | (2.56) |  | (3.74) | 75.8 | (1.44) | 0.6 ! | (0.24) | 2.1 | (0.39) | 73.1 | (1.51) | 9.2 | (0.78) | 15.0 | (1.35) |
| Dependency status when first enrolled |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent ............................................................ | 39.4 | (1.26) | 7.5 | (0.76) | 16.7 | (0.85) | 15.2 | (0.88) | 19.6 | (1.19) | 41.0 | (1.15) | 68.3 | (1.06) | 1.4 | (0.22) | 4.2 | (0.45) | 62.7 | (1.22) | 11.6 | (0.63) | 20.1 | (0.90) |
| Independent ........................................................... |  | (1.44) |  | (1.26) | 12.3 | (1.13) | 3.3 | (0.60) | 16.8 | (1.42) | 54.9 | (1.75) | 31.4 | (3.08) |  | (1.10) | 7.5 | (1.92) | 20.2 | (2.84) | 17.3 | (2.61) | 51.3 | (3.25) |
| Dependent student family income in 2002 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than \$25,000 .. | 34.6 | (2.35) | 8.4 | (1.48) | 14.5 | (1.54) | 11.7 | (1.73) | 18.0 | (1.91) | 47.4 | (2.43) | 52.7 | (2.28) | $2.8!$ | (1.09) | 5.0 | (1.00) | 44.9 | (2.40) | 15.9 | (1.63) | 31.4 | (2.38) |
| \$25,000 to \$44,999.. | 36.0 | (2.12) | 7.3 | (1.36) | 16.4 | (1.75) | 12.3 | (1.60) | 19.0 | (2.24) | 45.0 | (2.67) | 62.7 | (2.31) | 1.9 | (0.53) | 5.4 | (1.03) | 55.3 | (2.50) | 13.1 | (1.69) | 24.2 | (1.97) |
| \$45,000 to \$69,999 .... | 41.3 | (2.13) | 7.1 | (1.29) | 17.6 | (1.59) | 16.6 | (1.58) | 22.0 | (1.92) | 36.7 | (1.86) | 67.1 | (1.94) | 1.5 | (0.34) | 5.1 | (0.77) | 60.6 | (2.00) | 12.8 | (1.27) | 20.1 | (1.86) |
| \$70,000 to \$99,999 .......................................................... | 43.1 | (3.50) |  | (3.67) | 16.3 | (2.58) | 19.1 | (2.14) | 18.4 | (2.75) | 38.5 | (2.76) | 71.9 | (1.64) | 0.9 ! | (0.30) | 4.4 | (0.88) | 66.7 | (1.85) | 9.4 | (0.83) | 18.7 | (1.37) |
| \$100,000 or more .................................................... | 45.0 | (3.56) |  | (1.77) | 19.6 | (3.74) | 18.8 | (2.40) | 20.5 | (3.25) | 34.4 | (3.61) | 80.0 | (1.30) |  | (0.29) | 1.9 | (0.37) | 77.5 | (1.38) | 8.5 | (0.94) | 11.4 | (0.99) |
| Timing of postsecondary enrollment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Delayed entry ......... | 29.1 | (1.25) | 11.0 | (1.11) | 13.2 | (1.02) | 4.9 | (0.63) | 17.2 | (1.26) | 53.7 | (1.44) | 36.6 | (2.80) | 3.8 | (1.01) | 7.9 | (1.54) | 24.9 | (2.53) | 17.8 | (2.06) | 45.6 | (2.75) |
| Did not delay entry ${ }^{3}$................................................ |  | (1.36) |  | (0.86) | 17.0 | (0.99) | 16.2 | (1.00) | 20.1 | (1.44) | 38.8 | (1.16) |  | (1.05) | 1.3 | (0.21) | 4.0 | (0.40) | 64.0 | (1.17) | 11.1 | (0.61) | 19.6 | (0.91) |
| Intensity of enrollment through 2009 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Always full-time ................................................. | 44.9 | (1.66) | 11.4 | (1.50) | 18.0 | (1.42) | 15.5 | (1.11) | 10.1 | (0.87) | 44.9 | (1.65) | 73.7 | (1.15) | 1.2 | (0.26) | 3.8 | (0.55) | 68.7 | (1.41) | 6.7 | (0.46) | 19.6 | (1.03) |
| Always part-time ................................................ | 13.9 | (2.80) | 8.4 ! | (2.79) | 5.5 | (1.12) | $\ddagger$ | (t) | 13.3 | (1.79) | 72.8 | (2.68) | 12.5 ! | (4.93) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | 13.8 ! | (4.23) | 73.6 | (6.59) |
| Mixed .......................................................................... |  | (1.32) |  | (0.83) | 16.6 | (1.10) | 11.4 | (0.99) | 26.1 | (1.34) | 37.2 | (1.69) |  | (1.59) | 2.7 | (0.47) | 6.1 | (0.72) |  | (1.60) | 23.3 | (1.39) | 28.4 | (1.42) |
| Remedial course taken in 2003-04 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No ............................................................... | 35.4 | (0.95) | 10.0 | (0.84) | 14.5 | (0.81) | 10.9 | (0.78) | 17.6 | (0.99) | 47.0 | (1.21) | 65.2 | (1.23) | 1.8 | (0.28) | 4.4 | (0.53) | 59.0 | (1.43) | 11.5 | (0.62) | 23.4 | (1.05) |
| Yes ................................................................... | 34.3 | (2.10) |  | (1.62) | 16.2 | (1.37) | 9.8 | (0.98) | 21.0 | (1.70) | 44.7 | (1.92) | 59.6 | (1.98) | 1.2 | (0.32) | 5.4 | (0.92) | 53.0 | (2.13) | 15.7 | (1.44) | 24.6 | (1.81) |

Table 326.40. Percentage distribution of first-time postsecondary students starting at 2-and 4-year institutions during the 2003-04 academic year, by highest degree attained, enrollment status, and selected characteristics: Spring 2009-Continued
[Standard errors appear in parentheses]

| Selected characteristic | Students starting at 2-year institutions |  |  |  |  |  |  |  |  |  |  |  | Students starting at 4-year institutions |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Highest degree attained |  |  |  |  |  |  |  | No degree, still enrolled |  | No degree, not enrolled |  | Highest degree attained |  |  |  |  |  |  |  | No degree, still enrolled |  | No degree, not enrolled |  |
|  | Total, any degree ${ }^{1}$ |  | Certificate |  | Associate's |  | Bachelor's ${ }^{2}$ |  |  |  | Total, any degree ${ }^{1}$ | Certificate |  | Associate's |  | Bachelor's ${ }^{2}$ |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Highest degree expected in 2003-04 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No degree or certificate ......... | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | \# | (t) | $\ddagger$ | ( $\dagger$ | 87.3 | (4.75) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Certificate .................. | 44.8 | (5.47) | 42.8 | (5.28) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 6.9 | (2.02) |  | (5.60) |  | (18.43) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Associate's degree | 34.6 | (2.38) | 13.9 | (2.05) | 19.3 | (1.86) | 1.4 ! | (0.49) | 12.3 | (1.69) |  | (2.80) | 43.7 | (8.43) | 16.2 ! | (5.50) | 21.3 ! | (7.06) | 6.1 ! | (2.93) | 12.8 ! | (5.09) | 43.5 | (7.70) |
| Bachelor's degree ${ }^{4}$ | 32.7 | (1.81) |  | (1.49) | 15.4 | (1.02) |  | (1.03) | 18.1 | (1.50) |  | (1.60) | 55.2 | (2.02) | 2.2 | (0.52) | 6.8 | (1.02) | 46.2 | (2.07) | 15.1 | (1.37) | 29.7 | (1.59) |
| Master's degree ${ }^{4}$... | 38.2 | (1.72) | 7.0 | (1.32) | 14.8 | (1.21) |  | (1.19) | 22.7 | (1.63) |  | (1.66) | 66.7 | (1.42) | 1.0 | (0.25) | 4.1 | (0.62) | 61.7 | (1.42) | 11.2 | (0.77) | 22.1 | (1.32) |
| Doctoral/first-protessional degree ${ }^{4}$.................... |  | (2.30) |  | (0.93) |  | (2.02) |  | (1.65) |  | (2.54) |  | (3.25) | 70.6 | (1.57) |  | (0.36) |  | (0.36) | 67.4 | (1.69) | 11.0 | (0.95) | 18.3 | (1.35) |
| Work intensity (including work-study) in 2003-04 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Did not work ........................................... | 34.7 | (1.79) | 11.2 | (1.57) | 15.8 | (1.20) | 7.7 | (0.85) | 19.9 | (1.80) | 45.3 | (2.16) | 69.9 | (1.35) | 0.8 | (0.18) | 3.4 | (0.55) | 65.8 | (1.47) | 10.9 | (0.92) | 19.1 | (1.08) |
| Worked part time ... | 39.9 | (2.08) | 7.9 | (1.20) | 17.4 | (1.00) | 14.6 | (1.04) | 17.2 | (1.28) | 42.8 | (1.70) | 66.2 | (1.42) | 1.7 | (0.31) | 5.2 | (0.69) | 59.3 | (1.44) | 12.1 | (0.85) | 21.7 | (1.21) |
| Worked full time ................................................ | 28.6 | (1.96) | 10.6 | (1.63) |  | (1.08) |  | (0.94) |  | (1.53) |  | (2.10) | 40.1 | (2.93) |  | (1.22) |  | (1.20) | 30.1 | (2.60) | 16.5 | (1.77) | 43.4 | (2.86) |
| Control of first institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ..... | 34.4 | (0.95) | 8.5 | (0.68) | 14.4 | (0.61) | 11.6 | (0.68) | 19.6 | (1.03) | 46.0 | (1.00) | 64.8 | (1.22) | 1.6 | (0.23) | 3.8 | (0.45) | 59.5 | (1.32) | 12.9 | (0.73) | 22.2 | (0.98) |
| Private, nonprofit ................................................. | 46.2 | (8.52) | 13.3 ! | (6.56) | 21.5 ! | (6.76) | 11.3 ! | (4.99) | 10.4 ! | (3.32) | 43.4 | (8.28) | 69.9 | (1.45) | 1.5 | (0.37) | 3.8 | (0.95) | 64.6 | (1.89) | 11.1 | (1.02) | 19.0 | (1.18) |
| Private, for profit .................................................... | 39.5 | (3.70) |  | (4.78) |  | (3.51) | + | ( $\dagger$ ) |  | (2.61) |  | (4.64) | 33.9 | (4.37) |  | (t) | 14.6 | (3.45) | 15.7 | (3.78) | 11.3 | (2.44) | 54.8 | (3.82) |
| Income quartile in 2003-045 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lowest quartile .................................................... | 30.6 | (1.45) |  | (1.27) | 13.0 | (1.14) | 8.3 | (0.84) | 18.4 | (1.46) | 51.0 | (1.78) | 49.5 | (1.91) | 2.7 | (0.73) | 4.6 | (0.74) | 42.2 | (2.15) | 16.2 | (1.37) | 34.3 | (1.75) |
| Second quartile ................................................... | 37.1 | (1.58) | 10.5 | (1.56) | 15.8 | (1.26) | 10.8 | (0.97) | 19.7 | (1.58) | 43.2 | (1.86) | 60.5 | (2.04) | 2.4 | (0.51) | 6.5 | (1.10) | 51.6 | (2.20) | 13.5 | (1.16) | 26.0 | (1.82) |
| Third quartile ...................................................... | 36.3 | (2.51) |  | (1.71) | 15.0 | (1.35) | 11.6 | (1.53) | 18.7 | (1.64) | 45.0 | (2.18) | 67.2 | (1.58) | 1.3 | (0.31) | 4.9 | (0.80) | 61.0 | (1.85) | 11.2 | (0.88) | 21.6 | (1.55) |
| Highest quartile ....................................................... | 38.6 | (2.51) |  | (1.49) | 17.3 | (1.96) | 13.2 | (1.65) | 16.5 | (2.30) | 45.0 | (3.20) | 76.8 | (1.37) | 0.6 ! | (0.25) | 2.4 | (0.46) | 73.8 | (1.42) | 8.7 | (0.80) | 14.4 | (1.18) |

$\dagger$ Not applicable.
\#Rounds to zero.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Includes a small percentage of students who had attained a degree and were still enrolled. Includes recipients of degrees not shown separately.
${ }_{2}$ Includes a small percentage of students who had attained an advanced degree.
${ }^{3}$ Includes students with a standard high school diploma who enrolled in postsecondary education in the same year as their graduation.
Indicates the income quartile of the student, based on the student's total income in 2002 for independent students or the parents' total income in 2002 for dependent students. Income quartiles were determined separately for dependent and independent students based on percentile rankings and then combined into one variable.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09). (This table was prepared November 2011),

Table 326.50. Number and percentage distribution of first-time postsecondary students starting at 2-and 4-year institutions during the 2011-12 academic year, by attainment and enrollment status and selected characteristics: Spring 2014
[Standard errors appear in parentheses]

| Selected characteristic | Total |  |  |  |  |  |  |  | Students starting at 2-year institutions |  |  |  |  |  |  |  | Students starting at 4-year institutions |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | (in thol | Number usands) | Percentage distribution |  | Percent who attained any degree or were still enrolled |  | Percent with no degree and not enrolled |  | Number (in thousands) |  | Percentage distribution |  | Percent who attained any degree or were still enrolled |  | Percent with no degree and not enrolled |  | Number (in thousands) |  | Percentage distribution |  | Percent who attained any degree or were still enrolled |  | Percent with no degree and not enrolled |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total | 4,073 | (254.9) | 100.0 | ( $\dagger$ | 69.8 | (0.99) | 30.2 | (0.99) | 1,832 | (170.4) | 100.0 | ( $\dagger$ | 56.9 | (1.52) | 43.1 | (1.52) | 2,241 | (87.5) | 100.0 | ( $\dagger$ | 80.2 | (0.56) | 19.8 | (0.56) |
| Sex Male ... Female | $\begin{aligned} & 1,839 \\ & 2,234 \end{aligned}$ | $\binom{127.8}{(131.7)}$ | $\begin{aligned} & 45.2 \\ & 54.8 \end{aligned}$ | $\left(\begin{array}{l} 0.61 \\ (0.61) \end{array}\right.$ | $\begin{array}{r} 66.3 \\ 72.6 \end{array}$ | $\begin{aligned} & 1.54 \\ & (0.82) \end{aligned}$ |  | $\begin{aligned} & 1.54 \\ & (0.82) \end{aligned}$ |  | $\begin{aligned} & (82.8) \\ & (91.9) \end{aligned}$ | $\begin{aligned} & 46.9 \\ & 53.1 \end{aligned}$ | $\begin{aligned} & (0.96 \\ & (0.96) \end{aligned}$ | $\begin{aligned} & 53.6 \\ & 59.9 \end{aligned}$ | $\binom{(2.04)}{1.59}$ | $\begin{aligned} & 46.4 \\ & 40.1 \end{aligned}$ | $\left(\begin{array}{l} 2.04 \\ (1.59) \end{array}\right.$ | $\begin{array}{r} 980 \\ 1,261 \end{array}$ | $\left(\begin{array}{l} 50.3 \\ (43.9) \end{array}\right.$ | $\begin{aligned} & 43.7 \\ & 56.3 \end{aligned}$ | $\binom{(0.84}{0.84}$ | 77.5 82.4 | $\begin{aligned} & 1.09) \\ & (0.93) \end{aligned}$ | $\begin{array}{r} 22.5 \\ 17.6 \end{array}$ | $\begin{aligned} & 1.09 \\ & (0.93) \end{aligned}$ |
| Age when first enrolled <br> 19 years old or younger $\qquad$ <br> 20 to 23 years old $\qquad$ <br> 24 to 29 years old <br> 30 years old or over $\qquad$ $\qquad$ | 3,103 406 252 312 | $(169.8)$ <br> $(37.7$ <br> $(36.6$ <br> $27.2)$ | 76.2 10.0 6.2 7.7 | $(0.85)$ $(0.44)$ $\binom{47}{(0.35)}$ | 75.9 50.2 47.6 51.7 | $(0.61)$ $3.38)$ $(2.53$ $3.08)$ | 24.1 49.8 52.4 48.3 | $(0.61)$ $(3.38$ 2.53 (3.08) | 1,201 262 173 196 | $(88.8)$ 34.0 30.5 $(28.1)$ | 65.6 14.3 9.4 10.7 | $\begin{aligned} & 1.69 \\ & (0.76 \\ & (0.84 \\ & (0.71) \end{aligned}$ | 61.5 48.6 47.6 48.3 | $(1.37)$ $(2.99$ 3 (09 (3.23) | 38.5 51.4 52.4 51.7 | $(1.37)$ $(2.99$ 3 3, (3.23) | 1,902 144 79 116 | $(84.0$ $(9.4$ $7(0)$ $(7.7)$ | 84.9 6.4 3.5 5.2 | $(0.60)$ $(0.39$ 0.28 $0.43)$ | 85.0 53.1 47.5 57.4 | $(0.63)$ $(5.48$ $4.32)$ $4.36)$ | 15.0 46.9 52.5 42.6 | $(0.63)$ $(5.48$ 4.32 $4.36)$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .. Black |  | (159.0) | 56.6 13.9 | $(0.74)$ <br> $(0.61$ | 72.2 59.6 | $\left(\begin{array}{l}0.95) \\ 1.96\end{array}\right.$ | 27.8 40.4 | $\left(\begin{array}{l}0.95) \\ 1.96)\end{array}\right.$ | 949 | (99.4) | 51.8 14.1 | $1.16)$ $0.76)$ | 57.7 48.0 | (1.65) | 42.3 52.0 | (1.65) | 1,357 | (64.2) | 60.5 13.7 | $(0.89)$ 0.83 0. | 82.4 69.4 | $\left(\begin{array}{l}0.75) \\ 1.74)\end{array}\right.$ | 17.6 30.6 | $(0.75)$ <br> 1.74 |
| Hispanic | 765 | (51.2) | 18.8 | (0.53) | 67.3 | (1.74) | 32.7 | (1.74) | 453 | (43.0) | 24.7 | (0.88) | 59.4 | (2.16) | 40.6 | (2.16) | 312 | (14.5) | 13.9 | (0.57) | 78.6 | (1.71) | 21.4 | (1.71) |
| Asian | 234 | (23.1) | 5.7 | (0.29) | 80.9 | (2.94) | 19.1 | (2.94) | 81 | (12.9) | 4.4 | (0.41) | 64.6 | (5.97) | 35.4 | (5.97) | 153 | (13.6) | 6.8 | 0.44) | 89.6 | (2.14) | 10.4 | (2.14) |
| Pacitic Is islander | 16 | (2.5) | 0.4 | (0.06) | 72.4 | 6.51) | 27.6 | 6.51) | 7 | (1.8) | 0.4 | (0.09) | 64.2 | (12.71) | 35.8 ! | (12.71) | 9 | (1.7) | 0.4 | (0.07) | 79.4 | (7.95) | 20.6 ! | (7.95) |
| American Indian/Alaska Native . | 38 | (7.2) | 0.9 | (0.14) | 54.9 | (6.97) | 45.1 | (6.97) | 20 | (4.6) | 1.1 | (0.23) | 47.1 | (9.84) | 52.9 | (9.84) | 18 | (4.9) | 0.8 | (0.19) | 63.8 | (8.70) | 36.2 | (8.70) |
| Two or more races ................... | 149 | (12.2) | 3.7 | (0.20) | 68.6 | (2.62) | 31.4 | (2.62) |  | (6.8) | 3.5 | (0.32) | 57.0 | (4.65) | 43.0 | (4.65) | 86 | (7.8) | 3.8 | (0.26) | 77.2 | (3.03) | 22.8 | (3.03) |
| Highest education level of parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Do not know ........................ | 155 | (18.0) | 3.8 | (0.26) | 55.7 | (3.45) | 44.3 | (3.45) | 99 | (14.8) | 5.4 | (0.45) | 52.4 | (4.73) | 47.6 | (4.73) | 56 | (5.7) | 2.5 | (0.22) | 61.5 | (7.12) | 38.5 | (7.12) |
| High school diploma or less.. | 1,222 | (85.4) | 30.0 | (0.56) | 59.0 | (2.01) | 41.0 | (2.01) | 714 | (74.7) | 39.0 | (0.92) | 52.5 | (2.10) | 47.5 | (2.10) | 508 | (18.3) | 22.7 | (0.73) | 68.1 | (2.08) | 31.9 | (2.08) |
| Some collegelvocational ................ | 1,082 1,614 | (71.5) | 26.6 39.6 | (0.51) | 67.9 80.6 | 1.59 $(0.80)$ | 32.1 19.4 | 1.59 $(0.80)$ |  | (47.4) | 30.5 25.2 | $(0.87)$ $(0.83)$ | 59.2 62.1 | (2.07) | 40.8 37.9 | (2.29) | 524 1,153 | (27.7) | 23.4 51.4 | (0.66) | 77.1 87.9 | $\left(\begin{array}{l}1.37) \\ (0.82)\end{array}\right.$ | 22.9 12.1 | (1.37) |
| Dependency status when first enrolled |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent ............................ | 3,160 | (185.4) | 77.6 | (0.69) | 75.1 | (0.67) | 24.9 | (0.67) | 1,248 | (97.2) | 68.2 | (1.46) | 61.2 | (1.42) | 38.8 | (1.42) | 1,911 | (91.7) | 85.3 | (0.90) | 84.2 | (0.66) | 15.8 | (0.66) |
| Independent with no dependents .................. | 416 | (41.4) | 10.2 4.4 | (0.49) | 54.0 | (3.29) | 46.0 | (3.29) | 265 | (43.4) | 14.5 | (1.09) | 49.0 | 2.96) | 51.0 | (2.96) | 151 | (9.4) | 6.7 | (0.54) | 63.0 | (4.53) | 37.0 | (4.53) |
| Independent, married, and with dependents Independent, not married, and with dependents .......... |  | (21.0) | 4.4 | (0.36) | 51.5 47.6 | (2.55) | 48.5 52.4 | (2.55) | 197 | (21.1) | 6.6 10.8 | (0.60) 0 | 48.0 46.3 | (3.07) | 52.0 53.7 | (3.07) | 57 122 | (5.3) | 2.5 5.5 | (0.24) | 58.9 49.8 | (5.76) | 41.1 50.2 | (3.62) |
| Income quarter in $2012{ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lowest quarter ......... | 990 | (55.4) | 24.3 | (0.57) | 61.8 | (1.33) | 38.2 | (1.33) | 527 | (43.4) | 28.8 | (1.04) | 54.8 | (2.05) | 45.2 | (2.05) | 463 | (18.4) | 20.7 | (0.64) | 69.7 | (1.60) | 30.3 | (1.60) |
| Second quarter. | 1,006 | (77.6) | 24.7 | (0.52) | 67.1 | (1.41) | 32.9 | (1.41) | 513 | (45.7) | 28.0 | (0.74) | 58.2 | (2.26) | 41.8 | (2.26) | 493 | (35.0) | 22.0 | (0.80) | 76.4 | (1.31) | 23.6 | (1.31) |
| Third quarter Highest quarter | 1,031 1,046 | (65.4) $(70.4$ | 25.3 25.7 | 0.51 $(0.50)$ | 71.0 78.7 | $\left(\begin{array}{l}1.06 \\ 1.90)\end{array}\right.$ | 29.0 21.3 | $\left(\begin{array}{l}1.06) \\ 1.90)\end{array}\right.$ |  | (52.6) | 25.5 17.8 | $(0.92)$ $(0.85)$ | 58.0 57.0 | (1.87) $(3.21)$ | 42.0 43.0 | (1.87) | 565 720 | $\binom{17.8}{(33.3}$ | 25.2 32.1 | $(0.67)$ $(0.63)$ | 81.7 88.5 | (1.31) | 18.3 11.5 | $\left(\begin{array}{l}1.31) \\ 1.02)\end{array}\right.$ |
| Disability in $2012^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| With a disability Without a disabil | 3,600 | (228.2) | 11.6 88.4 | $\begin{aligned} & (0.38 \\ & \left(\begin{array}{l} 38 \end{array}\right) \end{aligned}$ | $55.1$ | $\binom{2.93}{0.86}$ | 44.9 28.3 | $\left(\begin{array}{l}2.93) \\ (0.86)\end{array}\right.$ | $\begin{array}{r} 233 \\ 1,599 \end{array}$ | (145.5) | $\begin{aligned} & 12.7 \\ & 87.3 \end{aligned}$ | $\begin{aligned} & (0.69) \\ & (0.69) \end{aligned}$ | $\begin{aligned} & 42.0 \\ & 5.1 \end{aligned}$ | $\binom{3.85)}{1.38}$ | $\begin{aligned} & 58.0 \\ & 40.9 \end{aligned}$ | $\binom{3.85)}{1.38}$ | $\begin{array}{r} 240 \\ 2,001 \end{array}$ | $\left.\begin{array}{l} (10.5) \\ 85.9 \end{array}\right)$ | $\begin{aligned} & 10.7 \\ & 89.3 \end{aligned}$ | $\left.\begin{array}{l} (0.54) \\ (0.54 \end{array}\right)$ | $\begin{array}{r} 67.9 \\ 817 \end{array}$ | $\left(\begin{array}{l}2.36) \\ 0.61)\end{array}\right.$ | $\begin{aligned} & 32.1 \\ & 18.3 \end{aligned}$ | $(2.36)$ $(0.61)$ |
| High school completion type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High school diploma .... | 3,664 | (228.5) | 90.0 | (0.38) | 71.7 | (0.96) | 28.3 | (0.96) | 1,571 | (136.4) | 85.8 | (0.85) | 58.3 | (1.53) | 41.7 | (1.53) | 2,093 | (95.2) | 93.4 | (0.68) | 81.8 | (0.57) | 18.2 | (0.57) |
| GED or equivalent | 274 | (18.6) | 6.7 | (0.32) | 46.7 | (2.40) | 53.3 | (2.40) | 177 | (22.5) | 9.7 | (0.56) | 46.3 | (2.81) | 53.7 | (2.81) | 97 | (9.5) | 4.3 | (0.53) | 47.5 | (3.71) | 52.5 | (3.71) |
| Other type or no completion ${ }^{3}$................... | 134 | (17.0) | 3.3 | (0.26) | 63.4 | (4.23) | 36.6 | (4.23) | 83 | (17.2) | 4.5 | (0.56) | 54.5 | (5.16) | 45.5 | (5.16) | 51 | (4.9) | 2.3 | (0.25) | 78.0 | (5.07) | 22.0 | (5.07) |
| Highest level of high school mathematics ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than algebra II ..... | 575 | (58.7) | 15.3 | (0.68) | 54.9 | (2.22) | 45.1 | (2.22) | 395 | (53.1) | 24.2 | (1.25) | 49.6 | (2.79) | 50.4 | (2.79) | 180 | (10.7) | 8.5 | (0.41) | 66.6 | (2.37) | 33.4 | (2.37) |
| Algebra II/trigonometry | 1,408 | (87.4) | 37.4 | (0.55) | 67.1 | (1.49) | 32.9 | (1.49) | 726 | 65.1) | 44.4 | (1.03) | 57.5 | (1.74) | 42.5 | (1.74) | 682 | (26.7) | 32.1 | (0.65) | 77.3 | (1.46) | 22.7 | (1.46) |
| Precalculus/calculus or higher .......................... | 1,778 | (95.2) | 47.3 | (0.72) | 79.8 | (0.72) | 20.2 | (0.72) | 515 | (36.8) | 31.5 | (1.19) | 65.1 | (1.64) | 34.9 | (1.64) | 1,263 | (62.7) | 59.4 | (0.76) | 85.9 | (0.82) | 14.1 | (0.82) |
| Earned any college-level credits in high school ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No ................................................................ | 1,535 | (105.7) | 40.8 | (0.64) | 61.3 | (1.13) | 38.7 | (1.13) | 926 | (95.4) | 56.6 | (1.15) | 55.4 | (1.40) | 44.6 | (1.40) | ${ }^{609}$ | (18.4) | 28.7 | (1.01) | 70.5 | (1.31) | 29.5 | (1.31) |
| Yes ........................................................... | 2,226 | (132.1) | 59.2 | (0.64) | 78.1 | (0.91) | 21.9 | (0.91) | 710 | (54.7) | 43.4 | (1.15) | 61.4 | (2.11) | 38.6 | (2.11) | 1,516 | (81.5) | 71.3 | (1.01) | 85.9 | (0.66) | 14.1 | (0.66) |
| High school GPA ${ }^{4,5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0.5 to 1.9 | 201 | (16.8) | 5.3 | (0.26) | 51.6 60.4 | (2.85) | 48.4 39.6 | (2.85) | 143 | (13.4) | 8.8 | (0.56) | 51.1 | (3.61) | 48.9 | (3.61) | 58 | (6.2) | 2.7 | (0.24) | 53.1 | (4.59) | 46.9 | (4.59) |
| 2.0 to 2.4 |  | (54.2) | 117.8 | (0.52) | 60.4 66.9 | (1.54) | 39.6 33.1 | 1.54) | 427 | 42.6) | 26.1 | (0.88) | 56.2 | 2.04) | 43.8 | (2.04) | 243 | (16.7) | 11.4 | (0.45) | 67.8 | 2.36 | 32.2 | (2.36) |
| 3.0 to 3.4 ..... | 1,434 | (80.1) | 38.1 | (0.59) | 74.1 | 1.20 | 25.9 | 1.20 | 562 | (56.6) | 34.4 | 0.88 | 59.6 | (2.46) | 40.4 | (2.46) | 871 | (27.4) | 41.0 | 0.86 | 83.5 | 1.00 | 16.5 | 2.13 1.00 |
| 3.5 to 4.0 ............................................................................................ | ,920 | (57.1) | 24.5 | (0.49) | 81.5 | (0.96) | 18.5 | (0.96) | 243 | (21.3) | 14.9 | (0.81) | 61.4 | (2.58) | 38.6 | (2.58) | 677 | (40.3) | 31.9 | (0.76) | 88.7 | (0.75) | 11.3 | (0.75) |

See notes at end of table.

Table 326.50. Number and percentage distribution of first-time postsecondary students starting at 2-and 4-year institutions during the 2011-12 academic year, by attainment and enrollment status and selected characteristics: Spring 2014-Continued
[Standard errors appear in parentheses]

| Selected characteristic | Total |  |  |  |  |  |  |  | Students starting at 2-year institutions |  |  |  |  |  |  |  | Students starting at 4-year institutions |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | (in tho | Number usands) | Percentage distribution |  | Percent who attained any degree or were still enrolled |  | Percent with no degree and not enrolled |  | $\begin{array}{r}\text { Number }\end{array}$ $\begin{array}{r}\text { Percentage } \\ \text { distribution }\end{array}$ <br> (in thousands)  |  |  |  | Percent who attained any degree or were still enrolled |  | Percent with no degree and not enrolled |  | Number <br> (in thousands) $\begin{array}{r}\text { Percentage } \\ \text { distribution }\end{array}$ |  |  |  | Percent who attained any degree or were still enrolled |  | Percent with no degree and not enrolled |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Took the SAT or ACT exam ${ }^{4,6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No. | 636 3 | (65.1) | 16.9 | (0.76) | 54.5 | (1.47) | 45.5 | (1.47) |  | (60.6) |  | (1.23) | 55.1 | (1.68) | 44.9 | (1.68) | 137 1988 | (10.0) | ${ }^{6.5}$ | (0.40) | 52.4 | (3.36) | 47.6 | (3.36) |
| Yes .....................i.i.i.......... |  | (36.0) | 19.4 | (0.59) | 6.4 | (1.83) | 37.6 | (1.83) | +429 | (36.3) | 26.2 | (0.90) | 5.6 | (2.06) | 43.4 | (2.06) | , 300 | (11.1) | 14.1 | $0.81)$ | 70.6 | (2.02) | 29.4 | (0.54) |
| Second quarter SAT (860 to 990) ... | 793 | (47.3) | 21.1 | (0.48) | 72.0 | (1.58) | 28.0 | (1.58) | 317 | (29.0) | 19.4 | (0.72) | 61.7 | (3.02) | 38.3 | 3.02) | 476 | (22.2) | 22.4 | (0.62) | 78.9 | (1.26) | 21.1 | (1.26) |
| Third quarter SAT (1000 to 1140). | 801 | (50.5) | 21.3 | (0.48) | 78.1 | (1.23) | 21.9 | (1.23) | 249 | (20.4) | 15.2 | (0.81) | 60.7 | (3.18) | 39.3 | (3.18) | 553 | (34.7) | 26.0 | (0.75) | 85.9 | (1.19) | 14.1 | (1.19) |
| Highest quarter SAT (1150 or higher) .... |  | (53.3) |  | (0.49) |  | (1.03) |  | (1.03) |  | (17.1) |  | (0.63) | 59.1 | (3.62) | 40.9 | (3.62) | 659 | (40.3) | 31.0 | (0.79) | 90.7 | (0.70) | 9.3 | (0.70) |
| Control of first institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public ............... | 2,952 | (191.9) | 72.5 | (0.38) | 67.7 | (1.16) | 32.3 | (1.16) | 1,636 | (161.1) | 89.3 | (0.60) | 55.9 | (1.39) | 44.1 | (1.39) | 1,316 | (34.7) | 58.7 | (0.94) | 82.3 | (0.85) | 17.7 | (0.85) |
| Private, nonprofit | 691 | (40.3) | 17.0 | (0.34) | 87.1 | (0.98) | 12.9 | (0.98) | 27 | (4.9) | 1.5 | (0.31) | 67.7 | (6.12) | 32.3 | (6.12) | 664 | (41.8) | 29.6 | (0.78) | 87.9 | (0.86) | 12.1 | (0.86) |
| Private, for-profit .......................... |  | (27.9) | 10.5 | (0.25) | 56.0 | (2.68) | 44.0 | (2.68) |  | (13.3) |  | (0.42) | 64.9 | (4.54) | 35.1 | (4.54) | 261 | (16.4) | 11.7 | (0.39) | 50.3 | (2.33) | 49.7 | (2.33) |
| Intensity of enrollment through 2014 ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Always full-time $\qquad$ Part-time for some or all semesters | $\begin{aligned} & 2,402 \\ & 1,670 \end{aligned}$ | $\binom{112.4}{145.7}$ | 59.0 41.0 | $\left.\begin{array}{l} 1.03 \\ 1.03 \end{array}\right)$ | $\begin{aligned} & 76.4 \\ & 60 ? \end{aligned}$ | $\left.\begin{array}{l} 0.84 \\ (1.25 \end{array}\right)$ | $\begin{aligned} & 23.6 \\ & 39.8 \end{aligned}$ | $\begin{aligned} & (0.84) \\ & (1.25) \end{aligned}$ | $\begin{array}{r} 761 \\ 1,071 \end{array}$ | $\begin{gathered} (59.1) \\ (114.8) \end{gathered}$ | $\begin{aligned} & 41.5 \\ & 58.5 \end{aligned}$ | $\begin{aligned} & 1.07) \\ & (1.07) \end{aligned}$ | $\begin{aligned} & 61.1 \\ & 540 \end{aligned}$ | $\left.\begin{array}{l} (2.03) \\ (1.57 \end{array}\right)$ | $\begin{aligned} & 38.9 \\ & 46.0 \end{aligned}$ | $\binom{2.03)}{1.57}$ | $\begin{array}{r} 1,642 \\ 599 \end{array}$ | $\binom{57.2}{(34.8}$ | $\begin{aligned} & 73.3 \\ & 26.7 \end{aligned}$ | $\left(\begin{array}{l} 0.70 \\ 0.70 \end{array}\right.$ | $\begin{aligned} & 83.5 \\ & 71.4 \end{aligned}$ | $\binom{0.56}{(1.51}$ | $\begin{aligned} & 16.5 \\ & 28.6 \end{aligned}$ | $\binom{0.56}{(1.51}$ |
| Remedial course taken |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No ......................... | 3,141 | (224.4) | 77.1 | (0.77) | 71.8 | (1.07) | 28.2 | (1.07) | 1,242 | (130.8) | 67.8 | (1.09) | 56.8 | (1.82) | 43.2 | (1.82) | 1,899 | (97.0) | 84.7 | (1.08) | 81.6 | (0.61) | 18.4 | (0.61) |
| Yes ......................... |  | (37.3) | 22.9 | (0.77) | 62.9 | (1.38) |  | (1.38) |  |  |  | (1.09) |  | (1.60) | 42.7 | (1.60) | 342 | (15.1) | 15.3 | (1.08) | 72.6 | (1.64) | 27.4 | (1.64) |
| Work intensity while enrolled in 2011-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Did not work ... | 2,542 | (146.3) | 62.4 | (0.65) | 70.4 | (1.04) | 29.6 | (1.04) | 1,058 | (100.5) | 57.8 | (0.91) | 56.1 | (1.73) | 43.9 |  | 1,483 | (50.6) | 66.2 |  | 80.7 | (0.72) | 19.3 | (0.72) |
| Worked less than 20 hours per week |  | (23.7) | 10.4 | (0.33) | 84.1 | (1.38) | 15.9 | (1.38) |  | (11.4) | 6.5 | (0.46) | 70.0 | (3.94) | 30.0 | (3.94) | 305 | 16.4 | 13.6 | (0.46) | 89.6 | (1.72) | 10.4 | (1.72) |
| Worked at least 20 hours per week .... | 1,106 | (93.0) | 27.2 | (0.70) | 62.7 | (1.59) | 37.3 | (1.59) |  | (66.2) | 35.7 | (0.85) | 55.9 | (1.84) | 44.1 | (1.84) | 453 | (30.0) | 20.2 | (0.70) | 72.5 | (1.79) | 27.5 | (1.79) |
| Declared a major during first year ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No ....................................... |  | (40.8) | 12.8 | (0.44) | 75.0 | (1.46) | 25.0 | (1.46) | 183 | (19.1) | 10.3 | (0.63) | 57.1 | (2.96) | 42.9 | (2.96) | 330 | (25.6) | 14.8 | (0.65) | 84.9 | (1.19) | 15.1 |  |
| Yes .............................................. | 3,486 | (220.1) | 87.2 | (0.44) | 69.2 | (1.05) | 30.8 | (1.05) | 1,592 | (149.2) | 89.7 | (0.63) | 57.0 | (1.56) | 43.0 | (1.56) | 1,894 | (74.0) | 85.2 | (0.65) | 79.5 | (0.65) | 20.5 | (0.65) |
| Number of transfers through 2014 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Zero .... | 3,332 | (232.0) | 81.8 | (0.69) | 65.9 | (1.16) | 34.1 | (1.16) | 1,475 | (157.6) | 80.6 | (1.22) | 49.5 | (1.51) | 50.5 | (1.51) | 1,856 | (77.3) | 82.8 | (0.59) | 78.9 | (0.65) | 21.1 | (0.65) |
| One or more. |  | (30.5) | 18.2 | (0.69) | 87.3 | (0.93) | 12.7 | (0.93) |  | (19.8) |  | (1.22) | 87.9 | (1.26) | 12.1 | (1.26) | 385 | (17.4) | 17.2 | (0.59) | 86.7 | (1.30) | 13.3 | (1.30) |
| Number of stopouts through $2014{ }^{9}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Zero ................................................. | 3,369 | $\left(\begin{array}{c}(210.6) \\ (49.1)\end{array}\right.$ | $\begin{aligned} & 82.7 \\ & 17.3 \end{aligned}$ | $\left(\begin{array}{l}0.44) \\ (0.44)\end{array}\right.$ | $\begin{aligned} & 69.0 \\ & 7.3 \end{aligned}$ | (1.16) | 31.0 26.7 | (1.16) | 1,429 | (135.3) | 78.0 220 | (0.74) | 52.6 72.2 | (1.68) | 47.4 278 | (1.68) | 1,940 | (78.4) | 86.6 13.4 | (0.55) | 81.1 74.8 | (0.61) | 18.9 | (0.61) |
| One or more .................... |  | (49.1) |  | (0.44) | $73.3$ | (1.17) |  | (1.17) |  | (38.8) |  | (0.74) |  | (1.96) | 27.8 | (1.96) |  | (16.3) |  | (0.55) | 74.8 | (1.89) | 25.2 | (1.89) |
| Took out loans in 2011-12 ${ }^{10}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2,240 | (145.0) | 55.0 | (0.55) | 66.0 | (1.24) | 34.0 | (1.24) | 1,362 | (108.6) | 74.3 | (1.31) | 56.1 | (1.53) | 43.9 | (1.53) | 878 | (41.6) | 39.2 | (0.71) | 81.3 | (1.12) | 18.7 | (1.12) |
|  | 1,833 | (114.3) | 45.0 | (0.55) | 74.4 | (0.97) | 25.6 | (0.97) | 470 | (65.6) | 25.7 | (1.31) | 59.4 | (2.49 | 40.6 | (2.49) | 1,363 | (51.6) | 60.8 | (0.71) | 79.5 | (0.64) | 20.5 | (0.64) |
| Up to \$4,499 |  | (45.9) | 11.3 | (0.49) | 60.7 | (2.30) | 39.3 | (2.30) | 210 | (39.2) | 11.5 | (1.10) | 52.2 | (2.48 | 47.8 | (2.48) | 250 | (11.5) | 11.1 | (0.42 | 67.9 | 2.55) | 32.1 | 2.55) |
| \$4,500 to \$6,009 |  | (33.0) | 11.8 | (0.31) | 78.1 | (1.15) | 21.9 | (1.15) | 97 | (9.6) | 5.3 | (0.29) | 57.9 | (3.65) | 42.1 | (3.65) | 382 | (25.4 | 17.0 | 0.61) | 83.2 | (1.21) | 16.8 | (1.21) |
| \$6,010 to \$9,500 |  | (23.9 | 10.6 | (0.37) | 72.3 | (1.45) | 27.7 | (1.45) | 110 | (17.7) | 6.0 | (0.51) | 64.2 | (4.39) | 35.8 | (4.39) | 319 | 11.6) | 14.2 | (0.58) | 75.1 | (1.33) | 24.9 | (1.33) |
| \$9,501 or more ........................................ | 464 | (21.8) | 11.4 | (0.34) | 86.0 | (0.84) | 14.0 | (0.84) | 52 | (6.1) | 2.9 | (0.28) | 81.4 | (4.47) | 18.6 | (4.47) | 412 | (18.6) | 18.4 | (0.43) | 86.6 | (0.97) | 13.4 | (0.97) |

## $\dagger$ Not applicable

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Income quarters were computed separately for dependent and independent students. Quarters for independent students ${ }^{\text {Were }}$ 2Indicates whether students' total family income, while quarters for dependent students were based on their parents' income. difficulty seeing; serious diffice a long-lasting condition such as deafness or serious difficulty hearing; blindness or serious tially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying
${ }^{3}$ Includes students who attended a foreign high school, were home schooled, or received a completion certificate, as well as those without a high school diploma, certificate, or equivalency.
${ }^{4}$ Survey questions regarding highest level of high school mathematics, college credits earned during high school, high school GPA, and SAT scores were restricted to respondents less than 30 years old. and a GPA of 1.0 corresponds to a D .
${ }^{6}$ Test score quarters are based on the SAT combined critical reading and mathematics score; scale ranges from 400 to 1600, ACT scores for students who only took the ACT exam were converted to SAT scores using a concordance table from the following source: Dorans, N. (1999). Correspondences Between ACT and SAT I Scores (College Board Report No. 99-1). New York: College Entrance Examination Board.
ulate enroliment may vary by school. Full-time undergraduate students are typically enrolled for at least 12 semester or quarter hours per term or at least 24 clock hours per week.
${ }^{8}$ The question regarding declaration of a major was restricted to students enrolled in a degree program.
${ }^{9}$ A stopout is a break in enrollment of 5 or more consecutive months
${ }_{10}^{10}$ Includes amount of all loans received in $2011-12$ including federal
${ }^{10}$ Includes amount of all loans received in $2011-12$, including federal Direct PLUS Loans to parents of undergraduate students. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postse

Table 329.10. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: 2001 through 2014


See notes at end of table.

Table 329.10. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: 2001 through 2014-Continued

| Control and level of institution and type of incident | Number of incidents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, in residence halls and at other locations |  |  |  |  |  |  |  |  |  |  |  |  | 2014 |  |  |
|  | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Total | In residence halls | At other locations |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Public 2-year |  |  |  |  | 5,981 |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property <br> Murder ${ }^{1}$ <br> Negligent manslaughter ${ }^{2}$ <br> Sex offenses-forcible ${ }^{3}$ <br> Rape <br> Fondling <br> Sex offenses-nonforcible <br> Robbery ${ }^{5}$ <br> Aggravated assault ${ }^{6}$ <br> Burglary ${ }^{7}$ <br> Motor vehicle theft ${ }^{8}$ <br> Arson ${ }^{9}$ | $\begin{array}{r} 6,817 \\ 2 \\ 0 \\ 118 \end{array}$ | 6,860 | $\begin{array}{r} 6,637 \\ 2 \\ 0 \\ 160 \end{array}$ | $\begin{array}{r} 6,637 \\ 3 \\ 0 \\ 142 \end{array}$ |  | $\begin{array}{r} 5,669 \\ 0 \\ 0 \\ 167 \end{array}$ | $\begin{array}{r} 5,381 \\ 0 \\ 0 \\ 181 \end{array}$ | $\begin{array}{r} 5,464 \\ 2 \\ 0 \\ 210 \end{array}$ | $\begin{array}{r} 4,984 \\ 2 \\ 0 \\ 205 \end{array}$ | 4,396 | $\begin{array}{r} 4,141 \\ 2 \\ 0 \\ 262 \end{array}$ | $\begin{array}{r} 3,749 \\ 3 \\ 0 \\ 263 \end{array}$ | 3,120 |  | 670 | 2,216 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |
|  |  |  |  |  | 0 |  |  |  |  |  |  |  | 0 | 1 | 0 |  |
|  |  | 118 |  |  | 175 |  |  |  |  | 210 |  |  | 307 | 380 | 125 | 255 |
|  |  |  |  |  |  |  |  |  |  | - | 二 | 二 | - | 134 246 | 77 48 | 57 198 |
|  | 119 | 61 | 14 | 6 | 10 | 16 | 7 | 7 | 12 | 8 | 16 | 13 | 12 | 18 | 5 | 198 |
|  | 245 | 234 | 230 | 213 | 248 | 284 | 279 | 285 | 251 | 298 | 262 | 244 | 199 | 145 | 12 | 133 |
|  | 545 | 503 | 589 | 497 | 501 | 546 | 462 | 401 | 431 | 409 | 406 | 437 | 282 | 304 | 59 | 245 |
|  | 4,132 | 4,158 | 3,973 | 4,068 | 3,541 | 3,261 | 3,202 | 3,430 | 2,920 | 2,398 | 2,235 | 1,964 | 1,614 | 1,424 | 462 | 962 |
|  | 1,552 | 1,661 | 1,607 | 1,620 | 1,428 | 1,319 | 1,174 | 1,059 | 1,109 | 1,028 | 899 | 776 | 654 | 553 | 0 | 553 |
|  | 104 | 124 | 62 | 88 | 76 | 76 | 76 | 70 | 54 | 43 | 59 | 49 | 45 | 58 | 6 | 52 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{10}$......................................... | 2,660 | 2,844 | 2,950 | 3,270 | 3,416 | 3,993 | 4,124 | 3,764 | 3,335 | 3,811 | 3,723 | 3,464 | 3,140 | 3,222 | 1,212 | 2,010 |
| Illegal weapons possession ................ | 198 | 221 | 220 | 255 | 278 | 300 | 304 | 258 | 256 | 282 | 248 | 253 | 231 | 227 | 24 | 203 |
| Drug law violations ........................... | 989 | 996 | 1,141 | 1,312 | 1,326 | 1,378 | 1,563 | 1,490 | 1,507 | 1,866 | 1,892 | 1,885 | 1,641 | 1,728 | 440 | 1,288 |
| Liquor law violations ........................ | 1,473 | 1,627 | 1,589 | 1,703 | 1,812 | 2,315 | 2,257 | 2,016 | 1,572 | 1,663 | 1,583 | 1,326 | 1,268 | 1,267 | 748 | 519 |
| Referrals for disciplinary action ${ }^{10}$........... | 3,529 | 3,744 | 4,036 | 4,371 | 4,688 | 5,897 | 5,987 | 6,425 | 7,241 | 8,017 | 8,174 | 7,586 | 6,870 | 7,219 | 5,520 | 1,699 |
| Illegal weapons possession ............... | 127 | 146 | 145 | 167 | 133 | 238 | 218 | 183 | , 210 | 242 | 228 | 224 | 243 | 7,270 | 5, 80 | 190 |
| Drug law violations .......................... | 761 | 692 | 679 | 858 | 819 | 908 | 1,006 | 1,302 | 1,745 | 2,336 | 2,573 | 2,468 | 2,314 | 2,552 | 1,563 | 989 |
| Liquor law violations ........................ | 2,641 | 2,906 | 3,212 | 3,346 | 3,736 | 4,751 | 4,763 | 4,940 | 5,286 | 5,439 | 5,373 | 4,894 | 4,313 | 4,397 | 3,877 | 520 |
| Nonprofit 2-year <br> Selected crimes against persons and property Murder ${ }^{1}$ $\qquad$ |  |  |  |  |  |  |  |  | 147 |  |  |  |  |  |  |  |
|  | 248 | 230 | 189 | 166 | 314 | 250 | 258 | 272 |  | 120 | 148 | 107 | 67 | 76 | 24 |  |
|  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Negligent manslaughter ${ }^{2}$...................... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex offenses-forcible ${ }^{3}$....................... | 2 | 7 | 6 | 3 | 8 | 3 | , | 16 | 8 | 7 | 11 | 8 | 4 | 14 | 3 | 11 |
| Rape | - | - | - | - | - | - | - | - | - | - | - | - | - | 13 | 2 | 11 |
| Fondling ..................................... |  | - | - |  |  |  | 0 | 0 | - | $\bigcirc$ | 0 | 0 | $\overline{5}$ | 0 | 0 | 0 |
| Sex offenses-nonforcible ${ }^{4}$ | 52 | 56 | 64 | 22 | 0 | 7 | 0 | 13 | 0 | 5 | 1 | 2 | 3 | 0 | 0 | 0 |
| Aggravated assault ${ }^{6}$................................... | 23 | 17 | 12 | 17 | 22 | 35 | 52 | 66 | 5 | 9 | 53 | 46 | 14 | 28 | 5 | 23 |
| Burglary ${ }^{7}$................ | 142 | 123 | 83 | 111 | 266 | 187 | 178 | 160 | 120 | 95 | 74 | 47 | 41 | 29 | 16 | 13 |
| Motor vehicle theff ${ }^{8}$................................ | 23 | 21 | 23 | 13 | 7 | 14 | 14 | 9 | 4 | 2 | 7 | 4 | 3 | 5 | 0 | 5 |
| Arson ${ }^{9}$..................... |  | 4 | 1 | 0 | 2 | 3 | 3 | 7 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{10}$......................................... | 108 | 39 | 233 | 48 | 765 | 673 | 59 | 933 | 58 | 49 | 52 | 52 | 66 | 39 | 170 | 22 |
| Illegal weapons possession ............... |  |  |  |  |  |  |  |  |  | ${ }^{6}$ | 5 | 5 | 5 | 5 |  |  |
| Drug law violations ......................... | 21 | 10 | 16 | 16 | 32 | 30 | 27 | 33 | 35 | 18 | 34 | 31 | 12 | 28 | 125 | 161 |
| Liquor law violations ........................ | 86 | 27 | 4 | 30 | 39 |  | 28 | 57 | 19 | 25 | 13 | 16 |  |  |  |  |
| Referrals for disciplinary action ${ }^{10}$... | 624 | 569 | 552 | 447 | 514 | 53719 | 51910 | 413 | 348 | 377 | 360 | 300 | 320 | 323 | 304 | 19 |
| Illegal weapons possession ............... |  |  | 6 | 5 | 12 |  |  |  |  |  |  |  |  |  |  | 112 |
| Drug law violations ........................... | 531 | 65 | 52 | 58 | 47 | 74 | 73 | 85 | 100 | 105 | 109 | 103 | 129 | 133 | 121 |  |
| Liquor law violations ......................... |  | 501 | 494 | 384 | 455 | 444 | 436 | 322 | 241 | 268 | 250 | 191 | 184 | 179 | 173 | 6 |
| For-profit 2-year | 472 |  |  |  |  |  |  |  | 459 |  |  |  |  |  |  |  |
| Selected crimes against persons and property |  | 417 | 550 | 527 | 430 | 420 | 547 | 399 |  |  | 257 |  |  | 144 |  | 117 |
| Murder ${ }^{1}$.......................................... | 0 | 1 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Negligent manslaughter ${ }^{2}$...................... | 0 | 0 | 0 | 0 | 01 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 0 |
| Sex offenses-forcible ${ }^{3}$....................... | 12 | 6 |  | 9 |  | 8 |  |  | 6 | 2 | $\xrightarrow{7}$ | 12 | 11 |  |  | 0 |
| Rape ........................... |  | - | - | - | - | - | - | - | - | - | - |  |  | 14 | 1 |  |
| Fondling ...................................... | 7 |  | - |  |  |  | $\bigcirc$ | - |  |  |  | - | - |  |  | 3 <br> 0 |
| Sex offenses-nonforcible ${ }^{4}$.. | 7 | 347 | 81 | 80 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 3 | 0 | 0 | 0 |  |
| Robbery ${ }^{5}$....................................... | 67 |  |  |  | 55 | 49 | 67 | 53 | 50 | 38 | 16 | 28 | 23 | 31 |  | 25 |
| Aggravated assault ${ }^{\text {a }}$.......................... | 40 | 19 | 36 | 62 | 50 | 33 | 33 | 29 | 53 | 35 | 37 | 30 | 14 | 15 | 5 | 10 |
| Burglary ${ }^{7}$.................... | 292 | 297 | 341 | 325 | 250 | 245 | 350 | 241 | 226 | 135 | 120 | 110 | 83 | 61 | 14 | 47 |
| Motor vehicle theft ${ }^{8}$............................ | 51 | 40 | 74 | 49 | 71 | 81 | 92 | 71 | 121 | 101 | 74 | 63 | 49 | 32 | 0 | 32 |
| Arson ${ }^{9}$........................................... | , | 4 | 1 | 2 | 3 | 3 | 3 | 0 | 2 | 3 | 3 | 0 | 1 | 0 | 0 | 0 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{10}$................................. | 163 | 128 | 84 | 112 | 47 | 41 | 45 | 23 | 62 | 43 | 23 | 51 | 66 | 57 | 10 | 47 |
| Illegal weapons possession ............... | 13 | 9 | 6 | 6 | 3 | 3 | 4 | 4 | 4 | 5 | 1 | 7 | 3 | 8 | 3 | 5 |
| Drug law violations ......................... | 87 | 65 | 48 | 64 | 36 | 26 | 32 | 12 | 41 | 29 | 14 | 40 | 40 | 29 | 3 | 26 |
| Liquor law violations ........................ | 63 | 54 | 30 | 42 | 8 | 12 | 9 | 7 | 17 | 9 | 8 | 4 | 23 | 20 | 4 | 16 |
| Referrals for disciplinary action ${ }^{10}$........... | 287 | 330 | 313 | 322 | 228 | 320 | 173 | 248 | 303 | 147 | 168 | 217 | 206 | 227 | 207 | 20 |
| Illegal weapons possession .......... | 16 | 14 | ${ }^{7}$ | 7 | 8 | 7 | 7 | 4 | 8 | 2 | 10 | 9 | 3 | 2 | 0 | 2 |
| Drug law violations ............................ | 89 | 105 | 196 | 186 | 134 | 219 | 122 | 110 | 163 | 68 | 68 | 86 | 94 | 89 | 79 | 10 |
| Liquor law violations .......................... | 182 | 211 | 110 | 129 | 86 | 94 | 44 | 134 | 132 | 77 | 90 | 122 | 109 | 136 | 128 | 8 |

## -Not available.

${ }^{1}$ Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
${ }^{2}$ Killing of another person through gross negligence (excludes traffic fatalities).
${ }^{3}$ Any sexual act directed against another person forcibly and/or against that person's will.
${ }^{4}$ Includes only statutory rape or incest.
${ }^{5}$ Taking or attempting to take anything of value using actual or threatened force or violence.
${ }^{6}$ Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
${ }^{7}$ Unlawful entry of a structure to commit a felony or theft.
-Theft or attempted theft of a motor vehicle.
${ }^{9}$ Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
${ }^{10} \mathrm{If}$ an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data-specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia-are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2014; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002 through Fall 2014, Institutional Characteristics component. (This table was prepared September 2016.)

Table 329.20. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: 2001 through 2014

| Control and level of institution and type of incident | Number of incidents per 10,000 full-time-equivalent (FTE) students ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, institutions with and without residence halls |  |  |  |  |  |  |  |  |  |  |  |  | 2014 |  |  |
|  | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Total | Institutions with residence halls | Institutions without residence halls |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| All institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 35.619 | 34.649 | 34.040 | 33.580 | 32.864 | 33.347 | 30.568 | 28.987 | 22.955 | 20.869 | 20.027 | 19.983 | 18.421 | 17.908 | 23.813 | 5.429 |
| Murder ${ }^{2}$ | 0.015 | 0.016 | 0.007 | 0.012 | 0.008 | 0.006 | 0.032 | 0.009 | 0.011 | 0.010 | 0.011 | 0.008 | 0.015 | 0.007 | 0.009 | 0.004 |
| Negligent manslaughter ${ }^{3}$ | 0.002 | 0.000 | 0.001 | 0.000 | 0.002 | 0.000 | 0.002 | 0.002 | 0.000 | 0.001 | 0.001 | 0.001 | 0.000 | 0.001 | 0.001 | 0.002 |
| Sex offenses-forcible ${ }^{4}$.. | 1.885 | 1.896 | 2.051 | 2.056 | 2.058 | 2.001 | 1.969 | 1.898 | 1.715 | 1.903 | 2.223 | 2.695 | 3.361 | 4.467 | 6.295 | 0.604 |
| Rape .... |  |  |  |  |  |  |  |  |  |  | - | - | - | 2.947 | 4.270 | 0.149 |
| Fondling |  | - | - | - | - | - | - |  |  |  | - | - | - | 1.520 | 2.024 | 0.455 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.395 | 0.213 | 0.047 | 0.021 | 0.032 | 0.032 | 0.029 | 0.025 | 0.044 | 0.021 | 0.030 | 0.031 | 0.032 | 0.037 | 0.040 | 0.029 |
| Robbery ${ }^{6}$ | 1.424 | 1.468 | 1.284 | 1.195 | 1.193 | 1.159 | 1.141 | 1.134 | 0.950 | 0.905 | 0.846 | 0.918 | 0.891 | 0.705 | 0.838 | 0.424 |
| Aggravated assault ${ }^{7}$ | 2.524 | 2.285 | 2.239 | 2.098 | 2.044 | 2.111 | 1.903 | 1.795 | 1.569 | 1.444 | 1.475 | 1.627 | 1.383 | 1.371 | 1.715 | 0.643 |
| Burglary ${ }^{8}$ | 23.038 | 22.847 | 22.638 | 22.728 | 22.511 | 23.429 | 21.549 | 20.672 | 15.559 | 13.872 | 12.825 | 12.207 | 10.319 | 8.997 | 12.180 | 2.271 |
| Motor vehicle theft ${ }^{9}$ | 5.327 | 5.037 | 4.968 | 4.674 | 4.256 | 3.921 | 3.375 | 2.952 | 2.681 | 2.237 | 2.196 | 2.023 | 1.996 | 1.927 | 2.199 | 1.353 |
| Arson ${ }^{10}$ | 1.010 | 0.887 | 0.805 | 0.796 | 0.759 | 0.687 | 0.567 | 0.500 | 0.427 | 0.476 | 0.421 | 0.473 | 0.423 | 0.396 | 0.536 | 0.099 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$...................................................... | 34.550 | 35.371 | 35.239 | 36.960 | 37.722 | 37.615 | 36.947 | 36.428 | 33.748 | 33.497 | 35.755 | 35.127 | 31.776 | 29.720 | 42.109 | 3.539 |
| Illegal weapons possession | 0.919 | 0.931 | 0.865 | 0.974 | 1.013 | 0.986 | 0.963 | 0.856 | 0.726 | 0.723 | 0.674 | 0.687 | 0.687 | 0.672 | 0.776 | 0.451 |
| Drug law violations .. | 10.151 | 9.812 | 9.854 | 9.849 | 10.547 | 10.457 | 10.330 | 10.895 | 10.698 | 12.086 | 13.653 | 14.240 | 13.418 | 12.780 | 17.654 | 2.482 |
| Liquor law violations | 23.481 | 24.629 | 24.52 | 26.137 | 26.163 | 26.172 | 25.654 | 24.676 | 22.324 | 20.687 | 21.428 | 20.200 | 17.671 | 16.268 | 23.679 | 0.606 |
| Referrals for disciplinary action ${ }^{11}$ | 132.899 | 136.344 | 146.165 | 151.708 | 156.060 | 163.421 | 158.288 | 156.479 | 148.959 | 149.716 | 164.460 | 168.772 | 165.752 | 168.872 | 247.117 | 3.527 |
| Illegal weapons possession ... | 1.093 | 1.049 | 1.238 | 1.387 | 1.448 | 1.402 | 1.212 | 1.047 | 0.859 | 0.854 | 0.844 | 0.943 | 0.949 | 0.949 | 1.243 | 0.329 |
| Drug law violations ............. | 20.466 | 21.218 | 20.356 | 19.862 | 19.511 | 20.425 | 20.810 | 23.357 | 24.498 | 27.322 | 33.961 | 36.224 | 36.157 | 38.138 | 55.389 | 1.684 |
| Liquor law violations | 111.340 | 114.077 | 124.571 | 130.459 | 135.101 | 141.594 | 136.267 | 132.076 | 123.602 | 121.540 | 129.654 | 131.606 | 128.646 | 129.784 | 190.485 | 1.514 |
| Public 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 36.191 | 36.334 | 35.725 | 35.522 | 34.295 | 35.532 | 32.837 | 30.531 | 24.898 | 23.448 | 21.958 | 21.669 | 19.540 | 19.458 | 20.772 | 5.826 |
| Murder ${ }^{2}$ | 0.017 | 0.017 | 0.009 | 0.014 | 0.007 | 0.009 | 0.070 | 0.015 | 0.012 | 0.014 | 0.015 | 0.010 | 0.015 | 0.004 | 0.005 | 0.000 |
| Negligent manslaughter ${ }^{3}$ | 0.004 | 0.000 | 0.002 | 0.000 | 0.002 | 0.000 | 0.003 | 0.002 | 0.000 | 0.000 | 0.001 | 0.001 | 0.000 | 0.001 | 0.002 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 2.408 | 2.374 | 2.452 | 2.634 | 2.448 | 2.409 | 2.390 | 2.151 | 1.892 | 2.210 | 2.451 | 2.946 | 3.380 | 4.663 | 5.072 | 0.416 |
| Rape | - | - | - | - | - | - | - | - | - | - | - | - | - | 3.091 | 3.379 | 0.100 |
| Fondling | - | - | - | - | - | - | - | - | - |  | - | - | - | 1.572 | 1.693 | 0.316 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.400 | 0.210 | 0.051 | 0.028 | 0.044 | 0.026 | 0.039 | 0.020 | 0.062 | 0.023 | 0.025 | 0.025 | 0.028 | 0.041 | 0.045 | 0.000 |
| Robbery ${ }^{6}$ | 1.130 | 1.224 | 1.208 | 1.088 | 1.219 | 1.170 | 1.211 | 1.225 | 1.008 | 1.001 | 0.916 | 0.981 | 0.943 | 0.820 | 0.855 | 0.449 |
| Aggravated assault ${ }^{7}$ | 2.774 | 2.452 | 2.493 | 2.256 | 2.242 | 2.302 | 2.110 | 1.930 | 1.767 | 1.627 | 1.610 | 1.792 | 1.484 | 1.493 | 1.587 | 0.516 |
| Burglary ${ }^{8}$............... | 22.283 | 23.259 | 22.808 | 23.154 | 22.654 | 24.138 | 22.425 | 21.181 | 16.689 | 15.456 | 14.025 | 13.173 | 10.836 | 9.746 | 10.398 | 2.979 |
| Motor vehicle theft ${ }^{9}$ | 5.942 | 5.743 | 5.625 | 5.269 | 4.671 | 4.581 | 3.800 | 3.310 | 2.843 | 2.426 | 2.382 | 2.100 | 2.251 | 2.170 | 2.243 | 1.415 |
| Arson ${ }^{10}$ | 1.232 | 1.057 | 1.078 | 1.079 | 1.009 | 0.897 | 0.788 | 0.697 | 0.623 | 0.691 | 0.533 | 0.639 | 0.603 | 0.520 | 0.565 | 0.050 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$ | 60.113 | 62.833 | 62.566 | 65.318 | 66.641 | 68.662 | 66.366 | 66.315 | 63.558 | 63.512 | 67.169 | 64.447 | 56.808 | 53.147 | 57.863 | 4.228 |
| Illegal weapons possession | 1.339 | 1.384 | 1.258 | 1.442 | 1.538 | 1.478 | 1.384 | 1.240 | 1.027 | 1.012 | 0.941 | 0.927 | 0.947 | 0.912 | 0.958 | 0.433 |
| Drug law violations. | 17.651 | 17.158 | 16.950 | 17.100 | 18.575 | 18.671 | 17.934 | 19.130 | 18.993 | 21.722 | 24.424 | 25.077 | 23.250 | 22.107 | 23.935 | 3.146 |
| Liquor law violations .... | 41.123 | 44.292 | 44.358 | 46.776 | 46.529 | 48.513 | 47.048 | 45.945 | 43.539 | 40.778 | 41.804 | 38.443 | 32.611 | 30.129 | 32.970 | 0.649 |
| Referrals for disciplinary action ${ }^{11}$ | 153.104 | 157.192 | 170.355 | 178.800 | 175.506 | 184.628 | 178.029 | 170.797 | 169.503 | 175.490 | 194.017 | 197.669 | 189.819 | 198.341 | 217.340 | 1.265 |
| Illegal weapons possession .. | 1.311 | 1.254 | 1.529 | 1.779 | 1.921 | 1.673 | 1.454 | 1.293 | 1.043 | 1.004 | 0.913 | 0.962 | 0.900 | 0.941 | 1.022 | 0.100 |
| Drug law violations | 25.492 | 25.896 | 24.933 | 24.278 | 22.803 | 23.744 | 24.249 | 27.201 | 28.459 | 32.444 | 40.907 | 43.129 | 42.237 | 45.726 | 50.055 | 0.816 |
| Liquor law violations. | 126.301 | 130.043 | 143.893 | 152.743 | 150.782 | 159.211 | 152.326 | 142.303 | 140.001 | 142.042 | 152.198 | 153.578 | 146.682 | 151.675 | 166.263 | 0.350 |
| Nonprofit 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property ... | 57.358 | 55.445 | 54.891 | 54.728 | 54.165 | 57.681 | 52.039 | 49.315 | 38.613 | 35.193 | 33.154 | 33.198 | 31.261 | 30.095 | 32.187 | 8.114 |
| Murder ${ }^{2}$... | 0.019 | 0.034 | 0.007 | 0.014 | 0.017 | 0.010 | 0.007 | 0.003 | 0.019 | 0.016 | 0.009 | 0.006 | 0.015 | 0.015 | 0.016 | 0.000 |
| Negligent manslaughter ${ }^{3}$ | 0.000 | 0.000 | 0.000 | 0.000 | 0.003 | 0.000 | 0.003 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 3.169 | 3.410 | 3.790 | 3.617 | 3.784 | 3.694 | 3.587 | 3.586 | 3.557 | 3.848 | 4.417 | 5.357 | 7.194 | 9.243 | 10.044 | 0.825 |
| Rape .... | - | - | - | - | - | - | - | - | - | - | - | - | - | 6.417 | 7.011 | 0.172 |
| Fondling | - | - | - | - | - | - | - | - | - | - | - | - | - | 2.826 | 3.033 | 0.653 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.437 | 0.302 | 0.051 | 0.018 | 0.021 | 0.034 | 0.027 | 0.053 | 0.036 | 0.025 | 0.040 | 0.031 | 0.036 | 0.018 | 0.020 | 0.000 |
| Robbery ${ }^{6}$.............. | 2.508 | 2.743 | 1.946 | 2.034 | 1.739 | 1.717 | 1.549 | 1.447 | 1.181 | 1.002 | 0.988 | 1.188 | 1.138 | 0.807 | 0.831 | 0.550 |
| Aggravated assault ${ }^{7}$ | 3.408 | 3.358 | 2.795 | 2.954 | 2.588 | 2.853 | 2.586 | 2.497 | 2.133 | 2.014 | 1.948 | 2.052 | 2.061 | 1.945 | 1.953 | 1.857 |
| Burglary ${ }^{8}$ | 40.460 | 39.407 | 40.017 | 40.284 | 40.542 | 44.639 | 40.214 | 38.251 | 28.434 | 25.567 | 22.908 | 21.679 | 18.241 | 15.257 | 16.323 | 4.057 |
| Motor vehicle theft ${ }^{9}$ | 5.684 | 4.750 | 5.008 | 4.640 | 4.340 | 3.684 | 3.314 | 2.845 | 2.692 | 2.014 | 2.173 | 2.188 | 2.046 | 2.267 | 2.405 | 0.825 |
| Arson ${ }^{10}$ | 1.673 | 1.440 | 1.277 | 1.167 | 1.130 | 1.050 | 0.751 | 0.632 | 0.562 | 0.707 | 0.670 | 0.698 | 0.531 | 0.544 | 0.595 | 0.000 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$...................................................... | 24.456 | 24.433 | 24.793 | 27.225 | 25.758 | 20.981 | 22.672 | 20.240 | 18.645 | 17.150 | 16.805 | 16.851 | 17.136 | 14.868 | 16.103 | 1.891 |
| Illegal weapons possession .... | 0.645 | 0.604 | 0.600 | 0.649 | 0.522 | 0.499 | 0.599 | 0.523 | 0.478 | 0.430 | 0.398 | 0.391 | 0.398 | 0.400 | 0.422 | 0.172 |
| Drug law violations .. | 6.291 | 6.429 | 6.759 | 6.173 | 5.881 | 5.644 | 6.075 | 6.236 | 6.713 | 7.062 | 7.486 | 7.430 | 7.628 | 6.799 | 7.332 | 1.203 |
| Liquor law violations. | 17.520 | 17.399 | 17.434 | 20.403 | 19.355 | 14.838 | 15.997 | 13.481 | 11.454 | 9.657 | 8.921 | 9.030 | 9.110 | 7.669 | 8.349 | 0.516 |
| Referrals for disciplinary action ${ }^{11}$ | 275.480 | 289.709 | 308.044 | 319.945 | 336.127 | 353.954 | 347.734 | 348.663 | 333.904 | 329.679 | 341.437 | 339.263 | 332.814 | 328.331 | 357.683 | 19.873 |
| Illegal weapons possession ... | 1.712 | 1.582 | 1.942 | 2.144 | 2.052 | 2.127 | 1.835 | 1.513 | 1.155 | 1.235 | 1.287 | 1.532 | 1.614 | 1.449 | 1.577 | 0.103 |
| Drug law violations . | 37.435 | 41.418 | 39.363 | 38.440 | 38.981 | 41.434 | 42.720 | 46.881 | 51.139 | 56.050 | 65.567 | 68.205 | 67.257 | 68.690 | 74.916 | 3.266 |
| Liquor law violations | 236.333 | 246.708 | 266.740 | 279.362 | 295.095 | 310.392 | 303.179 | 300.269 | 281.609 | 272.395 | 274.583 | 269.526 | 263.943 | 258.192 | 281.191 | 16.503 |

See notes at end of table.

## Table 329.20. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: 2001 through 2014-Continued

| Control and level of institution and type of incident | Number of incidents per 10,000 full-time-equivalent (FTE) students ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, institutions with and without residence halls |  |  |  |  |  |  |  |  |  |  |  |  | 2014 |  |  |
|  | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Total | Institutions with residence halls | Institutions without residence halls |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| For-profit 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property | 19.109 | 17.840 | 17.605 | 13.650 | 17.049 | 9.552 | 8.095 | 10.320 | 7.513 | 6.499 | 6.003 | 5.531 | 8.052 | 5.528 | 20.037 | 2.250 |
| Murder ${ }^{2}$ | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.013 | 0.000 | 0.015 | 0.000 | 0.000 | 0.000 |
| Negligent manslaughter ${ }^{3}$ | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Sex offenses-forcible ${ }^{4}$.. | 0.151 | 0.121 | 0.196 | 0.095 | 0.082 | 0.179 | 0.159 | 0.162 | 0.129 | 0.255 | 0.350 | 0.274 | 0.304 | 0.508 | 2.192 | 0.127 |
| Rape | - | - | - | - | - | - | - | - | - | - | - | - | - | 0.312 | 1.503 | 0.042 |
| Fondling |  | - | - | - | - | - | - | - | - | - | - | - | - | 0.196 | 0.689 | 0.085 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.492 | 0.030 | 0.049 | 0.000 | 0.021 | 0.000 | 0.026 | 0.000 | 0.014 | 0.012 | 0.000 | 0.046 | 0.030 | 0.035 | 0.125 | 0.014 |
| Robbery ${ }^{6}$ | 2.422 | 2.140 | 1.051 | 0.875 | 0.884 | 0.373 | 0.410 | 0.683 | 1.231 | 0.811 | 0.996 | 0.775 | 1.352 | 0.635 | 1.002 | 0.552 |
| Aggravated assault ${ }^{7}$ | 0.870 | 1.356 | 1.003 | 0.722 | 1.213 | 0.462 | 0.410 | 1.133 | 0.615 | 0.591 | 0.485 | 0.653 | 1.018 | 0.519 | 1.565 | 0.283 |
| Burglary ${ }^{8}$ | 13.130 | 11.331 | 13.253 | 9.962 | 12.484 | 7.287 | 5.899 | 6.922 | 4.279 | 4.055 | 3.351 | 2.963 | 4.224 | 3.024 | 13.462 | 0.665 |
| Motor vehicle theft ${ }^{9}$ | 1.968 | 2.833 | 1.956 | 1.901 | 2.262 | 1.162 | 1.177 | 1.420 | 1.216 | 0.753 | 0.781 | 0.805 | 1.079 | 0.796 | 1.628 | 0.608 |
| Arson ${ }^{10}$ | 0.076 | 0.030 | 0.098 | 0.095 | 0.103 | 0.089 | 0.013 | 0.000 | 0.029 | 0.023 | 0.027 | 0.015 | 0.030 | 0.012 | 0.063 | 0.000 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$...................................................... | 0.416 | 0.512 | 0.269 | 0.779 | 0.576 | 0.775 | 0.370 | 0.719 | 0.773 | 1.911 | 2.046 | 1.915 | 1.307 | 1.419 | 6.011 | 0.382 |
| Illegal weapons possession | 0.076 | 0.090 | 0.049 | 0.095 | 0.041 | 0.075 | 0.040 | 0.144 | 0.086 | 0.151 | 0.148 | 0.152 | 0.198 | 0.162 | 0.313 | 0.127 |
| Drug law violations | 0.151 | 0.271 | 0.098 | 0.228 | 0.329 | 0.209 | 0.212 | 0.252 | 0.315 | 0.765 | 0.552 | 0.745 | 0.851 | 0.808 | 3.444 | 0.212 |
| Liquor law violations | 0.189 | 0.151 | 0.122 | 0.456 | 0.206 | 0.492 | 0.119 | 0.324 | 0.372 | 0.996 | 1.346 | 1.018 | 0.258 | 0.450 | 2.254 | 0.042 |
| Referrals for disciplinary action ${ }^{11}$ | 11.957 | 12.024 | 11.370 | 5.665 | 10.880 | 7.645 | 6.865 | 10.177 | 12.623 | 8.804 | 9.663 | 10.150 | 17.807 | 11.321 | 59.485 | 0.439 |
| Illegal weapons possession | 0.416 | 0.753 | 0.587 | 0.209 | 0.864 | 0.194 | 0.145 | 0.234 | 0.329 | 0.104 | 0.215 | 0.349 | 0.273 | 0.208 | 0.877 | 0.057 |
| Drug law violations | 3.481 | 4.008 | 3.179 | 1.882 | 2.632 | 2.057 | 1.746 | 2.859 | 3.306 | 2.560 | 3.136 | 3.860 | 8.265 | 4.535 | 23.606 | 0.226 |
| Liquor law violations | 8.060 | 7.263 | 7.605 | 3.574 | 7.383 | 5.395 | 4.973 | 7.084 | 8.988 | 6.140 | 6.312 | 5.941 | 9.268 | 6.578 | 35.002 | 0.156 |
| Public 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property .. | 19.867 | 18.834 | 18.044 | 17.903 | 16.389 | 15.423 | 14.388 | 13.991 | 11.745 | 10.195 | 9.998 | 9.379 | 8.008 | 7.733 | 15.520 | 5.780 |
| Murder ${ }^{2}$ | 0.006 | 0.003 | 0.005 | 0.008 | 0.005 | 0.000 | 0.000 | 0.005 | 0.005 | 0.002 | 0.005 | 0.008 | 0.018 | 0.008 | 0.013 | 0.007 |
| Negligent manslaughter ${ }^{3}$ | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.002 | 0.000 | 0.000 | 0.000 | 0.003 | 0.000 | 0.003 |
| Sex offenses-forcible ${ }^{4}$... | 0.344 | 0.324 | 0.435 | 0.383 | 0.480 | 0.454 | 0.484 | 0.538 | 0.483 | 0.487 | 0.633 | 0.658 | 0.788 | 1.018 | 2.112 | 0.744 |
| Rape ... | - | - | - | - | - | - | - | - | - | - | - | - | - | 0.359 | 1.163 | 0.157 |
| Fondling | - | - | - | - | - | - | - | - | - | - | - | - | - | 0.659 | 0.949 | 0.586 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.347 | 0.167 | 0.038 | 0.016 | 0.027 | 0.044 | 0.019 | 0.018 | 0.028 | 0.019 | 0.039 | 0.033 | 0.031 | 0.048 | 0.067 | 0.044 |
| Robbery ${ }^{6}$. | 0.714 | 0.642 | 0.625 | 0.575 | 0.680 | 0.773 | 0.746 | 0.730 | 0.591 | 0.691 | 0.633 | 0.610 | 0.511 | 0.389 | 0.602 | 0.335 |
| Aggravated assault ${ }^{7}$ | 1.588 | 1.381 | 1.601 | 1.341 | 1.373 | 1.485 | 1.235 | 1.027 | 1.016 | 0.949 | 0.980 | 1.093 | 0.724 | 0.815 | 1.724 | 0.586 |
| Burglary ${ }^{8}$ | 12.042 | 11.416 | 10.801 | 10.974 | 9.703 | 8.872 | 8.561 | 8.783 | 6.881 | 5.561 | 5.396 | 4.914 | 4.142 | 3.815 | 9.665 | 2.349 |
| Motor vehicle theft ${ }^{9}$ | 4.523 | 4.560 | 4.369 | 4.370 | 3.913 | 3.588 | 3.139 | 2.712 | 2.613 | 2.384 | 2.171 | 1.941 | 1.679 | 1.482 | 1.163 | 1.562 |
| Arson ${ }^{10}$ | 0.303 | 0.340 | 0.169 | 0.237 | 0.208 | 0.207 | 0.203 | 0.179 | 0.127 | 0.100 | 0.142 | 0.123 | 0.115 | 0.155 | 0.174 | 0.151 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$...................................................... | 7.752 | 7.808 | 8.020 | 8.821 | 9.360 | 10.863 | 11.027 | 9.638 | 7.859 | 8.838 | 8.989 | 8.666 | 8.059 | 8.633 | 25.199 | 4.480 |
| Illegal weapons possession | 0.577 | 0.607 | 0.598 | 0.688 | 0.762 | 0.816 | 0.813 | 0.661 | 0.603 | 0.654 | 0.599 | 0.633 | 0.593 | 0.608 | 0.762 | 0.570 |
| Drug law violations. | 2.882 | 2.735 | 3.102 | 3.539 | 3.633 | 3.749 | 4.179 | 3.815 | 3.551 | 4.328 | 4.568 | 4.716 | 4.212 | 4.630 | 10.574 | 3.140 |
| Liquor law violations | 4.293 | 4.467 | 4.320 | 4.594 | 4.965 | 6.298 | 6.035 | 5.162 | 3.704 | 3.857 | 3.822 | 3.317 | 3.254 | 3.395 | 13.863 | 0.771 |
| Referrals for disciplinary action ${ }^{11}$ | 10.284 | 10.279 | 10.973 | 11.791 | 12.846 | 16.043 | 16.008 | 16.451 | 17.063 | 18.592 | 19.735 | 18.979 | 17.632 | 19.342 | 83.002 | 3.385 |
| Illegal weapons possession | 0.370 | 0.401 | 0.394 | 0.450 | 0.364 | 0.648 | 0.583 | 0.469 | 0.495 | 0.561 | 0.550 | 0.560 | 0.624 | 0.723 | 1.698 | 0.479 |
| Drug law violations | 2.218 | 1.900 | 1.846 | 2.314 | 2.244 | 2.470 | 2.690 | 3.334 | 4.112 | 5.417 | 6.212 | 6.174 | 5.939 | 6.838 | 25.426 | 2.178 |
| Liquor law violations | 7.697 | 7.978 | 8.732 | 9.026 | 10.237 | 12.926 | 12.735 | 12.649 | 12.456 | 12.614 | 12.972 | 12.244 | 11.069 | 11.781 | 55.878 | 0.727 |
| Nonprofit 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property .......... | 63.955 | 58.903 | 51.594 | 48.535 | 91.263 | 81.948 | 103.819 | 99.299 | 55.883 | 48.448 | 45.531 | 35.148 | 25.879 | 30.881 | 32.983 | 29.833 |
| Murder ${ }^{2}$ | 0.258 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Negligent manslaughter ${ }^{3}$. | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.365 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 0.516 | 1.793 | 1.638 | 0.877 | 2.325 | 0.983 | 3.622 | 5.841 | 3.041 | 2.826 | 3.384 | 2.628 | 1.545 | 5.689 | 3.665 | 6.697 |
| Rape | - | - | - | - | - | - | - | - | - | - | - | - | - | 5.282 | 2.443 | 6.697 |
| Fondling ....... | - | - | - | - | - | - | - | - | - | - | - | - | - | 0.406 | 1.222 | 0.000 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.516 | 0.512 | 0.000 | 0.000 | 0.000 | 0.328 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.772 | 0.000 | 0.000 | 0.000 |
| Robbery ${ }^{6}$ | 13.926 | 14.342 | 17.471 | 6.432 | 2.616 | 2.295 | 0.805 | 4.746 | 3.421 | 2.019 | 0.308 | 0.657 | 1.159 | 0.000 | 0.000 | 0.000 |
| Aggravated assault ${ }^{7}$ | 5.931 | 4.354 | 3.276 | 4.970 | 6.394 | 11.473 | 20.925 | 24.095 | 1.901 | 3.634 | 16.305 | 15.110 | 5.407 | 11.377 | 8.551 | 12.785 |
| Burglary ${ }^{8}$............... | 36.620 | 31.500 | 22.658 | 32.454 | 77.312 | 61.297 | 71.627 | 58.411 | 45.619 | 38.354 | 22.766 | 15.439 | 15.836 | 11.783 | 20.767 | 7.306 |
| Motor vehicle theft ${ }^{9}$ | 5.931 | 5.378 | 6.279 | 3.801 | 2.035 | 4.589 | 5.634 | 3.286 | 1.521 | 0.807 | 2.154 | 1.314 | 1.159 | 2.032 | 0.000 | 3.044 |
| Arson ${ }^{10}$... | 0.258 | 1.024 | 0.273 | 0.000 | 0.581 | 0.983 | 1.207 | 2.555 | 0.380 | 0.807 | 0.615 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$....................................................... | 27.852 | 9.988 | 6.279 | 14.034 | 22.089 | 21.962 | 23.741 | 33.952 | 22.049 | 19.783 | 15.998 | 17.081 | 25.492 | 15.847 | 32.983 | 7.306 |
| Illegal weapons possession | 0.258 | 0.512 | 0.819 | 0.585 | 1.453 | 0.983 | 1.610 | 1.095 | 1.521 | 2.422 | 1.538 | 1.642 | 1.931 | 2.032 | 2.443 | 1.826 |
| Drug law violations | 5.416 | 2.561 | 4.368 | 4.678 | 9.301 | 11.145 | 10.865 | 12.047 | 13.305 | 7.267 | 10.460 | 10.183 | 18.926 | 11.377 | 23.210 | 5.479 |
| Liquor law violations.. | 22.178 | 6.915 | 1.092 | 8.771 | 11.335 | 9.834 | 11.267 | 20.809 | 7.223 | 10.093 | 3.999 | 5.256 | 4.635 | 2.438 | 7.330 | 0.000 |
| Referrals for disciplinary action ${ }^{11}$.. | 160.920 | 145.722 | 150.688 | 130.694 | 149.393 | 176.025 | 208.845 | 150.774 | 132.294 | 152.206 | 110.752 | 98.545 | 123.600 | 131.242 | 392.133 | 1.218 |
| Illegal weapons possession | 0.516 | 0.768 | 1.638 | 1.462 | 3.488 | 6.228 | 4.024 | 2.190 | 2.661 | 1.615 | 0.308 | 1.971 | 2.704 | 4.470 | 12.216 | 0.609 |
| Drug law violations .. | 23.468 | 16.647 | 14.195 | 16.958 | 13.660 | 24.257 | 29.375 | 31.031 | 38.016 | 42.392 | 33.533 | 33.834 | 49.826 | 54.041 | 161.251 | 0.609 |
| Liquor law violations ... | 136.937 | 128.307 | 134.855 | 112.274 | 132.244 | 145.540 | 175.446 | 117.553 | 91.618 | 108.200 | 76.911 | 62.740 | 71.070 | 72.732 | 218.666 | 0.000 |

See notes at end of table.

Table 329.20. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: 2001 through 2014-Continued

| Control and level of institution and type of incident | Number of incidents per 10,000 full-time-equivalent (FTE) students ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, institutions with and without residence halls |  |  |  |  |  |  |  |  |  |  |  |  | 2014 |  |  |
|  | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Total | Institutions with residence halls | Institutions without residence halls |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| For-profit 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Selected crimes against persons and property .......... | 25.385 | 21.447 | 24.700 | 21.845 | 17.851 | 18.237 | 23.658 | 14.826 | 13.033 | 8.167 | 7.503 | 9.325 | 7.114 | 5.809 | 31.051 | 4.498 |
| Murder ${ }^{2}$ | 0.000 | 0.051 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Negligent manslaughter ${ }^{3}$. | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.037 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Sex offenses-forcible ${ }^{4}$ | 0.645 | 0.309 | 0.674 | 0.373 | 0.042 | 0.347 | 0.087 | 0.149 | 0.170 | 0.052 | 0.204 | 0.455 | 0.432 | 0.202 | 3.269 | 0.042 |
| Rape ..................... | - | - | - | - | - | - | - | - | - | - | - | - | - | 0.040 | 0.817 | 0.000 |
| Fondling ... | - | - | - | - | - | - | - | - | - | - | - | - | - | 0.161 | 2.451 | 0.042 |
| Sex offenses-nonforcible ${ }^{5}$ | 0.376 | 0.154 | 0.090 | 0.000 | 0.000 | 0.043 | 0.000 | 0.000 | 0.028 | 0.026 | 0.000 | 0.114 | 0.000 | 0.000 | 0.000 | 0.000 |
| Robbery ${ }^{6}$ | 3.603 | 2.417 | 3.638 | 3.316 | 2.283 | 2.128 | 2.898 | 1.969 | 1.420 | 0.985 | 0.467 | 1.061 | 0.904 | 1.250 | 6.537 | 0.976 |
| Aggravated assault ${ }^{\text {P ......................................... }}$ | 2.151 | 0.977 | 1.617 | 2.570 | 2.076 | 1.433 | 1.427 | 1.078 | 1.505 | 0.907 | 1.080 | 1.137 | 0.550 | 0.605 | 4.086 | 0.424 |
| Burglary ${ }^{8}$.................................................... | 15.704 | 15.275 | 15.314 | 13.472 | 10.378 | 10.638 | 15.138 | 8.955 | 6.417 | 3.500 | 3.503 | 4.170 | 3.262 | 2.461 | 16.343 | 1.740 |
| Motor vehicle theft ${ }^{9}$ | 2.743 | 2.057 | 3.323 | 2.031 | 2.947 | 3.517 | 3.979 | 2.638 | 3.436 | 2.619 | 2.160 | 2.388 | 1.926 | 1.291 | 0.817 | 1.315 |
| Arson ${ }^{10}$. | 0.161 | 0.206 | 0.045 | 0.083 | 0.125 | 0.130 | 0.130 | 0.000 | 0.057 | 0.078 | 0.088 | 0.000 | 0.039 | 0.000 | 0.000 | 0.000 |
| Weapons-, drug-, and liquor-related arrests and referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arrests ${ }^{11}$..... | 8.766 | 6.583 | 3.772 | 4.643 | 1.951 | 1.780 | 1.946 | 0.855 | 1.760 | 1.115 | 0.671 | 1.933 | 2.594 | 2.299 | 25.331 | 1.103 |
| Illegal weapons possession | 0.699 | 0.463 | 0.269 | 0.249 | 0.125 | 0.130 | 0.173 | 0.149 | 0.114 | 0.130 | 0.029 | 0.265 | 0.118 | 0.323 | 2.451 | 0.212 |
| Drug law violations ......................................... | 4.679 | 3.343 | 2.156 | 2.653 | 1.495 | 1.129 | 1.384 | 0.446 | 1.164 | 0.752 | 0.409 | 1.516 | 1.572 | 1.170 | 11.440 | 0.636 |
| Liquor law violations ..................................... | 3.388 | 2.777 | 1.347 | 1.741 | 0.332 | 0.521 | 0.389 | 0.260 | 0.483 | 0.233 | 0.234 | 0.152 | 0.904 | 0.807 | 11.440 | 0.255 |
| Referrals for disciplinary action ${ }^{11}$........................ | 15.435 | 16.972 | 14.057 | 13.348 | 9.465 | 13.895 | 7.482 | 9.215 | 8.603 | 3.811 | 4.905 | 8.225 | 8.096 | 9.157 | 178.951 | 0.339 |
| Illegal weapons possession ............................. | 0.861 | 0.720 | 0.314 | 0.290 | 0.332 | 0.304 | 0.303 | 0.149 | 0.227 | 0.052 | 0.292 | 0.341 | 0.118 | 0.081 | 0.000 | 0.085 |
| Drug law violations ...................................... | 4.787 | 5.400 | 8.802 | 7.710 | 5.563 | 9.509 | 5.277 | 4.087 | 4.628 | 1.763 | 1.985 | 3.260 | 3.694 | 3.590 | 70.273 | 0.127 |
| Liquor law violations ........................................ | 9.788 | 10.852 | 4.940 | 5.347 | 3.570 | 4.082 | 1.903 | 4.979 | 3.748 | 1.996 | 2.627 | 4.624 | 4.284 | 5.486 | 108.678 | 0.127 |

## -Not available

${ }^{1}$ Although crimes, arrests, and referrals include incidents involving students, staff, and campus guests, they are expressed as a ratio to FTE students because comprehensive FTE counts of all these groups are not available.
${ }^{2}$ Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
${ }^{3}$ Killing of another person through gross negligence (excludes traffic fatalities).
${ }^{4}$ Any sexual act directed against another person forcibly and/or against that person's will.
${ }^{5}$ Includes only statutory rape or incest.
${ }^{6}$ Taking or attempting to take anything of value using actual or threatened force or violence.
${ }^{7}$ Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
${ }^{8}$ Unlawful entry of a structure to commit a felony or theft.
${ }^{9}$ Theft or attempted theft of a motor vehicle.
${ }^{10}$ Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle , or personal property of another.
${ }^{11}$ If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data-specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia-are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2014; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2015, Fall Enrollment component. (This table was prepared September 2016.)

Table 329.30. On-campus hate crimes at degree-granting postsecondary institutions, by level and control of institution, type of crime, and category of bias motivating the crime: 2009 through 2014

| Type of crime and category of bias motivating the crime ${ }^{1}$ | $\begin{aligned} & \text { Total, } \\ & 2009 \end{aligned}$ | Total,$2010$ | Total, 2011 | Total,$2012$ | 2013 |  |  |  |  |  |  | 2014 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | 4-year |  |  |  | 2-year |  |  | Total | 4-year |  |  | 2-year |  |  |
|  |  |  |  |  | Total | Public | Nonprofit | Forprofit | Public | Nonprofit | Forprofit |  | Public | Nonprofit | Forprofit | Public | Nonprofit | Forprofit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| All on-campus hate crimes .... | 672 | 928 | 761 | 784 | 778 | 293 | 350 | 22 | 107 | 1 | 5 | 804 | 307 | 300 | 22 | 164 | 3 | 8 |
| Murder ${ }^{2}$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex offenses-forcible ${ }^{3}$. | 11 | 7 | 9 | 4 | 7 | 1 | 6 | 0 | 0 | 0 | 0 | 8 | 0 | 8 | 0 | 0 | 0 | 0 |
| Race ..................................... | 0 | 0 | 0 | , | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Ethnicity ........................................ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Religion ................................................ | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sexual orientation ....................... | 0 | 4 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Gender ................................... | 3 | 3 | 6 | 1 | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 |
| Gender identity .......................... | - | - | - | $-$ | - | - | $\bigcirc$ | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Disability ................................... | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex offenses-nonforcible ${ }^{4}$...... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery ${ }^{5}$...................................... | 5 | 2 | 2 | 5 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| Aggravated assault ${ }^{\text {a }}$ | 9 | 17 | 13 | 14 | 7 | 3 | 1 | 0 | 3 | 0 | 0 | 16 | 8 | 3 | 0 | 5 | 0 | 0 |
| Race .............. | 3 | 6 | 5 | 6 | 5 | 2 | 0 | 0 | 3 | 0 | 0 | 5 | 2 | 0 | 0 | 3 | 0 | 0 |
| Ethnicity ................................................................ | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| Religion ..................................... | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Sexual orientation ..................... | 4 | 9 | 6 | 5 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 7 | 3 | 3 | 0 | 1 | 0 | 0 |
| Gender .................................... | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Gender identity ........................... | $\bigcirc$ | - | - | $\bigcirc$ | - | - | $\bigcirc$ | $\bigcirc$ | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Disability ................................... | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary ${ }^{7}$ | 8 | 11 | 8 | 5 | 4 | 1 | 2 | 0 | 1 | 0 | 0 | 28 | 24 | 3 | 0 | 1 | 0 | 0 |
| Race ......... | 4 | 7 | 4 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 24 | 23 | 1 | 0 | 0 | 0 | 0 |
| Ethnicity .................................. | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Religion .................................. | 0 | 0 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 1 | 0 | 0 |
| Sexual orientation ..................... | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Gender .................................. | 1 | 1 | 1 | 4 | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gender identity ......................... | - | - | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Disability ................................... | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Motor vehicle theft ${ }^{8}$ $\qquad$ Arson ${ }^{9}$ $\qquad$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 1 | 0 | 0 1 | 0 | 0 | 0 | 0 |
| Simple assault ${ }^{10}$. | 58 | 67 | 67 | 79 | 91 | 42 | 39 | 4 | 6 | 0 | 0 | 61 | 24 | 25 | 2 | 9 |  |  |
| Race .............. | 23 | 25 | 22 | 36 | 36 | 18 | 14 | 1 | 3 | 0 | 0 | 13 | 3 | 7 | 0 | 3 | 0 | 0 |
| Ethnicity .............................................. | 5 | 5 | 10 | 5 | 5 | 3 | 2 | 0 | 0 | 0 | 0 | 10 | 4 | 5 | 0 | 1 | 0 | 0 |
| Religion ................................... | 1 | 4 | 8 | 9 | 6 | 3 | 3 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| Sexual orientation ..................... | 18 | 23 | 16 | 21 | 27 | 12 | 11 | 1 | 3 | 0 | 0 | 23 | 9 | 11 | 0 | 2 | 0 | 1 |
| Gender ................ | 7 | 9 | 8 | 5 | 17 | 6 | 9 | 2 | 0 | 0 | 0 | 9 | 4 | 2 | 1 | 2 | 0 | 0 |
| Gender identity ........................... | - | 1 | , | - | - | - | $\bigcirc$ | $\bigcirc$ |  | - | - | 3 | 2 | 0 | 1 | 0 | 0 | 0 |
| Disability ................................. | 4 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |  | 0 | 1 | 0 | 0 |
| Larceny ${ }^{11}$.... | 10 | 9 | 15 | 9 | 15 | 1 | 6 | 1 | 3 | 1 | 3 | 18 | 2 | 4 | 3 | 5 | 1 | 3 |
| Race .............. | 0 | 1 | 2 | 2 | 5 | 0 | 2 | 1 | 2 | 0 | 0 | 6 | 1 | 1 | 0 | 1 | 1 | 2 |
| Ethnicity ................................................................. | 3 | 3 | 3 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Religion .................................. | 1 | 1 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 3 | 0 | 0 | 0 | 0 |
| Sexual orientation ...................... | , | 1 | 3 | 3 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Gender .................................. | 4 | 3 | 3 | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 7 | 0 | 0 | 3 | 4 | 0 | 0 |
| Gender identity ........................ | - | - |  | - | - | - | - | - | - | - | - | 0 | 0 |  | 0 | 0 | 0 | 0 |
| Disability ................................. | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Intimidation ${ }^{12}$ | 175 | 260 | 282 | 265 | 296 | 100 | 140 | 14 | 42 | 0 | 0 | 343 | 126 | 124 | 14 | 75 | 0 | 4 |
| Race .... | 58 | 79 | 111 | 120 | 111 | 44 | 48 | 4 | 15 | 0 | 0 | 112 | 34 | 43 | 2 | 31 | 0 | 2 |
| Ethnicity ................................. | 23 | 17 | 22 | 22 | 49 | 14 | 29 | 1 | 5 | 0 | 0 | 32 | 12 | 14 | 1 | 5 | 0 | 0 |
| Religion .................................. | 20 | 38 | 24 | 28 | 25 | 7 | 17 | 1 | 0 | 0 | 0 | 36 | 16 | 18 | 1 | 1 | 0 | 0 |
| Sexual orientation ..................... | 57 | 87 | 91 | 70 | 68 | 25 | 31 | 3 | 9 | 0 | 0 | 78 | 36 | 29 | 1 | 10 | 0 | 2 |
| Gender .................................. | 13 | 37 | 31 | 21 | 37 | 7 | 14 | 5 | 11 | 0 | 0 | 64 | 24 | 13 | 8 | 19 | 0 | 0 |
| Gender identity ........................... | - | - | - | - | - | - | $\bigcirc$ | $\bigcirc$ | - | - | $\bigcirc$ | 14 | 4 | 6 | 1 | 3 | 0 | 0 |
| Disability ................................... | 4 | 2 | 3 | 4 | 6 | 3 | 1 | 0 | 2 | 0 | 0 | 7 | 0 | 1 | 0 | 6 | 0 | 0 |
| Destruction, damage, and vandalism ${ }^{13}$ | 396 | 555 | 364 | 403 | 357 | 145 | 155 | 3 | 52 | 0 | 2 | 327 | 121 | 132 | 3 | 69 | 2 |  |
| Race ..................................... | 174 | 257 | 166 | 186 | 147 | 56 | 61 | 3 | 27 | 0 | 0 | 118 | 44 | 45 | 0 | 27 | 2 | 0 |
| Ethnicity ................................. | 28 | 43 | 30 | 34 | 38 | 12 | 19 | 0 | 5 | 0 | 2 | 31 | 18 | 10 | 1 | 2 | 0 | 0 |
| Religion .................................... | 72 | 103 | 57 | 70 | 48 | 21 | 24 | 0 | 3 | 0 | 0 | 67 | 12 | 38 | 0 | 17 | 0 | 0 |
| Sexual orientation ..................... | 109 | 135 | 104 | 104 | 108 | 53 | 44 | 0 | 11 | 0 | 0 | 88 | 42 | 30 | 0 | 16 | 0 | 0 |
| Gender .................................... | 13 | 17 | 7 | 9 | 14 | 3 | 6 | 0 | 5 | 0 | 0 | 14 | 2 | 6 | 1 | 5 | 0 | 0 |
| Gender identity ........................... | - | - | - | - | - | - | $\bigcirc$ | - | - | - | - | 7 | 2 | 2 | 1 | 2 | 0 | 0 |
| Disability ................................. | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 |

## -Not available.

${ }^{1}$ Bias categories correspond to characteristics against which the bias is directed (i.e., race, ethnicity, religion, sexual orientation, gender, gender identity, or disability).
${ }^{2}$ Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
${ }^{3}$ Any sexual act directed against another person forcibly and/or against that person's will.
${ }^{4}$ Includes only statutory rape or incest.
${ }^{5}$ Taking or attempting to take anything of value using actual or threatened force or violence. ${ }^{6}$ Attack upon a person for the purpose of inflicting severe or aggravated bodily injury. ${ }^{7}$ Unlawful entry of a structure to commit a felony or theft.
${ }^{8}$ Theft or attempted theft of a motor vehicle.
${ }^{9}$ Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
${ }^{10} \mathrm{~A}$ physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
${ }^{11}$ The unlawful taking, carrying, leading, or riding away of property from the possession of another. ${ }^{12}$ Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
${ }^{13}$ Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data-specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia-are excluded from this table. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2009 through 2014. (This table was prepared August 2016.)

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: 1963-64 through 2015-16

| Year and control of institution | Constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  |
|  | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|  | $\begin{array}{r} \$ 9,641 \\ 9,787 \\ 9,785 \\ 9,75 \\ 9,915 \\ 9,744 \end{array}$ | $\begin{aligned} & \$ 9,936 \\ & 10,111 \\ & 10,269 \\ & 10418 \\ & 10,421 \\ & 10,323 \end{aligned}$ | $\begin{array}{r} \$ 5,991 \\ 6,417 \\ 6,604 \\ 6,701 \\ 6,893 \\ 7,034 \end{array}$ | $\begin{array}{r} \$ 3,927 \\ 4,043 \\ 4,096 \\ 4,55 \\ 4,116 \\ 3,984 \end{array}$ | $\begin{array}{r} \$ 4,269 \\ 4,426 \\ 4,529 \\ 4,635 \\ 4,643 \\ 4,565 \end{array}$ | $\begin{array}{r} \$ 1,323 \\ 1,429 \\ 1,551 \\ 1,51 \\ 1,626 \\ 1,667 \end{array}$ | $\begin{array}{r} \$ 2,181 \\ \$ 2,255 \\ 2,39 \\ 2,378 \\ 2,396 \\ 2,407 \end{array}$ | $\begin{array}{r} \$ 2,152 \\ 2,22 \\ 2,227 \\ 2,368 \\ 2,369 \\ 2,406 \end{array}$ | $\begin{array}{r} \$, 616 \\ 1,813 \\ 1,930 \\ 1,027 \\ 2,111 \\ 2,184 \end{array}$ | $\begin{array}{r} \$ 3,533 \\ 3,48 \\ 3,470 \\ 3,43 \\ 3,40 \\ 3,454 \end{array}$ | $\begin{array}{r} \$ 3,515 \\ 3,46 \\ 3,464 \\ 3,443 \\ 3,46 \\ 3,387 \\ 3,353 \end{array}$ | $\begin{array}{r} \$ 3,052 \\ 3,176 \\ 3,159 \\ 3,23 \\ 3,156 \\ 3,178 \end{array}$ | $\begin{array}{r} \$ 1,248 \\ 1,283 \\ 1,24 \\ 1,37 \\ 1,415 \\ 1,459 \end{array}$ | $\begin{array}{r} \$ 1,286 \\ 1,325 \\ 1,375 \\ 1,49 \\ 1,487 \\ 1,545 \end{array}$ | $\$ 775$ 841 884 926 984 1,053 | $\begin{array}{r} \$ 508 \\ 530 \\ 549 \\ 574 \\ 588 \\ 596 \end{array}$ | $\$ 553$ 580 607 640 663 683 | $\begin{array}{r} \$ 171 \\ 187 \\ 203 \\ 214 \\ 214 \\ 250 \\ 250 \end{array}$ | $\begin{array}{r} \$ 282 \\ 296 \\ 311 \\ 328 \\ 342 \\ 360 \end{array}$ | $\begin{array}{r} \$ 279 \\ 291 \\ 308 \\ 327 \\ 341 \\ 360 \end{array}$ | $\begin{array}{r} \$ 209 \\ 238 \\ 258 \\ 280 \\ 301 \\ 327 \end{array}$ | $\begin{array}{r} \$ 457 \\ 457 \\ 465 \\ 476 \\ 486 \\ 502 \end{array}$ | $\begin{array}{r} \$ 455 \\ 454 \\ 461 \\ 472 \\ 483 \\ 502 \end{array}$ | $\$ 395$ 416 423 431 450 476 |
|  | $\begin{array}{r} 9,840 \\ 9,93 \\ 10,020 \\ 10,10 \\ 9,725 \end{array}$ | $\begin{array}{r} 10,562 \\ 10,703 \\ 10,872 \\ 11,303 \\ 10,718 \end{array}$ | $\begin{aligned} & 6,872 \\ & 6,720 \\ & 6,785 \\ & 7,102 \\ & 6,942 \end{aligned}$ | $\begin{aligned} & 4,069 \\ & 4,127 \\ & 4,191 \\ & 4,227 \\ & 4,066 \end{aligned}$ | $\begin{aligned} & 4,762 \\ & 4,881 \\ & 4,011 \\ & 5,290 \\ & 5,032 \end{aligned}$ | $\begin{aligned} & 1,561 \\ & 1,496 \\ & 1,452 \\ & 1,4597 \\ & 1,679 \end{aligned}$ | $\begin{aligned} & 2,455 \\ & 2,512 \\ & 2,576 \\ & 2,715 \\ & 2,532 \end{aligned}$ | $\begin{aligned} & 2,472 \\ & 2,531 \\ & 2,597 \\ & 2,741 \\ & 2,555 \end{aligned}$ | $\begin{aligned} & 2,188 \\ & 2,216 \\ & 2,263 \\ & 2,309 \\ & 2,196 \end{aligned}$ | $\begin{aligned} & 3,316 \\ & 3,274 \\ & 3,253 \\ & 3,268 \\ & 3,128 \end{aligned}$ | $\begin{aligned} & 3,328 \\ & 3,291 \\ & 3,265 \\ & 3,273 \\ & 3,132 \end{aligned}$ | $\begin{aligned} & 3,122 \\ & 3,008 \\ & 3,069 \\ & 3,196 \\ & 3,067 \end{aligned}$ | $\begin{aligned} & 1,560 \\ & 1,653 \\ & 1,730 \\ & 1,7334 \\ & 1,903 \end{aligned}$ | $\begin{aligned} & 1,674 \\ & 1,784 \\ & 1,878 \\ & 2,031 \\ & 2,097 \end{aligned}$ | $\begin{array}{r} 1,089 \\ 1,120 \\ 1,172 \\ 1,276 \\ 1,358 \\ 1,368 \end{array}$ | $\begin{aligned} & 645 \\ & 688 \\ & 724 \\ & 759 \\ & 996 \end{aligned}$ | $\begin{aligned} & 755 \\ & 814 \\ & 865 \\ & 850 \\ & 985 \end{aligned}$ | $\begin{aligned} & 247 \\ & 249 \\ & 251 \\ & 287 \\ & 328 \end{aligned}$ | $\begin{aligned} & 389 \\ & 419 \\ & 445 \\ & 488 \\ & 495 \end{aligned}$ | $\begin{aligned} & 392 \\ & 422 \\ & 448 \\ & 492 \\ & 50 \end{aligned}$ | $\begin{aligned} & 347 \\ & 369 \\ & 391 \\ & 415 \\ & 430 \end{aligned}$ | $\begin{gathered} 526 \\ 546 \\ 562 \\ 587 \\ 612 \end{gathered}$ | $\begin{aligned} & 528 \\ & 549 \\ & 564 \\ & 588 \\ & 613 \end{aligned}$ | $\begin{aligned} & 495 \\ & 501 \\ & 530 \\ & 537 \\ & 600 \end{aligned}$ |
|  | $\begin{aligned} & 9,124 \\ & 9,037 \\ & 9,237 \\ & 9,171 \\ & 8,998 \end{aligned}$ | $\begin{array}{r} 10,060 \\ 10,117 \\ 10,461 \\ 10,367 \\ 10,148 \end{array}$ | $\begin{aligned} & 6,586 \\ & 6,330 \\ & 6,487 \\ & 6,480 \\ & 6,359 \end{aligned}$ | $\begin{aligned} & 3,724 \\ & 3,562 \\ & 3,751 \\ & 3,745 \\ & 3,731 \end{aligned}$ | $\begin{aligned} & 4,638 \\ & 4,611 \\ & 4,946 \\ & 4,913 \\ & 4,859 \end{aligned}$ | $\begin{aligned} & 1,507 \\ & 1,277 \\ & 1,403 \\ & 1,439 \\ & 1,429 \end{aligned}$ | $\begin{array}{r} 2,429 \\ 2,444 \\ 2,450 \\ 2,455 \\ 2,493 \end{array}$ | $\begin{aligned} & 2,451 \\ & 2,475 \\ & 2,480 \\ & 2,487 \\ & 2,419 \end{aligned}$ | $\begin{aligned} & 2,117 \\ & 2,037 \\ & 2,041 \\ & 1,996 \\ & 2,000 \end{aligned}$ | $\begin{aligned} & 2,971 \\ & 3,030 \\ & 3,036 \\ & 2,971 \\ & 2,873 \end{aligned}$ | $\begin{aligned} & 2,971 \\ & 3,031 \\ & 3,035 \\ & 2,966 \\ & 2,870 \end{aligned}$ | $\begin{aligned} & 2,961 \\ & 3,017 \\ & 3,043 \\ & 3,045 \\ & 2,929 \end{aligned}$ | $\begin{aligned} & 1,983 \\ & 2,103 \\ & 2,275 \\ & 2,411 \\ & 2,587 \end{aligned}$ | $\begin{aligned} & 2,187 \\ & 2,355 \\ & 2,577 \\ & 2,725 \\ & 2,917 \end{aligned}$ | $\begin{array}{r} 1,432 \\ 1,473 \\ 1,598 \\ 1,703 \\ 1,828 \end{array}$ | $\begin{array}{r} 809 \\ 829 \\ 924 \\ 984 \\ 1,073 \end{array}$ | $\begin{array}{r} 1,008 \\ 1,073 \\ 1,218 \\ 1,291 \\ 1,297 \end{array}$ | $\begin{aligned} & 328 \\ & 297 \\ & 346 \\ & 378 \\ & 411 \end{aligned}$ | $\begin{aligned} & 528 \\ & 569 \\ & 603 \\ & 645 \\ & 688 \end{aligned}$ | $\begin{aligned} & 533 \\ & 576 \\ & 611 \\ & 654 \\ & 699 \end{aligned}$ | $\begin{aligned} & 460 \\ & 474 \\ & 503 \\ & 555 \\ & 575 \end{aligned}$ | $\begin{aligned} & 646 \\ & 705 \\ & 748 \\ & 781 \\ & 826 \end{aligned}$ | $\begin{aligned} & 646 \\ & 706 \\ & 748 \\ & 780 \\ & 825 \end{aligned}$ | 644 702 750 801 842 |
|  | $\begin{aligned} & 8,621 \\ & 8,531 \\ & 8,835 \\ & 9,411 \\ & 9,756 \end{aligned}$ | $\begin{array}{r} 9,720 \\ 9,626 \\ 10,003 \\ 10,696 \\ 11,113 \end{array}$ | $\begin{aligned} & 6,075 \\ & 6,134 \\ & 6,268 \\ & 6,587 \\ & 6,682 \end{aligned}$ | $\begin{aligned} & 3,569 \\ & 3,545 \\ & 3,688 \\ & 3,947 \\ & 4,173 \end{aligned}$ | $\begin{aligned} & 4,644 \\ & 4,617 \\ & 4,829 \\ & 5,194 \\ & 5,486 \end{aligned}$ | $\begin{aligned} & 1,384 \\ & 1,447 \\ & 1,493 \\ & 1,638 \\ & 1,710 \end{aligned}$ | $\begin{aligned} & 2,305 \\ & 2,300 \\ & 2,405 \\ & 2,582 \\ & 2,681 \end{aligned}$ | $\begin{aligned} & 2,330 \\ & 2,327 \\ & 2,434 \\ & 2,617 \\ & 2,720 \end{aligned}$ | $\begin{aligned} & 1,927 \\ & 1,938 \\ & 2,007 \\ & 2,120 \\ & 2,145 \end{aligned}$ | $\begin{aligned} & 2,748 \\ & 2,686 \\ & 2,742 \\ & 2,882 \\ & 2,902 \end{aligned}$ | $\begin{aligned} & 2,747 \\ & 2,682 \\ & 2,740 \\ & 2,886 \\ & 2,906 \end{aligned}$ | $\begin{aligned} & 2,764 \\ & 2,750 \\ & 2,769 \\ & 2,829 \\ & 2,828 \end{aligned}$ | $\begin{aligned} & 2,809 \\ & 3,101 \\ & 3,489 \\ & 3,877 \\ & 4,167 \end{aligned}$ | $\begin{aligned} & 3,167 \\ & 3,499 \\ & 3,951 \\ & 4,406 \\ & 4,747 \end{aligned}$ | $\begin{aligned} & 1,979 \\ & 2,230 \\ & 2,476 \\ & 2,713 \\ & 2,854 \end{aligned}$ | $\begin{aligned} & 1,163 \\ & 1,289 \\ & 1,457 \\ & 1,626 \\ & 1,783 \end{aligned}$ | $\begin{aligned} & 1,513 \\ & 1,679 \\ & 1,907 \\ & 2,1,139 \\ & 2,344 \end{aligned}$ | $\begin{aligned} & 451 \\ & 556 \\ & 590 \\ & 675 \\ & 730 \end{aligned}$ | $\begin{array}{r} 751 \\ 836 \\ 950 \\ 1,064 \\ 1,145 \end{array}$ | $\begin{array}{r} 759 \\ 846 \\ 961 \\ 1,078 \\ 1,162 \end{array}$ | $\begin{aligned} & 628 \\ & 705 \\ & 793 \\ & 873 \\ & 916 \end{aligned}$ | $\begin{array}{r} 895 \\ 976 \\ 1,083 \\ 1,187 \\ 1,239 \end{array}$ | $\begin{array}{r} 895 \\ 975 \\ 1,082 \\ 1,189 \\ 1,242 \end{array}$ | $\begin{array}{r} 900 \\ 1,000 \\ 1,094 \\ 1,165 \\ 1,208 \end{array}$ |
| $\begin{aligned} & 1984-85 \\ & \text { 1985-............................ } \\ & \text { 1986-87 ............. } \\ & \text { 19878-889................ } \end{aligned}$ | $\begin{aligned} & 10,279 \\ & 10,696 \\ & 11,151 \\ & 1,302 \\ & 11,530 \end{aligned}$ | $\begin{array}{r} 11,626 \\ 12,052 \\ 12,776 \\ 12,90 \\ 13,220 \end{array}$ | $\begin{aligned} & 7,163 \\ & 7,373 \\ & 7,059 \\ & 6,712 \\ & 7,025 \end{aligned}$ | $\begin{aligned} & 4,473 \\ & 4,776 \\ & 4,953 \\ & 5,056 \\ & 5,225 \end{aligned}$ | $\begin{aligned} & 5,784 \\ & 6,097 \\ & 6,517 \\ & 6,584 \\ & 6,827 \end{aligned}$ | $\begin{aligned} & 1,850 \\ & 1,945 \\ & 1,922 \\ & 1,664 \\ & 1,926 \end{aligned}$ | $\begin{aligned} & 2,855 \\ & 2,930 \\ & 3,009 \\ & 3,060 \\ & 3,096 \end{aligned}$ | $\begin{aligned} & 2,888 \\ & 2,967 \\ & 3,056 \\ & 3,119 \\ & 3,163 \end{aligned}$ | $\begin{aligned} & 2,383 \\ & 2,24 \\ & 2,215 \\ & 2,092 \\ & 2,133 \end{aligned}$ | $\begin{aligned} & 2,952 \\ & 2,990 \\ & 3,190 \\ & 3,186 \\ & 3,217 \end{aligned}$ | $\begin{aligned} & 2,953 \\ & 2,989 \\ & 3,203 \\ & 3,199 \\ & 3,233 \end{aligned}$ | $\begin{aligned} & 2,930 \\ & 3,003 \\ & 2,, 922 \\ & 2,955 \\ & 2,967 \end{aligned}$ | $\begin{aligned} & 4,563 \\ & 4,, 885 \\ & 5,206 \\ & 5,494 \\ & 5,869 \end{aligned}$ | $\begin{aligned} & 5,160 \\ & 5,504 \\ & 5,964 \\ & 6,272 \\ & 6,725 \end{aligned}$ | $\begin{aligned} & 3,179 \\ & 3,367 \\ & 3,295 \\ & 3,263 \\ & 3,573 \end{aligned}$ | $\begin{aligned} & 1,985 \\ & 2,181 \\ & 2,312 \\ & 2,458 \\ & 2,658 \end{aligned}$ | $\begin{aligned} & 2,567 \\ & 2,784 \\ & 3,042 \\ & 3,201 \\ & 3,472 \end{aligned}$ | $\begin{aligned} & 821 \\ & 888 \\ & 897 \\ & 809 \\ & 979 \end{aligned}$ | $\begin{array}{r} 1,267 \\ 1,338 \\ 1,405 \\ 1,488 \\ 1,575 \end{array}$ | $\begin{aligned} & 1,282 \\ & 1,355 \\ & 1,427 \\ & 1,516 \\ & 1,609 \end{aligned}$ | $\begin{aligned} & 1,058 \\ & 1,107 \\ & 1,034 \\ & 1,017 \\ & 1,085 \end{aligned}$ | $\begin{array}{r} 1,310 \\ 1,365 \\ 1,489 \\ 1,549 \\ 1,636 \end{array}$ | $\begin{aligned} & 1,311 \\ & 1,365 \\ & 1,495 \\ & 1,555 \\ & 1,644 \end{aligned}$ | $\begin{aligned} & 1,301 \\ & 1,372 \\ & 1,364 \\ & 1,437 \\ & 1,509 \end{aligned}$ |
| $\begin{aligned} & \text { 1989-90 ............... } \\ & \text { 1990-91............ } \\ & \text { 1991-92............................. } \\ & \text { 1993-94....... } \end{aligned}$ | $\begin{aligned} & 11,648 \\ & 11,675 \\ & 11,201 \\ & 12,49 \\ & 12,925 \end{aligned}$ | $\begin{aligned} & 13,533 \\ & 13,525 \\ & 14,202 \\ & 14,641 \\ & 15,149 \end{aligned}$ | $\begin{aligned} & 6,953 \\ & 6,993 \\ & 7,055 \\ & 7,034 \\ & 7,250 \end{aligned}$ | $\begin{aligned} & 5,328 \\ & 5,367 \\ & 5,664 \\ & 5,880 \\ & 6,237 \end{aligned}$ | $\begin{aligned} & 7,131 \\ & 7,133 \\ & 7,560 \\ & 7,944 \\ & 8,342 \end{aligned}$ | $\begin{aligned} & 1,835 \\ & 1,935 \\ & \text { 1,250 } \\ & 2,133 \\ & 2,279 \end{aligned}$ | $\begin{aligned} & 3,074 \\ & 3,102 \\ & 3,231 \\ & 3,241 \\ & 3,352 \end{aligned}$ | $\begin{aligned} & 3,143 \\ & 3,170 \\ & 3,312 \\ & 3,328 \\ & 3,439 \end{aligned}$ | $\begin{aligned} & 2,073 \\ & 2,104 \\ & 2,087 \\ & 2,073 \\ & 2,171 \end{aligned}$ | $\begin{aligned} & 3,247 \\ & 3,207 \\ & 3,306 \\ & 3,338 \\ & 3,336 \end{aligned}$ | $\begin{aligned} & 3,259 \\ & 3,222 \\ & 3,330 \\ & 3,368 \\ & 3,368 \end{aligned}$ | $\begin{aligned} & 3,045 \\ & 2,954 \\ & 2,918 \\ & 2,828 \\ & 2,799 \end{aligned}$ | $\begin{aligned} & 6,207 \\ & 6,562 \\ & 7,077 \\ & 7,452 \\ & 7,931 \end{aligned}$ | $\begin{aligned} & 7,22 \\ & 7,602 \\ & 8,238 \\ & 8,758 \\ & 9,296 \end{aligned}$ | $\begin{aligned} & 3,705 \\ & 3,930 \\ & 4,092 \\ & 4,207 \\ & 4,449 \end{aligned}$ | $\begin{aligned} & 2,839 \\ & 3,016 \\ & 3,286 \\ & 3,517 \\ & 3,827 \end{aligned}$ | $\begin{aligned} & 3,800 \\ & 4,009 \\ & 4,385 \\ & 4,752 \\ & 5,119 \end{aligned}$ | $\begin{array}{r} 978 \\ 1,087 \\ 1,1,189 \\ 1,276 \\ 1,399 \end{array}$ | $\begin{aligned} & 1,638 \\ & 1,743 \\ & 1,874 \\ & 1,939 \\ & 2,057 \end{aligned}$ | $\begin{aligned} & 1,675 \\ & 1,782 \\ & 1,921 \\ & 1,991 \\ & 2,111 \end{aligned}$ | $\begin{aligned} & 1,105 \\ & 1,182 \\ & 1,210 \\ & 1,240 \\ & 1,332 \end{aligned}$ | $\begin{aligned} & 1,730 \\ & 1,802 \\ & 1,918 \\ & 1,996 \\ & 1,097 \end{aligned}$ | $\begin{aligned} & 1,737 \\ & 1,711 \\ & 1,931 \\ & 2,015 \\ & 2,067 \end{aligned}$ | $\begin{aligned} & 1,622 \\ & 1,660 \\ & 1,669 \\ & 1,692 \\ & 1,718 \end{aligned}$ |
|  | $\begin{aligned} & 13,158 \\ & 13,572 \\ & 13,804 \\ & 14,124 \\ & 14,591 \end{aligned}$ | $\begin{aligned} & 15,411 \\ & 15,931 \\ & 16,255 \\ & 16,613 \\ & 17,216 \end{aligned}$ | $\begin{aligned} & 7,340 \\ & 7,287 \\ & 7,340 \\ & 7,649 \\ & 7,662 \end{aligned}$ | $\begin{aligned} & 6,407 \\ & 6,690 \\ & 6,844 \\ & 7,005 \\ & 7,259 \end{aligned}$ | $\begin{aligned} & 8,540 \\ & 8,923 \\ & 9,174 \\ & 9,355 \\ & 9,735 \end{aligned}$ | $\begin{aligned} & 2,357 \\ & 2,348 \\ & 2,314 \\ & 2,496 \\ & 2,498 \end{aligned}$ | $\begin{aligned} & 3,399 \\ & 3,491 \\ & 3,547 \\ & 3,600 \\ & 3,703 \end{aligned}$ | $\begin{aligned} & 3,484 \\ & 3,575 \\ & 3,631 \\ & 3,694 \\ & 3,802 \end{aligned}$ | $\begin{aligned} & 2,211 \\ & 2,271 \\ & 2,283 \\ & 2,354 \\ & 2,340 \end{aligned}$ | $\begin{aligned} & 3,352 \\ & 3,391 \\ & 3,413 \\ & 3,519 \\ & 3,628 \end{aligned}$ | $\begin{aligned} & 3,386 \\ & 3,433 \\ & 3,450 \\ & 3,564 \\ & 3,678 \end{aligned}$ | $\begin{aligned} & 2,772 \\ & 2,668 \\ & 2,744 \\ & 2,799 \\ & 2,823 \end{aligned}$ | $\begin{array}{r} 8,306 \\ 8,80 \\ 9,206 \\ 9,588 \\ 10,076 \end{array}$ | $\begin{array}{r} 9,728 \\ 10,30 \\ 10,84 \\ 11,277 \\ 11,888 \end{array}$ | $\begin{aligned} & 4,633 \\ & 4,725 \\ & 4,795 \\ & 5,192 \\ & 5,291 \end{aligned}$ | $\begin{aligned} & 4,044 \\ & 4,338 \\ & 4,564 \\ & 4,755 \\ & 5,013 \end{aligned}$ | $\begin{aligned} & 5,391 \\ & 5,786 \\ & 6,118 \\ & 6,351 \\ & 6,723 \end{aligned}$ | $\begin{aligned} & 1,488 \\ & 1,522 \\ & 1,543 \\ & 1,695 \\ & 1,725 \end{aligned}$ | $\begin{aligned} & 2,145 \\ & 2,264 \\ & 2,265 \\ & 2,444 \\ & 2,557 \end{aligned}$ | $\begin{aligned} & 2,200 \\ & 2,318 \\ & 2,422 \\ & 2,507 \\ & 2,626 \end{aligned}$ | $\begin{aligned} & 1,396 \\ & 1,473 \\ & \text { 1, 1,522 } \\ & 1,598 \\ & 1,616 \end{aligned}$ | $\begin{aligned} & 2,116 \\ & 2,199 \\ & 2,276 \\ & 2,389 \\ & 2,506 \end{aligned}$ | $\begin{aligned} & 2,138 \\ & 2,226 \\ & 2,301 \\ & 2,419 \\ & 2,540 \end{aligned}$ | $\begin{aligned} & 1,750 \\ & 1,730 \\ & 1,830 \\ & 1,900 \\ & 1,950 \end{aligned}$ |
|  | $\begin{aligned} & 14,680 \\ & 4,24 \\ & 15,218 \\ & 15,719 \\ & 16,586 \end{aligned}$ | $\begin{aligned} & 17,381 \\ & 17,586 \\ & 18,538 \\ & 18,893 \\ & 19,853 \end{aligned}$ | $\begin{aligned} & 7,628 \\ & 7,439 \\ & 7,646 \\ & 8,180 \\ & 8,585 \end{aligned}$ | $\begin{aligned} & 7,350 \\ & 7,318 \\ & 7,550 \\ & 7,853 \\ & 8,461 \end{aligned}$ | $\begin{array}{r} 9,909 \\ 10,0,32 \\ 10,41 \\ 10,81 \\ 11,561 \end{array}$ | $\begin{aligned} & 2,432 \\ & 2,311 \\ & 2,407 \\ & 2,490 \\ & 2,784 \end{aligned}$ | $\begin{aligned} & 3,780 \\ & 3,840 \\ & 3,986 \\ & 4,160 \\ & 4,301 \end{aligned}$ | $\begin{aligned} & 3,871 \\ & 3,937 \\ & 4,092 \\ & 4,270 \\ & 4,415 \end{aligned}$ | $\begin{aligned} & 2,493 \\ & 2,423 \\ & 2,471 \\ & 2,718 \\ & 2,827 \end{aligned}$ | $\begin{aligned} & 3,550 \\ & 3,567 \\ & 3,681 \\ & 3,706 \\ & 3,824 \end{aligned}$ | $\begin{aligned} & 3,600 \\ & 3,617 \\ & 3,735 \\ & 3,752 \\ & 3,878 \end{aligned}$ | $\begin{aligned} & 2,703 \\ & 2,705 \\ & 2,768 \\ & 2,973 \\ & 2,974 \end{aligned}$ | $\begin{aligned} & 10,430 \\ & 10,820 \\ & 11,380 \\ & 12,0,14 \\ & 12,953 \end{aligned}$ | $\begin{aligned} & 12,349 \\ & 12,92 \\ & 13,639 \\ & 44,49 \\ & 15,505 \end{aligned}$ | $\begin{aligned} & 5,420 \\ & 5,466 \\ & 5,718 \\ & 6,252 \\ & 6,705 \end{aligned}$ | $\begin{aligned} & 5,222 \\ & 5,377 \\ & 5,646 \\ & 6,002 \\ & 6,608 \end{aligned}$ | $\begin{aligned} & 7,040 \\ & 7,372 \\ & 7,786 \\ & 8,309 \\ & 9,029 \end{aligned}$ | $\begin{aligned} & 1,728 \\ & 1,698 \\ & 1,800 \\ & 1,903 \\ & 2,174 \end{aligned}$ | $\begin{aligned} & 2,686 \\ & 2,821 \\ & 2,, 981 \\ & 3,179 \\ & 3,359 \end{aligned}$ | $\begin{aligned} & 2,751 \\ & 2,893 \\ & 3,060 \\ & 3,263 \\ & 3,448 \end{aligned}$ | $\begin{aligned} & 1,771 \\ & 1,781 \\ & 1,748 \\ & 2,077 \\ & 2,208 \end{aligned}$ | $\begin{aligned} & 2,523 \\ & 2,621 \\ & 2,753 \\ & 2,832 \\ & 2,986 \end{aligned}$ | $\begin{aligned} & 2,558 \\ & 2,658 \\ & 2,793 \\ & 2,867 \\ & 3,028 \end{aligned}$ | $\begin{aligned} & 1,920 \\ & 1,987 \\ & 2,070 \\ & 2,272 \\ & 2,322 \end{aligned}$ |
| $\begin{aligned} & 2004-05 . . . . . . . . . . . . . . . . . ~ \\ & 2005-06 . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \end{aligned}$ | $\begin{aligned} & 17,145 \\ & 1,53 \\ & 18,072 \\ & 18,268 \\ & 18,973 \end{aligned}$ | $\begin{aligned} & 20,522 \\ & 20,897 \\ & 21,560 \\ & 21,793 \\ & 22,654 \end{aligned}$ | $\begin{aligned} & 8,820 \\ & 8,664 \\ & 8,714 \\ & 8,596 \\ & 9,144 \end{aligned}$ | $\begin{aligned} & 8,853 \\ & 9,102 \\ & 9,446 \\ & 9,548 \\ & 9,871 \end{aligned}$ | $\begin{aligned} & 12,065 \\ & 12,30 \\ & 12,759 \\ & 12,89 \\ & 33,370 \end{aligned}$ | $\begin{aligned} & 2,906 \\ & 2,894 \\ & 2,913 \\ & 2,836 \\ & 2,907 \end{aligned}$ | $\begin{aligned} & 4,439 \\ & 4,562 \\ & 4,691 \\ & 4,743 \\ & 4,935 \end{aligned}$ | $\begin{aligned} & 4,552 \\ & 4,676 \\ & 4,804 \\ & 4,859 \\ & 4,058 \end{aligned}$ | $\begin{aligned} & 2,926 \\ & 2,, 887 \\ & 2,950 \\ & 2,966 \\ & 3,086 \end{aligned}$ | $\begin{aligned} & 3,853 \\ & 3,858 \\ & 3,936 \\ & 3,977 \\ & 4,167 \end{aligned}$ | $\begin{aligned} & 3,905 \\ & 3,913 \\ & 3,997 \\ & 4,043 \\ & 4,226 \end{aligned}$ | $\begin{aligned} & 2,988 \\ & 2,884 \\ & 2,851 \\ & 2,794 \\ & 3,152 \end{aligned}$ | $\begin{array}{r} 13,793 \\ 14,634 \\ 15,483 \\ 16,231 \\ 17,092 \end{array}$ | $\begin{array}{r} 16,510 \\ 17,41 \\ 78,47 \\ 19,363 \\ 20,409 \end{array}$ | $\begin{aligned} & 7,095 \\ & 7,236 \\ & 7,466 \\ & 7,637 \\ & 8,238 \end{aligned}$ | $\begin{aligned} & 7,122 \\ & 7,601 \\ & 8,092 \\ & 8,483 \\ & 8,893 \end{aligned}$ | $\begin{array}{r} 9,706 \\ 10,279 \\ 10,931 \\ 11,454 \\ 12,045 \end{array}$ | $\begin{aligned} & 2,338 \\ & 2,417 \\ & 2,496 \\ & 2,519 \\ & 2,618 \end{aligned}$ | $\begin{aligned} & 3,572 \\ & 3,810 \\ & 4,019 \\ & 4,214 \\ & 4,446 \end{aligned}$ | $\begin{aligned} & 3,662 \\ & 3,905 \\ & 4,116 \\ & 4,317 \\ & 4,557 \end{aligned}$ | $\begin{aligned} & 2,354 \\ & 2,411 \\ & 2,527 \\ & 2,635 \\ & 2,780 \end{aligned}$ | $\begin{aligned} & 3,100 \\ & 3,222 \\ & 3,372 \\ & 3,534 \\ & 3,754 \end{aligned}$ | $\begin{aligned} & 3,142 \\ & 3,268 \\ & 3,424 \\ & 3,592 \\ & 3,807 \end{aligned}$ | 2,404 2,408 2,443 2,483 2,839 |
|  | $\begin{array}{r} 19,404 \\ 19,912 \\ 20,315 \\ 20,839 \\ 21,299 \end{array}$ | $\begin{aligned} & 23,226 \\ & 23,790 \\ & 244,094 \\ & 24,585 \\ & 25,049 \end{aligned}$ | $\begin{array}{r} 9,390 \\ 9,558 \\ 9,787 \\ 90,60 \\ 10,030 \end{array}$ | $\begin{array}{r} 10,042 \\ 10,319 \\ 00,658 \\ 11,001 \\ 11,229 \end{array}$ | $\begin{aligned} & 13,637 \\ & 13,529 \\ & 14,21 \\ & 14,521 \\ & 14,768 \end{aligned}$ | $\begin{aligned} & 3,214 \\ & 3,298 \\ & 3,397 \\ & 3,421 \\ & 3,417 \end{aligned}$ | $\begin{aligned} & 5,121 \\ & 5,257 \\ & 5,324 \\ & 5,454 \\ & 5,598 \end{aligned}$ | $\begin{aligned} & 5,260 \\ & 5,410 \\ & 5,470 \\ & 5,596 \\ & 5,733 \end{aligned}$ | $\begin{aligned} & 3,291 \\ & 3,313 \\ & 3,352 \\ & 3,440 \\ & 3,591 \end{aligned}$ | $\begin{aligned} & 4,240 \\ & 4,335 \\ & 4,333 \\ & 4,384 \\ & 4,464 \end{aligned}$ | $\begin{aligned} & 4,328 \\ & 4,428 \\ & 4,413 \\ & 4,468 \\ & 4,548 \end{aligned}$ | $\begin{aligned} & 2,885 \\ & 2,, 947 \\ & 3,038 \\ & 3,999 \\ & 3,023 \end{aligned}$ | $\begin{array}{r} 17,650 \\ 18,45 \\ 19,401 \\ 20,2,23 \\ 20,995 \end{array}$ | $\begin{aligned} & 21,126 \\ & 2,2,074 \\ & 23,01 \\ & 23,871 \\ & 24,701 \end{aligned}$ | $\begin{aligned} & 8,541 \\ & 8,868 \\ & 9,347 \\ & 9,573 \\ & 9,891 \end{aligned}$ | $\begin{array}{r} 9,135 \\ 9,575 \\ 10,179 \\ 10,681 \\ 11,073 \end{array}$ | $\begin{array}{r} 12,404 \\ \text { 12,945 } \\ 13,572 \\ 14,099 \\ 14,563 \end{array}$ | $\begin{aligned} & 2,923 \\ & 3,060 \\ & 3,244 \\ & 3,322 \\ & 3,369 \end{aligned}$ | $\begin{aligned} & 4,658 \\ & 4,, 878 \\ & 5,085 \\ & 5,296 \\ & 5,520 \end{aligned}$ | $\begin{aligned} & 4,785 \\ & 5,020 \\ & 5,224 \\ & 5,433 \\ & 5,654 \end{aligned}$ | $\begin{aligned} & 2,994 \\ & 3,074 \\ & 3,201 \\ & 3,340 \\ & 3,541 \end{aligned}$ | $\begin{aligned} & 3,857 \\ & 4,023 \\ & 4,138 \\ & 4,256 \\ & 4,402 \end{aligned}$ | $\begin{aligned} & 3,937 \\ & 4,108 \\ & 4,215 \\ & 4,338 \\ & 4,484 \end{aligned}$ | 2,624 2,734 2,901 2,911 2,981 |
| $\begin{aligned} & \text { 2014-15 .............. } \\ & \text { 215-16 ......... } \end{aligned}$ | $\begin{aligned} & 21,875 \\ & 22,432 \end{aligned}$ | $\begin{aligned} & 25,580 \\ & 26,120 \end{aligned}$ | $\begin{aligned} & 10,221 \\ & 10,432 \end{aligned}$ | $\begin{aligned} & 11,565 \\ & 11,865 \end{aligned}$ | $\begin{aligned} & 15,058 \\ & 15,348 \end{aligned}$ | $\begin{aligned} & 3,412 \\ & 3,413 \end{aligned}$ | $\left.\begin{aligned} & 5,757 \\ & 5,917 \end{aligned} \right\rvert\,$ | $\begin{aligned} & 5,890 \\ & 6,042 \end{aligned}$ | $\begin{aligned} & 3,680 \\ & 3,863 \end{aligned}$ | $\begin{aligned} & 4,553 \\ & 4,650 \end{aligned}$ | $\begin{aligned} & 4,633 \\ & 4,733 \end{aligned}$ | $\begin{aligned} & 3,130 \\ & 3,157 \end{aligned}$ | $\begin{aligned} & 21,728 \\ & 22,432 \end{aligned}$ | $\begin{aligned} & 25,409 \\ & 26,120 \end{aligned}$ | $\begin{aligned} & 10,153 \\ & 10,432 \end{aligned}$ | $\begin{aligned} & 11,487 \\ & 11,865 \end{aligned}$ | $\begin{aligned} & 14,957 \\ & 15,34 \end{aligned}$ | $\begin{aligned} & 3,389 \\ & 3,413 \end{aligned}$ | $\begin{aligned} & 5,719 \\ & 5,917 \end{aligned}$ | $\begin{aligned} & 5,851 \\ & 6,042 \end{aligned}$ | $\begin{aligned} & 3,655 \\ & 3,863 \end{aligned}$ | $\begin{aligned} & 4,523 \\ & 4,650 \end{aligned}$ | $\begin{aligned} & 4,602 \\ & 4,733 \end{aligned}$ | $\begin{aligned} & 3,109 \\ & 3,157 \end{aligned}$ |

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: 1963-64 through 2015-16-Continued

DIGEST OF EDUCATION STATISTICS 2016

| Year and control of institution | Constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  |
|  | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{gathered} \text { All } \\ \text { institu- } \\ \text { tions } \end{gathered}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|  | $\begin{aligned} & 7,049 \\ & 7,108 \\ & 7,228 \\ & 7,345 \\ & 7,395 \\ & 7,426 \end{aligned}$ | $\begin{aligned} & 7,174 \\ & 7,256 \\ & 7,435 \\ & 7,593 \\ & 7,627 \\ & 7,635 \end{aligned}$ | $\begin{aligned} & 4,867 \\ & 4,867 \\ & 5,003 \\ & 5,139 \\ & 5,528 \\ & 5,899 \end{aligned}$ | $\begin{array}{r} 1,808 \\ 1,854 \\ 1,999 \\ 1,991 \\ 1,983 \\ 1,971 \end{array}$ | $\begin{aligned} & 1,880 \\ & 1,51 \\ & 2,957 \\ & 2,575 \\ & 2,179 \\ & 2,174 \end{aligned}$ | $\begin{array}{r} 749 \\ 755 \\ 814 \\ 876 \\ 1,009 \\ 1,136 \end{array}$ | $\begin{aligned} & 1,930 \\ & 1,, 992 \\ & 2,051 \\ & 2,108 \\ & 2,174 \\ & 2,232 \end{aligned}$ | $\begin{aligned} & 1,958 \\ & 2,020 \\ & 2,078 \\ & 2,134 \\ & 2,196 \\ & 2,252 \end{aligned}$ | $\begin{aligned} & 1,329 \\ & 1,358 \\ & 1,449 \\ & 1,542 \\ & 1,703 \\ & 1,857 \end{aligned}$ | $\begin{aligned} & 3,312 \\ & 3,262 \\ & 3,258 \\ & 3,246 \\ & 3,239 \\ & 3,223 \end{aligned}$ | $\begin{aligned} & 3,336 \\ & 3,285 \\ & 3,281 \\ & 3,270 \\ & 3,259 \\ & 3,239 \end{aligned}$ | $\begin{aligned} & 2,789 \\ & 2,754 \\ & 2,741 \\ & 2,722 \\ & 2,717 \\ & 2,906 \end{aligned}$ | $\begin{array}{r} 912 \\ 932 \\ 968 \\ 1,015 \\ 1,055 \\ 1,112 \end{array}$ | $\begin{array}{r} 929 \\ 951 \\ 996 \\ 1,049 \\ 1,089 \\ 1,143 \end{array}$ | 630 638 670 710 789 883 | $\begin{aligned} & 234 \\ & 243 \\ & 257 \\ & 275 \\ & 275 \\ & 283 \\ & 295 \end{aligned}$ | $\begin{aligned} & 243 \\ & 266 \\ & 278 \\ & 302 \\ & 3010 \\ & 321 \end{aligned}$ | $\begin{array}{r} 97 \\ 99 \\ 109 \\ 121 \\ 144 \\ 170 \end{array}$ | $\begin{aligned} & 250 \\ & 261 \\ & 275 \\ & 291 \\ & 310 \\ & 334 \end{aligned}$ | $\begin{aligned} & 253 \\ & 265 \\ & 268 \\ & 295 \\ & 313 \\ & 337 \end{aligned}$ | $\begin{array}{r} 172 \\ 178 \\ 194 \\ 194 \\ 243 \\ 278 \\ 278 \end{array}$ | $\begin{aligned} & 429 \\ & 428 \\ & 436 \\ & 448 \\ & 462 \\ & 482 \end{aligned}$ | $\begin{aligned} & 432 \\ & 431 \\ & 439 \\ & 452 \\ & 665 \\ & 485 \end{aligned}$ | $\begin{aligned} & 361 \\ & 361 \\ & 367 \\ & 3676 \\ & 402 \\ & 435 \end{aligned}$ |
|  | $\begin{aligned} & 7,548 \\ & 7,654 \\ & 7,800 \\ & 8,8084 \\ & 7,742 \end{aligned}$ | $\begin{aligned} & 7,808 \\ & 7,953 \\ & 8,134 \\ & 8,647 \\ & 8,157 \end{aligned}$ | $\begin{aligned} & 5,999 \\ & 5,986 \\ & 6,213 \\ & 6,663 \\ & 6,511 \end{aligned}$ | $\begin{aligned} & 2,037 \\ & 2,105 \\ & 2,177 \\ & 2,265 \\ & 2,238 \end{aligned}$ | $\begin{aligned} & 2,260 \\ & 2,361 \\ & 2,477 \\ & 2,798 \\ & 2,625 \end{aligned}$ | $\begin{aligned} & 1,123 \\ & 1,122 \\ & 1,112 \\ & 1,1297 \\ & 1,400 \end{aligned}$ | $\begin{aligned} & 2,308 \\ & 2,383 \\ & 2,465 \\ & 2,624 \\ & 2,445 \end{aligned}$ | $\begin{aligned} & 2,330 \\ & 2,406 \\ & 2,489 \\ & 2,651 \\ & 2,471 \end{aligned}$ | $\begin{aligned} & 1,943 \\ & 2,027 \\ & 2,119 \\ & 2,215 \\ & 2,090 \end{aligned}$ | $\begin{aligned} & 3,202 \\ & 3,165 \\ & 3,157 \\ & 3,195 \\ & 3,058 \end{aligned}$ | $\begin{aligned} & 3,218 \\ & 3,186 \\ & 3,169 \\ & 3,198 \\ & 3,061 \end{aligned}$ | $\begin{aligned} & 2,933 \\ & 2,837 \\ & 2,982 \\ & 3,150 \\ & 3,020 \end{aligned}$ | $\begin{aligned} & 1,197 \\ & 1,276 \\ & 1,347 \\ & 1,452 \\ & 1,515 \end{aligned}$ | $\begin{aligned} & 1,238 \\ & 1,326 \\ & 1,405 \\ & 1,553 \\ & 1,596 \end{aligned}$ | $\begin{array}{r} 951 \\ 998 \\ 1,073 \\ 1,197 \\ 1,274 \end{array}$ | $\begin{aligned} & 323 \\ & 351 \\ & 376 \\ & 407 \\ & 438 \end{aligned}$ | $\begin{aligned} & 358 \\ & 394 \\ & 428 \\ & 503 \\ & 514 \end{aligned}$ | $\begin{array}{r} 178 \\ 187 \\ 192 \\ 192 \\ 233 \\ 274 \end{array}$ | $\begin{aligned} & 366 \\ & 397 \\ & 476 \\ & 471 \\ & 479 \end{aligned}$ | $\begin{aligned} & 369 \\ & 401 \\ & 430 \\ & 476 \\ & 483 \end{aligned}$ | $\begin{aligned} & 308 \\ & 338 \\ & 366 \\ & 398 \\ & 409 \end{aligned}$ | $\begin{aligned} & 508 \\ & 528 \\ & 545 \\ & 574 \\ & 598 \end{aligned}$ | $\begin{aligned} & 510 \\ & 531 \\ & 547 \\ & 575 \\ & 599 \end{aligned}$ | 465 473 515 566 591 |
|  | $\begin{aligned} & 7,183 \\ & 7,145 \\ & 7,263 \\ & 7,181 \\ & 6,935 \end{aligned}$ | 7,576 7,646 7,856 7,752 7,461 | $\begin{aligned} & 6,160 \\ & 5,955 \\ & 6,051 \\ & 6,047 \\ & 5,882 \end{aligned}$ | $\begin{array}{r} 1,987 \\ 1,860 \\ 1,943 \\ 1,946 \\ 1,888 \end{array}$ | $\begin{aligned} & 2,357 \\ & 2,329 \\ & 2,503 \\ & 2,491 \\ & 2,392 \end{aligned}$ | $\begin{aligned} & 1,274 \\ & 1,053 \\ & 1,151 \\ & 1,166 \\ & 1,138 \end{aligned}$ | $\begin{aligned} & 2,324 \\ & 2,335 \\ & 2,365 \\ & 2,362 \\ & 2,278 \end{aligned}$ | $\begin{aligned} & 2,352 \\ & 2,371 \\ & 2,403 \\ & 2,401 \\ & 2,310 \end{aligned}$ | $\begin{aligned} & 1,951 \\ & 1,899 \\ & 1,887 \\ & 1,848 \\ & 1,833 \end{aligned}$ | $\begin{aligned} & 2,871 \\ & 2,950 \\ & 2,, 955 \\ & 2,873 \\ & 2,769 \end{aligned}$ | $\begin{aligned} & 2,866 \\ & 2,946 \\ & 2,950 \\ & 2,860 \\ & 2,759 \end{aligned}$ | $\begin{aligned} & 2,935 \\ & 3,003 \\ & 3,014 \\ & 3,033 \\ & 2,911 \end{aligned}$ | $\begin{aligned} & 1,561 \\ & 1,663 \\ & 1,789 \\ & 1,788 \\ & 1,994 \end{aligned}$ | $\begin{aligned} & 1,647 \\ & 1,780 \\ & 1,935 \\ & 2,, 238 \\ & 2,145 \end{aligned}$ | $\begin{array}{r} 1,339 \\ 1,386 \\ 1,491 \\ 1,590 \\ 1,691 \end{array}$ | $\begin{aligned} & 432 \\ & 433 \\ & 479 \\ & 512 \\ & 543 \end{aligned}$ | $\begin{aligned} & 512 \\ & 542 \\ & 617 \\ & 655 \\ & 688 \end{aligned}$ | $\begin{aligned} & 277 \\ & 245 \\ & 283 \\ & 306 \\ & 327 \end{aligned}$ | $\begin{aligned} & 505 \\ & 543 \\ & 582 \\ & 621 \\ & 655 \end{aligned}$ | $\begin{aligned} & 511 \\ & 552 \\ & 592 \\ & 631 \\ & 664 \end{aligned}$ | $\begin{aligned} & 424 \\ & 442 \\ & 465 \\ & 486 \\ & 527 \end{aligned}$ | $\begin{aligned} & 624 \\ & 687 \\ & 728 \\ & 755 \\ & 796 \end{aligned}$ | 623 686 727 752 793 | 638 699 742 797 837 |
| $\begin{aligned} & 1999-80 . . . . . . . . . . . . . . . . ~ \\ & \text { 1980-81............ } \\ & \text { 1981-82 } \\ & \text { 1982-83............................. } \end{aligned}$ | $\begin{aligned} & 6,645 \\ & 6,528 \\ & 6,742 \\ & 7,149 \\ & 7,388 \end{aligned}$ | $\begin{aligned} & 7,143 \\ & 7,015 \\ & 7,269 \\ & 7,759 \\ & 8,037 \end{aligned}$ | $\begin{aligned} & 5,591 \\ & 5,576 \\ & 5,631 \\ & 5,801 \\ & 5,932 \end{aligned}$ | $\begin{aligned} & 1,791 \\ & 1,746 \\ & 1,807 \\ & 1,938 \\ & 2,087 \end{aligned}$ | $\begin{aligned} & 2,264 \\ & 2,211 \\ & 2,303 \\ & 2,504 \\ & 2,687 \end{aligned}$ | $\begin{aligned} & 1,089 \\ & 1,076 \\ & 1,100 \\ & 1,148 \\ & 1,236 \end{aligned}$ | $\begin{aligned} & 2,195 \\ & 2,197 \\ & 2,303 \\ & 2,453 \\ & 2,545 \end{aligned}$ | $\begin{aligned} & 2,266 \\ & 2,231 \\ & 2,234 \\ & 2,501 \\ & 2,598 \end{aligned}$ | $\begin{aligned} & 1,761 \\ & 1,765 \\ & 1,781 \\ & 1,833 \\ & 1,875 \end{aligned}$ | $\begin{aligned} & 2,660 \\ & 2,585 \\ & 2,632 \\ & 2,758 \\ & 2,757 \end{aligned}$ | $\begin{aligned} & 2,654 \\ & 2,574 \\ & 2,623 \\ & 2,754 \\ & 2,752 \end{aligned}$ | $\begin{aligned} & 2,741 \\ & 2,735 \\ & 2,750 \\ & 2,720 \\ & 2,821 \end{aligned}$ | $\begin{aligned} & 2,165 \\ & 2,373 \\ & 2,663 \\ & 2,945 \\ & 3,156 \end{aligned}$ | $\begin{aligned} & 2,327 \\ & 2,550 \\ & 2,571 \\ & 3,196 \\ & 3,433 \end{aligned}$ | $\begin{aligned} & 1,822 \\ & 2,027 \\ & 2,224 \\ & 2,390 \\ & 2,534 \end{aligned}$ | $\begin{aligned} & 583 \\ & 635 \\ & 714 \\ & 798 \\ & 891 \end{aligned}$ | $\begin{array}{r} 738 \\ 804 \\ 909 \\ 1,031 \\ 1,148 \end{array}$ | $\begin{aligned} & 355 \\ & 391 \\ & 434 \\ & 437 \\ & 528 \end{aligned}$ | $\begin{array}{r} 715 \\ 799 \\ 909 \\ 1,010 \\ 1,087 \end{array}$ | $\begin{array}{r} 725 \\ 811 \\ 925 \\ 1,030 \\ 1,110 \end{array}$ | $\begin{aligned} & 574 \\ & 642 \\ & 703 \\ & 755 \\ & 801 \end{aligned}$ | $\begin{array}{r} 867 \\ 940 \\ 1,039 \\ 1,136 \\ 1,178 \end{array}$ | $\begin{array}{r} 865 \\ 936 \\ 1,036 \\ 1,134 \\ 1,175 \end{array}$ | $\begin{array}{r} 893 \\ 994 \\ 1,086 \\ 1,162 \\ 1,205 \end{array}$ |
|  | $\begin{aligned} & 7,678 \\ & 7,820 \\ & 8,151 \\ & 8,330 \\ & 8,403 \end{aligned}$ | $\begin{aligned} & 8,294 \\ & 8,449 \\ & 8,863 \\ & 9,057 \\ & 9,198 \end{aligned}$ | $\begin{aligned} & 6,324 \\ & 6,527 \\ & 6,402 \\ & 6,306 \\ & 6,258 \end{aligned}$ | $\begin{aligned} & 2,187 \\ & 2,288 \\ & 2,370 \\ & 2,506 \\ & 2,526 \end{aligned}$ | $\begin{aligned} & 2,766 \\ & 2,885 \\ & 3,028 \\ & 3,162 \\ & 3,237 \end{aligned}$ | $\begin{aligned} & 1,316 \\ & 1,404 \\ & 1,415 \\ & 1,452 \\ & 1,435 \end{aligned}$ | $\begin{aligned} & 2,694 \\ & 2,719 \\ & 2,787 \\ & 2,835 \\ & 2,864 \end{aligned}$ | $\begin{aligned} & 2,741 \\ & 2,766 \\ & 2,833 \\ & 2,899 \\ & 2,941 \end{aligned}$ | $\begin{aligned} & 2,074 \\ & 2,102 \\ & 2,1097 \\ & 1,939 \\ & 1,897 \end{aligned}$ | $\begin{aligned} & 2,797 \\ & 2,814 \\ & 2,, 995 \\ & 2,990 \\ & 3,014 \end{aligned}$ | $\begin{aligned} & 2,787 \\ & 2,798 \\ & 3,002 \\ & 2,995 \\ & 3,020 \end{aligned}$ | $\begin{aligned} & 2,934 \\ & 3,022 \\ & 2,891 \\ & 2,914 \\ & 2,926 \end{aligned}$ | $\begin{aligned} & 3,408 \\ & 3,571 \\ & 3,805 \\ & 4,050 \\ & 4,274 \end{aligned}$ | $\begin{aligned} & 3,682 \\ & 3,859 \\ & 4,138 \\ & 4,403 \\ & 4,678 \end{aligned}$ | $\begin{aligned} & 2,807 \\ & 2,981 \\ & 2,989 \\ & 3,066 \\ & 3,183 \end{aligned}$ | $\begin{array}{r} 971 \\ 1,045 \\ 1,106 \\ 1,218 \\ 1,285 \end{array}$ | $\begin{aligned} & 1,228 \\ & 1,318 \\ & 1,414 \\ & 1,537 \\ & 1,646 \end{aligned}$ | $\begin{aligned} & 584 \\ & 641 \\ & 660 \\ & 7060 \\ & 730 \end{aligned}$ | $\begin{aligned} & 1,196 \\ & 1,242 \\ & 1,301 \\ & 1,378 \\ & 1,457 \end{aligned}$ | $\begin{aligned} & 1,217 \\ & 1,263 \\ & 1,323 \\ & 1,410 \\ & 1,496 \end{aligned}$ | $\begin{aligned} & 921 \\ & 960 \\ & 979 \\ & 943 \\ & 965 \end{aligned}$ | 1,241 1,285 1,398 1,454 1,533 | 1,237 1,278 1,2781 1,456 1,536 | $\begin{aligned} & 1,302 \\ & 1,380 \\ & 1,349 \\ & 1,417 \\ & 1,488 \end{aligned}$ |
|  | $\begin{aligned} & 8,452 \\ & 8,464 \\ & 8,859 \\ & 8,992 \\ & 9,280 \end{aligned}$ | $\begin{array}{r} 9,336 \\ 9,328 \\ 9,815 \\ 10,064 \\ 10,373 \end{array}$ | $\begin{aligned} & 6,191 \\ & 6,170 \\ & 6,246 \\ & 6,351 \\ & 6,512 \end{aligned}$ | $\begin{aligned} & 2,545 \\ & 2,587 \\ & 2,507 \\ & 3,978 \\ & 3,165 \end{aligned}$ | $\begin{aligned} & 3,340 \\ & 3,360 \\ & 3,650 \\ & 3,927 \\ & 4,134 \end{aligned}$ | $\begin{aligned} & 1,419 \\ & 1,466 \\ & 1,614 \\ & 1,714 \\ & 1,833 \end{aligned}$ | $\begin{aligned} & 2,840 \\ & 2,868 \\ & 2,984 \\ & 2,936 \\ & 3,052 \end{aligned}$ | $\begin{aligned} & 2,922 \\ & 2,947 \\ & 3,077 \\ & 3,037 \\ & 3,151 \end{aligned}$ | $\begin{aligned} & 1,805 \\ & 1,867 \\ & 1,852 \\ & 1,849 \\ & 1,939 \end{aligned}$ | $\begin{aligned} & 3,067 \\ & 3,009 \\ & 3,068 \\ & 3,078 \\ & 3,063 \end{aligned}$ | $\begin{aligned} & 3,075 \\ & 3,021 \\ & 3,089 \\ & 3,100 \\ & 3,088 \end{aligned}$ | $\begin{aligned} & 2,967 \\ & 2,836 \\ & 2,779 \\ & 2,788 \\ & 2,740 \end{aligned}$ | $\begin{aligned} & 4,504 \\ & 4,757 \\ & 5,138 \\ & 5,379 \\ & 5,694 \end{aligned}$ | $\begin{aligned} & 4,975 \\ & 5,243 \\ & 5,693 \\ & 6,020 \\ & 6,365 \end{aligned}$ | $\begin{aligned} & 3,299 \\ & 3,467 \\ & 3,623 \\ & 3,799 \\ & 3,996 \end{aligned}$ | $\begin{aligned} & 1,356 \\ & 1,454 \\ & 1,628 \\ & 1,782 \\ & 1,942 \end{aligned}$ | $\begin{aligned} & 1,780 \\ & 1,888 \\ & 2,117 \\ & 2,349 \\ & 2,537 \end{aligned}$ | $\begin{array}{r} 756 \\ 824 \\ 936 \\ 1,025 \\ 1,125 \end{array}$ | $\begin{aligned} & 1,513 \\ & 1,612 \\ & 1,731 \\ & 1,756 \\ & 1,773 \end{aligned}$ | $\begin{aligned} & 1,557 \\ & 1,657 \\ & 1,785 \\ & 1,7816 \\ & 1,934 \end{aligned}$ | $\begin{array}{r} 962 \\ 1,050 \\ 1,074 \\ 1,106 \\ 1,190 \end{array}$ | $\begin{aligned} & 1,635 \\ & 1,691 \\ & 1,780 \\ & 1,841 \\ & 1,880 \end{aligned}$ | 1,638 1,698 1,792 1,784 1,895 | $\begin{aligned} & 1,581 \\ & 1,594 \\ & 1,612 \\ & 1 \begin{array}{l} 1,668 \\ 1,681 \end{array} \end{aligned}$ |
|  | $\begin{array}{r} 9,450 \\ 9,648 \\ 9,791 \\ 10,037 \\ 10,291 \end{array}$ | $\begin{array}{r} 10,567 \\ 10,817 \\ 10,98 \\ 11,904 \\ 11,624 \end{array}$ | $\begin{aligned} & 6,553 \\ & 6,503 \\ & 6,603 \\ & 6,643 \\ & 6,668 \end{aligned}$ | $\begin{aligned} & 3,259 \\ & 3,360 \\ & 3,406 \\ & 3,477 \\ & 3,519 \end{aligned}$ | $\begin{aligned} & 4,247 \\ & 4,392 \\ & 4,479 \\ & 4,581 \\ & 4,676 \end{aligned}$ | $\begin{aligned} & 1,889 \\ & 1,911 \\ & 1,913 \\ & 1,936 \\ & 1,921 \end{aligned}$ | $\begin{aligned} & 3,104 \\ & 3,173 \\ & 3,220 \\ & 3,278 \\ & 3,374 \end{aligned}$ | $\begin{aligned} & 3,204 \\ & 3,271 \\ & 3,319 \\ & 3,389 \\ & 3,489 \end{aligned}$ | $\begin{aligned} & 1,952 \\ & 2,000 \\ & 2,008 \\ & 2,064 \\ & 2,100 \end{aligned}$ | $\begin{aligned} & 3,087 \\ & 3,115 \\ & 3,165 \\ & 3,282 \\ & 3,399 \end{aligned}$ | $\begin{aligned} & 3,116 \\ & 3,154 \\ & 3,199 \\ & 3,334 \\ & 3,460 \end{aligned}$ | $\begin{aligned} & 2,713 \\ & 2,592 \\ & 2,682 \\ & 2,644 \\ & 2,647 \end{aligned}$ | $\begin{aligned} & 5,965 \\ & 6,256 \\ & 6,530 \\ & 6,813 \\ & 7,107 \end{aligned}$ | $\begin{aligned} & 6,670 \\ & 7,014 \\ & 7,334 \\ & 7,673 \\ & 8,027 \end{aligned}$ | $\begin{aligned} & 4,137 \\ & 4,217 \\ & 4,404 \\ & 4,509 \\ & 4,604 \end{aligned}$ | $\begin{aligned} & 2,057 \\ & 2,179 \\ & 2,271 \\ & 2,360 \\ & 2,430 \end{aligned}$ | $\begin{aligned} & 2,681 \\ & 2,848 \\ & 2,987 \\ & 3,110 \\ & 3,229 \end{aligned}$ | $\begin{aligned} & 1,192 \\ & 1,239 \\ & 1,276 \\ & 1,314 \\ & 1,327 \end{aligned}$ | $\begin{aligned} & 1,959 \\ & 2,257 \\ & 2,148 \\ & 2,225 \\ & 2,330 \end{aligned}$ | $\begin{aligned} & 2,023 \\ & 2,21 \\ & 2,21 \\ & 2,214 \\ & 2,301 \\ & 2,409 \end{aligned}$ | $\begin{aligned} & 1,232 \\ & 1,297 \\ & 1,339 \\ & 1,401 \\ & 1,450 \end{aligned}$ | 1,949 2,029 2,111 2,228 2,347 | 1,267 2,045 2,133 2,263 2,389 | $\begin{aligned} & 1,712 \\ & 1,681 \\ & 1,789 \\ & 1,795 \\ & 1,828 \end{aligned}$ |
| $\begin{aligned} & 1999-2000 \\ & 2000-01 \ldots . \\ & 2001-02 . . . \\ & 2002-03 \\ & 2003-04 . . . . \end{aligned}$ | $\begin{array}{r} 10,286 \\ 10,324 \\ 10,726 \\ 11,124 \\ 11,840 \end{array}$ | $\begin{aligned} & 11,646 \\ & 11,776 \\ & 12,297 \\ & 21,86 \\ & 13,668 \end{aligned}$ | $\begin{aligned} & 6,658 \\ & 6,585 \\ & 6,870 \\ & 7,329 \\ & 7,698 \end{aligned}$ | $\begin{aligned} & 3,524 \\ & 3,487 \\ & 3,611 \\ & 3,798 \\ & 4,249 \end{aligned}$ | $\begin{aligned} & 4,713 \\ & 4,764 \\ & 4,995 \\ & 5,294 \\ & 5,873 \end{aligned}$ | $\begin{aligned} & 1,897 \\ & 1,813 \\ & 1,845 \\ & 1,940 \\ & 2,179 \end{aligned}$ | $\begin{aligned} & 3,434 \\ & 3,496 \\ & 3,641 \\ & 3,834 \\ & 3,977 \end{aligned}$ | $\begin{aligned} & 3,546 \\ & 3,612 \\ & 3,766 \\ & 3,963 \\ & 4,113 \end{aligned}$ | $\begin{aligned} & 2,180 \\ & 2,178 \\ & 2,303 \\ & 2,557 \\ & 2,675 \end{aligned}$ | $\begin{aligned} & 3,328 \\ & 3,342 \\ & 3,475 \\ & 3,492 \\ & 3,614 \end{aligned}$ | $\begin{aligned} & 3,387 \\ & 3,400 \\ & 3,536 \\ & 3,549 \\ & 3,682 \end{aligned}$ | $\begin{aligned} & 2,581 \\ & 2,594 \\ & 2,722 \\ & 2,832 \\ & 2,844 \end{aligned}$ | $\begin{aligned} & 7,308 \\ & 7,586 \\ & 8,022 \\ & 8,502 \\ & 9,247 \end{aligned}$ | $\begin{array}{r} 8,274 \\ 8,653 \\ 9,96 \\ 90,787 \\ 10,674 \end{array}$ | $\begin{aligned} & 4,730 \\ & 4,839 \\ & 5,137 \\ & 5,601 \\ & 6,012 \end{aligned}$ | $\begin{aligned} & 2,504 \\ & 2,562 \\ & 2,500 \\ & 2,903 \\ & 3,319 \end{aligned}$ | $\begin{aligned} & 3,349 \\ & 3,501 \\ & 3,735 \\ & 4,046 \\ & 4,587 \end{aligned}$ | $\begin{array}{r} 1,348 \\ 1,333 \\ 1,380 \\ 1,483 \\ 1,702 \end{array}$ | $\begin{aligned} & 2,440 \\ & 2,569 \\ & 2,723 \\ & 2,930 \\ & 3,106 \end{aligned}$ | $\begin{aligned} & 2,519 \\ & 2,654 \\ & 2,816 \\ & 3,029 \\ & 3,212 \end{aligned}$ | $\begin{aligned} & 1,549 \\ & 1,600 \\ & \text { 1, } 1,722 \\ & 1,954 \\ & 2,089 \end{aligned}$ | 2,364 2,455 2,598 2,669 2,822 | 2,406 2,499 2,645 2 2,712 2,876 | 1,834 1,906 2,036 2,164 2,221 |
|  | $\begin{aligned} & 12,262 \\ & 1,518 \\ & 12,89 \\ & 13,8026 \\ & 13,605 \end{aligned}$ | $\begin{aligned} & 14,202 \\ & 14,49 \\ & 14,937 \\ & 1,14 \\ & 15,831 \end{aligned}$ | $\begin{aligned} & 7,925 \\ & 7,773 \\ & 7,954 \\ & 7,851 \\ & 8,401 \end{aligned}$ | $\begin{aligned} & 4,511 \\ & 4,638 \\ & 4,788 \\ & 4,789 \\ & 5,008 \end{aligned}$ | $\begin{aligned} & 6,248 \\ & 6,407 \\ & 6,614 \\ & 6,689 \\ & 7,006 \end{aligned}$ | $\begin{aligned} & 2,298 \\ & 2,317 \\ & 2,355 \\ & 2,319 \\ & 2,371 \end{aligned}$ | $\begin{aligned} & 4,107 \\ & 4,245 \\ & 4,385 \\ & 4,448 \\ & 4,651 \end{aligned}$ | $\begin{aligned} & 4,249 \\ & 4,388 \\ & 4,527 \\ & 4,594 \\ & 4,807 \end{aligned}$ | $\begin{aligned} & 2,702 \\ & 2,695 \\ & 2,810 \\ & 2,820 \\ & 2,957 \end{aligned}$ | $\begin{aligned} & 3,643 \\ & 3,635 \\ & 3,724 \\ & 3,749 \\ & 3,946 \end{aligned}$ | $\begin{aligned} & 3,705 \\ & 3,704 \\ & 3,797 \\ & 3,831 \\ & 4,017 \end{aligned}$ | $\begin{aligned} & 2,924 \\ & 2,761 \\ & 2,789 \\ & 2,711 \\ & 3,073 \end{aligned}$ | $\begin{array}{r} 9,864 \\ 10,454 \\ 11,049 \\ 11,573 \\ 12,256 \end{array}$ | $\begin{array}{r} 11,426 \\ 12,108 \\ 12,797 \\ 13,429 \\ 14,262 \end{array}$ | $\begin{aligned} & 6,375 \\ & 6,492 \\ & 6,815 \\ & 6,975 \\ & 7,568 \end{aligned}$ | 3,629 3,874 4,102 4,291 4,512 | $\begin{aligned} & 5,027 \\ & 5,351 \\ & 5,666 \\ & 5,943 \\ & 6,312 \end{aligned}$ | $\begin{aligned} & 1,849 \\ & 1,935 \\ & 2,018 \\ & 2,061 \\ & 2,136 \end{aligned}$ | $\begin{aligned} & 3,304 \\ & 3,545 \\ & 3,757 \\ & 3,952 \\ & 4,190 \end{aligned}$ | $\begin{aligned} & 3,418 \\ & 3,664 \\ & 3,878 \\ & 4,082 \\ & 4,331 \end{aligned}$ | $\begin{aligned} & 2,174 \\ & 2,251 \\ & 2,407 \\ & 2,506 \\ & 2,664 \end{aligned}$ | $\begin{aligned} & 2,931 \\ & 3,035 \\ & 3,191 \\ & 3,331 \\ & 3,554 \end{aligned}$ | 2,981 3,093 3,253 3,404 3,619 | 2,353 2,306 2,390 2,409 2,769 |
|  | $\begin{array}{r} 14,094 \\ \text { } 4,621 \\ 15,034 \\ 15,471 \\ 15,849 \end{array}$ | $\begin{array}{r} 16,530 \\ 17,157 \\ 17,57 \\ 177,998 \\ 18,355 \\ 18,55 \end{array}$ | $\begin{aligned} & 8,474 \\ & 8,707 \\ & 9,023 \\ & 9,194 \\ & 9,414 \end{aligned}$ | $\begin{aligned} & 5,237 \\ & 5,470 \\ & 5,825 \\ & 6,075 \\ & 6,207 \end{aligned}$ | $\begin{aligned} & 7,384 \\ & 7,686 \\ & 8,076 \\ & 8,312 \\ & 8,429 \end{aligned}$ | $\begin{aligned} & 2,510 \\ & 2,631 \\ & 2,776 \\ & 2,875 \\ & 2,921 \end{aligned}$ | $\begin{aligned} & 4,838 \\ & 5,007 \\ & 5,078 \\ & 5,213 \\ & 5,378 \end{aligned}$ | $\begin{aligned} & 5,018 \\ & 5,207 \\ & 5,268 \\ & 5,398 \\ & 5,557 \end{aligned}$ | $\begin{aligned} & 3,137 \\ & 3,185 \\ & 3,246 \\ & 3,344 \\ & 3,496 \end{aligned}$ | $\begin{aligned} & 4,019 \\ & 4,144 \\ & 4,132 \\ & 4,182 \\ & 4,264 \end{aligned}$ | $\begin{aligned} & 4,128 \\ & 4,263 \\ & 4,232 \\ & 4,288 \\ & 4,369 \end{aligned}$ | $\begin{aligned} & 2,827 \\ & 2,891 \\ & 3,001 \\ & 2,975 \\ & 2,997 \end{aligned}$ | $\begin{array}{r} 12,819 \\ 13,566 \\ 14,359 \\ 15,021 \\ 15,628 \end{array}$ | $\begin{array}{r} 15,036 \\ 15,99 \\ 16,787 \\ 17,475 \\ 18,100 \end{array}$ | $\begin{aligned} & 7,708 \\ & 8,079 \\ & 8,617 \\ & 8,927 \\ & 9,283 \end{aligned}$ | $\begin{aligned} & 4,763 \\ & 5,075 \\ & 5,563 \\ & 5,899 \\ & 6,120 \end{aligned}$ | $\begin{aligned} & 6,717 \\ & 7,132 \\ & 7,713 \\ & 8,070 \\ & 8,312 \end{aligned}$ | $\begin{aligned} & 2,283 \\ & 2,441 \\ & 2,651 \\ & 2,792 \\ & 2,881 \end{aligned}$ | $\begin{aligned} & 4,401 \\ & 4,646 \\ & 4,849 \\ & 5,062 \\ & 5,304 \end{aligned}$ | $\begin{aligned} & 4,564 \\ & 4,832 \\ & 4,031 \\ & 5,041 \\ & 5,479 \end{aligned}$ | $\begin{aligned} & 2,854 \\ & 2,955 \\ & 3,100 \\ & 3,247 \\ & 3,448 \end{aligned}$ | 3,655 3,845 3,946 4,061 4,205 | $\begin{aligned} & 3,755 \\ & 3,96 \\ & 4,042 \\ & 4,163 \\ & 4,308 \end{aligned}$ | $\begin{aligned} & 2,571 \\ & 2,683 \\ & 2,866 \\ & 2,8688 \\ & 2,955 \end{aligned}$ |
|  | $\begin{aligned} & 16,298 \\ & \text { 16,757 } \end{aligned}$ | $\begin{aligned} & 18,758 \\ & 19,189 \end{aligned}$ | $\begin{aligned} & 9,651 \\ & 9,939 \end{aligned}$ | $\begin{aligned} & 6,414 \\ & 6,613 \end{aligned}$ | $\begin{aligned} & 8,601 \\ & 8,778 \end{aligned}$ | $\begin{aligned} & 2,975 \\ & 3,038 \end{aligned}$ | $\begin{aligned} & 5,542 \\ & 5,688 \end{aligned}$ | $\begin{aligned} & 5,715 \\ & 5,850 \end{aligned}$ | $\begin{aligned} & 3,583 \\ & 3,772 \end{aligned}$ | $\begin{aligned} & 4,343 \\ & 4,457 \end{aligned}$ | $\begin{aligned} & 4,441 \\ & 4,561 \end{aligned}$ | $\begin{aligned} & 3,093 \\ & 3,128 \end{aligned}$ | $\begin{aligned} & 16,188 \\ & 66,757 \end{aligned}$ | $\begin{aligned} & 18,632 \\ & \text { 99, } \end{aligned}$ | $\begin{aligned} & 9,586 \\ & 9,939 \end{aligned}$ | $\begin{aligned} & 6,371 \\ & 6,613 \end{aligned}$ | $\begin{aligned} & 8,543 \\ & 8,778 \end{aligned}$ | $\begin{aligned} & 2,955 \\ & 3,038 \end{aligned}$ | $\begin{aligned} & 5,504 \\ & 5,688 \end{aligned}$ | $\begin{aligned} & 5,677 \\ & 5,850 \end{aligned}$ | $\begin{aligned} & 3,559 \\ & 3,772 \end{aligned}$ | $\begin{aligned} & 4,313 \\ & 4,457 \end{aligned}$ | $\begin{aligned} & 4,412 \\ & 4,561 \end{aligned}$ | $\begin{aligned} & 3,072 \\ & 3,128 \end{aligned}$ |

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: 1963-64 through 2015-16-Continued


| Year and control of institution | Constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  |
|  | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{gathered} \text { All } \\ \text { institu- } \\ \text { tions } \end{gathered}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|  | $\begin{aligned} & 14,022 \\ & 14,548 \\ & 14,93 \\ & 1,375 \\ & 15,449 \\ & 15,506 \end{aligned}$ | $\begin{aligned} & 13,981 \\ & 14,618 \\ & 15,0,25 \\ & 15,49 \\ & 15,579 \\ & 15,740 \end{aligned}$ | $\begin{aligned} & 10,144 \\ & 11,100 \\ & 11,627 \\ & 1,154 \\ & 12,34 \\ & 12,433 \end{aligned}$ | 7,818 8,300 8,618 8,25 9,087 9,239 | $\begin{aligned} & 7,809 \\ & 8,368 \\ & 8,680 \\ & 8,985 \\ & 9,228 \\ & 9,467 \end{aligned}$ | $\begin{aligned} & 4,960 \\ & 5,356 \\ & 5,735 \\ & 6,117 \\ & 6,250 \\ & 6,387 \end{aligned}$ | $\begin{aligned} & 2,441 \\ & 2,525 \\ & 2,658 \\ & 2,787 \\ & 2,747 \\ & 2,699 \end{aligned}$ | $\begin{aligned} & 2,416 \\ & 2,521 \\ & 2,644 \\ & 2,762 \\ & 2,735 \\ & 2,702 \end{aligned}$ | $\begin{aligned} & 1,885 \\ & 2,205 \\ & 2,360 \\ & 2, ., 512 \\ & 2,564 \\ & 2,612 \end{aligned}$ | $\begin{aligned} & 3,762 \\ & 3,723 \\ & 3,696 \\ & 3,663 \\ & 3,615 \\ & 3,567 \end{aligned}$ | $\begin{aligned} & 3,756 \\ & 3,729 \\ & 3,701 \\ & 3,662 \\ & 3,616 \\ & 3,570 \end{aligned}$ | $\begin{aligned} & 3,299 \\ & 3,540 \\ & 3,532 \\ & 3,525 \\ & 3,531 \\ & 3,534 \end{aligned}$ | $\begin{aligned} & 1,815 \\ & 1,907 \\ & 2,005 \\ & 2,004 \\ & 2,205 \\ & 2,321 \end{aligned}$ | $\begin{aligned} & 1,810 \\ & 1,916 \\ & 2,012 \\ & 2,129 \\ & 2,223 \\ & 2,356 \end{aligned}$ | $\begin{aligned} & 1,313 \\ & 1,455 \\ & 1,457 \\ & 1,679 \\ & 1,762 \\ & 1,876 \end{aligned}$ | $\begin{aligned} & 1,012 \\ & 1,088 \\ & 1,1,54 \\ & 1,233 \\ & 1,297 \\ & 1,383 \end{aligned}$ | $\begin{aligned} & 1,011 \\ & 1,097 \\ & 1,096 \\ & 1,1641 \\ & 1,317 \\ & 1,417 \end{aligned}$ | $\begin{aligned} & 642 \\ & 702 \\ & 768 \\ & 845 \\ & 892 \\ & 996 \end{aligned}$ | $\begin{aligned} & 316 \\ & 331 \\ & 356 \\ & 385 \\ & 392 \\ & 404 \end{aligned}$ | $\begin{aligned} & 313 \\ & 330 \\ & 354 \\ & 382 \\ & 390 \\ & 405 \end{aligned}$ | $\begin{aligned} & 244 \\ & 289 \\ & 316 \\ & 347 \\ & 366 \\ & 391 \end{aligned}$ | 487 488 495 506 516 534 | $\begin{aligned} & 486 \\ & 489 \\ & 496 \\ & 506 \\ & 516 \\ & 534 \end{aligned}$ | 427 464 473 487 504 529 |
|  | $\begin{aligned} & 15,943 \\ & 16,39 \\ & 66,806 \\ & 16,899 \\ & 16,169 \end{aligned}$ | $\begin{array}{r} 16,140 \\ 16,522 \\ 16,900 \\ 17,206 \\ 16,465 \end{array}$ | $\begin{aligned} & 12,571 \\ & 12,614 \\ & 12,658 \\ & 12,652 \\ & 12,316 \end{aligned}$ | $\begin{array}{r} 9,670 \\ 10,101 \\ 10,539 \\ 10,564 \\ 10,165 \end{array}$ | $\begin{array}{r} 9,852 \\ 10,235 \\ 10,609 \\ 10,84 \\ 10,449 \end{array}$ | $\begin{aligned} & 6,522 \\ & 6,652 \\ & 6,786 \\ & 6,796 \\ & 6,659 \end{aligned}$ | $\begin{aligned} & 2,738 \\ & 2,773 \\ & 2,811 \\ & 2,911 \\ & 2,719 \end{aligned}$ | $\begin{aligned} & 2,747 \\ & 2,784 \\ & 2,824 \\ & 2,931 \\ & 2,734 \end{aligned}$ | $\begin{aligned} & 2,605 \\ & 2,603 \\ & 2,600 \\ & 2,644 \\ & 2,546 \end{aligned}$ | $\begin{aligned} & 3,535 \\ & 3,495 \\ & 3,456 \\ & 3,424 \\ & 3,277 \end{aligned}$ | $\begin{aligned} & 3,541 \\ & 3,503 \\ & 3,467 \\ & 3,431 \\ & 3,283 \end{aligned}$ | $\begin{aligned} & 3,444 \\ & 3,359 \\ & 3,272 \\ & 3,312 \\ & 3,189 \end{aligned}$ | $\begin{aligned} & 2,527 \\ & 2,729 \\ & 2,902 \\ & 3,036 \\ & 3,162 \end{aligned}$ | $\begin{aligned} & 2,559 \\ & 2,754 \\ & 2,919 \\ & 3,091 \\ & 3,222 \end{aligned}$ | $\begin{aligned} & 1,993 \\ & 2,103 \\ & 2,186 \\ & 2,273 \\ & 2,410 \end{aligned}$ | $\begin{aligned} & 1,533 \\ & 1,684 \\ & 1,820 \\ & 1,898 \\ & 1,989 \end{aligned}$ | $\begin{aligned} & 1,562 \\ & 1,706 \\ & 1,732 \\ & 1,948 \\ & 2,045 \end{aligned}$ | $\begin{aligned} & 1,034 \\ & 1,109 \\ & 1,172 \\ & 1,221 \\ & 1,303 \end{aligned}$ | $\begin{aligned} & 434 \\ & 462 \\ & 486 \\ & 423 \\ & 532 \end{aligned}$ | $\begin{aligned} & 436 \\ & 464 \\ & 488 \\ & 427 \\ & 535 \end{aligned}$ | $\begin{aligned} & 413 \\ & 434 \\ & 449 \\ & 457 \\ & 483 \end{aligned}$ | $\begin{aligned} & 560 \\ & 568 \\ & 597 \\ & 5615 \\ & 641 \end{aligned}$ | $\begin{aligned} & 561 \\ & 584 \\ & 599 \\ & 616 \\ & 642 \end{aligned}$ | 546 560 565 595 624 |
|  | $\begin{array}{r} 15,587 \\ 15,65 \\ 15,658 \\ 15,889 \\ 15,703 \end{array}$ | $\begin{array}{r} 15,661 \\ 15,63 \\ 16,146 \\ 16,131 \\ 16,034 \end{array}$ | $\begin{array}{r} 11,920 \\ 11,648 \\ 12,061 \\ 11,95 \\ 11,790 \end{array}$ | $\begin{array}{r} 9,740 \\ 90,762 \\ 10,014 \\ 9,981 \\ 9,975 \end{array}$ | $\begin{array}{r} 9,801 \\ 9,844 \\ 10,288 \\ 10,273 \\ 10,289 \end{array}$ | $\begin{aligned} & 6,289 \\ & 6,131 \\ & 6,463 \\ & 6,488 \\ & 6,368 \end{aligned}$ | $\begin{aligned} & 2,659 \\ & 2,687 \\ & 2,634 \\ & 2,656 \\ & 2,636 \end{aligned}$ | $\begin{aligned} & 2,663 \\ & 2,701 \\ & 2,645 \\ & 2,671 \\ & 2,647 \end{aligned}$ | $\begin{aligned} & 2,595 \\ & 2,458 \\ & 2,466 \\ & 2,402 \\ & 2,435 \end{aligned}$ | $\begin{aligned} & 3,189 \\ & 3,209 \\ & 3,209 \\ & 3,182 \\ & 3,092 \end{aligned}$ | $\begin{aligned} & 3,197 \\ & 3,217 \\ & 3,213 \\ & 3,187 \\ & 3,097 \end{aligned}$ | $\begin{aligned} & 3,036 \\ & 3,059 \\ & 3,132 \\ & 3,085 \\ & 2,986 \end{aligned}$ | $\begin{aligned} & 3,388 \\ & 3,644 \\ & 3,906 \\ & 4,158 \\ & 4,514 \end{aligned}$ | $\begin{aligned} & 3,404 \\ & 3,669 \\ & 3,977 \\ & 4,240 \\ & 4,609 \end{aligned}$ | $\begin{aligned} & 2,591 \\ & 2,711 \\ & 2,971 \\ & 3,148 \\ & 3,389 \end{aligned}$ | $\begin{aligned} & 2,117 \\ & 2,272 \\ & 2,467 \\ & 2,424 \\ & 2,867 \end{aligned}$ | $\begin{aligned} & 2,130 \\ & 2,291 \\ & 2,534 \\ & 2,700 \\ & 2,958 \end{aligned}$ | $\begin{aligned} & 1,367 \\ & 1,427 \\ & 1,1,592 \\ & 1,706 \\ & 1,831 \end{aligned}$ | $\begin{aligned} & 578 \\ & 625 \\ & 649 \\ & 698 \\ & 758 \end{aligned}$ | $\begin{aligned} & 579 \\ & 6629 \\ & 651 \\ & 702 \\ & 761 \end{aligned}$ | $\begin{aligned} & 564 \\ & 572 \\ & 607 \\ & 631 \\ & 700 \end{aligned}$ | 693 747 790 886 889 | 695 749 791 838 890 | 660 7112 772 811 858 |
|  | $\begin{array}{r} 15,078 \\ 15,046 \\ 55,611 \\ 16,99 \\ 17,577 \end{array}$ | $\begin{array}{r} 15,385 \\ 15,38 \\ 16,027 \\ 17,300 \\ 18,165 \end{array}$ | $\begin{aligned} & 11,514 \\ & 1,814 \\ & 12,017 \\ & 13,023 \\ & 13,042 \end{aligned}$ | $\begin{array}{r} 9,607 \\ 9,622 \\ 10,008 \\ 10,76 \\ 11,355 \end{array}$ | $\begin{array}{r} 9,898 \\ 9,949 \\ 10,415 \\ 11,262 \\ 11,923 \end{array}$ | $\begin{aligned} & 6,328 \\ & 6,637 \\ & 6,595 \\ & 7,302 \\ & 7,255 \end{aligned}$ | $\begin{aligned} & 2,539 \\ & 2,524 \\ & 2,627 \\ & 2,867 \\ & 2,991 \end{aligned}$ | $\begin{aligned} & 2,550 \\ & 2,532 \\ & 2,629 \\ & 2,868 \\ & 2,995 \end{aligned}$ | $\begin{aligned} & 2,352 \\ & 2,397 \\ & 2,589 \\ & 2,858 \\ & 2,933 \end{aligned}$ | $\begin{aligned} & 2,932 \\ & 2,900 \\ & 2,976 \\ & 3,156 \\ & 3,231 \end{aligned}$ | $\begin{aligned} & 2,936 \\ & 2,905 \\ & 2,983 \\ & 3,970 \\ & 3,248 \end{aligned}$ | $\begin{aligned} & 2,834 \\ & 2,802 \\ & 2,834 \\ & 2,862 \\ & 2,854 \end{aligned}$ | $\begin{aligned} & 4,912 \\ & 5,470 \\ & 6,166 \\ & 6,920 \\ & 7,508 \end{aligned}$ | $\begin{aligned} & 5,013 \\ & 5,594 \\ & 6,330 \\ & 7,126 \\ & 7,759 \end{aligned}$ | $\begin{aligned} & 3,751 \\ & 4,303 \\ & 4,746 \\ & 5,364 \\ & 5,571 \end{aligned}$ | $\begin{aligned} & 3,130 \\ & 3,498 \\ & 3,953 \\ & 4,439 \\ & 4,851 \end{aligned}$ | $\begin{aligned} & 3,225 \\ & 3,617 \\ & 4,113 \\ & 4,639 \\ & 5,093 \end{aligned}$ | $\begin{aligned} & 2,062 \\ & 2,413 \\ & 2,605 \\ & 3,008 \\ & 3,099 \end{aligned}$ | $\begin{array}{r} 827 \\ 918 \\ 1,038 \\ 1,181 \\ 1,278 \end{array}$ | $\begin{array}{r} 831 \\ 921 \\ 1,039 \\ 1,181 \\ 1,279 \end{array}$ | $\begin{array}{r} 766 \\ 871 \\ 1,022 \\ 1,177 \\ 1,253 \end{array}$ | $\begin{array}{r} 955 \\ 1,054 \\ 1,175 \\ 1,300 \\ 1,380 \end{array}$ | 957 1,056 1,178 1,306 1,387 | 923 1 1,019 1,119 1,179 1,219 |
|  | $\begin{aligned} & 18,478 \\ & 19,44 \\ & 20,728 \\ & 21,621 \\ & 22,000 \end{aligned}$ | $\begin{aligned} & 19,038 \\ & 20,20 \\ & 21,506 \\ & 21,965 \\ & 22,559 \end{aligned}$ | $\begin{aligned} & 13,975 \\ & 14,259 \\ & 13,675 \\ & 14,559 \\ & 15,664 \end{aligned}$ | $\begin{array}{r} 11,973 \\ 12,676 \\ 13,529 \\ 14,374 \\ 14,669 \end{array}$ | $\begin{aligned} & 12,516 \\ & 13,402 \\ & 14,263 \\ & 14,637 \\ & 15,181 \end{aligned}$ | $\begin{aligned} & 7,851 \\ & 8,041 \\ & 7,891 \\ & 8,559 \\ & 9,472 \end{aligned}$ | $\begin{aligned} & 3,212 \\ & 3,402 \\ & 3,553 \\ & 3,595 \\ & 3,635 \end{aligned}$ | $\begin{aligned} & 3,213 \\ & 3,409 \\ & 3,585 \\ & 3,621 \\ & 3,664 \end{aligned}$ | $\begin{aligned} & 3,208 \\ & 3,285 \\ & 2,712 \\ & 2,839 \\ & 3,028 \end{aligned}$ | $\begin{aligned} & 3,293 \\ & 3,377 \\ & 3,646 \\ & 3,652 \\ & 3,696 \end{aligned}$ | $\begin{aligned} & 3,309 \\ & 3,396 \\ & 3,658 \\ & 3,667 \\ & 3,714 \end{aligned}$ | $\begin{aligned} & 2,916 \\ & 2,934 \\ & 3,072 \\ & 3,161 \\ & 3,164 \end{aligned}$ | $\begin{array}{r} 8,202 \\ 8,85 \\ 9,676 \\ 10,512 \\ 11,189 \end{array}$ | $\begin{array}{r} 8,451 \\ 9,228 \\ 10,039 \\ 10,659 \\ 11,474 \end{array}$ | $\begin{aligned} & 6,203 \\ & 6,512 \\ & 6,384 \\ & 7,078 \\ & 7,967 \end{aligned}$ | $\begin{aligned} & 5,315 \\ & 5,789 \\ & 6,316 \\ & 6,988 \\ & 7,461 \end{aligned}$ | $\begin{aligned} & 5,556 \\ & 6,121 \\ & 6,658 \\ & 7,116 \\ & 7,722 \end{aligned}$ | $\begin{aligned} & 3,485 \\ & 3,672 \\ & 3,684 \\ & 4,161 \\ & 4,817 \end{aligned}$ | $\begin{aligned} & 1,426 \\ & 1,553 \\ & 1,658 \\ & 1,748 \\ & 1,849 \end{aligned}$ | 1,426 1,557 1,673 1,760 1,863 | $\begin{aligned} & 1,424 \\ & 1,500 \\ & 1,266 \\ & 1,380 \\ & 1,540 \end{aligned}$ | 1,462 1,542 1,702 1,775 1,880 | 1,369 1,551 1,708 1,783 1,889 | 1,294 1,340 1,434 1,537 1,609 |
| $\begin{aligned} & \text { 1989-90 ................. } \\ & \text { 1990-91............................................................. } \\ & \text { 199292 } \end{aligned}$ | $\begin{aligned} & 22,553 \\ & 2,920 \\ & 23,951 \\ & 2,94 \\ & 25,45 \\ & 25,252 \end{aligned}$ | $\begin{aligned} & 23,052 \\ & 23,553 \\ & 24,581 \\ & 25,593 \\ & 25,917 \end{aligned}$ | $\begin{array}{r} 16,270 \\ 16,51 \\ 16,607 \\ 16,557 \\ 16,958 \end{array}$ | $\begin{aligned} & 15,289 \\ & 15,608 \\ & 16,639 \\ & 16,621 \\ & 17,228 \\ & 17,228 \end{aligned}$ | $\begin{aligned} & 15,756 \\ & 16,160 \\ & 16,626 \\ & 1,29 \\ & 17,848 \end{aligned}$ | $\begin{array}{r} 9,751 \\ 9,91 \\ 9,920 \\ 10,129 \\ 10,381 \end{array}$ | $\begin{aligned} & 3,609 \\ & 3,671 \\ & 3,830 \\ & 3,925 \\ & 4,058 \end{aligned}$ | $\begin{aligned} & 3,631 \\ & 3,696 \\ & 3,863 \\ & 3,948 \\ & 4,084 \end{aligned}$ | $\begin{aligned} & 3,121 \\ & 3,103 \\ & 3,083 \\ & 3,293 \\ & 3,368 \end{aligned}$ | $\begin{aligned} & 3,655 \\ & 3,691 \\ & 3,882 \\ & 3,919 \\ & 3,966 \end{aligned}$ | $\begin{aligned} & 3,664 \\ & 3,696 \\ & 3,892 \\ & 3,936 \\ & 3,985 \end{aligned}$ | $\begin{aligned} & 3,398 \\ & 3,538 \\ & 3,603 \\ & 3,134 \\ & 3,210 \end{aligned}$ | $\begin{aligned} & 12,018 \\ & 1,910 \\ & 13,892 \\ & 14,664 \\ & 15,496 \end{aligned}$ | $\begin{aligned} & 12,284 \\ & 13,23 \\ & 14,258 \\ & 1,2009 \\ & 15,904 \end{aligned}$ | $\begin{array}{r} 8,670 \\ 9,302 \\ 9,632 \\ 9,903 \\ 10,406 \end{array}$ | $\begin{array}{r} 8,147 \\ 8,772 \\ 9,419 \\ 9,942 \\ 10,572 \end{array}$ | $\begin{array}{r} 8,396 \\ 9,083 \\ 9,759 \\ 10,24 \\ 10,952 \end{array}$ | $\begin{aligned} & 5,196 \\ & 5,570 \\ & 5,754 \\ & 6,059 \\ & 6,370 \end{aligned}$ | $\begin{aligned} & 1,223 \\ & 2,063 \\ & 2,221 \\ & 2,348 \\ & 2,490 \end{aligned}$ | 1,935 2,077 2,241 2,362 2,506 | $\begin{aligned} & 1,663 \\ & 1,744 \\ & 1,788 \\ & 1,970 \\ & 2,067 \end{aligned}$ | 1,948 <br> 2,074 <br> 2,252 <br> 2,344 <br> 2,434 | 1,053 2,073 2, 257 2,354 2,445 | 1,811 1,989 2,090 1,875 1,970 |
|  | $\begin{aligned} & 25,675 \\ & 26,540 \\ & 27,048 \\ & 27,788 \\ & 28,047 \end{aligned}$ | $\begin{aligned} & 26,301 \\ & 27,161 \\ & 27,653 \\ & 28,693 \\ & 28,859 \end{aligned}$ | $\begin{array}{r} 17,696 \\ 17,834 \\ 1,9,95 \\ 19,036 \\ 19,288 \end{array}$ | $\begin{array}{r} 17,602 \\ 188,28 \\ 18,740 \\ 18,888 \\ 19,446 \end{array}$ | $\begin{aligned} & 18,188 \\ & 18,88 \\ & 19,31 \\ & 19,659 \\ & 20,234 \end{aligned}$ | $\begin{array}{r} 10,953 \\ 10,941 \\ 10,850 \\ 10,996 \\ 11,373 \end{array}$ | $\begin{aligned} & 4,099 \\ & 4,223 \\ & 4,351 \\ & 4,351 \\ & 4,452 \end{aligned}$ | $\begin{aligned} & 4,121 \\ & 4,243 \\ & 4,332 \\ & 4,367 \\ & 4,476 \end{aligned}$ | $\begin{aligned} & 3,538 \\ & 3,657 \\ & 3,805 \\ & 3,937 \\ & 3,738 \end{aligned}$ | $\begin{aligned} & 3,974 \\ & 4,019 \\ & 3,993 \\ & 4,069 \\ & 4,149 \end{aligned}$ | $\begin{aligned} & 3,992 \\ & 4,036 \\ & 4,007 \\ & 4,068 \\ & 4,149 \end{aligned}$ | $\begin{aligned} & 3,204 \\ & 3,236 \\ & 3,270 \\ & 4,102 \\ & 4,177 \end{aligned}$ | $\begin{array}{r} 16,207 \\ 17,208 \\ 18,009 \\ 18,516 \\ 19,368 \end{array}$ | $\begin{aligned} & 16,602 \\ & 17,612 \\ & 18,442 \\ & 9,40 \\ & 19,929 \end{aligned}$ | $\begin{aligned} & 11,170 \\ & 1,563 \\ & 11,954 \\ & 12,921 \\ & 13,319 \end{aligned}$ | $\begin{aligned} & 11,111 \\ & 11,864 \\ & 12,49 \\ & 12,80 \\ & 13,428 \end{aligned}$ | $\begin{array}{r} 11,481 \\ 12,243 \\ 12,881 \\ 13,34 \\ 13,974 \end{array}$ | $\begin{aligned} & 6,914 \\ & 7,094 \\ & 7,236 \\ & 7,464 \\ & 7,854 \end{aligned}$ | $\begin{aligned} & 2,587 \\ & 2,738 \\ & 2,878 \\ & 2,954 \\ & 3,075 \end{aligned}$ | $\begin{aligned} & 2,601 \\ & 2,751 \\ & 2,889 \\ & 2,964 \\ & 3,091 \end{aligned}$ | $\begin{aligned} & 2,233 \\ & 2,371 \\ & 2,537 \\ & 2,672 \\ & 2,581 \end{aligned}$ | $\begin{aligned} & 2,509 \\ & 2,606 \\ & 2,663 \\ & 2,762 \\ & 2,865 \end{aligned}$ | 2,520 2,617 2,672 2,761 2,865 | 2,023 2,098 2,181 2,785 2,884 |
| $\begin{aligned} & 1999-2000 \\ & 200001 . . \\ & 2001-02 \\ & 2002.03 . \\ & 2003-04 . . \end{aligned}$ | $\begin{aligned} & 28,450 \\ & 29,986 \\ & 29,91 \\ & 30,539 \\ & 31,529 \end{aligned}$ | $\begin{aligned} & 29,187 \\ & 29,743 \\ & 30,616 \\ & 31,124 \\ & 32,100 \end{aligned}$ | $\begin{aligned} & 19,768 \\ & 20,287 \\ & 20,161 \\ & 23,129 \\ & 25,043 \\ & 25,043 \end{aligned}$ | $\begin{aligned} & 19,846 \\ & 20,413 \\ & 21,050 \\ & 21,406 \\ & 22,170 \end{aligned}$ | $\begin{aligned} & 20,572 \\ & 21,503 \\ & 21,677 \\ & 22,6,076 \\ & 22^{2}, 744 \end{aligned}$ | $\begin{array}{r} 11,576 \\ 12,39 \\ 13,47 \\ 31,936 \\ 14,783 \end{array}$ | $\begin{aligned} & 4,555 \\ & 4,602 \\ & 4,770 \\ & 4,909 \\ & 5,052 \end{aligned}$ | $\begin{aligned} & 4,563 \\ & 4,616 \\ & 4,782 \\ & 4,925 \\ & 5,061 \end{aligned}$ | $\begin{aligned} & 4,317 \\ & 4,091 \\ & 4,167 \\ & 4,229 \\ & 4,585 \end{aligned}$ | $\begin{aligned} & 4,050 \\ & 4,070 \\ & 4,150 \\ & 4,194 \\ & 4,307 \end{aligned}$ | $\begin{aligned} & 4,053 \\ & 4,073 \\ & 4,157 \\ & 4,184 \\ & 4,295 \end{aligned}$ | $\begin{aligned} & 3,874 \\ & 3,857 \\ & 3,521 \\ & 5,064 \\ & 5,675 \end{aligned}$ | $\begin{aligned} & 20,213 \\ & 21,313 \\ & 22,413 \\ & 2,430 \\ & 24,340 \\ & 24,624 \end{aligned}$ | $\begin{aligned} & 20,737 \\ & 21,856 \\ & 22,896 \\ & 23,897 \\ & 25,078 \\ & 25,070 \end{aligned}$ | $\begin{aligned} & 14,045 \\ & 14,907 \\ & 15,825 \\ & 17,753 \\ & 19,558 \end{aligned}$ | $\begin{aligned} & 14,100 \\ & 15,000 \\ & 15,742 \\ & 16,383 \\ & 17,315 \end{aligned}$ | $\begin{aligned} & 14,616 \\ & 15,40 \\ & 16,211 \\ & 16,826 \\ & 17,763 \end{aligned}$ | $\begin{array}{r} 8,225 \\ 90,067 \\ 10,076 \\ 10,651 \\ 11,545 \end{array}$ | $\begin{aligned} & 3,236 \\ & 3,382 \\ & 3,567 \\ & 3,752 \\ & 3,945 \end{aligned}$ | $\begin{aligned} & 3,242 \\ & 3,392 \\ & 3,576 \\ & 3,764 \\ & 3,952 \end{aligned}$ | $\begin{aligned} & 3,067 \\ & 3,006 \\ & 3,116 \\ & 3,232 \\ & 3,581 \end{aligned}$ | $\begin{aligned} & 2,877 \\ & 2,991 \\ & 3,9104 \\ & 3,206 \\ & 3,364 \end{aligned}$ | $\begin{array}{r}2,879 \\ 2,993 \\ 3,109 \\ 3,197 \\ 3,354 \\ \hline\end{array}$ | 2,753 2,834 2,633 3,870 4,432 |
|  | $\begin{aligned} & 32,091 \\ & 32,220 \\ & 3,195 \\ & 33,504 \\ & 34,193 \end{aligned}$ | $\begin{aligned} & 32,641 \\ & 32,729 \\ & 33,755 \\ & 34,020 \\ & 34,714 \end{aligned}$ | 25,230 25,669 24,676 25,227 20, | $\begin{aligned} & 22,566 \\ & 22,586 \\ & 23,400 \\ & 23,604 \\ & 23,943 \end{aligned}$ | $\begin{aligned} & 23,125 \\ & 23,100 \\ & 23,949 \\ & 24,17 \\ & 24,461 \end{aligned}$ | $\begin{aligned} & 15,068 \\ & 144,98 \\ & 14,883 \\ & 14,74 \\ & 15,055 \end{aligned}$ | $\begin{aligned} & 5,193 \\ & 5,269 \\ & 5,377 \\ & 5,407 \\ & 5,578 \end{aligned}$ | $\begin{aligned} & 5,186 \\ & 5,273 \\ & 5,384 \\ & 5,411 \\ & 5,585 \end{aligned}$ | $\begin{aligned} & 5,563 \\ & 4,997 \\ & 4,840 \\ & 5,047 \\ & 5,036 \end{aligned}$ | $\begin{aligned} & 4,332 \\ & 4,365 \\ & 4,418 \\ & 4,493 \\ & 4,672 \end{aligned}$ | $\begin{aligned} & 4,330 \\ & 4,355 \\ & 4,422 \\ & 4,492 \\ & 4,668 \end{aligned}$ | $\begin{aligned} & 4,599 \\ & 5,725 \\ & 4,002 \\ & 4,586 \\ & 5,136 \end{aligned}$ | $\begin{aligned} & 25,817 \\ & 26,908 \\ & 28,439 \\ & 29,767 \\ & 30,804 \end{aligned}$ | $\begin{aligned} & 26,260 \\ & 27,333 \\ & 28,319 \\ & 30,296 \\ & 31,273 \\ & 31,273 \end{aligned}$ | $\begin{aligned} & 20,297 \\ & 21,40 \\ & 20,084 \\ & 21,1,65 \\ & 22,726 \end{aligned}$ | $\begin{array}{r} 18,154 \\ 18,862 \\ 20,048 \\ 20,972 \\ 21,570 \end{array}$ | $\begin{aligned} & 18,604 \\ & 19,29 \\ & 20,517 \\ & 21,17 \\ & 22,036 \\ & 22,036 \end{aligned}$ | $\begin{array}{r} 12,122 \\ 12,40 \\ 12,708 \\ 13,126 \\ 13,562 \end{array}$ | $\begin{aligned} & 4,178 \\ & 4,400 \\ & 4,606 \\ & 4,804 \\ & 5,025 \end{aligned}$ | $\begin{aligned} & 4,173 \\ & 4,404 \\ & 4,613 \\ & 4,808 \\ & 5,032 \end{aligned}$ | $\begin{aligned} & 4,475 \\ & 4,173 \\ & 4,147 \\ & 4,484 \\ & 4,537 \end{aligned}$ | $\begin{aligned} & 3,485 \\ & 3,645 \\ & 3,785 \\ & 3,992 \\ & 4,209 \end{aligned}$ | $\begin{aligned} & 3,483 \\ & 3,637 \\ & 3,788 \\ & 3,991 \\ & 4,206 \end{aligned}$ | 3,700 4,781 3,429 4,074 4,627 |
|  | $\begin{aligned} & 34,456 \\ & 34,353 \\ & 34,614 \\ & 3,6,515 \\ & 36,502 \\ & 36 \end{aligned}$ | $\begin{aligned} & 35,012 \\ & 35,045 \\ & 35,262 \\ & 36,121 \\ & 37,115 \end{aligned}$ | $\begin{aligned} & 26,895 \\ & 24,897 \\ & 24,716 \\ & 244,054 \\ & 24,207 \end{aligned}$ | $\begin{aligned} & 23,927 \\ & 23,755 \\ & 23,926 \\ & 24,660 \\ & 25,464 \end{aligned}$ | $\begin{aligned} & 24,483 \\ & 24,40 \\ & 24,568 \\ & 24,567 \\ & 26,069 \end{aligned}$ | $\begin{array}{r} 16,340 \\ 14,752 \\ 14,619 \\ 14,573 \\ 14,370 \end{array}$ | $\begin{aligned} & 5,769 \\ & 5,823 \\ & 5,887 \\ & 6,005 \\ & 6,106 \end{aligned}$ | $\begin{aligned} & 5,770 \\ & 5,830 \\ & 5,892 \\ & 6,012 \\ & 6,111 \end{aligned}$ | $\begin{aligned} & 5,729 \\ & 5,323 \\ & 5,412 \\ & 5,384 \\ & 5,566 \end{aligned}$ | $\begin{aligned} & 4,760 \\ & 4,775 \\ & 4,802 \\ & 4,850 \\ & 4,932 \end{aligned}$ | $\begin{aligned} & 4,759 \\ & 4,775 \\ & 4,802 \\ & 4,853 \\ & 4,935 \end{aligned}$ | $\begin{aligned} & 4,826 \\ & 4,823 \\ & 4,685 \\ & 4,096 \\ & 4,271 \end{aligned}$ | $\begin{aligned} & 31,341 \\ & 31,875 \\ & 3,058 \\ & 34,583 \\ & 35,995 \end{aligned}$ | $\begin{aligned} & 31,847 \\ & 32,517 \\ & 33,677 \\ & 35,071 \\ & 36,599 \end{aligned}$ | $\begin{aligned} & 24,463 \\ & 23,101 \\ & 23,605 \\ & 23,355 \\ & 23,870 \end{aligned}$ | $\begin{aligned} & 21,764 \\ & 22,042 \\ & 2,040 \\ & 23,950 \\ & 25,943 \\ & 25,110 \end{aligned}$ | $\begin{aligned} & 22,269 \\ & 2,697 \\ & 23,464 \\ & 24,54 \\ & 25,707 \\ & 25,70 \end{aligned}$ | $\begin{array}{r} 14,862 \\ 13,687 \\ 13,661 \\ 14,149 \\ 14,170 \end{array}$ | $\begin{aligned} & 5,248 \\ & 5,403 \\ & 5,622 \\ & 5,831 \\ & 6,021 \end{aligned}$ | $\begin{aligned} & 5,248 \\ & 5,410 \\ & 5,627 \\ & 5,837 \\ & 6,026 \end{aligned}$ | $\begin{aligned} & 5,211 \\ & 4,939 \\ & 5,169 \\ & 5,228 \\ & 5,489 \end{aligned}$ | $\begin{aligned} & 4,329 \\ & 4,430 \\ & 4,586 \\ & 4,709 \\ & 4,864 \end{aligned}$ | 4,329 4,430 4,586 4,712 4,866 | 4,390 4,475 4,475 3,977 4,211 |
| 2014-15 .............. | $\begin{aligned} & 37,677 \\ & 39,011 \end{aligned}$ | $\begin{aligned} & 38,247 \\ & 39,529 \end{aligned}$ | $\begin{array}{r} 24,481 \\ 24,367 \end{array}$ | $\begin{array}{r} 26,361 \\ 27,444 \end{array}$ | $\begin{aligned} & 26,921 \\ & 27,951 \end{aligned}$ | $\begin{aligned} & 14,350 \\ & 14,524 \end{aligned}$ | $\begin{aligned} & 6,264 \\ & 6,456 \end{aligned}$ | $\begin{aligned} & 6,271 \\ & 6,463 \end{aligned}$ | $\begin{aligned} & 5,541 \\ & 5,666 \end{aligned}$ | $\begin{aligned} & 5,053 \\ & 5,111 \end{aligned}$ | $\begin{aligned} & 5,055 \\ & 5,116 \end{aligned}$ | $\begin{aligned} & 4,590 \\ & 4,177 \end{aligned}$ | $\begin{aligned} & 37,424 \\ & 39,011 \end{aligned}$ | $\begin{aligned} & 37,990 \\ & 39,529 \end{aligned}$ | $\begin{aligned} & 24,317 \\ & 24,367 \end{aligned}$ | $\begin{aligned} & 26,184 \\ & 27,444 \end{aligned}$ | $\begin{aligned} & 26,740 \\ & 27,951 \end{aligned}$ | $\begin{aligned} & 14,254 \\ & 14,524 \end{aligned}$ | $\begin{aligned} & 6,221 \\ & 6,456 \end{aligned}$ | $\begin{aligned} & 6,229 \\ & 6,463 \end{aligned}$ | $\begin{aligned} & 5,504 \\ & 5,666 \end{aligned}$ | $\begin{aligned} & 5,019 \\ & 5,111 \end{aligned}$ | $\begin{aligned} & 5,021 \\ & 5,116 \end{aligned}$ | $\begin{aligned} & 4,560 \\ & 4,177 \end{aligned}$ |

See notes at end of table.

Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: 1963-64 through 2015-16-Continued

| Year and control of institution | Constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  | Total tuition, fees, room, and board |  |  | Tuition and required fees ${ }^{2}$ |  |  | Dormitory rooms |  |  | Board ${ }^{3}$ |  |  |
|  | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year | $\begin{array}{r} \text { All } \\ \text { institu- } \\ \text { tions } \end{array}$ | 4-year | 2-year |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| Nonprofit 1999-2000 $200001 . . .$. $2001-02 .$. $2002-03 . .$. $2003-04 . . .$. | 29,542 29,849 30,862 31,764 32,888 | $\begin{aligned} & 29,883 \\ & 30,170 \\ & 31,099 \\ & 31,186 \\ & 33^{3}, 103 \end{aligned}$ | $\begin{array}{r} 16,451 \\ 15,945 \\ 17,33 \\ 18,896 \\ 19,935 \end{array}$ | $\begin{aligned} & 20,986 \\ & 21,124 \\ & 21,84 \\ & 22,773 \\ & 23,596 \end{aligned}$ | $\begin{aligned} & 21,297 \\ & 21,517 \\ & 22,202 \\ & 22,920 \\ & 33,996 \end{aligned}$ | $\begin{array}{r} 9,701 \\ 9,43 \\ 10,866 \\ 11,664 \\ 12,275 \end{array}$ | $\begin{aligned} & 4,509 \\ & 4,555 \\ & 4,728 \\ & 4,871 \\ & 5,003 \end{aligned}$ | $\begin{aligned} & 4,533 \\ & 4,580 \\ & 4,740 \\ & 4,882 \\ & 5,012 \end{aligned}$ | $\begin{aligned} & 2,977 \\ & 2,733 \\ & 3,081 \\ & 3,462 \\ & 3,654 \end{aligned}$ | $\begin{aligned} & 4,046 \\ & 4 \\ & 4,070 \\ & 4,151 \\ & 4,180 \\ & 4,289 \end{aligned}$ | $\begin{aligned} & 4,053 \\ & 4,073 \\ & 4,157 \\ & 4,184 \\ & 4,295 \end{aligned}$ | $\begin{aligned} & 3,772 \\ & 3,729 \\ & 3,396 \\ & 3,780 \\ & 4,007 \end{aligned}$ | $\begin{aligned} & 20,989 \\ & 21,1,94 \\ & 23,080 \\ & 24,276 \\ & 25,685 \end{aligned}$ | $\begin{aligned} & 21,231 \\ & 22,710 \\ & 23,27 \\ & 24,446 \\ & 25,853 \end{aligned}$ | $\begin{aligned} & 11,688 \\ & 11,77 \\ & 12,970 \\ & 14,442 \\ & 15,569 \end{aligned}$ | $\begin{array}{r} 14,911 \\ 15,596 \\ 66,440 \\ 17,539 \\ 88,429 \end{array}$ | $\begin{aligned} & 15,131 \\ & 15,81 \\ & 16,604 \\ & 17,517 \\ & 18,584 \end{aligned}$ | $\begin{aligned} & 6,893 \\ & 6,968 \\ & 8,126 \\ & 8,907 \\ & 9,587 \end{aligned}$ | $\begin{aligned} & 3,204 \\ & 3,347 \\ & 3,536 \\ & 3,723 \\ & 3,907 \end{aligned}$ | $\begin{aligned} & 3,221 \\ & 3,365 \\ & 3,544 \\ & 3,731 \\ & 3,915 \end{aligned}$ | $\begin{aligned} & 2,115 \\ & 2,008 \\ & 2,304 \\ & 2,646 \\ & 2,853 \end{aligned}$ | $\begin{aligned} & 2,875 \\ & 2,991 \\ & 3,104 \\ & 3,195 \\ & 3,349 \end{aligned}$ | $\begin{aligned} & 2,879 \\ & 2,993 \\ & 3,109 \\ & 3,197 \\ & 3,354 \end{aligned}$ | 2,680 2,740 2,540 2,889 3,129 |
| $\begin{aligned} & 2004-05 . . . . \\ & 2005-06 \\ & 206-07 . . . \\ & 2007-08 \\ & 2008-09 . . . . \end{aligned}$ | $\begin{aligned} & 33,665 \\ & 34,50 \\ & 35,29 \\ & 35,928 \\ & 37,385 \end{aligned}$ | $\begin{aligned} & 33,878 \\ & 34,37 \\ & 34,591 \\ & 36,013 \\ & 37,523 \end{aligned}$ | $\begin{aligned} & 19,772 \\ & 19,53 \\ & 20,638 \\ & 21,1,24 \\ & 22,501 \end{aligned}$ | $\begin{aligned} & 24,23 \\ & 24,568 \\ & 25,494 \\ & 26,114 \\ & 27,198 \end{aligned}$ | $\begin{aligned} & 24,428 \\ & 24,825 \\ & 25,673 \\ & 26,57 \\ & 27,347 \end{aligned}$ | $\begin{array}{r} 12,318 \\ 12,35 \\ 12,765 \\ 13,269 \\ 13,989 \end{array}$ | $\begin{aligned} & 5,112 \\ & 5,167 \\ & 5,290 \\ & 5,319 \\ & 5,502 \end{aligned}$ | $\begin{aligned} & 5,120 \\ & 5,177 \\ & 5,296 \\ & 5,324 \\ & 5,508 \end{aligned}$ | $\begin{aligned} & 3,641 \\ & 3,612 \\ & 4,174 \\ & 4,272 \\ & 4,317 \end{aligned}$ | $\begin{aligned} & 4,316 \\ & 4,355 \\ & 4,425 \\ & 4,496 \\ & 4,685 \end{aligned}$ | $\begin{aligned} & 4,330 \\ & 4,355 \\ & 4,422 \\ & 4,492 \\ & 4,668 \end{aligned}$ | $\begin{aligned} & 3,813 \\ & 3,586 \\ & 3,699 \\ & 3,683 \\ & 4,195 \end{aligned}$ | $\begin{aligned} & 27,083 \\ & 28,520 \\ & 30,165 \\ & 31,911 \\ & 33,679 \end{aligned}$ | $\begin{aligned} & 27,255 \\ & 28,62 \\ & 30,320 \\ & 3,2,50 \\ & 33,804 \end{aligned}$ | $\begin{array}{r} 15,906 \\ 16,329 \\ 17,681 \\ 18,85 \\ 20,271 \end{array}$ | $\begin{aligned} & 19,498 \\ & 20,568 \\ & 21,84 \\ & 2,80 \\ & 24,501 \\ & 24,502 \end{aligned}$ | $\begin{aligned} & 19,652 \\ & 20,72 \\ & 21,99 \\ & 2,93 \\ & 24,38 \\ & 24,636 \end{aligned}$ | $\begin{array}{r} 9,910 \\ 10,318 \\ 10,936 \\ 11,789 \\ 12,603 \end{array}$ | $\begin{aligned} & 4,13 \\ & 4,315 \\ & 4,532 \\ & 4,725 \\ & 4,957 \end{aligned}$ | $\begin{aligned} & 4,119 \\ & 4,323 \\ & 4,537 \\ & 4,730 \\ & 4,962 \end{aligned}$ | $\begin{aligned} & 2,929 \\ & 3,017 \\ & 3,576 \\ & 3,796 \\ & 3,889 \end{aligned}$ | $\begin{aligned} & 3,472 \\ & 3,637 \\ & 3,791 \\ & 3,994 \\ & 4,221 \end{aligned}$ | $\begin{aligned} & 3,483 \\ & 3,637 \\ & 3,788 \\ & 3,991 \\ & 4,206 \end{aligned}$ | 3,067 3,994 3,169 3,672 3,779 |
| $\begin{aligned} & 2009-10 . . . . . \\ & 2010-11 . . . \\ & 2011-12 . . \\ & 2012-13 . . . . . \\ & 2013-14 \ldots . . \end{aligned}$ | $\begin{aligned} & 38,390 \\ & 39,126 \\ & 39,480 \\ & 40,430 \\ & 41,209 \end{aligned}$ | $\begin{aligned} & 38,525 \\ & 39,47 \\ & 39,616 \\ & 40,975 \\ & 41,305 \end{aligned}$ | $\begin{aligned} & 22,819 \\ & 21,654 \\ & 24,005 \\ & 22,810 \\ & 23,325 \end{aligned}$ | $\begin{array}{r} 27,920 \\ 28,947 \\ 28,735 \\ 29,421 \\ 30,089 \end{array}$ | $\begin{aligned} & 28,073 \\ & 28,48 \\ & 28,96 \\ & 29,604 \\ & 30,243 \end{aligned}$ | $\begin{aligned} & 13,892 \\ & 13,653 \\ & 14,74 \\ & 14,197 \\ & 14,200 \end{aligned}$ | $\begin{aligned} & 5,688 \\ & 5,818 \\ & 5,893 \\ & 6,013 \\ & 6,122 \end{aligned}$ | $\begin{aligned} & 5,693 \\ & 5,825 \\ & 5,898 \\ & 6,019 \\ & 6,127 \end{aligned}$ | $\begin{aligned} & 4,525 \\ & 4,289 \\ & 4,483 \\ & 4,537 \\ & 4,860 \end{aligned}$ | $\begin{aligned} & 4,783 \\ & 4,812 \\ & 4,852 \\ & 4,909 \\ & 4,997 \end{aligned}$ | $\begin{aligned} & 4,759 \\ & 4,775 \\ & 4,702 \\ & 4,853 \\ & 4,935 \end{aligned}$ | $\begin{aligned} & 4,402 \\ & 3,711 \\ & 4,782 \\ & 4,076 \\ & 4,265 \end{aligned}$ | $\begin{aligned} & 34,920 \\ & 36,304 \\ & 37,705 \\ & 39,171 \\ & 40,636 \end{aligned}$ | $\begin{aligned} & 35,042 \\ & 36,46 \\ & 37,835 \\ & 3,929 \\ & 40,731 \end{aligned}$ | $\begin{aligned} & 20,756 \\ & 20,092 \\ & 22,926 \\ & 2,2,48 \\ & 23,001 \end{aligned}$ | $\begin{aligned} & 25,396 \\ & 66,41 \\ & 27,443 \\ & 28,566 \\ & 29,671 \end{aligned}$ | $\begin{aligned} & 25,535 \\ & 26,681 \\ & 27,616 \\ & 28,743 \\ & 29,823 \end{aligned}$ | $\begin{aligned} & 12,636 \\ & 14,668 \\ & 14,678 \\ & 13,78 \\ & 14,003 \end{aligned}$ | $\begin{aligned} & 5,173 \\ & 5,398 \\ & 5,628 \\ & 5,838 \\ & 6,037 \end{aligned}$ | $\begin{aligned} & 5,178 \\ & 5,404 \\ & 5,633 \\ & 5,844 \\ & 6,042 \end{aligned}$ | 4,116 3,980 4,281 4,405 4,793 | $\begin{aligned} & 4,351 \\ & 4,464 \\ & 4,634 \\ & 4,766 \\ & 4,928 \end{aligned}$ | 4,329 4,430 4.586 4,712 4,866 | 4,004 3,444 4,567 3,958 4,206 |
| $\begin{array}{r} 2014-15 . . . . . \\ 2015-16 . . . . \end{array}$ | $\begin{aligned} & 42,254 \\ & 43,065 \end{aligned}$ | $\begin{aligned} & 42,349 \\ & 43,191 \end{aligned}$ | $\begin{aligned} & 23,736 \\ & 24,344 \end{aligned}$ | $\begin{gathered} 30,850 \\ 31,411 \end{gathered}$ | $\begin{aligned} & 30,998 \\ & 31,580 \end{aligned}$ | $\begin{aligned} & 14,384 \\ & 14,724 \end{aligned}$ | $\begin{aligned} & 6,292 \\ & 6,490 \end{aligned}$ | $\begin{aligned} & 6,296 \\ & 6,495 \end{aligned}$ | $\begin{aligned} & 5,072 \\ & 5,379 \end{aligned}$ | $\begin{aligned} & 5,113 \\ & 5,164 \end{aligned}$ | $\begin{aligned} & 5,055 \\ & 5,116 \end{aligned}$ | $\begin{aligned} & 4,281 \\ & 4,240 \end{aligned}$ | $\begin{aligned} & 41,970 \\ & 43,065 \end{aligned}$ | $\begin{aligned} & 42,065 \\ & 43,191 \end{aligned}$ | $\begin{aligned} & 23,576 \\ & 24,344 \end{aligned}$ | $\begin{gathered} 30,643 \\ 31,411 \end{gathered}$ | $\begin{aligned} & 30,790 \\ & 31,580 \end{aligned}$ | $\begin{aligned} & 14,287 \\ & 14,724 \end{aligned}$ | $\begin{aligned} & 6,249 \\ & 6,490 \end{aligned}$ | $\begin{aligned} & 6,254 \\ & 6,495 \end{aligned}$ | $\begin{aligned} & 5,038 \\ & 5,379 \end{aligned}$ | 5,078 5,164 | 5,021 5,116 | 4,252 |
|  | $\begin{aligned} & 22,695 \\ & 24,070 \\ & 24,840 \\ & 25,768 \\ & 27,941 \end{aligned}$ | $\begin{aligned} & 23,290 \\ & 24,795 \\ & 26,439 \\ & 26,220 \\ & 28,019 \end{aligned}$ | $\begin{aligned} & 22,145 \\ & 23,218 \\ & 22,674 \\ & 25,389 \\ & 88,644 \end{aligned}$ | $\begin{aligned} & 12,255 \\ & 13,870 \\ & 14,52 \\ & 44,798 \\ & 15,721 \end{aligned}$ | $\begin{aligned} & 12,190 \\ & 14,68 \\ & 44,801 \\ & 14,25 \\ & 15,875 \end{aligned}$ | $\begin{array}{r} 12,338 \\ 13,534 \\ 14,213 \\ 14,561 \\ 15,396 \end{array}$ | $\begin{aligned} & 5,977 \\ & 6,133 \\ & 6,190 \\ & 5,990 \\ & 6,520 \end{aligned}$ | $\begin{aligned} & 6,519 \\ & 6,750 \\ & 7,216 \\ & 7,044 \\ & 7,368 \end{aligned}$ | $\begin{aligned} & 5,506 \\ & 5,382 \\ & 4,786 \\ & 4,619 \\ & 5,111 \end{aligned}$ | 4,463 4,067 4,128 4,980 5,700 | 4,582 3 3,877 4,222 4,251 4,776 | $\begin{aligned} & 4,301 \\ & 4,302 \\ & 3,674 \\ & 6,209 \\ & 8,138 \end{aligned}$ | $\begin{aligned} & 16,124 \\ & 17,688 \\ & 18,576 \\ & 19,694 \\ & 21,822 \end{aligned}$ | $\begin{array}{r} 16,547 \\ 18,20 \\ 19,72 \\ 20,039 \\ 21,883 \end{array}$ | $\begin{array}{r} 15,734 \\ 17,061 \\ 16,966 \\ 19,404 \\ 22,371 \end{array}$ | $\begin{array}{r} 8,707 \\ 10,192 \\ 10,860 \\ 11,10 \\ 12,278 \end{array}$ | $\begin{array}{r} 8,661 \\ 10,41 \\ 11,069 \\ 11,40 \\ 12,398 \end{array}$ | $\begin{array}{r} 8,766 \\ 9,945 \\ 10,69 \\ 11,29 \\ 12,2024 \end{array}$ | 4,247 <br> 4,507 <br> 4,629 <br> 4,578 <br> 5,092 <br>  | $\begin{aligned} & 4,631 \\ & 4,960 \\ & 5,396 \\ & 5,384 \\ & 5,754 \end{aligned}$ | $\begin{aligned} & 3,912 \\ & 3,955 \\ & 3,579 \\ & 3,530 \\ & 3,992 \end{aligned}$ | $\begin{aligned} & 3,171 \\ & 2,988 \\ & 3,087 \\ & 3,806 \\ & 4,451 \end{aligned}$ | 3,255 3,849 3,307 3,249 3,730 | 3,056 3,161 2,748 4,746 6,355 |
| $\begin{aligned} & 2004-05 . . . . . \\ & 200-06-\ldots . . \\ & 2006-07 \\ & 207-08 . . . \\ & 2008-09 . . . . \end{aligned}$ | $\begin{aligned} & 28,712 \\ & 28,28 \\ & 28,020 \\ & 27,752 \\ & 26,998 \end{aligned}$ | $\begin{array}{r} 29,105 \\ 27,10 \\ 28,842 \\ 28,842 \\ 27,137 \\ 27,137 \end{array}$ | $\begin{aligned} & 27,785 \\ & 30,788 \\ & 24,804 \\ & 26,44 \\ & 27,383 \end{aligned}$ | $\begin{array}{r} 16,204 \\ 1,2,80 \\ 16,665 \\ 16,217 \\ 15,883 \end{array}$ | $\begin{aligned} & 16,405 \\ & 15,94 \\ & 17,033 \\ & 16,483 \\ & 16,010 \end{aligned}$ | $\begin{aligned} & 15,671 \\ & 15,517 \\ & 15,273 \\ & 15,2,40 \\ & 15,235 \end{aligned}$ | $\begin{aligned} & 7,030 \\ & 7,286 \\ & 7,242 \\ & 7,254 \\ & 6,895 \end{aligned}$ | $\begin{aligned} & 7,288 \\ & 7,765 \\ & 7,748 \\ & 7,632 \\ & 7,150 \end{aligned}$ | $\begin{aligned} & 6,401 \\ & 5,719 \\ & 5,213 \\ & 5,516 \\ & 5,438 \end{aligned}$ | $\begin{aligned} & 5,478 \\ & 5,071 \\ & 4,112 \\ & 4,380 \\ & 4,220 \end{aligned}$ | $\begin{aligned} & 5,413 \\ & 4,102 \\ & 4,061 \\ & 4,117 \\ & 3,977 \end{aligned}$ | $\begin{aligned} & 5,713 \\ & 9,502 \\ & 4,319 \\ & 5,918 \\ & 6,709 \end{aligned}$ | $\begin{aligned} & 23,098 \\ & 23,57 \\ & 24,505 \\ & 24,45 \\ & 24,322 \end{aligned}$ | $\begin{aligned} & 23,415 \\ & 2,25 \\ & 24,710 \\ & 25,1083 \\ & 24,447 \end{aligned}$ | $\begin{aligned} & 22,353 \\ & 25,670 \\ & 21,250 \\ & 23,525 \\ & 24,669 \end{aligned}$ | $\begin{aligned} & 13,036 \\ & 13,23 \\ & 14,277 \\ & 14,49 \\ & 14,309 \end{aligned}$ | $\begin{array}{r} 13,197 \\ 13,35 \\ 14,593 \\ 144,544 \\ 14,423 \end{array}$ | $\begin{array}{r} 12,607 \\ 12,59 \\ 23,085 \\ 13,363 \\ 13,725 \end{array}$ | $\begin{aligned} & 5,655 \\ & 6,085 \\ & 6,205 \\ & 6,445 \\ & 6,212 \end{aligned}$ | $\begin{aligned} & 5,863 \\ & 6,485 \\ & 6,638 \\ & 6,781 \\ & 6,441 \end{aligned}$ | $\begin{aligned} & 5,149 \\ & 4,776 \\ & 4,466 \\ & 4,901 \\ & 4,899 \end{aligned}$ | $\begin{aligned} & 4,407 \\ & 4,235 \\ & 3,523 \\ & 3,892 \\ & 3,802 \end{aligned}$ | 4,355 3,426 3,479 3,658 3,583 | 4,596 7,935 3,700 5,258 6,044 |
| $\begin{aligned} & 2009-10 \text {..... } \\ & 2010-11 . . \\ & 2011-12 . . . \\ & 2012-13 \\ & 2013-14 . . . . . \end{aligned}$ | $\begin{aligned} & 26,516 \\ & 24,68 \\ & 24,053 \\ & 23,859 \\ & 33,463 \end{aligned}$ | $\begin{aligned} & 26,259 \\ & 24,653 \\ & 24,002 \\ & 23,779 \\ & 23,371 \end{aligned}$ | $\begin{aligned} & 28,554 \\ & 27,92 \\ & 24,591 \\ & 24,735 \\ & 24,689 \end{aligned}$ | $\begin{array}{r} 15,423 \\ 14,807 \\ 14,398 \\ 14,182 \\ 13,984 \end{array}$ | $\begin{aligned} & 15,138 \\ & 14,94 \\ & 44,357 \\ & 14,101 \\ & 33,907 \end{aligned}$ | $\begin{array}{r} 16,635 \\ 14,665 \\ 44,600 \\ 14,637 \\ 14,396 \end{array}$ | $\begin{aligned} & 6,863 \\ & 5,884 \\ & 5,819 \\ & 5,912 \\ & 5,885 \end{aligned}$ | $\begin{aligned} & 6,962 \\ & 5,905 \\ & 5,812 \\ & 5,919 \\ & 5,876 \end{aligned}$ | $\begin{aligned} & 6,48 \\ & 5,741 \\ & 5,892 \\ & 5,839 \\ & 5,973 \end{aligned}$ | $\begin{aligned} & 4,230 \\ & 4,077 \\ & 3,836 \\ & 3,764 \\ & 3,594 \end{aligned}$ | $\begin{aligned} & 4,159 \\ & 3,954 \\ & 3,833 \\ & 3,760 \\ & 3,588 \end{aligned}$ | $\begin{aligned} & 5,671 \\ & 7,186 \\ & 4,099 \\ & 4,259 \\ & 4,320 \end{aligned}$ | $\begin{aligned} & 24,118 \\ & 22,82 \\ & 22,92 \\ & 23,165 \\ & 23^{\prime}, 137 \end{aligned}$ | $\begin{aligned} & 23,885 \\ & 22,85 \\ & 22,92 \\ & 23,988 \\ & 23,947 \end{aligned}$ | $\begin{aligned} & 25,973 \\ & 25,787 \\ & 23,486 \\ & 24,016 \\ & 24,346 \end{aligned}$ | $\begin{aligned} & 14,029 \\ & 13,739 \\ & 3,51 \\ & 3,70 \\ & 13,789 \end{aligned}$ | $\begin{aligned} & 13,769 \\ & 3,767 \\ & 13,712 \\ & 13,691 \\ & 13,714 \end{aligned}$ | $\begin{aligned} & 15,132 \\ & 13,92 \\ & 13,944 \\ & 14,212 \\ & 14,196 \end{aligned}$ | 6,42 5,460 5 5,558 5,740 5,83 | $\begin{aligned} & 6,332 \\ & 5,479 \\ & 5,551 \\ & 5,747 \\ & 5,795 \end{aligned}$ | $\begin{aligned} & 5,683 \\ & 5,327 \\ & 5,627 \\ & 5,669 \\ & 5,891 \end{aligned}$ | $\begin{aligned} & 3,847 \\ & 3,783 \\ & 3,663 \\ & 3,655 \\ & 3,544 \end{aligned}$ | 3,783 3,669 3,660 3,651 3,538 | $\begin{aligned} & 5,158 \\ & 6,668 \\ & 3,915 \\ & 4,135 \\ & 4,260 \end{aligned}$ |
| $\begin{aligned} & 2014-15 \text {...... } \\ & 2015-16 \ldots . . . \end{aligned}$ | $\begin{aligned} & 23,530 \\ & 23,776 \end{aligned}$ | $\begin{aligned} & 23,435 \\ & 23,722 \end{aligned}$ | $\begin{aligned} & 25,789 \\ & 24,305 \end{aligned}$ | $\begin{aligned} & 14,066 \\ & \text { 14,195 } \end{aligned}$ | $\begin{aligned} & 14,020 \\ & 14,154 \end{aligned}$ | $\begin{aligned} & 14,344 \\ & 14,472 \end{aligned}$ | $\begin{aligned} & 5,835 \\ & 5,849 \end{aligned}$ | $\begin{aligned} & 5,837 \\ & 5,842 \end{aligned}$ | $\begin{aligned} & 5,812 \\ & 5,928 \end{aligned}$ | $\begin{aligned} & 3,630 \\ & 3,731 \end{aligned}$ | $\begin{aligned} & 3,578 \\ & 3,726 \end{aligned}$ | $\begin{aligned} & 5,632 \\ & 3,905 \end{aligned}$ | $\begin{aligned} & 23,372 \\ & 23,776 \end{aligned}$ | $\begin{aligned} & 23,278 \\ & 23,722 \end{aligned}$ | $\begin{aligned} & 25,615 \\ & 24,305 \end{aligned}$ | $\begin{aligned} & 13,971 \\ & 14,195 \end{aligned}$ | $\begin{aligned} & 13,926 \\ & 14,154 \end{aligned}$ | $\begin{aligned} & 14,248 \\ & 14,472 \end{aligned}$ | $\begin{aligned} & 5,795 \\ & 5,849 \end{aligned}$ | $\begin{aligned} & 5,798 \\ & 5,842 \end{aligned}$ | $\begin{aligned} & 5,773 \\ & 5,928 \end{aligned}$ | $\begin{aligned} & 3,605 \\ & 3,731 \end{aligned}$ | $\begin{aligned} & 3,554 \\ & 3,726 \end{aligned}$ | $\begin{aligned} & 5,594 \\ & 3,905 \end{aligned}$ |

${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
${ }^{2}$ For public institutions, in-state tuition and required fees are used
${ }^{3}$ Data for 1986-87 and later years reflect a basis of 20 meals per week, while data for earlier years are for meals served 7 days a week (the number of meals per day was not specified). Because of this revision in data collection and tabulation procedures, data are not entirely comparable with figures for previous years. In particular, data on board rates are somewhat higher than in earlier years because they reflect the basis of 20 meals per week rather than meals served 7 days a week. Since many institutions serve ${ }^{4}$ Room and board data are estimated.
NOTE: Data are for the entire academic year and are average charges for full-time students. Tuition and fees were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect student residency. Room and board are based on full-time students. Data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions.

Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Because of their low response rate, data for private 2 -year colleges must be interpreted with caution. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
Higher Education General Information Survey (HEGIS) "Institutional Characteristics of Coll Education Statistics to 1986-87, 1969-70 through 1985-86; "Fall Enrollment in Institutions of Higher Education" surveys, 1963 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99) and "Institutional Characteristics Survey" (IPEDS-IC:86-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and IPEDS Fall 2000 through Fall 2015, Institutional Characteristics component. (This table was prepared November 2016.)

Table 330.20. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: 2014-15 and 2015-16
[In current dollars]

| State or jurisdiction | Public 4-year |  |  |  |  |  |  | Private 4-year |  |  |  |  |  | Public 2-year, tuition and required fees |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | In-state, 2014-15 |  | In-state, 2015-16 |  |  |  | Out-ofstate tuition and required fees, 2015-16 | 2014-15 |  | 2015-16 |  |  |  |  |  |  |
|  | Total | Tuition and required fees | Total | Tuition and required fees | Room | Board |  | Total | $\begin{array}{r} \text { Tuition } \\ \text { and } \\ \text { required } \\ \text { fees } \end{array}$ | Total | $\begin{array}{r} \text { Tuition } \\ \text { and } \\ \text { required } \\ \text { fees } \end{array}$ | Room | Board | $\begin{gathered} \text { In-state, } \\ \text { 2014-15 } \end{gathered}$ | $\begin{array}{\|c\|} \text { In-state, } \\ \text { 2015-16 } \end{array}$ | $\begin{array}{r} \text { Out-of- } \\ \text { state, } \\ 2015-16 \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| United States | \$18,632 | \$8,543 | \$19,189 | \$8,778 | \$5,850 | \$4,561 | \$24,354 | \$37,990 | \$26,740 | \$39,529 | \$27,951 | \$6,463 | \$5,116 | \$2,955 | \$3,038 | \$7,409 |
| Alabama | 17,859 | 8,871 | 18,509 | 9,179 | 5,228 | 4,101 | 23,261 | 23,883 | 14,759 | 24,648 | 15,359 | 4,690 | 4,599 | 4,120 | 4,289 | 8,464 |
| Alaska | 16,814 | 6,356 | 16,701 | 6,880 | 5,678 | 4,142 | 20,463 | 25,961 | 19,136 | 26,388 | 19,957 | 3,323 | 3,108 | 3,340 | 3,340 | 3,340 |
| Arizona | 19,839 | 9,775 | 20,621 | 9,884 | 6,555 | 4,182 | 24,161 | 20,928 | 12,201 | 22,245 | 12,667 | 5,076 | 4,501 | 2,025 | 2,061 | 8,255 |
| Arkansas | 15,320 | 7,261 | 15,976 | 7,577 | 4,836 | 3,562 | 18,306 | 27,486 | 19,974 | 28,827 | 20,936 | 3,997 | 3,894 | 2,973 | 3,105 | 4,638 |
| California | 21,749 | 9,008 | 22,151 | 9,070 | 7,310 | 5,771 | 31,526 | 38,468 | 27,388 | 41,182 | 29,519 | 6,495 | 5,168 | 1,244 | 1,246 | 6,968 |
| Colorado | 19,710 | 8,722 | 20,594 | 9,128 | 5,507 | 5,959 | 27,986 | 32,916 | 21,603 | 33,651 | 22,332 | 6,540 | 4,779 | 3,347 | 3,630 | 8,915 |
| Connecticut | 22,435 | 10,535 | 23,351 | 11,106 | 6,603 | 5,642 | 32,870 | 49,824 | 36,304 | 51,570 | 37,679 | 7,888 | 6,003 | 3,869 | 4,039 | 12,100 |
| Delaware . | 23,161 | 11,492 | 23,566 | 11,670 | 7,139 | 4,757 | 28,962 | 24,904 | 13,720 | 25,511 | 14,200 | 5,637 | 5,674 | 3,530 | 3,215 | 6,548 |
| District of Columbia | + | 5,251 |  | 5,251 |  | $\dagger$ | 11,233 | 51,857 | 37,949 | 53,572 | 38,901 | 9,590 | 5,081 | + | $\dagger$ |  |
| Florida | 14,677 | 4,456 | 14,457 | 4,438 | 5,871 | 4,148 | 17,656 | 32,418 | 21,578 | 33,973 | 22,793 | 6,231 | 4,948 | 2,383 | 2,387 | 8,862 |
| Georgia | 16,522 | 6,753 | 17,292 | 7,011 | 5,989 | 4,291 | 23,167 | 36,107 | 24,493 | 37,464 | 25,754 | 6,544 | 5,166 | 3,177 | 3,181 | 7,929 |
| Hawaii | 19,131 | 8,831 | 20,098 | 9,263 | 5,484 | 5,351 | 27,911 | 27,483 | 15,233 | 27,895 | 15,561 | 5,398 | 6,936 | 2,800 | 2,935 | 7,930 |
| Idaho . | 13,644 | 6,834 | 14,211 | 6,915 | 3,464 | 3,832 | 20,624 | 13,009 | 6,456 | 13,069 | 6,006 | 2,574 | 4,489 | 3,023 | 3,108 | 7,959 |
| Illinois | 23,792 | 13,084 | 24,098 | 13,387 | 5,784 | 4,927 | 27,909 | 39,778 | 28,481 | 41,331 | 29,639 | 6,804 | 4,888 | 3,499 | 3,692 | 10,630 |
| Indiana . | 18,393 | 8,633 | 18,712 | 8,745 | 5,271 | 4,696 | 28,313 | 39,129 | 29,050 | 41,030 | 30,533 | 5,405 | 5,092 | 4,055 | 4,115 | 7,992 |
| Iowa | 16,708 | 7,858 | 16,748 | 7,879 | 4,411 | 4,458 | 24,136 | 32,610 | 24,076 | 34,144 | 25,308 | 4,167 | 4,670 | 4,355 | 4,478 | 5,832 |
| Kansas | 15,584 | 7,726 | 16,783 | 8,011 | 4,522 | 4,250 | 20,901 | 24,655 | 16,635 | 26,114 | 17,827 | 3,891 | 4,397 | 3,015 | 3,201 | 4,395 |
| Kentucky | 17,530 | 9,189 | 18,702 | 9,490 | 5,169 | 4,043 | 22,321 | 31,594 | 23,039 | 32,996 | 24,258 | 4,460 | 4,278 | 3,650 | 3,650 | 12,478 |
| Louisiana ... | 16,045 | 7,296 | 17,287 | 8,162 | 5,568 | 3,558 | 23,099 | 42,620 | 31,175 | 44,652 | 32,733 | 6,587 | 5,331 | 3,502 | 3,919 | 7,292 |
| Maine ......... | 18,914 | 9,166 | 18,767 | 9,186 | 4,820 | 4,761 | 25,598 | 44,991 | 33,205 | 46,578 | 34,277 | 6,134 | 6,167 | 3,663 | 3,648 | 6,396 |
| Maryland | 19,375 | 8,482 | 20,076 | 8,942 | 6,371 | 4,763 | 21,768 | 49,648 | 36,402 | 52,013 | 38,352 | 7,699 | 5,962 | 3,668 | 3,816 | 9,147 |
| Massachusetts | 22,214 | 10,900 | 23,389 | 11,670 | 7,205 | 4,514 | 27,736 | 53,172 | 39,298 | 55,024 | 40,761 | 8,196 | 6,067 | 4,333 | 4,559 | 9,944 |
| Michigan ... | 20,843 | 11,507 | 21,380 | 11,708 | 4,766 | 4,907 | 34,863 | 29,423 | 20,718 | 30,954 | 22,018 | 4,288 | 4,648 | 3,062 | 3,179 | 6,590 |
| Minnesota | 18,726 | 10,400 | 19,266 | 10,701 | 4,712 | 3,852 | 18,295 | 37,684 | 28,123 | 39,131 | 29,377 | 5,101 | 4,652 | 5,327 | 5,332 | 5,975 |
| Mississippi . | 15,710 | 6,880 | 16,434 | 7,175 | 5,297 | 3,962 | 18,516 | 22,844 | 15,643 | 24,034 | 16,438 | 3,923 | 3,673 | 2,518 | 2,645 | 4,810 |
| Missouri | 17,143 | 8,065 | 17,418 | 8,178 | 5,457 | 3,783 | 19,860 | 30,402 | 21,465 | 31,692 | 22,416 | 5,166 | 4,110 | 2,890 | 3,016 | 5,814 |
| Montana | 14,448 | 6,378 | 14,853 | 6,443 | 3,867 | 4,544 | 22,145 | 29,635 | 21,630 | 31,239 | 22,961 | 3,958 | 4,320 | 3,215 | 3,310 | 9,177 |
| Nebraska | 16,199 | 7,223 | 16,761 | 7,446 | 5,054 | 4,261 | 18,651 | 28,930 | 20,501 | 29,873 | 21,641 | 4,308 | 3,925 | 2,743 | 2,852 | 3,910 |
| Nevada ... | 15,138 | 5,016 | 15,570 | 5,298 | 5,373 | 4,898 | 20,355 | 30,812 | 17,325 | 32,302 | 18,827 | 7,277 | 6,198 | 2,700 | 2,805 | 9,450 |
| New Hampshire ............. | 25,821 | 14,538 | 26,008 | 14,986 | 6,595 | 4,427 | 26,795 | 44,995 | 31,868 | 44,945 | 31,979 | 7,987 | 4,978 | 6,979 | 6,999 | 15,204 |
| New Jersey . | 24,825 | 12,541 | 25,544 | 13,021 | 7,653 | 4,870 | 27,358 | 45,434 | 32,986 | 46,835 | 34,040 | 7,511 | 5,284 | 3,982 | 4,223 | 7,462 |
| New Mexico | 14,778 | 6,003 | 15,029 | 6,262 | 4,492 | 4,275 | 15,842 | 28,464 | 18,779 | 30,395 | 20,532 | 5,562 | 4,301 | 1,475 | 1,553 | 4,909 |
| New York ...... | 20,549 | 7,272 | 21,489 | 7,647 | 8,990 | 4,853 | 20,305 | 48,845 | 35,095 | 50,295 | 36,361 | 8,463 | 5,472 | 4,711 | 4,969 | 8,756 |
| North Carolina | 15,771 | 6,658 | 16,364 | 6,944 | 5,302 | 4,119 | 23,309 | 38,918 | 28,177 | 40,532 | 29,307 | 5,782 | 5,443 | 2,355 | 2,391 | 8,300 |
| North Dakota ...... | 14,217 | 7,050 | 14,847 | 7,208 | 3,002 | 4,637 | 17,727 | 19,502 | 13,255 | 20,103 | 13,883 | 2,854 | 3,366 | 4,283 | 4,506 | 8,719 |
| Ohio | 20,537 | 9,631 | 20,931 | 9,757 | 6,123 | 5,051 | 23,179 | 37,976 | 27,761 | 39,449 | 28,953 | 5,419 | 5,078 | 3,610 | 3,642 | 7,738 |
| Oklahoma | 14,147 | 6,345 | 14,677 | 6,680 | 4,127 | 3,871 | 18,458 | 31,093 | 22,309 | 32,303 | 23,658 | 4,337 | 4,309 | 3,244 | 3,349 | 8,019 |
| Oregon. | 19,654 | 8,891 | 20,516 | 9,406 | 6,515 | 4,595 | 28,676 | 44,215 | 33,108 | 46,262 | 35,034 | 5,789 | 5,439 | 4,023 | 4,148 | 7,874 |
| Pennsylvania ... | 23,519 | 13,171 | 24,236 | 13,516 | 6,342 | 4,377 | 25,367 | 47,894 | 35,622 | 49,895 | 37,237 | 6,932 | 5,725 | 4,589 | 4,791 | 11,801 |
| Rhode Island ........ | 22,030 | 10,868 | 22,722 | 11,321 | 7,112 | 4,289 | 27,967 | 48,870 | 36,205 | 51,053 | 37,406 | 8,194 | 5,453 | 3,950 | 4,266 | 11,496 |
| South Carolina | 20,354 | 11,448 | 21,150 | 11,791 | 5,620 | 3,739 | 28,702 | 30,957 | 22,241 | 32,109 | 23,167 | 4,549 | 4,393 | 4,061 | 4,219 | 8,510 |
| South Dakota | 14,983 | 7,744 | 16,108 | 8,273 | 4,094 | 3,740 | 11,592 | 28,531 | 21,018 | 29,775 | 22,164 | 3,699 | 3,913 | 5,014 | 5,419 | 5,253 |
| Tennessee ...... | 17,147 | 8,495 | 17,735 | 8,932 | 4,730 | 4,073 | 24,554 | 33,183 | 23,893 | 34,621 | 25,053 | 5,343 | 4,224 | 3,820 | 3,940 | 15,346 |
| Texas | 16,872 | 7,870 | 17,395 | 8,091 | 4,879 | 4,425 | 21,677 | 37,743 | 27,552 | 39,613 | 28,880 | 5,942 | 4,792 | 1,948 | 2,017 | 5,502 |
| Utah ........ | 12,970 | 5,942 | 13,344 | 6,140 | 3,109 | 4,094 | 18,501 | 15,435 | 7,747 | 15,221 | 7,571 | 3,838 | 3,813 | 3,469 | 3,569 | 11,337 |
| Vermont | 24,986 | 14,495 | 25,910 | 15,062 | 6,862 | 3,986 | 36,475 | 49,211 | 37,391 | 51,862 | 39,518 | 6,842 | 5,502 | 5,886 | 6,054 | 11,958 |
| Virginia . | 20,941 | 11,057 | 21,889 | 11,669 | 5,734 | 4,486 | 31,559 | 32,501 | 22,835 | 30,916 | 21,016 | 5,312 | 4,589 | 4,318 | 4,793 | 10,867 |
| Washington .. | 18,863 | 8,299 | 18,665 | 7,782 | 5,687 | 5,197 | 28,849 | 43,285 | 32,964 | 45,470 | 34,412 | 5,814 | 5,243 | 3,992 | 3,771 | 6,565 |
| West Virginia ................. | 15,644 | 6,420 | 16,426 | 6,900 | 5,105 | 4,422 | 18,833 | 19,681 | 11,055 | 20,186 | 11,721 | 4,163 | 4,302 | 3,628 | 3,825 | 9,077 |
| Wisconsin ..... | 15,938 | 8,441 | 16,194 | 8,504 | 4,558 | 3,132 | 21,327 | 37,416 | 28,094 | 39,363 | 29,777 | 5,465 | 4,121 | 4,323 | 4,382 | 7,336 |
| Wyoming ................... | 13,457 | 3,968 | 13,942 | 4,178 | 4,310 | 5,454 | 12,770 | $\dagger$ | 16,968 | $\dagger$ | 18,021 | $\dagger$ | $\dagger$ | 2,694 | 2,788 | 6,733 |

## $\dagger$ Not applicable.

NOTE: Data are for the entire academic year and are average charges for full-time students In-state tuition and fees were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect the number of students who were state residents. Out-of-state tuition and fees were weighted by the number of first-time freshmen attending the institution in fall 2014 from out of state. Institutional room and board rates are weighted by the number of full-time students. Degree-granting institutions grant associate's or higher degrees and par-
ticipate in Title IV federal financial aid programs. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014 and Fall 2015, Institutional Characteristics component; and Spring 2015 and Spring 2016, Fall Enrollment component. (This table was prepared November 2016.)

Table 330.30. Average undergraduate tuition, fees, room, and board rates for full-time students in degree-granting postsecondary institutions, by percentile of charges and control and level of institution: Selected years, 2000-01 through 2015-16

| Control and level of institution, and year | Current dollars |  |  |  |  |  |  |  |  |  | Constant 2015-16 dollars |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Tuition, fees, room, and board |  |  |  |  | Tuition and required fees |  |  |  |  | Tuition and required fees |  |  |  |  |
|  | $\begin{array}{r} 10 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} 25 \mathrm{th} \\ \text { percentile } \end{array}$ | Median (50th percentile) | $\begin{array}{r} 75 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} 90 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} 10 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} 25 \text { th } \\ \text { percentile } \end{array}$ | Median <br> (50th percentile) | $\begin{array}{r} 75 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} 90 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} 10 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} 25 \text { th } \\ \text { percentile } \end{array}$ | Median (50th percentile) | $\begin{array}{r} 75 \text { th } \\ \text { percentile } \end{array}$ | $\begin{array}{r} \text { 90th } \\ \text { percentile } \end{array}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Public institutions ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ................. | \$5,741 | \$6,880 | \$8,279 | \$9,617 | \$11,384 | \$612 | \$1,480 | \$2,403 | \$3,444 | \$4,583 | \$833 | \$2,014 | \$3,270 | \$4,687 | \$6,237 |
| 2005-06 | 7,700 | 9,623 | 11,348 | 13,543 | 16,264 | 990 | 2,070 | 3,329 | 5,322 | 6,972 | 1,185 | 2,479 | 3,986 | 6,373 | 8,348 |
| 2010-11 | 9,889 | 12,856 | 15,234 | 17,860 | 21,593 | 1,230 | 2,626 | 4,632 | 7,115 | 9,420 | 1,326 | 2,830 | 4,992 | 7,668 | 10,152 |
| 2013-14 | 11,817 | 14,954 | 17,665 | 20,167 | 23,943 | 1,560 | 3,217 | 5,963 | 8,506 | 10,918 | 1,582 | 3,262 | 6,047 | 8,626 | 11,072 |
| 2014-15 | 12,596 | 15,601 | 18,012 | 20,667 | 24,525 | 1,630 | 3,348 | 6,313 | 8,878 | 11,471 | 1,641 | 3,371 | 6,356 | 8,938 | 11,548 |
| 2015-16 | 13,215 | 15,947 | 18,648 | 21,735 | 25,180 | 1,632 | 3,456 | 6,452 | 9,326 | 11,948 | 1,632 | 3,456 | 6,452 | 9,326 | 11,948 |
| Public 4-year ${ }^{1}$ 2000-01.......... | 6,503 | 7,347 | 8,468 | 9,816 | 11,611 | 2,118 | 2,520 | 3,314 | 4,094 | 5,085 | 2,882 | 3,429 | 4,510 | 5,571 | 6,920 |
| 2005-06.. | 8,863 | 10,219 | 11,596 | 13,830 | 16,443 | 3,094 | 3,822 | 5,084 | 6,458 | 8,097 | 3,705 | 4,577 | 6,088 | 7,733 | 9,695 |
| 2010-11 | 12,048 | 13,604 | 15,823 | 18,419 | 22,191 | 4,336 | 5,091 | 6,779 | 8,689 | 11,029 | 4,673 | 5,487 | 7,306 | 9,365 | 11,886 |
| 2013-14 | 13,782 | 15,653 | 18,239 | 20,411 | 24,228 | 5,086 | 6,343 | 7,816 | 10,037 | 12,864 | 5,158 | 6,432 | 7,926 | 10,178 | 13,045 |
| 2014-15 | 14,289 | 16,181 | 18,576 | 21,080 | 24,922 | 5,250 | 6,497 | 7,994 | 10,382 | 13,160 | 5,285 | 6,541 | 8,048 | 10,452 | 13,249 |
| 2015-16 | 14,733 | 16,559 | 19,217 | 21,979 | 25,658 | 5,360 | 6,691 | 8,256 | 10,509 | 13,431 | 5,360 | 6,691 | 8,256 | 10,509 | 13,431 |
| Public 2-year ${ }^{1}$ 2000-01 | 3,321 | 3,804 | 4,627 | 5,750 | 6,871 | 310 | 724 | 1,387 | 1,799 | 2,460 | 422 | 985 | 1,888 | 2,448 | 3,348 |
| 2005-06 | 4,380 | 4,822 | 6,234 | 7,567 | 8,993 | 691 | 1,109 | 1,920 | 2,589 | 3,100 | 827 | 1,328 | 2,299 | 3,100 | 3,712 |
| 2010-11 | 5,347 | 6,327 | 7,339 | 9,370 | 11,312 | 700 | 1,412 | 2,537 | 3,315 | 3,840 | 754 | 1,522 | 2,734 | 3,573 | 4,139 |
| 2013-14 | 6,144 | 6,952 | 8,763 | 10,729 | 13,369 | 1,178 | 1,560 | 2,954 | 3,826 | 4,550 | 1,195 | 1,582 | 2,996 | 3,880 | 4,614 |
| 2014-15 | 6,287 | 7,202 | 8,815 | 11,438 | 14,462 | 1,183 | 1,551 | 3,000 | 3,963 | 4,754 | 1,191 | 1,561 | 3,020 | 3,990 | 4,786 |
| 2015-16 | 6,474 | 7,580 | 9,337 | 11,854 | 14,978 | 1,182 | 1,504 | 3,080 | 4,115 | 5,032 | 1,182 | 1,504 | 3,080 | 4,115 | 5,032 |
| Private nonprofit institutions $2000-01$ <br> 2005-06 $\qquad$ <br> 2010-11 $\qquad$ <br> 2013-14 $\qquad$ <br> 2014-15 $\qquad$ <br> 2015-16 $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 13,514 | 17,552 | 22,493 | 27,430 | 32,659 | 7,800 | 11,730 | 15,540 | 19,600 | 24,532 | 10,615 | 15,963 | 21,148 | 26,673 | 33,385 |
|  | 18,243 | 23,258 | 29,497 | 35,918 | 41,707 | 9,981 | 15,375 | 21,070 | 26,265 | 31,690 | 11,951 | 18,410 | 25,230 | 31,450 | 37,946 |
|  | 23,143 | 29,884 | 38,063 | 47,061 | 52,235 | 11,930 | 19,625 | 26,920 | 34,536 | 40,082 | 12,858 | 21,151 | 29,013 | 37,221 | 43,198 |
|  | 26,333 | 34,020 | 43,047 | 53,659 | 58,612 | 12,550 | 22,090 | 30,460 | 39,220 | 44,848 | 12,727 | 22,401 | 30,889 | 39,772 | 45,480 |
|  | 27,640 | 35,274 | 44,582 | 55,440 | 60,770 | 12,525 | 22,760 | 31,370 | 40,660 | 46,467 | 12,610 | 22,914 | 31,582 | 40,935 | 46,781 |
|  | 25,930 | 36,461 | 45,951 | 57,465 | 63,209 | 11,940 | 23,162 | 32,250 | 42,270 | 48,190 | 11,940 | 23,162 | 32,250 | 42,270 | 48,190 |
| Nonprofit 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2005-06 | 18,350 | 23,322 | 29,598 | 36,028 | 41,774 | 10,300 | 15,560 | 21,190 | 26,500 | 31,690 | 12,333 | 18,632 | 25,373 | 31,731 | 37,946 |
| 2010-11 | 23,548 | 30,042 | 38,129 | 47,061 | 52,235 | 12,220 | 19,854 | 27,100 | 34,580 | 40,082 | 13,170 | 21,398 | 29,207 | 37,269 | 43,198 |
| 2013-14 | 26,663 | 34,095 | 43,233 | 53,667 | 58,612 | 12,700 | 22,295 | 30,596 | 39,330 | 44,848 | 12,879 | 22,609 | 31,027 | 39,884 | 45,480 |
| 2014-15 | 27,778 | 35,425 | 44,775 | 55,440 | 60,770 | 12,920 | 22,950 | 31,480 | 40,670 | 46,467 | 13,007 | 23,105 | 31,693 | 40,945 | 46,781 |
| 2015-16 | 26,352 | 36,547 | 46,094 | 57,465 | 63,209 | 12,240 | 23,748 | 32,400 | 42,288 | 48,190 | 12,240 | 23,748 | 32,400 | 42,288 | 48,190 |
| Nonprofit 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2005-06 | 8,030 | 15,680 | 16,830 | 20,829 | 28,643 | 4,218 | 8,640 | 9,940 | 12,270 | 14,472 | 5,051 | 10,346 | 11,902 | 14,692 | 17,329 |
| 2010-11 | 10,393 | 19,718 | 21,186 | 27,386 | 30,758 | 3,840 | 9,730 | 12,000 | 14,640 | 18,965 | 4,139 | 10,486 | 12,933 | 15,778 | 20,439 |
| 2013-14 | 21,146 | 23,815 | 25,400 | 29,677 | 31,200 | 3,060 | 10,500 | 15,533 | 16,345 | 20,660 | 3,103 | 10,648 | 15,752 | 16,575 | 20,951 |
| 2014-15 | 22,044 | 23,200 | 25,705 | 30,400 | 32,120 | 4,200 | 11,330 | 15,579 | 16,678 | 21,260 | 4,228 | 11,407 | 15,684 | 16,791 | 21,404 |
| 2015-16 ... | 22,582 | 23,059 | 25,696 | 31,405 | 53,387 | 4,904 | 10,800 | 14,110 | 17,346 | 22,060 | 4,904 | 10,800 | 14,110 | 17,346 | 22,060 |
| Private for-profit institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01. | 13,396 | 15,778 | 19,403 | 21,400 | 21,845 | 6,900 | 8,202 | 9,644 | 12,090 | 14,600 | 9,390 | 11,162 | 13,124 | 16,453 | 19,869 |
| 2005-06 | 17,278 | 19,098 | 25,589 | 26,499 | 31,903 | 7,632 | 10,011 | 12,450 | 14,335 | 17,740 | 9,139 | 11,987 | 14,908 | 17,165 | 21,242 |
| 2010-11 | 16,097 | 16,097 | 17,484 | 26,175 | 31,639 | 10,194 | 10,194 | 13,520 | 15,750 | 18,048 | 10,987 | 10,987 | 14,571 | 16,975 | 19,451 |
| 2013-14 | 16,466 | 16,466 | 16,745 | 28,348 | 34,316 | 10,312 | 10,878 | 13,049 | 16,156 | 18,313 | 10,457 | 11,031 | 13,233 | 16,384 | 18,571 |
| 2014-15. | 16,942 | 16,942 | 23,107 | 25,619 | 34,114 | 10,480 | 10,702 | 13,500 | 17,132 | 18,748 | 10,551 | 10,774 | 13,591 | 17,248 | 18,875 |
| 2015-16 ................ | 17,407 | 17,407 | 26,028 | 26,405 | 35,377 | 10,575 | 11,003 | 13,320 | 17,132 | 19,286 | 10,575 | 11,003 | 13,320 | 17,132 | 19,286 |
| For-profit 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2005-06 | 17,383 | 19,098 | 25,589 | 26,499 | 31,903 | 7,632 | 10,418 | 12,900 | 14,450 | 17,735 | 9,139 | 12,475 | 15,447 | 17,303 | 21,236 |
| 2010-11 | 16,097 | 16,097 | 17,484 | 26,175 | 31,639 | 10,194 | 10,194 | 13,560 | 16,500 | 18,048 | 10,987 | 10,987 | 14,614 | 17,783 | 19,451 |
| 2013-14 | 16,466 | 16,466 | 16,745 | 28,348 | 34,316 | 10,312 | 10,878 | 12,435 | 16,360 | 18,748 | 10,457 | 11,031 | 12,610 | 16,590 | 19,012 |
| 2014-15 | 16,942 | 16,942 | 23,107 | 25,619 | 34,114 | 10,480 | 10,702 | 12,975 | 17,173 | 18,885 | 10,551 | 10,774 | 13,063 | 17,289 | 19,013 |
| 2015-16. | 17,407 | 17,407 | 26,028 | 26,405 | 35,377 | 10,607 | 11,003 | 12,975 | 17,132 | 19,459 | 10,607 | 11,003 | 12,975 | 17,132 | 19,459 |
| For-profit 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000-01 ............ | 15,778 | 15,778 | 19,403 | 21,845 | 21,845 | 6,025 | 7,365 | 9,644 | 12,000 | 14,255 | 8,199 | 10,023 | 13,124 | 16,330 | 19,399 |
| 2005-06 | 13,010 | 18,281 | 43,425 | 43,425 | 43,425 | 7,870 | 9,285 | 11,550 | 14,196 | 19,425 | 9,424 | 11,118 | 13,830 | 16,999 | 23,260 |
| 2010-11 | 23,687 | 23,687 | 25,161 | 25,161 | 25,161 | 10,075 | 12,049 | 13,418 | 15,263 | 17,918 | 10,858 | 12,986 | 14,461 | 16,450 | 19,311 |
| 2013-14 .. | 24,019 | 24,019 | 26,295 | 26,295 | 26,295 | 10,360 | 12,307 | 13,620 | 15,356 | 18,000 | 10,506 | 12,480 | 13,812 | 15,572 | 18,254 |
| 2014-15 ................................... | 25,028 | 25,028 | 25,028 | 25,028 | 25,028 | 10,437 | 12,450 | 13,620 | 15,119 | 17,339 | 10,508 | 12,534 | 13,712 | 15,221 | 17,456 |
| 2015-16 .................................. | 25,732 | 25,732 | 25,732 | 25,732 | 25,732 | 10,510 | 12,672 | 13,975 | 15,760 | 18,048 | 10,510 | 12,672 | 13,975 | 15,760 | 18,048 |

${ }^{1}$ Average undergraduate tuition and fees are based on in-state students only.
NOTE: Data are for the entire academic year and are average charges for full-time students. Student charges were weighted by the number of full-time-equivalent undergraduates, but were not adjusted to reflect student residency. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 through Fall 2015, Institutional Characteristics component; and Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared February 2017.)

Table 330.40. Average total cost of attendance for first-time, full-time undergraduate students in degree-granting postsecondary institutions, by control and level of institution, living arrangement, and component of student costs: Selected years, 2009-10 through 2015-16

| Level of institution, living arrangement, and component of student costs | 2009-10 |  |  |  | 2012-13 |  |  |  | 2013-14 |  |  |  | 2014-15 |  |  |  | 2015-16 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{array}{r} \text { All } \\ \text { institutions } \end{array}$ | Public, in-state | Private |  | $\begin{array}{\|r} \text { All } \\ \text { institutions } \end{array}$ | Public, in-state | Private |  | $\begin{array}{\|r\|} \text { All } \\ \text { institutions } \end{array}$ | Public, in-state | Private |  | $\begin{array}{\|r\|} \text { All } \\ \text { institutions } \end{array}$ | Public, in-state | Private |  | $\begin{array}{r} \text { All } \\ \text { institutions } \end{array}$ | Public, in-state | Private |  |
|  |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|  |  |  |  |  |  |  |  |  |  | Current | dollars |  |  |  |  |  |  |  |  |  |
| 4-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Average total cost, by living arrangement | \$26,283 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Off campus, living with family ......................... | 19,091 | 11,950 | 30,500 | 19,318 | 21,346 | 13,595 | 34,107 | 23,194 | 21,519 | 13,593 | 35,353 | 21,785 | 22,057 | 13,836 | \$36,413 | 22,314 | 22,556 | 14,132 | +37,536 | 21,328 |
| Off campus, not living with family ................... | 28,829 | 20,724 | 38,824 | 28,836 | 30,372 | 22,655 | 42,546 | 31,542 | 30,230 | 22,943 | 43,917 | 28,427 | 31,062 | 23,328 | 45,560 | 29,175 | 31,746 | 23,813 | 46,947 | 29,163 |
| Component of student costs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Tuition and required fees.. | 13,734 | 6,773 | 25,676 | 12,873 | 15,763 | 7,997 | 29,029 | 16,299 | 16,137 | 8,218 | 30,265 | 15,346 | 16,654 | 8,456 | 31,328 | 15,550 | 17,182 | 8,702 | 32,414 | 15,704 |
| Books and supplies ................... | 1,192 | 1,165 | 1,182 | 1,389 | 1,246 | 1,241 | 1,239 | 1,361 | 1,245 | 1,249 | 1,248 | 1,167 | 1,258 | 1,263 | 1,251 | 1,251 | 1,252 | 1,264 | 1,242 | 1,150 |
| Room, board, and other expenses On campus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Room and board .................. | 8,583 | 8,155 | 9,114 | 10,082 | 9,598 | 9,187 | 10,179 | 9,228 | 9,922 | 9,513 | 10,527 | 9,145 | 10,219 | 9,790 | 10,853 | 9,479 | 10,533 | 10,096 | 11,183 | 9,566 |
| Other .................. | 2,774 | 3,126 | 2,282 | 4,573 | 2,925 | 3,253 | 2,441 | 4,212 | 2,918 | 3,201 | 2,494 | 3,722 | 2,971 | 3,264 | 2,537 | 3,587 | 2,973 | 3,245 | 2,558 | 4,193 |
| Off campus, living with family Other $\qquad$ | 4,165 | 4,012 | 3,642 | 5,057 | 4,337 | 4,358 | 3,839 | 5,534 | 4,137 | 4,126 | 3,839 | 5,272 | 4,145 | 4,117 | 3,835 | 5,513 | 4,123 | 4,166 | 3,880 | 4,473 |
| Off campus, not living with family Room and board ............... | 8,862 | 8,722 | 8,164 | 8,997 | 8,971 | 9,282 | 8.410 | 8,697 | 8,773 | 9,520 | 8,556 | 7,479 | 8,994 | 9,643 | 8,842 | 7,845 | 8,987 | 9,826 | 8,799 | 7,499 |
| Other ....................................................... | 5,041 | 4,065 | 3,801 | 5,578 | 4,393 | 4,136 | 3,868 | 5,184 | 4,075 | 3,956 | 3,848 | 4,436 | 4,156 | 3,966 | 4,139 | 4,529 | 4,325 | 4,021 | 4,492 | 4,809 |
| 2-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Average total cost, by living arrangement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On campus $\qquad$ | 14,351 9 9 | 11,886 7 7 | 23,352 16,639 | 27,721 18,982 | 14,436 9,171 | 13,265 8,314 | 27,692 19 | 28,035 20,037 | 14,613 9 | 13,527 8 8 | 29,932 | 27,718 19815 | 15,089 9,350 | 13,996 8,560 | 30,489 <br> 22.364 | 28,294 20.190 | $\begin{array}{r}15,451 \\ 9 \\ \hline 189\end{array}$ | 14,342 8,777 | 30,972 21865 | 28,716 20,103 |
| Off campus, living with family .................... Off campus, not living with family ........... | 9,731 17,063 | 7,581 14,758 | 16,639 24,969 | 18,982 26,556 | 9,171 16,807 | 8,314 15,879 | 19,990 29,752 | 20,037 | 9,214 17,124 | 8,453 16,345 | 21,968 $\mathbf{2 9 , 7 8 1}$ | 19,815 27,588 | 9,350 17,453 | 8,560 16,614 | 22,364 | 20,190 | 9,549 17,743 | 8,777 16,949 | 21,865 30,309 | 20,103 28,291 |
| Component of student costs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 4,705 | 2,619 | 12,326 | 13,511 | 3,925 | 3,081 | 14,338 | 14,510 | 3,895 | 3,145 | 15,960 | 14,215 | 4,034 | 3,257 | 16,333 | 14,586 | 4,161 | 3,390 | 16,405 | 14,623 |
| Books and supplies | 1,259 | 1,241 | 1,205 | 1,371 | 1,341 | 1,347 | 1,315 | 1,254 | 1,379 | 1,388 | 1,278 | 1,234 | 1,424 | 1,433 | 1,303 | 1,278 | 1,438 | 1,449 | 1,243 | 1,268 |
| Room, board, and other expenses On campus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Room and board <br> Other | 5,481 | 5,171 | 7,096 | 8,729 | 6,072 | 5,765 | 8,529 | 9,362 | 6,328 | 6,014 | 9,323 | 9,126 | 6,585 | 6,275 | 9,658 | 9,265 | 6,805 | 6,468 | 10,178 | 9,640 |
|  | 2,906 | 2,856 | 2,726 | 4,111 | 3,099 | 3,072 | 3,510 | 2,909 | 3,011 | 2,980 | 3,370 | 3,143 | 3,046 | 3,031 | 3,195 | 3,165 | 3,046 | 3,035 | 3,146 | 3,185 |
| Off campus, living with family Other | 3,767 | 3,721 | 3,108 | 4,101 | 3,905 | 3,886 | 4,338 | 4,273 | 3,940 | 3,920 | 4,730 | 4,366 | 3,891 | 3,870 | 4,727 | 4,326 | 3,949 | 3,939 | 4,217 | 4,213 |
| Off campus, not living with family |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Room and board $\qquad$ <br> Other $\qquad$ | 7,334 | 7,240 | 8,095 | 7,588 | 7,656 | 7,630 | 9,027 | 7,723 | 7,964 | 7,986 | 7,950 | 7,735 | 8,130 | 8,135 | 8,053 | 8,093 | 8,235 | 8,269 | 8,072 | 7,906 |
|  | 3,765 | 3,659 | 3,343 | 4,087 | 3,886 | 3,821 | 5,073 | 4,370 | 3,885 | 3,826 | 4,592 | 4,404 | 3,864 | 3,790 | 4,535 | 4,541 | 3,908 | 3,842 | 4,589 | 4,494 |
|  | Constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4-year institutions |  | \$21,130 | \$42,056 | $\$ 31,790$21,238 | \$30,415 | \$22,32614,002 | \$44,17135,128 | $\begin{array}{r} \$ 32,030 \\ 23,888 \end{array}$ | \$30,648 | $\begin{array}{r} \$ 22,494 \\ 13,784 \end{array}$ | $\begin{array}{r} \$ 45,162 \\ 35,851 \end{array}$ | $\begin{aligned} & \$ 29,795 \\ & 2,092 \end{aligned}$ | \$31,313 | \$22,92713,929 | \$46,279 | $\begin{aligned} & \$ 30,068 \\ & 2,064 \end{aligned}$ |  |  |  |  |
| Average total cost, by living arrangement | \$28,895 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | \$31,940 | \$23,306 | \$47,397 |  |
| On campus .................................. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | \$30,614 |
| Off campus, living with family .............. | 20,988 | 13,137 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Off campus, not living with family ................. | 15,099 | 7,446 | 28,228 | 31,702 | 16,235 | 8,236 | 29,898 | 16,787 | 16,364 | 8,334 | 30,692 | 28,828 | 16,766 | 8,513 | 45,867 | 15,655 | 17,182 | 8,702 | 46,947 | 15,704 |
| Tuition and required fees ............................... |  |  |  | 14,152 |  |  |  |  |  |  |  | 15,563 |  |  | 31,540 |  |  |  | 32,414 |  |
| 2-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Average total cost, by living arrangementOn campus ............................ | 15,777 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 13,068 | $\begin{aligned} & 25,673 \\ & 18,292 \end{aligned}$ | $\begin{aligned} & 30,476 \\ & 20,869 \end{aligned}$ | $\begin{gathered} 14,868 \\ 9,445 \end{gathered}$ | $\begin{gathered} 13,662 \\ 8,563 \end{gathered}$ | 28,52120,589 | $\begin{aligned} & 28,874 \\ & 20,636 \end{aligned}$ | $\begin{array}{r} 14,819 \\ 9,343 \\ \hline 170 \end{array}$ | $\begin{gathered} 13,717 \\ 8,57 \\ 8,57 \end{gathered}$ | $\begin{aligned} & 30,353 \\ & 22,78 \end{aligned}$ | 28,10820,094 | 15,1919,413 | $\begin{array}{r} 14,090 \\ 8,618 \end{array}$ | $\begin{aligned} & 30,695 \\ & 22,515 \end{aligned}$ | 28,486 | 15,451 | 14,342 | 30,972 | 28,71620,10328,291 |
| Off campus, living with family ..................... | 10,698 | 8,334 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 9,549 | 8,777 | 21,865 |  |
| Off campus, not living with family ................. | 18,759 | 16,225 | 27,450 | 29,195 | 17,310 | 16,355 | 30,643 | 28,691 | 17,365 | 16,575 | 30,200 | 27,977 | 17,571 | 16,727 | 30,429 | 28,690 | 17,743 | 16,949 | 30,309 |  |
| Tuition and required fees .............................. | 5,172 | 2,879 | 13,551 | 14,854 | 4,042 | 3,174 | 14,767 | 14,944 | 3,950 | 3,189 | 16,185 | 14,416 | 4,062 | 3,279 | 16,444 | 14,685 | 4,161 | 3,390 | 16,405 | 14,623 |
| ${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis. <br> NOTE: Excludes students who previously attended another postsecondary institution or who began their studies on a parttime basis. Tuition and fees at public institutions are the lower of either in-district or in-state tuition and fees. Data illustrating |  |  |  |  |  |  |  |  | the average total cost of attendance for all students are weighted by the number of students at the institution receiving Title IV aid. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010 and Winter 2012-13 through Winter 2015-16, Student Financial Aid component; and Fall 2009 through Fall 2015, Institutional Characteristics component. (This table was prepared November 2016.) |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 330.50. Average graduate tuition and required fees in degree-granting postsecondary institutions, by control of institution and percentile of charges: 1989-90 through 2015-16


## -Not available.

${ }^{1}$ Data are based on in-state tuition only.
NOTE: Average graduate student tuition weighted by fall full-time-equivalent graduate enrollment. Excludes doctoral students in professional practice programs. Data through 1995-96 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2 -year colleges and
excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:89-99); "Completions Survey" (IPEDS-C:90-99); "Institutional Characteristics Survey" (IPEDS-IC:89-99); IPEDS Fall 2000 through Fall 2015, Institutional Characteristics component; and IPEDS Spring 2001 through Spring 2016, Fall Enrollment component. (This table was prepared February 2017.)

Table 331.10. Percentage of undergraduates receiving financial aid, by type and source of aid and selected student characteristics: 2011-12
[Standard errors appear in parentheses]


Table 331.20. Full-time, first-time degree/certificate-seeking undergraduate students enrolled in degree-granting postsecondary institutions, by participation and average amount awarded in financial aid programs, and control and level of institution: 2000-01 through 2014-15


[^122]Table 331.20. Full-time, first-time degree/certificate-seeking undergraduate students enrolled in degree-granting postsecondary institutions, by participation and average amount awarded in financial aid programs, and control and level of institution: 2000-01 through 2014-15—Continued

| Control and level of institution, and year | Number enrolled | Number <br> awarded financial aid | Percentawarded aid | Percent of enrolled students awarded aid |  |  |  | Average award for students in aid programs ${ }^{1}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  | Current dollars |  |  |  | Constant 2015-16 dollars ${ }^{2}$ |  |  |  |
|  |  |  |  | Federal grants | State/local grants | Institutional grants | Student loans ${ }^{3}$ | Federal grants | State/local grants | Institutional grants | Student loans ${ }^{3}$ | Federal grants | State/local grants | Institutional grants | Student loans ${ }^{3}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  | $\begin{aligned} & 419,499 \\ & 460,832 \\ & 490,80 \\ & 5404,715 \\ & 499,901 \end{aligned}$ | $\begin{aligned} & 347,638 \\ & 333,42 \\ & 436,48 \\ & 451,012 \\ & 45,124 \end{aligned}$ | $\begin{aligned} & 82.9 \\ & 85.4 \\ & 88.9 \\ & 89.4 \\ & 89.0 \end{aligned}$ | 27.4 26.0 32.4 35.4 33.9 3 | $\begin{aligned} & 32.2 \\ & 31.2 \\ & 37.8 \\ & \text { 27.7 } \\ & 27.0 \\ & 27.0 \end{aligned}$ | $\begin{aligned} & 70.1 \\ & 74.6 \\ & 79.2 \\ & 79.6 \\ & 80.6 \end{aligned}$ | $\begin{aligned} & 58.1 \\ & 59.8 \\ & 63.1 \\ & 64.3 \\ & 63.3 \end{aligned}$ | $\begin{aligned} & 2,930 \\ & 3,437 \\ & \text { 3,092 } \\ & 5,095 \\ & 5,1,683 \end{aligned}$ |  | $\begin{array}{r} 7,458 \\ 10,02 \\ 13,737 \\ 14,414 \\ 15,178 \end{array}$ | $\begin{aligned} & 4,000 \\ & 5,264 \\ & \hline, .471 \\ & 7,475 \\ & 7,493 \\ & 7,493 \end{aligned}$ | $\begin{aligned} & 3,988 \\ & 4.116 \\ & 5.590 \\ & 4,904 \end{aligned}$ |  | $\begin{aligned} & 10,149 \\ & 11,977 \\ & 15,103 \\ & 15,535 \\ & 15,893 \end{aligned}$ | $\begin{aligned} & 5,443 \\ & 6,304 \\ & 8,214 \\ & 7,873 \\ & 7,845 \end{aligned}$ |
|  | $\begin{aligned} & 505,079 \\ & 504,584 \\ & 503,208 \end{aligned}$ | $\begin{aligned} & 499,337 \\ & 450,275 \\ & 450,460 \end{aligned}$ | $\begin{aligned} & 89.0 \\ & 89.2 \\ & 89.5 \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 33.1 \\ 33.1 \\ 32.6 \end{array} \end{aligned}$ | $\begin{aligned} & 26.0 \\ & 26.1 \\ & 25.9 \\ & 25.9 \end{aligned}$ | $\begin{array}{r} 80.7 \\ 88.6 \\ 82.4 \end{array}$ | $\begin{aligned} & 61.9 \\ & 61.0 \\ & 60.9 \end{aligned}$ | $\begin{aligned} & 4,692 \\ & 4,753 \\ & 4,826 \end{aligned}$ | $\begin{aligned} & 3,680 \\ & 3,764 \\ & 3,842 \end{aligned}$ | $\begin{aligned} & 16,070 \\ & 16,064 \\ & 17,845 \end{aligned}$ | $\begin{aligned} & 7,904 \\ & 8,069 \\ & 8,003 \end{aligned}$ | $\begin{aligned} & 4,833 \\ & 4,820 \\ & 4,858 \end{aligned}$ | $\begin{aligned} & 3,791 \\ & 3,717 \\ & 3,867 \end{aligned}$ | $\begin{aligned} & 16,551 \\ & 17,203 \\ & 17,965 \end{aligned}$ | $\begin{aligned} & 8,141 \\ & 8,143 \\ & 8,057 \end{aligned}$ |
|  | 19,870 <br> 10,237 <br> 10,087 <br> 13,116 12,85 <br> -, | $\begin{gathered} 15,466 \\ 8,409 \\ 9,9015 \\ 1,1,88 \\ 12,883 \end{gathered}$ | $\begin{aligned} & 77.5 \\ & 88.8 .8 \\ & 89.4 \\ & 90.2 \end{aligned}$ | $\begin{aligned} & 49.2 \\ & 51.6 \\ & 56.9 \\ & 63.9 \\ & 76.3 \end{aligned}$ | $\begin{gathered} 23.9 \\ 36.1 \\ \text { a9.1. } \\ 26.8 \\ 24.3 \end{gathered}$ | $\begin{aligned} & 25.7 \\ & 38.5 \\ & 41.5 \\ & 29.8 \\ & 31.8 \end{aligned}$ | $\begin{aligned} & 49.5 \\ & 55.9 \\ & 56.6 \\ & 66.3 \end{aligned}$ | $\begin{aligned} & 2,269 \\ & 3,176 \\ & 4,294 \\ & 4,553 \\ & 4,180 \end{aligned}$ | $\begin{aligned} & 2,892 \\ & 2,974 \\ & 3,000 \\ & 2,835 \\ & 2,830 \end{aligned}$ | $\begin{aligned} & 2,168 \\ & 3,799 \\ & 4,798 \\ & 5,059 \\ & 4,075 \end{aligned}$ | $\begin{aligned} & 4,509 \\ & 5,531 \\ & 6,078 \\ & 6,944 \\ & 7,014 \end{aligned}$ | $\begin{aligned} & 3,088 \\ & 3,803 \\ & 4,721 \\ & 4.907 \\ & 4,377 \end{aligned}$ | $\begin{aligned} & 3,936 \\ & 3,561 \\ & 3,298 \\ & 3,055 \\ & 2,963 \end{aligned}$ | $\begin{aligned} & 2,250 \\ & 4,549 \\ & 5,574 \\ & 5,453 \\ & 4,267 \end{aligned}$ | 6,13 <br> 6,623 <br> 6,682 <br> 7,344 |
| $\begin{aligned} & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | $\begin{aligned} & 10,306 \\ & 8,990 \\ & 31,509 \end{aligned}$ | $\begin{array}{r} 9,296 \\ 88,298 \\ 88,569 \end{array}$ | $\begin{aligned} & 90.2 \\ & 92.3 \\ & 90.7 \end{aligned}$ | $\begin{gathered} 67.1 \\ 70.6 \\ 74.2 \end{gathered}$ | $\begin{array}{r} 30.3 \\ 27.3 \\ 8.4 \end{array}$ | $\begin{array}{r} 37.7 \\ 49.5 \\ 14.5 \end{array}$ | $\begin{aligned} & 60.6 \\ & 65.5 \\ & 48.4 \end{aligned}$ | $\begin{aligned} & 3,962 \\ & \begin{array}{l} 3 \\ 4 \end{array} 216 \\ & 4,281 \end{aligned}$ | $\begin{aligned} & 3,373 \\ & 3,618 \\ & 3,851 \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 4,347 \\ \hline \end{array}, 346 \\ & 5,636 \end{aligned}$ | $\begin{aligned} & 6,960 \\ & 7,818 \\ & 6,839 \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 4,080 \\ 4,275 \\ 4,309 \end{array} \end{aligned}$ | $\begin{aligned} & 3,474 \\ & 3,669 \\ & 3,877 \end{aligned}$ | $\begin{aligned} & 4,478 \\ & 4,48 \\ & \hline \end{aligned}, 688$ | $\begin{aligned} & 7,1688 \\ & 7,988 \\ & 6,886 \end{aligned}$ |
|  | $\begin{aligned} & 203,995 \\ & 3892069 \\ & 599,269 \\ & 37,935 \\ & 29,938 \end{aligned}$ |  | $\begin{aligned} & 66.2 \\ & 80.2 \\ & 90.0 \\ & 90.1 \\ & 90.7 \end{aligned}$ | $\begin{aligned} & 49.3 \\ & 55.6 \\ & 54.8 \\ & 75.7 \\ & 75.3 \end{aligned}$ | $\begin{gathered} 15.2 \\ 11.4 \\ 61.4 \\ 6.3 \\ 9.0 \\ 8.4 \end{gathered}$ | $\begin{gathered} 6.2 \\ 8.8 \\ \hline 15.2 \\ \hline 5.5 \\ 15.5 \end{gathered}$ | 63.5 77.4 88.5 88.0 82.3 8 | $\begin{aligned} & 2,312 \\ & 2,725 \\ & 4,538 \\ & 4,584 \\ & 4,394 \end{aligned}$ | $\begin{aligned} & 2,494 \\ & \substack{2,496 \\ 3,275 \\ 3,028 \\ 2,992 \\ 20} \end{aligned}$ | $\begin{aligned} & 1,540 \\ & \hline, 423 \\ & \hline \end{aligned}$ | $\begin{aligned} & 5,517 \\ & 6,454 \\ & 8,800 \\ & 8,064 \\ & 8,796 \\ & 7,797 \end{aligned}$ | $\begin{aligned} & 3,147 \\ & 3,263 \\ & 4 \\ & 4 \end{aligned}, 98939893$ | $\begin{aligned} & 3,393 \\ & 3,347 \\ & 3,600 \\ & 3,264 \\ & 3,133 \end{aligned}$ | $\begin{aligned} & 2,095 \\ & 1,704 \\ & 1,739 \\ & 1,339 \\ & 2,031 \\ & 2,201 \end{aligned}$ | $\begin{aligned} & 7,508 \\ & 7,728 \\ & 9.674 \\ & 8,691 \\ & 8,964 \end{aligned}$ |
|  | $\begin{aligned} & 259,270 \\ & \begin{array}{l} 2999 \\ 192,889 \end{array} \\ & 19299 \end{aligned}$ | $\begin{gathered} 227,633 \\ 208,935 \\ 170,369 \end{gathered}$ | $\begin{aligned} & 87.8 \\ & 87.3 \\ & 88.3 \end{aligned}$ | $\begin{aligned} & 71.9 \\ & 72.8 \\ & 73.1 \end{aligned}$ | $\begin{aligned} & 7.8 \\ & 8.1 \\ & 8.7 \end{aligned}$ | $\begin{gathered} 18.2 \\ \begin{array}{c} 21.5 \\ 20.6 \end{array} \end{gathered}$ | $\begin{aligned} & 77.3 \\ & 73.2 \\ & 76.6 \end{aligned}$ | $\begin{aligned} & 4,360 \\ & 4,395 \\ & 4,420 \end{aligned}$ | $\begin{aligned} & \substack{3,159 \\ 3,277 \\ 3,558} \end{aligned}$ | $\begin{aligned} & 2,343 \\ & 2,499 \\ & 3,192 \end{aligned}$ | $\begin{aligned} & 8,095 \\ & 8,336 \\ & 7,907 \end{aligned}$ | $\begin{aligned} & 4,490 \\ & 4,457 \\ & 4,450 \end{aligned}$ | $\begin{aligned} & \left.\begin{array}{l} 3,253 \\ 3,232 \\ 3,582 \end{array}\right) \end{aligned}$ | $\begin{aligned} & 2,413 \\ & 2,534 \\ & 3,213 \\ & 3,213 \end{aligned}$ | $\begin{aligned} & 8,338 \\ & 8,454 \\ & 7,960 \end{aligned}$ |
|  | $\begin{aligned} & 81,075 \\ & 157,705 \\ & 1241,369 \\ & 112,769 \\ & 112,969 \end{aligned}$ | $\begin{array}{r} 51,739 \\ 116,23 \\ 222,79 \\ 222,700 \\ 102,00 \\ 102,357 \end{array}$ | $\begin{aligned} & 63.8 \\ & \begin{array}{l} 3.7 \\ 92.3 \\ 90.5 \\ 90.6 \end{array} \end{aligned}$ | 36.1 46.8 75.9 73.6 75.5 73. | $\begin{array}{r} 11.9 \\ 8.9 \\ 61.6 \\ 11.3 \\ 10.7 \end{array}$ | 8.3 <br> 10.9 <br> 23.7 <br> 23.6 <br> 22.4 <br> 22.4 | $\begin{aligned} & 57.7 \\ & 67.2 \\ & 86.6 \\ & 88.9 \\ & 82.7 \end{aligned}$ | $\begin{aligned} & 2,295 \\ & 2,490 \\ & 4.578 \\ & 4,733 \\ & 4,692 \\ & 4,663 \\ & 463 \end{aligned}$ | $\begin{aligned} & 2,889 \\ & 2,945 \\ & 2,899 \\ & 2,895 \\ & 2,994 \\ & 2,994 \\ & 2041 \end{aligned}$ | $\begin{aligned} & 1,616 \\ & 1,641 \\ & \left.1 \begin{array}{l} 1,379 \\ 2 \\ 2,805 \\ 2,860 \\ 3,808 \\ 3 \end{array} \right\rvert\, \end{aligned}$ | $\begin{aligned} & 5,749 \\ & 7,046 \\ & 7 ., 667 \\ & \hline 8.567 \\ & 8,231 \\ & 8,230 \end{aligned}$ | $\begin{aligned} & 3,124 \\ & 3,982 \\ & 5 ., 983 \\ & 5,101 \\ & 54,913 \\ & 4,913 \\ & 4802 \end{aligned}$ | $\begin{aligned} & 3,931 \\ & 3,526 \\ & 3,187 \\ & 3,179 \\ & 3,135 \\ & 3029 \end{aligned}$ | $\begin{aligned} & 2,199 \\ & 1,965 \\ & 1,516 \\ & 3,023 \\ & 2,995 \end{aligned}$ | $\begin{array}{r} 7,823 \\ 8,437 \\ 10,628 \\ 9,227 \\ 8,619 \end{array}$ |
| $\begin{aligned} & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | $\begin{aligned} & 100,555 \\ & 90,408 \\ & 81,791 \end{aligned}$ | $\begin{aligned} & 89,424 \\ & 80,58 \\ & 73,040 \end{aligned}$ | $\begin{aligned} & 88.9 \\ & 89.3 \\ & 89.3 \end{aligned}$ | $\begin{aligned} & 73.5 \\ & 72.4 \\ & 71.9 \end{aligned}$ | $\begin{array}{r} 9.7 \\ 10.5 \\ 9.8 \end{array}$ | $\begin{aligned} & 26.9 \\ & 34.4 \\ & 30.9 \end{aligned}$ | $\begin{gathered} 79.1 \\ 78.0 \\ 75.7 \end{gathered}$ | $\begin{aligned} & 4,663 \\ & 4,628 \\ & 4,677 \end{aligned}$ | $\begin{aligned} & \begin{array}{c} 2,91 \\ 3,023 \\ 3,262 \end{array} \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 3,028 \\ 3,082 \\ 4,137 \end{array} \end{aligned}$ | $\begin{aligned} & 8,300 \\ & 8,585 \\ & 8,237 \end{aligned}$ | $\begin{aligned} & 4,802 \\ & 4 \\ & 4 \\ & 4,693 \\ & 4,708 \end{aligned}$ | $\begin{aligned} & \begin{array}{l} 3,029 \\ 3,066 \\ 3,284 \end{array} \end{aligned}$ | $\begin{aligned} & 3,118 \\ & 3,125 \\ & 4,165 \end{aligned}$ | $\begin{aligned} & 8.548 \\ & 8,706 \\ & 8,293 \end{aligned}$ |
|  | $\begin{aligned} & 122,920 \\ & 170,501 \\ & 307,500 \\ & 215,299 \\ & 178,969 \end{aligned}$ | $\begin{aligned} & 103,633 \\ & 147,129 \\ & 271,75 \\ & 193,37 \\ & 162,321 \end{aligned}$ | 84.3 86.3 88.3 89.8 90.7 | 58.0 63.6 74.0 76.8 75.2 | $\begin{gathered} 17.3 \\ \begin{array}{c} 3.7 \\ 6.1 \\ 7.8 \\ 6.9 \end{array} \end{gathered}$ | $\begin{array}{r} 4.8 \\ 6.8 \\ 8.5 \\ 11.3 \\ 10.8 \end{array}$ | $\begin{aligned} & 67.3 .3 \\ & 77.4 \\ & 87.5 \\ & 88.5 \\ & 88.5 \end{aligned}$ | $\begin{aligned} & 2,319 \\ & 2,885 \\ & 4,506 \\ & 4,506 \\ & 4,374 \\ & 4,095 \end{aligned}$ |  | $\begin{array}{r} 1,453 \\ 1,098 \\ 1,865 \\ 8,85 \\ 1,108 \end{array}$ | $\begin{aligned} & 5,387 \\ & 5,951 \\ & 8,940 \\ & 8,049 \\ & 7,7921 \\ & 7,521 \end{aligned}$ | $\begin{aligned} & 3,156 \\ & 3,454 \\ & 4.954 \\ & 4,974 \\ & 4,288 \end{aligned}$ | $\begin{aligned} & 3,149 \\ & 3,240 \\ & 3,253 \\ & 3,938 \\ & 3,131 \end{aligned}$ | $\begin{array}{r} 1,977 \\ 1,375 \\ 951 \\ 943 \\ 1,161 \end{array}$ | $\begin{aligned} & 7,330 \\ & 7,126 \\ & 8,840 \\ & 8,406 \\ & 7,875 \end{aligned}$ |
| $\begin{aligned} & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | $\begin{aligned} & 158,715 \\ & 148,941 \\ & 111,098 \end{aligned}$ | $\begin{aligned} & 138,209 \\ & 128,237 \\ & 97,329 \end{aligned}$ | $\begin{aligned} & 87.1 \\ & 88.1 \\ & 87.6 \end{aligned}$ | $\begin{gathered} 77.9 \\ 73.0 \\ 73.9 \end{gathered}$ | $\begin{aligned} & 6.6 \\ & 6.7 \\ & 7.9 \end{aligned}$ | $\begin{gathered} 12.6 \\ \begin{array}{c} 33.6 \\ 13.1 \end{array} \end{gathered}$ | $\begin{aligned} & 76.2 \\ & 70.3 \\ & 77.2 \end{aligned}$ | $\begin{aligned} & 4,160 \\ & 4,254 \\ & 4,236 \end{aligned}$ | $\begin{aligned} & \substack{3,31 \\ 3,517 \\ 3,829} \end{aligned}$ | $\begin{aligned} & 1,417 \\ & \hline 1,402 \\ & 1,655 \end{aligned}$ | $\begin{aligned} & 7,961 \\ & 8,168 \\ & 7,669 \end{aligned}$ | $\begin{aligned} & 4,285 \\ & 4,314 \\ & 4,265 \end{aligned}$ | $\begin{aligned} & 3,461 \\ & 3,567 \\ & 3,855 \end{aligned}$ | $\begin{aligned} & 1,460 \\ & 1,465 \\ & 1,566 \end{aligned}$ | $\begin{aligned} & 8,199 \\ & 8,283 \\ & 7,721 \end{aligned}$ |

${ }^{1}$ Average amounts for students participating in indicated programs.
${ }^{2}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis made directly to parents.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data through 2009-10 are for students receiving aid, while later data are for students awarded aid. Students receiving aid are those who were not only awarded aid, but also accepted it. Some data have been revised from previously published figures.
SOURCE: US tem (IPEDS), Spring 2002 through Spring 2011 and Winter 2011-12 through Winter 2015-16, Student Financial Aid component. (This table was prepared November 2016.)

Table 331.30. Average amount of grant and scholarship aid and average net price for first-time, full-time students receiving Title IV aid, by control and level of institution and income level: Selected years, 2009-10 through 2014-15


Table 331.30. Average amount of grant and scholarship aid and average net price for first-time, full-time students receiving Title IV aid, by control and level of institution and income level: Selected years, 2009-10 through 2014-15-Continued

| Level of institution and income level | 2009-10 |  |  |  | 2012-13 |  |  |  | 2013-14 |  |  |  | 2014-15 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{array}{r} \text { All } \\ \text { institutions } \end{array}$ | Public | Private |  | All <br> institutions | Public | Private |  | institutions | Public | Private |  | All <br> institutions | Public | Private |  |
|  |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |  |  | Nonprofit | For-profit |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 2-year institutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Grant and scholarship aid ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All income levels ............................ | 4,900 | 4,990 | 5,700 | 4,500 | 4,750 | 4,750 | 4,930 | 4,650 | 4,880 | 4,860 | 5,920 | 4,780 | 4,960 | 5,010 | 5,770 | 4,400 |
| \$0 to \$30,000 ............................ | 5,770 | 6,000 | 6,090 | 5,050 | 5,590 | 5,690 | 5,020 | 5,120 | 5,740 | 5,820 | 5,830 | 5,220 | 5,800 | 5,960 | 5,770 | 4,830 |
| \$30,001 to \$48,000 ...................... | 4,820 | 4,970 | 5,580 | 4,030 | 4,870 | 4,900 | 5,130 | 4,410 | 5,120 | 5,140 | 6,540 | 4,480 | 5,300 | 5,390 | 5,960 | 4,110 |
| \$48,001 to \$75,000 ...................... | 2,470 | 2,480 | 4,570 | 2,160 | 2,720 | 2,690 | 4,440 | 2,570 | 3,010 | 2,960 | 6,120 | 2,920 | 3,190 | 3,170 | 5,480 | 2,770 |
| \$75,001 to \$110,000 ..................... | 880 | 830 | 3,560 | 910 | 900 | 810 | 4,100 | 950 | 1,010 | 890 | 5,380 | 1,240 | 1,150 | 1,040 | 5,650 | 1,120 |
| \$110,001 or more ......................... | 680 | 650 | 3,230 | 520 | 700 | 580 | 4,350 | 760 | 700 | 560 | 5,470 | 870 | 770 | 650 | 6,000 | 580 |
| Net price ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All income levels .............................. | 9,820 | 6,920 | 17,890 | 20,180 | 9,330 | 7,300 | 20,300 | 21,590 | 8,980 | 7,140 | 20,900 | 20,350 | 8,970 | 7,090 | 20,520 | 20,750 |
| \$0 to \$30,000 ............................ | 9,410 | 5,910 | 18,140 | 20,050 | 8,920 | 6,430 | 20,610 | 21,230 | 8,480 | 6,190 | 20,460 | 19,990 | 8,490 | 6,110 | 20,060 | 20,650 |
| \$30,001 to \$48,000 ....................... | 9,590 | 6,960 | 18,280 | 20,960 | 8,910 | 7,210 | 21,700 | 22,340 | 8,380 | 6,900 | 21,660 | 20,590 | 8,310 | 6,720 | 21,930 | 21,680 |
| \$48,001 to \$75,000 ......................................... | 11,750 | 9,690 | 20,500 | 23,410 | 10,850 | 9,550 | 23,170 | 23,880 | 10,250 | 9,190 | 23,400 | 21,960 | 10,160 | 9,000 | 23,260 | 23,120 |
| \$75,001 to \$110,000 ...................... | 13,440 | 11,680 | 22,820 | 25,310 | 12,840 | 11,600 | 24,810 | 25,340 | 12,580 | 11,470 | 25,460 | 24,150 | 12,490 | 11,350 | 24,310 | 24,530 |
| \$110,001 or more .......................... | 14,030 | 11,890 | 23,010 | 27,070 | 13,190 | 11,840 | 27,470 | 25,100 | 12,990 | 11,880 | 28,360 | 24,740 | 13,000 | 11,840 | 28,040 | 25,370 |

'Grant and scholarship aid consists of federal Title IV grants, as well as other grant or scholarship aid from the federal govern-
ment, state or local governments, or institutional sources. Title IV grants include Federal Pell Grants, Federal Supplemental Edu-
cational Opportunity Grants (FSEOGs). Academic Competitiveness Grants (ACGs), National Science and Mathematics Access cational Opportunity Grants (FSEOGs), Academic Competitiveness Grants (ACGs), National Science and Mathematics Access (TEACH) Grants. The average amount of grant and scholarship aid by income level was calculated based on all students who received any type of Title IV aid, even those students who received zero Title IV aid in the form of grants and received Title IV aid only in the form of work-study aid or loan aid.
${ }^{2}$ Net price is the total cost of attendance minus grant and scholarship aid from the federal government, state or local governments, or institutional sources. However, average net price by income level was calculated based on all students who received any type of Title IV aid, even those who received zero Title IV aid in the form of grants and received Title IV aid only in the form of work-study aid or loan aid.
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year basis.
NOTE: Excludes students who previously attended another postsecondary institution or who began their studies on a part-time basis. Includes only first-time, full-time students who paid the in-state or in-district tuition rate (if they attended public institutions)
and who received Title IV aid. Excludes the approximately 17 percent of students who did not receive any Title IV aid. Title IV aid includes grant aid, work-study aid, and loan aid. Data are weighted by the number of students at the institution receiving Title IV aid. Totals include students for whom income data were not available. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011 and Winter 2013-14 through Winter 2015-16, Student Financial Aid component. (This table was
prepared November 2016.)

Table 331.35. Percentage of full-time, full-year undergraduates receiving financial aid, and average annual amount received, by source of aid and selected student characteristics: Selected years, 1999-2000 through 2011-12
[Standard errors appear in parentheses. Amounts in constant 2015-16 dollars]

| Year and selected student characteristic | Number enrolled (in thousands) |  | Any aid |  |  |  |  |  |  |  |  |  |  |  | Grants |  |  |  |  |  |  |  | Loans ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent receiving |  |  |  |  |  | Average amount |  |  |  |  |  | Percent receiving |  |  |  | Average amount |  |  |  | Percent receiving |  | Average amount |  |
|  |  |  | Total ${ }^{2}$ |  | Federal ${ }^{3}$ |  | Nonfederal |  | Total ${ }^{2}$ |  | Federal ${ }^{3}$ |  | Nonfederal |  | Total9 |  | Pell |  | Total |  | Pell |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  |  |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| $\begin{gathered} \hline \text { 1999-2000 } \\ \text { Total } \end{gathered}$ | 6,145 | (-) | 71.9 | (0.59) | 56.7 | (0.44) | 52.3 | (0.67) | \$11,920 | (140) | \$8,400 | (82) | \$7,270 | (133) | 58.5 | (0.60) | 28.3 | (0.43) | \$7,180 | (114) | \$3,220 | (21) | 45.6 | (0.44) | \$8,480 | (83) |
| Sex <br> Male $\qquad$ <br> Female $\qquad$ | $\begin{aligned} & 2,687 \\ & 3,458 \end{aligned}$ | $(-)$ | $\begin{aligned} & 69.1 .1 \\ & 74.0 \end{aligned}$ | $\begin{aligned} & (0.74) \\ & (0.73) \end{aligned}$ | $\begin{gathered} 53.9 \\ 59.0 \end{gathered}$ | $\begin{aligned} & (0.65) \\ & (0.62) \end{aligned}$ | $\begin{aligned} & 49.7 .7 \\ & 54.3 \end{aligned}$ | $\begin{aligned} & (0.79) \\ & (0.86) \end{aligned}$ | $\begin{aligned} & 11,890 \\ & 11,940 \end{aligned}$ | $\binom{217}{(160)}$ | $\begin{aligned} & 8,510 \\ & 8,320 \end{aligned}$ | $\left.\begin{array}{c} (119) \\ (94) \end{array}\right)$ | $\begin{aligned} & 7,300 \\ & 7,240 \end{aligned}$ | $\binom{(208)}{(135)}$ | $\begin{aligned} & 53.9 \\ & 62.1 \end{aligned}$ | $\begin{aligned} & (0.83) \\ & (0.75) \end{aligned}$ | $\begin{aligned} & 24.5 \\ & 31.3 \end{aligned}$ | $\begin{aligned} & (0.59) \\ & (0.61) \end{aligned}$ | $\begin{aligned} & 7,150 \\ & 7,200 \end{aligned}$ | $\binom{174)}{(119)}$ | $\begin{aligned} & 3,150 \\ & 3,260 \end{aligned}$ | $\binom{(30)}{(28)}$ | $\begin{aligned} & 43.8 \\ & 46.9 \end{aligned}$ | $(0.64)$ | $\begin{array}{r} 8,670 \\ 8,350 \end{array}$ | $\begin{aligned} & (145) \\ & (103) \end{aligned}$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ..................................... | 4,335 | (-) | 69.9 | (0.73) | 53.1 | $(0.59)$ | 52.2 | $(0.73)$ | 12,040 | $(188)$ | 8,450 | (104) | 7,530 | $(172)$ | 55.2 | (0.70) | 21.5 | (0.53) | 7,220 | (145) | 3,040 | $\left(\begin{array}{l}30 \\ 47\end{array}\right.$ | 45.3 | (0.61) | 8,700 | $(113)$ |
| Black $\qquad$ <br> Hispanic | 675 500 | (-) | 88.0 | $\binom{1.16)}{1.41}$ | 78.6 65.6 | $\begin{aligned} & 1.49 \\ & (1.84) \end{aligned}$ | 54.7 53.1 | (2.09) | 11,690 10,900 | $\left(\begin{array}{l}406) \\ 425\end{array}\right.$ | 8,740 7,890 | $\left(\begin{array}{l}242 \\ (296)\end{array}\right.$ | 6,240 6,070 | $(353)$ | 76.2 66.7 | $\left(\begin{array}{l}1.24) \\ (1.76)\end{array}\right.$ | 55.7 45.4 | $\left(\begin{array}{l}1.38 \\ 2.10\end{array}\right.$ | 6,740 6,510 | (212) | 3,450 3,360 | (47) | 59.2 42.7 | (2.36) | 7,750 8,310 | (268) |
| Asian .... | 372 | - | 60.3 | (1.65) | 47.8 | (1.79) | 47.9 | (1.55) | 12,510 | (792) | 8,830 | (308) | 7,540 | (726) | 63.0 | (1.67) | 31.7 | (1.62) | 8,510 | (654) | 3,510 | (86) | 33.0 | (2.03) | 7,970 | (297) |
| Paciific Islander | 41 | - | 62.3 | (6.39) | 56.0 | (5.70) | 48.8 | (5.63) | 12,300 | $(1,145)$ | 7,390 | (631) | 7,210 | $(1,074)$ | 53.1 | (6.29) | 31.9 | (5.85) | 7,380 | (849) | 3,160 | (264) | 40.7 | (5.58) | 8,670 | $(1,206)$ |
| American Indian/Alaska Native .... | 42 | - | 81.5 | (4.72) | 75.0 | (5.05) | 61.7 | (6.64) | 12,280 | $(1,048)$ | 7,700 | (772) | 6,860 | (966) | 78.7 | (4.73) | 50.8 | (7.04) | 7,520 | (681) | 3,560 | (177) | 44.6 | (7.94) | 7,840 | (771) |
| Two or more races ................... | 93 | - | 75.6 | (3.00) | 60.6 | (3.36) | 57.1 | (3.44) | 12,540 | (668) | 8,050 | (407) | 8,060 | (560) | 62.0 | (3.22) | 34.2 | (3.30) | 8,500 | (604) | 3,370 | (182) | 43.8 | (2.76) | 8,260 | (371) |
| Other ........................................... | 86 | (-) | 61.9 | (3.54) | 45.2 | (3.64) | 46.9 | (4.04) | 11,340 | $(1,028)$ | 7,520 | (477) | 7,720 | $(1,020)$ | 51.4 | (4.32) | 26.0 | (3.70) | 7,820 | (826) | 3,060 | (228) | 29.8 | (4.02) | 8,320 | (873) |
| Dependency status and family income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent ............................ | 4,612 | $(-)$ | 70.2 | (0.65) | 53.4 | (0.52) | 53.7 | (0.75) | 12,340 | (166) | 8,080 | (94) | 8,090 | (167) | 56.2 | (0.70) | 21.1 | (0.52) | 7,840 | (138) | 2,990 | (27) | 45.6 | (0.50) | 8,390 | (104) |
| Low-income ${ }^{4}$....................... | 990 | (-) | 85.4 | (0.90) | 78.1 | (1.03) | 65.2 | (1.43) | 12,620 | (225) | 8,100 | (124) | 6,840 | (197) | 82.3 | (0.94) | 70.4 | (1.12) | 8,070 | (153) | 3,420 | (28) | 50.5 | (1.27) | 7,080 | (144) |
| Middle-income ${ }^{4}$ | 2,383 | - | 70.6 | (0.85) | 53.4 | (0.79) | 54.7 | (1.01) | 12,470 | (252) | 7,710 | (112) | 8,560 | (248) | 54.3 | (1.00) | 11.6 | (0.47) | 7,780 | (235) | 1,910 | (49) | 49.8 | (0.80) | 8,270 | (121) |
| High-income ${ }^{4}$. | 1,238 | - | 57.3 | (1.10) | 33.7 | (0.77) | 42.6 | (1.07) | 11,670 | (228) | 9,150 | (261) | 8,470 | (184) | 38.8 | (1.08) | $\ddagger$ | (t) | 7,610 | (182) | $\ddagger$ | (t) | 33.5 | (0.72) | 10,320 | (269) |
| Independent ...... | 1,533 | (-) | 76.9 | (0.88) | 66.8 | (0.80) | 48.1 | (1.11) | 10,770 | (196) | 9,170 | (129) | 4,480 | (142) | 65.5 | (0.84) | 50.0 | (0.72) | 5,470 | (112) | 3,510 | (33) | 45.6 | (1.17) | 8,760 | (104) |
| $\begin{aligned} & \text { 2003-04 } \\ & \text { Total } \end{aligned}$ | 7,562 | (-) | 75.3 | (0.62) | 60.3 | (0.49) | 54.9 | (0.63) | \$12,500 | (119) | \$8,970 | (77) | \$7,280 | (151) | 62.2 | (0.58) | 31.4 | (0.31) | \$7,260 | (129) | \$3,900 | (23) | 48.6 | (0.42) | \$8,960 | (92) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 3,340 | $(-)$ | 72.8 | (0.89) | 57.2 | (0.83) | 53.8 | (0.78) | 12,650 | (157) | 9,130 | (105) | 7,390 | (166) | 58.6 | (0.82) | 28.0 | (0.62) | 7,230 | (146) | 3,810 | (35) | 46.8 | (0.77) | 9,270 | (130) |
| Female ....................................... | 4,222 | (-) | 77.3 | (0.56) | 62.7 | (0.51) | 55.8 | (0.70) | 12,390 | (138) | 8,860 | (82) | 7,190 | (173) | 65.0 | (0.61) | 34.2 | (0.46) | 7,280 | (142) | 3,960 | (27) | 50.0 | (0.45) | 8,730 | (95) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ............ | 5,137 | (-) | 73.3 | (0.86) | 56.3 | (0.79) | 55.2 | (0.81) | 12,450 | (151) | 8,950 | (89) | 7,410 | (165) | 59.0 | (0.79) | 23.9 | (0.54) | 7,100 | (151) | 3,710 | (29) | 48.4 | (0.68) | 9,130 | (98) |
| Black .................................... | 895 | - | 88.7 | (0.90) | 81.3 | (1.08) | 55.5 | (1.68) | 13,020 | (281) | 9,530 | (190) | 6,850 | (254) | 79.0 | (1.27) | 61.5 | (1.64) | 7,430 | (234) | 4,150 | (36) | 59.2 | (1.90) | 8,490 | (229) |
| Hispanic .... | 718 | - | 78.8 | (1.09) | 67.8 | (1.21) | 55.0 | (1.32) | 12,100 | (264) | 8,620 | (164) | 6,720 | (262) | 68.1 | (1.15) | 46.7 | (1.17) | 7,380 | (188) | 4,080 | (57) | 46.3 | (1.19) | 8,630 | (230) |
| Asian ...... | 459 | - | 65.1 | (1.55) | 51.4 | (1.46) | 50.6 | (1.70) | 12,740 | (313) | 8,250 | (228) | 8,020 | (268) | 54.5 | (1.74) | 30.6 | (1.40) | 8,790 | (262) | 4,130 | (73) | 35.7 | (1.28) | 8,390 | (298) |
| Pacific Islander .. | 34 | - | 71.1 | (5.10) | 61.5 | (4.79) | 46.2 | (4.95) | 12,170 | $(1,192)$ | 8,690 | (888) | 7,170 | $(1,162)$ | 53.0 | (5.12) | 28.1 | (4.85) | 7,460 | (785) | 4,150 | (292) | 45.0 | (5.02) | 9,410 | $(1,081)$ |
| American Indian/Alaska Native .... | 59 | - | 81.1 | (5.18) | 66.2 | 6.31) | 64.5 | (4.42) | 11,560 | (799) | 8,800 | (464) | 5,510 | (957) | 73.8 | (5.79) | 43.4 | (4.64) | 6,950 | (752) | 3,740 | (198) | 46.5 | (5.70) | 8,140 | (538) |
| Two or more races ..................... | 156 | - | 7.1 | (2.12) | 61.6 | (2.12) | 55.9 | (2.11) | 12,730 | (519) | 9,310 | (365) | 7,290 | (447) | 63.8 | (2.18) | 31.5 | (2.39) | 7,160 | (379) | 3,900 | (113) | 49.3 | (2.34) | 9,480 | (493) |
| Other ......................................... | 104 | (-) | 72.2 | (2.56) | 56.6 | (2.71) | 53.2 | (2.58) | 11,610 | (631) | 8,730 | (421) | 6,460 | (576) | 61.7 | (2.89) | 35.5 | (2.94) | 6,670 | (403) | 3,980 | (139) | 42.9 | (2.65) | 8,830 | (557) |
| Dependency status and family income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent ............................. | 5,574 | - | 73.3 | (0.79) | 56.3 | (0.68) | 57.2 | (0.74) | 12,930 | (149) | 8,600 | (82) | 8.090 | (167) | 59.6 | (0.74) | 23.6 | (0.39) | 7,850 | (160) | 3,670 | ${ }^{26}$ | 47.5 | (0.62) | 9,100 | (103) |
| Low-income ${ }^{4}$......................... | 1,250 | - | 87.9 | (0.70) | 77.8 | (0.80) | 66.6 | (1.00) | 13,750 | (261) | 9,210 | (121) | 7,380 | (249) | 84.8 | (0.80) | 70.8 | (0.92) | 9,020 | (212) | 4,330 | (25) | 51.0 | (0.91) | 7,430 | (167) |
| Middle-income ${ }^{4}$..................... | 2,886 | - | 72.7 | (1.01) | 55.4 | (0.89) | 58.0 | (0.97) | 12,660 | (176) | 8,050 | (107) | 8,170 | (184) | 57.2 | (0.88) | 14.8 | (0.42) | 7,240 | (182) | 2,300 | (35) | 50.4 | (0.80) | 9,110 | (126) |
| High-income ${ }^{4}$. | 1,438 | (-) | 61.6 | (0.98) | 39.3 | (0.82) | 47.4 | (0.91) | 12,550 | (219) | 9,120 | (154) | 8,760 | (217) | 42.5 | (1.02) | $\ddagger$ |  | 7,460 | (216) | $\ddagger$ | (t) | 38.8 | (0.83) | 10,980 | (192) |
| Independent ............................. | 1,988 | (-) | 80.9 | (0.77) | 71.5 | (0.79) | 48.5 | (0.91) | 11,410 | (135) | 9,790 | (115) | 4,600 | (127) | 69.4 | (0.79) | 53.5 | (0.82) | 5,860 | (86) | 4,190 | (31) | 51.6 | (0.85) | 8,600 | (115) |
| $\begin{aligned} & \text { 2007-08 } \\ & \text { Total } \end{aligned}$ | 7,527 | (-) | 80.1 | (0.28) | 63.9 | (0.31) | 63.7 | (0.36) | \$14,620 | (111) | \$9,200 | (57) | \$9,150 | (100) | 64.6 | (0.37) | 32.7 | (0.29) | \$8,160 | (80) | \$3,660 | (16) | 54.8 | (0.32) | \$10,710 | (87) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 3,277 | $(-)$ | 7.1 | (0.44) | 60.0 | (0.47) | 61.8 | (0.49) | 14,730 | (159) | 9,350 | (104) | 9,300 | (123) | 60.8 | (0.54) | 27.7 | (0.42) | 8,220 | (107) | 3,620 | (25) | 52.1 | (0.56) | 10,930 | (131) |
| Female | 4,249 | (-) | 82.4 | (0.36) | 66.9 | (0.42) | 65.2 | (0.47) | 14,540 | (130) | 9,100 | (63) | 9,040 | (126) | 67.6 | (0.47) | 36.6 | (0.41) | 8,120 | (95) | 3,680 | (23) | 56.9 | (0.43) | 10,560 | (97) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 4,983 | - | 78.1 | (0.39) | 59.6 | (0.44) | 63.2 | (0.46) | 14,620 | (142) | 9,100 | (79) | 9,480 | (128) | 61.1 | (0.51) | 24.1 | (0.37) | 8,050 | (102) | 3,480 | (24) | 54.0 | (0.45) | 11,010 | (110) |
| Black ..... | 899 | - | 92.1 | (0.58) | 83.9 | (0.86) | 67.8 | (0.85) | 15,260 | (187) | 10,100 | (125) | 8,230 | (182) | 79.6 | (0.92) | 61.5 | (1.06) | 8,000 | (159) | 3,890 | (42) | 70.3 | (0.84) | 10,010 | (168) |
| Hispanic ..... | 844 | - | 84.3 | (0.71) | 71.8 | (0.88) | 65.8 | (0.91) | 13,880 | (219) | 8,810 | (122) | 8,170 | (202) | 72.0 | (0.85) | 50.5 | (1.02) | 7,910 | (138) | 3,760 | (38) | 52.0 | (0.92) | 10,500 | (233) |
| Asian ...... | 489 | - | 69.5 | (1.35) | 53.7 | (1.33) | 57.6 | (1.47) | 14,340 | (320) | 8,410 | (203) | 9,470 | (283) | 57.0 | (1.61) | 32.2 | (1.21) | 9,950 | (271) | 3,870 | (49) | 38.6 | (1.29) | 9,810 | (279) |
| Pacific Islander ........................ | 45 | - | 81.4 | (3.79) | 67.3 | (4.93) | 64.1 | (4.44) | 15,260 | (1,010) | 10,110 | (803) | 8,770 | (826) | 69.0 | (4.14) | 36.1 | (4.59) | 7,090 | (586) | 3,550 | (237) | 53.8 | (4.44) | 12,570 | (783) |
| American Indian/Alaska Native .... | 50 | - | 85.9 | (3.32) | 71.3 | (3.81) | 61.8 | (4.53) | 12,350 | (885) | 8,660 | (586) | 7,180 | (726) | 76.3 | (3.20) | 48.3 | (4.15) | 7,540 | (673) | 3,700 | (189) | 48.7 | (4.70) | 9,120 | (673) |
| Two or more races ...................... | 199 | - | 83.4 | (1.31) | 68.1 | (1.72) | 67.1 | (2.01) | 15,590 | (443) | 9,690 | (260) | 9,540 | (395) | 67.9 | (1.66) | 37.6 | (1.87) | 9,310 | (378) | 3,750 | (98) | 59.1 | (1.92) | 10,080 | (385) |
| Other .................................... | 17 | (-) | 79.8 | (5.18) | 72.9 | (5.30) | 50.9 | (6.42) | 14,100 | $(1,396)$ | 8,880 | (669) | 9,400 | $(1,311)$ | 67.3 | (5.59) | 51.9 | (5.87) | 8,510 | $(1,251)$ | 3,540 | (268) | 54.7 | (5.64) | 8,260 | (835) |

Table 331.35. Percentage of full-time, full-year undergraduates receiving financial aid, and average annual amount received, by source of aid and selected student characteristics: Selected years, 1999-2000 through 2011-12-Continued
[Standard errors appear in parentheses. Amounts in constant 2015-16 dollars]


## - Not available. <br> $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50
percent or greater.
Includes students who reported they were awarded aid but did not specify the source of aid.
${ }^{3}$ Includes Department of Veterans Affairs and Department of Defense benefits.
${ }^{\text {In }}$ ILcludes Department of Veterans Affairs and Department of Defense benefits.
25 th to the 75 th percentile, and high-income students have family incomes above the 75 th percentile.
${ }^{5}$ The 2012 questionnaire did not offer students the option of choosing an "Other" race category.

Includes students who were single, divorced, or widowed.
NOTE: Full-time, full-year undergraduates are those who were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting and non-degree-granting institutions. Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to an academic-year from different sources. Data exclude Puerto Rico. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, 2007-08, and
2011-12 National Postsecondary Student Aid Study (NPSAS:2000, NPSAS:04, NPSAS:08, and NPSAS:12). (This table was prepared September 2016.)

Table 331.40. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and selected student characteristics: 2011-12
[In current dollars. Standard errors appear in parentheses]

| Selected student characteristic | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total ${ }^{1}$ | Federal ${ }^{2}$ |  | Nonfederal |  |  | Total | Federal |  | Nonfederal |  | Total ${ }^{3}$ |  | Federal ${ }^{3}$ |  | Nonfederal |  | Total ${ }^{4}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| All full-time, full-year undergraduates. | \$15,510 | (106) | \$10,820 | (75) | \$9,160 | (110) | \$9,230 | (92) | \$4,580 | (20) | \$8,590 | (115) | \$10,090 | (75) | \$9,160 | (69) | \$6,980 | (187) | \$2,250 | (48) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 15,710 | (168) | 11,000 | (109) | 9,300 | (174) | 9,420 | (149) | 4,550 | (27) | 8,750 | (178) | 10,180 | (112) | 9,240 | (98) | 6,910 | (255) | 2,300 | (59) |
| Female ................................................ | 15,360 | (134) | 10,690 | (88) | 9,060 | (141) | 9,100 | (109) | 4,590 | (26) | 8,480 | (140) | 10,030 | (94) | 9,100 | (91) | 7,040 | (275) | 2,200 | (57) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 15,380 | (146) | 10,760 | (101) | 9,370 | (138) | 9,060 | (115) | 4,370 | (27) | 8,670 | (144) | 10,280 | (99) | 9,250 | (97) | 7,230 | (181) | 2,200 | (67) |
| Black | 16,120 | (257) | 11,890 | (157) | 8,270 | (300) | 8,600 | (191) | 4,780 | (30) | 7,850 | (313) | 9,990 | (167) | 9,320 | (157) | 6,360 | (406) | 2,320 | (86) |
| Hispanic | 14,730 | (310) | 10,190 | (157) | 8,200 | (319) | 9,280 | (267) | 4,750 | (40) | 7,920 | (340) | 9,450 | (180) | 8,670 | (163) | 6,330 | (338) | 2,350 | (87) |
| Asian .... | 16,230 | (536) | 9,520 | (248) | 10,690 | (512) | 11,740 | (444) | 4,780 | (82) | 10,310 | (498) | 9,480 | (400) | 8,500 | (303) | 7,500 | $(1,734)$ | 2,350 | (119) |
| Paciitic Islander . | 17,820 | $(1,659)$ | 11,910 | (872) | 11,100 | $(1,870)$ | 11,960 | $(1,704)$ | 4,990 | (164) | 11,100 | $(1,983)$ | 10,750 | $(1,171)$ | 10,240 | $(1,057)$ | $\ddagger$ | (t) | $\ddagger$ | (t) |
| American Indian/Alaska Native .............. | 14,760 | (992) | 9,980 | (514) | 8,930 | $(1,129)$ | 9,350 | (785) | 4,970 | (260) | 8,490 | $(1,048)$ | 8,000 | (607) | 7,300 | (487) | 6,620! | $(2,584)$ | $\ddagger$ | ( $\dagger$ |
| Two or more races ................................ | 17,060 | (544) | 11,490 | (295) | 9,840 | (573) | 10,070 | (416) | 4,750 | (94) | 9,110 | (536) | 10,890 | (353) | 9,750 | (300) | 6,710 | (955) | 2,120 | (153) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 years old .... | 16,190 | (126) | 10,460 | (90) | 9,960 | (124) | 10,340 | (112) | 4,570 | (22) | 9,380 | (124) | 10,300 | (99) | 9,320 | (94) | 6,900 | (215) | 2,220 | (50) |
| 24 to 29 years old ....................................... | 14,120 | (240) | 11,770 | (165) | 5,950 | (355) | 6,550 | (202) | 4,600 | (39) | 5,000 | (389) | 9,700 | (123) | 8,770 | (82) | 7,790 | (482) | 2,530 | (159) |
| 30 years old or over ............................... | 13,160 | (210) | 11,620 | (145) | 4,910 | (234) | 5,800 | (125) | 4,570 | (39) | 4,000 | (266) | 9,460 | (122) | 8,760 | (86) | 6,750 | (367) | 2,550 | (157) |
| Marital status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Not married ${ }^{5}$ | 15,890 | (111) | 10,810 | (79) | 9,460 | (115) | 9,620 | (97) | 4,600 | (20) | 8,880 | (117) | 10,200 | (81) | 9,230 | (75) | 6,980 | (197) | 2,240 | (47) |
| Married | 12,390 | (254) | 10,790 | (178) | 5,380 | (335) | 5,990 | (187) | 4,400 | (50) | 4,680 | (380) | 9,270 | (168) | 8,610 | (114) | 6,800 | (619) | 2,630 | (339) |
| Separated ........................................... | 13,130 | (517) | 11,360 | (358) | 4,970 | (817) | 6,010 | (303) | 4,750 | (80) | 4,070 | (857) | 8,950 | (314) | 8,260 | (222) | 8,150 | $(1,369)$ | $\pm$ | ( $\dagger$ ) |
| Dependency status and family income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent ........................................ | 16,460 | (132) | 10,500 | (95) | 10,150 | (125) | 10,580 | (117) | 4,520 | (24) | 9,570 | (128) | 10,440 | (105) | 9,450 | (101) | 6,840 | (219) | 2,210 | (52) |
| Less than \$20,000 ........................... | 16,380 | (272) | 10,530 | (137) | 8,800 | (328) | 11,150 | (255) | 5,460 | (28) | 8,560 | (330) | 8,010 | (149) | 7,590 | (143) | 5,180 | (426) | 2,140 | (78) |
| \$20,000-\$39,999 ............................. | 17,000 | (284) | 10,440 | (134) | 9,450 | (278) | 11,530 | (239) | 5,010 | (31) | 9,250 | (284) | 8,350 | (148) | 7,880 | (145) | 4,610 | (347) | 2,250 | (99) |
| \$40,000-\$59,999 ... | 16,700 | (313) | 9,770 | (161) | 9,930 | (293) | 10,030 | (265) | 2,980 | (50) | 9,380 | (278) | 9,700 | (215) | 8,930 | (185) | 5,330 | (397) | 2,250 | (112) |
| \$60,000-\$79,999 ........................... | 16,080 | (387) | 9,870 | (221) | 10,330 | (353) | 9,690 | (356) | 2,090 | (70) | 9,680 | (378) | 10,660 | (245) | 9,460 | (216) | 6,680 | (373) | 2,160 | (95) |
| \$80,000-\$99,999 ........................... | 16,180 | (398) | 10,460 | (277) | 10,690 | (388) | 9,880 | (382) | 2,350 | (184) | 9,880 | (387) | 11,620 | (267) | 10,360 | (268) | 6,950 | (425) | 2,110 | (87) |
| \$100,000 or more ........................... | 16,310 | (276) | 11,380 | (241) | 11,160 | (253) | 10,300 | (243) | 2,900 | (327) | 10,300 | (244) | 12,810 | (240) | 11,360 | (229) | 8,530 | (517) | 2,280 | (84) |
| Independent ..................................... | 13,540 | (166) | 11,390 | (104) | 5,820 | (222) | 6,520 | (118) | 4,640 | (28) | 5,010 | (239) | 9,410 | (89) | 8,600 | (60) | 7,350 | (299) | 2,480 | (99) |
| Less than \$10,000 ........................... | 14,400 | (255) | 11,600 | (148) | 6,210 | (333) | 7,510 | (185) | 5,070 | (31) | 5,490 | (340) | 9,180 | (134) | 8,360 | (96) | 7,560 | (552) | 2,330 | (106) |
| \$10,000-\$19,999 ............................ | 13,700 | (282) | 11,590 | (195) | 5,580 | (369) | 6,160 | (188) | 4,440 | (53) | 4,760 | (404) | 9,440 | (137) | 8,650 | (104) | 7,170 | (388) | 2,700 | (279) |
| \$20,000-\$29,999 ............................. | 12,670 | (295) | 11,120 | (210) | 4,840 | (380) | 5,550 | (189) | 4,450 | (69) | 3,920 | (412) | 9,080 | (207) | 8,440 | (159) | 6,550 | (489) | 3,230 | (384) |
| \$30,000-\$49,999 .............................. | 12,920 | (409) | 11,390 | (262) | 5,820 | (743) | 5,750 | (374) | 4,320 | (65) | 4,940 | (798) | 9,650 | (217) | 8,810 | (134) | 7,440 | (837) | 1,920 | (257) |
| \$50,000 or more ................................ | 11,770 | (359) | 10,420 | (240) | 5,940 | (534) | 4,690 | (363) | 2,750 | (97) | 4,820 | (573) | 10,410 | (292) | 9,330 | (166) | 7,890 | $(1,159)$ | $\ddagger$ | ( $\dagger$ |
| Housing status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School-owned .................................... | 22,220 | (251) | 12,340 | (160) | 13,880 | (249) | 14,390 | (257) | 4,690 | (44) | 13,060 | (259) | 11,410 | (140) | 10,190 | (145) | 7,690 | (269) | 2,140 | (67) |
| Off-campus, not with parents ................. | 13,480 | (169) | 10,780 | (113) | 6,820 | (172) | 7,190 | (123) | 4,550 | (28) | 6,230 | (191) | 9,830 | (124) | 8,990 | (110) | 6,580 | (268) | 2,410 | (69) |
| With parents ........................................ | 12,380 | (167) | 9,550 | (98) | 6,460 | (193) | 7,340 | (141) | 4,580 | (36) | 5,900 | (197) | 9,170 | (132) | 8,360 | (100) | 6,900 | (439) | 2,490 | (92) |
| Attended more than one institution .......... | 13,960 | (224) | 10,670 | (143) | 7,530 | (237) | 7,810 | (182) | 4,430 | (45) | 7,010 | (237) | 9,500 | (146) | 8,750 | (122) | 6,170 | (339) | 2,050 | (90) |

## †Not applicable

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
${ }^{1}$ Includes students who reported they were awarded aid, but did not specify the source or type of aid
${ }^{3}$ Includes Parent Loans for Undergraduate Students (PLUS)
${ }^{4}$ Details on federal and nonfederal work-study participants are not available
${ }^{5}$ Includes students who were single, divorced, or widowed.
NOTE: Aid averages are for those students who received the specified type of aid. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Full-time, full-year undergraduates were enrolled full time for 9 or more months at one or more institutions. Data include undergraduates in degree-granting SOURCE: U. . Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary S Aid Study (NPSAS:12). (This table was prepared January 2014.)

Table 331.45. Average amount of financial aid awarded to part-time or part-year undergraduates, by type and source of aid and selected student characteristics: 2011-12
[In current dollars. Standard errors appear in parentheses]

| Selected student characteristic | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total ${ }^{1}$ |  | deral ${ }^{2}$ | Nonfederal |  |  | Total |  | ederal | Nonfederal |  |  | Total ${ }^{3}$ |  | deral ${ }^{3}$ | Nonfederal |  | Total ${ }^{4}$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| All part-time or part-year undergraduates $\qquad$ | \$6,760 | (70) | \$6,340 | (63) | \$3,190 | (86) | \$3,430 | (45) | \$2,680 | (22) | \$2,790 | (86) | \$6,560 | (55) | \$6,270 | (47) | \$4,420 | (131) | \$2,350 | (82) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male .... | 6,760 | (105) | 6,400 | (86) | 3,200 | (104) | 3,360 | (64) | 2,620 | (28) | 2,770 | (107) | 6,550 | (86) | 6,240 | (76) | 4,480 | (191) | 2,600 | (157) |
| Female ............................................. | 6,760 | (84) | 6,300 | (73) | 3,190 | (107) | 3,470 | (57) | 2,710 | (27) | 2,810 | (111) | 6,570 | (66) | 6,280 | (56) | 4,370 | (163) | 2,160 | (107) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ............................................ | 6,880 | (95) | 6,490 | (77) | 3,470 | (111) | 3,460 | (64) | 2,630 | (25) | 3,030 | (113) | 6,590 | (76) | 6,280 | (65) | 4,740 | (190) | 2,310 | (112) |
| Black .. | 7,040 | (121) | 6,440 | (126) | 3,130 | (164) | 3,400 | (81) | 2,690 | (38) | 2,810 | (189) | 6,470 | (106) | 6,210 | (103) | 3,850 | (202) | 2,210 | (254) |
| Hispanic ................................... | 6,040 | (140) | 5,790 | (130) | 2,370 | (114) | 3,200 | (71) | 2,740 | (39) | 1,970 | (104) | 6,510 | (123) | 6,200 | (107) | 4,150 | (238) | 2,910 | (246) |
| Asian ....................................... | 6,750 | (352) | 6,260 | (323) | 3,720 | (358) | 4,200 | (274) | 2,920 | (107) | 3,480 | (356) | 7,210 | (514) | 7,000 | (514) | 3,980 | (516) | 2,040 | (205) |
| Pacific Islander ............................ | 6,350 | (528) | 6,470 | (469) | 2,560 | (447) | 3,140 | (309) | 2,740 | (185) | 2,060 | (457) | 7,140 | (623) | 6,840 | (586) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ............... | 6,610 | (537) | 6,110 | (417) | 2,410 | (384) | 3,370 | (305) | 2,720 | (154) | 2,240 | (359) | 6,230 | (399) | 6,030 | (375) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races ............................. | 7,020 | (276) | 6,430 | (237) | 3,290 | (296) | 3,570 | (170) | 2,610 | (83) | 2,880 | (285) | 6,410 | (277) | 6,140 | (238) | 4,400 | (758) | 1,870 | (309) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 to 23 years old ...... | 6,920 | (116) | 5,950 | (83) | 3,860 | (136) | 4,020 | (84) | 2,760 | (27) | 3,540 | (135) | 6,420 | (107) | 6,110 | (101) | 4,370 | (173) | 2,290 | (101) |
| 24 to 29 years old ................................ | 6,540 | (110) | 6,430 | (98) | 2,500 | (113) | 2,930 | (58) | 2,580 | (32) | 1,950 | (98) | 6,450 | (82) | 6,110 | (73) | 4,670 | (223) | 2,640 | (239) |
| 30 years old or over .............................. | 6,710 | (85) | 6,780 | (98) | 2,590 | (102) | 2,990 | (60) | 2,650 | (31) | 2,140 | (112) | 6,820 | (76) | 6,570 | (67) | 4,310 | (270) | 2,300 | (198) |
| Marital status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Not married ${ }^{5}$......... | 6,860 | (85) | 6,240 | (66) | 3,390 | (101) | 3,580 | (52) | 2,700 | (21) | 2,970 | (100) | 6,520 | (66) | 6,200 | (57) | 4,520 | (150) | 2,300 | (80) |
| Married .......................................... | 6,380 | (129) | 6,660 | (133) | 2,550 | (129) | 2,910 | (79) | 2,550 | (44) | 2,240 | (132) | 6,730 | (97) | 6,560 | (87) | 3,930 | (248) | 2,820 | (404) |
| Separated ...................................... | 7,010 | (248) | 6,630 | (248) | 2,610 | (265) | 3,150 | (110) | 2,800 | (87) | 1,950 | (251) | 6,490 | (211) | 6,110 | (200) | 4,570 | (585) | $\pm$ | ( $\dagger$ ) |
| Dependency status and family income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dependent ...................................... | 7,050 | (135) | 5,900 | (98) | 4,070 | (149) | 4,240 | (96) | 2,770 | (30) | 3,730 | (146) | 6,600 | (127) | 6,270 | (118) | 4,430 | (198) | 2,230 | (105) |
| Less than \$20,000 ........................... | 6,530 | (171) | 5,420 | (131) | 3,140 | (180) | 4,190 | (106) | 3,080 | (45) | 2,930 | (190) | 5,270 | (136) | 5,080 | (136) | 3,640 | (255) | 2,050 | (343) |
| \$20,000-\$39,999 ....... | 6,690 | (215) | 5,360 | (124) | 3,640 | (334) | 4,340 | (188) | 2,930 | (45) | 3,380 | (340) | 5,660 | (166) | 5,410 | (158) | 3,880 | (418) | 1,910 | (177) |
| \$40,000-\$59,999 .......... | 6,990 | (260) | 5,740 | (194) | 3,530 | (220) | 3,560 | (156) | 2,020 | (53) | 3,230 | (211) | 6,790 | (252) | 6,440 | (254) | 3,650 | (388) | 2,160 | (261) |
| \$60,000-\$79,999 .......... | 7,070 | (344) | 6,210 | (258) | 4,270 | (299) | 3,910 | (262) | 1,620 | (118) | 3,930 | (289) | 6,760 | (288) | 6,480 | (257) | 4,110 | (405) | 2,290 | (280) |
| \$80,000-\$99,999 .... | 7,260 | (352) | 6,280 | (272) | 4,960 | (328) | 4,310 | (324) | 1,760 | (244) | 4,310 | (343) | 7,060 | (298) | 6,420 | (271) | 5,770 | (554) | 2,170 | (248) |
| \$100,000 or more ...... | 8,280 | (374) | 7,810 | (344) | 5,440 | (392) | 5,220 | (425) | 4,390 | (605) | 5,160 | (433) | 8,380 | (345) | 8,070 | (351) | 5,310 | (551) | 2,830 | (268) |
| Independent ............. | 6,610 | (69) | 6,560 | (80) | 2,600 | (85) | 3,030 | (42) | 2,640 | (25) | 2,140 | (88) | 6,540 | (51) | 6,260 | (42) | 4,410 | (169) | 2,530 | (145) |
| Less than \$10,000 ... | 6,800 | (110) | 6,430 | (101) | 2,710 | (135) | 3,330 | (59) | 2,860 | (31) | 2,200 | (139) | 6,010 | (75) | 5,690 | (66) | 4,620 | (235) | 2,280 | (177) |
| \$10,000-\$19,999. | 6,990 | (131) | 6,590 | (137) | 2,580 | (137) | 3,090 | (68) | 2,580 | (40) | 2,050 | (152) | 6,490 | (95) | 6,190 | (91) | 4,480 | (218) | 2,710 | (319) |
| \$20,000-\$29,999 .... | 6,610 | (143) | 6,520 | (160) | 2,500 | (161) | 2,910 | (80) | 2,560 | (51) | 1,970 | (147) | 6,580 | (131) | 6,300 | (111) | 4,250 | (372) | 2,490 | (613) |
| \$30,000-\$49,999 .............................. | 6,370 | (152) | 6,610 | (135) | 2,470 | (150) | 2,820 | (97) | 2,610 | (51) | 1,970 | (140) | 6,950 | (128) | 6,720 | (118) | 4,540 | (548) | 3,600 | (530) |
| \$50,000 or more ................................. | 6,000 | (172) | 6,770 | (192) | 2,650 | (137) | 2,420 | (108) | 1,700 | (63) | 2,400 | (138) | 7,350 | (135) | 7,180 | (132) | 3,940 | (318) | 2,750 | (709) |
| Housing status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School-owned ... | 12,620 | (468) | 8,940 | (383) | 7,910 | (397) | 7,540 | (382) | 2,870 | (81) | 7,420 | (428) | 8,560 | (368) | 7,880 | (353) | 6,350 | (709) | 1,700 | (143) |
| Off-campus, not with parents ................. | 6,460 | (76) | 6,320 | (79) | 2,790 | (91) | 3,140 | (48) | 2,650 | (26) | 2,340 | (98) | 6,450 | (67) | 6,180 | (59) | 4,430 | (188) | 2,550 | (165) |
| With parents ........................................ | 6,170 | (120) | 5,850 | (94) | 2,730 | (155) | 3,220 | (80) | 2,660 | (36) | 2,380 | (149) | 6,200 | (93) | 5,960 | (76) | 4,010 | (200) | 2,610 | (156) |
| Attended more than one institution .......... | 7,830 | (167) | 7,290 | (161) | 3,390 | (152) | 3,740 | (108) | 2,900 | (53) | 2,960 | (163) | 7,110 | (133) | 6,760 | (129) | 4,220 | (255) | 2,180 | (223) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | of | Detail | t sum | total | se of |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{1}$ Includes students who reported they were | arded aid | bt did n | specify th | source | type of |  |  |  | undergraduates include students enrolled part time for 9 or more months and students enrolled less than 9 months either part |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{\text {3 }}$ Includes Parent Loans for Undergraduate Students (PLUS). |  |  |  |  |  |  |  |  | time or | time. | ta include | dergra | uates in | ee-gra | ing and n | degree | ranting in | utions. | ata exclu | Puerto |
|  |  |  |  |  |  |  |  |  | Rico. Race categories exclude persons of Hispanic ethnicity. |  |  |  |  |  |  |  |  |  |  |  |
| 4Details on federal and nonfederal work-study participants are not available.5Includes students who were single, divorced, or widowed. |  |  |  |  |  |  |  |  | SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12). (This table was prepared January 2014.) |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table 331.50. Amount borrowed, aid status, and sources of aid for full-time and part-time undergraduates, by control and level of institution: 2007-08 and 2011-12
[Standard errors appear in parentheses]

-Not available.
$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of students who enrolled at any time during the academic year.
${ }^{2}$ Includes only those students who borrowed to finance their undergraduate education Excludes loans from family sources.

Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
${ }^{4}$ Includes students who reported that they were awarded aid, but did not specify the source of the aid.
Includes Department of Veterans Affairs and Department of Defense benefits
NOTE: Excludes students whose attendance status was not reported. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude Puerto Rico. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 and 2011-12 National Postsecondary Student Aid Study (NPSAS:08 and NPSAS:12). (This table was prepared September 2016.)

Table 331.60. Percentage of full-time, full-year undergraduates receiving financial aid, by type and source of aid and control and level of institution: Selected years, 1992-93 through 2011-12
[Standard errors appear in parentheses]

| Control and level of institution | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ |  | Federal ${ }^{3}$ |  | Nonfederal |  | Total |  | Federal |  | Nonfederal |  | $\begin{array}{r\|} \hline \text { Total }{ }^{4} \\ \hline 8 \\ \hline \end{array}$ |  | Federal ${ }^{4}$ |  | Nonfederal |  | Total |  | Federal |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 9 |  | 10 |  | 11 |  | 12 |
| 1992-93, all institutions | 58.2 | (0.50) | 45.0 | (0.50) | 37.9 | (0.58) | 48.3 | (0.51) | 28.6 | (0.47) | 34.9 | (0.51) | 34.0 | (0.61) | 33.1 | (0.61) | 2.7 | (0.22) | 10.3 | (0.38) | 6.8 | (0.30) |
| Public | 52.4 | (0.67) | 39.8 | (0.60) | 32.7 | (0.69) | 42.8 | (0.58) | 27.4 | (0.50) | 29.6 | (0.64) | 27.1 | (0.57) | 26.3 | (0.54) | 2.0 | (0.27) | 6.8 | (0.36) | 4.2 | (0.23) |
| 4 -year doctoral . | 54.0 | (0.94) | 39.1 | (0.80) | 34.7 | (0.82) | 42.2 | (0.80) | 23.6 | (0.65) | 31.2 | (0.79) | 33.1 | (0.86) | 32.3 | (0.86) | 2.4 | (0.29) | 7.1 | (0.50) | 4.3 | (0.34) |
| Other 4-year ............................ | 56.5 | (1.07) | 45.4 | (1.19) | 36.7 | (1.27) | 45.4 | 1.29 | 31.1 | (1.24) | 32.4 | (1.32) | 34.4 | (0.98) | 33.4 | (0.93) | 2.8 | (0.69) | 9.7 | (0.77) | 5.6 | (0.57) |
| 2-year .................................... | 47.2 | (1.93) | 36.0 | (1.70) | 27.0 | (1.62) | 41.9 | (1.68) | 29.9 | (1.43) | 25.7 | (1.65) | 12.7 | (1.23) | 12.3 | (1.17) | 0.7 ! | (0.28) | 4.1 | (0.79) | 3.0 | (0.54) |
| Less-than-2-year | 35.4 | 3.60) | 31.6 | (4.08) | 15.7 | (4.47) | 30.3 | (2.53) | 26.6 | (2.91) | 13.3 ! | (4.75) | 3.0 ! | (1.30) | 3.0 ! | 1.30) | $\ddagger$ | (t) | $\stackrel{\ddagger}{\ddagger}$ | ( $\dagger$ ) | $\ddagger$ | ${ }_{(1)}$ |
| Private, nonproitit.... | 69.5 | 1.38) | 52.3 | 1.42) | 58.9 | (1.49) | 62.0 | (1.36) | 25.8 | (1.59) | 55.9 | (1.47) | 47.6 | (1.37) | 45.9 | 1.40) | 5.1 | (0.47) | 22.5 | (1.10) | 16.1 | (1.00) |
| 4-year doctoral ........................... | 63.5 | (1.65) | 44.3 | (1.37) | 54.7 | (1.76) | 56.0 | 1.61) | 17.0 | (0.97) | 52.7 | (1.68) | 41.7 | (1.27) | 39.8 | 1.27) | 6.1 | (0.74) | 18.9 | (1.33) | 13.2 | 1.40 |
| Other 4-year ............................... | 75.4 | (1.91) | 59.4 | (2.08) | 64.3 | (2.46) | 68.4 | (2.11) | 33.0 | (2.79) | 60.6 | (2.81) | 53.8 | (1.88) | 52.4 | (1.99) | 4.3 | (0.80) | 27.7 | (1.75) | 20.1 | (1.58) |
| Less-than-4-year | 70.7 | (3.80) | 59.5 | (4.15) | 44.4 | (6.26) | 56.6 | (4.50) | 40.9 | (3.70) | 39.2 | (6.82) | 43.5 | (5.33) | 41.7 | (5.08) | 2.8 ! | (1.17) | 4.1 ! | (1.90) | 2.3 ! | (1.00) |
| Private, for-profit .... | 77.0 | (2.18) | 72.0 | (2.17) | 16.8 | (2.32) | 56.2 | (1.75) | 49.9 | (1.71) | 13.6 | (2.41) | 55.4 | (4.82) | 55.1 | (4.79) | 2.2 ! | (0.91) | 1.9 ! | (0.78) | 0.7 ! | 0.25 |
| 2 -year and above | 82.2 | (4.50) | 76.5 | (4.35) | 24.1 | (4.65) | 50.3 | (4.06) | 40.5 | (2.52) | 21.0 | (5.02) | 68.5 | (5.41) | 68.5 | (5.41) |  | (t) | 3.6 ! | (1.62) | 1.4 ! | (0.54) |
| Less-than-2-year | 73.2 | (2.46) | 68.8 | (2.64) | 11.5 | (2.49) | 60.4 | (2.46) | 56.7 | (2.31) | 8.3 ! | (2.53) | 46.0 | (5.63) | 45.4 | (5.56) | 1.5 | (0.53) | $\ddagger$ | ( $\dagger$ ) | 0.2 ! | (0.09) |
| 1999-2000, all institutions ...... | 71.9 | (0.59) | 56.7 | (0.44) | 52.3 | (0.67) | 58.5 | (0.60) | 29.0 | (0.44) | 49.0 | (0.69) | 45.6 | (0.44) | 44.5 | (0.41) | 6.8 | (0.31) | 11.6 | (0.46) | 8.9 | (0.36) |
| Public ....................................... | 66.9 | (0.73) | 51.6 | (0.51) | 46.4 | (0.86) | 52.8 | (0.68) | 29.3 | (0.43) | 43.0 | (0.81) | 37.9 | (0.50) | 36.9 | (0.46) | 4.4 | (0.30) | 7.5 | (0.47) | 5.6 | (0.38) |
| 4 -year doctoral . | 71.1 | (0.79) | 54.4 | (0.68) | 49.7 | (0.77) | 53.3 | (0.87) | 25.1 | (0.74) | 45.6 | (0.68) | 49.0 | (0.73) | 47.9 | (0.69) | 5.6 | (0.41) | 8.7 | (0.51) | 6.1 | (0.42) |
| Other 4-year ..... | 75.7 | (1.29) | 63.0 | (1.43) | 50.6 | (2.13) | 57.5 | (1.38) | 33.7 | (1.53) | 46.6 | (2.10) | 51.5 | (1.66) | 50.7 | 1.66) | 4.7 | (0.45) | 11.0 | (1.33) | 8.1 | (1.12) |
| 2-year ..................................... | 55.7 | (1.47) | 40.5 | (1.08) | 39.5 | (1.51 | 49.2 | (1.34) | 31.9 | (0.97) | 37.3 | (1.49) | 14.9 | (0.75) | 13.9 | (0.62) | 2.5 | (0.40) | 3.8 | (0.69) | 3.5 | (0.68) |
| Less-than-2-year ........................ | 58.4 | 6.03) | 45.0 | 6.96) | 35.0 | (5.14 | 48.4 | (7.50) | 39.7 | (7.40) | 26.4 | (6.54) | 4.7 ! | (2.14) | 4.7 ! | (2.13) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | \# | ( + |
| Private, nonprofit ... | 84.0 | (0.77) | 67.3 | (0.75) | 73.5 | (1.37) | 74.9 | (1.13) | 24.2 | (1.24) | 71.1 | (1.42) | 62.6 | (0.83) | 61.2 | (0.83) | 14.2 | (0.89) | 25.8 | (1.27) | 19.8 | (0.88) |
| 4 -year doctoral . | 79.0 | (1.03) | 62.7 | (1.22) | 71.0 | (1.27) | 70.4 | (1.19) | 20.6 | (1.22) | 68.2 | (1.33) | 60.0 | (1.16) | 58.4 | (1.19) | 16.0 | (1.08) | 25.7 | (1.16) | 21.7 | (1.05) |
| Other 4-year ...... | 88.7 | (1.08) | 72.2 | (1.31) | 76.3 | (2.29) | 78.9 | (1.63) | 26.3 | (1.80) | 74.1 | (2.28) | 67.4 | (1.41) | 66.0 | 1.45) | 13.4 | (1.20) | 26.7 | (2.24) | 19.0 | (1.55) |
| Less-than-4-year | 77.2 | (4.01) | 53.3 | (2.88) | 64.0 | (5.11) | 72.7 | 4.37) | 37.0 | (3.48) | 62.5 | (5.62) | 27.4 | (2.59) | 27.3 | (2.60) | 3.1 | (0.62) | 13.7 | (2.56) | 10.0 | (2.71) |
| Private, for-profit | 89.9 | (1.11) | 87.0 | (1.39) | 33.4 | (3.08 | 63.5 | (2.14) | 52.9 | (2.59) | 26.6 | (2.83) | 82.7 | (1.49) | 82.0 | 1.50) | 7.8 | (1.62) | 2.2 ! | (0.87) | 1.9 ! | 0.86 |
| 2-year and above | 88.6 | (1.50) | 85.7 | (1.77) | 37.5 | (4.17) | 60.8 | (2.81) | 47.3 | (3.29) | 32.6 | (3.88) | 82.9 | (2.19) | 82.2 | (2.19) | 6.9 | (2.04) | 2.9 ! | (1.17) | 2.5 ! | (1.15) |
| Less-than-2-year .................. | 93.7 | (1.32) | 91.1 | (1.88) | 20.8 | (2.75) | 71.9 | (2.96) | 69.8 | (2.97) | 8.6 | (2.27) | 81.9 | (3.65) | 81.5 | (3.64) | 10.4 | (1.93) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | (0.18) |
| 2007-08, all institutions | 80.1 | (0.28) | 63.9 | (0.31) | 63.7 | (0.36) | 64.6 | (0.37) | 33.1 | (0.29) | 53.6 | (0.41) | 54.8 | (0.32) | 51.0 | (0.32) | 20.5 | (0.31) | 13.8 | (0.29) | 10.6 | (0.23) |
| Public | 75.4 | (0.33) | 58.7 | (0.36) | 58.0 | (0.39) | 59.2 | (0.38) | 32.3 | (0.29) | 49.6 | (0.40) | 46.2 | (0.34) | 42.7 | (0.33) | 14.2 | (0.25) | 9.5 | (0.25) | 7.1 | (0.22) |
| 4 -year doctoral . | 77.8 | (0.40) | 59.6 | (0.48) | 62.8 | (0.49) | 59.9 | (0.55) | 27.8 | (0.38) | 53.8 | (0.53) | 54.7 | (0.50) | 50.8 | (0.50) | 17.4 | (0.38) | 10.2 | (0.35) | 7.6 | (0.32) |
| Other 4-year .............................. | 82.5 | (0.59 | 67.6 | 0.68) | 62.7 | (0.80) | 63.2 | 0.81 | 35.2 | 0.66 | 52.7 | (0.85) | 57.5 | (0.72) | 54.4 | (0.72) | 16.4 | 0.61 | 11.5 | (0.60) | 8.7 | (0.45) |
| 2 -year .......... | 66.9 | (0.69) | 51.4 | (0.73) | 47.5 | (0.79) | 55.5 | 0.63 | 37.3 | (0.65) | 41.3 | (0.76) | 25.5 | (0.59) | 22.3 | (0.57) | 7.8 | (0.37) | 7.1 | (0.36) | 5.5 | (0.29) |
| Less-than-2-year | 69.1 | (3.87) | 58.6 | (3.84) | 33.0 | (4.74) | 56.6 | (3.58) | 50.0 | (3.97) | 16.1 | (2.88) | 26.5 | (4.79) | 23.6 | (4.33) | 10.7 | (2.75) | \# | ( $\dagger$ | \# | ( $\dagger$ |
| Private, nonprofit. | 89.5 | (0.57) | 71.2 | (0.62) | 83.2 | (0.79) | 80.9 | (0.85) | 27.4 | (0.67) | 77.5 | (1.02) | 68.1 | (0.66) | 64.3 | (0.61) | 30.4 | (0.74) | 32.2 | (1.08) | 25.0 | (0.86) |
| 4 -year doctoral ... | 85.5 | (0.93) | 67.1 | (1.12) | 79.4 | (1.11) | 76.5 | (1.18) | 23.6 | (0.82) | 73.6 | (1.38) | 64.2 | (1.21) | 60.0 | (1.22) | 29.7 | (1.02) | 30.3 | (1.10) | 24.5 | (1.04) |
| Other 4-year .. | 93.6 | (0.74) | 75.1 | (1.12) | 87.5 | (1.06) | 85.8 | (1.11) | 31.0 | (1.18) | 82.1 | (1.40) | 72.3 | (1.18) | 68.8 | 1.21) | 31.2 | (1.06) | 34.7 | (1.88) | 26.0 | (1.45) |
| Less-than-4-year | 92.0 | (2.79) | 84.4 | (3.65) | 61.8 | (10.16) | 61.3 | 4.96) | 45.3 | (5.77) | 48.2 | (9.77) | 60.2 | (7.26) | 56.8 | 7.31) | 26.0 ! | (7.94) | 5.8 | (1.50) | 4.7 ! | (1.63) |
| Private, for-profit ...... | 92.6 | (0.70) | 84.6 | (1.24) | 59.8 | (1.60) | 65.5 | (1.48) | 53.0 | (1.50) | 25.8 | (1.66) | 86.5 | (1.19) | 81.2 | (1.29) | 43.1 | (1.67) | 1.8 | (0.29) | 1.6 | (0.28) |
| 2-year and above | 92.4 | (0.79) | 84.2 | (1.41) | 61.7 | (1.82) | 64.7 | (1.69) | 50.7 | (1.70) | 27.8 | (1.90) | 86.4 | (1.36) | 81.3 | 1.46) | 44.1 | (1.92) | 2.0 | (0.34) | 1.8 | (0.33) |
| Less-than-2-year | 93.6 | (0.82) | 87.4 | (1.74) | 47.6 | (2.52) | 70.8 | (2.12) | 67.6 | (2.14) | 13.5 | (2.33) | 87.2 | (1.70) | 80.7 | (2.44) | 36.9 | (1.61) | 0.7 ! | (0.27) | $\pm$ | ( $\dagger$ ) |
| 2011-12, all institutions .. | 84.4 | (0.36) | 72.8 | (0.51) | 56.9 | (0.46) | 72.4 | (0.41) | 47.4 | (0.50) | 52.6 | (0.45) | 56.7 | (0.53) | 55.5 | (0.54) | 9.2 | (0.22) | 11.9 | (0.25) | 10.5 | (0.24) |
| Public | 80.4 | (0.47) | 68.4 | (0.61) | 53.3 | (0.58) | 67.3 | (0.49) | 46.1 | (0.59) | 49.7 | (0.56) | 48.5 | (0.57) | 47.4 | (0.57) | 6.3 | (0.19) | 6.9 | (0.24) | 6.2 | (0.23) |
| 4 -year doctoral ............................ | 83.9 | (0.46) | 70.9 | (0.47) | 61.2 | (0.63) | 67.8 | (0.51) | 41.1 | (0.40) | 56.8 | (0.61) | 61.6 | (0.44) | 60.4 | (0.43) | 8.6 | (0.31) | 8.3 | (0.37) | 7.4 | (0.37) |
| Other 4-year ............................. | 83.5 | 0.93) | 72.7 | (1.34) | 54.1 | 1.23) | 69.2 | (0.99) | 48.3 | (1.10) | 50.1 | (1.32) | 55.5 | (1.49) | 54.3 | 1.51 | 7.4 | (0.60) | 9.3 | (0.70) | 8.6 | 0.61 |
| 2-year ............... | 74.5 | (1.03) | 63.0 | (1.24) | 42.5 | (1.14) | 65.7 | (1.09) | 51.6 | (1.30) | 40.2 | (1.15) | 27.5 | (0.99) | 26.6 | 1.00) | 2.7 | (0.24) | 3.9 | (0.28) | 3.4 | (0.28) |
| Less-than-2-year | 71.6 | (4.50) | 67.8 | (4.72) | 33.5 | (5.54) | 68.6 | 4.05) | 63.7 | (4.54) | 27.2 | (3.90) | 20.5 | (5.20) | 20.2 | 5.20 |  | ( $\dagger$ ) | 1.0 ! | (0.46) | $\ddagger$ |  |
| Private, nonprofit .... | 91.6 | (0.55) | 76.1 | (0.75) | 83.1 | (0.77) | 85.4 | (0.77) | 37.6 | (0.65) | 80.3 | (0.85) | 68.4 | 0.90 | 66.7 | 0.88) | 15.3 | (0.65) | 33.1 | (0.85) | 29.2 | (0.81) |
| 4-year doctoral ........................... | 90.4 | (0.84) | 74.3 | (0.94) | 82.9 | (1.13) | 84.2 | (1.17) | 34.9 | (0.80) | 80.4 | (1.21) | 66.7 | (1.08) | 65.3 | 1.05) | 15.0 | (0.92) | 33.2 | (1.27) | 30.0 | (1.26) |
| Other 4-year ............................. | 93.1 | (0.68) | 78.0 | (1.20) | 84.2 | 0.98 | 87.2 | 0.92) | 40.3 | (1.10) | 81.3 | (1.15) | 70.7 | (1.41) | 68.7 | 1.44) | 15.8 | (0.91) | 33.9 | (1.22) | 29.1 | (1.14) |
| Less-than-4-year .. | 90.2 | (4.12) | 78.1 | (5.04) | 60.2 | (7.07) | 77.8 | 6.09 | 48.5 | (6.54) | 51.1 | (8.78) | 61.2 | (5.71) | 59.0 | (7.42) | 12.2 | (2.62) | $\ddagger$ | ${ }_{(+)}$ | $\ddagger$ | ( $\dagger$ |
| Private, for-profit | 94.8 | (0.46) | 93.1 | (0.51) | 29.3 | (1.05) | 78.6 | (0.76) | 73.9 | (0.82) | 17.4 | (0.94) | 84.1 | (0.85) | 83.4 | (0.89) | 14.8 | (0.75) | 1.9 | (0.21) | 1.8 | (0.20) |
| 2-year and above ........................ | 94.6 | (0.53) | 92.8 | (0.59) | 30.7 | (1.16) | 77.4 | (0.86) | 72.2 | (0.92) | 18.9 | (1.05) | 84.2 | (0.85) | 83.4 | (0.89) | 15.0 | (0.82) | 2.2 | (0.24) | 2.1 | (0.23) |
| Less-than-2-year ......................... | 95.9 | (0.75) | 95.2 | (0.79) | 20.3 | (2.64) | 86.2 | (1.54) | 85.4 | (1.63) | 7.5 | (1.82) | 83.8 | (3.56) | 83.0 | (3.52) | 13.5 | (1.58) | $\pm$ | (t) | $\pm$ | ( $\dagger$ |

## $\dagger$ Not applicable. \#Rounds to zero

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
Details on nonfederal work-study participants are not available.
2Includes students who reported they were awarded aid, but did not specify the source of aid.
${ }^{3}$ Includes Department of Veterans Affairs and Department of Defense benefits.
${ }^{4}$ Includes Parent Loans for Undergraduate Students (PLUS).
NOTE: Excludes students whose attendance status was not reported. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude Puerto Rico. Some data have been revised from previously published figures.
SOURGE. U.S. Department of Education, National Center for Education Statistics, 1992-93, 1999-2000, 2007-08, and 201 prepared August 2014.)

Table 331.70. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and control and level of institution: Selected years, 1992-93 through
[Standard errors appear in parentheses]

| Control and level of institution | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ |  | Federal ${ }^{3}$ |  | Nonfederal |  | Total ${ }^{4}$ |  | Federal |  | Nonfederal |  | Total ${ }^{5}$ |  | Federal ${ }^{5}$ |  | Nonfederal |  | Total |  | Federal |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 1992-93, all institutions <br> Public $\qquad$ <br> 4-year doctoral <br> Other 4-year $\qquad$ $\qquad$ <br> 2 -year <br> Less-than-2-year $\qquad$ | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | \$5,600 (80) |  | \$4,320 | (54) | \$3,390 | (85) | \$3,520 | (63) | \$2,000 | (17) | $\$ 3,250$ $(85)$ <br> 1,740 $(34)$ <br> 2,230 $(55)$ <br> 1,530 $(58)$ <br> 1,120 $(88)$ <br> 880 $(154)$ |  | \$3,860 | (59) | \$3,750 (54) |  | \$2,640 | $(133)$ <br> $(133)$ <br> 142 <br> 198 <br> $(\dagger$ <br> $(\dagger)$ <br>  | \$1,360 | (34) | \$1,280 | (38) |
|  | $\begin{array}{r} 4,030 \\ 4,720 \\ 4,240 \\ 2,720 \\ 2,250 \end{array}$ | $\begin{array}{r} (39) \\ (60 \\ 92 \\ (88 \\ (198) \end{array}$ | $\begin{aligned} & 3,740 \\ & 4,390 \\ & 3,850 \\ & 2,640 \\ & 1,950 \end{aligned}$ | $\begin{array}{r} (40 \\ 49 \\ (68 \\ (87) \\ (192) \end{array}$ | 1,860 $(34)$ <br> 2,330 $(55)$ <br> 1,710 $(47)$ <br> 1,170 $(84)$ <br> $1,100!$ $(476)$ <br>   |  | $\begin{aligned} & 2,420 \\ & 2,750 \\ & 2,430 \\ & 1,940 \\ & 1,930 \end{aligned}$ | $\begin{array}{r} (00) \\ \hline(28) \\ 45 \\ (48 \\ (59 \\ (154) \end{array}$ | $\begin{aligned} & 4,, 000 \\ & 1,900 \\ & 1,970 \\ & 1,960 \\ & 1,760 \\ & 1,760 \end{aligned}$ | $(18)$2626$(42$$(60)$ |  |  | $\begin{aligned} & 3,350 \\ & 3,60 \\ & 3,600 \\ & 3,500 \\ & 3,310 \end{aligned}$ | $\begin{array}{r} (42) \\ (46 \\ (65) \\ (125) \\ (472) \end{array}$ |  | (40) | $\begin{array}{r} 2,020 \\ 2,150 \\ 2,150 \\ \ddagger \\ \ddagger \end{array}$ |  | $\begin{array}{r} \begin{array}{r} 1,000 \\ 1,380 \\ 1,440 \\ 1,240 \\ 1,500 \\ + \end{array} . \end{array}$ | $\begin{array}{r} 48) \\ (57) \\ (599 \\ (179) \\ (\dagger) \end{array}$ | 1,3501,3601,2601,490 | $\begin{array}{r} (52) \\ (55) \\ (69 \\ (155) \\ (\dagger) \end{array}$ |
|  |  |  |  |  |  |  | $3,590$ |  |  |  |  |  | (43) |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | $\begin{aligned} & 0,120 \\ & 3,120 \end{aligned}$ |  |  |  |  |  | (71) |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | $\begin{aligned} & 2,530 \\ & \hline, 530 \end{aligned}$ |  |  |  |  |  | (112) |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 3,120 |  |  |  |  |  | (621) |  |  |  |  |  |  |  |  |  |
| Private, nonprofit | $\begin{array}{r} 9,040 \\ 10,160 \\ 8,460 \\ 4,910 \end{array}$ | $\begin{aligned} & (184) \\ & (250) \\ & (253) \\ & (507) \end{aligned}$ | $\begin{aligned} & 5,280 \\ & 5,650 \\ & 5,120 \\ & 3,980 \end{aligned}$ | $\begin{array}{r} (94) \\ (147) \\ (130 \\ (258) \end{array}$ | 5,8807,0605,1002,490 | $(206)$$(225)$$276)$$(434)$ |  | $\begin{aligned} & 6,010 \\ & 6,940 \\ & 5,500 \\ & 2,890 \end{aligned}$ | $\left.\begin{array}{l} (183) \\ (201 \\ 275 \\ 431 \end{array}\right)$ | $\begin{aligned} & 2,320 \\ & 2,420 \\ & 2,290 \\ & 2,140 \end{aligned}$ | $\begin{array}{r} (39 \\ (74 \\ (56 \\ (56) \\ (149) \end{array}$ | $\begin{aligned} & 5,600 \\ & 6,590 \\ & 4,970 \\ & 1,940 \end{aligned}$ |  | $\left(\begin{array}{l} 1717 \\ (200 \\ (233 \\ (427) \end{array}\right)$ | $\begin{aligned} & 4,360 \\ & 4,910 \\ & 4,000 \\ & 3,520 \end{aligned}$ | $\begin{array}{r} (86) \\ (840 \\ (125) \\ (260) \end{array}$ | $\begin{aligned} & 4,140 \\ & 4,560 \\ & 3,880 \\ & 3,410 \end{aligned}$ | $\left.\begin{array}{c} (67) \\ (106) \\ (103) \\ (257) \end{array}\right)$ | $\begin{aligned} & 3,350 \\ & 3,750 \\ & 2,750 \end{aligned}$ |  | 1,3201,5201,190 | $\left(\begin{array}{l} 44 \\ (64 \\ (48) \end{array}\right)$ | $\begin{array}{r} 1,230 \\ 1,360 \\ 1,140 \\ \ddagger \end{array}$ | $\left.\begin{array}{l} (48) \\ (79 \\ (51) \\ (t) \end{array}\right)$ |
| O-year doctoral ........ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\left(\begin{array}{l} \angle 14 \\ 411 \\ 272 \end{array}\right)$ |  |  |  |  |
| Less-than-4-year ... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2,75 | (t) | 1,190 | (t) |  |  |
| Private, for-profit | 5,4606,6704,480 | $\left.\begin{array}{l} (321) \\ (296 \\ 425 \end{array}\right)$ | $\begin{aligned} & 5,130 \\ & 6,130 \\ & 4,330 \\ & \hline \end{aligned}$ | $\begin{aligned} & (301) \\ & (251) \\ & (416) \\ & \hline \end{aligned}$ | $\begin{aligned} & 2,590 \\ & 2,820 \\ & 2,240 \end{aligned}$ | $\begin{aligned} & (377) \\ & (528) \\ & (533) \end{aligned}$ |  | $\begin{aligned} & 2,290 \\ & 2,780 \\ & 2,010 \end{aligned}$ | $\begin{gathered} (116) \\ (265) \\ (95) \end{gathered}$ | $\begin{aligned} & 1,950 \\ & 2,060 \\ & 1,890 \end{aligned}$ | $\left.\begin{array}{l} (477 \\ 93 \\ (68) \end{array}\right)$ | $\begin{aligned} & 2,320 \\ & 2,670 \\ & 1,680 \end{aligned}$ |  | $\begin{aligned} & (452) \\ & (582) \\ & 532) \end{aligned}$ | $\begin{aligned} & 4,910 \\ & 5,590 \\ & 4,180 \end{aligned}$ | $\begin{aligned} & 276 \\ & 291 \\ & 291 \\ & 383) \end{aligned}$ | $\begin{aligned} & 4,840 \\ & 5,480 \\ & 4,150 \end{aligned}$ | $\begin{aligned} & (254 \\ & 260 \\ & (32) \end{aligned}$ | $\begin{array}{rrr}2,410 & (373) \\ \ddagger & (+) \\ \ddagger & (\dagger)\end{array}$ |  | $\ddagger$ | $\begin{aligned} & (t) \\ & (t) \\ & (t) \end{aligned}$ | $\ddagger$ | (+) |
| 2-year and above |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less-than-2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995-96, all institutions .......... | \$6,880 | (159) | \$5,250 | (61) | \$4,000 | (163) | \$3,990 | (138) | \$2,000 | (23) | \$3,710 | (162) | \$4,830 | (61) | \$4,770 | (58) | \$2,790 | (232) | \$1,410 | (40) | \$1,350 | (37) |  |  |
| Public | $\begin{gathered} 5,160 \\ 66,230 \\ 5,440 \\ 3,130 \\ 2,440! \end{gathered}$ | $\begin{aligned} & 105) \\ & (124) \\ & 235 \\ & 162 \\ & (887) \end{aligned}$ | $\begin{aligned} & 4,670 \\ & 5,490 \\ & 4,790 \\ & 3,110 \\ & 2,040 \end{aligned}$ | $\begin{array}{r} (77) \\ (122) \\ 166 \\ 1010 \\ 267) \end{array}$ | 2,410 $(74)$ <br> 3,500 $(82)$ <br> 2,170 $(81)$ <br> 1,530 $(213)$ <br> $2,120!$ $(897)$ |  | $\begin{aligned} & 2,740 \\ & 3,250 \\ & 2,720 \\ & 2,000 \\ & 2,190 \end{aligned}$ | $\begin{array}{r} (68) \\ (100) \\ (81) \\ (106) \\ (485) \end{array}$ | 1,920 $(23$ <br> 1,290 $(35)$ <br> 1,970 $(25)$ <br> $1,1,00$ $(53)$ <br> 1,650 $(127)$ <br>   |  | 2,110 $(74)$ <br> 2,790 $(105)$ <br> 1,870 $(60)$ <br> 1,100 $(1400$ <br> $2,360!$ $(882)$ |  | 4,390 $(87)$ <br> 4,910 $(149)$ <br> 4,100 $(139$ <br> 3,140 $(120$ <br> 2,870 $441)$ |  | $\begin{aligned} & 4,370 \\ & 4,850 \\ & 4,090 \\ & 3,210 \\ & 2,870 \end{aligned}$ | $\begin{array}{r} (81) \\ (140 \\ 137) \\ (137) \\ (441) \end{array}$ | 2,440 $(476)$ <br> 2,750 $(500$ <br> $\ddagger$ + <br> $\ddagger$  <br> $\ddagger$ + |  | $\begin{array}{r} 1,390 \\ 1,330 \\ 1,450 \\ 1,430 \\ \ddagger \end{array}$ | $\left.\begin{array}{r} (63) \\ (100) \\ (56) \\ (254) \\ (\dagger) \end{array}\right)$ | $\begin{array}{r} 1,350 \\ 1,290 \\ 1,380 \\ 1,410 \\ \ddagger \end{array}$ | $\begin{array}{r} (63 \\ 889 \\ (58) \\ (234 \\ (\dagger) \end{array}$ |  |  |
| 4 -year doctoral .......................... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other 4-year .............................. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 -year .................. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less-than-2-year .... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private, nonprofit | $\begin{array}{r} 10,870 \\ 13,130 \\ 10,220 \\ 5,310 \end{array}$ | $\begin{aligned} & (388) \\ & (287) \\ & (453) \\ & (229) \end{aligned}$ | $\begin{aligned} & 6,470 \\ & 7,160 \\ & 6,310 \\ & 4,150 \end{aligned}$ | $\begin{aligned} & (137) \\ & (176 \\ & (179 \\ & (229) \end{aligned}$ | $\begin{aligned} & 6,740 \\ & 8,720 \\ & 6,040 \\ & 3,050 \end{aligned}$ | $\begin{aligned} & (331) \\ & (735) \\ & (350) \\ & (201) \end{aligned}$ | $\begin{aligned} & 6,640 \\ & 8,370 \\ & 6,090 \\ & 3,230 \end{aligned}$ | $\begin{aligned} & (312) \\ & (674) \\ & (349) \\ & (364) \end{aligned}$ | $\begin{aligned} & 2,280 \\ & 2,350 \\ & 2,280 \\ & 2,060 \end{aligned}$ | $\begin{array}{r} (75) \\ (63) \\ (106) \\ (159) \end{array}$ | $\begin{aligned} & 6,230 \\ & 8,000 \\ & 5,590 \\ & 2,780 \end{aligned}$ | $\begin{aligned} & (305) \\ & (641) \\ & (345) \\ & (340) \end{aligned}$ | 5,6006,2605,3404,520 | $\begin{aligned} & (128) \\ & (188) \\ & 1162 \\ & (189) \end{aligned}$ | $\begin{aligned} & 5,470 \\ & 6,120 \\ & 5,220 \\ & 4,480 \end{aligned}$ | $\begin{aligned} & 126 \\ & (160 \\ & 160 \\ & 1601 \\ & 181 \end{aligned}$ | $\begin{array}{r} 3,210 \\ 3,610 \\ 3,300 \\ \ddagger \end{array}$ | $\begin{aligned} & (328) \\ & (933 \\ & 417 \\ & (\dagger) \end{aligned}$ | $\begin{aligned} & 1,430 \\ & 1,660 \\ & 1,320 \\ & 1,260 \end{aligned}$ | $\left.\begin{array}{l} (52 \\ 84 \\ 40 \\ (81 \end{array}\right)$ | $\begin{aligned} & 1,350 \\ & 1,550 \\ & 1,250 \\ & 1,210 \end{aligned}$ | $(45)$$(63)$$(39)$$(241)$ |  |  |
| 4-year doctoral .... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other 4-year ............................... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less-than-4-year ........................ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private, for-profit ....... | $\begin{aligned} & 6,150 \\ & 6,850 \\ & 5,520 \end{aligned}$ | $\begin{aligned} & 137 \\ & (235) \\ & (337) \\ & (235 \end{aligned}$ | $\begin{aligned} & 5,540 \\ & 6,110 \\ & 5,020 \end{aligned}$ | $\begin{aligned} & (162) \\ & (310) \\ & (318) \end{aligned}$ | $\begin{aligned} & 3,010 \\ & 3,340 \\ & 2,700 \end{aligned}$ | $\begin{aligned} & (188) \\ & 157) \\ & (284) \end{aligned}$ | $\begin{aligned} & 2,470 \\ & 2,880 \\ & 2,120 \end{aligned}$ | $\begin{gathered} (123) \\ (264) \\ (67) \end{gathered}$ | $\begin{aligned} & 1,940 \\ & 2,010 \\ & 1,880 \end{aligned}$ | $\left(\begin{array}{l} 30 \\ 40 \\ 43 \end{array}\right)$ | $\begin{aligned} & 2,350 \\ & 2,860 \\ & 1,520 \end{aligned}$ | $\left(\begin{array}{l} (211 \\ (148 \\ 264) \end{array}\right)$ | $\begin{aligned} & 4,940 \\ & 5,330 \\ & 4,550 \end{aligned}$ | $\begin{aligned} & (237) \\ & (164) \\ & (525) \end{aligned}$ | $\begin{aligned} & 4,920 \\ & 5,250 \\ & 4,570 \end{aligned}$ | $\left.\begin{array}{l} 212 \\ 200 \\ (443 \end{array}\right)$ | $\begin{array}{r} 2,300 \\ \ddagger \\ 2,080 \end{array}$ | $\begin{array}{r} (210) \\ (\dagger) \\ (160) \end{array}$ | $\ddagger$ | $\left(\begin{array}{c}\text { (t) } \\ (+) \\ (\dagger)\end{array}\right.$ | $\ddagger$$\ddagger$$\ddagger$$\ddagger$ | $(t)$$(+)$( |  |  |
| 2 -year and above <br> Less-than-2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000, all institutions ...... | \$8,470 | (100) | \$5,970 | (58) | \$5,160 | (95) | \$5,100 | (81) | \$2,520 | (19) | \$4,590 | (92) | \$6,030 | (59) | \$5,430 | (51) | \$4,870 | (155) | \$1,680 | (37) | \$1,570 | (39) |  |  |
| Public | 6,1407,106,1903,9003,490 | $\begin{array}{r} (90) \\ (84) \\ (175) \\ (155) \\ (383) \end{array}$ | $\begin{aligned} & 5,260 \\ & 6,180 \\ & 5,280 \\ & 3,670 \\ & 3,050 \end{aligned}$ | $\begin{array}{r} (60) \\ (65) \\ (136) \\ (96) \\ (387) \end{array}$ | 2,990 $(61)$ <br> 3,840 $(85)$ <br> 1,690 $(105)$ <br> 1,860 $(966)$ <br> 1,900 $(296)$ |  | 3,5204,1703,2702,8002,930 | $\begin{array}{r} (55) \\ (77) \\ (91) \\ (91) \\ (234) \end{array}$ | $\begin{aligned} & \begin{array}{l} 2,490 \\ 2,530 \\ 2,430 \\ 2,490 \\ 2,410 \end{array} \end{aligned}$ | $\left.\begin{array}{r} (22 \\ 33 \\ 38 \\ 28 \\ (45 \\ (467 \end{array}\right)$ | $\begin{aligned} & 2,630 \\ & 3,480 \\ & 2,290 \\ & 1,560 \\ & 1,750 \end{aligned}$ | $\left.\begin{array}{c} (53 \\ (80 \\ (83 \\ (80 \\ (357 \\ (35) \end{array}\right)$ | $\begin{aligned} & 5,180 \\ & 5,620 \\ & 4,770 \\ & 4,90 \\ & 5,990 \end{aligned}$ |  | 4,870 | (55) | 3,820 | (194) | 1,720 | (56) | 1,630 | (69) |  |  |
| 4 -year doctoral ............................ |  |  |  |  |  |  | $81$ |  |  |  |  |  |  | 5,300 | (68) | 3,850 | (209) | 1,780 | (45) | 1,680 | (42) |  |  |  |
| Other 4-year ........... |  |  |  |  |  |  | $(179)$ |  |  |  |  |  |  | 4,520 | (147) | 3,540 | (426) | 1,670 | (148) | 1,580 | (194) |  |  |  |
| 2 -year ................ |  |  |  |  |  |  | $198$ |  |  |  |  |  |  | 3,750 | (122) | 4,090 | (841) | 1,650 | (118) | 1,580 | (105) |  |  |  |
| Less-than-2-year .. |  |  |  |  |  |  | (950) |  |  |  |  |  |  | 5,040 | (975) |  | ( $\dagger$ ) | + | ( $\dagger$ ) | + | ( $\dagger$ ) |  |  |  |
| Private, nonprofit | 14,050 | (307) | 7,280 | (104) | 9,390 | (238) |  | 8,710 |  | 2,660 |  | 8,280 | (218) | 7,460 | (117) | 6,300 | (93) | 5,750 | (211) | 1,620 |  | 1,500 |  |  |
| 4 -year doctoral ....... | 16,060 | (359) | 7,890 | (149) | 10,910 | (326) |  | 10,140 | (302) | 2,860 | (81) | 9,600 | $283)$ | 8,240 | (156) | 6,700 | $(131)$ | 6,430 | (237) | 1,810 | (51) | 1,700 | (51) |  |
| Other 4-year ............................ | 12,930 | (424) | 6,930 | (162) | 8,480 | (318) |  | 7,880 | (317) | 2,530 | (70) | 7,490 | (291) | 6,910 | (166) | 6,020 | (149) | 5,070 | (312) | 1,490 | (69) | 1,330 | (47) |  |
| Less-than-4-year ....................... | 7,700 | (780) | 5,540 | (645) | 4,680 | (485) |  | 5,070 | (459) | 2,640 | (196) | 4,340 | (550) | 6,010 | (186) | 5,380 | (176) | 5,590 | $(1,440)$ | 950 | (96) | 850 | (63) |  |
| Private, for-profit | 8,730 | (285) | 7,440 | (240) | 4,120 | (296) | 3,380 | (144) | 2,490 | (77) | 3,110 | (285) | 6,590 | (285) | 6,070 | (266) | 5,970 | (474) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ |  |  |
|  | 9,430 6,730 | $\binom{(381}{(354)}$ | 7,920 6,080 | $\binom{315}{330}$ | 4,190 3,700 | (375) | 3,730 2,490 | (197) | 2,550 | (109) | 3,240 1,570 | (321) $(385)$ | 7,030 5,240 | $\left(\begin{array}{l}367) \\ (355)\end{array}\right.$ | 6,530 4,670 | (345) | 6,620 4,660 | $(663$ <br> 800 | $\ddagger$ | (t) | $\ddagger$ | (t) |  |  |
| 2003-04, all institutions ..... | \$9,760 | (93) | \$7,010 | (60) | \$5,690 | (118) | \$5,670 | (101) | \$3,230 | (22) | \$4,930 | (125) | \$7,000 | (72) | \$6,060 | (57) | \$6,100 | (138) | \$1,940 | (36) | \$1,790 |  |  |  |
| Public | 7,400 | (95) | 6,260 | (90) | 3,620 | (45) | 4,230 | (45) | 3,190 | (31) | 3,110 | (45) | 6,060 | (72) | 5,520 | (64) | 5,100 | (114) | 2,020 | (45) | 1,860 | (51) |  |  |
| 4 -year doctoral | 8,970 | (109) | 7,360 | (99) | 4,500 | (70) | 4,890 | (64) | 3,220 | (39) | 3,930 | (63) | 6,760 | (100) | 6,150 | (81) | 5,510 | (160) | 2,070 | (6) | 1,900 | (66) |  |  |
|  | 7,870 | (183) | 6,440 | (146) | 3,560 | (84) | 4,230 | (118) | 3,150 | (64) | 2,900 | (91) | 5,870 | (127) | 5,280 | (112) | 5,260 | (227) | 1,930 | (86) | 1,820 | (100) |  |  |
| 2-year ..................................... | 4,690 | (130) | 4,420 | (143) | 2,140 | (84) | 3,330 | (64) | 3,180 | (45) | 1,810 | (86) | 4,170 | (146) | 3,850 | (147) | 3,700 | (207) | 2,010 | (100) | 1,830 | (109) |  |  |
| Less-than-2-year ....................... | 4,770 | (389) | 4,490 | (368) | 2,920 | (250) | 3,180 | (206) | 2,800 | (157) | 2,500 | (243) | 5,260 | (621) | 4,740 | (402) | 4,230 | (802) | 2,460! | $(1,180)$ | + | ( $\dagger$ ) |  |  |
| Private, nonprofit ..... | 16,250 |  |  |  | 10,270 |  |  |  |  |  | 8,860 |  | 8,800 | (178) | 7,040 |  | 7,430 |  | 1,810 |  | 1,670 |  |  |  |
| 4 -year doctoral ................ | 17,650 | (367) | 9,000 | (204) | 11,590 | (383) | 10,660 | (465) | 3,460 | (101) | 9,950 | (466) | 9,790 | (272) | 7,600 | (190) | 8,220 | (333) | 2,120 | (78) | 1,980 | (75) |  |  |
| Other 4-year ........ | 15,650 | (352) | 8,260 | (161) | 9,580 | (303) | 9,130 | (295) | 3,340 | (57) | 8,280 | (283) | 8,270 | (219) | 6,740 | (161) | 6,920 | (391) | 1,620 | (56) | 1,470 | (52) |  |  |
| Less-than-4-year ........................ | 8,910 | (647) | 6,240 | (375) | 5,160 | (534) | 5,720 | (547) | 3,560 | (333) | 4,600 | (607) | 6,200 | (584) | 5,630 | (470) | 4,460 | (774) | 1,570 ! | (549) | 1,580 ! | (557) |  |  |
| Private, for-profit | 10,480 | (328) | 8,550 | (222) | 5,070 | (285) | 4,300 | (167) | 3,230 | (72) | 3,880 | (317) | 7,640 | (267) | 6,580 | (190) | 5,730 | (525) | 2,660 | (275) | 2,730 | (328) |  |  |
| 2 -year and above ........................ | 11,380 | (433) | 9,100 | (297) | 5,330 | (349) | 4,660 | (222) | 3,370 | (101) | 4,030 | (369) | 8,140 | (351) | 6,950 | (253) | 6,050 | (657) | 2,780 | (308) | 2,890 | (361) |  |  |
| Less-than-2-year ....................... | 7,810 | (139) | 6,890 | (93) | 3,980 | (157) | 3,210 | (102) | 2,850 | (58) | 3,010 | (185) | 6,050 | (140) | 5,350 | (112) | 4,560 | (205) | 1,760 | (129) | 1,570 | (108) |  |  |

Table 331.70. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and control and level of institution: Selected years, 1992-93 through 2011-12-Continued
[Standard errors appear in parentheses]

| Control and level of institution | Any aid |  |  |  |  |  | Grants |  |  |  |  |  | Loans |  |  |  |  |  | Work study ${ }^{1}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total ${ }^{2}$ |  | Federal ${ }^{3}$ |  | Nonfederal |  | Total ${ }^{4}$ |  | Federal |  | Nonfederal |  | Total ${ }^{5}$ |  | Federal ${ }^{\text {a }}$ |  | Nonfederal |  | Total |  | Federal |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| 2007-08, all institutions Public | \$12,990 | (98) | \$8,170 | (51) | \$8,130 | (89) | \$7,250 | (71) | \$3,680 | (19) | \$6,470 | (79) | \$9,520 | (77) | \$7,080 | (56) | \$7,800 | (112) | \$2,270 | (26) | \$2,160 | (30) |
|  | $\begin{array}{r} 9,680 \\ \hline 11,670 \\ 10,040 \\ 5,750 \\ 6,210 \end{array}$ | $(62)$$(96)$$(136)$$(68)$$(528)$ | $\begin{aligned} & 7,250 \\ & 8,320 \\ & 7,430 \\ & 5,160 \\ & 5,200 \end{aligned}$ | $\begin{array}{r} (51) \\ (82) \\ (110 \\ (63) \\ (441) \end{array}$ | $\begin{aligned} & 5,240 \\ & 6,550 \\ & 5,200 \\ & 2,510 \\ & 3,750 \end{aligned}$ | $\begin{array}{r} (50) \\ (83) \\ 95 \\ (45) \\ (477) \end{array}$ | $\begin{aligned} & 1,2,420 \\ & 5,410 \\ & 6,4120 \\ & 3,750 \\ & 3,610 \end{aligned}$ | $\begin{aligned} & (40) \\ & 71 \\ & (88 \\ & (44) \\ & (212) \end{aligned}$ | $\begin{aligned} & 3,670 \\ & 3,780 \\ & 3,690 \\ & 3,530 \\ & 3,320 \end{aligned}$ | $\begin{aligned} & (18 \\ & 33 \\ & 33 \\ & 32 \\ & (29 \\ & (153) \end{aligned}$ | $\begin{aligned} & 4,080 \\ & 5,170 \\ & 4,040 \\ & 1,860 \\ & 2,390 \end{aligned}$ | $\begin{gathered} (43) \\ (67) \\ (99 \\ (35) \\ (351) \end{gathered}$ | 7,9908,8707,6905,4506,910 | $\begin{array}{r} (60) \\ (90) \\ (123) \\ (91) \\ (500) \end{array}$ | $\begin{aligned} & 6,470 \\ & 7,100 \\ & 6,240 \\ & 4,600 \end{aligned}$ | $\left.\begin{array}{l} 58 \\ 83 \\ 95 \\ (73 \end{array}\right)$ | 6,5207,1306,300 | $(108)$ <br> $(156)$ <br> 204 <br> 150 | 2,430 | (37) | 2,360  <br> 2,290 $(44)$ <br> 10  |  |
| 4 -year doctoral ......................... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2,4402,4802,280 | $(42)$ |  |  |
| Other 4-year ......... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | (81) |
| 2-year Less-than-2-y......... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4,670 4,920 | (150) | $\stackrel{2,560}{\ddagger}$ | (107) $(\dagger)$ | 2,760 | $\underset{(122)}{(\dagger)}$ |
| Private, nonprofit | $\begin{aligned} & 21,640 \\ & 2,880 \\ & 20,620 \\ & 12,530 \end{aligned}$ | $\begin{array}{r} (307) \\ (388) \\ (447 \\ (1,097) \end{array}$ | $\begin{array}{r} 10,020 \\ 10,380 \\ 9,720 \\ 8,340 \end{array}$ | $\begin{array}{r} (158) \\ (192) \\ (224) \\ (1,134) \end{array}$ | $\begin{array}{rr}14,700 & (221) \\ 15,850 & (289) \\ 13,710 & (341) \\ 7,270 & (1,107)\end{array}$ |  | $\begin{aligned} & 12,470 \\ & 13,170 \\ & 11,880 \\ & 6,970 \end{aligned}$ | $\begin{array}{r} (186) \\ (250 \\ (268) \\ (1,588) \end{array}$ | $\begin{aligned} & 4,090 \\ & 4,280 \\ & 3,920 \\ & 4,710 \end{aligned}$ | $\begin{array}{r} (51) \\ (82) \\ (60 \\ (935) \end{array}$ | $\begin{array}{r} 11,570 \\ 1,3,30 \\ 10,940 \\ 4,440 \end{array}$ | $\begin{array}{r} (176) \\ (231 \\ (263) \\ (1,230) \end{array}$ | $\begin{aligned} & 12,320 \\ & 11,420 \\ & 11,330 \\ & 11,310 \end{aligned}$ | $(207)$$(253$313$(613)$ | $\begin{aligned} & 8,350 \\ & 8,840 \\ & 7,920 \\ & 8,000 \end{aligned}$ | $\begin{array}{r} (164) \\ (2133 \\ (223) \\ (1,208) \end{array}$ | $\begin{array}{r} 9,930 \\ 11,40 \\ 8,750 \\ 8,740 \end{array}$ | $\begin{array}{r} (224) \\ (351 \\ (263) \\ (1,011) \end{array}$ | 2,0902,2301,970$\ddagger$ | $\left.\begin{array}{l} (35 \\ (52 \\ (40 \\ (\dagger) \end{array}\right)$ | $\begin{array}{r} 1,930 \\ 2,080 \\ 1,780 \\ \ddagger \end{array}$ | $\begin{aligned} & \left(\begin{array}{l} 35 \\ 55 \\ (43 \\ (\dagger) \\ (\dagger) \end{array}\right) \end{aligned}$ |
| 4 -year doctoral ... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other 4-year ...... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less-than-4-year .... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private, for-profit | $\begin{aligned} & 12,890 \\ & 13,270 \\ & 10,540 \end{aligned}$ | $\begin{aligned} & (294) \\ & (340 \\ & (234) \\ & \hline \end{aligned}$ | $\begin{aligned} & 9,160 \\ & 9,270 \\ & 8,510 \end{aligned}$ | $\begin{aligned} & (176) \\ & 203 \\ & (188) \end{aligned}$ | $\begin{aligned} & 6,990 \\ & 7,220 \\ & 5,100 \end{aligned}$ | $\begin{aligned} & (269) \\ & (303) \\ & (550) \end{aligned}$ | $\begin{aligned} & 4,050 \\ & 4,130 \\ & 3,590 \end{aligned}$ | $\begin{array}{r} (96) \\ (113 \\ (86) \end{array}$ | $\begin{aligned} & 3,200 \\ & 3,180 \\ & 3,270 \end{aligned}$ | $\left.\begin{array}{l} (600 \\ 73 \\ (52) \end{array}\right)$ | $\begin{aligned} & 3,720 \\ & 3,810 \\ & 2,470 \end{aligned}$ | $\begin{aligned} & (201) \\ & 216 \\ & 381 \end{aligned}$ | $\begin{array}{r} 10,260 \\ 10,600 \\ 8,150 \end{array}$ | $\begin{aligned} & (233) \\ & (269 \\ & (215) \end{aligned}$ | $\begin{aligned} & 7,040 \\ & 7,140 \\ & 6,380 \end{aligned}$ | $\begin{aligned} & (133) \\ & (153) \\ & (166) \end{aligned}$ | $\begin{aligned} & 7,340 \\ & 7,610 \\ & 5,320 \\ & \hline \end{aligned}$ | $\left(\begin{array}{l} 307 \\ (350 \\ (212) \end{array}\right)$ | 3,6503,760 | $\begin{gathered} (392) \\ (402) \\ (\dagger) \end{gathered}$ | 3,8403,940 | $(385)$$(386)$$(\dagger)$ |
| 2 -year and above |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less-than-2-year ... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2011-12, all institutions .......... | \$15,510 | (106) | \$10,820 | (75) | \$9,160 | (110) | \$9,230 | (92) | \$4,580 | (20) | \$8,590 | (115) | \$10,090 | (75) | \$9,160 | (69) | \$6,980 | (187) | \$2,250 | (48) | \$2,180 | (37) |
| Public ....................................... | $\begin{array}{r} 11,420 \\ 14,130 \\ 11,730 \\ 7,120 \\ 7,300 \end{array}$ | $\begin{array}{r} (93) \\ (125) \\ (229) \\ (117) \\ (989) \end{array}$ | $\begin{array}{r} 9,400 \\ 11,000 \\ 9,800 \\ 6,740 \\ 6,360 \end{array}$ | $\begin{array}{r} (71) \\ (106 \\ (150) \\ (91) \\ (1,018) \end{array}$ | 5,1706,6104,9202,4802,740 | $\begin{gathered} (75) \\ (108) \\ 170 \\ (76) \\ (813) \end{gathered}$ | 6,6107,8806,4404,9105,050 | $\begin{array}{r} (62) \\ (101) \\ (133) \\ (76) \\ (458) \end{array}$ | $\begin{aligned} & 4,560 \\ & 4,610 \\ & 4,650 \\ & 4,460 \\ & 4,510 \end{aligned}$ | $\begin{array}{r} (22) \\ 27 \\ (49 \\ (44) \\ (464) \end{array}$ | 4,7306,0704,4102,320$2,170!$ | $\begin{aligned} & (75) \\ & (112) \\ & (155) \\ & (74) \\ & (676) \end{aligned}$ | $\begin{aligned} & 8,860 \\ & 9,50 \\ & 8,790 \\ & 6,200 \\ & 7,260 \end{aligned}$ | $\begin{array}{r} (87) \\ (112) \\ (186) \\ (78) \\ (950) \end{array}$ | $\begin{aligned} & 8,300 \\ & 9,040 \\ & 8,210 \\ & 6,060 \\ & 7,060 \end{aligned}$ | $\begin{array}{r} (81) \\ (109) \\ (152) \\ (979) \\ (939) \end{array}$ | $\begin{aligned} & 5,790 \\ & 6,400 \\ & 5,630 \\ & 3,380 \end{aligned}$ | $\begin{array}{r} (237) \\ 289 \\ (483) \\ (208) \\ (\dagger) \end{array}$ | 2,3302,4102,0202,460 | $\left.\begin{array}{r} (60) \\ 80 \\ (106 \\ (130) \\ (\dagger) \end{array}\right)$ | 2,290 $(60)$ <br> 2,320 $(79$ <br> 2,050 $(112)$ <br> 2,460 $(146)$ <br> $\ddagger$ $(+)$ |  |
| 4 -year doctoral .......................... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other 4-year ....... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2-year ........... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less-than-2-year ... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | , |  | 2, |  |  |  |  |
| Private, nonprofit ... | $\begin{aligned} & 27,250 \\ & 29,080 \\ & 25,630 \\ & 16,190 \end{aligned}$ | $\begin{array}{r} (300 \\ (456) \\ (3,384) \\ (2,359) \end{array}$ | $\begin{aligned} & 13,300 \\ & 13,700 \\ & 12,80 \\ & 12,830 \end{aligned}$ | $\begin{array}{r} (217) \\ (355) \\ (216) \\ (1,038) \end{array}$ | 17,870 $(265)$ <br> 19,410 $(383)$ <br> 16,400 $(355)$ <br> $7,610!$ $(2,474)$ |  | $\begin{aligned} & 17,780 \\ & 19,380 \\ & 16,370 \\ & 7,710 \end{aligned}$ | $\begin{array}{r} (264) \\ (410 \\ (336) \\ (1,336) \end{array}$ | $\begin{aligned} & 4,710 \\ & 4,690 \\ & 4,720 \\ & 4,870 \end{aligned}$ | $\begin{array}{r} (46) \\ (81 \\ (46 \\ (140) \end{array}$ | $\begin{gathered} 16,720 \\ 18,260 \\ 15,210 \\ 6,670! \end{gathered}$ | $\begin{array}{r} (2666 \\ (396 \\ (348) \\ (2,156) \end{array}$ | $\begin{aligned} & 12,550 \\ & 13,120 \\ & 11,960 \\ & 11,600 \end{aligned}$ | $\begin{array}{r} (2000 \\ (356 \\ (1,67 \\ (1,621) \end{array}$ | $\begin{aligned} & 10,930 \\ & 11,420 \\ & 10,430 \\ & 10,330 \end{aligned}$ | $\begin{array}{r} (190) \\ (330) \\ (1722) \\ (1,239) \end{array}$ | $\begin{aligned} & 8,460 \\ & 8,700 \\ & 8,200 \\ & 8,170! \end{aligned}$ | $\begin{array}{r} (437) \\ (728) \\ (385) \\ (3,055) \end{array}$ | $\begin{aligned} & 2,150 \\ & 2,280 \\ & 1,980 \\ & 2,750 \end{aligned}$ | $\begin{array}{r} (67) \\ (65) \\ (130 \\ (478) \end{array}$ | $\begin{aligned} & 2,050 \\ & 2,220 \\ & 1,830 \\ & 2,790 \end{aligned}$ | $(44)$$(60)$$(69)$$(508)$ |
| 4 -year doctoral .. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other 4 -year ...... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less-than-4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private, for-profit | $\begin{aligned} & 15,070 \\ & 15,50 \\ & 12,170 \end{aligned}$ | $\begin{aligned} & (214) \\ & (219 \\ & (633) \\ & \hline \end{aligned}$ | $\begin{aligned} & 13,300 \\ & 3,660 \\ & 10,990 \end{aligned}$ | $\left(\begin{array}{l} 173) \\ 181 \\ (483) \end{array}\right.$ | 6,480 $(205)$ <br> 6,530 $(218)$ <br> 5,960 $(551)$ |  | $\begin{aligned} & 5,270 \\ & 5,310 \\ & 5,050 \end{aligned}$ | $\begin{array}{r} (85) \\ (85) \\ (268) \end{array}$ | $\begin{aligned} & 4,520 \\ & 4,500 \\ & 4,670 \end{aligned}$ | $\begin{array}{r} (49) \\ (40) \\ (230) \end{array}$ | $\begin{aligned} & 4,600 \\ & 4,580 \\ & 4,880 \end{aligned}$ | $\begin{aligned} & (257) \\ & (267) \\ & (532) \end{aligned}$ | $\begin{array}{r} 10,610 \\ 10,960 \\ 8,770 \end{array}$ | $\begin{aligned} & 1399 \\ & (1511 \\ & (313) \end{aligned}$ | $\begin{aligned} & 9,440 \\ & 9,740 \\ & 7,510 \end{aligned}$ | $\left(\begin{array}{l} 107 \\ 117 \\ (211) \end{array}\right)$ | $\begin{aligned} & 7,170 \\ & 7,350 \\ & 5,810 \end{aligned}$ | $\begin{aligned} & 211 \\ & (222) \\ & (675) \end{aligned}$ | $\begin{array}{r} 3,690 \\ 3,750 \\ \ddagger \end{array}$ | $\begin{gathered} (272) \\ (281) \\ (\dagger) \end{gathered}$ | $\begin{array}{r} 3,760 \\ 3,830 \\ \ddagger \\ \hline \end{array}$ | $\begin{array}{r}(299) \\ (299) \\ (\dagger) \\ \hline\end{array}$ |
| 2 -year and above ... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less-than-2-year .............. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Constant 2015-16 dollars ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All institutions$\begin{aligned} & 1992-93 \ldots \\ & 1995-96 \ldots \\ & 1999-2000 \\ & 2003-04 \ldots \\ & 2007-08 \\ & 2011-12 . . . . \end{aligned}$ | $\begin{aligned} & \$ 9,370 \\ & 10,610 \\ & 11,920 \\ & 12,500 \\ & 14,620 \\ & 16,240 \end{aligned}$ | $\begin{aligned} & 134 \\ & (246 \\ & (140 \\ & 119 \\ & 1111 \\ & 111) \end{aligned}$ | $\begin{array}{r} \$ 7,230 \\ 8,090 \\ 8,400 \\ 8,970 \\ 9,200 \\ 11,330 \end{array}$ | $\left.\begin{array}{l} (90 \\ (94 \\ (82 \\ (77 \\ (57 \\ (79 \end{array}\right)$ | $\begin{array}{r} \$ 5,670 \\ 6,170 \\ 7,270 \\ 7,280 \\ 9,150 \\ 9,590 \end{array}$ |  |  |  | $\begin{array}{r} \$ 3,340 \\ 3,090 \\ 3,550 \\ 4,130 \\ 4,140 \\ 4,790 \end{array}$ | $(28)$3626292121$(21)$ | $\begin{array}{r} \$ 5,430 \\ 5,720 \\ 6,470 \\ 6,320 \\ 7,280 \\ 9,000 \end{array}$ | $\begin{gathered} (142) \\ (250 \\ (130 \\ (160 \\ (89) \\ (121) \end{gathered}$ | $\begin{array}{r} \$ 6,460 \\ 7,450 \\ 8,480 \\ 8,90 \\ 80,710 \\ 10,570 \end{array}$ |  | $\begin{array}{r} \$ 6,280 \\ 7,660 \\ 7,640 \\ 7,760 \\ 7,970 \\ 9,590 \end{array}$ | $(91)$ <br> 89 <br> 71 <br> 71 <br> 73 <br> 63 <br> $(72)$ | $\begin{array}{r} \$ 4,410 \\ 4,300 \\ 6,860 \\ 7,810 \\ 8,780 \\ 7,310 \end{array}$ | $(222)$$(358$$(18)$$(177)$$(126)$$195)$ |  |  |  |  |
|  |  |  |  |  |  | $\left.\begin{array}{l} (141) \\ (251) \\ 133 \\ 151 \\ 151 \\ 100 \\ 116 \end{array}\right)$ | $\begin{array}{r} \$ 5,890 \\ 6,150 \\ 7,180 \\ 7,260 \\ 8,160 \\ 9,670 \end{array}$ | $\left.\begin{array}{r} 105 \\ (213 \\ 114 \\ 114 \\ (29 \\ (80 \\ 96 \end{array}\right)$ |  |  |  |  |  | $(98)$$(94$8392(87)(78) |  |  |  |  |  | (57) | \$2,140 | (64) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2,170 | (62) | 2,080 | (57) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2,360 | (52) | 2,210 | (55) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2,480 | (46) | 2,290 | (48) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2,550 | (29) | 2,430 | (34) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2,350 | (50) | 2,280 | (39) |

Not applicable.
IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
etails on nonfederal work-study participants are not available.
2Includes students who reported that they were awarded aid, but did not specify the source or type of aid.
ncludes Department of Veterans Affairs and Department of Defense benefits.
ndicates all grants, scholarships, or tuition waivers received from federal, state, institutional, or private sources, including employers.
${ }^{5}$ Includes Parent Loans for Undergraduate Students (PLUS).
${ }^{6}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Aid averages are for those students who received the specified type of aid. Full-time, full-year students were enrolled full time for 9 or more months from July 1 through June 30. Data exclude Puerto Rico. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992-93, 1995-96, 1999-2000, 2003-04, and NPSAS:12). (This table was prepared August 2016.)

Table 331.90. Percentage of full-time and part-time undergraduates receiving federal aid, by aid program and control and level of institution: 2007-08 and 2011-12
[Standard errors appear in parentheses]

| Control and level of institution | Number of undergraduates ${ }^{1}$ (in thousands) |  | Percent receiving federal aid |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Any federal aid |  | Selected Title IV programs ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Any Title IV aid |  | Pell | SEOG ${ }^{3}$ |  |  | CWS ${ }^{4}$ | Perkins ${ }^{5}$ |  | Stafford ${ }^{6}$ |  | PLUS ${ }^{7}$ |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 2007-08 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year students All institutions | 7,527 | (-) | 63.9 | (0.31) | 62.9 | (0.31) | 32.7 | (0.29) | 8.9 | (0.20) | 10.6 | (0.23) | 6.0 | (0.17) | 50.2 | (0.32) | 7.5 | (0.20) |
| Public | 5,159 | (-) | 58.7 | (0.36) | 57.6 | (0.36) | 32.0 | (0.29) | 6.8 | (0.18) | 7.1 | (0.22) | 4.1 | (0.15) | 41.9 | (0.33) | 6.1 | (0.21) |
| 4 -year doctoral | 2,522 | (-) | 59.6 | (0.48) | 58.7 | (0.48) | 27.3 | (0.37) | 6.5 | (0.23) | 7.6 | (0.32) | 6.1 | (0.27) | 49.7 | (0.49) | 9.3 | (0.39) |
| Other 4-year | 1,031 | (-) | 67.6 | (0.68) | 66.6 | (0.70) | 34.9 | (0.66) | 7.9 | (0.37) | 8.7 | (0.45) | 5.0 | (0.42) | 53.8 | (0.72) | 6.4 | (0.40) |
| 2 -year .... | 1,584 | (-) | 51.4 | (0.73) | 49.9 | (0.75) | 37.2 | (0.65) | 6.6 | (0.36) | 5.5 | (0.29) | 0.4 | (0.08) | 22.1 | (0.58) | 1.1 | (0.12) |
| Less-than-2-year | 22 | (-) | 58.6 | (3.84) | 57.1 | (4.15) | 49.7 | (4.14) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | 23.6 | (4.33) | $\ddagger$ | ( $\dagger$ |
| Private, nonprofit . | 1,672 | (-) | 71.2 | (0.62) | 70.4 | (0.62) | 26.6 | (0.65) | 13.1 | (0.51) | 25.0 | (0.86) | 13.8 | (0.63) | 62.9 | (0.65) | 12.2 | (0.59) |
| 4 -year doctoral .. | 844 | (-) | 67.1 | (1.12) | 66.1 | (1.14) | 22.2 | (0.79) | 11.7 | (0.60) | 24.5 | (1.04) | 16.3 | (1.02) | 58.4 | (1.28) | 12.3 | (0.69) |
| Other 4-year ....... | 814 | (-) | 75.1 | (1.12) | 74.7 | (1.12) | 30.8 | (1.19) | 14.5 | (0.80) | 26.0 | (1.45) | 11.5 | (0.80) | 67.7 | (1.23) | 12.2 | (0.93) |
| Less-than-4-year . | 14 | (-) | 84.4 | (3.65) | 82.8 | (4.17) | 43.3 | (6.07) | 12.6 ! | (5.08) | 4.7 ! | (1.63) | $\ddagger$ | ( $\dagger$ ) | 56.2 | (7.28) | $\ddagger$ | ( $\dagger$ |
| Private, for-profit | 695 | (-) | 84.6 | (1.24) | 83.9 | (1.36) | 52.9 | (1.48) | 13.6 | (1.27) | 1.6 | (0.28) | 1.0 | (0.19) | 81.0 | (1.30) | 5.8 | (0.63) |
| 2 -year and above .. | 599 | (-) | 84.2 | (1.41) | 83.4 | (1.55) | 50.5 | (1.69) | 12.2 | (1.45) | 1.8 | (0.33) | 1.1 | (0.22) | 81.2 | (1.46) | 4.9 | (0.69) |
| Less-than-2-year ........................ | 96 | (-) |  | (1.74) |  | (1.84) | 67.5 | (2.15) | 22.3 | (2.49) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 79.8 | (2.50) | 11.3 | (1.16) |
| Part-time or part-year students All institutions $\qquad$ | 12,984 | (-) | 38.9 | (0.31) | 37.3 | (0.30) | 23.8 | (0.30) | 4.3 | (0.23) | 2.6 | (0.11) | 0.9 | (0.05) | 26.0 | (0.18) | 1.6 | (0.10) |
| Public | 10,386 | (-) | 30.3 | (0.36) | 28.6 | (0.34) | 19.0 | (0.31) | 2.1 | (0.11) | 2.2 | (0.10) | 0.6 | (0.04) | 15.7 | (0.16) | 0.9 | (0.06) |
| Private, nonprofit . | 1,109 | (-) | 53.7 | (0.86) | 51.4 | (0.86) | 22.1 | (0.85) | 5.9 | (0.51) | 7.1 | (0.66) | 3.6 | (0.49) | 46.3 | (0.86) | 3.6 | (0.44) |
| Private, for-profit ... | 1,489 | (-) | 87.8 | (0.72) | 87.3 | (0.72) | 58.6 | (1.15) | 18.6 | (1.68) | 1.7 | (0.35) | 0.9 | (0.13) | 82.4 | (0.84) | 5.3 | (0.59) |
| 2011-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time, full-year students All institutions | 8,864 | (-) | 72.8 | (0.51) | 71.4 | (0.54) | 47.1 | (0.50) | 9.0 | (0.24) | 10.5 | (0.24) | 4.2 | (0.18) | 55.1 | (0.54) | 9.1 | (0.23) |
| Public | 5,997 | (-) | 68.4 | (0.61) | 67.1 | (0.64) | 45.8 | (0.59) | 6.6 | (0.26) | 6.2 | (0.23) | 2.7 | (0.15) | 47.1 | (0.57) | 7.1 | (0.28) |
| 4-year doctoral | 2,893 | (-) | 70.9 | (0.47) | 70.1 | (0.48) | 40.8 | (0.39) | 7.1 | (0.39) | 7.4 | (0.37) | 4.3 | (0.30) | 60.0 | (0.43) | 11.4 | (0.45) |
| Other 4-year ....... | 969 | (-) | 72.7 | (1.34) | 71.4 | (1.43) | 48.1 | (1.07) | 6.5 | (0.52) | 8.6 | (0.61) | 2.8 | (0.35) | 54.0 | (1.53) | 8.1 | (0.67) |
| 2-year ................ | 2,104 | (-) | 63.0 | (1.24) | 61.0 | (1.29) | 51.4 | (1.30) | 5.9 | (0.40) | 3.4 | (0.28) | 0.3 | (0.06) | 26.5 | (0.99) | 1.0 | (0.11) |
| Less-than-2-year ... | 31 | (-) | 67.8 | (4.72) | 66.4 | (5.20) | 62.4 | (5.04) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) | 19.7 | (4.83) | $\ddagger$ | ( $\dagger$ |
| Private, nonprofit . | 1,875 | (-) | 76.1 | (0.75) | 74.9 | (0.75) | 37.2 | (0.64) | 12.2 | (0.60) | 29.2 | (0.81) | 10.6 | (0.61) | 66.0 | (0.90) | 16.5 | (0.67) |
| 4-year doctoral .. | 990 | (-) | 74.3 | (0.94) | 73.4 | (0.96) | 34.5 | (0.77) | 11.0 | (0.89) | 30.0 | (1.26) | 13.3 | (0.97) | 64.4 | (1.08) | 16.7 | (1.10) |
| Other 4-year .......... | 849 | (-) | 78.0 | (1.20) | 76.7 | (1.17) | 39.8 | (1.11) | 13.6 | (0.74) | 29.1 | (1.14) | 8.0 | (0.69) | 68.2 | (1.48) | 16.2 | (0.76) |
| Less-than-4-year .... | 36 | $(-)$ | 78.1 | (5.04) | 74.6 | (5.35) | 48.5 | (6.54) | 13.1 ! | (5.38) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 59.0 | (7.42) | 13.9 | (3.36) |
| Private, for-profit | 992 | (-) | 93.1 | (0.51) | 90.4 | (0.52) | 73.8 | (0.81) | 17.8 | (0.87) | 1.8 | (0.20) | 1.4 | (0.23) | 83.2 | (0.90) | 7.1 | (0.44) |
| 2-year and above ..................... | 859 | (-) | 92.8 | (0.59) | 89.7 | (0.59) | 72.1 | (0.91) | 15.7 | (0.81) | 2.1 | (0.23) | 1.6 | (0.27) | 83.3 | (0.91) | 7.3 | (0.48) |
| Less-than-2-year ........................ | 133 | (-) | 95.2 | (0.79) | 95.1 | (0.80) | 85.0 | (1.46) | 31.4 | (4.40) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 82.9 | (3.51) | 5.9 | (0.77) |
| Part-time or part-year students All institutions | 14,192 | $(-)$ | 51.1 | (1.10) | 48.4 | (1.09) | 37.6 | (0.85) | 4.4 | (0.19) | 2.0 | (0.12) | 0.9 | (0.08) | 30.7 | (0.44) | 1.6 | (0.10) |
| Public | 10,929 | (-) | 44.5 | (1.22) | 42.4 | (1.13) | 33.4 | (0.89) | 2.6 | (0.14) | 1.6 | (0.11) | 0.5 | (0.05) | 22.1 | (0.43) | 1.0 | (0.08) |
| 4-year doctoral | 1,875 | (-) | 53.4 | (0.81) | 51.2 | (0.75) | 30.6 | (0.65) | 2.9 | (0.32) | 2.5 | (0.26) | 2.1 | (0.26) | 44.0 | (0.63) | 4.1 | (0.32) |
| Other 4-year ....... | 1,477 | (-) | 49.7 | (1.66) | 47.2 | (1.51) | 35.4 | (1.18) | 2.6 | (0.36) | 2.4 | (0.33) | 0.9 | (0.26) | 28.3 | (1.16) | 1.7 | (0.40) |
| 2-year ................ | 7,521 | (-) | 41.2 | (1.39) | 39.1 | (1.31) | 33.6 | (1.08) | 2.5 | (0.17) | 1.3 | (0.14) | 0.1 | (0.02) | 15.4 | (0.41) | 0.1 | (0.02) |
| Less-than-2-year .... | 56 | $(-)$ | 60.3 | (4.47) | 59.6 | (4.47) | 53.9 | (4.11) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | 20.7 | (4.33) | $\ddagger$ | ( $\dagger$ |
| Private, nonprofit .... | 1,135 | (-) | 61.0 | (1.61) | 56.5 | (1.99) | 34.8 | (1.51) | 6.8 | (0.66) | 7.1 | (0.76) | 1.9 | (0.30) | 49.5 | (1.57) | 4.3 | (0.51) |
| 4-year doctoral ........................ | 557 | (-) | 57.9 | (2.12) | 53.3 | (2.19) | 29.1 | (1.77) | 4.2 | (0.73) | 6.9 | (0.96) | 2.4 | (0.47) | 48.3 | (2.00) | 3.9 | (0.65) |
| Other 4-year .............................. | 527 | (-) | 64.0 | (2.54) | 59.1 | (2.91) | 38.6 | (2.59) | 8.2 | (1.21) | 7.8 | (1.15) | 1.6 | (0.41) | 51.6 | (2.42) | 4.9 | (0.96) |
| Less-than-4-year .... | 51 | (-) | 64.3 | (3.22) | 64.2 | (3.18) | 57.9 | (2.94) | 21.0 | (5.35) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 40.6 | (3.92) | 2.0 ! | (0.81) |
| Private, for-profit . | 2,128 | (-) | 79.7 | (0.83) | 75.2 | (1.16) | 60.5 | (1.09) | 12.8 | (0.83) | 0.9 | (0.14) | 2.0 | (0.47) | 65.3 | (0.47) | 3.4 | (0.32) |
| 2-year and above ..................... | 1,790 | (-) | 78.8 | (0.97) | 73.6 | (1.35) | 58.4 | (1.25) | 11.8 | (0.84) | 1.1 | (0.16) | 2.4 | (0.56) | 64.1 | (0.51) | 3.2 | (0.33) |
| Less-than-2-year ....................... | 337 | (-) | 84.6 | (1.40) | 83.6 | (1.33) | 71.9 | (1.60) | 18.1 | (2.38) | 0.2 ! | (0.07) | $\ddagger$ | ( $\dagger$ ) | 71.5 | (1.36) | 4.2 | (0.84) |

## -Not available.

$\dagger$ Not applicable.
\#Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ Numbers of undergraduates may not equal figures reported in other tables, since these data are based on a sample survey of students who enrolled at any point during the year.
${ }^{2}$ Title IV of the Higher Education Act.
${ }^{3}$ Supplemental Educational Opportunity Grants.
${ }^{4}$ College Work Study. Prior to October 17, 1986, private for-profit institutions were prohibited by law from spending CWS funds for on-campus work. Includes persons who participated in the program but had no earnings.
${ }^{5}$ Formerly National Direct Student Loans (NDSL).
${ }^{6}$ Formerly Guaranteed Student Loans (GSL).
Parent Loans for Undergraduate Students.
NOTE: Excludes students whose attendance status was not reported. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude Puerto Rico. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 and 2011-12 National Postsecondary Student Aid Study (NPSAS:08 and NPSAS:12). (This table was prepared July 2014.)

Table 331.95. Percentage of undergraduate students ages 18 to 24 in their 4th (senior) year or above who ever received federal loans, nonfederal loans, or Parent Loans for Undergraduates (PLUS), and average cumulative amount borrowed, by selected student characteristics and control and level of institution: 1989-90, 1999-2000, and 2011-12
[Standard errors appear in parentheses]

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{4}{*}{Selected student characteristic or control and level of institution} \& \multicolumn{8}{|c|}{1989-90} \& \multicolumn{6}{|c|}{1999-2000} \& \multicolumn{8}{|c|}{2011-12} \\
\hline \& \multicolumn{6}{|c|}{Loans to students} \& \multicolumn{2}{|l|}{\multirow[b]{3}{*}{\begin{tabular}{l}
Parent \\
PLUS Loans \({ }^{4}\)
\end{tabular}}} \& \multicolumn{4}{|c|}{Loans to students} \& \multicolumn{2}{|l|}{\multirow[b]{3}{*}{\begin{tabular}{l}
Parent \\
PLUS Loans \({ }^{4}\)
\end{tabular}}} \& \multicolumn{6}{|c|}{Loans to students} \& \multicolumn{2}{|r|}{\multirow[b]{3}{*}{\begin{tabular}{l}
Parent \\
PLUS Loans \({ }^{4}\)
\end{tabular}}} \\
\hline \& \multicolumn{2}{|r|}{\multirow[b]{2}{*}{Total loans to students \({ }^{1}\)}} \& \multicolumn{4}{|c|}{Federal loans to students \({ }^{2}\)} \& \& \& \multicolumn{2}{|r|}{\multirow[b]{2}{*}{\[
\begin{gathered}
\text { Total loans } \\
\text { to students }
\end{gathered}
\]}} \& \multicolumn{2}{|l|}{\multirow[b]{2}{*}{Federal loans to students \({ }^{2}\)}} \& \& \& \multicolumn{2}{|r|}{\multirow[b]{2}{*}{Total loans to students \({ }^{1}\)}} \& \multicolumn{2}{|l|}{\multirow[b]{2}{*}{Federal loans to students}} \& \multicolumn{2}{|r|}{\multirow[b]{2}{*}{Nonfederal loans}} \& \& \\
\hline \& \& \& \multicolumn{2}{|r|}{Stafford Loans \({ }^{3}\)} \& \multicolumn{2}{|r|}{Perkins Loans} \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline 1 \& \& 2 \& \& 3 \& \& 4 \& \& 5 \& \& 6 \& \& 7 \& \& 8 \& \& 9 \& \& 10 \& \& 11 \& \& 12 \\
\hline \multirow[b]{2}{*}{Total ................................................} \& \multicolumn{22}{|c|}{Percent of students with loans} \\
\hline \& \multirow[t]{4}{*}{50.5

51.8

49.3} \& (0.81) \& 38.0 \& \multirow[t]{4}{*}{$$
\begin{aligned}
& (0.77) \\
& \hline(1.18) \\
& (0.88)
\end{aligned}
$$} \& 13.0 \& (0.65) \& 4.1 \& \& \multicolumn{2}{|l|}{60.2 (0.66)} \& \multicolumn{2}{|l|}{58.1 (0.69)} \& 12.4 \& (0.51) \& \multicolumn{2}{|l|}{67.7 (0.74)} \& \multicolumn{2}{|l|}{64.3 (0.71)} \& \multicolumn{2}{|l|}{29.0 (0.73)} \& 19.9 \& (0.70) <br>

\hline Sex \& \& \& \multirow[b]{3}{*}{37.9
37.9} \& \& \& \& \multicolumn{2}{|l|}{4.1 (0.22)} \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline Male \& \& (1.24) \& \& \& 12.6 \& (0.76) \& 3.8 \& (0.29) \& 58.2 \& (0.98) \& 55.8 \& (0.99) \& 12.4 \& (0.56) \& 67.2 \& (1.14) \& 63.4 \& (1.10) \& 29.2 \& (1.09) \& 19.9 \& (1.07) <br>
\hline Female ........................................... \& \& (0.90) \& \& \& 13.1 \& (0.72) \& \& (0.30) \& 61.8 \& (0.87) \& 59.9 \& (0.88) \& 12.3 \& (0.70) \& 68.0 \& \& 65.1 \& (1.05) \& 28.9 \& (0.96) \& 19.9 \& (0.91) <br>
\hline Race/ethnicity \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline White .......... \& 49.5 \& (0.97) \& 36.8 \& (0.92) \& 11.9 \& (0.64) \& 4.2 \& (0.27) \& 58.9 \& (0.79) \& 56.9 \& (0.82) \& 12.4 \& (0.57) \& 65.5 \& (0.87) \& 62.1 \& (0.81) \& 29.6 \& (0.92) \& 19.9 \& (0.88) <br>
\hline Black ....... \& 68.9 \& (2.24) \& 57.1 \& (2.16) \& 23.2 \& (2.42) \& 7.0 \& (1.06) \& 76.8 \& (2.53) \& 74.5 \& (2.49) \& 15.5 \& (1.47) \& 90.3 \& (1.34) \& 88.1 \& (1.74) \& 31.3 \& (3.03) \& 30.4 \& (2.25) <br>
\hline Hispanic ......................................... \& 57.3 \& (3.71) \& 42.3 \& (4.17) \& 15.9 \& (1.65) \& 4.3 \& (0.99) \& 67.4 \& (2.28) \& 64.3 \& (1.88) \& 14.0 \& (1.79) \& 72.3 \& (1.93) \& 70.2 \& (1.98) \& 28.4 \& (2.19) \& 19.3 \& (2.06) <br>
\hline Asian ${ }^{5}$............................................. \& 40.5 \& (1.78) \& 27.5 \& (2.30) \& 13.4 \& (2.68) \& $\ddagger$ \& ( $\dagger$ ) \& 50.6 \& (2.16) \& 49.5 \& (2.22) \& 7.5 \& (1.29) \& 50.8 \& (2.88) \& 45.2 \& (2.72) \& 21.4 \& (2.76) \& 9.9 \& (1.58) <br>
\hline Pacific Islander ............................ \& - \& \& - \& ( $\dagger$ ) \& - \& (t) \& - \& ( $\dagger$ ) \& 55.3 \& (9.93) \& 55.3 \& (9.93) \& 14.2 ! \& (5.01) \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ ) <br>
\hline American Indian/Alaska Native ............... \& $\ddagger$ \& \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& 46.9 \& (9.93) \& 38.7 \& (9.01) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) <br>
\hline Two or more races ................................. \& \& \& - \& ( $\dagger$ ) \& - \& (t) \& - \& ( $\dagger$ ) \& 50.1 \& (4.67) \& 48.5 \& (4.93) \& 9.4 ! \& (2.91) \& 77.9 \& (3.68) \& 76.4 \& (3.84) \& 36.1 \& (4.68) \& 20.2 \& (4.44) <br>
\hline Dependency status \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline Dependent ...................................... \& 47.5 \& (0.96) \& 35.6 \& (0.93) \& 11.7 \& (0.56) \& 4.4 \& (0.25) \& 59.6 \& (0.74) \& 57.4 \& (0.75) \& 13.7 \& (0.60) \& 66.5 \& (0.79) \& 63.4 \& (0.78) \& 29.2 \& (0.79) \& 21.0 \& (0.80) <br>
\hline Independent .......................................... \& 59.6 \& (1.51) \& 45.0 \& (1.30) \& 16.7 \& (1.28) \& 3.4 \& (0.36) \& 62.4 \& (1.33) \& 60.7 \& (1.30) \& 7.4 \& (0.59) \& 73.1 \& (1.82) \& 69.0 \& (1.85) \& 28.3 \& (1.99) \& 14.7 \& (1.50) <br>
\hline Public institutions \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline 4-year doctoral .................................. \& \& (1.41) \& 36.4 \& (1.32) \& 11.8 \& (1.07) \& 3.5 \& (0.30) \& \& (1.13) \& \& (1.15) \& 11.2 \& (0.62) \& \& (0.89) \& 61.9 \& (0.88) \& 25.0 \& (0.87) \& 16.5 \& (0.83) <br>
\hline Other 4-year .................................... \& \& (2.01) \& 34.5 \& (1.92) \& 11.5 \& (0.76) \& 3.5 \& (0.52) \& 58.6 \& (1.81) \& 57.1 \& (1.81) \& 9.0 \& (1.33) \& 64.9 \& (2.05) \& 60.1 \& (1.96) \& 27.1 \& (1.94) \& 16.5 \& (1.55) <br>
\hline 2-year .............................................. \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& 46.2 \& (4.35) \& 42.6 \& (4.16) \& 5.4 \& (1.41) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) <br>
\hline Private nonprofit institutions \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline 4-year doctoral .................................................. \& 50.5 \& (1.76) \& 42.7 \& (1.98) \& 20.7 \& (1.35) \& 5.2 \& (0.48) \& 63.1 \& (1.71) \& 61.2 \& (1.69) \& 17.5 \& (1.26) \& 74.1 \& (2.82) \& 69.2 \& (2.69) \& 36.9 \& (2.87) \& 29.0 \& (3.14) <br>
\hline Private for-profit institutions \& \& \& \& (1.59) \& 14.9 \& (1.72) \& 7.4 \& (0.76) \& 72.3 \& (1.86) \& 70.2 \& (1.94) \& 17.7 \& (1.80) \& 74.2 \& (2.69) \& 71.8 \& (2.73) \& 38.2 \& (2.28) \& 25.9 \& (2.16) <br>
\hline 2 -year and above ............ \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& (t) \& 86.2 \& (3.62) \& 84.9 \& (3.76) \& 28.4 \& (5.58) \& 85.4 \& (3.16) \& 84.3 \& (3.43) \& 38.0 \& (3.73) \& 38.6 \& (4.07) <br>
\hline \& \& \& \& \& \& \& \& erage cu \& mulative loa \& an amoun \& ut for studen \& nts with 10 \& oans (consta \& nt 2015-1 \& -16 dollars) ${ }^{6}$ \& \& \& \& \& \& \& <br>
\hline Total \& \$15,400 \& (330) \& \$12,000 \& (210) \& \$4,500 \& (160) \& \$9,100 \& (260) \& \$22,400 \& (200) \& \$19,600 \& (150) \& \$19,600 \& (770) \& \$26,600 \& (410) \& \$21,200 \& (230) \& \$15,100 \& (750) \& \$28,600 \& $(1,270)$ <br>
\hline Sex \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline Male .............................................. \& 15,900 \& (360) \& 12,300 \& (260) \& 4,400 \& (220) \& 9,800 \& (410) \& 22,300 \& (310) \& 19,700 \& (190) \& 20,300 \& $(1,000)$ \& 26,900 \& (670) \& 20,900 \& (320) \& 16,700 \& $(1,280)$ \& 29,900 \& $(2,150)$ <br>
\hline Female ............................................ \& 14,900 \& (410) \& 11,700 \& (230) \& 4,700 \& (170) \& 8,800 \& (440) \& 22,500 \& (300) \& 19,500 \& (230) \& 19,000 \& $(1,030)$ \& 26,400 \& (500) \& 21,400 \& (310) \& 13,800 \& (810) \& 27,400 \& $(1,470)$ <br>
\hline Race/ethnicity \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline White ............................................. \& 16,100 \& (330) \& 12,200 \& (260) \& 4,400 \& (130) \& 9,500 \& (250) \& 22,300 \& (270) \& 19,400 \& (180) \& 20,300 \& (930) \& 26,600 \& (500) \& 20,600 \& (280) \& 15,600 \& (790) \& 28,900 \& $(1,630)$ <br>
\hline Black ..... \& 12,200 \& (730) \& 12,200 \& (500) \& 5,600 \& (620) \& $\ddagger$ \& (t) \& 25,800 \& (780) \& 23,300 \& (680) \& 15,300 \& $(1,400)$ \& 31,300 \& $(1,190)$ \& 26,700 \& (680) \& 15,100 \& $(2,240)$ \& 26,500 \& $(3,360)$ <br>
\hline Hispanic... \& 10,400 \& $(1,000)$ \& 10,300 \& (590) \& 4,000 \& (300) \& $\ddagger$ \& (t) \& 21,600 \& (890) \& 18,800 \& (600) \& 18,300 \& $(1,810)$ \& 25,500 \& $(1,110)$ \& 20,500 \& (710) \& 14,100 \& $(2,270)$ \& 25,100 \& $(3,510)$ <br>
\hline Asian ${ }^{5}$..... \& 13,400 \& (860) \& 9,600 \& (560) \& 4,400 \& (730) \& $\ddagger$ \& ( $\dagger$ ) \& 19,800 \& (580) \& 18,200 \& (550) \& 15,700 \& $(3,450)$ \& 20,900 \& $(1,210)$ \& 18,500 \& (770) \& 10,400 \& $(2,000)$ \& 29,500 \& $(3,690)$ <br>
\hline Pacific Islander .................................. \& - \& ( $\dagger$ ) \& - \& (t) \& - \& (t) \& - \& ( $\dagger$ ) \& 19,000 \& $(2,730)$ \& 16,700 \& $(1,830)$ \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ <br>
\hline American Indian/Alaska Native ............... \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& 23,000 \& $(3,850)$ \& 22,500 \& $(3,000)$ \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& (t) \& $\ddagger$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) <br>
\hline Two or more races ................................ \& $\ddagger$ \& \& $\pm$ \& ( $\dagger$ ) \& $\ddagger$ \& ( $\dagger$ ) \& $\pm$ \& ( $\dagger$ ) \& 24,200 \& $(1,670)$ \& 21,400 \& $(1,410)$ \& $\ddagger$ \& ( $\dagger$ ) \& 26,700 \& $(3,010)$ \& 19,600 \& $(1,220)$ \& 16,000! \& $(5,340)$ \& $\ddagger$ \& ( $\dagger$ ) <br>
\hline Dependency status \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline Dependent ...................................... \& 15,800 \& (330) \& 11,800 \& (210) \& 4,600 \& (180) \& 9,400 \& (300) \& 22,200 \& (230) \& 19,200 \& (150) \& 20,300 \& (840) \& 26,400 \& (460) \& 20,600 \& (240) \& 15,300 \& (800) \& 28,500 \& $(1,130)$ <br>
\hline Independent ....................................... \& 14,600 \& (560) \& 12,500 \& (350) \& 4,300 \& (190) \& 8,300 \& (520) \& 23,100 \& (540) \& 21,100 \& (480) \& 15,000 \& $(1,250)$ \& 27,800 \& (940) \& 23,600 \& (730) \& 14,100 \& $(1,740)$ \& 28,900 \& $(6,370)$ <br>
\hline See notes at end of table. \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline
\end{tabular}

Table 331.95. Percentage of undergraduate students ages 18 to 24 in their 4th (senior) year or above who ever received federal loans, nonfederal loans, or Parent Loans for Undergraduates (PLUS), and average cumulative amount borrowed, by selected student characteristics and control and level of institution: 1989-90, 1999-2000, and 2011-12-Continued
[Standard errors appear in parentheses]


## - Not available.

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
loans, some PLUS loans may also be included. For 1999-2000 and 2011-12, total excludes loans from family and friends as well as PLUS loans.
Includes Stafford Loans and Perkins Loans only.
${ }^{3}$ Cumulative Stafford Loan amounts shown in the table include federal subsidized and unsubsidized Stafford Loans as well as any Supplemental Loans for Students (SLS) received in prior years. The SLS program was an unsubsidized student loan program rimited to independent students and some depend whes replaced by unsubsidized Stafford Loans, which are available to both independent and dependent students regardless of need. Subsidized Stafford Loans are available only to students with demonstrated financial need. Stafford Loans were
available through both the William D. Ford Federal Direct Loan Program and the Federal Family Education Loan Program (FFELP) until FFELP was discontinued in 2010. Since then, Stafford Loans have been referred to as Direct Loans ${ }^{4}$ Parent PLUS Loans are taken out by parents of dependent students and are used toward the students' undergraduate education. Parent PLUS Loans were available through both the William D. Ford Federal Direct Loan Program and the Federal Family Education Loan Progrs ${ }^{5}$ Includes Pacific Islanders in 1989-90
${ }^{6}$ Average loan amounts were calculated only for students who took out a loan (or whose parents took out a PLUS loan on their behalf). Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Data exclude Puerto Rico. Some data have been revised from previously published figures
Postral Postsecondary Student Aid Study (NPSAS:90, NPSAS:2000, and NPSAS:12). (This table was prepared December 2016.)

## Table 332.10. Amount borrowed, aid status, and sources of aid for full-time, full-year postbaccalaureate students, by level of study and control and level of institution: Selected years, 1992-93 through 2011-12

[Standard errors appear in parentheses]

| Level of study, control and level of institution | Cumulative borrowing for undergraduate and graduate education ${ }^{1}$ |  |  |  |  |  | Aid status (percent of students) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Nonaided |  | Source of aid |  |  |  |  |  |  |  |  |  |
|  | Percent who borrowed |  | Average amount for those who borrowed |  |  |  |  |  | Any aid ${ }^{3}$ |  | Federal ${ }^{4}$ |  | State |  | Institutional |  | Employer |  |
|  |  |  | Current dollars |  | Constant 2015-16 dollars ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 1992-93, all institutions ....... | - | ( $\dagger$ | - | (t) | - | ( $\dagger$ | 30.7 | (1.43) | 69.3 | (1.43) | 44.3 | (1.42) | 6.9 | (0.64) | 40.6 | (2.02) | 5.3 | (0.59) |
| Master's degree .......................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | 35.5 | (2.54) | 64.5 | (2.54) | 33.8 | (1.91) | 5.8 | (0.79) | 42.4 | (2.97) | 8.3 | (1.01) |
| Public <br> 4 -year doctoral Other 4-year |  |  | - | (t) | - | (t) | 32.7 | (2.40) | 67.3 | (2.40) | 33.9 | (2.04) | 7.8 | (1.10) | 44.1 | (2.68) | 7.6 | (1.24) |
|  | - |  | - | (t) | - | (t) | 32.4 | (2.59) | 67.6 | (2.59) | 32.4 | (2.23) | 6.7 | (0.96) | 46.4 | (3.19) | 7.7 | (1.28) |
|  |  |  | - | (t) | - | ( $\dagger$ ) | 34.6 | (4.38) | 65.4 | (4.38) | 42.5 | (5.30) | 14.4 | (4.13) | 30.5 | (3.67) | 6.8 | (2.66) |
| Private <br> 4 -year doctoral $\qquad$ Other 4-year $\qquad$ | - |  | - | (t) | - | (t) | 39.2 | (4.74) | 60.8 | (4.74) | 33.7 | (3.62) | 3.2 | (0.89) | 40.2 | (6.34) | 9.4 | (1.88) |
|  | - |  | - | (t) | - | (t) | 37.4 | (4.70) | 62.6 | (4.70) | 34.2 | (4.09) | 2.9 | (1.00) | 42.9 | (6.75) | 8.9 | (1.88) |
|  | - |  | - | (t) | - | ( $\dagger$ ) | 50.5 | (10.60) | 49.5 | (10.60) | 30.5 | (7.06) | 5.1 | (2.98) | 22.8 | (9.39) | 12.1 | (6.81) |
| Doctor's degree $\qquad$ <br> Public $\qquad$ <br> Private $\qquad$ | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 30.1 | (2.32) | 69.9 | (2.32) | 28.3 | (2.14) | 4.4 | (0.71) | 51.6 | (2.70) | 3.0 | (0.79) |
|  | - | ( $\dagger$ ) | - | (t) | - | (t) | 29.9 | (2.99) | 70.1 | (2.99) | 22.3 | (2.26) | 6.5 | (1.14) | 55.5 | (3.01) | 3.9 | (1.00) |
|  | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 30.4 | (3.27) | 69.6 | (3.27) | 37.8 | (3.54) | 1.1 | (0.73) | 45.5 | (3.52) | 1.7 | (1.19) |
| First-professional $\qquad$ <br> Public $\qquad$ <br> Private $\qquad$ | - |  | - | (t) | - | (t) | 22.6 | (0.96) | 77.4 | (0.96) | 68.2 | (1.54) | 9.9 | (1.34) | 37.0 | (1.81) | 2.3 | (0.52) |
|  | - |  | - | (t) | - | ( $\dagger$ ) | 20.4 | (1.02) | 79.6 | (1.02) | 72.5 | (1.29) | 13.4 | (1.75) | 37.7 | (1.67) | 2.3 | (0.59) |
|  |  |  |  | (t) | - | (t) | 24.6 | (1.66) | 75.4 | (1.66) | 64.2 | (2.42) | 6.8 | (1.19) | 36.4 | (3.29) | 2.3 | (0.70) |
| Other graduate $\qquad$ 1999-2000, all institutions | - | (t) | - | (t) | - | (t) | 38.3 | (6.82) | 61.7 | (6.82) | 42.1 | (4.26) | 6.6 | (1.81) | 23.0 | (4.05) | 6.0 | (2.98) |
|  | 69.4 | (0.74) | \$41,920 | (863) | \$59,000 | $(1,215)$ | 18.3 | (0.66) | 81.7 | (0.66) | 52.5 | (0.76) | 6.0 | (0.60) | 49.7 | (1.03) | 6.0 | (0.57) |
| Master's degree .......................... | 68.3 | (1.12) | 31,930 | $(1,097)$ | 44,940 | $(1,545)$ | 20.6 | (1.15) | 79.4 | (1.15) | 50.6 | (1.23) | 5.1 | (0.66) | 45.4 | (1.61) | 9.2 | (1.03) |
| Public <br> 4-year doctoral Other 4-year | 63.2 | (1.60) | 28,070 | $(1,079)$ | 39,510 | $(1,518)$ | 22.3 | (1.52) | 77.7 | (1.52) | 44.8 | (1.82) | 7.3 | (1.14) | 49.8 | (2.16) | 7.0 | (1.04) |
|  | 62.5 | (1.56) | 27,510 | $(1,234)$ | 38,720 | $(1,737)$ | 20.2 | (1.46) | 79.8 | (1.46) | 43.3 | (1.71) | 7.0 | (1.31) | 54.3 | (2.02) | 7.3 | (1.20) |
|  | 70.9 | (6.04) | 31,920 | $(2,822)$ | 44,930 | $(3,972)$ | 29.9 | (5.08) | 70.1 | (5.08) | 54.7 | (6.88) | 10.2 ! | (3.32) | 27.4 | (6.85) | 5.1 ! | (1.79) |
| Private $\qquad$ <br> 4-year doctoral Other ${ }^{5}$ $\qquad$ | 74.4 | (1.55) | 35,890 | $(1,855)$ | 50,510 | $(2,611)$ | 18.6 | (1.59) | 81.4 | (1.59) | 57.8 | (1.88) | 2.5 | (0.63) | 40.2 | (2.63) | 11.8 | (1.89) |
|  | 73.3 | (1.76) | 38,420 | $(2,521)$ | 54,080 | $(3,548)$ | 17.1 | (1.93) | 82.9 | (1.93) | 58.3 | (2.36) | 2.9 ! | (0.90) | 50.5 | (3.22) | 8.3 | (1.31) |
|  | 76.9 | (3.74) | 30,770 | $(1,850)$ | 43,310 | $(2,604)$ | 21.8 | (2.75) | 78.2 | (2.75) | 56.6 | (4.41) | $\ddagger$ | (t) | 18.1 | (3.91) | 19.1 | (5.24) |
| Doctor's degree .......................... | 56.8 | (1.95) | 38,990 | $(3,421)$ | 54,880 | $(4,815)$ | 12.0 | (1.38) | 88.0 | (1.38) | 29.6 | (2.80) | 2.6 | (0.54) | 77.4 | (1.65) | 5.4 | (0.64) |
| Public $\qquad$ <br> Private $\qquad$ | 54.5 | (1.92) | 33,600 | $(1,564)$ | 47,290 | $(2,202)$ | 11.4 | (1.38) | 88.6 | (1.38) | 26.1 | (1.86) | 3.2 | (0.75) | 80.0 | (1.59) | 7.3 | (0.88) |
|  | 60.5 | (3.62) | 46,680 | $(7,288)$ | 65,700 | $(10,258)$ | 13.0 | (2.80) | 87.0 | (2.80) | 35.2 | (6.26) | $\ddagger$ | ( $\dagger$ ) | 73.2 | (3.2२) | 2.3 | (0.55) |
| First-professional $\qquad$ <br> Public $\qquad$ <br> Private $\qquad$ | 85.1 | (1.14) | 60,860 | $(1,713)$ | 85,660 | $(2,411)$ | 13.4 | (1.18) | 86.6 | (1.18) | 77.1 | (1.29) | 9.9 | (1.65) | 41.4 | (2.40) | 1.7 ! | (0.53) |
|  | 86.8 | (1.70) | 52,790 | $(1,954)$ | 74,300 | $(2,50)$ | 13.8 | (1.82) | 86.2 | (1.82) | 78.3 | (2.13) | 12.7 | (2.57) | 38.9 | (2.84) | 1.8 ! | (0.87) |
|  | 83.6 | (1.63) | 67,820 | $(3,213)$ | 95,460 | $(4,523)$ | 13.1 | (1.49) | 86.9 | (1.49) | 76.1 | (1.84) | 7.5 | (2.11) | 43.4 | (3.65) | 1.7 ! | (0.66) |
| Other graduate $\qquad$ 2007-08, all institutions | 57.5 | (3.81) | 27,840 | $(2,036)$ | 39,180 | $(2,866)$ | 39.3 | (3.68) | 60.7 | (3.68) | 44.9 | (3.72) | 8.1 | (2.37) | 25.3 | (3.22) | 2.8 ! | (1.20) |
|  | 71.3 | (1.04) | \$55,110 | (993) | \$62,030 | $(1,118)$ | 13.1 | (0.80) | 86.9 | (0.80) | 56.6 | (1.18) | 3.8 | (0.28) | 43.9 | (1.17) | 11.6 | (0.93) |
| Master's degree .......................... | 71.8 | (1.77) | 43,250 | $(1,374)$ | 48,680 | $(1,547)$ | 15.6 | (1.34) | 84.4 | (1.34) | 55.5 | (1.93) | 2.9 | (0.40) | 35.5 | (1.48) | 16.3 | (1.76) |
| Public ...................................... | 66.5 | (1.79) | 37,770 | $(1,473)$ | 42,510 | $(1,658)$ | 13.3 | (1.27) | 86.7 | (1.27) | 50.7 | (1.91) | 4.1 | (0.83) | 52.2 | (2.40) | 13.4 | (1.49) |
| 4-year doctoral $\qquad$ <br> Other 4-year $\qquad$ | 65.1 | (1.95) | 38,450 | $(1,644)$ | 43,280 | $(1,851)$ | 12.1 | (1.34) | 87.9 | (1.34) | 50.1 | (2.07) | 4.2 | (0.93) | 56.0 | (2.62) | 14.5 | (1.68) |
|  | 77.1 | (4.81) | 33,440 | $(2,85)$ | 37,640 | $(2,572)$ | 22.7 | (3.92) | 77.3 | (3.92) | 55.6 | (5.96) | $\ddagger$ | (t) | 23.5 | (4.89) | 5.1 ! | (1.92) |
| Private $\qquad$ <br> 4-year doctoral $\qquad$ Other ${ }^{5}$ Ohe $\qquad$ | 75.5 | (2.58) | 46,590 | $(1,974)$ | 52,440 | $(2,221)$ | 17.2 | (1.96) | 82.8 | (1.96) | 58.8 | (2.81) | 2.0 | (0.35) | 24.0 | (1.59) | 18.3 | (2.79) |
|  | 71.4 | (1.85) | 46,510 | $(1,654)$ | 52,350 | $(1,862)$ | 19.1 | (1.45) | 80.9 | (1.45) | 55.1 | (1.51) | 2.4 | (0.50) | 36.0 | (2.46) | 14.4 | (1.17) |
|  | 80.8 | (5.13) | 46,670 | $(3,671)$ | 52,530 | $(4,132)$ | 14.8 | (3.91) | 85.2 | (3.91) | 63.6 | (5.96) | 1.6 | (0.43) | 8.4 | (1.44) | 23.4 | (6.23) |
| Doctor's degree ........................... | 59.8 | (1.73) | 55,200 | $(2,108)$ | 62,130 | $(2,373)$ | 7.1 | (0.88) | 92.9 | (0.88) | 38.4 | (2.18) | 2.9 | (0.41) | 70.7 | (3.03) | 7.9 | (0.79) |
| Public $\qquad$ <br> Private $\qquad$ | 52.3 | (2.17) | 44,190 | $(1,604)$ | 49,740 | $(1,806)$ | 7.9 | (1.48) | 92.1 | (1.48) | 29.7 | (1.80) | 3.6 | (0.65) | 81.1 | (1.89) | 7.7 | (0.93) |
|  | 67.8 | (2.41) | 64,120 | $(3,123)$ | 72,170 | $(3,515)$ | 6.2 | (1.08) | 93.8 | (1.08) | 47.6 | (3.43) | 2.2 ! | (0.65) | 59.8 | (5.02) | 8.0 | (1.36) |
| First-professional $\qquad$ Public | 84.9 | (1.29) | 81,400 | $(1,782)$ | 91,620 | $(2,005)$ | 11.5 | (1.12) | 88.5 | (1.12) | 81.7 | (1.35) | 7.5 | (0.83) | 35.7 | (1.89) | 4.6 | (0.75) |
|  | 84.4 | (1.96) | 73,230 | $(2,717)$ | 82,420 | $(3,059)$ | 11.5 | (1.65) | 88.5 | (1.65) | 81.8 | (2.12) | 10.6 | (1.46) | 34.0 | (2.67) | 4.9 | (1.44) |
| Public ....................................... | 85.4 | (1.57) | 87,800 | $(2,183)$ | 98,820 | $(2,457)$ | 11.5 | (1.46) | 88.5 | (1.46) | 81.5 | (1.67) | 5.1 | (0.85) | 37.0 | (2.56) | 4.4 | (0.72) |
| Other graduate | 62.4 | (6.48) | 43,740 | $(3,904)$ | 49,230 | $(4,394)$ | 30.8 | (6.54) | 69.2 | (6.54) | 51.0 | (6.62) | $\ddagger$ | (t) | 25.5 | (5.78) | 6.2 ! | (2.33) |

See notes at end of table.

Table 332.10. Amount borrowed, aid status, and sources of aid for full-time, full-year postbaccalaureate students, by level of study and control and level of institution: Selected years, 1992-93 through 2011-12-Continued
[Standard errors appear in parentheses]

| Level of study, control and level of institution | Cumulative borrowing for undergraduate and graduate education ${ }^{1}$ |  |  |  |  |  | Aid status (percent of students) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Nonaided |  | Source of aid |  |  |  |  |  |  |  |  |  |
|  | Percent <br> who borrowed |  | Average amount for those who borrowed |  |  |  |  |  | Any aid ${ }^{3}$ |  | Federal ${ }^{4}$ |  | State |  | Institutional |  | Employer |  |
|  |  |  | Current dollars |  | Constant 2015-16 dollars ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| 2011-12, all institutions ........ | 73.3 | (0.90) | \$74,710 | (996) | \$78,230 | $(1,043)$ | 13.9 | (0.77) | 86.1 | (0.77) | 62.3 | (0.93) | 2.4 | (0.34) | 42.2 | (1.19) | 10.2 | (0.48) |
| Master's degree | 73.5 | (1.45) | 58,590 | $(1,142)$ | 61,350 | $(1,196)$ | 17.4 | (1.28) | 82.6 | (1.28) | 63.0 | (1.44) | 1.8 | (0.35) | 35.1 | (1.53) | 8.8 | (0.70) |
| Public. | 71.8 | (2.24) | 50,200 | $(1,816)$ | 52,560 | $(1,902)$ | 16.2 | (1.84) | 83.8 | (1.84) | 58.2 | (2.41) | 3.7 | (0.80) | 45.6 | (2.35) | 10.3 | (1.17) |
| 4-year doctoral ..................... | 70.7 | (2.41) | 50,620 | $(2,015)$ | 53,000 | $(2,109)$ | 16.3 | (2.03) | 83.7 | (2.03) | 57.0 | (2.60) | 4.0 | (0.89) | 47.1 | (2.56) | 10.8 | (1.28) |
| Other 4-year | 82.2 | (3.71) | 46,900 | $(2,538)$ | 49,110 | $(2,658)$ | 15.4 | (4.13) | 84.6 | (4.13) | 69.5 | (5.18) | $\ddagger$ | (t) | 31.2 | (3.46) | 5.9 | (1.68) |
| Private .. | 74.8 | (1.95) | 64,510 | $(1,456)$ | 67,550 | $(1,524)$ | 18.2 | (1.80) | 81.8 | (1.80) | 66.5 | (2.13) | 0.4 ! | (0.19) | 27.5 | (2.09) | 7.8 | (0.88) |
| 4-year doctoral ...................... | 70.1 | (2.41) | 67,130 | $(2,165)$ | 70,290 | $(2,267)$ | 19.6 | (2.06) | 80.4 | (2.06) | 59.5 | (2.45) | $\ddagger$ | (t) | 35.2 | (2.96) | 7.8 | (1.23) |
| Other ${ }^{5}$................................ | 81.8 | (3.20) | 61,140 | $(1,816)$ | 64,020 | $(1,901)$ | 16.1 | (3.09) | 83.9 | (3.09) | 77.0 | (3.66) | $\ddagger$ | ( + | 15.9 | (2.70) | 7.6 | (1.04) |
| Doctor's degree-research/ scholarship $\qquad$ | 50.5 | (1.42) | 65,090 | $(2,343)$ | 68,150 | $(2,454)$ | 6.6 | (0.73) | 93.4 | (0.73) | 27.8 | (1.19) | 1.5 ! | (0.49) | 79.8 | (1.27) | 24.0 | (1.25) |
| Public ................................... | 47.9 | (2.23) | 55,500 | $(2,291)$ | 58,110 | $(2,399)$ | 5.9 | (1.04) | 94.1 | (1.04) | 24.2 | (1.41) | 2.1 ! | (0.78) | 87.2 | (1.59) | 27.0 | (1.93) |
| Private .................................. | 54.0 | (1.86) | 76,180 | $(4,351)$ | 79,770 | $(4,556)$ | 7.5 | (1.07) | 92.5 | (1.07) | 32.3 | (2.30) | $\ddagger$ | (t) | 70.1 | (2.28) | 20.1 | (1.06) |
| Doctor's degree-professional practice and other ${ }^{6}$ $\qquad$ | 88.3 | (0.90) | 110,570 | $(1,848)$ | 115,770 | $(1,935)$ | 9.3 | (0.88) | 90.7 | (0.88) | 84.4 | (1.03) | 4.5 | (0.96) | 35.1 | (1.66) | 4.4 | (0.51) |
| Public .................................... | 88.3 | (1.00) | 102,220 | $(2,726)$ | 107,030 | $(2,855)$ | 8.9 | (1.09) | 91.1 | (1.09) | 84.4 | (1.31) | 8.1 | (2.27) | 40.6 | (2.51) | 5.4 | (0.82) |
| Private ................................... |  | (1.28) | 116,000 | $(2,490)$ | 121,460 | $(2,607)$ | 9.6 | (1.22) | 90.4 | (1.22) | 84.4 | (1.50) | 2.2 | (0.53) | 31.5 | (2.19) | 3.7 | (0.62) |
| Other graduate ............................ | 74.9 | (6.28) | 57,540 | $(5,456)$ | 60,250 | $(5,712)$ | 29.1 | (6.46) | 70.9 | (6.46) | 61.4 | (7.24) | $\ddagger$ | (t) | 16.9 | (4.78) | 5.5 ! | (2.47) |

## -Not available.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes all loans ever taken out for both graduate and undergraduate education. Does not include Parent Loans for Undergraduate Students (PLUS) or loans from families and friends. ${ }^{2}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Sta-

## tistics, U.S. Department of Labor, adjusted to a school-year basis.

${ }^{3}$ Includes students who reported they were awarded aid, but did not specify the source of aid ${ }^{4}$ Includes Department of Veterans Affairs and Department of Defense benefits.

Includes nonprofit 4-year nondoctoral institutions and for-profit 2-year-and-above institutions. ${ }^{6}$ Professional practice doctor's degrees include most degrees formerly classified as firstprofessional (such as M.D., D.D.S., and J.D.). "Other" doctor's degrees are those that are neither research/scholarship degrees nor professional practice degrees.
NOTE: Excludes students whose attendance status was not reported. Total includes some students whose level of study or control of institution was unknown. Detail may not sum to totals because of rounding and because some students receive multiple types of aid and aid from different sources. Data exclude Puerto Rico. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992-93, 1999-2000, 2007-08, and 2011-12 National Postsecondary Student Aid Study (NPSAS:93, NPSAS:2000, NPSAS:08, and NPSAS:12). (This table was prepared August 2016.)

Table 332.50. Number of postsecondary students who entered the student loan repayment phase, number of students who defaulted within a 3-year period, and 3-year student loan cohort default rate, by level and control of institution: Fiscal years 2010 through 2013

${ }^{1}$ Includes borrowers from foreign and unclassified schools, which account for less than 1 percent of borrowers and are not included elsewhere.
${ }^{2}$ The repayment phase is the period when student loans must be repaid; it generally begins 6 months after a student leaves an institution. Students who enter the repayment phase during a particular federal fiscal year (October 1 through September 30) make up the cohort for that fiscal year. For example, members of the fiscal year (FY) 2013 cohort entered the repayment phase any time from October 1, 2012, through September 30, 2013.
${ }^{3}$ Borrowers are considered to be in default if they make no payments for 360 days after missing a regularly scheduled payment. defaulting by the end of the second fiscal year that follows. For example, the 3 -year cohort default rate for FY 2010 is the percentage of borrowers who entered repayment during FY 2010 (any time from October 1, 2009, through September 30, 2010) and who defaulted by the end of FY 2012 (September 30, 2012). For purposes of computing default rates, if an indi-
vidual or entity affiliated with the institution makes a payment to prevent a borrower's default on a loan, the borrower is still considered in default.
NOTE: Data are for certain loans under the Federal Family Education Loan (FFEL) Program and the William D. Ford Federal Direct Loan Program (commonly referred to as the Direct Loan Program). Includes Federal Stafford Loans. Does not include
PLUS loans, Federal Insured Student Loans (FISLs), or Federal Perkins Loans. For more details, see https://ifap.ed.gov DefaultManagement/guide/attachments/CDRGuideCh2Pt1CDRCalculation.pdf. The default rates shown in this table for the DefaultManagement/guide/attachments/CDRGuideCh2Pt1CDRCalculation.pdf. The default rates shown in
SOURCE: U.S. Department of Education, Office of Federal Student Aid, Direct Loan and Federal Family Education Loan Programs, Cohort Default Rate Database; retrieved November 3, 2016, from http://www2.ed.gov/offices/OSFAP/defaultmanagement/ schooltyperates.pdf. (This table was prepared November 2016.)

Table 333.10. Revenues of public degree-granting postsecondary institutions, by source of revenue and level of institution: Selected years, 2007-08 through 2014-15

| Level of institution and year | Total revenues | Operating revenue |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | and contracts |  | Sales and services |  |  |  |
|  |  | and fees ${ }^{1}$ | Federal | State | Local and private | enterprises' | of hospitals | operations | revenues ${ }^{2}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |
|  | \$273,109,306 <br> $303,341,758$ $324,473,342$ <br> 317,289,436 <br> 327,933,762 <br> 347,073,664 | \$48,070,012 <br> 55,955,342 <br> 65,396,118 <br> $68,090,457$ $70,499,808$ <br> $73,479,886$ | \$25,522,915 <br> 28,380,803 $29,821,416$ $29,133,188$ 28,432,181 27,558,154 27,291,657 | $\begin{array}{r} \$ 7,831,530 \\ 6,901,666 \\ 7,019,420 \\ 6,830,670 \\ 6,687,297 \\ 7,095,873 \\ 7,418,003 \end{array}$ |  | \$20,488,319 $22,173,993$$23,605,640$ 24,276,751 24,666,122 26,587,670 | $\begin{array}{r} \$ 25,183,379 \\ 29,236,931 \\ 30,989,993 \\ 33,508,840 \\ 34,937,762 \\ 37,596,888 \\ 41,582,927 \end{array}$ | $\begin{array}{r} \$ 1,174,836 \\ 1,34,230 \\ 1,330,334 \\ 1,356,861 \\ 1,359,043 \\ 1,430,079 \\ 1,508,778 \end{array}$ | \$14,108,986 $14,817,094$$15,758,118$ 16,296,364 18,302,691 19,483,917 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 2007-08............ | 223,566,529 | 40,083,063 | 23,518,933 | 5,715,188 | 8,106,887 | 18,507,934 | 25,183,379 | 1,174,836 | 13,135,633 |
| 2009-10........... | 248,093,564 26688808 | 51,046,786 | 27,656,656 | $5,301,243$ $5,480,573$ | ${ }^{9,5062,160}$ | 20,099,430 $21,506,767$ | 29,236,931 $30,998,993$ | $1,343,230$ <br> $1,330,334$ | $13,896,518$ $14,830,150$ |
| 2011-12.............. | 261,158,738 | 55,978,667 | 27,235,518 | 5,352,808 | $9,590,518$ | 22,240,888 | 33,508,840 | 1,356,861 | 15,343,535 |
| 2012-13........... | 272,361,498 | 58,628,671 | 26,597,937 | 5,195,936 | 10,251,175 | 22,714,775 | 34,937,762 | 1,359,043 | 16,459,788 |
| 2013-14............ | 297,232,858 | 61,161,200 | 25,781,989 | 5,523,623 | 10,656,706 | 23,638,690 | 37,596,888 | 1,430,079 | 17,328,388 |
|  | 290,498,744 | 64,152,354 | 25,571,758 | 5,578,550 | 11,582,443 | 24,830,569 | 41,582,927 | 1,508,778 | 18,614,114 |
|  |  |  |  |  |  |  |  |  |  |
|  | 49,542,777 | 7,986,949 | 2,003,982 | 2,116,343 | 592,442 | 1,980,385 | 0 |  | 973,353 |
|  | 55, <br> $57,785,284$ | ${ }_{9}^{8,222,142}$ | $2,123,380$ $2,164,760$ | $1,600,423$ $1,538,848$ | 558,076 567,174 | $2,074,563$ 2,098872 | 0 | 0 | ${ }_{9227,9688}^{920,576}$ |
|  | 56,130,698 | $9,417,451$ | 1,897,670 | 1,477,862 | 570,729 | 2,035,923 | 0 | 0 | 952,830 |
|  | 55,572,264 | 9,461,786 | 1,834,243 | 1,491,362 | 528,582 | 1,951,346 | 0 | 0 | 879,820 |
|  | 55,867,577 | 9,338,608 | 1,776,164 | 1,572,250 | 530,155 | 1,838,026 | 0 | 0 | 874,302 |
|  | 56,574,919 | 9,327,532 | 1,799,898 | 1,839,453 | 548,467 | 1,757,101 | 0 | 0 | 869,803 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |
|  | 100.00 | 17.60 | 9.35 | 2.87 | 3.19 | 7.50 |  | 0.43 | 5.17 |
|  | 100.00 | 18.45 | 9.36 | 2.28 | 3.17 | 7.31 | 9.64 | 0.44 | 4.88 |
|  | 100.00 | 18.57 | 9.19 | 2.16 | 3.12 | 7.28 | 9.55 | 0.41 | 4.86 |
|  | 100.00 100.00 | 20.61 20.76 | 9.18 8.67 | 2.15 <br> 2.04 | 3.20 3.29 | 7.65 7.52 | 10.56 <br> 10.65 | 0.43 0.41 | 5.14 |
|  | 100.00 | 19.97 | 7.80 | 2.01 | 3.17 | 7.22 | 10.65 | 0.41 | 5.16 |
|  | 100.00 | 21.17 | 7.86 | 2.14 | 3.50 | 7.66 | 11.98 | 0.43 | 5.61 |
|  |  |  |  |  |  |  |  |  |  |
|  | 100.00 | 17.93 | 10.52 | ${ }_{2}^{2.56}$ | 3.63 3 | ${ }_{8}^{8.28}$ | 11.26 | 0.53 | 5.88 |
|  | 100.00 1000 | 18.93 19.14 | 10.58 10.37 | 2.14 2.06 | 3.65 <br> 3.58 | 8.06 8.06 | 111.62 | 0.50 | 5.56 |
|  | 100.00 | 21.43 | 10.43 | 2.05 | 3.67 | 8.52 | 12.83 | 0.52 | 5.88 |
|  | 100.00 10000 | 21.53 <br> 20.58 | 9.77 8.67 | 1.91 1.86 | 3.76 <br> 3.59 | 8.34 7.95 | 12.83 12.65 1 | 0.50 0.48 | 6.04 5.83 |
|  | 100.00 | 22.08 | 8.80 | 1.92 | 3.99 | 8.55 | 14.31 | 0.52 | 6.41 |
|  |  |  |  |  |  |  |  |  |  |
|  | 100.00 | 16.12 | 4.04 | 4.27 | 1.20 | 4.00 | 0.00 | 0.00 | 1.96 |
|  | 100.00 | 16.96 15.96 | 3.84 <br> 3.75 | 2.66 | 0.98 | 3.65 3.63 | 0.00 | ${ }_{0} .00$ | 1.61 |
|  | 100.00 | 16.78 | 3.38 | 2.63 | 1.02 | 3.63 | 0.00 | 0.00 | 1.70 |
|  | 100.00 100.00 | 17.03 <br> 16.72 <br> 1 | 3.30 <br> 3.18 | 2.68 <br> 2.81 | 0.95 0.95 | 3.51 3.29 | 0.00 0.00 | 0.00 0.00 | 1.58 <br> 1.56 |
|  | 100.00 | 16.49 | 3.04 | 3.25 | 0.97 | 3.11 | 0.00 | 0.00 | 1.54 |
|  | Revenue per full-time-equivalent student in constant 2015-16 dollars ${ }^{3}$ |  |  |  |  |  |  |  |  |
|  | $\begin{array}{r} \$ 31,561 \\ 31,032 \\ 31,737 \\ 30,327 \\ 31,326 \\ 33,471 \\ 32,887 \end{array}$ | $\begin{array}{r} \$ 5,555 \\ 5,724 \\ 5,85 \\ 6,251 \\ 6,504 \\ 6,683 \\ 6,963 \end{array}$ | $\begin{array}{r} \$ 2,949 \\ 2,903 \\ 2,907 \\ 2,785 \\ 2,785 \\ 2,76 \\ 2,612 \\ 2,586 \end{array}$ | $\begin{array}{r} \$ 905 \\ 706 \\ 687 \\ 653 \\ 639 \\ 673 \\ 703 \end{array}$ | $\begin{array}{r} \$ 1,005 \\ 984 \\ 989 \\ 971 \\ 1,0030 \\ 1,060 \\ 1,149 \end{array}$ | $\begin{array}{r} \$ 2,368 \\ 2,268 \\ 2,309 \\ 2,320 \\ 2,356 \\ 2,415 \\ 2,519 \end{array}$ | $\begin{array}{r} \$ 2,910 \\ 2,991 \\ 3,0,02 \\ 3,203 \\ 3,37 \\ 3,564 \\ 3,940 \end{array}$ | $\begin{array}{r} \$ 136 \\ 137 \\ 130 \\ 130 \\ 130 \\ 136 \\ 143 \end{array}$ | $\begin{array}{r} \$ 1,630 \\ 1,566 \\ 1,541 \\ 1,558 \\ 1,1,66 \\ 1,765 \\ 1,846 \end{array}$ |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | ${ }_{4}^{41,979}$ | 7,526 8,002 | 4,416 4 4 | 1,073 | 1,522 1,544 | 3,475 3 | 4,729 4 | 221 229 | ${ }_{2}^{2,466}$ |
|  | ${ }_{43,314}^{4,214}$ | 8,021 | 4,492 | 890 | 1,550 | 3,493 3,454 | 5,035 | ${ }_{216}^{29}$ |  |
|  | 40,607 | 8,704 | 4,235 | 832 | 1,491 | 3,458 | 5,210 | 211 | 2,386 |
|  | 41,470 | 8,927 | 4,050 | 791 | 1,561 | 3,459 | 5,320 | 207 | 2,506 |
|  | 44,386 | 9,133 | 3,850 | 825 | 1,591 | 3,530 | 5,614 | 214 | 2.588 |
|  | 42,432 | 9,370 | 3,735 | 815 | 1,692 | 3,627 | 6,074 | 220 | 2,719 |
|  |  |  |  |  |  |  |  |  |  |
|  | 14.888 | 2,400 | 602 544 | ${ }_{6} 36$ | 178 | 595 |  | 0 |  |
|  | -14,144 | ${ }_{2}^{2,302}$ | 544 | ${ }_{3}^{410}$ | 143 139 | 531 | 0 | 0 | ${ }_{28}^{236}$ |
|  | 13,925 | 2,336 | 471 | 367 | 142 |  | 0 | 0 |  |
|  | 14,246 | 2,426 | 470 | 382 | 136 | 500 | 0 | 0 | 226 |
|  | 14,501 | 2,424 | 461 | 408 | 138 | 477 | 0 | 0 | 227 |
|  | 15,261 | 2,516 | 464 | 496 | 148 | 474 |  | 0 | 235 |

[^123]Table 333.10. Revenues of public degree-granting postsecondary institutions, by source of revenue and level of institution: Selected years, 2007-08 through 2014-15-Continued

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{3}{*}{Level of institution and year} \& \multicolumn{9}{|c|}{Nonoperating revenue} \& \multicolumn{4}{|c|}{Other revenues and additions} <br>
\hline \& \multicolumn{3}{|c|}{Appropriations} \& \multicolumn{3}{|c|}{Nonoperating grants} \& \multirow[b]{2}{*}{Gifts} \& \multirow[t]{2}{*}{$$
\begin{array}{|r}
\text { Investment } \\
\text { return } \\
\text { (gain or loss) }
\end{array}
$$} \& \multirow[t]{2}{*}{} \& \multirow[t]{2}{*}{$$
\begin{aligned}
& \text { Capital } \\
& \text { appro- } \\
& \text { priations }
\end{aligned}
$$} \& \multirow[t]{2}{*}{$$
\begin{gathered}
\text { Capital } \\
\text { grants } \\
\text { and gits }
\end{gathered}
$$} \& \multirow[t]{2}{*}{$$
\begin{array}{|r|}
\hline \text { Additions to } \\
\text { permanent } \\
\text { endowments }
\end{array}
$$} \& \multirow[b]{2}{*}{Other} <br>
\hline \& Federal \& State \& Local \& Federal \& State \& Local \& \& \& \& \& \& \& <br>
\hline 1 \& 11 \& 12 \& 13 \& 14 \& 15 \& 16 \& 17 \& 18 \& 19 \& 20 \& 21 \& 22 \& 23 <br>
\hline \multirow[b]{6}{*}{} \& \multicolumn{13}{|c|}{In thousands of current dollars} <br>
\hline \& \multirow[t]{5}{*}{} \& \multirow[t]{5}{*}{$\$ 68,375,062$
$62,438,851$
$63,03,322$
$58,789,575$
$58,644,157$
$62,63,192$
$65,165,352$} \& \multirow[t]{5}{*}{$\$ 9,39,219$
$9,954,504$
$10,023,157$
$10,214,56$
$10,72,7698$
$11,1+2,21$
$11,243,291$} \& \multirow[t]{5}{*}{$\$ 10,022,315$
$20,728,610$
$24,23,1046$
$23,204,292$
$22,393,350$
$21,91,740$
$21,51,903$} \& \multirow[t]{5}{*}{} \& \multirow[t]{5}{*}{} \& \multirow[t]{5}{*}{} \& \multirow[t]{5}{*}{$$
\begin{array}{r}
\$ 5,278,643 \\
10,043,969 \\
14,215,863 \\
6,170,822 \\
11,286,42 \\
20,024,073 \\
1,351,407
\end{array}
$$} \& \multirow[t]{5}{*}{} \& \multirow[t]{6}{*}{$$
\begin{array}{r}
\$ 7,578,049 \\
6,042,653 \\
5,645,162 \\
5,544,504 \\
5,176,184 \\
5,16,926 \\
6,292,420
\end{array}
$$} \& \multirow[t]{5}{*}{} \& \multirow[t]{6}{*}{} \& \multirow[t]{5}{*}{} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline $2007-08 . .$. \& 1,776,452 \& \multirow[t]{6}{*}{$$
\begin{aligned}
& 53,268,648 \\
& 48,701,730 \\
& 49,025,814 \\
& 45,755,610 \\
& 45,842,103 \\
& 49,142,721 \\
& 51,089,52
\end{aligned}
$$} \& \multirow[t]{6}{*}{$$
\begin{aligned}
& 453,280 \\
& 431,615 \\
& 507,010 \\
& 557,2,19 \\
& 551,97 \\
& 562,56 \\
& 582,543
\end{aligned}
$$} \& \multirow[t]{6}{*}{} \& \multirow[t]{6}{*}{} \& \multirow[t]{6}{*}{$$
\begin{aligned}
& 103,824 \\
& 134,68 \\
& 130,451 \\
& 130,598 \\
& 153,766 \\
& 169,670 \\
& 158,091
\end{aligned}
$$} \& \multirow[t]{6}{*}{$$
\begin{aligned}
& 5,798,732 \\
& 5,642,265 \\
& 6,061,629 \\
& 6,255,96 \\
& 6,86,4,26 \\
& 7,872,54 \\
& 8,118,317
\end{aligned}
$$} \& \multirow[t]{6}{*}{$4,430,49$
$9.663,671$
$13,781,59$
$5,994,58$
$11,17,888$
19,9098180
$1,203,739$} \& \multirow[t]{6}{*}{} \& \multirow[t]{6}{*}{} \& \multirow[t]{6}{*}{} \& \multirow[t]{6}{*}{$$
\begin{array}{r}
1,120,800 \\
85,600 \\
943,748 \\
81,973 \\
912,319 \\
1,106,470 \\
998,917
\end{array}
$$} \& \multirow[t]{6}{*}{$$
\begin{aligned}
& 4,639,141 \\
& 4,172,73 \\
& 4,6617 \\
& 4,701 \\
& 4,969,547 \\
& 4,25,591 \\
& 6,666,187 \\
& 6,568,581
\end{aligned}
$$} <br>
\hline 2009-10........ \& 2,000,623 \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline 2010-11....... \& 1,853,109 \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline 2011-12.... \& 1,7554,49 \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline 2013-14 ............ \& 1,732, 216 \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline 2014-15 ............ \& 1,675,671 \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \multirow[t]{6}{*}{} \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& 73,324
145606 \& 15,106,414
13737120 \& ${ }^{8,5265,938}$ \& $$
\begin{array}{r}
4,844,746 \\
10,420,246
\end{array}
$$ \& 708,176
1.035203 \& 73,731 \& 271,766
230175 \& $\begin{array}{r}848,164 \\ 380,298 \\ \hline\end{array}$ \& 481,216 \& $1,940,082$
$2,037,393$ \& 328,312 \& 12,978
16.265
1 \& 334,477

54 <br>
\hline \& 145,686 \& -14,037.508 \& 9,516,147 \& ${ }^{12}$ \& 1,084,965 \& 97.604 \& ${ }^{235} 2730$ \& - 3844,53 \& -627,153 \& 1,760.535 \& 495.85 \& 21,258 \& ${ }^{251,487}$ <br>
\hline \& 120,279 \& 13,033,965 \& 9,697,357 \& 11,941,218 \& 1,160,903 \& 101,569 \& 266,364 \& 176,240 \& 700,443 \& 1,659,672 \& 367,232 \& 9,614 \& 543,376 <br>

\hline \& 113,334 \& 12,792,054 \& 10,173,882 \& 11,266,992 \& 1,314,232 \& 125,987 \& | 252,194 |
| :--- |
| 246, | \& $\begin{array}{r}172,554 \\ 314894 \\ \hline\end{array}$ \& 629,383 \& 1,576,127 \& 353,58 \& 29,394 \& 625,405

568004 <br>

\hline \& | 105,28 |
| :--- |
| 104,88 | \& | $13,496,47$ |
| :--- |
| $14,075,800$ | \& | $10,549,735$ |
| :--- |
| $10,660,448$ | \& $10,56,28$

$10,261,578$ \& 1, 1,5311,511 \& $\begin{array}{r}121,58 \\ 132,457 \\ \hline\end{array}$ \& 320,151 \& $\begin{array}{r}147,867 \\ \hline 1\end{array}$ \& 662,949
688,940 \& $1,449,181$

$1,69,859$ \& $\begin{array}{r}262,61 \\ 326,995 \\ \hline\end{array}$ \& | 11,236 |
| :--- |
| 14,047 | \& | 5680,004 |
| :--- |
| 800,025 | <br>

\hline \& \multicolumn{13}{|c|}{Percentage distribution} <br>
\hline \multirow[t]{5}{*}{} \& \multirow[t]{5}{*}{0.68
0.71
0.60
0.58
0.53
0.52

0.51} \& \multirow[t]{5}{*}{$$
\begin{aligned}
& 25.04 \\
& 20.58 \\
& 19.44 \\
& 19.43 \\
& 17.53 \\
& 17.88 \\
& 17.74 \\
& 18.78
\end{aligned}
$$} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 3.41 \\
& 3.28 \\
& 3.09 \\
& 3.22 \\
& 3.27 \\
& 3.15 \\
& 3.24
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 3.67 \\
& 6.83 \\
& 7.47 \\
& 7.31 \\
& 6.83 \\
& 6.21 \\
& 6.22
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 0.70 \\
& 1.03 \\
& 1.05 \\
& 1.12 \\
& 1.17 \\
& 1.14 \\
& 1.27
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 0.07 \\
& 0.08 \\
& 0.07 \\
& 0.07 \\
& 0.09 \\
& 0.08 \\
& 0.08
\end{aligned}
$$
\]} \& \multirow[t]{5}{*}{2.22

1.94
1.94
2.94
2.17
2.30

2.43} \& \multirow[t]{5}{*}{$$
\begin{aligned}
& 1.93 \\
& 3.31 \\
& .3 .38 \\
& 1.94 \\
& 3.44 \\
& 5.64 \\
& 0.39
\end{aligned}
$$} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 0.82 \\
& 1.73 \\
& 2.12 \\
& 1.32 \\
& 1.52 \\
& 1.87 \\
& 1.49
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{array}{r}
2.77 \\
1.99 \\
1.74 \\
1.75 \\
1.75 \\
1.51 \\
1.81 \\
1.81
\end{array}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{array}{r}
1.13 \\
1.25 \\
1.15 \\
1.17 \\
1.17 \\
1.09 \\
1.09
\end{array}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 0.42 \\
& 0.29 \\
& 0.30 \\
& 0.26 \\
& 0.29 \\
& 0.32 \\
& 0.29
\end{aligned}
$$
\]} \& \multirow[t]{5}{*}{1.82

1.86
1.51
1.74
1.49
2.94
2.04
2.06} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>

\hline \multirow[t]{6}{*}{} \& \multirow[b]{6}{*}{$$
\begin{aligned}
& 0.79 \\
& 0.81 \\
& 0.69 \\
& 0.66 \\
& 0.60 \\
& 0.58 \\
& 0.58
\end{aligned}
$$} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 23.83 \\
& 19.63 \\
& 18.38 \\
& 17.52 \\
& 16.83 \\
& 16.53 \\
& 17.59
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 0.20 \\
& 0.17 \\
& 0.19 \\
& 0.20 \\
& 0.20 \\
& 0.19
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 2.32 \\
& 4.16 \\
& 4.43 \\
& 4.31 \\
& 4.09 \\
& 3.76 \\
& 3.90
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 0.54 \\
& 0.84 \\
& 0.87 \\
& 0.92 \\
& 0.92 \\
& 0.89 \\
& 0.99
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 0.05 \\
& 0.05 \\
& 0.05 \\
& 0.05 \\
& 0.06 \\
& 0.06 \\
& 0.05
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 2.59 \\
& 2.27 \\
& 2.27 \\
& 2.40 \\
& 2.52 \\
& 2.52 \\
& 2.65 \\
& 2.79
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 1.98 \\
& 3.90 \\
& 5.17 \\
& 2.30 \\
& 4.08 \\
& .6 .63 \\
& 0.41
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 0.79 \\
& 1.86 \\
& 2.27 \\
& 1.34 \\
& 1.60 \\
& 2.00 \\
& 1.54
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 2.52 \\
& 1.61 \\
& 1.46 \\
& 1.49 \\
& 1.32 \\
& 1.30 \\
& 1.59
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 1.24 \\
& 1.34 \\
& 1.22 \\
& 1.29 \\
& 1.20 \\
& 1.20 \\
& 1.16
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 0.50 \\
& 0.55 \\
& 0.35 \\
& 0.31 \\
& 0.33 \\
& 0.31 \\
& .33
\end{aligned}
$$
\]} \& \multirow[b]{6}{*}{2.08

1.68
1.75
1.90
1.56
2.56
2.26} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \multirow[t]{6}{*}{} \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& 30.49 \& 17.90 \& \& \& \& \& \& \& \& \& \& <br>
\hline \& 0.16 \& 24.29 \& 16.47 \& $\begin{array}{r}181.69 \\ \hline 2.159 \\ \hline 1\end{array}$ \& 1.88 \& 0.17 \& 0.39 \& 0.75 \& 1.43 \& 3.05 \& 0.86 \& 0.04 \& ${ }_{0} .44$ <br>
\hline \& 0.21 \& ${ }^{23.22}$ \& 17.28 \& ${ }^{21.27}$ \& 2.07 \& 0.18 \& 0.47 \& 0.31 \& 1.25 \& 2.96 \& 0.65 \& 0.02 \& 0.97 <br>
\hline \& 0.20
0.19 \& 23.02
24.16 \& 18.31
1888 \& -20.27 \& 2.36 \& 0.23 \& 0.45 \& 0.31 \& 1.13 \& 2.84
2.59 \& 0.64 \& 0.05 \& 1.13 <br>

\hline \& 0.18 \& 24.88 \& | 18.88 |
| :--- |
| 18 | \& ${ }_{18.14}$ \& | 2.72 |
| :--- | \& 0.23 \& 0.57 \& 0.26 \& 1.22 \& 2.93 \& 0.58 \& 0.02 \& 1.03 <br>

\hline \multirow[b]{6}{*}{} \& \multicolumn{13}{|c|}{Revenue per full-time-equivalent student in constant 2015-16 dollars ${ }^{3}$} <br>

\hline \& \multirow[t]{5}{*}{$$
\begin{array}{r}
\$ 214 \\
\$ 200 \\
190 \\
175 \\
167 \\
174 \\
169
\end{array}
$$} \& \multirow[t]{5}{*}{$\$ 7,901$

6,388
6,1688
5,619
5,601
5,938

6,175} \& \multirow[t]{5}{*}{$$
\begin{array}{r}
\$ 1,077 \\
1,018 \\
980 \\
976 \\
1,025 \\
1,053 \\
1,065
\end{array}
$$} \& \multirow[t]{5}{*}{\[

$$
\begin{array}{r}
\$ 1,158 \\
2,121 \\
2,370 \\
2,218 \\
2,139 \\
2,737 \\
2,046
\end{array}
$$
\]} \& \multirow[t]{5}{*}{$\$ 221$

320
333
340
366
382

418} \& \multirow[t]{5}{*}{$$
\begin{array}{r}
\$ 21 \\
24 \\
22 \\
22 \\
27 \\
28 \\
28
\end{array}
$$} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& \$ 702 \\
& 601 \\
& 615 \\
& 623 \\
& 680 \\
& 770 \\
& 800
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& \$ 610 \\
& 1,028 \\
& 1,390 \\
& 1,590 \\
& 1,078 \\
& 1,898
\end{aligned}
$$
\]} \& \multirow[t]{5}{*}{$\$ 260$

536
674
401
477
626

489} \& \multirow[t]{5}{*}{$$
\begin{array}{r}
\$ 876 \\
618 \\
552 \\
530 \\
494 \\
504 \\
596
\end{array}
$$} \& \multirow[t]{5}{*}{$\$ 357$

387
366
366
347
364

352} \& \multirow[t]{5}{*}{$$
\begin{array}{r}
\$ 131 \\
89 \\
99 \\
99 \\
90 \\
107 \\
96
\end{array}
$$} \& \multirow[t]{5}{*}{$\$ 575$

453
481
527
466
683
677} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>

\hline \multirow[t]{6}{*}{} \& \multirow[b]{6}{*}{$$
\begin{aligned}
& 334 \\
& 342 \\
& 301 \\
& 267 \\
& 249 \\
& 249 \\
& 249 \\
& 245
\end{aligned}
$$} \& \multirow[b]{6}{*}{\[

$$
\begin{gathered}
10,002 \\
8,298 \\
7,962 \\
7,114 \\
6,680 \\
7,3,38 \\
7,462
\end{gathered}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 85 \\
& 74 \\
& 82 \\
& 80 \\
& 84 \\
& 84 \\
& 85
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{array}{r}
972 \\
1,756 \\
1,999 \\
1,751 \\
1,754 \\
1,694 \\
1,667 \\
1,655
\end{array}
$$

\]} \& \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 19 \\
& 23 \\
& 21 \\
& 20 \\
& 20 \\
& 25 \\
& 23
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{array}{r}
1,089 \\
961 \\
984 \\
973 \\
1,045 \\
1,176 \\
1,186
\end{array}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{array}{r}
832 \\
1,647 \\
2,238 \\
9,932 \\
1,692 \\
2,943 \\
176
\end{array}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 332 \\
& 785 \\
& 985 \\
& 543 \\
& 664 \\
& 886 \\
& 653
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 1,059 \\
& 682 \\
& 631 \\
& 604 \\
& 548 \\
& 578 \\
& 677
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 519 \\
& 564 \\
& 528 \\
& 522 \\
& 500 \\
& 532 \\
& 494
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{gathered}
210 \\
\text { 210 } \\
\text { 153 } \\
\text { 127 } \\
\text { 139 } \\
165 \\
146
\end{gathered}
$$
\]} \& \multirow[b]{6}{*}{871

771
757
773
648
991
959} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& 356
377 \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& 373 \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& 383 \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& 419 \& \& \& \& \& \& \& \& <br>

\hline \& \multirow[b]{6}{*}{$$
\begin{aligned}
& 37 \\
& 23 \\
& 30 \\
& 29 \\
& 27 \\
& 28
\end{aligned}
$$} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 4,540 \\
& 3,517 \\
& 3,452 \\
& 3,244 \\
& 3,234 \\
& 3,279 \\
& 3,793
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 2,664 \\
& 2,438 \\
& 2,340 \\
& 2,340 \\
& 2,406 \\
& 2,608 \\
& 2,738 \\
& 2,876
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 1,456 \\
& 2,668 \\
& 3,054 \\
& 2,062 \\
& 2,962 \\
& 2,888 \\
& 2,790 \\
& 2,768
\end{aligned}
$$

\]} \& \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 22 \\
& 25 \\
& 24 \\
& 25 \\
& 32 \\
& 32 \\
& 36
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 82 \\
& 59 \\
& 56 \\
& 66 \\
& 65 \\
& 64 \\
& 86
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{array}{r}
255 \\
97 \\
107 \\
44 \\
44 \\
82 \\
40
\end{array}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 145 \\
& 1463 \\
& 123 \\
& 174 \\
& 161 \\
& 167 \\
& 186
\end{aligned}
$$

\]} \& \multirow[b]{6}{*}{\[

$$
\begin{aligned}
& 583 \\
& 522 \\
& 433 \\
& 412 \\
& 404 \\
& 376 \\
& 448 \\
& \hline
\end{aligned}
$$
\]} \& \multirow[b]{6}{*}{99

120
122
91
91
71
88} \& \multirow[b]{6}{*}{4
4
5
2
8
4
4} \& <br>
\hline 9-08 ... \& \& \& \& \& 213 \& \& \& \& \& \& \& \& <br>
\hline 2010-11.... \& \& \& \& \& 267
267 \& \& \& \& \& \& \& \& 62 <br>
\hline 2011-12... \& \& \& \& \& 288 \& \& \& \& \& \& \& \& ${ }^{135}$ <br>
\hline 2013-14.... \& \& \& \& \& $\begin{array}{r}337 \\ 356 \\ \hline\end{array}$ \& \& \& \& \& \& \& \& 160
147
1 <br>
\hline 2014-15 ........... \& \& \& \& \& 416 \& \& \& \& \& \& \& \& 156 <br>
\hline
\end{tabular}

## After deducting discounts and allowances

${ }^{2}$ Includes sales and services of educational activities.
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statis-
tics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting data according to either the Governmental Accounting Standards Board (GASB) or the Financial Accounting Stan-
dards Board (FASB) questionnaire. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2015, Fall Enrollment component; and Spring 2009 through Spring 2016, Finance component. (This table was prepared December 2016.)

Table 333.20. Revenues of public degree-granting postsecondary institutions, by source of revenue and state or jurisdiction: 2014-15
[In thousands of current dollars]

| State or jurisdiction | $\begin{array}{r} \text { Total } \\ \text { revenues } \end{array}$ | Operating revenue |  |  |  |  |  |  | Nonoperating revenue ${ }^{1}$ |  |  | $\begin{array}{r} \text { Other } \\ \text { revenues } \\ \text { and additions } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | $\begin{array}{r} \text { Tuition } \\ \text { and fees } \end{array}$ | Federal grants and contracts | State, local, and private grants and contracts | Sales and of auxiliary enterprises ${ }^{2}$ | Sales and services of hospitals | Independent operations and other ${ }^{3}$ | Total | $\begin{gathered} \text { State } \\ \text { appro- } \\ \text { priations } \end{gathered}$ | $\begin{array}{r} \text { Local } \\ \text { appro- } \\ \text { priations } \end{array}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States .. | \$347,073,664 | \$209,483,748 | \$73,479,886 | \$27,291,657 | \$19,548,913 | \$26,587,670 | \$41,582,927 | \$20,992,695 | \$119,426,224 | \$65,165,352 | \$11,243,291 | \$18,163,692 |
| Alabama ... | 7,176,332 | 5,246,327 | 1,689,334 | 654,973 | 274,733 | 463,240 | 1,786,782 | 377,264 | 1,837,612 | 1,328,633 | 1,912 | 92,394 |
| Alaska ... | 948,556 | 382,322 | 128,268 | 123,308 | 69,354 | 42,458 |  | 18,934 | 448,535 | 388,381 | 11,254 | 117,699 |
| Arizona ...... | 6,316,759 | 3,425,352 | 2,047,702 | 510,726 | 245,237 | 425,487 | 0 | 196,200 | 2,775,594 | 833,734 | 827,914 | 115,814 |
| Arkansas.... | 3,858,285 | 2,509,195 | 525,124 | 190,093 | 226,637 | 280,483 | 1,021,183 | 265,674 | 1,268,696 | 746,774 | 32,821 | 80,394 |
| California ....... | 50,902,597 | 29,390,059 | 6,841,155 | 3,483,268 | 2,818,102 | 2,104,157 | 8,972,683 | 5,170,694 | 19,018,923 | 8,858,552 | 3,151,021 | 2,493,615 |
| Colorado .... | 6,361,593 | 5,345,103 | 2,046,721 | 936,699 | 43,568 | 554,157 | 707,135 | 456,823 | 746,603 | 33,185 | 98,222 | 269,886 |
| Connecticut.... | 3,904,990 | 1,951,766 | 652,629 | 172,475 | 104,351 | 297,127 | 360,285 | 364,899 | 1,408,375 | 1,164,286 |  | 544,849 |
| Delaware .... | 1,287,312 | 858,996 | 477,649 | 132,455 | 51,349 | 151,536 | 0 | 46,006 | 419,030 | 230,448 | 0 | 9,286 |
| District of Columbia ..... | 180,778 | 56,855 | 31,083 | 15,544 | 6,132 | 442 | 0 | 3,653 | 81,145 | 73,458 | 0 | 42,779 |
| Florida .... ${ }^{\text {a }}$ - | 12,032,669 | 5,662,294 | 2,434,377 | 1,066,989 | 1,140,308 | 840,801 | 0 | 179,819 | 5,866,479 | 3,605,205 | 0 | 503,896 |
| Georgia ... | 8,376,887 | 4,763,468 | 2,038,961 | 828,076 | 564,555 | 886,196 | 186,323 | 259,357 | 3,109,568 | 2,072,679 | 70 | 503,851 |
| Hawaii. | 1,650,496 | 796,174 | 263,247 | 323,701 | 74,025 | 100,996 |  | 34,204 | 663,942 | 413,149 |  | 190,381 |
| Idaho ...... | 1,275,946 | 679,122 | 344,917 | 119,025 | 46,761 | 119,504 | 0 | 48,915 | 575,463 | 372,241 | 28,006 | 21,361 |
| Illinois ..... | 12,489,013 | 6,000,166 | 2,438,861 | 753,265 | 388,663 | 924,842 | 695,716 | 798,820 | 6,376,707 | 1,755,337 | ,073,078 | 112,140 |
| Indiana ...... | 6,863,577 | 4,345,634 | 2,303,302 | 540,400 | 330,533 | 721,881 |  | 449,517 | 2,350,226 | 1,476,900 | 8,283 | 167,718 |
| lowa ........ | 5,642,044 | 4,085,283 | 938,644 | 490,924 | 165,624 | 528,377 | 1,611,592 | 350,122 | 1,336,501 | 847,156 | 128,083 | 220,260 |
| Kansas ... | 3,650,600 | 2,069,990 | 899,314 | 304,996 | 231,331 | 351,805 |  | 282,543 | 1,388,469 | 748,331 | 278,371 | 192,141 |
| Kentuck ...... | 5,865,476 | 4,055,028 | 1,070,579 | 391,988 | 237,257 | 363,398 | 1,576,059 | 415,747 | 1,621,586 | 913,793 | 22,014 | 188,862 |
| Louisiana .... | 4,054,789 | 2,577,312 | 1,028,666 | 274,829 | 611,052 | 406,449 | 25,835 | 180,481 | 1,254,702 | 776,519 |  | 272,775 |
| Maine ..... | 872,633 | 472,441 | 220,410 | 63,243 | 50,976 | 87,276 | 0 | 50,535 | 367,049 | 258,650 | 0 | 33,143 |
| Maryland ......... | 6,838,734 | 3,876,522 | 1,602,089 | 684,995 | 443,134 | 718,775 | 0 | 427,529 | 2,478,019 | 1,595,878 | 355,706 | 484,193 |
| Massachusetts .. | 5,087,699 | 3,043,765 | 1,329,579 | 359,774 | 275,905 | 517,728 | 0 | 560,779 | 1,667,418 | 1,254,367 |  | 376,516 |
| Michigan .......... | 15,447,186 | 10,947,181 | 4,018,742 | 1,429,475 | 512,463 | 1,103,171 | 3,264,832 | 618,497 | 3,894,088 | 1,707,764 | 545,631 | 405,917 |
| Minnesota ..... | 5,368,372 | 2,973,396 | 1,277,960 | 470,165 | 408,458 | 645,278 |  | 171,535 | 2,203,067 | 1,245,010 |  | 191,909 |
| Mississippi ..... | 4,464,289 | 2,715,037 | 630,967 | 321,461 | 216,424 | 335,548 | 1,043,116 | 167,521 | 1,548,228 | 989,452 | 65,091 | 201,024 |
| Missouri ..... | 5,120,780 | 3,342,746 | 1,167,780 | 223,572 | 178,240 | 816,816 | 788,975 | 167,363 | 1,699,163 | 907,274 | 139,345 | 78,871 |
| Montana .... | 1,048,559 | 674,625 | 293,732 | 160,028 | 38,521 | 98,219 |  | 84,124 | 350,608 | 226,146 | 10,104 | 23,326 |
| Nebraska ..... | 2,794,845 | 1,345,470 | 448,524 | 211,411 | 233,139 | 315,747 | 19,637 | 117,013 | 1,282,605 | 686,504 | 149,413 | 166,770 |
| Nevada .... | 1,578,911 | 800,382 | 370,887 | 144,517 | 74,980 | 101,131 | 0 | 108,866 | 692,020 | 479,325 |  | 86,509 |
| New Hampshire ....... | 1,003,916 | 753,606 | 392,039 | 70,275 | 50,552 | 211,869 | 0 | 28,871 | 215,030 | 118,859 | 0 | 35,280 |
| New Jersey ..... | 7,639,438 | 4,557,197 | 2,237,059 | 449,789 | 425,783 | 633,075 | 518,019 | 293,471 | 2,655,605 | 1,560,844 | 201,487 | 426,635 |
| New Mexico .. | 3,639,635 | 2,132,578 | 296,646 | 393,691 | 149,882 | 105,311 | 901,440 | 285,607 | 1,408,387 | 789,545 | 148,120 | 98,670 |
| New York......... | 16,542,016 | 8,162, 442 | 2,678,261 | 686,204 | 1,239,616 | 683,381 | 2,634,882 | 239,898 | 7,593,746 | 4,692,809 | 834,288 | 786,029 |
| North Carolina ... | 11,007,637 | 4,893,722 | 1,791,708 | 959,235 | 293,144 | 1,630,069 | 0 | 219,566 | 5,747,480 | 3,550,508 | 229,527 | 366,435 |
| North Dakota ...... | 1,322,282 | 716,484 | 300,800 | 140,142 | 62,034 | 106,742 | 0 | 106,765 | 433,498 | 338,725 | 5,882 | 172,300 |
| Ohio ........... | 13,229,427 | 9,486,749 | 3,645,968 | 660,324 | 580,201 | 1,178,643 | 3,114,492 | 307,121 | 3,442,473 | 1,944,666 | 173,263 | 300,205 |
| Oklahoma .... | 4,357,3 | 2,698,993 | 877,454 | 268,329 | 333,294 | 535,404 | 78,501 | 606,012 |  | 910,491 | 60,035 | 153,579 |
| Oregon........... | 6,858,8 | 4,692,776 | 1,253,414 | 659,479 | 210,471 | 522,097 | 1,808,938 | 238,377 | 1,582,583 | 573,382 | 242,266 | 583,444 |
| Pennsylvania ..... | 13,431,262 | 10,703,393 | 4,188,835 | 1,228,149 | 355,233 | 1,035,286 | 3,205,278 | 690,612 | 2,633,931 | 1,213,985 | 112,932 | 93,938 |
| Rhode Island ..... | 808,957 | 512,766 | 279,130 | 71,564 | 25,096 | 108,180 | 0 | 28,796 | 228,388 | 158,116 | 0 | 67,802 |
| South Carolina ... | 4,448,646 | 3,080,341 | 1,478,024 | 409,667 | 405,130 | 460,740 | 0 | 326,780 | 1,246,060 | 575,626 | 65,533 | 122,245 |
| South Dakota. | 843,939 | 514,790 | 244,302 | 95,082 | 49,947 | 72,308 | 0 | 53,151 | 268,726 | 190,402 |  | 60,422 |
| Tennessee .... | 4,473,907 | 2,302,396 | 1,126,680 | 275,193 | 291,272 | 329,624 | 0 | 279,626 | 1,941,727 | 1,108,450 | 5,974 | 229,784 |
| Texas .....avar | 29,158,993 | 16,198,483 | 5,344,959 | 2,071,374 | 2,493,401 | 1,470,966 | 2,506,407 | 2,311,377 | 8,206,690 | 5,511,862 | 1,774,614 | 4,753,819 |
| Utah ......................... | 5,762,758 | 4,307,873 | 787,112 | 404,718 | 146,855 | 236,493 | 1,816,284 | 916,410 | 1,298,356 | 823,576 | 0 | 156,529 |
| Vermont......... | 827,828 | 697,390 | 372,411 | 127,623 | 57,374 | 108,559 | 0 | 31,422 | 126,507 | 70,260 | 0 | 3,931 |
| Virginia .......... | 10,490,681 | 6,895,011 | 2,649,182 | 866,256 | 228,021 | 1,337,584 | 1,454,213 | 359,754 | 2,956,355 | 1,652,138 | 3,856 | 639,316 |
| Washington..... | 9,010,440 | 6,431,203 | 1,944,773 | 1,217,629 | 741,589 | 705,804 | 1,362,279 | 459,128 | 2,199,765 | 1,191,588 | 0 | 379,473 |
| West Virginia ..... | 1,890,991 | 1,191,967 | 579,054 | 125,418 | 192,233 | 243,308 |  | 51,955 | 574,412 | 397,321 | 579 | 124,611 |
| Wisconsin ........ | 6,407,717 | 3,665,080 | 1,348,846 | 648,189 | 468,916 | 452,462 | 0 | 746,668 | 2,478,357 | 1,395,833 | 408,367 | 264,280 |
| Wyoming .................. | 890,646 | 330,296 | 85,828 | 59,347 | 85,258 | 62,542 | 0 | 37,321 | 502,038 | 358,462 | 49,830 | 58,312 |
| U.S. Service |  |  |  |  |  |  |  |  |  |  |  |  |
| Academies .... | 1,765,710 | 216,402 | 16,196 | 21,604 | 1,795 | 54,195 | 122,041 | 572 | 1,450,933 | 53,773 | 0 | 98,37 |
| Other jurisdictions | 1,720,074 | 411,746 | 90,254 | 174,678 | 40,509 | 11,164 | 55,713 | 39,428 | 1,298,116 | 991,449 | 48,407 | 10,212 |
| American Samoa ....... | 20,500 | 11,458 | 3.610 | 7,390 | 0 | 172 | 0 | 286 | 9,042 | 3,000 |  |  |
| Federated States |  |  |  |  |  |  |  |  |  |  |  |  |
| of Micronesia ....... | 19,440 | 9,740 | 1,279 | 3,018 | 3,433 | 1,472 | 0 | 539 | 9,700 | 0 | 0 | 0 |
| Guam . | 142,634 | 59,562 | 14,114 | 33,944 | 2,421 | 2,331 | 0 | 6,751 | 80,510 | 34,200 | 20,270 | 2,562 |
| Marshall Islands ......... | 14,595 | 7,739 | 485 | 5,434 | 0 | 845 | 0 | 975 | 6,856 | 2,597 | 0 | 0 |
| Northern Marianas ...... | 19,398 | 12,415 | 1,661 | 9,590 | 0 | 1,150 | 0 | 13 | 6,983 | 4,362 | 0 | 0 |
|  | 10,634 | 5,474 | 2,619 | 2,213 | 0 | 112 | 0 | 530 | 5,160 | 2,411 | 0 | 0 |
| Puerto Rico | 1,417,135 | 266,151 | 51,978 | 96,064 | 31,320 | 2,194 | 55,713 | 28,881 | 1,148,027 | 944,879 | 2,479 | 2,958 |
| U.S. Virgin Islands ...... | 75,738 | 39,207 | 14,507 | 17,024 | 3,335 | 2,888 | 0 | 1,453 | 31,839 | 0 | 25,658 | 4,692 |

${ }^{1}$ Includes other categories not separately shown.
${ }^{2}$ After deducting discounts and allowances
Includes sales and services of educational activities
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting data according to either the Governmental Accounting Standards Board (GASB) or the Financial Accounting

Standards Board (FASB) questionnaire. Data in this table pertain to institutions' fiscal years that nd in the academic year noted. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Finance component. (This table was prepared December 2016.

Table 333.30. Appropriations from state and local governments for public degree-granting postsecondary institutions, by state or jurisdiction:
Selected years, 1990-91 through 2014-15

| State or jurisdiction | State appropriations |  |  |  |  |  | Local appropriations |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1990-91 | 2000-01 | 2010-11 | 2012-13 | 2013-14 | 2014-15 | 1990-91 | 2000-01 | 2010-11 | 2012-13 | 2013-14 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States | \$35,898,653 | \$56,268,990 | \$63,063,322 | \$58,634,157 | \$62,639,192 | \$65,165,352 | \$3,159,789 | \$5,582,287 | \$10,023,157 | \$10,725,798 | \$11,112,241 | \$11,243,291 |
| Alabama . | 708,191 | 991,302 | 1,281,923 | 1,289,898 | 1,317,764 | 1,328,633 | 6,796 | 4,829 | 1,204 | 1,337 | 1,895 | 1,912 |
| Alaska ...... | 168,395 | 190,650 | 346,644 | 377,504 | 392,451 | 383,381 | 260 | 10,340 | 9,681 | 10,031 | 10,789 | 11,254 |
| Arizona ... | 591,656 | 903,196 | 1,006,196 | 772,257 | 789,580 | 833,734 | 149,337 | 310,762 | 746,962 | 763,521 | 798,085 | 827,914 |
| Arkansas ... | 315,372 | 583,794 | 753,573 | 759,693 | 783,427 | 746,774 | 216 | 9,496 | 30,375 | 30,714 | 32,279 | 32,821 |
| California | 5,313,052 | 7,891,669 | 9,367,909 | 7,353,389 | 8,171,790 | 8,858,552 | 771,160 | 1,764,717 | 2,490,057 | 2,870,210 | 3,005,606 | 3,151,021 |
| Colorado | 423,710 | 655,037 | 33,667 | 30,479 | 32,718 | 33,185 | 22,400 | 36,840 | 82,141 | 84,923 | 83,364 | 98,222 |
| Connecticut ...... | 363,427 | 664,356 | 1,018,015 | 926,224 | 1,080,009 | 1,164,286 |  | 0 | 0 | 0 | 0 | 0 |
| Delaware ..... | 115,729 | 193,695 | 214,445 | 236,730 | 234,102 | 230,448 | 0 | 0 | 0 | 0 | 0 | 0 |
| District of Columbia |  | 3,019 | 66,420 | 75,405 | 66,691 | 73,458 | 73,495 | 46,933 | 0 | 0 | 0 | 0 |
| Florida ................... | 1,638,218 | 2,656,376 | 3,243,232 | 2,765,668 | 3,356,433 | 3,605,205 | 1,850 | 2 | 0 | 0 | 0 | 0 |
| Georgia | 915,303 | 1,826,961 | 1,938,523 | 1,887,336 | 2,003,786 | 2,072,679 | 25,705 | 21,615 | 23 | 69 | 400 | 470 |
| Hawaii .. | 304,131 | 395,884 | 359,077 | 372,872 | 391,266 | 413,149 |  | 0 | 0 | 0 | 0 | 0 |
| Idaho .... | 177,918 | 290,746 | 312,809 | 334,283 | 346,115 | 372,241 | 6,161 | 11,148 | 13,398 | 26,483 | 27,176 | 28,006 |
| Illinois | 1,296,895 | 1,760,300 | 1,789,707 | 1,830,245 | 1,789,946 | 1,755,337 | 284,635 | 520,136 | 1,001,566 | 1,028,222 | 1,048,852 | 1,073,078 |
| Indiana | 886,124 | 1,257,919 | 1,431,488 | 1,393,030 | 1,452,440 | 1,476,900 | 1,507 | 6,190 | 7,951 | 8,241 | 7,760 | 8,283 |
| lowa | 544,945 | 813,805 | 731,485 | 752,635 | 818,015 | 847,156 | 21,624 | 36,129 | 107,022 | 117,353 | 125,607 | 128,083 |
| Kansas .... | 437,413 | 664,201 | 741,285 | 743,076 | 731,298 | 748,331 | 87,026 | 160,873 | 228,630 | 255,347 | 265,657 | 278,371 |
| Kentucky .... | 617,915 | 939,047 | 971,263 | 920,031 | 923,182 | 913,793 | 4,682 | 14,930 | 18,261 | 19,349 | 20,377 | 22,014 |
| Louisiana ... | 566,798 | 834,643 | 1,018,696 | 874,193 | 807,568 | 776,519 | 1,462 | 517 | 0 | 0 | 0 | 0 |
| Maine ............... | 174,737 | 212,144 | 252,786 | 251,703 | 258,412 | 258,650 | 0 | 0 | 0 | 0 | 0 | 0 |
| Maryland .... | 724,223 | 999,723 | 1,392,864 | 1,426,571 | 1,480,786 | 1,595,878 | 117,913 | 185,034 | 319,337 | 318,138 | 329,689 | 355,706 |
| Massachusetts . | 471,368 | 1,038,998 | 1,034,211 | 1,042,983 | 1,168,001 | 1,254,367 | 0 | 0 | 0 | 0 | 0 | 0 |
| Michigan .......... | 1,326,884 | 1,991,098 | 1,713,747 | 1,551,995 | 1,600,635 | 1,707,764 | 159,202 | 288,112 | 551,945 | 511,749 | 531,528 | 545,631 |
| Minnesota .......... | 744,381 | 1,174,797 | 1,206,301 | 1,099,848 | 1,183,311 | 1,245,010 | 2,040 | 0 | 0 | 0 | 0 | 0 |
| Mississippi ......... | 365,574 | 758,242 | 868,311 | 905,656 | 946,620 | 989,452 | 25,670 | 38,167 | 58,179 | 63,053 | 64,212 | 65,091 |
| Missouri | 563,430 | 945,746 | 904,594 | 841,745 | 852,967 | 907,274 | 38,097 | 101,562 | 148,970 | 148,724 | 147,973 | 139,345 |
| Montana ... | 110,199 | 137,341 | 173,250 | 193,116 | 211,658 | 226,146 | 3,310 | 4,069 | 8,151 | 8,622 | 9,156 | 10,104 |
| Nebraska ......... | 318,482 | 514,235 | 621,957 | 631,041 | 666,757 | 686,504 | 36,569 | 19,892 | 120,979 | 134,270 | 138,933 | 149,413 |
| Nevada ..... | 161,581 | 333,117 | 539,712 | 464,295 | 478,282 | 479,325 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Hampshire .. | 71,226 | 96,157 | 131,878 | 94,372 | 104,119 | 118,859 | 6 | 0 | 7 | 0 | 0 | 0 |
| New Jersey ..... | 854,989 | 1,246,554 | 1,495,505 | 1,127,237 | 1,569,437 | 1,560,844 | 145,010 | 172,667 | 211,638 | 194,041 | 199,631 | 201,487 |
| New Mexico ....... | 307,083 | 538,822 | 724,046 | 711,375 | 749,949 | 789,545 | 34,364 | 60,183 | 120,930 | 128,028 | 134,655 | 148,120 |
| New York ............ | 2,313,128 | 4,461,671 | 4,247,113 | 4,311,984 | 4,593,055 | 4,692,809 | 372,650 | 431,415 | 762,484 | 802,810 | 803,784 | 834,288 |
| North Carolina .... | 1,351,111 | 2,221,600 | 3,434,423 | 3,549,146 | 3,474,851 | 3,550,508 | 62,785 | 113,448 | 196,168 | 206,763 | 217,480 | 229,527 |
| North Dakota .... | 129,986 | 188,047 | 268,488 | 312,859 | 334,094 | 338,725 | 9 | 21 | 2,459 | 3,025 | 3,082 | 5,882 |
| Ohio . | 1,360,141 | 1,922,571 | 1,888,347 | 1,875,678 | 1,917,249 | 1,944,666 | 63,899 | 101,647 | 163,891 | 151,995 | 164,764 | 173,263 |
| Oklahoma ........ | 473,898 | 754,540 | 924,623 | 899,841 | 915,806 | 910,491 | 12,822 | 28,367 | 49,857 | 56,133 | 56,899 | 60,035 |
| Oregon ............ | 377,476 | 640,347 | 537,918 | 471,202 | 634,748 | 573,382 | 118,499 | 106,436 | 206,762 | 219,987 | 230,607 | 242,266 |
| Pennsylvania ..... | 962,121 | 1,331,544 | 1,401,316 | 1,216,803 | 1,211,416 | 1,213,985 | 62,794 | 94,338 | 117,967 | 113,607 | 111,246 | 112,932 |
| Rhode Island ....... | 113,614 | 157,137 | 137,071 | 141,512 | 148,310 | 158,116 | 0 | 0 | 0 | 0 | 0 | 0 |
| South Carolina ..... | 578,794 | 853,139 | 480,329 | 506,615 | 538,507 | 575,626 | 18,670 | 36,060 | 62,799 | 62,217 | 64,358 | 65,533 |
| South Dakota ..... | 81,859 | 129,680 | 157,444 | 168,873 | 180,855 | 190,402 | - | 0 | 0 | 0 | 0 | 0 |
| Tennessee ......... | 663,536 | 969,316 | 1,250,509 | 1,032,518 | 1,117,533 | 1,108,450 | 1,779 | 3,824 | 5,327 | 5,684 | 5,707 | 5,974 |
| Texas ................ | 2,627,916 | 4,236,852 | 5,179,075 | 4,891,792 | 5,394,667 | 5,511,862 | 210,934 | 439,342 | 1,377,390 | 1,539,448 | 1,623,483 | 1,774,614 |
| Utah ................. | 304,738 | 531,975 | 661,823 | 697,252 | 737,380 | 823,576 | 0 | 0 | 0 | , | 0 | 0 |
| Vermont .. | 40,997 | 53,605 | 72,466 | 67,725 | 70,618 | 70,260 | 4 | 0 | 0 | 0 | 0 | 0 |
| Virginia ..... | 886,208 | 1,395,308 | 1,534,717 | 1,608,217 | 1,674,472 | 1,652,138 | 973 | 1,570 | 3,737 | 3,698 | 3,886 | 3,856 |
| Washington ...... | 828,700 | 1,200,392 | 1,329,108 | 1,060,355 | 1,194,425 | 1,191,588 | 2,470 | 0 | 0 | 0 | 0 | 0 |
| West Virginia ..... | 263,269 | 382,269 | 395,050 | 439,393 | 401,966 | 397,321 | 574 | 503 | 316 | 719 | 653 | 579 |
| Wisconsin .......... | 841,192 | 1,186,415 | 1,151,462 | 986,520 | 1,012,034 | 1,395,833 | 197,712 | 379,648 | 757,773 | 789,097 | 795,338 | 408,367 |
| Wyoming ................. | 120,623 | 149,009 | 326,523 | 358,988 | 327,692 | 358,462 | 12,721 | 20,525 | 38,818 | 48,190 | 47,331 | 49,830 |
| U.S. Service Academies $\qquad$ | 0 | 0 | 0 | 0 | 0 | 53,773 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other jurisdictions | 337,393 | 709,473 | 883,692 | 954,953 | 995,154 | 991,449 | 12,724 | 20,612 | 46,944 | 43,362 | 46,378 | 48,407 |
| American Samoa ...... | 0 | 0 | 0 | 1,830 | 3,000 | 3,000 | 0 | 0 | 0 | 0 | 0 | 0 |
| $\begin{aligned} & \text { Federated States } \\ & \text { of Micronesia . } \end{aligned}$ | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 3,327 | 0 | 0 | 0 | 0 |
| Guam ....................... | 28,283 | 29,122 | 31,936 | 32,661 | 32,131 | 34,200 | 10,028 | 12,826 | 15,700 | 16,156 | 17,423 | 20,270 |
| Marshall Islands ........ | 0 | 1,924 | 2,000 | 2,901 | 2,875 | 2,597 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas ... | 0 | 9,055 | 4,385 | 4,474 | 4,114 | 4,362 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palau ..................... | 644 | 2,345 | 2,039 | 2,411 | 2,461 | 2,411 | 0 | 0 | 0 | 0 | 0 | 0 |
| Puerto Rico ............. | 277,295 | 647,623 | 843,332 | 910,675 | 950,573 | 944,879 | 2,375 | 4,459 | 1,824 | 2,319 | 2,431 | 2,479 |
| U.S. Virgin Islands .... | 31,170 | 19,365 | 0 | 0 | 0 | 0 | 320 | 0 | 29,420 | 24,887 | 26,525 | 25,658 |

NOTE: Data for 1990-91 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Includes data for public institutions reporting data according to either the Governmental Accounting Standards Board (GASB) or the Financial Accounting Standards Board
(FASB) questionnaire. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Finance Survey" (IPEDSF:FY91); and selected years, Spring 2002 through Spring 2016, Finance component. (This table was prepared December 2016.)

Table 333.40. Total revenue of private nonprofit degree-granting postsecondary institutions, by source of funds and level of institution: Selected years: 1999-2000 through 2014-15


[^124]Table 333．40．Total revenue of private nonprofit degree－granting postsecondary institutions，by source of funds and level of institution：Selected years：1999－2000 through 2014－15－Continued

| Level of institution and year | Total | Student tuition and fees（net of allowances） | Federal appro－ priations， grants，and contracts ${ }^{1}$ | State and local appro－ priations， grants，and contracts | Private gifts，grants，and contracts |  |  | Investment return（gain or loss） | Educational activities | Auxiliary enterprises （net of allowances） | Hospitals | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total | Private grants and contracts | Private gifts and contri－ butions from affiliated entities |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 10.00 \\ & 100.00 \end{aligned}$ | $\begin{aligned} & 38.81 \\ & 32.36 \\ & 29.50 \\ & 34.93 \end{aligned}$ | $\begin{aligned} & 14.95 \\ & 11.74 \\ & 10.33 \\ & 12.10 \end{aligned}$ | $\begin{aligned} & \hline 1.21 \\ & 0.96 \\ & 0.86 \\ & 0.97 \end{aligned}$ | $\begin{aligned} & \hline 13.38 \\ & 11.06 \\ & 11.30 \\ & 13.44 \end{aligned}$ | $\begin{aligned} & \hline 2.76 \\ & 2.40 \\ & 2.26 \\ & 2.76 \end{aligned}$ | $\begin{array}{r\|} \hline 10.63 \\ 8.66 \\ 9.04 \\ 10.68 \end{array}$ | 2.81 19.11 25.02 10.66 | $\begin{aligned} & 3.15 \\ & 2.74 \\ & 2.75 \\ & 3.37 \end{aligned}$ | 9.60 7.91 7.18 8.48 | $\begin{array}{r} 11.57 \\ 9.43 \\ 9.06 \\ 11.97 \end{array}$ | 4.53 4.68 4.01 4.08 |
| $\begin{aligned} & \text { 2-year } \\ & 1999-2000 \text {....................... } \\ & 2002-03 \\ & 2003-04 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \end{aligned}$ | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | 42.99 56.28 50.93 56.08 53.57 | 6.32 17.95 15.64 12.41 12.69 | $\begin{aligned} & 2.65 \\ & 5.13 \\ & 5.96 \\ & 4.33 \\ & 5.05 \end{aligned}$ | 15.52 9.98 9.10 10.92 9.83 | 二 二 二 | 二 二 二 | 7.12 0.28 6.73 3.69 5.17 | 3.03 2.46 1.99 2.20 2.82 | 6.12 8.99 6.04 6.40 6.33 | 0.00 0.00 0.00 0.00 0.00 | 16.25 -1.07 3.61 3.97 4.54 |
|  | $\begin{aligned} & 100.00 \\ & 10.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | $\begin{aligned} & 51.28 \\ & 60.77 \\ & 66.94 \\ & 57.57 \\ & 70.71 \end{aligned}$ | $\begin{array}{r} 10.72 \\ 12.11 \\ 13.19 \\ 13.53 \\ 8.96 \end{array}$ | $\begin{aligned} & 3.99 \\ & 4.86 \\ & 4.72 \\ & 2.70 \\ & 2.35 \end{aligned}$ | 9.36 10.60 10.37 9.79 6.00 | 0.76 0.43 | ${ }^{9.03}$ | 9.57 9． － -74 4.21 4.00 2.49 | $\begin{aligned} & 1.57 \\ & 2.21 \\ & 1.23 \\ & 1.43 \\ & 0.67 \end{aligned}$ | 7.33 7.60 8.24 6.87 5.27 | 0.00 0.00 0.00 0.00 0.00 | 6.18 4.88 2.51 4.12 3.56 |
|  | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | $\begin{aligned} & 73.62 \\ & 67.57 \\ & 61.96 \\ & 78.07 \\ & \hline \end{aligned}$ | $\begin{array}{r} 8.09 \\ 8.89 \\ 10.68 \\ 7.08 \\ \hline \hline \end{array}$ | $\begin{aligned} & 1.95 \\ & 2.62 \\ & 2.16 \\ & 1.18 \\ & \hline \hline \end{aligned}$ | 6.52 <br> 8.11 <br> 8.85 <br> 8.14 | $\begin{aligned} & 0.42 \\ & 0.45 \\ & 0.52 \\ & 0.18 \\ & \hline \hline \end{aligned}$ | 6.09 <br> 7.66 <br> 8.3 <br> 4.95 | 0.87 2.63 7.39 0.97 | 0.50 <br> 0.56 <br> 0.40 <br> 0.80 | 4.75 <br> 5.72 <br> 5.40 <br> 3.81 | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & \hline \hline \end{aligned}$ | 3.71 <br> 3.91 <br> 3.15 <br> 2.95 |
|  | Revenue per full－time－equivalent student in constant 2015－16 dollars ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| All levels | $\$ 66,871$ 50,565 61,354 60,711 62,871 | $\begin{array}{r} \$ 16,438 \\ 17,235 \\ 17,600 \\ 17,931 \\ 18,219 \end{array}$ | $\begin{array}{r} \$ 6,759 \\ 7,955 \\ 8,381 \\ 8,533 \\ 8,102 \end{array}$ | $\begin{gathered} \$ 941 \\ 952 \\ 887 \\ 848 \\ 854 \end{gathered}$ | $\begin{array}{r} \$ 9,141 \\ 6,881 \\ 7,244 \\ 7,251 \\ 7,552 \end{array}$ | － 二 － | 二 二 － | $\begin{array}{r} \$ 20,935 \\ 44,46 \\ 14,122 \\ 13,183 \\ 14,667 \end{array}$ | $\begin{array}{r} \$ 1,589 \\ 1,462 \\ 1,504 \\ 1,558 \\ 1,530 \end{array}$ | $\$ 4,611$ 4,706 4,720 4,689 4,779 | $\begin{array}{r} \$ 3,996 \\ 4,279 \\ 4,414 \\ 4,496 \\ 4,749 \end{array}$ | $\$ 2,461$ 2,625 2,482 2,223 2,419 |
| $\begin{aligned} & \text { 2006-07 ......................... } \\ & 2007-08 \\ & 2008-09 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \\ & 209-10 . . . . ~ \\ & \text { 2010 } \end{aligned}$ | $\begin{aligned} & 71,885 \\ & 51,629 \\ & 24,869 \\ & 58,59 \\ & 67,959 \end{aligned}$ | 18,715 18,811 19,336 19,586 19,709 | 7,959 7,491 7,571 7,959 7,979 | $\begin{aligned} & 853 \\ & 885 \\ & 861 \\ & 762 \\ & 711 \end{aligned}$ | 7,959 7,783 6,363 6,259 7,250 | $\$ 1,455$ 1,437 | $\$ 4,804$ 5,813 | $\begin{array}{r} 22,036 \\ 2,390 \\ -23,119 \\ 9,874 \\ 17,577 \end{array}$ | $\begin{aligned} & 1,618 \\ & 1,798 \\ & 1,724 \\ & 1,675 \\ & 1,634 \end{aligned}$ | 4,845 4,793 4,890 4,891 4,855 | 4,981 4,931 5,326 5,766 5,749 | 2,919 2,746 1,917 1,843 2,496 |
|  | $\begin{aligned} & 51,143 \\ & 6,487 \\ & 69,133 \\ & 59,270 \end{aligned}$ | $\begin{aligned} & 19,911 \\ & 20,147 \\ & 20,450 \\ & 20,820 \end{aligned}$ | 7,631 7,286 7,143 7,158 | $\begin{aligned} & 621 \\ & 596 \\ & 596 \\ & 576 \end{aligned}$ | 6,832 6,864 7,808 7,944 | 1,405 1,486 1,557 1,632 | $\begin{aligned} & 5,427 \\ & 5,378 \\ & 6,251 \\ & 6,312 \end{aligned}$ | $\begin{array}{r} 1,434 \\ 11,841 \\ 17,267 \\ 6,292 \end{array}$ | $\begin{aligned} & 1,606 \\ & 1,699 \\ & 1,898 \\ & 1,989 \end{aligned}$ | 4,898 4,907 4,957 5,015 | 5,896 5,842 6,245 7,061 | 2,313 2,904 2,770 2,416 |
|  | 67,784 50,949 61,843 61,76 63,307 | 16,567 17,301 17,675 17,996 18,285 | $\begin{aligned} & 6,871 \\ & 8,009 \\ & 8,442 \\ & 8,603 \\ & 8,158 \end{aligned}$ | $\begin{aligned} & 948 \\ & 949 \\ & 881 \\ & 847 \\ & 851 \end{aligned}$ | 9,256 6,944 7,309 7,309 7,609 | 二 二 二 | 二 | $\begin{array}{r} 21,346 \\ 4,549 \\ 14,283 \\ 13,33 \\ 14,814 \end{array}$ | $\begin{array}{r} 1,607 \\ 1,475 \\ 1,517 \\ 1,570 \\ 1,539 \end{array}$ | 4,678 4,742 4,762 4,728 4,815 | 4,082 4,336 4,471 4,550 4,800 | 2,430 2,664 2,503 2,239 2,434 |
|  | $\begin{aligned} & 72,298 \\ & 51,994 \\ & 24,918 \\ & 58,89 \\ & 68,470 \end{aligned}$ | 18,769 18,866 19,392 19,642 19,766 | $\begin{aligned} & 8,006 \\ & 7,536 \\ & 7,614 \\ & 8,000 \\ & 8,045 \end{aligned}$ | $\begin{aligned} & 853 \\ & 883 \\ & 861 \\ & 763 \\ & 713 \end{aligned}$ | 7,008 7,833 6,400 6,293 7,315 | 1,466 1,451 | 4,827 5,863 | $\begin{array}{r} 22,207 \\ 23,416 \\ -23,304 \\ 9,948 \\ 17,761 \end{array}$ | $\begin{aligned} & 1,629 \\ & 1,810 \\ & 1,736 \\ & 1,686 \\ & 1,650 \end{aligned}$ | 4,871 4,822 4,918 4,919 4,896 | 5,024 4，975 5,371 5,793 5,810 | 2,931 2，763 1,930 1,850 2，515 |
| $\begin{aligned} & 2011-12 \\ & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | 51,460 62,451 69,517 59,785 | $\begin{aligned} & 19,969 \\ & 20,0,09 \\ & 20,507 \\ & 20,880 \end{aligned}$ | $\begin{aligned} & 7,691 \\ & 7,333 \\ & 7,182 \\ & 7,234 \end{aligned}$ | $\begin{aligned} & 623 \\ & 597 \\ & 597 \\ & 581 \end{aligned}$ | 6，887 6,909 7,856 8,036 | $\begin{aligned} & 1,418 \\ & 1,497 \\ & 1,569 \\ & 1,653 \end{aligned}$ | $\begin{aligned} & 5,469 \\ & 5,411 \\ & 6,287 \\ & 6,383 \end{aligned}$ | $\begin{array}{r} 1,447 \\ 11,937 \\ 17,394 \\ 6,374 \end{array}$ | $\begin{aligned} & 1,621 \\ & 1,713 \\ & 1,912 \\ & 2,013 \end{aligned}$ | 4,938 4,940 4,988 5,071 | 5,955 5,892 6,295 7,156 | 2,329 2，922 2,787 2,440 |
| $\begin{aligned} & \text { 2-year } \\ & \text { 1999-2000 } \\ & 2002-03 \ldots \\ & 2003-04 . . . \\ & 2004-05 \ldots \\ & 2005-06 . . . \end{aligned}$ | $\begin{aligned} & 24,237 \\ & 21,1,60 \\ & 23,064 \\ & 22,42 \\ & 22,756 \end{aligned}$ | $\begin{aligned} & 10,419 \\ & 12,360 \\ & 11,747 \\ & 12,592 \\ & 12,190 \end{aligned}$ | $\begin{aligned} & 1,533 \\ & 3,941 \\ & 3,607 \\ & 2,787 \\ & 2,888 \end{aligned}$ | $\begin{array}{r} 641 \\ 1,128 \\ 1,374 \\ 971 \\ 1,150 \end{array}$ | 3,762 2,191 2,099 2,451 2,237 | 二 二 － | 二 二 二 | 1,726 62 1,553 829 1,176 | $\begin{aligned} & 735 \\ & 540 \\ & 459 \\ & 494 \\ & 642 \end{aligned}$ | 1,482 1,974 1,392 1,437 1,441 | 0 0 0 0 0 | 3,938 -234 833 890 1,032 |
|  | $\begin{aligned} & 24,184 \\ & 20,906 \\ & 19,096 \\ & 22,138 \\ & 00,370 \end{aligned}$ | $\begin{aligned} & 12,401 \\ & 12,705 \\ & 12,783 \\ & 12,744 \\ & 14,403 \end{aligned}$ | $\begin{aligned} & 2,592 \\ & 2,531 \\ & 2,519 \\ & 2,994 \\ & 1,826 \end{aligned}$ | $\begin{array}{r} 964 \\ 1,017 \\ 901 \\ 597 \\ 478 \end{array}$ | $\begin{aligned} & 2,265 \\ & 2,217 \\ & 1,981 \\ & 2,168 \\ & 1,222 \end{aligned}$ | 169 87 | $\begin{aligned} & 1, \overline{999} \\ & 1,135 \end{aligned}$ | 2,313 2,509 $-1,376$ 887 506 | $\begin{aligned} & 380 \\ & 462 \\ & 236 \\ & 315 \\ & 137 \end{aligned}$ | 1,774 1,588 1,574 1,521 1,073 | 0 0 0 0 0 | 1,495 895 478 911 725 |
|  | $\begin{aligned} & 19,184 \\ & 18,948 \\ & 21,611 \\ & 20,855 \end{aligned}$ | $\begin{aligned} & 14,122 \\ & 12,803 \\ & 13,930 \\ & 16,282 \end{aligned}$ | $\begin{aligned} & 1,553 \\ & 1,685 \\ & 2,308 \\ & 1477 \end{aligned}$ | $\begin{aligned} & 374 \\ & 497 \\ & 468 \\ & 245 \end{aligned}$ | $\begin{aligned} & 1,250 \\ & 1,536 \\ & 1,913 \\ & 1,071 \end{aligned}$ | $\begin{array}{r} 81 \\ 85 \\ 112 \\ 38 \end{array}$ | $\begin{aligned} & 1,169 \\ & 1,452 \\ & 1,801 \\ & 1,033 \end{aligned}$ | 166 498 1,597 202 | $\begin{array}{r} 97 \\ 105 \\ 87 \\ 167 \end{array}$ | $\begin{array}{r} 911 \\ 1,084 \\ 1,168 \\ 795 \end{array}$ | 0 0 0 0 | 711 740 680 616 |

## －Not available．

${ }^{1}$ Includes independent operations．
${ }^{2}$ Constant dollars based on the Consumer Price Index，prepared by the Bureau of Labor Statistics，U．S．Department of Labor，adjusted to a school－year basis．
NOTE：Degree－granting institutions grant associate＇s or higher degrees and participate in Title IV federal financial aid programs．Data in this table pertain to institutions＇fiscal years
that end in the academic year noted．Some data have been revised from previously pub－ lished figures．Detail may not sum to totals because of rounding．
SOURCE：U．S．Department of Education，National Center for Education Statistics，Inte－ grated Postsecondary Education Data System（IPEDS），＂Fall Enrollment Survey＂（IPEDS－ EF：99）；Spring 2001 through Spring 2007，Enrollment component；Spring 2008 through Spring 2015，Fall Enrollment component；and Spring 2001 through Spring 2016，Finance component．（This table was prepared December 2016．）

Table 333.50. Total revenue of private nonprofit degree-granting postsecondary institutions, by source of funds and classification of institution: 2014-15


## \#Rounds to zero.

${ }^{1}$ Includes independent operations.
${ }^{2}$ Research universities with a very high level of research activity
${ }^{3}$ Research universities with a high level of research activity.
${ }^{4}$ Institutions that award at least 20 doctor's degrees per year, but did not have high levels of research activity.
${ }^{5}$ Institutions that award at least 50 master's degrees per year
${ }^{6}$ Institutions that primarily emphasize undergraduate education. Also includes institutions classified as 4-year under the IPEDS system, which had been classified as baccalaureate/associate's colleges in the Carnegie classification system because they primarily award associate's degrees. ${ }^{7}$ Four-year institutions that award degrees primarily in single fields of study, such as medicine business, fine arts, theology, and engineering
${ }^{8}$ Tribally controlled colleges, which are located on reservations and are members of the American Indian Higher Education Consortium.
NOTE: Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctoral degrees conferred, by field. Further information on the Carnegie 2015 classification system used in this table may be obtained from http://carnegieclassifications.iu.edu/. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Fall Enrollment component; and Spring 2016, Finance component. (This table was prepared December 2016.)

Table 333.55. Total revenue of private for-profit degree-granting postsecondary institutions, by source of funds and level of institution: Selected years, 1999-2000 through 2014-15

| Level of institution and year | Total | Student tuition and fees (net of allowances) | Federal appropriations, grants, and contracts | State and local appropriations, grants, and contracts | Private <br> gifts, grants, and contracts | Investment return (gain or loss) | Educational activities | Auxiliary enterprises (net of allowances) | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |
| 1999-2000 ................................ | \$4,321,985 | \$3,721,032 | \$198,923 | \$71,904 | \$2,151 | \$18,537 | \$70,672 | \$156,613 | \$82,153 |
| 2009-10 .................................. | 24,689,264 | 22,402,076 | 1,706,901 | 95,277 | 37,570 | 40,115 | 424,471 | 485,443 | -502,589 |
| 2010-11 ................................... | 28,285,216 | 25,157,459 | 1,583,370 | 157,290 | 31,272 | 32,551 | 402,206 | 542,622 | 378,447 |
| 2011-12 .................................. | 26,922,849 | 24,344,390 | 1,220,844 | 101,443 | 9,386 | 36,726 | 351,917 | 511,364 | 346,778 |
| 2012-13 ............................. | 24,761,608 | 22,465,786 | 1,090,992 | 96,621 | 14,700 | 58,243 | 312,065 | 484,747 | 238,453 |
| 2013-14 ........................................................ | 22,645,566 | 20,481,607 | ,941,363 | 77,986 | 12,206 | 43,032 | 256,321 | 482,439 | 350,611 |
| 2014-15 ...................................... | 19,665,740 | 17,705,911 | 849,015 | 53,217 | 15,935 | 45,352 | 224,384 | 434,399 | 337,528 |
| 4-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 ................................ | 2,381,042 | 2,050,136 | 103,865 | 39,460 | 1,109 | 10,340 | 33,764 | 102,103 | 40,266 |
| 2009-10 ................................... | 18,985,251 | 17,342,058 | 1,356,142 | 65,148 | 35,630 | 35,949 | 366,044 | 372,513 | -588,234 |
| 2010-11 ................................... | 21,690,069 | 19,483,895 | 1,113,186 | 118,054 | 29,118 | 28,671 | 346,786 | 405,604 | 164,755 |
| 2011-12 ................................... | 21,204,786 | 19,251,785 | 836,741 | 69,747 | 7,298 | 30,546 | 308,359 | 404,301 | 296,009 |
| 2012-13 .................................. | 19,550,978 | 17,759,973 | 809,567 | 64,261 | 12,233 | 49,200 | 265,836 | 395,722 | 194,187 |
| 2013-14 .................................. | 17,832,352 | 16,188,360 | 709,409 | 51,830 | 10,232 | 36,012 | 222,841 | 395,509 | 218,160 |
| 2014-15 ................................... | 15,844,144 | 14,281,153 | 626,311 | 37,570 | 14,474 | 37,565 | 198,393 | 370,969 | 277,710 |
| 2-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 ............................... | 1,940,943 | 1,670,896 | 95,058 | 32,444 | 1,042 | 8,197 | 36,908 | 54,510 | 41,888 |
| 2009-10 .................................. | 5,704,013 | 5,060,018 | 350,759 | 30,129 | 1,940 | 4,166 | 58,427 | 112,930 | 85,644 |
| 2010-11 ................................... | 6,595,147 | 5,673,564 | 470,183 | 39,236 | 2,154 | 3,880 | 55,420 | 137,018 | 213,692 |
| 2011-12..... | 5,718,063 | 5,092,606 | 384,103 | 31,696 | 2,087 | 6,180 | 43,558 | 107,063 | 50,770 |
| 2012-13 .................................. | 5,210,630 | 4,705,813 | 281,425 | 32,361 | 2,467 | 9,043 | 46,230 | 89,025 | 44,266 |
| 2013-14 ..................................... | 4,813,214 | 4,293,247 | 231,954 | 26,157 | 1,975 | 7,021 | 33,480 | 86,930 | 132,450 |
| 2014-15 .................................... | 3,821,596 | 3,424,758 | 222,704 | 15,647 | 1,461 | 7,787 | 25,991 | 63,430 | 59,818 |
|  | Percentage distribution |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |
| 1999-2000. | 100.00 | 86.10 | 4.60 | 1.66 | 0.05 | 0.43 | 1.64 | 3.62 | 1.90 |
| 2009-10 ................................... | 100.00 | 90.74 | 6.91 | 0.39 | 0.15 | 0.16 | 1.72 | 1.97 | -2.04 |
| 2010-11 ..... | 100.00 | 88.94 | 5.60 | 0.56 | 0.11 | 0.12 | 1.42 | 1.92 | 1.34 |
| 2011-12 ................................. | 100.00 | 90.42 | 4.53 | 0.38 | 0.03 | 0.14 | 1.31 | 1.90 | 1.29 |
| 2012-13 .................................. | 100.00 | 90.73 | 4.41 | 0.39 | 0.06 | 0.24 | 1.26 | 1.96 | 0.96 |
| 2013-14 .................................. | 100.00 | 90.44 | 4.16 | 0.34 | 0.05 | 0.19 | 1.13 | 2.13 | 1.55 |
| 2014-15 ................................... | 100.00 | 90.03 | 4.32 | 0.27 | 0.08 | 0.23 | 1.14 | 2.21 | 1.72 |
| 4-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 ................................ | 100.00 | 86.10 | 4.36 | 1.66 | 0.05 | 0.43 | 1.42 | 4.29 | 1.69 |
| 2009-10 .................................... | 100.00 | 91.34 | 7.14 | 0.34 | 0.19 | 0.19 | 1.93 | 1.96 | -3.10 |
| 2010-11 ... | 100.00 | 89.83 | 5.13 | 0.54 | 0.13 | 0.13 | 1.60 | 1.87 | 0.76 |
| 2011-12 .................................... | 100.00 | 90.79 | 3.95 | 0.33 | 0.03 | 0.14 | 1.45 | 1.91 | 1.40 |
| 2012-13 ..................................... | 100.00 | 90.84 | 4.14 | 0.33 | 0.06 | 0.25 | 1.36 | 2.02 | 0.99 |
| 2013-14 ................................... | 100.00 | 90.78 | 3.98 | 0.29 | 0.06 | 0.20 | 1.25 | 2.22 | 1.22 |
| 2014-15 ................................... | 100.00 | 90.14 | 3.95 | 0.24 | 0.09 | 0.24 | 1.25 | 2.34 | 1.75 |
| 2-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 ................................. | 100.00 | 86.09 | 4.90 | 1.67 | 0.05 | 0.42 | 1.90 | 2.81 | 2.16 |
| 2009-10 .................................. | 100.00 | 88.71 | 6.15 | 0.53 | 0.03 | 0.07 | 1.02 | 1.98 | 1.50 |
| 2010-11 ................................... | 100.00 | 86.03 | 7.13 | 0.59 | 0.03 | 0.06 | 0.84 | 2.08 | 3.24 |
| 2011-12 ................................... | 100.00 | 89.06 | 6.72 | 0.55 | 0.04 | 0.11 | 0.76 | 1.87 | 0.89 |
| 2012-13 ................................... | 100.00 | 90.31 | 5.40 | 0.62 | 0.05 | 0.17 | 0.89 | 1.71 | 0.85 |
| 2013-14 .................................. | 100.00 | 89.20 | 4.82 | 0.54 | 0.04 | 0.15 | 0.70 | 1.81 | 2.75 |
| 2014-15 .................................... | 100.00 | 89.62 | 5.83 | 0.41 | 0.04 | 0.20 | 0.68 | 1.66 | 1.57 |
|  | Revenue per full-time-equivalent student in constant 2015-16 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |
| All levels |  |  |  |  |  |  |  |  |  |
| 2009-10 ............................................................ | 18,219 | 16,531 | 1,260 | 70 | 28 | 3 | 313 | 358 | -371 |
| 2010-11 ................................... | 18,435 | 16,397 | 1,032 | 103 | 20 | 21 | 262 | 354 | 247 |
| 2011-12 ............................................................ | 17,487 | 15,812 | 793 | 66 | 6 | 24 | 229 | 332 | 225 |
| 2012-13 .................................. | 18,024 | 16,352 | 794 | 70 | 11 | 42 | 227 | 353 | 174 |
| 2013-14 .................................. | 21,655 | 19,586 | 900 | 75 | 12 | 41 | 245 | 461 | 335 |
| 2014-15 ...................................... | 16,759 | 15,089 | 724 | 45 | 14 | 39 | 191 | 370 | 288 |
| 4-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 ............................... | 16,053 | 13,822 | 700 | 266 | 7 | 70 | 228 | 688 | 271 |
| 2009-10 ...................................... | 18,674 | 17,058 | 1,334 | 64 | 35 | 35 | 360 | 366 | -579 |
| 2010-11 ................................... | 18,586 | 16,695 | 954 | 101 | 25 | 25 | 297 | 348 | 141 |
| 2011-12 .................................. | 17,720 | 16,088 | 699 | 58 | 6 | 26 | 258 | 338 | 247 |
| 2012-13 ................................... | 18,182 | 16,516 | 753 | 60 | 11 | 46 | 247 | 368 | 181 |
| 2013-14 .................................. | 23,201 | 21,062 | 923 | 67 | 13 | 47 | 290 | 515 | 284 |
| 2014-15 ...................................... | 16,754 | 15,102 | 662 | 40 | 15 | 40 | 210 | 392 | 294 |
| 2-year |  |  |  |  |  |  |  |  |  |
| 1999-2000 ................................. | 15,535 | 13,374 | 761 | 260 | 8 | 66 | 295 | 436 | 335 |
| 2009-10 ................................... | 16,850 | 14,948 | 1,036 | 89 | 6 | 12 | 173 | 334 | 253 |
| 2010-11 .................................. | 17,957 | 15,448 | 1,280 | 107 | 6 | 11 | 151 | 373 | 582 |
| 2011-12 .................................. | 16,673 | 14,849 | 1,120 | 92 | 6 | 18 | 127 | 312 | 148 |
| 2012-13 .................................. | 17,453 | 15,762 | 943 | 108 | 8 | 30 | 155 | 298 | 148 |
| 2013-14 .................................. | 17,367 | 15,491 | 837 | 94 | 7 | 25 | 121 | 314 | 478 |
| 2014-15 .................................... | 16,781 | 15,038 | 978 | 69 | 6 | 34 | 114 | 279 | 263 |

${ }^{1}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99); Spring 2009 through Spring 2015, Fall Enrollment component; and selected years, Spring 2001 through Spring 2016, Finance component. (This table was prepared December 2016.)

Table 333.70. Revenue received from the federal government by the 120 degree-granting postsecondary institutions receiving the largest amounts, by control and rank order: 2014-15

| Institution | Control ${ }^{1}$ | Rank order | Revenue from the federal government ${ }^{2}$ (in thousands) | Institution | Control ${ }^{1}$ | Rank order | Revenue from the federal government² (in thousands) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| United States (all institutions) | $\dagger$ | $\dagger$ | \$77,231,090 |  |  |  |  |
| 120 institutions receiving the largest amounts | $\dagger$ | † | 46,228,826 |  |  |  |  |
| Johns Hopkins University (MD) | 2 | 1 | 2,413,873 | Purdue University, Main Campus (IN) | 1 | 61 | 263,346 |
| California Institute of Technology | 2 | 2 | 2,055,015 | University of Rochester (NY) | 2 | 62 | 257,367 |
| University of Chicago (IL) ............ | 2 | 3 | 1,454,426 | University of Kentucky | 1 | 63 | 255,827 |
| New York University | 2 | 4 | 1,384,144 | George Washington University (DC) | 2 | 64 | 249,817 |
| Massachusetts Institute of Technology .......................... | 2 | 5 | 1,319,054 | Virginia Polytechnic Institute and State University ...... | 1 | 65 | 244,989 |
| Stanford University (CA) | 2 | 6 | 1,120,237 | University of California, Irvine | 1 | 66 | 239,383 |
| Weill Cornell Medical College (NY) | 2 | 7 | 1,080,375 | University of South Florida, Main Campus | 1 | 67 | 236,932 |
| University of Washington, Seattle Campus ..... | 1 | 8 | 1,047,660 | University of New Mexico, Main Campus ...... | 1 | 68 | 236,437 |
| University of Michigan, Ann Arbor ................................. | 1 | 9 | 855,597 | University of Tennessee, Knoxville ......... | 1 | 69 | 232,383 |
| University of Utah .................................................... | 1 | 10 | 803,449 | University of Virginia, Main Campus ..... | 1 | 70 | 232,202 |
| University of Pennsylvania | 2 | 11 | 771,358 | Boston University (MA) | 2 | 71 | 232,027 |
| University of North Carolina at Chapel Hill | 1 | 12 | 752,796 | University of Miami (FL) | 2 | 72 | 228,898 |
| Columbia University in the City of New York ..... | 2 | 13 | 740,378 | Iowa State University | 1 | 73 | 218,503 |
| University of California, San Diego ............................... | 1 | 14 | 693,925 | University of Texas Health Science Center at Houston ....... | 1 | 74 | 216,822 |
| University of Southern California .................................. | 2 | 15 | 688,788 | Colorado State University, Fort Collins .......................... | 1 | 75 | 216,431 |
| University of California, San Francisco .. | 1 | 16 | 643,682 | Oregon State University | 1 | 76 | 216,111 |
| University of California, Los Angeles . | 1 | 17 | 634,160 | Indiana University-Purdue University, Indianapolis ............ | 1 | 77 | 215,455 |
| University of Pittsburgh, Pittsburgh Campus (PA) .... | 1 | 18 | 619,980 | University of Maryland, Baltimore .......... | 1 | 78 | 213,227 |
| Harvard University (MA) ............. | 2 | 19 | 577,965 | Yeshiva University (NY) | 2 | 79 | 209,750 |
| Georgia Institute of Technology, Main Campus ................. | 1 | 20 | 532,380 | University of Massachusetts Medical School, Worcester ... | 1 | 80 | 208,550 |
| University of Wisconsin, Madison | 1 | 21 | 516,702 | North Carolina State University at Raleigh | 1 | 81 | 192,968 |
| University of Minnesota, Twin Cities ...... | 1 | 22 | 515,256 | Miami-Dade College (FL) .... | 1 | 82 | 191,169 |
| Duke University (NC) ............... | 2 | 23 | 511,893 | Utah State University | 1 | 83 | 190,443 |
| Yale University (CT) .... | 2 | 24 | 507,114 | University of Texas Southwestern Medical Center ..... | 1 | 84 | 187,300 |
| United States Air Force Academy (CO) ............................ | 1 | 25 | 492,390 | Virginia Commonwealth University ........................... | 1 | 85 | 186,141 |
| Pennsylvania State University, Main Campus | 1 | 26 | 480,954 | University of Central Florida | 1 | 86 | 183,710 |
| Vanderbilt University (TN) ........ | 2 | 27 | 462,529 | Florida State University . | 1 | 87 | 178,362 |
| United States Naval Academy (MD) | 1 | 28 | 461,802 | Ivy Tech Community College (IN) | 1 | 88 | 174,199 |
| University of Oklahoma Health Sciences Center ................ | 1 | 29 | 457,583 | University of Kansas ..... | 1 | 89 | 171,648 |
| University of California, Berkeley ................................. | 1 | 30 | 457,288 | Stony Brook University (NY) ........................................ | 1 | 90 | 170,985 |
| Washington University in St. Louis (MO) ......................... | 2 | 31 | 450,576 | Washington State University . | 1 | 91 | 169,977 |
| University of Texas at Austin ........................................ | 1 | 32 | 438,936 | University of Georgia | 1 | 92 | 161,332 |
| University of Illinois at Urbana, Champaign ...................... | 1 | 33 | 438,795 | Wake Forest University (NC) ... | 2 | 93 | 161,314 |
| University of Florida ................................................. | 1 | 34 | 434,896 | Florida International University | 1 | 94 | 161,308 |
| University of California, Davis ...................................... | 1 | 35 | 422,519 | University of South Carolina, Columbia ... | 1 | 95 | 157,540 |
| Emory University (GA) | 2 | 36 | 420,980 | University of California, Santa Barbara | 1 | 96 | 155,378 |
| Northwestern University (IL) ........................................ | 2 | 37 | 408,533 | University of Missouri, Columbia ........... | 1 | 97 | 155,060 |
| Texas A \& M University, College Station ......................... | 1 | 38 | 405,723 | University of Nebraska, Lincoln ....... | 1 | 98 | 146,626 |
| University of Connecticut ...................... | 1 | 39 | 385,136 | Indiana University, Bloomington ...... | 1 | 99 | 145,936 |
| University of Colorado, Boulder ..................................... | 1 | 40 | 378,027 | Mississippi State University .... | 1 | 100 | 144,772 |
| Ohio State University, Main Campus . | 1 | 41 | 377,440 | University at Buffalo (NY) | 1 | 101 | 142,338 |
| University of Arizona ....................... | 1 | 42 | 370,283 | Wayne State University (MI) | , | 102 | 138,932 |
| Michigan State University | 1 | 43 | 361,285 | University of Cincinnati, Main Campus (OH) | 1 | 103 | 136,553 |
| University of Alabama at Birmingham ....... | 1 | 44 | 360,891 | Dartmouth College (NH) ..... | 2 | 104 | 134,949 |
| University of Maryland, College Park ............................. | 1 | 45 | 358,105 | Brown University (RI) ............ | 2 | 105 | 132,711 |
| United States Military Academy (NY) | 1 | 46 | 347,770 | University of California, Santa Cruz | 1 | 106 | 132,101 |
| Rutgers University, New Brunswick (NJ) ...... | 1 | 47 | 344,885 | Medical University of South Carolina ............................. | 1 | 107 | 131,870 |
| Arizona State University, Tempe ................ | 1 | 48 | 344,741 | New Mexico State University, Main Campus .... | 1 | 108 | 131,014 |
| Carnegie Mellon University (PA) ............... | 2 | 49 | 332,597 | Tufts University (MA) . | 2 | 109 | 129,504 |
| Cornell University (NY) .............................................. | 2 | 50 | 326,254 | Louisiana State University and Ag. \& Mech. College ......... | 1 | 110 | 128,642 |
| Case Western Reserve University (OH) | 2 | 51 | 312,900 | Kansas State University | 1 | 111 | 125,527 |
| Icahn School of Medicine at Mount Sinai (NY) ................... | 2 | 52 | 307,638 | University of Texas Medical Branch .... | 1 | 112 | 124,902 |
| Howard University (DC) ...... | 2 | 53 | 301,886 | Temple University (PA) | 1 | 113 | 124,569 |
| University of Colorado, Denver and Anschutz Medical Campus . | 1 | 54 | 292,785 | University of Vermont | 1 | 114 | 124,396 |
| Baylor College of Medicine (TX) ................................... | 2 | 55 | 290,205 | University of Houston (TX) ......................................... | 1 | 115 | 123,181 |
| University of lowa ..................................................... | 1 | 56 | 286,794 | Georgia State University | 1 | 116 | 120,419 |
| University of Illinois at Chicago | 1 | 57 | 284,716 | University of California, Riverside .... | 1 | 117 | 119,883 |
| Oregon Health \& Science University ............................. | 1 | 58 | 276,416 | Tulane University of Louisiana | 2 | 118 | 118,675 |
| Princeton University (NJ) ........................................... | 2 | 59 | 274,064 | University of Massachusetts, Amherst .... | 1 | 119 | 118,169 |
| University of Hawaii at Manoa ...................................... | 1 | 60 | 273,202 | University of Oregon ...................................... | 1 | 120 | 118,139 |

## Not applicable

A "1" indicates a public institution, and a " 2 " indicates a private nonprofit institution ${ }^{2}$ Includes federal appropriations; operating, nonoperating, unrestricted, and restricted fed eral contracts and grants; and revenue for independent operations. Independent operations generally include only the revenues associated with major federally funded research and development centers. Pell grants are included for public institutions and may also be included for private nonprofit institutions that do not treat Pell grants as pass-through trans
actions. Data for public, private nonprofit, and private for-profit institutions are only roughly comparable because they were collected using different survey instruments.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Finance component. (This table was prepared June 2017.)

Table 333.90. Endowment funds of the 120 degree-granting postsecondary institutions with the largest endowments, by rank order: Fiscal year 2015

| Institution | Fiscal year (FY) 2015 |  |  |  | Institution | Fiscal year (FY) 2015 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Rank order, end of FY ${ }^{1}$ | Market value of endowment |  |  |  | Rank order, end of FY ${ }^{1}$ | Market value of endowment |  |  |
|  |  | $\begin{array}{\|r} \hline \begin{array}{r} \text { Beginning } \\ \text { of } \mathrm{FY} \end{array} \\ \text { (in thousands) } \end{array}$ | End of FY <br> (in thousands) | Percent change ${ }^{2}$ |  |  | $\begin{array}{\|r} \hline \begin{array}{r} \text { Beginning } \\ \text { of } \mathrm{FY} \end{array} \\ \text { (in thousands) } \end{array}$ | End of FY (in thousands) | Percent change ${ }^{2}$ |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| United States (all institutions) 120 institutions with the largest amounts $\qquad$ | $\begin{array}{r}\dagger \\ + \\ \hline\end{array}$ | $\$ 533,105,732$ <br> $395,034,413$ | $\$ 547,217,872$ <br> $406,355,065$ | 2.6 2.9 |  |  |  |  |  |
| Harvard University ( | 1 | 36,429,256 | 37,615,545 | 3.3 | University of California, San Francis | 61 | 912,957 | 1,426,199 | 56.2 |
| Yale University (CT) | 2 | 23,858,561 | 25,542,983 | 7.1 | Bowdoin College (ME) | 62 | 1,216,030 | 1,392,760 | 14.5 |
| University of Texas System Office | 3 | 25,445,315 | 22,548,856 | -11.4 | University of Delaware | 63 | 1,310,133 | 1,341,373 | 2.4 |
| Princeton University (NJ) ............. | 4 | 20,576,361 | 22,291,270 | 8.3 | Carnegie Mellon University (PA) | 64 | 1,235,968 | 1,318,050 | 6.6 |
| Stanford University (CA) | 5 | 21,466,006 | 22,222,957 | 3.5 | University of Illinois at Urbana-Champaign .... | 65 | 1,289,584 | 1,308,415 | 1.5 |
| Massachusetts Institute of Technology | 6 | 12,425,131 | 13,474,743 | 8.4 | Weill Cornell Medical College (NY) | 66 | 1,243,815 | 1,276,986 | 2.7 |
| University of Pennsylvania .... | 7 | 9,582,335 | 10,133,569 | 5.8 | University of lowa | 67 | 1,251,356 | 1,263,043 | 0.9 |
| University of Michigan, Ann Arbor | 8 | 9,603,919 | 9,809,705 | 2.1 | University of Kentucky | 68 | 1,215,226 | 1,231,557 | 1.3 |
| Texas A \& M University, College Station | 9 | 10,521,034 | 9,754,202 | -7.3 | Soka University of America (CA) | 69 | 1,249,761 | 1,221,435 | -2.3 |
| Columbia University in the City of New York (NY) . | 10 | 9,223,047 | 9,639,065 | 4.5 | Lehigh University (PA) ..................... | 70 | 1,215,926 | 1,213,207 | -0.2 |
| University of Notre Dame (IN) | 11 | 8,189,096 | 8,784,381 | 7.3 | Tulane University of Louisiana | 71 | 1,169,060 | 1,209,322 | 3.4 |
| Northwestern University (IL) | 12 | 7,501,116 | 7,588,029 | 1.2 | University of Cincinnati, Main Campus (OH) | 72 | 1,182,040 | 1,193,540 | 1.0 |
| Duke University (NC) . | 13 | 7,036,776 | 7,296,545 | 3.7 | Trinity University (TX) | 73 | 1,187,929 | 1,192,777 | 0.4 |
| University of California System Admin. Central Office . | 14 | 7,413,709 | 6,950,190 | -6.3 | Wake Forest University (NC) | 74 | 1,148,026 | 1,167,400 | 1.7 |
| Washington University in St. Louis (MO) ........ | 15 | 6,719,449 | 6,889,230 | 2.5 | Syracuse University (NY) .......................... | 75 | 1,183,244 | 1,166,109 | -1.4 |
| Emory University (GA) | 16 | 6,981,308 | 6,787,163 | -2.8 | Baylor University (TX) | 76 | 1,151,201 | 1,165,550 | 1.2 |
| University of Chicago (IL) | 17 | 6,539,290 | 6,553,571 | 0.2 | Berea College (KY) .... | 77 | 1,137,222 | 1,101,476 | -3.1 |
| University of Virginia, Main Campus | 18 | 5,876,310 | 6,098,997 | 3.8 | Middlebury College (VT) | 78 | 1,081,894 | 1,101,054 | 1.8 |
| Rice University (TX) | 19 | 5,553,717 | 5,573,038 | 0.3 | Saint Louis University (MO) | 79 | 1,076,959 | 1,093,348 | 1.5 |
| Cornell University (NY) | 20 | 4,646,134 | 4,760,560 | 2.5 | Princeton Theological Seminary ( NJ ) .... | 80 | 1,042,191 | 1,075,591 | 3.2 |
| University of Southern California | 21 | 4,593,014 | 4,709,511 | 2.5 | Baylor College of Medicine (TX) ... | 81 | 988,247 | 1,062,671 | 7.5 |
| Dartmouth College (NH) ......... | 22 | 4,468,220 | 4,663,491 | 4.4 | Liberty University (VA) ................ | 82 | 126,422 | 1,054,286 | 733.9 |
| Vanderbilt University (TN). | 23 | 4,046,250 | 4,093,388 | 1.2 | University of Tulsa (OK) | 83 | 1,023,412 | 1,043,055 | 1.9 |
| Ohio State University, Main Campus | 24 | 3,595,323 | 3,640,909 | 1.3 | University of Oklahoma, Norman Campus | 84 | 965,937 | 1,042,859 | 8.0 |
| University of Pittsburgh, Pittsburgh Campus (PA) . | 25 | 3,470,665 | 3,565,684 | 2.7 | University of Georgia ............................... | 85 | 939,024 | 1,004,987 | 7.0 |
| University of Texas at Austin | 26 | 3,376,824 | 3,341,836 | -1.0 | Juilliard School (NY) | 86 | 999,769 | 999,377 | 0.0 |
| Johns Hopkins University (MD) | 27 | 3,392,529 | 3,326,932 | -1.9 | North Carolina State University at Raleigh . | 87 | 885,055 | 983,979 | 11.2 |
| University of Wisconsin, Madison | 28 | 3,133,197 | 3,288,911 | 5.0 | Vassar College (NY) | 88 | 974,180 | 982,971 | 0.9 |
| University of Washington, Seattle Campus ..... | 29 | 2,915,058 | 3,148,084 | 8.0 | University of Texas Southwestern Medical Center | 89 | 988,251 | 974,261 | -1.4 |
| University of Minnesota, Twin Cities .............. | 30 | 2,992,707 | 3,113,770 | 4.0 | Indiana University, Bloomington .................... | 90 | 961,054 | 960,625 | \# |
| Brown University (RI) | 31 | 2,999,749 | 3,073,349 | 2.5 | University of Arkansas | 91 | 929,693 | 948,679 | 2.0 |
| University of North Carolina at Chapel Hill | 32 | 2,659,759 | 2,967,024 | 11.6 | Hamilton College (NY) | 92 | 927,520 | 919,578 | -0.9 |
| Michigan State University ........................... | 33 | 2,549,137 | 2,671,411 | 4.8 | Brandeis University (MA) ...... | 93 | 861,152 | 915,087 | 6.3 |
| Pennsylvania State University, Main Campus . | 34 | 2,264,414 | 2,395,857 | 5.8 | Yeshiva University (NY) | 94 | 943,467 | 907,060 | -3.9 |
| Purdue University, Main Campus (IN) ............ | 35 | 2,445,542 | 2,392,725 | -2.2 | University of Nebraska, Lincoln | 95 | 203,672 | 906,156 | 344.9 |
| University of Richmond (VA) | 36 | 2,313,305 | 2,371,810 | 2.5 | University of Utah | 96 | 723,827 | 899,178 | 24.2 |
| University of California, Los Angeles .... | 37 | 1,616,045 | 2,328,472 | 44.1 | Colgate University (NY) | 97 | 865,882 | 892,549 | 3.1 |
| Williams College (MA) | 38 | 2,143,153 | 2,265,857 | 5.7 | Berry College (GA) | 98 | 925,698 | 887,981 | -4.1 |
| Boston College (MA) | 39 | 2,105,654 | 2,258,601 | 7.3 | University of Miami (FL) | 99 | 865,435 | 887,329 | 2.5 |
| Amherst College (MA) ... | 40 | 2,149,203 | 2,193,511 | 2.1 | Washington State University ................... | 100 | 868,091 | 885,900 | 2.1 |
| Pomona College (CA) ... | 41 | 2,101,461 | 2,098,703 | -0.1 | Oberlin College (OH) | 101 | 866,830 | 871,965 | 0.6 |
| California Institute of Technology ................. | 42 | 2,118,100 | 2,078,954 | -1.8 | University of Missouri, Columbia ............ | 102 | 806,717 | 871,126 | 8.0 |
| University of Rochester (NY) .. | 43 | 2,015,283 | 2,050,199 | 1.7 | Bryn Mawr College (PA) ..... | 103 | 839,226 | 867,728 | 3.4 |
| Wellesley College (MA) | 44 | 1,834,137 | 1,881,031 | 2.6 | Clemson University (SC) | 104 | 836,152 | 859,082 | 2.7 |
| Georgia Institute of Technology, Main Campus | 45 | 1,889,014 | 1,858,977 | -1.6 | University of Louisville (KY) .................... | 105 | 876,825 | 844,288 | -3.7 |
| Swarthmore College (PA) ........................... | 46 | 1,876,669 | 1,845,799 | -1.6 | Wesleyan University (CT) | 106 | 793,334 | 838,774 | 5.7 |
| University of California, Berkeley ... | 47 | 1,671,939 | 1,834,400 | 9.7 | Indiana University, Purdue University, Indianapolis | 107 | 834,834 | 825,184 | -1.2 |
| Grinnell College (IA) ... | 48 | 1,829,521 | 1,787,775 | -2.3 | Denison University ( OH ) | 108 | 799,108 | 812,300 | 1.7 |
| Smith College (MA) ................................. | 49 | 1,755,755 | 1,781,763 | 1.5 | College of William and Mary (VA) | 109 | 797,592 | 811,217 | 1.7 |
| Case Western Reserve University ( OH ) ......... | 50 | 1,758,570 | 1,775,999 | 1.0 | Virginia Polytechnic Institute and State U. ..... | 110 | 788,800 | 810,200 | 2.7 |
| Boston University (MA) | 51 | 1,616,004 | 1,644,117 | 1.7 | Lafayette College (PA) | 111 | 832,811 | 809,061 | -2.9 |
| George Washington University (DC) | 52 | 1,576,508 | 1,616,357 | 2.5 | Pepperdine University (CA) | 112 | 790,483 | 793,188 | 0.3 |
| Tufts University (MA) ...................... | 53 | 1,590,045 | 1,593,019 | 0.2 | Carleton College (MN) ........ | 113 | 792,737 | 783,456 | -1.2 |
| Brigham Young University, Provo (UT) ........... | 54 | 1,470,770 | 1,581,452 | 7.5 | Medical College of Wisconsin .................... | 114 | 748,637 | 778,315 | 4.0 |
| University of Florida ................................. | 55 | 1,519,964 | 1,556,155 | 2.4 | Macalester College (MN) .......................... | 115 | 749,550 | 777,358 | 3.7 |
| Georgetown University (DC) | 56 | 1,461,276 | 1,528,869 | 4.6 | University of Arizona | 116 | 760,679 | 767,940 | 1.0 |
| University of Kansas | 57 | 1,494,881 | 1,523,065 | 1.9 | Rochester Institute of Technology (NY) ...... | 117 | 753,951 | 761,936 | 1.1 |
| Southern Methodist University (TX) ..- | 58 | 1,425,146 | 1,505,296 | 5.6 | Colby College (ME) ............................. | 118 | 740,631 | 745,957 | 0.7 |
| Texas Christian University .............. | 59 | 1,393,241 | 1,486,003 | 6.7 | Northeastern University (MA) ................ | 119 | 729,034 | 743,032 | 1.9 |
| Washington and Lee University (VA) ............. | 60 | 1,477,923 | 1,471,274 | -0.4 | Everest University, South Orlando (FL) .......... | 120 | 736,347 | 740,258 | 0.5 |

## $\dagger$ Not applicable.

\#Rounds to zero
${ }^{1}$ Institutions ranked by size of endowment at end of 2016 fiscal year.
${ }^{2}$ Change in market value of endowment. Includes growth from gifts and returns on investments, as well as reductions from expenditures and withdrawals.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring Spring 2016, Finance component. (This table was prepared May 2017.)

Table 334.10. Expenditures of public degree-granting postsecondary institutions, by purpose of expenditure and level of institution: Selected years, 2007-08 through 2014-15

| Level of institution and year | Total expenditures | Instruction |  | Research | Public service | Academic support | Student services | Institutional support | Operation and maintenance of plant | Depreciation | Scholarships and fellowships ${ }^{2}$ | Auxiliary enterprises | Hospitals | Independent operations | Interest | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total ${ }^{1}$ | Salaries and wages |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{array}{r} \$ 261,045,829 \\ 281,390,445 \\ 296,862,854 \\ 305,537,590 \\ 311,421,18 \\ 323,893,053 \\ 335,661,536 \end{array}$ | $\begin{array}{r} \$ 71,807,253 \\ 76,31,795 \\ 79,412,245 \\ 80,81,773 \\ 8,950,797 \\ 85,79,042 \\ 88,998,436 \end{array}$ | $\begin{array}{r} \$ 48,691,508 \\ 51,808,563 \\ 53,586,472 \\ 54,341,187 \\ 55,555,358 \\ 57,591,057 \\ 59,346,627 \end{array}$ | $\begin{array}{r} \$ 25,331,167 \\ 28,102,405 \\ 29,401,389 \\ 29,665,476 \\ 29,661,013 \\ 29,603,220 \\ 30,301,548 \end{array}$ | $\begin{array}{r} \$ 10,800,588 \\ 11,51,, 73 \\ 12,012,207 \\ 11,930,514 \\ 11,95,, 238 \\ 12,209,516 \\ 12,388,405 \end{array}$ | $\begin{array}{r} \$ 17,871,280 \\ 18,890,370 \\ 19,31,676 \\ 20,38,643 \\ 21,20,933 \\ 22,17,, 377 \\ 23,333,320 \end{array}$ | $\$ 12,205,110$$13,124,073$$13,577,155$$14,184,601$$14,689,883$$15,497,201$$16,246,898$ | $\$ 22,145,030$$22,679,459$$23,15,431$$24,0999,951$25,555888$26,559,452$$27,736,286$ | \$17,032,966 | \$12,814,049 | \$9,664,173 | \$19,533,181 |  |  |  |  |
|  |  |  |  |  |  |  |  |  | 18,037,657 | 14,307,677 | 15,494,246 | 20,482,149 | \$23,974,721 |  |  |  |
|  |  |  |  |  |  |  |  |  | 18,898,138 | 15,441,148 | 17,487,275 | 21,727,625 | 27,980,574 | $\begin{aligned} & 1,236,092 \\ & 1153975 \end{aligned}$ | $\begin{aligned} & 5,062,00 \\ & 5476865 \end{aligned}$ | $\begin{array}{r} 9,535,082 \\ 11.127 .150 \end{array}$ |
|  |  |  |  |  |  |  |  |  | 19,286,569 | - 16,4467,330 | 16,611,881 | 22,172,526 | 30,833,717 | 1,204,016 | 5,476,865 $6,138,489$ |  |
|  |  |  |  |  |  |  |  |  | 20,744,834 | 18,373,048 | 16,227,767 | 23,188,996 | 31,838,319 | 1,224,309 | 6,360,545 | 11,679,905 |
|  |  |  |  |  |  |  |  |  |  |  | 15,978,858 |  | 34,427,527 | 1,412,782 | 6,544,247 | 11,463,952 |
|  |  |  |  |  |  |  |  |  | 21,038,756 | 19,159,092 | 15,862,473 | 24,017,454 | 37,221,910 | 1,490,747 | 6,565,134 | 11,301,177 |
| 4 -year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08...... | $215,474,080$$230,212,346$ | $\begin{aligned} & 54,371,328 \\ & 58,307,342 \end{aligned}$ | $36,618,879$$39,032,863$ | $25,312,279$$28,081,694$ | $\begin{aligned} & 10,055,606 \\ & 10,758,002 \end{aligned}$ | $\begin{aligned} & 14,471,795 \\ & 15,366,887 \end{aligned}$ | $8,051,799$$8,763,305$ | 15,812,151 | $\begin{aligned} & 13,007,228 \\ & 13,661,203 \end{aligned}$ | $\begin{aligned} & 10,959,500 \\ & 12,312,930 \end{aligned}$ | $\begin{aligned} & 6,467,362 \\ & 9,103,655 \end{aligned}$ | $\begin{aligned} & 17,296,774 \\ & 18,145,849 \end{aligned}$ | $\begin{aligned} & 23,974,721 \\ & 26595701 \end{aligned}$ | $\begin{array}{r} 931,838 \\ 1,236,092 \end{array}$ | $\begin{aligned} & 3,523,683 \\ & 4,091,226 \end{aligned}$ |  |
| 2009-10 ............. |  |  |  |  |  |  |  | 16,342,588 |  |  |  |  |  |  |  | $11,198,015$ $7,445,869$ |
| 2010-11 .............. | 242,591,219 | 60,644,416 | 40,420,752 | 29,380,202 | $11,225,195$ <br> $11,174,232$ | $15,732,164$$16,732,590$ | $9,122,182$$9,659,034$ | 17,255,818 | 14,305,617 | $1,213,721$$14,102,984$ | $10,088,873$$9,737,295$ | 19,334,52619,801,700 | 27,980,574 | 1,153,975 | 4,379,246 | 8,774,710 |
| 2011-12 ............. | 257,550,418 | $62,225,401$$64,142,742$ | 41, 334,687$42,537,154$ | 29,645,195 |  |  |  | 17,376,744 | 14,805,020 |  |  |  |  |  | 4,779,600 |  |
| 2012-13 ............. |  |  |  | 29,842,663 | 11,178,439 | 17,529,761 | 10,103,610 | 18,350,069 | 15,234,442 | 14,862,953 | 9,823,162 | 20,177,536 | 31,838,319 | 1,224,309 | 5,071,705 | 8,170,707 |
| 2013-14 ............. | 269,871,401 | $66,843,740$$69,975,804$ | $44,567,486$$46,259,128$ | 29,583,672 | 11,502,253 | 18,323,932 | 10,830,116 | 19,537,727 | 16,120,796 | 15,668,549 | 9,914,507 | 20,998,844 | 34,427,527 | 1,412,782 | 5,192,938 | 9,385,587 |
| 2014-15 .............. | 281,203,317 |  |  | 30,282,074 | 11,693,798 | 19,390,721 | 11,367,405 | 20,518,879 | 16,368,911 | 16,332,438 | 10,033,518 | 21,914,241 | 37,221,910 | 1,490,747 | 5,227,285 |  |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  | 00 |  |  |  |
|  | $45,571,749$$51,188,098$$54,271,635$$54,019,096$$53,870,729$$54,021,651$$54,458,220$ | $17,435,926$$18,024,453$$18,767,830$$18,656,373$$18,808,055$$18,875,302$$19,022,632$ | $\begin{aligned} & 12,072,630 \\ & 12,775,700 \\ & 13,165,721 \\ & 13,006,500 \\ & 13,018,204 \\ & 13,023,571 \\ & 13,087,499 \\ & \hline \end{aligned}$ | $\begin{aligned} & 18,887 \\ & 20,711 \\ & 21,187 \\ & 20,281 \\ & 18,351 \\ & 19,548 \\ & 19,474 \\ & \hline \end{aligned}$ | $\begin{aligned} & 744,982 \\ & 753,733 \\ & 787,012 \\ & 756,282 \\ & 726,79 \\ & 707,263 \\ & 694,607 \end{aligned}$ | $\begin{aligned} & 3,399,485 \\ & 3,523,483 \\ & 3,69,512 \\ & 3,64,252 \\ & 3,783,172 \\ & 3,846,444 \\ & 3,942,499 \end{aligned}$ | $\begin{aligned} & 4,153,311 \\ & 4,360,768 \\ & 4,454,933 \\ & 4,525,567 \\ & 4,586,272 \\ & 4,66,085 \\ & 4,879,493 \end{aligned}$ | $\begin{aligned} & 6,332,879 \\ & 6,336,871 \\ & 6,55,9613 \\ & 6,723,207 \\ & 6,90,80,19 \\ & 7,021,725 \\ & 7,217,408 \end{aligned}$ | $\begin{aligned} & 3,985,738 \\ & 4,376,455 \\ & 4,592,521 \\ & 4,481,549 \\ & 4,508,084 \\ & 4,624,037 \\ & 4,669,845 \\ & \hline \end{aligned}$ | $\begin{array}{r} 1,854,549 \\ 1,994,747 \\ 2,, 227,427 \\ 2,364,346 \\ 2,566,269 \\ 2,704,499 \\ 2,826,654 \\ \hline \end{array}$ | $\begin{aligned} & 3,196,811 \\ & 6,390,591 \\ & 7,398,402 \\ & 6,874,585 \\ & 6,40,605 \\ & 6,064,351 \\ & 5,828,956 \end{aligned}$ | $\begin{aligned} & 2,236,407 \\ & 2,336,300 \\ & 2,39,099 \\ & 2,370,826 \\ & 2,298,250 \\ & 2,190,152 \\ & 2,103,214 \end{aligned}$ |  |  | $\begin{array}{r} 778,025 \\ 970,774 \\ 1,097,619 \\ 1,358,889 \\ 1,288,849 \\ 1,351,310 \\ 1,337,849 \end{array}$ | $\begin{aligned} & 1,434,749 \\ & 2,089,213 \\ & 2,35,441 \\ & 2,238,939 \\ & 2,062,914 \\ & 1,949,935 \\ & 1,915,590 \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | $\begin{aligned} & 27.51 \\ & 27.13 \\ & 26.75 \\ & 26.47 \\ & 26.64 \\ & 26.47 \\ & 26.51 \end{aligned}$ | $\begin{aligned} & 18.65 \\ & 18.41 \\ & 18.05 \\ & 17.79 \\ & 17.84 \\ & 17.78 \\ & 17.68 \end{aligned}$ | $\begin{aligned} & 9.70 \\ & 9.99 \\ & 9.90 \\ & 9.71 \\ & 9.59 \\ & 9.14 \\ & 9.03 \end{aligned}$ | $\begin{aligned} & 4.14 \\ & 4.09 \\ & 4.05 \\ & 3.90 \\ & 3.82 \\ & 3.77 \\ & 3.69 \end{aligned}$ | $\begin{aligned} & 6.85 \\ & 6.71 \\ & 6.52 \\ & 6.67 \\ & 6.83 \\ & 6.84 \\ & 6.95 \end{aligned}$ | 4.684.664.574.644.724.784.84 | $\begin{aligned} & 8.48 \\ & 8.06 \\ & 8.02 \\ & 7.89 \\ & 8.11 \\ & 8.20 \\ & 8.26 \end{aligned}$ | $\begin{aligned} & 6.52 \\ & 6.41 \\ & 6.37 \\ & 6.31 \\ & 6.34 \\ & 6.40 \\ & 6.27 \end{aligned}$ | $\begin{aligned} & 4.91 \\ & 5.08 \\ & 5.20 \\ & 5.39 \\ & 5.60 \\ & 5.67 \\ & 5.71 \end{aligned}$ | $\begin{aligned} & 3.70 \\ & 5.51 \\ & 5.89 \\ & 5.44 \\ & 5.21 \\ & 4.93 \\ & 4.73 \end{aligned}$ | $\begin{aligned} & 7.48 \\ & 7.28 \\ & 7.32 \\ & 7.26 \\ & 7.22 \\ & 7.16 \\ & 7.16 \end{aligned}$ | $\begin{array}{r} 9.18 \\ 9.45 \\ 9.43 \\ 10.09 \\ 10.22 \\ 10.63 \\ 11.09 \end{array}$ | $\begin{aligned} & 0.36 \\ & 0.44 \\ & 0.39 \\ & 0.39 \\ & 0.39 \\ & 0.44 \\ & 0.44 \end{aligned}$ | $\begin{aligned} & 1.65 \\ & 1.80 \\ & 1.84 \\ & 2.01 \\ & 2.04 \\ & 2.02 \\ & 1.96 \end{aligned}$ | 4.843.893.753.823.273.543.37 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | $\begin{aligned} & 4.67 \\ & 4.67 \\ & 4.63 \\ & 4.44 \\ & 4.34 \\ & 4.26 \\ & 4.16 \end{aligned}$ | $\begin{aligned} & 6.72 \\ & 6.68 \\ & 6.49 \\ & 6.65 \\ & 6.81 \\ & 6.79 \\ & 6.90 \end{aligned}$ | $\begin{aligned} & 3.74 \\ & 3.81 \\ & 3.76 \\ & 3.84 \\ & 3.92 \\ & 4.01 \\ & 4.04 \end{aligned}$ | $\begin{aligned} & 7.34 \\ & 7.10 \\ & 7.11 \\ & 6.91 \\ & 7.12 \\ & 7.24 \\ & 7.30 \end{aligned}$ | $\begin{aligned} & 6.06 \\ & 5.93 \\ & 5.90 \\ & 5.89 \\ & 5.82 \\ & 5.97 \\ & 5.82 \end{aligned}$ | $\begin{aligned} & 5.09 \\ & 5.35 \\ & 5.45 \\ & 5.61 \\ & 5.77 \\ & 5.81 \\ & 5.81 \end{aligned}$ | 3.003.954.163.873.813.673.57 |  |  |  |  |  |
|  | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 10.00 \end{aligned}$ | $\begin{aligned} & 25.23 \\ & 25.33 \\ & 25.00 \\ & 24.74 \\ & 24.90 \\ & 24.77 \\ & 24.88 \end{aligned}$ | $\begin{aligned} & 16.99 \\ & 16.96 \\ & 16.66 \\ & 16.43 \\ & 16.52 \\ & 16.51 \\ & 16.45 \end{aligned}$ | $\begin{aligned} & 11.75 \\ & 12.20 \\ & 12.11 \\ & 11.79 \\ & 11.59 \\ & 10.96 \\ & 10.77 \end{aligned}$ |  |  |  |  |  |  |  | 8.03 | 11.13 | 0.43 | 1.64 | 5.20 |
|  |  |  |  |  |  |  |  |  |  |  |  | 7.88 | 11.55 | 0.54 | 1.78 | 3.23 |
|  |  |  |  |  |  |  |  |  |  |  |  | 7.97 | 11.53 | 0.48 | 1.81 | 3.62 |
|  |  |  |  |  |  |  |  |  |  |  |  | 7.87 | 12.26 | 0.48 | 1.90 | 3.75 |
|  |  |  |  |  |  |  |  |  |  |  |  | 7.83 | 12.36 | 0.48 | 1.97 | 3.17 |
|  |  |  |  |  |  |  |  |  |  |  |  | 7.78 | 12.76 | 0.52 | 1.92 | 3.53 |
|  |  |  |  |  |  |  |  |  |  |  |  | 7.79 | 13.24 | 0.53 | 1.86 | 3.34 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 .............. | 100.00 | 38.26 | 26.49 | 0.04 | 1.63 | 7.46 | 9.11 | 13.90 | 8.75 | 4.07 | 7.01 | 4.91 | 0.00 | 0.00 | 1.71 | 3.15 |
| 2009-10 ............. | 100.00 | 35.22 | 24.96 | 0.04 | 1.47 | 6.88 | 8.52 | 12.38 | 8.55 | 3.90 | 12.49 | 4.57 | 0.00 | 0.00 | 1.90 | 4.08 |
| 2010-11 ............. | 100.00 | 34.58 | 24.26 | 0.04 | 1.45 | 6.67 | 8.21 | 12.09 | 8.46 | 4.10 | 13.63 | 4.41 | 0.00 | 0.00 | 2.02 | 4.33 |
| 2011-12 ............. | 100.00 | 34.54 | 24.08 | 0.04 | 1.40 | 6.75 | 8.38 | 12.45 | 8.30 | 4.38 | 12.73 | 4.39 | 0.00 | 0.00 | 2.52 | 4.14 |
| 2012-13 .............. | 100.00 | 34.91 | 24.17 | 0.03 | 1.35 | 6.93 | 8.51 | 12.82 | 8.37 | 4.76 | 11.89 | 4.27 | 0.00 | 0.00 | 2.39 | 3.76 |
| 2013-14 .............. | 100.00 | 34.94 | 24.11 | 0.04 | 1.31 | 7.12 | 8.64 | 13.00 | 8.56 | 5.01 | 11.23 | 4.05 | 0.00 | 0.00 | 2.50 | 3.61 |
| 2014-15 .............. | 100.00 | 34.93 | 24.03 | 0.04 | 1.28 | 7.24 | 8.96 | 13.25 | 8.58 | 5.19 | 10.70 | 3.86 | 0.00 | 0.00 | 2.46 | 3.52 |

[^125]Table 334.10. Expenditures of public degree-granting postsecondary institutions, by purpose of expenditure and level of institution: Selected years, 2007-08 through 2014-15-Continued

|  |  | Instru |  |  |  |  |  |  | Operation and |  | Scholarships |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Level of institution and year | Total expenditures | Total ${ }^{1}$ | Salaries and wages | Research | Public service | Academic support | Student services | Institutional support | maintenance of plant | Depreciation | and fellowships ${ }^{2}$ | Auxiliary enterprises | Hospitals | Independent operations | Interest | Other |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Expenditures per full-time-equivalent student in current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All levels 2007-08 | \$26,802 | \$7,373 | \$4.999 | \$2,601 | \$1,109 | \$1,835 | \$1,253 | \$274 | \$1749 | \$1316 | \$992 | \$2006 | \$2462 | \$96 | \$442 | \$1297 |
| 2009-10 ................. | 26,184 | 7,103 | 4,821 | 2,615 | 1,071 | 1,758 | 1,221 | +1,110 | 1,678 | 1,331 | 1,442 | 1,906 | 2,475 | 115 | 471 | \$1,287 |
| 2010-11............... | 26,942 | 7,207 | 4,863 | 2,668 | 1,090 | 1,756 | 1,232 | 2,161 | 1,715 | 1,401 | 1,587 | 1,972 | 2,539 | 105 | 497 | 1,010 |
| 2011-12 ............. | 27,891 | 7,383 | 4,961 | 2,708 | 1,089 | 1,860 | 1,295 | 2,200 | 1,761 | 1,503 | 1,516 | 2,024 | 2,815 | 110 | 560 | 1,066 |
| 2012-13 ............. | 28,884 | 7,694 | 5,153 | 2,770 | 1,104 | 1,972 | 1,362 | 2,342 | 1,831 | 1,617 | 1,505 | 2,085 | 2,953 | 114 | 590 | 946 |
| 2013-14 .............. | 30,276 | 8,013 | 5,383 | 2,767 | 1,141 | 2,072 | 1,449 | 2,483 | 1,939 | 1,717 | 1,494 | 2,168 | 3,218 | 132 | 612 | 1,072 |
| 2014-15 .............. | 31,592 | 8,377 | 5,586 | 2,852 | 1,166 | 2,196 | 1,529 | 2,611 | 1,980 | 1,803 | 1,493 | 2,261 | 3,503 | 140 | 618 | 1,064 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 .............. | 35,947 | 9,071 | 6,109 | 4,223 | 1,678 | 2,414 | 1,343 | 2,638 | 2,177 | 1,828 | 1,079 | 2,886 | 4,000 | 155 | 588 | 1,868 |
| 2009-10 ............. | 35,678 | 9,037 | 6,049 | 4,352 | 1,667 | 2,382 | 1,358 | 2,533 | 2,117 | 1,908 | 1,411 | 2,812 | 4,122 | 192 | 634 | 1,154 |
| 2010-11.............. | 36,558 | 9,139 | 6,091 | 4,428 | 1,692 | 2,371 | 1,375 | 2,600 | 2,156 | 1,991 | 1,520 | 2,914 | 4,217 | 174 | 660 | 1,322 |
| 2011-12 .............. | 37,350 | 9,240 | 6,138 | 4,402 | 1,659 | 2,485 | 1,434 | 2,580 | 2,199 | 2,094 | 1,446 | 2,941 | 4,579 | 179 | 710 | 1,402 |
| 2012-13 ............. | 38,076 | 9,483 | 6,289 | 4,412 | 1,653 | 2,592 | 1,494 | 2,713 | 2,252 | 2,197 | 1,452 | 2,983 | 4,707 | 181 | 750 | 1,208 |
| 2013-14............. | 39,740 | 9,843 | 6,563 | 4,356 | 1,694 | 2,698 | 1,595 | 2,877 | 2,374 | 2,307 | 1,460 | 3,092 | 5,070 | 208 | 765 | 1,401 |
| 2014-15 .............. | 40,798 | 10,152 | 6,711 | 4,393 | 1,697 | 2,813 | 1,649 | 2,977 | 2,375 | 2,370 | 1,456 | 3,179 | 5,400 | 216 | 758 | 1,362 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 ............. | 12,167 | 4,655 | 3,223 | 5 | 199 | 908 | 1,109 | 1,691 | 1,064 | 495 | 854 | 597 | 0 | 0 | 208 | 383 |
| 2009-10 .............. | 11,918 | 4,197 | 2,975 | 5 | 176 | 821 | 1,015 | 1,476 | 1,019 | 465 | 1,488 | 544 | 0 |  | 226 | 487 |
| 2010-11............. | 12,382 | 4,282 | 3,004 | 5 | 180 | 826 | 1,016 | 1,497 | 1,048 | 508 | 1,688 | 546 | 0 | 0 | 250 | 537 |
| 211-12........ | 13,409 | 4,421 | 3,082 | 5 | 181 | 8 | 1142 | 1,719 | 1,022 | 539 | 1,694 | 572 | 0 | 0 | 321 | 504 |
| 2013-14 ................. | 13,827 | 4,831 | 3, 333 | 5 | 181 | 984 | 1,195 | 1,797 | 1,184 | 692 | 1,552 | 561 | 0 | 0 | 346 | 499 |
| 2014-15 ............. | 14,591 | 5,097 | 3,507 | 5 | 186 | 1,056 | 1,307 | 1,934 | 1,251 | 757 | 1,562 | 564 | 0 | 0 | 358 | 513 |
|  | Expenditures per full-time-equivalent student in constant 2015-16 dollars ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2009-10 ................ | 28,786 | 7,809 | 5,300 | 2,875 | 1,178 | 1,932 | 1,343 | 2,320 | 1,845 | 1,464 | 1,585 | 2,095 | 2,721 | 126 | 518 | ,975 |
| 2010-11 ............. | 29,036 | 7,767 | 5,241 | 2,876 | 1,175 | 1,893 | 1,328 | 2,329 | 1,848 | 1,510 | 1,710 | 2,125 | 2,737 | 113 | 536 | 1,088 |
| 2011-12 ............. | 29,204 | 7,731 | 5,194 | 2,835 | 1,140 | 1,948 | 1,356 | 2,304 | 1,843 | 1,574 | 1,588 | 2,119 | 2,947 | 115 | 587 | 1,116 |
| 2012-13 ............. | 29,748 | 7,924 | 5,307 | 2,852 | 1,137 | 2,031 | 1,403 | 2,413 | 1,886 | 1,665 | 1,550 | 2,147 | 3,041 | 117 | 608 | 974 |
| 2013-14 ............. | 30,703 | 8,126 | 5,459 | 2,806 | 1,157 | 2,102 | 1,469 | 2,518 | 1,966 | 1,742 | 1,515 | 2,198 | 3,263 | 134 | 620 | 1,087 |
| 2014-15 ............. | 31,806 | 8,433 | 5,623 | 2,871 | 1,174 | 2,211 | 1,539 | 2,628 | 1,994 | 1,815 | 1,503 | 2,276 | 3,527 | 141 | 622 | 1,071 |
| 4-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 .............. | 40,459 | 10,209 | 6,876 | 4,753 | 1,888 | 2,717 | 1,512 | 2,969 | 2,450 | 2,058 | 1,214 | 3,248 | 4,502 | 175 | 662 | 2,103 |
| 2009-10 .............. | 39,225 | 9,935 | 6,651 | 4,785 | 1,833 | 2,618 | 1,493 | 2,785 | 2,328 | 2,098 | 1,551 | 3,092 | 4,531 | 211 | 697 | 1,269 |
| 2011-12 | 39,408 | 9,675 | 6,427 | 4,609 | 1,737 | 2,602 | 1,402 | 2,702 | 2,302 | 2,193 | 1,514 | 3,149 | 4,794 | 187 | 743 | 1,425 |
| 2012-13 ................ | 39,215 | 9,767 | 6,477 | 4,544 | 1,702 | 2,669 | 1,538 | 2,794 | 2,320 | 2,263 | 1,496 | 3,072 | 4,848 | 186 | 772 | 1,244 |
| 2013-14 .............. | 40,300 | 9,982 | 6,655 | 4,418 | 1,718 | 2,736 | 1,617 | 2,918 | 2,407 | 2,340 | 1,481 | 3,136 | 5,141 | 211 | 775 | 1,421 |
| 2014-15 .............. | 41,074 | 10,221 | 6,757 | 4,423 | 1,708 | 2,832 | 1,660 | 2,997 | 2,391 | 2,386 | 1,466 | 3,201 | 5,437 | 218 | 764 | 1,371 |
| 2-year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007-08 ............. | 13,694 | 5,240 | 3,628 | 6 | 224 | 1,022 | 1,248 | 1,903 | 1,198 | 557 | 961 | 672 | 0 | 0 | 234 | 431 |
| 2009-10 .............. | 13,102 | 4,615 | 3,271 | 5 | 193 | 902 | 1,116 | 1,622 | 1,120 | 511 | 1,636 | 598 | 0 | 0 | 249 | 535 |
| 2010-11 .............. | 13,345 | 4,615 | 3,237 | 5 | 194 | 890 | 1,095 | 1,613 | 1,129 | 548 | 1,819 | 588 | 0 | 0 | 270 | 578 |
| 2011-12 .............. | 13,401 | 4,628 | 3,227 | 5 | 188 | 905 | 1,123 | 1,668 | 1,112 | 587 | 1,705 | 588 | 0 | 0 | 337 | 555 |
| 2012-13 ............. | 13,810 | 4,822 | 3,337 | 5 | 186 | 957 | 1,176 | 1,770 | 1,156 | 658 | 1,642 | 589 | 0 | 0 | 330 | 519 |
| 2013-14 .............. | 14,022 | 4,899 | 3,380 | 5 | 184 | 998 | 1,211 | 1,823 | 1,200 | 702 | 1,574 | 568 | 0 | 0 | 351 | 506 |
| 2014-15 .............. | 14,690 | 5,131 | 3,530 | 5 | 187 | 1,063 | 1,316 | 1,947 | 1,260 | 762 | 1,572 | 567 | 0 | 0 | 361 | 517 |

## Includes other categories not separately shown.

Excludes discounts and allowances.
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, djusted to a school-year basis.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting data according to either the Governmental Accounting Standards Board (GASB) or the Financial Accounting Standards Board (FASB) questionnaire. All expenditures reported by institutions for operation and maintenance

If plant have been aggregated in the operation and maintenance of plant category, even in cases where they originally were reported by purpose. Similarly, all expenditures reported by institutions for depreciation have been aggregated in the depreciation category, even in cases where they originally were reported by purpose. Data in this table pertain to institutions' fiscal years that end in the acaSOURCE: U.S. Department of Education, National Center for Education Stataistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2015, Fall Enrollment component; and Spring 2009 through Spring 2016, Finance component. (This table was prepared December 2016.)

Table 334.20. Expenditures of public degree-granting postsecondary institutions, by level of institution, purpose of expenditure, and state or jurisdiction: 2011-12 through 2014-15
[In thousands of current dollars]

| State or jurisdiction | Total expenditures, 2011-12 | $\begin{array}{r} \text { Total } \\ \text { expenditures, } \\ 2012-13 \end{array}$ | Total expenditures, 2013-14 |  |  | 2014-15 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | All institutions | 4 -yearinstitutions | $\begin{array}{r} 2 \text {-year } \\ \text { institutions } \end{array}$ | All institutions |  | 4 -year institutions |  | 2 -year institutions |  |
|  |  |  |  |  |  | Total ${ }^{1}$ | Instruction ${ }^{2}$ | Total ${ }^{1}$ | Instruction ${ }^{2}$ | Total ${ }^{1}$ | Instruction ${ }^{2}$ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | \$305,537,590 | \$311,421,148 | \$323,893,053 | \$269,871,401 | \$54,021,651 | \$335,661,536 | \$88,998,436 | \$281,203,317 | \$69,975,804 | \$54,458,220 | \$19,022,632 |
| Alabama | 6,249,206 | 6,499,646 | 6,762,386 | 6,030,666 | 731,720 | 6,961,128 | 1,532,057 | 6,239,095 | 1,266,990 | 722,033 | 265,067 |
| Alaska ... | 829,978 | 845,578 | 852,991 | 823,759 | 29,231 | 850,928 | 220,224 | 834,023 | 216,256 | 16,905 | 3,968 |
| Arizona ... | 5,126,746 | 5,372,323 | 5,600,337 | 4,139,515 | 1,460,823 | 5,931,197 | 1,781,476 | 4,475,829 | 1,306,860 | 1,455,368 | 474,616 |
| Arkansas | 3,592,033 | 3,614,017 | 3,704,888 | 3,207,504 | 497,383 | 3,800,707 | 780,086 | 3,327,545 | 624,300 | 473,162 | 155,786 |
| California | 45,485,482 | 45,911,497 | 47,558,693 | 36,032,725 | 11,525,968 | 50,652,807 | 12,153,012 | 38,353,394 | 8,498,367 | 12,299,413 | 3,654,645 |
| Colorado | 5,145,208 | 5,342,995 | 5,698,854 | 5,109,318 | 589,536 | 6,109,407 | 1,750,776 | 5,499,901 | 1,517,787 | 609,506 | 232,989 |
| Connecticut | 2,931,898 | 3,030,961 | 3,295,856 | 2,798,124 | 497,732 | 3,496,698 | 1,021,451 | 2,985,890 | 815,518 | 510,808 | 205,934 |
| Delaware | 1,128,190 | 1,121,660 | 1,153,297 | 989,869 | 163,428 | 1,190,562 | 455,150 | 1,031,773 | 383,424 | 158,789 | 71,726 |
| District of Columbia | 147,034 | 141,338 | 134,230 | 134,230 | - | 139,524 | 35,781 | 139,524 | 35,781 | 0 | 71,72 |
| Florida ....................... | 10,559,827 | 10,659,595 | 11,087,586 | 10,762,561 | 325,025 | 11,511,020 | 3,430,392 | 11,188,111 | 3,337,353 | 322,909 | 93,039 |
| Georgia | 7,298,882 | 7,409,996 | 7,564,411 | 6,573,904 | 990,506 | 7,826,896 | 2,035,479 | 6,858,149 | 1,694,353 | 968,747 | 341,127 |
| Hawaii | 1,609,315 | 1,647,129 | 1,680,041 | 1,426,337 | 253,705 | 1,664,624 | 609,112 | 1,408,501 | 467,613 | 256,123 | 141,498 |
| Idaho .... | 1,216,909 | 1,182,070 | 1,188,089 | 981,948 | 206,141 | 1,203,133 | 366,334 | 1,003,137 | 296,811 | 199,996 | 69,523 |
| Illinois | 10,888,678 | 11,600,968 | 11,779,510 | 8,704,462 | 3,075,048 | 12,195,375 | 3,466,390 | 8,996,000 | 2,438,694 | 3,199,375 | 1,027,696 |
| Indiana | 6,105,284 | 6,227,063 | 6,395,776 | 5,780,882 | 614,894 | 6,372,728 | 2,171,787 | 5,805,466 | 1,980,191 | 567,262 | 191,595 |
| lowa | 4,726,859 | 4,848,735 | 5,052,485 | 4,160,072 | 892,412 | 5,261,496 | 1,059,647 | 4,334,533 | 699,540 | 926,964 | 360,107 |
| Kansas .. | 3,214,748 | 3,306,016 | 3,367,894 | 2,622,308 | 745,586 | 3,451,776 | 1,082,348 | 2,700,915 | 829,389 | 750,860 | 252,959 |
| Kentucky .... | 5,136,705 | 5,180,837 | 5,235,067 | 4,592,917 | 642,150 | 5,547,286 | 1,180,597 | 4,899,767 | 967,608 | 647,519 | 212,989 |
| Louisiana ... | 4,204,018 | 4,151,993 | 4,010,882 | 3,509,182 | 501,700 | 3,910,077 | 1,115,876 | 3,410,384 | 926,108 | 499,693 | 189,768 |
| Maine ...... | 844,272 | 851,113 | 859,812 | 732,026 | 127,787 | 864,068 | 243,391 | 730,897 | 188,306 | 133,171 | 55,085 |
| Maryland | 5,829,195 | 5,979,533 | 6,228,564 | 4,825,353 | 1,403,211 | 6,343,340 | 1,757,862 | 4,907,930 | 1,249,279 | 1,435,410 | 508,582 |
| Massachusetts | 4,297,014 | 4,442,564 | 4,703,032 | 3,826,904 | 876,128 | 4,758,073 | 1,337,781 | 3,871,623 | 1,008,378 | 886,450 | 329,403 |
| Michigan | 13,384,740 | 13,788,987 | 14,155,072 | 12,421,602 | 1,733,470 | 14,627,268 | 3,615,755 | 12,989,875 | 3,016,417 | 1,637,392 | 599,338 |
| Minnesota | 4,810,022 | 5,019,669 | 5,271,821 | 4,229,591 | 1,042,230 | 5,215,646 | 1,467,105 | 4,185,808 | 1,055,774 | 1,029,838 | 411,331 |
| Mississippi | 3,800,955 | 3,855,187 | 4,017,008 | 3,138,675 | 878,333 | 4,171,973 | 909,179 | 3,286,880 | 616,968 | 885,093 | 292,211 |
| Missouri | 4,563,353 | 4,619,674 | 4,772,178 | 3,991,095 | 781,083 | 4,904,991 | 1,318,139 | 4,164,814 | 1,044,134 | 740,177 | 274,005 |
| Montana . | 981,509 | 992,536 | 1,012,355 | 885,121 | 127,234 | 1,022,708 | 270,566 | 898,584 | 233,617 | 124,123 | 36,949 |
| Nebraska .. | 2,176,505 | 2,226,961 | 2,312,160 | 1,913,185 | 398,975 | 2,398,348 | 670,967 | 1,990,244 | 518,007 | 408,104 | 152,959 |
| Nevada | 1,374,536 | 1,442,757 | 1,508,447 | 1,439,569 | 68,878 | 1,544,133 | 533,843 | 1,473,329 | 504,598 | 70,804 | 29,245 |
| New Hampshire | 894,369 | 901,393 | 963,995 | 803,389 | 160,606 | 973,796 | 294,295 | 817,864 | 240,559 | 155,931 | 53,736 |
| New Jersey | 7,080,502 | 5,474,962 | 7,090,602 | 5,771,315 | 1,319,287 | 7,266,925 | 2,169,217 | 5,961,560 | 1,730,298 | 1,305,366 | 438,919 |
| New Mexico | 3,150,710 | 3,252,357 | 3,316,771 | 2,689,810 | 626,962 | 3,454,803 | 674,698 | 2,837,490 | 461,032 | 617,313 | 213,665 |
| New York. | 16,037,336 | 15,844,606 | 16,292,947 | 13,020,834 | 3,272,112 | 16,796,249 | 4,990,419 | 13,494,147 | 3,643,376 | 3,302,102 | 1,347,043 |
| North Carolina | 9,563,597 | 9,964,435 | 10,156,317 | 7,973,839 | 2,182,478 | 10,484,190 | 3,169,594 | 8,316,054 | 2,285,485 | 2,168,136 | 884,109 |
| North Dakota | 1,041,219 | 1,068,159 | 1,108,117 | 1,007,083 | 101,034 | 1,150,777 | 402,037 | 1,047,453 | 365,841 | 103,324 | 36,196 |
| Ohio | 11,808,427 | 12,192,518 | 12,303,835 | 10,809,969 | 1,493,866 | 12,534,515 | 3,219,204 | 11,108,369 | 2,702,047 | 1,426,145 | 517,157 |
| Oklahoma | 3,859,701 | 3,924,755 | 4,083,901 | 3,577,738 | 506,163 | 4,175,679 | 1,155,817 | 3,676,796 | 977,185 | 498,883 | 178,632 |
| Oregon .. | 5,531,213 | 5,744,633 | 6,000,874 | 4,812,288 | 1,188,585 | 5,845,470 | 1,201,961 | 4,823,651 | 861,490 | 1,021,819 | 340,471 |
| Pennsylvania | 11,823,354 | 12,176,869 | 12,566,618 | 11,358,294 | 1,208,324 | 13,051,113 | 3,125,549 | 11,862,813 | 2,697,999 | 1,188,300 | 427,550 |
| Rhode Island | 717,329 | 719,733 | 746,067 | 625,392 | 120,675 | 737,640 | 203,925 | 616,900 | 152,939 | 120,740 | 50,985 |
| South Carolina ... | 3,827,663 | 4,030,358 | 4,168,222 | 3,332,306 | 835,916 | 4,352,405 | 1,378,720 | 3,521,360 | 1,082,206 | 831,045 | 296,514 |
| South Dakota . | 739,971 | 744,419 | 777,182 | 695,739 | 81,443 | 784,051 | 249,952 | 701,541 | 210,705 | 82,510 | 39,248 |
| Tennessee .... | 4,156,217 | 4,194,080 | 4,317,495 | 3,659,273 | 658,222 | 4,172,603 | 1,489,430 | 3,543,128 | 1,242,388 | 629,474 | 247,042 |
| Texas ........ | 26,426,890 | 27,651,829 | 29,516,581 | 24,654,250 | 4,862,331 | 31,054,478 | 7,780,359 | 26,078,421 | 6,095,629 | 4,976,057 | 1,684,731 |
| Utah ..... | 4,461,853 | 4,744,745 | 4,995,994 | 4,789,432 | 206,562 | 5,349,506 | 861,268 | 5,146,187 | 780,993 | 203,318 | 80,275 |
| Vermont | 799,662 | 843,550 | 853,311 | 817,070 | 36,241 | 854,406 | 225,123 | 820,354 | 215,352 | 34,052 | 9,771 |
| Virginia | 8,367,116 | 8,757,799 | 9,099,520 | 7,941,651 | 1,157,869 | 9,540,486 | 2,498,653 | 8,365,692 | 2,036,985 | 1,174,794 | 461,668 |
| Washington ... | 7,403,283 | 7,740,652 | 8,201,301 | 7,156,641 | 1,044,661 | 8,588,560 | 2,358,072 | 7,682,816 | 2,042,435 | 905,744 | 315,636 |
| West Virginia .... | 1,813,682 | 1,761,432 | 1,762,607 | 1,606,421 | 156,186 | 1,819,173 | 546,824 | 1,671,460 | 495,852 | 147,713 | 50,972 |
| Wisconsin ... | 5,942,717 | 6,044,715 | 6,344,382 | 4,998,647 | 1,345,735 | 6,285,882 | 1,899,848 | 4,953,701 | 1,276,464 | 1,332,181 | 623,383 |
| Wyoming | 752,127 | 744,748 | 761,062 | 484,984 | 276,078 | 798,626 | 234,714 | 501,350 | 143,929 | 297,276 | 90,785 |
| U.S. Service Academies | 1,679,549 | 1,585,003 | 1,501,631 | 1,501,631 | 0 | 1,662,286 | 496,192 | 1,662,286 | 496,192 | 0 | 0 |
| Other jurisdictions ...... | 1,728,527 | 1,681,508 | 1,699,654 | 1,599,556 | 100,099 | 1,638,670 | 465,437 | 1,553,259 | 436,557 | 85,411 | 28,881 |
| American Samoa | 15,097 | 14,449 | 14,060 | 14,060 | 0 | 13,690 | 4,632 | 13,690 | 4,632 | 0 | 0 |
| Federated States of |  |  |  |  |  |  |  |  |  |  |  |
| Micronesia ................ | 23,134 | 22,472 | 27,695 | 0 | 27,695 | 18,324 | 6,245 | 0 | 0 | 18,324 | 6,245 |
| Guam | 136,515 | 129,808 | 136,246 | 99,906 | 36,340 | 116,302 | 25,718 | 81,853 | 16,489 | 34,449 | 9,229 |
| Marshall Islands ... | 18,381 | 13,552 | 15,117 | 0 | 15,117 | 11,382 | 3,503 |  | 0 | 11,382 | 3,503 |
| Northern Marianas ... | 18,085 | 18,031 | 17,849 | 17,849 | 0 | 19,048 | 2,151 | 19,048 | 2,151 | 0 | 0 |
| Palau .................. | 10,488 | 7,756 | 9,834 | 0 | 9,834 | 10,209 | 3,434 |  | 0 | 10,209 | 3,434 |
| Puerto Rico . | 1,418,143 | 1,393,668 | 1,400,211 | 1,389,098 | 11,113 | 1,362,861 | 403,871 | 1,351,813 | 397,401 | 11,048 | 6,470 |
| U.S. Virgin Islands ............ | 88,683 | 81,772 | 78,643 | 78,643 |  | 86,855 | 15,884 | 86,855 | 15,884 | 0 |  |

${ }^{1}$ Includes other categories not separately shown.
${ }^{2}$ Excludes expenditures for operations and maintenance, interest, and depreciation, which are included in the total
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes data for public institutions reporting data according to either the Governmental Accounting Standards Board (GASB) or the Financial ously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2013 through Spring 2016, Finance component. (This table was prepared December 2016.)

Table 334.30. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2014-15

| Level of finstituion and year | Total | Instruction | Research | Public serice | Academic <br> support | Student sevicies | $\begin{gathered} \text { Institutional } \\ \text { support } \end{gathered}$ | $\begin{array}{r} \text { Auxiliary } \\ \text { enterprises } \end{array}$ | $\begin{aligned} & \text { Net gergant } \\ & \text { studentis } \\ & \text { stud } \end{aligned}$ | Hospitas | $\left.\begin{array}{\|c} \text { Independent } \\ \text { operations } \end{array} \right\rvert\,$ | Othe |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 |  |  |  |  |  |  |  | 10 |  |  |  |
|  | In thousands of current dollars |  |  |  |  |  |  |  |  |  |  |  |
| All levels <br> 1999-2000 <br> 2001-02 ... <br> 2004-05 $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 6.476,338 $8,122,181$ $8,760,605$ 9,600 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | $\begin{aligned} & 7,1063 \\ & \hline, 685 \\ & \hline, 670 \end{aligned}$ |  |  |  |  |  |  |  |  |
|  |  |  | $\begin{aligned} & 594 \\ & 947 \\ & 943 \\ & 585 \\ & 585 \end{aligned}$ |  |  |  |  |  |  |  |  |  |
|  |  |  | $\begin{gathered} 285 \\ \hline 659 \\ \hline 392 \\ \hline, 546 \end{gathered}$ |  |  |  | $\begin{array}{r}123,894 \\ 197,956 \\ \hline\end{array}$ |  | $\begin{aligned} & 1,065 \\ & \hline \end{aligned}$ |  |  |  |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |
|  | 100.0010.00100.00100.00100.0010.0010.0010.0010.00100.00100010.0010.0010.00100.00100.00 | 32.27 <br> 32.20 <br> 32.14 <br> 32.51 <br> 32.84 <br> 32.93 <br> 32.10 <br> 32.13 <br> 32.86 <br> 32.88 <br> 32.63 <br> 32.64 <br> 32.80 <br> 32.87 <br> 32.45 <br>  | $\begin{aligned} & 10.40 \\ & 10.89 \\ & 11.19 \\ & 11.54 \\ & 11.64 \\ & 11.34 \\ & 11.00 \\ & 10.84 \\ & 10.80 \\ & 11.18 \\ & 11.38 \\ & 10.38 \\ & 10.94 \\ & 10.68 \\ & 10.28 \end{aligned}$ |  | 8.88 <br> 8.86 <br> 8.8 <br> 8.80 <br> 8.46 | $\begin{aligned} & 7.06 \\ & 7.13 \\ & 7.11 \\ & 7.23 \\ & 7.42 \end{aligned}$ | $\begin{aligned} & 13.19 \\ & 1.909 \\ & 13.99 \end{aligned}$ | $\begin{aligned} & 10.30 \\ & 10.36 \\ & 10.90 \\ & 10.92 \end{aligned}$ | 1.46 <br> 1.29 <br> 1.1.8 <br> 1.06 <br> 0.97 |  |  |  |
|  |  |  |  |  | 8.75 8.70 8.900 8.93 8.93 |  |  | $\begin{aligned} & 10.05 \\ & \hline 0.008 \\ & 9.950 \\ & 9.97 \end{aligned}$ | 0.61 0.58 0.55 0.55 0.57 |  |  | .73 .73 .94 .97 .64 |
|  |  |  |  |  | $\begin{aligned} & 8.92 \\ & 8.892 \\ & 8.092 \\ & 8.58 \end{aligned}$ | $\begin{aligned} & 8.00 \\ & \begin{array}{l} 8.06 \\ 8.74 \\ 8.48 \end{array} \\ & 8 \end{aligned}$ |  | $\begin{aligned} & 9.48 \\ & 9.98 \\ & 9.57 \\ & 9: 279 \\ & 8.99 \end{aligned}$ | 0.50 0.53 0.50 0.50 0.50 |  |  | .49 .79 .78 .78 |
|  | 100.00100.00100.00100.00100.00100.00100.00100.00100000100.00100.00100.00100.00100.00100.00 | $\begin{aligned} & 32.30 \\ & 32.10 \\ & 32.14 \\ & 32.50 \\ & 32.84 \\ & 32.90 \end{aligned}$ |  | $\begin{gathered} 1.80 \\ 1.89 \\ 1.89 \end{gathered}$ | 8.13 8.48 | $\begin{gathered} 7.002 \\ 7.09 \\ 7.00 \\ \hline 102 \\ \hline \end{gathered}$ |  | $\begin{aligned} & 10.32 \\ & 10.34 \\ & 1.960 \\ & 10.50 \end{aligned}$ |  |  | 3.45 <br> 3.7 <br> 3.89 <br> 4.07 |  |
|  |  |  | $\begin{aligned} & 110.09 \\ & 10.88 \\ & 1084 \end{aligned}$ | $\begin{aligned} & 1.66 \\ & \left.\begin{array}{l} 1.64 \\ 1.64 \\ 1.63 \end{array} \right\rvert\, \end{aligned}$ | $\begin{aligned} & 8.75 \\ & 8.89 \\ & 8.07 \end{aligned}$ | $\begin{gathered} 7,65 \\ 7.74, \\ 7.74, \\ 7.85 \end{gathered}$ | +13.35 | $\begin{aligned} & 10.06 \\ & 10.01 \\ & 9.96 \\ & 9.75 \end{aligned}$ |  | 8.30 <br> 8.88 <br> 8.89 <br> 8.9 |  |  |
|  |  |  | $\begin{aligned} & 11.43 \\ & 10.96 \\ & 10.69 \\ & 10.31 \end{aligned}$ | $\begin{gathered} 1.46 \\ 1.46 \\ 1.46 \\ 1.46 \end{gathered}$ | $\begin{aligned} & 8.92 \\ & 8.892 \\ & 8.89 \\ & 8.97 \end{aligned}$ | $\begin{aligned} & 7.97 \\ & .8 .06 \\ & 8.82 \\ & 8.41 \end{aligned}$ |  | $\begin{gathered} 9.50 \\ 9.52 \\ 9: 928 \\ 9: 202 \end{gathered}$ | $\begin{aligned} & 0.50 \\ & 0.50 \\ & 0.50 \\ & 0.50 \end{aligned}$ | $\begin{gathered} 9.38 \\ \hline 9.72 \\ \hline 0.71 \\ \hline 0.19 \end{gathered}$ | $\begin{gathered} 3.54 \\ \text { a.3. } \\ \text { a.3 } \\ \text { a.3 } \\ 3.35 \end{gathered}$ | 1.45 <br> $\begin{array}{l}1.76 \\ 1.53 \\ 1.75 \\ 1.65\end{array}$ |

[^126]Table 334.30. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2014-15-Continued

| Level of institution and year | Total | Instruction | Research | Public service | Academic support | Student services | Institutional support | Auxiliary enterprises ${ }^{1}$ | Net grant <br> aid to students ${ }^{2}$ | Hospitals | Independent operations | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| $\begin{aligned} & \text { 2-year } \\ & 1999-2000 \\ & 2001-02 \ldots . \\ & 2002-03 . . . \\ & 2003-04 . . . \\ & 2004-05 \ldots . . . \end{aligned}$ | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | $\begin{aligned} & 29.39 \\ & 33.87 \\ & 32.07 \\ & 33.64 \\ & 34.31 \end{aligned}$ | $\begin{aligned} & 0.59 \\ & 0.01 \\ & 0.03 \\ & 0.08 \\ & 0.09 \end{aligned}$ | $\begin{aligned} & 0.92 \\ & 1.22 \\ & 1.16 \\ & 1.27 \\ & 1.10 \end{aligned}$ | $\begin{aligned} & 3.79 \\ & 5.82 \\ & 5.65 \\ & 5.69 \\ & 5.70 \end{aligned}$ | $\begin{aligned} & 10.68 \\ & 13.11 \\ & 13.44 \\ & 13.27 \\ & 14.98 \end{aligned}$ | 20.47 26.55 26.34 30.33 28.81 | $\begin{aligned} & 7.84 \\ & 7.81 \\ & 9.75 \\ & 7.48 \\ & 7.43 \end{aligned}$ | $\begin{aligned} & 2.00 \\ & 2.58 \\ & 2.03 \\ & 2.88 \\ & 3.04 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.02 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.18 \\ & 0.20 \\ & 4.14 \\ & 0.23 \\ & 0.00 \end{aligned}$ | 24.15 8.80 5.39 5.13 4.54 |
|  | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | 37.85 33.63 34.53 33.48 33.74 | $\begin{aligned} & 0.10 \\ & 0.19 \\ & 0.18 \\ & 0.07 \\ & 0.12 \end{aligned}$ | $\begin{aligned} & 1.70 \\ & 1.66 \\ & 1.12 \\ & 0.73 \\ & 1.03 \end{aligned}$ | $\begin{aligned} & 6.99 \\ & 6.40 \\ & 6.79 \\ & 8.36 \\ & 8.75 \end{aligned}$ | $\begin{aligned} & 12.51 \\ & 13.86 \\ & 14.30 \\ & 13.78 \\ & 14.09 \end{aligned}$ | 25.08 27.68 27.67 28.66 27.59 | $\begin{aligned} & 7.84 \\ & 7.35 \\ & 7.07 \\ & 7.3 \\ & 7.01 \end{aligned}$ | $\begin{aligned} & 1.52 \\ & 2.77 \\ & 1.79 \\ & 1.44 \\ & 1.46 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | 6.40 6.46 6.55 5.95 6.22 |
| $\begin{aligned} & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | $\begin{array}{r} 100.00 \\ 100.00 \\ 100.00 \\ 100.00 \\ 100.00 \\ \hline \end{array}$ | $\begin{aligned} & 33.59 \\ & 34.83 \\ & 36.21 \\ & 35.66 \\ & 34.26 \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.05 \\ & 0.11 \\ & 0.07 \\ & 0.07 \\ & 0.17 \end{aligned}$ | $\begin{aligned} & 0.38 \\ & 0.35 \\ & 0.35 \\ & 0.31 \\ & 0.34 \end{aligned}$ | $\begin{array}{r} 8.56 \\ 8.77 \\ 7.83 \\ 8.77 \\ 10.79 \\ \hline \end{array}$ | $\begin{array}{r} 13.85 \\ 14.60 \\ 13.51 \\ 16.66 \\ 23.04 \\ \hline \hline \end{array}$ | 26.71 25.70 27.70 22.28 21.90 | $\begin{aligned} & 4.81 \\ & 4.03 \\ & 5.30 \\ & 5.74 \\ & 3.31 \end{aligned}$ | $\begin{aligned} & 0.22 \\ & 0.35 \\ & 0.94 \\ & 0.79 \\ & 0.51 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{array}{r} 11.83 \\ 11.25 \\ 8.10 \\ 9.72 \\ 5.68 \end{array}$ |
|  | Expenditure per full-time-equivalent student in constant 2015-16 dollars ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |
| All levels | $\begin{array}{r} \$ 44,689 \\ 46,589 \\ 47,730 \\ 47,683 \\ 47,821 \end{array}$ | $\begin{array}{r} \$ 14,420 \\ 15,003 \\ 15,342 \\ 15,500 \\ 15,707 \end{array}$ | $\begin{array}{r} \$ 4,647 \\ 5,71 \\ 5,302 \\ 5,503 \\ 5,550 \end{array}$ | $\begin{array}{r} \$ 802 \\ 842 \\ 899 \\ 902 \\ 867 \end{array}$ | $\begin{array}{r} \$ 3,609 \\ 3,943 \\ 3,903 \\ 4,004 \\ 4,047 \end{array}$ | $\begin{array}{r} \$ 3,154 \\ 3,222 \\ 3,396 \\ 3,448 \\ 3,549 \end{array}$ | $\begin{array}{r} \$ 5,868 \\ 6,0,99 \\ 6,296 \\ 6,377 \\ 6,364 \end{array}$ | $\begin{array}{r} \$ 4,601 \\ 4,899 \\ 4,755 \\ 4,803 \\ 4,741 \end{array}$ | $\begin{array}{r} \$ 655 \\ 601 \\ 562 \\ 504 \\ 463 \end{array}$ | $\begin{array}{r} \$ 4,077 \\ 3,577 \\ 3,630 \\ 3,828 \\ 3,977 \end{array}$ | $\begin{array}{r} \$ 1,527 \\ 1,777 \\ 1,856 \\ 1,930 \\ 1,830 \end{array}$ | $\begin{array}{r} \$ 1,329 \\ 1,325 \\ 1,790 \\ 884 \\ 728 \end{array}$ |
|  | 48,083 49,904 49,498 50,903 50,406 | 15,833 16,248 16,397 16,728 16,522 | $\begin{aligned} & 5,451 \\ & 5,402 \\ & 5,367 \\ & 5,497 \\ & 5,635 \end{aligned}$ | $\begin{aligned} & 799 \\ & 803 \\ & 809 \\ & 828 \\ & 726 \end{aligned}$ | 4,206 4,289 4,406 4,532 4,499 | $\begin{aligned} & 3,690 \\ & 3,780 \\ & 3,842 \\ & 3,967 \\ & 3,968 \end{aligned}$ | $\begin{aligned} & 6,449 \\ & 6,634 \\ & 6,809 \\ & 6,987 \\ & 6,752 \end{aligned}$ | 4,833 4,908 4,938 4,938 4,825 | 291 287 267 272 287 | $\begin{aligned} & 3,970 \\ & 4,099 \\ & 3,988 \\ & 4,296 \\ & 4,576 \end{aligned}$ | 1,730 1,845 1,812 1,857 1,791 | 832 800 862 1,001 826 |
|  | $\begin{aligned} & 50,035 \\ & 50,507 \\ & 50,863 \\ & 52,129 \\ & 53,709 \end{aligned}$ | 16,326 16,484 16,685 17,135 17,426 | $\begin{aligned} & 5,696 \\ & 5,525 \\ & 5,408 \\ & 5,359 \\ & 5,407 \end{aligned}$ | $\begin{aligned} & 740 \\ & 737 \\ & 712 \\ & 743 \\ & 780 \end{aligned}$ | 4,462 4,492 4,586 4,669 4,610 | 4,002 4,070 4,208 4,398 4,555 | 6,632 6,691 6,689 6,835 7,078 | 4,744 4,724 4,717 4,830 4,828 | 249 267 259 259 262 266 | 4,672 4,890 5,140 5,251 6,070 | 1,764 1,722 1,671 1,720 1,793 | 747 904 787 986 897 |
| 4-year <br> 1999-2000 <br> 2001-02 <br> 2003-04 <br> 2004-05 | $\begin{aligned} & 45,129 \\ & 46,888 \\ & 48,075 \\ & 48,021 \\ & 48,137 \end{aligned}$ | $\begin{aligned} & 14,577 \\ & 15,127 \\ & 15,453 \\ & 15,606 \\ & 15,807 \end{aligned}$ | 4,743 5,147 5,373 5,573 5,618 | $\begin{aligned} & 815 \\ & 851 \\ & 907 \\ & 910 \\ & 874 \end{aligned}$ | $\begin{aligned} & 3,667 \\ & 3,985 \\ & 3,939 \\ & 4,040 \\ & 4,081 \end{aligned}$ | $\begin{aligned} & 3,166 \\ & 3,332 \\ & 3,401 \\ & 3,456 \\ & 3,552 \end{aligned}$ | 5,888 6,111 6,303 6,376 6,365 | 4,659 4,857 4,790 4,845 4,779 | 658 602 563 502 461 | 4,165 3,915 3,679 3,877 4,025 | $\begin{aligned} & 1,558 \\ & 1,742 \\ & 1,869 \\ & 1,954 \\ & 1,852 \end{aligned}$ | 1,232 1,319 1,798 881 724 |
|  | $\begin{aligned} & 48,369 \\ & 49,322 \\ & 49,741 \\ & 51,155 \\ & 50,648 \end{aligned}$ | 15,915 16,323 16,475 16,810 16,600 | 5,510 5,448 5,414 5,543 5,681 | $\begin{aligned} & 804 \\ & 806 \\ & 814 \\ & 833 \\ & 730 \end{aligned}$ | 4,235 4,314 4,432 4,555 4,521 | 3,701 3,786 3,848 3,976 3,976 | 6,459 6,637 6,814 6,994 6,760 | 4,867 4,936 4,969 4,966 4,852 | 291 284 266 261 281 287 | 4,013 4,135 4,023 4,333 4,614 | $\begin{aligned} & 1,749 \\ & 1,861 \\ & 1,828 \\ & 1,873 \\ & 1,805 \end{aligned}$ | 826 794 856 999 822 |
| $\begin{aligned} & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | 50,366 50,821 51,137 52,381 54,157 | $\begin{aligned} & 16,432 \\ & 16,582 \\ & 16,770 \\ & 17,213 \\ & 17,567 \end{aligned}$ | 5,757 5,579 5,453 5,402 5,479 | $\begin{aligned} & 747 \\ & 744 \\ & 778 \\ & 749 \\ & 789 \end{aligned}$ | 4,493 4,520 4,613 4,692 4,642 | 4,017 4,084 4,222 4,405 4,553 | 6,648 6,710 6,702 6,853 7,114 | 4,785 4,763 4,749 4,859 4,883 | 251 269 260 263 268 | 4,722 4,939 5,183 5,293 6,151 | 1,783 1,739 1,685 1,734 1,817 | 730 892 781 917 894 |
| $\begin{aligned} & \text { 2-year } \\ & 1999-2000 . \\ & 2001-02 . . \\ & 2002-03 . . . \\ & 2003-04 . . . \\ & 2004-05 \ldots . . . \end{aligned}$ | $\begin{aligned} & 24,136 \\ & 19,91 \\ & 22,041 \\ & 21,205 \\ & 21,818 \end{aligned}$ | 7,093 6,745 7,069 7,132 7,486 | 142 3 7 16 19 | $\begin{aligned} & 222 \\ & 244 \\ & 256 \\ & 270 \\ & 241 \end{aligned}$ | $\begin{array}{r}915 \\ 1,159 \\ 1,245 \\ 1,206 \\ 1,244 \\ \hline 1\end{array}$ | 2,577 2,611 2,962 2,813 3,268 | 4,940 5,286 5,806 6,432 6,286 | 1,892 1,554 2,148 1,586 1,620 | 484 514 448 611 663 | 0 3 0 0 0 | 44 39 912 50 0 | 5,828 1,752 1,188 1,088 990 |
|  | $\begin{aligned} & 21,840 \\ & 22,759 \\ & 22,361 \\ & 21,23 \\ & 20,918 \end{aligned}$ | $\begin{aligned} & 8,266 \\ & 7,654 \\ & 7,722 \\ & 7,109 \\ & 7,057 \end{aligned}$ | 22 43 41 15 25 | $\begin{aligned} & 372 \\ & 377 \\ & 249 \\ & 154 \\ & 215 \end{aligned}$ | $\begin{aligned} & 1,527 \\ & 1,456 \\ & 1,519 \\ & 1,775 \\ & 1,829 \end{aligned}$ | 2,732 3,155 3,198 2,927 2,947 | 5,478 6,300 6,186 6,085 5,771 | 1,713 1,673 1,581 1,598 1,467 | 333 630 400 306 306 | 0 0 0 0 0 | 0 0 0 0 0 | 1,398 1,469 1,464 1,263 1,300 |
| $\begin{aligned} & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | 19,244 18,844 18,380 20,937 20,228 | 6,463 6,559 6,655 7,467 6,931 | $\begin{array}{r} 9 \\ 22 \\ 12 \\ 15 \\ 35 \end{array}$ | $\begin{aligned} & 73 \\ & 66 \\ & 65 \\ & 65 \\ & 69 \end{aligned}$ | 1,648 1,652 1,439 1,836 2,182 | $\begin{aligned} & 2,666 \\ & 2,750 \\ & 2,484 \\ & 3,488 \\ & 4,661 \end{aligned}$ | 5,140 4,840 5,091 4,665 4,431 | $\begin{array}{r} 926 \\ 760 \\ 974 \\ 1,202 \\ 669 \end{array}$ | $\begin{array}{r} 42 \\ 67 \\ 172 \\ 164 \\ 103 \end{array}$ | 0 0 0 0 0 | 0 0 0 0 0 | 2,276 2,119 1,489 2,036 1,148 |

Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.
${ }^{2}$ Excludes tuition, fee, and auxiliary enterprise allowances and agency transactions, such as student awards made from contributed funds or grant funds. These exclusions account for the majority of total student grants.
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years
that end in the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDSEF:99); Spring 2001 through Spring 2007, Enrollment component; Spring 2008 through Spring 2015, Fall Enrollment component; and Spring 2001 through Spring 2016, Finance component. (This table was prepared December 2016.)

Table 334.40. Total expenditures of private nonprofit degree-granting postsecondary institutions, by purpose and classification of institution: 2014-15


## \#Rounds to zero.

${ }^{1}$ Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.
${ }^{2}$ Excludes tuition, fee, and auxiliary enterprise allowances and agency transactions, such as student awards made from contributed funds or grant funds. These exclusions account for the majority of total student grants.
${ }^{3}$ Research universities with a very high level of research activity.
${ }^{4}$ Research universities with a high level of research activity.
${ }^{5}$ Institutions that award at least 20 doctor's degrees per year, but did not have high levels of research activity.
${ }^{6}$ Institutions that award at least 50 master's degrees per year.
${ }^{7}$ Institutions that primarily emphasize undergraduate education. Also includes institutions classified as 4-year under the IPEDS system, which had been classified as baccalaureate/associate's colleges in the Carnegie classification system because they primarily award associate's degrees.
${ }^{8}$ Four-year institutions that award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering.
${ }^{9}$ Tribally controlled colleges, which are located on reservations and are members of the American Indian Higher Education Consortium.
NOTE: Relative levels of research activity for research universities were determined by an analysis of research and development expenditures, science and engineering research staffing, and doctoral degrees conferred, by field. Further information on the Carnegie 2015 classification system used in this table may be obtained from http://carnegieclassifications.iu.edu/. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the academic year noted. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2015, Fall Enrollment component; and Spring 2016, Finance component. (This table was prepared December 2016.)

Table 334.50. Total expenditures of private for-profit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2014-15

| Year and level of institution | Total | Instruction | Research and public service | Student services, academic and institutional support | Auxiliary enterprises ${ }^{1}$ | Net grant aid to students ${ }^{2}$ | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|  | In thousands of current dollars |  |  |  |  |  |  |
| All levels $\begin{aligned} & 1999-2000 \\ & 2001-20 \\ & 2002-03 \\ & 2003-04 \\ & 2004-05 \end{aligned}$ | $\begin{array}{r} \$ 3,846,246 \\ 5,087,292 \\ 6,110,378 \\ 7,364,012 \\ 8,830,792 \end{array}$ | $\begin{array}{r} \$ 1,171,732 \\ 1,1717,389 \\ 1,747,725 \\ 1,883,733 \\ 2,313,895 \end{array}$ | $\begin{array}{r} \$ 24,738 \\ 16,632 \\ 17,987 \\ 8,606 \\ 7,583 \end{array}$ | $\$ 2,041,594$ $2,971,225$ $3,670,218$ $4,592,730$ $5,693,200$ | $\begin{array}{r} \$ 144,305 \\ 213,195 \\ 240,380 \\ 249,472 \\ 269,883 \end{array}$ | $\begin{array}{r} \$ 26,278 \\ 2,283 \\ 36,031 \\ 56,467 \\ 54,819 \end{array}$ | $\$ 437,599$ 339,567 398,037 573,004 491,411 |
|  | $\begin{aligned} & 10,208,845 \\ & 12,152,366 \\ & 13,940,442 \\ & 16,375,034 \\ & 19,973,034 \end{aligned}$ | $2,586,870$ $2,884,401$ $3,238,406$ $3,86,258$ $4,759,300$ | $\begin{array}{r} 8,445 \\ 6,087 \\ 9,547 \\ 9,999 \\ 13,257 \end{array}$ | $\begin{array}{r} 6,569,329 \\ 7,760,044 \\ 9,322,781 \\ 11,069,416 \\ 13,230,271 \end{array}$ | $\begin{aligned} & 276,587 \\ & 332,887 \\ & 421,714 \\ & 396,715 \\ & 466,040 \end{aligned}$ | $\begin{array}{r} 66,569 \\ 68,300 \\ 82,072 \\ 44,440 \\ 120,032 \end{array}$ | $\begin{array}{r} 701,044 \\ 1,100,568 \\ 865,922 \\ 978,267 \\ 1,384,134 \end{array}$ |
| $\begin{aligned} & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | $\begin{aligned} & 22,632,244 \\ & 22,713,683 \\ & 21,923,722 \\ & 20,644,, 593 \\ & 18,442,545 \end{aligned}$ | $\begin{aligned} & 5,656,167 \\ & 5,538,070 \\ & 5,467,671 \\ & 5,536,025 \\ & 4,921,812 \end{aligned}$ | 19,327 42,657 27,729 16,447 19,853 | $14,853,799$ $15,111,978$ $14,294,090$ $13,103,182$ $11,622,423$ | 486,433 489,409 467,973 472,204 506,100 | 87,151 54,579 53,555 36,569 35,524 | $\begin{aligned} & 1,529,368 \\ & 1,476,991 \\ & 1,612,705 \\ & 1,40,166 \\ & 1,336,833 \end{aligned}$ |
| 4-year <br> 1999-2000 $\qquad$ <br> 2001-02 <br> 2002-03 $\qquad$ <br> 2003-04 <br> 2004-05 $\qquad$ | $\begin{aligned} & 2,022,622 \\ & 3,064,929 \\ & 3,754,727 \\ & 4,81,864 \\ & 5,989,792 \end{aligned}$ | $\begin{array}{r} 595,976 \\ 883,989 \\ 1,030,470 \\ 1,143,50 \\ 1,430,196 \end{array}$ | $\begin{aligned} & 4,393 \\ & 3,192 \\ & 5,339 \\ & 3,705 \\ & 3,513 \end{aligned}$ | $\begin{array}{r} 1,104,001 \\ 1,84,373 \\ 2,337,388 \\ 3,108,697 \\ 4,110,514 \end{array}$ | $\begin{array}{r} 92,071 \\ 134,740 \\ 153,528 \\ 1680,069 \\ 180,036 \end{array}$ | $\begin{array}{r} 11,805 \\ 8,229 \\ 14,813 \\ 32,603 \\ 38,639 \end{array}$ | $\begin{aligned} & 214,377 \\ & 174,495 \\ & 213,190 \\ & 365,740 \\ & 266,894 \end{aligned}$ |
|  | $\begin{array}{r} 7,218,830 \\ 8,837,598 \\ 10,424,536 \\ 12,409,748 \\ 15,286,893 \end{array}$ | $\begin{array}{r} 1,680,603 \\ 1,857,765 \\ 2,149,651 \\ 2,586,133 \\ 3,268,070 \end{array}$ | $\begin{array}{r} 4,065 \\ 4,03 \\ 7,534 \\ 7,629 \\ 10,726 \end{array}$ | $\begin{array}{r} 4,985,531 \\ 5,909,914 \\ 7,335,592 \\ 8,893,714 \\ 10,732,002 \end{array}$ | $\begin{aligned} & 179,064 \\ & 228,624 \\ & 312,834 \\ & 276,211 \\ & 337,499 \end{aligned}$ | $\begin{aligned} & 54,291 \\ & 56,930 \\ & 71,324 \\ & 33,417 \\ & 72,082 \end{aligned}$ | $\begin{aligned} & 315,276 \\ & 780,063 \\ & 547,602 \\ & 613,644 \\ & 866,514 \end{aligned}$ |
| $\begin{aligned} & 2010-11 \\ & 201-12 \\ & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | $\begin{aligned} & 17,141,926 \\ & 17,407,585 \\ & 16,759,402 \\ & 16,017,246 \\ & 14,629,805 \end{aligned}$ | $\begin{aligned} & 3,925,347 \\ & 3,928,930 \\ & 3,939,227 \\ & 4,078,270 \\ & 3,783,254 \end{aligned}$ | 15,582 37,912 24,432 15,190 17,729 | $\begin{array}{r} 12,031,073 \\ 12,153,860 \\ 11,377,216 \\ 10,545,883 \\ 9,615,335 \end{array}$ | $\begin{aligned} & 343,319 \\ & 349,405 \\ & 359,987 \\ & 371,018 \\ & 336,326 \end{aligned}$ | 74,921 51,818 46,446 32,306 33,089 | $\begin{array}{r} 751,684 \\ 88,687 \\ 1,012,095 \\ 974,759 \\ 894,073 \end{array}$ |
| $\begin{aligned} & 2 \text {-year } \\ & \text { 1999-2000 } \\ & 2001-02 \ldots . . . \\ & 2002-03 . . . \\ & 2003-04 \ldots . . \\ & 2004-05 \ldots . . \end{aligned}$ | $1,823,624$ $2,040,363$ $2,355,650$ $2,542,148$ $2,840,999$ | 575,756 633,490 717,255 740,683 883,699 | 20,345 13,440 12,648 4,901 4,070 | $\begin{array}{r} 937,593 \\ 1,134,853 \\ 1,332,830 \\ 1,484,033 \\ 1,582,687 \end{array}$ | 52,234 78,455 86,853 81,403 89,846 | $\begin{aligned} & 14,43 \\ & 15,054 \\ & 21,218 \\ & 23,864 \\ & 16,181 \end{aligned}$ | $\begin{aligned} & 223,223 \\ & 165,071 \\ & 184,846 \\ & 207,264 \\ & 264,517 \end{aligned}$ |
|  | $\begin{aligned} & 2,990,015 \\ & 3,314,768 \\ & 3,515,906 \\ & 3,96,287 \\ & 4,686,142 \end{aligned}$ | $\begin{array}{r} 906,267 \\ 1,026,76 \\ 1,088,755 \\ 1,291,124 \\ 1,491,230 \end{array}$ | 4,381 1,784 2,014 2,310 2,531 | $\begin{array}{r} 1,583,798 \\ 1,850,129 \\ 1,987,189 \\ 2,177,703 \\ 2,498,269 \end{array}$ | 97,523 104,264 108,880 120,504 128,542 | $\begin{aligned} & 12,278 \\ & 11,770 \\ & 10,747 \\ & 11,023 \\ & 47,950 \end{aligned}$ | $\begin{aligned} & 385,768 \\ & 320,505 \\ & 318,320 \\ & 364,623 \\ & 517,619 \end{aligned}$ |
|  | $5,490,318$ $5,306,098$ $5,164,320$ $4,2627,347$ $3,812,739$ | $\begin{array}{r} 1,730,820 \\ 1,609,67 \\ 1,528,444 \\ 1,457,755 \\ 1,188,558 \\ \hline \end{array}$ | $\begin{aligned} & 3,744 \\ & 4,745 \\ & 3,297 \\ & 1,257 \\ & 2,124 \end{aligned}$ | $\begin{aligned} & \text { 2,822,726 } \\ & \text { 2,958,18 } \\ & \text { 2,916,874 } \\ & \text { 2,557,99 } \\ & \text { 2,007,088 } \end{aligned}$ | $\begin{aligned} & 143,113 \\ & 140,004 \\ & 107,986 \\ & 101,186 \\ & 169,774 \\ & \hline \end{aligned}$ | $\begin{array}{r} 12,230 \\ 2,761 \\ 7,109 \\ 4,263 \\ 2,435 \\ \hline \end{array}$ | 777,685 <br> 591,304 <br> 600,609 <br> 505,588 <br> 442,760 |
|  | Percentage distribution |  |  |  |  |  |  |
| All levels | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | 30.46 29.83 28.60 25.58 26.20 | 0.64 0.33 0.29 0.12 0.09 | $\begin{aligned} & 53.08 \\ & 58.52 \\ & 60.07 \\ & 62.37 \\ & 64.47 \end{aligned}$ | 3.75 4.19 3.93 3.39 3.06 | 0.68 0.46 0.59 0.77 0.62 | 11.38 6.67 6.51 7.78 5.56 |
|  | 100.00 100.00 100.00 100.00 100.00 | 25.34 23.74 23.74 23.67 23.83 | $\begin{aligned} & 0.08 \\ & 0.05 \\ & 0.07 \\ & 0.06 \\ & 0.07 \end{aligned}$ | $\begin{aligned} & 64.35 \\ & 63.86 \\ & 66.88 \\ & 67.60 \\ & 66.24 \end{aligned}$ | 2.71 2.74 3.03 2.42 2.33 | 0.65 0.56 0.59 0.27 0.60 | 6.87 9.06 6.21 5.97 6.93 |
|  | 100.00 100.00 100.00 100.00 100.00 | 24.99 24.38 24.94 26.82 26.69 | $\begin{aligned} & 0.09 \\ & 0.19 \\ & 0.13 \\ & 0.08 \\ & 0.11 \end{aligned}$ | $\begin{aligned} & 65.63 \\ & 66.53 \\ & 65.20 \\ & 63.47 \\ & 63.02 \end{aligned}$ | 2.15 2.15 2.15 2.29 2.74 | $\begin{aligned} & 0.39 \\ & 0.24 \\ & 0.24 \\ & 0.18 \\ & 0.19 \end{aligned}$ | 6.76 6.50 7.36 7.17 7.25 |
| 4-year $\qquad$ | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | 29.47 29.01 27.44 23.71 23.88 | $\begin{aligned} & 0.22 \\ & 0.10 \\ & 0.14 \\ & 0.08 \\ & 0.06 \end{aligned}$ | $\begin{aligned} & 54.58 \\ & 60.47 \\ & 62.25 \\ & 64.47 \\ & 68.63 \end{aligned}$ | 4.55 4.42 4.09 3.49 3.01 | $\begin{aligned} & 0.58 \\ & 0.27 \\ & 0.39 \\ & 0.68 \\ & 0.65 \end{aligned}$ | 10.60 5.73 5.68 7.59 3.79 |
|  | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | 23.28 21.02 20.62 20.83 21.38 | $\begin{aligned} & 0.06 \\ & 0.05 \\ & 0.07 \\ & 0.06 \\ & 0.07 \end{aligned}$ | 69.06 66.87 70.37 71.67 70.20 | 2.48 2.59 3.00 2.23 2.21 | $\begin{aligned} & 0.75 \\ & 0.64 \\ & 0.68 \\ & 0.27 \\ & 0.47 \end{aligned}$ | 4.37 8.83 5.85 4.94 5.67 |
|  | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | $\begin{aligned} & 22.90 \\ & 22.57 \\ & 23.50 \\ & 25.46 \\ & 25.52 \end{aligned}$ | $\begin{aligned} & 0.09 \\ & 0.22 \\ & 0.15 \\ & 0.09 \\ & 0.12 \end{aligned}$ | $\begin{aligned} & 70.19 \\ & 69.82 \\ & 67.89 \\ & 65.84 \\ & 65.72 \end{aligned}$ | 2.00 2.01 2.15 2.15 2.30 | $\begin{aligned} & 0.44 \\ & 0.30 \\ & 0.28 \\ & 0.20 \\ & 0.23 \end{aligned}$ | 4.39 5.09 6.04 6.08 6.11 |

See notes at end of table.

Table 334.50. Total expenditures of private for-profit degree-granting postsecondary institutions, by purpose and level of institution: Selected years, 1999-2000 through 2014-15-Continued

| Year and level of institution | Total | Instruction | Research and public service | Student services, academic and institutional support | Auxiliary enterprises ${ }^{1}$ | Net grant aid to students ${ }^{2}$ | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| $\begin{aligned} & \text { 2-year } \\ & 1999-2000 \\ & 2001-02 \ldots . . \\ & 2002-03 . . . \\ & 2003-04 . . \\ & 2004-05 \ldots . \end{aligned}$ | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | $\begin{aligned} & 31.57 \\ & 31.05 \\ & 30.45 \\ & 29.14 \\ & 31.11 \end{aligned}$ | $\begin{aligned} & 1.12 \\ & 0.66 \\ & 0.54 \\ & 0.19 \\ & 0.14 \end{aligned}$ | $\begin{aligned} & 51.41 \\ & 55.62 \\ & 56.58 \\ & 58.38 \\ & 55.71 \end{aligned}$ | $\begin{aligned} & 2.86 \\ & 3.85 \\ & 3.69 \\ & 3.20 \\ & 3.16 \end{aligned}$ | 0.79 0.74 0.90 0.94 0.57 | 12.24 8.09 7.85 8.15 9.31 |
|  | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | $\begin{aligned} & 30.31 \\ & 30.97 \\ & 30.97 \\ & 32.56 \\ & 31.82 \end{aligned}$ | $\begin{aligned} & 0.15 \\ & 0.05 \\ & 0.06 \\ & 0.06 \\ & 0.05 \end{aligned}$ | $\begin{aligned} & 52.97 \\ & 55.81 \\ & 56.52 \\ & 54.87 \\ & 53.31 \end{aligned}$ | $\begin{aligned} & 3.26 \\ & 3.15 \\ & 3.10 \\ & 3.04 \\ & 2.74 \end{aligned}$ | 0.41 0.34 0.31 0.28 1.02 | 12.90 9.67 9.05 9.20 11.05 |
|  | $\begin{aligned} & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \\ & 100.00 \end{aligned}$ | $\begin{aligned} & 31.52 \\ & 30.33 \\ & 29.60 \\ & 31.50 \\ & 31.17 \end{aligned}$ | $\begin{aligned} & 0.07 \\ & 0.09 \\ & 0.06 \\ & 0.03 \\ & 0.06 \\ & \hline \end{aligned}$ | $\begin{aligned} & 51.41 \\ & 55.75 \\ & 56.48 \\ & 55.26 \\ & 52.64 \end{aligned}$ | $\begin{aligned} & 2.61 \\ & 2.64 \\ & 2.09 \\ & 2.19 \\ & 4.45 \end{aligned}$ | $\begin{aligned} & 0.22 \\ & 0.05 \\ & 0.14 \\ & 0.09 \\ & 0.06 \\ & \hline \end{aligned}$ | 14.16 <br> 11.14 <br> 11.63 <br> 10.93 <br> 11.61 |
|  | Total expenditures per full-time-equivalent student in constant 2015-16 dollars ${ }^{3}$ |  |  |  |  |  |  |
| All levels $\begin{aligned} & 1999-2000 \\ & 2001-02 . . . \\ & 2002-03 \\ & 2003-04 . . \\ & 2004-05 \ldots . \end{aligned}$ | $\begin{array}{r} \$ 14,075 \\ 14,901 \\ 14,787 \\ 14,573 \\ 13,928 \end{array}$ | $\begin{array}{r} \$ 4,288 \\ 4,445 \\ 4,229 \\ 3,728 \\ 3,650 \end{array}$ | $\$ 91$ 49 44 17 12 | $\begin{array}{r} \$ 7,471 \\ 8,721 \\ 8,882 \\ 9,889 \\ 8,890 \end{array}$ | $\begin{array}{r} \$ 528 \\ 624 \\ 582 \\ 494 \\ 426 \end{array}$ | $\$ 96$ 68 87 112 86 | $\begin{array}{r} \$ 1,601 \\ 995 \\ 963 \\ 1,134 \\ 775 \end{array}$ |
|  | 13,574 15,034 15,225 14,71 14,739 | 3,440 3,568 3,537 3,378 3,512 | 11 8 10 9 10 | 8,735 9,600 10,182 9,647 9,763 | 368 412 461 346 344 | 89 84 90 39 89 | 932 1,362 946 853 1,021 |
|  | 14,751 14,753 15,988 19,741 15,717 | 3,687 3,597 3,980 5,294 4,194 | 13 28 20 16 17 | 9,681 9,816 10,404 12,530 9,905 | 317 318 341 452 431 | 57 35 39 35 35 30 | 997 959 1,174 1,415 1,139 |
|  | 13,636 14,737 14,212 14,457 13,447 | 4,018 4,275 3,900 3,427 3,211 | 30 15 20 11 8 | 7,443 8,911 8,847 9,321 9,228 | 621 652 581 504 404 | 80 40 56 98 87 | 1,445 844 807 1,097 509 |
|  | $\begin{aligned} & 13,049 \\ & 14,650 \\ & 14,871 \\ & 14,058 \\ & 15,537 \end{aligned}$ | 3,038 3,080 3,067 3,928 3,215 | 7 7 71 9 11 | $\begin{array}{r} 9,012 \\ 9,997 \\ 10,464 \\ 10,075 \\ 10,556 \end{array}$ | 324 379 446 313 332 | 98 94 102 38 71 | 570 1,293 781 695 852 |
| $\begin{aligned} & 2010-11 \\ & 2011-12 \\ & 2012-13 \\ & 2013-14 \\ & 2014-15 \end{aligned}$ | 14,689 14,547 15,586 20,839 15,470 | 3,364 3,283 3,663 5,306 3,948 | 13 32 23 20 19 | 10,309 10,157 10,581 13,721 10,168 | 294 292 335 483 356 | 64 43 43 42 35 | 644 740 941 1,268 945 |
| $\begin{aligned} & \text { 2-year } \\ & \text { 2099-2000 } \\ & 2001-02 . . . \\ & 2002-03 . . . \\ & 2003-04 . . . . \\ & 2004-05 . . . \end{aligned}$ | $\begin{aligned} & 14,596 \\ & 15,154 \\ & 15,807 \\ & 14,98 \\ & 15,066 \end{aligned}$ | 4,608 4,705 4,813 4,311 4,686 | 163 100 85 29 22 | $\begin{aligned} & 7,504 \\ & 8,429 \\ & 8,944 \\ & 8,638 \\ & 8,393 \end{aligned}$ | 418 583 583 474 476 | $\begin{array}{r}116 \\ 112 \\ 142 \\ 139 \\ 86 \\ \hline 6\end{array}$ | 1,787 1,226 1,240 1,206 1,403 |
| $\begin{aligned} & \text { 2005-06 ............................................................. } \\ & \text { 206-07....................................................... } \\ & \text { 2007-08 } \\ & \text { 2008-09............................................................................................... } \\ & \text { 2009-10........................................................ } \end{aligned}$ | 15,038 16,163 16,382 14,983 13,843 | $\begin{aligned} & 4,558 \\ & 5,006 \\ & 5,073 \\ & 4,879 \\ & 4,405 \end{aligned}$ | 22 9 9 9 7 | 7,965 9,022 9,259 8,221 7,380 | 490 508 507 455 380 | 62 55 50 42 142 | 1,940 1,563 1,483 1,378 1,529 |
|  | $\begin{aligned} & 14,949 \\ & 15,472 \\ & 17,298 \\ & 16,696 \\ & 16,742 \end{aligned}$ | $\begin{aligned} & 4,713 \\ & 4,692 \\ & 5,120 \\ & 5,260 \\ & 5,219 \end{aligned}$ | 10 14 11 5 9 | $\begin{aligned} & 7,686 \\ & 8,625 \\ & 9,770 \\ & 9,227 \\ & 8,813 \end{aligned}$ | 390 408 362 365 745 | 33 8 24 15 11 | 2,117 1,724 2,012 1,824 1,944 |

${ }^{1}$ Essentially self-supporting operations of institutions that furnish a service to students, faculty, or staff, such as residence halls and food services.
${ }^{2}$ Excludes tuition, fee, and auxiliary enterprise allowances and agency transactions, such as student awards made from contributed funds or grant funds. These exclusions account for the majority of total student grants.
${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in
the academic year noted. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:99); Spring 2001 through Spring 2007, Enrollment component; Spring 2008 through Spring 2015, Fall Enrollment component; and Spring 2001 through Spring 2016, Finance component. (This table was prepared December 2016.)

Table 334.70. Total expenditures of private nonprofit and for-profit degree-granting postsecondary institutions, by state or jurisdiction: Selected years, 1999-2000 through 2014-15
[In thousands of current dollars]

| State or jurisdiction | Nonprofit institutions |  |  |  |  |  | For-profit institutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1999-2000 | 2004-05 | 2009-10 | 2012-13 | 2013-14 | 2014-15 | 1999-2000 | 2004-05 | 2009-10 | 2012-13 | 2013-14 | 2014-15 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| United States .. | \$80,613,037 | \$110,394,127 | \$145,115,244 | \$165,515,671 | \$172,529,736 | \$181,661,777 | \$3,846,246 | \$8,830,792 | \$19,973,034 | \$21,923,722 | \$20,644,593 | \$18,442,545 |
| Alabama | 393,465 | 459,250 | 561,968 | 629,327 | 657,549 | 674,679 | 88,190 | 60,629 | 139,366 | 235,259 | 230,833 | 205,571 |
| Alaska . | 19,042 | 21,076 | 16,249 | 20,965 | 20,503 | 20,867 | 3,559 | 3,986 | 19,302 | 59,584 | 56,715 | 53,750 |
| Arizona | 143,698 | 147,825 | 176,443 | 251,981 | 313,229 | 271,309 | 278,286 | 1,095,783 | 3,412,261 | 3,003,342 | 2,652,208 | 2,667,335 |
| Arkansas . | 230,860 | 239,357 | 289,868 | 353,657 | 365,289 | 383,228 | 5,828 | 11,574 | 31,263 | 23,245 | 18,418 | 11,993 |
| California ................ | 7,871,651 | 10,728,872 | 13,925,287 | 15,817,350 | 16,959,940 | 18,020,883 | 666,020 | 1,243,346 | 2,551,481 | 3,016,978 | 3,491,326 | 2,945,780 |
| Colorado | 376,887 | 524,349 | 626,838 | 743,812 | 751,330 | 794,092 | 154,801 | 320,550 | 661,384 | 719,232 | 717,552 | 588,811 |
| Connecticut ... | 2,094,981 | 2,882,963 | 3,950,481 | 4,557,470 | 4,724,751 | 4,918,779 | 18,110 | 41,931 | 59,726 | 118,571 | 109,443 | 109,962 |
| Delaware ....... | 52,533 | 87,617 | 132,851 | 148,481 | 141,488 | 148,398 | $\dagger$ | $\dagger$ | 4,042 | 4,480 | 3,219 | 3,003 |
| District of Columbia . | 2,267,409 | 2,824,081 | 3,687,042 | 3,976,868 | 4,117,223 | 4,210,736 | 59,375 | 127,859 | 66,677 | 70,981 | 57,139 | 73,921 |
| Florida .................... | 2,031,623 | 3,067,443 | 4,592,898 | 5,570,552 | 5,622,693 | 6,480,063 | 315,721 | 781,280 | 1,825,704 | 2,083,658 | 2,000,148 | 1,324,080 |
| Georgia .................. | 2,635,438 | 3,442,374 | 4,497,299 | 5,530,171 | 5,680,638 | 5,959,965 | 106,794 | 261,219 | 678,839 | 707,447 | 628,350 | 570,359 |
| Hawaii .................... | 209,135 | 195,152 | 210,680 | 262,526 | 255,366 | 233,563 | 9,422 | 24,996 | 34,299 | 51,477 | 49,490 | 28,591 |
| Idaho . | 118,150 | 164,694 | 228,589 | 298,747 | 315,995 | 324,130 | 5,932 | 13,073 | 32,602 | 36,771 | 30,718 | 26,411 |
| Illinois .. | 5,668,566 | 7,113,842 | 9,512,165 | 11,186,662 | 11,578,652 | 11,895,518 | 166,956 | 620,678 | 1,100,032 | 1,274,607 | 1,201,548 | 1,176,410 |
| Indiana | 1,343,315 | 1,796,767 | 2,251,554 | 2,557,015 | 2,672,361 | 2,804,464 | 89,932 | 211,310 | 591,600 | 613,850 | 557,518 | 493,254 |
| Iowa .. | 740,760 | 921,320 | 1,156,393 | 1,261,785 | 1,298,494 | 1,330,362 | 34,311 | 146,688 | 1,000,405 | 1,144,987 | 549,337 | 522,514 |
| Kansas . | 208,729 | 265,476 | 364,286 | 444,498 | 456,307 | 461,312 | 9,156 | 11,213 | 47,645 | 84,242 | 138,197 | 147,181 |
| Kentucky ................ | 400,513 | 470,392 | 597,495 | 727,923 | 712,235 | 739,830 | 55,010 | 114,564 | 242,672 | 269,760 | 249,044 | 223,758 |
| Louisiana ............... | 746,629 | 940,075 | 1,089,736 | 1,202,971 | 1,216,894 | 1,238,465 | 31,675 | 70,241 | 111,844 | 106,710 | 99,281 | 92,456 |
| Maine ..................... | 316,114 | 422,938 | 552,463 | 640,969 | 670,634 | 699,939 | 7,137 | 5,648 | 12,409 | 13,023 | 16,405 | 16,901 |
| Maryland ................. | 2,205,880 | 3,497,182 | 4,792,089 | 5,535,099 | 5,746,173 | 5,934,298 | 5,354 | 41,717 | 115,071 | 100,249 | 98,850 | 84,647 |
| Massachusetts ......... | 7,591,344 | 10,799,206 | 13,862,598 | 15,939,816 | 16,388,566 | 16,989,586 | 34,893 | 64,126 | 118,526 | 120,182 | 109,120 | 115,155 |
| Michigan ................. | 995,384 | 1,327,051 | 1,638,367 | 1,731,507 | 1,740,691 | 1,731,503 | 25,340 | 55,391 | 120,070 | 163,271 | 127,760 | 113,025 |
| Minnesota ............... | 1,004,427 | 1,297,457 | 1,622,869 | 1,757,253 | 1,795,111 | 1,808,566 | 123,571 | 325,758 | 928,396 | 1,168,273 | 1,163,083 | 1,141,688 |
| Mississippi .............. | 150,123 | 178,142 | 225,484 | 257,215 | 252,514 | 264,097 | $\dagger$ | 8,369 | 21,061 | 32,917 | 31,127 | 26,899 |
| Missouri ................. | 2,144,299 | 3,128,635 | 3,958,548 | 4,479,649 | 4,674,575 | 4,805,289 | 100,307 | 196,447 | 331,391 | 342,705 | 264,185 | 234,568 |
| Montana .................. | 69,426 | 91,446 | 116,161 | 111,276 | 111,050 | 114,605 | $\dagger$ | $\dagger$ |  |  | $\dagger$ | $\dagger$ |
| Nebraska ................ | 387,569 | 557,724 | 709,182 | 733,066 | 707,006 | 707,995 | 12,051 | 25,524 | 41,559 | 39,015 | 36,602 | 32,296 |
| Nevada .................. | 7,006 | 9,637 | 73,701 | 130,845 | 111,867 | 145,376 | 29,278 | 104,949 | 143,358 | 149,537 | 133,061 | 111,422 |
| New Hampshire ....... | 589,823 | 883,914 | 1,085,570 | 1,292,205 | 1,382,865 | 1,535,994 | 21,831 | 41,599 | 36,737 | 42,598 | 48,589 | 41,448 |
| New Jersey ............. | 1,362,090 | 1,873,156 | 2,591,234 | 2,803,276 | 2,971,977 | 3,074,725 | 61,109 | 85,429 | 126,833 | 141,366 | 165,994 | 164,603 |
| New Mexico ............ | 54,280 | 54,076 | 30,447 | 34,809 | 34,667 | 37,680 | 25,806 | 35,073 | 83,708 | 110,443 | 101,183 | 88,978 |
| New York ................. | 12,519,671 | 17,680,799 | 23,511,385 | 26,742,735 | 28,139,009 | 29,622,083 | 326,329 | 624,764 | 762,214 | 899,389 | 884,033 | 879,182 |
| North Carolina ......... | 3,530,337 | 4,808,306 | 6,451,308 | 7,263,282 | 7,705,625 | 7,952,693 | 4,041 | 38,078 | 186,514 | 286,151 | 297,354 | 281,296 |
| North Dakota ........... | 56,000 | 88,860 | 87,938 | 118,499 | 131,991 | 133,477 | 1,145 | 7,885 | 20,198 | 12,964 | 11,857 | 11,224 |
| Ohio ....................... | 2,211,035 | 3,017,764 | 3,582,655 | 3,900,304 | 3,919,070 | 3,997,097 | 122,531 | 232,685 | 564,498 | 564,238 | 506,201 | 435,219 |
| Oklahoma ............... | 338,276 | 392,427 | 523,630 | 601,224 | 607,899 | 643,615 | 32,527 | 72,537 | 110,336 | 139,022 | 140,970 | 114,549 |
| Oregon ................... | 456,683 | 550,322 | 734,883 | 879,799 | 937,306 | 1,018,628 | 23,175 | 86,156 | 120,490 | 134,361 | 112,339 | 86,737 |
| Pennsylvania ........... | 7,590,629 | 9,960,675 | 13,154,197 | 14,638,232 | 15,436,537 | 17,404,220 | 306,135 | 530,515 | 842,052 | 863,594 | 746,170 | 618,469 |
| Rhode Island ........... | 828,715 | 1,237,106 | 1,564,624 | 1,726,792 | 1,812,414 | 1,885,076 | 4,519 | 10,073 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| South Carolina ......... | 408,127 | 563,952 | 680,369 | 744,752 | 758,663 | 772,589 | 6,627 | 18,374 | 226,848 | 289,924 | 288,939 | 273,821 |
| South Dakota ........... | 69,555 | 99,575 | 119,974 | 132,514 | 134,738 | 137,678 | 18,061 | 23,477 | 41,594 | 50,760 | 36,047 | 30,805 |
| Tennessee .............. | 1,971,564 | 3,140,336 | 4,500,016 | 5,120,422 | 5,247,334 | 5,446,703 | 50,921 | 142,256 | 331,287 | 342,166 | 290,090 | 265,502 |
| Texas ..................... | 2,490,597 | 3,379,710 | 4,376,280 | 5,043,913 | 5,318,949 | 5,598,948 | 172,327 | 343,221 | 803,401 | 823,269 | 769,819 | 757,131 |
| Utah ...................... | 648,035 | 867,956 | 1,012,997 | 1,370,858 | 1,457,704 | 1,512,991 | 36,348 | 62,880 | 144,226 | 116,470 | 117,056 | 90,204 |
| Vermont .................. | 347,293 | 510,623 | 717,199 | 792,944 | 839,679 | 853,481 | 24,841 | 24,914 | 17,126 | 13,159 | 11,298 | 10,948 |
| Virginia ................... | 944,905 | 1,311,743 | 1,841,075 | 2,015,158 | 2,120,835 | 2,275,032 | 65,804 | 258,642 | 614,287 | 670,139 | 647,248 | 581,536 |
| Washington ............. | 600,315 | 778,678 | 988,571 | 1,104,511 | 1,129,947 | 1,199,794 | 51,134 | 104,107 | 161,645 | 163,153 | 163,075 | 130,694 |
| West Virginia ............ | 170,653 | 181,181 | 211,877 | 186,523 | 195,658 | 201,483 | 17,926 | 28,634 | 165,043 | 315,675 | 300,580 | 296,334 |
| Wisconsin ............... | 999,502 | 1,410,625 | 1,929,430 | 2,141,821 | 2,186,164 | 2,220,794 | 16,333 | 36,044 | 131,140 | 156,315 | 152,576 | 142,125 |
| Wyoming ................ | $\dagger$ | $\dagger$ | $\dagger$ | 1,643 | 1,579 | 25,102 | 19,766 | 34,596 | 39,869 | 34,218 | 32,498 | $\dagger$ |
| Other jurisdictions. | 431,216 | 615,990 | 742,820 | 845,821 | 848,925 | 859,744 | 56,116 | 70,535 | 222,515 | 263,553 | 299,949 | 312,598 |
| Guam ..................... | $\dagger$ | 1,535 | 2,551 | 1,639 | 1,158 | 1,093 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Puerto Rico ............. | 431,216 | 614,455 | 740,269 | 844,183 | 847,767 | 858,651 | 56,116 | 70,535 | 222,515 | 263,553 | 299,949 | 312,598 |

$\dagger$ Not applicable.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV
federal financial aid programs. Data in this table pertain to institutions' fiscal years that end in the
academic year noted. Some data have been revised from previously published figures. Detail
may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2016, Finance component. (This table was prepared December 2016.)

## CHAPTER 4

Federal Funds for Education and Related Activities

This chapter provides information on federal support for education. The tables include detailed data on funding by specific federal agencies, funding for different levels of education and types of education-related activities, and funding for specific programs. Preceding the tables is a brief chronology of federal education legislation enacted since 1787, which provides historical context for the education funding data.

The data in this chapter primarily reflect outlays and appropriations of federal agencies. The data are compiled from budget information prepared by federal agencies. In contrast, most of the federal revenue data reported in other chapters are compiled by educational institutions or state education agencies and reported to the federal government through standardized survey forms. Tabulations based on institution- or state-reported revenue data differ substantially from federal budget reports because of numerous variations in methodology and definitions. Federal dollars are not necessarily spent by recipient institutions in the same year in which they are appropriated. In some cases, institutions cannot identify the source of federal revenues because they flow through state agencies. Some types of revenues, such as tuition and fees, are reported as revenues from students even though they may be supported by federal student aid programs. Some institutions that receive federal education funds (e.g., Department of Defense overseas and domestic schools, state education agencies, Head Start programs, and federal libraries) are not included in regular surveys, censuses, and administrative data collections conducted by the National Center for Education Statistics (NCES). Thus, the federal programs data tabulated in this chapter are not comparable with figures reported in other chapters. Readers should also be careful about comparing the data on obligations shown in table 402.10 with the data on outlays and appropriations appearing in other tables in this chapter.

## Federal Education Funding

Federal on-budget funding (federal appropriations) for education increased by 416 percent from fiscal year (FY) 1965 to FY 2015, after adjustment for inflation (table D, table 401.10, and figure 20). Federal on-budget funding for education in FY 1975 was 152 percent higher than in FY 1965. However, funding in FY 1985 was 16 percent lower than in FY 1975. Thereafter, federal on-budget funding for education generally increased. From FY 1990 to FY 2000, after adjustment for inflation, federal on-budget funding for education increased by 31 percent. From FY 2000 to FY 2015, it increased by 64 percent.

## Table D. Federal on-budget funding for education, by category: Selected fiscal years, 1965 through 2015 <br> [In billions of constant fiscal year (FY) 2016 dollars]

| Fiscal year | Total | Elementary/ secondary | Postsecondary | Other education | Research at educational institutions |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1965. | \$38.7 | \$14.1 | \$8.7 | \$2.7 | \$13.2 |
| 1975............ | 97.4 | 44.4 | 32.0 | 6.7 | 14.3 |
| 1980 ............ | 98.3 | 45.7 | 31.6 | 4.4 | 16.5 |
| 1985............ | 81.9 | 35.5 | 23.4 | 4.4 | 18.6 |
| 1990............ | 93.2 | 39.7 | 24.6 | 6.1 | 22.8 |
| 1995............ | 110.5 | 51.9 | 27.2 | 7.3 | 24.2 |
| 2000 ............ | 121.9 | 61.9 | 21.2 | 8.2 | 30.6 |
| 2005............ | 184.0 | 85.7 | 47.8 | 9.1 | 41.5 |
| 2010............ | 189.3 | 83.4 | 54.6 | 10.2 | 41.0 |
| 2015............ | 199.5 | 80.5 | 76.3 | 9.7 | 33.0 |

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Budget Service and National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, various FYs. National Science Foundation, Federal Funds for Research and Development, various FYs.

Between FY 1990 and FY 2000, after adjustment for inflation, federal on-budget funding increased for three of the four major categories reported: elementary and secondary education (by 56 percent), other education (by 34 percent), and research at educational institutions (by 34 percent) (table D, table 401.10, and figure 20). However, funding for postsecondary education was 14 percent lower in FY 2000 than in FY 1990. From FY 2000 to FY 2015, after adjustment for inflation, federal on-budget funding showed a net increase of 260 percent for postsecondary education and 18 percent for other education. Federal on-budget funding for elementary and secondary education in FY 2015 was 30 percent higher than in FY 2000 while federal funding for research at educational institutions in FY 2015 was 8 percent higher than in FY 2000. In FY 2009, federal on-budget funding for elementary and secondary education was at a record-high level ( $\$ 194.6$ billion in FY 2016 dollars) due to funds from the American Recovery and Reinvestment Act of 2009 (ARRA) (table 401.10). ${ }^{1}$ For FY 2016, federal program funds totaled $\$ 82.1$ billion for elementary and secondary education, $\$ 63.3$ billion for postsecondary education, $\$ 9.0$ billion for other education programs, and an estimated $\$ 34.5$ billion for research at educational institutions (tables 401.10 and 401.30).

[^127]After adjustment for inflation, off-budget support (federal support for education not tied to appropriations) and nonfederal funds generated by federal legislation (e.g., private loans, grants, and aid) showed an increase of 136 percent between FY 1990 ( $\$ 20.2$ billion in FY 2016 dollars) and FY 2000 ( $\$ 47.6$ billion in FY 2016 dollars) (table 401.10). In FY 2015, these same funds totaled $\$ 97.8$ billion in FY 2016 dollars, an increase of 106 percent over FY 2000. In FY 2016, these funds totaled $\$ 95.8$ billion.

In FY 2015, federal on-budget funds for education totaled $\$ 195.8$ billion in current dollars (figure 21 and table 401.20). The U.S. Department of Education provided 51 percent ( $\$ 100.4$ billion) of this total. Funds exceeding $\$ 3$ billion also came from the U.S. Department of Health and Human Services ( $\$ 27.2$ billion), the U.S. Department of Agriculture ( $\$ 23.9$ billion), the U.S. Department of Veterans Affairs ( $\$ 13.6$ billion), the U.S. Department of Defense ( $\$ 7.0$ billion), the National Science Foundation ( $\$ 5.8$ billion), the U.S. Department of Labor ( $\$ 4.8$ billion), and the U.S. Department of Energy ( $\$ 3.5$ billion).

## Chronology of Federal Education Legislation

A capsule view of the history of federal education activities is provided in the following list of selected legislation:

1787 Northwest Ordinance authorized land grants for the establishment of educational institutions.

1802 An Act Fixing the Military Peace Establishment of the United States established the U.S. Military Academy. (The U.S. Naval Academy was established in 1845 by the Secretary of the Navy.)
1862 First Morrill Act authorized public land grants to the states for the establishment and maintenance of agricultural and mechanical colleges.
1867 Department of Education Act authorized the establishment of the U.S. Department of Education. ${ }^{2}$

1876 Appropriation Act, U.S. Department of the Treasury, established the U.S. Coast Guard Academy.
1890 Second Morrill Act provided for monetary grants for support of instruction in the agricultural and mechanical colleges.

1911 State Marine School Act authorized federal funds to be used for the benefit of any nautical school in any of 11 specified seaport cities.
1917 Smith-Hughes Act provided for grants to states for support of vocational education.
${ }^{2}$ The U.S. Department of Education as established in 1867 was later known as the Office of Education. In 1980, under Public Law 96-88, it became a cabinet-level department. Therefore, for purposes of consistency, it is referred to as the "U.S. Department of Education" even in those tables covering years when it was officially the Office of Education.

1918 Vocational Rehabilitation Act provided for grants for rehabilitation through training of World War I veterans.

1920 Smith-Bankhead Act authorized grants to states for vocational rehabilitation programs.
1935 Bankhead-Jones Act (Public Law 74-182) authorized grants to states for agricultural experiment stations.

Agricultural Adjustment Act (Public Law 74-320) authorized 30 percent of the annual customs receipts to be used to encourage the exportation and domestic consumption of agricultural commodities. Commodities purchased under this authorization began to be used in school lunch programs in 1936. The National School Lunch Act of 1946 continued and expanded this assistance.

1936 An Act to Further the Development and Maintenance of an Adequate and Well-Balanced American Merchant Marine (Public Law 74-415) established the U.S. Merchant Marine Academy.

1937 National Cancer Institute Act (Public Law 75-244) established the Public Health Service fellowship program.

1941 Amendment to Lanham Act of 1940 authorized federal aid for construction, maintenance, and operation of schools in federally impacted areas. Such assistance was continued under Public Law 815 and Public Law 874, 81st Congress, in 1950.
1943 Vocational Rehabilitation Act (Public Law 78-16) provided assistance to veterans with disabilities.

School Lunch Indemnity Plan (Public Law 78-129) provided funds for local lunch food purchases.
1944 Servicemen's Readjustment Act (Public Law 78-346), known as the GI Bill, provided assistance for the education of veterans.

Surplus Property Act (Public Law 78-457) authorized transfer of surplus property to educational institutions.
1946 National School Lunch Act (Public Law 79-396) authorized assistance through grants-in-aid and other means to states to assist in providing adequate foods and facilities for the establishment, maintenance, operation, and expansion of nonprofit school lunch programs.
George-Barden Act (Public Law 80-402) expanded federal support of vocational education.

1948 United States Information and Educational Exchange Act (Public Law 80-402) provided for the interchange of people, knowledge, and skills between the United States and other countries.

1949 Federal Property and Administrative Services Act (Public Law 81-152) provided for donation of surplus property to educational institutions and for other public purposes.

1950 Financial Assistance for Local Educational Agencies Affected by Federal Activities (Public Law 81-815 and Public Law 81-874) provided assistance for construction (Public Law 815) and operation (Public Law 874) of schools in federally affected areas.
Housing Act (Public Law 81-475) authorized loans for construction of college housing facilities.
1954 An Act for the Establishment of the United States Air Force Academy and Other Purposes (Public Law 83325) established the U.S. Air Force Academy.

Educational Research Act (Public Law 83-531) authorized cooperative arrangements with universities, colleges, and state educational agencies for educational research.
School Milk Program Act (Public Law 83-597) provided funds for purchase of milk for school lunch programs.
1956 Library Services Act (Public Law 84-597) provided grants to states for extension and improvement of rural public library services.
1957 Practical Nurse Training Act (Public Law 84-911) provided grants to states for practical nurse training.
1958 National Defense Education Act (Public Law 85-864) provided assistance to state and local school systems for instruction in science, mathematics, modern foreign languages, and other critical subjects; state statistical services; guidance, counseling, and testing services and training institutes; higher education student loans and fellowships as well as foreign language study and training; experimentation and dissemination of information on more effective use of television, motion pictures, and related media for educational purposes; and vocational education for technical occupations necessary to the national defense.
Education of Mentally Retarded Children Act (Public Law 85-926) authorized federal assistance for training teachers of the disabled.
Captioned Films for the Deaf Act (Public Law 85905) authorized a loan service of captioned films for the deaf.
1961 Area Redevelopment Act (Public Law 87-27) included provisions for training or retraining of people in redevelopment areas.
1962 Manpower Development and Training Act (Public Law 87-415) provided training in new and improved skills for the unemployed and underemployed.
Migration and Refugee Assistance Act of 1962 (Public Law 87-510) authorized loans, advances, and grants for education and training of refugees.
1963 Health Professions Educational Assistance Act of 1963 (Public Law 88-129) provided funds to expand teaching facilities and for loans to students in the health professions.

Vocational Education Act of 1963 (Public Law 88210, Part A) increased federal support of vocational education schools; vocational work-study programs; and research, training, and demonstrations in vocational education.
Higher Education Facilities Act of 1963 (Public Law 88-204) authorized grants and loans for classrooms, libraries, and laboratories in public community colleges and technical institutes, as well as undergraduate and graduate facilities in other higher education institutions.

1964 Civil Rights Act of 1964 (Public Law 88-352) authorized the Commissioner of Education to arrange for support for higher education institutions and school districts to provide inservice programs for assisting instructional staff in dealing with problems caused by desegregation.
Economic Opportunity Act of 1964 (Public Law 88452) authorized grants for college work-study programs for students from low-income families; established a Job Corps program and authorized support for work-training programs to provide education and vocational training and work experience opportunities in welfare programs; authorized support of education and training activities and of community action programs, including Head Start, Follow Through, and Upward Bound; and authorized the establishment of Volunteers in Service to America (VISTA).
1965 Elementary and Secondary Education Act of 1965 (Public Law 89-10) authorized grants for elementary and secondary school programs for children of lowincome families; school library resources, textbooks, and other instructional materials for school children; supplementary educational centers and services; strengthening state education agencies; and educational research and research training.
Health Professions Educational Assistance Amendments of 1965 (Public Law 89-290) authorized scholarships to aid needy students in the health professions.
Higher Education Act of 1965 (Public Law 89-329) provided grants for university community service programs, college library assistance, library training and research, strengthening developing institutions, teacher training programs, and undergraduate instructional equipment. Authorized insured student loans, established a National Teacher Corps, and provided for graduate teacher training fellowships.
National Foundation on the Arts and the Humanities Act (Public Law 89-209) authorized grants and loans for projects in the creative and performing arts and for research, training, and scholarly publications in the humanities.

National Technical Institute for the Deaf Act (Public Law 89-36) provided for the establishment, construction, equipping, and operation of a residential school for postsecondary education and technical training of the deaf.

School Assistance in Disaster Areas Act (Public Law 89-313) provided for assistance to local education agencies to help meet exceptional costs resulting from a major disaster.
1966 International Education Act (Public Law 89-698) provided grants to higher education institutions for the establishment, strengthening, and operation of centers for research and training in international studies and the international aspects of other fields of study.
National Sea Grant College and Program Act (Public Law 89-688) authorized the establishment and operation of Sea Grant Colleges and programs by initiating and supporting programs of education and research in the various fields relating to the development of marine resources.

Adult Education Act (Public Law 89-750) authorized grants to states for the encouragement and expansion of educational programs for adults, including training of teachers of adults and demonstrations in adult education (previously part of Economic Opportunity Act of 1964).

Model Secondary School for the Deaf Act (Public Law 89-694) authorized the establishment and operation, by Gallaudet College, of a model secondary school for the deaf.

1967 Education Professions Development Act (Public Law 90-35) amended the Higher Education Act of 1965 for the purpose of improving the quality of teaching and to help meet critical shortages of adequately trained educational personnel.

Public Broadcasting Act of 1967 (Public Law 90-129) established a Corporation for Public Broadcasting to assume major responsibility in channeling federal funds to noncommercial radio and television stations, program production groups, and educational television networks; conduct research, demonstration, or training in matters related to noncommercial broadcasting; and award grants for construction of educational radio and television facilities.

1968 Elementary and Secondary Education Amendments of 1968 (Public Law 90-247) modified existing programs and authorized support of regional centers for education of children with disabilities, model centers and services for deaf-blind children, recruitment of personnel and dissemination of information on education of children with disabilities; technical assistance in education to rural areas; support of dropout prevention projects; and support of bilingual education programs.

Handicapped Children's Early Education Assistance Act (Public Law 90-538) authorized preschool and early education programs for children with disabilities.

Vocational Education Amendments of 1968 (Public Law 90-576) modified existing programs and provided for a National Advisory Council on Vocational Education and collection and dissemination of information for programs administered by the Commissioner of Education.

1970 Elementary and Secondary Education Assistance Programs, Extension (Public Law 91-230) authorized comprehensive planning and evaluation grants to state and local education agencies; provided for the establishment of a National Commission on School Finance.
National Commission on Libraries and Information Science Act (Public Law 91-345) established a National Commission on Libraries and Information Science to effectively utilize the nation's educational resources.
Office of Education Appropriation Act (Public Law 91-380) provided emergency school assistance to desegregating local education agencies.
Environmental Education Act (Public Law 91-516) established an Office of Environmental Education to develop curriculum and initiate and maintain environmental education programs at the elementary/secondary levels; disseminate information; provide training programs for teachers and other educational, public, community, labor, and industrial leaders and employees; provide community education programs; and distribute material dealing with the environment and ecology.

Drug Abuse Education Act of 1970 (Public Law 91527) provided for development, demonstration, and evaluation of curricula on the problems of drug abuse.
1971 Comprehensive Health Manpower Training Act of 1971 (Public Law 92-257) amended Title VII of the Public Health Service Act, increasing and expanding provisions for health manpower training and training facilities.

1972 Drug Abuse Office and Treatment Act of 1972 (Public Law 92-255) established a Special Action Office for Drug Abuse Prevention to provide overall planning and policy for all federal drug-abuse prevention functions; a National Advisory Council for Drug Abuse Prevention; community assistance grants for community mental health centers for treatment and rehabilitation of people with drug-abuse problems; and, in December 1974, a National Institute on Drug Abuse.

Education Amendments of 1972 (Public Law 92-318) established the Education Division in the U.S. Department of Health, Education, and Welfare and the National Institute of Education; general aid for higher education institutions; federal matching grants for state Student Incentive Grants; a National Commis-
sion on Financing Postsecondary Education; State Advisory Councils on Community Colleges; a Bureau of Occupational and Adult Education and State Grants for the design, establishment, and conduct of postsecondary occupational education; and a bureau-level Office of Indian Education. Amended current U.S. Department of Education programs to increase their effectiveness and better meet special needs. Prohibited sex bias in admission to vocational, professional, and graduate schools, and public institutions of undergraduate higher education.
1973 Older Americans Comprehensive Services Amendment of 1973 (Public Law 93-29) made available to older citizens comprehensive programs of health, education, and social services.

Comprehensive Employment and Training Act of 1973 (Public Law 93-203) provided for employment and training opportunities for unemployed and underemployed people. Extended and expanded provisions in the Manpower Development and Training Act of 1962, Title I of the Economic Opportunity Act of 1962, Title I of the Economic Opportunity Act of 1964, and the Emergency Employment Act of 1971 as in effect prior to June 30, 1973.

1974 Education Amendments of 1974 (Public Law 93-380) provided for the consolidation of certain programs and established a National Center for Education Statistics.
Juvenile Justice and Delinquency Prevention Act of 1974 (Public Law 93-415) provided for technical assistance, staff training, centralized research, and resources to develop and implement programs to keep students in elementary and secondary schools; and established, in the U.S. Department of Justice, a National Institute for Juvenile Justice and Delinquency Prevention.
1975 Indian Self-Determination and Education Assistance Act (Public Law 93-638) provided for increased participation of American Indians/Alaska Natives in the establishment and conduct of their education programs and services.

Harry S Truman Memorial Scholarship Act (Public Law 93-642) established the Harry S Truman Scholarship Foundation and created a perpetual education scholarship fund for young Americans to prepare for and pursue careers in public service.
Education for All Handicapped Children Act (Public Law 94-142) provided that all children with disabilities have available to them a free appropriate education designed to meet their unique needs.
1976 Educational Broadcasting Facilities and Telecommunications Demonstration Act of 1976 (Public Law 94309) established a telecommunications demonstration program to promote the development of nonbroadcast telecommunications facilities and services for the
transmission, distribution, and delivery of health, education, and public or social service information.
1977 Youth Employment and Demonstration Projects Act of 1977 (Public Law 95-93) established a youth employment training program including, among other activities, promotion of education-to-work transition, literacy training and bilingual training, and attainment of certificates of high school equivalency.
Career Education Incentive Act (Public Law 95-207) authorized the establishment of a career education program for elementary and secondary schools.
1978 Tribally Controlled Community College Assistance Act of 1978 (Public Law 95-471) provided federal funds for the operation and improvement of tribally controlled community colleges for American Indian/ Alaska Native students.

Middle Income Student Assistance Act (Public Law 95-566) modified the provisions for student financial assistance programs to allow middle-income as well as low-income students attending college or other postsecondary institutions to qualify for federal education assistance.
1979 Department of Education Organization Act (Public Law 96-88) established a U.S. Department of Education containing functions from the Education Division of the U.S. Department of Health, Education, and Welfare (HEW) along with other selected education programs from HEW, the U.S. Department of Justice, U.S. Department of Labor, and the National Science Foundation.
1980 Asbestos School Hazard Detection and Control Act of 1980 (Public Law 96-270) established a program for inspection of schools for detection of hazardous asbestos materials and provided loans to assist educational agencies to contain or remove and replace such materials.
1981 Education Consolidation and Improvement Act of 1981 (Part of Public Law 97-35) consolidated 42 programs into 7 programs to be funded under the elementary and secondary block grant authority.
1983 Student Loan Consolidation and Technical Amendments Act of 1983 (Public Law 98-79) established an 8 percent interest rate for Guaranteed Student Loans and an extended Family Contribution Schedule.
Challenge Grant Amendments of 1983 (Public Law 98-95) amended Title III of the Higher Education Act of 1965, and added authorization of the Challenge Grant program. The Challenge Grant program provides funds to eligible institutions on a matching basis as an incentive to seek alternative sources of funding.

Education of the Handicapped Act Amendments of 1983 (Public Law 98-199) added the Architectural Barrier amendment (providing funds for altering existing buildings and equipment to make them accessible to those with physical disabilities) and clarified participation of children with disabilities in private schools.
1984 Education for Economic Security Act (Public Law 98377) added new science and mathematics programs for elementary, secondary, and postsecondary education. The new programs included magnet schools, excellence in education, and equal access.
Carl D. Perkins Vocational Education Act (Public Law 98-524) continued federal assistance for vocational education through FY 1989. The act replaced the Vocational Education Act of 1963. It provided aid to the states to make vocational education programs accessible to all people, including disabled and disadvantaged, single parents and homemakers, and the incarcerated.

Human Services Reauthorization Act (Public Law 98558) created a Carl D. Perkins scholarship program, a National Talented Teachers Fellowship program, a Federal Merit Scholarships program, and a Leadership in Educational Administration program.
1985 Montgomery GI Bill-Active Duty (Public Law 98525), brought about a new GI Bill for individuals who initially entered active military duty on or after July 1, 1985.

Montgomery GI Bill-Selected Reserve (Public Law 98-525), established an education program for members of the Selected Reserve (which includes the National Guard) who enlist, reenlist, or extend an enlistment after June 30, 1985, for a 6-year period.
1986 Handicapped Children's Protection Act of 1986 (Public Law 99-372) allowed parents of children with disabilities to collect attorneys' fees in cases brought under the Education of the Handicapped Act and provided that the Education of the Handicapped Act does not preempt other laws, such as Section 504 of the Rehabilitation Act.
Drug-Free Schools and Communities Act of 1986 (Part of Public Law 99-570) established programs for drug abuse education and prevention, coordinated with related community efforts and resources, through the use of federal financial assistance.
1988 Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297) reauthorized through 1993 major elementary and secondary education programs, including Chapter 1, Chapter 2, Bilingual Education, Math-Science Education, Magnet Schools, Impact Aid, Indian Education, Adult Education, and other smaller education programs.

Stewart B. McKinney Homeless Assistance Amendments Act of 1988 (Public Law 100-628) extended for 2 additional years programs providing assistance to the homeless, including literacy training for homeless adults and education for homeless youths.

Tax Reform Technical Amendments (Public Law 100647) authorized an Education Savings Bond for the purpose of postsecondary educational expenses. The bill grants tax exclusion for interest earned on regular series EE savings bonds.

1989 Childhood Education and Development Act of 1989 (Part of Public Law 101-239) authorized the appropriations to expand Head Start programs and programs carried out under the Elementary and Secondary Education Act of 1965 to include child care services.
1990 Excellence in Mathematics, Science and Engineering Education Act of 1990 (Public Law 101-589) created a national mathematics and science clearinghouse and created several other mathematics, science, and engineering education programs.
Student Right-To-Know and Campus Security Act (Public Law 101-542) required higher education institutions receiving federal financial assistance to provide certain information about graduation rates of studentathletes and about campus crime statistics and security policies. (The 1990 campus crime and security legislation, along with later acts that amended it, is generally referred to as "the Clery Act.")
Americans with Disabilities Act of 1990 (Public Law 101-336) prohibited discrimination against people with disabilities.
National and Community Service Act of 1990 (Public Law 101-610) increased school and college-based community service opportunities and authorized the President's Points of Light Foundation.
1991 National Literacy Act of 1991 (Public Law 102-73) established the National Institute for Literacy, the National Institute Board, and the Interagency Task Force on Literacy. Amended various federal laws to establish and extend various literacy programs.
High-Performance Computing Act of 1991 (Public Law 102-194) directed the President to implement a National High-Performance Computing Program. Provided for (1) establishment of a National Research and Education Network; (2) standards and guidelines for high-performance networks; and (3) the responsibility of certain federal departments and agencies with regard to the Network.
Veterans' Educational Assistance Amendments of 1991 (Public Law 102-127) restored certain educational benefits available to reserve and active-duty personnel under the Montgomery GI Bill to students whose courses of studies were interrupted by the Persian Gulf War.

Civil Rights Act of 1991 (Public Law 102-166) amended the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990, with regard to employment discrimination. Established the Technical Assistance Training Institute.

1992 Ready-To-Learn Act (Public Law 102-545) amended the General Education Provisions Act to establish Ready-To-Learn Television programs to support educational programming and related materials for preschool and elementary school children and their parents, child care providers, and educators.
1993 Student Loan Reform Act (Public Law 103-66) reformed the student aid process by phasing in a system of direct lending designed to provide savings for taxpayers and students. Allows students to choose among a variety of repayment options, including income contingency.
National Service Trust Act (Public Law 103-82) amended the National and Community Service Act of 1990 to establish a Corporation for National Service. In addition, provided education grants up to $\$ 4,725$ per year for 2 years to people age 17 or older who perform community service before, during, or after postsecondary education.

1994 Goals 2000: Educate America Act (Public Law 103227) established a new federal partnership through a system of grants to states and local communities to reform the nation's education system. The Act formalized the national education goals and established the National Education Goals Panel.

School-to-Work Opportunities Act of 1994 (Public Law 103-239) established a national framework within which states and communities can develop School-to-Work Opportunities systems to prepare young people for first jobs and continuing education. The Act also provided money to states and communities to develop a system of programs that include work-based learning, school-based learning, and connecting activities components.
Safe Schools Act of 1994 (Part of Public Law 103-227) authorized the award of competitive grants to local educational agencies with serious crime to implement violence prevention activities such as conflict resolution and peer mediation.

1996 Contract With America: Unfunded Mandates (Public Law 104-4) ended the imposition, in the absence of full consideration by Congress, of federal mandates on state, local, and tribal governments without adequate funding, in a manner that may displace other essential governmental priorities; and ensured that the federal government pays the costs incurred by those governments in complying with certain requirements under federal statutes and regulations.

1997 The Taxpayer Relief Act of 1997 (Public Law 105-34) enacted the Hope Scholarship and Life-Long Learning Tax Credit provisions into law.
Emergency Student Loan Consolidation Act of 1997 (Public Law 105-78) amended the Higher Education Act of 1965 to provide for improved student loan consolidation services.

1998 Workforce Investment Act of 1998 (Public Law 105220) enacted the Adult Education and Family Literacy Act, and substantially revised and extended, through FY 2003, the Rehabilitation Act of 1973.
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Public Law 105244) expanded crime categories that must be reported by postsecondary institutions.
Omnibus Consolidated and Emergency Supplemental Appropriations Act, 1999 (Public Law 105-277) enacted the Reading Excellence Act, to promote the ability of children to read independently by the third grade; and earmarked funds to help states and school districts reduce class sizes in the early grades.
Charter School Expansion Act (Public Law 105-278) amended the charter school program, enacted in 1994 as Title X, Part C of the Elementary and Secondary Education Act of 1965.

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (Public Law 105332) revised, in its entirety, the Carl D. Perkins Vocational and Applied Technology Education Act, and reauthorized the Act through FY 2003.
Assistive Technology Act of 1998 (Public Law 105394) replaced the Technology-Related Assistance for Individuals with Disabilities Act of 1988 with a new Act, authorized through FY 2004, to address the assistive-technology needs of individuals with disabilities.

1999 Education Flexibility Partnership Act of 1999 (Public Law 106-25) authorized the Secretary of Education to allow all states to participate in the Education Flexibility Partnership program.
District of Columbia College Access Act of 1999 (Public Law 106-98) established a program to afford high school graduates from the District of Columbia the benefits of in-state tuition at state colleges and universities outside the District of Columbia.
2000 The National Defense Authorization Act for Fiscal Year 2001 (Public Law 106-398) included, as Title XVIII, the Impact Aid Reauthorization Act of 2000, which extended the Impact Aid programs through FY 2003.
College Scholarship Fraud Prevention Act of 2000 (Public Law 106-420) enhanced federal penalties for offenses involving scholarship fraud; required an annual scholarship fraud report by the Attorney

General, the Secretary of Education, and the Federal Trade Commission (FTC); and required the Secretary of Education, in conjunction with the FTC, to maintain a scholarship fraud awareness website.
Consolidated Appropriations Act 2001 (Public Law 106-554) created a new program of assistance for school repair and renovation, and amended the Elementary and Secondary Education Act of 1965 to authorize credit enhancement initiatives to help charter schools obtain, construct, or repair facilities; reauthorized the Even Start program; and enacted the Children's Internet Protection Act.

2001 50th Anniversary of Brown v. the Board of Education (Public Law 107-41) established a commission for the purpose of encouraging and providing for the commemoration of the 50th anniversary of the 1954 Supreme Court decision Brown v. Board of Education.
2002 No Child Left Behind Act of 2001 (Public Law 107110) provided for the comprehensive reauthorization of the Elementary and Secondary Education Act of 1965, incorporating specific proposals in such areas as testing, accountability, parental choice, and early reading.
Education Sciences Reform Act (Public Law 107-279) established the Institute of Education Sciences within the U.S. Department of Education to carry out a coordinated, focused agenda of high-quality research, statistics, and evaluation that is relevant to the educational challenges of the nation.
The Higher Education Relief Opportunities for Students Act of 2001 (Public Law 107-122) provided the Secretary of Education with waiver authority over student financial aid programs under Title IV of the Higher Education Act of 1965, to deal with student and family situations resulting from the September 11, 2001, terrorist attacks.

Public Law 107-139 amended Title IV of the Higher Education Act to establish fixed interest rates for student and parent borrowers.
2003 The Higher Education Relief Opportunities for Students Act of 2003 (Public Law 108-76) provided the Secretary of Education with waiver authority over student financial aid programs under Title IV of the Higher Education Act of 1965, to deal with student and family situations resulting from wars or national emergencies.
2004 Assistive Technology Act of 2004 (Public Law 108364) reauthorized the Assistive Technology program, administered by the Department of Education.
Taxpayer-Teacher Protection Act of 2004 (Public Law 108-409) temporarily stopped excessive special allowance payments to certain lenders under the Federal Family Education Loan (FFEL) Program and increased the amount of loans that can be forgiven
for certain borrowers who are highly qualified mathematics, science, and special education teachers who serve in high-poverty schools for 5 years.

Individuals with Disabilities Education Improvement Act of 2004 (Public Law 108-446) provided a comprehensive reauthorization of the Individuals with Disabilities Education Act.

2005 Student Grant Hurricane and Disaster Relief Act (Public Law 109-67) authorized the Secretary of Education to waive certain repayment requirements for students receiving campus-based federal grant assistance if they were residing in, employed in, or attending an institution of higher education located in a major disaster area, or their attendance was interrupted because of the disaster.
Natural Disaster Student Aid Fairness Act (Public Law 109-86) authorized the Secretary of Education during FY 2006 to reallocate campus-based student aid funds to institutions of higher learning in Louisiana, Mississippi, Alabama, and Texas, or institutions that had accepted students displaced by Hurricane Katrina or Rita. The law also waived requirements for matching funds that are normally imposed on institutions and students.
Hurricane Education Recovery Act (Public Law 109148, provision in the Defense Department Appropriations Act for FY 2006) provided funds for states affected by Hurricane Katrina to restart school operations, provide temporary emergency aid for displaced students, and assist homeless youth. The law also permitted the Secretary of Education to extend deadlines under the Individuals with Disabilities Education Act for those affected by Katrina or Rita.
2006 Higher Education Reconciliation Act of 2005 (Public Law 109-171) made various amendments to programs of student financial assistance under Title IV of the Higher Education Act of 1965.

Public Law 109-211 reauthorized the "ED-FLEX" program (under the Education Flexibility Partnership Act of 1999), under which the Secretary of Education permits states to waive certain requirements of federal statutes and regulations if they meet certain conditions.

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270) reauthorized the vocational and technical education programs under the Perkins Act through 2012.
2007 America COMPETES Act (or "America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act") (Public Law 110-69) created new STEM (science, technology, engineering, and mathematics) education programs in various agencies, including the Department of Education.

College Cost Reduction and Access Act of 2007 (Public Law 110-84) reduced interest rates on student loans and made other amendments to the Higher Education Act of 1965 to make college more accessible and affordable.

Public Law 110-93 made permanent the waiver authority of the Secretary of Education with respect to student financial assistance during a war or other military operation or national emergency.
2008 Ensuring Continued Access to Student Loans Act of 2008 (Public Law 110-227) provided various authorities to the Department of Education, among other provisions, to help ensure that college students and their parents continue to have access to loans in the tight credit market.

Higher Education Opportunity Act (Public Law 110315) provided a comprehensive reauthorization of the Higher Education Act of 1965.
2009 American Recovery and Reinvestment Act of 2009 (Public Law 111-5) provided about $\$ 100$ billion to state education systems and supplemental appropriations for several Department of Education programs.

Public Law 111-39 made miscellaneous and technical amendments to the Higher Education Act of 1965.
2010 Health Care and Education Reconciliation Act of 2010 (Public Law 111-152) included, as Title II, the "SAFRA Act" (also known as the "Student Aid and Fiscal Responsibility Act"). The SAFRA Act ended the federal government's role in subsidizing financial institutions that make student loans through the Federal Family Education Loan (FFEL) Program under Part B of Title IV of the Higher Education Act of 1965 (HEA), and correspondingly expanded the Federal Direct Student Loan Program administered by the Department of Education under Part D of Title IV of the HEA.
Public Law 111-226 provided an additional $\$ 10$ billion to states and school districts, through an "Education Jobs Fund" modeled closely on the State Fiscal Stabilization Fund created by the 2009 Recovery Act, to hire (or avoid laying off) teachers and other educators.
2013 The Bipartisan Student Loan Certainty Act of 2013 (Public Law 113-28) amended the Higher Education Act of 1965 (HEA) to govern the interest rates on the various categories of student loans under Title IV of the HEA.

Violence Against Women Reauthorization Act of 2013 (Public Law 113-4) amended the Clery Act, increasing the responsibility of postsecondary institutions to prevent, address, and report crimes on campus.
2014 Workforce Innovation and Opportunity Act (Public Law 113-128) amended the Workforce Investment Act of 1998 to strengthen the U.S. workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes.
Public Law 113-174 extended the National Advisory Committee on Institutional Quality and Integrity and the Advisory Committee on Student Financial Assistance for 1 year.
2015 Need-Based Educational Aid Act of 2015 (Public Law 114-44) amended the Improving America's Schools Act of 1994 to extend through FY 2022 the antitrust exemption that allows higher education institutions that admit all students on a need-blind basis to enter or attempt to enter into agreements among themselves regarding the administration of need-based financial aid.
STEM Education Act of 2015 (Public Law 114-59) defined STEM education to include computer science, and provided for continued support for existing STEM education programs at the National Science Foundation.
Every Student Succeeds Act (Public Law 114-95) reauthorized and amended the Elementary and Secondary Education Act of 1965, incorporating provisions to expand state responsibility over schools, provide grants to charter schools, and reduce the federal testbased accountability system of the No Child Left Behind Act.
Federal Perkins Loan Program Extension Act of 2015 (Public Law 114-105) temporarily extended the Federal Perkins Loan program, allowing continued disbursement of loans to current undergraduate borrowers through September 30, 2017.
2016 National Defense Authorization Act for Fiscal Year 2017 (Public Law 114-328) authorizes appropriations to continue assistance to local educational agencies that benefit dependents of members of the Armed Forces and Department of Defense civilian employees, including assistance to schools with significant numbers of military dependents as well as impact aid for children with severe disabilities.

Figure 20. Federal on-budget funds for education, by level or other educational purpose: Selected years, 1965 through 2016 Billions of constant fiscal year 2016 dollars


[^128]Figure 21. Percentage distribution of federal on-budget funds for education, by agency: Fiscal year 2015


## Agency

${ }^{1}$ In addition to the nine agencies shown in this figure, other agencies provide smaller amounts of funding for education.
NOTE: On-budget funds are tied to federal appropriations for education programs. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, fiscal year 2016. National Science Foundation, Federal Funds for Research and Development, fiscal year 2016.

Table 401.10. Federal support and estimated federal tax expenditures for education, by category: Selected fiscal years, 1965 through 2016


Table 401．10．Federal support and estimated federal tax expenditures for education，by category：Selected fiscal years， 1965 through 2016－Continued
［In thousands of dollars］

| Fiscal year | Total on－budget support， off－budget support，and nonfederal funds generated by federal legislation | On－budget support ${ }^{1}$ |  |  |  |  | Off－budget support and nonfederal funds generated by federal legislation |  |  |  |  |  |  |  | Estimated federal tax expenditures for education ${ }^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Nonfederal funds |  |  |  |  |  |  |  |  |
|  |  | Total | Elementary and secondary | $\begin{array}{r} \text { Post- } \\ \text { secondary } \end{array}$ | Other education ${ }^{3}$ | Research at educational institutions | Total | Direct Loan Program ${ }^{4}$ | Federal Family Education Loan Program ${ }^{5}$ | Perkins Loans ${ }^{6}$ | Income Contingent Loans ${ }^{7}$ | Leveraging Educational Assistance Partnerships ${ }^{8}$ | Supplemental Educational Opportunity Grants ${ }^{9}$ | Work－Study Aid ${ }^{10}$ |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  | $146,854,086$ $146,312,438$ $152,560,372$ $157,587,124$ $163,924,060$ | $\begin{aligned} & 110,489,202 \\ & 107,751,269 \\ & 109,144,828 \\ & 112,854,960 \\ & 120,060,050 \end{aligned}$ | $51,857,799$ $51,953,895$ $52,519,220$ $55,006,396$ $57,865,550$ | $27,172,347$ $23,831,402$ $23,624,645$ $23,83,950$ $25,574,606$ | $7,279,096$ $7,293,516$ $7,432,799$ $7,54,787$ $7,705,214$ | $\begin{aligned} & 24,179,960 \\ & 24,672,547 \\ & 25,568,164 \\ & 27,109,826 \\ & 28,914,680 \end{aligned}$ | $36,364,884$ $38,561,169$ $43,415,544$ $44,732,164$ $43,864,010$ | $\begin{array}{r} \hline 7,118,722 \\ 12,711,389 \\ 14,445,741 \\ 14,802,422 \\ 14,207,451 \end{array}$ | $28,561,743$ $25,244,610$ $28,366,879$ $29,351,240$ $29,132,786$ | $\begin{aligned} & 81,228 \\ & 46,981 \\ & 78,012 \\ & 66,032 \\ & 48,248 \end{aligned}$ | $\dagger$ $\dagger$ $\dagger$ $\dagger$ $\dagger$ | $\begin{aligned} & 97,781 \\ & 47,45 \\ & 74,015 \\ & 36,684 \\ & 36,222 \end{aligned}$ | $\begin{aligned} & 279,155 \\ & 270,408 \\ & 337,803 \\ & 353,565 \\ & 370,770 \end{aligned}$ | $\begin{array}{r} 226,255 \\ 240,346 \\ 113,094 \\ 122,221 \\ 68,532 \end{array}$ | $37,940,433$ $39,790,739$ $41,633,276$ $43,346,363$ $54,130,446$ |
|  | $169,483,004$ $199,433,660$ $202,441,603$ $242,530,629$ $237,026,610$ | $121,903,480$ $130,603,702$ $147,925,826$ $163,835,836$ $169,983,650$ | $61,911,486$ $66,825,947$ $71,454,911$ $78,080,652$ $80,425,679$ | $\begin{aligned} & 21,175,714 \\ & 20,570,025 \\ & 31,104,740 \\ & 38,859,312 \\ & 41,633,032 \end{aligned}$ | $8,193,145$ $8,066,776$ $8,530,166$ $8,60,124$ $8,442,426$ | $\begin{aligned} & 30,623,135 \\ & 35,110,953 \\ & 36,836,009 \\ & 38,90,748 \\ & 39,482,514 \end{aligned}$ | $47,579,524$ $48,829,958$ $54,515,777$ $60,694,793$ $67,042,960$ | $14,954,538$ $14,216,629$ $15,059,075$ $15,467,567$ $15,979,244$ | $\begin{aligned} & 32,108,852 \\ & 34,003,665 \\ & 38,746,533 \\ & 44,512,157 \\ & 50,404,339 \end{aligned}$ | $\begin{aligned} & 47,080 \\ & 34,425 \\ & 33,862 \\ & 43,40 \\ & 42,361 \end{aligned}$ | $\dagger$ $\dagger$ $\dagger$ $\dagger$ $\dagger$ $\dagger$ | $\begin{array}{r} 70,690 \\ 110,160 \\ 140,867 \\ 135,680 \\ 130,934 \end{array}$ | $\begin{aligned} & 391,260 \\ & 436,034 \\ & 418,281 \\ & 401,337 \\ & 378,864 \end{aligned}$ | $\begin{array}{r} 7,104 \\ 29,045 \\ 117,158 \\ 134,582 \\ 107,218 \end{array}$ | $\begin{array}{r} 55,809,824 \\ 57,090,466 \end{array}$ |
|  | $253,907,746$ $271,595,171$ $245,382,367$ $248,990,768$ $414,218,915$ | $\begin{aligned} & 184,023,747 \\ & 199,688,463 \\ & 170,250,433 \\ & 162,96,494 \\ & 305,698,099 \end{aligned}$ | $\begin{array}{r} 85,653,910 \\ 85,02,565 \\ 82,656,003 \\ 80,47,, 885 \\ 194,554,172 \end{array}$ | $\begin{aligned} & 47,847,204 \\ & 69,272,399 \\ & 43,778,788 \\ & 41,082,215 \\ & 59,816,630 \end{aligned}$ | $9,054,386$ $8,484,863$ $8,430,733$ $8,89,485$ $9,976,342$ | $\begin{aligned} & 41,468,248 \\ & 36,838,636 \\ & 35,384,909 \\ & 32,514,409 \\ & 41,350,956 \end{aligned}$ | $\begin{array}{r} 69,883,999 \\ 71,96,708 \\ 75,131,934 \\ 85,423,774 \\ 108,520,816 \end{array}$ | $\begin{array}{r} 15,596,578 \\ 14,603,033 \\ 14,614,819 \\ 20,154,560 \\ 32,516,718 \end{array}$ | $\begin{aligned} & 53,708,194 \\ & 56,738,188 \\ & 59,968,242 \\ & 64,690,514 \\ & 75,245,450 \end{aligned}$ | $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | $\dagger$ $\dagger$ $\dagger$ $\dagger$ $\dagger$ $\dagger$ | $\begin{aligned} & 125,324 \\ & 119,936 \\ & 116,852 \\ & 110,648 \\ & 110,426 \end{aligned}$ | $\begin{aligned} & 379,253 \\ & 371,332 \\ & 335,511 \\ & 318,182 \\ & 348,247 \end{aligned}$ | $\begin{array}{r} 74,650 \\ 74,219 \\ 96,509 \\ 149,870 \\ 299,974 \end{array}$ | 二 二 － |
|  | $\begin{aligned} & 301,240,526 \\ & 31,, 008,325 \\ & 311,430,617 \\ & 294,75,107 \\ & 297,574,814 \end{aligned}$ | $\begin{aligned} & 189,305,623 \\ & 199,394,849 \\ & 199,802,668 \\ & 187,69,181 \\ & 194,677,497 \end{aligned}$ | $\begin{aligned} & 83,411,264 \\ & 80,798,247 \\ & 81,068,001 \\ & 79,536,637 \\ & 79,836,963 \end{aligned}$ | $\begin{aligned} & 54,612,560 \\ & 70,178,314 \\ & 74,602,964 \\ & 66,61,960 \\ & 71,774,643 \end{aligned}$ | $\begin{array}{r} 10,242,065 \\ 11,712,29 \\ 9,937,489 \\ 9,692,303 \\ 9,781,120 \end{array}$ | $\begin{aligned} & 41,039,733 \\ & 34,705,995 \\ & 34,194,213 \\ & 31,789,091 \\ & 33,284,771 \end{aligned}$ | $\begin{aligned} & 111,934,903 \\ & 119,613,476 \\ & 111,627,949 \\ & 107,065,926 \\ & 102,897,317 \end{aligned}$ | $\begin{array}{r} 89,537,780 \\ 119,48,495 \\ 111,173,071 \\ 106,70,342 \\ 102,516,672 \end{array}$ | $\begin{array}{r} 21,763,870 \\ 0 \\ 0 \\ 0 \\ 0 \end{array}$ | $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | $\dagger$ $\dagger$ $\dagger$ $\dagger$ $\dagger$ $\dagger$ | 108，720 | $\begin{aligned} & 283,012 \\ & 250,920 \\ & 259,166 \\ & 201,523 \\ & 257,931 \end{aligned}$ | $\begin{aligned} & 241,521 \\ & 214,061 \\ & 195,712 \\ & 154,061 \\ & 122,714 \end{aligned}$ | 二 二 － |
| $\begin{aligned} & 2015 \text {.................................................................................. } \end{aligned}$ | $\begin{array}{r} 297,345,041 \\ 284,749,780 \end{array}$ | $\begin{aligned} & 199,546,553 \\ & 188,918,425 \end{aligned}$ | $\begin{aligned} & 80,520,851 \\ & 82,096,684 \end{aligned}$ | $\begin{aligned} & 76,337,372 \\ & 63,331,075 \end{aligned}$ | $\begin{aligned} & 9,676,340 \\ & 9,035,880 \end{aligned}$ | $\begin{aligned} & 33,011,989 \\ & 34,454,786{ }^{13} \end{aligned}$ | $\begin{aligned} & 97,798,489 \\ & 95,831,355 \end{aligned}$ | $\begin{aligned} & 97,422,111 \\ & 95,462,059 \end{aligned}$ | 0 | 0 0 | $\dagger$ | 0 | $\begin{aligned} & 254,3388^{13} \\ & 249,553{ }^{13} \end{aligned}$ | $\begin{aligned} & 122,039 \\ & 119,743 \\ & 13 \end{aligned}$ | － |

－Not available．
$\dagger$ Not applicable．
Cal－budget support includes federal funds for education programs tied to appropriations．Excludes federal support for medi－ cal education benefits under Medicare in the U．S．Department of Health and Human Services．Benefits are excluded because data before fiscal year（FY） 1990 are not available．This program existed since Medicare began，but was not available as a
separate budget item until FY 1990 ．Excluded amounts range from an estimated $\$ 4,440,000,000$ in FY 1990 to an estimated $\$ 12,100,000,000$ in FY 2016.
${ }^{2}$ Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion，exemption，or deduction from gross income or provide a special credit，preferential rate of tax，or a deferral of tax liability affecting individual or corporate income tax liabilities．
${ }^{4}$ The William D．Ford Federal Direct Loan Program（commonly referred to as the Direct Loan Program）provides students with the same benefits they were eligible to receive under the Federal Family Education Loan（FFEL）Program，but provides loans to students through federal capital rather than through private lenders．
${ }^{5}$ The Federal Family Education Loan（FFEL）Program，formerly known as the Guaranteed Student Loan Program，provided student loans guaranteed by the federal government and disbursed to borrowers．After June 30，2010，no new FFEL loans have been originated；all new loans are originated through the Direct Loan Program
${ }^{6}$ Student loans created from institutional matching funds（since 1993 one－third of federal capital contributions）．Excludes ${ }^{7}$ Student loans created from institutional matching funds（one－ninth of federal contributions）．This was a demonstration project that involved only 10 institutions and had unsubsidized interest rates．Program repealed in fiscal year 1992.
${ }^{8}$ Formerly the State Student Incentive Grant Program．Starting in fiscal year 2000，amounts under $\$ 30.0$ million have required dollar－for－dollar state matching contributions，while amounts over $\$ 30.0$ million have required two－to－one state matching contributions．
Institutions award grants to undergraduate students，and the federal share of such grants may not exceed 75 percent of the total grant．
${ }^{10} E$ Employer contributions to student earnings are generally one－third of federal allocation．
${ }^{12}$ All increase in postsecondary expenditures in 2006 resulted primarily from an accounting adjustment．
${ }^{12}$ All education funds from the American Recovery and Reinvestment Act of 2009 （ARRA）are included in the FY 2009 row of this table．Most of these funds had a 2 －year availability，meaning that they were available for the Department of Education to ${ }^{13}$ Estimated．
${ }^{14}$ Data adjusted by the federal budget composite deflator，as reported in the U．S．Office of Management and Budget＇s Budget of the U．S．Government，Historical Tables，Fiscal Year 2017.
NOTE：To the extent possible，federal education funds data do not represent obligations，but instead represent appropriations or（especially for earlier years）outlays．Negative amounts occur when program receipts exceed outlays．Some data have been revised from previously published figures．Detail may not sum to totals because of rounding．
SOURCE：U．S．Department of Education，Budget Service，unpublished tabulations．U．S．Department of Education，National ment，Appendix，fiscal years 1967 through 2017．National Science Foundation，Federal Funds for Research and Develop－ ment，fiscal years 1967 through 2016．（This table was prepared May 2017．）

Table 401.20. Federal on-budget funds for education, by agency: Selected fiscal years, 1970 through 2015


| Agency | 1970 | 1980 | $1990{ }^{1}$ | $2000{ }^{1}$ | 20051 | $2010{ }^{1}$ | $2012{ }^{1}$ | $2013{ }^{1}$ | $2014{ }^{1}$ | $2015{ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|  | Constant fiscal year 2016 dollars $^{3}$ |  |  |  |  |  |  |  |  |  |
| Total | \$74,236,355 | \$98,293,727 | \$93,211,224 | \$121,903,480 | \$184,023,747 | \$189,305,623 | \$199,802,668 | \$187,679,181 | \$194,677,497 | \$199,546,553 |
| Department of Education ${ }^{2}$ | 27,444,457 | 37,468,125 | 41,911,423 | 48,220,108 | 90,448,377 | 89,733,929 | 105,154,503 | 93,189,946 | 98,605,014 | 102,347,531 |
| Department of Agriculture | 5,701,703 | 13,011,865 | 11,311,076 | 15,664,967 | 17,232,968 | 21,876,428 | 21,869,670 | 23,449,401 | 22,469,530 | 24,361,535 |
| Department of Commerce ...................................................................... | 83,012 | 386,611 | 97,260 | 161,986 | 302,699 | 336,143 | 217,948 | 247,489 | 284,771 | 278,130 |
|  | 4,873,828 | 4,449,879 | 6,513,849 | 6,397,566 | 9,910,100 | 8,527,035 | 7,865,049 | 7,381,021 | 7,541,995 | 7,140,693 |
| Department of Energy . | 3,272,568 | 4,578,949 | 4,628,516 | 5,057,175 | 5,385,063 | 3,774,786 | 3,170,147 | 3,085,178 | 3,399,088 | 3,551,202 |
| Department of Health and Human Services ... | 6,690,314 | 10,589,040 | 13,488,713 | 23,952,390 | 30,961,014 | 34,016,416 | 29,013,082 | 27,027,689 | 28,465,700 | 27,717,560 |
| Department of Homeland Security .............................................................................. |  |  |  |  | 775,346 | 599,321 | 354,555 | 376,139 | 384,291 | 379,280 |
| Department of Housing and Urban Development ... | 680,643 | 15,155 | 213 | 1,979 | 1,365 | 444 | 319 | 4,720 | 103 | 1,121 |
| Department of the Interior ...................................................................... | 1,041,682 | 1,176,871 | 1,083,889 | 1,313,336 | 1,523,510 | 1,118,608 | 997,972 | 915,789 | 975,913 | 966,153 |
| Department of Justice .............................................................................. | 93,324 | 173,172 | 180,257 | 394,347 | 754,609 | 228,191 | 382,289 | 384,815 | 393,754 | 228,944 |
| Department of Labor | 2,518,799 | 5,312,410 | 4,537,154 | 6,639,354 | 7,152,779 | 5,375,775 | 5,206,110 | 4,960,760 | 4,999,397 | 4,920,436 |
| Department of State .................................................................................... | 354,488 | 71,835 | 92,545 | 549,048 | 661,747 | 888,815 | 788,454 | 852,765 | 863,798 | 887,620 |
| Department of Transportation .................................................................... | 163,377 | 156,035 | 137,640 | 165,491 | 157,462 | 177,771 | 184,794 | 187,243 | 173,640 | 181,464 |
| Department of the Treasury ... | 107 | 3,557,685 | 75,364 | 117,346 |  |  |  |  |  |  |
| Department of Veterans Affairs .................................................................................... | 6,128,973 | 6,705,567 | 1,368,485 | 2,230,094 | 5,327,668 | 9,877,983 | 11,671,243 | 13,307,491 | 13,582,715 | 13,817,643 |
| Other agencies and programs |  |  |  |  |  |  |  |  |  |  |
| ACTION |  | 8,080 | 15,306 |  |  |  |  |  |  |  |
| Agency for International Development | 522,363 | 504,137 | 451,273 | 470,089 | 747,105 | 618,925 | 669,406 | 633,471 | 613,982 | 660,425 |
| Appalachian Regional Commission | 224,517 | 54,278 | 168 | 10,240 | 10,599 | 5,625 | 11,822 | 13,710 | 13,512 | 24,136 |
| Barry Goldwater Scholarship and Excellence in Education Foundation ..................... |  |  | 1,866 | 4,241 | 3,722 | 4,438 | 4,251 | 4,196 | 3,101 | 2,038 |
| Corporation for National and Community Service ............................................ |  |  |  | 984,777 | 1,062,865 | 950,764 | 797,306 | 745,825 | 782,258 | 772,890 |
| Environmental Protection Agency .................................................................... | 115,386 | 117,166 | 158,046 | 139,825 | 103,485 | 60,683 | 92,669 | 77,309 | 88,991 | 69,915 |
| Estimated education share of federal aid to the District of Columbia ........................ | 195,923 | 233,422 | 189,589 | 179,732 | 192,281 | 177,135 | 160,875 | 227,794 | 217,807 | 150,251 |
| Federal Emergency Management Agency | 1,721 | 5,550 | 388 | 21,057 |  |  |  |  |  | $\dagger$ |
| General Services Administration | 87,670 | 99,247 |  |  |  |  |  |  |  |  |
| Harry S Truman Scholarship fund |  | -5,404 | 5,209 | 4,241 | 3,722 | 2,219 | 1,275 | 1,573 | 1,034 | 1,019 |
| Institute of American Indian and Alaska Native Culture and Arts Development .. |  | $\dagger$ | 7,778 | 2,828 | 7,445 | 8,875 | 9,564 | 8,392 | 9,302 | 9,173 |
| Institute of Museum and Library Services ............................................................ |  | $\dagger$ | $\dagger$ | 234,691 | 310,208 | 313,124 | 246,502 | 230,585 | 234,476 | 232,229 |
| James Madison Memorial Fellowship Foundation ............................................ |  |  | 345 | 9,897 | 2,482 | 2,219 | 2,125 | 2,098 | 2,067 | 2,038 |
|  |  | 6,542 | 4,153 342,949 | 4,241 422,727 | 3,722 | 2,219 566,758 | 3,932 495,185 | 3,881 | 3,101 | 3,058 |
| National Aeronautics and Space Administration ......................................................................................................... | 1,533,053 | 728,701 | 1,975,203 | 2,937,640 | 3,428,569 | 1,758,926 | 2,45, 2,435 | 2,307,877 | 2,364,559 | 2,400,616 |
| National Archives and Records Administration .. |  |  | 139,828 | 172,313 | 342,470 | 376,081 | 416,054 | 389,190 | 399,610 | 389,050 |
| National Commission on Libraries and Information Science ................................. |  | 5,961 | 5,928 | 2,828 | 1,241 |  |  |  |  |  |
| National Endowment for the Arts ...................................................................... | 2,017 | 14,887 | 10,076 | 14,205 | 13,619 | 15,990 | 17,636 | 14,591 | 15,944 | 13,768 |
| National Endowment for the Humanities ........................................................ | 50,193 | 406,646 | 254,823 | 141,401 | 146,201 | 158,257 | 144,636 | 119,762 | 121,479 | 122,521 |
| National Science Foundation .................................................................. | 1,754,153 | 2,305,482 | 2,870,551 | 4,178,129 | 4,954,912 | 6,138,802 | 5,881,535 | 5,561,633 | 5,660,726 | 5,919,891 |
| Nuclear Regulatory Commission ... |  | 92,945 | 76,471 | 17,248 | 18,737 | 16,086 | 9,139 | 5,664 | 9,716 | 8,153 |
| Office of Economic Opportunity ... | 6,481,978 |  |  |  |  |  |  |  |  |  |
| Social Security Administration .......................................................................... | 3,971,587 | 5,421,531 | 884,916 | 1,030,712 | 1,440,607 | 1,456,619 | 1,412,884 | 1,386,000 | 1,411,032 | 1,399,837 |
| Smithsonian Institution | 14,603 | 14,696 | 10,441 | 36,425 | 56,942 | 70,010 | 69,525 | 68,689 | 70,830 | 71,396 |
| U.S. Arms Control and Disarmament Agency .... | 593 | 1,885 | 45 |  |  |  | $\dagger$ |  | $\dagger$ | $\dagger$ |
| United States Information Agency .................................................................... | 49,979 | 188,827 | 364,122 | $\dagger$ |  | ${ }_{5}^{\dagger}$ | ${ }_{\dagger}^{\dagger}$ | ${ }^{+}$ | $\dagger$ | ${ }^{\dagger}{ }^{\dagger}$ |
| United States Institute of Peace .................................................................. |  |  | 13,768 | 18,379 | 34,743 | 54,360 | 41,446 | 38,812 | 38,242 | 35,671 |
| Other agencies .................................................................................................... | 8,432 | 2,823 | 1,599 | 424 | 9,803 | 15,864 | 5,314 | 3,986 | 4,961 | 5,809 |

## Not applicable.

Excludes federal support for medical education benefits under Medicare in the U.S. Department of Health and Human Services. Benefits are excluded because data before fiscal year ( FY ) 1990 are not available. This program existed since Medicare began, but was not available as a separate budget item until FY 1990. Excluded amounts are estimated as follows: $\$ 4,440,000,000$ in $F Y$ 1990, $\$ 8,020,000,000$ in $F Y 2000, \$ 8,290,000,000$ in FY 2005, $\$ 9,080,000,000$ in FY 2010, $\$ 9,800,000,000$ in FY 2012, $10,000,000,000$ in $\mathrm{FY} 2013, \$ 11,530,000,000$ in FY 2014 , and $\$ 11,800,000,000$ in FY 2015.
The U.S. Department of Education was created in May 1980. It formerly was the Office of Education in the U.S. Department of 2009 (ARRA) because these funds are included only in tables that show FY 2009. Most of these funds had a 2 -year availability, meaning that they were available for the Department of Education to obligate during FY 2009 and FY 2010.
${ }^{3}$ Data adjusted by the federal budget composite deflator, as reported in the U.S. Office of Management and Budget's Budget of the S Government, Historical Tables, Fiscal Year 2017.

NOTE: To the extent possible, amounts reported do not represent obigations, but instead represent appropriations or (especially for eale years) outlays. Negative amounts occur when program receipts exceed outlays. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding.
ment and Budget Budment of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, and supplemental agency budget documents, fiscal years 1972
through 2016. National Science Foundation, Federal Funds for Research and Development, fiscal years 1970 through 2016. (This table was prepared April 2017.)

Table 401.30. Federal on-budget funds for education, by level/educational purpose, agency, and program: Selected fiscal years, 1970 through 2016

| Level/educational purpose, agency, and program | 1970 | 1980 | $1990{ }^{1}$ | 20001 | 20051 | $2010{ }^{1}$ | 20111 | $2012{ }^{1}$ | $2013{ }^{1}$ | $2014{ }^{1}$ | $2015{ }^{1}$ | $2016{ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Total | \$12,511,079 | \$34,465,612 | \$51,593,753 | \$86,223,885 | \$148,306,678 | \$170,640,505 | \$182,101,478 | \$188,010,977 | \$178,918,154 | \$188,354,107 | \$195,792,216 | \$188,918,425 |
| Elementary/secondary education | 5,830,442 | 16,027,686 | 21,984,361 | 43,790,783 | 69,029,389 | 75,187,097 | 74,538,319 | 76,283,637 | 75,823,798 | 77,243,750 | 79,005,904 | 82,096,684 |
| Department of Education ${ }^{2}$ | 2,719,204 | 6,629,095 | 9,681,313 | 20,039,563 | 37,477,594 | 39,646,475 | 38,652,240 | 38,601,561 | 36,589,382 | 37,488,221 | 37,394,190 | 38,648,865 |
| Education for the disadvantaged | 1,339,014 | 3,204,664 | 4,494,111 | 8,529,111 | 14,635,566 | 15,864,666 | 15,515,444 | 15,741,703 | 14,921,636 | 15,552,693 | 15,536,107 | 15,963,018 |
| Impact aid program ${ }^{3}$.................... | 656,372 | 690,170 | 816,366 | 877,101 | 1,262,174 | 1,276,183 | 1,273,631 | 1,291,186 | 1,223,649 | 1,288,603 | 1,288,603 | 1,305,603 |
| School improvement programs ${ }^{4}$ | 288,304 | 788,918 | 1,189,158 | 2,549,971 | 7,918,091 | 6,999,862 | 6,738,485 | 6,327,886 | 5,997,413 | 5,599,600 | 5,478,097 | 5,851,330 |
| Indian education. |  | 93,365 | 69,451 | 65,285 | 121,911 | 127,282 | 127,027 | 130,779 | 123,939 | 123,939 | 123,939 | 143,939 |
| English Language Acquisition | 21,250 | 169,540 | 188,919 | 362,662 | 667,485 | 750,000 | 733,530 | 732,144 | 693,848 | 723,400 | 737,400 | 737,400 |
| Special education ................ | 79,090 | 821,777 | 1,616,623 | 4,948,977 | 10,940,312 | 12,587,035 | 12,526,672 | 12,640,709 | 11,982,364 | 12,497,300 | 12,522,358 | 12,930,812 |
| Vocational and adult education | 335,174 | 860,661 | 1,306,685 | 1,462,977 | 1,967,086 | 2,016,447 | 1,737,451 | 1,737,154 | 1,646,533 | 1,702,686 | 1,707,686 | 1,716,763 |
| Education Reform-Goals $2000^{5}$ Hurricane Education Recovery ${ }^{6}$ |  |  |  | 1,243,479 $\dagger$ | $-35,031$ $\dagger$ | $\begin{array}{r} \dagger \\ 25,000 \end{array}$ |  |  |  |  |  |  |
| Department of Agriculture | 760,477 | 4,064,497 | 5,528,950 | 10,051,278 | 12,648,943 | 18,336,140 | 18,718,506 | 19,345,478 | 21,209,152 | 20,416,777 | 22,552,477 | 23,412,011 |
| Child nutrition programs ${ }^{7}$ | 299,131 | 3,377,056 | 4,977,075 | 9,554,028 | 11,901,943 | 16,891,000 | 17,324,000 | 18,151,000 | 19,913,000 | 19,279,000 | 21,297,000 | 22,163,000 |
| McGovern-Dole International Food for Education and Child Nutrition Program ${ }^{8}$ |  |  |  |  | 86,000 | 210,000 | 199,000 | 184,000 | 175,000 | 185,000 | 192,000 | 202,000 |
| Agricultural Marketing Service-commodities ${ }^{9}$.................... | 341,597 | 388,000 | 350,441 | 400,000 | 471,000 | 1,053,000 | 992,000 | 843,000 | 940,000 | 770,000 | 818,000 | 845,000 |
|  | 83,800 | 159,293 | 18,707 |  |  |  |  |  |  |  |  |  |
| Estimated education share of Forest Service permanent appropriations .............................................. | 35,949 | 140,148 | 182,727 | 97,250 | 190,000 | 182,140 | 203,506 | 167,478 | 181,152 | 182,777 | 245,477 | 202,011 |
| Department of Commerce $\qquad$ <br> Local public works program—school facilities ${ }^{10}$ $\qquad$ | , | $\begin{aligned} & 54,816 \\ & 54,816 \end{aligned}$ |  |  |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Department of Defense . | 143,100 | 370,846 | 1,097,876 | 1,485,611 | 1,786,253 | 1,981,321 | 2,047,825 | 2,132,046 | 2,220,611 | 2,193,877 | 2,035,763 | 2,146,796 |
| Junior Reserve Officers Training Corps (JROTC) | 12,100 | 32,000 | 39,300 | 210,432 | 315,122 | 359,689 | 377,526 | 391,682 | 407,335 | 450,229 | 381,306 | 365,030 |
| Overseas dependents schools | 131,000 | 338,846 | 864,958 | 904,829 | 1,060,920 | 1,186,560 | 1,193,636 | 1,235,707 | 1,262,545 | 1,187,691 | 1,118,208 | 1,179,926 |
| Domestic schools ${ }^{11}$ | $\dagger$ | $\dagger$ | 193,618 | 370,350 | 410,211 | 435,072 | 476,663 | 504,657 | 550,731 | 555,957 | 536,249 | 601,840 |
| Department of Energy | 200 | 77,633 | 15,563 | $\dagger$ | $\dagger$ | t | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Energy conservation for school buildings ${ }^{12}$ <br> Pre-engineering program | 200 | 77,240 393 | 15,213 350 |  |  |  |  | $\dagger$ | $\stackrel{\dagger}{\dagger}$ | $\dagger$ | $\dagger$ |  |
| Department of Health and Human Services . | $\dagger$ | 735,000 | 1,906,979 | 5,282,000 | 6,842,348 | 7,234,000 | 7,560,000 | 7,969,000 | 7,573,000 | 8,598,000 | 8,598,000 | 9,168,000 |
| Head Start ${ }^{13}$.............................................. |  | 735,000 | 1,447,758 | 5,267,000 | 6,842,348 | 7,234,000 | 7,560,000 | 7,969,000 | 7,573,000 | 8,598,000 | 8,598,000 | 9,168,000 |
| Payments to states for Aid to Families with Dependent Children (AFDC) work programs ${ }^{14}$.... | $\dagger$ | † | 459,221 | 15,000 |  |  |  | $\dagger$ |  |  |  | $\dagger$ |
| Department of Homeland Security ......................... | $\dagger$ |  |  | $\dagger$ | 500 | 505 | 504 | 454 | 364 | 273 | 301 | 339 |
| Tuition assistance for educational accreditation-Coast Guard personnel ${ }^{15}$...... | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 500 | 505 | 504 | 454 | 364 | 273 | 301 | 339 |
| Department of the Interior | 140,705 | 318,170 | 445,267 | 725,423 | 938,506 | 781,075 | 815,877 | 782,335 | 742,546 | 782,405 | 805,293 | 879,366 |
| Mineral Leasing Act and other funds ${ }^{16}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Payments to states-estimated education share ... | 12,294 | 62,636 | 123,811 | 24,610 | 60,290 | 23,000 | 24,380 | 26,450 | 24,770 | 28,100 | 23,500 | 16,800 |
| Payments to counties-estimated education share . | 16,359 | 48,953 | 102,522 | 53,500 | 79,686 | 50,000 | 53,000 | 58,000 | 53,970 | 61,300 | 51,200 | 36,600 |
| Indian Education |  |  |  |  |  |  |  |  |  |  |  |  |
| Bureau of Indian Education schools . | 95,850 | 178,112 | 192,841 | 466,905 | 517,647 | 580,492 | 583,572 | 631,477 | 597,412 | 622,382 | 641,353 | 672,943 |
| Johnson-O'Malley assistance ${ }^{17}$ | 16,080 | 28,081 | 25,556 | 17,387 | 16,510 | 13,589 | 13,415 | 13,304 | 12,615 | 14,338 | 14,739 | 14,778 |
| Education construction ............. |  |  |  | 161,021 | 263,373 | 112,994 | 140,509 | 52,104 | 52,779 | 55,285 | 74,501 | 138,245 |
| Education expenses for children of employees, Yellowstone National Park .... | 122 | 388 | 538 | 2,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | + | $\dagger$ |
| Department of Justice ..... | 8,237 | 23,890 | 65,997 | 224,800 | 554,500 | 137,529 | 140,525 | 291,464 | 297,745 | 295,569 | 141,167 | - |
| Advanced occupational education ...................................................................................... |  |  |  |  |  | 137,529 | 140,525 | 149,587 | 160,684 | 151,630 | - | - |
| Vocational training expenses for prisoners in federal prisons ${ }^{18}$ $\qquad$ | $2,720$ | $4,966$ | 2,066 | $\begin{array}{r} 1,000 \\ 22380 \end{array}$ |  | $\dagger$ |  |  | ${ }_{137,061}^{\dagger}$ |  | 141, ${ }^{\text {+ }}$ | $\dagger$ |
| Inmate programs ${ }^{18,19}$............................................................................................................. | $5,517$ | 18,924 |  | $223,800$ |  |  |  | 141,877 | 137,061 | 143,939 | 141,167 |  |
| Department of Labor .. | 420,927 | 1,849,800 | 2,505,487 | 4,683,200 | 5,654,000 | 4,845,735 | 4,358,353 | 4,898,863 | 4,729,187 | 4,837,010 | 4,827,861 | 5,024,580 |
| Job Corps ${ }^{20}$....................................................... |  | 469,800 | 739,376 | 1,256,000 | 1,521,000 | 1,017,205 | 1,017,205 | 1,706,171 | 1,702,946 | 1,688,155 | 1,688,155 | 1,689,155 |
| Training programs-estimated funds for education programs ${ }^{21}$ | 420,927 | 1,380,000 | 1,766,111 | 3,427,200 | 4,133,000 | 3,828,530 | 3,341,148 | 3,192,692 | 3,026,241 | 3,148,855 | 3,139,706 | 3,335,425 |
| Department of Transportation $\qquad$ <br> Tuition assistance for educational accreditation-Coast Guard personnel ${ }^{15}$ $\qquad$ | $\begin{aligned} & 45 \\ & 45 \end{aligned}$ | $\begin{aligned} & 60 \\ & 60 \end{aligned}$ | $\begin{aligned} & 46 \\ & 46 \end{aligned}$ | $\begin{aligned} & 188 \\ & 188 \end{aligned}$ | $\dagger$ |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Department of the Treasury | $\dagger$ | 935,903 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Estimated education share of general revenue sharing ${ }^{22}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Local $\qquad$ | + | $\begin{aligned} & 525,019 \\ & 410,884 \end{aligned}$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |


| Level/educational purpose, agency, and program | 1970 | 1980 | $1990{ }^{1}$ | $2000{ }^{1}$ | 20051 | $2010{ }^{1}$ | 20111 | $2012{ }^{1}$ | 20131 | $2014{ }^{1}$ | $2015{ }^{1}$ | 20161 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Department of Veterans Affairs | 338,910 | 545,786 | 155,351 | 445,052 | 1,815,000 | 760,476 | 778,373 | 808,898 | 949,143 | 1,079,832 | 1,161,750 | 1,373,212 |
| Noncollegiate and job training programs ${ }^{24}$ | 281,640 | 439,993 | 12,848 |  |  |  |  |  |  |  |  |  |
| Vocational rehabilitation for disabled veterans ${ }^{25}$ | 41,700 | 87,980 | 136,780 | 438,635 | 1,815,000 | 760,476 | 759,457 | 790,688 | 930,750 | 1,060,811 | 1,143,656 | 1,354,665 |
| Veteran dependents' education ${ }^{26}$ | 15,570 | 17,813 | 5,723 | 6,417 |  |  | 18,916 | 18,210 | 18,393 | 19,021 | 18,094 | 18,547 |
| Service Members Occupational Conversion Training Act of $1992^{27}$...... |  |  |  |  | $\dagger$ | $\dagger$ |  |  |  |  |  | $\dagger$ |
| Other agencies |  |  |  |  |  |  |  |  |  |  |  |  |
| Appalachian Regional Commission ${ }^{28}$. | 33,161 | 9,157 | 93 | 2,588 | 2,962 | 986 | 2,290 | 962 | 1,689 | 3,163 | 1,574 | 2,332 |
| National Endowment for the Arts ${ }^{29}$..... |  | 4,989 | 4,641 | 6,002 | 8,470 | 11,530 | 12,125 | 10,450 | 10,427 | 10,924 | 9,777 | 10,496 |
| Arts in education ........................... |  | 4,989 | 4,641 | 6,002 | 8,470 | 11,530 | 12,125 | 10,450 | 10,427 | 10,924 | 9,777 | 10,496 |
| National Endowment for the Humanities | 20 | 330 | 404 | 812 | 603 | 125 | 75 | 100 | 333 | 181 | 243 | 212 |
| Office of Economic Opportunity ....... | 1,072,375 |  |  |  |  |  |  |  |  |  |  | + |
| Head Start ${ }^{13}$ | 325,700 |  |  |  |  |  |  |  |  |  |  |  |
| Other elementary and secondary programs ${ }^{30}$. | 42,809 |  |  |  |  |  |  |  |  |  |  | + |
| Job Corps ${ }^{20}$........................... | 144,000 |  |  |  |  |  |  |  |  |  |  |  |
| Youth Corps and other training programs ${ }^{20}$ | 553,368 |  |  |  |  |  |  |  |  |  |  |  |
| Volunteers in Service to America (VISTA) ${ }^{31}$ | 6,498 |  |  |  |  |  |  |  |  |  |  |  |
| Social Security Administration ................. | 167,333 | 342,000 | 489,814 | 729,036 | 1,161,000 | 1,313,000 | 1,312,200 | 1,329,500 | 1,321,300 | 1,365,200 | 1,373,500 | 1,344,600 |
| Social Security student benefits ${ }^{32,33}$.. | 167,333 | 342,000 | 489,814 | 729,036 | 1,161,000 | 1,313,000 | 1,312,200 | 1,329,500 | 1,321,300 | 1,365,200 | 1,373,500 | 1,344,600 |
| Other programs |  |  |  |  |  |  |  |  |  |  |  |  |
| Estimated education share of federal aid to the District of Columbia | 25,748 | 65,714 | 86,579 | 115,230 | 138,710 | 138,200 | 139,426 | 112,526 | 178,919 | 172,318 | 104,008 | 85,875 |
| Postsecondary education | \$3,432,277 | \$11,087,992 | \$13,620,326 | \$14,977,852 | \$38,560,566 | \$49,227,882 | \$64,741,176 | \$70,200,145 | \$63,549,350 | \$69,443,305 | \$74,901,134 | \$63,331,075 |
| Department of Education ${ }^{2}$ | 1,187,962 | 5,682,242 | 11,175,978 | 10,727,315 | 31,420,023 | 35,518,187 | 49,506,580 | 54,287,377 | 46,295,375 | 51,896,533 | 56,994,579 | 44,128,936 |
| Student financial assistance |  | 3,682,789 | 5,920,328 | 9,060,317 | 15,209,515 | 24,596,640 | 43,730,700 | 43,280,461 | 37,319,312 | 30,589,493 | 29,351,512 | 30,130,183 |
| Direct Loan Program ${ }^{34}$ |  |  | 5,32,32 | -2,862,240 | 3,020,992 | 3,481,859 | 2,781,709 | 6,917,373 | 3,273,880 | 16,254,117 | 23,660,742 | 9,878,116 |
| Federal Family Education Loan Prog | 2,323 | 1,407,977 | 4,372,446 | 2,707,473 | 10,777,470 | 4,274,364 | 177,001 | 1,359,963 | 3,102,483 | 2,269,320 | 1,362,692 | 1,446,784 |
| Higher education. | 1,029,131 | 399,787 | 659,492 | 1,530,779 | 2,053,288 | 2,740,665 | 2,388,946 | 2,297,656 | 2,178,033 | 2,322,592 | 2,161,224 | 2,219,845 |
| Facilities-loans and insurance | 114,199 | -19,031 | 19,219 | -2,174 | -1,464 | -8,360 | $-4,607$ | $-8,513$ | -156 | -109 | -156 | -68 |
| College housing loans ${ }^{36}$ |  | 14,082 | -57,167 | -41,886 | -33,521 | -16,725 | -13,265 | -16,725 | -1,176 | -1,176 | -1,176 | -1,176 |
| Educational activities overseas . | 774 | 3,561 | 82 |  |  |  |  |  |  |  |  |  |
| Historically Black Colleges and Universities Capital Financing, Program Accoun |  |  |  | 150 | 169 | 23,330 | 23,289 | 32,160 | 20,227 | 55,184 | 50,629 | 42,140 |
| Gallaudet College and Howard University | 38,559 | 176,829 | 230,327 | 291,060 | 339,823 | 357,977 | 357,261 | 359,580 | 340,772 | 340,821 | 342,096 | 343,096 |
| National Technical Institute for the Deaf | 2,976 | 16,248 | 31,251 | 43,836 | 53,751 | 68,437 | 65,546 | 65,422 | 62,000 | 66,291 | 67,016 | 70,016 |
| Department of Agriculture | $\dagger$ | 10,453 | 31,273 | 30,676 | 61,957 | 80,697 | 81,658 | 81,658 | 75,387 | 82,986 | 82,986 | 84,686 |
| Agriculture Extension Service, Second Morrill Act payments to agricultural and mechanical colleges and Tuskegee Institute $\qquad$ | t | 10,453 | 31,273 | 30,676 | 61,957 | 80,697 | 81,658 | 81,658 | 75,387 | 82,986 | 82,986 | 84,686 |
| Department of Commerc | 8,277 | 29,971 | 3,312 | 3,800 | - | - | - |  |  | - | - | - |
| Sea Grant Program ${ }^{37}$ |  | 3,123 | 3,312 | 3,800 |  |  |  |  |  |  |  |  |
| Merchant Marine Academy ${ }^{38}$ | 6,160 | 14,809 |  |  | $\dagger$ | $\dagger$ | $\dagger$ |  |  | $\dagger$ | $\dagger$ | $\dagger$ |
| State marine schools ${ }^{38}$ | 2,117 | 12,039 | $\dagger$ | t | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | t | $\dagger$ |
| Department of Defense | 322,100 | 545,000 | 635,769 | 1,147,759 | 1,858,301 | 2,550,667 | 2,297,234 | 2,407,629 | 2,420,958 | 2,314,444 | 2,204,083 | 2,329,356 |
| Tuition assistance for military personnel | 57,500 |  | 95,300 | 263,303 | -608,109 | -669,892 | 567,412 | 590,626 | 564,604 | 580,848 | 520,817 | 571,613 |
| Service academies | 78,700 | 106,100 | 120,613 | 212,678 | 300,760 | 402,640 | 348,836 | 375,250 | 372,726 | 225,163 | 227,413 | 230,807 |
| Senior Reserve Officers Training Corps (SROTC) ... | 108,100 | - | 193,056 | 363,461 | 537,525 | 885,500 | 851,910 | 844,498 | 843,018 | 856,900 | 840,384 | 870,817 |
| Professional development education ${ }^{39}$.................. | 77,800 | - | 226,800 | 308,317 | 411,907 | 592,635 | 529,076 | 597,255 | 640,610 | 651,533 | 615,469 | 656,119 |
| Department of Energy ... | 3,000 | 57,701 | 25,502 | $\dagger$ | $\dagger$ |  | $\dagger$ | $\dagger$ | † | $\dagger$ | $\dagger$ | $\dagger$ |
| University laboratory cooperative program | 3,000 | 2,800 | 9,402 |  |  |  |  |  |  |  |  |  |
| Teacher development projects .................... |  | 1,400 |  |  |  |  |  |  |  |  |  |  |
| Energy conservation for buildings-higher education ${ }^{12}$ | t | 53,501 | 7,459 |  |  |  |  |  |  |  |  |  |
| Minority honors vocational training ...... |  |  |  |  |  |  |  |  |  |  |  |  |
| Honors research program $\qquad$ Students and teachers |  |  | $\begin{aligned} & 6,472 \\ & 21169 \end{aligned}$ |  |  |  |  |  |  |  |  |  |
| Department of Health and Human Services | 479,483 | 853,058 | 578,542 | 954,190 | 1,433,516 | 1,292,556 | 1,398,643 | 1,363,081 | 1,267,355 | 1,309,981 | 1,364,045 | 1,439,395 |
| Health professions training programs ${ }^{40}$ | 353,029 | 460,736 | 230,600 | 340,361 | 581,661 | 406,000 | 514,922 | 497,513 | 438,039 | 469,236 | 486,600 | 491,895 |
| Indian health manpower. |  | 7,187 | 9,508 | 16,000 | 27,000 | 46,000 | 41,000 | 41,000 | 32,000 | 32,000 | 48,000 | 48,000 |
| National Health Service Corps scholarships |  | 70,667 | 4,759 | 33,300 | 45,000 | 41,000 | 46,400 | 38,300 | 39,800 | 43,300 | 44,000 | 41,000 |
| National Institutes of Health training grants ${ }^{41}$.............................................................................. | + | 176,388 | 241,356 | 550,220 | 756,014 | 775,186 | 772,000 | 762,000 | 734,000 | 738,000 | 758,000 | 830,000 |

Table 401.30. Federal on-budget funds for education, by level/educational purpose, agency, and program: Selected fiscal years, 1970 through 2016-Continued [ln thousands of current dollars]

| Level/educational purpose, agency, and program | 1970 | 1980 | $1990{ }^{1}$ | $2000{ }^{1}$ | $2005{ }^{1}$ | 20101 | $2011{ }^{1}$ | $2012{ }^{1}$ | 20131 | $2014{ }^{1}$ | $2015{ }^{1}$ | $2016{ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| National Institute for Occupational Safety and Health training grants Alcohol, drug abuse, and mental health training programs ${ }^{42}$ Health teaching facilities ${ }^{43}$ | $\begin{array}{r} 8,088 \\ 118,366 \end{array}$ | $\begin{array}{r} 12,899 \\ 122,103 \\ 3,078 \end{array}$ | $\begin{array}{r} 10,461 \\ 81,353 \\ 505 \end{array}$ | $\begin{array}{r} 14,198 \\ \dagger \\ 110 \end{array}$ | 23,841 $\dagger$ $\dagger$ $\dagger$ | 24,370 | 24,321 | 24,268 | 23,516 $\dagger$ $\dagger$ | 27,445 $\dagger$ $\dagger$ $\dagger$ | 27,445 $\dagger$ $\dagger$ | 28,500 $\dagger$ $\dagger$ |
| Department of Homeland Security $\qquad$ <br> Coast Guard Academy ${ }^{15}$ $\qquad$ <br> Postgraduate training for Coast Guard officers ${ }^{15}$ $\qquad$ <br> Tuition assistance to Coast Guard military personnel ${ }^{15}$ $\qquad$ |  | $\dagger$ | $\dagger$ $\dagger$ $\dagger$ $\dagger$ | $\dagger$ $\dagger$ $\dagger$ $\dagger$ | 36,400 16,400 8,700 11,300 | $\begin{array}{r} 45,824 \\ 26,326 \\ 4,645 \\ 14,853 \end{array}$ | $\begin{array}{r} 49,604 \\ 27,581 \\ 4,883 \\ 17,140 \end{array}$ | $\begin{array}{r} 48,592 \\ 26,803 \\ 5,891 \\ 15,898 \end{array}$ | $\begin{array}{r} 43,468 \\ 24,359 \\ 6,198 \\ 12,911 \end{array}$ | $\begin{array}{r} 35,632 \\ 25,438 \\ 5,430 \\ 4,764 \end{array}$ | $\begin{array}{r} 34,205 \\ 23,260 \\ 4,811 \\ 6,134 \end{array}$ | $\begin{array}{r} 39,447 \\ 24,336 \\ 5,55 \\ 9,556 \end{array}$ |
| Department of Housing and Urban Development ${ }^{31}$ $\qquad$ College housing loans ${ }^{36}$ $\qquad$ | $\begin{aligned} & 114,199 \\ & 114,199 \end{aligned}$ | $\dagger$ | $\dagger$ | $\dagger$ |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Department of the Interior | 16,329 | 52,312 | 104,891 | 156,316 | 222,506 | 143,041 | 82,033 | 91,335 | 79,142 | 84,987 | 83,482 | 78,402 |
|  Indian programs | 6,949 | 35,403 | 69,980 | 98,740 | 146,235 | 16,250 | 20,430 | 29,900 | 20,310 | 23,100 | 19,300 | 13,800 |
| Continuing education. Higher education scholarships | 9,380 | 16,909 | 34,911 | 57,576 | 76,271 | $\begin{array}{r} 126,791 \\ 34,585 \end{array}$ | $\begin{aligned} & 61,603 \\ & 34,432 \end{aligned}$ | $\begin{aligned} & 61,435 \\ & 32,730 \end{aligned}$ | $\begin{aligned} & 58,832 \\ & 31,560 \end{aligned}$ | $\begin{aligned} & 61,887 \\ & 31,350 \end{aligned}$ | $\begin{aligned} & 64,182 \\ & 31,190 \end{aligned}$ | $\begin{aligned} & 64,602 \\ & 31,290 \end{aligned}$ |
| Department of State | 30,850 | $\dagger$ | 2,167 | 319,000 | 424,000 | 657,660 | 620,050 | 601,770 | 577,864 | 567,811 | 594,915 | 590,900 |
| Educational exchange ${ }^{44}$ | 30,850 |  |  | 319,000 | 424,000 | 657,660 | 620,050 | 601,770 | 577,864 | 567,811 | 594,915 | 590,900 |
| Mutual educational and cultural exchange activities | 30,454 |  |  | 303,000 | 402,000 | 635,000 | 599,550 | 583,200 | 559,180 | 567,811 | 594,915 | 590,900 |
| International educational exchange activities ${ }^{45}$......... | 396 |  |  | 16,000 | 22,000 | 22,660 | 20,500 | 18,570 | 18,684 |  |  |  |
| Russian, Eurasian, and East European Research and Training .......................................................... | $\dagger$ | $\dagger$ | 2,167 |  | $\dagger$ |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Department of Transportation. | 11,197 | 12,530 | 46,025 | 60,300 | 73,000 | 89,997 | 95,806 | 102,268 | 97,993 | 96,800 | 97,650 | 116,100 |
| Merchant Marine Academy ${ }^{38}$ |  |  | 20,926 | 34,000 | 61,000 | 74,057 | 79,897 | 85,168 | 81,787 | 79,500 | 79,150 | 82,500 |
| State marine schools ${ }^{38}$ |  |  | 8,269 | 7,000 | 12,000 | 15,940 | 15,909 | 17,100 | 16,206 | 17,300 | 18,500 | 33,600 |
| Coast Guard Academy ${ }^{15}$ | 9,342 | 10,000 | 12,074 | 15,500 |  |  |  |  |  |  |  |  |
| Postgraduate training for Coast Guard officers ${ }^{15}$ $\qquad$ <br> Tuition assistance to Coast Guard military personnel ${ }^{15}$ | $1,655$ | 2,230 | 4,173 | 2,500 1,300 |  |  | $t$ | $\dagger$ | $\dagger$ |  | $\dagger$ |  |
| Department of the Treasury $\qquad$ <br>  | $\dagger$ | $\begin{aligned} & 296,750 \\ & 296,750 \end{aligned}$ |  |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  | $\dagger$ | $\dagger$ |
| Department of Veterans Affairs | 693,490 | 1,803,847 | 599,825 | 1,132,322 | 2,478,624 | 8,143,560 | 9,898,127 | 10,173,547 | 11,737,143 | 12,061,698 | 12,395,923 | 13,456,858 |
| Vietnam-era veterans ....... | 638,260 | 1,579,974 | 46,998 |  |  |  |  |  |  |  |  |  |
| College student support |  | 1,560,081 | 39,458 |  |  |  |  |  |  |  |  |  |
| Work-study ....... |  | 19,893 | 7,540 |  |  |  |  |  |  |  |  |  |
| Service persons college support ............................................................................................. | 18,900 | 46,617 | 8,911 |  |  |  |  |  |  |  |  |  |
| Post-Vietnam veterans |  | 922 | 161,475 | 3,958 | 1,136 | 1,496 | 1,343 | 932 | 615 | 425 | 275 | 262 |
| All-volunteer-force educational assistance |  | $\dagger$ | 269,947 | 984,068 | 2,070,996 | 1,963,943 | 1,682,700 | 1,163,575 | 998,517 | 736,669 | 627,075 | 554,086 |
| Veterans ... |  |  | 183,765 | 876,434 | 1,887,239 | 1,659,694 | 1,385,943 | 931,756 | 775,382 | 530,508 | 445,190 | 383,600 |
| Reservists |  |  | 86,182 | 107,634 | 183,757 | 304,249 | 296,757 | 231,819 | 223,135 | 206,161 | 181,885 | 170,486 |
| Post-9/11 Gl Bill ${ }^{46}$ |  |  |  |  |  | 5,542,843 | 7,656,490 | 8,476,227 | 10,184,499 | 10,754,649 | 11,234,014 | 12,357,594 |
| Veteran dependents' education ${ }^{26}$ | 36,330 | 176,334 | 100,494 | 131,296 | 388,719 | 507,294 | 443,928 | 437,085 | 464,862 | 494,613 | 475,131 | 493,060 |
| Payments to state education agencies .......... |  |  | 12,000 | 13,000 | 17,773 | 18,958 | 18,342 | 18,738 | 18,980 | 18,985 | 18,911 | 19,000 |
|  | $\dagger$ | $\dagger$ | + |  | $\dagger$ | 109,026 | 95,324 | 76,990 | 69,670 | 56,357 | 40,517 | 32,856 |
| Other agencies |  |  |  |  |  |  |  |  |  |  |  |  |
| Appalachian Regional Commission ${ }^{28}$. | 4,105 | 1,751 | - | 2,286 | 4,407 | 2,464 | 6,098 | 6,653 | 4,443 | 7,471 | 17,062 | 25,027 |
| National Endowment for the Humanities | 3,349 | 56,451 | 50,938 | 28,395 | 29,253 | 47,949 | 40,168 | 45,000 | 39,399 | 39,824 | 42,900 | 45,979 |
| National Science Foundation | 42,000 | 64,583 | 161,884 | 389,000 | 490,000 | 618,830 | 636,060 | 937,160 | 858,130 | 892,600 | 932,980 | 935,820 |
| Science and engineering education programs | 37,000 | 64,583 | 161,884 | 389,000 | 490,000 | 618,830 | 636,060 | 937,160 | 858,130 | 892,600 | 932,980 | 935,820 |
| Sea Grant Program ${ }^{37}$... | 5,000 |  |  |  |  |  |  |  |  |  |  |  |
| Social Security Administration .... | 502,000 | 1,559,000 |  |  |  |  |  | + | $\dagger$ | + |  |  |
| Social Security postsecondary students' benefits ${ }^{32,48}$ | 502,000 | 1,559,000 |  |  |  |  |  | + |  | $\dagger$ | + |  |
| United States Information Agency ch $^{49}$....................................................................................... | 8,423 | 51,095 | 181,172 |  |  |  |  |  | $\dagger$ |  | + |  |
|  |  | 49,546 | 35,862 | $\dagger$ | t |  | $\dagger$ | $\dagger$ |  | $\dagger$ | $\dagger$ |  |
|  |  | $\dagger$ | 145,307 | $\dagger$ | $\dagger$ |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |  |
| Educational exchange activities, international ............................................................................... | ${ }^{\dagger}$ | 1,549 | 3 | $\dagger$ | $\dagger$ | $\dagger$ | t | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $t$ |
| Information center and library activities ............................................................................... | 8,423 |  |  | $\dagger$ | $\dagger$ | $\dagger$ | + | $\dagger$ | + | $\dagger$ | $\dagger$ | $\dagger$ |

[^129]| Leveleducaitional purpose, agency, and program | 1970 | 1980 | $1990{ }^{1}$ | 20001 | $2005{ }^{1}$ | 2010 | 20111 | 20121 | 20131 | 20141 | 20151 | $2016{ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Other programs |  |  |  |  |  |  |  |  |  |  |  |  |
| Bary Goldwater Scholarship and Excellence in Education Foundation .... |  |  | 1,033 |  |  | 4,000 |  |  | 4,000 | 3,000 | 2,000 |  |
| Estimated education share of federal aid to the District of Columbia ${ }^{51}$...... | 5,513 | 13,143 | $\begin{gathered} 14,637 \\ 2,883 \end{gathered}$ | $\begin{array}{r} 11,493 \\ 3,000 \end{array}$ | 14,578 3,000 | $\begin{array}{r} 20,450 \\ 2,000 \end{array}$ | $\begin{array}{r} 15,115 \\ 1,000 \end{array}$ | $\begin{array}{r} 37,875 \\ 1,200 \end{array}$ | $\begin{array}{r} 37,193 \\ 1,500 \end{array}$ | $\begin{array}{r} 37,538 \\ 1,000 \end{array}$ | 42,324 1,000 | $\begin{array}{r} 42,169 \\ 1,000 \end{array}$ |
| Institute of American Indian and Alaska Native Culure and Atrs Development ... |  |  | 4,305 | 2,000 | 6,000 | 8,000 | 8,000 | 9,000 | 8,000 | 9,000 | 9,000 | 12,000 |
| James Madison Memorial Fellowship Foundation .... | + | $\dagger$ | 191 | 7,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| Other education. | \$964,719 | \$1,548,730 | \$3,383,031 | \$5,795,116 | \$7,297,025 | \$9,233,220 | \$10,804,871 | \$9,351,012 | \$9,239,858 | \$9,463,416 | \$9,494,286 | \$9,035,880 |
| Department of Education ${ }^{2}$ | 630,235 | 747,706 | 2,251,801 | 3,223,355 | 3,538,862 | 5,062,693 | 5,255,939 | 5,466,031 | 5,392,390 | 5,440,500 | 5,459,226 | 5,475,432 |
| Adminisistation... | 47,456 | 187,317 | 328,293 | 458,054 | 548,842 | 1,531,232 | 1,755,384 | 1,928,821 | 1,933,269 | 1,971,955 | 1,965,715 | 2,150,110 |
|  | 108,284 473091 | 129,127 426886 | 137,264 178036 |  |  |  |  |  |  |  |  |  |
| Rehabilitative services and disability research American Printing House for the Blind | 473,091 1,404 | 426,886 4,349 | $1,780,360$ 5,736 | 2,755,468 ${ }_{9}, 368$ | $\xrightarrow{2,973,346} 16,538$ | $\begin{array}{r} 3,506,861 \\ 24,600 \end{array}$ | $\begin{array}{r}3,474,718 \\ 24,551 \\ \hline 1\end{array}$ | $\begin{array}{r} 3,511,281 \\ 24,505 \end{array}$ | $3,435,385$ 23,223 | $\begin{array}{r}3,442,749 \\ 24,456 \\ \hline\end{array}$ | $3,466,393$ 24,931 2,4 | ${ }^{3,298,965}$ |
|  | , | ${ }^{27}$ | ${ }^{1} 148$ | ,465 | ${ }_{136}$ |  | -1,286 | 1,424 | 513 | 1,340 | 2,187 | 926 |
| Department of Agriculture ... | ${ }^{135,637}$ | 271,112 | 352,511 | 444,477 | 467,631 | 565,423 | 514,668 | 508,759 | 491,424 | 542,026 | 509,526 | 533,726 |
| Extension Service - .-.].... | 131,734 | 263,584 | 337,907 | 424,174 | 445,631 | 543,423 | 493,668 | 487,759 | 470,424 | 518,026 | 485,526 | 509,726 |
| National Agricultural Library .... | 3,903 | 7,528 | 14,604 | 20,303 | 22,000 | 22,000 | 21,000 | 21,000 | 21,000 | 24,000 | 24,000 | 24,000 |
| Department of Commerce | 1,226 | 2,479 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Training for private sector employees. | 1,226 | 2,479 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| department of Heath and Human Services. | 24,273 | 37,819 | 77,962 | 214,000 | 317,947 | 339,716 | 339,716 | 338,278 | 337,639 | 327,723 | 336,939 |  |
| National Library of Medicine ............... | 24,273 | 37,819 | 77,962 | 214,000 | 317,947 | 339,716 | 339,716 | 338,278 | 337,639 | 327,723 | 336,939 | 64 |
| Department of Homeland Security |  |  |  |  | 278,243 | 341,100 | 1,851,832 | 215,884 | 243,111 | 258,730 | 258,338 | 038 |
| Federal Law Enforcement Training Center | $\dagger$ | $\dagger$ |  |  | 159,000 | 323,000 18,100 | ${ }^{27081832}$ | $\begin{array}{r}271,413 \\ \hline-5529\end{array}$ | 243,111 | 258,730 | 258,338 | 245,038 |
|  | $\dagger$ |  |  | $\dagger$ | 119,243 | 18,100 | 1,58 |  |  |  |  |  |
| Department of Justice | 546 | 27,642 | 26,920 | 34,727 | 26,148 | 33,563 | 33,563 | 33,563 | 30,207 | 30,095 | 28,869 | 31,856 |
| Federal Bureau of Investigation National Academy .... | 2,066 | 7,734 | 6,028 | 22,479 | 15,619 | 19,443 | 19,443 | 19,443 | 21,268 | 21,291 | 8,956 |  |
| Federal Bureau of IIvestigation Field Police Academy ... | 2,500 | 7,715 | 10,548 | 11,962 | 10,456 | 14,120 | 14,120 | 14,120 | 8,939 | 8,804 | 19,914 | 22,538 |
| Narcotics and dangerous drug training | 980 | $\begin{array}{r}2,416 \\ \hline\end{array}$ | 850 | 286 | 73 | † | $\dagger$ | † |  |  | t | $\pm$ |
| Department of State |  |  |  |  |  |  | 142,578 | 140,152 | 235,093 | 267.930 |  |  |
| Department to State...... | 20,672 | 25,000 |  | 69,349 | 109,309 | 12, 2 20 | 121,620 | 12, 452 | 219,238 | 251,230 | ${ }^{259,305}$ | 264,554 247,854 |
| Center for Cultural and Technical Interchange ${ }^{44}$ | 15,857 4,815 | 25,000 | $\stackrel{47,339}{\dagger}$ |  |  | 23, 2000 | 20,958 | 16,700 | 15,85 | 16,700 | 16,700 | 16,700 |
| Department of Transportaion .............. | 3,964 | 10,212 | 1,507 | 700 | 1,100 | 146 | 135 | 120 |  |  |  | 1,000 |
| Highways training and deducation grants .... | 2,418 | 3,412 |  |  |  |  |  |  |  |  |  |  |
| Martime Administration ${ }^{38}$ |  |  | 1.507 | 700 | 1,100 | 146 |  | 120 |  |  |  | 1,000 |
| Urban mass transportation-managerial training grants ....... | 1,546 | 500 | + | $\dagger$ |  | $\dagger$ | + | $\dagger$ | t |  | $\dagger$ |  |
| Federal Aviation Administration |  | 6300 |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 18 18 | $\begin{aligned} & 14,584 \\ & 14,584 \end{aligned}$ | $\begin{aligned} & 41,488 \\ & 41,488 \end{aligned}$ | $\begin{aligned} & 83,000 \\ & 83,000 \end{aligned}$ |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Other agencies |  |  |  |  |  |  |  |  |  |  |  |  |
| ACTION ${ }^{56}$ <br> Estimated education funds |  | $\begin{aligned} & 2,833 \\ & 2,833 \end{aligned}$ | $\begin{aligned} & 8,472 \\ & 8,472 \end{aligned}$ |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Agency for International Development. | 88,034 | 99,707 | 170,371 | 299,000 | 574,000 | 542,700 | 599,500 | 598,800 | 574,000 | 576,439 | 598,000 | 6,200 |
| Education and human resources. | ${ }^{61,570}$ | 80,518 | 142,801 | 299,000 | 574,000 | 542,700 | 599,500 | 598,800 | 574,000 | 576,439 | 589,900 |  |
| American schools and hospitals abroad ...... | 26,464 | 19,189 | 27,570 |  |  |  |  |  |  |  | 8,100 | 6,200 |
| Appalachian Regional Commission²8. | 572 | 8,124 | $\dagger$ | 2,369 | 1,173 | 1,620 | 3,514 | 3,510 | 6,938 | 2,439 | 5,045 | 12,281 |
| Corporation for National and Community Service ${ }^{56}$. | $\dagger$ | $\dagger$ | $\dagger$ | 696,545 | 856,574 | 857,021 | 780,809 | 750,252 | 711,009 | 756,849 | 758,349 | 787,929 |
| Federal Emergency Management Agency ${ }^{\text {T }}$. | 290 | 281 | 215 | 4,894 | $\dagger$ | + | $\dagger$ | $\dagger$ |  |  | $\dagger$ | $\dagger$ |
| Estimated architectengineer student development program | 40 250 | 31 250 | 200 15 |  |  |  | $\dagger$ | t | $\dagger$ | t |  |  |
|  |  |  |  | 14,894 |  |  |  | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |

Table 401．30．Federal on－budget funds for education，by level／educational purpose，agency，and program：Selected fiscal years， 1970 through 2016－Continued ［ln thousands of current dollars］

| Level／educational purpose，agency，and program | 1970 | 1980 | $1990{ }^{1}$ | $2000{ }^{1}$ | $2005{ }^{1}$ | $2010{ }^{1}$ | $2011{ }^{1}$ | $2012{ }^{1}$ | $2013{ }^{1}$ | $2014{ }^{1}$ | $2015{ }^{1}$ | $2016{ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | $\begin{aligned} & \hline 14,775 \\ & 14,775 \end{aligned}$ | $\begin{aligned} & \hline 34,800 \\ & 34,800 \end{aligned}$ | $\dagger$ |  | $\dagger$ | $\dagger$ |  |  |  | $\dagger$ | $\dagger$ | $\dagger$ |
| Institute of Museum and Library Services ${ }^{52}$ ． | $\dagger$ | $\dagger$ | $\dagger$ | 166，000 | 250，000 | 282，251 | 237，393 | 231，954 | 219，821 | 226，860 | 227，860 | 230，000 |
| Japanese－United States Friendship Commission． | $\dagger$ | 2，294 | 2，299 | 3，000 | 3，000 | 2，000 | 3，700 | 3，700 | 3，700 | 3，000 | 3，000 | 3，000 |
| Library of Congress | 29，478 | 151，871 | 189，827 | 299，000 | 430，000 | 510，877 | 492，839 | 465，961 | 442，051 | 455，760 | 464，449 | 470，869 |
| Salaries and expenses | 20，700 | 102，364 | 148，985 | 247，000 | 383，000 | 441，934 | 433，586 | 415，561 | 394，474 | 406，752 | 414，201 | 419，621 |
| National Library Service for the Blind and Physically Handicapped． | 6,195 | 31，436 | 37，473 | 46，000 | 47，000 | 68，943 | 59，253 | 50，400 | 47，577 | 49，008 | 50，248 | 51，248 |
| Special foreign currency program $\qquad$ Furniture and furnishings $\qquad$ | 2,273 310 | 3,492 14,579 | 10 3,359 | 6，000 ${ }^{\dagger}$ |  |  | $\dagger$ | $\dagger$ | $\dagger$ | ＋ | $\dagger$ | $\dagger$ |
| National Aeronautics and Space Administration $\qquad$ <br> Aerospace education services project $\qquad$ | $\begin{aligned} & 350 \\ & 350 \end{aligned}$ | $\begin{aligned} & 882 \\ & 882 \end{aligned}$ | $\begin{aligned} & 3,300 \\ & 3,300 \end{aligned}$ | $\begin{aligned} & 6,800 \\ & 6,800 \end{aligned}$ | 二 | 二 | － | － | － | 二 | 二 | － |
| National Archives and Records Administration $\qquad$ Libraries and other archival activities ${ }^{59}$ $\qquad$ | $\dagger$ | $\dagger$ | $\begin{aligned} & 77,397 \\ & 77,397 \end{aligned}$ | $\begin{aligned} & 121,879 \\ & 121,879 \end{aligned}$ | $\begin{aligned} & 276,000 \\ & 276,000 \end{aligned}$ | $\begin{aligned} & 339,000 \\ & 339,000 \end{aligned}$ | $\begin{aligned} & 349,000 \\ & 349,000 \end{aligned}$ | $\begin{aligned} & 391,500 \\ & 391,500 \end{aligned}$ | $\begin{aligned} & 371,022 \\ & 371,022 \end{aligned}$ | $\begin{aligned} & 386,630 \\ & 386,630 \end{aligned}$ | $\begin{aligned} & 381,730 \\ & 381,730 \end{aligned}$ | $\begin{aligned} & 389,073 \\ & 389,073 \end{aligned}$ |
| National Commission on Libraries and Information Science ${ }^{60}$ | $\dagger$ | 2，090 | 3，281 | 2，000 | 1，000 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| National Endowment for the Arts ${ }^{29}$ ．．． | 340 | 231 | 936 | 4，046 | 2，506 | 2，883 | 1，370 | 6，145 | 3，483 | 4，502 | 3，732 | 3，868 |
| National Endowment for the Humanities | 5，090 | 85，805 | 89，706 | 70，807 | 87，969 | 94，580 | 90，891 | 91，000 | 74，439 | 77，528 | 77，073 | 75，734 |
| Smithsonian Institution ．．． | 2，461 | 5，153 | 5，779 | 25，764 | 45，890 | 63，107 | 67，322 | 65，422 | 65，483 | 68，529 | 70，053 | 74，609 |
| Museum programs and related research | 2，261 | 3，254 | 690 | 18，000 | 32，000 | 52，000 | 56，000 | 54，313 | 54，313 | 57，915 | 59，553 | 64，109 |
| National Gallery of Art extension service． | 200 | 426 | 474 | 764 | 890 | 107 | 119 | 122 | 115 | 114 |  |  |
| Woodrow Wilson International Center for Scholars ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | t | 1，473 | 4，615 | 7，000 | 13，000 | 11，000 | 11，203 | 10，987 | 11，055 | 10，500 | 10，500 | 10，500 |
| United States Information Agency ${ }^{49}$ $\qquad$ Center for Cultural and Technical Interchange ${ }^{44}$ $\qquad$ | $\dagger$ | 15，115 | 20，375 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| United States Institute of Peace ．．． | $\dagger$ | $\dagger$ | 7，621 | 13，000 | 28，000 | 49，000 | 39，000 | 39，000 | 37，000 | 37，000 | 35，000 | 35，000 |
| Other programs <br> Estimated education share of federal aid for the District of Columbia ．．．． | 1，758 | 2，990 | 3，724 | 404 | 1，674 | 1，020 | 1，102 | 980 | 1，048 | 876 | 1，092 | 1，047 |
| Research programs at universities and related institutions ${ }^{61}$ | \＄2，283，641 | \＄5，801，204 | \＄12，606，035 | \＄21，660，134 | \＄33，419，698 | \＄36，993，306 | \＄32，017，112 | \＄32，176，184 | \＄30，305，148 | \＄32，203，636 | \＄32，390，891 | \＄34，454，786 |
| Department of Education ${ }^{2,62}$ | 87，823 | 78，742 | 89，483 | 116，464 | 456，822 | 659，006 | 608，786 | 593，664 | 562，612 | 576，935 | 573，935 | 618，015 |
| Department of Agriculture ．． | 64，796 | 216，405 | 348，109 | 553，600 | 709，700 | 737，200 | 764，000 | 643，100 | 578，800 | 697，900 | 758，200 | 866，700 |
| Department of Commerce ．．．． | 4，487 | 48，295 | 50，523 | 110，775 | 243，948 | 303，000 | 242，778 | 205，085 | 235，936 | 275，521 | 272，897 | 314，255 |
| Department of Defense ． | 356，188 | 644，455 | 1，871，864 | 1，891，710 | 4，342，100 | 3，154，300 | 3，272，300 | 2，861，205 | 2，394，900 | 2，788，700 | 2，766，500 | 2，977，100 |
| Department of Energy | 548，327 | 1，470，224 | 2，520，885 | 3，577，004 | 4，339，879 | 3，402，600 | 2，994，903 | 2，983，055 | 2，941，159 | 3，288，681 | 3，484，388 | 3，890，836 |
| Department of Health and Human Services ．．． | 623，765 | 2，087，053 | 4，902，714 | 10，491，641 | 16，357，996 | 21，796，200 | 17，780，531 | 17，630，467 | 16，588，019 | 17，305，391 | 16，897，088 | 17，807，809 |
| Department of Homeland Security ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． |  |  |  | $\dagger$ | 309，717 | 152，800 | 104，450 | 68，700 | 71，637 | 77，173 | 79，300 | 81，500 |
| Department of Housing and Urban Development | 510 | 5，314 | 118 | 1，400 | 1，100 | 400 | 1，600 | 300 | 4，500 | 100 | 1，100 | 1，000 |
| Department of the Interior | 18，521 | 42，175 | 49，790 | 47，200 | 66，800 | 84，200 | 108，774 | 65，405 | 51，352 | 76，822 | 59，200 | 57，600 |
| Department of Justice ．．．．． | 1，945 | 9，189 | 6，858 | 19，400 | 27，500 | 34，600 | 29，900 | 34，700 | 38，900 | 55，300 | 54，600 | 55，500 |
| Department of Labor ．．． | 3，567 | 12，938 | 5，893 | 12，900 | 110，500 |  |  |  |  |  |  | $\dagger$ |
| Department of State ．．．． | 8，220 | 188 | 1，519 |  |  |  |  |  |  |  |  |  |
| Department of Transportation ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 12，328 | 31，910 | 28，608 | 55，866 | 52，800 | 70，100 | 64，800 | 71，500 | 80，509 | 71，200 | 80，400 | 61，100 |
| Department of the Treasury Department of Veterans Affairs | 518 | 226 1,600 | 227 2,300 | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ |
| Agency for International Development． |  | 77，063 | 79，415 | 33，500 | 28，100 | 15，200 | 22，400 | 31，100 | 29，900 | 17，600 | 50，000 | 50，000 |
| Environmental Protection Agency ．．．．．． | 19，446 | 41，083 | 87，481 | 98，900 | 83，400 | 54，700 | 79，200 | 87，200 | 73，700 | 86，100 | 68，600 | 55，800 |
| Federal Emergency Management Agency ${ }^{57}$ ． |  | 1，665 |  |  |  |  |  |  |  |  |  |  |
| National Aeronautics and Space Administration ．． | 258，016 | 254，629 | 1，090，003 | 2，071，030 | 2，763，120 | 1，585，500 | 1，430，761 | 2，289，837 | 2，200，143 | 2，287，755 | 2，355，450 | 2，667，443 |
| National Science Foundation ．．． | 253，628 | 743，809 | 1，427，007 | 2，566，244 | 3，503，216 | 4，914，700 | 4，491，930 | 4，597，266 | 4，443，881 | 4，584，258 | 4，875，532 | 4，936，529 |
| Nuclear Regulatory Commission ．．．． |  | 32，590 | 42，328 | 12，200 | 15，100 | 14，500 | 14，000 | 8，600 | 5，400 | 9，400 | 8，000 | 5，000 |
| Office of Economic Opportunityb ${ }^{63}$ <br> U．S．Arms Control and Disarmament Agency $y^{64}$ | $\begin{array}{r} 20,035 \\ 100 \end{array}$ | $\begin{array}{r} \dagger \\ 661 \end{array}$ | $\dagger$ 25 | $\dagger$ |  |  |  |  |  |  | $\dagger$ | $\dagger$ |
|  | 1，421 | 990 | 885 | 300 | 7，900 | 14，300 | 6，000 | 5，000 | 3,800 | 4，800 | 5，700 | 8，600 |

## -Not available

$\dagger$ Not applicable.
${ }^{1}$ Excludes federal support for medical education benefits under Medicare in the U.S. Department of Health and Human Services. Benefits are excluded because data before fiscal year (FY) 1990 are not available. This program existed since Medicare began, but was not available as a separate budget item until $F Y$ 1990. Excluded amounts are estimated as follows: $\$ 4,440,000,000$ in $F Y$
1990 , $\$ 8,020,000,000$ in $F Y 2000, \$ 8,290,000,000$ in FY $2005, \$ 9,080,000,000$ in $F Y 2010, \$ 9,200,000,000$ in $F Y 2011$, $1990, \$ 8,020,000,000$ in $\mathrm{FY} 2000, \$ 8,290,000,000$ in $\mathrm{FY} 2005, \$ 9,080,000,000$ in $\mathrm{FY} 2010, \$ 9,200,000,000$ in FY 2011 ,
$\$ 980000000000$ $\$ 9,800,000,000$ in FY 2012, $\$ 10,000,000,000$ in FY 2013, $\$ 11,530,000,000$ in FY 2014, $\$ 11,800,000,000$ in FY 2015, and $\$ 12,100,000,000$ in FY 2016.
${ }^{2}$ The U.S. Department of Education was created in May 1980. It formerly was the Office of Education in the U.S. Department Health, Education, and Welfare.
ow-rent housing properties, and other federal proth concentrations of children who reside on Indian lands, military bases, ble federal properties.
4ncludes many School Improvement Programs, Safe Schools and Citizenship Education, and the Office of Innovation and Improvement. ${ }^{5}$ Included the School-To-Work Opportunities program, which initiated a national system to be administered jointly by the U.S. Departments of Education and Labor. Programs in the Education Reform program were transferred to the school improvement programs or isconinue Hurrican. Amounts ald 2002 reflect balances hat are spending out from prior-year appropriation
and students displaced by
Starting with FY 1994, funds for the Special Milk Program are included in child nutrition programs.
${ }^{8}$ Authorized under the Farm Security and Rural Investment Act of 2002 (Public Law 107-171), the McGovern-Dole International Food for Education and Child Nutrition Program carries out preschool and school feeding programs in foreign countries. ${ }^{9}$ These commodities are purchased under Section 32 of the Agricultural Adjustment Act of 1935 (Public Law 74-320), for use in child nutrition programs.

解绪 for this program since FY 1977, and it was completely phased out in FY 1984
ents in military corm Defense Domestic Dependent Elementary and Secondary Schools (DDESS) program supports stuEstablishlary communities in the United States, Guam, and Puerto Rico.
Formerly in the Office of Economic appropriated in FY 1980.
cormerly in the Office of Economic Opportunity. In FY 1972, program funds were transferred to the U.S. Department of Health, Education, and Welfare (later the U.S. Department of Health and Human Services). Today, the program is housed ${ }^{14}$ Created by the Family Support Act of 1988 (Public Law 100-485) to provide funds for the Job Opportunities a Creaing program. In 1997 AFDC was incorporated into the Temporary Assistance for Needy Families program Basic Skills ${ }^{15}$ Transferred from the U.S. Department of Transportation to the U.S. Department of Homeland Security in March 2003.
${ }^{1}$ D Data for 2013 through 2016 are estimated.
Provides funding for supplemental programs for eligible American Indian students in public schools.
${ }^{18}$ Beginning in 2012, funding for vocational training programs is included in inmate programs.
${ }^{19}$ Finances the cost of education courses for inmates in federal prisons.
U.S. Department of Labor in FYs 1971 and 1972

Economic Opportunity and were transterred to the U.S. Department of Labor in FYs 1971 and 1972. From FY 1994 through FY 2001, included the School-to-Work Opportunities program, which was administered jointly by the U.S. Departments of Education and Labor
Thabished in FY 1972 and closed in FY 1986.
${ }^{23}$ 24The states' share of revenue-sharing funds could not be spent on education in FYs 1981 through 1986
${ }^{24}$ Provided educational assistance allowances in order to restore lost educational opportunities to those individuals whose ${ }_{25}$ This program is in the Readjustment Benefits program, Chapter 31, and covers the costs of subsistence, tuition, books, supplies, and equipment for disabled veterans requiring vocational rehabilitation. ${ }_{26}$ This program is in the Readiustment Benefits program Chanter 35 and provid
${ }^{27}$ Appropriations
${ }^{28}$ Funding for education for the Appalachian Regional Commission is sorted by the type of grantee (e.g., local education agency, institution of higher education) as opposed to how the funding is actually used.
${ }^{29}$ "Elementary/secondary" obligations for FYS 2014, 2015, and 2016 include those items that impact elementary and secondarts education items not meeting the terms of "elementary/secondary." ${ }^{30}$ Most of these programs were transferred to the U.S. Department of Health,
ealth, Education, and Welfare, Office of Education in FY 1972.
${ }^{32}$ The Social Security Administration was formerly part of the U.S. Department of Health, Education, and Welfare, which became the U.S. Department of Health and Human Services in 1980. In 1994, the Social Security Administration became an ${ }_{33}$ independent agency.
${ }^{33}$ Benefits typically terminate at age 18 , unless a child is still a full-time elementary or secondary student. In that case, benefits continue until the child graduates, or until 2 months after reaching age 19, whichever comes first. Disabled children are also eligible to receive benefits after age 18 .
${ }^{34}$ Under the William D. Ford Federal Direct Loan Program (commonly referred to as the Direct Loan Program), the federal gov ernment uses Treasury funds to provide loan capital directly to schools, which then disburse loan funds to students 30, 2010; all new loans are originated through the Direct Loan Program. The FFEL Program made loan capital available to students and their families through private lenders. State and private nonprofit guaranty agencies administer the federal guarantee protecting FFEL lenders against losses related to borrower default. These agencies also collect on defaulted loans and provide other services to lenders.
${ }^{36}$ Transferred from the U.S. Department of Housing and Urban Development to the U.S. Department of Education when it was established in 1980.
ed from the National Science Foundation to the National Oceanic and Atmospheric Administration within the U.S ${ }_{38}$ Department of Commerce in October 1970
advanced degree pro gram; college degree program (officers); and Armed Forces Health Professions Scholarship program.
${ }^{40}$ Does not include Health Education Assistance Loans (HEAL)
${ }^{41}$ Alcohol, drug abuse, and mental health training programs are included starting in FY 1992.
${ }^{42}$ 2Beginning in FY 1992, data were included in the National Institutes of Health training grants program
${ }^{44}$ Transferred from the 4 S. 2004 4.SIn FY 2014, the Regional Graduate Fellowship program was Agency was dissolved in 1999.
${ }^{46}$ Chapter 33 was enacted in the Post-9/11 Veterans Educational Assistance Act of 2008 (Public Law 110-252).
${ }^{47}$ Part of the Ronald W. Reagan National Defense Authorization Act for FY 2005 (Public Law 108-375), enacted October 28, 2004. The Reserve Education Assistance Program (REAP) provides educational assistance to members of the National tember 11.2001. The National Defense Authorization Act of 2016 will phase out REAP by 2019 ${ }_{48 \text { Postsecondary student benefits were ended by the Omnibus Budget Reconciliation Act of }}$ were completely phased out by August 1985. ${ }_{50}$ Dissolved in 1999; functions were transferred to the U.S. Department of State and the newly created Broadcasting Board of Governors. 51 ncluded in the Educational and Cultural Affairs program in FYs 1980 through 1983, and became an independent program in FY 1984. ${ }^{51}$ Includes funding for higher education financial services and preparation programs
${ }^{52}$ Transferred from the U.S. Department of Education to the Institute of Museum and Library Services when the Institute ${ }_{53}$ Transferred from the US. Department ${ }^{54}$ The disaster relief program repairs and replaces damaged and destroyed school buildings. The Federal Emergency Management Agency, which administers this program, was transferred to the U.S. Department of Homeland Security in 2003. ${ }^{55 T h e}$ Second-Career Training Program for air traffic controllers was canceled in 1996.
${ }^{56}$ The National and Community Service Trust Act of 1993 (Public Law 103-82) merged two agencies (ACTION and the Commission on National and Community Service) to establish the Corporation for National and Community Service
Tunds for the Federal Emergency Management Agency in FY 1970 were in other agencies. This agency was transferies. The U.S. Department of Homeland Security in 2003 ${ }^{58}$ These programs include the Fall-Out Shelter Analysis, Blast Protection Design through FY 1992. Starting in FY 1993, earthquake training and safety for teachers and administrators for grades 1 through 12 are included.
${ }^{59}$ Transferred from the General Services Administration to the National Archives and Records Administration in April 1985 ${ }^{60}$ The Consolidated Appropriations Act of 2008 (Public Law 110-161) transferred the National Commission on Libraries and Information Science to the Institute of Museum and Library Services in 2008.
\& plant administered by colleges and universi${ }^{62}$ FY 1970 includes outlays for the Research and Training program. FY 1980 includes outlays for the National Institute of Education program. FY 1990 through FY 2000 amounts are outlays for the Office of Educational Research and Improvement. Amounts for FY 2005 and later years are for the Institute of Education Sciences; these amounts are outlays for years prior to FY 2010 and appropriations for later years.
${ }^{63}{ }^{64}$ he Office of Economic Opportunity was dissolved in 1981
${ }^{64}$ The U.S. Arms Control and Disarmament Agency was integrated into the U.S. Department of State in 1999
de the Appalachian Regional Commission, National Archives and Records Administration, and Social
NOTE: To the extent possible, amounts reported do not represent obligations, but instead represent appropriations or (especially for earlier years) outlays. Negative amounts occur when program receipts exceed outlays. Some data have been revised from previously pubished figures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Budget Service, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, and supplemental agency budget documents, fiscal years 1971 through 2017.
National Science Foundation, Federal Funds for Research and Development, fiscal years 1970 through 2016. (This table was prepared March 2017.)

Table 401.60. U.S. Department of Education appropriations for major programs, by state or jurisdiction: Fiscal year 2015
[In thousands of current dollars]

| State or jurisdicition | Total | $\begin{array}{r}\text { Grants } \\ \text { for the }\end{array}$ disadvantaged $^{1}$ | Block grants to states for school improvement ${ }^{2}$ | School assistance in federally affected areas | Career/ technical and adult education | $\begin{array}{r} \text { Special } \\ \text { education } \end{array}$ | $\begin{array}{r} \text { English } \\ \text { language } \\ \text { acquistion } \end{array}$ | American Indian education | $\begin{gathered} \text { Student } \\ \text { financial } \\ \text { assistance } \end{gathered}$ | Rehabilitation services |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Total, 50 states and D.C. ${ }^{8}$. | \$67,471,115 | \$14,720,246 | \$4,025,275 | \$1,058,325 | \$1,636,500 | \$12,010,941 | \$663,448 | \$100,381 | \$30,209,991 | \$3,046,007 |
| Total, 50 states, D.C., other activities, and other jurisdictions $\qquad$ | 69,983,807 | 15,337,923 | 4,267,102 | 1,216,955 | 1,686,553 | 12,289,642 | 737,400 | 100,381 | 31,164,723 | 3,183,129 |
| Alabama .... | 1,111,942 | 231,798 | 67,281 | 2,317 | 28,380 | 190,926 | 3,845 | 1,428 | 524,313 | 61,654 |
| Alaska ........ | 321,439 | 46,015 | 21,122 | 140,579 | 5,259 | 39,527 | 1,132 | 13,535 | 42,667 | 11,603 |
| Arizona | 2,209,772 | 342,030 | 75,805 | 149,281 | 37,235 | 203,193 | 14,128 | 10,235 | 1,312,501 | 65,364 |
| Arkansas ................................. | 678,008 | 165,301 | 46,203 | 339 | 16,887 | 119,645 | 3,487 | 219 | 278,726 | 47,200 |
| California ....................... | 8,414,552 | 1,874,822 | 449,367 | 54,542 | 209,632 | 1,295,896 | 146,896 | 4,896 | 4,068,638 | 309,864 |
| Colorado | 971,201 | 162,578 | 48,674 | 27,369 | 22,818 | 166,326 | 8,761 | 674 | 491,733 | 42,270 |
| Connecticut $\qquad$ | 644,324 190761 | 120,942 46,406 | 38,258 21,002 | 3,456 52 | 14,775 6,391 | 140,073 3838 | 6,712 1,003 | 31 | 291,175 63,024 | 28,902 14.503 |
| District of Columbia ...... | 261,711 | 44,412 | 20,705 | 220 | 5,483 | 19,996 | 1,214 | 0 | 151,564 | 18,117 |
| Florida ..................... | 3,995,133 | 826,437 | 192,978 | 6,547 | 100,645 | 675,569 | 43,840 | 94 | 1,970,197 | 178,825 |
| Georgia .. | 2,210,697 | 525,254 | 123,184 | 18,384 | 56,883 | 351,950 | 15,141 | 0 | 1,037,207 | 82,694 |
| Hawaii ..... | 246,379 | 49,898 | 21,279 | 27,223 | 7,653 | 42,377 | 4,075 |  | 79,813 | 14,061 |
| Idaho ....... | 346,362 | 63,414 | 23,636 | 5,315 | 8,664 | 59,827 | 2,070 | 485 | 164,565 | 18,386 |
| Illinois. Indiana $\qquad$ $\qquad$ | $\begin{aligned} & 2,893,362 \\ & 1,542,335 \end{aligned}$ | $\begin{aligned} & 688,757 \\ & 273,055 \end{aligned}$ | 170,791 72,571 | 10,947 79 | $\begin{aligned} & 60,828 \\ & 34,871 \end{aligned}$ | $\begin{aligned} & 533,321 \\ & 272,792 \end{aligned}$ | 26,869 8,774 | 239 0 | $\begin{array}{r} 1,288,868 \\ 819,306 \end{array}$ | $\begin{array}{r} 112,742 \\ 60,886 \end{array}$ |
| Iowa | 732,252 | 96,229 | 34,953 | 118 | 15,513 | 128,545 |  |  |  |  |
| Kansas ... | 592,059 | 119,576 | 37,117 | 33,896 | 13,897 | 113,708 | 4,143 | 918 | 257,436 | 11,368 |
| Kentucky | 958,313 | 227,375 | 67,265 | 433 | 26,354 | 171,499 | 3,474 | 0 | 412,313 | 49,600 |
| Louisiana | 1,045,534 | 298,003 | 87,163 | 7,908 | 30,264 | 198,803 | 3,020 | 865 | 384,049 | 35,459 17,351 |
| Maine ......... | 277,809 | 53,153 | 24,045 | 1,855 | 7,159 | 58,643 | 683 | 169 | 114,750 | 17,351 |
| Maryland ..... | 973,618 | 204,543 | 58,285 | 4,590 | 24,374 | 211,745 | 9,852 | 77 | 418,800 | 41,352 |
| Massachusetts .... | 1,245,047 | 243,413 | 69,881 | 320 | 27,810 | 297,827 | 14,224 | 115 | 533,472 | 57,984 |
| Michigan ............ | $2,202,064$ <br> 1,11574 <br> 1 | 524,005 156440 | 151,248 $\begin{array}{r}5,183\end{array}$ 5 | r $\begin{array}{r}3,602 \\ 19 \\ 199\end{array}$ | 50,777 22464 | 418,330 201726 | 11,397 8,728 | 2,129 3,808 | 9388,290 594491 | 102,287 5 5 |
| Minnesota | $\begin{array}{r} 1,115,741 \\ 775,905 \end{array}$ | 156,44 <br> 198,334 | 55,183 61,369 | 19,149 1,379 | 22,464 <br> 19,533 | 201,726 126,44 | 8,728 1,414 | 3,808 474 | 5941,539 | 43,751 |
| Missouri ............. | 1,292,737 | 251,893 | 76.285 |  | 30,048 | 238,113 | 5,099 | 77 | 605,056 | 66,849 |
| Montana ...... | 255,024 | 48,166 | 26,367 | 42,329 | 6,401 | 40,198 | 504 | 3,639 | 73,944 | 13,477 |
| Nebraska | 377,098 | 76,725 | 25,996 | 10,581 | 9,221 | 78,691 | 3,212 | 912 | 150,288 | 21,472 |
| Nevada .. | 415,630 | 121,220 | 27,524 | 3,035 | 15,444 | 77,705 | 6,609 | 653 | 147,290 | 16,149 |
| New Hampshire ..... | 262,262 | 41,870 | 23,416 | 5 | 7,116 | 50,558 | 1,024 | 0 | 126,032 | 12,240 |
| New Jersey ....... | 1,565,143 | 344,892 | 90,840 | 13,047 | 37,661 | 379,447 | 20,505 |  | 613,287 |  |
| New Mexico ......... | 595,553 | 121,369 | 34,689 | 82,789 | 12,297 | 95,983 | 4,783 | 7,636 | 213,587 | 22,421 |
| New York............ | 4,598,8833 | 1,154,311 | 304,551 | 39,485 | ${ }^{93,312}$ | 807,084 | 60,931 | 1,925 | 1,981,888 | 155,395 |
| North Carolina $\qquad$ | 1,956,313 | $\begin{array}{r} 437,358 \\ 34,954 \end{array}$ | $\begin{array}{r} 10,463 \\ 21,832 \end{array}$ | 14,182 22,226 | $\begin{array}{r} 53,472 \\ 5,198 \end{array}$ | $\begin{array}{r} 350,862 \\ 31,346 \end{array}$ | 14,448 616 | 3,517 2,070 | 868,210 49,408 | 108,800 10,470 |
| Ohio ... | 2,255,907 | 580,345 | 153.405 | 1,162 | 58.347 | 457,410 | 10.454 | 0 | 887.073 | 107.710 |
| Oklahoma ..... | 822,781 | 163,379 | 56,816 | 33,070 | 21,293 | 155,572 | 4,843 | 24,086 |  |  |
| Oregon... | 811,795 | 156,881 | 43,961 | 2,665 | 18,968 | 135,619 | 7,025 | 1,850 | 393,544 | 51,282 |
| Pennsylvania ....... | 2,402,289 | 572,065 | 155,312 | 717 | 58,690 | 449,223 | 16,035 | 0 | 1,020,632 | 129,614 |
| Rhode Island ........ | 263,462 | 51,479 | 21,183 | 1,388 | 7,655 | 46,982 | 1,987 | 0 | 117,785 | 15,003 |
| South Carolina ... | 978,372 | 235,495 | 57,497 | 751 | 26,994 | 187,676 | 3,651 | 28 | 407,052 |  |
| South Dakota .... | 278,964 | 45,899 | 22,083 | 48,167 | 5,393 | 37,436 | 943 | 3,940 | 104,100 | 11,003 |
| Tennessee ... | 1,275,037 | 294,130 | 77,216 | 2,332 | 34,497 | 249,704 | 5,120 | 0 | 551,680 | 60,358 |
| Texas .......... | 5,6887,729 | 1,426,678 93,105 | 347,937 | 91,658 8,179 | 148,410 15,686 | 1,045,941 | 105,840 4,063 | 1,387 | 2,273,796 | 247,982 41,519 |
| Utan .... | 697,991 | 93,105 | 29,713 | 8,19 | 15,686 | 118,491 |  | 1,361 | 385,874 | 41,519 |
| Vermont ....... | 162,214 | 35,089 | 20,753 |  | 5,116 | 30,377 | 500 | 221 | 52,967 | 17,183 |
| Virginia Washingon | 1,491,447 | 254,124 | 72,669 | 26,686 | 36,753 | 300,276 | 12,001 | 10 | 709,582 | 79,345 |
| Washington.. | 1,173,896 | 255,041 | 68,490 | 48,128 | 30, 149 | 235,041 | 15,804 | 4,026 | 460,517 | 56,700 |
| West Virginia .................... | 493,676 | 90,032 | 34,008 |  | 12,045 | 80,553 | 684 |  | 234,784 | 41,560 |
| Wisconsin ......... | 1,067,322 | 217,481 | ${ }^{67,086}$ | 12,384 | 26,761 | 221,663 | 7,379 | 2,410 | $\begin{array}{r}445,864 \\ \hline 6,736\end{array}$ | 66,294 |
| Wyoming .................................. | 154,148 | 34,078 | 20,812 | 14,121 | 5,026 | 31,918 | 500 | 881 | 36,736 | 10,077 |
| Other activities//urisdictions |  |  |  |  |  |  |  |  |  |  |
| Indian Tribe Set-Aside ..... | 279,230 | 99,040 | ${ }^{22,503}$ |  | 13,970 | 99,424 | 5,000 | 0 | 0 | 39,293 |
| Other nonstate allocations.. | 397,145 | 42,595 | 88,091 | 158,630 | 2,877 | 13,000 | 61,931 | 0 | 0 | 30,021 |
| American Samoa . | 29,697 | 10,667 | 4,816 |  | 554 | 6,966 | 1,132 | 0 | 4,422 | 1,141 |
| Freely Associated States ${ }^{9}$.... | 21,823 5954 |  |  | 0 | 170 | 6,579 |  | 0 | 15,075 |  |
| Guam <br> Northern Marianas | 59,544 21,492 | 15,932 6,811 | 7,659 3,328 | 0 | 1,053 | $\begin{array}{r}15,584 \\ 5,298 \\ \hline\end{array}$ | 1,339 <br> 1,123 | 0 | 15,046 3,260 | 2,929 1,020 |
| Puerto Rico ......... | 1,670,569 | 431, 147 | 110,544 | 0 | 29,751 | 122.098 | 3,334 | 0 | 912,883 | 60,513 |
| U.S. Virgin Islands .................. | 33,191 | 11,184 | 4,886 | 0 | 1,024 | 9,753 | 93 | 0 | 4,046 | 2,205 |

${ }^{1}$ Title I grants. Includes Grants to Local Education Agencies (Basic, Concentration, Targeted, and Education Finance Incentive Grants); School Improvement State Grants; State Agency Program-Migrant Education; and State Agency Program-Neglected and Delinquent Children.
${ }^{2}$ Title VI grants. Includes Supporting Effective Instruction State Grants; Mathematics and Science Partnerships; 21st Century Community Learning Centers; State Assessments; Rural and Low-Income Schools Program; Small, Rural School Achievement Program; and Homeless Children and Youth Education.
${ }^{3}$ Includes Impact Aid-Basic Support Payments; Impact Aid-Payments for Children with Disabilities; and Impact Aid-Construction.
${ }^{4}$ Includes Career and Technical Education State Grants; Adult Basic and Literacy Education State Grants; and English Literacy and Civics Education State Grants.
${ }^{5}$ Includes Special Education-Grants to States; Special Education-Preschool Grants; and Grants for Infants and Families.
${ }^{6}$ Includes Federal Pell Grants; Federal Supplemental Educational Opportunity Grants; Federal Work-Study; and Student Loan Program interest subsidies.
${ }^{7}$ Includes Vocational Rehabilitation State Grants; Client Assistance State Grants; Protection and Advocacy of Individual Rights; Supported Employment State Grants; and Independent Living Services for Older Blind Individuals.
${ }^{8}$ Total excludes other activities and other jurisdictions.
Includes the Marshall Islands, the Federated States of Micronesia, and Palau.
NOTE: Data reflect revisions to figures in the Budget of the United States Government, Fiscal Year 2017. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Budget Service, retrieved January 27, 2017, from http://www2.ed.gov/about/overview/budget/statetables/index.html; and unpublished tabulations. (This table was prepared January 2017.)

Table 401.70. Appropriations for Title I and selected other programs under the No Child Left Behind Act of 2001, by program and state or jurisdiction: Fiscal years 2015 and 2016
[In thousands of current dollars]

| State or jurisdiction | $\begin{gathered} \text { Title I } \\ \text { total, } 2015 \end{gathered}$ | Titte I, 2016 |  |  |  |  | Assessing Achievement 2016 | SupportingEffectiveInstruction StateGrants, 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Grants to local education agencies | State agency programs |  | SchoolImprovementState Grants |  |  |
|  |  |  |  | Neglected and Delinquent | Migrant |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Total, 50 states and D.C. ${ }^{2}$................ | \$14,720,246 | \$15,117,786 | \$14,295,296 | \$45,422 | \$364,751 | \$412,317 | \$360,192 | \$2,151,176 |
| Total, 50 states, D.C., other activities, and other jurisdictions | 15,337,923 | 15,728,395 | 14,856,030 | 47,614 | 374,751 | 450,000 | 378,000 | 2,349,830 |
| Alabama | 231,798 | 246,384 | 236,982 | 603 | 2,038 | 6,760 | 6,125 | 35,674 |
|  | 46,015 | 50,186 | 41,575 | 338 | 6,895 | 1,378 | 3,504 | 10,634 |
| Arizona ................................................ | 342,030 | 349,921 | 332,670 | 1,267 | 6,506 | 9,478 | 7,602 | 34,529 |
| Arkansas ................................................. | 165,301 | 166,339 | 156,192 | 429 | 5,218 | 4,501 | 4,983 | 21,573 |
| Caliornia .......................................... | 1,874,822 | 1,945,005 | 1,761,111 | 1,674 | 128,658 | 53,562 | 28,494 | 249,340 |
| Colorado . | 162,578 | 162,193 | 150,293 | 477 | 6,965 | 4,459 | 6,553 | 24,888 |
|  | 120,942 | 126,803 | 122,376 | 908 | 0 | 3,519 | 5,223 | 21,268 |
| Delaware ............................................. | 46,406 | 49,167 | 47,089 | 435 | 289 | 1,354 | 3,573 | 10,634 |
| District of Columbia ................................ | 44,412 | 45,551 | 44,139 | 156 | 0 | 1,256 | 3,288 | 10,634 |
|  | 826,437 | 857,728 | 809,867 | 1,511 | 22,495 | 23,856 | 14,582 | 100,739 |
| Georgia ..... | 525,254 | 546,494 | 522,079 | 1,608 | 7,809 | 14,999 | 10,110 | 58,490 |
| Hawaii ........................................... | 49,898 | 55,999 | 53,218 | 426 | 794 | 1,561 | 3,842 | 10,634 |
| Idaho ................................................... | 63,414 | 63,938 | 58,003 | 658 | 3,532 | 1,744 | 4,233 | 10,642 |
| Illinois ........................................... | 688,757 | 686,590 | 664,824 | 883 | 1,887 | 18,995 | 11,386 | 92,124 |
|  | 273,055 | 271,358 | 257,959 | 573 | 5,437 | 7,389 | 7,472 | 38,031 |
| Iowa ........ | 96,229 | 99,668 | 94,903 | 437 | 1,591 | 2,738 | 5,051 | 17,564 |
| Kansas ................................................. | 119,576 | 125,191 | 110,071 | 255 | 11,413 | 3,452 | 5,013 | 17,934 |
| Kentucky .... | 227,375 | 228,650 | 214,196 | 898 | 7,310 | 6,246 | 5,831 | 35,302 |
| Louisiana ............................................... | 298,003 | 301,697 | 288,958 | 1,991 | 2,443 | 8,304 | 6,100 | 51,419 |
|  | 53,153 | 55,220 | 52,376 | 170 | 1,156 | 1,518 | 3,739 | 10,634 |
| Maryland .... | 204,543 | 226,880 | 218,699 | 1,349 | 500 | 6,332 | 6,775 | 32,762 |
| Massachusetts ................................ | 243,413 | 243,080 | 232,929 | 1,919 | 1,591 | 6,640 | 6,935 | 41,301 |
| Michigan ..... | 524,005 | 513,363 | 490,424 | 965 | 8,459 | 13,514 | 9,306 | 89,915 |
|  | 156,440 | 171,264 | 163,922 | 556 | 2,046 | 4,741 | 6,601 | 30,785 |
|  | 198,334 | 192,089 | 185,159 | 865 | 1,024 | 5,041 | 5,059 | 33,456 |
| Missouri ...... | 251,893 | 249,395 | 239,633 | 1,472 | 1,499 | 6,792 | 6,922 | 38,706 |
| Montana .... | 48,166 | 48,540 | 46,053 | 173 | 995 | 1,320 | 3,634 | 10,634 |
| Nebraska .......................................... | 76,725 | 77,855 | 70,353 | 332 | 5,032 | 2,139 | 4,310 | 10,911 |
|  | 121,220 | 123,525 | 119,319 | 525 | 234 | 3,447 | 4,899 | 11,077 |
| New Hampshire ...................................... | 41,870 | 45,339 | 43,101 | 853 | 144 | 1,240 | 3,769 | 10,634 |
|  | 344,892 | 355,432 | 342,324 | 1,345 | 1,938 | 9,825 | 8,663 | 51,485 |
| New Mexico ..................................... | 121,369 | 117,497 | 113,081 | 335 | 910 | 3,171 | 4,395 | 17,720 |
| New York ........................................ | 1,154,311 | 1,178,482 | 1,133,329 | 2,730 | 9,764 | 32,659 | 14,669 | 186,026 |
|  | 437,358 | 445,615 | 427,016 | 724 | 5,567 | 12,308 | 9,500 | 48,494 |
| North Dakota ....................................... | 34,954 | 37,861 | 36,473 | 118 | 231 | 1,040 | 3,466 | 10,634 |
| Ohio .. | 580,345 | 593,170 | 573,156 | 1,089 | 2,621 | 16,304 | 10,462 | 84,468 |
| Oklahoma ........ | 163,379 | 166,930 | 160,463 | 374 | 1,515 | 4,577 | 5,673 | 25,747 |
|  | 156,881 | 162,280 | 146,188 | 1,537 | 10,121 | 4,434 | 5,437 | 21,684 |
| Pennsylvania ......................................... | 572,065 | 600,306 | 573,703 | 1,114 | 8,946 | 16,542 | 10,616 | 92,322 |
| Rhode Island ........................................ | 51,479 | 52,166 | 50,305 | 418 | 0 | 1,443 | 3,601 | 10,634 |
| South Carolina ................................ | 235,495 | 247,729 | 238,736 | 1,545 | 554 | 6,893 | 6,091 | 27,966 |
| South Dakota ........... | 45,899 | 46,781 | 44,540 | 130 | 827 | 1,285 | 3,579 | 10,634 |
|  | 294,130 | 310,050 | 300,553 | 314 | 568 | 8,616 | 7,224 | 38,039 |
| Texas ...................................................... | 1,426,678 | 1,473,915 | 1,373,133 | 1,890 | 58,218 | 40,674 | 23,158 | 183,204 |
|  | 93,105 | 93,197 | 87,492 | 1,289 | 1,823 | 2,593 | 5,552 | 14,561 |
| Vermont .......... | 35,089 | 36,948 | 35,227 | 81 | 626 | 1,015 | 3,345 | 10,634 |
| Virginia ........................................... | 254,124 | 271,824 | 261,956 | 1,528 | 784 | 7,555 | 8,225 | 40,097 |
| Washington ............................................ | 255,041 | 253,334 | 229,660 | 1,827 | 14,921 | 6,926 | 7,488 | 36,717 |
| West Virginia ....................................... | 90,032 | 90,129 | 89,311 | 818 | 0 | 0 | 4,065 | 19,455 |
| Wisconsin ....................................... | 217,481 | 223,128 | 215,522 | 798 | 627 | 6,182 | 6,682 | 37,158 |
|  | 34,078 | 35,599 | 34,653 | 715 | 230 | 0 | 3,387 | 10,634 |
| Other activities/jurisdictions |  |  |  |  |  |  |  |  |
| Indian Tribe Set-Aside ......................... | 99,040 | 105,224 | 102,327 | 0 | 0 | 2,897 | 1,845 | 11,690 |
| Other nonstate allocations ..................... | 42,595 | 37,674 | 3,984 | 1,190 | 10,000 | 22,500 | 8,949 | 105,742 |
| American Samoa ................................ | 10,667 | 12,423 | 12,081 | 0 | 0 | 342 | 359 | 2,673 |
| Guam ............................................. | 15,932 | 17,469 | 16,988 | 0 | 0 | 481 | 809 | 4,496 |
| Northern Marianas ............................. | 6,811 | 7,509 | 7,302 | 0 | 0 | 207 | 262 | 1,644 |
| Puerto Rico ...................................... | 431,447 | 420,220 | 408,229 | 1,002 | 0 | 10,989 | 5,169 | 69,531 |
| U.S. Virgin Islands ................................. | 11,184 | 10,089 | 9,822 | 0 | 0 | 268 | 415 | 2,878 |

${ }^{\prime}$ Includes Basic, Concentration, Targeted, and Education Finance Incentive Grants.
${ }^{2}$ Total excludes other activities and other jurisdictions.
NOTE: Detail may not sum to totals because of rounding. Data for fiscal year 2015 are revised from previously published figures. Estimates for fiscal year 2016 are preliminary.

SOURCE: U.S. Department of Education, Budget Service, Elementary, Secondary, and Vocational Education Analysis Division, retrieved November 11, 2016, from http:// www2.ed.gov/about/overview/budget/statetables/17stbyprogram.pdf. (This table was prepared November 2016.)

Table 402.10. Federal obligations for research, development, and R\&D plant, by category of obligation, performer, and field of science and engineering: Fiscal years 2008 through 2016
[In millions]

| Category of obligation, performer, and field of science and engineering | Actual |  |  |  |  |  |  |  | Estimated |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Percent change, 2015 to 2016 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Total obligations for research, development, and R\&D plant .... | Current dollars |  |  |  |  |  |  |  |  |  |
|  | \$129,049.4 | \$144,760.5 | \$146,967.8 | \$139,661.5 | \$140,635.8 | \$127,291.1 | \$132,496.3 | \$131,398.2 | \$142,555.0 | 8.5 |
| Research and development obligations ... Performer | 127,105.6 | 141,092.5 | 140,354.5 | 135,490.8 | 138,485.1 | 125,386.0 | 130,278.7 | 128,573.2 | 140,069.8 | 8.9 |
| Performer <br> Federal intramural ${ }^{1}$ | 29,637.9 | 31,546.4 | 30,911.8 | 35,144.7 | 34,367.8 | 32,963.1 | 34,736.1 | 34,925.1 | 37,918.3 | 8.6 |
| Industrial firms ................................. | 56,337.6 | 59,749.3 | 59,867.8 | 53,550.2 | 58,910.1 | 49,538.1 | 50,236.5 | 47,455.2 | 53,727.9 | 13.2 |
| Federally funded research and development centers (FFRDCs) administered by industrial firms ...... | 4,119.9 | 4,067.1 | 3,946.2 | 4,424.5 | 3,611.7 | 3,796.1 | 4,207.5 | 3,935.8 | 4,477.3 | 13.8 |
| Universities and colleges .................... | 26,026.5 | 31,557.7 | 31,192.3 | 27,680.3 | 27,509.5 | 25,772.0 | 27,429.3 | 27,414.7 | 28,883.2 | 5.4 |
| FFRDCs administered by universities and colleges | 1,988.6 | 3,402.7 | 3,370.5 | 3,437.8 | 3,694.2 | 3,711.7 | 3,800.8 | 3,911.7 | 4,237.7 | 8.3 |
| Other nonprofit institutions $\qquad$ FFRDCs administered by | 5,965.0 | 7,049.7 | 7,245.3 | 6,636.6 | 6,347.0 | 5,915.0 | 6,134.9 | 6,136.2 | 6,345.6 | 3.4 |
| nonprofit institutions ..................... | 2,083.0 | 2,730.7 | 2,784.1 | 2,923.7 | 2,752.2 | 2,571.9 | 2,557.1 | 3,271.4 | 2,910.5 | -11.0 |
| State and local governments ................ | 389.0 | 392.0 | 426.7 | 716.2 | 453.2 | 385.6 | 446.4 | 487.0 | 567.8 | 16.6 |
| Foreign ............................................ | 558.1 | 596.9 | 609.9 | 976.8 | 839.5 | 732.4 | 730.1 | 1,036.0 | 1,001.7 | -3.3 |
| Research obligations | 53,893.6 | 63,694.3 | 63,728.0 | 58,023.7 | 61,946.9 | 59,198.2 | 62,908.8 | 63,645.3 | 67,760.7 | 6.5 |
| Performer |  |  |  |  |  |  |  |  |  |  |
| Federal intramural ${ }^{1}$.......................... | 11,921.7 | 13,321.2 | 13,280.9 | 12,663.4 | 14,295.0 | 13,416.8 | 14,305.6 | 15,006.5 | 15,486.7 | 3.2 |
| Industrial firms ............... | 5,782.4 | 6,280.2 | 6,625.5 | 6,037.4 | 7,794.0 | 7,365.5 | 8,057.5 | 8,110.4 | 9,325.7 | 15.0 |
| FFRDCs administered by industrial firms | 2,929.7 | 3,070.5 | 2,960.1 | 2,984.4 | 2,678.7 | 2,713.8 | 3,217.5 | 3,098.0 | 3,662.0 | 18.2 |
| Universities and colleges .................. | 24,323.2 | 30,168.8 | 29,607.8 | 26,253.2 | 26,289.9 | 24,771.7 | 26,110.1 | 25,962.1 | 27,255.8 | 5.0 |
| FFRDCs administered by universities and colleges | 1,623.1 | 2,148.1 | 2,151.6 | 2,224.4 | 2,856.9 | 3,089.7 | 3,090.9 | 3,226.8 | 3,489.3 | 8.1 |
| Other nonprofit institutions ............... | 5,397.5 | 6,500.7 | 6,687.0 | 5,760.8 | 5,812.9 | 5,445.5 | 5,648.4 | 5,710.6 | 5,833.8 | 2.2 |
| FFRDCs administered by nonprofit institutions . | 1,205.7 | 1,462.0 | 1,633.6 | 1,447.7 | 1,457.0 | 1,686.8 | 1,725.7 | 1,616.9 | 1,794.8 | 11.0 |
| State and local governments ............ | 338.8 | 343.6 | 352.8 | 282.2 | 352.2 | 313.5 | 394.7 | 420.3 | 425.0 | 1.1 |
| Foreign ......................................... | 371.5 | 399.3 | 428.6 | 370.2 | 410.3 | 394.8 | 358.5 | 493.7 | 487.6 | -1.2 |
| Field |  |  |  |  |  |  |  |  |  |  |
| Engineering .................................... | 8,975.5 | 10,285.0 | 11,081.2 | 10,057.2 | 11,403.4 | 10,948.2 | 11,887.5 | 11,955.6 | 13,113.7 | 9.7 |
| Environmental sciences .................. | 2,984.6 | 3,751.1 | 3,338.9 | 3,207.2 | 3,884.3 | 4,041.0 | 4,365.8 | 4,413.7 | 4,677.8 | 6.0 |
| Life sciences ...... | 28,918.8 | 33,267.1 | 33,909.1 | 29,408.6 | 30,966.7 | 29,328.4 | 30,668.2 | 30,473.0 | 32,041.6 | 5.1 |
| Mathematics and computer sciences | 3,047.3 | 3,611.8 | 3,411.8 | 3,374.3 | 3,527.5 | 3,427.0 | 3,883.2 | 3,862.7 | 4,208.3 | 8.9 |
| Physical sciences ........................... | 5,072.6 | 5,821.1 | 5,870.8 | 5,426.6 | 6,407.5 | 6,281.9 | 6,483.1 | 6,510.3 | 6,757.3 | 3.8 |
| Psychology .................................... | 1,740.8 | 2,086.3 | 2,155.6 | 1,886.8 | 2,086.6 | 1,935.2 | 1,968.0 | 1,994.9 | 2,119.5 | 6.2 |
| Social sciences ............................... | 977.0 | 1,159.2 | 1,197.3 | 1,262.4 | 1,124.5 | 1,237.3 | 1,435.1 | 1,136.3 | 1,287.3 | 13.3 |
| Other sciences ............................ | 2,177.1 | 3,712.7 | 2,763.2 | 3,400.5 | 2,546.3 | 1,999.3 | 2,217.9 | 3,298.8 | 3,555.1 | 7.8 |
| Development obligations ..................... | 73,211.9 | 77,398.2 | 76,626.5 | 77,467.1 | 76,538.3 | 66,187.8 | 67,369.9 | 64,927.8 | 72,309.1 | 11.4 |
| Performer |  |  |  |  |  |  |  |  |  |  |
| Industrial firms ..... | 50,555.2 | 53,467.0 | 53,242.3 | 47,512.8 | 51,116.1 | 42,172.6 | 42,179.1 | 39,344.9 | 44,402.2 | 12.6 12.9 |
| FFRDCs administered by industrial firms $\qquad$ | 1,190.2 | - 996.6 | r 986.1 | 1,440.1 | 933.0 | 1,082.3 | 92, 990.0 | 39,34.9 837.8 | 4,402.2 815.2 | -2.7 |
| Universities and colleges ................. | 1,703.3 | 1,389.0 | 1,584.5 | 1,427.1 | 1,219.6 | 1,000.2 | 1,319.2 | 1,452.6 | 1,627.4 | 12.0 |
| FFRDCs administered by universities and colleges $\qquad$ | 365.5 | 1,254.6 | 1,218.9 | 1,213.3 | 837.3 | 622.1 | 709.9 | 684.9 | 748.4 | 9.3 |
| Other nonprofit institutions ............... | 567.5 | 549.0 | 558.3 | 875.8 | 534.1 | 469.5 | 486.5 | 425.6 | 511.8 | 20.3 |
| FFRDCs administered by nonprofit institutions $\qquad$ | 877.3 | 1,268.7 | 1,150.4 | 1,476.0 | 1,295.2 | 885.1 | 831.5 | 1,654.5 | 1,115.7 | -32.6 |
| State and local governments ............ | 50.2 | 48.4 | 73.9 | 434.0 | 101.0 | 72.1 | 51.6 | 66.7 | 142.7 | 113.8 |
| Foreign ......................................... | 186.6 | 197.6 | 181.3 | 606.6 | 429.2 | 337.6 | 371.6 | 542.3 | 514.2 | -5.2 |
| R\&D plant obligations ........................... | 1,943.8 | 3,668.0 | 6,613.3 | 4,170.7 | 2,150.7 | 1,905.1 | 2,217.6 | 2,825.1 | 2,485.2 | -12.0 |
| Performer |  |  |  |  |  |  |  |  |  |  |
| Federal intramural ${ }^{1}$........................... | 494.0 | 804.7 | 1,953.3 | 846.5 | 486.2 | 673.3 | 642.5 | 1,417.2 | 860.5 | -39.3 |
| Industrial firms ................................ | 449.0 | 396.3 | 1,751.2 | 2,030.0 | 460.5 | 231.5 | 323.3 | 275.6 | 270.2 | -2.0 |
| FFRDCs administered by industrial firms | 175.6 | 127.7 | 167.7 | 118.3 | 51.8 | 79.5 | 91.2 | 101.7 | 88.8 | -12.7 |
| Universities and colleges ................... | 210.2 | 607.0 | 1,532.6 | 286.0 | 372.5 | 236.6 | 325.8 | 292.2 | 354.1 | 21.2 |
| FFRDCs administered by universities and colleges $\qquad$ | 334.4 | 706.5 | 491.4 | 242.9 | 248.1 | 246.2 | 308.5 | 376.3 | 545.9 | 45.1 |
| Other nonprofit institutions ................. | 23.7 | 154.4 | 245.9 | 141.3 | 200.8 | 184.1 | 212.8 | 151.3 | 200.1 | 32.3 |
| FFRDCs administered by nonprofit institutions | 253.8 | 868.2 | 465.3 | 491.0 | 323.1 | 249.8 | 309.8 | 210.6 | 165.4 | -21.5 |
| State and local governments ................ | \# | 1.2 | 2.0 | 0.2 | \# | 0.2 | 0.3 | \# | \# | \# |
| Foreign ............................................. | 3.1 | 2.0 | 4.0 | 14.6 | 7.6 | 3.9 | 3.4 | 0.1 | 0.1 | 32.6 |

[^130]Table 402.10. Federal obligations for research, development, and R\&D plant, by category of obligation, performer, and field of science and engineering: Fiscal years 2008 through 2016-Continued
[In millions]

| Category of obligation, performer, and field of science and engineering | Actual |  |  |  |  |  |  |  | Estimated |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Percent change, 2015 to 2016 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Total obligations for research, development, and R\&D plant .... | Constant fiscal year 2016 dollars $^{2}$ |  |  |  |  |  |  |  |  |  |
|  | \$145,704.3 \$163,116.1 |  | \$163,043.5 | \$151,390.6 | \$149,456.2 | \$133,524.1 | \$136,944.4 | \$133,917.8 | \$142,555.0 | 6.4 |
| Research and development obligations ... Performer | 143,509.6 | 158,983.0 | 155,706.9 | 146,869.7 | 147,170.6 | 131,525.7 | 134,652.4 | 131,038.6 | 140,069.8 | 6.9 |
|  | $33,462.9$$63,608.4$ | 35,546.5 | 34,293.0 | 38,096.2 | 36,523.3 | 34,577.2 | 35,902.3 | 35,594.8 | 37,918.3 | 6.5 |
| Industrial firms ....................................................... |  | 35,546.5$67,325.5$ | 34,293.0$66,416.3$ | 58,096.2 | 62,604.8 | 51,963.8 | 51,923.0 | 48,365.2 | 53,727.9 | 11.1 |
| Federally funded research and development centers (FFRDCs) administered by industrial firms ...... |  |  |  |  |  |  |  |  |  |  |
| Universities and colleges $\qquad$ FFRDCs administered by | 29,385.4 | 35,559.2 | 34,604.2 | 30,005.0 | 29,234.8 | 27,034.0 | 28,350.2 | 27,940.4 | 28,883.2 | 3.4 |
| FFRDCs administered by universities and colleges | 2,245.2 | 3,834.2 | 3,739.2 | 3,726.5 | 3,925.9 | 3,893.4 | 3,928.4 | 3,986.7 | 4,237.7 | 6.3 |
| Other nonprofit institutions FFRDCs administered by | 6,734.8 | 7,943.6 | 8,037.8 | 7,194.0 | 6,745.1 | 6,204.6 | 6,340.9 | 6,253.9 | 6,345.6 | 1.5 |
| nonprofit institutions ...... | $2,351.8$439.2630.1 | $3,077.0$441.7 | $3,088.6$473.4 | $3,169.2$776.3 | $2,924.8$481.6 | $2,697.8$404.5 | $2,642.9$461.4 | $3,334.1$496.3 | 2,910.5 | -12.714.4 |
| State and local governments ............... |  |  |  |  |  |  |  |  | 567.8 |  |
| Foreign ............................................ |  | 672.6 | 676.6 | 1,058.8 | 892.2 | 768.3 | 754.6 | 1,055.9 | 1,001.7 | -5.1 |
| Research obligations | 60,849.0 | 71,770.7 | 70,698.7 | 62,896.7 | 65,832.1 | 62,096.9 | 65,020.8 | 64,865.7 | 67,760.7 | 4.5 |
| Performer |  |  |  |  |  |  |  |  |  |  |
| Federal intramural ${ }^{1}$....................... | $\begin{array}{r} 13,460.3 \\ 6,528.7 \end{array}$ | $15,010.3$$7,076.5$ | $\begin{array}{r} 14,733.6 \\ 7,350.2 \end{array}$ | $13,726.9$$6,544.4$ | $\begin{array}{r} 15,191.6 \\ 8,282.8 \end{array}$ | $\begin{array}{r} 14,073.8 \\ 7,726.2 \end{array}$ | $14,785.9$$8,328.0$ | 15,294.3 | 15,486.7 | 1.312.8 |
| Industrial firms $\qquad$ FFRDCs administered by |  |  |  |  |  |  |  | 8,265.9 | 9,325.7 |  |
| industrial firms | $\begin{array}{r} 3,307.8 \\ 27,462.3 \end{array}$ | $3,459.8$$33,994.2$ | $\begin{array}{r} 3,283.9 \\ 32,846.4 \end{array}$ | $\begin{array}{r} 3,235.0 \\ 28,458.0 \end{array}$ | $\begin{array}{r} 2,846.7 \\ 27,938.8 \end{array}$ | $\begin{array}{r} 2,846.7 \\ 25,984.7 \end{array}$ | $\begin{array}{r} 3,325.5 \\ 26,986.7 \end{array}$ | 3,157.4 | 3,662.0 | 16.03.0 |
| Universities and colleges .................. |  |  |  |  |  |  |  |  |  |  |
| FFRDCs administered by universities and colleges | $\begin{aligned} & 1,832.6 \\ & 6,094.1 \end{aligned}$ | $2,420.5$ $7,325.0$ | $2,386.9$ $7,418.4$ | $2,411.2$$6,244.6$ | $\begin{aligned} & 3,036.1 \\ & 6,177.5 \end{aligned}$ | $\begin{aligned} & 3,241.0 \\ & 5,712.1 \end{aligned}$ | $\begin{aligned} & 3,194.7 \\ & 5,838.0 \end{aligned}$ | 3,288.7 | $\begin{aligned} & 3,489.3 \\ & 5,833.8 \end{aligned}$ | 6.10.2 |
| Other nonprofit institutions FFRDCs administered by |  | 7,325.0 | 7,418.4 |  |  |  |  | 5,820.1 |  |  |
| nonprofit institutions ..... | 1,361.3 | 1,647.4 | 1,812.3 | 1,569.3 | 1,548.4 | 1,769.4 | 1,783.6 | 1,647.9 | 1,794.8 | 8.9-0.8-3.1 |
| State and local governments ............ | 382.5 | 387.2 | 391.4 | 305.9 | 374.3 | 328.9 | 408.0 | 428.4 | 425.0 |  |
| Foreign ...................................... | 419.4 | 449.9 | 475.5 | 401.3 | 436.0 | 414.1 | 370.5 | 503.2 | 487.6 |  |
| Field |  |  |  |  |  |  |  |  |  |  |
| Engineering | $10,133.9$$3,369.8$ | $\begin{array}{r} 11,589.1 \\ 4,226.7 \end{array}$ | $12,293.3$$3,704.1$ | $10,901.8$$3,476.5$ | $12,118.6$$4,127.9$ | $11,484.3$$4,238.9$ | $12,286.6$$4,512.4$ | $12,184.8$$4,498.3$ | $\begin{array}{r}13,113.7 \\ 4,677.8 \\ \hline 1\end{array}$ | 7.6 |
| Environmental sciences .................. |  |  |  |  |  |  |  |  |  | $\begin{aligned} & 1.0 \\ & 4.0 \\ & 3.2 \\ & 6.9 \end{aligned}$ |
| Life sciences ... | 32,651.0 | 37,485.4 | 37,618.2 | 31,878.4 | 32,908.9 | 30,764.5 | 31,697.8 | 31,057.3 | 32,041.6 |  |
| Mathematics and computer sciences | 3,440.6 | $4,069.8$$6,559.2$ | $\begin{gathered} 3,785.0 \\ 6,513.0 \end{gathered}$ | $\begin{aligned} & 3,657.7 \\ & 5,882.3 \end{aligned}$ | $\begin{aligned} & 3,748.7 \\ & 6,809.4 \end{aligned}$ | $3,594.8$$6,589.5$ | $4,013.6$$6,700.7$ | $\begin{aligned} & 3,936.8 \\ & 6,635.1 \end{aligned}$ | $\begin{aligned} & 4,208.3 \\ & 6,757.3 \end{aligned}$ |  |
| Physical sciences ........................... | 5,727.3 |  |  |  |  |  |  |  |  | 6.91.84.2 |
| Psychology .................................... | $\begin{aligned} & 1,965.5 \\ & 1,103.1 \end{aligned}$ | $\begin{aligned} & 2,350.8 \\ & 1,306.2 \end{aligned}$ | $\begin{aligned} & 2,391.4 \\ & 1,328.3 \end{aligned}$ | $\begin{aligned} & 2,045.3 \\ & 1,368.4 \end{aligned}$ | $\begin{aligned} & 2,217.5 \\ & 1,195.0 \end{aligned}$ | $\begin{aligned} & 2,030.0 \\ & 1,297.9 \end{aligned}$ | $\begin{aligned} & 2,034.1 \\ & 1,483.3 \end{aligned}$ | $\begin{aligned} & 2,033.2 \\ & 1,158.1 \end{aligned}$ | $\begin{aligned} & 2,119.5 \\ & 1,287.3 \\ & 3,555.1 \end{aligned}$ |  |
| Social sciences ............................ |  |  |  |  |  |  |  |  |  | 4.211.25.7 |
| Other sciences ............................. | 2,458.1 | 4,183.5 | 3,065.4 | 3,686.1 | 2,706.0 | 2,097.2 | 2,292.4 | 3,362.1 |  |  |
| Development obligations $\qquad$ Performer | 82,660.5 | 87,212.3 | 85,008.1 | 83,973.0 | 81,338.6 | 69,428.8 | 69,631.6 | 66,172.8 | 72,309.1 | 9.3 |
|  |  |  |  |  |  |  |  |  |  |  |
| Federal intramural ${ }^{1}$........................ | 20,002.5 | 20,536.2 | 19,559.4 | 24,369.3 | 21,331.7 | 20,503.4 | 21,116.4 | 20,300.4 | 22,431.5 | 10.5 |
| Industrial firms ............... | 57,079.8 | 60,246.6 | 59,066.1 | 51,503.1 | 54,322.0 | 44,237.7 | 43,595.1 | 40,099.3 | 44,402.2 | 10.7 |
| FFRDCs administered by industrial firms | 1,343.8 | 1,123.0 | 1,094.0 | 1,561.0 | 991.5 | 1,135.3 | 1,023.2 | 853.9 | 815.2 | -4.5 |
| Universities and colleges ................. | 1,923.1 | 1,565.1 | 1,757.8 | 1,547.0 | 1,296.1 | 1,049.2 | 1,363.5 | 1,480.5 | 1,627.4 | 9.9 |
| FFRDCs administered by universities and colleges | 412.7 | 1,413.7 | 1,352.2 | 1,315.2 | 889.8 | 652.6 | 733.7 | 698.0 | 748.4 | 7.2 |
| Other nonprofit institutions ............... | 640.7 | 618.6 | 619.4 | 949.4 | 567.6 | 492.5 | 502.8 | 433.8 | 511.8 | 18.0 |
| FFRDCs administered by nonprofit institutions $\qquad$ | 990.5 | 1,429.6 | 1,276.2 | 1,600.0 | 1,376.4 | 928.4 | 859.4 | 1,686.2 | 1,115.7 | -33.8 |
| State and local governments ............ | 56.7 | 54.5 | 82.0 | 470.4 | 107.3 | 75.6 | 53.3 | 68.0 | 142.7 | 109.9 |
| Foreign ....................................... | 210.7 | 222.7 | 201.1 | 657.5 | 456.1 | 354.1 | 384.1 | 552.7 | 514.2 | -7.0 |
| R\&D plant obligations .......................... | 2,194.7 | 4,133.1 | 7,336.7 | 4,521.0 | 2,285.6 | 1,998.4 | 2,292.0 | 2,879.3 | 2,485.2 | -13.7 |
| Performer |  |  |  |  |  |  |  |  |  |  |
| Federal intramural ${ }^{1}$......... | 557.8 | 906.7 | 2,167.0 | 917.6 | 516.7 | 706.3 | 664.1 | 1,444.4 | 860.5 | -40.4 |
| Industrial firms ............ | 506.9 | 446.6 | 1,942.8 | 2,200.5 | 489.4 | 242.8 | 334.2 | 280.9 | 270.2 | -3.8 |
| FFRDCs administered by industrial firms $\qquad$ | 198.3 | 143.9 | 186.0 | 128.2 | 55.0 | 83.4 | 94.3 | 103.7 | 88.8 | -14.3 |
| Universities and colleges .................... | 237.3 | 684.0 | 1,700.2 | 310.0 | 395.9 | 248.2 | 336.7 | 297.8 | 354.1 | 18.9 |
| FFRDCs administered by universities and colleges $\qquad$ | 377.6 | 796.1 | 545.2 | 263.3 | 263.7 | 258.3 | 318.9 | 383.5 | 545.9 | 42.3 |
| Other nonprofit institutions ................... | 26.8 | 174.0 | 272.8 | 153.2 | 213.4 | 193.1 | 219.9 | 154.2 | 200.1 | 29.8 |
| FFRDCs administered by nonprofit institutions | 286.6 | 978.3 | 516.2 | 532.2 | 343.4 | 262.0 | 320.2 | 214.6 | 165.4 | -22.9 |
| State and local governments ................ | \# | 1.4 | 2.2 | 0.2 | \# | 0.2 | 0.3 | \# | \# | \# |
| Foreign .............................................. | 3.5 | 2.3 | 4.4 | 15.8 | 8.1 | 4.1 | 3.5 | 0.1 | 0.1 | -1.9 |

\#Rounds to zero.
${ }^{1}$ Includes costs associated with the administration of intramural and extramural programs by federal personnel as well as actual intramural performance.
${ }^{2}$ Data adjusted by the federal budget composite deflator reported in U.S. Office of Management and Budget, Budget of the U.S. Government, Historical Tables, Fiscal Year 2017.

NOTE: Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. Totals do not include the Central Intelligence Agency.
SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Survey of Federal Funds for Research and Development, 2006 through 2016, retrieved April 5, 2017, from https://ncsesdata.nsf.gov/fedfunds/2015/. (This table was prepared April 2017.)

## CHAPTER 5

## Outcomes of Education

This chapter contains tables comparing educational attainment and workforce characteristics. The data show labor force status, income levels, and occupations of high school dropouts and high school and college graduates. Most of these tables are based on data from the U.S. Census Bureau and the U.S. Bureau of Labor Statistics. Population characteristics are provided for many of the measures to allow for comparisons among various demographic groups. While most of the tables in this chapter focus on labor market outcomes, the chapter ends with several tables on adults' attitudes, skills, and participation in continuing education.

Statistics related to outcomes of education appear in other sections of the Digest. For example, statistics on educational attainment of the entire population are in chapter 1. More detailed data on the numbers of high school and college graduates can be found in chapters 2 and 3 . Chapter 3 contains trend data on the percentage of high school completers going to college. Chapter 6 includes international comparisons of employment rates by educational attainment. Additional data on earnings by educational attainment may be obtained from the U.S. Census Bureau's Current Population Reports, Series P-60. The U.S. Bureau of Labor Statistics has a series of publications regarding the educational characteristics of the labor force. Further information on survey methodologies can be found in Appendix A: Guide to Sources and in the publications cited in the table source notes.

## Labor Force

The labor force participation rate-that is, the percentage of people either employed or actively seeking employmentwas generally higher for adults with higher levels of educational attainment than for those with less education. Among 25- to 64-year-old adults, 86 percent of those with a bachelor's or higher degree participated in the labor force in 2015, compared with 72 percent of those who had completed only high school and 60 percent of those who had not completed high school (table 501.10). Within each education level, the labor force participation rate also varied by race/ethnicity. For 25- to 64-year-olds who had completed only high school, the 2015 labor force participation rate was highest for Hispanics (76 percent), followed by Asians (74 percent), then Whites ( 72 percent), then Blacks ( 68 percent), and then American Indians/Alaska Natives ( 62 percent). For 25 - to 64 -year-olds with a bachelor's or higher degree in 2015, the labor force par-
ticipation rate was highest for Blacks (88 percent), followed by Hispanics and Whites (both at 86 percent), and then American Indians/Alaska Natives ( 83 percent). The labor force participation rate for Asians with a bachelor's or higher degree ( 82 percent) was lower than the rates for Blacks, Hispanics, and Whites, but not measurably different from the rate for American Indians/Alaska Natives.

The unemployment rate-that is, the percentage of people in the labor force who are not employed and who have made specific efforts to find employment sometime during the prior 4 weeks-was generally higher for people with lower levels of educational attainment than for those with more education. In 2016, the unemployment rate for 25- to 64-year-old adults who had not completed high school was 8 percent, compared with 6 percent for those who had completed only high school and 2 percent for those with a bachelor's or higher degree (table 501.80). Within each education level, the unemployment rates for 16 - to 19 -year-olds and 20 - to 24 -year-olds tended to be higher than the unemployment rate for 25- to 64-year-olds. For example, among 20- to 24 -year-olds who had not completed high school and were not enrolled in school, the 2016 unemployment rate was 17 percent, compared with 8 percent for 25 - to 64 -year-olds with the same level of educational attainment. Among adults in the 25 - to 34 -year-old age group, the 2016 unemployment rate was 13 percent for those who had not completed high school, 9 percent for high school completers, and 2 percent for those with a bachelor's or higher degree (table 501.80 and figure 22).

The employment to population ratio-that is, the percentage of the population that is employed-was generally higher for people with higher levels of educational attainment than for those with less education. Among 25- to 34 -year-olds, for example, 86 percent of those with a bachelor's or higher degree were employed in 2016, compared with 70 percent of those who had completed only high school and 59 percent of those who had not completed high school (table 501.50 and figure 23).

In 2016, about half ( 51 percent) of all employed people age 25 and over had a postsecondary (i.e., an associate's or higher) degree (table 502.10). Seven percent of employed people age 25 and over had not completed high school.

The relative difficulties that high school dropouts encounter in entering the job market are highlighted by comparing the labor force participation and employment rates of recent high school dropouts with those of recent high school completers. In October 2015, about 46 percent of 2014-15
dropouts participated in the labor force (i.e., were either employed or looking for work), with 37 percent employed and 9 percent looking for work (table 504.20 and figure 24). In contrast, the labor force participation rate was 73 percent for 2014-15 high school completers who were not enrolled in college, with 58 percent employed and 15 percent looking for work (table 504.10 and figure 24).

## Earnings

Median annual earnings were generally higher for adults with higher levels of educational attainment than for those with lower levels of educational attainment. Among full-time year-round workers age 25 and over, both males and females who had more education generally earned more than their counterparts of the same sex who had less education. In 2015, for example, males whose highest level of educational attainment was a bachelor's degree earned 72 percent more than males whose highest level of attainment was high school completion, and females who had attained a bachelor's degree earned 65 percent more than females who had only completed high school (table E, table 502.20, and figure 25).

Among full-time year-round workers age 25 and over, the earnings of females were lower than the earnings of males overall, as well as by education level. For example, median 2015 earnings for full-time year-round workers with a bachelor's degree were 38 percent higher for males than for females. Among those who had only completed high school, median 2015 earnings were 33 percent higher for males than for females.

From 1995 to 2015, percentage changes in earnings (after adjustment for inflation) varied by highest level of educational attainment and sex. In constant 2015 dollars, the median annual earnings of male full-time year-round workers age 25 and over who had started but not completed high school decreased 7 percent from $1995(\$ 34,510)$ to 2015 ( $\$ 32,140$ ), and the median earnings of those who had completed high school decreased 9 percent from $1995(\$ 45,900)$ to 2015 ( $\$ 41,570$ ). For males with a bachelor's degree, median annual earnings in constant 2015 dollars increased 1 percent from $1995(\$ 70,410)$ to $2015(\$ 71,390)$. In constant 2015 dollars, the median annual earnings of female full-time year-round workers who had started but not completed high school decreased 8 percent from $1995(\$ 24,610)$ to 2015 $(\$ 22,670)$, and the median earnings of those who had completed high school were 2 percent lower in $2015(\$ 31,250)$ than in 1995 ( $\$ 31,830$ ). For females with a bachelor's degree, median annual earnings in constant 2015 dollars increased 4 percent from $1995(\$ 49,850)$ to $2015(\$ 51,680)$.

Table E. Median annual earnings of full-time year-round workers 25 years old and over, by selected levels of educational attainment and sex: 1995, 2005, and 2015
[In constant 2015 dollars]

| Sex and year | Some high school, no completion | High school completion | Bachelor's degree |
| :---: | :---: | :---: | :---: |
| Males |  |  |  |
| 1995.. | \$34,510 | \$45,900 | \$70,410 |
| 2000. | 34,540 | 47,210 | 77,540 |
| 2005............................................. | 33,000 | 44,060 | 72,840 |
| 2015. | 32,140 | 41,570 | 71,390 |
| Females |  |  |  |
| 1995............................................. | \$24,610 | \$31,830 | \$49,850 |
| 2000............................................. | 24,660 | 34,370 | 55,630 |
| 2005............................................. | 24,420 | 31,910 | 51,180 |
| 2015............................................. | 22,670 | 31,250 | 51,680 |

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-60, Money Income in the United States, 1995 and 2000; and Current Population Survey (CPS), 2006 and 2016 Annual Social and Economic Supplement.

For 25- to 29-year-old full-time year-round workers with a bachelor's degree, median annual earnings were \$45,040 in 2015 (table 505.10 and figure 26). However, the 2015 median annual earnings of 25- to 29-year-old full-time yearround workers with a bachelor's degree varied by degree field. For example, median annual earnings for those with a bachelor's degree in the combined category of engineering and engineering-related fields $(\$ 66,010)$ were higher than for those whose degree was in computer and information systems $(\$ 60,000)$, health professions $(\$ 50,050)$, or business ( $\$ 49,850$ ). Median annual earnings in 2015 were relatively low for 25- to 29-year-old full-time year-round workers with degrees in such fields as fine and commercial arts $(\$ 38,000)$, psychology ( $\$ 38,920$ ), and education ( $\$ 38,960$ ).

Overall, the median annual earnings of 25- to 29-year-old full-time year-round workers with a bachelor's degree were 5 percent lower in 2015 than in 2010 (after adjustment for inflation). However, changes in median annual earnings from 2010 to 2015 varied by degree field. For example, there was no measurable change in inflation-adjusted median annual earnings for 25- to 29-year-old full-time year-round workers with a bachelor's degree in business, computer and information systems, engineering and engineering-related fields, fine and commercial arts, psychology, and the social sciences. Inflation-adjusted median annual earnings were lower in 2015 than in 2010 for those with a bachelor's degree in health professions ( 9 percent lower), the natural sciences ( 7 percent lower), education ( 6 percent lower), and communications and communications technologies (4 percent lower).

Figure 22. Unemployment rates of persons 25 to 34 years old, by highest level of educational attainment: Selected years, 1990 through 2016

${ }^{1}$ Includes equivalency credentials, such as the GED credential.
${ }^{2}$ Includes persons with no college degree as well as those with an associate's degree.
NOTE: The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The civilian labor force consists of all civilians who are employed or seeking employment.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1990 through 2016.

Figure 23. Employment to population ratios of persons 25 to 34 years old, by highest level of educational attainment: Selected years, 1990 through 2016


[^131]Figure 24. Percentage distribution of 2014-15 high school dropouts and high school completers not enrolled in college, by labor force status: October 2015


High school completion status
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Estimates are for 16 - to 24 -year-olds only. Dropouts are those who left school in the 12 -month period ending in October 2015 without completing a high school credential. Completers are those who received either a high school diploma or an equivalency credential between January and October 2015. Excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2015.

Figure 25. Median annual earnings of full-time year-round workers 25 years old and over, by highest level of educational attainment and sex: 2015
[In current dollars]


[^132]Figure 26. Median annual earnings of 25 - to 29 -year-old bachelor's degree holders employed full time, by field of study: 2010 and 2015
[In constant 2015 dollars]

${ }^{1}$ Includes graduates in other fields not separately shown.
SOURCE: U.S. Department of Commerce, Census Bureau, 2010 and 2015 American Community Survey (ACS) Public Use Microdata Sample (PUMS) data.

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{3}{*}{Sex, race/ethnicity, age group, and educational attainment} \& \multicolumn{8}{|c|}{Labor force participation} \& \multicolumn{8}{|c|}{Employment} \& \multicolumn{8}{|c|}{Unemployment} \\
\hline \& \multicolumn{6}{|c|}{Labor force participation rate \({ }^{1}\)} \& \multicolumn{2}{|l|}{Number of participants (in thousands)} \& \multicolumn{6}{|c|}{Employment to population ratio \({ }^{2}\)} \& \multicolumn{2}{|l|}{\[
\begin{array}{r}
\text { Number } \\
\text { employed } \\
\text { (in thousands) }
\end{array}
\]} \& \multicolumn{6}{|c|}{Unemployment rate \({ }^{3}\)} \& \multicolumn{2}{|l|}{Number unemployed (in thousands)} \\
\hline \& \& 2013 \& \& 2014 \& \& 2015 \& \& 2015 \& \& 2013 \& \& 2014 \& \& 2015 \& \& 15 \& \& 2013 \& \& 2014 \& \& 2015 \& \& 2015 \\
\hline 1 \& \& 2 \& \& \& \& 4 \& \& 5 \& \& 6 \& \& \& \& 8 \& \& 9 \& \& 10 \& \& 11 \& \& 12 \& \& 13 \\
\hline All persons 25 to 64 years old, all \& 77.2 \& (0.04) \& 77.1 \& (0.04) \& 77.1 \& (0.04) \& 129,677 \& (74.3) \& 71.9 \& (0.04) \& 72.5 \& (0.05) \& 73.1 \& (0.04) \& 122,918 \& (76.3) \& 7.0 \& (0.03) \& 6.0 \& (0.03) \& 5.2 \& (0.03) \& 6,759 \& (33.1) \\
\hline Less than high school completion \& 60.7 \& (0.14) \& 60.2 \& (0.15) \& 60.1 \& (0.14) \& 11,750 \& (49.2) \& 53.0 \& (0.16) \& 53.6 \& (0.15) \& 54.3 \& (0.16) \& 10,618 \& (49.6) \& 12.7 \& (0.14) \& 11.0 \& (0.13) \& 9.6 \& (0.12) \& 1,132 \& (13.4) \\
\hline High school completion \({ }^{4}\). \& 72.8 \& (0.09) \& 72.3 \& (0.09) \& 71.9 \& (0.08) \& 31779 \& (81.2) \& 66.2 \& (0.09) \& 66.7 \& (0.09) \& 67.0 \& (0.08) \& 29,529 \& (76.9) \& 9.1 \& (0.06) \& 7.8 \& (0.07) \& 6.9 \& (0.06) \& 2,190 \& (19.9) \\
\hline Some college, no degree ... \& 77.5 \& (0.09) \& 77.5 \& (0.09) \& 77.4 \& (0.09) \& 27,609
12.280 \& (61.1) \& 71.5
77.2 \& \(\left(\begin{array}{l}0.09) \\ (0.15)\end{array}\right.\) \& 72.4
77.5 \& \(\left(\begin{array}{l}(0.10) \\ (0.15)\end{array}\right.\) \& 73.0
78.3 \& \({ }_{(0)}^{(0.10)}\) \& 26,050
11759 \& (60.9) \& 7.7
5.8 \& \begin{tabular}{l}
\((0.07)\) \\
\((0.09)\) \\
\hline
\end{tabular} \& 6.5
5.1 \& \({ }^{(0.06)}\) \& 5.6
4.2 \& \({ }^{(0.05)}\) \& 1,558 \& (15.2) \\
\hline Associate's degree ......x.
Bachelor' orhigher \& 82.0
86.0 \& (0.13) \& 81.6
858 \& \((013)(006\) \& 81.7
86.0 \& (0.13) \& 12,280
46,319 \& \({ }_{(1195)}^{(46.6)}\) \& 77.2
827 \& \[
(0.15)
\] \& 77.5
83.0 \& \[
\begin{aligned}
\& (0.15) \\
\& (0.07)
\end{aligned}
\] \& 78.3
83.5 \& \[
(0.13)
\] \& 11,759
44,961 \& (116.4) \& 5.8
3 \& (0.09) \& \({ }_{3.1} 5\) \& (0.08) \& 4.2
2 \& (0.08) \& 521
1
1 \& (10.8) \\
\hline Sex \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline Male, all education levels. \& 82.7 \& (0.05) \& 82.6 \& (0.05) \& 82.5 \& (0.06) \& 68,407 \& (54.2) \& 76.8 \& (0.06) \& 77.6 \& (0.06) \& 78.2 \& (0.06) \& 64,841 \& (52.8) \& 7.0 \& (0.04) \& 6.0 \& (0.04) \& 5.2 \& (0.03) \& 3,566 \& (23.9) \\
\hline Less than high school completion \& \({ }_{79}^{69.8}\) \& (0.18) \& 69.9 \& \& 69.5 \& \& 7,452 \& \& 61.7 \& (0.21) \& 63.0 \& \& \& \& 6,806
17137 \& \& 11.5 \& (0.16) \& 9.9 \& \& \& \& \& (9.3) \\
\hline High school completion \({ }^{4}\)..... \& 78.7
82.6 \& \({ }^{(0.10)}\) \& \({ }_{88}^{78.7}\) \& \({ }^{(0.12)}\) \& 77.9
828 \& (0.12) \& 18,405
14,269 \& (45.6) \& 71.4
76.5 \& (0.14) \& 77.2 \& \({ }^{(0.13)}\) \& 78.3 \& \({ }^{(0.12)}\) \& 17,137
13,501 \& (44.4) \& 7.2 \& (0.11) \& 7.8 \& \({ }^{(0.09)}\) \& 6.9
5.4 \& \({ }^{(0.08)}\) \& \({ }_{768}\) \& (15.6) \\
\hline Associate's degree ....... \& 82.6
86.4 \& (0.16) \& \({ }_{86.4}^{82.7}\) \& (0.19) \& \({ }_{86.3} 88\) \& (0.17) \& 5 5,537 \& (31.9) \& 881.5 \& (0.20) \& \({ }_{82.0}\) \& (0.21) \& 82.7 \& (0.18) \& \({ }_{5}{ }^{17,308}\) \& (31.0) \& 5.8 \& (0.13) \& 5.0 \& (0.11) \& 4.1 \& (0.10) \& 229 \& (5.9) \\
\hline Bachelor's or higher degree \& 91.4 \& (0.06) \& 91.1 \& (0.07) \& 91.4 \& (0.07) \& 22,744 \& (66.0) \& 87.9 \& (0.07) \& 88.2 \& (0.08) \& 88.8 \& (0.08) \& 22,089 \& (63.8) \& 3.8 \& (0.05) \& 3.3 \& (0.05) \& 2.9 \& (0.05) \& 655 \& (11.0) \\
\hline Female, all education levels \& 72.0 \& (0.06) \& 71.8 \& (0.05) \& 71.8 \& (0.06) \& 61,270 \& (56.3) \& 67.0 \& (0.06) \& 67.5 \& (0.06) \& 68.1 \& (0.06) \& 58,076 \& (55.6) \& 6.9 \& (0.04) \& 6.0 \& (0.04) \& 5.2 \& (0.04) \& 3,193 \& (24.3) \\
\hline Less than high school completion \& 49.8 \& (0.21) \& 48.7 \& (0.19) \& 48.6 \& (0.17) \& 4,298 \& (26.2) \& 42.5 \& (0.22) \& 42.4 \& (0.19) \& 43.1 \& (0.20) \& 3,812 \& (26.2) \& 14.7 \& (0.25) \& 12.9 \& (0.20) \& 11.3 \& \& 487 \& (9.9) \\
\hline High school completion \({ }^{4}\). \& 66.1 \& (0.13) \& 65.3 \& (0.12) \& 65.1 \& (0.12) \& 13,314 \& (48.8) \& 60.2 \& (0.14) \& 60.2 \& (0.12) \& \({ }^{60.6}\) \& (0.12) \& 12,392 \& (45.1) \& 8.9 \& (0.11) \& 7.8 \& (0.10) \& 6.9 \& (0.09) \& 922 \& (12.3) \\
\hline Some college, no degree \& 772.7 \& \(\left(\begin{array}{l}0.13) \\ (0.17)\end{array}\right.\) \& \({ }_{781}^{72.7}\) \& \(\left(\begin{array}{l}0.12) \\ (0.17)\end{array}\right.\) \& \({ }_{78.4}^{72.3}\) \& (0.13) \& 13,340 \& \({ }_{(336)}^{(44.9)}\) \& 66.9
740 \& (0.13) \& 67.7
74 \& (0.13) \& 68.1
750 \& (0.14) \& 12,550
6,450 \& \({ }_{(308)}^{(43.8)}\) \& 7.9
5.9 \& (0.09) \& 6.9
5.1 \& (0.10) \& 5.9 \& (0.08) \& 790

292 \& (11.2) <br>
\hline Associaetes' degree .............. \& 88.2 \& (0.08) \& ${ }_{81} 81.1$ \& (0.09) \& 81.4 \& (0.08) \& $\stackrel{\text { 2, }}{2}$,75 \& (66.7) \& 78.1 \& (0.10) \& 78.5 \& (0.09) \& 79.0 \& (0.08) \& 2,872 \& (65.0) \& ${ }_{3.8} 8$ \& (0.05) \& 3.4 \& (0.05) \& 3.0 \& (0.04) \& ${ }_{7} 93$ \& ${ }^{\text {(9.4) }}$ <br>
\hline Race/ethnicity \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline White, all education levels \& 78.2 \& (0.05) \& 78.1 \& (0.05) \& 78.0 \& (0.05) \& 82,079 \& (53.5) \& 73.7 \& (0.05) \& 74.2 \& (0.05) \& 74.7 \& (0.05) \& 78,568 \& (58.5) \& 5.8 \& (0.03) \& 4.9 \& (0.03) \& 4.3 \& (0.03) \& 3,511 \& (23.0) <br>
\hline Less than high school completion \& 54.3 \& (0.23) \& 53.3 \& (0.26) \& 53.2 \& (0.25) \& 3,506 \& (25.4) \& 46.6 \& (0.23) \& 46.5 \& (0.26) \& 47.2 \& (0.26) \& 3,110 \& (24.3) \& 14.2 \& (0.24) \& 12.8 \& (0.23) \& 11.3 \& (0.21) \& 396 \& (7.6) <br>
\hline High school completion ${ }^{4}$.-
Some college, no degree \& 72.9 \& (0.11) \& 772.2 \& (0.11) \& 77.8 \& $(0.10)$
0
0 \& 19.526
17.549 \& (55.2) \& 67.2
72.4 \& (0.11) \& ${ }_{73.1}^{67.5}$ \& (0.11) \& 67.6
73.4 \& $\left(\begin{array}{l}(0.11) \\ (0.11)\end{array}\right.$ \& 18,369
16,724 \& ( $51.7{ }^{(42.3)}$ \& 7.9 \& $(0.07)$

$(0.07)$ \& ${ }_{5.5}^{6.5}$ \& ${ }_{(0.07)}^{(0.06)}$ \& 5.9 \& ${ }_{(0.07)}^{(0.06)}$ \& | 1,157 |
| :--- |
| 825 | \& (14.6) <br>

\hline Associate's degree ....... \& 82.0 \& (0.15) \& 81.8 \& (0.17) \& 81.6 \& (0.14) \& 8,451 \& (33.4) \& 77.8 \& (0.17) \& 78.3 \& (0.19) \& 78.7 \& (0.14) \& 8,144 \& (32.3) \& 5.1 \& (0.10) \& 4.3 \& (0.10) \& 3.6 \& (0.08) \& 307 \& (7.2) <br>
\hline  \& 86.1 \& (0.06) \& 86.0 \& (0.07) \& 86.3 \& (0.06) \& 33,047 \& (75.6) \& 83.2 \& (0.06) \& 83.5 \& (0.07) \& 84.1 \& (0.07) \& 32,220 \& (74.2) \& 3.3 \& (0.04) \& 2.9 \& (0.03) \& 2.5 \& (0.03) \& 826 \& (9.6) <br>
\hline Black, all education levels \& 72.9 \& (0.12) \& 72.9 \& (0.14) \& 73.2 \& (0.12) \& 15,206 \& (29.7) \& 63.9 \& (0.12) \& 65.0 \& (0.14) \& 66.3 \& (0.14) \& 13,791 \& (32.8) \& 12.3 \& (0.11) \& 10.8 \& (0.10) \& 9.3 \& (0.12) \& 1,415 \& (18.3) <br>
\hline Less than high school completion \& 47.8
68.1 \& (0.40) \& 47.1
68.1 \& (0.40) \& 46.9
67.8 \& (0.40) \& $1,2,215$
4.427 \& $(14.3)$
$(32.5$ \& 35.8
58.0 \& (0.39) \& 36.8
58.9 \& (0.40) \& 37.4
59.8 \& (0.43) \& 969
3.907 \& $\left(\begin{array}{l}(14.4) \\ (31.3\end{array}\right.$ \& 25.1
14.9 \& $\left(\begin{array}{l}(0.52) \\ (0.24)\end{array}\right.$ \& 22.0
13.5 \& $\left(\begin{array}{l}0.51) \\ (0.23) \\ \hline\end{array}\right.$ \& 20.3
11.7 \& $\left(\begin{array}{l}0.52) \\ (0.21)\end{array}\right.$ \& 246
519 \& (6.2) <br>
\hline Some college, no degree \& 76.4 \& (0.22) \& 76.5 \& (0.26) \& 76.9 \& (0.24) \& 4,192 \& (26.9) \& 67.4 \& (0.26) \& 68.5 \& (0.26) \& 70.0 \& (0.26) \& 3,816 \& (25.5) \& 11.8 \& (0.21) \& 10.5 \& (0.21) \& 9.0 \& (0.19) \& 376 \& (8.3) <br>
\hline Associate's degree ........ \& 82.6 \& (0.41) \& 81.0 \& (0.33) \& 82.2 \& (0.41) \& 1,502 \& (18.3) \& 75.0 \& (0.48) \& 74.6 \& (0.41) \& 76.9 \& (0.45) \& 1,404 \& (18.1) \& 9.2 \& (0.32) \& 8.0 \& (0.30) \& 6.5 \& (0.29 \& 98 \& (4.5) <br>
\hline Bachelor's or higher degree ... \& 88.1 \& (0.18) \& 88.2 \& (0.19) \& 88.2 \& (0.18) \& 3,870 \& (29.6) \& 82.4 \& (0.22) \& 83.4 \& (0.20) \& 84.2 \& (0.20) \& 3,694 \& (28.2) \& 6.4 \& (0.16) \& 5.4 \& (0.17) \& 4.5 \& (0.16) \& 176 \& (6.6) <br>
\hline Hispanic, all education levels \& 76.9 \& (0.11) \& 76.9 \& (0.11) \& 76.8 \& (0.10) \& 21,383 \& (28.8) \& 70.7 \& (0.13) \& 71.7 \& (0.11) \& 72.4 \& (0.11) \& 20,151 \& (32.3) \& 8.0 \& (0.09) \& 6.8 \& (0.08) \& 5.8 \& (0.07) \& 1,233 \& (13.8) <br>
\hline Less than high school completion \& ${ }_{798}^{69.8}$ \& (0.21) \& ${ }_{7}^{69.6}$ \& (0.21) \& 69.2
76.2 \& (0.21) \& 6,141
5
5 \& \((371)

3\) \& ${ }_{701}^{63.3}$ \& (0.25) \& \& (0.23) \& ${ }_{714}^{64.6}$ \& (0.23) \& 5,731
5
581 \& ( $\begin{gathered}37.8) \\ 303\end{gathered}$ \& 8.3 \& (0.17) \& 7.8 \& (0.16) \& 6.7 \& \& 410
372 \& $\left.{ }^{88}{ }^{8.3}\right)$ <br>

\hline | High school completion ${ }^{4}$ |
| :--- |
| Some college, no degree | \& 76.8

80.1 \& (0.23) \& 76.5
80.4 \& ${ }^{(0.22)}$ \& 76.2
80.6 \& (0.21) \& 5,953
4,081 \& (30.6) \& 70.1
73.5 \& ${ }^{(0.25)}$ \& 70.9
75.2 \& (0.23) \& 71.4
76.0 \& ${ }^{(0.22)}$ \& 5,581
3,849 \& (30.3) \& ${ }_{8.8}^{8.8}$ \& ${ }^{(0.15)}$ \& 7.3
6.5 \& ${ }^{(0.16)}$ \& 6.2
5.7 \& (0.15) \& 372
233 \& (7.3)
$(6.0)$ <br>
\hline Associate's degree ........ \& 83.4 \& (0.41) \& 83.2 \& (0.41) \& 84.1 \& (0.38) \& 1,473 \& (16.8) \& 78.2 \& (0.44) \& 78.1 \& (0.48) \& 80.0 \& (0.40) \& 1,401 \& (15.9) \& 6.3 \& (0.28) \& 6.1 \& (0.30) \& 4.9 \& (0.25) \& 72 \& (3.9) <br>
\hline Bachelor's or higher degree .......................... \& 86.8 \& (0.22) \& 86.4 \& (0.18) \& 86.4 \& (0.21) \& 3,735 \& (30.9) \& 82.5 \& (0.26) \& 82.4 \& (0.23) \& 83.0 \& (0.23) \& 3,588 \& (30.8) \& 5.0 \& (0.17) \& 4.6 \& (0.17) \& 3.9 \& (0.13) \& 146 \& (4.7) <br>
\hline Asian, all education levels \& 78.6 \& (0.15) \& 78.1 \& (0.13) \& 78.2 \& (0.17) \& 7,809 \& (25.7) \& 74.3 \& (0.17) \& 74.4 \& (0.15) \& 74.7 \& (0.17) \& 7,462 \& (24.3) \& 5.5 \& (0.10) \& 4.7 \& (0.10) \& 4.5 \& (0.09) \& 348 \& (7.5) <br>
\hline Less than high school completion.. \& ${ }_{738}^{63.8}$ \& (0.50) \& ${ }_{736}^{63.1}$ \& (0.55) \& ${ }_{735}^{63.3}$ \& (0.66) \& 672 \& (12.2) \& 57.8 \& (0.49 \& 58.5 \& (0.55) \& 59.0 \& (0.64) \& ${ }^{626}$ \& (11.5) \& 9.3 \& (0.45) \& 7.3 \& (0.38) \& 6.8 \& (0.42) \& 46 \& (3.0) <br>
\hline High schol completion ${ }^{\text {a }}$..................... \& 73.8 \& (0.43) \& 773.6 \& ${ }^{(0.48)}$ \& 77.3 \& (0.43) \& 1,070 946 \& (14.6) \& 68.8
72.6 \& ${ }^{(0.48)}$ \& 68.6
72.1 \& ${ }^{(0.53)}$ \& 69.1
73.1 \& ${ }^{(0.46)}$ \& 1,006
896 \& (14.3) \& 7.8 \& ${ }^{(0.31)}$ \& 6.7
5.7 \& ${ }^{(0.38)}$ \& 6.0
5.3 \& ${ }^{(0.33)}$ \& 65
50 \& ${ }^{(3.8)}$ <br>
\hline Associate's degree \& 79.1 \& (0.56) \& 78.7 \& (0.69) \& 78.4 \& (0.64) \& 526 \& (9.0) \& 74.3 \& (0.61) \& 75.0 \& (0.67) \& 74.9 \& (0.67) \& 502 \& (8.9) \& 6.1 \& (0.43) \& 4.8 \& (0.33) \& 4.5 \& (0.37) \& 24 \& (2.0) <br>
\hline Bachelor's or higher degree \& 82.8 \& (0.22) \& 82.5 \& (0.20) \& 82.4 \& (0.20) \& 4,595 \& (28.0) \& 79.4 \& (0.24) \& 79.6 \& (0.22) \& 79.5 \& (0.22) \& 4,432 \& (27.4) \& 4.2 \& (0.11) \& 3.6 \& (0.11) \& 3.6 \& (0.10) \& 163 \& (4.5) <br>
\hline American Indian/Alaska Native, all education levels \& 65.1 \& (0.58) \& 64.4 \& (0.51) \& 65.4 \& (0.61) \& 703 \& (9.7) \& 56.7 \& (0.60) \& 57.2 \& (0.54) \& 58.4 \& (0.60) \& 628 \& \& 12.9 \& (0.45) \& 11.2 \& (0.42) \& 10.6 \& (0.37) \& 75 \& <br>
\hline Less than high school completion .......... \& 45.8 \& (1.50) \& 43.0 \& (1.43) \& 44.9 \& (1.29) \& 75 \& (3.6) \& 35.3 \& (1.47) \& 33.3 \& (1.31) \& 35.8 \& (1.11) \& 60 \& (2.9) \& 22.9 \& (1.59) \& 22.5 \& (1.26) \& 20.3 \& (1.58) \& 15 \& (1.5) <br>
\hline High school completion ${ }^{4}$ \& 62.5 \& (0.84) \& 60.9 \& (0.83) \& 62.5 \& (0.96) \& 227 \& (5.6) \& 52.4 \& (0.97) \& 53.0 \& (0.94) \& 54.0 \& (1.02) \& 196 \& (5.4) \& 16.1 \& (0.96) \& 12.9 \& (0.90) \& 13.7 \& (0.84) \& 31 \& (2.0) <br>
\hline Some college, no degree \&  \& (0.98) \& ${ }^{67.5}$ \& ${ }^{(0.99)}$ \& 67.8
75.0 \& ${ }_{(1.58)}^{(1.98)}$ \& 195
76 \& (3.9) \& 59.1
68.3 \& ${ }_{(1.64)}^{(1.55)}$ \& 60.6
67.9 \& (1.72) \& ${ }^{60.9}$ \& (1.68) \& 175
73 \& (3.8) \& ${ }_{8.6}^{12.0}$ \& ${ }_{(1.18)}^{(0.77)}$ \& 10.2
10.0 \& (1.10) \& 10.2
4.2 \& ${ }^{(0.87)}$ \& ${ }_{3}^{20}$ \& $(1.8)$
$0.8)$ <br>
\hline Bachelor's or higher degree ......................... \& 82.1 \& (1.25) \& 82.3 \& (1.16) \& 83.3 \& (1.13) \& 131 \& (4.7) \& 78.0 \& (1.35) \& 78.9 \& (1.24) \& 79.8 \& (1.12) \& 125 \& (4.4) \& 5.0 \& (0.71) \& 4.2 \& (0.67) \& 4.3 \& (0.65) \& 6 \& (0.9) <br>
\hline
\end{tabular}

Table 501.10. Labor force participation, employment, and unemployment of persons 25 to 64 years old, by sex, race/ethnicity, age group, and educational attainment: 2013, 2014, and 2015-Continued [Standard errors appear in parentheses]

| Sex, race/ethnicity, age group, and educational attainment | Labor force participation |  |  |  |  |  |  |  | Employment |  |  |  |  |  |  |  | Unemployment |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Labor force participation rate ${ }^{1}$ |  |  |  |  |  | Number <br> of participants <br> (in thousands) |  | Employment to population ratio ${ }^{2}$ |  |  |  |  |  | Numberemployed(in thousands) |  | Unemployment rate ${ }^{3}$ |  |  |  |  |  | Number unemployed (in thousands) |  |
|  |  | 2013 |  | 2014 |  | 2015 |  | 2015 |  | 2013 |  | 2014 |  | 2015 |  | 2015 |  | 2013 |  | 2014 |  | 2015 |  | 2015 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Age group |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 to 34, all education levels | 81.8 | (0.08) | 81.8 | (0.07) | 82.0 | (0.09) | 35,616 | (49.3) | 74.6 | (0.09) | 75.6 | (0.09) | 76.5 | (0.09) | 33,228 | (49.9) | 8.7 | (0.06) | 7.6 | (0.07) | 6.7 | (0.06) | 2,388 | (20.2) |
| Less than high school completion ......................................... | 65.3 | (0.30) | 64.6 | (0.32) | 64.1 | (0.30) | 2,896 | (25.7) | 54.4 | (0.30) | 55.0 | (0.33) | 55.0 | (0.34) | 2,485 | (25.2) | 16.7 | (0.26) | 14.8 | (0.30) | 14.2 | (0.29) | 410 | (8.4) |
| High school completion ${ }^{4}$...................................... | 77.1 | (0.18) | 76.9 | (0.16) | 76.8 | (0.17) | 7,998 | (41.0) | 67.5 | (0.21) | 68.5 | (0.19) | 69.1 | (0.19) | 7,196 | (38.2) | 12.5 | (0.15) | 11.0 | (0.16) | 10.0 | (0.16) | 801 | (14.0) |
| Some college, no degree | 81.8 | (0.19) | 82.0 | (0.15) | 82.3 | (0.18) | 8,103 | (38.3) | 73.8 | (0.20) | 75.0 | (0.19) | 76.2 | (0.18) | 7,509 | (35.3) | 9.8 | (0.14) | 8.6 | (0.15) | 7.3 | (0.12) | 594 | (10.7) |
| Associate's degree .......... | 86.6 | (0.21) | 86.5 | (0.22) | 86.7 | (0.25) | 3,286 | (25.7) | 80.8 | (0.23) | 81.2 | (0.30) | 82.3 | (0.27) | 3,117 | (24.8) | 6.7 | (0.15) | 6.1 | (0.20) | 5.1 | (0.15) | 169 | (5.1) |
| Bachelor's or higher degree ... | 89.6 | (0.11) | 89.4 | (0.11) | 89.6 | (0.11) | 13,334 | (54.5) | 85.9 | (0.11) | 86.3 | (0.11) | 86.8 | (0.12) | 12,920 | (54.0) | 4.1 | (0.06) | 3.5 | (0.07) | 3.1 | (0.06) | 414 | (8.4) |
| 35 to 44, all education levels | 82.1 | (0.08) | 82.1 | (0.10) | 82.0 | (0.07) | 33,476 | (33.7) | 76.6 | (0.09) | 77.3 | (0.09) | 77.9 | (0.08) | 31,796 | (36.3) | 6.7 | (0.06) | 5.8 | (0.06) | 5.0 | (0.05) | 1,679 | (16.4) |
| Less than high school completion | 68.0 | (0.28) | 67.3 | (0.28) | 67.0 | (0.24) | 3,347 | (22.0) | 59.8 | (0.31) | 60.1 | (0.30) | 61.1 | (0.26) | 3,052 | (20.8) | 12.0 | (0.27) | 10.8 | (0.25) | 8.8 | (0.20) | 294 | (7.2) |
| High school completion ${ }^{4}$................. | 78.4 | (0.18) | 78.0 | (0.18) | 77.2 | (0.17) | 7,582 | (35.5) | 71.1 | (0.20) | 71.6 | (0.20) | 71.7 | (0.18) | 7,037 | (35.1) | 9.3 | (0.15) | 8.1 | (0.13) | 7.2 | (0.13) | 545 | (9.9) |
| Some college, no degree ............................... | 82.3 | (0.17) | 82.4 | (0.18) | 82.6 | (0.16) | 6,863 | (31.4) | 76.0 | (0.20) | 77.1 | (0.20) | 77.9 | (0.20) | 6,476 | (32.5) | 7.7 | (0.14) | 6.5 | (0.12) | 5.6 | (0.12) | 387 | (8.3) |
| Associate's degree ......... | 86.1 | (0.23) | 86.2 | (0.24) | 86.4 | (0.25) | 3,219 | (24.3) | 81.2 | (0.30) | 82.0 | (0.28) | 82.8 | (0.25) | 3,084 | (22.7) | 5.7 | (0.21) | 4.9 | (0.18) | 4.2 | (0.15) | 135 | (5.2) |
| Bachelor's or higher degree ....................................................... | 89.1 | (0.10) | 89.1 | (0.11) | 89.2 | (0.10) | 12,464 | (45.4) | 86.2 | (0.11) | 86.5 | (0.11) | 87.0 | (0.11) | 12,146 | (44.3) | 3.2 | (0.06) | 2.9 | (0.06) | 2.5 | (0.06) | 318 | (7.4) |
| 45 to 54 , all education levels | 80.0 | (0.07) | 79.8 | (0.08) | 79.8 | (0.08) | 34,380 | (47.7) | 75.0 | (0.08) | 75.6 | (0.08) | 76.1 | (0.09) | 32,787 | (49.5) | 6.3 | (0.05) | 5.3 | (0.05) | 4.6 | (0.04) | 1,592 | (14.5) |
| Less than high school completion | 62.1 | (0.29) | 62.2 | (0.27) | 62.4 | (0.26) | 3,276 | (22.1) | 55.0 | (0.30) | 56.2 | (0.27) | 57.2 | (0.29) | 3,001 | (22.5) | 11.5 | (0.23) | 9.7 | (0.21) | 8.4 | (0.20) | 274 | (6.3) |
| High school completion ${ }^{4}$............................... | 76.4 | (0.14) | 75.8 | (0.15) | 75.6 | (0.15) | 9,056 | (32.9) | 70.5 | (0.15) | 70.9 | (0.16) | 71.2 | (0.15) | 8,535 | (31.3) | 7.7 | (0.09) | 6.5 | (0.10) | 5.7 | (0.09) | 521 | (8.9) |
| Some college, no degree .................................. | 80.9 | (0.18) | 80.6 | (0.17) | 80.3 | (0.18) | 7,062 | (31.4) | 75.7 | (0.19) | 76.3 | (0.18) | 76.5 | (0.20) | 6,727 | (31.7) | 6.5 | (0.11) | 5.3 | (0.11) | 4.7 | (0.10) | 335 | (6.7) |
| Associate's degree ........................................ | 84.7 | (0.22) | 84.4 | (0.24) | 84.4 | (0.21) | 3,307 | (22.6) | 80.3 | (0.22) | 80.6 | (0.24) | 81.1 | (0.26) | 3,179 | (22.8) | 5.2 | (0.13) | 4.5 | (0.12) | 3.9 | (0.15) | 129 | (4.8) |
| Bachelor's or higher degree ............................ | 89.0 | (0.11) | 89.0 | (0.11) | 88.9 | (0.11) | 11,679 | (45.4) | 85.7 | (0.13) | 86.1 | (0.12) | 86.4 | (0.12) | 11,345 | (45.1) | 3.8 | (0.08) | 3.2 | (0.05) | 2.9 | (0.06) | 334 | (6.5) |
| 55 to 64, all education levels. | 64.3 | (0.08) | 64.1 | (0.08) | 64.2 | (0.08) | 26,205 | (36.7) | 60.5 | (0.09) | 60.9 | (0.08) | 61.5 | (0.09) | 25,106 | (37.9) | 5.9 | (0.06) | 4.9 | (0.06) | 4.2 | (0.04) | 1,099 | (11.5) |
| Less than high school completion ....................... | 46.0 | (0.26) | 46.1 | (0.26) | 46.4 | (0.26) | 2,232 | (16.7) | 41.5 | (0.27) | 42.5 | (0.26) | 43.3 | (0.27) | 2,079 | (16.2) | 9.9 | (0.25) | 7.9 | (0.22) | 6.9 | (0.22) | 153 | (5.2) |
| High school completion ${ }^{4}$ | 59.8 | (0.17) | 59.5 | (0.16) | 59.6 | (0.16) | 7,084 | (28.0) | 55.8 | (0.17) | 56.3 | (0.16) | 56.9 | (0.16) | 6,761 | (27.6) | 6.6 | (0.12) | 5.3 | (0.11) | 4.6 | (0.09) | 323 | (6.8) |
| Some college, no degree .............................. | 64.1 | (0.19) | 64.4 | (0.18) | 64.0 | (0.19) | 5,580 | (24.5) | 60.1 | (0.19) | 61.0 | (0.19) | 61.2 | (0.18) | 5,338 | (24.1) | 6.2 | (0.13) | 5.2 | (0.10) | 4.3 | (0.11) | 242 | (6.1) |
| Associate's degree ....................................... | 69.1 | (0.28) | 68.4 | (0.32) | 68.7 | (0.29) | 2,467 | (18.2) | 65.2 | (0.30) | 65.2 | (0.32) | 66.3 | (0.29) | 2,378 | (17.6) | 5.7 | (0.18) | 4.6 | (0.17) | 3.6 | (0.16) | 89 | (4.0) |
| Bachelor's or higher degree .............................. | 74.6 | (0.14) | 74.2 | (0.13) | 74.6 | (0.15) | 8,842 | (30.6) | 71.5 | (0.14) | 71.4 | (0.15) | 72.2 | (0.15) | 8,550 | (29.8) | 4.2 | (0.07) | 3.8 | (0.08) | 3.3 | (0.07) | 292 | (6.6) |

Percentage of the civilian population who are employed or seeking employment.
${ }^{2}$ Number of persons employed as a percentage of the civilian population.
${ }^{3}$ The percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment dur during the prior 4 weeks.
${ }^{4}$ Includes equivalency credentials, such as the GED credential.

NOTE: Estimates are for the entire civilian population, including persons living in households and persons living in group quarters (e.g., college residence halls, residential treatment centers, or correctional facilities). Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not separately shown. Standard errors were computed using SOURCE. US . Detail may not sum to totas because of rounding.
unpublished tabulations. (This table was prit (ACS), 2013, 2014, and 2015

Table 501.20. Labor force participation, employment, and unemployment of persons 16 to 24 years old who are not enrolled in school, by age group, sex, race/ethnicity, and educational attainment: 2013, 2014, and 2015
[Standard errors appear in parentheses]

| Age group, sex, race/ethnicity, and educational attainment | Labor force participation |  |  |  |  |  |  |  | Employment |  |  |  |  |  |  |  | Unemployment |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Labor force participation rate ${ }^{1}$ |  |  |  |  |  | Number of participants (in thousands) |  | Employment to population ratio ${ }^{2}$ |  |  |  |  |  | $\begin{array}{r} \text { Number } \\ \text { employed } \\ \text { (in thousands) } \end{array}$ |  | Unemployment rate ${ }^{3}$ |  |  |  |  |  | Number unemployed (in thousands) |  |
|  |  | 2013 |  | 2014 |  | 2015 |  | 2015 |  | 2013 |  | 2014 |  | 2015 |  | 2015 |  | 2013 |  | 2014 |  | 2015 |  | 2015 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| 16 to 19 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All persons, all education levels. | 64.3 | (0.40) | 65.0 | (0.39) | 64.8 | (0.39) | 1,555 | (19.5) | 45.5 | (0.39) | 48.2 | (0.43) | 50.2 | (0.45) | 1,203 | (18.1) | 29.2 | (0.48) | 25.8 | (0.46) | 22.6 | (0.44) | 352 | (7.2) |
| Less than high school completion. | 47.1 | (0.81) | 49.3 | (0.86) | 47.4 | (0.81) | 324 | (8.2) | 28.4 | (0.76) | 32.0 | (0.73) | 32.9 | (0.77) | 225 | (6.7) | 39.7 | (1.19) | 35.0 | (1.06) | 30.6 | (0.98) | 99 | (3.9) |
| High school completion ${ }^{4}$................ | 70.2 | (0.52) | 70.6 | (0.53) | 71.4 | (0.46) | 1,017 | (14.6) | 50.3 | (0.53) | 53.4 | (0.58) | 55.9 | (0.56) | 797 | (13.1) | 28.4 | (0.57) | 24.5 | (0.54) | 21.7 | (0.60) | 220 | (6.8) |
| At least some college .......................... | 76.4 | (1.09) | 74.3 | (1.00) | 73.4 | (1.19) | 214 | (5.5) | 62.7 | (1.09) | 61.0 | (1.11) | 62.3 | (1.22) | 182 | (5.3) | 18.0 | (0.92) | 17.8 | (1.15) | 15.1 | (0.94) | 32 | (2.1) |
| Male, all education levels | 66.9 | (0.61) | 66.9 | (0.48) | 66.6 | (0.56) | 899 | (13.8) | 46.6 | (0.55) | 49.4 | (0.52) | 51.3 | (0.61) | 692 | (12.2) | 30.4 | (0.56) | 26.1 | (0.56) | 23.0 | (0.56) | 207 | (5.6) |
| Less than high school completion ........................ | 50.1 | (1.13) | 51.5 | (1.11) | 50.4 | (1.05) | 200 | (6.5) | 30.1 | (0.96) | 34.0 | (0.90) | 35.2 | (0.93) | 140 | (5.0) | 40.0 | (1.37) | 33.9 | (1.24) | 30.1 | (1.24) | 60 | (3.2) |
| High school completion ${ }^{4}$.......................... | 73.9 | (0.71) | 73.1 | (0.64) | 73.3 | (0.69) | 594 | (10.6) | 52.1 | (0.66) | 55.1 | (0.71) | 57.4 | (0.77) | 465 | (9.2) | 29.5 | (0.72) | 24.6 | (0.68) | 21.7 | (0.70) | 129 | (4.8) |
| At least some college .......................................... | 76.6 | (1.68) | 75.4 | (1.51) | 73.9 | (1.67) | 105 | (4.0) | 62.6 | (1.74) | 61.2 | (1.70) | 61.5 | (1.93) | 87 | (3.9) | 18.2 | (1.42) | 18.8 | (1.61) | 16.7 | (1.66) | 18 | (1.8) |
| Female, all education levels | 60.9 | (0.56) | 62.7 | (0.62) | 62.5 | (0.52) | 656 | (9.9) | 44.1 | (0.65) | 46.7 | (0.69) | 48.7 | (0.58) | 511 | (8.9) | 27.5 | (0.75) | 25.5 | (0.78) | 22.1 | (0.64) | 145 | (4.7) |
| Less than high school completion ...................................... | 42.7 | (1.16) | 46.0 | (1.31) | 43.2 | (1.23) | 124 | (4.7) | 26.0 | (1.04) | 29.0 | (1.11) | 29.7 | (1.19) | 85 | (4.0) | 39.1 | (1.76) | 36.8 | (1.86) | 31.4 | (1.42) | 39 | (2.) |
| High school completion ${ }^{4}$........................................ | 65.5 | (0.87) | 67.6 | (0.85) | 69.0 | (0.70) | 423 | (7.9) | 48.0 | (0.87) | 51.2 | (0.95) | 54.0 | (0.81) | 332 | (7.3) | 26.8 | (0.88) | 24.3 | (0.93) | 21.7 | (0.83) | 92 | (3.8) |
| At least some college .......................................... | 76.3 | (1.33) | 73.2 | (1.36) | 72.9 | (1.62) | 109 | (4.3) | 62.7 | (1.68) | 60.8 | (1.39) | 63.1 | (1.61) | 94 | (4.2) | 17.8 | (1.48) | 16.9 | (1.56) | 13.5 | (1.20) | 15 | (1.3) |
| White, all education levels . | 68.5 | (0.57) | 69.2 | (0.56) | 68.7 | (0.60) | 805 | (12.8) | 51.4 | (0.53) | 53.8 | (0.56) | 55.4 | (0.72) | 650 | (12.8) | 24.9 | (0.58) | 22.2 | (0.48) | 19.3 | (0.58) | 155 | (4.4) |
| Less than high school completion | 49.5 | (1.19) | 50.9 | (1.14) | 49.9 | (1.11) | 155 | (4.8) | 31.2 | (1.00) | 34.6 | (1.00) | 36.8 | (1.03) | 114 | (4.1) | 36.9 | (1.64) | 32.1 | (1.47) | 26.3 | (1.09) | 41 | (2.0) |
| High school completion ${ }^{4}$.................................. | 74.1 | (0.66) | 75.3 | (0.68) | 75.0 | (0.67) | 535 | (9.2) | 56.1 | (0.66) | 59.3 | (0.80) | 61.1 | (0.78) | 436 | (8.9) | 24.3 | (0.62) | 21.2 | (0.68) | 18.5 | (0.70) | 99 | (3.9) |
| At least some college .......................................... | 79.5 | (1.30) | 76.6 | (1.46) | 77.7 | (1.58) | 115 | (5.0) | 69.2 | (1.22) | 65.7 | (1.50) | 67.5 | (1.67) | 100 | (4.6) | 13.0 | (1.18) | 14.3 | (1.16) | 13.1 | (1.28) | 15 | (1.6) |
| Black, all education levels | 55.7 | (0.82) | 57.5 | (1.15) | 57.3 | (1.05) | 234 | (7.1) | 30.4 | (0.97) | 34.9 | (0.96) | 38.0 | (1.12) | 155 | (5.8) | 45.5 | (1.55) | 39.4 | (1.43) | 33.6 | (1.50) | 79 | (4.3) |
| Less than high school completion .... | 36.0 | (1.65) | 35.9 | (2.13) | 38.5 | (2.10) | 44 | (3.3) | 14.1 | (1.41) | 17.6 | (1.81) | 18.5 | (1.88) | 21 | (2.3) | 61.0 | (3.33) | 50.9 | (3.68) | 51.8 | (3.66) | 23 | (2.3) |
| High school completion ${ }^{4}$............ | 64.0 | (1.34) | 65.1 | (1.36) | 64.4 | (1.36) | 155 | (5.1) | 35.9 | (1.38) | 40.4 | (1.35) | 44.2 | (1.45) | 106 | (4.4) | 43.9 | (1.90) | 37.9 | (1.77) | 31.4 | (1.78) | 49 | (3.2) |
| At least some college ................................ | 68.6 | (2.20) | 69.8 | (2.87) | 65.4 | (3.04) | 35 | (2.9) | 46.7 | (2.78) | 47.6 | (3.87) | 51.6 | (2.96) | 28 | (2.6) | 31.9 | (3.60) | 31.8 | (4.54) | 21.2 | (2.79) | 7 | (1.1) |
| Hispanic, all education levels | 63.3 | (0.88) | 62.8 | (0.82) | 64.1 | (0.93) | 414 | (10.3) | 46.0 | (0.83) | 47.6 | (0.87) | 50.0 | (0.89) | 323 | (8.3) | 27.4 | (0.96) | 24.3 | (0.86) | 22.0 | (0.86) | 91 | (4.5) |
| Less than high school completion | 51.9 | (1.66) | 53.4 | (1.57) | 49.9 | (1.66) | 104 | (4.8) | 34.1 | (1.60) | 36.4 | (1.52) | 36.4 | (1.56) | 76 | (4.0) | 34.3 | (1.97) | 31.8 | (1.90) | 27.1 | (1.97) | 28 | (2.5) |
| High school completion ${ }^{4}$.............. | 67.6 | (1.19) | 66.9 | (1.10) | 70.7 | (1.11) | 261 | (7.9) | 50.0 | (1.13) | 51.9 | (1.14) | 55.5 | (1.13) | 205 | (6.7) | 26.0 | (1.18) | 22.4 | (0.99) | 21.5 | (1.13) | 56 | (3.5) |
| At least some college ............................................ | 75.9 | (2.13) | 71.8 | (2.49) | 71.6 | (2.62) | 49 | (2.9) | 61.4 | (2.61) | 60.9 | (2.58) | 61.6 | (2.81) | 42 | (2.8) | 19.1 | (2.27) | 15.2 | (1.89) | 13.9 | (2.15) | 7 | (1.1) |
| Asian, all education levels .... | 49.6 | (3.11) | 54.3 | (3.21) | 59.4 | (2.88) | 29 | (2.4) | 34.5 | (2.34) | 40.7 | (3.11) | 47.6 | (3.07) | 23 | (2.3) | 30.5 | (3.48) | 25.1 | (3.45) | 19.9 | (3.14) | 6 | (0.9) |
| Less than high school completion | 29.3 | (3.44) | 34.4 | (4.91) | 43.7 | (5.35) | 5 | (0.9) | 20.3 | (3.55) | 24.1 | (4.95) | 29.2 | (3.96) | 4 | (0.6) | 30.8 | (7.86) | 29.7 | (8.25) | 33.3 | (7.37) | $\ddagger$ | (t) |
| High school completion ${ }^{4}$....................................... | 57.4 | (4.60) | 60.2 | (4.60) | 67.0 | (3.90) | 20 | (2.2) | 35.2 | (3.77) | 45.3 | (4.41) | 55.4 | (4.37) | 16 | (2.1) | 38.7 | (5.59) | 24.8 | (4.55) | 17.2 | (3.66) | $\pm$ | ( + |
| At least some college .............................................. | 67.4 | (5.89) | 64.2 | (6.71) | 55.9 | (6.56) | 4 | (0.8) | 56.7 | (5.60) | 49.6 | (7.32) | 47.6 | (7.29) | 3 | (0.8) | 15.9 ! | (5.22) | 22.7 ! | (7.26) | 14.8 ! | (6.61) | $\ddagger$ | (t) |
| American Indian/Alaska Native, all education levels ... | 53.2 | (3.11) | 54.3 | (3.43) | 49.0 | (2.55) | 14 | (1.2) | 34.1 | (3.22) | 37.4 | (3.56) | 30.1 | (2.28) | 8 | (0.8) | 35.8 | (4.24) | 31.2 | (4.61) | 38.5 | (3.73) | 5 | (0.7) |
| Less than high school completion ............................ | 42.0 | (4.72) | 41.9 | (4.97) | 35.5 | (5.16) | 4 | (0.7) | 26.3 | (4.69) | 25.3 | (5.26) | 15.4 | (3.52) | $\ddagger$ | ( $\dagger$ ) | 37.5 | (7.65) | 39.5 | (9.25) | 56.5 | (9.24) | $\ddagger$ | (t) |
|  | 61.8 | (4.20) | 55.1 | (4.80) | 57.4 | (4.05) | 8 | (0.9) | 40.1 | (5.21) | 37.5 | (4.77) | 38.1 | (3.69) | $\pm$ | (0.7) | 35.1 | (6.01) | 31.9 | (6.20) | 33.7 | (4.80) | 3 | (0.5) |
| At least some college ...................................................................... | 58.2 | (8.60) | 79.1 | (6.33) | 54.3 | (9.80) | + | ( $\dagger$ ) | 38.0 | (8.31) | 63.3 | (8.90) | 42.6 | (9.83) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 20.0 ! | (9.31) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All persons, all education levels ................................. | 80.7 | (0.15) | 80.7 | (0.15) | 81.5 | (0.15) | 10,562 | (37.7) | 67.9 | (0.19) | 69.5 | (0.19) | 71.6 | (0.19) | 9,278 | (37.2) | 15.9 | (0.18) | 13.9 | (0.17) | 12.2 | (0.15) | 1,284 | (16.9) |
| Less than high school completion ............................ | 63.3 | (0.51) | 63.5 | (0.48) | 64.2 | (0.48) | 1,098 | (14.6) | 46.7 | (0.53) | 48.4 | (0.51) | 50.5 | (0.52) | 864 | (13.0) | 26.2 | (0.50) | 23.9 | (0.55) | 21.4 | (0.49) | 234 | (6.0) |
| High school completion ${ }^{4}$.......................................... | 78.5 | (0.27) | 77.9 | (0.19) | 78.8 | (0.27) | 4,251 | (27.0) | 63.6 | (0.34) | 64.7 | (0.25) | 67.4 | (0.31) | 3,637 | (27.1) | 18.9 | (0.28) | 17.0 | (0.27) | 14.5 | (0.26) | 615 | (11.0) |
| Some college, no degree ... | 85.8 | (0.31) | 85.4 | (0.26) | 86.0 | (0.25) | 2,821 | (21.5) | 74.0 | (0.34) | 75.6 | (0.35) | 77.2 | (0.31) | 2,531 | (20.9) | 13.7 | (0.27) | 11.5 | (0.29) | 10.3 | (0.29) | 289 | (8.5) |
| Associate's degree .......... | 90.8 | (0.43) | 90.8 | (0.46) | 91.6 | (0.40) | 614 | (11.5) | 82.9 | (0.54) | 84.5 | (0.60) | 85.7 | (0.56) | 575 | (11.1) | 8.7 | (0.53) | 6.9 | (0.39) | 6.4 | (0.48) | 40 | (3.1) |
| Bachelor's or higher degree .................................... | 93.4 | (0.21) | 93.3 | (0.27) | 93.4 | (0.23) | 1,778 | (18.8) | 87.1 | (0.27) | 87.3 | (0.34) | 87.9 | (0.32) | 1,672 | (17.8) | 6.7 | (0.25) | 6.4 | (0.25) | 6.0 | (0.24) | 107 | (4.5) |

See notes at end of table.

Table 501.20. Labor force participation, employment, and unemployment of persons 16 to 24 years old who are not enrolled in school, by age group, sex, race/ethnicity, and educational attainment: 2013, 2014, and 2015-Continued
[Standard errors appear in parentheses]

| Age group, sex, race/ethnicity, and educational attainment | Labor force participation |  |  |  |  |  |  |  | Employment |  |  |  |  |  |  |  | Unemployment |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Labor force participation rate ${ }^{1}$ |  |  |  |  |  | Number of participants (in thousands) |  | Employment to population ratio ${ }^{2}$ |  |  |  |  |  | Numberemployed(in thousands) |  | Unemployment rate ${ }^{3}$ |  |  |  |  |  | $\begin{array}{r} \text { Number } \\ \text { unemployed } \\ \text { (in thousands) } \end{array}$ |  |
|  |  | 2013 |  | 2014 |  | 2015 |  | 2015 |  | 2013 |  | 2014 |  | 2015 |  | 2015 |  | 2013 |  | 2014 |  | 2015 |  | 2015 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Male, all education levels | 82.9 | (0.18) | 83.0 | (0.22) | 83.5 | (0.21) | 5,804 | (27.1) | 69.1 | (0.24) | 71.0 | (0.26) | 72.7 | (0.27) | 5,052 | (27.7) | 16.6 | (0.23) | 14.4 | (0.21) | 12.9 | (0.21) | 751 | (12.4) |
| Less than high school completion | 68.4 | (0.62) | 68.4 | (0.59) | 68.5 | (0.55) | 707 | (12.9) | 52.0 | (0.68) | 53.7 | (0.65) | 54.6 | (0.59) | 564 | (10.9) | 24.0 | (0.61) | 21.5 | (0.68) | 20.3 | (0.53) | 144 | (4.6) |
| High school completion ${ }^{4}$............. | 81.8 | (0.30) | 81.3 | (0.29) | 81.9 | (0.27) | 2,572 | (17.5) | 66.3 | (0.40) | 67.5 | (0.33) | 70.0 | (0.39) | 2,198 | (18.0) | 19.0 | (0.36) | 17.1 | (0.32) | 14.6 | (0.37) | 375 | (9.8) |
| Some college, no degree | 88.4 | (0.37) | 88.1 | (0.36) | 88.6 | (0.35) | 1,487 | (17.3) | 75.6 | (0.49) | 78.0 | (0.48) | 79.1 | (0.44) | 1,326 | (16.5) | 14.5 | (0.40) | 11.5 | (0.37) | 10.8 | (0.37) | 161 | (5.7) |
| Associate's degree ... | 93.2 | (0.59) | 92.1 | (0.74) | 94.1 | (0.47) | 292 | (7.8) | 85.3 | (0.88) | 85.9 | (0.95) | 87.4 | (0.86) | 271 | (7.6) | 8.5 | (0.77) | 6.8 | (0.56) | 7.2 | (0.80) | 21 | (2.4) |
| Bachelor's or higher degree ..................................... | 94.1 | (0.34) | 94.9 | (0.31) | 94.5 | (0.34) | 745 | (12.3) | 87.3 | (0.49) | 88.0 | (0.42) | 88.0 | (0.50) | 694 | (11.3) | 7.2 | (0.42) | 7.2 | (0.38) | 6.9 | (0.42) | 51 | (3.4) |
| Female, all education levels | 78.2 | (0.22) | 78.1 | (0.20) | 79.1 | (0.21) | 4,759 | (24.1) | 66.5 | (0.26) | 67.8 | (0.27) | 70.3 | (0.28) | 4,226 | (23.2) | 15.0 | (0.22) | 13.3 | (0.26) | 11.2 | (0.23) | 533 | (11.5) |
| Less than high school completion | 55.5 | (0.76) | 56.4 | (0.72) | 57.6 | (0.87) | 391 | (9.1) | 38.6 | (0.73) | 40.6 | (0.70) | 44.2 | (0.92) | 300 | (8.0) | 30.4 | (0.90) | 28.1 | (0.95) | 23.2 | (0.93) | 91 | (4.1) |
| High school completion ${ }^{4}$.... | 73.9 | (0.45) | 73.1 | (0.37) | 74.3 | (0.41) | 1,679 | (17.8) | 59.9 | (0.51) | 60.7 | (0.48) | 63.7 | (0.42) | 1,439 | (15.7) | 18.8 | (0.42) | 16.9 | (0.48) | 14.3 | (0.37) | 240 | (7.0) |
| Some college, no degree. | 83.1 | (0.46) | 82.7 | (0.39) | 83.2 | (0.36) | 1,334 | (15.1) | 72.3 | (0.51) | 73.2 | (0.51) | 75.2 | (0.46) | 1,205 | (14.8) | 13.0 | (0.40) | 11.5 | (0.43) | 9.6 | (0.41) | 128 | (5.6) |
| Associate's degree | 88.6 | (0.72) | 89.7 | (0.66) | 89.4 | (0.67) | 322 | (8.2) | 80.7 | (0.84) | 83.4 | (0.80) | 84.2 | (0.78) | 303 | (7.8) | 8.9 | (0.74) | 7.0 | (0.54) | 5.7 | (0.56) | 18 | (1.9) |
| Bachelor's or higher degree | 93.0 | (0.31) | 92.2 | (0.41) | 92.7 | (0.29) | 1,033 | (13.0) | 87.1 | (0.42) | 86.8 | (0.49) | 87.7 | (0.40) | 978 | (12.5) | 6.3 | (0.32) | 5.9 | (0.32) | 5.4 | (0.29) | 55 | (3.1) |
| White, all education levels. | 84.0 | (0.19) | 83.8 | (0.18) | 84.4 | (0.17) | 5,845 | (25.9) | 73.0 | (0.25) | 74.4 | (0.22) | 76.1 | (0.21) | 5,269 | (25.3) | 13.2 | (0.21) | 11.3 | (0.20) | 9.9 | (0.18) | 576 | (11.1) |
| Less than high school completion | 64.1 | (0.70) | 63.9 | (0.78) | 64.6 | (0.79) | 425 | (9.1) | 46.6 | (0.78) | 49.3 | (0.85) | 50.8 | (0.82) | 334 | (8.2) | 27.4 | (0.81) | 22.8 | (0.86) | 21.3 | (0.76) | 90 | (3.5) |
| High school completion ${ }^{4}$. | 81.0 | (0.34) | 80.1 | (0.27) | 80.7 | (0.32) | 2,231 | (17.7) | 67.4 | (0.44) | 68.3 | (0.34) | 70.5 | (0.36) | 1,950 | (16.0) | 16.7 | (0.37) | 14.7 | (0.33) | 12.6 | (0.29) | 281 | (7.2) |
| Some college, no degree | 87.1 | (0.38) | 86.5 | (0.35) | 87.6 | (0.33) | 1,526 | (17.6) | 77.1 | (0.50) | 78.2 | (0.39) | 80.7 | (0.38) | 1,405 | (16.4) | 11.4 | (0.38) | 9.6 | (0.32) | 7.9 | (0.29) | 121 | (4.7) |
| Associate's degree | 92.2 | (0.55) | 91.8 | (0.59) | 93.0 | (0.38) | 400 | (8.6) | 85.8 | (0.69) | 86.6 | (0.71) | 88.3 | (0.64) | 380 | (8.6) | 6.9 | (0.55) | 5.7 | (0.46) | 5.1 | (0.53) | 21 | (2.1) |
| Bachelor's or higher degree .... | 94.9 | (0.25) | 95.1 | (0.24) | 95.1 | (0.24) | 1,263 | (15.7) | 89.6 | (0.32) | 90.0 | (0.35) | 90.4 | (0.32) | 1,200 | (15.4) | 5.6 | (0.28) | 5.4 | (0.28) | 5.0 | (0.23) | 63 | (3.0) |
| Black, all education levels | 74.0 | (0.48) | 74.5 | (0.44) | 75.8 | (0.46) | 1,580 | (18.6) | 53.8 | (0.52) | 56.0 | (0.50) | 60.1 | (0.57) | 1,251 | (16.6) | 27.4 | (0.55) | 24.8 | (0.51) | 20.8 | (0.54) | 329 | (9.5) |
| Less than high school completion | 51.3 | (1.09) | 52.9 | (1.05) | 52.6 | (1.35) | 159 | (6.9) | 27.4 | (1.04) | 29.1 | (0.91) | 32.4 | (1.28) | 98 | (5.2) | 46.6 | (1.43) | 45.0 | (1.47) | 38.4 | (1.87) | 61 | (3.9) |
| High school completion ${ }^{4}$.. | 73.2 | (0.69) | 72.6 | (0.69) | 73.7 | (0.68) | 715 | (11.1) | 51.3 | (0.71) | 52.0 | (0.80) | 56.7 | (0.79) | 550 | (10.7) | 29.9 | (0.72) | 28.3 | (0.78) | 23.1 | (0.77) | 165 | (5.8) |
| Some college, no degree | 84.7 | (0.69) | 84.2 | (0.78) | 85.0 | (0.71) | 508 | (9.5) | 66.1 | (0.90) | 69.4 | (0.93) | 71.5 | (1.03) | 427 | (9.5) | 22.0 | (0.91) | 17.7 | (0.77) | 15.9 | (0.90) | 81 | (4.7) |
| Associate's degree | 89.7 | (1.66) | 88.4 | (1.83) | 92.0 | (1.29) | 66 | (4.1) | 77.1 | (2.23) | 76.8 | (2.44) | 82.6 | (2.02) | 59 | (3.8) | 14.1 | (2.21) | 13.2 | (2.27) | 10.2 | (1.59) | 7 | (1.1) |
| Bachelor's or higher degree ............ | 92.9 | (1.08) | 92.1 | (1.08) | 93.5 | (1.01) | 132 | (6.1) | 83.0 | (1.51) | 81.3 | (1.40) | 82.8 | (1.55) | 117 | (5.7) | 10.7 | (1.24) | 11.7 | (1.10) | 11.4 | (1.30) | 15 | (1.8) |
| Hispanic, all education levels | 78.3 | (0.34) | 79.1 | (0.33) | 79.4 | (0.35) | 2,406 | (20.3) | 66.6 | (0.44) | 68.8 | (0.42) | 70.1 | (0.38) | 2,126 | (19.5) | 15.0 | (0.38) | 13.0 | (0.36) | 11.7 | (0.29) | 281 | (7.3) |
| Less than high school completion | 69.2 | (0.79) | 69.5 | (0.77) | 69.7 | (0.75) | 449 | (9.5) | 57.1 | (0.88) | 58.2 | (0.85) | 59.5 | (0.94) | 383 | (9.1) | 17.5 | (0.74) | 16.2 | (0.83) | 14.7 | (0.77) | 66 | (3.6) |
| High school completion ${ }^{4}$ | 78.0 | (0.48) | 78.4 | (0.41) | 78.9 | (0.51) | 1,064 | (15.4) | 65.3 | (0.64) | 67.3 | (0.52) | 69.0 | (0.52) | 931 | (13.8) | 16.2 | (0.51) | 14.1 | (0.50) | 12.5 | (0.43) | 133 | (5.2) |
| Some college, no degree. | 84.7 | (0.69) | 84.9 | (0.72) | 84.1 | (0.59) | 601 | (11.6) | 74.1 | (0.81) | 75.8 | (0.91) | 75.7 | (0.68) | 541 | (10.8) | 12.5 | (0.69) | 10.7 | (0.64) | 10.1 | (0.55) | 61 | (3.6) |
| Associate's degree | 87.6 | (1.34) | 88.9 | (1.22) | 88.7 | (1.36) | 110 | (4.5) | 76.7 | (1.81) | 82.1 | (1.34) | 82.0 | (1.60) | 101 | (4.3) | 12.5 | (1.66) | 7.6 | (1.25) | 7.5 | (1.03) | 8 | (1.2) |
| Bachelor's or higher degree | 91.7 | (0.89) | 92.3 | (0.85) | 91.5 | (0.81) | 182 | (5.8) | 83.3 | (1.13) | 84.9 | (1.16) | 84.9 | (1.04) | 169 | (5.7) | 9.1 | (0.94) | 8.0 | (0.80) | 7.2 | (0.83) | 13 | (1.5) |
| Asian, all education levels | 77.3 | (0.77) | 78.6 | (0.86) | 78.8 | (0.83) | 317 | (7.6) | 68.4 | (0.94) | 70.6 | (1.00) | 71.1 | (0.95) | 286 | (7.4) | 11.5 | (0.79) | 10.2 | (0.74) | 9.8 | (0.69) | 31 | (2.2) |
| Less than high school completion | 60.2 | (3.95) | 61.9 | (3.49) | 69.0 | (3.34) | 26 | (2.0) | 50.7 | (3.99) | 49.6 | (3.14) | 56.5 | (3.60) | 21 | (1.9) | 15.8 | (3.50) | 19.9 | (3.10) | 18.0 | (3.45) | 5 | (0.9) |
| High school completion ${ }^{4}$. | 71.8 | (1.68) | 71.7 | (1.96) | 74.9 | (2.14) | 67 | (2.9) | 61.4 | (2.19) | 64.0 | (2.22) | 66.5 | (2.37) | 59 | (2.7) | 14.4 | (1.85) | 10.7 | (1.48) | 11.2 | (1.70) | 7 | (1.2) |
| Some college, no degree . | 75.3 | (2.27) | 82.9 | (1.77) | 78.8 | (1.79) | 65 | (3.4) | 67.3 | (2.31) | 72.7 | (2.23) | 70.7 | (2.10) | 59 | (3.2) | 10.6 | (1.40) | 12.3 | (1.68) | 10.3 | (1.66) | 7 | (1.2) |
| Associate's degree | 80.7 | (4.04) | 87.3 | (2.87) | 74.4 | (4.19) | 15 | (1.7) | 70.7 | (5.08) | 82.2 | (3.39) | 69.7 | (4.09) | 14 | (1.6) | 12.3 | (3.61) | 5.9 ! | (2.06) | 6.4 ! | (2.09) | $\ddagger$ | (t) |
| Bachelor's or higher degree ............................... | 83.8 | (1.03) | 83.2 | (1.06) | 83.5 | (1.24) | 143 | (5.0) | 75.5 | (1.20) | 76.7 | (1.14) | 76.9 | (1.41) | 132 | (4.8) | 9.9 | (1.01) | 7.8 | (0.80) | 7.9 | (0.81) | 11 | (1.2) |
| American Indian/Alaska Native, all education levels | 67.9 | (1.75) | 67.1 | (1.53) | 69.7 | (1.54) | 83 | (3.7) | 48.0 | (1.72) | 51.2 | (1.75) | 53.2 | (1.89) | 63 | (3.5) | 29.3 | (1.94) | 23.6 | (1.76) | 23.6 | (2.08) | 20 | (1.8) |
| Less than high school completion ................................. | 52.5 | (3.50) | 56.2 | (2.98) | 53.6 | (3.78) | 15 | (1.6) | 30.6 | (3.32) | 34.3 | (2.93) | 37.4 | (3.59) | 11 | (1.4) | 41.8 | (5.16) | 38.9 | (4.09) | 30.3 | (4.70) | 5 | (0.8) |
| High school completion ${ }^{4}$..... | 65.4 | (2.44) | 65.0 | (2.15) | 70.0 | (2.16) | 38 | (2.6) | 45.2 | (2.58) | 50.2 | (2.22) | 51.9 | (3.00) | 28 | (2.5) | 30.8 | (3.13) | 22.8 | (2.31) | 25.9 | (3.24) | 10 | (1.2) |
| Some college, no degree .. | 79.8 | (2.32) | 75.4 | (3.02) | 77.2 | (2.84) | 18 | (1.7) | 60.7 | (3.32) | 60.2 | (3.41) | 60.4 | (3.60) | 14 | (1.5) | 23.9 | (3.62) | 20.2 | (3.27) | 21.7 | (3.69) | 4 | (0.8) |
| Associate's degree | 89.8 | (5.17) | 85.7 | (6.60) | 90.1 | (4.91) | 5 | (1.1) | 83.0 | (6.10) | 75.2 | (8.81) | 75.7 | (9.47) | 4 | (1.2) | , | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( ${ }_{\text {+ }}$ |
| Bachelor's or higher degree ....................................... | 87.7 | (4.03) | 87.6 | (6.14) | 92.8 | (4.21) | 6 | (1.1) | 66.7 | (7.86) | 83.8 | (6.73) | 88.6 | (5.07) | 6 | (1.1) | 23.9 ! | (9.08) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Percentage of the civilian population who are employed or seeking employment.
${ }^{2}$ Number of persons employed as a percentage of the civilian population.
${ }^{3}$ The percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks.

4ncludes equivalency credentials, such as the GED credential.
NOTE: Table excludes persons enrolled in school. Estimates are for all nonenrolled civilians in the given age range, including persons living in households and persons living in group quarters (e.g., residential treatment centers or correctional facilities). Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups
were computed using replicate weights. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2013, 2014, and 2015, unpublished tabulations. (This table was prepared May 2017.)

Table 501.30. Number and percentage of persons 16 to 24 years old who were neither enrolled in school nor working, by educational attainment, age group, sex, family poverty status, and race/ethnicity: 2006, 2011, and 2016
[Standard errors appear in parentheses]

| Age group, sex, family poverty status, and race/ethnicity | Total (in thousands) |  | Neither enrolled in school nor working |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Number (in thousands) |  | Percentage distribution |  | Percent, by educational attainment |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Less than high school completion |  | High school completion ${ }^{1}$ |  | Some no ba | college, helor's degree ${ }^{2}$ | Bachelor's or higher degree |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| 2006 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 and 17 years old, all persons $\qquad$ Sex | 9,012 | (78.1) | 319 | (22.7) | 100.0 | ( $\dagger$ ) | 3.5 | (0.25) | 3.3 | (0.25) | 24.1 | (4.78) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Male | 4,613 | (58.5) | 154 | (16.5) | 48.5 | (3.52) | 3.3 | (0.35) | 3.2 | (0.34) | 18.7! | (7.13) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Female ................................ | 4,399 | (55.9) | 164 | (15.3) | 51.5 | (3.52) | 3.7 | (0.35) | 3.4 | (0.34) | 28.4 | (6.25) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 5,552 | (70.4) | 136 | (14.5) | 42.7 | (3.54) | 2.4 | (0.26) | 2.2 | (0.25) | 29.0 | (6.87) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Black | 1,303 | (33.4) | 62 | (11.7) | 19.6 | (3.44) | 4.8 | (0.89) | 4.4 | (0.86) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Hispanic | 1,518 | (27.2) | 105 | (13.4) | 32.9 | (3.45) | 6.9 | (0.87) | 6.9 | (0.88) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Asian | 316 | (17.8) | $\ddagger$ | ( $\dagger$ ) | 2.7 ! | (1.29) | 2.7 ! | (1.29) | 1.8 ! | (0.84) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Pacific Islander | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ....... | 63 | (10.7) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races ........................ | 239 | (17.1) | $\ddagger$ | ( $\dagger$ ) | 1.5 ! | (0.74) | 2.0 ! | (1.00) | 2.0 ! | (1.02) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Family poverty status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ${ }^{3}$ | 1,328 | (48.2) | 111 | (16.0) | 34.9 | (4.02) | 8.4 | (1.16) | 8.3 | (1.16) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Nonpoor ${ }^{3}$............... | 7,684 | (73.5) | 208 | (18.1) | 65.1 | (4.02) | 2.7 | (0.24) | 2.4 | (0.23) | 26.2 | (5.31) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 18 and 19 years old, all persons. | 7,563 | (77.9) | 943 | (40.5) | 100.0 | ( $\dagger$ ) | 12.5 | (0.51) | 13.0 | (0.85) | 18.7 | (1.10) | 4.7 | (0.63) | $\ddagger$ | ( $\dagger$ ) |
| Sex $\quad$ Male .............................. | 3,793 | (58.3) | 445 | (25.4) | 47.1 | (2.08) | 11.7 | (0.63) | 11.9 | (1.06) | 16.5 | (1.42) | 5.2 | (1.14) | $\ddagger$ | ( $\dagger$ ) |
| Female ....... | 3,770 | (55.9) | 498 | (31.0) | 52.9 | (2.08) | 13.2 | (0.80) | 14.3 | (1.28) | 20.9 | (1.67) | 4.3 | (0.78) | $\ddagger$ | ( $\dagger$ ) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 4,701 | (68.9) | 474 | (29.9) | 50.2 | (2.05) | 10.1 | (0.62) | 10.7 | (1.04) | 15.4 | (1.19) | 3.8 | (0.67) | $\ddagger$ | ( $\dagger$ ) |
| Black | 1,136 | (34.2) | 217 | (19.5) | 23.0 | (1.73) | 19.1 | (1.63) | 19.9 | (2.50) | 26.6 | (3.39) | 6.7 ! | (2.02) | $\ddagger$ | ( $\dagger$ ) |
| Hispanic | 1,237 | (27.2) | 188 | (14.8) | 19.9 | (1.45) | 15.2 | (1.14) | 14.1 | (1.55) | 23.4 | (2.50) | 5.7 ! | (1.80) | $\ddagger$ | (t) |
| Asian | 282 | (18.1) | $\ddagger$ | ( $\dagger$ ) | 2.7 | (0.74) | 9.0 | (2.38) | 8.5 ! | (3.50) | 11.4 ! | (4.58) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Pacific Islander . | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ....... | 44 | (9.8) | $\ddagger$ | ( $\dagger$ ) | 1.3 ! | (0.38) | 26.8 | (6.13) | 20.7 | (5.59) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races ....................... | 150 | (14.4) | 25 | (6.1) | 2.7 | (0.67) | 16.9 | (3.70) | 16.0 ! | (5.54) | 25.2 | (7.32) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ${ }^{3}$....... | 1,274 | (52.4) | 332 | (24.7) | 35.2 | (2.02) | 26.1 | (1.60) | 29.7 | (2.17) | 31.3 | (3.21) | 7.0 ! | (2.48) | $\ddagger$ | ( $\dagger$ ) |
| Nonpoor ${ }^{3}$ | 6,288 | (79.7) | 611 | (31.2) | 64.8 | (2.02) | 9.7 | (0.48) | 8.6 | (0.74) | 16.2 | (1.14) | 4.4 | (0.64) | $\pm$ | ( $\dagger$ |
| Male | 10,181 | (2.2) | 1,314 | (52.7) | 39.7 | (1.16) | 12.9 | (0.52) | 25.0 | (1.73) | 18.8 | (1.01) | 5.5 | (0.49) | 7.0 | (1.34) |
| Female ................................. | 10,066 | (0.4) | 1,993 | (60.9) | 60.3 | (1.16) | 19.8 | (0.60) | 53.1 | (1.96) | 29.9 | (1.19) | 9.0 | (0.70) | 8.3 | (1.19) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 12,576 | (20.9) | 1,637 | (54.5) | 49.5 | (1.08) | 13.0 | (0.43) | 37.7 | (2.41) | 21.4 | (1.00) | 6.0 | (0.48) | 6.6 | (0.99) |
| Black | 2,719 | (16.0) | 690 | (37.3) | 20.9 | (0.97) | 25.4 | (1.36) | 51.7 | (3.77) | 34.1 | (2.13) | 11.0 | (1.43) | 11.8 ! | (3.91) |
| Hispanic | 3,607 | (2.2) | 763 | (31.6) | 23.1 | (0.81) | 21.1 | (0.88) | 31.3 | (2.06) | 23.1 | (1.54) | 9.4 | (1.02) | 9.8 ! | (3.29) |
| Asian ... | 843 | (23.2) | 108 | (15.3) | 3.3 | (0.46) | 12.8 | (1.77) | 34.6 | (9.50) | 14.9 | (3.53) | 8.9 | (2.08) | 11.7 | (3.03) |
| Pacific Islander .. | 59 | (11.5) | $\ddagger$ | ( $\dagger$ ) | 0.4 | (0.10) | 19.8 | (5.52) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 16.0 ! | (7.76) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native | 119 | (19.0) | 44 ! | (13.8) | 1.3 ! | (0.41) | 37.3 | (7.20) | 68.0 | (10.12) | 40.9 | (6.30) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races ....................... | 323 | (19.2) | 54 | (7.5) | 1.6 | (0.22) | 16.7 | (2.15) | 41.5 | (9.92) | 24.9 | (4.80) | 6.7 ! | (2.28) | $\ddagger$ | ( $\dagger$ |
| Family poverty status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ${ }^{3}$................... | 3,806 | (94.6) | 1,276 | (54.6) | 100.0 | ( $\dagger$ | 33.5 | (1.10) | 52.8 | (2.14) | 42.2 | (1.83) | 15.8 | (1.56) | 16.9 | (3.61) |
| White | 1,941 | (67.6) | 536 | (35.0) | 42.0 | (2.01) | 27.6 | (1.58) | 50.9 | (4.63) | 39.2 | (2.93) | 13.2 | (2.15) | 13.9 | (3.66) |
| Black .. | 753 | (39.9) | 332 | (27.5) | 26.0 | (1.85) | 44.1 | (2.64) | 61.4 | (5.17) | 51.7 | (4.14) | 21.9 | (3.92) | $\ddagger$ | ( $\dagger$ ) |
| Hispanic | 828 | (35.0) | 336 | (25.3) | 26.4 | (1.73) | 40.6 | (2.56) | 49.7 | (3.64) | 42.9 | (4.54) | 19.5 | (4.16) | $\ddagger$ | ( $\dagger$ ) |
| Asian | 186 | (22.1) | $\ddagger$ | (t) | 2.1 ! | (0.74) | 14.6 ! | (4.48) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 18.4 ! | (6.68) | $\ddagger$ | ( $\dagger$ ) |
| Pacific Islander ....................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ... | 44 | (8.5) | $\ddagger$ | ( $\dagger$ ) | 1.5 | (0.43) | 42.9 | (8.28) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races .................... | 51 | (8.9) | $\ddagger$ | ( $\dagger$ ) | 1.9 | (0.47) | 48.5 | (8.33) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Nonpoor ${ }^{3}$. | 16,441 | (94.5) | 2,031 | (65.6) | 100.0 | ( $\dagger$ ) | 12.4 | (0.39) | 29.1 | (1.63) | 19.1 | (0.77) | 5.8 | (0.40) | 6.3 | (0.79) |
| White .. | 10,635 | (71.6) | 1,100 | (46.8) | 54.2 | (1.33) | 10.3 | (0.44) | 32.2 | (2.74) | 17.5 | (1.00) | 5.0 | (0.46) | 5.5 | (0.97) |
| Black ... | 1,967 | (41.5) | 358 | (27.8) | 17.6 | (1.23) | 18.2 | (1.40) | 42.8 | (5.62) | 26.5 | (2.42) | 8.0 | (1.40) | 8.0 ! | (3.53) |
| Hispanic. | 2,779 | (35.1) | 426 | (22.7) | 21.0 | (1.06) | 15.3 | (0.80) | 22.6 | (2.09) | 17.8 | (1.63) | 7.5 | (1.07) | 7.1 ! | (2.70) |
| Asian | 658 | (27.5) | 81 | (12.4) | 4.0 | (0.59) | 12.2 | (1.79) | 37.6 ! | (12.17) | 18.3 | (4.39) | 6.3 | (1.76) | 11.2 | (3.33) |
| Pacific Islander | 54 | (11.3) | $\ddagger$ | ( $\dagger$ ) | 0.5 | (0.16) | 20.4 | (6.03) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 17.5 ! | (8.56) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ... | 76 | (15.4) | 26 ! | (10.1) | 1.3 ! | (0.49) | 34.0 | (8.39) | $\ddagger$ | ( $\dagger$ ) | 41.4 | (9.20) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races ..................... | 273 | (19.1) | 29 | (5.7) | 1.5 | (0.28) | 10.8 | (1.92) | $\ddagger$ | ( $\dagger$ ) | 15.5 | (3.84) | 7.4! | (2.50) | $\ddagger$ | ( $\dagger$ ) |

See notes at end of table.

Table 501.30. Number and percentage of persons 16 to 24 years old who were neither enrolled in school nor working, by educational attainment, age group, sex, family poverty status, and race/ethnicity: 2006, 2011, and 2016—Continued
[Standard errors appear in parentheses]

| Age group, sex, family poverty status, and race/ethnicity | Total (in thousands) |  | Neither enrolled in school nor working |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Number (in thousands) |  | Percentage distribution |  | Percent, by educational attainment |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Less than high school completion |  | High school completion ${ }^{1}$ |  | Some college, no bachelor's degree ${ }^{2}$ |  | Bachelor's or higher degree |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| 2011 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 and 17 years old, all persons $\qquad$ Sex | 8,723 | (86.2) | 254 | (23.6) | 100.0 | ( $\dagger$ ) | 2.9 | (0.27) | 2.5 | (0.24) | 25.8 | (5.17) | 6.7 ! | (2.79) | $\ddagger$ | ( $\dagger$ |
| Male ........................................ | 4,504 | (64.2) | 116 | (15.5) | 45.7 | (3.90) | 2.6 | (0.34) | 2.2 | (0.33) | 24.8 | (6.95) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Female | 4,220 | (56.1) | 138 | (15.1) | 54.3 | (3.90) | 3.3 | (0.36) | 2.8 | (0.33) | 26.8 | (7.25) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .... | 5,074 | (71.4) | 122 | (17.1) | 48.0 | (4.49) | 2.4 | (0.34) | 2.0 | (0.29) | 23.6 ! | (7.17) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Black | 1,233 | (34.2) | $\ddagger$ | ( $\dagger$ ) | 14.9 | (3.27) | 3.1 | (0.74) | 2.0 ! | (0.68) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Hispanic | 1,811 | (31.8) | 80 | (10.8) | 31.7 | (3.57) | 4.4 | (0.58) | 4.2 | (0.58) | 14.8 ! | (7.18) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Asian | 302 | (19.0) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Paciicic Islander | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ....... | 67 | (11.5) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races ........................ | 219 | (15.8) | $\ddagger$ | ( $\dagger$ | 2.7 ! | (1.09) | 3.1 ! | (1.19) | 2.6 ! | (1.15) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Family poverty status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Nonpoor ${ }^{3}$ | 7,120 | (85.4) | 151 | (16.7) | 59.5 | (4.22) | 2.1 | (0.23) | 1.7 | (0.22) | 23.6 | (5.94) | 6.0 ! | (2.98) | $\ddagger$ | ( $\dagger$ |
| 18 and 19 years old, all persons | 8,110 | (86.3) | 1,059 | (43.4) | 100.0 | ( $\dagger$ ) | 13.1 | (0.53) | 10.6 | (0.79) | 27.6 | (1.41) | 4.2 | (0.51) | $\ddagger$ | ( $\dagger$ |
| Sex Male | 4,109 | (64.2) | 549 | (30.7) | 51.8 | (2.14) | 13.4 | (0.76) | 10.2 | (0.97) | 27.5 | (2.10) | 4.4 | (0.85) | $\ddagger$ | ( $\dagger$ |
| Female ... | 4,001 | (56.1) | 511 | (32.1) | 48.2 | (2.14) | 12.8 | (0.77) | 11.1 | (1.21) | 27.7 | (1.92) | 4.0 | (0.70) | $\ddagger$ | ( $\dagger$ |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ....... | 4,727 | (72.0) | 492 | (30.1) | 46.4 | (2.11) | 10.4 | (0.63) | 7.0 | (0.81) | 24.2 | (1.73) | 3.3 | (0.68) | $\ddagger$ | ( $\dagger$ ) |
| Black | 1,207 | (32.8) | 224 | (22.1) | 21.2 | (1.78) | 18.6 | (1.73) | 17.5 | (2.57) | 35.7 | (3.61) | 4.6 ! | (1.78) | $\ddagger$ | ( $\dagger$ |
| Hispanic | 1,584 | (31.8) | 269 | (17.7) | 25.4 | (1.47) | 17.0 | (1.12) | 15.3 | (1.68) | 30.3 | (2.89) | 6.5 | (1.36) | $\ddagger$ | (t) |
| Asian | 305 | (16.3) | $\ddagger$ | ( $\dagger$ | 2.5 | (0.63) | 8.5 | (2.19) | + | ( $\dagger$ | 29.5 ! | (8.92) | 4.7 ! | (2.14) | $\ddagger$ | ( + |
| Pacific Islander .. | 37 | (7.4) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( + |
| American Indian/Alaska Native ....... | 57 | (11.1) | $\ddagger$ | ( $\dagger$ ) | 1.4 ! | (0.42) | 25.2 ! | (8.09) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races ........................ | 193 | (15.3) | $\ddagger$ | ( $\dagger$ | 2.8 | (0.61) | 15.2 | (3.27) | 9.7 ! | (3.53) | 33.3 | (7.84) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ${ }^{3}$..... | 1,661 | (60.4) | 424 | (31.9) | 40.0 | (2.28) | 25.5 | (1.59) | 23.1 | (2.19) | 42.4 | (3.26) | 4.9 | (1.34) | $\ddagger$ | ( $\dagger$ ) |
| Nonpoor ${ }^{3}$ | 6,449 | (82.4) | 635 | (32.5) | 60.0 | (2.28) | 9.9 | (0.50) | 6.8 | (0.68) | 22.9 | (1.50) | 4.1 | (0.53) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old, all persons | 21,358 | (3.5) | 4,245 | (88.1) | 100.0 | ( $\dagger$ ) | 19.9 | (0.41) | 43.6 | (1.49) | 31.9 | (0.97) | 9.7 | (0.44) | 10.7 | (1.04) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 10,808 | (3.4) | 2,069 | (65.9) | 48.8 | (1.11) | 19.1 | (0.61) | 35.3 | (2.04) | 29.7 | (1.19) | 9.2 | (0.72) | 11.1 | (1.65) |
| Female | 10,550 | (0.8) | 2,175 | (62.8) | 51.2 | (1.11) | 20.6 | (0.60) | 54.3 | (2.21) | 34.8 | (1.56) | 10.0 | (0.60) | 10.4 | (1.30) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ... | 12,718 | (23.7) | 2,171 | (79.5) | 51.1 | (1.24) | 17.1 | (0.62) | 43.1 | (2.80) | 30.9 | (1.41) | 8.5 | (0.59) | 9.8 | (1.21) |
| Black ... | 2,974 | (19.0) | 791 | (39.1) | 18.6 | (0.86) | 26.6 | (1.31) | 55.5 | (3.68) | 37.9 | (2.65) | 13.2 | (1.37) | 15.2 | (3.97) |
| Hispanic | 4,148 | (3.5) | 1,041 | (35.9) | 24.5 | (0.90) | 25.1 | (0.87) | 39.8 | (2.20) | 31.8 | (1.87) | 12.4 | (1.07) | 10.3 | (2.71) |
| Asian ... | 948 | (19.8) | 104 | (14.4) | 2.5 | (0.34) | 11.0 | (1.51) | 32.7 | (9.57) | 20.2 | (4.55) | 5.0 ! | (1.61) | 12.8 | (2.95) |
| Paciitic Islander | 71 | (11.6) | $\ddagger$ | ( $\dagger$ ) | 0.2 ! | (0.09) | 13.1 ! | (4.81) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ....... | 156 | (21.7) | 53 | (15.2) | 1.2 | (0.36) | 33.7 | (6.81) | 51.6 | (13.01) | 45.0 | (11.84) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races .................... | 345 | (20.3) | 76 | (11.4) | 1.8 | (0.27) | 22.0 | (2.80) | $\pm$ | ( $\dagger$ ) | 28.4 | (4.91) | 14.5 | (4.32) | $\ddagger$ | ( $\dagger$ ) |
| Family poverty status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ${ }^{3}$.................. | 4,816 | (127.9) | 1,697 | (67.9) | 100.0 | ( $\dagger$ | 35.2 | (1.11) | 54.7 | (2.16) | 49.3 | (2.00) | 16.3 | (1.49) | 17.9 | (3.85) |
| White | 2,451 | (91.9) | 772 | (47.8) | 45.5 | (1.97) | 31.5 | (1.77) | 54.0 | (4.76) | 48.9 | (3.05) | 13.9 | (2.13) | 17.3 | (4.86) |
| Black | 935 | (46.4) | 388 | (30.1) | 22.9 | (1.54) | 41.5 | (2.78) | 59.6 | (5.46) | 51.6 | (4.65) | 23.0 | (3.57) | $\ddagger$ | ( $\dagger$ |
| Hispanic. | 1,076 | (44.7) | 462 | (31.6) | 27.2 | (1.67) | 42.9 | (2.22) | 52.3 | (3.43) | 52.2 | (3.84) | 21.1 | (3.40) | $\ddagger$ | ( + |
| Asian | 208 | (20.3) | $\ddagger$ | ( $\dagger$ ) | 1.1 ! | (0.35) | 8.8 ! | (2.80) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Pacific Islander ... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native ... | 45 ! | (14.7) | $\pm$ | ( $\dagger$ ) | 1.4 ! | (0.58) | 53.9 | (8.83) | $\ddagger$ | ( $\dagger$ ) | t | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races ............... | 74 | (13.5) | $\ddagger$ | ( $\dagger$ ) | 1.7 | (0.45) | 38.3 | (7.77) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Nonpoor ${ }^{3}$. | 16,542 | (128.1) | 2,548 | (78.6) | 100.0 | (t) | 15.4 | (0.43) | 34.7 | (1.92) | 26.1 | (1.02) | 8.1 | (0.44) | 9.6 | (1.11) |
| White .. | 10,266 | (92.5) | 1,399 | (66.4) | 54.9 | (1.48) | 13.6 | (0.62) | 35.3 | (3.23) | 25.4 | (1.47) | 7.4 | (0.58) | 8.8 | (1.31) |
| Black . | 2,039 | (48.7) | 403 | (28.7) | 15.8 | (1.07) | 19.8 | (1.37) | 50.5 | (5.69) | 30.9 | (3.02) | 9.7 | (1.36) | 11.4 ! | (3.57) |
| Hispanic. | 3,072 | (45.6) | 579 | (31.4) | 22.7 | (1.20) | 18.9 | (0.94) | 29.8 | (2.59) | 25.2 | (1.98) | 10.4 | (1.17) | 10.9 | (2.90) |
| Asian | 740 | (27.2) | 86 | (13.5) | 3.4 | (0.52) | 11.6 | (1.78) | 26.4 ! | (8.93) | 20.9 | (4.90) | 6.3 ! | (2.10) | 12.5 | (3.31) |
| Paciific Islander | 43 | (9.2) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | 11.6 ! | (5.54) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) |
| American Indian/Alaska Native ... | 111 | (14.6) | $\ddagger$ | ( $\dagger$ ) | 1.1 | (0.32) | 25.6 | (6.30) | $\ddagger$ | ( $\dagger$ ) | 37.0 | (8.21) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Two or more races .................... | 271 | (20.5) | 48 | (9.2) | 1.9 | (0.36) | 17.6 | (2.89) | + | ( $\dagger$ ) | 26.6 | (5.74) | 9.7 ! | (3.77) | $\ddagger$ | ( $\dagger$ ) |

[^133]Table 501.30. Number and percentage of persons 16 to 24 years old who were neither enrolled in school nor working, by educational attainment, age group, sex, family poverty status, and race/ethnicity: 2006, 2011, and 2016-Continued
[Standard errors appear in parentheses]

| Age group, sex, family poverty status, and race/ethnicity | Total (in thousands) |  | Neither enrolled in school nor working |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Number (in thousands) |  | Percentage distribution |  | Percent, by educational attainment |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Less than high school completion |  | High school completion ${ }^{1}$ |  | Some no bac | ollege, helor's egree ${ }^{2}$ | Bachelor's or higher degree |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 and 17 years old, all persons .......... Sex | 8,874 | (89.9) | 459 | (32.1) | 100.0 | ( $\dagger$ | 5.2 | (0.36) | 5.0 | (0.35) | 15.4 | (3.72) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Male ........................................ | 4,459 | (65.6) | 244 | (20.6) | 53.2 | (3.19) | 5.5 | (0.46) | 5.3 | (0.46) | 16.4 ! | (5.19) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Female | 4,415 | (66.2) | 215 | (22.7) | 46.8 | (3.19) | 4.9 | (0.51) | 4.7 | (0.51) | 14.4 ! | (4.82) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 4,909 | (69.8) | 237 | (23.6) | 51.7 | (3.71) | 4.8 | (0.48) | 4.8 | (0.50) | 11.0 ! | (3.80) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) |
| Black | 1,250 | (38.2) | 84 | (15.8) | 18.4 | (2.93) | 6.8 | (1.23) | 6.1 | (1.16) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Hispanic ..................................... | 1,968 | (37.4) | 107 | (13.7) | 23.3 | (2.92) | 5.4 | (0.68) | 5.4 | (0.70) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Asian | 396 | (24.3) | $\ddagger$ | ( $\dagger$ | 3.6 ! | (1.37) | 4.1 ! | (1.65) | 4.5 ! | (1.77) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Pacific Islander ........................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ....... | 71 | (9.4) | $\ddagger$ | ( $\dagger$ ) | 1.6 ! | (0.71) | 10.4 ! | (4.42) | 7.1 ! | (2.72) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races ......................... | 263 | (21.0) | $\ddagger$ | ( $\dagger$ ) | 1.5 ! | (0.62) | 2.5 ! | (1.10) | 2.0 ! | (0.92) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| Family poverty status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Nonpoor ${ }^{3}$.................. | 7,365 | (96.7) | 341 | (27.1) | 74.5 | (2.90) | 4.6 | (0.36) | 4.5 | (0.37) | 12.1 | (3.45) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| 18 and 19 years old, all persons .......... | 7,807 | (89.6) | 949 | (50.9) | 100.0 | ( $\dagger$ | 12.2 | (0.62) | 10.1 | (0.76) | 23.0 | (1.56) | 4.8 | (0.67) | $\ddagger$ | ( $\dagger$ |
| Male ........................................ | 3,999 | (65.4) | 490 | (31.6) | 51.6 | (2.24) | 12.3 | (0.75) | 10.1 | (0.93) | 23.1 | (2.02) | 3.3 | (0.74) | $\ddagger$ | ( $\dagger$ ) |
| Female | 3,808 | (66.2) | 459 | (34.4) | 48.4 | (2.24) | 12.1 | (0.86) | 10.0 | (1.20) | 22.9 | (2.01) | 5.9 | (1.02) | $\ddagger$ | ( $\dagger$ ) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 4,179 | (68.9) | 453 | (34.1) | 47.7 | (2.25) | 10.8 | (0.78) | 8.6 | (0.96) | 20.8 | (1.94) | 4.3 | (0.92) | , | ( $\dagger$ ) |
| Black | 1,077 | (37.8) | 143 | (18.8) | 15.1 | (1.79) | 13.3 | (1.74) | 12.3 | (2.39) | 20.0 | (3.67) | 5.9 ! | (2.24) | $\ddagger$ | ( $\dagger$ ) |
| Hispanic | 1,783 | (37.3) | 265 | (21.0) | 28.0 | (1.95) | 14.9 | (1.11) | 11.9 | (1.60) | 27.2 | (2.86) | 6.8 | (1.58) | $\ddagger$ | ( $\dagger$ ) |
| Asian .... | 388 | (24.6) | $\ddagger$ | ( $\dagger$ | 2.1 ! | (0.66) | 5.0 ! | (1.60) | $\ddagger$ | ( $\dagger$ | 10.7 ! | (4.87) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Pacific Islander ... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ....... | 91 | (13.3) | $\ddagger$ | ( $\dagger$ ) | 1.3 ! | (0.44) | 13.9 ! | (4.57) | 7.7 ! | (3.55) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races ....................... | 257 | (22.6) | $\ddagger$ | ( $\dagger$ ) | 5.5 | (1.14) | 20.3 | (4.11) | 16.2 ! | (6.17) | 52.3 | (9.84) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ${ }^{3}$................... | 1,441 | (62.2) | 304 | (28.5) | 32.0 | (2.38) | 21.1 | (1.71) | 18.4 | (1.95) | 37.7 | (3.84) | 5.8 ! | (1.75) | $\pm$ | ( $\dagger$ ) |
| Nonpoor ${ }^{3}$............................ | 6,365 | (82.8) | 645 | (40.3) | 68.0 | (2.38) | 10.1 | (0.62) | 8.0 | (0.80) | 19.4 | (1.53) | 4.6 | (0.69) | $\ddagger$ | ( $\dagger$ ) |
| 20 to 24 years old, all persons Sex | 21,799 | (2.7) | 3,651 | (87.4) | 100.0 | ( $\dagger$ | 16.8 | (0.40) | 42.4 | (1.98) | 26.2 | (0.91) | 8.7 | (0.43) | 8.3 | (0.79) |
| Sex <br> Male | 10,938 | (2.4) | 1,723 | (69.1) | 47.2 | (1.35) | 15.8 | (0.63) | 36.5 | (2.56) | 23.4 | (1.24) | 7.6 | (0.73) | 7.7 | (1.12) |
| Female | 10,862 | (1.1) | 1,929 | (62.0) | 52.8 | (1.35) | 17.8 | (0.57) | 50.2 | (2.75) | 29.9 | (1.39) | 9.7 | (0.59) | 8.7 | (1.08) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 11,896 | (35.3) | 1,597 | (66.4) | 43.7 | (1.28) | 13.4 | (0.55) | 44.2 | (3.59) | 22.3 | (1.29) | 7.1 | (0.60) | 7.0 | (0.86) |
| Black | 3,177 | (23.3) | 825 | (44.6) | 22.6 | (1.11) | 26.0 | (1.37) | 48.7 | (4.93) | 37.1 | (2.28) | 13.7 | (1.61) | 8.5 ! | (3.61) |
| Hispanic . | 4,704 | (2.4) | 923 | (41.0) | 25.3 | (1.04) | 19.6 | (0.87) | 36.6 | (2.97) | 26.9 | (1.59) | 9.7 | (0.87) | 9.2 | (2.46) |
| Asian | 1,257 | (34.0) | 156 | (19.7) | 4.3 | (0.53) | 12.5 | (1.52) | $\ddagger$ | ( $\dagger$ | 19.0 | (5.14) | 8.4 | (1.44) | 13.9 | (3.05) |
| Paciific Islander | 68 | (13.9) | $\ddagger$ | (t) | 0.3 ! | (0.12) | 18.3 ! | (6.28) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| American Indian/Alaska Native ....... | 232 | (24.3) | 71 | (11.2) | 1.9 | (0.31) | 30.7 | (3.94) | 58.7 | (9.92) | 27.0 | (5.81) | 19.7! | (6.07) | $\ddagger$ | (t) |
| Two or more races ................... | 465 | (29.0) | 67 | (12.7) | 1.8 | (0.34) | 14.5 | (2.66) | $\ddagger$ | ( $\dagger$ | 24.7 | (6.38) | 7.7 ! | (2.73) | $\ddagger$ | ( $\dagger$ ) |
| Family poverty status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poor ${ }^{3}$................. | 4,198 | (122.7) | 1,293 | (66.0) | 100.0 | ( $\dagger$ ) | 30.8 | (1.37) | 55.6 | (3.26) | 45.1 | (2.29) | 14.6 | (1.58) | 13.0 | (2.80) |
| White | 1,919 | (86.8) | 510 | (40.1) | 39.5 | (2.45) | 26.6 | (1.95) | 57.9 | (5.27) | 41.0 | (3.45) | 14.7 | (2.50) | 9.1 ! | (2.92) |
| Black ..... | 894 | (48.7) | 336 | (34.6) | 26.0 | (2.12) | 37.6 | (3.13) | 55.5 | (7.27) | 46.4 | (5.24) | 20.0 | (4.11) | $\ddagger$ | (t) |
| Hispanic .............. | 955 | (47.2) | 345 | (30.7) | 26.7 | (2.11) | 36.2 | (2.75) | 50.9 | (5.27) | 53.3 | (4.03) | 10.3 | (2.43) | $\ddagger$ | (t) |
| Asian ............................. | 282 | (25.3) | $\ddagger$ | ( $\dagger$ | 3.0 ! | (0.94) | 13.6 ! | (4.22) | $\ddagger$ | ( $\dagger$ | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 14.9 ! | (6.97) |
| Pacific Islander ........................ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ... | 64 | (13.1) | 34 | (7.9) | 2.6 | (0.61) | 53.2 | (8.53) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Two or more races ..................... | 75 | (14.2) | $\ddagger$ | (t) | 2.1 ! | (0.72) | 36.1 | (10.12) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Nonpoor ${ }^{3}$. | 17,601 | (122.3) | 2,359 | (73.0) | 100.0 | ( $\dagger$ ) | 13.4 | (0.40) | 34.3 | (2.20) | 21.4 | (0.97) | 7.5 | (0.44) | 7.5 | (0.77) |
| White | 9,977 | (93.6) | 1,086 | (56.3) | 46.0 | (1.53) | 10.9 | (0.54) | 37.5 | (4.28) | 18.5 | (1.33) | 5.6 | (0.57) | 6.8 | (0.89) |
| Black | 2,284 | (50.7) | 489 | (32.7) | 20.7 | (1.29) | 21.4 | (1.42) | 43.0 | (6.32) | 32.8 | (2.67) | 11.9 | (1.65) | $\ddagger$ | ( $\dagger$ |
| Hispanic. | 3,749 | (47.0) | 577 | (33.0) | 24.5 | (1.32) | 15.4 | (0.87) | 27.2 | (3.06) | 20.8 | (1.67) | 9.5 | (1.01) | 7.7 | (2.29) |
| Asian | 975 | (36.6) | 118 | (15.0) | 5.0 | (0.63) | 12.1 | (1.45) | $\ddagger$ | ( $\dagger$ | 17.7 ! | (5.67) | 9.2 | (1.62) | 13.5 | (3.08) |
| Pacific Islander ......................... | 59 | (14.5) | $\ddagger$ | ( $\dagger$ ) | 0.5 ! | (0.18) | 18.2! | (7.18) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| American Indian/Alaska Native ... | 168 | (20.6) | 37 | (7.6) | 1.6 | (0.33) | 22.1 | (4.00) | $\ddagger$ | ( $\dagger$ ) | 22.3 | (6.45) | 13.5 ! | (5.52) | $\ddagger$ | ( + |
| Two or more races ...................... | 390 | (28.1) | 40 | (9.9) | 1.7 | (0.42) | 10.3 | (2.50) | $\ddagger$ | ( $\dagger$ ) | 19.2 ! | (6.07) | 4.2 ! | (2.00) | $\ddagger$ | ( $\dagger$ |

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes equivalency credentials, such as the GED credential.
${ }^{2}$ Includes persons with no college degree as well as those with an associate's degree.
${ }^{3}$ Poor is defined to include families with incomes below the poverty threshold. Nonpoor is defined to include families with incomes at or above the poverty threshold. For information
about how the Census Bureau determines who is in poverty, see http://www.census.gov/topics/ income-poverty/poverty/quidance/poverty-measures html
NOTE: Race categories exclude persons of Hispanic ethnicity. Standard errors were computed using replicate weights. Detail may not sum to totals because of rounding. Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2016. (This table was prepared October 2016.)

Table 501.40. Percentage distribution of 25 - to 34 -year-olds with various levels of educational attainment, by labor force status, sex, race/ethnicity, and U.S. nativity and citizenship status: 2015
[Standard errors appear in parentheses]


Table 501.50. Employment to population ratios of persons 16 to 64 years old, by age group and highest level of educational attainment: Selected years, 1975 through 2016

| Age group and highest level of educational attainment |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  | 2005 |  | 2006 |  | 2009 |  | 2010 |  | 2011 |  | 2012 |  | 2014 |  | 2015 |  | 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| 16 to 19 years old, all education |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | (t) | 60.8 | (2.03) | 58.0 | (2.13) | 62.6 | (2.09) | 53.7 | (1.40) | 56.1 | (1.21) | 46.6 | (1.36) | 43.2 | (1.30) | 44.8 | (1.40) | 45.8 | (1.43) | 51.0 | (1.67) | 49.2 | (1.36) | 50.4 | (1.55) |
| Less than high school completion ....... |  | ( $\dagger$ ) | - | ( $\dagger$ ) |  | (t) | 44.2 | (3.08) | 44.0 | (3.13) | 52.2 | (3.19) | 39.4 | (2.01) | 43.6 | (1.87) | 31.1 | (1.89) | 29.4 | (1.83) | 31.1 | (2.21) | 28.5 | (2.05) | 39.7 | (2.63) | 35.3 | (2.03) | 35.6 | (2.05) |
| High school completion ${ }^{2}$.............. |  | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) | 74.2 | (2.54) | 70.1 | (2.99) | 70.1 | (2.92) | 65.0 | (2.04) | 66.2 | (1.78) | 53.6 | (1.72) | 51.1 | (1.84) | 50.3 | (2.01) | 53.6 | (1.90) | 58.5 | (2.22) | 56.1 | (1.83) | 58.7 | (2.28) |
| At least some college ..... |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 76.8 | (9.32) | 71.6 | (6.38) | 78.2 | (6.22) | 66.6 | (4.54) | 63.4 | (4.21) | 65.4 | (3.70) | 57.5 | (3.99) | 61.5 | (3.63) | 64.3 | (4.07) | 60.5 | (5.27) | 65.7 | (3.40) | 69.1 | (3.66) |
| 20 to 24 years old, all education levels ${ }^{1}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) | 75.6 | (0.90) | 73.7 | (0.93) | 77.4 | (0.93) | 73.2 | (0.66) | 74.4 | (0.61) | 68.3 | (0.66) | 65.5 | (0.72) | 67.0 | (0.59) | 68.7 | (0.67) | 69.4 | (0.74) | 71.4 | (0.66) | 72.3 | (0.59) |
| Less than high school completion ....... |  | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ | 54.4 | (2.29) | 52.7 | (2.41) | 60.8 | (2.43) | 55.7 | (1.27) | 58.8 | (1.51) | 50.6 | (1.60) | 44.4 | (1.58) | 46.8 | (1.71) | 47.7 | (1.95) | 46.6 | (2.62) | 51.4 | (2.17) | 48.0 | (2.08) |
| High school completion ${ }^{2}$.................. | - | (t) | - | (t) | - | ( $\dagger$ ) | 76.6 | (1.26) | 72.2 | (1.46) | 76.5 | (1.46) | 72.3 | (0.91) | 72.4 | (0.86) | 63.9 | (1.03) | 61.5 | (1.01) | 62.9 | (1.07) | 64.2 | (0.99) | 63.7 | (1.31) | 66.9 | (1.01) | 69.4 | (1.03) |
| Some college, no bachelor's degree ${ }^{3}$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 85.6 | (1.69) | 83.6 | (1.52) | 86.6 | (1.49) | 80.3 | (1.19) | 81.3 | (0.98) | 74.9 | (1.32) | 72.9 | (1.27) | 73.2 | (1.01) | 75.3 | (1.19) | 75.0 | (1.29) | 76.4 | (1.03) | 76.7 | (1.02) |
| Bachelor's or higher degree ....... |  | ( $\dagger$ ) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | 93.3 | (1.57) | 90.9 | (1.76) | 87.8 | (2.07) | 89.3 | (1.16) | 89.0 | (1.22) | 87.2 | (1.26) | 86.5 | (1.37) | 85.2 | (1.41) | 87.3 | (1.16) | 88.1 | (1.47) | 88.9 | (1.05) | 88.1 | (1.12) |
| 25 to 64 years old, all education levels | 65.8 | (0.33) | 70.2 | (0.30) | 71.6 | (0.30) | 75.0 | (0.29) | 75.5 | (0.28) | 77.7 | (0.27) | 75.0 | (0.19) | 75.5 | (0.18) | 72.2 | (0.19) | 71.5 | (0.19) | 71.2 | (0.19) | 71.7 | (0.18) | 72.3 | (0.26) | 73.1 | (0.19) | 73.8 | (0.18) |
| Less than high school completion ....... | 55.3 | (0.62) | 55.5 | (0.66) | 53.1 | (0.74) | 54.9 | (0.80) | 53.8 | (0.85) | 57.8 | (0.91) | 57.2 | (0.51) | 58.0 | (0.53) | 52.5 | (0.57) | 52.1 | (0.60) | 51.1 | (0.56) | 52.9 | (0.60) | 54.9 | (0.78) | 54.7 | (0.58) | 56.6 | (0.62) |
| High school completion ${ }^{2}$ | 65.7 | (0.53) | 70.4 | (0.48) | 70.7 | (0.48) | 74.4 | (0.46) | 73.3 | (0.49) | 75.5 | (0.49) | 71.5 | (0.34) | 72.3 | (0.32) | 67.8 | (0.33) | 67.0 | (0.36) | 66.2 | (0.39) | 66.5 | (0.35) | 67.0 | (0.44) | 67.3 | (0.37) | 67.6 | (0.39) |
| Some college, no bachelor's degree ${ }^{3}$. | 71.7 | (0.86) | 76.1 | (0.70) | 77.8 | (0.66) | 80.2 | (0.60) | 79.5 | (0.51) | 80.7 | (0.50) | 77.7 | (0.33) | 77.8 | (0.31) | 73.9 | (0.33) | 72.7 | (0.30) | 72.2 | (0.30) | 72.2 | (0.30) | 72.6 | (0.44) | 74.1 | (0.32) | 73.9 | (0.32) |
| Bachelor's or higher degree ...... | 82.5 | (0.68) | 84.5 | (0.55) | 85.6 | (0.51) | 86.7 | (0.47) | 86.5 | (0.44) | 86.4 | (0.42) | 83.7 | (0.26) | 83.9 | (0.23) | 82.2 | (0.25) | 81.6 | (0.24) | 81.5 | (0.26) | 82.1 | (0.24) | 82.0 | (0.34) | 82.8 | (0.26) | 83.5 | (0.23) |
| 25 to 34 years old, all education levels | 67.7 | (0.59) | 74.5 | (0.49) | 76.2 | (0.48) | 78.6 | (0.47) | 78.5 | (0.48) | 81.6 | (0.49) | 76.8 | (0.31) | 77.9 | (0.32) | 74.2 | (0.36) | 73.2 | (0.34) | 73.0 | (0.35) | 73.8 | (0.31) | 74.5 | (0.43) | 76.0 | (0.35) | 76.8 | (0.38) |
| Less than high school completion .... | 52.9 | (1.43) | 58.3 | (1.46) | 57.0 | (1.54) | 60.3 | (1.50) | 59.8 | (1.59) | 64.1 | (1.76) | 62.0 | (0.95) | 63.2 | (0.91) | 54.6 | (1.07) | 55.1 | (0.95) | 54.2 | (1.17) | 56.2 | (1.14) | 57.8 | (1.37) | 56.5 | (1.11) | 59.5 | (1.30) |
| High school completion ${ }^{2}$........ | 65.5 | (0.92) | 72.0 | (0.81) | 74.3 | (0.78) | 77.7 | (0.74) | 77.0 | (0.84) | 80.2 | (0.91) | 73.1 | (0.60) | 75.6 | (0.63) | 69.0 | (0.66) | 68.1 | (0.72) | 67.9 | (0.67) | 68.7 | (0.75) | 68.2 | (0.73) | 70.4 | (0.72) | 70.1 | (0.79) |
| Some college, no bachelor's degree ${ }^{3}$.... | 71.7 | (1.33) | 77.8 | (1.01) | 80.1 | (0.97) | 81.6 | (0.96) | 80.5 | (0.87) | 82.8 | (0.90) | 79.4 | (0.54) | 78.9 | (0.60) | 75.9 | (0.60) | 72.9 | (0.57) | 73.0 | (0.62) | 72.7 | (0.68) | 74.5 | (0.74) | 76.4 | (0.60) | 76.6 | (0.65) |
| Bachelor's or higher degree .................. | 82.0 | (1.04) | 85.4 | (0.82) | 86.6 | (0.79) | 88.1 | (0.76) | 88.1 | (0.75) | 89.0 | (0.73) | 84.4 | (0.52) | 85.6 | (0.48) | 84.5 | (0.49) | 84.0 | (0.49) | 83.4 | (0.45) | 84.3 | (0.45) | 84.0 | (0.59) | 84.8 | (0.48) | 85.6 | (0.49) |
| 35 to 44 years old, all education levels | 70.3 | (0.66) | 76.5 | (0.58) | 78.1 | (0.54) | 81.6 | (0.48) | 80.2 | (0.46) | 81.8 | (0.45) | 79.9 | (0.26) | 80.0 | (0.29) | 76.7 | (0.29) | 76.0 | (0.30) | 76.0 | (0.35) | 76.9 | (0.35) | 77.1 | (0.40) | 78.3 | (0.31) | 78.5 | (0.33) |
| Less than high school completion ... | 61.4 | (1.31) | 63.4 | (1.39) | 60.0 | (1.58) | 62.5 | (1.69) | 58.6 | (1.66) | 64.8 | (1.64) | 64.9 | (0.93) | 64.3 | (0.97) | 60.2 | (1.01) | 58.2 | (1.13) | 57.5 | (1.04) | 59.6 | (1.13) | 61.3 | (1.25) | 62.3 | (0.84) | 64.2 | (1.00) |
| High school completion ${ }^{2}$.. | 69.6 | (1.02) | 76.6 | (0.90) | 76.6 | (0.88) | 80.0 | (0.80) | 78.6 | (0.82) | 81.0 | (0.79) | 78.0 | (0.52) | 77.9 | (0.52) | 72.6 | (0.63) | 72.4 | (0.64) | 71.8 | (0.64) | 72.1 | (0.68) | 72.6 | (0.80) | 72.5 | (0.63) | 72.0 | (0.76) |
| Some college, no bachelor's degree ${ }^{3}$.... | 74.5 | (1.74) | 80.9 | (1.33) | 81.6 | (1.15) | 85.0 | (0.93) | 83.3 | (0.81) | 84.4 | (0.80) | 82.0 | (0.48) | 81.8 | (0.52) | 78.5 | (0.53) | 76.9 | (0.53) | 76.9 | (0.62) | 78.2 | (0.61) | 77.3 | (0.68) | 79.6 | (0.53) | 79.4 | (0.58) |
| Bachelor's or higher degree ................. | 84.5 | (1.31) | 87.1 | (1.00) | 88.8 | (0.80) | 89.5 | (0.72) | 88.5 | (0.71) | 87.6 | (0.74) | 85.9 | (0.41) | 86.4 | (0.38) | 84.8 | (0.42) | 84.7 | (0.39) | 84.8 | (0.43) | 85.0 | (0.41) | 85.0 | (0.57) | 86.7 | (0.39) | 86.3 | (0.39) |
| 45 to 54 years old, all education levels | 68.4 | (0.65) | 71.7 | (0.65) | 73.5 | (0.67) | 77.6 | (0.62) | 78.8 | (0.55) | 81.2 | (0.50) | 78.4 | (0.32) | 78.8 | (0.32) | 75.2 | (0.34) | 74.7 | (0.35) | 74.3 | (0.32) | 74.6 | (0.30) | 76.2 | (0.43) | 75.9 | (0.33) | 77.0 | (0.36) |
| Less than high school completion ........ | 59.8 | (1.14) | 61.8 | (1.24) | 58.7 | (1.52) | 60.7 | (1.63) | 58.4 | (1.79) | 60.3 | (1.89) | 59.0 | (1.04) | 59.0 | (1.11) | 54.0 | (1.13) | 52.5 | (1.05) | 51.7 | (0.84) | 54.7 | (1.06) | 59.4 | (1.50) | 56.8 | (1.16) | 58.8 | (1.13) |
| High school completion ${ }^{2}$ | 68.8 | (1.03) | 72.0 | (1.02) | 74.0 | (1.03) | 77.5 | (0.97) | 75.9 | (1.01) | 78.2 | (0.95) | 75.1 | (0.64) | 75.8 | (0.62) | 71.6 | (0.53) | 71.0 | (0.65) | 70.1 | (0.58) | 70.4 | (0.62) | 70.7 | (0.84) | 70.9 | (0.63) | 71.7 | (0.68) |
| Some college, no bachelor's degree ${ }^{3}$.... | 74.7 | (1.81) | 76.5 | (1.72) | 79.2 | (1.63) | 81.9 | (1.38) | 81.7 | (1.03) | 83.4 | (0.91) | 80.4 | (0.57) | 81.5 | (0.53) | 77.3 | (0.58) | 77.3 | (0.54) | 76.6 | (0.53) | 76.2 | (0.53) | 77.4 | (0.76) | 77.1 | (0.60) | 77.2 | (0.71) |
| Bachelor's or higher degree | 87.1 | (1.36) | 87.3 | (1.21) | 87.9 | (1.16) | 89.4 | (0.97) | 89.5 | (0.78) | 89.7 | (0.71) | 87.5 | (0.45) | 87.3 | (0.42) | 85.2 | (0.45) | 84.4 | (0.45) | 84.9 | (0.45) | 84.7 | (0.48) | 85.9 | (0.54) | 85.7 | (0.43) | 87.1 | (0.44) |
| 55 to 64 years old, all education levels | 54.6 | (0.77) | 54.1 | (0.73) | 52.1 | (0.77) | 53.4 | (0.81) | 55.0 | (0.82) |  | (0.79) | 60.8 | (0.48) | 61.9 | (0.43) | 60.8 | (0.42) | 60.6 | (0.41) | 60.2 | (0.43) | 60.6 | (0.41) | 60.9 | (0.52) | 61.9 | (0.37) | 62.6 | (0.37) |
| Less than high school completion ........ | 48.5 | (1.11) | 43.2 | (1.16) | 41.8 | (1.29) | 39.5 | (1.46) | 38.1 | (1.67) | 40.4 | (1.84) | 39.4 | (1.13) | 41.5 | (1.17) | 38.2 | (1.19) | 40.0 | (1.19) | 39.4 | (1.15) | 39.1 | (1.08) | 39.6 | (1.34) | 42.4 | (1.12) | 43.6 | (1.27) |
| High school completion ${ }^{2}$. | 56.5 | (1.32) | 57.5 | (1.19) | 52.1 | (1.22) | 54.0 | (1.29) | 53.7 | (1.34) | 55.4 | (1.34) | 55.3 | (0.79) | 56.6 | (0.71) | 55.8 | (0.73) | 55.1 | (0.71) | 54.4 | (0.81) | 54.6 | (0.75) | 57.6 | (0.90) | 56.9 | (0.74) | 57.7 | (0.75) |
| Some college, no bachelor's degree ${ }^{3}$.... | 62.6 | (2.48) | 62.5 | (2.08) | 58.9 | (2.21) | 60.4 | (2.12) | 62.0 | (1.74) | 62.4 | (1.64) | 64.8 | (0.90) | 65.3 | (0.83) | 61.6 | (0.74) | 61.8 | (0.76) | 61.2 | (0.78) | 61.2 | (0.70) | 60.5 | (0.99) | 63.2 | (0.68) | 62.7 | (0.68) |
| Bachelor's or higher degree ................. | 72.6 | (2.34) | 71.9 | (1.96) | 71.3 | (1.83) | 70.5 | (1.79) | 70.0 | (1.72) | 71.9 | (1.49) | 73.5 | (0.74) | 73.4 | (0.75) | 72.7 | (0.63) | 72.0 | (0.65) | 71.8 | (0.71) | 73.1 | (0.66) | 71.7 | (0.90) | 72.3 | (0.62) | 73.4 | (0.60) |

## -Not available.

1Not applicable.
1'Data for 16 - to 19 -year-olds and 20 - to 24 -year-olds exclude persons enrolled in school.
${ }^{2}$ Includes equivalency credentials, such as the GED credential.
${ }^{3}$ Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). For each age group, the employment to population ratio is the number of persons in that age group who are employed as a perSOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1975 through 2016. (This table was prepared October 2016.)

Table 501.60. Employment to population ratios of males 16 to 64 years old, by age group and highest level of educational attainment: Selected years, 1975 through 2016
[Standard errors appear in parentheses]

| Age group and highest level of educational attainment |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  | 2005 |  | 2006 |  | 2009 |  | 2010 |  | 2011 |  | 2012 |  | 2014 |  | 2015 |  | 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| 16 to 19 years old, all educatio |  | (t) |  | (t) |  | ( $\dagger$ | 65.3 | (2.82) | 63.6 | (2.87) | 69.2 | (2.70) | 56.2 | (2.10) | 60.6 | (1.62) | 45.8 | (1.77) | 44.0 | (1.72) | 47.0 | (1.94) | 48.1 | (2.00) | 51.9 | (2.37) | 51.2 | (1.92) | 51.6 | (2.00) |
| Less than high school completion .... |  | (t) |  | (t) |  | (t) | 51.5 | (4.20) | 50.6 | (4.26) | 63.1 | (4.09) | 47.0 | (3.07) | 50.5 | (2.57) | 34.0 | (2.70) | 31.5 | (2.64) | 37.4 | (3.03) | 34.7 | (3.25) | 43.6 | (3.64) | 37.2 | (2.72) | 36.5 | (2.85) |
| High school completion ${ }^{2}$.................... |  | (t) |  | (t) |  | (t) | 78.7 | (3.51) | 76.1 | (3.87) | 74.4 | (3.77) | 63.1 | (2.88) | 70.9 | (2.27) | 51.1 | (2.35) | 51.0 | (2.37) | 51.2 | (2.84) | 52.5 | (2.51) | 58.1 | (3.28) | 58.7 | (2.49) | 60.5 | (3.12) |
| At least some college ..... |  | (t) |  | (t) |  | (t) | 83.1 | (13.41) | 75.9 | (8.99) | 77.0 | (9.81) | 70.4 | (5.98) | 63.5 | (6.33) | 62.9 | (5.37) | 61.4 | (6.00) | 60.2 | (5.67) | 64.2 | (5.72) | 57.6 | (8.04) | 63.9 | (4.71) | 75.8 | (4.64) |
| 20 to 24 years old, all education levels ${ }^{1}$ | - | (t) |  | (t) |  | ( $\dagger$ ) | 83.5 | (1.10) | 81.2 | (1.16) | 83.3 | (1.16) | 78.9 | (0.86) | 80.5 | (0.75) | 70.6 | (0.86) | 68.4 | (0.97) | 69.5 | (0.84) | 72.1 | (0.96) | 72.4 | (1.04) | 74.9 | (0.98) | 75.1 | (0.92) |
| Less than high school completion ............... |  | (t) |  | (t) |  | (t) | 70.0 | (2.84) | 69.3 | (2.99) | 72.1 | (2.93) | 69.5 | (1.80) | 72.0 | (1.88) | 59.2 | (2.28) | 52.9 | (2.06) | 57.3 | (2.43) | 56.6 | (2.42) | 58.3 | (3.16) | 60.3 | (2.76) | 55.3 | (2.98) |
| High school completion ${ }^{2}$ |  | ( $\dagger$ ) |  | (t) |  | (t) | 84.6 | (1.50) | 81.1 | (1.73) | 82.7 | (1.78) | 78.0 | (1.21) | 78.7 | (1.16) | 66.9 | (1.38) | 66.0 | (1.31) | 66.2 | (1.31) | 68.0 | (1.43) | 66.6 | (1.77) | 71.1 | (1.39) | 73.2 | (1.41) |
| Some college, no bachelor's degree ${ }^{3}$ |  | (t) | - | (t) |  | (t) | 91.8 | (1.98) | 87.5 | (1.97) | 92.6 | (1.65) | 84.6 | (1.43) | 86.4 | (1.15) | 77.7 | (1.69) | 74.8 | (1.71) | 75.2 | (1.66) | 80.5 | (1.59) | 78.6 | (1.82) | 79.9 | (1.57) | 80.4 | (1.71) |
| Bachelor's or higher degree ................ |  | (t) |  | (t) |  | ( $\dagger$ ) | 94.9 | (2.07) | 91.1 | (2.70) | 89.1 | (3.07) | 90.6 | (1.82) | 90.4 | (1.77) | 86.4 | (1.94) | 86.3 | (2.04) | 84.7 | (2.16) | 88.7 | (1.77) | 90.6 | (1.93) | 90.6 | (1.71) | 89.0 | (1.54) |
| 25 to 64 years old, all education levels ..... | 84.6 | (0.36) | 85.0 | (0.34) | 83.1 | (0.36) | 84.5 | (0.34) | 83.0 | (0.34) | 84.6 | (0.33) | 81.9 | (0.25) | 82.3 | (0.22) | 77.0 | (0.25) | 76.3 | (0.27) | 76.3 | (0.27) | 77.4 | (0.25) | 78.2 | (0.35) | 79.4 | (0.26) | 80.0 | (0.25) |
| Less than high school completion ............ | 74.3 | (0.77) | 72.4 | (0.84) | 67.6 | (0.98) | 67.9 | (1.04) | 64.2 | (1.13) | 69.6 | (1.17) | 69.7 | (0.70) | 70.5 | (0.70) | 61.6 | (0.80) | 61.2 | (0.93) | 61.0 | (0.81) | 63.0 | (0.77) | 66.3 | (1.04) | 67.2 | (0.75) | 68.4 | (0.79) |
| High school completion ${ }^{2}$ | 87.2 | (0.56) | 87.0 | (0.54) | 83.5 | (0.58) | 85.1 | (0.55) | 81.9 | (0.61) | 82.9 | (0.61) | 78.6 | (0.44) | 79.2 | (0.37) | 72.1 | (0.49) | 71.7 | (0.50) | 71.8 | (0.50) | 72.6 | (0.45) | 73.6 | (0.59) | 74.7 | (0.48) | 74.7 | (0.51) |
| Some college, no bachelor's degree ${ }^{3}$........ | 88.8 | (0.83) | 88.3 | (0.73) | 87.1 | (0.75) | 87.9 | (0.70) | 86.1 | (0.63) | 86.1 | (0.63) | 83.7 | (0.44) | 84.1 | (0.40) | 78.1 | (0.41) | 76.6 | (0.42) | 75.9 | (0.45) | 77.3 | (0.43) | 77.5 | (0.59) | 79.6 | (0.48) | 79.2 | (0.48) |
| Bachelor's or higher degree .................... | 93.8 | (0.55) | 93.6 | (0.48) | 92.4 | (0.50) | 92.5 | (0.48) | 91.4 | (0.48) | 91.8 | (0.47) | 89.4 | (0.35) | 89.4 | (0.31) | 87.6 | (0.34) | 86.9 | (0.33) | 86.9 | (0.35) | 87.5 | (0.33) | 87.7 | (0.42) | 88.0 | (0.32) | 89.3 | (0.33) |
| 25 to 34 years old, all education levels | 87.4 | (0.59) | 88.1 | (0.52) | 86.9 | (0.54) | 87.9 | (0.52) | 87.1 | (0.55) | 89.4 | (0.55) | 84.6 | (0.40) | 86.1 | (0.40) | 79.1 | (0.46) | 78.4 | (0.48) | 78.5 | (0.51) | 80.1 | (0.48) | 80.9 | (0.56) | 83.2 | (0.44) | 83.4 | (0.50) |
| Less than high school completion ... | 76.2 | (1.78) | 76.3 | (1.80) | 75.1 | (1.87) | 75.6 | (1.77) | 73.7 | (1.91) | 78.4 | (2.04) | 78.1 | (1.23) | 79.9 | (1.12) | 66.2 | (1.45) | 66.6 | (1.42) | 66.3 | (1.47) | 70.1 | (1.51) | 73.1 | (1.88) | 73.1 | (1.59) | 75.0 | (1.69) |
| High school completion ${ }^{2}$ | 88.4 | (0.93) | 88.4 | (0.86) | 86.1 | (0.88) | 88.6 | (0.80) | 86.6 | (0.94) | 89.1 | (0.98) | 81.7 | (0.77) | 84.3 | (0.77) | 73.4 | (0.87) | 73.0 | (0.85) | 74.3 | (0.91) | 76.5 | (0.90) | 77.2 | (0.93) | 79.6 | (0.87) | 77.6 | (0.97) |
| Some college, no bachelor's degree ${ }^{3}$.... | 87.7 | (1.31) | 88.5 | (1.06) | 89.7 | (1.04) | 89.7 | (1.08) | 89.6 | (0.98) | 90.7 | (1.02) | 86.4 | (0.82) | 86.8 | (0.68) | 81.4 | (0.82) | 78.7 | (0.83) | 77.5 | (0.90) | 78.2 | (0.97) | 79.1 | (1.25) | 83.0 | (0.86) | 83.0 | (0.90) |
| Bachelor's or higher degree ................. | 93.5 | (0.87) | 93.4 | (0.76) | 92.2 | (0.85) | 93.1 | (0.83) | 93.0 | (0.83) | 93.6 | (0.82) | 89.6 | (0.69) | 91.1 | (0.65) | 89.5 | (0.68) | 89.2 | (0.74) | 89.0 | (0.70) | 89.3 | (0.67) | 88.8 | (0.78) | 89.6 | (0.59) | 91.1 | (0.59) |
| 35 to 44 years old, all education levels | 90.1 | (0.61) | 91.1 | (0.55) | 89.1 | (0.57) | 90.2 | (0.52) | 86.8 | (0.55) | 88.8 | (0.52) | 87.2 | (0.37) | 87.6 | (0.35) | 82.7 | (0.41) | 82.3 | (0.42) | 82.4 | (0.43) | 83.3 | (0.43) | 83.8 | (0.56) | 85.6 | (0.42) | 85.9 | (0.49) |
| Less than high school completion ........ | 81.6 | (1.48) | 80.1 | (1.65) | 74.6 | (1.99) | 73.9 | (2.13) | 66.7 | (2.15) | 76.5 | (2.00) | 75.9 | (1.26) | 76.3 | (1.25) | 69.4 | (1.47) | 69.5 | (1.61) | 70.9 | (1.59) | 70.6 | (1.47) | 73.9 | (1.75) | 76.9 | (1.24) | 77.3 | (1.48) |
| High school completion ${ }^{2}$............. | 91.3 | (0.95) | 92.3 | (0.85) | 88.6 | (1.00) | 89.1 | (0.91) | 85.9 | (0.98) | 87.1 | (0.93) | 83.7 | (0.71) | 84.8 | (0.69) | 77.6 | (0.80) | 77.6 | (0.92) | 76.8 | (0.83) | 78.2 | (0.97) | 78.2 | (1.17) | 80.4 | (0.82) | 80.2 | (1.09) |
| Some college, no bachelor's degree ${ }^{3}$.... | 93.8 | (1.34) | 93.8 | (1.13) | 90.2 | (1.25) | 92.6 | (0.97) | 88.8 | (0.99) | 90.2 | (0.95) | 89.4 | (0.60) | 89.3 | (0.62) | 83.9 | (0.74) | 82.7 | (0.73) | 83.1 | (0.86) | 83.9 | (0.76) | 83.9 | (1.04) | 85.4 | (0.85) | 85.6 | (0.85) |
| Bachelor's or higher degree .................. | 97.0 | (0.77) | 97.1 | (0.65) | 96.3 | (0.62) | 96.3 | (0.59) | 95.1 | (0.66) | 95.1 | (0.67) | 94.6 | (0.45) | 94.4 | (0.42) | 92.3 | (0.56) | 91.9 | (0.55) | 91.4 | (0.51) | 92.2 | (0.51) | 92.4 | (0.75) | 93.6 | (0.53) | 93.6 | (0.52) |
| 45 to 54 years old, all education levels | 86.6 | (0.68) | 87.4 | (0.67) | 85.8 | (0.76) | 87.1 | (0.70) | 84.9 | (0.68) | 86.5 | (0.62) | 83.9 | (0.45) | 84.0 | (0.43) | 78.8 | (0.44) | 78.3 | (0.50) | 78.9 | (0.45) | 79.9 | (0.44) | 81.8 | (0.61) | 81.3 | (0.46) | 82.7 | (0.46) |
| Less than high school completion ........ | 78.2 | (1.34) | 79.6 | (1.42) | 73.2 | (1.90) | 74.3 | (2.05) | 66.4 | (2.41) | 68.5 | (2.52) | 69.9 | (1.55) | 69.1 | (1.54) | 61.4 | (1.50) | 58.8 | (1.48) | 58.6 | (1.25) | 62.5 | (1.45) | 67.3 | (1.96) | 65.0 | (1.56) | 68.8 | (1.55) |
| High school completion ${ }^{2}$ | 90.3 | (1.01) | 89.3 | (1.08) | 87.3 | (1.18) | 87.5 | (1.15) | 82.1 | (1.35) | 84.6 | (1.21) | 80.7 | (0.86) | 80.6 | (0.84) | 74.2 | (0.80) | 74.6 | (0.91) | 75.4 | (0.78) | 75.2 | (0.88) | 76.4 | (1.12) | 76.7 | (0.86) | 78.1 | (0.85) |
| Some college, no bachelor's degree ${ }^{3}$.... | 91.0 | (1.66) | 89.4 | (1.78) | 89.3 | (1.76) | 88.9 | (1.58) | 87.2 | (1.29) | 86.4 | (1.18) | 84.5 | (0.84) | 86.6 | (0.68) | 80.1 | (0.84) | 79.4 | (0.80) | 79.2 | (0.81) | 81.9 | (0.74) | 83.5 | (0.95) | 82.4 | (0.87) | 82.4 | (0.86) |
| Bachelor's or higher degree ................. | 95.6 | (1.02) | 96.0 | (0.88) | 94.8 | (1.00) | 95.2 | (0.88) | 93.8 | (0.80) | 94.6 | (0.72) | 92.2 | (0.53) | 91.5 | (0.51) | 90.2 | (0.58) | 89.4 | (0.58) | 90.5 | (0.53) | 90.2 | (0.60) | 91.4 | (0.65) | 91.2 | (0.50) | 92.5 | (0.53) |
| 55 to 64 years old, all education levels | 71.3 | (1.00) | 69.7 | (0.98) | 64.6 | (1.05) | 64.0 | (1.12) | 63.2 | (1.13) | 64.9 | (1.09) | 67.3 | (0.66) | 67.5 | (0.61) | 65.2 | (0.59) | 64.4 | (0.61) | 64.1 | (0.61) | 65.1 | (0.58) | 65.7 | (0.76) | 67.1 | (0.53) | 67.7 | (0.51) |
| Less than high school completion ......... | 64.5 | (1.51) | 58.3 | (1.65) | 53.4 | (1.85) | 49.6 | (2.13) | 46.9 | (2.46) | 51.2 | (2.71) | 48.8 | (1.70) | 49.1 | (1.76) | 44.3 | (1.75) | 45.0 | (1.81) | 45.2 | (1.68) | 44.6 | (1.48) | 48.4 | (1.96) | 52.6 | (1.61) | 51.9 | (1.84) |
| High school completion ${ }^{2}$.................... | 74.9 | (1.73) | 74.6 | (1.61) | 66.1 | (1.80) | 66.0 | (1.89) | 62.7 | (1.99) | 61.0 | (1.97) | 61.8 | (1.15) | 61.7 | (1.15) | 59.3 | (1.19) | 58.5 | (1.12) | 58.2 | (1.12) | 59.1 | (1.05) | 62.6 | (1.34) | 62.2 | (1.03) | 63.1 | (0.99) |
| Some college, no bachelor's degree ${ }^{3}$.... | 80.8 | (2.87) | 77.2 | (2.53) | 67.5 | (3.01) | 67.7 | (2.93) | 67.8 | (2.41) | 66.6 | (2.31) | 69.6 | (1.31) | 69.0 | (1.17) | 64.5 | (1.06) | 63.9 | (1.10) | 63.0 | (1.08) | 64.3 | (1.11) | 63.3 | (1.29) | 67.6 | (1.00) | 65.9 | (1.06) |
| Bachelor's or higher degree ................. | 84.1 | (2.52) | 83.8 | (2.04) | 80.7 | (1.98) | 77.9 | (2.03) | 74.9 | (2.04) | 77.0 | (1.82) | 78.6 | (0.89) | 78.6 | (0.95) | 77.4 | (0.83) | 76.2 | (0.82) | 76.3 | (0.84) | 77.7 | (0.85) | 77.2 | (1.18) | 6. 8 | (0.87) | 79.2 | (0.78) |

[^134]NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). For each age group, the employment to population ratio of males is the number of males in that age group who are employed as SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1975 through 2016. (This table was prepared October 2016.)

Table 501.70. Employment to population ratios of females 16 to 64 years old, by age group and highest level of educational attainment: Selected years, 1975 through 2016
[Standard errors appear in parentheses]

| Age group and highest level of educational attainment |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  | 2005 |  | 2006 |  | 2009 |  | 2010 |  | 2011 |  | 2012 |  | 2014 |  | 2015 |  | 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| 16 to 19 years old, |  | (t) |  | (t) |  | ( $\dagger$ | 56.6 | (2.72) | 52.2 | (2.93) | 55.1 | (2.98) | 51.0 | (1.88) | 50.9 | (2.00) | 47.7 | (1.81) | 42.3 | (1.88) | 42.3 | (2.14) | 43.1 | (2.03) | 50.0 | (2.39) | 46.9 | (1.88) | 48.9 | (2.01) |
| Less than high school |  | (t) | - | (t) | - | ( $\dagger$ ) | 36.0 | (4.13) | 36.5 | (4.23) | 38.9 | (4.42) | 30.3 | (2.72) | 34.3 | (2.54) | 27.3 | (2.57) | 26.8 | (2.75) | 23.5 | (2.92) | 22.6 | (2.88) | 34.5 | (3.67) | 33.3 | (2.82) | 34.4 | (2.84) |
| High school completion ${ }^{2}$ |  | (t) |  | (t) | - | (t) | 70.5 | (3.38) | 64.1 | (4.22) | 65.2 | (4.22) | 67.0 | (2.60) | 61.4 | (2.77) | 56.7 | (2.54) | 51.2 | (2.99) | 49.1 | (2.91) | 55.2 | (2.97) | 59.0 | (3.35) | 52.8 | (2.83) | 56.5 | (2.90) |
| At least some college ..... |  | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 73.1 | (11.73) | 68.3 | (8.37) | 79.1 | (7.56) | 63.6 | (6.23) | 63.4 | (5.29) | 67.6 | (4.82) | 54.4 | (5.29) | 62.5 | (5.31) | 64.3 | (5.68) | 63.0 | (7.14) | 67.7 | (5.08) | 64.5 | (5.00) |
| 20 to 24 years old, all education levels ${ }^{1}$ |  | (t) | - | (t) | - | (t) | 68.2 | (1.29) | 66.3 | (1.34) | 71.5 | (1.35) | 67.0 | (1.01) | 67.8 | (0.94) | 65.8 | (0.94) | 62.4 | (1.01) | 64.1 | (0.92) | 65.0 | (0.94) | 66.3 | (1.06) | 67.7 | (0.88) | 69.2 | (0.87) |
| Less than high school completion ..... |  | (t) |  | (t) |  | (t) | 36.7 | (3.08) | 33.6 | (3.18) | 46.2 | (3.57) | 38.5 | (2.20) | 41.1 | (2.23) | 38.6 | (2.32) | 33.3 | (2.50) | 33.2 | (2.31) | 36.2 | (2.84) | 30.5 | (3.57) | 42.0 | (3.18) | 38.3 | (2.77) |
| High school completion ${ }^{2}$....... |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | (t) | 68.8 | (1.84) | 62.2 | (2.19) | 70.0 | (2.15) | 65.0 | (1.47) | 64.7 | (1.39) | 59.9 | (1.53) | 55.6 | (1.43) | 58.5 | (1.77) | 59.2 | (1.55) | 60.2 | (1.86) | 61.6 | (1.41) | 64.4 | (1.56) |
| Some college, no bachelor's degree ${ }^{3}$. |  | (t) |  | (t) |  | ( $\dagger$ ) | 80.9 | (2.39) | 80.3 | (2.12) | 81.4 | (2.23) | 76.6 | (1.72) | 76.3 | (1.73) | 72.4 | (1.67) | 71.2 | (1.65) | 71.2 | (1.47) | 70.6 | (1.64) | 71.6 | (1.89) | 72.9 | (1.54) | 73.0 | (1.49) |
| Bachelor's or higher degree ... |  | (t) |  | (t) |  | (t) | 92.0 | (2.12) | 90.8 | (2.19) | 86.9 | (2.61) | 88.4 | (1.53) | 88.0 | (1.69) | 87.7 | (1.60) | 86.7 | (1.67) | 85.5 | (1.81) | 86.4 | (1.53) | 86.3 | (1.96) | 87.6 | (1.42) | 87.5 | (1.54) |
| 25 to 64 years old, all education levels | 48.5 | (0.46) | 56.5 | (0.44) | 60.8 | (0.43) | 66.0 | (0.42) | 68.3 | (0.40) | 71.2 | (0.39) | 68.4 | (0.23) | 69.0 | (0.25) | 67.6 | (0.24) | 66.9 | (0.23) | 66.2 | (0.24) | 66.3 | (0.25) | 66.6 | (0.32) |  | (0.24) | 67.8 | (0.24) |
| Less than high school completion ........ | 37.7 | (0.80) | 39.8 | (0.86) | 39.1 | (0.97) | 41.8 | (1.06) | 43.2 | (1.15) | 45.8 | (1.24) | 43.4 | (0.72) | 43.8 | (0.69) | 41.9 | (0.67) | 41.6 | (0.81) | 39.7 | (0.71) | 41.6 | (0.89) | 41.5 | (0.89) | 40.5 | (0.81) | 43.2 | (0.84) |
| High school completion ${ }^{2}$ | 50.1 | (0.70) | 58.2 | (0.65) | 60.8 | (0.65) | 65.6 | (0.64) | 65.7 | (0.69) | 68.6 | (0.70) | 64.2 | (0.44) | 65.3 | (0.48) | 63.2 | (0.42) | 61.9 | (0.44) | 60.1 | (0.51) | 60.0 | (0.49) | 59.7 | (0.58) | 59.1 | (0.48) | 59.5 | (0.54) |
| Some college, no bachelor's degree ${ }^{3}$... | 53.8 | (1.30) | 63.7 | (1.07) | 69.0 | (0.98) | 73.2 | (0.88) | 73.8 | (0.71) | 76.0 | (0.70) | 72.8 | (0.42) | 72.5 | (0.38) | 70.4 | (0.44) | 69.4 | (0.45) | 69.1 | (0.37) | 67.9 | (0.43) | 68.3 | (0.58) | 69.3 | (0.45) | 69.3 | (0.43) |
| Bachelor's or higher degree ..................... | 65.6 | (1.29) | 71.8 | (1.01) | 76.7 | (0.88) | 79.8 | (0.78) | 80.8 | (0.71) | 80.8 | (0.66) | 78.1 | (0.40) | 78.7 | (0.34) | 77.3 | (0.38) | 76.9 | (0.36) | 76.6 | (0.39) | 77.2 | (0.38) | 77.1 | (0.47) | 78.2 | (0.35) | 78.4 | (0.33) |
| 25 to 34 years old, all education levels | 49.3 | (0.83) | 61.6 | (0.73) | 65.9 | (0.72) | 69.6 | (0.70) | 70.2 | (0.71) | 74.1 | (0.74) | 69.0 | (0.48) | 69.7 | (0.49) | 69.3 | (0.51) | 68.0 | (0.44) | 67.5 | (0.42) | 67.7 | (0.44) | 68.2 | (0.55) | 69.0 | (0.51) | 70.3 | (0.51) |
| Less than high school completion .... | 33.7 | (1.74) | 42.3 | (1.91) | 38.7 | (2.05) | 42.5 | (2.12) | 43.5 | (2.25) | 47.6 | (2.56) | 42.7 | (1.44) | 42.0 | (1.38) | 39.5 | (1.50) | 40.2 | (1.35) | 37.5 | (1.55) | 38.9 | (1.69) | 40.2 | (1.86) | 36.5 | (1.73) | 41.2 | (1.73) |
| High school completion ${ }^{2}$................ | 48.1 | (1.22) | 59.4 | (1.12) | 63.9 | (1.11) | 67.5 | (1.11) | 67.2 | (1.27) | 70.7 | (1.43) | 62.5 | (0.99) | 65.0 | (0.95) | 63.2 | (0.98) | 61.4 | (1.14) | 59.5 | (0.94) | 59.1 | (1.05) | 56.3 | (1.19) | 58.6 | (1.08) | 60.4 | (1.11) |
| Some college, no bachelor's degree ${ }^{3}$.... | 53.6 | (2.06) | 66.3 | (1.58) | 71.0 | (1.46) | 74.5 | (1.40) | 73.0 | (1.26) | 76.3 | (1.31) | 73.0 | (0.81) | 71.9 | (0.85) | 70.8 | (0.86) | 67.7 | (0.80) | 69.1 | (0.79) | 67.7 | (0.90) | 70.3 | (0.91) | 70.6 | (0.83) | 70.9 | (0.90) |
| Bachelor's or higher degree .................. | 66.3 | (1.88) | 75.5 | (1.42) | 80.6 | (1.26) | 83.2 | (1.18) | 83.4 | (1.16) | 84.7 | (1.11) | 80.1 | (0.72) | 81.1 | (0.70) | 80.7 | (0.73) | 79.9 | (0.63) | 78.8 | (0.60) | 80.3 | (0.63) | 80.2 | (0.77) | 80.9 | (0.67) | 81.1 | (0.70) |
| 35 to 44 years old, all education levels | 51.9 | (0.95) | 62.8 | (0.87) | 67.7 | (0.80) | 73.3 | (0.72) | 73.8 | (0.68) | 75.1 | (0.67) | 72.8 | (0.38) | 72.6 | (0.41) | 70.9 |  |  |  | 69.8 | (0.48) | 70.7 |  |  |  |  |  | 71.5 | (0.43) |
| Less than high school completion ......... | 42.8 | (1.76) | 48.2 | (1.90) | 46.4 | (2.13) | 51.0 | (2.35) | 49.7 | (2.33) | 52.5 | (2.35) | 51.5 | (1.33) | 49.1 | (1.27) | 48.9 | (1.47) | 44.8 | (1.54) | 42.5 | (1.41) | 47.0 | (1.49) | 45.6 | (1.61) | 45.5 | (1.44) | 49.1 | (1.56) |
| High school completion ${ }^{2}$.................... | 53.9 | (1.38) | 64.7 | (1.28) | 67.8 | (1.22) | 72.7 | (1.13) | 71.7 | (1.19) | 74.7 | (1.18) | 71.6 | (0.74) | 70.4 | (0.78) | 66.9 | (0.94) | 66.3 | (0.87) | 65.8 | (0.87) | 64.9 | (1.02) | 65.8 | (1.07) | 62.8 | (0.99) | 61.8 | (1.00) |
| Some college, no bachelor's degree ${ }^{3}$.... | 55.1 | (2.67) | 67.8 | (2.14) | 73.6 | (1.73) | 77.9 | (1.44) | 78.5 | (1.16) | 79.4 | (1.16) | 76.1 | (0.67) | 75.5 | (0.74) | 74.0 | (0.79) | 72.2 | (0.74) | 71.8 | (0.87) | 73.4 | (0.85) | 71.7 | (1.06) | 74.5 | (0.70) | 73.9 | (0.83) |
| Bachelor's or higher degree .................. | 63.2 | (2.73) | 73.0 | (1.97) | 78.5 | (1.53) | 81.2 | (1.30) | 81.5 | (1.19) | 80.2 | (1.20) | 78.1 | (0.66) | 79.4 | (0.63) | 78.1 | (0.61) | 78.3 | (0.59) | 78.9 | (0.68) | 78.8 | (0.64) | 79.0 | (0.80) | 81.0 | (0.57) | 80.4 | (0.55) |
| 45 to 54 years old, all education levels | 51.5 | (0.93) | 57.1 | (0.94) | 62.1 | (0.98) | 68.6 | (0.92) | 72.9 | (0.80) | 76.0 | (0.73) | 73.2 | (0.40) | 73.9 | (0.42) | 71.8 | (0.46) | 71.3 | (0.44) | 70.0 | (0.44) | 69.6 | (0.42) | 70.8 | (0.58) | 70.8 | (0.46) | 71.6 | (0.48) |
| Less than high school completion ......... | 41.5 | (1.55) | 43.9 | (1.71) | 44.3 | (2.06) | 47.6 | (2.22) | 50.6 | (2.43) | 52.3 | (2.57) | 47.8 | (1.40) | 48.4 | (1.31) | 45.5 | (1.47) | 45.2 | (1.61) | 44.1 | (1.25) | 45.8 | (1.53) | 49.6 | (2.11) | 47.3 | (1.50) | 47.2 | (1.49) |
| High school completion ${ }^{2}$. | 53.8 | (1.37) | 60.2 | (1.37) | 64.2 | (1.41) | 69.9 | (1.35) | 71.1 | (1.36) | 72.9 | (1.33) | 69.5 | (0.83) | 71.2 | (0.88) | 68.8 | (0.85) | 67.1 | (0.72) | 64.4 | (0.89) | 65.5 | (0.82) | 64.8 | (1.17) | 64.5 | (0.93) | 64.7 | (0.97) |
| Some college, no bachelor's degree ${ }^{3}$.... | 58.1 | (2.78) | 64.7 | (2.56) | 69.7 | (2.45) | 75.2 | (2.08) | 76.9 | (1.46) | 80.6 | (1.28) | 76.9 | (0.72) | 77.3 | (0.74) | 75.0 | (0.73) | 75.5 | (0.74) | 74.4 | (0.71) | 71.4 | (0.77) | 72.6 | (1.03) | 72.8 | (0.80) | 73.0 | (0.95) |
| Bachelor's or higher degree ................. | 72.2 | (2.87) | 72.3 | (2.55) | 77.3 | (2.24) | 81.8 | (1.76) | 83.8 | (1.36) | 84.5 | (1.17) | 82.8 | (0.72) | 83.0 | (0.68) | 80.5 | (0.69) | 79.7 | (0.69) | 79.6 | (0.68) | 79.6 | (0.72) | 80.6 | (0.83) | 80.8 | (0.63) | 82.3 | (0.66) |
| 55 to 64 years old, all education levels | 39.7 | (0.99) | 40.5 | (0.94) | 41.1 | (0.99) | 44.0 | (1.05) | 47.5 | (1.08) | 51.9 | (1.06) | 54.8 | (0.61) | 56.7 | (0.60) | 56.7 | (0.55) | 57.1 | (0.53) | 56.4 | (0.51) | 56.5 | (0.57) | 56.4 | (0.63) | 57.0 | (0.49) | 57.9 | (0.52) |
| Less than high school completion ... | 33.5 | (1.39) | 29.4 | (1.41) | 31.2 | (1.60) | 30.5 | (1.80) | 30.3 | (2.07) | 30.9 | (2.26) | 30.5 | (1.33) | 34.6 | (1.48) | 32.1 | (1.47) | 35.1 | (1.54) | 33.6 | (1.46) | 34.0 | (1.57) | 30.4 | (1.69) | 32.1 | (1.42) | 34.9 | (1.53) |
| High school completion ${ }^{2}$ | 42.6 | (1.65) | 45.8 | (1.48) | 42.8 | (1.48) | 45.7 | (1.60) | 47.5 | (1.66) | 51.3 | (1.69) | 50.5 | (0.95) | 52.3 | (0.94) | 52.9 | (0.97) | 52.2 | (0.92) | 51.1 | (0.95) | 50.6 | (0.97) | 52.9 | (1.09) | 51.8 | (0.99) | 52.6 | (1.06) |
| Some college, no bachelor's degree ${ }^{3}$.... | 45.9 | (3.37) | 48.2 | (2.87) | 51.1 | (2.95) | 54.1 | (2.81) | 57.0 | (2.32) | 58.8 | (2.17) | 60.9 | (1.06) | 62.4 | (1.08) | 59.1 | (1.02) | 59.9 | (1.08) | 59.6 | (1.08) | 58.7 | (1.01) | 58.2 | (1.19) | 59.4 | (0.92) | 60.0 | (0.94) |
| Bachelor's or higher degree ................. | 57.8 | (3.72) | 54.0 | (3.27) | 55.1 | (3.18) | 58.6 | (2.98) | 61.9 | (2.81) | 65.1 | (2.28) | 67.5 | (1.22) | 67.2 | (1.14) | 67.5 | (0.96) | 67.5 | (0.98) | 67.0 | (1.04) | 68.3 | (1.03) | 66.6 | (1.25) | 68.1 | (0.86) | 68.1 | (0.90) |

## -Not available.

Not applicable.
1Data for 16 -to 19 -year-olds and 20 - to 24 -year-olds exclude persons enrolled in school.
${ }^{2}$ Includes equivalency credentials, such as the GED credential.
${ }^{3}$ Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). For each age group, the employment to population ratio of females is the number of females in that age group who are employed as a percentage of the female civilian population in that age group.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1975 through 2016. (This table was prepared October 2016.)

Table 501.80. Unemployment rates of persons 16 to 64 years old, by age group and highest level of educational attainment: Selected years, 1975 through 2016
[Standard errors appear in parentheses]

| Age group and highest level of educational attainment |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  | 2005 |  | 2006 |  | 2009 |  | 2010 |  | 2011 |  | 2012 |  | 2014 |  | 2015 |  | 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| 16 to 19 years old, all education levels ${ }^{1}$ |  | (t) |  | (t) |  | (t) | 17.0 | (1.83) | 21.0 | (2.06) | 17.2 | (1.89) | 22.8 | (1.39) | 20.6 | (1.18) | 30.3 | (1.58) | 31.9 | (1.59) | 28.8 | (1.62) | 30.6 | (1.57) | 22.9 | (1.83) | 22.5 | (1.35) | 20.2 | (1.37) |
| Less than high school completion ........ |  | (t) |  | ( + ) |  | (t) | 26.2 | (3.54) | 30.3 | (3.67) | 21.4 | (3.23) | 30.3 | (2.34) | 25.8 | (2.24) | 38.9 | (3.05) | 41.7 | (3.14) | 35.1 | (3.42) | 41.1 | (3.01) | 22.9 | (3.38) | 25.6 | (2.67) | 21.6 | (2.39) |
| High school completion ${ }^{2}$................... |  | (t) |  | (t) |  | (t) | 11.7 | (2.05) | 15.1 | (2.59) | 15.3 | (2.54) | 19.1 | (2.02) | 17.6 | (1.43) | 29.1 | (1.80) | 29.6 | (2.08) | 28.9 | (2.18) | 28.7 | (2.00) | 25.0 | (2.32) | 23.3 | (1.90) | 22.0 | (2.02) |
| At least some college ........... |  | (t) |  | (t) |  | (t) | $\ddagger!$ | ( $\dagger$ | 12.4 ! | (5.19) | $\ddagger!$ | ( $\dagger$ ) | 15.8 | (3.54) | 17.7 | (3.54) | 18.1 | (3.68) | 18.1 | (3.65) | 16.2 | (3.55) | 19.6 | (3.83) | 15.1 | (4.16) | 13.2 | (2.96) | 11.8 | (2.75) |
| 20 to 24 years old, all education levels ${ }^{1}$ |  | (t) |  | (t) |  | (t) | 8.2 | (0.63) | 10.7 | (0.72) | 9.2 | (0.70) | 10.9 | (0.48) | 9.3 | (0.46) | 17.0 | (0.62) | 18.8 | (0.66) | 18.1 | (0.60) | 15.5 | (0.55) | 14.9 | (0.70) | 12.3 | (0.53) | 10.5 | (0.53) |
| Less than high school completion ............. |  | (t) |  | (t) |  | (t) | 17.4 | (2.15) | 19.5 | (2.37) | 16.6 | (2.18) | 18.9 | (1.24) | 15.7 | (1.34) | 29.0 | (1.69) | 32.3 | (1.80) | 30.1 | (1.95) | 27.6 | (2.12) | 25.3 | (2.75) | 19.9 | (1.99) | 17.3 | (2.05) |
| High school completion ${ }^{2}$...... |  | (t) |  | ( $\dagger$ ) |  | (t) | 7.8 | (0.88) | 12.0 | (1.18) | 10.0 | (1.12) | 12.0 | (0.73) | 10.4 | (0.70) | 20.3 | (1.05) | 22.3 | (0.95) | 21.6 | (1.02) | 18.3 | (0.96) | 18.9 | (1.18) | 15.8 | (0.92) | 12.2 | (0.92) |
| Some college, no bachelor's degree ${ }^{3}$ |  | (t) |  | (t) |  | (t) | 4.8 | (1.09) | 7.3 | (1.13) | 5.2 | (1.02) | 7.3 | (0.76) | 7.1 | (0.68) | 12.1 | (0.94) | 14.2 | (1.07) | 14.0 | (0.98) | 12.7 | (0.89) | 12.2 | (1.16) | 9.6 | (0.89) | 9.9 | (0.87) |
| Bachelor's or higher degree ............... |  | (t) |  | (t) |  | (t) | 3.1 ! | (1.12) | 4.1 ! | (1.26) | 5.0 | (1.43) | 5.4 | (0.91) | 3.9 | (0.72) | 7.9 | (1.02) | 7.9 | (1.15) | 8.7 | (1.05) | 6.0 | (0.95) | 6.7 | (1.09) | 5.1 | (0.72) | 4.9 | (0.81) |
| 25 to 64 years old, all education levels | 6.8 | (0.21) | 5.0 | (0.17) | 6.1 | (0.18) | 3.6 | (0.14) | 4.8 | (0.15) | 3.3 | (0.13) | 4.4 | (0.09) | 4.1 | (0.09) | 8.1 | (0.12) | 9.1 | (0.13) | 8.3 | (0.13) | 7.4 | (0.11) | 5.8 | (0.14) | 4.7 | (0.10) | 4.4 | (0.09) |
| Less than high school completion .... | 10.5 | (0.49) | 8.4 | (0.48) | 11.4 | (0.61) | 7.7 | (0.55) | 10.0 | (0.66) | 7.9 | (0.63) | 9.0 | (0.36) | 8.3 | (0.41) | 15.8 | (0.54) | 16.8 | (0.54) | 16.2 | (0.55) | 14.3 | (0.49) | 10.6 | (0.63) | 9.2 | (0.44) | 8.1 | (0.42) |
| High school completion ${ }^{2}$. | 6.8 | (0.34) | 5.1 | (0.27) | 6.9 | (0.31) | 3.8 | (0.23) | 5.2 | (0.28) | 3.8 | (0.25) | 5.5 | (0.17) | 4.7 | (0.16) | 10.4 | (0.21) | 12.1 | (0.26) | 10.9 | (0.27) | 9.2 | (0.25) | 7.4 | (0.29) | 6.2 | (0.21) | 6.1 | (0.24) |
| Some college, no bachelor's degree ${ }^{3}$ | 5.5 | (0.50) | 4.3 | (0.38) | 4.7 | (0.37) | 3.1 | (0.29) | 4.5 | (0.29) | 3.0 | (0.24) | 4.2 | (0.17) | 3.9 | (0.17) | 8.0 | (0.22) | 8.8 | (0.23) | 8.1 | (0.20) | 7.9 | (0.24) | 6.1 | (0.27) | 4.9 | (0.16) | 4.5 | (0.17) |
| Bachelor's or higher degree .. | 2.4 | (0.30) | 1.9 | (0.23) | 2.4 | (0.24) | 1.7 | (0.19) | 2.5 | (0.21) | 1.5 | (0.16) | 2.3 | (0.13) | 2.3 | (0.11) | 4.3 | (0.15) | 4.7 | (0.15) | 4.4 | (0.15) | 4.1 | (0.14) | 3.4 | (0.16) | 2.4 | (0.11) | 2.4 | (0.12) |
| 25 to 34 years old, all education levels | 8.6 | (0.41) | 6.8 | (0.32) | 7.3 | (0.33) | 4.8 | (0.27) | 5.8 | (0.30) | 4.0 | (0.27) | 5.8 | (0.18) | 5.5 | (0.19) | 10.1 | (0.27) | 10.8 | (0.28) | 10.0 | (0.28) | 9.2 | (0.26) | 7.4 | (0.30) | 5.9 | (0.20) | 5.6 | (0.22) |
| Less than high school completion ........ | 17.2 | (1.36) | 13.7 | (1.24) | 15.5 | (1.38) | 12.0 | (1.21) | 12.9 | (1.32) | 10.3 | (1.33) | 11.6 | (0.69) | 11.0 | (0.84) | 19.9 | (1.05) | 20.3 | (1.02) | 19.7 | (1.18) | 16.8 | (1.09) | 13.7 | (1.24) | 12.5 | (1.01) | 13.1 | (0.97) |
| High school completion ${ }^{2}$...... | 9.4 | (0.67) | 7.9 | (0.55) | 9.1 | (0.57) | 5.1 | (0.44) | 6.8 | (0.56) | 4.8 | (0.54) | 7.7 | (0.41) | 6.5 | (0.40) | 14.1 | (0.57) | 15.9 | (0.62) | 14.3 | (0.55) | 12.8 | (0.57) | 10.5 | (0.68) | 8.9 | (0.50) | 8.6 | (0.52) |
| Some college, no bachelor's degree ${ }^{3}$.... | 6.7 | (0.85) | 6.0 | (0.64) | 5.4 | (0.60) | 3.8 | (0.51) | 5.0 | (0.52) | 3.6 | (0.49) | 5.4 | (0.36) | 5.3 | (0.35) | 9.8 | (0.46) | 10.6 | (0.44) | 10.1 | (0.46) | 10.1 | (0.51) | 7.8 | (0.52) | 6.5 | (0.39) | 5.6 | (0.41) |
| Bachelor's or higher degree ................. | 2.9 | (0.50) | 2.5 | (0.39) | 2.8 | (0.41) | 1.9 | (0.34) | 2.7 | (0.40) | 1.6 | (0.31) | 2.6 | (0.26) | 2.8 | (0.25) | 4.5 | (0.29) | 4.5 | (0.28) | 4.3 | (0.31) | 4.1 | (0.28) | 3.7 | (0.30) | 2.4 | (0.20) | 2.4 | (0.23) |
| 35 to 44 years old, all education levels | 6.4 | (0.41) | 4.3 | (0.31) | 5.6 | (0.33) | 3.3 | (0.24) | 4.6 | (0.27) | 3.5 | (0.23) | 4.2 | (0.14) | 4.1 | (0.17) | 7.9 | (0.18) | 9.2 | (0.24) | 8.2 | (0.23) | 7.1 | (0.22) | 5.7 | (0.24) | 4.4 | (0.17) | 4.1 | (0.18) |
| Less than high school completion .... | 11.2 | (1.02) | 9.0 | (1.00) | 12.4 | (1.29) | 8.3 | (1.17) | 10.5 | (1.28) | 8.4 | (1.14) | 8.7 | (0.63) | 8.6 | (0.70) | 15.3 | (0.87) | 17.8 | (1.07) | 15.9 | (1.04) | 14.1 | (0.88) | 11.5 | (1.08) | 8.4 | (0.74) | 6.2 | (0.66) |
| High school completion ${ }^{2}$ | 5.7 | (0.60) | 4.2 | (0.48) | 6.1 | (0.55) | 3.7 | (0.41) | 5.1 | (0.48) | 3.9 | (0.43) | 5.2 | (0.31) | 5.1 | (0.31) | 10.6 | (0.44) | 11.9 | (0.51) | 11.3 | (0.44) | 9.1 | (0.48) | 7.4 | (0.48) | 6.3 | (0.41) | 6.6 | (0.44) |
| Some college, no bachelor's degree ${ }^{3}$. | 4.6 | (0.95) | 3.1 | (0.64) | 4.8 | (0.69) | 2.8 | (0.47) | 4.7 | (0.49) | 3.1 | (0.41) | 3.9 | (0.25) | 3.7 | (0.32) | 7.2 | (0.36) | 9.2 | (0.42) | 7.5 | (0.39) | 7.4 | (0.44) | 6.1 | (0.49) | 4.5 | (0.31) | 4.5 | (0.35) |
| Bachelor's or higher degree ... | 2.3 | (0.59) | 1.6 | (0.41) | 2.2 | (0.39) | 1.6 | (0.31) | 2.2 | (0.34) | 1.8 | (0.31) | 2.0 | (0.19) | 2.0 | (0.19) | 4.2 | (0.26) | 4.6 | (0.26) | 4.6 | (0.29) | 3.6 | (0.26) | 2.8 | (0.30) | 2.1 | (0.20) | 2.0 | (0.16) |
| 45 to 54 years old, all education levels | 5.9 | (0.39) | 3.9 | (0.32) | 5.4 | (0.39) | 2.5 | (0.26) | 3.9 | (0.29) | 2.4 | (0.22) | 3.9 | (0.16) | 3.4 | (0.15) | 7.4 | (0.21) | 8.4 | (0.22) | 7.5 | (0.20) | 6.8 | (0.18) | 4.9 | (0.24) | 4.1 | (0.15) | 3.7 | (0.17) |
| Less than high school completion ....... | 8.5 | (0.81) | 6.6 | (0.78) | 10.2 | (1.16) | 4.7 | (0.89) | 7.9 | (1.24) | 6.1 | (1.16) | 7.0 | (0.66) | 5.9 | (0.73) | 13.6 | (0.95) | 15.6 | (0.98) | 16.3 | (0.92) | 13.5 | (0.92) | 8.0 | (0.95) | 8.6 | (0.80) | 6.6 | (0.65) |
| High school completion ${ }^{2}$ | 5.6 | (0.60) | 3.4 | (0.48) | 5.4 | (0.60) | 2.3 | (0.39) | 4.0 | (0.53) | 2.7 | (0.42) | 4.6 | (0.33) | 3.9 | (0.30) | 8.8 | (0.42) | 11.0 | (0.43) | 9.3 | (0.42) | 7.8 | (0.36) | 6.1 | (0.50) | 5.2 | (0.34) | 5.0 | (0.39) |
| Some college, no bachelor's degree ${ }^{3}$.... | 4.7 | (1.00) | 3.0 | (0.78) | 3.2 | (0.79) | 2.6 | (0.62) | 3.9 | (0.56) | 2.4 | (0.40) | 3.7 | (0.30) | 3.4 | (0.26) | 7.5 | (0.39) | 7.6 | (0.40) | 7.1 | (0.35) | 6.9 | (0.36) | 4.8 | (0.44) | 4.1 | (0.30) | 3.4 | (0.33) |
| Bachelor's or higher degree .................. | 2.0 ! | (0.61) | 1.3 ! | (0.44) | 2.1 | (0.54) | 1.4 | (0.38) | 2.4 | (0.41) | 1.3 | (0.28) | 2.5 | (0.26) | 2.3 | (0.20) | 4.3 | (0.29) | 4.8 | (0.30) | 4.0 | (0.27) | 3.9 | (0.27) | 3.2 | (0.29) | 2.2 | (0.18) | 2.3 | (0.24) |
| 55 to 64 years old, all education levels | 5.5 | (0.46) | 3.2 | (0.35) | 4.6 | (0.44) | 2.8 | (0.36) | 3.9 | (0.42) | 2.8 | (0.35) | 3.7 | (0.20) | 2.9 | (0.18) | 6.7 | (0.25) | 7.3 | (0.25) | 6.9 | (0.25) | 6.6 | (0.23) | 5.2 | (0.28) | 4.2 | (0.20) | 3.9 | (0.18) |
| Less than high school completion .... | 7.1 | (0.79) | 5.2 | (0.77) | 7.1 | (1.01) | 3.9 | (0.90) | 6.7 | (1.35) | 5.2 | (1.28) | 7.5 | (0.90) | 6.0 | (0.82) | 12.7 | (1.25) | 10.1 | (0.99) | 10.0 | (1.02) | 11.5 | (1.05) | 8.2 | (1.21) | 6.9 | (0.84) | 6.5 | (0.80) |
| High school completion ${ }^{2}$ | 5.1 | (0.76) | 2.7 | (0.51) | 4.5 | (0.69) | 3.0 | (0.59) | 3.4 | (0.65) | 3.1 | (0.62) | 4.3 | (0.39) | 2.9 | (0.35) | 7.8 | (0.50) | 9.3 | (0.56) | 8.4 | (0.58) | 7.1 | (0.50) | 5.6 | (0.53) | 4.4 | (0.38) | 4.1 | (0.41) |
| Some college, no bachelor's degree ${ }^{3}$.... | 4.1 ! | (1.26) | 2.0 ! | (0.77) | 3.0 ! | (1.00) | 2.2 ! | (0.82) | 3.2 | (0.80) | 2.8 | (0.70) | 3.5 | (0.37) | 3.1 | (0.34) | 7.0 | (0.50) | 7.7 | (0.52) | 7.3 | (0.45) | 7.1 | (0.44) | 5.5 | (0.54) | 4.3 | (0.40) | 4.1 | (0.37) |
| Bachelor's or higher degree ................ | 1.5 ! | (0.75) | $\ddagger$ ! | (t) | 2.2 ! | (0.70) | 1.8 ! | (0.62) | 3.3 | (0.79) | 1.4 ! | (0.46) | 2.3 | (0.30) | 2.0 | (0.22) | 4.3 | (0.33) | 5.0 | (0.34) | 4.9 | (0.35) | 4.8 | (0.38) | 4.0 | (0.39) | 3.3 | (0.30) | 3.2 | (0.29) |

## - Not available.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
'Data for 16 - to 19 -year-olds and 20 - to 24 -year-olds exclude persons enrolled in school.
Includes equivalency credentials, such as the GED credential.
Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). The to find employment sometime during the prior 4 weeks. The civilian labor force consists of all civilians who are employed or seeking employment.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1975 through 2016. (This table was prepared October 2016.)

Table 501.85. Unemployment rates of males 16 to 64 years old, by age group and highest level of educational attainment: Selected years, 1975 through 2016
[Standard errors appear in parentheses]

| Age group and highest level of educational attainment |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  | 2005 |  | 2006 |  | 2009 |  | 2010 |  | 2011 |  | 2012 |  | 2014 |  | 2015 |  | 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| 16 to 19 years old, all education levels ${ }^{1}$ |  | (t) | - | (t) |  | ( $\dagger$ | 18.9 | (2.58) | 21.3 | (2.71) | 16.0 | (2.36) | 25.2 | (1.83) | 22.0 | (1.63) | 35.1 | (2.08) | 35.6 | (2.07) | 31.2 | (2.10) | 31.4 | (2.05) | 24.4 | (2.40) | 22.5 | (1.79) | 20.0 | (1.81) |
| Less than high school completion ............ |  | (t) | - | (t) | - | (t) | 27.9 | (4.45) | 30.6 | (4.60) | 17.6 | (3.69) | 29.9 | (2.88) | 26.1 | (2.92) | 41.2 | (3.89) | 44.7 | (4.07) | 32.0 | (4.05) | 37.1 | (3.82) | 23.1 | (4.25) | 26.6 | (3.61) | 24.4 | (3.24) |
| High school completion ${ }^{2} . . . . . . . . . . . . .$. |  | (t) | - | (t) |  | (t) | 12.1 | (2.96) | 14.4 | (3.38) | 15.0 | (3.30) | 23.4 | (2.77) | 19.8 | (2.08) | 34.4 | (2.46) | 33.0 | (2.59) | 32.7 | (2.96) | 31.8 | (2.68) | 26.7 | (3.29) | 23.0 | (2.47) | 19.7 | (2.54) |
| At least some college ..... |  | (t) | - | ( $\dagger$ ) |  | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 12.7 | (4.34) | 15.4 ! | (5.16) | 22.4 | (5.43) | 19.0 | (5.64) | 21.4 | (5.91) | 20.2 | (5.03) | 17.7 ! | (7.00) | 11.5 ! | (3.68) | 10.8 ! | (3.41) |
| 20 to 24 years old, all education levels ${ }^{1}$. | - | (t) | - | ( $\dagger$ ) |  | ( $\dagger$ ) | 8.4 | (0.86) | 11.1 | (0.97) | 9.4 | (0.94) | 11.4 | (0.61) | 9.9 | (0.60) | 19.8 | (0.85) | 21.4 | (0.88) | 19.7 | (0.81) | 16.6 | (0.83) | 17.0 | (0.92) | 13.6 | (0.75) | 11.5 | (0.74) |
| Less than high school completion ........... |  | (t) | - | ( $\dagger$ ) | - | (t) | 16.9 | (2.53) | 17.4 | (2.68) | 16.5 | (2.61) | 16.1 | (1.37) | 14.5 | (1.61) | 29.2 | (2.06) | 32.4 | (2.20) | 27.0 | (2.23) | 27.8 | (2.48) | 23.6 | (3.04) | 19.0 | (2.52) | 17.9 | (2.60) |
| High school completion ${ }^{2}$...................... |  | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 7.4 | (1.15) | 11.6 | (1.48) | 9.6 | (1.45) | 12.4 | (0.97) | 10.7 | (0.98) | 22.7 | (1.31) | 23.7 | (1.25) | 22.9 | (1.31) | 19.0 | (1.28) | 21.1 | (1.60) | 16.6 | (1.16) | 13.4 | (1.24) |
| Some college, no bachelor's degree ${ }^{3}$. |  | (t) | - | (t) | - | (t) | 4.6 ! | (1.54) | 8.0 | (1.65) | 4.8 | (1.36) | 7.8 | (1.04) | 7.5 | (0.96) | 13.7 | (1.39) | 16.4 | (1.58) | 15.2 | (1.46) | 12.0 | (1.23) | 13.8 | (1.56) | 11.5 | (1.46) | 9.4 | (1.28) |
| Bachelor's or higher degree .................... |  | (t) |  | (t) |  | ( $\dagger$ ) | $\ddagger$ | (t) | 5.6 ! | (2.22) | 5.5 ! | (2.32) | 6.8 | (1.54) | 4.0 ! | (1.23) | 10.1 | (1.71) | 9.8 | (1.82) | 10.8 | (1.82) | 6.6 | (1.54) | 7.3 | (1.71) | 5.1 | (1.18) | 5.0 | (1.21) |
| 25 to 64 years old, all education levels. | 6.5 | (0.26) | 4.9 | (0.22) | 6.1 | (0.24) | 3.6 | (0.19) | 5.1 | (0.21) | 3.3 | (0.18) | 4.7 | (0.14) | 4.3 | (0.12) | 9.5 | (0.18) | 10.5 | (0.19) | 9.2 | (0.18) | 8.0 | (0.16) | 5.9 | (0.19) | 5.0 | (0.14) | 4.5 | (0.13) |
| Less than high school completion ............ | 10.3 | (0.59) | 8.2 | (0.58) | 11.2 | (0.76) | 7.3 | (0.68) | 10.9 | (0.86) | 7.1 | (0.75) | 7.9 | (0.44) | 7.6 | (0.51) | 16.5 | (0.72) | 17.8 | (0.79) | 16.7 | (0.70) | 13.6 | (0.59) | 9.4 | (0.70) | 8.4 | (0.54) | 7.5 | (0.52) |
| High school completion ${ }^{2}$ | 6.6 | (0.43) | 5.3 | (0.37) | 7.2 | (0.43) | 3.8 | (0.32) | 5.7 | (0.40) | 3.9 | (0.34) | 6.0 | (0.25) | 5.0 | (0.23) | 12.4 | (0.32) | 13.8 | (0.39) | 12.2 | (0.38) | 10.1 | (0.33) | 7.8 | (0.37) | 6.7 | (0.27) | 6.3 | (0.31) |
| Some college, no bachelor's degree ${ }^{3}$........ | 5.0 | (0.59) | 4.4 | (0.49) | 4.5 | (0.49) | 3.0 | (0.38) | 4.4 | (0.39) | 3.1 | (0.34) | 4.3 | (0.27) | 4.2 | (0.25) | 9.3 | (0.31) | 10.2 | (0.35) | 8.7 | (0.33) | 8.2 | (0.34) | 5.9 | (0.37) | 4.9 | (0.23) | 4.7 | (0.28) |
| Bachelor's or higher degree .................... | 2.1 | (0.34) | 1.7 | (0.26) | 2.4 | (0.30) | 1.8 | (0.25) | 2.6 | (0.28) | 1.6 | (0.22) | 2.5 | (0.19) | 2.4 | (0.15) | 4.7 | (0.23) | 5.1 | (0.22) | 4.6 | (0.20) | 4.3 | (0.20) | 3.4 | (0.25) | 2.8 | (0.16) | 2.3 | (0.17) |
| 25 to 34 years old, all education levels | 8.3 | (0.50) | 6.8 | (0.41) | 7.3 | (0.43) | 4.5 | (0.35) | 5.9 | (0.40) | 4.2 | (0.37) | 6.0 | (0.27) | 5.5 | (0.25) | 11.9 | (0.40) | 12.6 | (0.40) | 11.3 | (0.38) | 10.0 | (0.38) | 7.5 | (0.41) | 6.2 | (0.27) | 5.8 | (0.32) |
| Less than high school completion ......... | 17.3 | (1.65) | 13.4 | (1.53) | 13.9 | (1.60) | 10.3 | (1.36) | 12.5 | (1.57) | 8.8 | (1.51) | 9.7 | (0.84) | 8.7 | (0.87) | 19.2 | (1.27) | 20.7 | (1.36) | 19.2 | (1.30) | 14.3 | (1.17) | 10.8 | (1.37) | 10.2 | (1.15) | 11.7 | (1.20) |
| High school completion ${ }^{2}$..................... | 9.0 | (0.85) | 8.2 | (0.75) | 9.5 | (0.77) | 4.6 | (0.55) | 6.6 | (0.72) | 4.9 | (0.70) | 7.8 | (0.52) | 6.4 | (0.55) | 16.1 | (0.77) | 17.8 | (0.77) | 15.2 | (0.74) | 13.5 | (0.70) | 10.1 | (0.81) | 9.1 | (0.63) | 9.1 | (0.71) |
| Some college, no bachelor's degree ${ }^{3}$.... | 6.6 | (1.03) | 6.0 | (0.81) | 4.9 | (0.76) | 3.6 | (0.68) | 4.6 | (0.70) | 3.8 | (0.69) | 5.6 | (0.57) | 5.6 | (0.49) | 11.3 | (0.68) | 11.8 | (0.69) | 11.2 | (0.71) | 11.1 | (0.75) | 7.8 | (0.76) | 6.1 | (0.51) | 5.2 | (0.60) |
| Bachelor's or higher degree ................. | 2.6 | (0.57) | 2.4 | (0.48) | 2.8 | (0.54) | 1.9 | (0.46) | 2.8 | (0.55) | 1.8 | (0.46) | 2.7 | (0.36) | 2.8 | (0.36) | 5.1 | (0.52) | 4.8 | (0.45) | 4.5 | (0.47) | 4.2 | (0.45) | 3.8 | (0.51) | 2.8 | (0.34) | 2.3 | (0.36) |
| 35 to 44 years old, all education levels | 6.0 | (0.50) | 4.1 | (0.39) | 5.7 | (0.44) | 3.2 | (0.32) | 4.9 | (0.37) | 3.4 | (0.31) | 4.4 | (0.20) | 4.2 | (0.25) | 9.2 | (0.30) | 10.1 | (0.33) | 8.9 | (0.32) | 7.6 | (0.31) | 5.7 | (0.33) | 4.6 | (0.26) | 4.1 | (0.25) |
| Less than high school completion ........ | 10.8 | (1.24) | 8.4 | (1.22) | 12.3 | (1.63) | 7.9 | (1.46) | 11.8 | (1.69) | 6.3 | (1.27) | 7.8 | (0.76) | 8.5 | (0.97) | 16.5 | (1.23) | 18.4 | (1.42) | 15.8 | (1.34) | 13.5 | (1.13) | 9.8 | (1.22) | 7.5 | (0.90) | 5.2 | (0.87) |
| High school completion ${ }^{2}$.................... | 5.8 | (0.80) | 4.2 | (0.65) | 6.5 | (0.79) | 3.4 | (0.56) | 5.6 | (0.68) | 4.2 | (0.58) | 5.7 | (0.46) | 5.0 | (0.43) | 12.2 | (0.62) | 12.9 | (0.71) | 12.4 | (0.66) | 9.7 | (0.66) | 8.2 | (0.68) | 6.3 | (0.54) | 6.2 | (0.55) |
| Some college, no bachelor's degree ${ }^{3}$.... | 3.3 ! | (1.01) | 2.9 | (0.81) | 5.3 | (0.96) | 2.8 | (0.63) | 4.8 | (0.69) | 2.9 | (0.56) | 4.1 | (0.38) | 3.8 | (0.43) | 8.3 | (0.61) | 9.9 | (0.63) | 7.4 | (0.60) | 7.4 | (0.64) | 5.5 | (0.69) | 4.9 | (0.46) | 4.9 | (0.56) |
| Bachelor's or higher degree ................. | 1.9 | (0.61) | 1.3 ! | (0.44) | 2.2 | (0.49) | 1.7 | (0.41) | 2.0 | (0.43) | 1.7 | (0.42) | 2.1 | (0.27) | 1.9 | (0.27) | 4.6 | (0.40) | 4.6 | (0.38) | 4.7 | (0.39) | 4.1 | (0.40) | 2.6 | (0.43) | 2.2 | (0.28) | 1.7 | (0.26) |
| 45 to 54 years old, all education levels | 5.5 | (0.48) | 3.7 | (0.40) | 5.4 | (0.51) | 2.7 | (0.36) | 4.6 | (0.42) | 2.5 | (0.30) | 4.1 | (0.25) | 3.8 | (0.21) | 8.6 | (0.31) | 9.9 | (0.32) | 8.2 | (0.30) | 7.0 | (0.22) | 4.9 | (0.33) | 4.5 | (0.23) | 3.9 | (0.23) |
| Less than high school completion ........ | 8.3 | (0.97) | 6.1 | (0.92) | 10.9 | (1.48) | 4.7 | (1.12) | 9.4 | (1.74) | 6.9 | (1.60) | 6.3 | (0.81) | 5.9 | (0.97) | 14.1 | (1.24) | 16.8 | (1.29) | 16.6 | (1.15) | 13.7 | (1.12) | 8.7 | (1.17) | 8.8 | (1.05) | 6.2 | (0.84) |
| High school completion ${ }^{2}$............... | 4.9 | (0.76) | 3.3 | (0.64) | 5.5 | (0.84) | 2.8 | (0.61) | 5.5 | (0.87) | 2.4 | (0.55) | 5.1 | (0.51) | 4.4 | (0.42) | 10.7 | (0.59) | 12.6 | (0.67) | 10.3 | (0.56) | 8.7 | (0.51) | 6.2 | (0.65) | 5.7 | (0.49) | 5.1 | (0.49) |
| Some college, no bachelor's degree ${ }^{3}$.... | 4.4 | (1.21) | 3.5 ! | (1.11) | 2.6 ! | (0.94) | 2.5 ! | (0.82) | 4.0 | (0.79) | 2.6 | (0.58) | 3.8 | (0.47) | 3.7 | (0.39) | 8.6 | (0.64) | 9.5 | (0.63) | 8.1 | (0.56) | 6.3 | (0.49) | 4.3 | (0.48) | 4.1 | (0.48) | 3.8 | (0.51) |
| Bachelor's or higher degree .... | 1.8 ! | (0.67) | 1.1 ! | (0.47) | 2.0 ! | (0.63) | 1.4! | (0.49) | 2.7 | (0.55) | 1.3 | (0.38) | 2.7 | (0.38) | 2.7 | (0.31) | 4.8 | (0.43) | 5.3 | (0.42) | 3.9 | (0.37) | 3.8 | (0.34) | 3.1 | (0.39) | 2.4 | (0.25) | 2.3 | (0.33) |
| 55 to 64 years old, all education levels | 5.5 | (0.58) | 3.6 | (0.46) | 4.7 | (0.57) | 3.3 | (0.51) | 4.3 | (0.59) | 3.2 | (0.49) | 3.9 | (0.30) | 3.2 | (0.28) | 7.6 | (0.36) | 8.6 | (0.37) | 7.9 | (0.34) | 7.1 | (0.33) | 5.6 | (0.37) | 4.6 | (0.28) | 4.2 | (0.27) |
| Less than high school completion ......... | 6.9 | (0.96) | 5.9 | (1.01) | 7.4 | (1.28) | 4.6 | (1.24) | 7.7 | (1.84) | 5.5 ! | (1.67) | 6.7 | (1.01) | 6.4 | (1.25) | 14.8 | (1.75) | 11.6 | (1.48) | 13.4 | (1.53) | 12.1 | (1.27) | 7.2 | (1.50) | 6.9 | (1.05) | 6.8 | (0.98) |
| High school completion ${ }^{2}$. | 5.5 | (1.02) | 2.8 | (0.70) | 4.6 | (0.96) | 3.7 | (0.91) | 3.6 | (0.95) | 3.5 | (0.93) | 5.2 | (0.63) | 3.6 | (0.54) | 9.4 | (0.78) | 11.1 | (0.88) | 10.2 | (0.88) | 7.7 | (0.68) | 6.5 | (0.76) | 5.1 | (0.56) | 4.2 | (0.52) |
| Some college, no bachelor's degree ${ }^{3}$.... | 3.1 ! | (1.39) | 2.5 ! | (1.06) | 3.6 ! | (1.43) | $\ddagger$ | (t) | 3.7 ! | (1.16) | 3.4 ! | (1.06) | 3.3 | (0.52) | 2.9 | (0.43) | 8.5 | (0.80) | 9.2 | (0.77) | 7.5 | (0.65) | 8.0 | (0.70) | 5.9 | (0.80) | 4.1 | (0.48) | 4.7 | (0.63) |
| Bachelor's or higher degree .................. | $\ddagger$ | (t) | $\ddagger$ | (t) | 2.2 ! | (0.80) | 2.1 ! | (0.78) | 3.6 | (1.00) | 1.7 ! | (0.63) | 2.6 | (0.41) | 2.4 | (0.33) | 4.3 | (0.47) | 5.8 | (0.48) | 5.3 | (0.47) | 5.2 | (0.55) | 4.3 | (0.53) | 3.9 | (0.50) | 3.2 | (0.38) |

## -Not available.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
Data for 16 - to 19 -year-olds and 20 - to 24 -year-olds exclude persons enrolled in school.
Includes equivalency credentials, such as the GED credential.
Includes persons with no college degree as well as those with an associate's degree.

NOTE. Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). The a find seeking employment.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1975 through 2016. (This table was prepared October 2016.)

Table 501.90. Unemployment rates of females 16 to 64 years old, by age group and highest level of educational attainment: Selected years, 1975 through 2016
[Standard errors appear in parentheses]

| Age group and highest level of educational attainment |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  | 2005 |  | 2006 |  | 2009 |  | 2010 |  | 2011 |  | 2012 |  | 2014 |  | 2015 |  | 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| 16 to 19 years old, all education levels ${ }^{1}$ |  | (t) |  | (t) |  | (t) | 14.7 | (2.39) | 20.6 | (2.93) | 18.9 | (2.85) | 19.7 | (1.86) | 18.6 | (1.71) | 23.8 | (2.10) | 26.9 | (2.14) | 25.5 | (2.45) | 29.6 | (2.48) | 20.9 | (2.54) | 22.4 | (2.07) | 20.4 | (2.08) |
| Less than high school completion ............. |  | (t) |  | (t) |  | (t) | 23.4 | (5.31) | 29.7 | (5.57) | 27.9 | (5.53) | 31.0 | (3.88) | 25.3 | (3.51) | 34.9 | (4.60) | 36.4 | (4.75) | 40.4 | (5.78) | 46.2 | (5.08) | 22.5 | (4.49) | 24.4 | (4.00) | 17.6 | (3.43) |
| High school completion ${ }^{2}$..................... |  | (t) |  | (t) |  | (t) | 11.3 | (2.64) | 16.0 | (3.69) | 15.7 | (3.66) | 14.2 | (2.34) | 15.0 | (2.20) | 22.2 | (2.59) | 24.9 | (3.03) | 23.8 | (2.91) | 24.5 | (3.01) | 22.9 | (3.54) | 23.7 | (2.88) | 25.0 | (3.16) |
| At least some college ..... |  | (t) |  | ( $\dagger$ ) |  | (t) | $\pm$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 18.3 | (5.47) | 19.7 | (4.60) | 14.0 | (4.16) | 17.3 | (4.41) | 11.8 | (4.28) | 18.7 ! | (5.62) | 12.9 ! | (4.87) | 14.8 | (4.26) | 12.6 ! | (4.08) |
| 20 to 24 years old, all education levels ${ }^{1}$ | - | (t) | - | (t) | - | (t) | 7.8 | (0.86) | 10.2 | (1.00) | 8.9 | (0.96) | 10.3 | (0.73) | 8.6 | (0.66) | 13.5 | (0.78) | 15.6 | (0.86) | 16.0 | (0.75) | 14.1 | (0.78) | 12.4 | (0.89) | 10.7 | (0.69) | 9.3 | (0.68) |
| Less than high school completion ..... |  | (t) | - | (t) | - | (t) | 18.6 | (3.70) | 24.3 | (4.34) | 17.0 | (3.60) | 24.5 | (2.79) | 18.3 | (2.36) | 28.4 | (2.94) | 32.2 | (3.38) | 36.3 | (3.46) | 27.3 | (3.57) | 29.3 | (5.22) | 21.2 | (3.60) | 16.0 | (3.67) |
| High school completion ${ }^{2}$. | - | (t) | - | (t) | - | (t) | 8.1 | (1.26) | 12.7 | (1.78) | 10.6 | (1.63) | 11.5 | (1.14) | 9.8 | (0.99) | 16.6 | (1.37) | 19.9 | (1.46) | 19.5 | (1.43) | 17.1 | (1.31) | 15.8 | (1.72) | 14.6 | (1.38) | 10.3 | (1.18) |
| Some college, no bachelor's degree ${ }^{3}$ |  | (t) | - | (t) |  | (t) | 4.9 | (1.43) | 6.7 | (1.43) | 5.7 | (1.42) | 6.8 | (1.01) | 6.6 | (1.04) | 10.5 | (1.18) | 12.1 | (1.33) | 12.8 | (1.27) | 13.4 | (1.28) | 10.6 | (1.41) | 7.5 | (0.97) | 10.4 | (1.27) |
| Bachelor's or higher degree ................... |  | (t) |  | (t) |  | (t) | 3.5 | (1.47) | 3.1 | (1.35) | 4.6 | (1.70) | 4.4 | (1.05) | 3.9 | (0.92) | 6.1 | (1.13) | 6.3 | (1.29) | 7.2 | (1.27) | 5.6 | (1.14) | 6.3 | (1.38) | 5.2 | (1.01) | 4.8 | (1.09) |
| 25 to 64 years old, all education levels | 7.3 | (0.33) | 5.0 | (0.25) | 6.0 | (0.26) | 3.7 | (0.20) | 4.4 | (0.21) | 3.2 | (0.18) | 4.2 | (0.12) | 3.8 | (0.11) | 6.6 | (0.12) | 7.5 | (0.15) | 7.2 | (0.17) | 6.8 | (0.15) | 5.7 | (0.19) | 4.3 | (0.13) | 4.2 | (0.13) |
| Less than high school completion ....... | 10.8 | (0.79) | 8.9 | (0.76) | 11.7 | (0.96) | 8.3 | (0.88) | 8.6 | (0.95) | 9.1 | (1.00) | 10.9 | (0.65) | 9.4 | (0.59) | 14.5 | (0.72) | 15.0 | (0.71) | 15.2 | (0.74) | 15.4 | (0.83) | 12.7 | (0.98) | 10.6 | (0.68) | 9.2 | (0.70) |
| High school completion ${ }^{2}$ | 7.1 | (0.49) | 5.0 | (0.37) | 6.5 | (0.41) | 3.9 | (0.32) | 4.6 | (0.36) | 3.6 | (0.33) | 4.8 | (0.23) | 4.4 | (0.22) | 7.9 | (0.26) | 9.8 | (0.30) | 9.1 | (0.36) | 8.1 | (0.31) | 6.8 | (0.42) | 5.6 | (0.31) | 5.8 | (0.32) |
| Some college, no bachelor's degree ${ }^{3}$ | 6.3 | (0.84) | 4.1 | (0.54) | 4.8 | (0.53) | 3.2 | (0.40) | 4.5 | (0.38) | 2.9 | (0.31) | 4.0 | (0.22) | 3.7 | (0.20) | 6.7 | (0.27) | 7.5 | (0.27) | 7.5 | (0.27) | 7.7 | (0.30) | 6.3 | (0.36) | 5.0 | (0.23) | 4.3 | (0.22) |
| Bachelor's or higher degree ..... | 3.1 | (0.57) | 2.2 | (0.39) | 2.5 | (0.36) | 1.6 | (0.27) | 2.4 | (0.30) | 1.4 | (0.22) | 2.2 | (0.17) | 2.1 | (0.15) | 4.0 | (0.19) | 4.3 | (0.19) | 4.3 | (0.21) | 3.8 | (0.19) | 3.4 | (0.22) | 2.1 | (0.13) | 2.6 | (0.16) |
| 25 to 34 years old, all education levels | 9.1 | (0.65) | 6.8 | (0.47) | 7.3 | (0.47) | 5.1 | (0.39) | 5.7 | (0.42) | 3.9 | (0.37) | 5.6 | (0.27) | 5.4 | (0.26) | 8.0 | (0.28) | 8.7 | (0.33) | 8.6 | (0.33) | 8.2 | (0.32) | 7.3 | (0.36) | 5.6 | (0.29) | 5.3 | (0.30) |
| Less than high school completion ......... | 17.0 | (2.18) | 14.2 | (1.93) | 18.5 | (2.37) | 15.1 | (2.17) | 13.7 | (2.20) | 12.9 | (2.33) | 15.7 | (1.36) | 16.0 | (1.58) | 21.5 | (1.79) | 19.5 | (1.52) | 20.8 | (1.84) | 22.0 | (1.99) | 19.1 | (2.42) | 17.5 | (1.85) | 16.0 | (1.85) |
| High school completion ${ }^{2}$.................... | 10.0 | (1.01) | 7.6 | (0.76) | 8.6 | (0.78) | 5.7 | (0.65) | 6.9 | (0.81) | 4.8 | (0.78) | 7.6 | (0.62) | 6.6 | (0.53) | 10.8 | (0.67) | 12.6 | (0.86) | 12.9 | (0.78) | 11.6 | (0.82) | 11.1 | (1.04) | 8.7 | (0.74) | 7.7 | (0.74) |
| Some college, no bachelor's degree ${ }^{3}$.... | 6.9 | (1.38) | 5.9 | (0.94) | 6.0 | (0.88) | 4.0 | (0.72) | 5.4 | (0.73) | 3.5 | (0.63) | 5.1 | (0.46) | 4.9 | (0.46) | 8.2 | (0.56) | 9.3 | (0.57) | 9.0 | (0.61) | 9.1 | (0.59) | 7.7 | (0.68) | 6.9 | (0.58) | 6.1 | (0.52) |
| Bachelor's or higher degree ................. | 3.5 | (0.88) | 2.6 | (0.60) | 2.7 | (0.57) | 2.0 | (0.47) | 2.6 | (0.53) | 1.4 | (0.39) | 2.5 | (0.31) | 2.7 | (0.31) | 4.1 | (0.37) | 4.3 | (0.35) | 4.1 | (0.35) | 3.9 | (0.38) | 3.6 | (0.38) | 1.9 | (0.26) | 2.6 | (0.33) |
| 35 to 44 years old, all education levels | 7.1 | (0.66) | 4.7 | (0.47) | 5.4 | (0.46) | 3.5 | (0.34) | 4.3 | (0.36) | 3.7 | (0.33) | 3.9 | (0.20) | 4.0 | (0.21) | 6.4 | (0.25) | 8.2 | (0.29) | 7.4 | (0.30) | 6.5 | (0.29) | 5.6 | (0.34) | 4.1 | (0.20) | 4.2 | (0.23) |
| Less than high school completion .... | 11.9 | (1.65) | 10.0 | (1.56) | 12.7 | (1.95) | 8.9 | (1.79) | 8.4 | (1.75) | 11.3 | (1.94) | 10.1 | (1.02) | 8.9 | (0.88) | 13.0 | (1.33) | 16.7 | (1.32) | 16.1 | (1.51) | 15.2 | (1.29) | 14.9 | (1.99) | 10.2 | (1.26) | 8.1 | (1.18) |
| High school completion ${ }^{2}$..... | 5.7 | (0.85) | 4.1 | (0.65) | 5.7 | (0.72) | 4.0 | (0.57) | 4.5 | (0.63) | 3.6 | (0.58) | 4.5 | (0.40) | 5.2 | (0.45) | 8.4 | (0.63) | 10.5 | (0.67) | 9.6 | (0.66) | 8.3 | (0.71) | 6.2 | (0.68) | 6.3 | (0.61) | 7.2 | (0.67) |
| Some college, no bachelor's degree ${ }^{3}$.... | 6.8 | (1.76) | 3.3 | (0.97) | 4.3 | (0.91) | 2.8 | (0.64) | 4.7 | (0.66) | 3.3 | (0.57) | 3.7 | (0.36) | 3.7 | (0.41) | 6.2 | (0.46) | 8.5 | (0.51) | 7.6 | (0.56) | 7.4 | (0.54) | 6.7 | (0.70) | 4.2 | (0.39) | 4.2 | (0.47) |
| Bachelor's or higher degree ................. | 3.5 ! | (1.29) | 2.3 ! | (0.76) | 2.2 | (0.61) | 1.4 ! | (0.42) | 2.4 | (0.52) | 1.8 | (0.44) | 1.9 | (0.26) | 2.1 | (0.25) | 3.7 | (0.35) | 4.5 | (0.35) | 4.5 | (0.41) | 3.1 | (0.31) | 3.0 | (0.40) | 2.1 | (0.25) | 2.3 | (0.22) |
| 45 to 54 years old, all education levels | 6.5 | (0.62) | 4.1 | (0.49) | 5.3 | (0.56) | 2.3 | (0.35) | 3.1 | (0.36) | 2.4 | (0.30) | 3.6 | (0.19) | 3.0 | (0.17) | 6.1 | (0.23) | 6.8 | (0.27) | 6.7 | (0.29) | 6.5 | (0.28) | 4.9 | (0.32) | 3.7 | (0.19) | 3.5 | (0.22) |
| Less than high school completion ........ | 9.0 | (1.33) | 7.6 | (1.32) | 9.2 | (1.71) | 4.7 | (1.33) | 5.8 | (1.55) | 5.1 ! | (1.52) | 8.2 | (1.08) | 6.0 | (0.90) | 12.7 | (1.38) | 13.6 | (1.41) | 15.8 | (1.50) | 13.1 | (1.49) | 6.7 | (1.32) | 8.3 | (1.09) | 7.2 | (1.05) |
| High school completion ${ }^{2}$. | 6.3 | (0.88) | 3.6 | (0.66) | 5.4 | (0.80) | 1.8 | (0.46) | 2.7 | (0.57) | 3.0 | (0.59) | 4.0 | (0.39) | 3.3 | (0.37) | 6.6 | (0.50) | 9.0 | (0.56) | 8.0 | (0.62) | 6.7 | (0.48) | 6.1 | (0.69) | 4.4 | (0.51) | 4.9 | (0.54) |
| Some college, no bachelor's degree ${ }^{3}$.... | 5.3 ! | (1.61) | 2.3 ! | (0.99) | 4.0 ! | (1.23) | 2.7 ! | (0.89) | 3.7 | (0.73) | 2.2 | (0.52) | 3.6 | (0.41) | 3.1 | (0.30) | 6.5 | (0.47) | 5.9 | (0.43) | 6.2 | (0.43) | 7.5 | (0.57) | 5.3 | (0.64) | 4.1 | (0.39) | 3.1 | (0.39) |
| Bachelor's or higher degree ... | 2.6 ! | (1.18) | 1.9 ! | (0.90) | 2.4 ! | (0.92) | 1.3 ! | (0.56) | 2.1 | (0.57) | 1.3 ! | (0.39) | 2.2 | (0.33) | 1.9 | (0.25) | 3.8 | (0.34) | 4.3 | (0.36) | 4.1 | (0.40) | 4.1 | (0.38) | 3.3 | (0.40) | 2.0 | (0.25) | 2.3 | (0.28) |
| 55 to 64 years old, all education levels | 5.4 | (0.71) | 2.5 | (0.47) | 4.5 | (0.63) | 2.2 | (0.47) | 3.3 | (0.55) |  | (0.45) | 3.4 | (0.29) | 2.6 | (0.23) | 5.6 | (0.33) | 6.0 | (0.32) | 5.9 | (0.34) | 6.0 | (0.31) | 4.7 | (0.38) | 3.7 | (0.26) | 3.6 | (0.25) |
| Less than high school completion ........ | 7.3 | (1.28) | 3.7 | (1.06) | 6.7 | (1.49) | 2.9 ! | (1.17) | 5.3 ! | (1.78) | 4.8 ! | (1.84) | 8.6 | (1.51) | 5.5 | (1.06) | 9.7 | (1.45) | 8.0 | (1.36) | 4.8 | (1.05) | 10.8 | (1.78) | 9.8 | (2.00) | 7.0 | (1.51) | 5.9 | (1.16) |
| High school completion ${ }^{2}$. | 4.6 | (1.05) | 2.6 | (0.69) | 4.5 | (0.93) | 2.2 ! | (0.68) | 3.2 | (0.84) | 2.8 | (0.77) | 3.3 | (0.46) | 2.3 | (0.43) | 6.3 | (0.64) | 7.5 | (0.68) | 6.7 | (0.65) | 6.5 | (0.69) | 4.6 | (0.65) | 3.5 | (0.54) | 4.0 | (0.51) |
| Some college, no bachelor's degree ${ }^{3}$.... | 5.6 ! | (2.23) | $\ddagger$ | (t) | $\ddagger$ | (t) | 2.4 ! | (1.15) | 2.8 ! | (1.00) | 2.2 ! | (0.84) | 3.7 | (0.54) | 3.2 | (0.54) | 5.5 | (0.63) | 6.3 | (0.65) | 7.1 | (0.66) | 6.3 | (0.58) | 5.1 | (0.68) | 4.5 | (0.55) | 3.5 | (0.52) |
| Bachelor's or higher degree ................. | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | + | (t) | 2.6 ! | (1.16) | $\ddagger$ | (t) | 1.9 | (0.39) | 1.4 | (0.34) | 4.3 | (0.50) | 4.1 | (0.49) | 4.4 | (0.52) | 4.4 | (0.51) | 3.6 | (0.58) | 2.7 | (0.36) | 3.2 | (0.38) |

## - Not available.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. $\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
Data for 16 - to 19 -year-olds and 20 - to 24 -year-olds exclude persons enrolled in school.
Includes equivalency credentials, such as the GED credential.
Includes persons with no college degree as well as those with an associate's degree.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities); this table includes only data on the civilian population (excludes all military personnel). The to find employment sometime during the prior 4 weeks. The civilian labor force consists of all civilians who are employed or seeking employment.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1975 through 2016. (This table was prepared October 2016.)

Table 502.10. Occupation of employed persons 25 years old and over, by highest level of educational attainment and sex: 2015 and 2016
[Standard errors appear in parentheses]

| Sex and occupation | Total employed(in thousands) |  | Percentage distribution, by highest level of educational attainment |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total | Less than high school completion |  | High school completion (includes equivalency |  | College |  |  |  |  |  |  |  |
|  |  |  | Some college,no degree |  |  | Associate's degree | Bachelor's degree |  | Master's orhigher degree |  |
| 1 |  | 2 |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| 2015 <br> All persons | 130,077 | (215.2) | 100.0 | 7.8 | (0.07) | 25.7 | (0.12) | 16.6 | (0.10) | 10.9 | (0.08) | 24.4 | (0.11) | 14.6 | (0.09) |
| Management, professional, and relate | 54,504 | (193.7) | 100.0 | 1.3 | (0.05) | 10.2 | (0.12) | 11.1 | (0.13) | 10.2 | (0.12) | 37.0 | (0.20) | 30.3 | (0.19) |
| Management, business, and financial | 23,093 | (138.2) | 100.0 | 2.2 | (0.09) | 15.1 | (0.23) | 14.3 | (0.22) | 8.8 | (0.18) | 39.1 | (0.31) | 20.5 |  |
| Professional and related | 31,410 | (157.5) | 100.0 | 0.6 | (0.04) | 6.6 | (0.13) | 8.8 | (0.15) | 11.1 | (0.17) | 35.5 | (0.26) | 37.4 | (0.26) |
| Education, training, and library | 8,124 | (85.2) | 100.0 | 0.5 | (0.08) | 6.1 | (0.25) | 6.5 | (0.26) | 4.9 | (0.23) | 34.8 | (0.51) | 47.2 | (0.53) |
| Preschool and kindergarten teach | 605 | (23.7) | 100.0 | 1.0 ! | (0.39) | 12.9 | (1.31) | 13.1 | (1.32) | 13.4 | (1.33) | 38.2 | (1.90) | 21.5 | (1.61) |
| Elementary and middle school teachers | 2,994 | (52.3) | 100.0 | 0.3 ! | (0.09) | 1.9 | (0.24) | 2.2 | (0.26) | 2.1 | (0.25) | 43.6 | (0.87) | 49.8 | (0.88) |
| Secondary school teachers | 1,079 | (31.6) | 100.0 | $\ddagger$ |  | 0.9 ! | (0.28) | 2.2 | (0.43) | 1.2 | (0.32) | 37.6 | (1.42) | 58.0 | (1.45) |
| Special education teachers | 321 | (17.2) | 100.0 | $\ddagger$ | (t) | 4.0 | (1.06) | 3.4 | (0.98) | 3.4 | (0.98) | 34.8 | (2.56) | 53.7 | (2.68) |
| Postsecondary teachers | 1,233 | (33.7) | 100.0 | $\ddagger$ |  | 0.9 | (0.26) | 1.7 | (0.36) | 2.6 | (0.44) | 15.4 | (0.99) | 79.2 | (1.11) |
| Other education, training, and library workers | 1,892 | (41.7) | 100.0 | 1.3 | (0.25) | 17.1 | (0.83) | 17.1 | (0.83) | 10.6 | (0.68) | 30.9 | (1.02) | 22.9 | (0.93) |
| Service occupations | 20,042 | (129.8) | 100.0 | 16.2 | (0.25) | 36.2 | (0.33) | 19.9 | (0.27) | 12.0 | (0.22) | 12.8 | (0.23) | 2.9 | (0.11) |
| Sales and office occupations | 27,800 | (149.7) | 100.0 | 4.0 | (0.11) | 30.3 | (0.27) | 23.6 | (0.25) | 12.5 | (0.19) | 24.3 | (0.25) | 5.3 | (0.13) |
| Natural resources, construction, and maintenance | 12,271 | (103.6) | 100.0 | 20.5 | (0.35) | 41.2 | (0.43) | 17.1 | (0.33) | 11.9 | (0.28) | 7.8 | (0.23) | 1.5 | (0.11) |
| Production, transportation, and material moving .... | 15,461 | (115.3) | 100.0 | 16.4 | (0.29) | 45.9 | (0.39) | 18.6 | (0.30) | 8.7 | (0.22) | 8.6 | (0.22) | 1.9 | (0.10) |
| Males | 69,604 | (132.9) | 100.0 | 9.4 | (0.10) | 27.7 | (0.15) | 16.2 | (0.13) | 9.6 | (0.10) | 23.5 | (0.14) | 13.6 | (0.12) |
| Management, professional, and related | 26,577 | (125.8) | 100.0 | 1.6 | (0.07) | 10.8 | (0.17) | 11.4 | (0.18) | 8.1 | (0.15) | 37.6 | (0.27) | 30.4 | (0.25) |
| Management, business, and financial ope | 13,085 | (95.9) | 100.0 | 2.7 | (0.13) | 16.0 | (0.29) | 14.0 | (0.27) | 8.0 | (0.21) | 39.0 |  | 20.3 | (0.32) |
| Protessional and related | 13,492 | (97.2) | 100.0 | 0.6 | (0.06) | 5.8 | (0.18) | 8.9 | (0.22) | 8.1 | (0.21) | 36.3 | (0.37) | 40.3 | (0.38) |
| Education, training, and library | 2,141 | (41.1) | 100.0 | 0.2 ! | (0.09) | 3.2 | (0.34) | 4.8 | (0.41) | 2.8 | (0.32) | 32.6 | (0.91) | 56.3 | (0.96) |
| Service occupations. | 8,623 | (79.8) | 100.0 | 16.7 | (0.36) | 34.6 | (0.46) | 19.5 | (0.38) | 10.9 | (0.30) | 15.2 | (0.35) | 3.1 | (0.17) |
| Sales and office occupations | 10,612 | (87.6) | 100.0 | 4.2 | (0.17) | 27.6 | (0.39) | 21.7 | (0.36) | 10.5 | (0.27) | 29.4 | (0.40) | 6.6 | (0.22) |
| Natural resources, construction, and maintenance | 11,717 | (91.4) | 100.0 | 20.3 | (0.33) | 41.7 | (0.41) | 17.1 | (0.31) | 11.9 | (0.27) | 7.5 | (0.22) | 1.5 | (0.10) |
| Production, transportation, and material moving | 12,074 | (92.6) | 100.0 | 15.5 | (0.30) | 46.6 | (0.41) | 18.9 | (0.32) | 8.8 | (0.23) | 8.4 | (0.23) | 1.9 | (0.11) |
| Females | 60,4 | (149.5) | 100.0 | 5.8 | (0.09) | 23.3 | (0.16) | 17.0 | (0.14) | 12.5 | (0.12) | 25.5 | (0.16) | 15.8 | (0.13) |
| Management, professional, and related | 27,926 | (130.7) | 100.0 | 0.9 | (0.05) | 9.6 | (0.16) | 10.8 | (0.17) | 12.1 |  | 36.4 |  |  |  |
| Management, business, and financial operations | 10,008 | (86.4) | 100.0 | 1.5 | (0.11) | 13.9 | (0.31) | 14.8 | (0.32) | 9.9 | (0.27) | 39.1 | (0.44) | 20.8 | (0.37) |
| Professional and related | 17,918 | (110.9) | 100.0 | 0.6 | (0.05) | 7.2 | (0.17) | 8.7 | (0.19) | 13.4 | (0.23) | 34.8 | (0.32) | 35.3 | (0.32) |
| Education, rraining, and | 5,983 | (68.1) | 100.0 | 0.7 | (0.09) | 7.1 | (0.30) | 7.1 | (0.30) | 5.7 | (0.27) | 35.6 | (0.56) | 43.9 | (0.58) |
| Service occupations | 11,419 | (91.6) | 100.0 | 15.8 | (0.31) | 37.4 | (0.41) | 20.3 | (0.34) | 12.9 | (0.28) | 11.0 | (0.26) | 2.7 | (0.14) |
| Sales and office occupations | 17,188 | (109.0) | 100.0 | 3.9 | (0.13) | 32.0 | (0.32) | 24.7 | (0.30) | 13.7 | (0.24) | 21.2 |  | 4.5 | (0.14) |
| Natural resources, construction, and maintenanc | 554 | (21.3) | 100.0 | 25.0 | (1.67) | 31.2 | (1.78) | 15.9 | (1.41) | 11.2 | (1.21) | 14.1 | (1.34) | 2.5 | (0.60) |
| Production, transportation, and material moving. | 3,387 | (51.9) | 100.0 | 19.5 | (0.62) | 43.6 | (0.77) | 17.5 | (0.59) | 8.3 | (0.43) | 9.5 | (0.46) | 1.7 | (0.20) |
| 2016 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All person | 132,444 | (214.0) | 100.0 | 7.5 | (0.07) | 25.5 | (0.12) | 16.4 | (0.10) | 11.1 | (0.08) | 24.5 | (0.11) | 15.0 | (0.09) |
| Management, professional, and related | 55,924 | (195.3) | 100.0 | 1.3 | (0.05) | 9.8 | (0.12) | 11.1 | (0.13) | 10.1 | (0.12) | 36.8 | (0.20) | 30.9 | (0.19) |
| Management, business, and financial o | 23,915 | (140.3) | 100.0 | 2.2 | (0.09) | 14.6 | (0.22) | 14.1 | (0.22) | 8.7 | (0.18) | 39.1 | (0.30) | 21.3 | (0.26) |
| Professional and related | 32,009 | (158.8) | 100.0 | 0.6 | (0.04) | 6.2 | (0.13) | 8.8 | (0.15) | 11.2 | (0.17) | 35.1 | (0.26) | 38.1 | (0.26) |
| Education, training, and library | 8,186 | (85.5) | 100.0 | 0.5 | (0.08) | 5.6 | (0.24) | 6.3 | (0.26) | 5.7 | (0.25) | 33.6 | (0.50) | 48.3 | (0.53) |
| Preschool and kindergarten tea | 619 | (23.9) | 100.0 | 1.0 ! | (0.38) | 12.0 | (1.26) | 16.8 | (1.45) | 14.5 | (1.37) | 35.9 | (1.86) | 19.9 | (1.55) |
| Elementary and middle school teache | 3,027 | (52.6) | 100.0 | 0.4 | (0.11) | 2.3 | (0.27) | 2.2 | (0.26) | 2.1 | (0.25) | 42.0 | (0.86) | 51.0 | (0.88) |
| Secondary school teachers | 1,027 | (30.8) | 100.0 | $\ddagger$ |  | 0.8 ! | (0.26) | 1.6 | (0.37) | 1.6 | (0.37) | 37.3 | (1.45) | 58.7 | (1.48) |
| Special education teachers | 335 | (17.6) | 100.0 | \# | (t) | 1.8 ! | (0.70) | 3.3 | (0.94) | 2.1 ! | (0.75) | 34.0 | (2.49) | 58.8 | (2.59) |
| Postsecondary teachers | 1,299 | (34.6) | 100.0 | $\ddagger$ |  | 0.9 | (0.26) | 1.8 | (0.35) | 2.7 | (0.43) | 13.2 | (0.90) | 81.4 | (1.04) |
| Other education, training, and library workers. | 1,879 | (41.6) | 100.0 | 1.2 | (0.24) | 15.3 | (0.80) | 15.9 | (0.81) | 13.5 | (0.76) | 31.2 | (1.03) | 23.0 | (0.94) |
| Service occupations ......................................... | 20,734 | (131.8) | 100.0 | 15.3 | (0.24) | 36.6 | (0.32) | 20.0 | (0.27) | 12.4 | (0.22) | 12.7 | (0.22 | 3.0 | (0.11) |
| Sales and office occupatio | 27,805 | (149.7) | 100.0 | 4.2 | (0.12) | 30.1 | (0.27) | 22.8 | (0.24) | 12.6 | (0.19) | 24.8 | (0.25) | 5.5 | (0.13) |
| Natural resources, construction, and maintenance | 12,425 | (104.2) | 100.0 | 19.6 | (0.34) | 42.0 | (0.43) | 17.4 | (0.33) | 12.0 | (0.28) | 7.6 | (0.23) | 1.4 | (0.10) |
| Production, transportation, and material moving ..... | 15,556 | (115.7) | 100.0 | 15.4 | (0.28) | 45.9 | (0.38) | 18 | 30) | 9.6 | 23) | 9.1 |  | 1.9 | (0.10) |
| Males | 70,872 | (131.4) | 100.0 | 9.0 | (0.10) | 27.8 | (0.15) | 16.0 | (0.13) | 9.8 | (0.10) | 23.5 | (0.14) | 14.0 | (0.12) |
| Management, professional, and related | 27,299 | (126.9) | 100.0 | 1.6 | (0.07) | 10.5 | (0.17) | 11.2 | (0.18) | 7.9 | (0.15) | 37.5 | (0.26) | 31.2 | (0.25) |
| Management, business, and financial operations | 13,503 | (97.2) | 100.0 | 2.7 | (0.13) | 15.5 | (0.28) | 13.8 | (0.28) | 7.5 | (0.20) | 39.3 | (0.38) | 21.2 | (0.32) |
| Professional and related | 13,796 | (98.1) | 100.0 | 0.6 | (0.06) | 5.6 | (0.18) | 8.8 | (0.23) | 8.3 | (0.21) | 35.8 | (0.37) | 41.0 | (0.38) |
| Education, training, and library | 2,185 | (41.5) | 100.0 | 0.3 ! | (0.10) | 2.8 | (0.32) | 4.3 | (0.41) | 3.4 | (0.35) | 31.5 | (0.89) | 57.8 | (0.95) |
| Service occupations. | 8,915 | (81.0) | 100.0 | 15.7 | (0.35) | 35.6 | (0.46) | 19.7 | (0.40) | 11.4 | (0.30) | 14.4 | (0.33) | 3.2 | (0.17) |
| Sales and office occupations | 10,703 | (87.9) | 100.0 | 4.2 | (0.17) | 27.6 | (0.39) | 20.7 | (0.37) | 10.9 | (0.27) | 29.7 | (0.40) | 6.8 | (0.22) |
| Natural resources, construction, and maintenance . | 11,853 | (91.9) | 100.0 | 19.3 | (0.33) | 42.6 | (0.41) | 17.3 | (0.33) | 12.1 | (0.27) | 7.3 | (0.22) | 1.4 | (0.10) |
| Production, transportation, and material moving ...... | 12,102 | (92.7) | 100.0 | 14.6 | (0.29) | 46.6 | (0.41) | 18.3 | (0.33) | 9.6 | (0.24) | 9.0 | (0.23 | 1.9 | (0.11) |
| Females | 61,572 | (149.1) | 100.0 | 5.7 | (0.08) | 22.9 | (0.15) | 16.8 | (0.14) | 12.7 | (0.12) | 25.7 | (0.16) | 16.2 | (0.13) |
| Management, professional, and relate ... | 28,625 | (131.8) | 100.0 | 0.9 | (0.05) | 9.1 | (0.15) | 10.9 | (0.17) | 12.2 | (0.18) | 36.1 | (0.26) | 30.7 | (0.25) |
| Management, business, and financial operations.. | 10,413 | (87.9) | 100.0 | 1.5 | (0.11) | 13.5 | (0.30) | 14.6 | (0.31) | 10.2 | (0.27) | 38.7 | (0.43) | 21.5 | (0.36) |
| Protessional and related | 18,213 | (111.6) | 100.0 | 0.6 | (0.05) | 6.6 | (0.17) | 8.8 | (0.19) | 13.4 | (0.23) | 34.6 | (0.32) | 36.0 | (0.32) |
| Education, training, and lib | 6,001 | (68.2) | 100.0 | 0.6 | (0.09) | 6.6 | (0.29) | 7.0 | (0.30) | 6.5 | (0.29) | 34.4 | (0.56) | 4.9 | (0.58) |
| Service occupations | 11,819 | (93.0) | 100.0 | 15.0 | (0.30) | 37.3 | (0.40) | 20.3 | (0.33) | 13.1 | (0.28) | 11.4 | (0.27) | 2.8 | (0.14) |
| Sales and office occupations | 17,102 | (108.8) | 100.0 | 4.1 | (0.14) | 31.7 | (0.32) | 24.1 | (0.30) | 13.7 | (0.24) | 21.7 | (0.29) | 4.6 | (0.15) |
| Natural resources, construction, and maintenance ............... Production, transportation, and material moving ........... | 572 | (21.6) | 100.0 | 25.2 | (1.64) | 28.4 43 | (1.71) | 18.7 | (1.48) | 11.6 | (1.21) | ${ }^{13.3}$ | (1.29) | ${ }_{2} 2.8$ | (0.62) |
| Production, transportation, and material moving ..................... | 3,453 | (52.4) | 100.0 | 18.5 | (0.60) | 43.4 | (0.76) | 17.5 | (0.59) | 9.4 | (0.45) | 9.5 | (0.45) | 1.7 | (0.20) |

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 !interpret data w
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Office of Employment and Unemployment Statistics, unpublished 2015 and 2016 annual average data from the Current Population Survey (CPS). (This table was prepared May 2017.)

Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers 25 years old and over, by highest level of educational attainment and sex: 1990 through 2015


[^135]Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers 25 years old and over, by highest level of educational attainment and sex: 1990 through $2015-$ Continued [Standard errors appear in parentheses]

| Sex and year |  | Total | Elementary/secondary |  |  |  |  |  | College |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than 9th grade |  | Some high school, no completion ${ }^{1}$ |  | High school completion (includes equivalency) ${ }^{2}$ |  | Some college, no degree ${ }^{3}$ |  | Associate's degree |  | Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Total |  |  | Bachelo | degree ${ }^{5}$ |  |  | Master | degree | Profession | al degree | Doct | 's degree |
| 1 |  | 2 |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
|  | Constant 2015 dollars ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{array}{r} \$ 55,750 \\ 55,020 \\ 54,150 \\ 53,090 \\ 53,470 \end{array}$ | $\left.\begin{array}{c} (-) \\ (-) \\ (203 \\ (203) \\ 393 \end{array}\right)$ | $\begin{array}{r} \$ 31,550 \\ 30,670 \\ 29,210 \\ 27,670 \\ 28,030 \end{array}$ | $\begin{gathered} (-) \\ (-) \\ (-724) \\ (-1) \end{gathered}$ | $\begin{array}{r} \$ 37,920 \\ 37,250 \\ 35,940 \\ 35,690 \\ 35,260 \end{array}$ | $\left(\begin{array}{c} (-) \\ (-) \\ (-10) \\ (-10) \end{array}\right)$ | $\begin{array}{r} \$ 48,350 \\ 46,600 \\ 46,080 \\ 44,910 \\ 44,830 \end{array}$ | $\begin{gathered} (-) \\ (-296 \\ (365) \\ (515) \end{gathered}$ | $\begin{array}{r} \$ 57,570 \\ 55,100 \\ 54,230 \\ 52,630 \\ 51,620 \end{array}$ | $\begin{gathered} (-) \\ (-) \\ (-Z) \\ (480) \end{gathered}$ | $\begin{array}{r} {[6]} \\ \$ 58,850 \\ 56,470 \\ 55,280 \\ 57,240 \end{array}$ | $\left(\begin{array}{c} (\mathrm{t} \\ (-) \\ (68) \\ (6) \end{array}\right)$ | $\begin{array}{r} \$ 77,410 \\ 78,550 \\ 77,370 \\ 78,330 \\ 78,720 \end{array}$ | $\begin{gathered} (-) \\ - \\ (1,131) \\ (-) \end{gathered}$ | $\begin{array}{r} \$ 71,180 \\ 71,90 \\ 69,850 \\ 70,150 \\ 69,820 \end{array}$ | $\begin{array}{r} (-) \\ (514) \\ (8,079) \\ (1,012) \end{array}$ | $\begin{array}{r} {[6]} \\ \$ 86,550 \\ 84,410 \\ 85,100 \\ 85,550 \end{array}$ | $\left(\begin{array}{c} (t) \\ (-= \\ (1,366) \\ \hline \end{array}\right.$ | $\begin{array}{r} {[6]} \\ \$ 128,780 \\ 128,750 \\ 132,160 \\ 119,940 \end{array}$ | $\left(\begin{array}{c} (t) \\ (-) \\ (4,861) \end{array}\right)$ | $\begin{array}{r} {[6]} \\ \$ 99,520 \\ 96,990 \\ 103,610 \\ 99,010 \end{array}$ | $\left(\begin{array}{c} (\dagger) \\ (-) \\ (2,589 \end{array}\right)$ |
|  | $\begin{aligned} & 53,740 \\ & 53,830 \\ & 54,160 \\ & 5,160 \\ & 57,390 \end{aligned}$ | $\begin{aligned} & \left(\begin{array}{l} 428 \\ (27) \\ 220 \\ 423 \\ (205) \end{array}\right) \end{aligned}$ | $\begin{aligned} & 28,550 \\ & 27,140 \\ & 28,480 \\ & 28,180 \\ & 29,870 \end{aligned}$ | $\begin{aligned} & (848) \\ & (898 \\ & (929 \\ & (872) \\ & (632) \end{aligned}$ | $\begin{aligned} & 34,510 \\ & 34,3,30 \\ & 36,510 \\ & 34,840 \\ & 35,620 \end{aligned}$ | $\begin{aligned} & (532) \\ & (626 \\ & 688 \\ & (75) \\ & (761) \end{aligned}$ | $\begin{aligned} & 45,900 \\ & 46,400 \\ & 46,090 \\ & 4,770 \\ & 47,220 \end{aligned}$ | $\begin{aligned} & (557) \\ & 278 \\ & (252 \\ & 246 \\ & 2452 \\ & 552) \end{aligned}$ | $\begin{aligned} & 52,700 \\ & 52,600 \\ & 53,080 \\ & 53,700 \\ & 55,810 \end{aligned}$ | $\begin{aligned} & (804) \\ & (689 \\ & 433 \\ & 483 \\ & (827) \end{aligned}$ | $\begin{aligned} & 54,750 \\ & 56,110 \\ & 56,140 \\ & 58,560 \\ & 59,250 \end{aligned}$ | $\begin{array}{r} (832) \\ (657 \\ (1,143 \\ 784 \\ (653) \end{array}$ | $\begin{aligned} & 78,520 \\ & 77,730 \\ & 78,920 \\ & 82,190 \\ & 85,660 \end{aligned}$ | $\left.\begin{array}{r} (485) \\ (458 \\ (1,15 \\ 612 \\ (625) \end{array}\right)$ | $\begin{aligned} & 70,410 \\ & 69,80 \\ & 71,790 \\ & 74,740 \\ & 75,390 \end{aligned}$ | $\begin{array}{r} (793) \\ (6922) \\ (1,257 \\ (507) \\ (1,027) \end{array}$ | $\begin{aligned} & 85,880 \\ & 991,40 \\ & 91,090 \\ & 90,500 \\ & 94,260 \end{aligned}$ | $\begin{array}{r} 1,513 \\ (1,428 \\ (1,138 \\ (1,232 \\ (982) \end{array}$ | $\begin{aligned} & 123,910 \\ & 129,900 \\ & 125,530 \\ & 137,750 \\ & 142,290! \end{aligned}$ | $\begin{array}{r} (4,016) \\ (5,0,12) \\ (6,280) \\ (17,601) \\ (53,836) \end{array}$ | $\begin{aligned} & 101,620 \\ & 107,630 \\ & 112,570 \\ & 109,160 \\ & 116,230 \end{aligned}$ | $\begin{aligned} & 3,403 \\ & (5,080 \\ & 5,032 \\ & (3,645 \\ & 3,645 \\ & 5,625) \end{aligned}$ |
|  | $\begin{aligned} & 56,510 \\ & 55,770 \\ & 54,230 \\ & 54,4040 \\ & 52,810 \end{aligned}$ | $\begin{aligned} & (215) \\ & (139) \\ & 132 \\ & 116 \\ & 112) \end{aligned}$ | $\begin{aligned} & 28,610 \\ & 28,510 \\ & 27,560 \\ & 27,300 \\ & 27,180 \end{aligned}$ | $\begin{aligned} & (518) \\ & (315) \\ & 281 \\ & (292) \\ & (240) \end{aligned}$ | $\begin{aligned} & 34,540 \\ & 35,5080 \\ & 34,130 \\ & 34,100 \\ & 32,970 \end{aligned}$ | $\begin{aligned} & (6000 \\ & (366 \\ & 273 \\ & (3611 \\ & (294) \end{aligned}$ | $\begin{aligned} & 47,210 \\ & 46,680 \\ & 43,750 \\ & 45,630 \\ & 44,830 \end{aligned}$ | $\left(\begin{array}{l} (629) \\ (400 \\ 410 \\ 216 \\ 186 \end{array}\right)$ | $\begin{aligned} & 55,520 \\ & 54,490 \\ & 53,830 \\ & 53,270 \\ & 52,570 \end{aligned}$ | $\begin{aligned} & (429) \\ & (286 \\ & 257 \\ & (234) \\ & 220) \end{aligned}$ | $\begin{aligned} & 57,740 \\ & 5,720 \\ & 56,470 \\ & 5,40 \\ & 55,720 \\ & 55, \end{aligned}$ | $\begin{array}{r} 633 \\ (751 \\ (887) \\ (926 \\ (1,168) \end{array}$ | $\begin{aligned} & 85,160 \\ & 88,290 \\ & 81,300 \\ & 79,980 \\ & 78,800 \end{aligned}$ | $\begin{array}{r} (4173 \\ (373 \\ (2651 \\ (241 \\ (1,001) \end{array}$ | $\begin{aligned} & 77,540 \\ & 74,870 \\ & 73,890 \\ & 72,800 \\ & 71,800 \end{aligned}$ | $\left.\begin{array}{l} (789) \\ (448 \\ (507) \\ (470 \\ 493 \end{array}\right)$ | $\begin{aligned} & 94,040 \\ & 94,900 \\ & 88,650 \\ & 99,1,10 \\ & 89,760 \end{aligned}$ | $\begin{array}{r} (2,073) \\ (1,705 \\ (1,724 \\ (724) \\ (615) \end{array}$ | $\begin{aligned} & 136,830 \\ & 133,860 \\ & 131,770 \\ & 128,840 \\ & 125,480 \end{aligned}$ | $\left.\begin{array}{r} (28,673) \\ (- \\ = \\ - \end{array}\right)$ | $\begin{aligned} & 110,460 \\ & 116,410 \\ & 109,770 \\ & 112,260 \\ & 103,400 \end{aligned}$ | $\begin{aligned} & (3,367) \\ & (4,033 \\ & 2,735 \\ & 3,7257 \\ & 3,040 \\ & 3,040 \end{aligned}$ |
|  | $\begin{aligned} & 52,570 \\ & 53,800 \\ & 53,730 \\ & 53,340 \\ & 55,230 \end{aligned}$ | $(445)$ <br> $(158$ <br> 149 <br> 337 <br> $(222)$ | $\begin{aligned} & 27,100 \\ & 26,700 \\ & 26,720 \\ & 26,700 \\ & 26,450 \end{aligned}$ | $\begin{aligned} & (267) \\ & (468) \\ & (622 \\ & (695 \\ & 435) \end{aligned}$ | $\begin{aligned} & 33,000 \\ & 3,510 \\ & 33,510 \\ & 3,670 \\ & 30,960 \end{aligned}$ | $\left.\begin{array}{l} (288) \\ (674 \\ 674 \\ (504 \\ 599 \end{array}\right)$ | $\begin{aligned} & 44,060 \\ & 43,540 \\ & 43,270 \\ & 42,940 \\ & 43,610 \end{aligned}$ | $\left.\begin{array}{l} 1711 \\ (193 \\ 464 \\ (499 \\ 419 \end{array}\right)$ | $\begin{aligned} & 51,480 \\ & 51,500 \\ & 51,320 \\ & 50,40 \\ & 52,030 \end{aligned}$ | $\begin{aligned} & (392) \\ & (955) \\ & 6699 \\ & (304 \\ & (383) \end{aligned}$ | $\begin{aligned} & 57,260 \\ & 5,30 \\ & 56,060 \\ & 55,20 \\ & 55,570 \end{aligned}$ | $\begin{aligned} & (445) \\ & (499 \\ & 916 \\ & 379 \\ & (263) \end{aligned}$ | $\begin{aligned} & 80,300 \\ & 78,690 \\ & 80,480 \\ & 79,500 \\ & 78,950 \end{aligned}$ | $(432)$ $(427)$ $(275$ $(260$ $(264)$ | $\begin{aligned} & 72,840 \\ & 71,610 \\ & 70,970 \\ & 72,440 \\ & 68,990 \end{aligned}$ | $\begin{aligned} & 7933 \\ & (276 \\ & 270 \\ & (427) \\ & (781) \end{aligned}$ | $\begin{aligned} & 91,050 \\ & 88,690 \\ & 87,200 \\ & 89,130 \\ & 87,660 \end{aligned}$ | $\begin{array}{r} (1,492) \\ (1,010 \\ (476 \\ (515) \\ (1,732) \end{array}$ | $\begin{aligned} & 121,370 \\ & 117,570 \\ & 114,310 \\ & 110,090 \\ & 136,160 \end{aligned}$ | $\begin{gathered} (-) \\ (-) \\ (-) \\ (2,805) \end{gathered}$ | $\begin{aligned} & 104,210 \\ & 117,570 \\ & 105,270 \\ & 110,090 \\ & 111,300 \end{aligned}$ | $\left.\begin{array}{c} (3,715) \\ (-1,165 \\ (-) \\ (573) \end{array}\right)$ |
|  | $\begin{aligned} & 54,740 \\ & 53,730 \\ & 52,600 \\ & 52,010 \\ & 51,460 \\ & 52,310 \end{aligned}$ | $(101)$ $(266$ $(149$ 152 133 $(152)$ | $\begin{aligned} & 26,580 \\ & 26,580 \\ & 25,940 \\ & 26,620 \\ & 26,610 \\ & 27,160 \end{aligned}$ | $\begin{array}{r} (649 \\ (24 \\ (454) \\ (540 \\ 382 \\ 460) \end{array}$ | $\begin{aligned} & 31,990 \\ & 32,060 \\ & 31,310 \\ & 31,100 \\ & 30,870 \\ & 32,140 \end{aligned}$ | $\begin{aligned} & (743 \\ & (1616 \\ & 444 \\ & (561 \\ & (382) \\ & (320) \end{aligned}$ | $\begin{aligned} & 43,540 \\ & 42,620 \\ & 4,1,60 \\ & 40,990 \\ & 40,980 \\ & 41,570 \end{aligned}$ | $\begin{gathered} (258) \\ (92) \\ (200 \\ 231 \\ 1997 \\ 184) \end{gathered}$ | $\begin{aligned} & 50,470 \\ & 49,600 \\ & 48,710 \\ & 48,480 \\ & 46,950 \\ & 49,670 \end{aligned}$ | $\begin{array}{r} (378) \\ (82) \\ (420) \\ 752 \\ (430 \\ 708) \end{array}$ | $\begin{aligned} & 54,650 \\ & 53,660 \\ & 5,610 \\ & 51,890 \\ & 51,170 \\ & 52,070 \end{aligned}$ | $(266)$ 223 $(340$ 502 334 35 $352)$ | $\begin{aligned} & 78,020 \\ & 77,820 \\ & 77,750 \\ & 77,430 \\ & 76,000 \\ & 79,320 \end{aligned}$ | $\begin{array}{r} (290 \\ 516 \\ (583 \\ 493 \\ 493 \\ (391 \\ (1,350) \end{array}$ | $\begin{aligned} & 69,280 \\ & 69,750 \\ & 68,290 \\ & 68,410 \\ & 68,240 \\ & 71,390 \end{aligned}$ | $\begin{array}{r} (1,212) \\ (268) \\ (588) \\ (1,009 \\ (1,284) \\ (420) \end{array}$ | $\begin{aligned} & 88,000 \\ & 87,490 \\ & 87,780 \\ & 87,810 \\ & 84,860 \\ & 86,740 \end{aligned}$ | $\begin{array}{r} (492) \\ \left(\begin{array}{r} 1,496 \\ (1,458 \\ 1,454 \\ 1 \\ 1,990 \\ 1,632 \end{array}\right) \end{array}$ | $\begin{aligned} & 125,320 \\ & 125,890 \\ & 120,120 \\ & 128,930 \\ & 121,900 \\ & 131,190 \end{aligned}$ | $(5,316)$ $(2,020$ 5,814 8,798 5 $(7,993$ $(7,197)$ | $\begin{aligned} & 110,020 \\ & 106,180 \\ & 109,910 \\ & 107,120 \\ & 100,830 \\ & 102,340 \end{aligned}$ | $\begin{array}{r} (710) \\ (2,802 \\ (4,807) \\ (4,712 \\ (853 \\ (4,801) \end{array}$ |
|  | $\begin{aligned} & 38,7770 \\ & 38,360 \\ & 39,090 \\ & 38,770 \\ & 39,010 \end{aligned}$ | $\begin{gathered} (-) \\ (-) \\ (269 \\ (262) \\ (264) \end{gathered}$ | $\begin{aligned} & 22,200 \\ & 21,000 \\ & 21,890 \\ & 20,370 \\ & 19,880 \end{aligned}$ | $\left.\begin{array}{c} (-) \\ (-) \\ (-883) \end{array}\right)$ | $\begin{aligned} & 26,170 \\ & 25,160 \\ & 24,590 \\ & 25,240 \\ & 24,200 \end{aligned}$ | $\left(\begin{array}{c} (-) \\ (-) \\ (524) \end{array}\right)$ | $\begin{aligned} & 33,220 \\ & 32,780 \\ & 32,820 \\ & 32,750 \\ & 32,580 \end{aligned}$ | $\begin{gathered} (-) \\ (-) \\ (2974 \\ 284 \\ (253) \end{gathered}$ | $\begin{aligned} & 40,320 \\ & 38,540 \\ & 39,120 \\ & 37,830 \\ & 37,600 \end{aligned}$ | $\left(\begin{array}{c} (-) \\ (-) \\ (523) \\ (-) \end{array}\right)$ | $\begin{aligned} & \left.43,5{ }^{[6]}\right] \\ & 43,280 \\ & 4,240 \\ & 41,480 \end{aligned}$ | $\left(\begin{array}{c} (\dagger) \\ (-) \\ (472) \\ ) \end{array}\right.$ | $\begin{aligned} & 55,100 \\ & 54,490 \\ & 54,570 \\ & 56,290 \\ & 56,570 \end{aligned}$ | (-) | $\begin{aligned} & 50,820 \\ & 50,610 \\ & 51,230 \\ & 51,190 \\ & 50,750 \end{aligned}$ | $\left.\begin{array}{r} (-) \\ (-7) \\ (457) \\ (509) \\ (502) \end{array}\right)$ | $\begin{array}{r} {[6]} \\ 60,820 \\ 60,870 \\ 63,350 \\ 63,090 \end{array}$ | $\begin{array}{r} \left(\begin{array}{r} (\dagger) \\ -(-) \\ (969) \end{array}\right) \end{array}$ | $\begin{array}{r} {[6]} \\ 81,350 \\ 78,140 \\ 88,380 \\ 80,940 \end{array}$ | $\left(\begin{array}{c} (t) \\ (-) \\ (3,444) \end{array}\right)$ | $\begin{aligned} & \text { [6] } \begin{array}{l} {[6]} \\ 77,360 \\ 77,350 \\ 77,520 \\ 81,740 \end{array} \end{aligned}$ | $\left(\begin{array}{c} (\dagger) \\ (-) \\ (4,618) \end{array}\right)$ |
|  | $\begin{aligned} & 38,690 \\ & 39,000 \\ & 39,830 \\ & 40,650 \\ & 41,040 \end{aligned}$ | $\begin{aligned} & (249 \\ & 119 \\ & 198 \\ & (298 \\ & (307) \end{aligned}$ | $\begin{aligned} & 21,120 \\ & 21,780 \\ & 20,910 \\ & 21,040 \\ & 21,480 \end{aligned}$ | $\begin{aligned} & (762) \\ & 845 \\ & (726 \\ & 624) \\ & (700) \end{aligned}$ | $\begin{aligned} & 24,610 \\ & 25,620 \\ & 24,650 \\ & 23,970 \\ & 24,210 \end{aligned}$ | $\begin{aligned} & (456 \\ & 503 \\ & (495 \\ & 468 \\ & 424) \end{aligned}$ | $\begin{aligned} & 31,830 \\ & 32,000 \\ & 32,580 \\ & 33,120 \\ & 32,810 \end{aligned}$ | $\begin{aligned} & (252) \\ & (216 \\ & 219 \\ & (369 \\ & 397) \end{aligned}$ | $\begin{aligned} & 37,330 \\ & 38,030 \\ & 38,890 \\ & 39,80 \\ & 39,500 \end{aligned}$ | $\begin{aligned} & (426) \\ & (403 \\ & 430 \\ & 3904 \\ & 525) \end{aligned}$ | $\begin{aligned} & 42,480 \\ & 42,400 \\ & 42,540 \\ & 4,510 \\ & 43,990 \end{aligned}$ | $\left.\begin{array}{l} (666) \\ (95) \\ (975) \\ (746 \\ 452 \end{array}\right)$ | $\begin{aligned} & 54,840 \\ & 55,100 \\ & 56,170 \\ & 57,750 \\ & 59,400 \end{aligned}$ | $\left.\begin{array}{l} (487) \\ (447 \\ (710 \\ 593 \\ 391 \end{array}\right)$ | $\begin{aligned} & 49,850 \\ & 50,660 \\ & 52,240 \\ & 53,160 \\ & 54,060 \end{aligned}$ | $\begin{aligned} & (425) \\ & (660 \\ & 436 \\ & 443 \\ & 874) \end{aligned}$ | $\begin{aligned} & 62,630 \\ & 63,320 \\ & 66,370 \\ & 65,840 \\ & 68,440 \end{aligned}$ | $\begin{array}{r} (865) \\ \left(\begin{array}{r} (852 \\ (1,236 \\ (1,105 \\ 1,227) \end{array}\right) \end{array}$ | $\begin{aligned} & 77,7770 \\ & 87,800 \\ & 90,150 \\ & 8,700 \\ & 85,240 \end{aligned}$ | $(3,938)$ 5,493 6,995 $(2,479$ $(6,373)$ | $\begin{aligned} & 74,880 \\ & 85,0,30 \\ & 78,320 \\ & 84,040 \\ & 85,490 \end{aligned}$ | $\begin{aligned} & (3,691) \\ & \left(\begin{array}{l} 387 \\ (5,354 \\ 2 \\ 2,735 \\ 4,454 \end{array}\right) \end{aligned}$ |
|  | $\begin{aligned} & 41,740 \\ & 41,970 \\ & 40,860 \\ & 40,670 \\ & 40,140 \end{aligned}$ | $(190)$ $(1222$ 109 110 100 | $\begin{aligned} & 21,740 \\ & 2,340 \\ & 21,750 \\ & 21,780 \\ & 21,360 \end{aligned}$ | $(450)$ <br> 3441 <br> 391 <br> 330 <br> $302)$ <br> 3 | $\begin{aligned} & 24,660 \\ & 25,640 \\ & 25,440 \\ & 24,400 \\ & 24,050 \end{aligned}$ | $\begin{aligned} & (597) \\ & (481 \\ & 474 \\ & 441 \\ & 400 \end{aligned}$ | $\begin{aligned} & 34,370 \\ & 33,870 \\ & 33,180 \\ & 33,590 \\ & 3,660 \end{aligned}$ | $\begin{aligned} & (325) \\ & 177 \\ & 159 \\ & 152 \\ & 146 \\ & 146 \end{aligned}$ | $\begin{aligned} & 39,500 \\ & 40,720 \\ & 38,740 \\ & 38,80 \\ & 38,670 \end{aligned}$ | $(501)$ <br> 249 <br> 394 <br> 227 <br> $(169)$ | $\begin{aligned} & 42,770 \\ & 43,040 \\ & 41,670 \\ & 41,50 \\ & 42,010 \end{aligned}$ | $\begin{aligned} & (423) \\ & (309 \\ & 278 \\ & (311) \\ & 614) \end{aligned}$ | $\begin{aligned} & 58,780 \\ & 59,940 \\ & 56,980 \\ & 58,130 \\ & 57,610 \end{aligned}$ | $(604)$ 491 748 $(375$ $(287)$ | $\begin{aligned} & 55,630 \\ & 54,870 \\ & 53,830 \\ & 53,250 \\ & 52,300 \end{aligned}$ | $\begin{aligned} & (391) \\ & (309 \\ & 228 \\ & (263 \\ & 216) \end{aligned}$ | $\begin{aligned} & 69,010 \\ & 67,820 \\ & 64,420 \\ & 64,630 \\ & 64,390 \end{aligned}$ | $\begin{array}{r} (1,012 \\ 439 \\ 784 \\ (585 \\ (330) \\ (380) \end{array}$ | $\begin{aligned} & 81,150 \\ & 88,560 \\ & 75,130 \\ & 89,670 \\ & 94,160 \end{aligned}$ | $(4,889)$ <br> $(5,322)$ <br> 3,190 <br> 4,470 <br> $(3,057)$ | $\begin{aligned} & 78,570 \\ & 83,160 \\ & 86,590 \\ & 86,600 \\ & 86,430 \end{aligned}$ | $\left.\begin{array}{l} (4,128) \\ (2,982 \\ 2,988 \\ 3,981 \\ 3,074 \\ 3,074 \end{array}\right)$ |
|  | $\begin{aligned} & 40,140 \\ & 41,260 \\ & 41,250 \\ & 40,400 \\ & 41,170 \end{aligned}$ | $(294)$ 133 120 120 $(118)$ | $\begin{aligned} & 19,590 \\ & 21,20 \\ & 20,870 \\ & 20,510 \\ & 20,420 \end{aligned}$ | $(303)$ 480 527 544 $(498)$ | $\begin{aligned} & 24,420 \\ & 23,670 \\ & 23,320 \\ & 22,460 \\ & 23,450 \end{aligned}$ | $\left(\begin{array}{l} 333 \\ 311 \\ 334 \\ 332 \\ 325 \\ 333 \end{array}\right)$ | $\begin{aligned} & 31,910 \\ & 31,40 \\ & 31,440 \\ & 31,240 \\ & 3,200 \end{aligned}$ | $\begin{aligned} & 163 \\ & (160 \\ & (152) \\ & (312) \\ & 302) \end{aligned}$ | $\begin{aligned} & 38,110 \\ & 37,50 \\ & 37,540 \\ & 3,90 \\ & 37,660 \end{aligned}$ | $(200)$ $(194$ 474 (391 $534)$ $(53)$ | $\begin{aligned} & 41,190 \\ & 41,30 \\ & 41,530 \\ & 40,40 \\ & 41,170 \end{aligned}$ | $(603)$ $(424$ 324 $(268)$ $342)$ | $\begin{aligned} & 56,980 \\ & 58,80 \\ & 57,810 \\ & 56,50 \\ & 57,310 \end{aligned}$ | $(282)$ $(518)$ 181 160 $187)$ | $\begin{aligned} & 51,180 \\ & 53,390 \\ & 52,320 \\ & 51,770 \\ & 51,740 \end{aligned}$ | $(217)$ 305 299 261 $(287)$ | $\begin{aligned} & 62,400 \\ & 61,650 \\ & 63,360 \\ & 63,310 \\ & 67,470 \end{aligned}$ | $(343)$ $(660$ 471 8820 $(336)$ | $\begin{aligned} & 97,650 \\ & 89,640 \\ & 81,270 \\ & 78,49 \\ & 92,700 \end{aligned}$ | $\left.\begin{array}{l} (3,367) \\ 2,925 \\ 1,040 \\ 3,147 \\ 3,546 \end{array}\right)$ | $\begin{aligned} & 81,140 \\ & 88,19 \\ & 78,860 \\ & 88,490 \\ & 84,610 \end{aligned}$ | $\left.\begin{array}{l} (3,022 \\ (2,092 \\ (2,463 \\ 2,360 \\ 1,008 \end{array}\right)$ |
|  | $\begin{aligned} & 41,620 \\ & 41,000 \\ & 41,270 \\ & 41,320 \\ & 40,880 \\ & 41,680 \end{aligned}$ | 296 228 $(304$ 136 131 146 146 | 19,820 21,180 20,710 20,190 21,020 21,050 | $\begin{aligned} & (643) \\ & (263 \\ & (531 \\ & 511 \\ & (279 \\ & 275) \end{aligned}$ | $\begin{aligned} & 22,700 \\ & 22,250 \\ & 22,280 \\ & 22,640 \\ & 22,010 \\ & 22,670 \end{aligned}$ | $\begin{aligned} & (363) \\ & 138 \\ & (294 \\ & 553 \\ & 532 \\ & 322 \\ & (714) \end{aligned}$ | $\begin{aligned} & 32,450 \\ & 31,620 \\ & 31,990 \\ & 31,340 \\ & 30,680 \\ & 31,250 \end{aligned}$ | $\begin{aligned} & (283) \\ & 153 \\ & (170 \\ & 176 \\ & 151 \\ & (138) \end{aligned}$ | $\begin{aligned} & 36,310 \\ & 36,450 \\ & 36,90 \\ & 35,860 \\ & 34,420 \\ & 36,140 \end{aligned}$ | $(446)$ $(5399$ $(467$ 317 $(892$ $273)$ | $\begin{aligned} & 41,060 \\ & 41,400 \\ & 38,530 \\ & 38,30 \\ & 37,520 \\ & 40,190 \end{aligned}$ | $(639)$ $(42)$ $(470$ 764 $(592)$ $437)$ | $\begin{aligned} & 56,460 \\ & 54,940 \\ & 55,420 \\ & 56,700 \\ & 56,010 \\ & 57,220 \end{aligned}$ | $(173)$ $(93)$ $(917)$ $(423$ 333 $527)$ $(5)$ | $\begin{aligned} & 51,560 \\ & 51,740 \\ & 51,790 \\ & 51,630 \\ & 51,140 \\ & 51,680 \end{aligned}$ | $(365)$ $(109)$ $(299)$ $(347)$ $(230$ $278)$ | 64,240 <br> 63,540 <br> 62,900 <br> 62,350 <br> 60,900 <br> 62,380 | $\begin{array}{r} (1,110) \\ (562 \\ (479 \\ 571 \\ (443 \\ (1,135) \end{array}$ | $\begin{aligned} & 83,410 \\ & 85,050 \\ & 97,530 \\ & 86,880 \\ & 99,1,20 \\ & 82,470 \end{aligned}$ | $(2,960)$ $(142)$ $(6,870$ 6,304 $(8,597$ $(5,049)$ | 84,120 <br> 81,620 <br> 80,420 <br> 76,400 <br> 80,640 <br> 82,310 | $(2,363)$ $(2,723$ 3 3,576 2 2,878 $(3,752)$ |

Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers 25 years old and over, by highest level of educational attainment and sex: 1990 through $2015-$ Continued [Standard errors appear in parentheses]
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Table 502.20. Median annual earnings, number, and percentage of full-time year-round workers 25 years old and over, by highest level of educational attainment and sex: 1990 through 2015 -Continued [Standard errors appear in parentheses]

| Sex and year | Total |  | Elementary/secondary |  |  |  |  |  | College |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than 9th grade |  | Some high school, no completion ${ }^{1}$ |  | High school completion (includes equivalency) ${ }^{2}$ |  | Some college, no degree ${ }^{3}$ | Associate's degree |  | Bachelor's or higher degree ${ }^{4}$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Bachelor | egree ${ }^{5}$ |  |  |  | Maste | degree | Professi | degree | Doctor | degree |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Percent of persons with earnings who worked full time, year round ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{aligned} & 78.2 \\ & 81.6 \\ & 81.0 \\ & 81.1 \end{aligned}$ | $\begin{aligned} & (0.25) \\ & (.24 \\ & (0.24 \\ & (0.24) \\ & (.24) \end{aligned}$ | $\begin{array}{ll} 64.5 & (1.31 \\ 63.9 & (1.35) \\ 66.8 & (1.37 \\ 70.3 & (1.32) \end{array}$ |  | 66.9 $(1.01)$ <br> 69.5 $(0.99$ <br> 73.5 $(0.97)$ <br> 71.5 $(1.02)$ |  | $\begin{aligned} & 77.2 \\ & 78.7 \\ & 80.3 \\ & 80.3 \end{aligned}$ | $\begin{aligned} & (0.45) \\ & 0.44 \\ & (.43 \\ & 0.43 \end{aligned}$ | $\begin{aligned} & 78.8 \\ & 79.5 \\ & 81.0 \\ & 81.3 \end{aligned}$ | $\begin{aligned} & 83.8 \\ & 81.7 \\ & 85.3 \\ & 84.2 \end{aligned}$ | $\begin{aligned} & (0.83 \\ & (0.84 \\ & (0.76 \\ & (0.78) \end{aligned}$ | 82.9 $(0.43$ <br> 83.3 0.42 <br> 84.6 0.39 <br> 84.7 $(0.39)$ |  | $\begin{aligned} & 83.2 \\ & 83.9 \\ & 85.9 \\ & 8.3 \end{aligned}$ | $\begin{aligned} & 0.53 \\ & (0.51 \\ & (0.47 \\ & (0.48) \end{aligned}$ | $\begin{aligned} & 80.6 \\ & 80.8 \\ & 81.6 \\ & 83.5 \end{aligned}$ | $\begin{aligned} & (0.95) \\ & (0.96 \\ & (0.92) \\ & 0.86) \end{aligned}$ |  | 85.4 $(1.40)$ <br> 85.4 $(1.38$ <br> 86.0 1.39 <br> 85.6 $(1.40)$ | 85.1 $(1.69)$ <br> 83.4 $(1.68$ <br> 80.0 1.74 <br> 81.8 $(1.69)$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $2000 \text {............................ }$ | $81.7$ | $(0.23)$ | 69.2 697 | (1.33) | $71.8$ | $\binom{1.01}{(071}$ | $80.9$ | $\binom{(0.42)}{0.31}$ | $82.2$ | $86.6$ | $\binom{0.71)}{(0.54}$ | $84.8$ | $(0.39)$ | 85.6 836 | $\left(\begin{array}{l} (0.47) \\ (.35) \end{array}\right.$ | $82.8$ | $(0.87)$ | 85.8 846 | $\left(\begin{array}{l} 1.39 \end{array}\right)$ | $82.5$ | $\left(\begin{array}{l} 1.65 \\ 1.18) \end{array}\right.$ |
| 2002 .... | 79.4 | (0.17) | 70.1 | (0.91) | 71.3 | (0.69) | 77.8 | (0.32) | 78.8 | 81.4 | 0.58) | 83.9 | (0.27) | 84.4 | 0.34) | 82.2 | (0.60) | 85.7 | (0.99) | 82.8 | 1.16 |
| 2003 | 79.5 | (0.17) | 71.5 | (0.89) | 70.1 | (0.73) | 78.7 | (0.31) | 78.8 | 82.1 | (0.56) | 83.1 | (0.28) | 84.0 | (0.34) | 81.1 | (0.60) | 84.4 | (1.00) | 80.3 | (1.22) |
| $\begin{aligned} & 2004 \text {................................. } \\ & 2005 \text {....................... } \end{aligned}$ | 80.0 | (0.17) | 74.7 | (0.84) | 71.2 | (0.71) | 79.1 | (0.30) | 79.3 | 83.6 | (0.53) | 83.0 | (0.28) | 83.1 | (0.35) | 83.1 | (0.58) | 83.3 | (1.03) | 81.7 | (1.16) |
|  | $\begin{aligned} & 80.3 \\ & 81.1 \\ & 80.5 \\ & 77.0 \\ & 73.9 \end{aligned}$ | (0.16) | 74.0 | (0.84) | 73.8 | (0.69) | 79.5 | (0.30) | 80.0 | 82.5 | (0.54) | 82.9 | (0.27) | 83.0 | (0.34) | 82.7 | (0.58) | 83.7 | (1.00) | 82.4 | (1.12) |
|  |  | (0.16 | 73.6 | (0.85) | 72.9 | (0.67) | 79.6 | (0.30) | 80.1 | 85.3 | (0.50) | 84.7 | (0.26) | 85.2 | (0.32) | 83.5 | (0.55) | 85.9 | (0.94) | 83.4 | (1.09) |
|  |  | (0.16) | 71.1 | (0.91) | 70.8 | (0.72) | 79.4 | (0.30) | 79.5 | 83.3 79.4 | (0.52) | 84.5 | (0.26) | 85.1 | (0.32) | 83.5 80 | (0.54) | 83.1 82.4 | (1.03) | 83.5 | (1.11) |
|  |  | (0.18) | 56.2 | (1.03) | 61.8 | (0.79) | 70.1 | (0.34) | 73.4 | 77.9 | (0.58) | 80.8 | (0.28) | 79.9 | (0.35) | 82.0 | (0.56) | 85.1 | (0.99) | 81.2 | (1.11) |
|  | $\begin{aligned} & 74.8 \\ & 76.6 \\ & 76.5 \\ & 78.1 \\ & 79.2 \\ & 79.3 \end{aligned}$ | (0.18) | 58.8 | (1.04) | 61.6 | (0.82) | 71.9 | (0.34) | 72.9 | 78.2 | (0.56) | 81.4 | (0.27) | 81.8 | (0.34) | 80.0 | (0.58) | 81.4 | (1.10) | 82.2 | (1.08) |
|  |  | (0.17) | 67.2 | (0.98) | 64.2 | 0.81) | 74.2 | (0.33) | 75.2 | 78.0 | (0.56) | 82.0 | (0.27) | 82.1 | (0.33) | 82.3 | (0.55) | 81.6 | (1.07) | 81.0 | (1.09) |
|  |  | (0.17) | 65.4 | (1.00) | 64.4 | (0.82) | 74.5 | (0.33) | 73.7 | 78.8 | (0.54) | 82.1 | (0.26) | 82.5 | (0.33) | 80.8 | (0.55) | 84.4 | (1.01) | 81.4 | (1.02) |
|  |  | $0.21)$ | 69.3 | 1.21) | 68.9 | 0.99 | 76.5 | 0.41 | 76.2 | 79.6 | 0.67) | 82.4 | 0.33 | 82.6 | 0.41 | 82.5 | 0.67) | 83.2 | 1.34 | 79.7 | 1.30 |
|  |  | (0.18) | 72.2 | (1.03) | 71.1 | (0.85) | 77.7 | (0.35) | 77.2 | 80.6 | (0.56) | 83.0 | (0.27) | 83.5 | (0.34) | 82.7 | (0.54) | 82.1 | (1.19) | 80.0 | (1.14) |
|  | $\begin{aligned} & 60.7 \\ & 61.7 \\ & 62.5 \\ & 63.7 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | (0.32) | 47.9 | (1.94) | 49.4 | (1.29) | 60.0 | (0.55) | 62.0 | 63.7 | (1.00) | 63.5 | (0.60) | 63.4 | (0.72) | 62.4 | (1.25) | 68.4 | (2.91) | 70.0 | (3.29) |
|  |  | (0.32) | 48.7 | 1.91 | 49.3 | (1.29) | 61.0 | (0.55) | 61.9 | 64.3 | 0.99 | 65.4 | 0.58 | 64.6 | (0.70) | 65.7 | 1.20 | 73.6 | 2.63) | 72.1 | (3.29 |
|  |  | (0.31) | 51.8 53.0 | (1.94) | 53.1 54.0 | (1.30) | 61.9 63.0 | $\begin{aligned} & (0.55) \\ & (0.54) \end{aligned}$ | 63.3 64.8 | 64.9 65.1 | (1.00) | 65.0 66.2 | (0.57) | 64.0 65.9 | (0.69 | 66.2 66.5 | (1.12) | 71.9 68.4 | $\binom{2.71}{2.73}$ | 68.5 68.2 | $\left(\begin{array}{l}3.26 \\ 3.18)\end{array}\right.$ |
|  | $\begin{aligned} & 64.6 \\ & 64.3 \\ & 64.1 \\ & 64.4 \\ & 64.5 \end{aligned}$ | (0.30) | 53.5 |  | 56.5 | (1.30) | 64.1 |  | 65.3 | 66.6 |  | 66.5 | (0.55) | 66.7 | (0.67) | 64.9 | (1.11) | 70.6 | (2.61) | 71.5 |  |
|  |  | (0.22) | 54.0 | (1.32) | 55.3 | (0.94) | 63.5 | (0.39) | 65.1 | 65.8 | (0.65) | 66.6 | (0.38) | 66.6 | 0.47 | 65.6 | (0.76) | 70.3 | (1.83) | 70.9 | (2.12) |
|  |  | (0.22) | 52.6 | (1.36) | 55.5 | (0.95) | 63.2 | (0.39) | 65.0 | 65.6 | (0.65) | 66.5 | (0.38) | 65.9 | 0.47 | 66.1 | (0.74) | 74.3 | (1.73) | 73.8 | 2.07) |
|  |  | (0.21) | 56.5 | (1.38) | 53.8 | (0.96) | 64.4 | (0.39) | 64.2 | 65.6 | (0.64) | 66.4 | (0.37) | 65.8 | (0.46) | 66.3 | (0.73) | 72.3 | (1.75) | 71.9 | (1.95) |
|  |  | (0.21) | 56.3 | (1.35) | 56.1 | (0.96) | 64.5 | (0.40) | 64.2 | 64.6 | (0.63) | 66.7 | (0.37) | 66.3 | (0.45) | 66.3 | (0.72) | 71.5 | (1.77) | 71.2 | (1.97) |
|  | $\begin{aligned} & 65.3 \\ & 66.2 \\ & 66.7 \\ & 64.4 \\ & 64.3 \end{aligned}$ | (0.21) | 56.5 | (1.36) | 54.5 | (0.97) | 65.1 | (0.40) | 63.5 | 67.2 | (0.61) | 68.2 | (0.36) | 68.0 | (0.44) | 68.3 | (0.70) | 71.2 | (1.64) | 67.3 | (2.02) |
|  |  |  | 58.5 | 1.33 | 56.0 | 0.90 |  | (0.39 | 6.9 | 67.3 | 0.60 | 68.6 | 0.35 | 68.4 | 0.43 | 67.5 | 0.69 | 73.6 | 1.6) | 74.0 | 1.86 |
|  |  | (0.21) | 56.8 | (1.43) | 55.3 | $\left(\begin{array}{l}1.00 \\ 1.01 \\ \hline\end{array}\right.$ | 65.7 62.4 | 0.39 $(0.40$ $(0.4)$ | 66.7 64.7 | 67.3 65.5 | 0.60 0 0 | 69.3 67.9 | (0.34) | 68.4 678 | (0.42) | 70.6 66.9 | 0.63 0.65 0 | 74.1 740 | (1.60) | 71.2 70.0 | $(1.91)$ |
|  |  | (0.21) | 52.0 | (1.42) | 54.5 | (1.04) | 62.4 | (0.41) | 63.9 | 64.5 | (0.60) | 68.0 | (0.34) | 68.3 | (0.42) | 67.5 | (0.65) | 66.4 | (1.72) | 68.3 | (1.74) |
|  | $\begin{aligned} & 64.4 \\ & 65.0 \\ & 64.8 \\ & 65.6 \\ & 66.1 \\ & 66.3 \end{aligned}$ | (0.21) | 51.7 | (1.46) | 52.4 | (1.07) | 62.6 | (0.42) | 63.3 | 64.3 | (0.60) | 68.5 | (0.34) | 67.7 | (0.42) | 68.5 | (0.62) | 73.9 | (1.66) | 76.3 | (1.51) |
|  |  | (0.21) | 52.2 | (1.42) | 49.1 | (1.04) | 63.0 | (0.42) | 62.9 | 66.3 | (0.59) | 69.6 | (0.33) | 69.4 | (0.41) | 69.0 | (0.62) | 72.8 | (1.65) | 73.6 | (1.58) |
|  |  | (0.21) | 50.0 | (1.48) | 51.1 | $(1.07)$ | 62.3 | (0.42 | 61.7 | 64.7 | (0.58) | 70.0 | 0.32) | 70.6 | (0.40) | 68.0 | (0.60) | 73.2 | (1.61) | 73.9 | (1.52) |
|  |  | 0.26 | 56.5 | (1.84) | 52.1 | (1.07) | 63.8 | 0.46 | 63.4 | 65.1 | 0.79 | 69.6 | 0.40 | 70.4 | 0.50 | 67.4 | 0.82 | 73.9 | 1.86 | 69.4 | 1.97 |
|  |  | (0.23) | 53.5 54.9 | (1.56) | 54.1 51.5 | (120) | 63.6 64.1 | (0.47) | 64.3 65.4 | 66.5 65.6 | (0.63) | 70.0 70.1 | (0.34 0.34 | 70.3 70.3 | (0.44) | 69.2 68.3 | (0.64) | 73.8 75.9 | (1.62) | 68.1 74.5 | (1.62) |

## \section*{-Not available.} <br> $\dagger$ Not applicable

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Includes 1 to 3 years of high school for 1990
Includes 4 years of high school for 1990 .
Includes 1 to 3 years of college and associate's degrees for 1990.
${ }^{4}$ Includes 4 or more years of college for 1990.
Includes 4 years of college for 1990
${ }^{6}$ Not reported separately for 1990.

Constant doilars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor. ${ }^{8}$ Data not available for 1990 through 1995.
NOTE: Detail may not sum to totals because of rounding
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Reports, Series P-60, Money Income of Households, Families, and Persons in the United States and Income, Poverty, and Valuation of Noncash Benefits, 1990
through 1994; Series P-60, Money Income in the United States, 1995 through 2002; and Current Population Survey (CPS), Annual Social and Economic Supplement, 2004 through 2016. Retrieved March 2, 2017, from https://www.census.gov/datal tables/time-series/demo/income-poverty/cps-pinc/pinc-03.html. (This table was prepared March 2017.

Table 502.30. Median annual earnings of full-time year-round workers 25 to 34 years old and full-time year-round workers as a percentage of the labor force, by sex, race/ethnicity, and educational attainment: Selected years, 1995 through 2015

| Sex, race/ethnicity, and educational attainment |  | 1995 |  | 2000 |  | 2005 |  | 2008 |  | 2009 |  | 2010 |  | 2011 |  | 2012 |  | 2013 |  | 2014 |  | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Total, all full-time year-round workers 25 to 34 years old |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Median annual earnings, all education levels | \$38,880 | (249) | \$41,290 | (147) | \$40,030 | $(1,114)$ | \$39,610 | (489) | \$41,940 | $(1,066)$ | \$40,240 | (899) | \$40,000 | (146) | \$39,220 | (901) | \$40,700 | (\#) | \$40,050 | (85) | \$39,940 | (22) |
| Less than high school completion ...................... | 24,570 | (461) | 24,970 | (622) | 24,960 | (721) | 23,290 | (674) | 22,910 | (809) | 22,800 | (826) | 24,150 | (874) | 23,680 | (686) | 24,390 | (429) | 24,020 | $(1,212)$ | 24,990 | (70) |
| High school completion ${ }^{1}$.............. | 32,210 | (356) | 34,410 | (271) | 33,780 | (931) | 33,000 | (5) | 33,060 | (16) | 32,560 | (17) | 31,610 | (\#) | 30,930 | (15) | 30,520 | (2) | 30,030 | (3) | 30,550 | (956) |
| Some college, no degree | 36,650 | (786) | 39,720 | (578) | 38,190 | (757) | 35,210 | (799) | 36,750 | $(1,257)$ | 35,690 | $(1,010)$ | 33,720 | (895) | 33,900 | (851) | 35,360 | $(1,037)$ | 31,940 | (897) | 34,640 | (89) |
| Associate's degree ...... | 38,640 | (748) | 41,280 | (430) | 42,450 | $(1,459)$ | 39,490 | (563) | 39,710 | $(1,366)$ | 40,140 | $(1,082)$ | 39,430 | $(1,390)$ | 36,730 | $(1,285)$ | 38,030 | $(1,887)$ | 35,020 | (525) | 36,940 | $(1,108)$ |
| Bachelor's or higher degree | 51,280 | $(1,041)$ | 55,050 | (320) | 53,340 | $(1,056)$ | 54,980 | (14) | 55,240 | (\#) | 53,190 | $(1,109)$ | 52,680 | (267) | 51,570 | (17) | 50,870 | $(1,108)$ | 52,050 | (862) | 53,840 | $(1,392)$ |
| Bachelor's degree | 48,130 | (461) | 54,940 | (366) | 48,920 | $(1,084)$ | 50,640 | $(1,062)$ | 49,700 | (358) | 48,910 | (811) | 47,400 | $(1,003)$ | 48,450 | (941) | 49,280 | $(1,791)$ | 49,940 | (43) | 50,000 | (\#) |
| Master's or higher degree | 61,640 | $(1,190)$ | 66,070 | $(2,869)$ | 60,630 | (497) | 60,530 | $(1,731)$ | 65,460 | $(2,078)$ | 59,560 | $(1,381)$ | 62,710 | $(1,724)$ | 61,580 | (819) | 60,830 | (328) | 59,160 | $(1,044)$ | 60,000 | $(1,912)$ |
| Percent, ${ }^{2}$ all education levels | 67.5 | (0.44) | 72.1 | (0.31) | 70.8 | (0.36) | 68.0 | (0.40) | 64.2 | (0.40) | 64.8 | (0.42) | 66.2 | (0.40) | 67.2 | (0.43) | 67.8 | (0.50) | 70.2 | (0.39) | 71.0 | (0.42) |
| Less than high school completion.. | 53.3 | (1.40) | 61.8 | (1.00) | 64.1 | (1.29) | 53.5 | (1.32) | 50.1 | (1.21) | 48.1 | (1.44) | 51.3 | (1.49) | 52.6 | (1.32) | 55.9 | (1.65) | 59.1 | (1.43) | 58.6 | (1.76) |
| High school completion ${ }^{1}$............... | 66.8 | (0.78) | 71.5 | (0.57) | 71.3 | (0.71) | 65.2 | (0.76) | 59.0 | (0.72) | 60.0 | (0.79) | 62.3 | (0.75) | 63.4 | (0.77) | 64.5 | (1.09) | 68.4 | (0.80) | 68.6 | (0.83) |
| Some college, no degree ....... | 65.5 | (0.99) | 71.8 | (0.69) | 67.3 | (0.82) | 66.3 | (0.78) | 61.6 | (0.93) | 60.9 | (0.89) | 61.7 | (0.98) | 62.1 | (1.00) | 61.9 | (1.12) | 64.6 | (0.82) | 67.0 | (0.99) |
| Associate's degree .......... | 71.9 | (1.39) | 74.5 | (0.97) | 71.8 | (1.09) | 69.9 | (1.22) | 68.4 | (1.14) | 65.9 | (1.25) | 68.2 | (1.13) | 67.9 | (1.14) | 70.2 | (1.47) | 69.2 | (1.16) | 68.5 | (1.16) |
| Bachelor's or higher degree ..... | 73.9 | (0.77) | 75.7 | (0.53) | 74.4 | (0.67) | 74.8 | (0.55) | 72.4 | (0.61) | 74.3 | (0.60) | 74.2 | (0.59) | 75.5 | (0.60) | 74.8 | (0.69) | 76.3 | (0.62) | 77.2 | (0.59) |
| Bachelor's degree | 74.0 | (0.88) | 76.5 | (0.59) | 75.3 | (0.76) | 75.1 | (0.68) | 72.3 | (0.73) | 74.4 | (0.70) | 73.8 | (0.68) | 75.7 | (0.74) | 75.1 | (0.83) | 76.4 | (0.68) | 77.7 | (0.72) |
| Master's or higher degree .... | 73.7 | (1.62) | 72.7 | (1.14) | 72.0 | (1.18) | 74.2 | (1.07) | 72.6 | (1.06) | 73.8 | (1.22) | 75.1 | (1.18) | 75.2 | (1.15) | 74.0 | (1.27) | 76.2 | (1.07) | 75.9 | (1.09) |
| Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Median annual earnings, all education levels ...... | \$41,850 | (327) | \$44,320 | (195) | \$42,480 | (\#) | \$44,030 | (1) | \$44,190 | (\#) | \$43,350 | (30) | \$42,150 | (\#) | \$41,290 | (1) | \$40,700 | (295) | \$40,950 | $(1,232)$ | \$42,000 | $(1,129)$ |
| Less than high school completion. | 27,440 | (958) | 27,440 | (387) | 26,620 | $(1,057)$ | 26,400 | (974) | 24,940 | $(1,062)$ | 26,090 | (870) | 26,300 | $(1,127)$ | 25,780 | (657) | 25,030 | (355) | 25,020 | (559) | 26,210 | $(1,159)$ |
| High school completion ${ }^{1}$ | 37,200 | (715) | 39,740 | (747) | 36,280 | (43) | 35,230 | $(1,169)$ | 36,390 | $(1,049)$ | 35,710 | (704) | 34,580 | (999) | 33,880 | (794) | 32,210 | (491) | 33,010 | $(1,137)$ | 33,980 | (816) |
| Some college, no degree | 40,310 | (632) | 43,790 | (385) | 42,350 | (261) | 40,530 | $(1,562)$ | 42,930 | (994) | 41,160 | $(1,163)$ | 39,530 | $(1,244)$ | 39,040 | (906) | 39,630 | $(1,362)$ | 35,970 | (681) | 38,960 | (717) |
| Associate's degree ... | 41,290 | $(1,179)$ | 48,170 | (860) | 48,100 | $(1,568)$ | 44,290 | $(1,816)$ | 46,150 | $(1,337)$ | 43,380 | (467) | 44,150 | $(1,738)$ | 43,750 | $(2,742)$ | 42,550 | $(2,430)$ | 40,330 | $(1,605)$ | 42,850 | $(1,550)$ |
| Bachelor's or higher degree | 58,060 | (824) | 64,320 | (636) | 60,660 | $(1,224)$ | 60,440 | (830) | 60,010 | (658) | 56,940 | $(1,699)$ | 57,620 | (884) | 56,640 | (299) | 58,530 | $(2,233)$ | 59,040 | $(1,804)$ | 59,750 | (145) |
| Bachelor's degree .......... | 54,400 | (855) | 61,710 | (700) | 54,580 | $(1,394)$ | 57,240 | $(1,541)$ | 55,240 | $(1,328)$ | 54,070 | (150) | 52,470 | (122) | 51,620 | (757) | 52,870 | $(1,453)$ | 54,820 | (283) | 54,960 | $(1,716)$ |
| Master's or higher degree | 68,540 | $(2,713)$ | 75,590 | $(1,625)$ | 70,180 | $(3,962)$ | 71,250 | $(2,369)$ | 76,540 | $(2,652)$ | 69,960 | (848) | 72,050 | $(2,386)$ | 68,650 | $(2,817)$ | 70,030 | $(3,114)$ | 64,790 | $(1,602)$ | 69,530 | $(2,101)$ |
| Percent, ${ }^{2}$ all education levels | 75.2 | (0.55) | 80.2 | (0.37) | 78.2 | (0.48) | 73.1 | (0.54) | 67.2 | (0.57) | 68.5 | (0.57) | 71.3 | (0.55) | 72.4 | (0.51) | 73.2 | (0.62) | 76.8 | (0.53) | 76.8 | (0.52) |
| Less than high school completion | 59.2 | (1.73) | 70.9 | (1.19) | 72.0 | (1.49) | 59.2 | (1.55) | 52.4 | (1.67) | 51.2 | (1.71) | 59.5 | (1.81) | 59.2 | (1.71) | 63.3 | (2.04) | 68.3 | (1.68) | 68.2 | (2.00) |
| High school completion ${ }^{1}$............. | 74.9 | (0.96) | 79.4 | (0.67) | 79.2 | (0.89) | 69.4 | (0.97) | 62.3 | (0.96) | 64.3 | (1.00) | 67.7 | (0.95) | 69.5 | (0.89) | 70.6 | (1.31) | 75.4 | (0.93) | 74.9 | (1.05) |
| Some college, no degree . | 73.9 | (1.27) | 80.7 | (0.84) | 76.1 | (1.07) | 73.2 | (1.12) | 66.5 | (1.31) | 65.7 | (1.16) | 67.7 | (1.37) | 67.9 | (1.38) | 67.7 | (1.51) | 71.7 | (1.17) | 73.9 | (1.34) |
| Associate's degree ......... | 85.1 | (1.61) | 85.7 | (1.16) | 80.8 | (1.44) | 78.8 | (1.65) | 74.9 | (1.51) | 72.4 | (1.74) | 75.6 | (1.52) | 76.0 | (1.54) | 79.4 | (1.93) | 75.6 | (1.74) | 75.4 | (1.73) |
| Bachelor's or higher degree ... | 81.3 | (0.97) | 83.3 | (0.65) | 80.7 | (0.93) | 81.4 | (0.81) | 76.5 | (0.93) | 79.6 | (0.85) | 79.4 | (0.84) | 80.9 | (0.86) | 79.6 | (0.94) | 83.2 | (0.84) | 82.3 | (0.71) |
| Bachelor's degree ...................................... | 81.8 | (1.11) | 84.2 | (0.73) | 80.9 | (1.03) | 81.3 | (0.99) | 75.3 | (1.10) | 80.4 | (0.96) | 78.9 | (0.92) | 81.0 | (0.93) | 79.5 | (1.24) | 83.0 | (0.93) | 81.9 | (0.90) |
| Master's or higher degree .............................. | 79.8 | (1.99) | 80.2 | (1.46) | 80.3 | (1.79) | 81.5 | (1.48) | 79.9 | (1.46) | 77.3 | (1.82) | 81.2 | (1.47) | 80.6 | (1.66) | 79.7 | (1.79) | 83.7 | (1.52) | 83.3 | (1.39) |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Median annual earnings, all education levels ...... | \$33,910 | (324) | \$37,150 | (228) | \$36,350 | (34) | \$37,150 | $(1,030)$ | \$38,570 | (709) | \$37,900 | (37) | \$36,830 | (21) | \$36,120 | (144) | \$37,520 | (950) | \$35,990 | (921) | \$38,000 | (522) |
| Less than high school completion ..................... | 20,130 | (944) | 20,590 | (643) | 20,390 | (745) | 17,520 | (446) | 20,910 | (761) | 19,230 | (716) | 19,870 | (557) | 18,430 | (705) | 20,240 | (573) | 19,980 | (355) | 19,970 | $(1,023)$ |
| High school completion ${ }^{1}$. | 26,890 | (384) | 29,790 | (367) | 28,930 | (429) | 27,390 | (72) | 27,550 | (28) | 27,150 | (63) | 27,250 | (762) | 25,790 | (9) | 25,420 | (126) | 25,030 | (471) | 27,000 | $(1,128)$ |
| Some college, no degree | 31,090 | (551) | 34,360 | (385) | 33,890 | (423) | 30,820 | $(1,321)$ | 32,010 | $(1,114)$ | 31,460 | $(1,076)$ | 30,460 | $(1,210)$ | 29,920 | (932) | 30,270 | (130) | 28,020 | (837) | 29,990 | (483) |
| Associate's degree . | 37,170 | $(1,638)$ | 35,780 | (550) | 35,590 | (410) | 35,670 | (997) | 34,040 | $(1,253)$ | 37,680 | (900) | 34,330 | $(1,445)$ | 32,370 | $(1,337)$ | 32,550 | $(1,089)$ | 29,710 | (232) | 31,630 | (642) |
| Bachelor's or higher degree | 45,100 | $(1,052)$ | 49,550 | (383) | 48,260 | (130) | 49,470 | (28) | 49,660 | (26) | 47,780 | $(1,233)$ | 47,310 | (59) | 48,330 | (894) | 46,810 | $(1,606)$ | 49,620 | $(1,004)$ | 50,000 | (\#) |
| Bachelor's degree ....... | 42,990 | $(1,142)$ | 48,020 | (430) | 44,890 | $(1,486)$ | 45,740 | (830) | 44,190 | $(1,340)$ | 43,480 | $(1,505)$ | 43,150 | $(1,335)$ | 44,230 | $(1,110)$ | 45,420 | (319) | 45,050 | (8) | 44,780 | (824) |
| Master's or higher degree ............................ | 53,810 | $(1,637)$ | 57,260 | (833) | 56,920 | $(2,349)$ | 55,800 | $(1,532)$ | 58,850 | $(2,224)$ | 54,170 | (100) | 53,920 | $(1,591)$ | 55,120 | $(1,536)$ | 54,700 | $(1,456)$ | 54,620 | (923) | 57,590 | $(2,205)$ |
| Percent, ${ }^{2}$ all education levels | 58.6 | (0.68) | 62.8 | (0.48) | 61.9 | (0.53) | 61.8 | (0.50) | 60.7 | (0.53) | 60.3 | (0.54) | 60.3 | (0.50) | 61.1 | (0.61) | 61.6 | (0.75) | 62.5 | (0.57) | 64.2 | (0.65) |
| Less than high school completion ..................... | 42.9 | (2.31) | 46.8 | (1.68) | 47.3 | (1.87) | 41.4 | (1.90) | 45.4 | (2.05) | 41.2 | (2.13) | 35.6 | (2.03) | 39.6 | (2.04) | 42.0 | (2.70) | 40.0 | (2.03) | 40.4 | (2.63) |
| High school completion ${ }^{1}$............... | 56.4 | (1.25) | 60.5 | (0.96) | 59.5 | (1.07) | 58.4 | (1.10) | 53.5 | (1.12) | 53.1 | (1.20) | 53.5 | (1.22) | 53.4 | (1.27) | 53.7 | (1.64) | 56.6 | (1.28) | 58.1 | (1.25) |
| Some college, no degree | 56.5 | (1.48) | 62.4 | (1.06) | 57.8 | (1.19) | 58.3 | (1.24) | 55.9 | (1.26) | 55.6 | (1.25) | 55.2 | (1.32) | 55.4 | (1.22) | 55.1 | (1.75) | 56.7 | (1.30) | 59.4 | (1.35) |
| Associate's degree . | 60.2 | (2.07) | 65.4 | (1.43) | 63.3 | (1.55) | 61.8 | (1.66) | 62.7 | (1.63) | 60.0 | (1.68) | 61.3 | (1.64) | 60.8 | (1.65) | 62.1 | (2.09) | 63.3 | (1.50) | 62.2 | (1.89) |
| Bachelor's or higher degree . | 66.4 | (1.19) | 68.2 | (0.81) | 68.6 | (0.93) | 69.1 | (0.73) | 68.9 | (0.81) | 69.5 | (0.80) | 69.5 | (0.80) | 70.7 | (0.89) | 70.5 | (0.97) | 70.0 | (0.83) | 72.4 | (0.85) |
| Bachelor's degree .......... | 66.4 | (1.33) | 69.0 | (0.91) | 70.0 | (1.12) | 69.4 | (0.91) | 69.6 | (1.03) | 68.6 | (0.96) | 69.0 | (1.02) | 70.5 | (1.13) | 70.9 | (1.19) | 70.0 | (0.94) | 73.4 | (1.00) |
| Master's or higher degree | 66.2 | (2.59) | 65.7 | (1.69) | 65.2 | (1.68) | 68.4 | (1.42) | 67.1 | (1.51) | 71.4 | (1.64) | 70.8 | (1.69) | 71.3 | (1.68) | 69.7 | (1.77) | 70.1 | (1.52) | 70.5 | (1.55) |

See notes at end of table. attainment：Selected years， 1995 through 2015－Continued


See notes at end of table
 attainment: Selected years, 1995 through 2015-Continued
[Amounts in constant 2015 dollars. Standard errors appear in parentheses]


Table 502.40. Annual earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2015
[Standard errors appear in parentheses]

| Sex and earnings | Total |  | Elementary/secondary |  |  |  |  |  | College |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than 9th grade |  | Some high school, no completion |  | High school completion (includes equivalency) |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Bachelor's degree | Master's degree |  | Professional degree (e.g., M.D., D.D.S., or J.D.) |  | Doctor's degree (e.g., Ph.D. or Ed.D.) |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Number of persons (in thousands) | 215,015 | (311.4) | 9,492 | (118.5) | 13,961 | (142.6) | 62,002 | (274.6) |  |  | 36,003 | (220.1) | 21,657 | (175.2) | 71,900 | (289.6) | 44,778 | (241.5) | 19,958 | (168.7) | 3,178 | (69.3) | 3,986 | (77.5) |
| With earnings ... | 141,633 | (340.3) | 4,281 | (80.3) | 6,734 | (100.2) | 36,137 | (220.5) | 23,729 | (182.7) | 15,721 | (150.8) | 55,031 | (262.4) | 34,035 | (214.8) | 15,263 | (148.7) | 2,562 | (62.3) | 3,171 | (69.2) |
| For persons with earnings Percentage distribution, by total annual earnings ${ }^{1}$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ |
| \$1 to \$4,999 or loss ${ }^{2}$... | 4.5 | (0.07) | 6.8 | (0.48) | 9.0 | (0.43) | 4.9 | (0.14) | 5.3 | (0.18) | 4.2 | (0.20) | 3.2 | (0.09) | 3.5 | (0.12) | 3.0 | (0.17) | 1.8 | (0.32) | 2.5 | (0.34) |
| \$5,000 to \$9,999 ........ | 4.3 | (0.07) | 7.3 | (0.49) | 8.3 | (0.41) | 5.3 | (0.15) | 5.1 | (0.18) | 4.4 | (0.20) | 2.5 | (0.08) | 2.7 | (0.11) | 2.4 | (0.15) | 1.2 | (0.27) | 1.8 | (0.29) |
| \$10,000 to \$14,999 | 5.6 | (0.08) | 12.0 | (0.61) | 10.2 | (0.46) | 7.3 | (0.17) | 7.0 | (0.20) | 5.4 | (0.22) | 2.9 | (0.09) | 3.4 | (0.12) | 2.3 | (0.15) | 1.2 | (0.27) | 1.4 | (0.26) |
| \$15,000 to \$19,999 ..... | 6.2 | (0.08) | 16.2 | (0.70) | 13.1 | (0.51) | 8.2 | (0.18) | 7.0 | (0.20) | 5.7 | (0.23) | 3.2 | (0.09) | 3.7 | (0.13) | 2.7 | (0.16) | 1.7 | (0.31) | 1.3 | (0.25) |
| \$20,000 to \$24,999 ..... | 7.4 | (0.09) | 16.5 | (0.70) | 13.1 | (0.51) | 10.6 | (0.20) | 8.1 | (0.22) | 7.3 | (0.26) | 3.6 | (0.10) | 4.0 | (0.13) | 3.2 | (0.17) | 2.0 | (0.34) | 2.5 | (0.34) |
| \$25,000 to \$29,999 ..... | 7.0 | (0.08) | 12.1 | (0.62) | 9.7 | (0.45) | 10.2 | (0.20) | 8.2 | (0.22) | 8.0 | (0.27) | 3.5 | (0.10) | 4.1 | (0.13) | 2.6 | (0.16) | 2.0 | (0.34) | 2.1 | (0.31) |
| \$30,000 to \$34,999 ..... | 7.7 | (0.09) | 8.5 | (0.53) | 10.1 | (0.45) | 9.9 | (0.19) | 9.0 | (0.23) | 8.5 | (0.28) | 5.0 | (0.11) | 6.0 | (0.16) | 3.6 | (0.19) | 2.1 | (0.35) | 2.6 | (0.35) |
| \$35,000 to \$39,999 ..... | 6.3 | (0.08) | 5.4 | (0.43) | 6.1 | (0.36) | 7.3 | (0.17) | 7.6 | (0.21) | 7.2 | (0.26) | 4.8 | (0.11) | 5.8 | (0.16) | 3.4 | (0.18) | 2.4 | (0.37) | 1.9 | (0.30) |
| \$40,000 to \$49,999 ..... | 11.6 | (0.11) | 7.3 | (0.49) | 8.5 | (0.42) | 11.8 | (0.21) | 12.5 | (0.26) | 13.3 | (0.33) | 11.2 | (0.17) | 12.4 | (0.22) | 10.6 | (0.31) | 5.5 | (0.56) | 6.7 | (0.55) |
| \$50,000 to \$74,999 ..... | 18.9 | (0.13) | 5.2 | (0.42) | 8.1 | (0.41) | 15.7 | (0.24) | 17.8 | (0.31) | 20.8 | (0.40) | 23.2 | (0.22) | 23.1 | (0.28) | 24.9 | (0.43) | 17.7 | (0.93) | 20.6 | (0.89) |
| \$75,000 to \$99,999 ..... | 8.8 | (0.09) | 1.0 | (0.19) | 1.6 | (0.19) | 4.8 | (0.14) | 6.5 | (0.20) | 8.4 | (0.27) | 13.9 | (0.18) | 13.0 | (0.23) | 16.3 | (0.37) | 12.7 | (0.81) | 13.3 | (0.75) |
| \$100,000 or more ........ | 11.9 | (0.11) | 1.8 | (0.25) | 2.1 | (0.22) | 3.9 | (0.13) | 6.0 | (0.19) | 6.6 | (0.24) | 23.1 | (0.22) | 18.3 | (0.26) | 25.0 | (0.43) | 49.7 | (1.22) | 43.5 | (1.09) |
| Median annual earnings ${ }^{1}$ | \$40,490 | (110) | \$21,580 | (220) | \$22,620 | (471) | \$31,080 | (126) | \$35,200 | (274) | \$38,950 | (750) | \$59,630 | (791) | \$52,030 | (208) | \$64,630 | $(1,347)$ | \$98,310 | $(3,832)$ | \$82,450 | $(3,155)$ |
| Number of males (in thousands) | 103,372 | (225.6) | 4,696 | (83.3) | 7,144 | (101.9) | 30,780 | (193.6) | 17,011 | (151.9) | 9,457 | (116.3) | 34,283 | (201.4) | 21,281 | (167.2) | 8,829 | (112.7) | 1,841 | (52.7) | 2,332 | (59.2) |
| With earnings ................ | 75,263 | (241.3) | 2,783 | (64.6) | 4,194 | (78.9) | 20,951 | (166.1) | 12,228 | (131.0) | 7,325 | (103.2) | 27,783 | (186.2) | 17,325 | (153.1) | 7,116 | (101.7) | 1,530 | (48.1) | 1,813 | (52.3) |
| For males with earnings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage distribution, by total annual earnings ${ }^{1}$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) |
| \$1 to \$4,999 or loss ${ }^{2}$... | 3.2 | (0.08) | 5.0 | (0.51) | 6.2 | (0.46) | 3.3 | (0.15) | 3.9 | (0.22) | 2.8 | (0.24) | 2.2 | (0.11) | 2.3 | (0.14) | 2.1 | (0.21) | 1.8 | (0.42) | 2.8 | (0.48) |
| \$5,000 to \$9,999 ......... | 3.0 | (0.08) | 3.7 | (0.44) | 5.7 | (0.44) | 3.7 | (0.16) | 3.6 | (0.21) | 3.0 | (0.24) | 1.7 | (0.09) | 1.9 | (0.13) | 1.2 | (0.16) | 1.3 | (0.36) | 1.7 | (0.38) |
| \$10,000 to \$14,999 ..... | 4.1 | (0.09) | 9.1 | (0.67) | 7.6 | (0.51) | 5.2 | (0.19) | 4.8 | (0.24) | 3.6 | (0.27) | 2.0 | (0.10) | 2.3 | (0.14) | 1.6 | (0.18) | 1.2 | (0.34) | 0.9 | (0.28) |
| \$15,000 to \$19,999 ..... | 5.1 | (0.10) | 15.1 | (0.84) | 10.8 | (0.59) | 6.7 | (0.21) | 5.0 | (0.24) | 4.0 | (0.28) | 2.3 | (0.11) | 2.6 | (0.15) | 2.2 | (0.21) | 1.1 | (0.33) | 0.8 ! | (0.25) |
| \$20,000 to \$24,999 | 6.2 | (0.11) | 15.5 | (0.85) | 11.9 | (0.62) | 8.6 | (0.24) | 5.7 | (0.26) | 5.4 | (0.33) | 2.9 | (0.12) | 3.3 | (0.17) | 2.5 | (0.23) | 1.2 | (0.35) | 2.6 | (0.46) |
| \$25,000 to \$29,999 ..... | 6.2 | (0.11) | 13.8 | (0.81) | 9.8 | (0.57) | 9.3 | (0.25) | 6.8 | (0.28) | 6.5 | (0.36) | 2.3 | (0.11) | 2.7 | (0.15) | 1.7 | (0.19) | 0.9 ! | (0.30) | 1.5 | (0.36) |
| \$30,000 to \$34,999 ..... | 7.0 | (0.11) | 10.1 | (0.71) | 12.3 | (0.63) | 8.9 | (0.24) | 8.6 | (0.31) | 7.1 | (0.37) | 3.7 | (0.14) | 4.3 | (0.19) | 3.3 | (0.26) | 1.6 | (0.39) | 1.7 | (0.37) |
| \$35,000 to \$39,999 ..... | 5.8 | (0.11) | 6.7 | (0.58) | 7.4 | (0.50) | 7.4 | (0.22) | 6.6 | (0.28) | 6.6 | (0.36) | 3.7 | (0.14) | 4.6 | (0.20) | 2.4 | (0.22) | 2.1 | (0.45) | 1.9 | (0.40) |
| \$40,000 to \$49,999 ..... | 11.6 | (0.14) | 10.0 | (0.70) | 11.4 | (0.61) | 13.6 | (0.29) | 13.2 | (0.38) | 13.3 | (0.49) | 9.1 | (0.21) | 10.6 | (0.29) | 7.6 | (0.39) | 4.2 | (0.63) | 4.7 | (0.62) |
| \$50,000 to \$74,999 ..... | 21.0 | (0.18) | 7.3 | (0.61) | 11.8 | (0.62) | 20.7 | (0.35) | 23.2 | (0.47) | 25.4 | (0.63) | 21.7 | (0.31) | 23.2 | (0.40) | 20.9 | (0.59) | 14.4 | (1.11) | 17.0 | (1.09) |
| \$75,000 to \$99,999 ..... | 10.8 | (0.14) | 1.2 | (0.25) | 2.2 | (0.28) | 7.0 | (0.22) | 9.6 | (0.33) | 12.1 | (0.47) | 16.0 | (0.27) | 16.0 | (0.34) | 17.8 | (0.56) | 11.2 | (1.00) | 12.5 | (0.96) |
| \$100,000 or more ........ | 16.2 | (0.17) | 2.5 | (0.37) | 2.8 | (0.32) | 5.7 | (0.20) | 9.0 | (0.32) | 10.2 | (0.44) | 32.4 | (0.35) | 26.2 | (0.41) | 36.6 | (0.71) | 59.0 | (1.55) | 51.8 | (1.45) |
| Median annual earnings ${ }^{1}$ | \$47,100 | (236) | \$25,410 | (416) | \$28,100 | $(1,038)$ | \$37,000 | (240) | \$42,180 | (327) | \$47,100 | (608) | \$71,740 | (372) | \$65,190 | $(1,011)$ | \$78,460 | $(1,819)$ | \$120,250 | $(6,034)$ | \$100,570 | (875) |

See notes at end of table.

Table 502.40. Annual earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2015-Continued
[Standard errors appear in parentheses]

| Sex and earnings | Total |  | Elementary/secondary |  |  |  |  |  | College |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Less than 9th grade |  | Some high school, no completion |  | High school completion (includes equivalency) |  | Some college, no degree |  | Associate's degree |  | Bachelor's or higher degree |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Total |  |  | Bachelor | degree |  |  | Master | degree | Profession (e.g., M.D | degree D.D.S., or J.D.) | Doctor's Ph | $\begin{aligned} & \text { ree (e.g., } \\ & \text { or Ed.D.) } \end{aligned}$ |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Number of females (in thousands) With earnings $\qquad$ | 111,643 | (241.2) | 4,796 | (84.3) | 6,817 | (99.9) | 31,221 | (197.2) | 18,992 | (160.4) | 12,200 | (131.4) | 37,617 | (211.3) | 23,497 | (175.7) | 11,129 | (126.0) | 1,337 | (45.0) | 1,654 | (50.0) |
|  | 66,370 | (248.3) | 1,498 | (47.6) | 2,540 | (61.8) | 15,186 | (145.3) | $\begin{array}{ll} \hline 11,501 & (127.9) \end{array}$ |  | 8,397 | (110.4) | 27,247 | (186.8) | 16,710 (151.6) |  |  | (108.8) | 1,033 | (39.6) | 1,358 | (45.3) |
| For females with earnings Percentage distribution, by total annual earnings ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $100.0$ |  |  |  |  |  |
| total annual earnings $\$ 1$ to \$4,999 or loss ${ }^{2}$... | 100.0 6.0 | (0.11) | 100.0 10.1 | (t) $(0.96)$ | 100.0 13.7 | (t) $(0.84)$ | 100.0 7.2 | (0.26) | 100.0 6.8 | ( $\dagger$ ) $(0.29)$ | 100.0 5.5 | $(\dagger)$ $(0.31)$ | 100.0 4.2 | (\%) $\begin{array}{r}(1) \\ (0.15)\end{array}$ | 100.0 4.7 | (\%) $\begin{array}{r}\text { ( }) \\ (0.20)\end{array}$ | 100.0 3.8 | ( $(0.26)$ | 100.0 1.6 | ( $\dagger)$ $(0.49)$ | 100.0 2.2 | $(+)$ $(0.49)$ |
| \$5,000 to \$9,999 ......... | 5.8 | (0.11) | 14.0 | (1.11) | 12.6 | (0.81) | 7.5 | (0.26) | 6.7 | (0.29) | 5.8 | (0.31) | 3.4 | (0.13) | 3.6 | (0.18) | 3.5 | (0.25) | 1.3 ! | (0.43) | 1.8 | (0.44) |
| \$10,000 to \$14,999 ..... | 7.3 | (0.12) | 17.2 | (1.21) | 14.5 | (0.86) | 10.1 | (0.30) | 9.3 | (0.33) | 7.0 | (0.34) | 3.8 | (0.14) | 4.6 | (0.20) | 2.8 | (0.23) | 1.4 ! | (0.44) | 2.1 | (0.48) |
| \$15,000 to \$19,999 ..... | 7.6 | (0.13) | 18.2 | (1.23) | 16.8 | (0.92) | 10.4 | (0.31) | 9.0 | (0.33) | 7.3 | (0.35) | 4.0 | (0.15) | 4.8 | (0.20) | 3.1 | (0.24) | 2.5 | (0.60) | 2.1 | (0.48) |
| \$20,000 to \$24,999 ..... | 8.8 | (0.14) | 18.4 | (1.24) | 15.0 | (0.88) | 13.5 | (0.34) | 10.5 | (0.35) | 9.0 | (0.39) | 4.2 | (0.15) | 4.7 | (0.20) | 3.7 | (0.26) | 3.2 | (0.68) | 2.2 | (0.49) |
| \$25,000 to \$29,999 ..... | 7.9 | (0.13) | 9.1 | (0.92) | 9.6 | (0.72) | 11.4 | (0.32) | 9.6 | (0.34) | 9.3 | (0.39) | 4.7 | (0.16) | 5.5 | (0.22) | 3.5 | (0.25) | 3.7 | (0.72) | 2.8 | (0.55) |
| \$30,000 to \$34,999 ..... | 8.4 | (0.13) | 5.3 | (0.71) | 6.3 | (0.60) | 11.3 | (0.32) | 9.6 | (0.34) | 9.8 | (0.40) | 6.3 | (0.18) | 7.8 | (0.26) | 3.9 | (0.27) | 3.0 | (0.66) | 3.8 | (0.64) |
| \$35,000 to \$39,999 ..... | 6.8 | (0.12) | 3.1 | (0.55) | 4.1 | (0.49) | 7.3 | (0.26) | 8.7 | (0.32) | 7.8 | (0.36) | 5.8 | (0.18) | 7.1 | (0.25) | 4.2 | (0.27) | 3.0 | (0.66) | 1.8 | (0.45) |
| \$40,000 to \$49,999 ..... | 11.6 | (0.15) | 2.2 | (0.47) | 3.8 | (0.47) | 9.4 | (0.29) | 11.7 | (0.37) | 13.4 | (0.46) | 13.4 | (0.25) | 14.2 | (0.33) | 13.2 | (0.46) | 7.4 | (1.00) | 9.3 | (0.97) |
| \$50,000 to \$74,999 ..... | 16.5 | (0.18) | 1.4 | (0.38) | 2.0 | (0.34) | 8.8 | (0.28) | 12.1 | (0.38) | 16.7 | (0.50) | 24.7 | (0.32) | 23.0 | (0.40) | 28.4 | (0.62) | 22.2 | (1.60) | 25.4 | (1.46) |
| \$75,000 to \$99,999 ..... | 6.5 | (0.12) | 0.5 ! | (0.23) | 0.6 ! | (0.19) | 1.7 | (0.13) | 3.3 | (0.21) | 5.2 | (0.30) | 11.8 | (0.24) | 9.9 | (0.28) | 14.9 | (0.49) | 14.9 | (1.37) | 14.4 | (1.18) |
| \$100,000 or more ........ | 6.9 | (0.12) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + | 1.4 | (0.12) | 2.8 | (0.19) | 3.5 | (0.25) | 13.7 | (0.26) | 10.2 | (0.29) | 14.9 | (0.49) | 35.9 | (1.84) | 32.3 | (1.57) |
| Median annual earnings ${ }^{1}$ | \$32,500 | (310) | \$16,950 | (398) | \$17,050 | (323) | \$25,390 | (193) | \$28,500 | (609) | \$32,040 | (306) | \$50,080 | (291) | \$44,090 | (978) | \$54,800 | $(1,216)$ | \$75,980 | $(4,354)$ | \$71,040 | $(1,351)$ |

## $\dagger$ Not applicable.

-Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or
Excludes persons without earnings.
${ }^{2} \mathrm{~A}$ negative amount (a net loss) may be reported by self-employed persons.
NOTE: Detail may not sum to totals because of rounding and suppression of data that do not meet reporting standards. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2015; retrieved June 1, 2017, from hittps://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pinc/pinc-03.htm.
(This table was prepared June 2017.)
 through 2015
[Standard errors appear in parentheses]

| Year | Total |  | Age group |  |  |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  | Family income ${ }^{1}$ |  |  |  |  |  | Nativity |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 16 and 17 years old |  | 18 years old and over |  | Male Female |  |  |  | White |  | Black Hispanic |  |  |  | Low income |  | Middle income |  | High income |  | U.S.-born |  | Foreign-born |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
|  | Percent employed ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 | 31.9 | (0.88) | 30.8 | (0.93) | 39.7 | (2.55) | 35.2 | (1.24) | 28.3 | (1.22) |  | (t) |  | ( $\dagger$ |  | ( $\dagger$ | 22.0 | (2.51) | 31.5 | (1.12) | 35.9 | (1.64) |  | ( $\dagger$ ) | - | ( $\dagger$ |
|  | 33.2 | (0.85) | 32.9 | 0.91) | 34.9 | (2.40 | 35.0 | (1.19) | 31.2 | (1.22) | 38.0 | (1.00) | 13.9 | (1.63) | 21.8 | (3.59) | 18.4 | (2.22) | 31.8 | (1.10) | 40.4 | (1.59) |  | t) |  | + |
| 1980 .................. | 35.6 | 0.87) | 34.9 | (0.94) | 39.6 | (2.28) | 36.9 | (1.22) | 34.2 | (1.24 | 41.2 | 1.03) | 15.0 | 1.64) | 24.1 | 3.65) | 19.4 | (2.10 | 35.2 | (1.15) | 42.3 | (1.59) | - | (t) | - | + |
| 1985 ................... | 31.6 323 | (0.93) | 30.8 312 | $\left(\begin{array}{l}1.00 \\ 1 \\ 1.08 \\ \hline\end{array}\right.$ | 36.1 371 | (2.47) | 32.1 33.1 | $(1.29)$ | 31.0 31.3 | (1.33) | 37.9 378 | $\left(\begin{array}{l}1.15 \\ 1.24 \\ 1\end{array}\right.$ | 15.0 | (1.85) | 17.6 26.4 | (2.63) | 14.7 21.4 | (1.85) | 31.0 331 | (1.23) | 41.1 368 | (1.81) | - | $\binom{t}{(t)}$ | - | $+$ |
| $\begin{aligned} & 1990 \\ & 1995 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~ \end{aligned}$ | 32.3 33.6 | (0.98) | 31.2 32.7 | $\left(\begin{array}{l}1.08) \\ (1.02)\end{array}\right.$ | 37.1 37.5 | (2.19) | 33.1 33.1 | (1.26) | 31.3 34.2 | (1.39) <br> $(1.35)$ | 37.8 40.8 | (1.24) | 17.3 18.0 | (2.05) | 26.4 22.2 | (2.86) | 21.4 17.4 | (2.16) | 33.1 34.4 | (1.23) | 36.8 42.1 | (1.98) | 34.9 | $\begin{aligned} & (0.9) \\ & (0.97) \end{aligned}$ | 20.1 | $\begin{array}{r} (\dagger) \\ (2.65) \end{array}$ |
| 2000 ... | 34.1 | (0.93) | 33.3 | (1.03) | 37.7 | (2.15) | 33.2 | (1.28) | 35.1 | (1.36) | 41.3 | (1.20) | 21.3 | (2.14) | 20.9 | (2.18) | 22.0 | (2.11) | 34.1 | (1.22) | 40.7 | (1.85) | 35.1 | (0.99) | 24.4 | (2.74) |
| 2001 ................. | 32.4 | (0.86) | 31.1 | (0.95) | 37.8 | (1.99) | 30.6 | (1.17) | 34.5 | (1.27) | 38.9 | (1.11) | 18.7 | (1.85) | 23.6 | (2.23) | 21.4 | (2.04 | 33.3 | (1.12) | 36.1 | (1.70) | 33.3 | (0.90) | 23.0 | (2.64) |
| 2002 ................ | 30.6 | (0.84) | 29.2 | (0.93) | 35.9 | (1.92) | 28.0 | (1.13) | 33.4 | (1.24) | 37.5 | (1.11) | 16.9 | (1.81) | 21.1 | (1.94) | 18.4 | 1.83) | 31.4 | (1.11) | 35.3 | (1.64) | 31.6 | (0.89) | 21.3 | (2.34) |
| 2003 ............ | 27.0 | (0.79) | 25.3 | (0.86) | 34.6 | (1.97) | 26.7 | (1.09) | 27.3 | (1.15) | 33.3 | (1.07) | 15.2 | (1.68) | 18.8 | (1.82) | 14.3 | (1.64) | 27.8 | (1.05) | 31.8 | (1.57) | 28.0 | (0.84) | 17.7 | (2.17) |
| 2004 .................... | 27.2 | (0.80) | 25.6 | (0.87) | 34.7 | (2.03) | 26.2 | (1.09) | 28.3 | (1.17) | 32.9 | (1.08) | 15.1 | (1.71) | 21.2 | (1.92) | 12.0 | (1.55) | 27.5 | (1.05) | 34.4 | (1.64) | 27.8 | (0.85) | 20.8 | (2.43) |
| 2005 | 26.4 | (0.77) | 25.2 | (0.84) | 32.2 | (1.95) | 25.3 | (1.05) | 27.6 | (1.14) | 31.8 | (1.05) | 13.7 | (1.63) | 19.4 | (1.78) | 14.8 | (1.61) | 26.9 | (1.03) | 31.7 | (1.55) | 26.8 | (0.81) | 21.7 | (2.49) |
| 2006 ..... | 27.6 | (0.79) | 26.0 | (0.86) | 34.1 | (1.87) | 26.5 | (1.08) | 28.8 | (1.16) | 33.6 | (1.08) | 20.1 | 1.85) | 17.5 | (1.72) | 17.8 | (1.72) | 27.5 | (1.04) | 33.5 | (1.59) | 27.9 | 0.82) | 23.9 | (2.64) |
| 2007 .... | 26.2 | (0.78) | 24.8 | (0.85) | 32.2 | (1.87) | 25.0 | (1.06) | 27.6 | (1.14) | 31.3 | (1.06) | 15.1 | 1.68) | 21.1 | (1.83) | 17.3 | (1.74) | 25.9 | (1.01) | 32.1 | (1.62 | 26.0 | (0.81) | 28.5 | (2.64) |
| 2008 ....... | 22.6 | (0.74) | 21.0 | (0.80) | 29.5 | (1.83) | 20.0 | (0.99) | 25.4 | (1.10) | 27.7 | (1.04) | 15.5 | (1.69) | 15.1 | (1.54) | 13.5 | (1.54) | 22.6 | (0.96) | 28.4 | (1.59) | 23.1 | (0.78) | 18.0 | (2.35) |
| 2009 ................. | 17.0 | (0.67) | 15.2 | (0.72) | 23.8 | (1.65) | 16.0 | (0.91) | 18.1 | (0.98) | 21.5 | (0.96) | 10.5 | (1.43) | 11.9 | (1.39) | 9.7 | (1.33) | 16.3 | (0.85) | 23.5 | (1.51) | 17.0 | (0.70) | 16.9 | (2.32) |
| $2010{ }^{3}$ | 16.2 | (0.55) | 15.0 | (0.59) | 20.8 | (1.52) | 14.0 | (0.78) | 18.5 | (0.86) | 20.9 | (0.86) | 9.6 | (1.28) | 10.4 | (1.18) | 8.5 | (1.01) | 16.5 | (0.80) | 20.9 | (1.31) | 16.4 | (0.60) | 13.4 | (2.20) |
| $2011{ }^{3}$..... | 16.9 | (0.67) | 16.4 | (0.77) | 18.7 | (1.28) | 14.7 | (0.76) | 19.4 | (1.09) | 22.2 | (1.07) | 10.2 | (1.43) | 11.3 | (1.11) | 10.2 | (1.29) | 17.5 | (0.83) | 19.6 | (1.39) | 17.3 | (0.74) | 12.4 | (1.91) |
| $2011^{3}$.... | 18.0 | (0.71) | 16.0 | (0.75) | 24.5 | (1.88) | 16.6 | (0.83) | 19.4 | (1.13) | 23.2 | 0.97) | 12.7 | (2.17) | 11.4 | (1.23) | 13.0 | (1.42) | 16.4 | (0.88) | 24.9 | (1.55) | 18.6 | (0.76) | 12.0 | (2.01) |
| $2013{ }^{3}$ | 17.9 | (0.65) | 15.8 | (0.69) | 24.7 | (1.73) | 17.6 | (0.89) | 18.3 | (0.94) | 23.3 | (0.99) | 11.8 | (1.42) | 14.0 | (1.19) | 9.7 | (1.26) | 16.9 | (0.90) | 25.4 | (1.69) | 17.8 | (0.66) | 19.0 | (2.67) |
| $2014{ }^{3}$.... | 19.2 | (0.70) | 17.3 | (0.71) | 25.5 | (1.63) | 18.1 | (0.90) | 20.3 | (1.03) | 23.2 | (1.00) | 14.0 | (1.65) | 14.7 | (1.47) | 12.6 | (1.52) | 19.3 | (0.88) | 23.2 | (1.54) | 19.2 | (0.75) | 18.8 | (2.20) |
| $2015{ }^{3}$.......... | 19.0 | (0.73) | 17.2 | (0.79) | 25.8 | (1.70) | 18.1 | (0.92) | 20.0 | (1.23) | 22.2 | (1.05) | 15.0 | (2.03) | 15.7 | (1.42) | 13.7 | (1.87) | 18.8 | (0.93) | 22.3 | (1.47) | 19.0 | (0.78) | 19.2 | (2.20) |
|  | Percent working less than 15 hours per week ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 ... | 13.6 | (0.64) | 14.5 | (0.71) | 7.5 | (1.37) | 12.3 | (0.85) | 14.9 | (0.97) |  | (t) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | 9.9 | (1.81) | 12.6 | (0.80) | 16.8 | (1.28) | - | (t) | - | (t) |
| 1975 .... | 13.4 | (0.62 | 14.0 | (0.67) | 8.8 | (1.43 | 12.5 | (0.82) | 14.3 | (0.92) | 15.5 | (0.75) | 5.3 | (1.05) | 6.6 ! | (2.15) | 6.8 | (1.44) | 12.3 | (0.78) | 17.4 | (1.23) | - | (t) | - | + |
| 1980 ... | 14.0 | 0.63 | 14.9 | (0.70) | 8.9 | (1.33) | 13.7 | (0.87) | 14.2 | 0.91 | 16.4 | (0.77) | 4.6 | (0.96) | 9.4 | (2.49) | 7.7 | (1.41) | 13.2 | (0.82) | 17.7 | 1.23) | - | (t) | - | ( |
| $\begin{aligned} & 1985 \text {... } \\ & 1990 \text {.. } \end{aligned}$ | 12.3 11.7 | $(0.65$ $(0.67)$ | 12.8 12.9 | $(0.72)$ <br> 0.78 | 9.5 6.8 | $\left(\begin{array}{l}1.51) \\ 1.21 \\ \hline\end{array}\right.$ | 11.7 11.3 | $(0.89$ <br> 0.92 | 12.9 12.2 | 0.96 <br> 0.98 | 15.2 14.7 | $(0.85$ <br> 0.90 | 6.2 6.0 | $\left(\begin{array}{l}1.25 \\ 1.28)\end{array}\right.$ | $3.0!$ 4.8 | (1.18) | 3.6 5.9 | $\left(\begin{array}{l}0.97 \\ 1.24 \\ \hline\end{array}\right.$ | 11.8 11.5 | $(0.86$ <br> $(0.88$ | 17.5 15.6 | (1.40) | - | (t) |  | + |
| 1995 .............. | 11.9 | (0.63) | 13.1 | (0.73) | 6.8 | (1.14) | 11.1 | (0.84) | 12.9 | (0.96) | 14.8 | (0.85) | 6.5 | (1.22) | 6.5 | (1.42) | 4.4 | (0.98) | 11.3 | (0.82) | 18.1 | (1.47) | 12.6 | (0.68) | 5.1 | (1.46) |
| 2000 ..... | 11.9 | (0.64) | 12.9 | (0.73) | 7.8 | (1.19) | 11.2 | (0.86) | 12.6 | (0.94) | 15.4 | (0.88) | 6.3 | (1.27) | 3.7 | (1.01) | 5.4 | (1.15) | 11.3 | (0.82) | 16.5 | (1.40) | 12.6 | (0.68) | 5.2 | (1.42) |
| 2001 ..... | 11.6 | (0.59) | 12.6 | (0.68) | 7.7 | (1.10) | 9.8 | (0.75) | 13.7 | (0.91) | 15.0 | (0.82) | 4.3 | (0.96) | 6.1 | (1.26) | 5.7 | (1.15) | 10.8 | (0.74) | 16.4 | (1.31) | 12.2 | (0.63) | 5.5 | (1.43) |
| 2002 .... | 11.1 | (0.57) | 12.1 | (0.66) | 7.2 | (1.04) | 9.7 | (0.74) | 12.7 | (0.87) | 15.0 | (0.82) | 4.5 | (1.00) | 3.6 | (0.89) | 6.0 | (1.12) | 10.0 | (0.72) | 16.1 | (1.26) | 11.9 | (0.62) | 4.1 | (1.13) |
| 2003 | 9.6 | (0.52) | 10.0 | (0.59) | 7.8 | (1.11) | 9.0 | (0.70) | 10.2 | (0.78) | 12.4 | (0.75) | 4.5 | (0.96) | 5.5 | (1.06) | 4.8 | (1.00) | 9.1 | (0.67) | 13.1 | (1.14) | 10.2 | (0.57) | 3.7 | (1.07) |
| 2004 ...... | 10.4 | (0.55) | 10.9 | (0.62) | 8.4 | (1.18) | 9.9 | (0.74) | 11.0 | (0.82) | 14.0 | (0.80) | 4.9 | (1.03) | 4.4 | (0.96) | 3.5 | (0.87) | 8.5 | (0.66) | 18.1 | (1.33) | 11.0 | (0.59) | 5.2 | (1.33) |
| 2005. | 10.1 | (0.53) | 10.7 | (0.60) | 7.2 | (1.08) | 8.9 | (0.69) | 11.4 | (0.81) | 13.4 | (0.77) | 3.7 | (0.89) | 5.0 | (0.99) | 3.7 | (0.85) | 9.9 | (0.69) | 13.9 | (1.16) | 10.6 | (0.56) | 4.6 | (1.26) |
| 2006 ................... | 9.9 | (0.53) | 10.7 | 0.61) | 6.4 | (0.97) | 8.8 | (0.69) | 11.0 | (0.80) | 12.8 | (0.76) | 5.2 | (1.03) | 4.2 | (0.91) | 3.7 | (0.85) | 9.2 | (0.67) | 14.7 | (1.20) | 10.5 | (0.56) | 3.0 ! | (1.06 |
| 2007 ..... | 10.6 | (0.54) | 11.4 | (0.63) | 7.0 | (1.02) | 9.5 | (0.72) | 11.7 | (0.82) | 14.2 | (0.80) | 3.0 | (0.80) | 6.0 | (1.06) | 6.1 | (1.10) | 9.6 | (0.68) | 15.3 | (1.25) | 11.1 | (0.58) | 5.7 | (1.36) |
| 2008 ...... | 9.2 | (0.51) | 9.9 | (0.59) | 6.1 | (0.96) | 8.1 | (0.68) | 10.3 | (0.77) | 12.4 | (0.77) | 3.2 | (0.82) | 4.1 | (0.85) | 3.1 | (0.78) | 9.1 | (0.66) | 13.0 | (1.18) | 9.6 | (0.54) | 4.6 | (1.28) |
| 2009 ............ | 7.6 | (0.47) | 8.0 | (0.54) | 6.2 | (0.94) | 6.8 | (0.62) | 8.4 | (0.71) | 10.1 | (0.71) | 3.6 | (0.86) | 4.7 | (0.91) | 3.6 | (0.83) | 6.9 | (0.58) | 11.8 | (1.15) | 7.8 | (0.50) | 5.2 | (1.38) |
| $2010^{3}$... | 7.3 | (0.42) | 7.5 | (0.49) | 6.8 | (0.94) | 6.3 | (0.50) | 8.4 | (0.69) | 9.5 | (0.65) | 4.1 | (0.82) | 4.5 | (0.79) | 3.0 | (0.63) | 7.1 | (0.54) | 10.9 | (1.01) | 7.7 | (0.45) | 3.4 ! | (1.21) |
| 2011 | 7.3 | 0.40 | 8.1 | 0.50 | 4.4 | (0.71) | 5.8 | (0.51) | 9.0 | 0.66 | 11.0 | 0.66) | 2.2 | (0.60 | 2.7 | 0.54 | 3.7 | 0.81) | 7.0 | (0.55) | 10.2 | (0.94) | 7.7 | (0.44) | 2.8 | (0.98) |
| $2012^{3}$..... | 8.2 | (0.46) | 8.5 | (0.53) | 7.3 | (0.95) | 7.1 | (0.57) | 9.4 | (0.73) | 12.2 | (0.73) |  | (0.92) | 2.4 | (0.58) | 4.2 | (0.89) | 7.2 | (0.53) | 13.3 | (1.27) | 8.8 | (0.50) | 2.4 ! | (0.75) |
| $2013^{3} \ldots . . . . . . . . . .$. | 7.9 | (0.50) | 8.2 | (0.54) | 6.8 | (0.99) | 6.9 | (0.61) | 8.9 | (0.77) | 12.2 | (0.81) | 2.6 | (0.71) | 3.4 | (0.62) | 2.9 | (0.78) | 7.0 | (0.54) | 13.1 | (1.38) | 8.1 | (0.50) | $5.5!$ | (1.75) |
| $2014^{3} \ldots . . . . . . . . . . . .$. | 7.8 | (0.43) | 8.4 | (0.49) | 5.7 | (0.85) | 6.5 | (0.54) | 9.1 | (0.67) | 10.7 | (0.67) | 3.5 | (0.91) | 3.5 | (0.65) | 3.8 | (0.90) | 7.6 | (0.57) | 10.9 | (1.04) | 8.2 | (0.46) | 3.7 ! | (1.14) |
| $2015^{3}$................. | 8.5 | (0.48) | 8.7 | (0.54) | 7.8 | (1.07) | 7.8 | (0.70) | 9.3 | (0.75) | 10.9 | (0.75) | 7.0 | (1.49) | 5.3 | (0.97) | 5.0 | (1.07) | 7.7 | (0.60) | 12.2 | (1.18) | 9.1 | (0.53) | 3.4 | (1.00) |
|  | Percent working 15 or more hours per week ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1970 ..... | 17.5 | (0.71) | 15.6 | (0.73) | 30.8 | (2.41) | 22.1 | (1.08) | 12.6 | (0.90) | - | ( $\dagger$ ) | - |  | - |  | 10.6 | (1.87) | 18.4 | (0.93) | 18.1 | (1.32) | - | (t) | - | (t) |
| 1975 ..... | 19.2 | (0.71) | 18.2 | (0.75) | 25.7 | (2.20) | 21.7 | (1.03) | 16.4 | (0.97) | 21.8 | (0.85) | 8.3 | (1.30) | 14.7 | (3.08) | 11.3 | (1.81) | 19.0 | (0.93) | 22.1 | (1.34) | - | (t) | - | (t) |
| 1980. | 20.5 | (0.73) | 19.0 | (0.77) | 29.4 | (2.12) | 22.1 | (1.05) | 18.9 | (1.02) | 23.5 | (0.89) | 10.1 | (1.39) | 14.3 | (2.99) | 11.4 | 1.69 | 21.0 | (0.98) | 23.1 | (1.36) | 二 | (t) |  | + |
| 1985 ..... | 18.4 197 | $(0.77)$ <br> $(0.83$ | 17.2 17.5 | 0.81 0 0.88 0 | ${ }_{29}^{25.5}$ | (2.24) | 19.5 21.0 | $\left(\begin{array}{l}1.09 \\ 1.19 \\ 1\end{array}\right.$ | 17.3 18.3 | (1.09) | 21.7 22.1 | (0.97) | 8.4 106 10.9 | (1.44) | 13.7 21.5 | (2.37) | 10.0 150 | (1.57) | 18.4 208 | $\left(\begin{array}{c}1.03 \\ 1.11 \\ 1\end{array}\right)$ | 22.6 | $\left(\begin{array}{c}1.54 \\ 1 \\ 1.64 \\ \hline\end{array}\right.$ | - | (t) |  | $t$ |
| 1995 .................... | 20.5 | (0.79) | 18.4 | (0.84) | 29.7 | (2.07) | 20.8 | (1.09) | 20.2 | (1.14) | 24.5 | (1.03) | 10.9 | (1.55) | 15.1 | (2.07) | 12.7 | (1.60) | 21.9 | (1.07) | 22.5 | (1.59) | 21.1 | (0.83) | 14.9 | (2.35) |

See notes at end of table.

Table 503.10. Percentage of high school students age 16 and over who were employed, by age group, sex, race/ethnicity, family income, nativity, and hours worked per week: Selected years, 1970 through 2015-Continued
[Standard errors appear in parentheses]

| Year | Total |  | Age group |  |  |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  | Family income ${ }^{1}$ |  |  |  |  |  | Nativity |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 16 and 17 years old |  | 18 years old and over |  |  | Male | Female |  | White |  | Black Hispanic |  |  |  | Low income |  | Middle income |  | High income |  | U.S.-born |  | Foreign-born |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| 2000 ... | 21.1 | (0.80) | 19.2 | (0.86) | 28.8 | (2.01) | 21.1 | (1.11) | 21.0 | (1.16) | 24.6 | (1.05) | 13.8 | (1.80) | 16.3 | (1.98) | 15.6 | (1.85) | 21.5 | (1.06) | 23.1 | (1.59) | 21.3 | (0.84) | 19.0 | (2.50) |
| $2001 . .$. | 19.4 | (0.73) | 17.1 | (0.77) | 28.3 | (1.85) | 19.6 | 1.01) | 19.1 | (1.05) | 22.2 | (0.95) | 13.4 | (1.62 | 17.0 | (1.97) | 14.6 | (1.76) | 20.9 | (0.97) | 18.4 | (1.37) | 19.6 | (0.76) | 16.9 | (2.35) |
| 2002 .... | 18.5 | 0.71 | 16.1 | (0.75) | 27.9 | 1.80 | 17.5 | 0.95 | 19.7 | (1.04) | 21.4 | (0.94) | 11.9 | 1.57) | 16.8 | 1.78) | 12.3 | (1.55) | 20.7 | (0.97) | 17.4 | 1.30) | 18.7 | (0.75) | 16.5 | 2.12 |
| 2003 .... | 16.4 | (0.66) | 14.3 | (0.69) | 25.9 | (1.82) | 16.8 | (0.92) | 16.0 | (0.94) | 19.5 | (0.90) | 10.4 | (1.42) | 13.1 | (1.57) | 9.1 | (1.35) | 17.6 | (0.89) | 17.7 | (1.29) | 16.7 | (0.70) | 13.6 | (1.95) |
| 2004 .... | 16.0 | (0.66) | 13.8 | (0.68) | 26.2 | (1.88) | 15.5 | (0.90) | 16.6 | (0.97) | 17.8 | (0.88) | 10.2 | (1.45) | 16.6 | (1.75) | 8.1 | (1.30) | 18.3 | (0.91) | 15.2 | (1.24) | 16.1 | (0.69) | 15.2 | (2.15) |
| 2005 ...... | 15.2 | (0.63) | 13.4 | (0.66) | 23.5 | (1.77) | 15.5 | (0.88) | 14.8 | (0.90) | 17.0 | (0.84) | 9.6 | (1.40) | 13.6 | (1.55) | 10.8 | (1.40) | 15.9 | (0.85) | 16.1 | (1.23) | 15.1 | (0.66) | 16.5 | (2.24) |
| 2006 ................... | 17.0 | (0.66) | 14.4 | (0.69) | 27.0 | (1.75) | 16.8 | (0.91) | 17.1 | (0.96) | 19.5 | (0.90) | 14.5 | (1.63) | 13.3 | (1.54) | 13.8 | (1.55) | 17.7 | (0.89) | 17.3 | (1.27) | 16.6 | (0.68) | 20.8 | (2.51) |
| 2007 ................. | 15.0 | (0.63) | 12.8 | (0.66) | 24.2 | (1.72) | 14.8 | (0.87) | 15.2 | (0.92) | 16.2 | (0.85) | 11.4 | (1.49) | 14.9 | (1.59) | 10.9 | (1.44) | 15.6 | (0.83) | 15.8 | (1.27) | 14.3 | (0.65) | 22.2 | (2.43) |
| 2008 .... | 12.8 | (0.59) | 10.3 | (0.60) | 22.7 | (1.68) | 11.4 | (0.79) | 14.1 | (0.88) | 14.3 | (0.82) | 11.9 | (1.51) | 10.6 | (1.32) | 9.9 | (1.34) | 12.8 | (0.77) | 14.4 | (1.23) | 12.7 | (0.62) | 13.0 | (2.06) |
| 2009 ............. | 8.7 | (0.50) | 6.4 | (0.49) | 17.3 | (1.47) | 8.4 | (0.69) | 9.1 | (0.73) | 10.4 | (0.71) | 6.5 | (1.15) | 7.2 | (1.11) | 5.9 | (1.06) | 8.9 | (0.66) | 9.9 | (1.07) | 8.4 | (0.52) | 11.7 | (1.99) |
| $2010^{3} . . . . . . . . . . . . .$. | 8.3 | (0.45) | 6.9 | (0.47) | 13.4 | (1.24) | 7.2 | (0.62) | 9.4 |  | 10.5 | (0.67) | 5.3 | (1.01) | 5.6 |  | 5.3 |  | 9.0 |  | 8.7 | (1.16) | 8.1 | (0.46) | 9.6 |  |
| 20113 .............. | 9.0 | (0.52) | 7.7 | (0.56) | 13.6 | (1.10) | 8.4 | (0.63) | 9.8 | (0.78) | 10.5 | (0.77) | 7.4 | (1.30) | 8.4 | (1.06) | 6.3 | 1.10) | 10.0 | (0.69) | 8.5 | (0.94) | 9.0 | (0.55) | 9.6 | (1.84) |
| $2012^{3}$............... | 8.9 | (0.55) | 6.7 | (0.51) | 16.5 | (1.62) | 8.4 | (0.62) | 9.5 | (0.84) | 10.0 | (0.69) | 8.2 | (1.97) | 8.4 | 1.04 | 8.3 | (1.22) | 8.7 | (0.68) | 9.9 | (1.30) | 8.9 | (0.59) | 9.6 | (1.76) |
| $2013^{3}$............... | 9.7 | (0.56) | 7.3 | (0.53) | 17.4 | (1.57) | 10.3 | (0.85) | 9.1 | (0.67) | 10.6 | (0.81) | 9.1 | (1.37) | 10.6 | (1.10) | 6.7 | (1.19) | 9.7 | (0.82) | 11.7 | (1.12) | 9.4 | (0.60) | 13.4 | (2.15) |
| 20143 | 10.7 | (0.55) | 8.2 | (0.48) | 19.3 | (1.49) | 10.8 | (0.72) | 10.6 | (0.81) | 11.6 | (0.75) | 9.4 | (1.52) | 11.0 | (1.30) | 8.6 | (1.34) | 11.1 | (0.73) | 11.1 | (1.25) | 10.2 | (0.56) | 15.1 | (2.12) |
| $2015{ }^{3}$................... | 9.7 | (0.54) | 7.8 | (0.53) | 17.2 | (1.50) | 9.7 | (0.66) | 9.7 | (0.86) | 10.5 | (0.75) | 7.3 | (1.31) | 9.8 | (1.11) | 8.2 | (1.41) | 10.2 | (0.72) | 9.7 | (1.05) | 9.2 | (0.57) | 15.0 | (2.08) |

-Not available.
-Not available.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
Low income refers to the bottom 20 percent of all family incomes; high income refers to the top 20 percent of all family incomes; and middle income refers to the 60 percent in between.
-Percent employed includes those who were employed but not at work during the survey week.
${ }^{3}$ Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.
${ }^{4}$ Hours worked per week refers to the number of hours the respondent worked at all jobs during the survey week. The estimates of the percentage of high school students age 16 and over who worked less than 15 hours per week or 15 or more hours per week exclude those who were employed but not at work during the survey week. Therefore, detail may not sum to NOTE: Race categories exclude persons of Hispanic ethnicity. Totals include racial/ethnic groups not shown separately. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2015 (This table was prepared May 2017.)

Table 503.20. Percentage of college students 16 to 24 years old who were employed, by attendance status, hours worked per week, and control and level of institution: Selected years, October 1970 through 2015
[Standard errors appear in parentheses]


## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes those who were employed but not at work during the survey week.
${ }^{2}$ Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. "Hours worked per week" refers to the number of hours worked at all jobs during the survey week.
${ }^{3}$ Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years. NOTE: Students were classified as full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, selected years, 1970 through 2015. (This table was prepared May 2017.)

## Table 503.30. Percentage of college students 16 to 24 years old who were employed, by attendance status, hours worked per week, and selected characteristics: October 2013 through 2015

[Standard errors appear in parentheses]

| Year and selected characteristic | Full-time students |  |  |  |  |  |  |  | Part-time students |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent employed ${ }^{1}$ |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  | Percentemployed |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  |
|  |  |  | Less than 20 hours |  | 20 to 34 hours |  | 35 or more hours |  |  |  | Less than 20 hours |  | 20 to 34 hours |  | 35 or more hours |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| 2013 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 39.5 | (1.00) | 14.0 | (0.67) | 18.5 | (0.77) | 6.6 | (0.50) | 75.7 | (2.06) | 10.5 | (1.44) | 28.7 | (1.76) | 35.4 | (2.11) |
| Sex <br> Male <br> Female $\qquad$ | 35.9 | 36) | 12.2 | (0.94) | 16.6 | ) | 6.6 | (0.78) | 70.9 | ) | 7.4 | ) | 28.8 | .84) | 33.9 | .98) |
|  | 42.7 | (1.31) | 15.6 | (0.99) | 20.2 | (0.97) | 6.6 | (0.67) | 79.4 | (2.50) | 12.9 | (1.93) | 28.6 | (2.49) | 36.5 | (2.93) |
| 2014 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 41.3 | (0.97) | 15.6 | (0.69) | 17.9 | (0.80) | 6.6 | (0.48) | 80.3 | (1.81) | 13.8 | (1.58) | 26.9 | (2.33) | 38.5 | (2.36) |
| Sex | 37.3 | (1.40) | 12.9 | (0.98) | 17.2 | (1.13) | 6.1 | (0.63) | 82.8 | (2.83) | 13.6 | (2.35) | 25.0 | (3.20) | 42.5 | .15) |
| Female | 44.9 | (1.36) | 18.0 | (0.99) | 18.6 | (1.02) | 7.1 | (0.63) | 78.4 | (2.48) | 14.0 | (2.10) | 28.4 | (3.23) | 35.5 | (3.12) |
| Level and control of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2-year ........................... | 44.5 | (2.15) | 15.7 | (1.42) | 21.0 | (1.72) | 7.0 | (0.89) | 78.5 | (2.57) | 15.2 | (2.33) | 27.8 | (3.24) | 33.9 | (3.49) |
| Public | 45.0 | (2.28) | 15.9 | (1.57) | 21.3 | (1.82) | 6.9 | (0.91) | 77.5 | (2.64) | 15.2 | (2.35) | 28.3 | (3.35) | 32.4 | (3.58) |
| Private | 39.4 | (6.92) | 13.6 ! | (5.65) | 17.5 ! | (5.75) | 8.3 ! | (3.25) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| 4 -year .... | 40.3 | (1.15) | 15.5 | (0.81) | 17.0 | (0.86) | 6.5 | (0.59) | 82.4 | (2.57) | 12.3 | (2.23) | 25.9 | (3.25) | 43.7 | (3.32) |
| Public | 41.1 | (1.31) | 14.6 | (0.91) | 18.4 | (0.99) | 6.9 | (0.69) | 83.4 | (2.86) | 12.2 | (2.61) | 28.4 | (3.69) | 42.3 | (3.81) |
| Private | 37.8 | (2.29) | 18.7 | (1.72) | 12.0 | (1.62) | 5.3 | (1.00) | 77.1 | (6.82) | 12.9 ! | (4.92) | 13.5 ! | (5.59) | 50.8 | (8.76) |
| 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 39.5 | (0.98) | 15.6 | (0.77) | 16.1 | (0.75) | 6.7 | (0.56) | 75.3 | (2.33) | 10.5 | (1.48) | 32.2 | (2.67) | 31.7 | (2.15) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 35.9 | (1.30) | 13.5 | (0.95) | 14.8 | (1.00) | 6.6 | (0.74) | 75.1 | (3.20) | 8.5 | (1.87) | 32.4 | (3.39) | 33.8 | (3.05) |
| Female | 42.7 | (1.33) | 17.5 | (1.00) | 17.2 | (1.08) | 6.8 | (0.74) | 75.5 | (2.93) | 12.3 | (2.22) | 32.1 | (3.17) | 29.8 | (2.93) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 42.8 | (1.32) | 17.1 | (0.97) | 17.7 | (1.06) | 6.9 | (0.65) | 78.5 | (2.80) | 11.9 | (2.17) | 29.4 | (3.22) | 36.3 | (3.17) |
| Black | 37.1 | (2.89) | 14.1 | (1.98) | 14.1 | (2.14) | 7.0 | (1.46) | 60.9 | (7.29) | 8.7 ! | (4.10) | 26.6 | (5.94) | 25.6 | (6.17) |
| Hispanic | 38.0 | (2.26) | 13.1 | (1.62) | 16.1 | (1.89) | 7.9 | (1.38) | 76.0 | (4.60) | 9.5 | (2.58) | 42.2 | (5.02) | 22.6 | (3.67) |
| Asian | 21.3 | (2.77) | 12.9 | (2.33) | 6.7 | (1.48) | 1.1 ! | (0.55) | 73.5 | (8.73) | $\pm$ | ( $\dagger$ ) | 21.5 ! | (7.19) | 44.4 | (9.79) |
| Pacific Islander . | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| American Indian/Alaska Native ..... | $\stackrel{\ddagger}{\ddagger}$ | (t) $(7.55)$ | $\stackrel{\ddagger}{\ddagger}$ | ( ${ }_{(+)}$ | $\stackrel{\ddagger}{\ddagger}$ | (t) | $\stackrel{\ddagger}{\ddagger}$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\pm$ | (t) |
| Two or more races | 43.9 | (7.55) | 20.3 | (4.84) | 10.9 ! | (3.94) | 11.1 ! | (4.25) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Level and control of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2-year ............................ | 44.9 | (2.05) | 15.3 | (1.39) | 21.2 | (1.62) | 7.9 | (1.10) | 74.2 | (2.90) | 10.8 | (2.39) | 35.9 | (3.51) | 27.0 | (3.04) |
| Public | 44.9 | (2.08) | 15.1 | (1.44) | 21.8 | (1.64) | 7.5 | (1.08) | 75.1 | (3.03) | 11.4 | (2.54) | 36.6 | (3.66) | 26.7 | (3.20) |
| Private. | 43.8 | (9.69) | 17.4 ! | (7.19) | 12.6 ! | (5.53) | 13.4 ! | (5.44) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| 4 -year ... | 37.9 | (1.13) | 15.7 | (0.88) | 14.6 | (0.83) | 6.4 | (0.63) | 76.4 | (3.20) | 10.1 | (1.81) | 28.4 | (3.36) | 36.5 | (3.10) |
| Public | 39.5 | (1.32) | 14.9 | (0.98) | 16.5 | (1.01) | 6.6 | (0.73) | 76.9 | (3.39) | 10.1 | (2.01) | 30.4 | (3.84) | 34.8 | (3.38) |
| Private ................... | 32.8 | (2.49) | 18.5 | (1.86) | 8.3 | (1.40) | 5.7 | (1.20) | 73.8 | (8.30) | 10.4 ! | (4.68) | 17.8 ! | (5.73) | 45.6 | (8.91) |
| Student enrollment level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Undergraduate .......... | 39.4 | (1.04) | 15.8 | (0.82) | 16.4 | (0.79) | 6.1 | (0.53) | 74.5 | (2.45) | 11.1 | (1.52) | 32.7 | (2.78) | 29.7 | (2.26) |
| Sex | 36.1 | (1.41) | 13.8 | (1.00) | 15.2 | (1.06) | 6.0 | (0.71) | 75.2 | (3.30) | 9.1 | (1.96) | 33.0 | (3.49) | 32.7 | (3.13) |
| Female | 42.3 | (1.36) | 17.5 | (1.08) | 17.5 | (1.12) | 6.1 | (0.72) | 73.8 | (3.16) | 13.0 | (2.36) | 32.5 | (3.41) | 26.7 | (3.06) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 42.5 | (1.38) | 17.2 | (1.00) | 18.3 | (1.11) | 6.0 | (0.61) | 78.7 | (2.93) | 13.0 | (2.35) | 29.1 | (3.28) | 35.6 | (3.36) |
| Black | 36.7 | (3.10) | 13.8 | (2.04) | 14.1 | (2.26) | 6.9 | (1.53) | 59.5 | (7.63) | 9.6 ! | (4.50) | 28.3 | (6.32) | 21.6 | (5.93) |
| Hispanic ... | 37.6 | (2.36) | 12.9 | (1.64) | 16.2 | (2.00) | 7.6 | (1.34) | 75.0 | (4.79) | 9.0 | (2.39) | 42.3 | (5.28) | 22.0 | (3.67) |
| Asian ..... | 22.7 | (2.91) | 15.0 | (2.67) | 6.0 | (1.44) | 1.1 ! | (0.52) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Pacific Islander ...................... | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | + | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) |
| American Indian/Alaska Native .. | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |  | (t) | $\ddagger$ | (t) |
| Two or more races ................ | 42.5 | (7.66) | 20.9 | (4.93) | 11.3 ! | (4.06) | 8.6 ! | (3.63) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) |
| Level and control of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2-year ................................. | 44.5 | (2.09) | 15.0 | (1.40) | 21.6 | (1.65) | 7.5 | (1.10) | 74.2 | (2.93) | 11.3 | (2.47) | 36.2 | (3.53) | 26.3 | (3.04) |
| Public. | 44.5 | (2.10) | 14.7 | (1.43) | 22.1 | (1.67) | 7.2 | (1.08) | 75.1 | (3.06) | 11.7 | (2.60) | 36.9 | (3.70) | 26.0 | (3.22) |
| Private | 44.6 | (11.18) | 20.4 ! | (8.21) | 11.8 ! | (5.62) | 12.4 ! | (5.60) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| 4 -year | 37.8 | (1.19) | 16.0 | (0.94) | 14.8 | (0.89) | 5.6 | (0.59) | 74.8 | (3.60) | 10.8 | (1.83) | 28.6 | (3.69) | 33.7 | (3.32) |
| Public. | 39.4 | (1.40) | 15.1 | (1.03) | 16.7 | (1.08) | 6.0 | (0.70) | 76.0 | (3.88) | 10.5 | (1.98) | 31.2 | (4.21) | 32.4 | (3.69) |
| Private ................................. | 32.0 | (2.57) | 19.3 | (2.01) | 8.1 | (1.47) | 4.2 | (1.15) | 68.0 | (9.54) | 12.7 ! | (5.64) | 14.7 ! | (5.06) | 40.7 | (9.30) |
| Graduate ..................................... | 40.5 | (3.39) | 13.8 | (2.48) | 12.3 | (1.96) | 13.9 | (2.41) | 82.5 | (5.25) | $\ddagger$ | ( $\dagger$ ) | 27.6 | (7.23) | 49.5 | (8.40) |

## $\dagger$ Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes those who were employed but not at work during the survey week.
${ }^{2}$ Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. "Hours worked per week" refers to the number of hours worked at all jobs during the survey week.
NOTE: Students were classified as full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2013 through 2015. (This table was prepared May 2017.)

Table 503.40. Percentage of 16 - to 64 -year-old undergraduate students who were employed, by attendance status, hours worked per week, and selected characteristics: 2005 , 2010 , and 2015
[Standard errors appear in parentheses]

| Year and selected characteristic | Full-time undergraduates |  |  |  |  |  |  |  |  |  |  |  | Part-time undergraduates |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent of all full-time undergraduates |  | Percent employed |  |  |  |  |  |  |  |  |  | Percent <br> of all part-time undergraduates |  | Percent employed |  |  |  |  |  |  |  |  |  |
|  |  |  | Total employed ${ }^{1}$ |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  |  |  |  |  | $\begin{array}{r} \text { Total } \\ \text { employed }{ }^{1} \end{array}$ |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  |  |  |
|  |  |  | Less than 10 | 10 to 19 |  | 20 to 34 |  | 35 or more |  | Less than 10 |  | 10 to 19 |  | 20 to 34 |  | 35 or more |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| ${ }^{2005} \text { Total }$ | 100.0 | (t) | 50.1 | (0.71) | 7.2 | (0.37) | 9.3 | (0.41) | 20.2 | (0.57) | 11.9 | (0.46) | 100.0 | (t) |  |  | 86.2 | (0.85) | 2.5 | (0.39) | 4.6 | (0.52) | 22.4 | (1.04) | 55.4 | (1.23) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 45.3 | (0.71) | 48.4 | (1.06) | 6.4 | (0.52) | 8.9 | (0.60) | 19.2 | (0.83) | 12.5 | (0.70) | 39.5 | (1.21) | 88.9 | (1.24) | 1.3 ! | (0.45) | 4.4 | (0.81) | 18.9 | (1.55) | 63.3 | (1.90) |
| Female. | 54.7 | (0.71) | 51.6 | (0.96) | 7.9 | (0.52) | 9.7 | (0.57) | 21.0 | (0.78) | 11.4 | (0.61) | 60.5 | (1.21) | 84.5 | (1.15) | 3.3 | (0.57) | 4.8 | (0.68) | 24.8 | (1.38) | 50.3 | (1.59) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ......... | 68.1 | (0.66) | 53.7 | (0.86) | 9.2 | (0.50) | 10.6 | (0.53) | 20.8 | (0.70) | 11.6 | (0.55) | 62.3 | (1.20) | 87.1 | (1.05) | 2.9 | (0.53) | 4.7 | (0.66) | 21.9 | (1.30) | 56.4 | (1.56) |
| Black | 12.6 | (0.50) | 40.2 | (2.09) | 1.4 ! | (0.51) | 6.2 | (1.03) | 18.4 | (1.65) | 13.3 | (1.45) | 15.9 | (0.96) | 84.0 | (2.43) | 1.8 ! | (0.89) | 3.2 ! | (1.16) | 20.2 | (2.66) | 56.7 | (3.28) |
|  | 10.5 | (0.50) | 44.0 | (2.47) | 2.5 ! | (0.78) | 6.1 | (1.19) | 19.6 | (1.98) | 13.5 | (1.70) | 15.3 | (1.01) | 85.6 | (2.53) | $\ddagger$ | (t) | 3.3 ! | (1.30) | 26.8 | (3.19) | 53.0 | (3.60) |
| Asian ...... | 6.1 | (0.36) | 38.3 | (2.98) | 4.7 | (1.29) | 6.4 | (1.50) | 18.1 | (2.36) | 8.5 | (1.71) | 3.4 | (0.48) | 83.4 | (5.32) | $\ddagger$ | (t) | 16.7 ! | (5.34) | 26.4 | (6.30) | 40.3 | (7.01) |
| Pacific Islander .................................................................... | 0.3 ! | (0.08) | $\stackrel{\ddagger}{\ddagger}$ | ( ${ }_{(1)}$ | $\ddagger$ |  | $\ddagger$ | $\left(\begin{array}{l}\text { (t) } \\ (+)\end{array}\right.$ | ${ }^{\ddagger}$ | (t) | $\stackrel{\ddagger}{\ddagger}$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ${ }_{(+)}^{+()}$ |
| American Indian/Alaska Native <br> Two or more races | 0.6 1.8 | $\begin{aligned} & (0.12) \\ & (0.20) \end{aligned}$ | 66.5 55.4 | $\begin{aligned} & (9.16) \\ & (5.64) \end{aligned}$ | 9.7 ${ }^{\ddagger}$ |  | $\stackrel{\ddagger}{\ddagger}$ ! | (3.30) | $\begin{aligned} & 32.8 \\ & 15.9 \end{aligned}$ | $\begin{aligned} & (9.12) \\ & (4.15) \end{aligned}$ | $\begin{aligned} & 16.9! \\ & 17.0 \end{aligned}$ | $\begin{aligned} & (7.28) \\ & (4.26) \end{aligned}$ | $\begin{aligned} & 1.0 \\ & 2.0 \end{aligned}$ | $\begin{aligned} & (0.26) \\ & (0.37) \end{aligned}$ | 90.4 | (5.43) | $\ddagger$ | $(+)$ $(t)$ | $\ddagger$ | $\left(\begin{array}{c}\text { (t) } \\ (+)\end{array}\right.$ | 18.7! | (7.20) | $59 .{ }^{\ddagger}$ | (9.07) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 to 24 .. | 83.3 | (0.53) | 49.2 | (0.78) | 7.9 | (0.42) | 10.1 | (0.47) | 21.3 | (0.64) | 8.9 | (0.44) | 40.9 | (1.22) | 85.6 | (1.36) | 4.0 | (0.76) | 6.7 | (0.97) | 28.9 | (1.76) | 45.2 | (1.93) |
| 25 to 29. | 7.3 | (0.37) | 54.3 | (2.62) | 4.2 | (1.06) | 5.3 | (1.18) | 16.3 | (1.94) | 23.8 | (2.24) | 18.0 | (0.95) | 84.5 | (2.12) | 1.9 ! | (0.79) | 2.8 ! | (0.97) | 18.2 | (2.26) | 61.0 | (2.86) |
| 30 to 39 .. | 5.6 | (0.33) | 56.2 | (2.97) | 4.5 | (1.24) | 7.4 | (1.57) | 13.3 | (2.04) | 28.7 | (2.71) | 21.2 | (1.02) | 87.0 | (1.81) | $\ddagger$ | (t) | 5.0 | (1.18) | 20.4 | (2.17) | 59.4 | (2.64) |
| 40 to 49 | 2.8 | (0.24) | 55.5 | (4.21) | 3.0 ! | (1.44) | 4.6 ! | (1.78) | 13.1 | (2.86) | 32.9 | (3.98) | 13.0 | (0.84) | 89.0 | (2.16) | + | (t) | $\ddagger$ | (t) | 15.0 | (2.46) | 68.8 | (3.19) |
| 50 to 64 .............................................................. | 0.9 | (0.13) | 48.0 | (7.51) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 16.9 ! | (5.63) | 25.7 | (6.57) | 6.8 | (0.63) | 87.3 | (3.16) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | (t) | 15.6 | (3.44) | 64.0 | (4.56) |
| Level of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2-year ............. | 24.7 | (0.61) | 53.8 | (1.43) | 5.3 | (0.64) | 9.2 | (0.83) | 22.1 | (1.19) | 15.7 | (1.04) | 47.7 | (1.24) | 84.8 | (1.29) | 2.0 | (0.51) | 5.4 | (0.81) | 21.6 | (1.48) | 54.8 | (1.79) |
| 4 -year ..... | 75.3 | (0.61) | 48.9 | (0.82) | 7.9 | (0.44) | 9.4 | (0.48) | 19.6 | (0.65) | 10.7 | (0.51) | 52.3 | (1.24) | 87.6 | (1.13) | 2.9 | (0.58) | 4.0 | (0.67) | 23.2 | (1.45) | 56.0 | (1.70) |
| Householder status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-householder .. | 73.2 | (0.63) | 48.0 | (0.83) | 7.8 | (0.45) | 10.1 | (0.50) | 20.5 | (0.67) | 8.4 | (0.46) | 40.0 | (1.22) | 85.1 | (1.40) | 3.6 | (0.73) | 5.9 | (0.93) | 30.6 | (1.81) | 44.0 | (1.95) |
| Householder .............. | 26.8 | (0.63) | 56.1 | (1.37) |  | (0.64) | 7.2 | (0.71) | 19.4 | (1.09) | 21.5 | (1.13) | 60.0 | (1.22) | 87.0 | (1.08) | 1.8 | (0.43) | 3.8 | (0.61) | 17.0 | (1.20) | 63.1 | (1.55) |
| Presence of own children under 18 in household ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Child or children present ........... | 10.6 | (0.44) | 55.3 | (2.17) | 3.7 | (0.82) | 7.7 | (1.16) | 15.7 | (1.59) | 25.4 | (1.90) | 31.8 | (1.16) | 83.7 | (1.62) | 2.6 | (0.70) | 4.4 | (0.90) | 16.7 | (1.64) | 57.9 | (2.17) |
| No children present ............. | 89.4 | (0.44) | 49.5 | (0.75) |  | (0.40) | 9.5 | (0.44) | 20.7 | (0.61) | 10.3 | (0.46) | 68.2 | (1.16) | 87.4 | (1.00) | 2.5 | (0.46) | 4.7 | (0.64) | 25.1 | (1.30) | 54.3 | (1.50) |
| Presence of spouse in household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spouse present .................... | 10.0 | (0.43) | 57.1 | (2.23) | 3.9 | (0.87) | 5.9 | (1.06) | 16.4 | (1.66) | 27.8 | (2.02) | 35.8 | (1.19) | 86.4 | (1.42) | 2.4 | (0.64) | 3.3 | (0.74) | 15.1 | (1.49) | 63.4 | (2.00) |
| No spouse present ${ }^{\text {a }}$............................................... | 90.0 | (0.43) | 49.4 | (0.75) |  | (0.40) | 9.7 | (0.44) | 20.6 | (0.61) | 10.1 | (0.45) | 64.2 | (1.19) | 86.2 | (1.07) | 2.5 | (0.49) | 5.4 | (0.70) | 26.5 | (1.37) | 51.0 | (1.55) |
| Presence of spouse and own children under 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spouse and children both present .......... | 5.8 | (0.33) | 53.7 | (2.95) | 3.5 ! | (1.08) | 4.5 | (1.23) | 13.3 | (2.01) | 28.3 | (2.66) | 20.7 | (1.00) | 83.8 | (2.01) | $2.6!$ | (0.87) | 3.8 | (1.04) | 12.7 | (1.82) | 62.0 | (2.65) |
| Spouse only, no children present ..... | 4.2 | (0.29) | 61.8 | (3.37) | 4.5 ! | (1.44) | 7.7 | (1.85) | 20.6 | (2.80) | 27.1 | (3.08) | 15.2 | (0.89) | 89.8 | (1.93) | $2.2!$ | (0.93) | 2.7 ! | (1.03) | 18.4 | (2.47) | 65.2 | (3.04) |
| Children only, no spouse present ............................................................ | 4.8 | (0.31) | 57.3 | (3.21) | 3.9 ! | (1.26) | 11.5 | (2.07) | 18.5 | (2.52) | 21.9 | (2.68) | 11.1 | (0.78) | 83.5 | (2.76) | 2.6 ! | (1.19) | 5.6 ! | (1.71) | 24.1 | (3.19) | 50.1 | (3.72) |
| Neither spouse nor children present ............................. | 85.2 | (0.51) | 48.9 | (0.77) | 7.8 | (0.41) | 9.6 | (0.46) | 20.7 | (0.63) | 9.5 | (0.45) | 53.1 | (1.24) | 86.7 | (1.16) | 2.5 | (0.53) | 5.3 | (0.77) | 27.0 | (1.51) | 51.2 | (1.70) |
| $2010$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 45.3 | (0.77) | 39.9 | (1.25) | 4.9 | (0.55) | 7.5 | (0.59) | 16.7 | (0.94) | 9.9 | (0.69) | 42.6 | (1.27) | 77.6 | (1.89) | 2.7 | (0.63) | 2.9 | (0.67) | 21.8 | (1.76) | 47.4 | (2.37) |
| Female .............................................................. | 54.7 | (0.77) | 42.5 | (1.18) | 7.2 | (0.53) | 7.8 | (0.56) | 16.2 | (0.84) | 10.2 | (0.70) | 57.4 | (1.27) | 72.6 | (1.80) | 2.4 | (0.55) | 5.6 | (0.86) | 22.5 | (1.72) | 40.0 | (1.90) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 62.3 | (0.79) | 44.2 | (1.16) | 7.8 | (0.58) | 8.5 | (0.54) | 17.2 | (0.89) | 9.5 | (0.59) | 57.5 | (1.53) | 75.8 | (1.71) | 2.4 | (0.52) | 5.1 | (0.84) | 21.1 | (1.59) | 44.3 | (1.98) |
| Black ................................................................. | 15.0 | (0.65) | 36.8 | (2.46) | 2.2 ! | (0.79) | 6.4 | (1.15) | 13.7 | (1.60) | 12.9 | (1.53) | 16.4 | (1.18) | 75.7 | (2.91) | 1.7 ! | (0.79) | 3.5 ! | (1.55) | 21.9 | (3.19) | 45.6 | (3.46) |
| Hispanic .................................................................................. | 13.5 | (0.51) | 39.3 | (2.19) | 2.9 | (0.72) | 5.9 | (1.08) | 18.6 | (1.83) | 11.6 | (1.48) | 20.8 | (1.23) | 73.7 | (3.00) | 3.3 ! | (1.06) | 2.8 ! | (0.94) | 25.7 | (3.19) | 40.6 | (3.34) |
| Asian ........................................................... | 6.5 | (0.34) | 31.4 | (2.98) | 6.1 | (1.35) | 6.2 | (1.46) | 12.4 | (1.95) | 6.1 ! | (1.88) | 2.9 | (0.50) | 70.6 | (8.38) | $\ddagger$ | (t) | $\ddagger$ | (t) | 26.7 | (6.60) | 36.7 | (7.74) |
| Pacific Islander .................................................. | 0.4 ! | (0.13) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ |
| American Indian/Alaska Native ...................................... | 0.8 | (0.17) | 23.0 ! | (7.60) | $\stackrel{\ddagger}{\ddagger}$ |  | $\stackrel{\ddagger}{\ddagger}$ | (t) | $\stackrel{\ddagger}{\ddagger}$ | (4) | 15.4 ! | (7.37) | 0.7 ! | (0.20) | $\stackrel{\ddagger}{\text { ¢ }}$ | ( ${ }_{(0)}$ | $\ddagger$ | $\left(\begin{array}{l}\text { (t) } \\ (+)\end{array}\right.$ | $\ddagger$ | (t) | $\stackrel{\ddagger}{\ddagger}$ | ${ }_{(+)}^{(+)}$ | $\stackrel{\ddagger}{\ddagger}$ | (t) |
| Two or more races .................................................. | 1.6 | (0.22) | 40.3 | (7.04) | 8.1 ! | (3.71) | 10.4 ! | (3.92) | 16.0 ! | (4.85) | $\ddagger$ | (t) | 1.6 | (0.41) | 65.9 | (9.24) | $\ddagger$ | (t) | $\ddagger$ | (t) | 23.6 ! | (9.38) | 26.7 ! | (10.90) |

[^136]Table 503.40. Percentage of 16- to 64-year-old undergraduate students who were employed, by attendance status, hours worked per week, and selected characteristics: 2005, 2010, and 2015-Continued [Standard errors appear in parentheses]

| Year and selected characteristic | Full-time undergraduates |  |  |  |  |  |  |  |  |  |  |  | Part-time undergraduates |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent of all full-time undergraduates |  | Percent employed |  |  |  |  |  |  |  |  |  | Percent of all part-time undergraduates |  | Percent employed |  |  |  |  |  |  |  |  |  |
|  |  |  | Total employed ${ }^{1}$ |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  |  |  |  |  | $\begin{array}{r} \text { Total } \\ \text { employed }{ }^{1} \end{array}$ |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  |  |  |
|  |  |  | Less than 10 | 10 to 19 |  | 20 to 34 |  | 35 or more |  | Less than 10 |  | 10 to 19 |  | 20 to 34 |  | 35 or more |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 to 24 | 78.7 | (0.67) | 40.1 | (1.05) | 6.8 | (0.48) | 8.6 | (0.49) | 17.5 | (0.80) | 6.2 | (0.47) | 41.9 | (1.25) | 72.5 | (2.14) | 3.5 | (0.81) | 7.4 | (1.16) | 29.9 | (2.11) | 29.9 | 9 (2.24) |
| 25 to 29 | 8.8 | (0.46) | 47.0 | (2.66) | 4.0 | (1.00) | 6.5 | (1.49) | 13.8 | (1.78) | 21.8 | (2.09) | 19.9 | (1.06) | 79.2 | (2.51) | 2.4 ! | (0.78) | 2.3 ! | (1.02) | 20.0 | (2.49) | 51.7 | 7 (3.39) |
| 30 to 39 .. | 7.7 | (0.40) | 45.4 | (3.16) | 2.8 ! | (0.96) | 2.3 ! | (0.76) | 12.8 | (1.91) | 25.7 | (2.64) | 20.1 | (1.06) | 76.0 | (2.82) | 1.5 ! | (0.73) | 2.5 ! | (0.95) | 15.6 | (2.16) | 54.4 | 4 (3.10) |
| 40 to 49 . | 3.3 | (0.30) | 43.6 | (4.43) | 4.5 ! | (1.63) | 2.6 ! | (1.31) | 10.8 | (2.61) | 25.7 | (4.05) | 12.0 | (0.86) | 72.6 | (3.52) | $\ddagger$ | (t) | 2.3 ! | (0.99) | 11.3 | (2.36) | 53.7 | 7 (3.88) |
| 50 to 64 ........................................................................................................ | 1.5 | (0.19) | 43.7 | (5.89) | $\pm$ | (t) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | (t) | 28.3 | (4.96) | 6.2 | (0.63) | 76.6 | (4.43) | + | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 20.6 | (4.73) | 48.0 | 0 (5.95) |
| Level of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 -year ............. | 31.2 | (0.82) | 39.1 | (1.48) | 4.1 | (0.64) | 8.0 | (0.73) | 16.4 | (1.16) | 10.1 | (0.80) | 50.6 | (1.44) | 73.2 | (1.76) | 3.2 | (0.67) | 4.7 | (0.87) | 23.6 | (1.77) | 39.3 | 3 (2.18) |
| 4-year ........................................................................ | 68.8 | (0.82) |  | (1.10) |  | (0.54) |  | (0.49) |  | (0.71) |  | (0.64) | 49.4 | (1.44) | 76.4 | (1.87) |  | (0.46) | 4.2 | (0.87) | 20.8 | (1.50) | 47.0 | (2.23) |
| Householder status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-householder .............................................................. | 73.3 | (0.72) | 38.4 | (1.05) | 6.7 | (0.48) | 7.8 | (0.45) | 16.3 | (0.75) | 6.6 | (0.46) | 46.1 | (1.38) | 72.1 | (2.01) | 3.5 | (0.74) | 5.1 | (0.96) | 29.7 | (1.90) | 32.0 | 0 (2.05) |
| Householder ................................................................. | 26.7 | (0.72) | 49.3 | (1.60) | 4.6 | (0.61) | 7.3 | (0.85) | 16.6 | (1.14) | 19.4 | (1.25) | 53.9 | (1.38) | 77.1 | (1.68) | 1.7 | (0.45) | 3.8 | (0.82) | 15.9 | (1.33) | 52.6 | 6 (2.01) |
| Presence of own children under 18 in household ${ }^{4}$ Child or children present | 12.8 | (0.56) | 38.4 | (2.13) | 3.2 | (0.77) | 4.8 | (0.89) | 10.9 | (1.40) | 18.2 | (171) | 29.8 | (133) | 73.0 | (249) | 25 | (073) | 3.9 | (0.92) | 144 | (1.72) | 498 | 8 (259) |
| No children present .................................................................................. | 87.2 | (0.56) | 41.8 | (0.95) | 6.6 | (0.44) | 8.1 | (0.43) | 17.2 | (0.70) | 8.8 | (0.47) | 70.2 | (1.33) | 75.5 | (1.48) | 2.6 | (0.51) | 4.7 | (0.71) | 25.5 | (1.50) | 40.3 | 3 (1.78) |
| Presence of spouse in household |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spouse present ...................... | 10.8 | (0.48) | 44.7 | (2.47) | 3.3 | (0.79) | 4.2 | (1.07) | 14.4 | (1.71) | 21.4 | (1.97) | 31.5 | (1.45) | 73.6 | (2.46) | $1.9!$ | (0.61) | 3.0 | (0.87) | 13.9 | (1.53) | 52.1 | 1 (2.69) |
| No spouse present ${ }^{5}$............................ | 89.2 | (0.48) | 40.9 | (0.95) | 6.5 | (0.43) | 8.1 | (0.44) | 16.7 | (0.69) | 8.6 | (0.47) | 68.5 | (1.45) | 75.3 | (1.47) | 2.8 | (0.53) | 5.1 | (0.75) | 26.1 | (1.43) | 39.0 | - (1.68) |
| Presence of spouse and own children under 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spouse and children both present ................ | 6.6 | (0.39) | 38.6 | (2.83) | 2.3 ! | (0.79) | 3.4 | (1.02) | 11.6 | (2.11) | 20.0 | (2.16) | 19.1 | (1.14) | 71.5 | (3.26) | 2.2 ! | (0.82) | 3.6 ! | (1.11) | 12.1 | (1.87) | 51.9 | 9 (3.27) |
| Spouse only, no children present . | 4.2 | (0.31) | 54.1 | (3.63) | 4.8 ! | (1.61) | 5.4 ! | (1.95) | 18.7 | (2.84) | 23.7 | (3.53) | 12.4 | (1.01) | 76.8 | (3.29) | $\ddagger$ | (t) | $\ddagger$ | (t) | 16.6 | (2.93) | 52.2 | 2 (4.33) |
| Children only, no spouse present ................................ | 6.2 | (0.41) | 38.3 | (3.22) | 4.1 ! | (1.36) | 6.2 | (1.44) | 10.2 | (1.83) | 16.3 | (2.45) | 10.7 | (0.88) | 75.7 | (3.32) | $2.9!$ | (1.45) | 4.3 ! | (1.57) | 18.5 | (3.10) | 46.1 | 1 (3.91) |
| Neither spouse nor children present .............................. | 83.0 | (0.63) | 41.1 | (0.97) | 6.7 | (0.46) | 8.2 | (0.45) | 17.2 | (0.73) | 8.1 | (0.45) | 57.8 | (1.51) | 75.2 | (1.60) | 2.8 | (0.60) | 5.2 | (0.82) | 27.5 | (1.56) | 37.7 | $7 \quad$ (1.91) |
| ${ }^{2015} \text { Total }$ | 100.0 | (t) | 43.0 | (0.92) | 6.6 | (0.51) | 8.0 | (0.49) | 16.5 | (0.68) | 10.4 | (0.58) | 100.0 | (t) | 78.3 | (1.34) | 2.3 | (0.49) | 5.5 | (0.72) | 24.6 | (1.52) | 44.6 | 6 (1.73) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 45.9 | (0.81) | 40.6 | (1.35) | 5.5 | (0.64) | 7.5 | (0.69) | 15.5 | (0.98) | 11.0 | (0.94) | 43.5 | (1.63) | 79.0 | (2.03) | $2.5!$ | (0.80) | 4.0 | (0.89) | 25.0 | (2.18) | 46.7 | $7 \quad$ (2.47) |
| Female .................................................................... | 54.1 | (0.81) | 45.1 | (1.24) |  | (0.68) | 8.5 | (0.64) | 17.4 | (0.91) | 9.9 | (0.75) | 56.5 | (1.63) | 77.7 | (1.81) |  | (0.57) | 6.7 | (1.10) | 24.3 | (1.79) | 42.9 | 9 (2.19) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........ | 57.8 | (0.80) | 45.9 | (1.18) | 7.5 | (0.64) | 8.5 | (0.64) | 18.1 | (0.95) | 10.5 | (0.70) | 51.6 | (1.49) | 80.3 | (1.68) | 2.4 | (0.63) | 6.6 | (1.07) | 22.5 | (1.80) | 47.2 | 2 (2.19) |
| Black | 13.9 | (0.60) | 43.0 | (2.73) | 5.0 | (1.10) | 6.8 | (1.29) | 14.6 | (1.82) | 14.3 | (1.76) | 16.4 | (1.10) | 69.8 | (4.44) | $\ddagger$ | (t) | $\ddagger$ | (t) | 20.2 | (3.60) | 44.8 | 8 (4.06) |
| Hispanic .. | 17.4 | (0.67) | 40.7 | (2.19) | 4.9 | (0.86) | 7.7 | (1.20) | 16.7 | (1.84) | 10.1 | (1.37) | 25.3 | (1.23) | 80.1 | (2.89) | $\ddagger$ | (t) | 6.7 | (1.58) | 32.6 | (3.50) | 38.5 | 5 (3.34) |
| Asian ..... | 7.7 | (0.43) | 25.9 | (2.95) | 6.9 | (1.79) | 7.1 | (1.51) | 6.7 | (1.50) | 4.7 | (1.29) | 3.9 | (0.63) | 79.2 | (6.85) | $\ddagger$ | (t) | $\ddagger$ | (t) | 24.6 | (6.57) | 46.3 | 3 (8.37) |
| Pacific Islander ... | 0.3 | (0.09) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 0.6 ! | (0.24) | , | ( $\dagger$ ) | $t$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( + ) | $\ddagger$ | $\ddagger$ (t) |
| American Indian/Alaska Native ...................................... | 0.6 | (0.16) | 51.6 | (10.87) | $\ddagger$ | (t) | $\ddagger$ | (t) | 39.0 | (10.16) | $\ddagger$ | (t) | 0.7 | (0.18) | $\ddagger$ | (t) | $\pm$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | $\ddagger$ (t) |
| Two or more races ....................................................... | 2.2 | (0.28) | 43.1 | (7.27) | 8.9 | (0.71) | 12.1 | (2.34) | 11.3 ! | (3.66) | 9.3 ! | (3.37) | 1.5 | (0.30) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $)^{\text {( }}$ | $\ddagger$ | ( + | $\ddagger$ | (t) | $\ddagger$ | $\ddagger$ (t) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 to 24 ................................................................. | 81.8 | (0.63) | 39.7 | (1.04) | 7.2 | (0.59) | 8.6 | (0.58) | 16.5 | (0.81) | 6.1 | (0.54) | 44.0 | (1.58) | 74.7 | (2.45) | 3.1 | (0.88) | 7.9 | (1.29) | 32.8 | (2.79) | 29.9 | 9 (2.28) |
| 25 to 29 .... | 8.3 | (0.44) | 58.7 | (3.15) | 4.6 | (1.23) | 6.8 | (1.46) | 17.8 | (2.33) | 26.7 | (2.78) | 21.0 | (1.36) | 80.2 | (2.92) | $\ddagger$ | (t) | 3.5 ! | (1.32) | 17.7 | (2.59) | 56.9 | 9 (3.22) |
| 30 to 39 ... | 6.2 | (0.39) | 59.5 | (2.87) | 4.1 ! | (1.27) | 4.3 | (1.25) | 16.8 | (2.72) | 30.2 | (3.09) | 19.1 | (1.16) | 84.5 | (2.47) | 1.9 ! | (0.96) | 4.9 | (1.35) | 18.8 | (2.96) | 56.7 | 7 (3.52) |
| 40 to 49 .......... | 2.3 | (0.23) | 56.8 | (5.22) | $\ddagger$ | (t) | 4.8 ! | (2.16) | 13.1 | (3.47) | 37.2 | (4.94) | 10.5 | (0.84) | 81.9 | (3.45) | $\ddagger$ | (t) | 3.4 ! | (1.53) | 19.1 | (3.70) | 58.0 | - (4.27) |
|  | 1.4 | (0.18) | 49.9 | (7.04) | $\ddagger$ | (t) | $\ddagger$ | (t) | 15.0 ! | (4.96) | 30.8 | (6.43) | 5.4 | (0.71) | 70.8 | (6.06) | t | (t) | + | ( $\dagger$ ) | 15.9 | (4.67) | 47.0 | - (6.74) |
| Level of institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2-year ............. | 25.3 | (0.80) | 46.4 | (1.78) | 4.1 | (0.72) | 9.5 | (1.00) | 21.2 | (1.36) | 10.9 | (1.14) | 47.2 | (1.62) | 76.0 | (1.78) | $2.3!$ | (0.74) | 6.7 | (1.25) | 26.9 | (2.27) | 39.5 | 5 (2.37) |
| 4-year ..................................................................... | 74.7 | (0.80) | 41.9 | (1.06) |  | (0.60) | 7.5 | (0.57) | 15.0 | (0.80) | 10.3 | (0.64) | 52.8 | (1.62) | 80.3 | (1.87) | 2.2 | (0.58) | 4.5 | (0.81) | 22.6 | (1.82) | 49.1 | 1 (2.14) |
| Householder status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-householder ................................................... | 74.0 | (0.71) | 38.7 | (1.10) | 7.1 | (0.61) | 8.0 | (0.61) | 15.7 | (0.78) | 6.6 | (0.57) | 52.1 | (1.71) | 74.5 | (2.14) | 2.6 | (0.72) | 6.8 | (1.07) | 29.2 | (2.17) | 34.9 | 9 (2.21) |
| Householder ............................................................ | 26.0 | (0.71) | 55.4 | (1.71) | 5.2 | (0.67) | 8.2 | (0.89) | 18.8 | (1.42) | 21.4 | (1.41) | 47.9 | (1.71) | 82.4 | (1.72) | 1.8 ! | (0.63) | 4.1 | (0.90) | 19.5 | (2.00) | 55.1 | 1 (2.54) |

[^137]Table 503.40. Percentage of 16- to 64-year-old undergraduate students who were employed, by attendance status, hours worked per week, and selected characteristics: 2005, 2010, and 2015-Continued [Standard errors appear in parentheses]

| Year and selected characteristic | Full-time undergraduates |  |  |  |  |  |  |  |  |  |  |  | Part-time undergraduates |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent of all full-time undergraduates |  | Percent employed |  |  |  |  |  |  |  |  |  | Percent of all part-time undergraduates |  | Percent employed |  |  |  |  |  |  |  |  |  |
|  |  |  | Total employed ${ }^{1}$ |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  |  |  |  |  | $\begin{array}{r} \text { Total } \\ \text { employed }{ }^{1} \end{array}$ |  | Hours worked per week ${ }^{2}$ |  |  |  |  |  |  |  |
|  |  |  | Less than 10 | 10 to 19 |  | 20 to 34 |  | 35 or more |  | Less than 10 |  | 10 to 19 |  | 20 to 34 |  | 35 or more |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Presence of own children under 18 in household ${ }^{4}$ Child or children present $\qquad$ No children present $\qquad$ | $\begin{aligned} & 10.0 \\ & 90.0 \end{aligned}$ | $(0.50)$ | $\begin{aligned} & 55.2 \\ & 41.7 \end{aligned}$ | $(2.74)$ $(1.00)$ | $\begin{aligned} & 3.7 \\ & 6.9 \end{aligned}$ | $\begin{aligned} & (0.96) \\ & (0.55) \end{aligned}$ | $\begin{aligned} & 6.1 \\ & 8.2 \end{aligned}$ | $(1.24)$ | $\begin{aligned} & 15.6 \\ & 16.6 \end{aligned}$ | $\left(\begin{array}{c} (2.00) \\ (0.74) \end{array}\right.$ | 27.3 8.5 | $\binom{2.34)}{(0.59)}$ | $\begin{aligned} & 26.6 \\ & 73.4 \end{aligned}$ | $\left(\begin{array}{c} (1.36) \\ (1.36) \end{array}\right.$ |  |  |  | $\begin{aligned} & (2.43) \\ & (1.62) \end{aligned}$ | $\begin{aligned} & 1.7! \\ & 2.5 \end{aligned}$ | $(0.7)$ | $\begin{aligned} & 3.4! \\ & 6.3 \end{aligned}$ | $\begin{aligned} & (1.03) \\ & (0.86) \end{aligned}$ | $\begin{aligned} & 18.5 \\ & 26.8 \end{aligned}$ | $\begin{aligned} & (2.51) \\ & (1.81) \end{aligned}$ | 54.5 41.0 | $\begin{aligned} & (3.19) \\ & (1.93) \end{aligned}$ |
| Presence of spouse in household <br> Spouse present <br> No spouse present ${ }^{5}$ $\qquad$ | 8.9 91.1 | $\begin{aligned} & (0.54) \\ & (0.54) \end{aligned}$ | $\begin{aligned} & 59.5 \\ & 41.4 \end{aligned}$ | $\begin{aligned} & (2.87) \\ & (0.98) \end{aligned}$ | $\begin{aligned} & 3.5 \\ & 6.9 \end{aligned}$ | $\begin{aligned} & (0.98) \\ & (0.54) \end{aligned}$ | $\begin{aligned} & 3.5 \\ & 8.5 \end{aligned}$ | $\left(\begin{array}{l} 1.02) \\ (0.54) \end{array}\right.$ | $\begin{aligned} & 15.4 \\ & 16.6 \end{aligned}$ | $(2.00)$ | 33.5 8.2 | $\begin{aligned} & (2.84) \\ & (0.56) \end{aligned}$ | $\begin{aligned} & 28.0 \\ & \end{aligned}$ | $\begin{aligned} & (1.40) \\ & (1.40) \end{aligned}$ |  | $\begin{aligned} & (2.17) \\ & (1.67) \end{aligned}$ | $\begin{aligned} & 1.9! \\ & 2.4 \end{aligned}$ | $\begin{aligned} & (0.77) \\ & (0.60) \end{aligned}$ | $\begin{aligned} & 4.2 \\ & 6.0 \end{aligned}$ | $\begin{aligned} & (1.12) \\ & (0.89) \end{aligned}$ | $\begin{aligned} & 17.0 \\ & 27.6 \end{aligned}$ | $\begin{aligned} & (2.53) \\ & (1.81) \end{aligned}$ | 57.7 39.5 | $\begin{aligned} & (3.43) \\ & (1.95) \end{aligned}$ |
| Presence of spouse and own children under 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spouse and children both present .................................. | 5.4 | (0.40) | 55.4 | (3.59) | 2.4 ! | (0.97) | 2.8 ! | (1.16) | 12.4 | (2.30) | 33.2 | (3.43) | 16.9 | (1.17) | 81.1 | (2.83) | $\ddagger$ | (t) | 3.3 ! | (1.26) | 16.4 | (3.01) | 57.1 | (4.00) |
| Spouse only, no children present ................................. | 3.4 | (0.34) | 65.8 | (4.49) | 5.3 ! | (2.06) | 4.5! | (1.77) | 20.0 | (3.85) | 34.0 | (4.48) | 11.1 | (1.02) | 86.5 | (3.10) | $\ddagger$ | (t) | 5.6 ! | (1.90) | 17.8 | (3.59) | 58.4 | (4.91) |
| Children only, no spouse present .................................... | 4.6 | (0.34) | 55.0 | (4.05) | 5.1 ! | (1.70) | 10.1 | (2.26) | 19.3 | (3.17) | 20.3 | (3.17) | 9.7 | (0.93) |  | (4.48) | $\ddagger$ | ( $\dagger$ ) |  | (1.79) | 22.2 | (4.48) | 50.0 | (5.11) |
| Neither spouse nor children present .............................. | 86.6 | (0.59) | 40.7 | (1.01) | 7.0 | (0.56) |  | (0.55) | 16.5 | (0.75) | 7.5 | (0.56) | 62.3 | (1.59) |  |  |  | (0.66) |  | (0.97) | 28.4 | (1.98) | 37.8 | (2.07) |

## $\dagger$ Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\dagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{2}$ Excludes those who were employed but not at work ding ther survey week; therefore, detail may not sum to total percentage employed. Hours worked per week refers to the number of hours worked at all jobs during the survey week.
${ }^{3}$ Householders are persons in whose name the housing unit is owned or rented. Never-married students living away from home in college dormitories are not considered householders
${ }^{4}$ Own children are never-married sons and daughters of the student, incluaing stepchildren and adopted children.
${ }^{5}$ Refers to all students who do not live with a spouse, including students who are single, divorced, separated, or widowed. NOTE: Students were classified as full time if they were taking at least 12 hours of classes during an average school week sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Bensus Bureau, Current Population Survey (CPS), October, 2005, 2010, and $^{\text {and }}$ SOURCE: U.S. Department of Commerce, 2015. (This table was prepared October 2016.)

Table 504.10. Labor force status of 2013, 2014, and 2015 high school completers, by college enrollment status, sex, and race/ethnicity: October 2013, 2014, and 2015
[Standard errors appear in parentheses]

| College enrollment status, sex, and race/ethnicity | Total number of high school completers (in thousands) |  | Percent of high school completers |  |  |  | Percentage distribution of all high school completers |  |  |  |  |  | Labor force participation rate of all high school completers ${ }^{1}$ |  | High school completers in civilian labor force ${ }^{2}$ |  |  |  |  |  |  |  | High school completers not in labor force (in thousands) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Separately for those enrolled in college vs. those not enrolled |  | For all high school completers |  | Employed |  | Unemployed (seeking employment) |  | Not in labor force |  |  |  | mber (in thousands) |  |  |  |  |  | Unemployment rate |  |  |  |
|  |  |  | Total, all completers in labor force | Employed |  | Unemployed (seeking employment) |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| 2013 high school completers ${ }^{3}$ Total $\qquad$ | 2,977 | (84.4) | $\dagger$ | (t) |  |  | 100.0 | ( $\dagger$ ) | 35.4 | (1.58) | 12.3 | (1.25) | 52.2 | (1.64) | 47.8 | (1.64) | 1,422 | (69.5) | 1,054 | (60.7) | 367.5 | (39.0) | 25.8 | (2.38) | 1,556 | (58.3) |
| Male | 1,524 | (62.9) | $\dagger$ | ( $\dagger$ ) | 51.2 | (1.43) | 35.5 | (2.24) | 14.5 | (1.80) | 50.0 | (2.46) | 50.0 | (2.46) | 763 | (49.7) | 542 | (40.6) | 221.2 | (29.4) | 29.0 | (3.16) | 762 | (48.0) |
| Female | 1,453 | (57.0) | $\dagger$ | ( $\dagger$ ) | 48.8 | (1.43) | 35.3 | (2.41) | 10.1 | (1.49) | 54.6 | (2.43) | 45.4 | (2.43) | 659 | (46.4) | 513 | (42.7) | 146.2 | (22.3) | 22.2 | (3.13) | 794 | (43.8) |
| White | 1,737 | (63.0) |  | ( $\dagger$ ) | 58.3 | (1.61) | 39.0 | (2.08) | 11.2 | (1.63) | 49.8 | (2.15) | 50.2 | (2.15) | 872 | (51.7) | 677 | (44.7) | 195.1 | (29.8) | 22.4 | (2.97) | 865 | (45.7) |
| Black | 378 | (36.2) | $\dagger$ | ( $\dagger$ ) | 12.7 | (1.13) | 33.6 | (5.31) | 14.8 | (3.39) | 51.7 | (5.48) | 48.3 | (5.48) | 183 | (27.2) | 127 | (23.5) | $\pm$ | ( $\dagger$ ) | 30.6 | (6.64) | 195 | (27.7) |
| Hispanic | 571 | (42.6) | $\dagger$ | ( $\dagger$ ) | 19.2 | (1.32) | 31.1 | (3.71) | 14.3 | (2.81) | 54.6 | (4.00) | 45.4 | (4.00) | 260 | (30.4) | 178 | (25.3) | $\ddagger$ | ( $\dagger$ ) | 31.5 | (5.53) | 312 | (32.4) |
| Enrolled in college, 2013 | 1,962 | (74.1) | 100.0 | ( $\dagger$ | 65.9 | (1.58) | 27.2 | (1.86) | 6.9 | (1.11) | 65.9 | (1.86) | 34.1 | (1.86) | 669 | (47.1) | 534 | (43.0) | 135.1 | (22.8) | 20.2 | (3.11) | 1,293 | (56.7) |
| Male | 968 | (53.9) | 49.4 | (1.90) | 32.5 | (1.48) | 24.4 | (2.71) | 9.3 | (1.90) | 66.3 | (3.01) | 33.7 | (3.01) | 326 | (34.7) | 236 | (28.7) | 90 | (19.5) | 27.5 | (4.99) | 642 | (45.6) |
| Female ... | 994 | (51.0) | 50.6 | (1.90) | 33.4 | (1.48) | 29.9 | (2.62) | 4.6 | (1.23) | 65.5 | (2.61) | 34.5 | (2.61) | 343 | (31.9) | 297 | (30.3) | $\ddagger$ | ( $\dagger$ ) | 13.2 | (3.47) | 651 | (41.3) |
| 2-year ... | 709 | (48.8) | 36.1 | (2.07) | 23.8 | (1.44) | 33.8 | (3.35) | 11.4 | (2.40) | 54.8 | (3.62) | 45.2 | (3.62) | 320 | (36.3) | 240 | (30.5) | $\ddagger$ | ( $\dagger$ ) | 25.2 | (4.79) | 389 | (33.9) |
| 4 -year .. | 1,253 | (62.3) | 63.9 | (2.07) | 42.1 | (1.76) | 23.5 | (2.17) | 4.3 | (1.07) | 72.2 | (2.24) | 27.8 | (2.24) | 348 | (33.8) | 294 | (31.3) | $\ddagger$ | ( $\dagger$ ) | 15.6 | (3.66) | 904 | (51.5) |
| Full-time students ... | 1,820 | (70.6) | 92.8 | (1.11) | 61.1 | (1.60) | 25.1 | (1.82) | 5.9 | (1.12) | 69.0 | (1.94) | 31.0 | (1.94) | 564 | (44.7) | 458 | (38.9) | 106.7 | (21.4) | 18.9 | (3.32) | 1,256 | (54.6) |
| Part-time students ..... | 141 | (22.8) | 7.2 | (1.11) | 4.8 | (0.75) | 53.7 | (7.40) | 20.1 | (5.38) | 26.2 | (6.13) | 73.8 | (6.13) | 104 | (19.8) | 76 | (16.5) | $\ddagger$ | ( $\dagger$ ) | 27.2 | (7.29) | $\ddagger$ | ( $\dagger$ |
| White . | 1,196 | (52.8) | 60.9 | (2.02) | 40.2 | (1.52) | 30.9 | (2.36) | 5.6 | (1.47) | 63.5 | (2.38) | 36.5 | (2.38) | 436 | (33.8) | 369 | (32.0) | $\ddagger$ | ( $\dagger$ ) | 15.4 | (3.84) | 759 | (44.5) |
| Black .... | 215 | (29.5) | 10.9 | (1.38) | 7.2 | (0.95) | 24.5 | (7.01) | 7.8 ! | (3.43) | 67.6 | (7.27) | 32.4 | (7.27) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 145 | (24.9) |
| Hispanic.. | 342 | (35.3) | 17.4 | (1.61) | 11.5 | (1.12) | 22.3 | (3.85) | 11.1 | (3.17) | 66.7 | (4.52) | 33.3 | (4.52) | 114 | (19.6) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 33.2 | (7.94) | 228 | (28.0) |
| Not enrolled in college, 2013 ...... | 1,016 | (54.1) | 100.0 | ( $\dagger$ | 34.1 | (1.58) | 51.3 | (3.14) | 22.9 | (2.84) | 25.8 | (2.90) | 74.2 | (2.90) | 753 | (51.3) | 521 | (43.2) | 232.4 | (31.5) | 30.9 | (3.53) | 262 | (31.6) |
| Male ................................. | 556 | (39.2) | 54.8 | (2.55) | 18.7 | (1.22) | 54.9 | (3.73) | 23.6 | (3.60) | 21.5 | (3.43) | 78.5 | (3.43) | 437 | (34.6) | 305 | (27.9) | 131.5 | (22.3) | 30.1 | (4.18) | 119 | (21.3) |
| Female .... | 459 | (35.8) | 45.2 | (2.55) | 15.4 | (1.13) | 46.9 | (4.79) | 22.0 | (3.77) | 31.2 | (4.56) | 68.8 | (4.56) | 316 | (33.1) | 215 | (28.7) | 100.9 | (18.7) | 31.9 | (5.18) | 143 | (23.3) |
| White .. | 542 | (39.1) | 53.3 | (2.80) | 18.2 | (1.24) | 56.9 | (3.88) | 23.7 | (3.62) | 19.4 | (3.27) | 80.6 | (3.27) | 436 | (39.1) | 308 | (32.3) | 128.1 | (22.2) | 29.4 | (4.21) | 105 | (17.8) |
| Black | 164 | (26.1) | 16.1 | (2.32) | 5.5 | (0.86) | 45.4 | (8.24) | 23.9 | (6.59) | 30.7 | (7.76) | 69.3 | (7.76) | 114 | (22.4) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 34.5 | (9.08) | $\ddagger$ | ( $\dagger$ ) |
| Hispanic | 229 | (24.8) | 22.6 | (2.22) | 7.7 | (0.82) | 44.3 | (6.65) | 19.2 | (5.20) | 36.5 | (6.68) | 63.5 | (6.68) | 146 | (21.4) | 102 | (18.6) | $\ddagger$ | ( $\dagger$ ) | 30.2 | (7.57) | $\ddagger$ | ( $\dagger$ |
| 2014 high school completers ${ }^{3}$ <br> Total $\qquad$ | 2,868 | (78.5) | $\dagger$ | (t) | 100.0 | ( $\dagger$ ) | 38.5 | (1.84) | 10.4 | (0.99) | 51.1 | (1.87) | 48.9 | (1.87) | 1,403 | (62.2) | 1,105 | (57.7) | 297.6 | (29.5) | 21.2 | (1.95) | 1,465 | (70.6) |
| Male . | 1,423 | (58.1) | $\dagger$ | ( $\dagger$ ) | 49.6 | (1.48) | 39.9 | (2.56) | 10.7 | (1.47) | 49.5 | (2.48) | 50.5 | (2.48) | 719 | (44.7) | 568 | (42.8) | 151.6 | (21.4) | 21.1 | (2.85) | 704 | (46.6) |
| Female | 1,445 | (57.5) | $\dagger$ | ( $\dagger$ ) | 50.4 | (1.48) | 37.2 | (2.37) | 10.1 | (1.28) | 52.7 | (2.61) | 47.3 | (2.61) | 684 | (44.0) | 538 | (38.7) | 146.0 | (19.1) | 21.4 | (2.45) | 761 | (50.9) |
| White .. | 1,685 | (64.8) | $\dagger$ | ( $\dagger$ ) | 58.8 | (1.73) | 40.3 | (2.29) | 9.9 | (1.25) | 49.8 | (2.30) | 50.2 | (2.30) | 845 | (48.3) | 679 | (45.1) | 166.3 | (21.7) | 19.7 | (2.40) | 840 | (52.7) |
| Black .... | 340 | (32.9) | $\dagger$ | ( $\dagger$ ) | 11.9 | (1.08) | 30.9 | (4.97) | 10.7 | (3.20) | 58.3 | (5.41) | 41.7 | (5.41) | 142 | (20.7) | 105 | (18.8) | $\ddagger$ | ( $\dagger$ ) | 25.8 | (6.85) | 198 | (28.8) |
| Hispanic | 566 | (46.9) | $\dagger$ | ( $\dagger$ ) | 19.8 | (1.49) | 40.8 | (4.60) | 13.2 | (2.62) | 46.0 | (4.65) | 54.0 | (4.65) | 306 | (32.3) | 231 | (28.8) | $\ddagger$ | ( $\dagger$ ) | 24.5 | (4.68) | 260 | (37.5) |
| Enrolled in college, 2014 .... | 1,961 | (71.4) | 100.0 | (t) | 68.4 | (1.67) | 32.4 | (2.14) | 5.5 | (0.89) | 62.1 | (2.19) | 37.9 | (2.19) | 744 | (46.6) | 636 | (45.0) | 107.5 | (17.6) | 14.5 | (2.28) | 1,217 | (66.8) |
| Male ... | 911 | (48.0) | 46.5 | (1.81) | 31.8 | (1.41) | 32.9 | (3.01) | 3.2 ! | (1.09) | 63.8 | (3.02) | 36.1 | (3.02) | 329 | (31.0) | 300 | (30.9) | $\ddagger$ | ( $\dagger$ ) | 8.9 ! | (2.96) | 582 | (43.2) |
| Female | 1,050 | (53.0) | 53.5 | (1.81) | 36.6 | (1.59) | 32.0 | (2.70) | 7.5 | (1.41) | 60.5 | (3.03) | 39.5 | (3.03) | 415 | (35.3) | 336 | (30.9) | $\ddagger$ | ( $\dagger$ ) | 18.9 | (3.16) | 635 | (48.4) |
| 2-year .. | 706 | (50.8) | 36.0 | (2.12) | 24.6 | (1.56) | 41.2 | (3.63) | 7.9 | (1.75) | 50.9 | (3.88) | 49.1 | (3.88) | 347 | (34.2) | 291 | (31.7) | $\ddagger$ | ( $\dagger$ ) | 16.1 | (3.31) | 359 | (40.4) |
| 4 -year ....... | 1,254 | (58.8) | 64.0 | (2.12) | 43.7 | (1.81) | 27.5 | (2.42) | 4.1 | (1.09) | 68.4 | (2.47) | 31.6 | (2.47) | 397 | (33.6) | 345 | (32.9) | $\ddagger$ | ( $\dagger$ ) | 13.0 | (3.35) | 858 | (54.8) |
| Full-time students | 1,810 | (69.2) | 92.3 | (1.21) | 63.1 | (1.70) | 29.7 | (2.15) | 5.1 | (0.94) | 65.2 | (2.22) | 34.8 | (2.22) | 630 | (42.7) | 537 | (41.4) | $\ddagger$ | ( $\dagger$ ) | 14.8 | (2.59) | 1,180 | (65.9) |
| Part-time students .......... | 151 | (24.6) | 7.7 | (1.21) | 5.3 | (0.85) | 65.6 | (6.92) | 9.6 ! | (3.95) | 24.8 | (6.28) | 75.2 | (6.28) | 113 | (20.3) | 99 | (18.3) | $\ddagger$ | ( $\dagger$ ) | 12.8 ! | (5.22) | $\ddagger$ | ( $\dagger$ |

See notes at end of table.

| College enrollment status, sex, and race/ethnicity | Total number ofhigh schoolcompleters(in thousands) |  | Percent of high school completers |  |  |  | Percentage distribution of all high school completers |  |  |  |  |  | Labor force participation rate of all high school completers ${ }^{1}$ |  | High school completers in civilian labor force ${ }^{2}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Separately for those enrolled in college vs. those not enrolled |  | $\begin{gathered} \text { For all high } \\ \text { school } \\ \text { completers } \end{gathered}$ |  | Employed |  | Unemployed <br> (seeking employment) |  | $\begin{array}{r} \text { Not in } \\ \text { labor force } \end{array}$ |  |  |  |  |  | mber (in thousands) |  |  |  | Unemployment rate |  | High school completers not in labor force (in thousands) |  |
|  |  |  |  | pployed |  |  |  | mployed (seeking byment) |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| White. | 1,141 | (57.9) | 58.2 | (2.15) | 39.8 | (1.79) | 34.2 | (2.69) | 3.7 | (1.00) | 62.1 | (2.70) | 37.9 | (2.70) | 432 | (34.8) | 390 | (34.3) | $\ddagger$ | (t) | 9.8 | (2.58) | 708 | (51.0) |
| Black. | 239 | (29.6) | 12.2 | (1.43) | 8.3 | (0.99) | 19.3 | (5.12) | 10.9 ! | (3.71) | 69.8 | (6.11) | 30.2 | (6.11) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | (t) | 167 | (26.3) |
| Hispanic | 369 | (41.3) | 18.8 | (1.93) | 12.9 | (1.37) | 41.3 | (5.65) | 7.8 ! | (2.43) | 50.8 | (5.46) | 49.2 | (5.46) | 181 | (25.6) | 153 | (25.0) | $\ddagger$ | (t) | 15.9 ! | (5.04) | 188 | (31.8) |
| Not enrolled in college, 2014. | 907 | (54.3) | 100.0 | (t) | 31.6 | (1.67) | 51.7 | (2.97) | 21.0 | (2.41) | 27.3 | (2.78) | 72.7 | (2.78) | 659 | (46.8) | 469 | (39.6) | 190.1 | (24.0) | 28.8 | (3.10) | 248 | (29.2) |
| Male | 512 | (40.2) | 56.4 | (3.34) | 17.8 | (1.31) | 52.3 | (3.88) | 23.9 | (3.34) | 23.8 | (3.44) | 76.2 | (3.44) | 390 | (33.8) | 268 | (28.8) | 122.5 | (18.7) | 31.4 | (4.11) | 122 | (20.8) |
| Female | 395 | (40.4) | 43.6 | (3.34) | 13.8 | (1.35) | 50.9 | (4.76) | 17.1 | (3.47) | 32.0 | (4.33) | 68.0 | (4.33) | 269 | (32.3) | 201 | (30.1) | $\ddagger$ | (t) | 25.1 | (4.91) | 126 | (21.3) |
| White . | 544 | (43.2) | 60.0 | (2.76) | 19.0 | (1.41) | 53.1 | (3.81) | 22.8 | (3.03) | 24.1 | (3.31) | 75.9 | (3.31) | 413 | (37.7) | 289 | (31.5) | 124.1 | (18.8) | 30.0 | (3.84) | 131 | (20.4) |
| Black ... | 101 | (16.6) | 11.2 | (1.80) | 3.5 | (0.58) | 58.3 | (9.62) | $\ddagger$ | (t) | 31.4 | (9.15) | 68.6 | (9.15) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) |
| Hispanic | 197 | (25.8) | 21.8 | (2.61) | 6.9 | (0.87) | 39.8 | (6.98) | 23.3 | (5.83) | 36.9 | (6.72) | 63.1 | (6.72) | 124 | (20.0) | $\ddagger$ | (t) | $\ddagger$ | (t) | 36.9 | (8.55) | $\ddagger$ | ( $\dagger$ ) |
| 2015 high school completers ${ }^{3}$ Total $\qquad$ | 2,965 | (87.5) | $\dagger$ | (t) | 100.0 | (t) | 39.5 | (1.68) | 7.8 | (0.90) | 52.7 | (1.72) | 47.3 | (1.72) | 1,401 | (61.3) | 1,171 | (57.7) | 230 | (26.9) | 16.4 | (1.81) | 1,56 | (73.0) |
| Male | 1,448 | (64.6) | $\dagger$ | (t) | 48.8 | (1.43) | 43.4 | (2.07) | 7.8 | (1.24) | 48.8 | (2.27) | 51.2 | (2.27) | 742 | (46.8) | 628 | (41.3) | 114 | (18.5) | 15.3 | (2.20) | 706 | (45.4) |
| Female. | 1,516 | (56.6) | $\dagger$ |  | 51.2 | (1.43) | 35.8 | (2.39) | 7.7 | (1.23) | 56.5 | (2.32) | 43.5 | (2.32) | 659 | (42.1) | 543 | (41.5) | 116 | (18.8) | 17.7 | (2.79) | 857 | (48.1) |
| White | 1,748 | (64.3) | $\dagger$ | (t) | 59.0 | (1.58) | 41.2 | (2.11) | 5.6 | (1.00) | 53.2 | (2.25) | 46.8 | (2.25) | 818 | (49.1) | 720 | (46.8) | 98 | (17.2) | 11.9 | (2.00) | 930 | (52.3) |
| Black. | 370 | (36.5) | $\dagger$ | (t) | 12.5 | (1.13) | 39.3 | (5.07) | 11.5 ! | (3.80) | 49.3 | (5.43) | 50.7 | (5.43) | 188 | (29.3) | 145 | (25.1) | $\ddagger$ | (t) | $22.6!$ | (6.81) | 182 | (24.9) |
| Hispanic .... | 589 | (46.7) |  | (t) | 19.9 | (1.40) | 36.8 | (3.90) | 12.8 | (2.83) | 50.4 | (4.01) | 49.6 | (4.01) | 293 | (31.7) | 217 | (25.3) | $\ddagger$ | (t) | 25.9 | (5.26) | 297 | (34.3) |
| Enrolled in college, 2015. | 2,053 | (75.1) | 100.0 | (t) | 69.2 | (1.54) | 31.4 | (2.09) | 4.5 | (0.76) | 64.0 | (2.09) | 36.0 | (2.09) | 738 | (49.8) | 645 | (48.4) | 93 | (15.8) | 12.6 | (2.10) | 1,314 | (65.2) |
| Male | 953 | (51.9) | 46.4 | (1.86) | 32.1 | (1.43) | 31.7 | (2.66) | 6.2 | (1.41) | 62.1 | (2.86) | 37.9 | (2.86) | 361 | (33.6) | 302 | (30.6) | $\ddagger$ | (t) | 16.3 | (3.44) | 592 | (41.9) |
| Female ... | 1,100 | (55.2) | 53.6 | (1.86) | 37.1 | (1.58) | 31.2 | (2.78) | 3.1 | (0.82) | 65.7 | (2.75) | 34.3 | (2.75) | 377 | (35.6) | 343 | (34.8) | $\ddagger$ | (t) | 9.0 | (2.41) | 723 | (47.0) |
| 2 -year . | 748 | (48.4) | 36.5 | (1.92) | 25.2 | (1.48) | 40.7 | (3.78) | 6.6 | (1.79) | 52.7 | (3.64) | 47.3 | (3.64) | 354 | (34.8) | 305 | (33.9) | $\ddagger$ | (t) | 14.0 | (3.79) | 394 | (37.9) |
| 4 -year | 1,304 | (61.3) | 63.5 | (1.92) | 44.0 | (1.61) | 26.1 | (2.29) | 3.3 | (0.77) | 70.5 | (2.37) | 29.5 | (2.37) | 384 | (36.7) | 341 | (34.8) | $\ddagger$ | (t) | 11.3 | (2.53) | 920 | (51.5) |
| Full-time students | 1,880 | (72.6) | 91.6 | (1.23) | 63.4 | (1.60) | 28.7 | (2.2) | 4.2 | (0.78) | 67.1 | (2.20) | 32.9 | (2.20) | 619 | (46.6) | 540 | (45.5) | $\ddagger$ | (t) | 12.8 | (2.40) | 1,262 | (65.2) |
| Part-ime students ......... | 172 | (26.1) | 8.4 | (1.23) | 5.8 | (0.87) | 61.2 | (6.57) |  | (t) | 30.7 | (6.10) | 69.3 | (6.10) | 119 | (21.2) | 106 | (20.4) | $\ddagger$ | (t) | 11.7 ! | (5.74) | $\ddagger$ | ( $\dagger$ ) |
| White | 1,247 | (51.9) | 60.7 | (1.76) | 42.1 | (1.42) | 33.1 | (2.76) | 3.6 | (0.95) | 63.3 | (2.89) | 36.7 | (2.89) | 458 | (41.6) | 413 | (39.7) | $\ddagger$ | (t) | 9.9 | (2.47) | 789 | (47.1) |
| Black | 206 | (25.9) | 10.0 | (1.18) | 6.9 | (0.85) | 28.1 | (6.15) | $\ddagger$ | ( + | 67.8 | (6.46) | 32.2 | (6.46) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ | 140 | (22.8) |
| Hispanic. | 406 | (37.6) | 19. | (1.56) | 13.7 | (1.14) | 29.8 | (4.23) |  | (2.62) | 61.9 | (4.48) | 38.1 | (4.48) | 155 | (22.) | 121 | (18.1) | $\ddagger$ | (t) | 21.7 | (6.30) | 251 | (31.0) |
| Not enrolled in college, 2015 ...... | 912 | (53.5) | 100.0 | (0.00) | 30.8 | (1.54) | 57.7 | (2.97) | 15.0 | (2.34) | 27.3 | (2.94) | 72.7 | (2.94) | 663 | (46.1) | 526 | (40.1) | 137 | (22.7) | 20.7 | (3.01) | 249 | (31.2) |
| Male. | 495 | (40.9) | 54.3 | (2.96) | 16.7 | (1.23) | 65.9 | (4.09) | 11.0 | (2.63) | 23.1 | (3.64) | 76.9 | (3.64) | 381 | (35.7) | 326 | (33.3) | $\ddagger$ | (t) | 14.3 | (3.38) | 114 | (20.6) |
| Female. | 416 | (35.2) | 45.7 | (2.96) | 14.0 | (1.16) | 47.9 | (4.55) | 19.8 | (4.06) | 32.3 | (4.30) | 67. | (4.30) | 282 | (29.0) | 199 | (24.6) | $\ddagger$ | (t) | 29.3 | (5.53) | 135 | (21.6) |
| White | 501 | (37.4) | 55.0 | (3.15) | 16.9 | (1.18) | 61.3 | (3.74) | 10.4 | (2.27) | 28.3 | (3.76) | 71.7 | (3.76) | 360 | (31.2) | 307 | (29.8) | $\ddagger$ | (t) | 14.5 | (3.02) | 142 | (22.6) |
| Black | 164 | (28.9) | 18.0 | (2.77) | 5.5 | (0.94) | 53.2 | (8.70) | 20.8 ! | (7.60) | 26.0 | (7.66) | 74.0 | (7.66) | 121 | (25.3) | $\ddagger$ | (t) | $\ddagger$ | (t) | 28.1 ! | (9.64) | $\ddagger$ | ( $\dagger$ |
| Hispanic .......................... | 184 | (26.2) | 20.1 | (2.64) | 6.2 | (0.87) | 52.2 | (7.52) | 23.0 | (6.23) | 24.8 | (6.84) | 75.2 | (6.84) | 138 | (22.9) | 96 | (17.6) | $\ddagger$ | (t) | 30.6 | (7.81) | $\ddagger$ |  |

## Not applicable.

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

fReporting standards not met (too few cases for a reliable estimate).
Theporting standards not met (too tew cases for a reiable estimate).
TThe labor force participation rate is the percentage of persons who are either employed or seeking employment
${ }^{2}$ The labor force includes all employed persons plus those seeking employment. The unemployment rate is the percentage of persons in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks.
${ }^{3}$ Includes 16 - to 24 -year-olds who completed high school between January and October of the given year. Includes recipients of equivalency credentials as well as diploma recipients.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and per sons living in institutions (e.g., prisons or nursing facilities). Data are for October of a given year. Standard errors were computed using may not sum to totals because of rounding. table was prepared April 2017.)

Table 504.20. Labor force status of recent high school dropouts, by sex and race/ethnicity: Selected years, October 1980 through 2015
[Standard errors appear in parentheses]

| Year, sex, and race/ethnicity | $\begin{array}{r}\text { Number of } \\ \text { dropouts }\end{array}$(in thousands) |  | Percent of alldropouts |  | Percentage distribution of dropouts |  |  |  |  |  | Labor force participation rate of dropouts |  | Dropouts in civilian labor force ${ }^{2}$ |  |  |  |  |  | $\begin{array}{r} \text { Dropouts } \\ \text { not in } \\ \text { labor force } \\ \text { (in thousands) } \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Number (in thousands) | Unemploymentrate |  |  |  |  |  |
|  |  |  | Employed |  |  |  |  |  |  |  |  | Unemployed (seeking employment) |  |  | $\begin{gathered} \text { Not in } \\ \text { or force } \end{gathered}$ |  | Total | $\begin{aligned} & \text { Unem } \mathrm{S} \text { (s) } \\ & \text { empo } \end{aligned}$ |  |  | mployed (seeking ymment) |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  |  |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
|  | Estimates for individual years |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All dropouts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 738 | (44.0) |  |  | 100.0 | (t) | 43.8 | (2.97) | 20.0 | (2.37) | 36.2 | (2.87) | 63.8 | (2.87) | 471 | (35.2) | 148 | (19.5) | 31.4 | (3.44) | 267 | (26.5) |
| 1990 | 412 | (36.0) | 100.0 | (t) | 46.3 | (4.37) | 21.6 | (3.57) | 32.2 | (4.09) | 67.8 | (4.09) | 279 | (29.7) | 89 | (16.6) | 31.8 | (4.90) | 132 | (20.4) |
| 2000 | 515 | (28.5) | 100.0 | (t) | 48.7 | (2.77) | 19.2 | (3.01) | 32.0 | (2.59) | 68.0 | (2.59) | 350 | (23.5) | 99 | (17.2) | 28.1 | (4.16) | 165 | (16.2) |
| 2005 | 407 | (35.3) | 100.0 | (t) | 38.3 | (4.22) | 18.9 | (3.42) | 42.8 | (3.32) | 57.2 | (4.30) | 233 | (26.7) | 77 | (15.4) | 32.9 | (5.42) | 174 | (17.9) |
| $2010^{3}$ | 340 | (29.0) | 100.0 | (t) | 30.9 | (4.24) | 23.0 | (4.29) | 46.1 | (4.78) | 53.9 | (4.78) | 183 | (21.5) | 78 | (16.0) | 42.7 | (6.67) | 157 | (21.9) |
| $2014{ }^{3}$ | 575 | (41.4) | 100.0 | (t) | 28.7 | (3.40) | 12.5 | (2.29) | 58.8 | (3.34) | 41.2 | (3.34) | 237 | (25.2) | + | (t) | 30.3 | (5.37) | 338 | (31.7) |
| $2015{ }^{3}$ | 521 | (48.4) | 100.0 | (t) | 36.8 | (4.01) | 9.1 ! | (2.86) | 54.1 | (4.54) | 45.9 | (4.54) | 239 | (34.4) | $\ddagger$ | (t) | 19.8 | (5.57) | 282 | (32.9) |
|  | 3 -year moving averages ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All dropouts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 -...... | 748 | (44.3) | 100.0 | (t) | 44.4 | (1.70) | 19.9 | (1.38) | 35.7 | (1.27) | 64.3 | (1.64) | 481 | (35.6) | 149 | (19.9) | 30.9 | (1.99) | 267 | (20.5) |
| 1990 | 413 | (36.1) | 100.0 | (t) | 43.5 | (2.50) | 21.5 | (2.08) | 35.0 | (1.86) | 65.0 | (2.41) | 268 | (29.1) |  | (16.8) | 33.1 | (2.96) | 144 | (16.5) |
| 2000 | 515 | (41.8) | 100.0 | (t) | 44.1 | (2.33) | 19.0 | (1.85) | 36.9 | (1.75) | 63.1 | (2.27) | 325 | (33.2) | 98 | (18.3) | 30.1 | (2.72) | 190 | (19.7) |
| 2005 | 449 | (37.1) | 100.0 | (t) | 36.8 | (2.30) | 17.7 | (1.83) | 45.5 | (1.84) | 54.5 | (2.38) | 245 | (27.4) | 79 | (15.7) | 32.5 | (3.04) | 205 | (19.4) |
| 2010 | 365 | (33.4) | 100.0 | (t) | 28.7 | (2.39) | 23.7 | (2.26) | 47.6 | (2.04) | 52.4 | (2.64) | 191 | (24.2) | 87 | (16.4) | 45.2 | (3.65) | 174 | (17.8) |
| 2014 | 542 | (28.0) | 100.0 | (t) | 32.1 | (2.08) | 11.2 | (1.32) | 56.7 | (2.18) | 43.3 | (2.18) | 234 | (17.2) | 61 | (7.8) | 25.9 | (2.84) | 307 | (19.5) |
| 2015. | 548 | (34.6) | 100.0 | (t) | 32.6 | (2.77) | 10.8 | (1.73) | 56.6 | (2.83) | 43.4 | (2.83) | 238 | (22.3) | 59 | (10.2) | 25.0 | (3.78) | 310 | (24.2) |
| SexMale |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980. | 393 | (31.6) | 52.6 | (1.69) | 55.5 | (2.31) | 19.5 | (1.84) | 25.0 | (2.01) | 75.0 | (2.01) | 295 | (27.4) | 77 | (14.0) | 25.9 | (2.35) | 98 | (15.8) |
| 1990 .. | 216 | (25.7) | 52.3 | (2.48) | 50.9 | (3.44) | 25.2 | (2.98) | 23.9 | (2.93) | 76.1 | (2.93) | 164 | (22.4) | 55 | (12.9) | 33.1 | (3.71) | 52 | (12.6) |
| 2000 ... | 279 | (30.3) | 54.1 | (2.30) | 49.8 | (3.14) | 19.6 | (2.49) | 30.7 | (2.90) | 69.3 | (2.90) | 193 | (25.2) | 55 | (13.4) | 28.2 | (3.39) | 85 | (16.8) |
| 2005. | 254 | (27.4) | 56.5 | (2.33) | 40.0 | (3.06) | 19.0 | (2.45) | 41.0 | (3.07) | 59.0 | (3.07) | 150 | (21.1) | 48 | (12.0) | 32.2 | (3.80) | 104 | (17.6) |
| 2010 ... | 196 | (24.1) | 53.6 | (2.60) | 32.1 | (3.32) | 22.4 | (2.97) | 45.5 | (3.54) | 54.5 | (3.54) | 107 | (17.8) | 44 | (11.4) | 41.2 | (4.74) | 89 | (16.3) |
| 2014 ... | 291 | (20.2) | 53.8 | (2.43) | 31.4 | (3.04) | 11.7 | (1.95) | 56.9 | (3.05) | 43.1 | (3.05) | 126 | (12.4) | 34 | (6.2) | 27.2 | (4.36) | 166 | (14.6) |
| 2015 ... | 295 | (25.5) | 53.8 | (3.06) | 30.5 | (4.03) | 13.7 | (2.63) | 55.8 | (4.04) | 44.2 | (4.04) | 130 | (16.3) | $\ddagger$ | (t) | 31.0 | (5.73) | 165 | (18.9) |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 ... | 354 | (29.1) | 47.4 | (1.63) | 32.1 | (2.21) | 20.4 | (1.91) | 47.5 | (2.37) | 52.5 | (2.37) | 186 | (21.1) | 72 | (13.1) | 38.9 | (3.19) | 168 | (20.0) |
| 1990 ... | 197 | (23.7) | 47.7 | (2.40) | 35.4 | (3.33) | 17.4 | (2.64) | 47.2 | (3.48) | 52.8 | (3.48) | 104 | (17.2) | 34 | (9.9) | 33.0 | (4.51) | 93 | (16.3) |
| $2000 . .$. | 236 | (27.0) | 45.9 | (2.23) | 37.4 | (3.19) | 18.3 | (2.55) | 44.3 | (3.28) | 55.7 | (3.28) | 132 | (20.1) | 43 | (11.6) | 32.9 | (4.15) | 105 | (18.0) |
| 2005 ... | 196 | (23.3) | 43.5 | (2.25) | 32.6 | (3.23) | 16.0 | (2.52) | 51.4 | (3.44) | 48.6 | (3.44) | 95 | (16.2) | 31 | (9.3) | 32.9 | (4.64) | 101 | (16.7) |
| 2010 ... | 169 | (21.7) | 46.4 | (2.51) | 24.9 | (3.20) | 25.1 | (3.21) | 50.0 | (3.70) | 50.0 | (3.70) | 85 | (15.3) | 43 | (10.9) | 50.2 | (5.23) | 85 | (15.3) |
| 2014 | 250 | (18.3) | 46.2 | (2.43) | 32.8 | (3.07) | 10.6 | (1.77) | 56.5 | (3.20) | 43.5 | (3.20) | 109 | (11.6) | 27 | (4.8) | 24.5 | (3.88) | 141 | (12.7) |
| 2015 .... | 253 | (22.8) | 46.2 | (3.06) | 35.0 | (3.70) | 7.5 | (2.09) | 57.4 | (3.85) | 42.6 | (3.85) | 108 | (14.5) | + | (t) | 17.7 | (4.65) | 145 | (15.4) |
| Race/ethnicity White |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 494 | (36.0) | 66.0 | (1.62) | 50.9 | (2.11) | 17.6 | (1.61) | 31.5 | (1.52) | 68.5 | (1.96) | 338 | (29.8) | 87 | (15.2) | 25.7 | (2.24) | 156 | (15.7) |
| 1990 ... | 240 | (27.5) | 58.0 | (2.49) | 51.4 | (3.31) | 19.3 | (2.63) | 29.3 | (2.33) | 70.7 | (3.02) | 170 | (23.1) | 46 | (12.1) | 27.3 | (3.53) | 70 | (11.5) |
| 2000 ... | 279 | (30.8) | 54.1 | (2.34) | 48.3 | (3.19) | 18.7 | (2.50) | 33.0 | (2.32) | 67.0 | (3.00) | 187 | (25.2) | 52 | (13.4) | 27.8 | (3.51) | 92 | (13.7) |
| 2005 ... | 215 | (25.7) | 48.0 | (2.38) | 41.6 | (3.40) | 14.2 | (2.42) | 44.2 | (2.64) | 55.8 | (3.42) | 120 | (19.2) | 31 ! | (9.7) | 25.5 | (4.04) | 95 | (13.2) |
| 2010 ... | 164 | (22.4) | 45.0 | (2.63) | 32.7 | (3.70) | 20.8 | (3.22) | 46.4 | (3.04) | 53.6 | (3.93) | 88 | (16.4) | 34 ! | (10.3) | 38.9 | (5.28) | 76 | (11.8) |
| 2014 | 261 | (17.4) | 48.1 | (2.62) | 38.3 | (3.23) | 7.9 | (1.71) | 53.8 | (3.07) | 46.2 | (3.07) | 120 | (11.2) | 21 |  | 17.1 | (3.69) | 140 | (12.4) |
| 2015 ... | 255 | (19.7) | 46.5 | (3.12) | 41.2 | (4.25) | 6.6 | (1.82) | 52.1 | (3.94) | 47.9 | (3.94) | 122 | (14.4) | $\ddagger$ | (t) | 13.8 | (3.95) | 133 | (13.5) |
| Black |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1980 ... | 154 | (21.3) | 20.6 | (1.47) | 21.0 | (3.27) | 28.3 | (3.62) | 50.6 | (4.01) | 49.4 | (4.01) | 76 | (15.0) | 44 | (11.4) | 57.4 | (5.65) | 78 | (15.2) |
| 1990 ... | 96 | (18.5) | 23.3 | (2.27) | 27.1 | (4.93) | 29.0 | (5.04) | 43.9 | (5.51) | 56.1 | (5.51) | 54 | (13.8) | 28 ! |  | 51.7 | (7.41) | 42 | (12.3) |
| 2000 ... | 102 | (19.7) | 19.8 | (1.98) | 28.0 | (5.03) | 22.2 | (4.65) | 49.8 | (5.60) | 50.2 | (5.60) | 51 | (14.0) | + | (t) | 44.2 | (7.85) | 51 | (13.9) |
| 2005 .... | 88 | (17.4) | 19.5 | (2.01) | 21.5 | (4.71) | 27.7 | (5.13) | 50.9 | (5.73) | 49.1 | (5.73) | 43 | (12.2) | $\ddagger$ | (t) | 56.3 | (8.11) | 45 | (12.4) |
| 2010 ... | 70 | (15.6) | 19.3 | (2.22) | 22.4 | (5.33) | 30.4 | (5.88) | 47.2 | (6.38) | 52.8 | (6.38) | 37 ! | (11.3) | $\ddagger$ | (t) | 57.5 | (8.69) | 33 ! | (10.7) |
| 2014 .... | 90 | (11.1) | 16.6 | (1.71) | 20.6 | (4.61) | 18.7 | (4.79) | 60.7 | (6.20) | 39.3 | (6.20) | 35 | (7.7) | $\ddagger$ | (t) | 47.7 | (8.99) | 55 | (7.9) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1990 ...... | 66 | (15.3) | 15.9 | (1.96) | 39.3 | (6.56) | 19.9 | (5.36) | 40.8 | (6.60) | 59.2 | (6.60) | 39 ! | (11.8) | $\ddagger$ | (t) | 33.5 | (8.24) | 27 ! | (9.8) |
| 2000 ... | 113 | (20.8) | 21.9 | (2.06) | 50.4 | (5.32) | 17.7 | (4.06) | 31.9 | (4.96) | 68.1 | (4.96) | 77 | (17.1) | $\ddagger$ | (t) | 26.0 | (5.66) | 36 ! | (11.7) |
| 2005 ... | 125 | (20.8) | 27.9 | (2.27) | 39.2 | (4.68) | 16.1 | (3.52) | 44.7 | (4.77) | 55.3 | (4.77) | 69 | (15.4) | $\ddagger$ | (t) | 29.1 | (5.86) | 56 | (13.9) |
| 2010 | 102 | (18.8) | 28.0 | (2.52) | 25.8 | (4.64) | 24.3 | (4.55) | 49.9 | (5.30) | 50.1 | (5.30) | 51 | (13.3) | 25 ! | (9.3) | 48.4 | (7.49) | 51 | (13.3) |
| 2014 ........ | 154 | (14.4) | 28.4 | (2.00) | 28.3 | (3.82) | 12.3 | (2.46) | 59.4 | (4.50) | 40.6 | (4.50) | 63 | (9.1) | $\ddagger$ | (t) | 30.3 | (5.21) | 91 | (11.0) |
| 2015 ............. | 163 | (19.5) | 29.8 | (2.63) | 27.2 | (4.57) | 10.9 | (3.01) | 61.9 | (5.55) | 38.1 | (5.55) | 62 | (11.9) | $\ddagger$ | (t) | 28.7 | (6.68) | 101 | (14.9) |

$\dagger$ Not applicable.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ The labor force participation rate is the percentage of persons who are either employed or seeking employment.
${ }^{2}$ The labor force includes all employed persons plus those seeking employment. The unemployment rate is the percentage of persons in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks.
${ }^{3}$ Beginning in 2010, standard errors for the individual year estimates were computed using replicate weights in order to produce more precise values. This methodology can only be used for these estimates. For all other estimates in the table, standard errors were computed using generalized variance function methodology.
${ }^{4}$ A 3-year moving average is the arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. For example, the estimates shown for 2000 reflect an average of 1999, 2000, and 2001. Use of a moving average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates. For the final year of available data, a 2 -year moving average is used; thus, the estimates for 2015 reflect the average of 2014 and 2015.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Data are for October of a given year. Dropouts are considered persons 16 to 24 years old who dropped out of school in the 12-month period ending in October of years shown. Includes dropouts from any grade, including a small number from elementary and middle schools. Totals include race categories not separately shown. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), selected years, October 1979 through 2015. (This table was prepared May 2017.)

Table 505.10. Number, percentage distribution, unemployment rates, and median earnings of 25 - to 29 -year-old bachelor's degree holders and percentage of degree holders among all 25 - to 29 -year-olds, by field of study and science, technology, engineering, or mathematics (STEM) status of field: 2010 and 2015
[Standard errors appear in parentheses]

| Field of study and STEM status of field | 2010 |  |  |  |  |  |  |  |  |  |  |  | 2015 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 25- to 29-year-old bachelor's degree holders |  |  |  |  |  |  |  |  |  | Percent of all 25 - to 29 -yearolds with degree in specific field |  | 25- to 29-year-old bachelor's degree holders |  |  |  |  |  |  |  | Percent of all 25 - to 29 -yearolds with degree in specific field |  |
|  | Number, in thousands |  | Percentage distribution |  | Unemployment rate for the civilian labor force |  | Median annual earnings of full-time year-round workers |  |  |  |  |  | Number, in thousands |  | Percentage distribution |  | Unemployment rate for the civilian labor force |  | Median annual earnings of full-time yearround workers |  |  |  |
|  |  |  | Current dollars | Constant 2015 dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Total, all bachelor's degrees | 6,366 | (30.5) | 100.0 | (t) |  |  | 5.6 | (0.13) | \$43,730 | (684) | \$47,540 | (743) | 30.5 | (0.14) | 7,417 | (31.6) | 100.0 | ( $\dagger$ ) | 3.5 | (0.11) | \$45,040 | (8) | 33.3 | (0.14) |
| Agriculture | 59 | (2.8) | 0.9 | (0.04) | 3.8 | (0.99) | 40,150 | (424) | 43,650 | (461) | 0.3 | (0.01) | 73 | (3.4) | 1.0 | (0.05) | 2.5 | (0.74) | 44,460 | $(1,643)$ | 0.3 | (0.02) |
| Architecture | 47 | (2.5) |  | (0.04) | 13.8 | (2.49) | 44,300 | $(2,686)$ | 48,150 | $(2,920)$ | 0.2 | (0.01) | 54 | (3.1) | 0.7 | (0.04) | 2.4 | (0.61) | 49,900 | $(1,457)$ | 0.2 | (0.01) |
| Area, ethnic, and civilization studies . | 28 | (1.9) |  | (0.03) | 5.2 ! | (1.61) | 41,250 | $(3,100)$ | 44,840 | $(3,370)$ | 0.1 | (0.01) | 33 | (2.3) | 0.4 | (0.03) | 1.8 ! | (0.74) | 40,880 | $(1,699)$ | 0.1 | (0.01) |
| Arts, fine and commercial ................ | 334 | (7.0) | 5.3 | (0.11) | 6.8 | (0.55) | 37,140 | (803) | 40,370 | (873) | 1.6 | (0.03) | 414 | (7.8) | 5.6 | (0.10) | 4.1 | (0.41) | 38,000 | (869) | 1.9 | (0.04) |
| Fine arts ..................... | 245 | (5.4) | 3.8 | (0.08) | 6.1 | (0.69) | 36,170 | (888) | 39,310 | (965) | 1.2 | (0.03) | 308 | (7.2) | 4.2 | (0.09) | 4.2 | (0.45) | 36,230 | $(1,095)$ | 1.4 | (0.03) |
| Commercial art and graphic design ......................... | 89 | (3.9) | 1.4 | (0.06) | 8.6 | (1.09) | 38,860 | $(1,799)$ | 42,240 | $(1,955)$ | 0.4 | (0.02) | 106 | (3.6) | 1.4 | (0.05) | 4.1 | (0.84) | 40,030 | (984) | 0.5 | (0.02) |
| Business | 1,252 | (13.9) | 19.7 | (0.19) | 5.5 | (0.24) | 47,160 | $(1,004)$ | 51,260 | $(1,091)$ | 6.0 | (0.07) | 1,384 | (13.6) | 18.7 | (0.17) | 3.0 | (0.20) | 49,850 | (31) | 6.2 | (0.06) |
| Business, general | 222 | (5.5) | 3.5 | (0.09) | 5.7 | (0.66) | 45,960 | $(1,425)$ | 49,960 | $(1,549)$ | 1.1 | (0.03) | 268 | (7.4) | 3.6 | (0.10) | 3.1 | (0.46) | 47,900 | $(1,591)$ | 1.2 | (0.03) |
| Accounting ......................................... | 194 | (5.7) |  | (0.09) | 5.8 | (0.68) | 50,100 | (141) | 54,450 | (153) | 0.9 | (0.03) | 208 | (6.3) | 2.8 | (0.08) | 2.3 | (0.39) | 54,510 | (651) | 0.9 | (0.03) |
| Business management and administration .................. | 339 | (7.2) | 5.3 | (0.11) | 6.5 | (0.57) | 43,200 | $(1,200)$ | 46,960 | $(1,305)$ | 1.6 | (0.03) | 354 | (7.1) | 4.8 | (0.09) | 3.3 | (0.46) | 44,980 | (243) | 1.6 | (0.03) |
| Marketing and marketing research | 187 | (5.5) | 2.9 | (0.08) | 4.6 | (0.57) | 44,250 | (765) | 48,100 | (831) | 0.9 | (0.03) | 201 | (5.0) | 2.7 | (0.07) | 2.3 | (0.39) | 47,820 | $(1,267)$ | 0.9 | (0.02) |
| Finance ................................... | 170 | (5.5) | 2.7 | (0.09) | 4.9 | (0.61) | 52,620 | $(1,865)$ | 57,190 | $(2,027)$ | 0.8 | (0.03) | 173 | (5.3) | 2.3 | (0.07) | 3.7 | (0.63) | 57,690 | $(1,980)$ | 0.8 | (0.02) |
| Management information systems and statistics ........... | 23 | (1.6) | 0.4 | (0.03) | 3.4 ! | (1.12) | 55,020 | $(1,939)$ | 59,810 | $(2,108)$ | 0.1 | (0.01) | 17 | (1.7) | 0.2 | (0.02) | $\ddagger$ | ( $\dagger$ ) | 59,950 | $(3,724)$ | 0.1 | (0.01) |
| Business, other and medical administration ................ | 118 | (3.7) | 1.9 | (0.06) | 4.5 | (0.57) | 44,400 | (720) | 48,270 | (783) | 0.6 | (0.02) | 164 | (5.7) | 2.2 | (0.08) | 3.5 | (0.57) | 44,960 | $(1,676)$ | 0.7 | (0.03) |
| Communications and communications technologies ......... | 373 | (8.2) | 5.9 | (0.12) | 6.4 | (0.45) | 40,260 | (18) | 43,760 | (19) | 1.8 | (0.04) | 419 | (8.4) | 5.6 | (0.11) | 3.7 | (0.40) | 42,020 | (338) | 1.9 | (0.04) |
| Computer and information systems ............................... | 249 | (6.2) | 3.9 | (0.10) | 5.6 | (0.55) | 56,320 | $(1,809)$ | 61,220 | $(1,966)$ | 1.2 | (0.03) | 270 | (7.9) | 3.6 | (0.10) | 4.8 | (0.57) | 60,000 | $(1,656)$ | 1.2 | (0.04) |
| Construction/electrical/transportation technologies ........... | $35$ | (2.6) | 0.5 | (0.04) | 4.8 ! | (1.64) | 49,720 | $(1,595)$ | 54,050 | $(1,734)$ | 0.2 | (0.01) | - 478 | (3.1) | 0.6 | (0.04) | $\ddagger$ | (t) | $51,160$ | $(2,886)$ | 0.2 | (0.01) |
| Criminal justice and fire protection ................................ | 140 | (4.7) |  | (0.07) | 6.2 | (0.74) | 39,300 | $(1,458)$ | 42,710 | $(1,585)$ | 0.7 | (0.02) | 178 | (6.0) |  | (0.08) |  | (0.72) |  | (233) | 0.8 | (0.03) |
| Education. | 573 | (8.0) | 9.0 | (0.12) | 3.4 | (0.31) | 38,260 | (80) | 41,590 | (87) | 2.7 | (0.04) | 548 | (10.0) | 7.4 | (0.13) | 1.9 | (0.24) | 38,960 | (902) | 2.5 | (0.04) |
| General education | 151 | (5.3) | 2.4 | (0.09) | 4.7 | (0.80) | 39,350 | $(1,076)$ | 42,770 | $(1,170)$ | 0.7 | (0.03) | 158 | (5.1) | 2.1 | (0.07) | 2.6 | (0.56) | 40,000 | (24) | 0.7 | (0.02) |
| Early childhood education .... | 32 | (2.0) | 0.5 | (0.03) | 1.2 ! | (0.58) | 36,820 | $(1,808)$ | 40,020 | $(1,965)$ | 0.2 | (0.01) | 38 | (2.2) | 0.5 | (0.03) | 1.0 ! | (0.48) | 35,020 | (888) | 0.2 | (0.01) |
| Elementary education ......... | 181 | (5.0) | 2.8 | (0.08) | 3.2 | (0.53) | 38,150 | (938) | 41,470 | $(1,020)$ | 0.9 | (0.02) | 146 | (5.1) | 2.0 | (0.07) | 0.8 ! | (0.27) | 37,950 | (682) | 0.7 | (0.02) |
| Secondary teacher education ... | 19 | (1.4) | 0.3 | (0.02) | 2.5 ! | (1.08) | 36,140 | (976) | 39,290 | $(1,061)$ | 0.1 | (0.01) | 15 | (1.5) | 0.2 | (0.02) | $\ddagger$ | ( $\dagger$ ) | 37,720 | $(1,168)$ | 0.1 | (0.01) |
| Education, other ...................... | 190 | (4.8) | 3.0 | (0.07) | 2.9 | (0.45) | 38,480 | (940) | 41,830 | $(1,022)$ | 0.9 | (0.02) | 190 | (6.0) | 2.6 | (0.08) | 2.3 | (0.47) | 39,010 | (968) | 0.9 | (0.03) |
| Engineering and engineering-related fields. | 474 | (8.8) | 7.4 | (0.13) | 5.0 | (0.41) | 60,580 | (748) | 65,840 | (813) | 2.3 | (0.04) | 590 | (10.5) | 8.0 | (0.13) | 2.9 | (0.31) | 66,010 | $(1,300)$ | 2.7 | (0.05) |
| General engineering | 63 | (3.0) | 1.0 | (0.05) | 4.3 ! | (1.44) | 60,100 | (324) | 65,330 | (352) | 0.3 | (0.01) | 72 | (3.6) | 1.0 | (0.05) | 3.7 ! | (1.17) | 65,350 | $(3,764)$ | 0.3 | (0.02) |
| Chemical engineering | 28 | (2.2) | 0.4 | (0.03) | 4.4 ! | (1.42) | 65,580 | $(3,098)$ | 71,280 | $(3,367)$ | 0.1 | (0.01) | 41 | (3.1) | 0.5 | (0.04) | 2.8 ! | (0.88) | 69,170 | (892) | 0.2 | (0.01) |
| Civil engineering | 46 | (2.9) | 0.7 | (0.05) | 6.6 | (1.69) | 58,910 | $(1,276)$ | 64,030 | $(1,387)$ | 0.2 | (0.01) | 59 | (3.0) | 0.8 | (0.04) | 1.3 ! | (0.49) | 59,880 | (892) | 0.3 | (0.01) |
| Computer engineering ........................................ | 45 | (2.8) | 0.7 | (0.04) | 7.1 | (1.50) | 65,320 | (842) | 71,000 | (915) | 0.2 | (0.01) | 52 | (2.9) | 0.7 | (0.04) | 3.3 ! | (1.05) | 68,050 | $(3,151)$ | 0.2 | (0.01) |
| Electrical engineering | 86 | (4.3) | 1.3 | (0.07) | 5.1 | (1.13) | 65,060 | (685) | 70,720 | (744) | 0.4 | (0.02) | 106 | (4.7) | 1.4 | (0.06) | 2.3 | (0.53) | 71,610 | $(1,464)$ | 0.5 | (0.02) |
| Mechanical engineering .... | 86 | (3.9) | 1.3 | (0.06) | 3.7 | (0.77) | 61,620 | $(1,428)$ | 66,980 | $(1,552)$ | 0.4 | (0.02) | 109 | (3.9) | 1.5 | (0.05) | 2.9 | (0.73) | 66,810 | $(1,473)$ | 0.5 | (0.02) |
| Engineering, other .............................................. | 78 | (3.6) | 1.2 | (0.06) | 4.9 | (1.01) | 59,850 | (600) | 65,060 | (652) | 0.4 | (0.02) | 107 | (4.5) | 1.4 | (0.06) | 2.9 | (0.65) | 62,750 | $(2,085)$ | 0.5 | (0.02) |
| Engineering technologies ......................................... | 42 | (2.5) | 0.7 | (0.04) | 4.7 | (1.17) | 55,890 | $(2,180)$ | 60,750 | $(2,370)$ | 0.2 | (0.01) | 45 | (2.7) | 0.6 | (0.04) | 4.2 ! | (1.52) | 59,710 | $(2,448)$ | 0.2 | (0.01) |
| English language and literature | 194 | (5.2) | 3.0 | (0.08) | 7.6 | (0.73) | 38,100 | $(1,100)$ | 41,410 | $(1,195)$ | 0.9 | (0.02) | 219 | (6.0) | 2.9 | (0.08) | 4.4 | (0.64) | 39,670 | (248) | 1.0 | (0.03) |
| Family and consumer sciences ..................................... | 55 | (3.1) | 0.9 | (0.05) | 3.9 | (0.97) | 36,060 | $(1,375)$ | 39,190 | $(1,494)$ | 0.3 | (0.01) | 61 | (3.2) | 0.8 | (0.04) | 3.0 ! | (1.06) | 34,840 | (452) | 0.3 | (0.01) |
| Health professions. | 378 | (8.2) | 5.9 | (0.12) | 3.3 | (0.39) | 50,330 | (20) | 54,710 | (21) | 1.8 | (0.04) | 563 | (8.4) | 7.6 | (0.12) | 3.1 | (0.35) | 50,050 | (502) | 2.5 | (0.04) |
| General medical and health services .. | 200 | (6.5) | 3.1 | (0.10) | 3.6 | (0.54) | 46,290 | $(1,500)$ | 50,320 | $(1,630)$ | 1.0 | (0.03) | 287 | (6.6) | 3.9 | (0.09) | 4.2 | (0.57) | 47,770 | $(1,531)$ | 1.3 | (0.03) |
| Nursing | 179 | (5.5) | 2.8 | (0.08) | 3.0 | (0.57) | 53,350 | $(1,366)$ | 57,980 | $(1,485)$ | 0.9 | (0.03) | 276 | (6.4) | 3.7 | (0.09) | 2.0 | (0.34) | 54,640 | (284) | 1.2 | (0.03) |
| History ..... | 138 | (4.5) | 2.2 | (0.07) | 8.4 | (0.77) | 41,060 | $(1,385)$ | 44,630 | $(1,506)$ | 0.7 | (0.02) | 159 | (4.7) | 2.1 | (0.06) | 4.8 | (0.78) | 40,860 | $(1,602)$ | 0.7 | (0.02) |
| Liberal arts and humanities | 76 | (3.4) | 1.2 | (0.05) | 7.2 | (1.19) | 40,130 | $(1,161)$ | 43,620 | $(1,262)$ | 0.4 | (0.02) | 89 | (4.4) | 1.2 | (0.06) | 6.2 | (1.25) | 39,090 | (899) | 0.4 | (0.02) |
| Linguistics and comparative language and literature ......... | 68 | (3.5) | 1.1 | (0.05) | 8.6 | (1.73) | 38,130 | $(1,373)$ | 41,440 | $(1,493)$ | 0.3 | (0.02) | 74 | (3.4) | 1.0 | (0.05) | 4.6 | (1.02) | 42,890 | $(1,080)$ | 0.3 | (0.02) |
| Mathematics | 78 | (3.8) | 1.2 | (0.06) | 4.6 | (1.04) | 50,120 | (781) | 54,480 | (849) | 0.4 | (0.02) | 92 | (4.2) | 1.2 | (0.06) | 3.2 | (0.73) | 54,830 | $(2,951)$ | 0.4 | (0.02) |
| Multi/interdisciplinary studies ..................................... | 55 | (2.6) | 0.9 | (0.04) | 5.4 | (0.96) | 39,770 | (922) | 43,220 | $(1,002)$ | 0.3 | (0.01) | 81 | (3.5) | 1.1 | (0.05) | 3.4 | (0.84) | 39,960 | (783) | 0.4 | (0.02) |
| Natural sciences ..................................................... | 586 | (9.2) | 9.2 | (0.14) | 5.2 | (0.38) | 42,300 | (787) | 45,980 | (856) | 2.8 | (0.04) | 744 | (10.9) | 10.0 | (0.13) | 3.8 | (0.31) | 42,890 | (852) | 3.3 | (0.05) |
| Biology. | 364 | (8.1) | 5.7 | (0.13) | 4.9 | (0.50) | 43,300 | (927) | 47,070 | $(1,007)$ | 1.7 | (0.04) | 480 | (8.3) | 6.5 | (0.11) | 3.3 | (0.34) | 43,050 | $(1,229)$ | 2.2 | (0.04) |
| Environmental science .......................................... | 42 | (2.8) | 0.7 | (0.04) | 9.7 | (1.98) | 39,960 | $(1,549)$ | 43,430 | $(1,684)$ | 0.2 | (0.01) | 55 | (3.2) | 0.7 | (0.04) | 5.6 | (1.20) | 39,830 | (543) | 0.2 | (0.01) |
| Physical sciences ................................................... | 180 | (4.8) | 2.8 | (0.08) | 4.7 | (0.76) | 42,210 | $(1,545)$ | 45,880 | $(1,679)$ | 0.9 | (0.02) | 209 | (6.0) | 2.8 | (0.08) | 4.4 | (0.68) | 42,830 | $(1,652)$ | 0.9 | (0.03) |

See notes at end of table.

Table 505.10. Number, percentage distribution, unemployment rates, and median earnings of 25 - to 29 -year-old bachelor's degree holders and percentage of degree holders among all 25 - to 29-year-olds, by field of study and science, technology, engineering, or mathematics (STEM) status of field: 2010 and 2015-Continued
[Standard errors appear in parentheses]

| Field of study and STEM status of field | 2010 |  |  |  |  |  |  |  |  |  |  |  | 2015 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 25- to 29-year-old bachelor's degree holders |  |  |  |  |  |  |  |  |  | Percent of all 25 - to 29 -yearolds with degree in specific field |  | 25- to 29-year-old bachelor's degree holders |  |  |  |  |  |  |  | Percent of all 25 - to 29 -yearolds with degree in specific field |  |
|  | Number, in thousands |  | Percentage distribution |  | Unemployment rate for the civilian labor force |  | Median annual earnings of full-time year-round workers |  |  |  |  |  | Number, in thousands |  | Percentage distribution |  | Unemployment rate for the civilian labor force |  | Median annual earnings of full-time yearround workers |  |  |  |
|  |  |  | Curren | dollars |  |  |  | Constant dollars ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Physical fitness, parks, recreation and leisure $\qquad$ <br> Philosophy and religious studies $\qquad$ <br> Psychology $\qquad$ <br> Public administration and public policy $\qquad$ | $\begin{array}{r} 101 \\ 53 \\ 378 \\ 12 \end{array}$ | $\begin{aligned} & (3.6) \\ & (2.3) \\ & (7.9) \\ & (1.6) \end{aligned}$ | 1.6 0.8 5.9 0.2 | $\begin{aligned} & (0.06) \\ & (0.04) \\ & (0.12) \\ & (0.02) \end{aligned}$ | 3.5 7.8 5.9 $\ddagger$ | $\begin{gathered} (0.68) \\ (1.56) \\ (0.48) \\ (\dagger) \end{gathered}$ | $\begin{aligned} & 40,250 \\ & 40,280 \\ & 37,240 \\ & 50,090 \end{aligned}$ | $\begin{array}{r} (277) \\ (1,419) \\ (532) \\ (6,667) \end{array}$ | $\begin{aligned} & 43,750 \\ & 43,790 \\ & 40,470 \\ & 54,440 \end{aligned}$ | $\begin{array}{r} (29) \\ (1,543) \\ (578) \\ (7,247) \end{array}$ | 0.5 0.3 1.8 0.1 | $\begin{aligned} & (0.02) \\ & (0.01) \\ & (0.04) \\ & (0.01) \end{aligned}$ | 141 56 415 15 | $(4.2)$ $(3.3)$ $(8.3)$ $(2.0)$ | 1.9 0.8 5.6 0.2 | $\begin{aligned} & (0.05) \\ & (0.04) \\ & (0.11) \\ & (0.03) \end{aligned}$ | 4.2 3.7 4.4 $6.3!$ | $(0.69)$ <br> $(1.10)$ <br> $(0.44)$ <br> $(2.69)$ | $\begin{aligned} & 38,950 \\ & 3,980 \\ & 38,920 \\ & 46,020 \end{aligned}$ | $\begin{aligned} & (1,259) \\ & (1,983) \\ & (1,188) \\ & (4,579) \end{aligned}$ | 0.6 0.3 1.9 0.1 | $(0.02)$ $(0.01)$ $(0.04)$ $(0.01)$ |
| Social sciences ............................................................ | 519 | (8.6) | 8.2 | (0.13) | 6.9 | (0.43) | 45,160 | (528) | 49,090 | (574) | 2.5 | (0.04) | 565 | (9.5) | 7.6 | (0.12) | 4.2 | (0.37) | 47,980 | $(1,424)$ | 2.5 | (0.04) |
| Anthropology and archeology ................................ | 33 | (2.0) | 0.5 | (0.03) | 4.5 | (1.14) | 37,950 | $(2,738)$ | 41,250 | $(2,976)$ | 0.2 | (0.01) | 39 | (2.2) | 0.5 | (0.03) | 5.0 ! | (1.61) | 35,770 | $(2,076)$ | 0.2 | (0.01) |
| Economics .............................................................................. | 126 | (4.4) | 2.0 | (0.07) | 8.2 | (1.00) | 52,380 | $(2,049)$ | 56,940 | $(2,228)$ | 0.6 | (0.02) | 144 | (4.9) | 1.9 | (0.06) | 3.9 | (0.66) | 57,680 | $(2,737)$ | 0.6 | (0.02) |
| Geography ................................................................................................ | 15 | (1.7) | 0.2 | (0.03) | 9.2 ! | (3.53) | 43,580 | $(2,973)$ | 47,370 | $(3,232)$ | 0.1 | (0.01) | 19 | (1.9) | 0.3 | (0.03) | 6.7 ! | (2.25) | 41,930 | $(2,021)$ | 0.1 | (0.01) |
| International relations ............................................. | 23 | (2.0) | 0.4 | (0.03) | 7.1 ! | (2.75) | 49,080 | $(1,756)$ | 53,350 | $(1,909)$ | 0.1 | (0.01) | 32 | (2.3) | 0.4 | (0.03) | 3.3 ! | (1.24) | 44,860 | $(2,015)$ | 0.1 | (0.01) |
| Political science and government ............................ | 173 | (4.8) | 2.7 | (0.08) | 5.9 | (0.70) | 45,220 | (108) | 49,150 | (117) | 0.8 | (0.02) | 185 | (6.9) | 2.5 | (0.09) | 4.2 | (0.56) | 49,890 | $(1,427)$ | 0.8 | (0.03) |
| Sociology ....................................................... | 116 | (4.3) | 1.8 | (0.07) | 7.6 | (1.15) | 38,200 | $(1,253)$ | 41,520 | $(1,362)$ | 0.6 | (0.02) | 114 | (4.6) | 1.5 | (0.06) | 4.2 | (0.77) | 39,770 | (553) | 0.5 | (0.02) |
| Miscellaneous social sciences ............................... | 32 | (2.0) | 0.5 | (0.03) | 5.3 | (1.38) | 40,250 | (798) | 43,750 | (867) | 0.2 | (0.01) | 33 | (2.5) | 0.4 | (0.03) | 3.2 ! | (1.25) | 38,940 | $(1,771)$ | 0.1 | (0.01) |
| Social work and human services. | 59 | (2.8) | 0.9 | (0.04) | 5.6 | (1.38) | 35,020 | (138) | 38,070 | (150) | 0.3 | (0.01) | 79 | (4.2) | 1.1 | (0.06) | 2.9 ! | (0.88) | 34,860 | (616) | 0.4 | (0.02) |
| Theology and religious vocations ............................... | 28 | (2.0) | 0.4 | (0.03) | 3.9 ! | (1.88) | 32,790 | $(1,349)$ | 35,650 | $(1,466)$ | 0.1 | (0.01) | 30 | (2.2) | 0.4 | (0.03) | 1.9 ! | (0.84) | 35,010 | $(1,020)$ | 0.1 | (0.01) |
| Other fields ........................................................ | 26 | (2.0) | 0.4 | (0.03) | 9.0 | (2.31) | 36,660 | $(2,542)$ | 39,850 | $(2,763)$ | 0.1 | (0.01) | 27 | (2.1) | 0.4 | (0.03) | 4.3 ! | (1.78) | 39,920 | $(1,483)$ | 0.1 | (0.01) |
| STEM status of field ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| STEM field .............................................................. | 1,345 | (13.7) | 21.1 | (0.21) | 5.0 | (0.26) | 53,150 | (967) | 57,770 | $(1,051)$ | 6.4 | (0.07) | 1,641 | (19.9) | 22.1 | (0.23) | 3.5 | (0.18) | 55,940 | (605) | 7.4 | (0.09) |
| Non-STEM field ....................................................... | 5,021 | (29.4) | 78.9 | (0.21) | 5.7 | (0.14) | 41,660 | (692) | 45,280 | (753) | 24.0 | (0.14) | 5,776 | (26.3) | 77.9 | (0.23) | 3.5 | (0.12) | 43,960 | (636) | 26.0 | (0.12) |

## $\dagger$ Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor. ${ }^{2}$ STEM fields include biological and biomedical sciences, computer and information sciences, engineering and engineering NOTE: The first bachelor's degree maior rand physical sciences and science technologies.
were able to report a second bachelor's degree major and may possess advanced degrees in other fields. Median earnings
are for full-time employees working 35 or more hours per week. Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
(ACS) Public Use Microdata Sample (PUMS) data. (This table was prepared February 2017.)

Table 505.15. Number, percentage distribution, and median annual earnings of 25 - to 34 -year-olds with a bachelor's or higher degree, by sex, race/ethnicity, and selected employment and occupational characteristics: 2015
[Standard errors appear in parentheses]

| Selected employment or occupational characteristic | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |  | Asian |  | Pacific Islander |  | American Indian/ Alaska Native |  | Two or more races |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| All 25- to 34-year-olds with a bachelor's or higher degree .......... | Number (in thousands) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 14,882 | (54.1) | 6,618 | (33.1) | 8,265 | (32.6) | 9,927 | (39.0) | 1,192 | (16.3) | 1,420 | (16.0) | 1,884 | (16.9) | 13 | (1.7) | 42 | (2.8) | 359 | (8.9) |
|  | Percentage distribution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All 25 -to 34-year-olds with a bachelor's or higher degree .... | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | $(\dagger)$ |
| Employment status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Employed ................................................................... | 86.8 | (0.12) | 90.8 | (0.15) | 83.6 | (0.16) | 89.0 | (0.13) | 87.1 | (0.46) | 85.4 | (0.43) | 76.8 | (0.43) | 77.8 | (4.13) | 83.4 | (2.34) | 85.7 | (0.77) |
| Full-time | 76.8 | (0.14) | 83.5 | (0.20) | 71.4 | (0.20) | 78.9 | (0.17) | 77.4 | (0.61) | 74.5 | (0.52) | 67.9 | (0.42) | 68.9 | (4.02) | 74.1 | (2.60) | 73.2 | (0.96) |
| Part-time | 10.0 | (0.09) | 7.3 | (0.14) | 12.2 | (0.14) | 10.1 | (0.12) | 9.7 | (0.43) | 10.9 | (0.34) | 8.9 | (0.29) | 8.9 | (2.49) | 9.3 | (1.71) | 12.5 | (0.68) |
| Less than 20 hours per week | 2.3 | (0.05) | 1.4 | (0.05) | 3.0 | (0.08) | 2.4 | (0.06) | 2.0 | (0.15) | 2.3 | (0.17) | 2.2 | (0.14) | $\ddagger$ | (t) | 2.2 ! | (1.02) | 2.4 | (0.32) |
| 20 to 29 hours per week ........ | 4.2 | (0.06) | 3.3 | (0.09) | 5.0 | (0.10) | 4.2 | (0.08) | 3.9 | (0.27) | 4.7 | (0.23) | 4.3 | (0.18) | 6.1 ! | (2.28) | 3.0 ! | (1.06) | 4.9 | (0.47) |
| 30 to 34 hours per week. | 3.5 | (0.06) | 2.6 | (0.09) | 4.2 | (0.09) | 3.5 | (0.07) | 3.8 | (0.28) | 3.8 | (0.21) | 2.4 | (0.14) | $\ddagger$ | (t) | 4.1 | (1.16) | 5.2 | (0.46) |
| Unemployed | 2.8 | (0.06) | 3.1 | (0.09) | 2.5 | (0.07) | 2.3 | (0.06) | 5.0 | (0.29) | 3.7 | (0.22) | 3.2 | (0.16) | 5.8 ! | (2.30) | 4.5 ! | (1.37) | 3.1 | (0.31) |
| Not in labor force.. | 10.4 | (0.11) | 6.1 | (0.13) | 13.8 | (0.14) | 8.7 | (0.11) | 8.0 | (0.35) | 10.9 | (0.36) | 19.9 | (0.39) | 16.4 | (3.84) | 12.1 | (2.45) | 11.2 | (0.70) |
| Enrolled in graduate school. | 2.8 | (0.06) | 2.8 | (0.09) | 2.8 | (0.08) | 2.2 | (0.06) | 2.6 | (0.20) | 2.9 | (0.19) | 5.6 | (0.23) | 7.4 ! | (3.53) | 4.4 | (1.20) | 3.9 | (0.45) |
| Not enrolled in graduate school | 7.6 | (0.09) | 3.3 | (0.10) | 11.1 | (0.14) | 6.5 | (0.10) | 5.4 | (0.30) | 8.0 | (0.32) | 14.4 | (0.36) | 9.0 | (2.54) | 7.7 | (2.15) | 7.2 | (0.60) |
| Major occupation group ${ }^{1}$. | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | (t) |
| Management. | 12.7 | (0.12) | 14.1 | (0.18) | 11.4 | (0.14) | 13.4 | (0.15) | 10.8 | (0.47) | 11.7 | (0.38) | 10.3 | (0.31) | 8.3 ! | (2.99) | 11.2 | (2.00) | 13.6 | (0.77) |
| Business and financial operations | 10.5 | (0.10) | 10.5 | (0.17) | 10.5 | (0.14) | 10.5 | (0.13) | 10.5 | (0.44) | 9.3 | (0.37) | 11.8 | (0.39) | 9.4 ! | (3.42) | 7.5 | (1.84) | 9.0 | (0.72) |
| Computer and mathematical ... | 6.9 | (0.09) | 11.4 | (0.16) | 3.1 | (0.09) | 5.3 | (0.09) | 4.6 | (0.33) | 4.5 | (0.29) | 20.3 | (0.46) | $\ddagger$ | ( $\dagger$ ) | 2.8 ! | (1.13) | 7.9 | (0.57) |
| Architecture and engineering .... | 4.0 | (0.08) | 6.9 | (0.14) | 1.5 | (0.06) | 4.0 | (0.08) | 2.3 | (0.20) | 3.4 | (0.20) | 6.3 | (0.27) | $\ddagger$ | ( $\dagger$ ) | 3.0 ! | (1.03) | 3.1 | (0.43) |
| Life, physical, and social sciences | 2.5 | (0.05) | 2.6 | (0.08) | 2.5 | (0.07) | 2.5 | (0.07) | 1.3 | (0.17) | 2.1 | (0.15) | 4.2 | (0.22) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | 2.6 | (0.33) |
| Community and social services. | 3.6 | (0.07) | 2.0 | (0.07) | 5.0 | (0.10) | 3.4 | (0.07) | 7.0 | (0.36) | 4.8 | (0.25) | 1.3 | (0.13) | $\ddagger$ | (t) | 5.9 | (1.50) | 4.1 | (0.41) |
| Legal | 2.4 | (0.06) | 2.4 | (0.07) | 2.5 | (0.09) | 2.6 | (0.08) | 1.8 | (0.22) | 2.5 | (0.19) | 1.7 | (0.13) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 2.8 | (0.38) |
| Education, training, and library .. | 13.3 | (0.11) | 8.6 | (0.15) | 17.3 | (0.15) | 14.2 | (0.14) | 12.3 | (0.45) | 13.3 | (0.43) | 8.8 | (0.35) | 7.3 ! | (2.88) | 12.7 | (2.14) | 11.9 | (0.79) |
| Arts, design, entertainment, sports, and media | 4.3 | (0.07) | 4.5 | (0.10) | 4.2 | (0.10) | 4.6 | (0.08) | 3.0 | (0.27) | 4.7 | (0.24) | 3.1 | (0.19) | 7.1 ! | (3.19) | 2.8 ! | (1.16) | 5.0 | (0.54) |
| Healthcare practitioners and technicians | 10.6 | (0.12) | 5.6 | (0.12) | 15.0 | (0.18) | 10.8 | (0.16) | 9.8 | (0.42) | 8.0 | (0.27) | 12.6 | (0.38) | 7.7 ! | (2.82) | 9.0 | (1.50) | 9.6 | (0.81) |
| Healthcare support | 0.9 | (0.04) | 0.4 | (0.03) | 1.4 | (0.06) | 0.8 | (0.04) | 1.9 | (0.19) | 1.2 | (0.13) | 0.9 | (0.10) | + | (t) | 2.2 ! | (0.85) | 1.2 | (0.26) |
| Protective service | 1.7 | (0.05) | 2.9 | (0.09) | 0.7 | (0.04) | 1.7 | (0.06) | 3.0 | (0.25) | 2.3 | (0.19) | 0.7 | (0.09) | $\ddagger$ | ( $\dagger$ ) | 4.1 ! | (1.26) | 1.2 | (0.22) |
| Food preparation and serving .... | 2.2 | (0.06) | 2.1 | (0.09) | 2.3 | (0.07) | 2.2 | (0.07) | 2.3 | (0.22) | 3.0 | (0.22) | 1.5 | (0.14) | $\ddagger$ | (t) | 3.2 ! | (1.25) | 3.1 | (0.50) |
| Building and grounds cleaning and maintenance | 0.5 | (0.03) | 0.8 | (0.05) | 0.3 | (0.03) | 0.5 | (0.03) | 0.6 | (0.11) | 1.0 | (0.12) | 0.1 ! | (0.04) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Personal care and service | 1.9 | (0.05) | 1.0 | (0.05) | 2.6 | (0.08) | 1.8 | (0.06) | 2.4 | (0.22) | 2.2 | (0.16) | 1.2 | (0.12) | $\ddagger$ | ( $\dagger$ ) | 2.4 ! | (0.84) | 2.2 | (0.40) |
| Sales and related | 8.1 | (0.09) | 9.9 | (0.16) | 6.6 | (0.11) | 8.6 | (0.12) | 7.7 | (0.37) | 7.8 | (0.33) | 5.6 | (0.29) | 15.7 ! | (5.16) | 13.2 | (2.28) | 7.6 | (0.61) |
| Office and administrative support | 9.3 | (0.10) | 6.8 | (0.13) | 11.5 | (0.16) | 8.7 | (0.12) | 13.5 | (0.49) | 12.2 | (0.39) | 6.9 | (0.27) | 20.0 | (5.38) | 10.6 | (2.09) | 10.7 | (0.81) |
| Farming, fishing, and forestry | 0.1 | (0.01) | 0.2 | (0.02) | 0.1 | (0.01) | 0.2 | (0.02) | 0.1 ! | (0.03) | 0.2 | (0.05) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 0.2 ! | (0.08) |
| Construction and extraction | 0.8 | (0.03) | 1.6 | (0.06) | 0.1 | (0.02) | 0.9 | (0.04) | 0.5 | (0.10) | 1.2 | (0.15) | 0.1 | (0.03) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 0.7 | (0.18) |
| Installation, maintenance, and repair. | 0.7 | (0.04) | 1.4 | (0.08) | 0.1 | (0.02) | 0.7 | (0.04) | 0.7 | (0.12) | 1.0 | (0.15) | 0.4 | (0.08) | $\ddagger$ | ( $\dagger$ ) | 1.7 ! | (0.69) | 0.9 ! | (0.31) |
| Production.. | 1.4 | (0.04) | 2.1 | (0.07) | 0.8 | (0.05) | 1.4 | (0.06) | 1.7 | (0.20) | 1.6 | (0.13) | 1.3 | (0.12) | $\ddagger$ | ( $\dagger$ ) | 1.6 ! | (0.77) | 1.4 | (0.28) |
| Transportation and material moving .. | 1.3 | (0.04) | 2.3 | (0.08) | 0.4 | (0.03) | 1.1 | (0.04) | 2.4 | (0.25) | 1.9 | (0.17) | 1.0 | (0.14) | 7.4 ! | (2.75) | $\ddagger$ | (t) | 1.1 | (0.24) |
| Military-specific | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Class of worker ${ }^{1}$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | (t) |
| Private for-profit wage and salary | 66.1 | (0.15) | 72.8 | (0.24) | 60.3 | (0.23) | 65.2 | (0.20) | 62.6 | (0.64) | 65.7 | (0.63) | 75.1 | (0.47) | 65.5 | (5.32) | 54.7 | (2.58) | 64.2 | (1.19) |
| Employee of private company .. | 64.4 | (0.15) | 70.5 | (0.24) | 59.1 | (0.23) | 63.3 | (0.21) | 61.3 | (0.66) | 64.3 | (0.65) | 73.6 | (0.46) | 64.4 | (5.28) | 53.8 | (2.68) | 63.0 | (1.17) |
| Self-employed in own incorporated business ........................ | 1.7 | (0.05) | 2.3 | (0.09) | 1.2 | (0.05) | 1.9 | (0.06) | 1.3 | (0.17) | 1.4 | (0.15) | 1.5 | (0.16) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 1.2 | (0.22) |
| Private nonprofit wage and salary ...................................... | 12.8 | (0.13) | 9.1 | (0.16) | 16.1 | (0.19) | 13.4 | (0.16) | 12.2 | (0.48) | 12.0 | (0.42) | 10.7 | (0.31) | 11.9 ! | (3.87) | 16.3 | (2.30) | 14.2 | (0.72) |
| Government ................................................................. | 18.1 | (0.13) | 15.1 | (0.18) | 20.8 | (0.20) | 18.3 | (0.15) | 23.4 | (0.56) | 19.7 | (0.54) | 12.2 | (0.39) | 20.5 | (4.95) | 26.3 | (2.65) | 17.5 | (0.90) |
| Local | 8.3 | (0.08) | 6.1 | (0.13) | 10.3 | (0.14) | 8.6 | (0.11) | 10.3 | (0.42) | 9.9 | (0.37) | 4.1 | (0.22) | 8.6 ! | (3.42) | 12.8 | (2.04) | 7.7 | (0.51) |
| State | 7.1 | (0.09) | 5.9 | (0.13) | 8.1 | (0.12) | 7.2 | (0.10) | 8.2 | (0.36) | 6.7 | (0.35) | 5.8 | (0.30) | 10.7! | (3.92) | 7.0 | (1.38) | 6.2 | (0.56) |
| Federal | 2.8 | (0.06) | 3.1 | (0.10) | 2.4 | (0.08) | 2.5 | (0.07) | 4.8 | (0.28) | 3.1 | (0.22) | 2.2 | (0.14) | $\ddagger$ | ( $\dagger$ ) | 6.5 | (1.27) | 3.5 | (0.46) |
| Self-employed in own nonincorporated business ...................... | 2.8 | (0.05) | 2.9 | (0.09) | 2.7 | (0.06) | 3.1 | (0.1) | 1.6 | (0.16) | 2.5 | (0.20) | 2.0 | (0.14) | 2.1 ! | (0.98) | 2.3 ! | (0.84) | 4.1 | (0.51) |
| Unpaid family .............................................................. | 0.1 | (0.01) | 0.1 | (0.02) | 0.1 | (0.01) | 0.1 | (0.01) | 0.1 ! | (0.06) | 0.2 ! | (0.05) | \# | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |

Table 505.15. Number, percentage distribution, and median annual earnings of 25 - to 34 -year-olds with a bachelor's or higher degree, by sex, race/ethnicity, and selected employment and occupational characteristics: 2015-Continued
[Standard errors appear in parentheses]

| Selected employment or occupational characteristic | Total |  | Sex |  |  |  | Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Male |  | Female |  | White |  | Black |  | Hispanic |  | Asian |  | Paciific Islander |  | American Indian/ Alaska Native |  | Two or more races |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
|  | Median annual earnings (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All 25- to 34-year-old bachelor's degree holders who were full-time year-round workers ${ }^{2}$ | \$50,040 | (4) | \$56,830 | (380) | \$46,990 | (213) | \$50,060 | (4) | \$42,010 | (755) | \$45,040 | (220) | \$63,550 | (918) | \$43,320 | $(2,706)$ | \$41,770 | $(2,727)$ | \$49,930 | (116) |
| Major occupation group ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Management ............. | 59,600 | (99) | 65,040 | (915) | 54,550 | (255) | 59,640 | (107) | 50,370 | $(1,774)$ | 56,910 | $(1,748)$ | 69,390 | (955) | 33,590 | $(4,790)$ | 65,670 | $(10,842)$ | 59,410 | $(2,135)$ |
| Business and financial operations | 57,980 | (428) | 62,040 | (681) | 52,920 | (874) | 58,800 | (933) | 49,790 | $(1,745)$ | 49,970 | (690) | 66,040 | $(1,673)$ | 58,730 | $(14,901)$ | 46,750 | $(1,860)$ | 59,050 | $(2,031)$ |
| Computer and mathematical ......... | 69,930 | (86) | 71,820 | (762) | 64,670 | (574) | 66,890 | $(1,509)$ | 59,160 | $(2,428)$ | 60,070 | $(3,469)$ | 79,680 | (145) | 48,720 | $(6,065)$ | 51,220! | $(17,181)$ | 69,330 | $(3,996)$ |
| Architecture and engineering. | 70,020 | (372) | 71,240 | (845) | 68,170 | $(1,376)$ | 70,030 | (479) | 64,920 | $(4,290)$ | 66,730 | $(2,612)$ | 73,150 | $(1,593)$ | $\ddagger$ | (t) | 51,010 | $(11,743)$ | 77,660 | $(5,508)$ |
| Life, physical, and social sciences | 48,180 | $(1,085)$ | 49,710 | (699) | 47,930 | (764) | 49,000 | $(1,029)$ | 50,080 | $(2,436)$ | 42,920 | $(1,423)$ | 49,480 | $(1,494)$ | $\ddagger$ | (t) | $\ddagger$ | (t) | 50,600 | $(5,755)$ |
| Community and social services | 39,040 | (599) | 39,630 | (292) | 38,880 | (563) | 39,510 | (625) | 36,920 | $(1,229)$ | 39,970 | (679) | 43,080 | $(3,726)$ | $\pm$ | ( $\dagger$ ) | 33,120 | $(2,781)$ | 38,250 | $(1,603)$ |
| Legal | 69,240 | $(1,031)$ | 73,940 | $(2,548)$ | 64,010 | $(2,447)$ | 70,090 | $(3,307)$ | 59,280 | $(3,008)$ | 51,660 | $(2,464)$ | 69,110 | $(2,644)$ | $\ddagger$ | (t) | $\ddagger$ | (t) | 63,550 | $(6,999)$ |
| Education, training, and library | 41,030 | (296) | 41,960 | (843) | 41,000 | (165) | 41,960 | (801) | 39,820 | (257) | 43,310 | (667) | 38,750 | $(1,771)$ | 41,570 | $(4,819)$ | 32,040 | $(3,214)$ | 39,660 | $(1,437)$ |
| Arts, design, entertainment, sports, and media | 47,790 | $(1,112)$ | 48,060 | $(1,634)$ | 46,050 | $(1,456)$ | 46,050 | $(1,303)$ | 45,560 | $(3,449)$ | 46,300 | $(2,095)$ | 54,400 | $(2,440)$ | 46,180 ! | ( 16,140 ) | 43,510 | $(9,023)$ | 52,600 | $(5,724)$ |
| Healthcare practitioners and technicians | 59,550 | (59) | 60,030 | $(1,157)$ | 58,010 | $(1,044)$ | 59,520 | (428) | 54,360 | $(1,341)$ | 56,470 | $(2,104)$ | 63,450 | $(1,572)$ | 87,210 | $(12,242)$ | 48,480! | $(22,691)$ | 59,090 | $(3,502)$ |
| Healthcare support | 30,040 | $(1,222)$ | 33,100 | $(3,054)$ | 29,850 | (733) | 31,580 | $(1,464)$ | 29,870 | (987) | 28,360 | $(3,742)$ | 30,360 | $(2,960)$ | $\ddagger$ | ( $\dagger$ ) | 25,870 | $(6,774)$ | 27,150 | $(4,248)$ |
| Protective service | 50,000 | (943) | 51,520 | $(1,177)$ | 47,720 | $(3,012)$ | 52,020 | $(1,614)$ | 39,800 | $(2,180)$ | 59,440 | $(3,340)$ | 49,140! | $(15,869)$ | $\ddagger$ | (t) | 33,690 | $(4,622)$ | 41,600 | $(4,876)$ |
| Food preparation and serving | 28,500 | $(1,052)$ | 29,480 | (963) | 27,760 | $(2,358)$ | 29,540 | $(1,092)$ | 22,940 | $(3,161)$ | 24,850 | $(1,533)$ | 29,160 | $(1,925)$ | $\ddagger$ | ( $\dagger$ ) | 22,700 | $(5,121)$ | 36,670 | $(4,532)$ |
| Building and grounds cleaning and maintenance | 31,970 | $(1,543)$ | 33,970 | (762) | 22,420 | $(3,087)$ | 33,950 | (898) | 29,870 | $(1,684)$ | 23,340 | $(1,116)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( + |
| Personal care and service | 29,750 | $(1,001)$ | 32,370 | $(3,081)$ | 27,490 | (860) | 29,260 | (298) | 24,520 | $(1,248)$ | 29,830 | (608) | 28,200 | $(4,019)$ | $\ddagger$ | ( $\dagger$ ) | 19,580 | $(2,963)$ | 27,400 | $(4,866)$ |
| Sales and related | 50,000 | (48) | 55,130 | $(1,115)$ | 45,880 | $(1,542)$ | 54,300 | (288) | 38,770 | $(1,294)$ | 43,520 | $(1,761)$ | 50,020 | $(1,727)$ | 51,140 | $(6,963)$ | 49,160 | $(8,934)$ | 48,360 | $(1,876)$ |
| Office and administrative support | 37,960 | (481) | 39,960 | (223) | 35,980 | (304) | 39,380 | (741) | 32,980 | $(1,264)$ | 35,890 | (761) | 39,750 | (514) | 38,620 ! | $(13,634)$ | 32,430 | $(4,118)$ | 36,300 | $(2,380)$ |
| Farming, fishing, and forestry | 34,050 | $(2,516)$ | 34,750 | $(2,302)$ | 29,470 | $(3,455)$ | 34,440 | (878) | $\ddagger$ | (t) | 20,290 | (931) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | 27,380! | $(10,020)$ |
| Construction and extraction. | 44,060 | $(2,223)$ | 44,320 | $(1,463)$ | 36,430 | $(8,582)$ | 45,340 | $(3,134)$ | 39,090 | $(4,798)$ | 29,410 | $(2,961)$ | 41,990! | $(13,495)$ | $\ddagger$ | (t) | 49,400 | $(11,216)$ | 46,780 | $(4,519)$ |
| Installation, maintenance, and repair | 44,940 | $(1,759)$ | 46,500 | $(2,329)$ | 39,560 | (928) | 49,860 | $(2,734)$ | 39,230 | (608) | 40,040 | $(2,599)$ | 55,330 | $(8,323)$ | $\ddagger$ | (t) | 38,270 | (5,914) | 29,480 | $(6,106)$ |
| Production | 41,230 | $(1,495)$ | 44,780 | (994) | 34,560 | $(1,297)$ | 43,520 | $(2,177)$ | 34,730 | $(1,916)$ | 35,280 | $(6,070)$ | 36,360 | $(7,006)$ | $\ddagger$ | ( $\dagger$ ) | , | (t) | 49,530 | $(6,391)$ |
| Transportation and material moving Military-specific | 39,940 | (241) | 40,550 | $(1,194)$ $(\dagger)$ | 34,100 | $(3,627)$ $(t)$ | 46,820 | $(2,908)$ $(t)$ | 33,250 | $(4,579)$ $(\mathrm{t})$ | 29,190 $\ddagger$ | (2,523) | 30,020 $\ddagger$ | $(4,537)$ $(\dagger)$ | 29,600 $\ddagger$ | $(4,926)$ $(\mathrm{t})$ | $\ddagger$ | (t) $(\dagger)$ $(\dagger)$ | $\ddagger$ | $(+)$ $(+)$ |
| Class of worker ${ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private for-profit wage and salary | 54,900 | (21) | 60,000 | (16) | 49,970 | (21) | 54,960 | (23) | 40,880 | $(1,296)$ | 45,050 | $(1,093)$ | 67,230 | $(1,067)$ | 43,020 | $(4,561)$ | 46,990 | $(4,208)$ | 51,840 | $(1,663)$ |
| Employee of private company .. | 54,900 | (20) | 60,000 | (16) | 49,970 | (7) | 54,960 | (23) | 40,820 | $(1,204)$ | 45,040 | (619) | 67,670 | $(1,463)$ | 42,690 | $(4,615)$ | 46,920 | $(5,383)$ | 52,280 | $(1,938)$ |
| Self-employed in own incorporated business ... | 54,520 | $(2,812)$ | 60,070 | $(5,562)$ | 45,450 | $(3,431)$ | 59,100 | $(4,153)$ | 46,400 | $(7,480)$ | 48,740 | $(2,954)$ | 49,570 | $(6,220)$ | $\ddagger$ | (t) | $\ddagger$ | (t) | 34,320 | $(5,568)$ |
| Private nonprofit wage and salary | 46,790 | (937) | 49,020 | (795) | 45,030 | (281) | 46,060 | $(1,051)$ | 42,890 | $(1,611)$ | 44,050 | (836) | 52,820 | $(1,796)$ | 47,670 | $(8,224)$ | 37,800 | $(7,958)$ | 45,380 | $(4,195)$ |
| Government | 46,980 | (562) | 50,030 | (14) | 44,980 | (94) | 46,970 | (868) | 44,460 | (482) | 46,910 | (996) | 50,050 | $(1,651)$ | 38,490 | $(3,279)$ | 39,080 | $(2,366)$ | 47,770 | $(2,250)$ |
| Local | 45,560 | (781) | 49,970 | $(1,065)$ | 44,970 | (448) | 45,050 | (663) | 44,010 | $(1,509)$ | 46,980 | $(1,217)$ | 50,000 | $(1,574)$ | 38,840 | $(3,362)$ | 41,780 | $(2,835)$ | 47,010 | $(2,238)$ |
| State | 43,010 | (130) | 45,840 | $(1,030)$ | 41,980 | (26) | 43,050 | (583) | 41,170 | $(1,082)$ | 42,960 | (701) | 46,800 | $(2,445)$ | 35,020 | $(6,473)$ | 33,130 | $(1,673)$ | 40,050 | (648) |
| Federal | 63,770 | $(1,323)$ | 66,750 | $(2,161)$ | 59,650 | (460) | 64,930 | $(1,169)$ | 54,140 | $(2,146)$ | 58,210 | $(4,597)$ | 69,520 | $(1,408)$ | $\ddagger$ | ( $\dagger$ ) | 37,540 | $(5,202)$ | 64,380 | $(4,448)$ |
| Self-employed in own nonincorporated business ......................... | 39,270 | (261) | 41,980 | $(2,488)$ | 30,970 | $(1,856)$ | 39,890 | (763) | 31,980 | $(2,498)$ | 28,430 | $(1,331)$ | 27,840 | $(2,785)$ | $\ddagger$ | (t) | $\ddagger$ | (t) | 41,840 | $(3,317)$ |
| Unpaid family ....................................................................... | 29,100 | $(5,597)$ | 28,160 | $(6,897)$ | 25,180! | $(8,716)$ | 39,430 | $(7,419)$ | 28,620 | $(6,529)$ | 6,380! | $(2,297)$ | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) |

## Rounds to ze

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is
0 percent or greater.
stimates by major occupation group and class of worker are restricted to individuals currently employed
${ }^{2}$ Estimates of median annual earnings are restricted to individuals working full time and year round.

NOTE: Estimates are for the entire population of civilian 25 - to 34 -year-old bachelor's degree holders, including persons living in households and persons living in group quarters (such as college residence halls, residential treatment centers, and correctional facilities). Standard errors were computed using replicate weights. Detail may not sum to totals because of rounding Totals include other racial/ethnic groups not separately shown. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2015. (This table was pre-
pared July 2017.)

Table 505.20. Unemployment rate of 25 - to 34 -year-olds with a bachelor's or higher degree, by undergraduate field of study, sex, race/ethnicity, and U.S. nativity and citizenship status: 2015


## $\dagger$ Not applicable.

nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50
ercent or greater.
${ }^{1}$ Total includes other racial/ethnic groups not shown separately.
${ }^{2}$ Includes persons reporting American Indian alone, persons reporting Alaska Native alone, and persons from American ndian and/or Alaska Native tribes specified or not specified.

District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, NOTE: The unemployment rate is the percentage of labor U.S.-citizen parents.
work. The labor force consists of persons who are employed as well as persons who are not employed but are looking for
work. (It does not include those who are neither employed nor looking for work.) Estimates are for the entire population of bachelor's degree holders in the indicated age range, including persons living in households and persons living in group quarters (such as college residence halls, residential treatment centers, military barracks, and correctional facilities). The first
bachelor's degree major reported by respondents was used to classify their field of study, even though they were able to bandors degree major reported by respondents was used to classify their field of study, even though they were abe report a second bachelor's degree major and may possess advanced degrees in other fields. STEM fields, as defined here,
consist of the fields specified in columns 4 through 11. Data were assembled based on major field aggregations, except that consist of the fields specified in columns 4 through 11. Data were assembled based on major field aggregations, except that
management of STEM activities was counted as a STEM field instead of a business field. Race categories exclude persons of Hispanic ethnicity.

Department of Commerce, Census Bureau, American Community Survey (ACS), 2015. (This table was prepared March 2017.)

Table 505.30. Among employed 25 - to 34 -year-olds with a bachelor's degree in a science, technology, engineering, or mathematics (STEM) field, percentage with STEM and non-STEM occupations, by sex, race/ethnicity, and U.S. nativity and citizenship status: 2015
[Standard errors appear in parentheses]


Table 505.40. Percentage distribution of recipients of bachelor's degrees in various fields of study 1 year after graduation, by time to completion, enrollment and employment status, and occupation: 2001 and 2009
[Standard errors appear in parentheses]

| Time to completion, enrollment and employment status, and occupation | 1999-2000 graduates in 2001, total |  | 2007-08 graduates in 2009 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total ${ }^{1}$ |  | Engineering |  | Biological and physical sciences |  | Mathematics and computer science |  | Social sciences |  | History |  | Humanities |  | Health professions |  | Business and management |  | Education ${ }^{2}$ |  | Psychology |  | Public affairs and social services |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |
| Total graduates | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | $(\dagger)$ |
| Time between high school graduation and degree completion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 years or less ........................ | 32.7 | (0.83) | 40.3 | (0.64) | 35.5 | (2.68) | 56.2 | (2.24) | 36.3 | (3.27) | 53.4 | (2.08) | 44.1 | (3.78) | 50.4 | (2.02) | 28.9 | (2.01) | 37.5 | (1.53) | 32.5 | (1.65) | 48.9 | (2.17) | 29.1 | (3.42) |
| More than 4, up to 5 years ..... | 22.9 | (0.58) | 20.7 | (0.51) | 31.0 | (2.58) | 17.8 | (1.74) | 16.9 | (2.62) | 19.2 | (1.62) | 20.4 | (2.81) | 20.7 | (1.57) | 18.1 | (1.41) | 17.4 | (1.09) | 25.5 | (1.59) | 19.5 | (1.73) | 16.0 | (2.85) |
| More than 5 , up to 6 years .......... | 10.8 | (0.48) | 9.5 | (0.35) | 11.2 | (1.69) |  | (1.59) | 8.4 | (1.79) | 7.6 | (1.09) | 12.2 | (2.87) | 7.9 | (1.01) | 8.9 | (1.14) | 8.0 | (0.79) | 13.2 | (1.34) | 7.7 | (1.10) | 10.4 | (2.12) |
| More than 6, up to 10 years ......... | 14.8 | (0.59) | 13.4 | (0.42) | 11.1 | (1.64) |  | (1.21) | 13.8 | (2.25) | 11.9 | (1.21) | 12.4 | (2.87) | 12.6 | (1.40) | 16.3 | (1.64) | 14.1 | (1.01) | 13.8 | (1.32) | 11.8 | (1.54) | 19.0 | (3.09) |
| More than 10 years ................... | 18.8 | (0.59) | 16.0 | (0.52) | 11.2 | (1.89) |  | (1.24) | 24.6 | (2.58) | 7.8 | (1.05) | 10.9 | (2.55) | 8.3 | (1.02) | 27.8 | (2.13) | 23.1 | (1.25) | 15.0 | (1.41) | 12.1 | (1.61) | 25.5 | (2.74) |
| Enrollment status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Enrolled .... | 20.8 | (0.51) | 21.7 | (0.47) | 22.8 | (1.98) | 40.9 | (2.33) | 19.9 | (2.58) | 23.5 | (1.65) | 38.1 | (3.99) | 23.6 | (1.48) | 23.5 | (1.93) | 13.9 | (1.01) | 19.9 | (1.36) | 36.6 | (2.15) | 24.3 | (3.28) |
| Not enrolled .............................. | 79.2 | (0.51) | 78.3 | (0.47) | 77.2 | (1.98) | 59.1 | (2.33) | 80.1 | (2.58) | 76.5 | (1.65) | 61.9 | (3.99) | 76.4 | (1.48) | 76.5 | (1.93) | 86.1 | (1.01) | 80.1 | (1.36) | 63.4 | (2.15) | 75.7 | (3.28) |
| Employment status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Employed.. | 87.4 | (0.46) | 83.8 | (0.49) | 88.4 | (1.54) | 69.6 | (1.92) | 88.9 | (1.88) | 78.9 | (1.72) | 74.9 | (3.93) | 79.4 | (1.58) | 86.6 | (1.64) | 88.1 | (0.95) | 90.2 | (1.12) | 79.7 | (1.91) | 81.2 | (2.92) |
| Full time | 76.5 | (0.52) | 65.0 | (0.62) | 76.1 | (2.12) | 49.0 | (2.38) | 75.1 | (2.67) | 61.2 | (1.94) | 46.1 | (4.35) | 47.6 | (2.12) | 68.5 | (1.86) | 76.7 | (1.18) | 70.7 | (1.74) | 46.6 | (2.40) | 69.8 | (3.44) |
| Part time .. | 10.9 | (0.40) | 18.8 | (0.48) | 12.3 | (1.88) | 20.7 | (1.84) | 13.8 | (2.11) | 17.6 | (1.72) | 28.8 | (3.66) | 31.9 | (1.72) | 18.0 | (1.59) | 11.4 | (0.92) | 19.4 | (1.54) | 33.1 | (2.33) | 11.4 | (2.15) |
| Unemployed ${ }^{3}$. | 6.1 | (0.33) | 9.2 | (0.38) | 6.7 | (1.15) |  | (1.06) | 5.8 | (1.28) | 11.3 | (1.32) | 14.5 | (3.24) | 11.8 | (1.32) | 6.4 | (1.07) | 8.5 | (0.83) | 5.1 | (0.76) | 10.2 | (1.42) | 13.5 | (2.63) |
| Not in labor force ${ }^{4}$ | 6.4 | (0.35) | 7.0 | (0.31) |  | (1.08) | 23.1 | (1.99) |  | (1.51) | 9.9 | (1.32) | 10.6 | (2.39) |  | (1.03) | 7.0 | (1.27) | 3.4 | (0.51) | 4.7 | (0.91) | 10.0 | (1.44) | 5.2 | (1.52) |
| Unemployment rate (labor force participants only) ${ }^{5}$ $\qquad$ | 6.5 | (-) | 9.9 | (-) |  | (-) |  | (-) |  | (-) | 12.5 | (-) | 16.2 | (-) |  | (-) |  | (-) | 8.8 | (-) | 5.4 | (-) | 11.3 | (-) | 14.3 | (-) |
| Total employed | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ | 100.0 | (t) | 100.0 | (t) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ ) | 100.0 | ( $\dagger$ | 100.0 | ( $\dagger$ |
| Occupation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Administrative/Clerical ................ | 4.5 | (0.28) | 2.6 | (0.21) |  | ( $\dagger$ ) |  | (0.61) |  | ( $\dagger$ ) | 4.1 | (0.88) |  | (2.17) | 4.9 | (1.01) | $\ddagger$ | ( $\dagger$ ) | 2.6 | (0.51) |  | ( $\dagger$ ) | 2.9 | (0.65) | 5.8 ! | (2.10) |
| Arts/communications ................. | 4.2 | (0.30) | 4.5 | (0.32) |  | (1.09) |  |  |  | (0.65) | 3.0 ! | (0.92) | $\ddagger$ | ( $\dagger$ ) |  | (1.54) | $\ddagger$ | ( $\dagger$ ) | 1.3 | (0.37) |  | (0.35) | $\pm$ | ( $\dagger$ ) | + | ( $\dagger$ ) |
| Business <br> Management | 12.5 | (0.47) | 8.4 | (0.41) | 10.8 | (2.08) |  |  |  |  | 9.5 | (1.45) |  | (1.83) | 4.8 | (0.99) | 5.1 | (1.10) | 14.5 | (1.08) | 1.6 | (0.45) | 6.9 | (1.43) | 11.1 | (2.98) |
| Nonmanagement ............................. | 15.1 | (0.58) | 21.1 | (0.61) | 7.0 | (1.54) | 10.5 | (1.63) | 17.0 | (2.82) | 26.3 | (2.05) | 19.5 | (3.67) | 15.8 | (1.93) | 6.4 | (1.14) | 43.5 | (1.76) | 4.0 | (0.76) | 16.8 | (1.98) | 11.6 | (2.91) |
| Computer information systems/ mathematics ${ }^{6}$ $\qquad$ | 6.8 | (0.34) | 4.6 | (0.27) |  | (1.19) |  | ( $\dagger$ ) | 50.6 | (3.28) | 3.0 | (0.89) | $\ddagger$ | ( $\dagger$ ) | 1.0 ! | (0.39) | $\ddagger$ | ( $\dagger$ ) | 4.6 | (0.69) | 0.6 ! | (0.27) |  | (0.77) | \# | ( $\dagger$ ) |
| Construction/trade/ transportation | 3.1 | (0.26) | 3.3 | (0.23) | 5.0 | (1.22) |  | (0.72) | 2.0 ! | (0.70) | 2.2 | (0.61) | 5.1 ! | (2.51) | 4.2 | (1.01) | $\ddagger$ | ( $\dagger$ ) | 4.2 | (0.59) |  | (0.31) | 1.7 | (0.50) | $\ddagger$ | ( $\dagger$ |
| Education ............... | 18.1 | (0.52) | 15.6 | (0.43) |  | (1.26) | 16.3 | (2.12) | 12.5 | (2.01) | 11.4 | (1.45) | 27.9 | (3.49) | 19.1 | (1.74) | 3.5 | (0.72) | 3.1 | (0.55) |  | (1.61) | 12.7 | (1.41) | 13.1 | (2.69) |
| Engineering/engineering technician/science professions $\qquad$ | 8.4 | $(0.33)$ | 6.2 | (0.30) | 55.6 | (3.02) | 28.8 | (2.39) | 2.2 ! | (0.93) |  | (0.38) | $\ddagger$ | ( $\dagger$ ) |  | (0.32) | $\ddagger$ | ( $\dagger$ ) | 1.3 | (0.35) |  | (0.09) |  | (0.74) | \# | ( $\dagger$ ) |
| Health professions ............... | 7.8 | (0.26) | 8.6 | (0.30) | 1.1 ! | (0.53) |  | (1.62) |  |  | 3.3 | (0.84) |  | (1.68) |  | (0.78) | 74.4 | (2.00) | 1.2 | (0.32) |  | (0.48) | 7.0 | (1.38) | 2.3 ! | (1.06) |
| Military/protective service ...... | 2.4 | (0.20) | 2.9 | (0.24) |  | (0.72) |  | (0.89) | 2.3 ! | (1.12) | 6.3 | (1.08) | 6.5 ! | (2.23) |  | (0.39) |  |  | 2.4 | (0.46) |  | (0.35) | 1.8 ! | (0.69) | 7.0 ! | (2.79) |
| Sales ............................. | 6.8 | (0.31) | 7.9 | (0.40) | 2.1 | (0.61) |  | (1.78) | 1.6 ! | (0.70) | 7.4 | (1.29) | 8.9 ! | (3.28) | 9.8 | (1.34) |  | (0.68) | 12.9 | (1.12) | 1.7 | (0.44) | 7.4 | (1.37) | 5.5 ! | (2.21) |
| Other occupations ..................... | 10.2 | (0.42) | 14.3 | (0.43) | 2.0 ! | (0.65) | 10.9 | (1.65) | 4.3 ! | (1.40) | 22.4 | (2.16) | 13.0 | (2.53) | 21.8 | (1.77) | 4.6 | (0.87) | 8.8 | (1.08) | 9.2 | (1.22) | 38.5 | (2.19) | 42.4 | (4.03) |

[^138]${ }^{5}$ The labor force is made up of persons who are employed and persons who are not employed but are looking for work. (It does not include those who are neither employed nor looking for work.) The unemployment rate is the percentage of labor force participants who are not employed but are actively seeking work. ${ }^{6}$ For 2001, does not include mathematics professions.
NOTE: Data exclude bachelor's degree recipients from U.S. Service Academies, deceased graduates, and graduates living at foreign addresses at the time of the survey. Detail may not sum to totals because of rounding.
SOURCE : US.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000/01 and 2008/09 Baccalaureate and Beyond Longitudinal Study (B\&B:2000/01 and B\&B:08/09). (This table was prepared August 2011.)

Table 505.50. Percentage, selected employment characteristics, and annual salaries of bachelor's degree recipients employed full time 1 year after graduation, by field of study: 1991, 2001, and 2009
[Standard errors appear in parentheses]

| Selected employment characteristic and annual salary | All fields of study ${ }^{1}$ |  | Engineering |  | Biological and physical sciences ${ }^{2}$ |  | Mathematics and computer science ${ }^{2}$ |  | Social sciences and history |  | Humanities |  | Healthprofessions |  | Business and management |  | Education ${ }^{3}$ |  | Psychology |  | Public affairs and social services |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Employment characteristics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percent of recipients employed full time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989-90 recipients in June 1991 | 73.8 | (0.36) | 85.2 | (0.95) | 50.6 | (1.72) | 71.2 | (1.30) | 66.2 | (0.94) | 59.2 | (1.32) | 80.9 | (1.35) | 83.2 | (0.57) | 77.0 | (0.74) | 59.8 | (1.64) | 77.0 | (2.06) |
| 1999-2000 recipients in July 2001 | 76.5 | (0.52) | 86.0 | (1.77) | 58.6 | (2.04) | 83.7 | (2.06) | 68.3 | (1.88) | 67.5 | (1.65) | 74.8 | (1.50) | 85.5 | (1.27) | 84.0 | (1.29) | 64.0 | (2.64) | 85.1 | (2.25) |
| 2007-08 recipients in June 2009 | 65.0 | (0.62) | 76.1 | (2.12) | 49.0 | (2.38) | 75.1 | (2.67) | 58.0 | (1.81) | 50.4 | (1.82) | 68.5 | (1.86) | 77.2 | (1.20) | 70.6 | (1.75) | 46.6 | (2.40) | 69.8 | (3.44) |
| Percent of full-time employees looking for a different job ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989-90 recipients in June $1991 .$. | 21.5 | (0.35) | 12.9 | (1.05) | 21.0 | (1.95) | 16.6 | (1.08) | 24.5 | (1.20) | 25.8 | (1.44) |  | (1.10) | 20.7 | (0.78) | 25.5 | (0.92) | 21.8 | (1.57) | 26.8 | (2.36) |
| 1999-2000 recipients in July 2001. | 24.6 | (0.66) | 19.2 | (2.30) | 22.9 | (2.64) | 18.3 | (2.36) | 27.1 | (2.06) | 28.3 | (2.13) | 20.9 | (1.93) | 24.4 | (1.51) | 17.4 | (1.45) | 23.9 | (2.54) | 25.8 | (2.80) |
| 2007-08 recipients in June 2009 ... | 31.2 | (0.74) | 20.2 | (2.53) | 28.5 | (3.47) | 27.7 | (3.37) | 35.3 | (2.47) | 39.2 | (2.56) | 21.8 | (2.40) | 32.0 | (1.61) | 23.6 | (1.78) | 37.3 | (2.99) | 30.4 | (4.86) |
| Percent of full-time employees in job closely related to field of study |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989-90 recipients in June 1991 ............................... | 52.5 | (0.55) | 57.5 | (1.24) |  | (2.31) | 66.4 | (1.34) | 20.2 | (1.12) | 32.2 | (2.07) |  | (2.10) | 49.8 | (0.79) | 79.2 | (0.89) | 40.3 | (2.13) | 57.6 | (2.56) |
| 1999-2000 recipients in July 2001. |  | (0.65) | 70.0 | (3.35) | 48.6 | (3.00) | 72.7 | (2.58) | 28.7 | (2.03) | 41.5 | (2.16) | 77.5 | (2.45) | 58.7 | (1.67) | 84.3 | (1.68) | 40.1 | (3.65) | 61.2 | (3.11) |
| 2007-08 recipients in June 2009 ......... | 49.7 | (0.78) | 61.3 | (2.86) | 49.0 | (3.36) | 61.9 | (3.57) | 21.6 | (2.07) | 27.6 | (2.56) | 81.7 | (2.10) | 49.3 | (1.76) | 82.0 | (1.68) | 26.6 | (3.04) | 57.2 | (4.93) |
| Annual salaries of full-time employees ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Average salary, in current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989-90 recipients in June 1991 | \$23,600 | (180) | \$30,900 | (390) | \$21,100 | (410) | \$27,200 | (400) | \$22,100 | (330) | \$19,100 | (350) | \$31,500 | (860) | \$24,700 | (330) | \$19,100 | (140) | \$19,200 | (310) | \$20,900 | (470) |
| 1999-2000 recipients in July 2001 | 35,400 | (300) | 47,900 | (840) | 31,000 | (710) | 47,400 | $(1,080)$ | 33,000 | (700) | 30,100 | (690) | 39,400 | $(1,110)$ | 41,000 | (860) | 27,600 | (370) | 28,800 | (990) | 30,400 | $(1,030)$ |
| 2007-08 recipients in June 2009 | 40,100 | (340) | 53,900 | $(1,080)$ | 34,600 | $(1,220)$ | 48,800 | $(1,570)$ | 36,600 | (980) | 31,100 | (780) | 49,100 | $(1,290)$ | 44,200 | (890) | 33,000 | (490) | 30,600 | (910) | 35,000 | $(1,700)$ |
| Average salary, in constant 2015 dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989-90 recipients in June 1991 | \$41,100 | (310) | \$53,800 | (680) | \$36,600 | (720) | \$47,300 | (690) | \$38,500 | (580) | \$33,200 | (620) | \$54,700 | $(1,500)$ | \$43,100 | (570) | \$33,300 | (240) | \$33,300 | (550) | \$36,300 | (810) |
| 1999-2000 recipients in July 2001 | 47,400 | (400) | 64,200 | $(1,120)$ | 41,500 | (960) | 63,500 | $(1,450)$ | 44,100 | (940) | 40,300 | (930) | 52,800 | $(1,490)$ | 54,900 | $(1,150)$ | 37,000 | (490) | 38,600 | $(1,330)$ | 40,700 | $(1,380)$ |
| 2007-08 recipients in June 2009 | 44,300 | (380) | 59,600 | $(1,200)$ | 38,300 | $(1,340)$ | 53,900 | $(1,740)$ | 40,400 | $(1,090)$ | 34,400 | (860) | 54,300 | $(1,430)$ | 48,800 | (980) | 36,400 | (540) | 33,800 | $(1,010)$ | 38,700 | $(1,880)$ |
| Percent change in average salary, in constant 2015 dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 15.2 | (-) | 19.2 | (-) | 13.2 | (-) | 34.3 | (-) | 14.7 | (-) | 21.4 | (-) | -3.6 |  | 27.4 | (-) | 11.2 | (-) | 15.8 | (-) | 12.1 | (-) |
| 2001 to 2009 | -6.6 | (-) | -7.2 | (-) | -7.7 | (-) | -15.0 | (-) | -8.4 | (-) | -14.7 | (-) | 2.8 | (-) | -11.1 | (-) | -1.5 | (-) | -12.4 | (-) | -4.9 | (-) |
| Median salary, in current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989-90 recipients in June 1991. | \$21,800 | (210) | \$31,900 | (470) | \$20,000 | (430) | \$27,000 | (510) | \$20,300 | (250) | \$18,500 | (360) | \$30,400 | (760) | \$23,000 | (300) | \$19,500 | (220) | \$18,100 | (320) | \$18,600 | (410) |
| 1999-2000 recipients in July 2001 | 32,000 | (90) | 47,800 | (880) | 29,800 | (470) | 46,100 | $(1,990)$ | 29,900 | (360) | 28,600 | (700) | 35,500 | (770) | 36,800 | (700) | 27,900 | (410) | 27,700 | $(1,180)$ | 27,900 | (710) |
| 2007-08 recipients in June 2009 ..... | 36,000 | (220) | 54,000 | (900) | 32,500 | $(1,570)$ | 45,000 | $(1,830)$ | 34,600 | (920) | 29,000 | $(1,060)$ | 45,900 | (920) | 40,000 | (300) | 33,800 | (570) | 29,300 | $(1,040)$ | 32,000 | $(1,430)$ |
| Median salary, in constant 2015 dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999-2000 recipients in July 2001 | +42,800 | (120) | 64,000 | $(1,180)$ | +39,900 | (630) | 64,700 | $(2,660)$ | +40,000 | (480) | \$32,100 | (940) | 47,500 | $(1,030)$ | 49,300 | (940) | \$34,000 | (560) | $\$ 31,500$ 37,100 | $(1,580)$ | $\begin{array}{r} \$ 32,400 \\ 37,400 \end{array}$ | (950) |
| 2007-08 recipients in June 2009 ...................................... | 39,800 | (240) | 59,600 | (990) | 35,900 | $(1,740)$ | 49,700 | $(2,030)$ | 38,200 | $(1,010)$ | 32,000 | $(1,170)$ | 50,800 | $(1,020)$ | 44,200 | (330) | 37,400 | (630) | 32,400 | $(1,150)$ | 35,300 | $(1,580)$ |
| Percent change in median salary, in constant 2015 dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1991 to 2001 | 12.8 | (-) | 15.4 | (-) | 14.9 | (-) | 31.5 | (-) | 13.5 | (-) | 19.1 | (-) | -4.1 -10.2 | (-) | 23.2 | (-) | 10.1 | $(-)$ | 2.8 17.9 | (-) | 9.2 15.4 | (-) |
| 2001 to 2009 | -7.0 | (-) | -6.8 | (-) | -10.1 | (-) | -19.4 | (-) | -4.5 | (-) | -16.3 | (-) | 6.9 | (-) | -10.3 | (-) | -0.1 | (-) | -12.7 | (-) | -5.4 | (-) |
| -Not available. |  |  |  |  |  |  |  |  | 5In all years, reported salaries of full-time workers under $\$ 1,000$ were excluded from the tabulations. In addition, salaries reported as above $\$ 500,000$ were set to $\$ 500,000$ in 2001, and salaries reported as above $\$ 250,000$ were set to $\$ 250,000$ in |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{2}$ For 1991, physical sciences not included in column 4 with biological sciences; instead, they are included in column 5 with mathematics and computer science. <br> ${ }^{3}$ Most educators work 9- to 10-month contracts. <br> 4In 1991, respondents were asked whether they were "looking for a different principal job." In 2001 and 2009, they were asked whether they were "looking for a different job" (instead of "a different principal job"). |  |  |  |  |  |  |  |  | 2009. In all years, only a tiny fraction of reported full-time salaries were either below $\$ 1,000$ or above $\$ 250,000$. <br> NOTE: Data exclude bachelor's degree recipients from U.S. Service Academies, deceased graduates, and graduates living at foreign addresses at the time of the survey. Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor. Some data have been revised from previously published figures. <br> SOURCE: U.S. Department of Education, National Center for Education Statistics, "Recent College Graduates" survey, 1991; and 2000/01 and 2008/09 Baccalaureate and Beyond Longitudinal Study (B\&B:2000/01 and B\&B:08/09). (This table was prepared September 2016.) |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

[Standard errors appear in parentheses]

| Selected characteristic | Literacy |  |  |  |  |  |  |  |  |  |  |  | Numeracy |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Average scale score ${ }^{1}$ |  | Percentage distribution, by proficiency leve ${ }^{2}$ |  |  |  |  |  |  |  |  |  | Average scale score ${ }^{1}$ |  | Percentage distribution, by proficiency level ${ }^{2}$ |  |  |  |  |  |  |  |  |  |
|  |  |  | Below level 1 |  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |  |  | Below level 1 |  | Level 1 |  | Level 2 |  | Level 3 |  | Level $4 / 5$ |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total |  | (1.0) | 4.8 | (0.50) | 13.6 | (0.64) | 31.8 | (0.94) | 36.0 | (1.02) | 13.9 | (0.75) | 258 | (1.2) | 8.5 | (0.53) | 18.7 | (0.75) | 32.7 | (0.97) | 29.5 | (1.01) | 10.6 | (0.76) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 273 | (1.2) | 4.5 | (0.60) | 13.9 | (1.10) | 31.3 | (1.63) | 35.0 | (1.41) | 15.2 | (1.06) | 266 | (1.4) | 6.7 | (0.67) | 16.7 | (1.08) | 30.5 | (1.36) | 31.5 | (1.33) | 14.6 | (1.04) |
| Female .................................................................. | 270 | (1.3) | 5.0 | (0.70) | 13.3 | (0.79) | 32.2 | (1.18) | 36.9 | (1.34) | 12.6 | (0.90) | 250 | (1.4) | 10.2 | (0.84) | 20.5 | (0.99) | 34.7 | (1.45) | 27.7 | (1.23) | 7.0 | (0.83) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 to 34 | 281 | (1.8) | 2.9 | (0.49) | 10.2 | (1.02) | 29.8 | (1.40) | 39.5 | (1.66) | 17.6 | (1.51) | 267 | (1.9) | 5.7 | (0.72) | 16.0 | (1.25) | 32.0 | (1.60) | 33.2 | (1.75) | 13.0 | (1.35) |
| 35 to 44 | 275 | (1.8) | 3.6 | (0.86) | 12.6 | (1.49) | 31.6 | (2.19) |  | (1.81) | 16.5 | (1.59) | 261 | (1.6) | 7.2 | (0.91) | 18.9 | (1.48) | 31.7 | (1.72) | 30.0 | (1.66) | 12.1 | (1.31) |
| 45 to 54 . | 267 | (1.7) | 6.4 | (0.95) | 14.7 | (1.41) | 31.4 | (1.71) | 35.4 | (1.90) | 12.2 | (1.06) | 253 | (2.1) | 10.8 | (1.19) | 19.4 | (1.58) | 32.7 | (1.97) | 27.1 | (2.09) | 10.0 | (1.28) |
| 55 to 65 ............................................................. | 262 | (1.5) |  | (0.98) | 16.9 | (1.67) |  | (1.81) | 33.2 | (1.83) | 9.4 | (1.23) | 252 | (1.8) | 10.0 | (1.11) | 20.4 | (1.69) | 34.1 | (1.80) | 27.9 | (1.85) | 7.5 | (1.08) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ..... | 285 | (1.1) | 1.5 | (0.29) | 8.1 | (0.58) | 30.2 | (1.19) | 42.3 | (1.32) | 17.9 | (0.96) | 273 | (1.3) | 2.9 | (0.45) | 13.5 | (0.81) | 34.0 | (1.08) | 36.0 | (1.15) | 13.7 | (1.04) |
| Black | 245 | (2.4) | 7.5 | (1.44) | 26.3 | (2.45) | 39.3 | (2.28) | 23.4 | (2.33) | 3.6 | (0.99) | 217 | (3.0) | 21.3 | (2.42) | 34.0 | (2.34) | 32.4 | (2.61) | 10.8 | (1.78) | 1.4 ! | (0.62) |
| Hispanic | 229 | (3.4) | 19.1 | (2.58) | 28.1 | (2.55) | 31.6 | (2.53) | 17.6 | (2.39) | 3.6 ! | (1.09) | 218 | (4.2) | 25.2 | (2.76) | 29.9 | (2.51) | 27.1 | (2.93) | 14.8 | (2.37) | 2.9 ! | (0.99) |
| Asian/Pacific Islander | 271 | (4.5) | 4.9 ! | (1.85) | 15.0 | (3.06) | 31.1 | (4.18) | 34.1 | (3.89) | 14.9 | (3.11) | 267 | (5.6) | 6.0 ! | (2.18) | 16.8 | (3.27) | 30.7 | (4.75) | 32.2 | (4.92) | 14.4 | (3.23) |
| Other ${ }^{3}$...................... | 268 | (6.1) | $\ddagger$ | (t) | 15.8 ! | (5.24) | 39.8 | (7.24) | 30.6 | (5.42) | 11.3 ! | (3.80) | 252 | (6.2) | 8.5 ! | (3.65) | 25.4 | (5.82) | 33.7 | (6.10) | 22.8 | (4.79) | 9.7 ! | (3.55) |
| Nativity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Born in United States ..... | 278 | (1.0) | 2.5 | (0.33) | 11.5 | (0.67) | 32.3 | (1.02) | 38.6 | (1.15) | 15.2 | (0.82) | 263 | (1.2) | 6.2 | (0.53) | 17.5 | (0.79) | 33.7 | (1.01) | 31.4 | (1.11) | 11.2 | (0.83) |
| Not born in United States ... | 238 | (3.1) | 17.1 | (2.29) | 24.7 | (2.30) | 29.3 | (2.38) | 22.1 | (1.84) | 6.8 | (1.19) | 232 | (3.7) | 20.7 | (2.42) | 24.7 | (2.15) | 27.3 | (2.36) | 19.8 | (1.95) | 7.5 | (1.33) |
| Educational attainment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school completion.. | 209 | (2.7) | 26.1 | (2.81) | 35.7 | (2.76) | 30.2 | (2.48) | 7.5 | (1.34) | \# | ( $\dagger$ ) | 194 | (2.6) | 35.9 | (2.59) | 35.6 | (3.07) | 23.8 | (2.96) | 4.3 | (1.24) | \# | ( $\dagger$ ) |
| High school completion ${ }^{4}$.................. | 260 | (1.3) | 3.9 | (0.59) | 17.3 | (1.03) | 41.2 | (1.52) | 31.4 | (1.33) | 6.3 | (0.76) | 245 | (1.6) | 8.9 | (0.83) | 24.6 | (1.23) | 39.4 | (1.43) | 22.7 | (1.60) | 4.4 | (0.70) |
| Associate's degree ......... | 284 | (2.5) | $\ddagger$ | (t) | 6.7 | (1.73) | 31.6 | (2.84) | 47.8 | (3.20) | 12.9 | (2.20) | 268 | (2.9) | 2.8 ! | (1.23) | 13.6 | (2.41) | 38.8 | (3.23) | 36.4 | (3.33) | 8.5 | (1.59) |
| Bachelor's degree or higher .................................... | 304 | (1.6) | 0.6 ! | (0.27) | 3.1 | (0.52) | 17.9 | (1.22) | 48.3 | (1.70) | 30.0 | (1.96) | 295 | (1.8) | 1.1 ! | (0.33) | 5.9 | (0.75) | 23.2 | (1.56) | 45.8 | (1.76) | 24.1 | (1.94) |
| Employment ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time ${ }^{6}$ | 278 | (1.2) | 3.9 | (0.47) | 11.0 | (0.78) | 29.0 | (1.22) | 39.8 | (1.28) | 16.3 | (1.02) | 267 | (1.4) | 6.2 | (0.61) | 15.5 | (0.91) | 31.6 | (1.19) | 33.6 | (1.20) | 13.1 | (0.95) |
| Part-time ${ }^{7}$ | 274 | (2.5) | 3.2 | (0.82) | 12.3 | (1.87) | 33.3 | (2.72) | 37.5 | (2.59) | 13.7 | (1.74) | 259 | (3.0) | 7.1 | (1.24) | 18.5 | (1.85) | 35.4 | (2.43) | 28.6 | (2.29) | 10.3 | (1.74) |
| Unemployed ....... | 257 | (2.4) | 5.2 | (1.14) | 20.3 | (2.34) | 39.5 | (3.28) | 28.3 | (2.70) | 6.7 | (1.48) | 237 | (2.5) | 11.7 | (2.07) | 29.9 | (2.84) | 35.7 | (2.84) | 18.4 | (2.09) | 4.4 | (1.08) |
| Not in labor force ... | 251 | (2.3) | 9.1 | (1.72) | 21.6 | (2.00) | 37.8 | (2.05) | 23.8 | (1.81) | 7.7 | (1.06) | 233 | (2.3) | 16.7 | (1.57) | 26.4 | (2.00) | 32.9 | (2.24) | 19.4 | (1.69) | 4.6 | (0.86) |
| Annual earnings ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bottom quintile | 262 | (3.6) | 6.2 | (1.48) | 17.0 | (2.75) | 34.6 | (3.44) | 32.1 | (3.49) | 10.2 | (2.25) | 244 | (3.8) | 12.1 | (1.89) | 23.8 | (2.70) | 33.9 | (2.90) | 23.7 | (3.23) | 6.6 | (1.65) |
| Fourth quintile | 255 | (2.5) | 8.5 | (1.57) | 17.5 | (2.02) | 36.9 | (2.40) | 29.5 | (2.17) | 7.5 | (1.26) | 241 | (2.5) | 13.6 | (2.01) | 23.9 | (2.33) | 35.3 | (3.15) | 21.4 | (2.11) | 5.9 | (1.12) |
| Third quintile | 270 | (2.0) | 3.6 | (0.91) | 13.5 | (1.58) | 34.2 | (2.88) | 37.8 | (2.61) | 11.0 | (1.54) | 257 | (2.1) | 5.6 | (1.05) | 20.0 | (1.75) | 37.4 | (2.66) | 29.5 | (2.35) | 7.4 | (1.67) |
| Second quintile .. | 287 | (1.9) |  |  | 6.7 | (1.24) | 30.2 | (2.67) | 46.4 | (2.48) | 16.2 | (1.82) | 275 | (2.0) | 1.5 ! | (0.59) | 11.8 | (1.87) | 36.6 | (2.52) | 38.2 | (2.60) | 11.9 | (1.62) |
| Top quintile ........................................................ | 303 | (2.2) | 1.7 ! | (0.65) | 3.6 | (0.96) | 16.9 | (2.30) | 46.3 | (3.04) | 31.4 | (2.49) | 297 | (2.5) | 2.4 ! | (0.72) | 5.3 | (1.18) | 20.5 | (2.08) | 44.2 | (2.34) | 27.7 | (2.31) |

## $\dagger$ Not applicable.

\#Rounds to zero.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50
percent or greater.
${ }^{1}$ Scale ranges from 0 to 500 .
${ }^{2}$ Proficiency levels 4 and 5 are combined for reporting purposes. The proficiency levels correspond to the score ranges shown in parentheses: below level 1 ( $0-175$ ), level 1 (176-225), level 2 (226-275), level 3 ( $276-325$ ), and level $4 / 5$ ( $326-500$ ). For ployed, Young, and Older Adults in Sharper Focus: Results from the Program for the International Assessment of Adult Competencies (PIAAC) 2012/2014 (NCES 2016-039rev), available at http://nces.ed.gov/pubs2016/2016039rev.pdf.
${ }^{3}$ Includes persons of all other races and those of Two or more races.
Includes completion through an equivalency program, such as a GED program.
${ }^{5}$ Excludes those who were employed but did not report the number of hours worked per week.
${ }^{6}$ Full-time employment is defined as working 35 hours or more per week.
${ }^{8}$ Annual earnings were calculated based on monthly earnings, which include bonuses and self-employment income. Excludes those who reported no earnings.
NOTE: Results in this table are based on combined data from two rounds of U.S. data collection. The first round, completed in 2012 , was the main data collection. The second round, completed in 2014, was a supplemental round, conducted to expand
the sample of U.S. adults, allowing for more in-depth analysis. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education of Adult Competencies (PIAAC), U.S. PIAAC 2012/2014, retrieved May 9, 2017, from the PIAAC International Data Explorer (https://nces.ed.gov/surveys/piaac/ideuspiaac/). (This table was prepared May 2017.)

Table 507.16. Percentage of 25 - to 65 -year-olds who were not assessed in the problem solving in technology-rich environments domain and average scale score and percentage distribution of those who were assessed, by proficiency level and selected characteristics: 2012/2014
[Standard errors appear in parentheses]

| Selected characteristic | Percent not assessed ${ }^{1}$ |  | For those who were assessed ${ }^{2}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Average scale score ${ }^{3}$ |  | Percentage distribution, by proficiency level ${ }^{4}$ |  |  |  |  |  |  |  |
|  |  |  | Below level 1 |  |  | Level 2 |  | Level 3 |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |
| Total ................................................................. | 17.7 | (0.90) | 272 | (1.2) | 24.3 | (1.19) | 40.7 | (1.19) | 30.0 | (1.19) | 5.1 | (0.53) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |
| Male ... | 18.9 | (1.21) | 274 | (1.7) | 24.3 | (1.69) | 37.8 | (1.51) | 31.8 | (1.55) | 6.1 | (0.73) |
| Female | 16.6 | (0.87) | 270 | (1.2) | 24.2 | (1.31) | 43.2 | (1.70) | 28.4 | (1.43) | 4.2 | (0.69) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 to 34 | 9.5 | (0.91) | 283 | (1.7) | 16.5 | (1.46) | 38.3 | (2.07) | 37.0 | (1.89) | 8.2 | (0.98) |
| 35 to 44 | 13.8 | (1.29) | 275 | (2.0) | 22.4 | (2.01) | 39.4 | (2.16) | 32.5 | (2.20) | 5.6 | (1.12) |
| 45 to 54 | 20.0 | (1.31) | 266 | (1.9) | 28.7 | (2.13) | 41.5 | (2.31) | 26.2 | (2.11) | 3.6 | (0.87) |
| 55 to 65 ................................................................ | 27.2 | (1.59) | 261 | (2.5) | 31.1 | (2.38) | 44.1 | (2.33) | 22.7 | (2.14) | 2.2 ! | (0.88) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |
| White ........ | 12.7 | (0.98) | 280 | (1.3) | 17.8 | (1.24) | 41.4 | (1.49) | 34.6 | (1.50) | 6.3 | (0.75) |
| Black | 26.0 | (2.05) | 245 | (2.8) | 45.3 | (3.48) | 41.3 | (3.34) | 12.3 | (2.14) | $\ddagger$ | ( $\dagger$ ) |
| Hispanic | 41.2 | (3.42) | 248 | (4.2) | 44.5 | (4.58) | 34.4 | (4.46) | 19.4 | (2.85) | $\ddagger$ | ( $\dagger$ ) |
| Asian/Pacific Islander ............................................... | 15.1 | (3.05) | 266 | (4.6) | 29.8 | (4.16) | 38.8 | (4.53) | 27.1 | (4.07) | 4.4 ! | (1.89) |
|  | 17.3 | (3.69) | 264 | (6.1) | 28.1 | (5.83) | 44.1 | (6.75) | 24.6 | (6.91) | $\ddagger$ | ( $\dagger$ ) |
| Nativity |  |  |  |  |  |  |  |  |  |  |  |  |
| Born in United States . | 14.9 | (0.86) | 275 | (1.1) | 21.5 | (1.10) | 41.5 | (1.20) | 31.5 | (1.27) | 5.4 | (0.60) |
| Not born in United States ...... | 36.9 | (2.64) | 248 | (3.2) | 44.4 | (3.61) | 34.4 | (3.39) | 18.8 | (2.26) | 2.3 ! | (0.84) |
| Educational attainment |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school completion ................................. | 62.2 | (2.37) | 228 | (4.2) | 62.2 |  | 31.9 |  | 5.6 ! |  | \# | ( $\dagger$ ) |
| High school completion ${ }^{6}$............................................ | 20.6 | (1.34) | 259 | (1.6) | 33.2 | (1.77) | 43.8 | (1.66) | 21.2 | (1.50) | 1.9 | (0.54) |
| Associate's degree ................................................. | 6.5 | (1.17) | 274 | (2.4) | 19.9 | (2.56) | 45.1 | (2.98) | 30.6 | (3.00) | 4.4 | (1.22) |
| Bachelor's degree or higher ........................................ | 5.1 | (0.71) | 293 | (1.5) | 9.4 | (1.08) | 36.5 | (1.94) | 44.3 | (1.83) | 9.9 | (1.15) |
| Employment ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Full-time ${ }^{8}$. | 13.7 | (0.87) | 276 | (1.5) | 21.8 | (1.36) | 39.6 | (1.41) | 32.5 | (1.52) | 6.1 | (0.69) |
| Part-time ${ }^{9}$ | 15.5 | (1.73) | 268 | (2.7) | 25.8 | (2.71) | 41.2 | (3.21) | 29.8 | (3.25) | 3.2 | (0.94) |
| Unemployed .......................................................... | 19.9 | (1.81) | 261 | (2.6) | 33.0 | (2.87) | 42.1 | (3.45) | 22.3 | (2.65) | 2.6 ! | (0.97) |
| Not in labor force ..................................................... | 36.5 | (1.76) | 262 | (2.3) | 31.3 | (2.71) | 43.8 | (2.90) | 21.6 | (2.35) | 3.4 ! | (1.24) |
| Annual earnings ${ }^{10,11}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Bottom quintile | 21.4 | (2.32) | 262 | (3.9) | 31.0 | (4.12) | 41.0 | (3.99) | 26.0 | (3.57) | 3.0 ! | (0.94) |
| Fourth quintile ........................................................ | 24.0 | (1.82) | 261 | (2.4) | 32.0 | (3.65) | 42.0 | (3.79) | 23.0 | (2.36) | 3.0 ! | (0.95) |
| Third quintile ......................................................... | 14.6 | (1.80) | 268 | (2.4) | 27.0 | (2.37) | 41.0 | (2.50) | 28.0 | (2.45) | 3.0 | (0.85) |
| Second quintile | 7.1 | (1.27) | 280 | (2.2) | 17.0 | (2.21) | 42.0 | (2.51) | 34.0 | (2.74) | 7.0 | (1.02) |
| Top quintile ............................................................ | 6.0 | (1.14) | 293 | (2.2) | 10.0 | (1.76) | 34.0 | (2.47) | 45.0 | (2.64) | 11.0 | (1.88) |

$\dagger$ Not applicable.
\#Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Items on the problem solving in technology-rich environments domain were offered only on computer. This column shows the percentages of 25 - to 65 -year-old respondents who were not assessed in this domain because they were unable to or elected not to take a computerbased assessment.
${ }^{2}$ Results are based on only those respondents who were assessed in the domain of problem solving in technology-rich environments.
${ }^{3}$ Scale ranges from 0 to 500 .
${ }^{4}$ The proficiency levels correspond to the score ranges shown in parentheses: below level 1 (0-240), level 1 (241-290), level 2 (291-340), and level 3 (341-500). For details about the proficiency levels as well as examples of specific tasks at each level, see appendix B of Skills of U.S. Unemployed, Young, and Older Adults in Sharper Focus: Results from the Program for the International Assessment of Adult Competencies (PIAAC) 2012/2014 (NCES 2016-039rev), available at http://nces.ed.gov/pubs2016/2016039rev.pdf.
${ }^{5}$ Includes persons of all other races and those of Two or more races
${ }^{6}$ Includes completion through an equivalency program, such as a GED program.
${ }^{7}$ Excludes those who were employed but did not report the number of hours worked per week.
${ }^{8}$ Full-time employment is defined as working 35 hours or more per week.
${ }^{9}$ Part-time employment is defined as working less than 35 hours per week.
${ }^{10}$ Annual earnings were calculated based on monthly earnings, which include bonuses and self-employment income. Excludes those who reported no earnings.
${ }^{11}$ The item response rate is below 85 percent. Missing data have not been explicitly accounted for. NOTE: Results in this table are based on combined data from two rounds of U.S. data collection. The first round, completed in 2012, was the main data collection. The second round, completed in 2014, was a supplemental round, conducted to expand the sample of U.S. adults, allowing for more in-depth analysis. Problem solving in technology-rich environments is defined as "using digital technology, communication tools, and networks to acquire and evaluate information, communicate with others, and perform practical tasks." Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), U.S. PIAAC 2012/2014, retrieved May 9, 2017, from the PIAAC International Data Explorer (https://nces.ed.gov/surveys/piaac/ ideuspiaac/). (This table was prepared May 2017.)

Table 507.20. Participants in state-administered adult basic education, secondary education, and English as a second language programs, by type of program and state or jurisdiction: Selected fiscal years, 2000 through 2015

| State or jurisdiction | 2000, total | 2005, total | 2010, total | 2014 |  |  |  | 2015 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Adult basic education | Adult secondary education | English as a second language | Total | Adult basic education | Adult secondary education | English as a second language |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States ........... | 2,629,643 | 2,543,953 | 1,990,118 | 1,518,550 | 679,313 | 171,722 | 667,515 | 1,506,955 | 649,350 | 168,613 | 688,992 |
| Alabama | 23,666 | 19,827 | 24,339 | 19,721 | 13,775 | 3,791 | 2,155 | 19,413 | 12,810 | 4,337 | 2,266 |
| Alaska ........................... | 5,312 | 3,791 | 3,176 | 1,975 | 981 | 180 | 814 | 2,006 | 1,109 | 212 | 685 |
| Arizona ......................... | 31,136 | 26,881 | 18,552 | 13,500 | 7,322 | 917 | 5,261 | 12,620 | 6,840 | 780 | 5,000 |
| Arkansas ....................... | 38,867 | 37,102 | 27,603 | 16,946 | 9,882 | 3,400 | 3,664 | 17,194 | 9,872 | 3,678 | 3,644 |
| California ....................... | 473,050 | 591,893 | 392,918 | 304,831 | 79,741 | 43,164 | 181,926 | 308,288 | 79,573 | 43,787 | 184,928 |
| Colorado ........ | 13,818 | 15,011 | 12,873 | 9,249 | 3,310 | 841 | 5,098 | 8,749 | 3,481 | 682 | 4,586 |
| Connecticut .................. | 30,844 | 31,958 | 25,924 | 20,212 | 5,193 | 4,525 | 10,494 | 19,495 | 4,647 | 4,448 | 10,400 |
| Delaware ......................... | 4,342 | 6,329 | 4,961 | 4,124 | 2,433 | 387 | 1,304 | 4,156 | 2,433 | 413 | 1,310 |
| District of Columbia .......... | 3,667 | 3,646 | 3,808 | 2,914 | 1,388 | 201 | 1,325 | 2,978 | 1,617 | 156 | 1,205 |
| Florida .......................... | 404,912 | 348,119 | 239,653 | 171,116 | 69,982 | 15,031 | 86,103 | 173,901 | 64,952 | 13,877 | 95,072 |
| Georgia | 108,004 | 95,434 | 64,668 | 44,225 | 31,111 | 3,206 | 9,908 | 42,939 | 29,684 | 3,498 | 9,757 |
| Hawaii ............ | 10,525 | 7,461 | 9,058 | 6,066 | 2,900 | 1,332 | 1,834 | 5,959 | 2,824 | 1,407 | 1,728 |
| Idaho .. | 10,506 | 7,744 | 6,675 | 5,053 | 2,752 | 480 | 1,821 | 4,931 | 2,826 | 438 | 1,667 |
| Illinois ........................... | 122,043 | 118,296 | 96,620 | 74,313 | 25,859 | 6,446 | 42,008 | 67,349 | 22,797 | 5,717 | 38,835 |
| Indiana ......................... | 42,135 | 43,498 | 28,571 | 28,107 | 18,872 | 4,182 | 5,053 | 28,168 | 17,737 | 4,644 | 5,787 |
| lowa ......... | 20,161 | 11,989 | 11,167 | 12,203 | 5,859 | 1,445 | 4,899 | 12,378 | 5,860 | 1,473 | 5,045 |
| Kansas | 11,248 | 9,475 | 8,100 | 7,183 | 3,373 | 844 | 2,966 | 7,281 | 3,375 | 917 | 2,989 |
| Kentucky ........................ | 31,050 | 30,931 | 38,654 | 28,676 | 17,363 | 7,158 | 4,155 | 23,244 | 14,453 | 5,236 | 3,555 |
| Louisiana ...................... | 30,929 | 29,367 | 27,270 | 22,405 | 17,223 | 2,276 | 2,906 | 23,061 | 17,005 | 2,284 | 3,772 |
| Maine ........................... | 12,430 | 8,151 | 6,776 | 5,730 | 3,031 | 1,078 | 1,621 | 6,317 | 3,320 | 1,123 | 1,874 |
| Maryland .......... | 22,702 | 27,055 | 32,833 | 27,997 | 11,318 | 2,764 | 13,915 | 28,689 | 11,223 | 2,882 | 14,584 |
| Massachusetts ................. | 24,053 | 21,448 | 20,314 | 19,235 | 4,521 | 3,094 | 11,620 | 19,021 | 4,344 | 3,034 | 11,643 |
| Michigan ....................... | 56,096 | 34,768 | 25,745 | 27,443 | 16,644 | 2,235 | 8,564 | 27,483 | 16,886 | 2,054 | 8,543 |
| Minnesota ...... | 42,039 | 47,174 | 46,009 | 38,612 | 14,804 | 6,185 | 17,623 | 38,213 | 14,383 | 6,346 | 17,484 |
| Mississippi ..................... | 37,947 | 25,675 | 16,854 | 10,785 | 9,464 | 1,088 | 233 | 10,275 | 8,808 | 1,195 | 272 |
| Missouri ...... | 41,089 | 37,052 | 31,397 | 19,565 | 12,994 | 1,548 | 5,023 | 18,780 | 12,244 | 1,525 | 5,011 |
| Montana | 4,892 | 3,291 | 3,494 | 2,023 | 1,490 | 378 | 155 | 2,025 | 1,497 | 347 | 181 |
| Nebraska ...................... | 7,917 | 10,226 | 8,485 | 6,344 | 2,903 | 514 | 2,927 | 6,096 | 2,718 | 518 | 2,860 |
| Nevada ......................... | 22,992 | 9,981 | 8,673 | 8,838 | 2,063 | 177 | 6,598 | 9,142 | 2,059 | 181 | 6,902 |
| New Hampshire ............... | 5,962 | 5,804 | 5,740 | 4,258 | 1,119 | 1,013 | 2,126 | 4,147 | 1,042 | 978 | 2,127 |
| New Jersey ......... | 44,317 | 40,889 | 30,976 | 21,694 | 8,507 | 1,126 | 12,061 | 19,474 | 8,040 | 986 | 10,448 |
| New Mexico ................... | 23,243 | 24,132 | 21,466 | 15,353 | 8,422 | 1,089 | 5,842 | 14,564 | 8,242 | 1,228 | 5,094 |
| New York ........................ | 176,239 | 157,486 | 122,833 | 102,784 | 38,893 | 4,736 | 59,155 | 103,883 | 36,788 | 4,491 | 62,604 |
| North Carolina ................ | 107,504 | 109,047 | 115,312 | 77,092 | 43,169 | 12,006 | 21,917 | 70,710 | 37,941 | 11,012 | 21,757 |
| North Dakota .................. | 2,124 | 2,063 | 1,581 | 1,597 | 765 | 303 | 529 | 2,075 | 1,025 | 381 | 669 |
| Ohio .................... | 65,579 | 50,869 | 41,692 | 29,751 | 19,658 | 3,194 | 6,899 | 29,548 | 18,747 | 3,076 | 7,725 |
| Oklahoma .................... | 20,101 | 20,447 | 18,329 | 14,557 | 9,083 | 1,193 | 4,281 | 14,522 | 8,727 | 1,212 | 4,583 |
| Oregon .......................... | 25,228 | 21,668 | 20,851 | 13,807 | 6,000 | 2,040 | 5,767 | 13,378 | 5,986 | 1,675 | 5,717 |
| Pennsylvania ................... | 49,369 | 54,274 | 30,577 | 21,884 | 12,618 | 2,316 | 6,950 | 20,607 | 11,596 | 2,417 | 6,594 |
| Rhode Island .................... | 5,592 | 6,697 | 6,012 | 4,927 | 1,794 | 272 | 2,861 | 5,245 | 1,752 | 347 | 3,146 |
| South Carolina ......... | 94,452 | 65,901 | 49,484 | 31,641 | 20,403 | 6,335 | 4,903 | 27,171 | 16,563 | 6,383 | 4,225 |
| South Dakota .................. | 5,637 | 3,517 | 2,423 | 2,062 | 1,086 | 304 | 672 | 2,067 | 1,049 | 302 | 716 |
| Tennessee ..................... | 40,615 | 48,924 | 28,170 | 22,711 | 15,845 | 2,207 | 4,659 | 21,497 | 15,290 | 1,974 | 4,233 |
| Texas ........................... | 111,585 | 119,867 | 99,333 | 83,534 | 40,674 | 2,612 | 40,248 | 102,083 | 48,209 | 3,468 | 50,406 |
| Utah ............................. | 30,714 | 29,320 | 24,686 | 19,374 | 11,386 | 2,164 | 5,824 | 16,269 | 8,499 | 1,914 | 5,856 |
| Vermont ......................... | 1,146 | 2,015 | 1,590 | 2,073 | 911 | 809 | 353 | 2,051 | 847 | 785 | 419 |
| Virginia .......................... | 35,261 | 29,222 | 28,220 | 20,598 | 7,563 | 1,503 | 11,532 | 20,221 | 7,185 | 1,545 | 11,491 |
| Washington ..................... | 53,460 | 50,386 | 61,392 | 45,562 | 18,706 | 3,183 | 23,673 | 46,848 | 18,968 | 3,589 | 24,291 |
| West Virginia ................... | 13,072 | 9,444 | 9,785 | 7,789 | 5,735 | 1,797 | 257 | 4,350 | 3,231 | 907 | 212 |
| Wisconsin ...................... | 27,304 | 26,029 | 21,523 | 14,211 | 7,473 | 2,277 | 4,461 | 14,256 | 7,259 | 2,319 | 4,678 |
| Wyoming ......................... | 2,767 | 2,379 | 2,973 | 1,900 | 952 | 376 | 572 | 1,838 | 987 | 435 | 416 |
| Other jurisdictions .. | 44,785 | 37,328 | 22,045 | 16,587 | 3,226 | 9,992 | 3,369 | 18,920 | 3,459 | 8,523 | 6,938 |
| American Samoa ............. | 662 | 838 | 225 | 199 | 0 | 55 | 144 | 206 | 0 | 50 | 156 |
| Federated States of Micronesia $\qquad$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Guam ........................... | 1,092 | 1,062 | 539 | 503 | 419 | 25 | 59 | 718 | 580 | 42 | 96 |
| Marshall Islands ............... | 335 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northern Marianas ........... | 680 | 740 | 607 | 241 | 150 | 71 | 20 | 176 | 96 | 58 | 22 |
| Palau ........................... | 132 | 206 | 56 | 41 | 0 | 41 | 0 | 49 | 29 | 20 | 0 |
| Puerto Rico .................... | 41,043 | 33,463 | 20,464 | 15,106 | 2,160 | 9,800 | 3,146 | 17,532 | 2,557 | 8,353 | 6,622 |
| U.S. Virgin Islands ........... | 841 | 1,019 | 154 | $\ddagger$ | 497 | $\ddagger$ | 0 | $\ddagger$ | 197 | $\ddagger$ | 42 |

$\ddagger$ Reporting standards not met (too few cases).
NOTE: Adult basic education provides instruction in basic skills for adults age 16 and over functioning at literacy levels below the secondary level. Adult secondary education provides instruction at the high school level for adults who are seeking to pass the GED or obtain an adult high school cre-
dential. English as a second language instruction is for adults who lack proficiency in English and who seek to improve their literacy and competence in English.
SOURCE: U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), OCTAE National Reporting System, retrieved April 19, 2017, from http:// wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/reports/index.cfm. (This table was prepared April 2017.)

Table 507.30. Participation of employed persons, 17 years old and over, in career-related adult education during the previous 12 months, by selected characteristics of participants: 1995, 1999, and 2005
[Standard errors appear in parentheses]

| Characteristic of employed person | 1995 |  |  |  | 1999 |  |  |  | 2005 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent of adults participating in career- or jobrelated courses |  |  |  | Percent ofadultsparticipatingin career- orjob-related courses |  | Number of career- or job-related courses taken, per employed adult |  | Employed persons, in thousands |  | Percent of adults participating |  |  |  |  |  |  |  | Number of career- or job-related courses taken ${ }^{1}$ |  |  |
|  |  |  | In career- or job-related courses ${ }^{1}$ | In apprenticeship programs |  | In personal interest courses |  | In informal learning activities for personal interest |  | thousand <br> thousands | Per emp | d adult |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 | 11 |  | 12 |
| Total | 31.1 | (0.54) | 0.8 | (0.02) |  |  | 30.5 | (1.14) |  |  | 0.7 | (0.03) | 133,386 | $(1,508.1)$ | 38.8 | (0.83) | 1.4 | (0.24) | 21.8 | (0.94) | 73.5 | (1.01) | 108,443 | 0.8 | (0.03) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male .............................. | 29.0 | (0.72) | 0.7 | (0.02) | 28.3 | (1.15) | 0.6 | (0.03) | 71,754 | (934.7) | 31.7 | (1.22) | 2.0 | (0.37) | 18.5 | (1.30) | 73.4 | (1.52) | 44,512 | 0.6 | (0.03) |
| Female ........................... | 33.4 | (0.83) | 0.9 | (0.03) | 32.9 | (1.14) | 0.8 | (0.03) | 61,632 | $(1,219.3)$ | 47.1 | (1.43) | 0.8 | (0.23) | 25.8 | (1.23) | 73.6 | (1.37) | 63,931 | 1.0 | (0.05) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 through 24 years old ...... | 18.6 | (1.01) | 0.4 | (0.02) | 19.1 | (1.91) | 0.4 | (0.06) | 15,027 | $(1,030.4)$ | 26.4 | (3.01) | 3.0 ! | (1.03) | 25.2 | (3.37) | 71.4 | (3.15) | 8,024 | 0.5 | (0.09) |
| 25 through 29 years old ...... | 31.2 | (1.46) | 0.8 | (0.05) | 34.3 | (2.44) | 0.8 | (0.08) | 14,555 | (918.4) | 36.1 | (2.94) | 3.1 ! | (1.12) | 24.5 | (3.66) | 70.9 | (4.49) | 9,493 | 0.7 | (0.06) |
| 30 through 34 years old ...... | 31.6 | (1.30) | 0.8 | (0.04) | 34.4 | (2.50) | 0.8 | (0.08) | 15,250 | (977.2) | 41.0 | (3.06) | 2.7 ! | (1.10) | 23.7 | (2.63) | 74.0 | (2.54) | 12,681 | 0.8 | (0.07) |
| 35 through 39 years old ...... | 35.1 | (1.02) | 0.9 | (0.03) | 29.2 | (2.15) | 0.7 | (0.07) | 15,286 | (922.4) | 41.7 | (4.16) | 1.0 ! | (0.46) | 21.6 | (3.15) | 77.7 | (3.00) | 13,807 | 0.9 | (0.14) |
| 40 through 44 years old ...... | 36.6 | (1.29) | 0.9 | (0.04) | 36.4 | (2.44) | 0.8 | (0.07) | 18,141 | (946.3) | 39.8 | (2.73) | $\ddagger$ | ( $\dagger$ ) | 23.3 | (2.60) | 71.2 | (3.15) | 15,586 | 0.9 | (0.07) |
| 45 through 49 years old ...... | 39.6 | (1.94) | 1.0 | (0.06) | 30.4 | (2.42) | 0.7 | (0.06) | 18,149 | (842.5) | 45.0 | (2.15) | 0.7 ! | (0.29) | 19.0 | (2.09) | 73.5 | (2.68) | 16,809 | 0.9 | (0.06) |
| 50 through 54 years old ...... | 34.4 | (1.69) | 0.9 | (0.04) | 34.7 | (2.57) | 0.8 | (0.07) | 14,624 | (732.1) | 42.6 | (2.49) | 0.7 ! | (0.32) | 19.5 | (1.92) | 76.3 | (2.27) | 14,881 | 1.0 | (0.10) |
| 55 through 59 years old ...... | 26.7 | (1.86) | 0.7 | (0.06) | 30.3 | (2.83) | 0.6 | (0.08) | 10,522 | (676.0) | 44.7 | (2.98) | $\ddagger$ | ( $\dagger$ ) | 18.3 | (1.93) | 73.0 | (2.95) | 9,901 | 0.9 | (0.09) |
| 60 through 64 years old ...... | 21.1 | (2.41) | 0.5 | (0.06) | 27.2 | (3.80) | 0.7 | (0.15) | 6,021 | (498.8) | 38.9 | (3.97) | $\pm$ | ( $\dagger$ ) | 23.4 | (3.52) | 73.0 | (4.22) | 4,919 | 0.8 | (0.10) |
| 65 years old and over ......... | 13.7 | (1.86) | 0.4 | (0.06) | 20.3 | (4.21) | 0.4 | (0.08) | 5,812 | (493.3) | 21.6 | (3.48) | \# | (t) | 17.4 | (3.13) | 74.2 | (3.75) | 2,343 | 0.4 | (0.07) |
| 65 through 69 ............... | 13.1 | (2.28) | 0.4 | (0.08) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 3,385 | (415.5) | 19.1 | (4.05) | \# | (t) | 20.9 | (4.88) | 75.4 | (5.18) | 1,102 | 0.3 | (0.08) |
| 70 and over ................... | 14.6 | (2.85) | 0.4 | (0.09) | - | ( $\dagger$ | - | ( $\dagger$ ) | 2,427 | (282.3) | 25.1 | (5.81) | \# | ( $\dagger$ ) | 12.6 | (2.93) | 72.6 | (6.11) | 1,241 | 0.5 | (0.14) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ............................ | 33.2 | (0.61) | 0.8 | (0.02) | 32.8 | (0.98) | 0.6 | (0.03) | 94,881 | $(1,538.6)$ | 41.3 | (0.93) | 1.2 | (0.25) | 22.2 | (1.11) | 75.3 | (1.17) | 82,511 | 0.9 | (0.03) |
| Black ............................ | 26.2 | (1.46) | 0.7 | (0.04) | 28.1 | (2.34) | 1.0 | (0.07) | 13,773 | (533.2) | 39.2 | (3.82) | 1.7 ! | (0.83) | 23.5 | (3.04) | 66.9 | (3.02) | 10,311 | 0.7 | (0.11) |
| Hispanic .......................... | 18.1 | (1.00) | 0.4 | (0.02) | 16.4 | (1.83) | 0.5 | (0.05) | 15,741 | (681.1) | 25.0 | (2.66) | 2.9 | (0.85) | 16.2 | (2.31) | 65.8 | (3.39) | 8,786 | 0.6 | (0.11) |
| Asian ........................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | 3,770 | (520.7) | 36.9 | (7.00) | $\ddagger$ | ( $\dagger$ ) | 32.3 | (7.26) | 81.1 | (5.88) | 2,207 | 0.6 | (0.12) |
| Pacific Islander ................ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | + | ( $\dagger$ ) |
| Asian/Pacific Islander ......... | 25.5 | (2.69) | 0.6 | (0.07) | 32.8 | (4.84) | 0.4 ! | (0.15) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | - | ( $\dagger$ ) |
| American Indian/Alaska <br> Native $\qquad$ | 34.0 | (6.32) | 0.9 | (0.20) | 29.5 ! | (11.52) | $\ddagger$ | ( $\dagger$ | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | $\ddagger$ | ( $\dagger$ ) |
| Two or more races .............. | - | (t) | - | ( $\dagger$ ) | - |  | - | ( $\dagger$ ) | 3,786 | (562.7) | 39.1 | (6.85) | $\pm$ | (t) | 22.6 | (6.34) | 77.6 | (8.40) | 3,083 | 0.8 | (0.15) |
| Other races ...................... | 25.3 | (2.99) | 0.7 | (0.09) | - | ( $\dagger$ | - | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | $\ddagger$ | ( $\dagger$ ) |
| Less than high school completion | 8.8 | (1.05) | 0.1 | (0.02) | 7.9 | (2.29) | 0.4 | (0.05) | 16,627 | (838.2) | 10.4 | (2.11) | 2.4 ! | (0.90) | 8.8 | (1.54) | 57.0 | (3.76) | 2,592 | 0.2 | (0.03) |
| 8th grade or less ............ | 6.1 ! | (2.00) | 0.1 ! | (0.04) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 5,016 | (599.7) | 2.7 | (1.12) | $\ddagger$ | (t) | 3.8 ! | (1.71) | 46.7 | (7.11) | 197 | \# | ( $\dagger$ ) |
| 9th through 12th grade, no completion $\qquad$ | 10.0 | (1.27) | 0.2 | (0.02) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 11,610 | (792.8) | 13.7 | (2.99) | $\ddagger$ | ( $\dagger$ ) | 11.0 | (2.06) | 61.5 | (4.05) | 2,396 | 0.2 | (0.04) |
| High school completion ...... | 20.9 | (0.79) | 0.4 | (0.02) | 21.4 | (1.45) | 0.8 | (0.03) | 34,121 | $(1,147.2)$ | 24.7 | (1.76) | 1.3 ! | (0.46) | 17.1 | (1.89) | 63.4 | (2.55) | 16,640 | 0.5 | (0.05) |
| Some vocational/technical . | 32.3 | (2.50) | 0.8 | (0.07) | 28.7 | (5.76) | 0.9 | (0.17) | 3,744 | (393.1) | 48.2 | (5.92) | $\ddagger$ | ( $\dagger$ ) | 25.5 | (4.61) | 74.0 | (5.54) | 3,802 | 1.0 | (0.17) |
| Some college ..................... | 29.9 | (0.91) | 0.7 | (0.03) | 29.0 | (1.78) | 0.7 | (0.06) | 24,479 | $(1,067.7)$ | 39.9 | (2.36) | 1.9 ! | (0.69) | 25.2 | (2.50) | 79.8 | (2.04) | 18,437 | 0.8 | (0.05) |
| Associate's degree ............. | 39.2 | (1.58) | 1.0 | (0.05) | 39.7 | (3.07) | 0.9 | (0.09) | 9,943 | (730.7) | 50.4 | (3.71) | 2.3 ! | (0.84) | 19.1 | (2.86) | 78.4 | (3.88) | 14,224 | 1.4 | (0.21) |
| Bachelor's degree .............. | 44.6 | (1.33) | 1.2 | (0.04) | 43.8 | (2.01) | 1.0 | (0.06) | 26,475 | (902.7) | 53.1 | (1.88) | $\ddagger$ | ( $\dagger$ ) | 29.0 | (1.77) | 78.7 | (1.94) | 28,099 | 1.1 | (0.06) |
| Some graduate work <br> (or study) | 50.2 | (1.63) | 1.4 | (0.05) | 46.8 | (4.17) | 1.2 | (0.14) | 17,998 | (735.4) | 61.1 | (2.16) | $\ddagger$ | ( $\dagger$ ) | 28.6 | (2.01) | 88.8 | (1.16) | 24,649 | 1.4 | (0.07) |
| No degree ..................... | 44.3 | (3.18) | 1.2 | (0.10) | 54.2 | (4.94) | 1.2 | (0.14) | 2,125 | (227.9) | 53.8 | (5.79) | $\ddagger$ | ( $\dagger$ ) | 39.3 | (6.05) | 75.0 | (5.64) | 2,412 | 1.1 | (0.16) |
| Master's ...................... | 50.5 | (1.99) | 1.4 | (0.06) | 45.3 | (2.97) | 1.1 | (0.11) | 11,330 | (614.7) | 62.7 | (2.98) | $\ddagger$ | (t) | 28.2 | (2.27) | 90.5 | (1.40) | 15,394 | 1.4 | (0.09) |
| Doctor's ...................... | 40.4 | (6.42) | 1.0 | (0.16) | 34.4 | (4.79) | 0.7 | (0.12) | 1,600 | (227.2) | 49.0 | (5.80) | $\ddagger$ | (t) | 28.8 | (4.76) | 87.8 | (4.35) | 2,204 | 1.4 | (0.36) |
| Professional .................. | 67.6 | (3.89) | 2.0 | (0.15) | 67.6 | (6.98) | 1.9 | (0.31) | 2,943 | (382.7) | 66.5 | (6.39) | $\ddagger$ | ( $\dagger$ ) | 22.1 | (5.05) | 92.9 | (2.21) | 4,639 | 1.6 | (0.21) |

Table 507.30. Participation of employed persons, 17 years old and over, in career-related adult education during the previous 12 months, by selected characteristics of participants: 1995 , 1999, and 2005-Continued
[Standard errors appear in parentheses]

| Characteristic of employed person | 1995 |  |  |  | 1999 |  |  |  | 2005 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent of adults participating in career- or jobrelated courses |  |  |  | Percent ofadultsparticipatingin career- orjob-related courses |  | Number of career- or job-related courses taken, per employed adult |  | Employed persons, in thousands |  | Percent of adults participating |  |  |  |  |  |  |  | Number of career- or job-related courses taken ${ }^{1}$ |  |  |
|  |  |  | In career- orjob-related courses ${ }^{1}$ | In apprenticeship programs |  | In personal interest courses |  | In informal learning activities for personal interest |  | thousands | Per employed adult |  |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 | 11 |  | 12 |
| Locale ${ }^{2}$ <br> City $\qquad$ <br> Suburban $\qquad$ <br> Town $\qquad$ <br> Rural $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | 39,283 | $(1,391.3)$ | 39.6 | (1.67) | 2.2 | (0.60) | 23.1 | (1.43) | 74.0 | (1.77) | 34,327 | 0.9 | (0.05) |
|  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 48,452 | $(1,555.0)$ | 41.1 | (1.87) | 1.2 | (0.32) | 23.3 | (1.38) | 74.2 | (1.49) | 39,802 | 0.8 | (0.04) |
|  | - | ( $\dagger$ ) | - | (t) | - | (t) | - | ( $\dagger$ ) | 17,616 | $(1,060.7)$ | 36.0 | (2.64) | $\ddagger$ | ( $\dagger$ ) | 19.6 | (2.83) | 71.7 | (3.02) | 12,947 | 0.7 | (0.07) |
|  | - |  | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 27,847 | (885.2) | 35.4 | (2.14) | 1.4 ! | (0.58) | 19.0 | (2.19) | 72.7 | (2.22) | 21,135 | 0.8 | (0.06) |
| Occupation <br> Executive, administrative, or managerial occupations Engineers, surveyors, and architects $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 42.9 | (1.49) | 1.2 | (0.05) | 40.6 | (2.06) | 1.0 | (0.07) | 14,596 | (707.6) | 53.6 | (2.79) | $\ddagger$ | ( $\dagger$ ) | 29.5 | (2.89) | 77.7 | (2.87) | 16,567 | 1.1 | (0.09) |
|  | 44.2 | (4.46) | 1.1 | (0.12) | 52.1 | (6.96) | 1.0 | (0.16) | 1,987 | (244.9) | 56.3 | (5.68) | $\ddagger$ | ( $\dagger$ ) | 30.5 | (6.36) | 81.0 | (4.73) | 2,323 | 1.2 | (0.16) |
| Natural scientists and mathematicians $\qquad$ <br> Social scientists and workers, religious workers, and lawyers ... Teachers, elementary/ secondary . $\qquad$ | 59.7 | (3.97) | 1.7 | (0.15) | 46.0 | (6.61) | 0.8 | (0.14) | 4,130 | (445.4) | 51.5 | (5.64) | $\ddagger$ | ( $\dagger$ ) | 31.2 | (4.83) | 85.3 | (5.44) | 3,693 | 0.9 | (0.11) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 59.5 | (2.61) | 1.8 | (0.11) | 56.9 | (5.66) | 1.7 | (0.24) | 4,697 | (480.9) | 66.8 | (4.48) |  |  | 28.3 | (3.81) | 88.6 | (2.95) | 7,822 | 1.7 | (0.29) |
|  | 53.9 | (2.23) | 1.5 | (0.08) | 52.1 | (3.53) | 1.2 | (0.11) | 7,085 | (568.5) | 67.7 | (4.16) | $\ddagger$ | ( $\dagger$ ) | 31.5 | (3.93) | 83.0 | (2.79) | 12,233 | 1.7 | (0.13) |
| Teachers, postsecondary and counselors, librarians, and archivists | 41.6 | (4.57) | 1.0 | (0.15) | 35.6 | (5.85) | 0.7 | (0.14) | 2,393 | (420.9) | 53.1 | (8.63) | $\ddagger$ | ( $\dagger$ ) | 17.7 | (4.91) | 90.9 | (3.97) | 2,122 | 0.9 | (0.09) |
| Health diagnosing and treating practitioners ..... | 68.6 | (5.85) | 2.0 | (0.23) | 65.2 | (11.99) | 1.5 ! | (0.50) | 978 | (208.8) | 78.9 | (7.10) |  | ( $\dagger$ ) | 27.4 ! | (9.60) | 86.6 | (5.37) | 1,951 | 2.0 | (0.25) |
| Registered nurses, pharmacists, dieticians, therapists, and physician's assistants .. | 72.8 | (3.02) | 2.2 | (0.14) | 72.2 | (5.04) | 1.8 | (0.21) | 2,794 | (238.8) | 79.7 | (4.60) | $\ddagger$ |  | 29.4 | (4.17) | 84.3 | (3.70) | 4,984 | 1.8 | (0.15) |
| Writers, artists, entertainers, and athletes $\qquad$ | 23.4 | (2.89) | 0.5 | (0.07) | 30.6 | (6.21) | 0.6 | (0.18) | 2,969 | (405.2) | 29.9 | (5.69) | $\ddagger$ | ( $\dagger$ ) | 31.8 | (6.15) | 88.9 | (4.39) | 1,865 | 0.6 | (0.15) |
| Health technologists and technicians $\qquad$ | 50.0 | (4.08) |  | (0.12) | 41.8 | (6.00) | 1.0 | (0.19) | 3,060 | (436.7) | 70.6 | (7.31) | $\ddagger$ | ( $\dagger$ ) | 27.8 | (6.48) | 77.5 | (6.40) | 4,473 | 1.5 | (0.18) |
| Technologists and technicians, except health. $\qquad$ | 43.8 | (2.67) | 1.1 | (0.10) | 37.6 | (4.87) | 1.0 | (0.15) | 1,774 | (336.5) | 29.4 | (8.10) | $\ddagger$ | ( $\dagger$ ) | 5.3 ! | (2.02) | 75.2 | (8.98) | 1,015 | 0.6 | (0.17) |
| Marketing and sales occupations $\qquad$ | 25.2 | (1.26) | 0.6 | (0.03) | 21.1 | (2.27) | 0.4 | (0.06) | 14,845 | (971.9) | 32.3 | (3.17) | $\ddagger$ | ( $\dagger$ ) | 20.8 | (2.64) | 70.5 | (3.53) | 7,724 | 0.5 | (0.05) |
| Administrative support occupations, including clerical $\qquad$ | 30.8 | (1.15) | 0.7 | (0.03) | 27.4 | (2.02) | 0.6 | (0.05) | 21,167 | $(1,179.4)$ | 36.1 | (2.95) | 0.8 ! | (0.40) | 28.2 | (2.28) | 72.9 | (2.37) | 15,443 | 0.7 | (0.10) |
| Service occupations $\qquad$ Agriculture, forestry, and fishing occupations ... | 22.6 | (1.25) | 0.6 | (0.04) | 21.0 | (2.15) | 0.5 | (0.07) | 17,180 | $(1,033.7)$ | 33.7 | (3.13) | 1.1 ! | (0.36) | 16.2 | (2.31) | 69.0 | (2.74) | 13,029 | 0.8 | (0.10) |
|  | 12.4 | (2.47) | 0.3 | (0.07) | 12.2 ! | (4.09) | 0.2 ! | (0.07) | 2,522 | (423.8) | 22.4 ! | (7.61) | $\ddagger$ | ( $\dagger$ ) | 23.0 ! | (11.03) | 62.9 | (11.04) | 960 | 0.4 ! | (0.12) |
| Mechanics and repairers .... Construction and extractive occupations | 29.1 | (2.62) | 0.7 | (0.08) | 15.0 | (3.40) | 0.3 | (0.09) | 5,241 | (521.6) | 28.3 | (4.47) | 4.0 ! | (1.44) | 12.6 | (3.24) | 69.3 | (4.36) | 2,669 | 0.5 | (0.09) |
|  | 18.6 | (2.33) | 0.3 | (0.04) | 13.2 | (3.16) | 0.2 | (0.06) | 6,827 | (647.1) | 12.4 | (3.04) | 5.3 ! | (2.26) | 7.8 | (1.88) | 69.0 | (5.25) | 2,323 | 0.3 ! | (0.13) |
| Precision production ${ }^{3}$............Production workers ......... | 25.6 | (4.04) | 0.6 | (0.12) | 18.3 ! | (6.52) | 0.4 ! | (0.12) | 10,483 | (839.3) | 23.5 | (3.79) | $\ddagger$ | ( $\dagger$ ) | 14.0 | (3.34) | 64.9 | (3.74) | 4,904 | 0.5 | (0.07) |
|  | 14.8 | (1.13) | 0.3 | (0.02) | 23.0 | (3.17) | 0.5 | (0.08) | - |  | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | - | ( $\dagger$ |

See notes at end of table.

Table 507.30. Participation of employed persons, 17 years old and over, in career-related adult education during the previous 12 months, by selected characteristics of participants: 1995, 1999, and 2005-Continued
[Standard errors appear in parentheses]

| Characteristic of employed person | 1995 |  |  |  | 1999 |  |  |  | 2005 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent of adults participating in career- or jobrelated courses |  |  |  | Percent ofadultsparticipatingin career- orjob-related courses |  | Number of career- or job-related courses taken, per employed adult |  | Employed persons, in thousands |  | Percent of adults participating |  |  |  |  |  |  |  | Number of career- or job-related courses taken ${ }^{1}$ |  |  |
|  |  |  | In career- or job-related courses ${ }^{1}$ | In apprenticeship programs |  | In personal interest courses |  | In informal learning activities for personal interest |  | In thousands | Per employ | d adult |
| 1 |  | 2 |  |  |  | 3 |  |  |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 | 11 |  | 12 |
| Transportation and material moving $\qquad$ Handlers, equipment | 15.8 | (1.83) | 0.3 | (0.04) |  |  | 18.4 | (3.62) |  |  | 0.3 | (0.06) | 7,858 | (742.5) | 15.2 | (2.81) |  | ( $\dagger$ ) | 10.5 | (3.10) | 62.5 | (5.32) | 1,935 | 0.2 | (0.05) |
| Handlers, equipment cleaners, helpers, and laborers $\qquad$ <br> Miscellaneous occupations | $\begin{aligned} & 11.7 \\ & 38.8 \end{aligned}$ | $\begin{aligned} & (2.77) \\ & (3.50) \end{aligned}$ | 0.2 1.0 | $\begin{aligned} & (0.06) \\ & (0.11) \end{aligned}$ | $\begin{gathered} \ddagger \\ 14.2! \end{gathered}$ | $\begin{array}{r} (\dagger) \\ (4.62) \end{array}$ | $\ddagger$ $0.3!$ | $\begin{array}{r} (\dagger) \\ (0.08) \end{array}$ | 801 | $\begin{array}{r} (\dagger) \\ (189.4) \end{array}$ | 17.2! | $\begin{array}{r} (\mathrm{t}) \\ (6.87) \end{array}$ |  | ( $\dagger$ <br> ( $\dagger$ | 8.7 ! | $\begin{array}{r} (\dagger) \\ (4.31) \end{array}$ | 48.3 | $\begin{array}{r} (\dagger) \\ (13.96) \end{array}$ | 409 | $\ddagger$ | $\begin{aligned} & (\dagger) \\ & (\dagger) \end{aligned}$ |
| Annual household income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$10,000 or less ................. | 12.6 | (1.31) | 0.2 | (0.03) | 9.5 ! | (3.09) | 0.2 ! | (0.05) | 4,425 | (444.8) | 16.7 | (4.35) | $\ddagger$ | ( $\dagger$ ) | 26.2 ! | (7.96) | 69.7 | (5.72) | 1,556 | 0.4 ! | (0.12) |
| \$5,000 or less ............... | 8.7 | (1.91) | 0.1 | (0.03) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | 1,635 | (252.7) | 19.1 | (6.52) | $\ddagger$ | ( $\dagger$ ) | 22.9 ! | (7.91) | 60.9 | (8.84) | 850 | $\ddagger$ | ( $\dagger$ ) |
| \$5,001 to \$10,000 .......... | 15.1 | (1.62) | 0.3 | (0.04) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 2,791 | (454.1) | 15.3 | (5.68) | $\ddagger$ | ( $\dagger$ ) | 28.1 ! | (12.27) | 74.8 | (6.88) | 706 | 0.3 ! | (0.10) |
| \$10,001 to \$15,000 ........... | 15.1 | (1.71) | 0.4 | (0.04) | 8.3 | (1.88) | 0.1 | (0.03) | 4,814 | (633.4) | 22.2 | (5.77) | $\ddagger$ | ( $\dagger$ ) | 17.3 ! | (5.25) | 64.5 | (7.57) | 2,189 | 0.5 | (0.12) |
| \$15,001 to \$20,000 ............ | 20.1 | (1.36) | 0.4 | (0.03) | 16.3 | (2.75) | 0.3 | (0.05) | 4,515 | (398.8) | 18.2 | (3.09) | 5.7 ! | (2.71) | 11.5 | (1.96) | 60.4 | (5.11) | 1,322 | 0.3 | (0.05) |
| \$20,001 to \$25,000 ............ | 20.4 | (1.52) | 0.5 | (0.05) | 18.8 | (2.79) | 0.4 | (0.08) | 5,593 | (490.2) | 23.8 | (4.02) | 1.1 ! | (0.51) | 13.3 | (3.21) | 71.5 | (4.11) | 2,817 | 0.5 | (0.10) |
| \$25,001 to \$30,000 ............ | 24.7 | (1.34) | 0.5 | (0.03) | 22.2 | (2.73) | 0.5 | (0.07) | 7,444 | (680.4) | 31.4 | (4.88) | $\ddagger$ | ( $\dagger$ ) | 16.7 | (3.77) | 73.5 | (3.91) | 4,322 | 0.6 | (0.11) |
| \$30,001 to \$40,000 ............ | 30.2 | (1.13) | 0.8 | (0.03) | 26.6 | (2.82) | 0.6 | (0.07) | 13,123 | (928.5) | 35.1 | (3.45) | 1.5 ! | (0.65) | 21.7 | (3.71) | 69.1 | (3.55) | 8,224 | 0.6 | (0.06) |
| \$40,001 to \$50,000 ........... | 34.7 | (1.30) | 0.8 | (0.04) | 32.3 | (2.34) | 0.7 | (0.07) | 13,647 | $(1,058.4)$ | 31.5 | (3.01) | 1.8 ! | (0.72) | 20.1 | (3.32) | 73.5 | (2.78) | 10,072 | 0.7 | (0.10) |
| \$50,001 to \$75,000 ............ | 40.0 | (1.18) | 1.0 | (0.04) | 36.6 | (1.86) | 0.9 | (0.06) | 33,665 | $(1,430.4)$ | 42.7 | (1.80) | 1.2 ! | (0.51) | 20.9 | (2.10) | 71.3 | (2.55) | 28,991 | 0.9 | (0.06) |
| More than $\$ 75,000 . . . . . . . . . . .$. | 45.2 | (1.40) | 1.3 | (0.04) | 42.5 | (1.79) | 1.0 | (0.06) | 46,160 | $(1,263.3)$ | 48.1 | (1.57) | 1.3 ! | (0.39) | 26.0 | (1.37) | 79.2 | (1.55) | 48,951 | 1.1 | (0.05) |

## -Not available

$\dagger$ Not applicable.
!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ The 2005 estimates on participation in career- or job-related courses were based on responses to multiple questions. Specifically, respondents were first asked what courses they had taken, and then whether each course was career- or job-related. In contrast, 1995 and 1999 respondents were asked a single, general question about whether they had participated in any career- or job-related courses. Therefore, 2005 results may not be comparable to results from the earlier years.
${ }^{2}$ Detail may not sum to totals due to missing locale information
${ }^{3}$ For 2005 , figures include "Production workers" occupations data.
NOTE: Data Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey (AE-NHES:1995,
AE-NHES:1999, and AE-NHES:2005) of the National Household Education Surveys Program. (This table was prepared October 2010.)

| Characteristic of participant | Percent taking any program, class, or course |  |  |  |  |  |  |  |  |  | Percent taking speciific programs, classes, or courses, 2005 |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{\|} \text { Percent doing } \\ \text { informal learning } \\ \text { activities for } \\ \text { personal } \\ \text { interest, } 2005 \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1991 |  | 1995 |  | 1999 |  | 2001 |  | 2005 |  | Basic skills/ General Educational Development (GED) classes |  | English as a second language (ESL) classes |  | Part-time postsecondary education ${ }^{1}$ |  | Career- or jobrelated courses |  | Apprenticeship programs |  | Personal-interest courses |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Total | 33.0 | (0.68) | 40.2 | (0.48) | 44.5 | (0.77) | 46.4 | (0.55) | 44.4 | (0.74) | 1.3 | (0.22) | 0.9 | (0.17) | 5.0 | (0.29) | 27.0 | (0.63) | 1.2 | (0.18) | 21.4 | (0.71) | 70.5 | (0.79) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 32.6 | (1.09) | 38.2 | (0.65) | 41.7 | (1.15) | 43.1 | (0.83) | 41.0 | (1.20) | 1.4 | (0.41) | 0.9 ! | (0.29) | 5.0 | (0.44) | 24.5 | (0.99) | 1.7 | (0.31) | 18.3 | (1.08) | 70.8 | (1.10) |
| Female. | 33.2 | (0.97) | 42.1 | (0.59) | 47.1 | (1.02) | 49.5 | (0.78) | 47.5 | (1.01) | 1.2 | (0.19) |  | (0.15) | 5.1 | (0.37) | 29.2 | (0.95) | 0.7 | (0.15) | 24.2 | (0.88) | 70.2 | (1.03) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 to 24 years old | 37.8 | (1.46) | 47.0 | (1.12) | 49.9 | (2.34) | 52.8 | (2.04) | 52.8 | (2.79) | 6.0 | (1.48) | 1.7 ! | (0.61) | 11.5 | (1.34) | 21.3 | (2.22) | 2.7 | (0.76) | 26.3 | (2.60) | 69.2 | (2.54) |
| 25 to 29 years old | 40.0 | (2.33) | 49.6 | (1.31) | 56.5 | (2.53) | 52.9 | (2.60) | 51.6 | (3.82) | 1.8 | (0.48) | 3.3 ! | (1.48) | 9.1 | (1.50) | 29.5 | (2.48) | 3.2 ! | (1.06) | 20.9 | (2.78) | 66.8 | (3.75) |
| 30 to 34 years old... | 37.6 | (2.88) | 47.3 | (1.41) | 56.2 | (2.57) | 53.7 | (2.18) | 52.7 | (2.52) | 1.9 ! | (0.66) | 1.6 ! | (0.64) | 8.4 | (1.28) | 33.8 | (2.71) | 2.5 ! | (0.89) | 23.2 | (2.23) | 73.8 | (2.22) |
| 35 to 39 years old | 42.1 | (2.71) | 47.7 | (1.15) | 50.1 | (2.43) | 54.0 | (1.71) | 48.6 | (3.21) | 0.4 ! | (0.16) | 0.7 ! | (0.26) | 6.1 | (0.90) | 32.6 | (3.29) | 0.9 ! | (0.36) | 20.7 | (2.67) | 75.5 | (2.69) |
| 40 to 44 years old ... | 49.2 | (3.28) | 50.9 | (1.15) | 50.5 | (2.43) | 53.5 | (1.88) | 48.9 | (2.43) | 0.8 ! | (0.31) | 0.6 ! | (0.23) | 4.7 | (0.77) | 34.8 | (2.30) | 0.9 ! | (0.42) | 23.4 | (2.29) | 71.5 | (2.62) |
| 45 to 49 years old ... | 40.0 | (2.43) | 48.7 | (1.66) | 49.8 | (2.69) | 55.4 | (2.02) | 49.0 | (2.09) | + | (t) | 0.6 ! | (0.25) | 3.2 | (0.48) | 37.7 | (1.83) | 0.5 ! | (0.23) | 19.3 | (1.88) | 71.6 | (2.52) |
| 50 to 54 years old ... | 26.8 | (3.31) | 42.5 | (1.38) | 47.2 | (2.51) | 51.1 | (2.22) | 46.6 | (2.36) | $\ddagger$ | (t) | 0.3 ! | (0.15) | 4.5 | (0.75) | 35.2 | (2.25) | 0.6 ! | (0.28) | 20.3 | (1.64) | 75.6 | (1.89) |
| 55 to 59 years old .......... | 29.0 | (3.74) | 32.2 | (1.66) | 38.0 | (2.60) | 44.1 | (1.98) | 42.2 | (2.78) | $\ddagger$ | (t) | $\ddagger$ |  | 1.9 | (0.43) | 31.9 | (2.39) | $\ddagger$ | (t) | 18.0 | (1.63) | 69.5 | (2.56) |
| 60 to 64 years old ... | 17.4 | (1.90) | 23.7 | (1.89) | 31.4 | (2.83) | 30.8 | (2.18) | 37.9 | (3.00) | $\ddagger$ | (t) | $\ddagger$ | (t) | 0.9 ! | (0.36) | 20.9 | (2.07) | $\ddagger$ | (t) | 24.1 | (2.40) | 71.4 | (3.04) |
|  | 14.2 8.6 | (2.97) | 18.1 13.8 | $(1.46)$ $(1.09)$ | 25.4 | (2.54) | 20.5 21.7 | (1.74) | 26.2 | (2.67) | $\ddagger$ | (t) | $\pm$ | (t) | 0.5 ! | (0.22) | 8.1 | (1.36) | $\ddagger$ | (t) | 20.9 17.9 | (2.41) | 67.6 62.9 | (2.52) |
| 70 years old and over ......................... | 8.6 | (1.25) | 13.8 | (1.09) | 15.0 | (1.38) | 21.7 | (1.37) | 21.5 | (1.44) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | + | (t) | 4.0 | (0.78) | $\pm$ | (t) | 17.9 | (1.33) | 62.9 | (1.82) |
| Racial/ethnic group |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ................ | 34.1 | (0.82) | 41.5 | (0.54) | 44.4 | (0.89) | 47.4 | (0.59) | 45.6 | (0.84) | 0.9 | (0.23) | 0.2 ! | (0.08) | 4.9 | (0.35) | 29.1 | (0.70) | 0.9 | (0.17) | 22.1 | (0.87) | 73.0 | (0.92) |
| Black | 25.9 | (2.23) | 37.0 | (1.45) | 46.3 | (2.30) | 43.3 | (1.50) | 46.4 | (2.81) | 1.9 | (0.49) | $\ddagger$ | (t) | 5.4 | (0.97) | 27.0 | (2.53) | 1.5 ! | (0.73) | 23.7 | (2.11) | 65.3 | (2.02) |
| Hispanic | 31.4 | (2.63) | 33.7 | (1.18) | 41.3 | (2.51) | 41.7 | (2.28) | 37.8 | (2.43) | 2.6 | (0.72) | 5.6 | (1.22) | 5.7 | (1.55) | 16.9 | (1.72) | 2.2 | (0.63) | 15.4 | (1.75) | 57.5 | (2.86) |
| Asian ... | - | (t) | - | (t) | - | (t) | - | (t) | 48.3 | (5.39) | $\ddagger$ | (t) | 2.6 ! | (1.03) | 7.6 ! | (2.62) | 27.2 | (4.70) | $\ddagger$ | ( $\dagger$ ) | 26.5 | (5.06) | 81.1 | (4.10) |
| Paciitic Islander .......... | - | ( $\dagger$ ) | - | ${ }_{( }^{(+)}$ | - | ( ${ }_{\text {( })}$ | - | ( ${ }_{(+)}$ | t | (t) | $\ddagger$ | (t) | $\pm$ | (t) | $\pm$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\ddagger$ | (t) | $\pm$ | ( + |
| Asian/Pacific Islander ...................... | 35.9 | (5.55) | 39.7 | (2.92) | 51.1 | (4.63) | 49.5 | (3.81) | $\stackrel{\ddagger}{\ddagger}$ |  | $\pm$ | (t) | $\pm$ | (t) | $\stackrel{\ddagger}{4}$ | (t) | $\stackrel{\ddagger}{\text { ¢ }}$ | $(t)$ $(8.51)$ | $\pm$ | (t) $(+)$ |  | (t) | $\ddagger$ 70 | (t) $(9.18)$ |
| American Indian/Alaska Native Two or more races | 29.3 ! | (11.55) | 38.8 | $(4.85)$ $(\dagger)$ | 36.3 | $(9.16)$ $(\dagger)$ | 50.2 | (8.28) | 36.3 39.4 | $(10.17)$ $(4.94)$ | 5.1 ! | (2.17) | $\ddagger$ |  | $4.4!$ $3.2!$ | (1.82) | $23.0!$ 23.8 | (8.51) | 1.3 ! | (t) $(0.59)$ | $13.0!$ 21.0 | (6.16) | 70.6 77.6 | (9.18) $(5.28)$ |
| Highest level of education completed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8th grade or less ....................... | 7.7 | (1.44) | 10.0 | (1.10) | 14.7 | (2.92) | 19.7 | (2.84) | 15.5 | (2.47) | 1.9 | (0.57) | 4.3 ! | (1.70) | $\ddagger$ | ( $\dagger$ ) | 1.7 ! | (0.55) | $\ddagger$ | ( $\dagger$ | 7.3 | (1.24) | 38.1 | (3.27) |
| 9 9th through 12th grade, no completion ...... | 15.8 | (2.25) | 20.2 | (1.38) | 25.6 | (2.55) | 25.5 | (1.53) | 27.2 | (2.40) | 7.9 | (1.69) | 1.1 ! | (0.41) | 2.1 | (0.57) | 7.6 | (1.44) | 1.5 ! | (0.61) | 12.5 | (1.53) | 55.7 | (2.52) |
| High school completion .................... | 24.1 | (1.10) | 30.7 | (0.84) | 34.8 | (1.37) | 33.9 | (1.07) | 33.0 | (1.62) | 0.5 ! | (0.24) | 0.7 ! | (0.24) | 2.5 | (0.36) | 17.2 | (1.18) | 1.1 ! | (0.35) | 16.8 | (1.27) | 63.6 | (1.93) |
| Some vocational/technical ................. | 34.2 | (3.80) | 41.9 | (2.16) | 41.1 | (3.97) | 50.7 | (3.51) | 43.3 | (4.30) | $\ddagger$ |  | $\ddagger$ | ( $\dagger$ ) | 4.5 ! | (1.42) | 28.3 | (3.71) | $\ddagger$ | (t) | 23.2 | (3.09) | 77.6 | (3.98) |
| Some college ............................... | 41.4 | (1.67) | 49.3 | (0.92) | 51.1 | (1.76) | 57.4 | (1.29) | 51.1 | (1.79) | $\ddagger$ | (t) | $\ddagger$ |  | 8.6 | (1.06) | 28.8 | (1.54) | 1.4 ! | (0.47) | 26.8 | (1.80) | 79.8 | (1.52) |
| Associate's degree ............................. | 49.2 | (5.82) | 56.1 | (1.85) | 56.6 | (2.93) | 62.5 | (2.15) | 56.5 | (3.64) | $\ddagger$ | (t) |  | (0.51) | 6.6 | (1.42) | 40.8 | (3.27) | 1.9 ! | (0.66) | 20.1 | (2.48) | 75.9 | (3.70) |
| Bachelor's degree .......................... | 51.1 | (2.46) | 56.9 | (1.20) | 60.3 | (1.84) | 64.5 | (1.39) | 59.8 | (1.56) | $\ddagger$ | (t) | 0.4 ! | (0.17) | 6.3 | (0.82) | 44.1 | (1.61) | 0.4 ! | (0.17) | 28.6 | (1.55) | 79.3 | (1.72) |
| Some graduate work (or study) ............ | 55.1 | (2.90) | 59.9 | (1.55) | 63.6 | (1.96) | 68.9 | (1.64) | 66.3 | (1.99) | + | (t) |  | (t) | 8.7 14.5 | (0.86) | 49.3 | (2.15) | $\ddagger$ | (t) | 30.7 38.7 | (1.77) | 88.0 | (1.06) |
| No degree $\qquad$ <br> Master's | - | (t) $(+)$ | 62.2 59.1 | (2.67) | 64.7 65.7 | (4.39) | 64.2 70.7 | (3.54) | 65.3 67.5 | $(4.84)$ $(2.59)$ | $\ddagger$ |  | $\pm$ |  | 14.5 8.9 | (2.55) | 40.5 51.4 | (4.68) | $\ddagger$ | ( $(+)$ | 38.7 30.6 | $(4.81)$ <br> $(2.04)$ | 78.2 88.8 | $(4.34)$ $(1.33)$ |
| Master's <br> Doctor's | 二 | $(+)$ $(+)$ $(+)$ | 59.1 54.0 | (1.88) $(6.99)$ | 65.7 53.1 | (2.64) | 70.7 63.7 | (2.10) (3.98) | 67.5 58.0 | $(2.59)$ <br> $(4.94)$ | $\ddagger$ | $(+)$ $(\dagger)$ $(+)$ | $\ddagger$ | (t) (t) | 8.9 $10.1!$ | (1.31) | 51.4 34.0 | (2.81) | $\ddagger$ | (t) ( $\dagger$ ) | 30.6 31.4 | (2.04) | 88.8 90.3 | $(1.33)$ $(3.26)$ |
| Professional ...... | - | (t) | 65.9 | (3.91) | 72.5 | (5.75) | 72.8 | (3.79) | 68.2 | (5.77) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | (t) | 59.0 | (6.35) | $\ddagger$ | ( $\dagger$ ) | 23.9 | (4.35) | 91.6 | (2.15) |
| Urbanicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| City ........................................... | - | (t) | - | ( $\dagger$ | - | (t) | - | ( $\dagger$ ) | 45.8 | (1.46) | 1.4 | (0.31) | 1.6 | (0.38) | 5.7 | (0.59) | 26.3 | (1.24) | 1.8 | (0.43) | 22.5 | (1.10) | 69.2 | (1.39) |
| Suburban ..................................... | - | (t) | - | (t) | - | (t) | - | (t) | 46.9 | (1.33) | 0.9 | (0.23) | 0.9 ! | (0.36) | 5.8 | (0.55) | 29.7 | (1.26) | 0.9 | (0.22) | 23.4 | (1.16) | 73.4 | (1.28) |
| Town .......................................... | - | (t) | - | (t) | - | (t) | - | (t) | 41.8 | (2.33) | 2.7 ! | (1.16) | 0.4 ! | (0.14) | 4.2 | (0.87) | 25.6 | (1.74) | 0.5 ! | (0.21) | 18.5 | (1.96) | 70.5 | (2.43) |
| Rural ............................................ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 39.5 | (2.04) | 0.8 | (0.22) |  | ( $\dagger$ ) | 3.3 | (0.59) | 24.2 | (1.38) | 1.2 ! | (0.40) | 18.3 | (1.76) | 67.6 | (1.76) |
| Labor force status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In labor force ...... | 40.7 | (0.96) | 49.8 | (0.69) | 52.1 | (0.94) | - | ( $\dagger$ ) | 52.3 | (0.93) | 1.4 | (0.32) | 0.8 | (0.19) | 6.4 | (0.39) | 37.1 | (0.83) | 1.5 | (0.24) | 21.9 | (0.91) | 73.0 | (0.94) |
| Employed | 42.0 | (1.00) | 50.7 | (0.53) | 52.5 | (0.96) | - | (t) | 53.4 | (0.94) | 1.1 | (0.31) | 0.7 | (0.20) | 6.5 | (0.39) | 38.8 | (0.83) | 1.4 | (0.24) | 21.8 | (0.94) | 73.5 | (1.01) |
| Unemployed ................................ | 26.0 | (3.24) | 36.6 | (1.91) | 44.9 | (4.60) | - | (t) | 37.8 | (4.26) | 5.8 | (1.60) | 1.9 ! | (0.79) | 5.2 | (1.37) | 13.5 | (2.16) | + | (t) | 22.1 | (3.99) | 66.7 | (3.80) |
| Not in labor force ............................ | 15.7 | (0.91) | 21.3 | (0.69) | 24.9 | (1.17) | - | ( $\dagger$ ) | 27.6 | (1.18) | 1.1 | (0.24) | 1.3 | (0.36) | 2.3 | (0.45) | 5.7 | (0.55) | 0.6 ! | (0.22) | 20.5 | (0.97) | 65.2 | (1.27) |

[^139]Table 507.40. Participation rate of persons, 17 years old and over, in adult education during the previous 12 months, by selected characteristics of participants: Selected years, 1991 through 2005 -Continued [Standard errors appear in parentheses]

| Characteristic of participant | Percent taking any program, class, or course |  |  |  |  |  |  |  |  |  | Percent taking speciific programs, classes, or courses, 2005 |  |  |  |  |  |  |  |  |  | $\begin{array}{r} \text { Percent doing } \\ \text { informal learning } \\ \text { activities for } \\ \text { personal } \\ \text { interest, } 2005 \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1991 |  | 1995 |  | 1999 |  | 2001 |  | 2005 |  | Basic skills/ General Educational Development (GED) classes | English as a second language <br> (ESL) classes | Part-time postsecondary education ${ }^{1}$ |  | Career- or jobrelated courses |  | Apprenticeship programs |  | Personal-interest courses |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 | 7 | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Occupation <br> Executive, administrative, or managerial occupations $\qquad$ Engineers, surveyors, and architects $\qquad$ Natural scientists and mathematicians .. Social scientists and workers, religious workers, and lawyers $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 49.3 |  | 55.8 | (1.92) | 57.0 | (2.1) | 66.2 | (1.61) | 64.1 | (2.73) |  |  | 6.0 |  | 51.8 | (2.82) |  | () | 28.8 |  | 78.6 | 71) |
|  | 62.6 | (7.85) | 65.5 | (4.18) | 79.8 | (6.01) | 68.1 | (4.46) | 71.2 | (5.68) | $\ddagger \quad(t)$ | $\ddagger \quad$ (t) | 9.3 ! | (3.21) | 55.6 | (5.60) | + | (t) | 31.4 | (6.19) | 81.1 | (4.63) |
|  | 48.2 | (9.86) | 72.3 | (3.52) | 60.5 | (6.74) | 74.0 | (4.46) | 69.1 | (4.63) | $\ddagger \quad(\dagger)$ |  | 9.2 | (2.49) | 49.6 | (5.27) | $\ddagger$ | ( $\dagger$ ) | 30.2 | (4.53) | 85.5 | (5.16) |
|  | 55.6 | (6.01) | 76.6 | (2.61) | 79.3 | (4.35) | 83.5 | (3.05) | 77.7 | (4.11) | $\ddagger \quad(t)$ | $\ddagger \quad(\dagger)$ | 12.8 | (3.16) | 64.3 | (4.42) | + | ( $\dagger$ ) | 29.2 | (3.52) | 89.4 | (2.78) |
| Teachers, elementary/secondary Teachers: college, university, postsecondary institutions Health diagnosing and treating practitioners | 56.0 | (4.20) | 54.8 | (4.64) | 66.5 | (5.61) | 79.9 | (2.95) | 79.7 | (2.59) |  |  | 8.3 ! | (3.16) | 65.0 | (3.99) | $\ddagger$ | ( $\dagger$ ) | 31.7 | (3.78) | 83.8 | (2.62) |
|  | 45.5 | (8.31) | 76.7 | (1.98) | 78.4 | (3.11) | 69.4 | (4.60) | 61.3 | (6.96) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ | $\ddagger$ | ( $\dagger$ ) | 49.0 | (8.50) | $\ddagger$ | ( $\dagger$ ) | 19.5 | (4.98) | 91.7 | (3.58) |
|  | 67.1 | (13.73) | 71.1 | (5.78) | 79.8 | (9.02) | 78.5 | (6.38) | 88.8 | (5.59) |  |  | 15.4 | (2.47) | 79.5 | (6.59) | $\ddagger$ | (t) | 31.9 | (9.15) | 84.5 | (5.63) |
| Registered nurses, pharmacists, dieticians, therapists, and physician's assistants $\qquad$ | 59.6 | (6.69) | 86.7 | (2.47) | 85.4 | (4.10) | 82.7 | (3.83) | 85.4 | (4.05) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | 7.9 | (2.17) | 78.2 | (4.89) | $\ddagger$ | (t) | 27.4 | (3.73) | 83.1 | (3.92) |
| Writers, artists, entertainers, and athletes $\qquad$ | 42.9 | (6.63) | 49.9 | (4.37) | 50.0 | (6.93) | 46.8 | (6.03) | 52.5 | (6.59) | $\ddagger \quad(\dagger)$ | $\ddagger$ (t) | 5.4 ! | (2.16) | 27.8 | (5.02) |  | (t) | 35.3 | (6.42) | 88.2 | (3.89) |
| Health technologists and technicians Technologists and technicians, except health and engineering $\qquad$ | 68.6 | (10.03) | 74.8 | (3.64) | 66.9 | (6.16) | 85.6 | (3.25) | 72.1 | (8.37) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(t)$ | 6.0 ! | (2.11) | 63.2 | (8.67) | $\pm$ | ( $\dagger$ ) | 24.6 | (5.91) | 75.6 | (7.26) |
|  | 53.0 | (6.49) | 64.3 | (2.84) | 59.6 | (5.07) | 70.2 | (3.32) | 33.8 | (8.53) | $\ddagger$ ( $\ddagger$ ) | $\ddagger \quad(\dagger)$ | 7.1 ! | (3.19) | 29.1 | (7.68) | $\pm$ | (t) | 6.2 ! | (2.14) | 76.0 | (8.80) |
| Marketing and sales occupations Administrative support occupations, including clerical | 34.4 | (2.38) | 44.2 | (1.34) | 44.4 | (2.73) | 51.1 | (2.10) | 45.7 | (3.00) | 1.7 ! (0.59) | $\ddagger \quad(t)$ | 4.5 | (0.88) | 30.2 | (2.77) | $\pm$ | ( $\dagger$ ) | 21.5 | (2.43) | 68.9 | (3.37) |
|  | 29.9 | (1.74) | 51.7 | (1.25) | 50.1 | (2.29) | 58.7 | (1.72) | 54.6 | (2.70) | 1.1 ! (0.53) | $\ddagger$ ( $\dagger$ ) | 6.6 | (0.98) | 33.5 | (2.70) | , | (t) | 27.7 | (2.18) | 73.8 | (2.33) |
| Service occupations $\qquad$ Agriculture, forestry, and fishing | 25.2 | (1.82) | 46.5 | (1.38) | 50.9 | (2.74) | 49.3 | (2.24) | 44.7 | (2.47) | 1.6 (0.39) | 1.9 ! (0.88) | 6.8 | (1.42) | 28.5 | (2.64) | 1.4 ! | (0.57) | 17.5 | (2.10) | 65.4 | (2.71) |
|  | 14.3 ! | (5.19) | 26.4 | (3.55) | 34.3 | (7.16) | 46.4 | (6.80) | 44.4 | (9.02) | $\ddagger \quad(\dagger)$ | $\ddagger \quad(\dagger)$ |  | ( $\dagger$ ) | 20.3 ! | (6.92) | $\pm$ | ( $\dagger$ ) | 21.6 ! | (10.05) | 64.0 | (10.03) |
| Mechanics and repairers $\qquad$ Construction and extractive | 32.1 | (4.72) | 47.6 | (2.70) | 42.2 | (5.44) | 35.1 | (3.40) | 40.1 | (5.10) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | 6.0 ! | (1.89) | 27.4 | (4.26) | 3.8 ! | (1.38) | 12.7 | (3.18) | 69.3 | (4.27) |
|  | 21.9 | (3.38) | 38.0 | (2.45) | 34.5 | (4.78) | 32.3 | (3.19) | 27.6 | (3.73) | ( + | 1.1 ! (0.49) | 3.2 ! | (1.08) | 12.3 | (2.54) | 5.2 ! | (1.89) | 11.4 | (2.72) | 72.3 | (4.48) |
| Precision production ${ }^{2}$...................... | 31.2 | (6.09) | 43.0 | (4.32) | 38.3 | (8.48) | 35.1 | (6.19) | 33.0 | (3.98) | $\ddagger \quad(t)$ | $0.4!$ (0.16) | 4.2 ! | (1.42) | 22.2 | (3.41) | $\ddagger$ | (t) | 13.3 | (2.99) | 63.9 | (3.46) |
| Production workers ..... | 21.1 | (2.31) | 30.7 | (1.29) | 38.0 | (3.47) | 39.4 | (2.82) | , | (t) | $\stackrel{\text { ( }}{ }+$ | $\cdots \quad(t)$ | - | (t) | $\overline{7}$ | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |
| Transportation, material moving .......... | 20.7 | (4.69) | 28.4 | (2.32) | 33.3 | (4.25) | 30.4 | (3.29) | 34.6 | (5.27) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | $\ddagger$ |  | 14.7 | (2.63) | 3.2 ! | (1.57) | 11.2 | (2.85) | 60.8 | (4.98) |
| Handler, equipment, cleaners, helpers, and laborers $\qquad$ | 20.8 | (3.49) | 25.1 56.6 | (2.70) | 19.6 43.0 | $(4.56)$ $(7.98)$ | 18.2 64.9 | $(3.20)$ $(7.07)$ | 39.2 | (11.25) | ( | $\square$ $(\dagger)$ | $\ddagger$ |  | 15.7! | ( $\dagger$ ) $(5.81)$ | $\ddagger$ | $\binom{$ a }{$(+)}$ | 7.8 ! | $(\dagger)$ $(3.63)$ | 52.2 | $\begin{array}{r} (\mathrm{t}) \\ (12.32) \end{array}$ |
| Annual household income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \$5,000 or less ................ | 13.6 | (1.70) | 21.3 | (1.59) | 21.0 | (3.22) | 25.1 | (2.92) | 35.9 | (4.83) | $\ddagger$ ( $\dagger$ ) | $\ddagger \quad(\dagger)$ | 3.6 ! | (1.52) | 13.7 | (4.00) | $\pm$ | (t) | 17.2 | (3.59) | 52.9 | (4.97) |
| \$5,001 to \$10,000. | 17.5 | (2.14) | 23.9 | (1.37) | 24.5 | (3.39) | 28.0 | (2.74) | 29.6 | (4.49) | 2.4 ! (0.92) | 1.5 ! (0.71) | 1.7 ! | (0.81) | 8.4 | (2.11) | $\ddagger$ | (t) | 21.8 | (4.75) | 61.0 | (3.75) |
| \$10,001 to \$15,000 ......................... | 22.8 | (2.60) | 26.7 | (1.61) | 22.8 | (2.45) | 28.6 | (2.30) | 25.0 | (3.41) | $2.4 \quad$ (0.69) | 0.8 ! (0.33) | 3.3 ! | (1.17) | 11.3 | (2.52) | $\ddagger$ | (t) | 15.5 | (3.14) | 58.6 | (4.43) |
| \$15,001 to \$20,000 .......................... | 21.9 | (2.35) | 31.8 | (1.55) | 31.4 | (2.75) | 30.2 | (2.48) | 24.3 | (2.54) | 1.0 ! (0.38) | $\ddagger \quad(\dagger)$ | 3.3 ! | (1.19) | 10.1 | (1.37) | 2.6 ! | (1.20) | 12.9 | (2.00) | 61.1 | (3.17) |
| \$20,001 to \$25,000 | 26.7 | (3.20) | 31.4 | (1.27) | 35.8 | (2.81) | 35.2 | (2.27) | 28.2 | (2.51) | 1.7 ! (0.78) | 1.9 ! (0.62) |  | (1.26) | 12.8 | (2.04) | 1.1 ! | (0.50) | 13.6 | (1.88) | 63.2 | (3.11) |
| \$25,001 to \$30,000 | 32.1 | (2.51) | 37.9 | (1.47) | 36.7 | (2.61) | 38.3 | (2.43) | 38.6 | (3.63) | $\stackrel{\ddagger}{\ddagger}$ (t) | $1.3!~(0.61)$ | 6.8 ! | (2.09) | 20.2 | (3.37) | $\ddagger$ | (t) | 18.4 | (2.52) | 71.0 | (3.38) |
| \$30,001 to \$40,000 ... | 35.6 | (1.84) | 42.7 | (0.86) | 45.2 | (2.05) | 44.6 | (1.54) | 42.7 | (2.65) | 1.9 ! (0.65) | 1.0 ! (0.49) | 3.7 | (0.68) | 22.8 | (2.27) | 1.1 ! | (0.39) | 23.0 | (2.49) | 68.7 | (2.36) |
| \$40,001 to \$50,000 ......................... | 44.8 | (1.84) | 46.8 | (1.39) | 47.9 | (2.31) | 49.1 | (1.93) | 41.4 | (2.92) | 1.6 ! (0.53) | $\ddagger \quad(t)$ | 2.9 | (0.55) | 22.4 | (2.00) | 1.5 ! | (0.56) | 20.5 | (2.47) | 71.9 | (2.62) |
| \$50,001 to \$75,000 ......................... | 46.6 | (2.03) | 52.0 | (0.94) | 55.1 | (1.80) | 55.7 | (1.48) | 47.7 | (1.74) | 0.4 ! (0.19) | $\ddagger \quad(t)$ | 5.8 | (0.69) | 33.0 | (1.37) | 0.9 ! | (0.36) | 20.5 | (1.67) | 70.6 | (2.15) |
| More than \$75,000 ........ | 48.7 | (3.15) | 58.0 | (1.27) | 56.9 | (1.66) |  |  | . | ( $\dagger$ ) | $-\quad\left(\begin{array}{r}\text { - }\end{array}\right.$ | ( $\dagger$ ) |  | (t) | - | (t) |  | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) |
| \$75,001 to \$100,000 ................... |  | (t) |  | ( $\dagger$ ) |  | (t) | 59.7 | (1.91) | 56.4 | (2.28) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | 7.5 | (0.89) | 38.6 | (2.26) | 1.8 ! | (0.64) | 25.3 | (1.51) | 75.0 | (1.97) |
| More than \$100,000 ...................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 59.3 | (1.82) | 58.4 | (2.11) | $\ddagger \quad(t)$ | $\ddagger \quad(t)$ | 6.1 | (0.70) | 39.4 | (1.80) | + | ( $\dagger$ ) | 28.2 | (1.62) | 81.2 | (1.68) |

## -Not available

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50
Includes college and university degree programs, post-degree certificate programs, and vocational certificate programs.
${ }^{2}$ For 2005, figures include "Production workers" occupations data
NOTE: Adult education is defined as all education activities, except full-time enrollment in higher education credential programs. Data do not include persons enrolled in high school or below. Race categories exclude persons of Hispanic ethnicity. AE-NHES: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey (AE-NHES: 1991, NHES:2001) of the National Household Education Surveys Program. (This table was prepared November 2010.)

## CHAPTER 6 <br> International Comparisons of Education


#### Abstract

This chapter offers a broad perspective on education across the nations of the world. It also provides an international context for examining the condition of education in the United States. Insights into the educational practices and outcomes of the United States are obtained by comparing them with those of other education systems. Most of the education systems represent countries; however, some of the tables in this chapter also include data for subnational entities with separate education systems, such as Hong Kong. The National Center for Education Statistics (NCES) carries out a variety of activities in order to provide statistical data for international comparisons of education.

This chapter presents data drawn from materials prepared by the United Nations Educational, Scientific, and Cultural Organization (UNESCO); the Organization for Economic Cooperation and Development (OECD); and the International Association for the Evaluation of Educational Achievement (IEA). Basic summary data on enrollments and enrollment ratios, teachers, educational attainment, and finances were synthesized from data published by the OECD in the Online Education Database and the annual Education at a Glance report, as well as from data collected by UNESCO. Even though these tabulations are carefully prepared, international data users should be cautioned about the many problems of definition and reporting involved in the collection of data about the education systems of the world, which vary greatly in structure from country to country (see the UNESCO entry at the end of Appendix A: Guide to Sources).


Also presented in this chapter are data from two international assessments of student achievement that are carried out under the aegis of IEA and supported by NCES. The Trends in International Mathematics and Science Study (TIMSS), formerly known as the Third International Mathematics and Science Study, assesses the mathematics and science knowledge and skills of fourth- and eighth-graders every 4 years. The Progress in International Reading Literacy Study (PIRLS) measures the reading knowledge and skills of fourth-graders every 5 years.

This chapter includes additional information from two OECD assessments supported by NCES. The Program for International Student Assessment (PISA) provides performance scores of 15 -year-olds in the areas of reading, mathematics, and science literacy; it also measures general, or crosscurricular, competencies such as learning strategies. The Program for the International Assessment of Adult Competencies (PIAAC) assesses the cognitive skills of adults in the areas of literacy, numeracy, and problem solving in technology-rich
environments. PIAAC measures relationships between adults’ skills in these areas and their educational background, workplace experiences, occupational attainment, and use of information and communication technology. While PISA and PIAAC focus on OECD countries, data from some nonOECD education systems are also provided.

Further information on survey methodologies is in Appendix A: Guide to Sources and in the publications cited in the table source notes.

## Population

Among reporting OECD countries, Mexico had the largest percentage of its population made up of young people ages 5 to 14 (19 percent) in 2013, followed by Israel (18 percent) and Turkey (17 percent) (web-only table 601.30). OECD countries with small percentages of people in this age group included the Czech Republic, Germany, Italy, Japan, Latvia, and Slovenia (all at 9 percent), and Austria, Estonia, Greece, Hungary, the Republic of Korea, Poland, Portugal, the Slovak Republic, Spain, and Switzerland (all at 10 percent). In the United States, the proportion of 5- to 14-year-olds was 13 percent, which was higher than in most other OECD countries.

## Enrollments

In 2014, about 1.5 billion students were enrolled in schools around the world (table 601.10). Of these students, 719 million were in elementary programs, 568 million were in secondary programs, and 208 million were in postsecondary programs.

From 2000 to 2014, enrollment changes varied from region to region. Changes in elementary enrollment ranged from increases of 64 percent in Africa, 39 percent in Oceania, and less than 1 percent in Asia to decreases of 8 percent in Europe, 7 percent in Central and South America (including Latin America and the Caribbean), and 2 percent in Northern America (including Bermuda, Canada, Greenland, St. Pierre and Miquelon, and the United States) (table F, table 601.10, and figure 27). Over the same period, secondary enrollment increased by 88 percent in Africa, 33 percent in Asia, 12 percent in Central and South America, 7 percent in Northern America, and 4 percent in Oceania, but decreased by 18 percent in Europe. At the postsecondary level, enrollments increased in all major areas of the world from 2000 to 2014. Postsecondary enrollment rose by 184 percent in Asia, 114 percent in Africa, 109 percent in Central and South America, 67 percent in Oceania, 46 percent in Northern America, and 20 percent in Europe.

Table F. Population and enrollment at different levels in major areas of the world: 2000 and 2014
[In millions]

| Area of the world | Population | Enrollment |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Elementary | Secondary | Postsecondary |
| World total |  |  |  |  |
| 2000.................. | 6,084.5 | 656.9 | 453.0 | 99.7 |
| 2014.................. | 7,167.9 | 719.9 | 568.0 | 207.5 |
| Africa |  |  |  |  |
| 2000 ............... | 802.7 | 109.4 | 38.6 | 6.1 |
| 2014 ............... | 1,132.0 | 179.1 | 72.7 | 13.0 |
| Asia |  |  |  |  |
| 2000 ............... | 3,689.0 | 405.0 | 258.3 | 41.1 |
| 2014 ............... | 4,287.9 | 405.3 | 342.9 | 116.8 |
| Europe |  |  |  |  |
| 2000 ............... | 730.5 | 41.7 | 70.4 | 25.5 |
| 2014 ............... | 744.7 | 38.2 | 57.9 | 30.7 |
| Central and |  |  |  |  |
| South America |  |  |  |  |
| 2000 ............... | 518.5 | 70.2 | 57.1 | 11.5 |
| 2014 ............... | 612.6 | 65.3 | 64.1 | 24.1 |
| Northern America |  |  |  |  |
| 2000 ............... | 313.4 | 27.4 | 25.1 | 14.4 |
| 2014 ............... | 353.9 | 26.8 | 26.9 | 21.1 |
| Oceania |  |  |  |  |
| 2000 ............... | 30.4 | 3.1 | 3.4 | 1.0 |
| 2014 .............. | 36.7 | 4.3 | 3.5 | 1.7 |

SOURCE: United Nations Educational, Scientific, and Cultural Organization, unpublished tabulations, and U.S. Department of Commerce, Census Bureau, International Data Base.

Across OECD countries in 2014, an average enrollment rate of 98 percent was reported for 5 - to 14 -year-olds, and the enrollment rate was at least 93 percent in all 32 of the OECD countries that reported data for this age group (table 601.35). In the United States, the enrollment rate for 5- to 14 -year-olds was 97 percent in 2014. Among the 33 OECD countries that reported 2014 data for 15- to 19-year-olds, 7 countries had rates of at least 90 percent and 2 countries had rates below 70 percent (table 601.40). The U.S. enrollment rate for 15 - to 19 -year-olds was 82 percent in 2014, which was lower than the OECD average of 84 percent. Among the 32 countries that reported 2014 data for 20- to 29 -year-olds, 2 countries had rates above 40 percent and 3 countries had rates of 15 percent or less. The U.S. enrollment rate for $20-$ to 29 -year-olds was 25 percent in 2014 , which was lower than the OECD average of 28 percent.

In all 32 OECD countries that reported separate secondary and postsecondary enrollment data for 17-year-olds in 2014, a higher percentage of 17 -year-olds were enrolled at the secondary level than at the postsecondary level. For older students, however, patterns of enrollment at the secondary and postsecondary levels varied across OECD countries in 2014. For example, 15 countries had a higher percentage of their 19-year-olds enrolled at the secondary level, while 17 countries had a higher percentage enrolled at the postsecondary level. The percentage of 19 -year-olds enrolled at the secondary level was at least 5 times higher than the percentage enrolled at the postsecondary level in 3 countries. At the other end of the spectrum, the percentage of 19-year-olds enrolled at the postsecondary level was at least 5 times higher than the percentage enrolled at the secondary
level in 4 countries, including the United States ( 52 vs. 6 percent). For 20-year-olds, although only 3 OECD countries reported a higher 2014 enrollment rate at the secondary than at the postsecondary level, there were 10 countries that reported a secondary enrollment rate of at least 15 percent. For the combined 20- to 29-year-old age group, there were no countries that reported higher enrollment rates at the secondary than at the postsecondary level, and all secondary enrollment rates were below 15 percent. At the postsecondary level, only 2 OECD countries reported enrollment rates below 15 percent for this age group, and 8 countries reported rates that were at least 25 percent. The U.S. postsecondary enrollment rate for 20 - to 29 -year-olds was 24 percent in 2014, which was higher than the OECD average postsecondary enrollment rate of 22 for this age group.

## Achievement

## Mathematics and Science at Grades 4 and 8

The 2015 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics and science performance at grades 4 and 8 . Mathematics performance was assessed in 43 countries at grade 4 and in 34 countries at grade 8 . Science performance was assessed in 42 countries at grade 4 and in 34 countries at grade 8 . TIMSS Advanced data were also collected by 9 countries from students in their final year of secondary school (in the United States, 12th-graders). At grades 4 and 8, in addition to countries, a number of subnational entities also participated in TIMSS as separate education systems. Examples of subnational participants include the cities of Hong Kong and Chinese Taipei, the U.S. state of Florida, the Canadian provinces of Ontario and Quebec, England and Northern Ireland within the United Kingdom, and the Flemish community in Belgium. In the following paragraphs, comparisons of the United States to other countries do not include the subnational participants. Results for Florida are based on public school students only, while U.S. national results are based on both public and private school students. TIMSS is curriculum based, and the assessments of fourthand eighth-graders measure what students have actually learned against the subject matter that is expected to be taught by the end of grades 4 and 8 , as described in the TIMSS mathematics and science frameworks, which guide assessment development. TIMSS Advanced is designed to broadly align with the advanced mathematics and physics curricula in the participating countries. At all three grades, TIMSS scores are reported on a scale of 0 to 1,000 , with a fixed scale centerpoint of 500 .

In 2015, the average mathematics scores of U.S. fourthgraders (539) and eighth-graders (518) were higher than the TIMSS centerpoint of 500 (tables 602.20 and 602.30). The average U.S. fourth-grade mathematics score was higher than the average score in 30 of the 42 other countries participating at grade 4 , lower than the average score in 6 countries, and not measurably different from the average score in
the remaining 6 countries (table 602.20 ). The 6 countries that outperformed the United States in fourth-grade mathematics were Ireland, Japan, the Republic of Korea, Norway, the Russian Federation, and Singapore. At grade 8, the average U.S. mathematics score was higher than the average score in 21 of the 33 other participating countries, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 7 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade mathematics were Canada, Japan, the Republic of Korea, the Russian Federation, and Singapore.

Florida, the only U.S. state participating in the 2015 TIMSS as a separate education system, had an average mathematics score for public schools at grade 4 (546) that was higher than the TIMSS centerpoint but was not measurably different from the U.S. national average in mathematics (table 602.20). At grade 8, Florida had a public school average score (493) that was not measurably different from the TIMSS scale average but was lower than the U.S. national average in mathematics (table 602.30).

The average science scores of both U.S. fourth-graders (546) and U.S. eighth-graders (530) were higher than the TIMSS scale centerpoint of 500 in 2015 (tables 602.20 and 602.30). The average U.S. fourth-grade science score was higher than the average score in 30 of the 41 other countries participating in the science assessment at grade 4 , lower than the average score in 5 countries, and not measurably different from the average score in the remaining 6 countries (table 602.20). The 5 countries that outperformed the United States in fourth-grade science were Finland, Japan, the Republic of Korea, the Russian Federation, and Singapore. At grade 8, the average U.S. science score was higher than the average score in 23 of the 33 other participating countries in 2015, lower than the average score in 5 countries, and not measurably different from the average score in the remaining 5 countries (table 602.30). The 5 countries that outperformed the United States in eighth-grade science were Japan, the Republic of Korea, the Russian Federation, Singapore, and Slovenia.

Public schools in Florida had an average fourth-grade science score (549) that was higher than the TIMSS scale centerpoint but was not measurably different from the U.S. national average (table 602.20). At grade 8, Florida had a public school average score (508) that was not measurably different from the TIMSS scale centerpoint but was lower than the U.S. national average in science (table 602.30).

The TIMSS Advanced assessment measures the advanced mathematics and physics achievement of students in their final year of secondary school who are taking or have taken advanced courses (table 602.35). In TIMSS Advanced, the U.S. average advanced mathematics score (485) and physics score (437) in 2015 were lower than the TIMSS Advanced scale centerpoint of 500.

## Reading Literacy at Grade 4

The Progress in International Reading Literacy Study (PIRLS) has conducted international assessments of fourthgrade reading literacy in 2001, 2006, and 2011. In 2011, PIRLS participants consisted of 40 countries as well as a number of subnational education systems. Examples of subnational participants include the cities of Hong Kong and Taipei, the public school system of the U.S. state of Florida, several Canadian provinces, Northern Ireland and England within the United Kingdom, and the Flemish community in Belgium. PIRLS scores are reported on a scale from 0 to 1,000 , with the scale average set at 500 .

On the 2011 PIRLS, U.S. fourth-graders had an average reading literacy score of 556 (table 602.10). The U.S. average score in 2011 was 14 points higher than in 2001 and 16 points higher than in 2006. In all 3 assessment years, the U.S. average score was higher than the PIRLS scale average.

In 2011, the average reading literacy score of fourthgraders in the United States was higher than the average score in 33 of the 39 other participating countries, lower than the average score in 3 countries, and not measurably different from the average in the remaining 3 countries. The 3 countries that outperformed the United States on the 2011 PIRLS were the Russian Federation, Finland, and Singapore. Public school students in Florida scored higher than both the PIRLS scale average and the U.S. national average.

In the United States, the 2011 average reading literacy score for females (562) was higher than the average score for males (551). In 34 of the 39 other participating countries, the average score for females was also higher than the average score for males, while there was no measurable difference between females' and males' average scores in the remaining 5 countries.

## Reading, Mathematics, and Science Literacy at Age 15

The Program for International Student Assessment (PISA) assesses 15 -year-old students' application of reading, mathematics, and science literacy to problems within a real-life context. In 2015, PISA assessed students in the 35 OECD countries as well as in a number of other education systems. Some subnational entities participated as separate education systems, including the U.S. states of Massachusetts and North Carolina. Results for individual U.S. states are based on public school students only, while U.S. national results are based on both public and private school students. PISA scores are reported on a scale of 0 to 1,000 .

On the 2015 PISA assessment, U.S. 15-year-olds' average score in reading literacy was 497, which was not measurably different from the OECD average of 493 (table 602.50). The average reading literacy score in the United States was lower than the average score in 11 of the 34 other OECD countries, higher than the average score in 13 of the other OECD countries, and not measurably different from the average score in 10 of the OECD countries. The average
reading literacy score of public school students in Massachusetts (527) was higher than both the U.S. average and the OECD average, while the average score in North Carolina (500) was not measurably different from either the U.S. average or the OECD average. In all participating education systems, females outperformed males in reading literacy (table 602.40). The U.S. gender gap in reading (20 points) was not measurably different from the OECD average gap but was smaller than the gaps in 12 other OECD countries.

In mathematics literacy, U.S. 15-year-olds' average score of 470 on the 2015 PISA assessment was lower than the OECD average score of 490 (table 602.60). The average mathematics literacy score in the United States was lower than the average in 27 of the 34 other OECD countries, higher than the average in 4 OECD countries, and not measurably different from the average in 3 OECD countries. The average mathematics literacy score of public school students in Massachusetts (500) was higher than the U.S. average but was not measurably different from the OECD average, while the average score in North Carolina (471) was not measurably different from the U.S. average but was lower than the OECD average. In 18 OECD countries, including the United States, males outperformed females in mathematics literacy (table 602.40). The U.S. gender gap in favor of males in mathematics ( 9 points) was not measurably different from the OECD average gap.

In science literacy, U.S. 15-year-olds' average score of 496 on the 2015 PISA assessment was not measurably different from the OECD average score of 493 (table 602.70). The average science literacy score in the United States was lower than the average in 12 OECD countries, higher than the average in 10 OECD countries, and not measurably different from the average in 12 OECD countries. The average science literacy score of public school students in Massachusetts (529) was higher than both the U.S. average and the OECD average. The average score in North Carolina (502) was not measurably different from either the U.S. average or the OECD average. In 15 OECD countries, including the United States, males outperformed females in science literacy. In 4 OECD countries, females outperformed males in science literacy. The U.S. gender gap in favor of males in science (7 points) was not measurably different from the OECD average gap.

## Educational Attainment

In 2015, the percentage of 25- to 64-year-olds who had completed high school varied among reporting OECD countries (table 603.10). ${ }^{1}$ The OECD country reporting the highest percentage of 25- to 64-year-olds who had completed high school was the Czech Republic (93 percent), followed by Estonia, Poland, and the Slovak Republic (all at 91 per-

[^140]cent). High school completers made up 90 percent of 25 - to 64 -year-olds in 2 OECD countries (Canada and the United States), and 12 OECD countries reported that high school completers made up 80 to 88 percent of 25 - to 64 -year-olds. The OECD country reporting the lowest percentage of high school completers among 25- to 64-year-olds was Mexico ( 36 percent), followed by Turkey ( 37 percent) and then Portugal (45 percent).

In 2015, the percentage of 25 - to 64 -year-olds with a postsecondary degree (i.e., any degree at the associate's level or above) also varied among OECD countries reporting data for this level of educational attainment (table 603.20). ${ }^{2}$ The OECD country reporting the highest percentage of 25to 64-year-olds with a postsecondary degree was Canada (55 percent), followed by Japan ( 50 percent), the Republic of Korea ( 45 percent), and the United States ( 45 percent). An additional 12 OECD countries reported that more than 35 percent of their 25- to 64-year-olds had a postsecondary degree. The OECD country reporting the lowest percentage of 25- to 64 -year-olds with a postsecondary degree was Mexico (16 percent), followed by Italy and Turkey (both at 18 percent).

Among younger adults (those 25 to 34 years old) in reporting OECD countries, the percentage with a postsecondary degree also varied in 2015 (table 603.20 and figure 28). The OECD country reporting the highest percentage of younger adults with a postsecondary degree was the Republic of Korea ( 69 percent), followed by Japan ( 60 percent) and Canada (59 percent). More than 35 percent of younger adults had a postsecondary degree in 21 additional countries, including the United States ( 47 percent). The OECD country reporting the lowest percentage of younger adults with a degree in 2015 was Mexico ( 21 percent), followed by Italy ( 25 percent) and Turkey ( 28 percent).

## Degrees

In 2014, more than half of all postsecondary degrees (i.e., all degrees at the associate's level or above) were awarded to women in 23 of the 25 OECD countries reporting a total percentage awarded to women that included degrees across all fields (web-only table 603.60). However, the percentage of degrees awarded to women varied by field. For example, in 29 of the 32 countries reporting 2014 data for the field of education, at least 70 percent of education degrees were awarded to women. In contrast, in 14 of the 32 countries reporting 2014 data for the combined field of engineering, manufacturing, and construction, less than 25 percent of these degrees were awarded to women.

The percentages of bachelor's degrees that were awarded in mathematics, science, and engineering fields-including life science, physical science, mathematics and statistics,

[^141]computer science, engineering, manufacturing, and con-struction-varied across the 33 OECD countries that reported these data for 2014 (web-only table 603.70). Two of the reporting OECD countries awarded 30 percent or more of their bachelor's degrees in mathematics, science, and engineering fields in 2014: Germany ( 36 percent) and the Republic of Korea ( 33 percent). Two countries awarded less than 15 percent of their bachelor's degrees in mathematics, science, and engineering fields: the Netherlands (14 percent) and Norway (13 percent). In 2014, the United States awarded 18 percent of its bachelor's degrees in mathematics, science, and engineering fields, a lower percentage than most other reporting OECD countries.

The percentages of graduate degrees awarded in mathematics, science, and engineering fields varied widely across OECD countries in 2014. In most of the 33 OECD countries that reported 2014 data, a higher percentage of degrees were awarded in these fields at the doctoral level than at the master's level. At the master's level, 3 of the reporting OECD countries awarded 30 percent or more of their degrees in mathematics, science, and engineering fields in 2014: Japan (42 percent), Germany ( 32 percent), and Sweden (30 percent). Seven reporting OECD countries awarded 15 percent or less of their master's degrees in these fields: Turkey ( 15 percent), the Netherlands (14 percent), the United States (13 percent), Israel (11 percent), Mexico (11 percent), Luxembourg ( 11 percent), and Chile ( 6 percent). At the doctoral level, 5 of the reporting OECD countries awarded more than half of their degrees in mathematics, science, and engineering fields: France ( 61 percent), Israel ( 58 percent), Estonia ( 54 percent), Chile ( 51 percent), and Sweden ( 50 percent). The only OECD country that reported awarding less than 30 percent of its doctor's degrees in mathematics, science, and engineering fields was Mexico ( 28 percent). The United States awarded 42 percent of its doctor's degrees in mathematics, science, and engineering fields in 2014, which was lower than the OECD average of 44 percent.

## Skills of Adults

The Program for the International Assessment of Adult Competencies (PIAAC) assesses the cognitive skills of adults in three areas-literacy, numeracy, and problem solving in technology-rich environments-that are seen as key to facilitating the social and economic participation of adults in advanced economies. The discussion below focuses on the areas of literacy and numeracy. PIAAC 2012 results are available for adults in 24 participating countries and regions, including 22 that belong to the OECD. Participating countries and regions are referred to collectively as "education systems" in the Digest. The education systems that participated in the 2012 assessment were primarily countries, but also included three subnational education systems: Northern Ireland and England within the United Kingdom, and the Flemish community in Belgium. PIAAC literacy and numeracy scores are reported on a scale of 0 to 500 .

In 2012, average scores on the PIAAC literacy scale for adults ages 25 to 65 ranged from 249 in Italy and 250 in Spain to 296 in Japan (table 604.10). U.S. 25- to 65 -yearolds had an average PIAAC literacy score of 269 , which was not measurably different from the OECD average score of 271. Across education systems, adults' average literacy scores generally increased with higher levels of educational attainment. In the United States, for example, 25- to 65-yearolds whose highest level of attainment was high school completion had an average literacy score of 259 , compared with an average score of 302 for those who had a bachelor's or higher degree. The literacy score for U.S. high school completers in the 25 - to 65 -year-old age group was lower than the OECD average of 268 for high school completers in this age group, while the literacy score for U.S. 25- to 65 -yearolds with a bachelor's or higher degree was not measurably different from the OECD average of 302 for those with a bachelor's or higher degree.

On the PIAAC numeracy scale, 2012 average scores for adults ages 25 to 65 ranged from 245 in Spain and 246 in Italy to 289 in Japan. U.S. 25- to 65 -year-olds had an average PIAAC numeracy score of 254 , which was lower than the OECD average score of 268. Across education systems, adults’ average numeracy scores generally increased with higher levels of educational attainment. In the United States, for example, 25- to 65 -year-olds whose highest level of attainment was high school completion had an average numeracy score of 241 , compared with an average score of 293 for those who had a bachelor's or higher degree. The numeracy score for U.S. 25- to 65-year-olds who had completed only high school was lower than the OECD average of 265 for those with the same level of educational attainment. Likewise, the average numeracy score of U.S. 25- to 65-year-olds with a bachelor's or higher degree was lower than the OECD average of 303 for those with a bachelor's or higher degree.

## Finances

In 2013, expenditures per full-time-equivalent (FTE) student (expressed in current U.S. dollars) varied by level of education and across OECD countries. At the combined elementary and secondary level of education, expenditures per FTE student were $\$ 11,800$ in the United States, which was higher than the OECD average of $\$ 9,200$ (table 605.10). In addition to the United States, 7 of the other OECD countries that reported finance data for this level of education had expenditures of at least $\$ 11,000$ per FTE student in 2013. Specifically, Luxembourg spent $\$ 19,500$ per elementary/secondary student; Switzerland spent $\$ 17,700$; Norway spent \$14,300; Austria spent $\$ 13,300$; Belgium spent $\$ 11,600$; the United Kingdom spent $\$ 11,500$; and Denmark spent $\$ 11,100$. At the higher education level, the United States spent \$27,900 per FTE student in 2013, which was higher than the OECD average of $\$ 14,800$. In addition to the United States, 8 of the other countries that reported higher education finance data had expenditures of over $\$ 17,000$ per FTE student at the
higher education level in 2013: the United Kingdom (\$25,700), Switzerland (\$25,100), Sweden (\$23,200), Norway $(\$ 20,400)$, the Netherlands $(\$ 18,900)$, Australia $(\$ 18,300)$, Finland ( $\$ 17,900$ ), and Japan ( $\$ 17,900$ ). These expenditures were adjusted to U.S. dollars using the purchas-ing-power-parity (PPP) index. This index is considered more stable and comparable than indexes using currency exchange rates; for more information, see appendix B.

Total public and private direct expenditures on all education levels as a percentage of gross domestic product (GDP) varied across the 33 reporting OECD countries in 2013,
ranging from 3.5 percent in Luxembourg to 6.7 percent in the United Kingdom (table 605.20 and figure 29). In the United States, total direct expenditures on education amounted to 6.2 percent of GDP, which higher than the OECD average of 5.2 percent of GDP. A comparison of public direct expenditures on education as a percentage of GDP shows that public investment in education in 2013 ranged from 3.1 percent in Hungary to 6.2 percent in Norway. In the United States, the public direct expenditure on education as a percentage of GDP was 4.2 percent, which was slightly lower than the OECD average of 4.3 percent of GDP.

Figure 27. Percentage change in enrollment, by major areas of the world and level of education: 2000 to 2014
Percent change


NOTE: Europe includes all countries of the former Union of Soviet Socialist Republics (U.S.S.R.) except Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, which are included in Asia. Asia also includes Turkey, the Arab states (except those located in Africa), and Israel. Central and South America includes Latin America and the Caribbean. Northern America includes Bermuda, Canada, Greenland, St. Pierre and Miquelon, and the United States. Data include imputed values for nonrespondent countries. Graphic display was generated using unrounded data.
Graphic display was generated using unrounded data. Base (April 2017).

Figure 28. Percentage of the population 25 to 34 years old with an associate's or higher degree, by OECD country: 2015

${ }^{1}$ Data include postsecondary non-higher-education.
NOTE: All data in this figure were calculated using International Standard Classification of Education (ISCED) 2011. The data refer to total tertiary degrees, which correspond to all degrees at the associate's level and above in the United States and include the following ISCED 2011 levels: level 5 (corresponding to the associate's degree in the United States), level 6 (bachelor's or equivalent degree), level 7 (master's or equivalent degree), and level 8 (doctoral or equivalent degree). Graphic display was generated using unrounded data.
SOURCE: Organization for Economic Cooperation and Development (OECD), Education at a Glance, 2016.

Figure 29. Public and private direct expenditures on education institutions as a percentage of gross domestic product (GDP), by OECD country: 2013


[^142]Table 601.10. Population, school enrollment, and number of teachers, by major areas of the world and level of education: Selected years, 1980 through 2014
[In thousands]

| Year and selected characteristic | World total ${ }^{1,2}$ | Major areas of the world |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Africa | Asia ${ }^{2,3}$ | Europe ${ }^{3}$ | Central and South America ${ }^{4}$ | Northern America ${ }^{4}$ | Oceania |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1980 |  |  |  |  |  |  |  |
| Population, all ages $^{5}$ | 4,444,497 | 478,543 | 2,637,685 | 695,225 | 358,579 | 251,929 | 22,534 |
| Enrollment, all levels .................................. | 872,751 | 78,065 | 495,607 | 134,812 | 98,516 | 60,543 | 5,206 |
| Elementary ${ }^{6}$.................................................................. | 525,264 | 61,310 | 333,899 | 47,713 | 56,800 | 22,893 | 2,649 |
|  | 297,403 | 15,060 | 148,334 | 70,248 | 36,921 | 24,695 | 2,146 |
| Postsecondary ${ }^{8}$.................................. | 50,084 | 1,696 | 13,374 | 16,851 | 4,796 | 12,956 | 411 |
| Teachers, all levels ................................. | 39,994 | 2,363 | 19,424 | 2,506 | 4,592 | 2,124 | 276 |
| Elementary ${ }^{6}$....................................... | 18,541 | 1,686 | 10,729 | 2,506 | 1,872 | - | 134 |
| Secondary ${ }^{7}$...................................... | 17,484 | 585 | 7,501 | - | 2,338 | 1,309 | 112 |
| Postsecondary ${ }^{8}$.................................. | 3,970 | 91 | 1,194 | - | 383 | 815 | 31 |
| 1990 |  |  |  |  |  |  |  |
| Population, all ages $^{5}$............................... | 5,283,253 | 630,159 | 3,185,381 | 722,628 | 441,140 | 277,533 | 26,412 |
| Enrollment, all levels ............................... | 988,732 | 107,211 | 563,402 | 132,629 | 118,158 | 61,543 | 5,789 |
| Elementary ${ }^{6}$......................................... | 576,815 | 78,044 | 361,318 | 45,167 | 65,049 | 24,629 | 2,607 |
| Secondary ${ }^{7}$.......................................... | 344,013 | 26,331 | 178,866 | 68,855 | 45,861 | 21,534 | 2,565 |
| Postsecondary ${ }^{8}$................................... | 67,904 | 2,836 | 23,218 | 18,607 | 7,247 | 15,380 | 617 |
| Teachers, all levels .................................. | 48,160 | 3,671 | 24,505 | 8,401 | 5,798 | 3,938 | 314 |
| Elementary ${ }^{6}$....................................... | 22,002 | 2,330 | 12,921 | 2,608 | 2,396 | 1,608 | 139 |
| Secondary ${ }^{7}$............................................... | 21,065 | 1,200 | 9,797 | 5,793 | 2,800 | 1,340 | 134 |
| Postsecondary ${ }^{8}$................................... | 5,094 | 141 | 1,787 |  | 601 | 991 | 41 |
| 2000 |  |  |  |  |  |  |  |
| Population, all ages $^{5}$................................ | 6,084,485 | 802,723 | 3,688,997 | 730,503 | 518,454 | 313,388 | 30,421 |
| Enrollment, all levels ................................ | 1,209,648 | 154,158 | 704,442 | 137,651 | 138,870 | 66,968 | 7,559 |
| Elementary ${ }^{6}$...................................... | 656,899 | 109,447 | 404,985 | 41,687 | 70,215 | 27,435 | 3,131 |
| Secondary ${ }^{7}$....................................... | 453,010 | 38,624 | 258,321 | 70,449 | 57,114 | 25,117 | 3,384 |
| Postsecondary ${ }^{8}$.................................. | 99,739 | 6,088 | 41,136 | 25,514 | 11,540 | 14,416 | 1,044 |
| Teachers, all levels ................................. | 56,996 | 4,958 | 29,450 | 10,702 | 6,836 | 4,648 | 205 |
| Elementary ${ }^{6}$...................................... | 24,942 | 2,890 | 14,602 | 2,738 | 2,751 | 1,806 | 155 |
| Secondary ${ }^{7}$....................................... | 25,330 | 1,788 | 12,362 | 6,094 | 3,209 | 1,682 |  |
| Postsecondary ${ }^{8}$................................... | 6,724 | 281 | 2,486 | 1,870 | 876 | 1,161 | 50 |
| 2005 |  |  |  |  |  |  |  |
| Population, all ages ${ }^{5}$................................... | 6,466,506 | 907,536 | 3,911,424 | 733,190 | 553,664 | 328,033 | 32,659 |
| Enrollment, all levels .................................. | 1,327,364 | 194,263 | 773,362 | 135,359 | 144,096 | 72,385 | 7,899 |
| Elementary ${ }^{6}$...................................... | 678,999 | 136,433 | 405,137 | 38,438 | 69,068 | 26,780 | 3,142 |
| Secondary ${ }^{7}$...................................... | 509,073 | 49,218 | 305,614 | 64,839 | 58,900 | 27,039 | 3,463 |
| Postsecondary ${ }^{8}$..................................... | 139,293 | 8,611 | 62,612 | 32,082 | 16,128 | 18,566 | 1,295 |
| Teachers, all levels ................................. | 64,373 | 5,989 | 34,504 | 10,803 | 7,644 | 5,006 | 59 |
| Elementary ${ }^{6}$...................................... | 26,853 | 3,502 | 15,738 | 2,672 | 2,919 | 1,865 | - |
| Secondary ${ }^{7}$....................................... | 28,329 | 2,139 | 14,851 | 5,855 | 3,499 | 1,774 |  |
| Postsecondary ${ }^{8}$.................................... | 9,191 | 348 | 3,914 | 2,276 | 1,227 | 1,368 | 59 |
| 2010 |  |  |  |  |  |  |  |
| Population, all ages ${ }^{5}$............................... | 6,856,616 | 1,026,137 | 4,125,095 | 740,226 | 586,980 | 343,238 | 34,940 |
| Enrollment, all levels ............................... | 1,424,977 | 233,974 | 828,409 | 128,669 | 150,223 | 75,166 | 8,536 |
| Elementary ${ }^{6}$...................................... | 697,216 | 159,501 | 403,584 | 36,749 | 67,220 | 26,565 | 3,597 |
| Secondary ${ }^{7}$....................................... | 546,230 | 63,020 | 333,624 | 58,232 | 61,180 | 26,809 | 3,365 |
| Postsecondary ${ }^{8}$.................................. | 181,531 | 11,453 | 91,201 | 33,688 | 21,823 | 21,791 | 1,574 |
| Teachers, all levels ................................... | 71,785 | 7,357 | 39,802 | 10,519 | 8,225 | 5,454 | 67 |
| Elementary ${ }^{6}$......................................... | 28,631 | 4,078 | 16,847 | 2,676 | 2,939 | 1,920 | - |
| Secondary ${ }^{7}$.......................................... | 32,036 | 2,823 | 18,080 | 5,422 | 3,624 | 1,898 | $\bar{\square}$ |
| Postsecondary ${ }^{8}$..................................... | 11,118 | 456 | 4,875 | 2,421 | 1,662 | 1,636 | 67 |
| 2014 |  |  |  |  |  |  |  |
| Population, all ages ${ }^{5}$................................ | 7,167,884 | 1,131,998 | 4,287,935 | 744,728 | 612,640 | 353,876 | 36,709 |
| Enrollment, all levels ................................ | 1,494,595 | 264,818 | 864,991 | 126,857 | 153,575 | 74,756 | 9,596 |
| Elementary ${ }^{6}$....................................... | 719,059 | 179,138 | 405,269 | 38,199 | 65,344 | 26,764 | 4,344 |
| Secondary ..................................................................... | 568,019 | 72,670 | 342,889 | 57,917 | 64,143 | 26,896 | 3,504 |
| Postsecondary ${ }^{8}$........................................................... | 207,516 | 13,011 | 116,833 | 30,741 | 24,088 | 21,097 | 1,748 |
| Teachers, all levels ................................. | 74,875 | 8,535 | 41,692 | 10,166 | 8,655 | 5,358 | 70 |
| Elementary ${ }^{6}$....................................... | 30,271 | 4,711 | 17,822 | 2,685 | 3,044 | 1,816 | - |
| Secondary ${ }^{7}$....................................... | 32,115 | 3,285 | 17,702 | 5,236 | 3,907 | 1,781 | $\overline{7}$ |
| Postsecondary ${ }^{8}$.................................... | 12,490 | 539 | 6,169 | 2,246 | 1,705 | 1,761 | 70 |

## -Not available.

${ }^{1}$ The world total includes estimations for missing data on teachers.
${ }^{2}$ Enrollment and teacher data for the world total and Asia exclude Taiwan.
${ }^{3}$ Europe includes all countries of the former Union of Soviet Socialist Republics (U.S.S.R.) except Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, which are included in Asia. Asia also includes Turkey, the Arab states (except those located in Africa), and Israel.
${ }^{4}$ Central and South America includes Latin America and the Caribbean. Northern America includes Bermuda, Canada, Greenland, St. Pierre and Miquelon, and the United States. ${ }^{5}$ Estimate of midyear population.
${ }^{6}$ This level generally corresponds to grades 1-6 in the United States.

Includes general education, teacher training (at the secondary level), and technical and vocational education. This level generally corresponds to grades 7-12 in the United States. ${ }^{8}$ Includes college and university enrollment, and technical and vocational education beyond the secondary level.
NOTE: Detail may not sum to totals because of rounding and missing teacher data. Data include imputed values for nonrespondent countries. Enrollment and teacher data exclude several island countries or territories with small populations (less than 150,000). Some data have been revised from previously published figures.
SOURCE: United Nations Educational, Scientific, and Cultural Organization (UNESCO), unpublished tabulations. U.S. Department of Commerce, Census Bureau, International Data Base, retrieved April 5, 2017, from http://www.census.gov/population/international/data/idb/ informationGateway.php. (This table was prepared April 2017.)

Table 601.35. Percentage of 3- and 4-year-olds and 5- to 14-year-olds enrolled in school, by country: 2000 through 2014

| Country | Percent of 3-and 4-yearolds enrolled |  |  | Percent of 5-to 14-year-olds enrolled |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2012 | 2013 | 2014 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| OECD average ${ }^{1}$ <br> Australia $\qquad$ | 76.4 | 80.7 | 79.2 | 97.8 | 98.1 | 98.3 | 98.0 | 98.0 | 98.2 | 98.3 | 98.5 | 98.7 | 98.5 | 98.8 | 98.6 | 98.4 | 98.0 | 98.1 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 46.6 77.8 | 72.1 81.4 | 77.3 82.2 | 100.0 98.2 | 100.1 98.7 | 99.3 98.9 | 98.2 | 98.5 98.5 | 99.1 98.4 | 99.6 98.1 | 99.3 98.3 | 99.3 98.5 | 99.3 98.4 | 99.2 98.4 | 99.4 98.2 | 101.1 98.2 | 100.6 | 100.0 |
| Austria ...... | 77.8 98.6 | 81.4 97.9 | 82.2 97.8 | 98.2 99.1 | 98.7 100.2 | 98.9 100.1 | 98.5 100.3 | 98.5 <br> 100.4 <br>  <br>  | $98.4{ }_{9}{ }^{2}$ | 98.1 99.4 | 98.3 99.3 | 98.5 99.1 | 98.4 98.9 | 98.4 98.6 | 98.2 98.5 | 98.2 98.5 | 98.4 97.9 | 98.4 98.0 |
| Canada .................. | . |  | 8 | 97.1 | 97.2 | . | , | - | - | , | , | . | 98.7 | 98.8 | 98.9 | 99.9 | 90.6 | \% |
| Chile .................... | 62.1 | 67.3 | 69.3 | 93.6 | - | 92.1 | 90.8 | 89.5 | 88.3 | 91.2 | 96.1 | 96.1 | 93.2 | 95.1 | 94.3 | 93.9 | 97.3 | 97.5 |
| Czech Republic ...... | 70.3 | 70.9 | 76.1 | 99.8 | 99.8 | 99.3 | 99.8 | 99.7 | 99.8 | 99.9 | 99.8 | 98.7 | 98.7 | 98.1 | 97.7 | 98.6 | 98.1 | 97.7 |
| Denmark ............... | 97.5 | 96.9 | 96.9 | 99.2 | 97.2 | 99.1 | 99.1 | 98.0 | 97.1 | 97.4 | 98.0 | 97.6 | 97.6 | 99.1 | 99.4 | 99.3 | 99.4 | 99.3 |
| Estonia ................. | 88.9 | 89.2 | - | - | - | - | - | - | 104.6 | 102.2 | 100.4 | 100.4 | 100.0 | 96.4 | 95.7 | 95.2 | 96.4 | ${ }^{(3)}$ |
| Finland .................. | 55.1 | 71.4 | 71.1 | 91.6 | 93.5 | 94.4 | 94.6 | 95.1 | 95.1 | 95.1 | 95.3 | 95.5 | 95.5 | 95.5 | 95.7 | 95.7 | 96.8 | 96.7 |
| France .................. | 99.1 | 100.1 | 100.1 | 99.8 | 101.0 | 101.1 | 101.4 | 101.6 | 101.3 | 101.0 | 100.9 | 100.7 | 99.8 | 99.6 | 99.4 | 99.1 | 99.1 | 99.3 |
| Germany .... | 93.3 | 94.0 | 95.8 | 99.4 | 100.1 | 97.5 | 97.6 | 97.9 | 98.3 | 98.8 | 99.2 | 99.3 | 99.4 | 99.4 | 98.5 | 99.4 | 98.7 | 99.1 |
| Greece ................. | 25.6 | - | 58.8 | 99.8 | 98.1 | 96.3 | 96.7 | 97.2 | 97.5 | 98.1 | 97.7 | 98.9 | 100.1 | 100.7 | 100.0 | 99.2 | - | 96.1 |
| Hungary ............... | 83.6 | 84.3 | 86.6 | 99.9 | 99.4 | 100.3 | 100.4 | 100.5 | 100.3 | 100.3 | 99.8 | 99.6 | 98.9 | 98.5 | 98.1 | 97.6 | 97.1 | 96.6 |
| Iceland ................. | 96.1 | 96.4 | - | 98.5 | 98.9 | 98.5 | 98.8 | 98.8 | 98.9 | 98.8 | 98.3 | 98.5 | 98.2 | 98.5 | 98.6 | 98.8 | 98.5 | - |
| Ireland ................... | 69.1 | 69.9 | 68.8 | 100.5 | 100.6 | 101.4 | 100.4 | 100.9 | 101.1 | 101.2 | 102.6 | 101.5 | 101.7 | 102.1 | 101.1 | 100.9 | 100.0 | 100.0 |
| Israel ..... | 89.1 | 100.0 | 97.9 | 96.6 | 96.9 | 96.1 | 96.8 | 96.6 | 96.0 | 95.8 | 96.1 | 95.7 | 96.2 | 97.8 | 96.8 | 97.8 | 98.2 | 97.8 |
| Italy ..................... | 94.2 | 96.5 | 94.1 | 99.7 | 99.4 | 101.7 | 101.9 | 101.6 | 101.2 | 100.7 | 100.3 | 100.3 | 99.8 | 99.5 | 99.0 | 98.6 | 100.0 | 98.2 |
| Japan | 85.9 | 88.2 | 88.4 | 101.2 | 101.0 | 100.8 | 100.7 | 100.7 | 100.7 | 100.7 | 100.5 | 100.7 | 101.0 | 101.5 | 101.1 | 101.3 | 100.0 | 100.0 |
| Korea, Republic of | 86.3 | - | - | 92.3 | 92.6 | 92.7 | 93.2 | 93.5 | 94.1 | 94.9 | 95.7 | 95.1 | 95.7 | 99.7 | 99.1 | 98.8 | - | 98.5 |
| Latvia .................... | 83.4 | 86.1 | 88.3 | - | - | - |  | - | - | - | - | - | - | - | - | 98.2 | 97.8 | 97.7 |
| Luxembourg ......... | 85.4 | 85.1 | 83.1 | 95.3 | 92.2 | 93.4 | 96.7 | 96.4 | 96.7 | 96.2 | 95.9 | 95.8 | 95.6 | 95.8 | 96.0 | 97.9 | 97.1 | 97.1 |
| Mexico .................. | 63.3 | 66.1 | 66.0 | 94.8 | 95.0 | 95.7 | 96.9 | 97.7 | 99.9 | 100.9 | 102.1 | 103.4 | 104.6 | 106.1 | 107.7 | 100.2 | 100.0 | 100.0 |
| Netherlands ........... | 91.4 | 91.5 | 88.4 | 99.4 | 99.3 | 99.3 | 99.7 | 99.6 | 99.0 | 99.6 | 99.5 | 99.6 | 99.5 | 99.5 | 99.8 | 99.8 | 99.5 | 99.4 |
| New Zealand .......... | 90.7 | 98.2 | 89.6 | 99.0 | 99.3 | 99.5 | 100.1 | 100.5 | 100.9 | 101.0 | 99.7 | 100.2 | 100.6 | 100.9 | 101.0 | 100.7 | 100.0 | 98.5 |
| Norway ................. | 96.1 | 96.2 | 96.1 | 97.4 | 97.6 | 97.9 | 98.1 | 98.3 | 98.4 | 98.8 | 99.2 | 99.5 | 99.5 | 99.5 | 99.6 | 99.5 | 99.5 | 99.4 |
| Poland .............. | 58.0 | 60.0 | 64.7 | 93.6 | 94.3 | 94.4 | 94.2 | 94.5 | 94.6 | 94.5 | 94.5 | 94.0 | 94.1 | 94.9 | 95.3 | 95.5 | 95.9 | 95.6 |
| Portugal ............... | 84.9 | 84.2 | 83.6 | 105.2 | 107.0 | 106.0 | 105.3 | 104.1 | 103.9 | 103.8 | 104.2 | 104.1 | 103.1 | 102.4 | 102.1 | 102.1 | 100.0 | 99.7 |
| Slovak Republic ..... | 67.5 | 68.1 | 68.9 | - | 97.9 | 98.1 | 97.3 | 97.3 | 97.1 | 96.8 | 96.8 | 96.6 | 96.1 | 95.8 | 95.5 | 94.5 | 94.2 | 93.7 |
| Slovenia ................ | 87.1 | 86.7 | 85.8 | - | - | - | - | - | 96.5 | 96.4 | 96.2 | 96.8 | 97.1 | 97.1 | 97.1 | 97.4 | 97.1 | 97.0 |
| Spain .................... | 96.1 | 96.2 | 96.5 | 104.4 | 103.6 | 103.8 | 102.5 | 101.8 | 101.4 | 101.0 | 100.7 | 100.4 | 100.1 | 99.5 | 99.0 | 97.8 | 97.5 | 97.2 |
| Sweden ................. | 93.4 | 93.7 | 93.9 | 97.8 | 98.1 | 98.2 | 98.6 | 99.1 | 99.5 | 98.8 | 100.3 | 99.3 | 98.7 | 98.5 | 97.4 | 99.0 | 98.5 | 98.2 |
| Switzerland ........... | 21.6 | 22.2 | 23.5 | 98.8 | 98.7 | 98.6 | 99.3 | 99.6 | 99.6 | 100.3 | 100.4 | 100.2 | 100.0 | 100.1 | 99.5 | 99.3 | 99.6 | 99.8 |
| Turkey ................. | 12.0 | 21.7 | 20.0 | 80.2 | 83.5 | - | 82.0 | 81.2 | 81.8 | 82.9 | 84.3 | 91.9 | 91.3 | 94.1 | 94.9 | 95.2 | 96.3 | 95.9 |
| United Kingdom ..... | 95.5 | 96.3 | 91.1 | 98.9 | 98.7 | 98.9 | 100.5 | 100.4 | 101.0 | 100.7 | 99.3 | 101.5 | 101.4 | 103.1 | 100.7 | 98.0 | 98.2 | 98.8 |
| United States ......... | 53.5 | 53.7 | 54.7 | 99.3 | 102.1 | 96.9 | 97.1 | 97.3 | 97.7 | 98.0 | 98.3 | 98.6 | 97.1 | 96.8 | 96.2 | 97.3 | 96.9 | 97.2 |
| Other reporting countries |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Argentina .......... | - | 63.8 | - | 105.6 | 104.1 | 104.3 | - | - | - | - | - | - | 107.3 | 107.6 | 106.7 | - | 100.0 | - |
| Brazil ................ | 49.3 | 65.3 | 67.8 | 89.8 | 91.3 | 91.8 | - | 93.0 | 93.1 | - | 91.7 | 95.6 | 96.5 | 96.2 | 94.9 | 94.8 | 94.9 | 96.6 |
| China ................ | - | - | - | 79.6 | 81.7 | 80.7 | 85.9 | - | - | - | - | - | - | - | - | ${ }^{(3)}$ | - | - |
| Colombia ............ | 21.9 | 61.9 | ${ }^{(3)}$ | - | - | - | - | - | - | - | - | - | - | - | - | 91.2 | 93.2 | 82.1 |
| Costa Rica ... | 5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 98.7 |
| India ................. | 2.5 | 2.4 | - | - | 65.0 | - | 65.7 | - | - | - | - | - | - | 77.7 | - | 79.6 | 86.9 | 87.1 |
| Indonesia ........... | 14.9 | 26.6 | 28.9 | - | 86.4 | 93.4 | 89.2 | - | - | - | - | 95.1 | - | 101.2 | 92.8 | 87.5 | 89.9 | 89.3 |
| Lithuania ............ | , |  |  | - | , | , | , | - | - | - | - | - | - | 1 | - | - | - | 98.6 |
| Russian Federation | 73.4 | 75.8 | 80.5 | - | 83.3 | 84.6 | 94.2 | 90.4 | 81.5 | - | - | 93.8 | 93.5 | 93.1 | 92.1 | 92.7 | 93.2 | 93.5 |
| Saudi Arabia ...... | - | 17.3 | 17.3 | - | - | - | - | - | - | - | - | - | - | - | - | 79.3 | 88.0 | - |
| South Africa ..... | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 76.8 | - |  |

-Not available.
${ }^{1}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year.
${ }^{2}$ Excludes the German-speaking Community of Belgium.
${ }^{3}$ Percentage suppressed due to apparent data quality or comparability issues.
NOTE: For each country, this table shows the number of persons in each age group who are enrolled in that country as a percentage of that country's total population in the specified age group. However, some of a country's population may be enrolled in a different country, and
some persons enrolled in the country may be residents of a different country. Enrollment rates may be underestimated for countries such as Luxembourg that are net exporters of students and may be overestimated for countries that are net importers. If a country enrolls many residents of other countries, the country's total population in the specified age group can be smaller than the total number enrolled, resulting in enrollment estimates exceeding 100 percent. Some data have been revised from previously published figures.
SOURCE: Organization for Economic Cooperation and Development (OECD), Education at a Glance, 2002 through 2016; and Online Education Database, retrieved October 7, 2016, from http://stats.oecd.org/Index.aspx. (This table was prepared October 2016.)

Table 601.40. Percentage of 15- to 29-year-olds enrolled in school, by selected levels of education, age, and country: 2014

| Country | All levels of education ${ }^{1}$ |  | Secondary education ${ }^{2}$ |  |  |  |  |  |  |  | Total tertiary education (postsecondary degree programs) ${ }^{3}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 15 to 19 years old | $\begin{gathered} 20 \text { to } 29 \\ \text { years old } \end{gathered}$ | Total | 15 to 19 years old |  |  |  |  | $\begin{array}{r} 20 \\ \text { years old } \end{array}$ | $\begin{array}{r} 20 \text { to } 29 \\ \text { years old } \end{array}$ | $\begin{array}{r} 17 \\ \text { years old } \end{array}$ | $\begin{array}{r} 18 \\ \text { years old } \end{array}$ | $\begin{array}{r} 19 \\ \text { years old } \end{array}$ | $\begin{array}{r} 20 \\ \text { years old } \end{array}$ | $\begin{array}{r} 20 \text { to } 29 \\ \text { years old } \end{array}$ |
|  |  |  |  | $\begin{array}{\|r\|} 15 \\ \text { years old } \end{array}$ | $\begin{array}{\|r\|} 16 \\ \text { years old } \end{array}$ | $\begin{array}{\|r\|} 17 \\ \text { years old } \end{array}$ | $\begin{array}{r} 18 \\ \text { years old } \end{array}$ | $\begin{array}{\|r\|} 19 \\ \text { years old } \end{array}$ |  |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| OECD average ${ }^{4}$ | 84.4 | 27.7 | 72.2 | 96.7 | 94.7 | 89.0 | 56.3 | 26.3 | 12.8 | 4.5 | 1.5 | 17.6 | 31.8 | 38.3 | 22.5 |
| Australia ..... | 86.8 | 34.7 | 67.9 | 100.0 | 98.8 | 84.0 | 38.4 | 22.8 | 18.5 | 8.9 | 5.8 | 33.1 | 43.7 | 44.8 | 23.4 |
| Austria .................................... | 79.6 | 26.2 | 63.7 | 94.9 | 91.5 | 75.3 | 43.7 | 19.4 | 8.8 | 2.2 | 13.2 | 29.2 | 30.7 | 30.8 | 23.0 |
| Belgium ................................ | 92.4 | 29.7 | 73.3 | 98.3 | 98.2 | 96.0 | 50.0 | 25.6 | 11.9 | 5.9 | 1.1 | 36.8 | 50.0 | 52.7 | 21.5 |
| Canada ${ }^{5}$................................ | 73.1 | - | 58.4 | 92.7 | 90.9 | 76.9 | 26.7 | 11.0 | 6.6 | 2.8 | 2.8 | 29.5 | 38.5 | 38.3 | 19.2 |
| Chile .................................... | 79.6 | 28.9 | 63.5 | 94.6 | 92.1 | 90.6 | 33.8 | 10.6 | 4.2 | 1.5 | 0.2 | 29.1 | 46.1 | 48.5 | 27.3 |
| Czech Republic ......................... | 90.4 | $26.2{ }^{6}$ | 84.7 | 99.6 | 98.0 | 95.5 | 88.4 | 48.9 | 15.1 | 3.2 | 0.1 | 1.4 | 23.9 | 41.9 | 22.9 |
| Denmark ...................................................... | 87.0 | 45.1 | 85.1 | 98.9 | 95.0 | 90.8 | 86.2 | 57.0 | 31.0 | 13.6 | \# | 0.5 | 8.1 | 22.9 | 31.5 |
| Estonia ................................. | 89.7 | 29.3 | 81.8 | 98.4 | 97.8 | 95.1 | 88.2 | 33.8 | 11.6 | 2.9 | 0.2 | 1.2 | 28.7 | 37.0 | 22.9 |
| Finland ................................ | 86.0 | 41.2 | 82.4 | 98.1 | 93.9 | 94.5 | 93.5 | 36.1 | 19.6 | 12.3 | 0.1 | 0.9 | 16.0 | 28.5 | 28.4 |
| France .................................. | 85.1 | 21.2 | 66.8 | 97.1 | 93.4 | 86.9 | 38.4 | 14.9 | 6.5 | 1.7 | 2.7 | 37.7 | 48.5 | 47.1 | 19.3 |
| Germany ......... | 89.7 | 34.7 | 79.5 | 99.2 | 95.9 | 90.4 | 73.5 | 38.1 | 23.2 | 6.5 | 0.3 | 6.4 | 17.9 | 26.5 | 22.8 |
| Greece ................................... | 83.3 | 28.1 | 61.9 | 93.3 | 93.9 | 93.5 | 18.8 | 11.8 | 6.5 | $1.4{ }^{6}$ | 0.8 | 47.4 | 54.0 | 55.4 | 26.0 |
| Hungary ................................ | 86.4 | 25.2 | 75.3 | 97.5 | 94.2 | 91.0 | 71.0 | 30.9 | 13.2 | 3.2 | 0.4 | 5.1 | 22.3 | 31.5 | 18.8 |
| Iceland ${ }^{\text {................................ }}$ | 88.0 | 40.4 | 87.0 | 99.1 | 96.0 | 90.1 | 81.9 | 69.7 | 33.2 | 14.3 | \# | 0.5 | 4.3 | 20.5 | 25.3 |
| Ireland .................................. | 94.8 | 26.3 | 71.4 | 100.0 | 100.0 | 89.1 | 45.5 | 3.5 | 0.6 | 0.9 | 3.7 | 31.0 | 58.3 | 60.6 | 20.6 |
| Israel .... | 65.5 | 22.4 | 61.0 | 96.5 | 94.8 | 90.2 | 16.2 | 1.7 | 0.9 | 0.1 | 0.4 | 8.4 | 13.1 | 14.3 | 21.0 |
| Italy ..................................... | 77.4 | 24.5 | 76.3 | 97.9 | 94.6 | 91.9 | 77.3 | 20.9 | 7.5 | 1.9 | \# | \# | 2.2 | 31.0 | 22.4 |
| Japan ................................... | 94.1 | \# | 60.3 | 98.0 | 97.0 | 94.6 | 3.1 | 0.9 | - | \# | - | - | - | - | - |
| Korea, Republic of .................... | 87.2 | - | 58.4 | 98.6 | 98.7 | 94.8 | 8.1 | 0.3 | 0.1 | \# | 1.0 | 63.1 | 73.7 | 68.5 | 31.3 |
| Latvia ..................................... | 91.9 | 28.7 | 81.8 | 98.5 | 97.2 | 95.9 | 88.6 | 37.9 | 14.1 | 4.6 | 0.4 | 3.0 | 36.0 | 44.5 | 23.2 |
| Luxembourg ... | 76.3 | 12.9 | 75.5 | 94.1 | 91.1 | 79.9 | 69.5 | 43.6 | 24.9 | 5.3 | \# | 1.1 | 2.8 | 8.9 | 7.0 |
| Mexico .................................. | 55.6 | 14.7 | 46.5 | 74.1 | 67.2 | 55.1 | 23.8 | 11.4 | 6.0 | 3.7 | 2.9 | 18.2 | 24.2 | 25.1 | 11.0 |
| Netherlands .......................... | 92.1 | 32.0 | 77.9 | 99.2 | 98.4 | 89.0 | 62.6 | 41.8 | 27.2 | 7.9 | 7.3 | 25.3 | 37.3 | 42.9 | 24.0 |
| New Zealand .......................... | 82.2 | 29.3 | 63.1 | 97.1 | 97.3 | 85.2 | 28.4 | 11.0 | 6.6 | 4.0 | 2.4 | 32.6 | 42.1 | 44.4 | 22.3 |
| Norway ................................. | 87.0 | 30.8 | 82.9 | 100.1 | 95.0 | 92.6 | 89.2 | 38.3 | 19.7 | 5.1 | \# | 0.4 | 19.3 | 33.9 | 25.2 |
| Poland | 89.3 | $31.0{ }^{6}$ | 83.0 | 95.6 | 96.1 | 95.2 | 92.1 | 41.3 | 11.5 | $2.5{ }^{6}$ | \# | 0.2 | 23.6 | 43.1 | 24.9 |
| Portugal | 89.2 | 24.2 | 75.5 | 97.5 | 99.1 | 96.2 | 53.8 | 29.2 | 14.8 | 4.0 | 0.5 | 24.8 | 35.1 | 39.8 | 19.5 |
| Slovak Republic ...................... | 84.7 | 20.5 | 76.6 | 97.2 | 92.6 | 89.0 | 77.0 | 33.0 | 5.6 | 1.0 | 0.1 | 3.5 | 24.1 | 35.8 | 18.6 |
| Slovenia ................................ | 93.2 | 32.0 | 81.4 | 97.3 | 97.3 | 95.7 | 86.9 | 32.9 | 6.7 | 4.1 | \# | 4.0 | 52.2 | 56.9 | 27.9 |
| Spain ................................... | 87.2 | 30.6 | 70.8 | 95.6 | 96.7 | 90.0 | 44.4 | 27.7 | 18.1 | 6.5 | \# | 35.2 | 45.1 | 47.8 | 23.9 |
| Sweden ................................. | 85.3 | 34.5 | 80.7 | 99.0 | 99.3 | 97.8 | 94.2 | 23.5 | 13.5 | 8.9 | 0.2 | 1.1 | 16.7 | 23.5 | 21.3 |
| Switzerland ............................ | 85.5 | 26.7 | 81.6 | 97.8 | 92.8 | 90.5 | 79.4 | 49.7 | 24.7 | 5.9 | 0.3 | 4.0 | 11.4 | 20.8 | 20.1 |
| Turkey ..................................... | 72.2 | 33.8 | 58.0 | 91.2 | 85.0 | 71.1 | 27.6 | 13.7 | 9.8 | 5.3 | 1.5 | 24.1 | 41.5 | 46.2 | 28.5 |
| United Kingdom ........................ | 84.6 | 21.8 | 72.6 | 99.1 | 100.0 | 96.2 | 41.6 | 22.0 | 13.7 | 6.5 | 1.0 | 20.9 | 36.7 | 40.1 | 15.3 |
| United States .......................... | 81.6 | 25.4 | 62.1 | 100.0 | 93.5 | 83.0 | 30.2 | 5.6 | \# | \# | 1.1 | 37.9 | 52.1 | 47.0 | 24.2 |
| Other reporting countries |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Brazil .................................. | 69.3 | 21.1 | 59.1 | 89.2 | 87.0 | 66.2 | 33.6 | 18.1 | 11.5 | 4.6 | 5.0 | 14.0 | 18.4 | 21.6 | 14.3 |
| China ................................. | - | $8.3{ }^{6}$ | 50.4 | 69.0 | 68.0 | 64.9 | 37.9 | 12.0 | - | - | 2.5 | 16.6 | 30.0 | 25.5 | - |
| Colombia ............................ | 43.6 | 1.7 | 42.2 | 78.9 | 67.1 | 37.9 | 18.7 | 8.7 | 4.7 | 1.4 | - | - | - | - | - |
| Costa Rica ........................... | 50.7 | 5.2 | 49.7 | 74.8 | 71.8 | 49.0 | 33.0 | 19.9 | 14.3 | 4.7 | - | - | - | - | - |
| Indonesia ............................ | 71.4 | 13.3 | 63.6 | 91.3 | 80.5 | 83.3 | 47.2 | 15.4 | 5.8 | - | \# | 7.3 | 28.4 | 26.2 | - |
| Lithuania ........................... | 93.4 | 32.2 | 80.1 | 99.8 | 99.2 | 97.5 | 86.9 | 23.4 | 6.9 | 2.6 | 0.4 | 6.5 | 48.1 | 52.4 | 26.9 |
| Russian Federation ................ | 83.2 | 19.0 | 35.6 | 86.6 | 57.5 | 38.9 | 3.0 | 0.1 | \# | \# | 39.0 | 60.8 | 60.3 | 53.4 | 18.5 |
| Saudi Arabia ........................ | - | 4.4 | 70.7 | 100.0 | 100.0 | 100.0 | 37.4 | 20.2 | 18.0 | - | - | - | - | - | - |

## 一Not available. <br> \#Rounds to zero

In addition to secondary and tertiary education, may include enrollment in the following Inter national Standard Classification of Education (ISCED) 2011 education levels that are no shown separately: level 1 (primary or elementary education) and level 4 (nontertiary education that typically corresponds to postsecondary vocational programs below the associate's degree level in the United States).
${ }^{2}$ Refers to ISCED 2011 level 2 (lower secondary education) and level 3 (upper secondary education). Secondary education generally corresponds to grades 7-12 in the United States Total tertiary education corresponds to all postsecondary programs leading to associate's and higher degrees in the United States. Tertiary education includes ISCED 2011 level 5 (corresponding to U.S. programs at the associate's degree level), level 6 (bachelor's or equiv alent level), level 7 (master's or equivalent level), and level 8 (doctoral or equivalent level) Enrollment rates may not be directly comparable across countries due to differing definitions of tertiary education and the age at which it begins.

Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. ${ }^{5}$ Data are for 2013 instead of 2014.
NOTE: For each country, this table shows the number of persons at a given age who are enrolled in that country as a percentage of that country's total population at the specified age. If a country enrolls many residents of other countries, the country's total population at the specified age can be smaller than the total number enrolled, resulting in enrollment estimates exceeding 100 percent. Conversely, if a country has many residents who are enrolled outside of the country, the country's enroliment rates may be underestimated. Enroliment estimates can also be affected if population and enrollment data were collected at different times. ncludes both full-time and part-time students.
SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved May 5, 2017, from http://stats.oecd.org/Index.aspx. (This table was prepared May 2017.)

Table 601.50. Pupil/teacher ratios in public and private elementary and secondary schools, by level of education and country: Selected years, 2000 through 2014

| Country | Elementary school |  |  |  |  |  |  | Junior high school (lower secondary) |  |  |  |  |  |  | Senior high school (upper secondary) |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| OECD average ${ }^{1}$ | 17.7 | 17.0 | 15.9 | 15.4 | 15.0 | 15.1 | 15.0 | - | 14.0 | 13.6 | 13.3 | 13.1 | 13.2 | 13.0 | 13.7 | 13.5 | 13.6 | 13.7 | 13.5 | 13.2 | 13.3 |
|  | 17.3 |  | 15.7 | 15.6 | 15.5 | 15.6 | 15.6 | - | - | - | - | - | - | - | - | 12.12,3 | $12.0{ }^{2,3}$ | $12.0{ }^{2,3}$ | $12.0{ }^{2,3}$ | $12.0{ }^{2.3}$ | 12.12,3 |
| Austria |  | 14.1 | 12.2 | 12.1 | 12.0 | 11.9 | 12.0 | - | 10.6 | 9.3 | 9.1 | 9.0 | 9.0 | 8.8 | - | 11.3 | 10.1 | 9.8 | 9.8 | 9.9 | 10.0 |
| Belgium ....................... | $15.0{ }^{4}$ | 12.8 | $12.4{ }^{5}$ | $12.4{ }^{5}$ | $12.5{ }^{5}$ | $12.7{ }^{5}$ | 12.7 | - | 9.4 | $8.1{ }^{5}$ | $8.1{ }^{5}$ | $8.2{ }^{5}$ | $9.3{ }^{5}$ | 9.2 | 9.7 ${ }^{3,6}$ | 9.96 | $10.1{ }^{\text {5,6 }}$ | $10.1{ }^{\text {5,6 }}$ | $10.1{ }^{\text {5,6 }}$ | $9.9{ }^{5}$ | 9.9 |
| Canada .................... | 18.1 |  | - | - | $14.0{ }^{3,4}$ | $16.5^{3,4}$ | - | 18.1 | 9 | 15.9 4,7 | 15.84 | . |  |  | 19.5 | - | 14.1 | 14.1 | 13.8 | 13.8 | - |
| Chile ................... |  | 25.9 | 24.6 | 23.1 | 22.1 | 22.5 | 21.3 |  | 25.9 | 25.1 | 23.6 | 22.4 | 24.3 | 22.8 | - | 26.6 | 26.1 | 25.4 | 24.0 | 25.1 | 23.9 |
| Czech Republic ...... | 19.7 | 17.5 | 18.7 | 18.7 | 18.9 | 18.8 | 18.7 | 14.7 | 13.5 | 11.2 | 11.1 | 11.1 | 11.2 | 11.9 | 11.5 | 12.8 | 12.1 | 11.7 | 11.3 | 11.1 | 11.7 |
| Denmark ............... | 10.4 | . | - | - | - | - | 11.9 | 11.4 | $11.9{ }^{7}$ | $11.5^{7}$ | $11.8{ }^{7}$ | $11.9^{7}$ |  | 11.0 | 14.4 | 2.8 | - | - | - | - | 13.1 |
| Estonia ................. |  | - | 16.2 | 13.2 | 13.1 | 13.0 | 12.9 | - | - | 14.9 | 10.1 | 9.9 | 9.8 | 9.9 | - | - | $16.6{ }^{6}$ | 13.7 | $14.1{ }^{6}$ | $11.3{ }^{6}$ | $14.6{ }^{6}$ |
| Finland ................. | 16.9 | 15.9 | 14.0 | 13.7 | 13.6 | 13.2 | 13.3 | 10.7 | 10.0 | 9.8 | 9.3 | 8.9 | 9.0 | 8.9 | 17.0 6,8 | $18.0{ }^{6,8}$ | $17.1{ }^{6}$ | $16.3{ }^{6}$ | $16.1{ }^{6}$ | 16.0 | 16.2 |
| France .................. | 19.8 | 19.4 | $18.7{ }^{5}$ | $18.4{ }^{5}$ | 18.95 | 19.3 | 19.4 | 14.7 | 14.2 | $15.0{ }^{5}$ | $14.8{ }^{5}$ | $15.5{ }^{5}$ | 15.4 | 15.4 | 10.4 | 10.3 | $9.7{ }^{5}$ | $10.0{ }^{5}$ | 9.95 | 10.1 | 10.4 |
| Germany ............... | 19.8 | 18.8 | 16.7 | 16.3 | 16.0 | 15.6 | 15.4 | 15.7 | 15.5 | 14.9 | 14.2 | 14.0 | 13.6 | 13.4 | 13.9 | 14.0 | 13.2 | 13.8 | 13.7 | 13.2 | 13.1 |
| Greece .................. | 13.4 | 11.1 | - | - | 9.4 | 9.5 | 9.4 | 10.8 | 7.9 | - | . | - | 7.3 | 7.8 | 10.5 | 8.8 | - | , | - | 8.1 |  |
| Hungary ................ | 10.9 | 10.6 | 10.8 | 10.7 | 10.7 | $10.6{ }^{9}$ | 11.5 | 10.9 | 10.4 | 10.7 | 10.5 | 10.6 | $10.4{ }^{9}$ | 10.9 | 11.46 | 12.2 | 12.5 | 12.4 | 12.5 | $12.0{ }^{9}$ | 12.5 |
| Iceland ................. | - | - | - | 10.2 | 10.2 | 10.4 | - | $12.7{ }^{7}$ | $11.3{ }^{7}$ | $10.3{ }^{7}$ | 10.6 | 10.6 | 10.5 | - | 9.7 | $10.8{ }^{6}$ | 11.3 | $11.5{ }^{6}$ | $11.5{ }^{6}$ | - | - |
| Ireland ................... | 21.5 | 17.9 | 15.9 | 15.7 | 16.2 | $16.4{ }^{10}$ | $16.3{ }^{10}$ | - | - | - | - | - | - | - | $15.9{ }^{3,6}$ | $15.5{ }^{3,6}$ | 14.4 3,6,10 | $14.4{ }^{3,6}$ | $15.0{ }^{3,6}$ | 13.9 3,10 | 13.9 3,10 |
| Israel .................... | $11-$ | 17.3 | $20.6{ }^{10}$ | $15.9{ }^{10}$ | $15.2{ }_{10}$ | 15.3 | 15.5 | - | 13.4 | 12.810 11.910 | $13.6{ }^{10}$ $11^{10}$ | ${ }^{13.6}{ }^{10}$ | 13.5 | 12.1 | 102 | 13.4 | $11.0{ }^{10}$ | $11.3{ }^{10}$ | 11.0 | $11.0{ }^{10}$ | $10.6{ }^{10}$ |
| Italy ....................... | 11.0 | 10.6 | $11.3{ }^{10}$ | $11.7{ }^{10}$ | $12.1{ }^{10}$ | 12.3 | 12.4 | 10.4 | 10.1 | $11.9{ }^{10}$ | $11.5{ }^{10}$ | $11.8{ }^{10}$ | 11.7 | 11.6 | 10.2 | 11.0 | $12.1{ }^{10}$ | $12.8{ }^{10}$ | 13.010 | 12.6 | 12.5 |
| Japan. | 20.9 | 19.4 | 18.4 | 18.1 | 17.7 | 17.4 | 17.1 | 16.8 | 15.1 | 14.4 | 14.2 | 14.1 | 13.9 | 13.8 | 14.0 | ${ }^{13.0}{ }^{6}$ | $12.2{ }^{6}$ | $12.2{ }^{6}$ | ${ }^{12.15}$ | $11.7{ }^{6}$ | 11.9 |
| Korea, Republic of | 32.1 | 28.0 | 21.1 | 19.6 | 18.4 | 17.3 | 16.9 | 21.5 | 20.8 | 19.7 | 18.8 | 18.1 | 17.5 | 16.6 | 20.9 | 16.0 | 16.5 | 15.8 | 15.4 | 15.1 | 14.5 |
| Latvia ................... | - | - | - | - | 11.0 | 11.2 | 11.0 | - | - | - | - | 7.9 | 7.8 | 7.6 | - | - | - | - | 10.7 | 10.2 | 10.0 |
| Luxembourg ........... | 15.910 | - | 10.1 | 9.9 | 9.2 | 8.8 | 8.9 | - | - | - | - | 10.7 | 11.2 | 10.9 | $9.2{ }^{3,10}$ | $9.0{ }^{3,10}$ | $9.1{ }^{3}$ | $9.6{ }^{3}$ | 7.6 | 7.1 | 8.9 |
| Mexico .................. | 27.2 | 28.3 | 28.1 | 28.1 | 28.0 | 27.7 | 27.4 | 34.8 | 33.7 | 32.7 | 31.9 | 31.9 | 32.2 | 33.0 | 26.5 | 25.8 | 26.9 | 26.8 | 26.9 | 27.3 | 20.6 |
| Netherlands .......... | $16.8{ }^{4}$ | 15.94 | 15.7 4,10 | 15.8 | 15.8 | 17.010 | $16.6{ }^{10}$ | - | - | 22.7 | 15.3 | 15.6 | $16.0{ }^{10}$ | $16.2{ }^{10}$ | $17.1^{3}$ | $16.2^{3}$ | 16.5 3,6,10 | 18.2 | 18.6 | $19.0{ }^{10}$ | $19.2{ }^{10}$ |
| New Zealand .......... | 20.6 | 18.1 | 16.2 | 16.3 | 16.4 | 16.4 | 16.4 | 19.9 | 16.8 | 16.3 | 16.3 | 16.4 | 16.4 | 16.2 | 13.1 | 12.9 | 14.4 | 13.9 | 13.7 | 13.3 | 13.1 |
| Norway .................. | 12.4 | - | $10.5{ }^{10}$ | $10.4{ }^{10}$ | 10.3 | 10.3 | 10.3 | 9.9 | - | 9.910 | $10.0{ }^{10}$ | 10.4 | 9.8 | 9.7 | 9.7 | - | $9.4{ }^{10}$ | $9.7{ }^{6,10}$ | $9.6{ }^{6}$ | $10.3{ }^{6,8}$ | 10.3 |
| Poland ................. | 12.7 | 11.7 | 10.0 | 11.0 | 11.0 | 11.1 | 11.0 | 11.5 | 12.7 | 12.7 | 10.0 | 9.9 | 9.9 | 10.4 | 16.9 | 12.9 | 12.1 |  | 10.9 | 11.0 | 10.9 |
| Portugal ................... | 12.1 | 10.8 | 10.9 | $11.2{ }^{11}$ | 11.9 | 13.2 | 14.0 | 10.4 | 8.2 | 7.9 | $8.2{ }^{11}$ | 9.6 | 10.4 | 10.1 | 7.9 | 8.0 | $7.2{ }^{6}$ | 7.3 ${ }^{6.11}$ | $7.6{ }^{6}$ | 8.46 | 8.9 |
| Slovak Republic ..... | 18.3 | 18.9 | 17.1 | 16.9 | 16.8 | 16.9 | 17.2 | 13.5 | 14.1 | 13.6 | 13.1 | 12.8 | 12.5 | 12.5 | 12.8 | 14.3 | 14.6 | 14.3 | 13.9 | 13.6 | 13.5 |
| Slovenia ................ |  | 15.0 | 16.2 | 16.0 | 15.9 | 16.0 | 15.9 | - | 11.1 | 8.0 | 7.9 | 7.9 | 8.2 | 8.3 |  | 14.6 | $14.3{ }^{6}$ | $14.3{ }^{6}$ | $14.1{ }^{6}$ | 13.5 | 13.7 |
| Spain ................... | 14.9 | 14.3 | 13.2 | 13.2 | 13.4 | 13.8 | 13.5 | - | 12.5 | 10.1 | 10.3 | 10.6 | 11.6 | 11.8 | $11.9{ }^{3}$ | 8.1 | 9.6 | 9.8 | 9.9 | 11.0 | 11.3 |
| Sweden ................ | 12.8 | 12.2 | 11.7 | 11.3 | 11.8 | 12.7 | 12.7 | 12.8 | 12.0 | 11.4 | 11.3 | 11.3 | 12.0 | 12.2 | 15.2 | 14.0 | 13.1 | 13.0 | 13.2 | 12.8 | 13.8 |
| Switzerland ${ }^{10}$......... | - | 14.6 | 14.9 | - | - | 15.0 | 14.8 | - | 11.7 | 11.8 | - | - | 12.0 | 11.8 | - | $10.5{ }^{2}$ | $10.3{ }^{2}$ | - | - | - | - |
| Turkey .................. | 30.5 | 25.8 | 21.7 | 21.0 | 20.1 | 19.8 | 19.3 | - | $\dagger$ | $\dagger$ |  | 20.1 | 19.3 | 18.4 | 14.0 | 16.2 | 17.6 | 17.8 | 16.2 | 15.6 | 14.8 |
| United Kingdom ..... | 21.2 | 20.7 | 19.8 | 19.9 | 21.1 | 20.7 | 19.6 | $17.6{ }^{2}$ | 17.0 | 17.1 | 15.2 | 14.2 | 18.5 | 15.0 | $12.5{ }^{2}$ | $11.8{ }^{2,6}$ | $15.2{ }^{6}$ | 17.3 | 17.1 | 18.5 | 16.3 |
| United States ......... | 15.8 | 14.9 | 14.5 | 15.3 | 15.3 | 15.3 | 15.4 | 16.3 | 15.1 | 14.0 | 15.2 | 15.3 | 15.4 | 15.5 | 14.1 | 16.0 | 15.0 | 15.3 | 15.3 | 15.4 | 15.5 |

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## Table 601.50. Pupi/teacher ratios in public and private elementary and secondary schools, by level of education and country: Selected years, 2000 through 2014 -Continued

| Country | Elementary school |  |  |  |  |  |  | Junior high school (lower secondary) |  |  |  |  |  |  | Senior high school (upper secondary) |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| Other reporting countries |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Argentina ............ | $22.7{ }^{10,12}$ | - | - | - | - | - | - | $13.2{ }^{10,12}$ | - | - | - | - | - | - | $9.0{ }^{10,12}$ | - | - | - | - | - | - |
| Brazil ................... | $26.6{ }^{12}$ | 22.9 | 23.4 | 22.5 | 21.7 | 21.2 | 20.9 | $34.2{ }^{12}$ | 18.1 | 20.4 | 19.8 | 19.1 | 18.5 | 17.8 | $38.7{ }^{12}$ | 17.6 | 17.3 | 16.9 | 16.8 | 15.7 | 15.4 |
| China .................. | $20.2{ }^{12}$ | - | 17.2 | 17.1 | 17.5 | 16.9 | 16.2 | $17.6{ }^{12}$ | - | 15.0 | 14.6 | 12.8 | 13.4 | 12.6 | $13.8{ }^{12}$ | - | 18.4 | 18.4 | 16.2 | 17.0 | 16.5 |
| Colombia .............. | - | - | - | - | - | 25.0 | 24.3 | - ${ }^{1012}$ | - | - | - | - | 26.6 | 26.3 | - | - | - | - | - | 22.9 | 21.9 |
| India ..................... | $43.0{ }^{10,12}$ | - | - | - | - | 0 | - | $22.00^{10,12}$ | - | 170 | - | - | - | - |  | - | 6.1 | 0.1 | 27 | - | - |
| Indonesia .............. | $27.1^{13}$ | - | 19.9 | 20.3 | 25.2 | 20.7 | 21.4 | $19.6{ }^{13}$ | - | 17.0 | 18.3 | ${ }^{21.6}$ | 18.0 | 18.3 7.4 | $17.8{ }^{13}$ | - | 16.1 | 20.1 | 22.7 | ${ }^{22.6}$ | 19.8 8.1 |
| Lithuania $\qquad$ Russian Federation | $17.3^{13}$ | - | $19.2{ }^{10}$ | $20.0{ }^{10}$ | $20.1{ }^{10}$ | 20.3 | 10.2 20.2 | 二 | - | - | - | $\overline{8.9}{ }^{10}$ | $8 . \overline{9}{ }^{14}$ | 7.4 8.8 | - | $11.2^{6,15}$ | $1 \overline{17}^{3,3,16}$ | $\overline{8.7}{ }^{3,6,10}$ | $15.3{ }^{10}$ | - | 8.1 |
| Saudi Arabia .......... | - | - | 11.2 | 11.0 | 10.9 | 20.3 | - | - | - | 8.8 | 9.8 | 9.7 | - | - | - | , 2 | 11.0 | 10.9 | 10.7 | - | - |
| South Africa ............ | - | - |  |  |  | - | - | - | - | - | - | - | - | $26.2{ }^{14}$ | - | - | - | - | - | - | - |

-Not available.
$\dagger$ Not applicable. This level of education not part of the national education structure; students in the age group normally associated with this education level were reported in other levels.
Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year. However, if data were reported for less than 75 percent of the countries, the average for that year is omitted
Includes only general programs
${ }^{4}$ Includes preprimary data.
Excludes independent private institutions.
Includes postsecondary non-higher-education institutions.
Includes elementary school data.
Includes occupation-specific education corresponding to that offered at the vocational associate's degree level in the United States Includes data on management personnel.
${ }^{10}$ Public institutions only
Based on a head count of teachers, rather than full-time equivalents.
${ }^{12}$ Data from 1999 reported for 2000.
14Includes senior high school data.
${ }^{14}$ Includes senior high school data
${ }^{15}$ Excludes general programs.
${ }^{16}$ Excludes part-time personnel in public institutions.
NOTE: The pupil/teacher ratio is the number of full-time-equivalent students divided by the number of full-time-equivalent teachers,
including teachers for students with including teachers for students with disabilities and other special teachers. Data for 2012 and earlier years were calculated using the
International Standard Classification of Education (ISCED) 199 . Niternational Standard Classification of Education (ISCED) 1997. Data for 2013 and 2014 used the ISCED 2011 classification and
may not be comparable to data for earlier years. In this table, elementary school corresponds to ISCED 1997 and ISCED 2011 level 1 (U.S. grades 1 through 6), junior high school corresponds to ISCED 1997 and ISCED 2011 level 2 (U.S. grades 7 through 9), and senior high school corresponds to ISCED 1997 and ISCED 2011 level 3 (U.S. grades 10 through 12).
SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database; and Education at a Glance, 2002 through 2016. (This table was prepared May 2017.)

Table 601.60. Teachers' statutory teaching and total working time and average class size in public elementary and secondary schools, by level of education and country: 2014

| Country | Statutory teaching and total working time |  |  |  |  |  |  |  |  |  |  |  | Average class size |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number of weeks teaching |  |  | Number of days teaching |  |  | Net teaching time in hours |  |  | Total working time in hours |  |  |  |  |
|  | Elementary school | Junior high school (lower secondary) ${ }^{1}$ | Senior high school (upper secondary ${ }^{1}$ | Elementary school | Junior high school (lower secondary) ${ }^{1}$ | Senior high school (upper secondary) ${ }^{1}$ | Elementary school | Junior high school (lower secondary ${ }^{1}$ | Senior high school (upper secondary ${ }^{1}$ | Elementary school | Junior high school (lower secondary $)^{1}$ | Senior high school (upper secondary ${ }^{1}$ | Elementary school | Junior high school (lower secondary) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| OECD average ${ }^{2}$............... | 38 | 37 | 37 | 183 | 181 | 180 | 776 | 694 | 644 | 1,585 | 1,609 | 1,588 | 21 | 23 |
| Australia ${ }^{3}$.......................... | 40 | 40 | 40 | 197 | 197 | 195 | 872 | 812 | 804 | t | $\dagger$ | t | 23 | 23 |
| Austria ${ }^{3}$............................ | 38 | 38 | 38 | 180 | 180 | 180 | 779 | 607 | 589 | 1,776 | 1,776 | † | 18 | 21 |
| Belgium (Flemish) ${ }^{3}$................ | 37 | 37 | 37 | 175 | 147 | 147 | 744 | 549 | 513 |  | $\dagger$ | $\dagger$ | - | - |
| Belgium (French) ${ }^{3}$.................. | 37 | 37 | 37 | 182 | 182 | 182 | 728 | 668 | 606 | 962 | $\dagger$ | t | - | - |
| Canada ${ }^{3}$........................... | 37 | 37 | 37 | 183 | 183 | 183 | 796 | 743 | 744 | $\dagger$ | $\dagger$ | $\dagger$ | - | - |
| Chile ${ }^{4}$................................ | 38 | 38 | 38 | 183 | 183 | 183 | 1,146 | 1,146 | 1,146 | 2,006 | 2,006 | 2,006 | 29 | 30 |
| Czech Republic ${ }^{3} . . . . . . . . . . . . . . . . . . . . ~$ | 39 | 39 | 39 | 187 | 187 | 187 | 823 | 617 | 589 | 1,664 | 1,664 | 1,664 | 21 | 22 |
| Denmark5,6 ......................... | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 663 | 663 | 386 | 1,680 | 1,680 | 1,680 | - | - |
| England ${ }^{5}$........................... | 38 | 38 | 38 | 190 | 190 | 190 | 722 | 745 | 745 | 1,265 | 1,265 | 1,265 | - | - |
| Estonia ${ }^{4}$............................ | 35 | 35 | 35 | 172 | 172 | 172 | 619 | 619 | 568 | 1,540 | 1,540 | 1,540 | 17 | 15 |
| Finland ${ }^{7}$................................ | 38 | 38 | 38 | 187 | 187 | 187 | 673 | 589 | 547 | $\dagger$ | $\dagger$ | $\dagger$ | 19 | 20 |
| France ${ }^{3}$............................. | 36 | 36 | 36 | 162 | $\dagger$ | $\dagger$ | 924 | 648 | 648 | 1,607 | 1,607 | 1,607 | 23 | 25 |
| Germany ${ }^{3}$.......................... | 40 | 40 | 40 | 193 | 193 | 193 | 800 | 750 | 714 | 1,757 | 1,757 | 1,757 | 21 | 24 |
| Greece ${ }^{3}$.................. | 35 | 31 | 31 | 171 | 152 | 152 | 569 | 459 | 459 | $\dagger$ |  | $\dagger$ | - | - |
| Hungary ${ }^{7}$............................ | 36 | 36 | 36 | 165 | 165 | 164 | 594 | 594 | 590 | 1,640 | 1,640 | 1,640 | 21 | 21 |
| Iceland3 .............................. | - | - | - | - | - | - | - | - | - | - | - | - | 19 | 20 |
|  | 37 | 33 | 33 | 183 | 167 | 167 | 915 | 735 | 735 | $\dagger$ | $\dagger$ | $\dagger$ | 25 | - |
| \|srae|3 ............................... | 38 | 36 | 36 | 181 | 174 | 174 | 838 | 682 | 543 | 1,225 | 1,128 | 852 | 28 | 29 |
| Italy ${ }^{3}$............................... | 39 | 39 | 39 | 171 | 171 | 171 | 752 | 616 | 616 | $\dagger$ | $\dagger$ | $\dagger$ | 20 | 21 |
|  | 40 | 40 | 39 | 201 | 202 | 197 | 742 | 611 | 513 | 1,891 | 1,891 | 1,891 | 27 | 32 |
| Korea, Republic of ${ }^{7} . . . . . . . . . . . . . .$. | 38 | 38 | 38 | 190 | 190 | 190 | 656 | 548 | 550 | 1,520 | 1,520 | 1,520 | 24 | 32 |
| Latvia .............................. | - | - | - | - | - | - | - | - | - |  |  | - | 16 | 15 |
| Luxembourg ${ }^{3}$....................... | 36 | 36 | 36 | 176 | 176 | 176 | 810 | 739 | 739 | $\dagger$ | $\dagger$ | $\dagger$ | 15 | 19 |
| Mexico ${ }^{3}$............................ | 41 | 41 | 36 | 200 | 200 | 173 | 800 | 1,047 | 848 |  | $\dagger$ | $\dagger$ | 19 | 28 |
| Netherlands ${ }^{4}$....................... | 40 | - | - | 195 | - | - | 930 | 750 | 750 | 1,659 | 1,659 | 1,659 | 238 | - |
| New Zealand ${ }^{\text {...................... }}$ | 38 | 38 | 38 | 192 | 191 | 190 | 922 | 840 | 760 | $\dagger$ | $\dagger$ | $\dagger$ | - | 25 |
| Norway ${ }^{4}$............................ | 38 | 38 | 38 | 190 | 190 | 190 | 741 | 663 | 523 | 1,688 | 1,688 | 1,688 | - | - |
| Poland ${ }^{5}$.............................. | 37 | 37 | 37 | 181 | 179 | 177 | 621 | 546 | 545 | 1,496 | 1,480 | 1,464 | 19 | 23 |
| Portugal4 | 36 | 36 | 36 | 165 | 165 | 165 | 743 | 605 | 605 | 1,442 | 1,442 | 1,442 | 21 | 23 |
| Scotland ${ }^{4}$............................ | 38 | 38 | 38 | 190 | 190 | 190 | 855 | 855 | 855 | 1,365 | 1,365 | 1,365 | - | - |
| Slovak Republic ${ }^{3}$................... | 38 | 38 | 38 | 186 | 186 | 186 | 828 | 642 | 614 | 1,568 | 1,568 | 1,568 | 18 | 19 |
| Slovenia ${ }^{3}$........................... | 38 | 38 | 38 | 190 | 190 | 190 | 627 | 627 | 570 | - | - | - | 19 | 20 |
|  | 37 | 37 | 36 | 176 | 176 | 171 | 880 | 713 | 693 | 1,425 | 1,425 | 1,425 | 21 | 25 |
| Sweden ${ }^{3}$........................... | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | $\dagger$ | 1,767 | 1,767 | 1,767 | 18 | 20 |
| Switzerland ......................... | 38 | 38 | 38 | 185 | 185 | 185 | - | - | - | - | - | - | - | - |
| Turkey ${ }^{3}$............................. | 38 | 38 | 38 | 180 | 180 | 180 | 720 | 504 | 504 | 1,592 | 1,592 | 1,592 | 23 | 28 |
| United Kingdom ................... | - | - | - | - | - | - | - | - | - | - | - | - | 26 | 20 |
| United States ${ }^{5,9}$..................... | 36 | 36 | 36 | 180 | 180 | 180 | - | 981 | - | 1,922 | 1,936 | 1,960 | 22 | 28 |
| Other reporting countries |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Brazi3 ${ }^{3}$........................... | 42 | 42 | 42 | 203 | 203 | 203 | - | - | - | $\dagger$ | $\dagger$ | $\dagger$ | 25 | 28 |
| China ............................ | - | - | - | - | - | - | - | - | - | - | - | - | 37 | 49 |
| Colombia ${ }^{3}$...................... | 40 | 40 | 40 | 200 | 200 | 200 | 1,000 | 1,200 | 1,200 | 1,600 | 1,600 | 1,600 | - | - |
| Indonesia ....................... | - | - | - | - | - | - | - | - | - | - | - | - | 25 | 31 |
| Lithuania ........................ | - | - | - | - | - | - | - | - | - | - | - | - | 16 | 19 |
| Russian Federation ${ }^{5}$........... | 34 | 35 | 35 | 170 | 210 | 210 | 561 | 483 | 483 | - | - | - | 21 | 19 |

-Not available.
$\dagger$ Not applicable according to the Organization for Economic Cooperation and Development (OECD).
${ }^{1}$ General programs only.
${ }^{2}$ Refers to the mean of the data values for all reporting OECD countries, to which each country or
country component reporting data contributes equally.
${ }^{3}$ Typical teaching time reported.
${ }^{4}$ Maximum teaching time reported.
${ }^{5}$ Actual teaching time reported.
${ }^{6}$ For senior high school, data are for 2015 instead of 2014.

Minimum teaching time reported.
${ }^{\text {D D }}$ Data for government-dependent private institutions are included.
${ }^{9}$ For net teaching time, data are for 2013 instead of 2014. For working time, data are for 2012 instead of 2014.
NOTE: In this table, elementary school corresponds to International Standard Classification of
Education (ISCED) 2011 level 1 (U.S. grades 1 through 6), junior high school corresponds to
ISCED 2011 level 2 (U.S. grades 7 through 9), and senior high school corresponds to ISCED
2011 level 3 (U.S. grades 10 through 12).
SOURCE: Organization for Economic Cooperation and Development (OECD), Education at a
Glance, 2016. (This table was prepared May 2017.)

Table 602.10. Average reading literacy scale scores of fourth-graders and percentage whose schools emphasize reading skills and strategies at or before second grade or at third grade, by sex and country or other education system: 2001, 2006, and 2011
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Average reading literacy scale score ${ }^{2}$ |  |  |  |  |  |  |  |  |  | Percent of fourth-graders in 2011, by grade at which reading skills and strategies emphasized ${ }^{3}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2001 |  | 2006 |  | 2011 |  |  |  |  |  | At or before second grade |  | At third grade |  |
|  |  |  |  | Total |  | Male |  | emale |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |
| PIRLS average ${ }^{4}$ | 500 | ( $\dagger$ ) | 500 | (t) | 500 | ( $\dagger$ ) | 504 | (0.5) | 520 | (0.5) | 28 | (0.5) | 68 | (0.5) |
| Australia | - | ( $\dagger$ ) | - | (t) | 527 | (2.2) | 519 | (2.7) | 536 | (2.7) | 73 | (4.0) | 27 | (4.0) |
| Austria ............................................. | - | (t) | 538 | (2.2) | 529 | (2.0) | 525 | (2.3) | 533 | (2.2) | 29 | (4.2) | 71 | (4.2) |
| Azerbaijan ${ }^{5}$......................................... |  | (t) |  | ( $\dagger$ ) | $462{ }^{6}$ | (3.3) | $456{ }^{6}$ | (3.5) | $470{ }^{6}$ | (3.6) | 19 | (3.6) | 79 | (3.8) |
| Belgium (French)-BEL .. |  |  | 500 | (2.6) | 5066.7 | (2.9) | 5046.7 | (3.1) | 5096.7 | (3.1) | 29 | (5.0) | 70 | (5.1) |
| Bulgaria ............................................. | 550 | (3.8) | 547 | (4.4) | 532 | (4.1) | 524 | (4.3) | 539 | (4.5) | 25 | (3.5) | 74 | (3.6) |
| Canada | - | ( $\dagger$ | - | ( $\dagger$ | $548{ }^{6}$ | (1.6) | $542{ }^{6}$ | (2.1) | $555{ }^{6}$ | (1.7) | 55 | (2.7) | 44 | (2.7) |
| Chinese Taipei-CHN .... |  | ( $\dagger$ | 535 | (2.0) | 553 | (1.9) | 546 | (2.1) | 561 | (2.1) | 17 | (3.0) | 80 | (3.0) |
| Colombia ............................................ | 422 | (4.4) | - | (t) | 448 | (4.1) | 448 | (4.6) | 447 | (4.6) | 13 | (3.3) | 81 | (3.6) |
| Croatia ................... |  | ( $\dagger$ | - | (t) | $553{ }^{6}$ | (1.9) | $546{ }^{6}$ | (2.2) | $560{ }^{6}$ | (2.1) | 31 | (4.1) | 68 | (4.2) |
| Czech Republic ...................................... | 537 | (2.3) | - | ( $\dagger$ ) | 545 | (2.2) | 542 | (2.5) | 549 | (2.5) | 24 | (3.8) | 74 | (4.0) |
| Denmark | - | ( $\dagger$ | 546 | (2.3) | 5546 | (1.7) | $548{ }^{6}$ | (2.1) | $560{ }^{6}$ | (1.9) | 21 | (2.4) | 79 | (2.4) |
| England-GBR ...... | 553 4,5 | (3.4) | 539 | (2.6) | $552{ }^{7}$ | (2.6) | $540{ }^{7}$ | (3.1) | $563{ }^{7}$ | (3.0) | 84 | (3.3) | 15 | (3.2) |
| Finland ............................................. | - | ( $\dagger$ ) |  | ( $\dagger$ ) | 568 | (1.9) | 558 | (2.2) | 578 | (2.3) | 10 | (2.6) | 87 | (2.8) |
| France ... | 525 | (2.4) | 522 | (2.1) | 520 | (2.6) | 518 | (2.4) | 522 | (3.4) | 18 | (3.3) | 81 | (3.4) |
| Georgia ${ }^{\text {.......... }}$ |  | ( $\dagger$ ) | 471 6,8 | (3.1) | 4888 | (3.1) | $477{ }^{8}$ | (4.0) | 4998 | (2.7) | 20 | (2.8) | 79 | (2.9) |
| Germany . | 539 | (1.9) | 548 | (2.2) | 541 | (2.2) | 537 | (2.7) | 545 | (2.3) | 30 | (3.4) | 69 | (3.3) |
| Hong Kong-CHN ............ | 528 | (3.1) | 564 | (2.4) | 5719 | (2.3) | $563{ }^{9}$ | (2.5) | $579{ }^{9}$ | (2.3) | 16 | (3.5) | 81 | (3.8) |
| Hungary ...................... | 543 | (2.2) | 551 | (3.0) | 539 | (2.9) | 532 | (3.2) | 547 | (3.2) | 28 | (4.1) | 71 | (4.0) |
| Indonesia ........... |  | ( $\dagger$ | 405 | (4.1) | 428 | (4.2) | 419 | (4.3) | 437 | (4.5) | $\ddagger$ | ( $\dagger$ | 88 | (3.2) |
| Iran, Islamic Republic of .......................... | 414 | (4.2) | 421 | (3.1) | 457 | (2.8) | 448 | (4.3) | 467 | (4.3) | 7 | (1.6) | 85 | (2.4) |
| Ireland | - | ( $\dagger$ | - | ( $\dagger$ | 552 | (2.3) | 544 | (3.0) | 559 | (2.9) | 40 | (4.0) | 60 | (4.0) |
| Israel .................................................. | 50910 | (2.8) | $512{ }^{10}$ | (3.3) | 5419 | (2.7) | 5389 | (3.4) | 5449 | (3.1) | 59 | (4.7) | 41 | (4.7) |
| Italy ................................................. | 541 | (2.4) | 551 | (2.9) | 541 | (2.2) | 540 | (2.7) | 543 | (2.4) | 15 | (2.5) | 84 | (2.5) |
| Lithuania ... | 5438 | (2.6) | $537{ }^{8}$ | (1.6) | 528 6,8 | (2.0) | $520{ }^{6,8}$ | (2.4) | $537{ }^{6,8}$ | (2.4) | 23 | (3.3) | 76 | (3.4) |
| Malta .................................................... |  | ( $\dagger$ ) |  | ( $\dagger$ ) | 477 | (1.4) | 468 | (2.0) | 486 | (1.9) | 14 | (0.1) | 86 | (0.1) |
| Morocco ... | $350{ }^{11}$ | (9.6) | 323 | (5.9) | $310{ }^{12}$ | (3.9) | $296{ }^{12}$ | (4.6) | $326{ }^{12}$ | (4.0) |  | ( $\dagger$ | 48 | (4.0) |
| Netherlands ........................................... | $554{ }^{7}$ | (2.5) | $547{ }^{7}$ | (1.5) | 5467 | (1.9) | 5437 | (2.2) | 5497 | (2.1) | $22{ }^{13}$ | (4.4) | $78{ }^{13}$ | (4.4) |
| New Zealand. | 529 | (3.6) | 532 | (2.0) | 531 | (1.9) | 521 | (2.7) | 541 | (2.2) | 73 | (3.6) | 27 | (3.6) |
| Northern Ireland-GBR ............................ |  |  |  | ( $\dagger$ ) | $558{ }^{7}$ | (2.4) | $550{ }^{7}$ | (3.2) | $561{ }^{7}$ | (2.5) | $55^{13}$ | (4.6) | $45{ }^{13}$ | (4.6) |
| Norway ............................................... | 499 | (2.9) | $498{ }^{13}$ | (2.6) | $507{ }^{11}$ | (1.9) | $500{ }^{11}$ | (2.7) | $514{ }^{11}$ | (2.2) | 14 | (3.4) | 83 | (3.9) |
| Oman | - | ( $\dagger$ | - | ( $\dagger$ ) | $391{ }^{14}$ | (2.8) | $371{ }^{14}$ | (3.4) | $411{ }^{14}$ |  | 4 | (0.9) | 86 |  |
| Poland | - | (t) | 519 | (2.4) | 526 | (2.1) | 519 | (2.7) | 533 | (2.5) | $6!$ | (2.1) | 94 | (2.1) |
| Portugal ............................................. | - | (t) | - | ( $\dagger$ ) | 541 | (2.6) | 534 | (2.8) | 548 | (3.0) | 25 | (4.1) | 75 | (4.1) |
| Qatar ................................................ | - | ( $\dagger$ | 353 | (1.1) | $425{ }^{6}$ | (3.5) | $411{ }^{6}$ | (4.2) | $441{ }^{6}$ | (4.7) | 24 | (3.0) | 66 | (3.4) |
| Romania | 512 | (4.6) | 489 | (5.0) | 502 | (4.3) | 495 | (4.3) | 510 | (4.8) | 14 | (3.4) | 85 | (3.5) |
| Russian Federation ............................... | $528{ }^{6}$ | (4.4) | $565{ }^{6}$ | (3.4) | 568 | (2.7) | 559 | (3.1) | 578 | (2.8) | 50 | (3.7) | 50 | (3.7) |
| Saudi Arabia ....................................... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 430 | (4.4) | 402 | (8.2) | 456 | (3.1) | 7 | (1.7) | 78 | (3.5) |
| Singapore ......................................... | 528 | (5.2) | 558 | (2.9) | $567{ }^{6}$ | (3.3) | $559{ }^{6}$ | (3.6) | $576{ }^{6}$ | (3.5) | 46 | (\#) | 54 | (\#) |
| Slovak Republic ........................ | 518 | (2.8) | 531 | (2.8) | 535 | (2.8) | 530 | (2.8) | 540 | (3.1) | 24 | (3.2) | 76 | (3.3) |
| Slovenia ............................................ | 502 | (2.0) | 522 | (2.1) | 530 | (2.0) | 523 | (2.7) | 539 | (2.2) | 8 | (1.8) | 87 | (2.4) |
| Spain ................................................ |  |  | 513 |  | 513 |  | 511 |  | 516 |  |  |  |  |  |
| Sweden | 561 | (2.2) | 549 | (2.3) | 542 | (2.1) | 535 | (2.5) | 549 | (2.4) | $37^{13}$ | (4.5) | $63{ }^{13}$ | (4.5) |
| Trinidad and Tobago | - | (t) | 436 | (4.9) | 471 | (3.8) | 456 | (4.3) | 487 | (4.5) | 32 | (3.8) | 66 | (4.0) |
| United Arab Emirates ............................ | - | ( $\dagger$ |  | ( $\dagger$ ) | 439 | (2.2) | 425 | (3.5) | 452 | (3.0) | 15 | (1.3) | 68 | (2.2) |
| United States ...................................... | $542^{6,7}$ | (3.8) | $540{ }^{7}$ | (3.5) | $556{ }^{6}$ | (1.5) | $551{ }^{6}$ | (1.7) | $562{ }^{6}$ | (1.9) | $75^{13}$ | (2.7) | $24^{13}$ | (2.7) |
| Benchmarking education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Abu Dhabi-UAE ................................... | - | (t) | $\bar{\circ}$ | ( $\dagger$ ) | 424 | (4.7) | 406 | (6.3) | 442 | (5.5) | 11 | (2.6) | 61 | (4.4) |
| Alberta-CAN | - | (t) | $560{ }^{6}$ | (2.4) | $548{ }^{6}$ | (2.9) | $543{ }^{6}$ | (3.1) | $553{ }^{6}$ | (3.1) | 52 | (4.5) | 48 | (4.5) |
| Andalusia-ESP ................................. | - | (t) | - | (t) | 515 | (2.3) | 511 | (2.8) | 519 | (2.4) | 26 | (3.6) | 74 | (3.6) |
| Dubai-UAE ..................................... | - | (t) | - | ( $\dagger$ | 476 | (2.0) | 470 | (3.5) | 483 | (3.9) | 28 | (0.3) | 66 | (0.3) |
| Florida-USA ${ }^{15}$................................... | - | (t) | - | (t) | 5698.10 | (2.9) | $5611^{8,10}$ | (3.0) | $576{ }^{8,10}$ | (3.4) | $82^{13}$ | (4.7) | $18{ }^{13}$ | (4.7) |
| Maltese-MLT .................................... | - | ( $\dagger$ |  | ( $\dagger$ | 457 | (1.5) | 445 | (2.2) | 470 | (2.0) | 14 | (0.1) | 86 | (0.1) |
| Ontario-CAN ..................................... | $548{ }^{6}$ | (3.3) | $555{ }^{6}$ | (2.7) | $552{ }^{6}$ | (2.6) | $546{ }^{6}$ | (2.8) | $558{ }^{6}$ | (3.3) | 75 | (4.0) | 25 | (4.0) |
| Quebec-CAN ................................... | 537 | (3.0) | 533 | (2.8) | 538 | (2.1) | 531 | (2.4) | 544 | (2.6) | 23 | (3.9) | 75 | (4.1) |

[^144]at the international level. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
${ }^{5}$ Exclusion rates for Azerbaijan and Georgia are slightly underestimated as some conflict zones were not covered and no official statistics were available for 2011.
${ }^{6}$ National Defined Population covers 90 percent to 95 percent of National Target Population. ${ }^{7}$ Met guidelines for sample participation rates only after replacement schools were included ${ }^{8}$ National Target Population does not include all of the International Target Population.
National Defined Population covers less than 90 percent of National Target Population.
${ }^{10}$ National Defined Population covers less than 80 percent of National Target Population.
${ }^{11}$ Nearly satisfied guidelines for sample participation rates after replacement schools were included. ${ }^{12}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 25 percent.
${ }^{13}$ Data are available for at least 70 percent but less than 85 percent of students.
${ }^{14}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.
${ }^{15} \mathrm{All}$ data for Florida are based on public schools only.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001, 2006, and 2011. (This table was prepared February 2013).

Table 602.20. Average fourth-grade scores and annual instructional time in mathematics and science, by country or other education system: 2015
[Standard errors appear in parentheses]

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{3}{*}{Country or other education system \({ }^{1}\)} \& \multicolumn{2}{|l|}{\multirow[b]{3}{*}{Total instructional hours per year}} \& \multicolumn{6}{|c|}{Mathematics} \& \multicolumn{6}{|c|}{Science} \\
\hline \& \& \& \multicolumn{2}{|l|}{\multirow[b]{2}{*}{Average score \({ }^{2}\)}} \& \multicolumn{4}{|l|}{Instructional time in mathematics} \& \multicolumn{2}{|l|}{\multirow[b]{2}{*}{Average score \({ }^{2}\)}} \& \multicolumn{4}{|l|}{Instructional time in science} \\
\hline \& \& \& \& \& \multicolumn{2}{|l|}{Hours per year} \& \multicolumn{2}{|l|}{As a percent of total instructional hours} \& \& \& \multicolumn{2}{|l|}{Hours per year} \& \multicolumn{2}{|l|}{As a percent of total instructional hours} \\
\hline 1 \& \& 2 \& \& 3 \& \& 4 \& \& 5 \& \& 6 \& \& 7 \& \& 8 \\
\hline \multirow[t]{5}{*}{\begin{tabular}{l}
International average \({ }^{3}\) \\
Australia \\
Bahrain \({ }^{5}\) \(\qquad\) \\
Belgium (Flemish) \({ }^{6}\) \(\qquad\) \\
Bulgaria \\
Canada \({ }^{5,6,7,8}\) \(\qquad\)
\end{tabular}} \& 888 \& (2.0) \& 500 \& ( \(\dagger\) ) \& 155 \& (0.5) \& 17 \& (0.1) \& 500 \& ( \(\dagger\) ) \& 76 \& (0.4) \& 9 \& (\#) \\
\hline \& 1,014 \({ }^{4}\) \& (8.4) \& 517 \& (3.1) \& 2024 \& (3.5) \& 20 \& (0.4) \& 524 \& (2.9) \& \(57{ }^{4}\) \& (1.5) \& 6 \& (0.2) \\
\hline \& \({ }^{976}{ }^{9} 4\) \& (0.6) \& 451 \& (1.6) \& \(159{ }^{4}\) \& (2.9) \& 16 \& (0.3) \& 459 \& (2.6) \& 1034 \& (0.6) \& 11 \& (0.1) \\
\hline \& \(955{ }^{4}\) \& \(\left(\begin{array}{l}11.6 \\ 27.3\end{array}\right.\) \& 546
524 \& (2.1) \& 218
105 \& (3.2) \& 23
15 \& \(\left(\begin{array}{l}0.4 \\ 0.7 \\ \hline\end{array}\right.\) \& 512
536 \& (2.3) \& 42 \& (2.3) \& \(\overline{6}\) \& (0.4) \\
\hline \& 951 \& (4.1) \& 511 \& (2.3) \& \(196{ }^{4}\) \& (3.2) \& 21 \& (0.3) \& 525 \& (2.6) \& 814 \& (2.0) \& 9 \& (0.2) \\
\hline \multirow[t]{5}{*}{\begin{tabular}{l}
Chile \\
Chinese Taipei \\
Croatia \\
Cyprus \\
Czech Republic
\end{tabular}} \& \multicolumn{2}{|l|}{\multirow[t]{5}{*}{\begin{tabular}{ll}
\(1,0944^{4}\) \& \((16.9\) \\
969 \& 14.4 \\
778 \& \((21.6\) \\
\(8277^{4}\) \& 12.4 \\
771 \& \(10.4)\) \\
\hline 104
\end{tabular}}} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 459 \\
\& 597 \\
\& 502 \\
\& 523 \\
\& 528
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& (2.4) \\
\& 11.9 \\
\& 1.8 \\
\& (2.7) \\
\& (2.2)
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 2069 \\
\& 128{ }^{9} \\
\& 124 \\
\& 1614 \\
\& 125
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\left.\begin{array}{l}
(6.4) \\
4.3 \\
1.8 \\
5.5 \\
4.1
\end{array}\right)
\]} \& \multirow[t]{5}{*}{19
13
16
19
16} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& (0.7) \\
\& (0.5 \\
\& 0.5 \\
\& (0.7) \\
\& 0.6)
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 478 \\
\& 555 \\
\& 533 \\
\& 481 \\
\& 534
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& (2.7) \\
\& 1.8 \\
\& (2.1 \\
\& (2.6 \\
\& (2.4)
\end{aligned}
\]} \& \multirow[t]{5}{*}{93
91
92
82
488
38} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& (2.5) \\
\& 1.9 \\
\& 1.5 \\
\& 0.9 \\
\& (2.0)
\end{aligned}
\]} \& \multirow[t]{5}{*}{9
9
11
6
5} \& \multirow[t]{5}{*}{\((0.3\)
0.2
0.4
0.4
0.1
0.3} \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \multirow[t]{5}{*}{\begin{tabular}{l}
Denmark \({ }^{5,6}\) \\
England (United Kingdom) \\
Finland \\
France \\
Georgia \({ }^{8}\) \(\qquad\)
\end{tabular}} \& \multirow[t]{5}{*}{\[
\begin{gathered}
1,051^{4} \\
994 \\
737 \\
858{ }^{4} \\
743^{4}
\end{gathered}
\]} \& \multirow[t]{5}{*}{\[
\begin{array}{r}
(11.2) \\
(9.9 \\
(8.9 \\
(8.2) \\
(19.5)
\end{array}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 539 \\
\& 546 \\
\& 535 \\
\& 488 \\
\& 463
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\left.\begin{array}{l}
(2.7) \\
(2.8) \\
2.0 \\
(2.9) \\
3.6
\end{array}\right)
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 1509 \\
\& 189{ }^{9} \\
\& 115 \\
\& 193 \\
\& 138^{4}
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\left.\begin{array}{l}
(3.1) \\
4.5 \\
(2.2) \\
3.9 \\
2.19
\end{array}\right)
\]} \& \multirow[t]{5}{*}{14
19
16
22
19} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& (0.3) \\
\& (0.5) \\
\& 0.4 \\
\& 0.5 \\
\& 0.6
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 527 \\
\& 536 \\
\& 554 \\
\& 487 \\
\& 451
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\left.\begin{array}{l}
2.1 \\
2.4 \\
2.4 \\
2.3 \\
2.7 \\
3.7
\end{array}\right)
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 809 \\
\& 61^{9} \\
\& 82 \\
\& 56{ }^{4} \\
\& 80
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& (2.3) \\
\& 2.2 \\
\& 1.8 \\
\& 1.8 \\
\& 1.4
\end{aligned}
\]} \& \multirow[b]{5}{*}{6
6
11
7
11} \& \multirow[t]{5}{*}{\((0.2)\)
\((0.2\)
0.3
0.2
0.3
0.3} \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \multirow[t]{4}{*}{\begin{tabular}{l}
Germany \\
Hong Kong \({ }^{6}\) (China) \\
Hungary. \\
Indonesia \\
Iran, Islamic Republic of
\end{tabular}} \& \multirow[t]{4}{*}{\[
\begin{array}{r}
820{ }^{4} \\
9999 \\
784 \\
1,095^{4} \\
645^{4}
\end{array}
\]} \& \multirow[t]{4}{*}{\[
\begin{array}{r}
(9.1) \\
(13.1) \\
11.8 \\
20.9 \\
(6.4)
\end{array}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& 522 \\
\& 6615 \\
\& 529 \\
\& 397 \\
\& 431
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& (2.0) \\
\& (2.9) \\
\& 3.2 \\
\& 3 \\
\& 3.7 \\
\& 3.2)
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& 147^{4} \\
\& 159 \\
\& 129 \\
\& 149 \\
\& 112^{4}
\end{aligned}
\]} \& \multirow[t]{4}{*}{\(\left.\begin{array}{l}(2.0) \\ 4.7 \\ 2.5 \\ 5 \\ 5.0 \\ 2.3\end{array}\right)\)} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& 18 \\
\& 16 \\
\& 16 \\
\& 14 \\
\& 17
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& (0.3) \\
\& (0.5) \\
\& 0.4 \\
\& 0.5 \\
\& (0.4)
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& 528 \\
\& 557 \\
\& 542 \\
\& 397 \\
\& 421
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& (2.4 \\
\& \left(\begin{array}{l}
4 \\
3.9 \\
3.3 \\
4.8 \\
4.0
\end{array}\right)
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\begin{gathered}
61^{9} \\
\ddagger \\
63 \\
116{ }^{4} \\
87^{4}
\end{gathered}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& (3.8) \\
\& \left(\begin{array}{l}
1.7 \\
(1.7) \\
(4.0 \\
3.0)
\end{array}\right)
\end{aligned}
\]} \& \multirow[t]{4}{*}{\begin{tabular}{r}
7 \\
\hline 8 \\
11 \\
13
\end{tabular}} \& \multirow[t]{4}{*}{\((0.5)\)
\(\left(\begin{array}{r}\text { a }\end{array}\right.\)
\((0.2)\)
0.4
\(0.5)\)} \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \multirow[t]{4}{*}{\begin{tabular}{l}
Ireland \\
Italy \({ }^{5}\) \\
Japan \\
Jordan \\
Kazakhstan
\end{tabular}} \& \multirow[t]{4}{*}{\[
\begin{array}{r}
854 \\
1,061 \\
903 \\
931 \\
813
\end{array}
\]} \& \multirow[t]{4}{*}{\[
\begin{gathered}
\left(\begin{array}{c}
(\#) \\
(20.5) \\
(3.7) \\
14.2) \\
(16.2)
\end{array}\right)
\end{gathered}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& 547 \\
\& 507 \\
\& 593 \\
\& 388 \\
\& 544
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\left.\begin{array}{l}
(2.1) \\
(2.6 \\
2.0 \\
3 \\
3.1 \\
4.5
\end{array}\right)
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& 165 \\
\& 2314 \\
\& 151 \\
\& 133 \\
\& 132
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\left.\begin{array}{l}
(2.4) \\
(4.5) \\
1.14 \\
3.3 \\
3.8
\end{array}\right)
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& 19 \\
\& 22 \\
\& 17 \\
\& 14 \\
\& 16
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\left.\begin{array}{l}
0.3 \\
(0.6 \\
0.14 \\
0.4 \\
0.6
\end{array}\right)
\]} \& \multirow[t]{3}{*}{\[
\begin{aligned}
\& 529 \\
\& 516 \\
\& 569
\end{aligned}
\]} \& \multirow[t]{3}{*}{\[
\begin{aligned}
\& (2.4) \\
\& (2.6 \\
\& 1.8 \\
\& (\dagger)
\end{aligned}
\]} \& \multirow[t]{3}{*}{\[
\begin{aligned}
\& 32 \\
\& 76 \\
\& 91 \\
\& \hline
\end{aligned}
\]} \& \multirow[t]{3}{*}{\[
\begin{aligned}
\& (0.7) \\
\& (1.6 \\
\& (0.5) \\
\& (+9) \\
\& (2.9)
\end{aligned}
\]} \& \multirow[t]{3}{*}{\(\begin{array}{r}4 \\ 7 \\ 10 \\ \hline 7\end{array}\)} \& \multirow[t]{4}{*}{\((0.1\)
(0)
0
0.1
(
(
(} \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& \\
\hline \& \& \& \& \& \& \& \& \& 550 \& \& 58 \& \& 7 \& \\
\hline \multirow[t]{5}{*}{\begin{tabular}{l}
Korea, Republic of \\
Kuwait \({ }^{10}\) \\
Lithuania \({ }^{5}\) \\
Morocco \\
Netherlands \({ }^{6}\)
\end{tabular}} \& \multirow[t]{5}{*}{\[
\begin{array}{r}
712 \\
9129 \\
629 \\
1,054 \\
1,073{ }^{4}
\end{array}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& (8.9) \\
\& (27.9 \\
\& (5.5) \\
\& 18.8 \\
\& 16.2)
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 608 \\
\& 353 \\
\& 535 \\
\& 377 \\
\& 530
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& (2.2) \\
\& (4.6 \\
\& (2.5 \\
\& 3.4 \\
\& (1.7)
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& 100 \\
\& 1289 \\
\& 111 \\
\& 172^{4}
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 1.4) \\
\& (4.4 \\
\& 1.6 \\
\& (2.8 \\
\& (\dagger)
\end{aligned}
\]} \& \multirow[t]{5}{*}{14
14
18
16} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 0.3) \\
\& (0.6 \\
\& 0.3 \\
\& 0.4 \\
\& 0.4 \\
\& (\dagger)
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& 589 \\
\& 337 \\
\& 528 \\
\& 352 \\
\& 517
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\begin{aligned}
\& (2.0 \\
\& (6.2 \\
\& (2.5 \\
\& 4.7 \\
\& (2.7)
\end{aligned}
\]} \& \multirow[t]{4}{*}{\[
\begin{aligned}
\& 76 \\
\& 779 \\
\& 53 \\
\& 54
\end{aligned}
\]} \& \multirow[t]{5}{*}{\[
\left(\begin{array}{l}
1.0 \\
(3.5 \\
1.0 \\
0.9 \\
(\dagger)
\end{array}\right)
\]} \& \multirow[t]{5}{*}{11
8
8
5} \& \multirow[t]{5}{*}{\((0.2)\)
\((0.5)\)
0.2
\((0.1\)
( \(\dagger\) )

(} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& + \& \& \& \& \& \& $\pm$ \& \& \& <br>

\hline \multirow[t]{5}{*}{| New Zealand |
| :--- |
| Northern Ireland ${ }^{11}$ (United Kingdom) |
| Norway ${ }^{12}$ $\qquad$ |
| Oman $\qquad$ |} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 923 \\
& 962^{4} \\
& 817 \\
& 9622^{4} \\
& 752^{4}
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{array}{r}
(5.5) \\
(10.2) \\
(8.7) \\
(11.7) \\
(6.9)
\end{array}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 491 \\
& 570 \\
& 549 \\
& 455 \\
& 535
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& (2.3) \\
& \left(\begin{array}{l}
2.9 \\
2.5 \\
2 \\
2.5 \\
2.1
\end{array}\right) \\
& \hline
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 163{ }^{4} \\
& 2159 \\
& 1177^{4} \\
& 1489 \\
& 118^{4}
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

\left.$$
\begin{array}{l}
(2.3) \\
(6.5 \\
(2.4) \\
(4.5
\end{array}
$$\right)
\]} \& \multirow[t]{5}{*}{18

22
14
15

15} \& \multirow[t]{5}{*}{$$
\begin{aligned}
& (0.3) \\
& (0.7) \\
& (0.3 \\
& 0.5 \\
& (0.2)
\end{aligned}
$$} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 506 \\
& 506 \\
& 538 \\
& 431
\end{aligned}
$$
\]

$$
547
$$} \& \multirow[t]{5}{*}{\[

\left.$$
\begin{array}{l}
(2.7) \\
(2.2 \\
(2.6 \\
3.12 \\
2.4
\end{array}
$$\right)

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{array}{r}
434 \\
389 \\
594 \\
1239 \\
84^{4}
\end{array}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& (2.0) \\
& (2.14 \\
& 1.74 \\
& 3.14 \\
& 1.1)
\end{aligned}
$$
\]} \& \multirow[t]{5}{*}{5

4
7
13
11} \& \multirow[t]{5}{*}{$(0.2)$
0.2
0.2
0.4
0.2} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>

\hline \multirow[t]{5}{*}{| Portugal ${ }^{5}$ |
| :--- |
| Qatar . |
| Russian Federation |
| Saudi Arabia |
| Serbia ${ }^{13}$ |} \& \multirow[t]{5}{*}{\[

$$
\begin{array}{r}
864 \\
1,0564 \\
661 \\
1,080 \\
737
\end{array}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{array}{r}
(8.5) \\
(16.1) \\
(6.9) \\
(19.6) \\
(16.2)
\end{array}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 541 \\
& 439 \\
& 564 \\
& 383 \\
& 518^{10}
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

\left($$
\begin{array}{l}
2.2) \\
(3.4 \\
3.4 \\
4.14 \\
3.5
\end{array}
$$\right)

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 275{ }^{4} \\
& 185{ }^{4} \\
& 106 \\
& 1489 \\
& 154
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& (4.0) \\
& 41.6 \\
& 1.4 \\
& 4.5 \\
& (1.6)
\end{aligned}
$$
\]} \& \multirow[t]{5}{*}{32

18
16
14

21} \& \multirow[t]{5}{*}{$$
\left.\begin{array}{l}
0.6 \\
0.5 \\
0.5 \\
0.3 \\
0.5 \\
0.5
\end{array}\right)
$$} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& 508 \\
& 436 \\
& 567 \\
& 390 \\
& 525
\end{aligned}
$$

\]} \& \multirow[t]{5}{*}{\[

$$
\begin{aligned}
& (2.2) \\
& (4.1) \\
& 3.2 \\
& (4.9) \\
& (3.7)
\end{aligned}
$$
\]} \& \multirow[t]{5}{*}{111

125
49
49
77

75} \& \multirow[t]{5}{*}{$$
\begin{aligned}
& (3.8) \\
& (4.4 \\
& (0.9 \\
& (3.7) \\
& 3.5)
\end{aligned}
$$} \& \multirow[t]{5}{*}{13

12
7
7
10} \& \multirow[t]{5}{*}{$(0.5)$
0.5
0.2
0.4
0.5
0.5} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>

\hline \multirow[t]{4}{*}{| Singapore ${ }^{5}$ |
| :--- |
| Slovak Republic $\qquad$ |
| Slovenia $\qquad$ |
| Spain ${ }^{5}$ |
| Sweden ${ }^{5}$ $\qquad$ |} \& \multirow[t]{4}{*}{\[

$$
\begin{aligned}
& 986 \\
& 759 \\
& 716{ }^{4} \\
& 864 \\
& 8394
\end{aligned}
$$

\]} \& \multirow[t]{4}{*}{\[

$$
\begin{array}{r}
\left(\begin{array}{c}
(\#) \\
(8.1 \\
(7.2) \\
(10.2 \\
10.6)
\end{array}\right.
\end{array}
$$

\]} \& \multirow[t]{4}{*}{\[

$$
\begin{aligned}
& 618 \\
& 498 \\
& 520 \\
& 505 \\
& 519
\end{aligned}
$$

\]} \& \multirow[t]{4}{*}{\[

$$
\begin{aligned}
& (3.8) \\
& (2.5) \\
& 1.9 \\
& 2.5 \\
& (2.8)
\end{aligned}
$$

\]} \& \multirow[t]{4}{*}{\[

$$
\begin{aligned}
& 201 \\
& 129 \\
& 1444^{4} \\
& 161 \\
& 110^{4}
\end{aligned}
$$

\]} \& \multirow[t]{4}{*}{\[

\left.$$
\begin{array}{l}
1.6 \\
(2.14 \\
(1.2 \\
2.3 \\
2.3
\end{array}
$$\right)

\]} \& \multirow[t]{4}{*}{\[

$$
\begin{aligned}
& 20 \\
& 17 \\
& 20 \\
& 19 \\
& 13
\end{aligned}
$$

\]} \& \multirow[t]{4}{*}{\[

$$
\begin{aligned}
& (0.2) \\
& (0.3 \\
& 0.3 \\
& (0.3 \\
& 0.3
\end{aligned}
$$

\]} \& \multirow[t]{4}{*}{\[

$$
\begin{aligned}
& 590 \\
& 590 \\
& 543 \\
& 518 \\
& 540
\end{aligned}
$$

\]} \& \multirow[t]{4}{*}{\[

$$
\begin{aligned}
& (3.7 \\
& (2.6 \\
& (2.4 \\
& (2.6 \\
& (3.6)
\end{aligned}
$$

\]} \& \multirow[t]{4}{*}{\[

$$
\begin{gathered}
85 \\
52 \\
86{ }^{4} \\
124{ }^{4} \\
79
\end{gathered}
$$

\]} \& \multirow[t]{4}{*}{\[

\left.$$
\begin{array}{l}
1.4) \\
(2.0 \\
1.3 \\
22.6 \\
1.8
\end{array}
$$\right)
\]} \& \multirow[t]{4}{*}{9

7
12
14
9} \& \multirow[t]{4}{*}{$(0.1$
0.3
0.3
0.2
0.3
0.2} <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>

\hline Turkey \& \multirow[t]{3}{*}{$$
\begin{gathered}
847 \\
1,009{ }^{4} \\
1,088
\end{gathered}
$$} \& \multirow[t]{3}{*}{\[

$$
\begin{gathered}
(18.0) \\
(4.6) \\
9.2)
\end{gathered}
$$

\]} \& \multirow[t]{3}{*}{\[

$$
\begin{aligned}
& 483 \\
& 452 \\
& 539
\end{aligned}
$$

\]} \& \multirow[t]{3}{*}{\[

\left.$$
\begin{array}{l}
(3.1) \\
(2.4 \\
(2.3
\end{array}
$$\right)

\]} \& \multirow[t]{3}{*}{\[

$$
\begin{aligned}
& 120 \\
& 1629 \\
& 216^{4}
\end{aligned}
$$

\]} \& \multirow[t]{3}{*}{\[

\left($$
\begin{array}{l}
3.3 \\
(2.4 \\
4.1
\end{array}
$$\right)
\]} \& \multirow[t]{3}{*}{14

16

20} \& \multirow[t]{3}{*}{$$
\begin{aligned}
& (0.5) \\
& 0.2 \\
& (0.4) \\
& \hline
\end{aligned}
$$} \& \multirow[t]{3}{*}{\[

$$
\begin{aligned}
& 483 \\
& 451 \\
& 546
\end{aligned}
$$

\]} \& \multirow[t]{3}{*}{\[

$$
\begin{aligned}
& (3.3) \\
& (2.8 \\
& (2.2)
\end{aligned}
$$
\]} \& \multirow[t]{3}{*}{83

1119
1004} \& \multirow[t]{3}{*}{$(1.7)$
$(2.1$
(3.7)} \& \multirow[t]{3}{*}{10
11
9} \& \multirow[t]{3}{*}{$(0.3)$
0.2
0.3} <br>
\hline United Arab Emirates ..................... \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline United States ${ }^{5,6}$ \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>

\hline \multirow[t]{6}{*}{| Benchmarking education systems |
| :--- |
| Abu Dhabi5 (United Arab Emirates) |
| Buenos Aires (Argentina) |
| Dubai (United Arab Emirates) |
| Florida ${ }^{14}$ (United States) |
| Ontario (Canada) |
| Quebec ${ }^{15}$ (Canada) |} \& \multirow[t]{6}{*}{\[

$$
\begin{array}{r}
1,0254 \\
9519 \\
9964 \\
1,075{ }^{4} \\
953 \\
910
\end{array}
$$

\]} \& \multirow[t]{6}{*}{\[

$$
\begin{array}{r}
(11.1) \\
(31.3 \\
(0.4) \\
(21.6 \\
(6.2) \\
(8.0)
\end{array}
$$

\]} \& \multirow[t]{6}{*}{\[

$$
\begin{aligned}
& 41910 \\
& 432 \\
& 511 \\
& 546 \\
& 512 \\
& 536 \\
& \hline
\end{aligned}
$$

\]} \& \multirow[t]{6}{*}{\[

$$
\begin{aligned}
& (4.7 \\
& (2.9 \\
& 1.4 \\
& 14 \\
& 4.7 \\
& 2.3 \\
& 4.0
\end{aligned}
$$

\]} \& \multicolumn{2}{|l|}{\multirow[t]{6}{*}{\[

$$
\begin{array}{cc}
1639 & (4.5) \\
\ddagger & \left(\begin{array}{c}
\ddagger \\
1609
\end{array}\right. \\
212^{9} & (11.1) \\
195^{4} & (3.2) \\
221 & (8.9) \\
\hline
\end{array}
$$

\]}} \& \multicolumn{2}{|l|}{\multirow[b]{6}{*}{\[

$$
\begin{array}{ll}
16 & (0.5) \\
\overline{16} & (+1.1 \\
20 & (1.1 \\
20 & (0.4 \\
24 & (1.0)
\end{array}
$$

\]}} \& \& \& \multicolumn{2}{|l|}{\multirow[t]{6}{*}{\[

$$
\begin{array}{cc}
116^{9} & (4.3) \\
\ddagger & (\dagger) \\
1100^{4} & (1.2) \\
109^{9} & (5.8) \\
888^{4} & 3.1) \\
43 & (2.9) \\
\hline
\end{array}
$$

\]}} \& \multicolumn{2}{|l|}{\multirow[b]{6}{*}{\[

$$
\begin{array}{rr}
11 & (0.4) \\
\overline{11} & (0.1 \\
10 & (0.6 \\
9 & 0.3 \\
5 & (0.3) \\
\hline
\end{array}
$$
\]}} <br>

\hline \& \& \& \& \& \& \& \& \& \multirow[t]{5}{*}{$$
\begin{aligned}
& 415 \\
& 418 \\
& 518 \\
& 549 \\
& 530 \\
& 525
\end{aligned}
$$} \& \multirow[t]{5}{*}{$(5.6)$

4.7
1.8
4.8
2.5
4.13} \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline \& \& \& \& \& \& \& \& \& \& \& \& \& \& <br>
\hline
\end{tabular}

## -Not available.

## $\dagger$ Not applicable.

\#Rounds to zero
$\ddagger$ Reporting standards not met. Either data are available for less than 50 percent of students or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish community of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhab within the United Arab Emirates), and the U.S. state of Florida.
${ }^{2}$ Trends in International Mathematics and Science Study (TIMSS) scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500 and the standard deviation set at 100 .
${ }^{3}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements TIMSS at the international level. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average
${ }^{4}$ Data are available for at least 70 percent but less than 85 percent of students.
${ }^{5}$ National Defined Population covers 90 to 95 percent of National Target Population
${ }^{6}$ Met guidelines for sample participation rates only after replacement schools were included.
${ }^{7}$ Data for Canada include only students from the provinces of Alberta, Manitoba, Newfoundland Ontario, and Quebec.
${ }^{8}$ National Target Population does not include all of the International Target Population.
${ }^{9}$ Data are available for at least 50 percent but less than 70 percent of students.
${ }^{10}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.
${ }^{11}$ Nearly satisfied guidelines for sample participation rates after replacement schools were included.
${ }^{12}$ Norway collected data from students in their fifth year of schooling rather than in grade 4 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
${ }^{13}$ National Defined Population covers less than 90 percent of National Target Population (but at least 77 percent)
${ }^{14}$ U.S. state-level data are based on public school students only.
${ }^{15}$ Did not satisfy guidelines for sample participation rates.
NOTE: Countries and other education systems were required to draw probability samples of students who were nearing the end of their fourth year of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at east 9.5 years. Instructional times shown in this table are actual or implemented times (as opposed to intended times prescribed by the curriculum). Principals reported total instructional hours per day and school days per year. Total instructional hours per year were calculated by multiplying the number of school days per year by the number of instructional hours per day. Teachers reported instructional hours per week in mathematics and science. Instructional hours per year in mathematics and science were calculated by dividing weekly instructional hours by the number of school days per week and then multiplying by the number of school days per year.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015; International Results in Mathematics and Science, retrieved from Boston College, TIMSS \& PIRLS International Study Center website (http://timssandpirls.bc.edu/timss2015/international-results/). (This table was prepared December 2016.)

Table 602.30. Average eighth-grade scores and annual instructional time in mathematics and science, by country or other education system: 2015 [Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Total instructional hours per year |  | Mathematics |  |  |  |  |  | Science |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Average score ${ }^{2}$ |  | Instructional time in mathematics |  |  |  | Average score ${ }^{2}$ |  | Instructional time in science ${ }^{3}$ |  |  |  |
|  |  |  | Hours per year |  |  | Hours per year |  | As a percent of total instructional hours |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  |  |  | 5 |  | 6 |  | 7 |  | 8 |
|  | 1,013 | (2.1) | 500 | ( $\dagger$ | 136 | (0.5) | 13 | (0.1) | 500 | ( $\dagger$ ) | 144 | (0.7) | 14 | (0.1) |
|  | $1,011^{5}$ | (6.3) | 505 | (3.1) | 1395 | (2.0) | 14 | (0.2) | 512 | (2.7) | $126{ }^{6}$ | (1.6) | 12 | (0.2) |
|  | 1,032 | (1.0) | 454 | (1.4) | 153 | (2.3) | 15 | (0.2) | 466 | (2.2) | $125{ }^{5}$ | (10.2) | 12 | (1.0) |
|  | 9495 | (4.9) | 527 | (2.2) | $168{ }^{5}$ | (2.9) | 18 | (0.3) | 526 | (2.1) | $97{ }^{6}$ | (2.2) | 10 | (0.2) |
|  | 1,127 ${ }^{5}$ | (18.0) | $427{ }^{10}$ | (3.2) | $192{ }^{6}$ | (5.8) | 17 | (0.6) | 454 | (3.1) | $113{ }^{6}$ | (5.0) | 10 | (0.5) |
|  | 1,132 | (9.7) | 599 | (2.4) | 160 | (2.4) | 14 | (0.2) | 569 | (2.1) | 144 | (2.3) | 13 | (0.2) |
| Egypt <br> England (United Kingdom) <br> Georgia ${ }^{8,11}$ <br> Hong Kong (China) $\qquad$ <br> Hungary | 1,099 | (21.2) | $392{ }^{10}$ | (4.1) | 132 | (3.3) | 12 | (0.4) | 371 | (4.3) | 114 | (2.9) | 10 | (0.3) |
|  | 1,009 5 | (8.3) | 518 | (4.2) | 1265 | (3.4) | 12 | (0.4) | 537 | (3.8) | $97{ }^{6}$ | (3.8) | 10 | (0.4) |
|  | $864{ }^{5}$ | (16.7) | 453 | (3.4) | $122{ }^{5}$ | (4.0) | 14 | (0.5) | 443 | (3.1) | $241{ }^{6}$ | (6.8) | 28 | (1.0) |
|  | 995 | (11.7) | 594 | (4.6) | 139 | (3.1) | 14 | (0.4) | 546 | (3.9) | 102 | (2.8) | 10 | (0.3) |
|  | 842 | (10.3) | 514 | (3.8) | 113 | (2.3) | 13 | (0.3) | 527 | (3.4) | 201 | (5.4) | 24 | (0.7) |
| Iran, Islamic Republic of $\qquad$ <br> Ireland $\qquad$ <br> \|srael ${ }^{12}$ $\qquad$ <br> Italy ${ }^{11}$ $\qquad$ <br> Japan $\qquad$ | 971 | (16.9) | $436{ }^{10}$ | (4.6) | 131 | (4.6) | 13 | (0.5) | 456 | (4.0) | 120 | (3.1) | 12 | (0.4) |
|  | 9635 | (3.2) | 523 | (2.7) | 109 | (0.8) | 11 | (0.1) | 530 | (2.8) | 905 | (0.9) | 9 | (0.1) |
|  | 1,133 ${ }^{5}$ | (15.5) | 511 | (4.1) | $153{ }^{5}$ | (2.2) | 14 | (0.3) | 507 | (3.9) | 1295 | (3.5) | 11 | (0.3) |
|  | 1,047 ${ }^{5}$ | (9.6) | 494 | (2.5) | 149 | (2.9) | 14 | (0.3) | 499 | (2.4) | $71^{5}$ | (1.3) | 7 | (0.1) |
|  | 1,036 | (6.1) | 586 | (2.3) | 106 | (1.5) | 10 | (0.2) | 571 | (1.8) | 131 | (1.7) | 13 | (0.2) |
| Jordan $\qquad$ <br> Kazakhstan $\qquad$ <br> Korea, Republic of $\qquad$ <br> Kuwait <br> Lebanon $\qquad$ $\qquad$ | 976 | (12.5) | $386{ }^{13}$ | (3.2) | 132 | (2.3) | 14 | (0.3) | 426 | (3.3) | 131 | (2.3) | 13 | (0.3) |
|  | 933 | (19.4) | 528 | (5.3) | 129 | (3.4) | 14 | (0.5) | 533 | (4.4) | 239 | (5.4) | 26 | (0.8) |
|  | 947 | (6.0) | 606 | (2.6) | 114 | (1.2) | 12 | (0.1) | 556 | (2.3) | 94 | (2.1) | 10 | (0.2) |
|  | 9975 | (18.6) | 39210 | (4.6) | $136{ }^{5}$ | (3.5) | 14 | (0.4) | 411 | (5.2) | $117{ }^{5}$ | (3.0) | 12 | (0.4) |
|  | $945{ }^{5}$ | (14.8) | 442 | (3.6) | $158{ }^{5}$ | (5.0) | 17 | (0.6) | 398 | (5.3) | $243{ }^{5}$ | (10.7) | 26 | (1.2) |
| Lithuania ${ }^{11}$ $\qquad$ <br> Malaysia $\qquad$ <br> Malta $\qquad$ <br> Morocco $\qquad$ <br> New Zealand ${ }^{9}$ $\qquad$ | 856 | (10.2) | 511 | (2.8) | 115 | (1.7) | 13 | (0.3) | 519 | (2.8) | 205 | (4.2) | 24 | (0.6) |
|  | 1,172 ${ }^{5}$ | (15.6) | 465 | (3.6) | 135 | (4.1) | 12 | (0.4) | 471 | (4.1) | 1305 | (4.0) | 11 | (0.4) |
|  | 964 | (0.3) | 494 | (1.0) | $127{ }^{5}$ | (0.1) | 13 | (\#) | 481 | (1.6) | $311{ }^{5}$ | (1.0) | 32 | (0.1) |
|  | 1,364 | (25.8) | $384{ }^{13}$ | (2.3) | $152{ }^{5}$ | (2.4) | 11 | (0.3) | 393 | (2.5) | $160{ }^{5}$ | (4.5) | 12 | (0.4) |
|  | $966{ }^{5}$ | (6.9) | 493 | (3.4) | $144{ }^{5}$ | (2.5) | 15 | (0.3) | 513 | (3.1) | $133{ }^{5}$ | (2.5) | 14 | (0.3) |
| Norway ${ }^{14}$ $\qquad$ <br> Oman $\qquad$ <br> Qatar $\qquad$ <br> Russian Federation $\qquad$ <br> Saudi Arabia $\qquad$ | 895 | (8.8) | 512 | (2.3) | $105{ }^{5}$ | (2.2) | 12 | (0.3) | 509 | (2.8) | $81{ }^{5}$ | (1.5) | 9 | (0.2) |
|  | $980{ }^{5}$ | (14.5) | 40310 | (2.4) | $166{ }^{6}$ | (2.7) | 17 | (0.4) | 455 | (2.7) | 1435 | (3.1) | 15 | (0.4) |
|  | 1,085 ${ }^{5}$ | (1.9) | $437{ }^{10}$ | (3.0) | 1575 | (2.8) | 14 | (0.3) | 457 | (3.0) | $155^{5}$ | (2.6) | 14 | (0.2) |
|  | 884 | (9.4) | 538 | (4.7) | 145 | (3.1) | 16 | (0.4) | 544 | (4.2) | 2195 | (2.9) | 25 | (0.4) |
|  | 1,112 | (18.7) | $368{ }^{13}$ | (4.6) | $155{ }^{5}$ | (4.3) | 14 | (0.5) | 396 | (4.5) | 130 | (5.7) | 12 | (0.5) |
| Singapore ${ }^{11}$ $\qquad$ <br> Slovenia $\qquad$ <br> Sweden <br> Thailand $\qquad$ $\qquad$ <br> Turkey $\qquad$ | 1,065 | (\#) | 621 | (3.2) | 129 | (1.3) | 12 | (0.1) | 597 | (3.2) | 106 | (1.4) | 10 | (0.1) |
|  | 8675 | (10.3) | 516 | (2.1) | $114{ }^{5}$ | (1.3) | 13 | (0.2) | 551 | (2.4) | $221{ }^{5}$ | (4.7) | 25 | (0.6) |
|  | 921 | (8.6) | 501 | (2.8) | 99 | (1.5) | 11 | (0.2) | 522 | (3.5) | 122 | (4.1) | 13 | (0.5) |
|  | 1,209 | (6.8) | 431 | (4.8) | 111 | (1.7) | 9 | (0.1) | 456 | (4.2) | 110 | (1.7) | 9 | (0.1) |
|  | 983 | (22.6) | 458 | (4.7) | 117 | (2.7) | 12 | (0.4) | 493 | (4.0) | 112 | (3.0) | 11 | (0.4) |
| United Arab Emirates United States ${ }^{9}$ | 1,016 ${ }^{5}$ | (6.4) | 465 | (2.0) | $159{ }^{6}$ | (2.7) | 16 | (0.3) | 477 | (2.3) | $115{ }^{6}$ | (4.3) | 11 | (0.4) |
|  | 1,135 | (8.8) | 518 | (3.1) | 1555 | (3.9) | 14 | (0.4) | 530 | (2.8) | 1446 | (2.4) | 13 | $\stackrel{(0.2)}{ }$ |
| Benchmarking education systems Abu Dhabi (United Arab Emirates) Buenos Aires ${ }^{9}$ (Argentina) $\qquad$ Dubai (United Arab Emirates) <br> Florida ${ }^{8,15}$ (United States) $\qquad$ <br> Ontario (Canada) $\qquad$ <br> Quebec ${ }^{16}$ (Canada) $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1,024 ${ }^{5}$ | (11.0) | 442 | (4.7) | $166{ }^{6}$ | (5.2) | 16 | (0.5) | 454 | (5.6) | $122{ }^{6}$ | (6.6) | 12 | (0.7) |
|  | 1,164 ${ }^{6}$ | (46.7) | $396{ }^{13}$ | (4.2) | $\ddagger$ | (t) | $\overline{15}$ | (t) | 386 | (4.2) | $\stackrel{\ddagger}{\text { ¢ }}$ | (t) | $\overline{11}$ | ( $\dagger$ |
|  | 1,010 ${ }^{5}$ | (1.3) | 512 | (2.1) | $15{ }^{7}$ | (1.7) | 15 | (0.2) | 525 | (2.0) | $115{ }^{6}$ | (3.5) | 11 | (0.3) |
|  | 1,155 ${ }^{6}$ | (39.9) | 493 | (6.4) | $146{ }^{6}$ | (9.0) | 13 | (0.9) | 508 | 6.0) | $\ddagger$ | ( $\dagger$ ) | - | ( $\dagger$ |
|  | $970{ }^{5}$ | (6.0) | 522 | (2.9) | $179{ }^{5}$ | (3.8) | 18 | (0.4) | 524 | (2.5) | $91^{6}$ | (3.3) | 9 | (0.3) |
|  | 906 | (7.0) | 543 | (3.9) | 149 | (4.2) | 16 | (0.5) | 530 | (4.4) | 985 | (2.7) | 11 | (0.3) |

## -Not available. <br> $\dagger$ Not applicable.

\#Rounds to zero.
$\ddagger$ Reporting standards not met. Either data are available for less than 50 percent of the students or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Most of the education systems represent complete countries, but some represent subnationa entities; examples include two Canadian provinces (Ontario and Quebec), a component of the United Kingdom (England), the U.S. state of Florida, and a few individual cities (such as Abu Dhabi within the United Arab Emirates).
${ }^{2}$ Trends in International Mathematics and Science Study (TIMSS) scores are reported on a scale from 0 to 1,000, with the scale centerpoint set at 500 and the standard deviation set at 100.
${ }^{3}$ General/integrated science instructional time is shown for the 27 participating countries that teach science as a general or integrated subject at eighth grade. For the 10 participating countries that teach the sciences as separate subjects (biology, chemistry, etc.) at eighth grade, total instructional time across science subjects is shown.
${ }^{4}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements TIMSS at the international level. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
${ }^{5}$ Data are available for at least 70 percent but less than 85 percent of students.
${ }^{6}$ Data are available for at least 50 percent but less than 70 percent of students.
${ }^{7}$ Data for Canada include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec.
${ }^{8}$ National Target Population does not include all of the International Target Population.
${ }^{9}$ Met guidelines for sample participation rates only after replacement schools were included.
${ }^{10}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.
${ }^{11}$ National Defined Population covers 90 to 95 percent of National Target Population.
${ }^{12}$ National Defined Population covers less than 90 percent of the National Target Population (but at least 77 percent).
${ }^{13}$ The TIMSS \& PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 25 percent.
${ }^{14}$ Norway collected data from students in their ninth year of schooling rather than in grade 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
${ }^{15}$ U.S. state-level data are based on public school students only.
${ }^{16}$ Did not satisfy guidelines for sample participation rates.
NOTE: Countries and other education systems were required to draw probability samples of students who were nearing the end of their eighth year of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 13.5 years. Instructional times shown in this table are actual or implemented times (as opposed to intended times prescribed by the curriculum). Principals reported total instructional hours per day and school days per year. Total instructional hours per year were calculated by multiplying the number of school days per year by the number of instructional hours per day. Teachers reported instructional hours per week in mathematics and science. Instructional hours per year in mathematics and science were calculated by dividing weekly instructional hours by the number of school days per week and then multiplying by the number of school days per year.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015; International Results in Mathematics and Science, retrieved from Boston College, TIMSS \& PIRLS International Study Center website (http://timssandpirls.bc.edu/timss2015/international-results/). (This table was prepared December 2016.)

Table 602.32a. Average mathematics score and percentage of eighth-graders, by access to the Internet at home, access to a computer or tablet at home or other place outside of school, frequency of computer or tablet use for schoolwork outside of school, and country or other education system: 2015
[Standard errors appear in parentheses]


[^145]Table 602.32a. Average mathematics score and percentage of eighth-graders, by access to the Internet at home, access to a computer or tablet at home or other place outside of school, frequency of computer or tablet use for schoolwork outside of school, and country or other education system: 2015-Continued
[Standard errors appear in parentheses]


Table 602.32a. Average mathematics score and percentage of eighth-graders, by access to the Internet at home, access to a computer or tablet at home or other place outside of school, frequency of computer or tablet use for schoolwork outside of school, and country or other education system: 2015—Continued
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Total, all eighth-graders |  | Access to the Internet at home |  |  |  | Access to a computer or tablet outside of school |  |  |  |  |  |  |  | Frequency of computer or tablet use for schoolwork outside of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Access | home |  | $\mathrm{wi}_{\mathrm{wi}}$ other p | For stu with no a е, acce place ou | dents cess at ide of | at <br> me school |  |  |  | At ho |  |  |  |  |  | At som | me other | place | an ho | ome or sc | chool |  |
|  |  |  |  | es, has internet nection home |  |  | Yes, ha or s com or | ha own shared mputer tablet home | $\begin{aligned} & \text { No ac } \\ & \text { to com } \\ & \text { or t } \\ & \text { at } h \end{aligned}$ | access <br> mputer <br> tablet <br> home | has only at other | Yes, access some place ${ }^{2}$ |  | access side of school |  | ry day <br> ry day |  | nce or week |  | Once or twice a month | $\begin{array}{r} \mathrm{Ne} \\ \text { almost } \end{array}$ | ever or never |  | ery day almost ery day | $\begin{array}{r} \mathrm{Or} \\ \text { twice } \end{array}$ | Once or a week |  | Once or twice a month |  | ever or t never |
| 1 |  | 2 |  |  |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Singapore ${ }^{9}$ | 100.0 | ( $\dagger$ | 97.5 | (0.23) | 2.5 | (0.23) | 97.3 | (0.27) | 2.7 | (0.27) | 36.9 | (4.14) | 63.1 | (4.14) | 41.7 | (0.69) | 27.6 | (0.67) | 21.2 | (0.56) | 9.5 | (0.44) | 14.4 | (0.51) | 15.2 | (0.47) | 18.9 | (0.55) | 51.4 | (0.73) |
| Slovenia ... | 100.0 | (t) | 99.0 | (0.18) | 1.0 | (0.18) | 98.2 | (0.23) | 1.8 | (0.23) | 50.5 | (5.80) | 49.5 | (5.80) | 61.6 | (1.11) | 25.1 | (0.87) | 10.1 | (0.55) | 3.3 | (0.28) | 15.3 | (0.66) | 21.2 | (0.87) | 21.5 | (0.70) | 42.0 | (0.97) |
| Sweden. | 100.0 | ( $\dagger$ ) | 98.9 | (0.18) | 1.1 | (0.18) | 99.2 | (0.17) | 0.8 | (0.17) | $\ddagger$ | ( $\dagger$ ) | 52.9 | (10.73) | 43.0 | (1.99) | 36.4 | (0.96) | 13.8 | (1.07) | 6.8 | (0.73) | 16.1 | (0.92) | 20.5 | (0.74) | 23.3 | (0.87) | 40.0 | (1.34) |
| Thailand. | 100.0 | ( $\dagger$ ) | 64.0 | (1.37) | 36.0 | (1.37) | 79.3 | (1.02) | 20.7 | (1.02) | 54.7 | (2.49) | 45.3 | (2.49) | 48.2 | (1.13) | 27.5 | (0.74) | 8.8 | (0.46) | 15.6 | (0.81) | 20.0 | (0.69) | 25.2 | (0.77) | 19.6 | (0.81) | 35.2 | (1.00) |
| Turkey .............................................. | 100.0 | ( $\dagger$ ) | 61.1 | (1.41) | 38.9 | (1.41) | 78.3 | (1.40) | 21.7 | (1.40) | 50.6 | (2.18) | 49.4 | (2.18) | 35.3 | (0.86) | 36.1 | (1.01) | 11.8 | (0.49) | 16.8 | (0.97) | 19.8 | (1.01) | 26.9 | (0.85) | 19.8 | (0.74) | 33.5 | (1.05) |
| United Arab Emirates .... | 100.0 | (t) | 94.9 | (0.24) | 5.1 | (0.24) |  | (0.17) | 2.8 | (0.17) |  | (2.93) | 43.6 | (2.93) | 70.8 | (0.70) | 21.9 | (0.61) | 4.0 | (0.19) | 3.3 | (0.18) | 33.4 | (0.56) | 23.9 | (0.43) | 17.2 | (0.43) | 25.4 | (0.51) |
| United States ${ }^{7}$........................................ | 100.0 | ( $\dagger$ ) | 95.0 | (0.29) |  | (0.29) |  | (0.22) |  | (0.22) |  | (2.45) | 60.3 | (2.45) | 51.0 | (1.04) | 26.4 | (0.68) | 12.1 | (0.55) | 10.5 | (0.56) |  | (0.57) | 18.2 | (0.38) |  | (0.50) | 41.6 | (0.86) |
| Benchmarking education systems Abu Dhabi (United Arab Emirates) | 100.0 | ( $\dagger$ | 95.2 | (0.41) | 4.8 | (0.41) |  | (0.37) |  |  |  | (4.48) | 46.2 | (4.48) | 71.9 | (1.48) | 20.2 | (1.20) |  | (0.41) | 3.9 | (0.36) | 36.6 | (1.15) | 23.8 | (0.84) | 16.0 | (0.71) | 23.6 | (1.10) |
| Buenos Aires ${ }^{7}$ (Argentina) ..................... | 100.0 | ( $\dagger$ ) | 90.4 | (0.75) | 9.6 | (0.75) | 96.2 | (0.47) | 3.8 | (0.47) | 45.2 | (5.39) | 54.8 | (5.39) | 50.0 | (1.38) | 28.6 | (1.00) | 11.9 | (0.85) | 9.5 | (0.76) | 16.4 | (0.89) | 17.1 | (0.74) | 19.6 | (0.85) | 47.0 | (1.07) |
| Dubai (United Arab Emirates) ................ | 100.0 | ( $\dagger$ ) | 97.5 | (0.23) | 2.5 | (0.23) |  | (0.15) |  | (0.15) |  | (7.06) | 39.6 | (7.06) | 72.7 | (0.74) | 22.2 | (0.68) | 3.4 | (0.24) | 1.6 | (0.20) | 25.8 | (0.71) | 26.2 | (0.58) | 20.1 | (0.66) | 27.9 | (0.92) |
| Florida ${ }^{6,13}$ (United States) ..................... | 100.0 | ( $\dagger$ ) | 95.7 | (0.68) | 4.3 | (0.68) | 96.8 | (0.53) | 3.2 | (0.53) | 41.6 | (5.58) | 58.4 | (5.58) | 58.6 | (2.38) | 22.1 | (1.19) | 11.0 | (0.93) | 8.2 | (0.87) | 24.3 | (1.41) | 18.6 | (0.70) | 18.2 | (0.96) | 38.9 | (1.18) |
| Ontario (Canada) ............................... | 100.0 | (t) | 98.1 | (0.28) | 1.9 | (0.28) | 98.7 | (0.22) | 1.3 | (0.22) | 53.7 | (8.84) | 46.3 | (8.84) | 61.9 | (1.39) | 24.1 | (1.04) | 8.7 | (0.66) | 5.4 | (0.53) | 21.7 | (1.04) | 23.2 | (0.93) | 19.1 | (0.67) | 35.9 | (1.29) |
| Quebec ${ }^{14}$ (Canada) ............................. | 100.0 | ( $\dagger$ ) | 98.7 | (0.21) | 1.3 | (0.21) | 98.3 | (0.31) | 1.7 | (0.31) | 39.9 | (7.89) | 60.1 | (7.89) | 58.8 | (1.35) | 21.5 | (1.16) | 12.0 | (1.02) | 7.7 | (0.72) | 22.1 | (0.91) | 21.1 | (1.02) | 14.7 | (1.04) | 42.1 | (1.32) |

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Most of the education systems represent complete countries, but some represent subnational entities; examples include two Canadian provinces (Ontario and Quebec), a component of the United Kingdom (England), the U.S. state of Florida, and a few indi${ }^{2}$ Students wre ask outside of class)" in each of the following three places: "at home," "at school", and "some other place." The frequency choices were "Every day or almost every day," "Once or twice a week," "Once or twice a month," and "Never or almost never." If students had no access to a computer or tablet at home, and their frequency at "some other place" was at least "once or twice a month," they are classified as having access to a computer or tablet outside of school only at some other place.
TTrends in
${ }^{3}$ Trends in International Mathematics and Science Study (TIMSS) scores are reported on a scale from 0 to 1,000 , with the scale centerpoint set at 500 and the standard deviation set at 100 .
Educational Achievement (IEA), which develops and implements TIMembers of the International Association for the Evaluation of tems are not members of the IEA and are therefore not included in the at the international level. "Benchmarking" education sys${ }^{5}$ Data for Canada include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec.
${ }^{*}$ National Target Population does not include all of the International target Population
${ }^{7}$ Met guidelines for sample participation rates only after replacement schools were included
${ }^{\circ}$ The TIMSS \& PIRLS international Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.
${ }^{9}$ National Defined Population covers 90 to 95 percent of National Target Population.
${ }^{11}$ The TIMSS \& PIR S International Study Cinter
the percentage of students with achievement too low for estimation exceeds 25 percent. the average achievement score because
${ }^{12}$ Norway collected data from students in their ninth year of schooling rather than in grade 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
${ }^{13}$ U.S. state-level data are based on public school students only.
${ }^{14}$ Did not satisfy guidelines for sample participation rates.
their testing was at least 13.5 years. Detail may not sum tirst year of primary school as year 1), provided that the mean age at the time of SOURCE: International Association for the Evaluation of Educational Achievem Science Study (TIMSS), 2015. (This table was prepared January 2017.)

Table 602.32b. Average mathematics score and percentage of eighth-graders, by mathematics teachers' reports of student access to computers and frequency of computer use during mathematics lessons and country or other education system: 2015
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Total, all eighth-graders |  | Student access to computers (including tablets) to use during mathematics lessons |  |  |  |  |  |  |  |  |  | Among students who have computers (including tablets) available, frequency of computer use during mathematics lessons ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | No computers are available to students during lessons |  | Computers are available to students during lessons |  |  |  |  |  |  |  | Every day or almost every day |  | Once or twice a week |  | Once or twice a month |  | Never or almost never |  |
|  |  |  | Total, all students who have computers available ${ }^{3}$ | Each student has a computer |  | Class has computers that students can share |  | Schoolhas computersthat the classcan use sometimes |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
|  | Average mathematics score ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| International average ${ }^{5}$ | 487 | (0.6) | 486 | (0.7) | 490 | (1.3) | 499 | (3.0) | 494 | (3.4) | 486 | (1.9) | 489 | (3.4) | 484 | (3.7) | 491 | (2.0) | 489 | (4.8) |
| Australia .. | 505 | (3.1) | 506 | (5.4) | 512 | (3.5) | 522 | (3.8) | 490 | (10.9) | 500 | (9.2) | 509 | (10.8) | 510 | (5.9) | 518 | (7.4) | 495 | (16.3) |
| Bahrain ........... | 454 | (1.4) | 452 | (2.2) | 458 | (3.8) | 482 | (21.3) | 462 | (17.6) | 455 | (4.3) | 473 | (12.2) | 448 | (5.2) | 454 | (7.1) | 562 | (67.9) |
| Canada ${ }^{6}, 7,8 . . .$. | 527 | (2.2) | 533 | (3.2) | 528 | (3.7) | 539 | (7.5) | 523 | (5.8) | 526 | (6.1) | 535 | (9.6) | 527 | (7.5) | 525 | (4.7) | 526 | (8.4) |
| Chile | $427{ }^{9}$ | (3.2) | 437 | (5.8) | 423 | (5.5) | 419 | (11.4) | 412 | (10.0) | 444 | (9.9) | 428 | (17.9) | 397 | (24.9) | 417 | (6.8) | 468 | (16.8) |
| Chinese Taipei ................................ | 599 | (2.4) | 597 | (2.9) | 604 | (6.8) | 545 | (8.4) | 616 | (7.7) | 581 | (11.4) | 590 | (26.3) | 624 | (88.8) | 612 | (9.3) | 597 | (10.4) |
| Egypt | 3929 | (4.1) | 390 | (5.8) | 395 | (6.1) | 408 | (46.9) | 402 | (20.9) | 392 | (5.3) | 397 | (15.0) | 397 | (11.5) | 388 | (7.1) | 438 | (15.0) |
| England (United Kingdom) | 518 | (4.2) | 520 | (6.0) | 511 | (9.7) | 514 | (14.9) | 507 | (56.1) | 509 | (13.8) | 532 | (31.7) | 493 | (14.0) | 504 | (15.4) | 529 | (24.2) |
| Georgia ${ }^{7} 10$............................................... | 453 | (3.4) | 452 | (4.5) | 453 | (6.6) | 464 | (11.9) | 414 | (13.8) | 456 | (8.2) | 439 | (17.4) | 453 | (12.7) | 458 | (8.7) | 452 | (26.8) |
| Hong Kong (China) ............................... | 594 | (4.6) | 596 | (5.5) | 591 | (10.7) | 593 | (25.2) | 586 | (15.8) | 597 | (21.3) | 584 | (43.2) | 587 | (23.1) | 594 | (17.0) | 597 | (21.8) |
| Hungary ............................................. | 514 | (3.8) | 516 | (4.6) | 509 | (8.0) | 509 | (14.4) | 529 | (19.3) | 503 | (9.4) | 498 | (15.1) | 510 | (15.6) | 517 | (16.4) | 454 | (49.8) |
| Iran, Islamic Republic of. | $436{ }^{9}$ | (4.6) | 429 | (5.1) | 457 | (8.6) | 508 | (32.1) | 488 | (17.2) | 452 | (10.7) | 543 | (44.0) | 460 | (14.3) | 453 | (13.6) | 434 | (25.0) |
| Ireland ................................................................... | 523 | (2.7) | 525 | (3.4) | 515 | (6.2) | 527 | (7.3) | 512 | (21.3) | 509 | (8.5) | 500 | (22.4) | 508 | (15.6) | 519 | (12.3) | 517 | (9.8) |
| Israel ${ }^{11}$...................................................................................... | 511 | (4.1) | 508 | (4.3) | 536 | (11.8) | 569 | (16.8) | 537 | (34.9) | 508 | (16.0) | 542 | (21.6) | 525 | (30.6) | 550 | (19.8) | 500 | (18.7) |
| Italy ${ }^{10}$..................................................................................... | 494 | (2.5) | 495 | (4.1) | 493 | (4.3) | 503 | (12.6) | 489 | (6.4) | 499 | (7.0) | 499 | (10.8) | 480 | (15.0) | 496 | (5.8) | 501 | (10.6) |
| Japan ................................................. | 586 | (2.3) | 588 | (3.4) | 585 | (4.1) | 588 | (9.4) | 590 | (7.6) | 584 | (5.5) | 543 | (2.5) | $\ddagger$ | ( $\dagger$ ) | 581 | (7.9) | 588 | (4.7) |
| Jordan .... | $386{ }^{12}$ | (3.2) | 378 | (4.0) | 394 | (6.5) | 410 | (11.4) | 385 | (16.4) | 394 | (7.9) | 399 | (22.1) | 391 | (11.4) | 396 | (10.7) | 381 | (15.5) |
| Kazakhstan ........ | 528 | (5.3) | 525 | (7.4) | 531 | (7.6) | 531 | (12.9) | 531 | (11.3) | 514 | (17.7) | 533 | (13.3) | 523 | (11.2) | 542 | (14.8) | $\ddagger$ | ( ${ }^{\text {( }}$ |
| Korea, Republic of ............................ | 606 | (2.6) | 607 | (3.6) | 604 | (4.3) | 607 | (14.9) | 605 | (5.6) | 600 | (11.1) | 617 | (8.8) | 591 | (8.5) | 601 | (7.7) | 612 | (9.2) |
| Kuwait ................... | $392{ }^{9}$ | (4.6) | 393 | (4.2) | 393 | (16.7) | 391 | (43.3) | 402 | (24.9) | 395 | (10.1) | 392 | (31.8) | 393 | (11.8) | 396 | (14.7) | 394 | (32.3) |
| Lebanon | 442 | (3.6) | 442 | (3.9) | 451 | (11.8) | 482 | (23.5) | $\ddagger$ | ( $\dagger$ ) | 437 | (10.6) | 470 | (18.9) | 448 | (17.1) | 451 | (28.9) | 419 | (12.3) |
| Lithuania10 | 511 | (2.8) | 512 | (4.5) | 508 | (4.9) | 463 | (12.7) | 495 | (8.1) | 516 | (5.8) | 500 | (11.7) | 515 | (21.7) | 511 | (6.5) | 499 | (12.2) |
| Malaysia .............................................. | 465 | (3.6) | 465 | (4.6) | 477 | (11.7) | 508 | (21.4) | 507 | (53.5) | 476 | (16.3) | $\ddagger$ | (t) | 545 | (18.2) | 480 | (14.1) | 443 | (22.1) |
| Malta ............................................... | 494 | (1.0) | 495 | (1.1) | 470 | (5.4) | $\ddagger$ | (t) | 565 | (7.3) | 424 | (7.7) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | 506 | (5.4) | 466 | (10.1) |
| Morocco ............................................................................... | $384{ }^{12}$ | (2.3) | 382 | (2.6) | 400 | (6.9) | 508 | (33.9) | 441 | (18.3) | 402 | (7.3) | 417 | (20.2) | 475 | (19.5) | 396 | (10.4) | 379 | (8.9) |
| New Zealand ${ }^{8}$. | 493 | (3.4) | 488 | (5.7) | 501 | (4.8) | 511 | (10.0) | 496 | (11.9) | 493 | (8.9) | 493 | (11.2) | 490 | (8.5) | 502 | (9.1) | 535 | (14.2) |
| Norway ${ }^{13}$. | 512 | (2.3) | 513 | (3.2) | 513 | (3.5) | 508 | (4.3) | 517 | (5.6) | 517 | (6.2) | 539 | (2.3) | 510 | (8.6) | 514 | (3.4) | 514 | (15.5) |
| Oman ................................................. | 4039 | (2.4) | 404 | (3.1) | 403 | (9.9) | 411 | (8.8) | 371 | (23.4) | 415 | (14.3) | 425 | (8.9) | 398 | (21.3) | 399 | (11.5) | $\ddagger$ | (t) |
| Qatar ........................................... | $437{ }^{9}$ | (3.0) | 445 | (4.3) | 422 | (6.6) | 418 | (8.5) | 470 | (34.3) | 404 | (12.0) | 413 | (13.1) | 425 | (13.6) | 426 | (17.4) | 401 | (75.7) |
| Russian Federation .................................. | 538 | (4.7) | 540 | (6.4) | 535 | (5.1) | 539 | (12.8) | 545 | (10.2) | 530 | (8.0) | 542 | (13.5) | 548 | (8.0) | 521 | (8.5) | 461 | (18.8) |
| Saudi Arabia ...................................... | $368{ }^{12}$ | (4.6) | 361 | (4.6) | 396 | (12.7) | 375 | (23.2) | 418 | (20.2) | 391 | (24.1) | 355 | (11.0) | 414 | (21.1) | 379 | (9.5) | $\pm$ | ( $\dagger$ ) |
| Singapore ${ }^{10}$ | 621 | (3.2) | 621 | (4.1) | 617 | (6.0) | 634 | (8.6) | 584 | (27.7) | 609 | (9.6) | 639 | (19.3) | 609 | (19.7) | 619 | (8.1) | 607 | (14.9) |
| Slovenia ........................................... | 516 | (2.1) | 516 | (2.1) | 517 | (6.7) | 509 | (7.6) | 518 | (19.8) | 520 | (9.1) | $\ddagger$ | (t) | 508 | (24.2) | 516 | (8.2) | 528 | (10.0) |
| Sweden ............................................. | 501 | (2.8) | 502 | (4.0) | 499 | (4.0) | 498 | (5.1) | 486 | (11.0) | 510 | (7.9) | 491 | (9.8) | 478 | (8.7) | 501 | (5.7) | 510 | (6.7) |
| Thailand ............................................ | 431 | (4.8) | 425 | (6.1) | 442 | (8.5) | 453 | (12.0) | 417 | (15.5) | 453 | (21.0) | 454 | (39.3) | 432 | (14.3) | 452 | (12.2) | 433 | (16.0) |
| Turkey .............................................. | 458 | (4.7) | 456 | (5.0) | 471 | (13.2) | 515 | (4.9) | 508 | (25.7) | 443 | (16.0) | 501 | (25.5) | 470 | (12.4) | 466 | (21.3) | 405 | (85.8) |
| United Arab Emirates $\qquad$ United States ${ }^{8}$ $\qquad$ | $\begin{aligned} & 465 \\ & 518 \end{aligned}$ | $\left(\begin{array}{l} (2.0) \\ (3.1) \end{array}\right.$ | $\begin{aligned} & 456 \\ & 518 \end{aligned}$ | $\begin{aligned} & (3.8) \\ & (4.3) \end{aligned}$ | $\begin{aligned} & 481 \\ & 519 \end{aligned}$ | $\begin{aligned} & (4.5) \\ & (5.0) \end{aligned}$ | $\begin{aligned} & 470 \\ & 526 \end{aligned}$ | $\begin{aligned} & (6.2) \\ & (9.7) \end{aligned}$ | $\begin{aligned} & 493 \\ & 514 \end{aligned}$ | $\begin{gathered} (10.0) \\ (6.8) \end{gathered}$ | $\begin{aligned} & 503 \\ & 514 \end{aligned}$ | $\begin{aligned} & (12.3) \\ & (10.8) \end{aligned}$ | $\begin{aligned} & 477 \\ & 509 \end{aligned}$ | $\begin{array}{r} (7.1) \\ (11.7) \end{array}$ | $\begin{aligned} & 475 \\ & 515 \end{aligned}$ | $\begin{aligned} & (8.0) \\ & (9.7) \end{aligned}$ | $\begin{aligned} & 498 \\ & 528 \end{aligned}$ | $\begin{gathered} (12.1) \\ (9.6) \end{gathered}$ | $\begin{aligned} & 473 \\ & 537 \end{aligned}$ | $\begin{aligned} & (10.3) \\ & (16.5) \end{aligned}$ |

See notes at end of table.

Table 602.32b. Average mathematics score and percentage of eighth-graders, by mathematics teachers' reports of student access to computers and frequency of computer use during mathematics lessons and country or other education system: 2015-Continued
[Standard errors appear in parentheses]


Table 602．32b．Average mathematics score and percentage of eighth－graders，by mathematics teachers＇reports of student access to computers and frequency of computer use during mathematics lessons and country or other education system：2015－Continued

| Country or other education system ${ }^{1}$ | Total， all eighth－graders |  | Student access to computers（including tablets）to use during mathematics lessons |  |  |  |  |  |  |  |  |  | Among students who have computers（including tablets）available， frequency of computer use during mathematics lessons ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | No computers are available to students during lessons |  | Computers are available to students during lessons |  |  |  |  |  |  |  | Every day or almost every day |  | Once or twice a week |  | Once or twice a month |  | Never or almost never |  |
|  |  |  | Total， all students who have computers available ${ }^{3}$ | Each student has a computer |  | Class has computers that students can share |  | School <br> has computers that the class can use sometimes |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Abu Dhabi（United Arab Emirates） | 100.0 | （ $\dagger$ | 69.7 | （4．99） | 30.3 | （4．99） | 8.7 ！ | （3．07） | 9.0 | （2．32） | 11.5 | （3．28） | 33.1 | （7．85） | 24.2 | （6．99） | 39.9 | （7．97） | $\ddagger$ | （ $\dagger$ |
| Buenos Aires ${ }^{8}$（Argentina）．．．．．．．．．．．．．．．．．．．． | 100.0 | （t） | 42.3 | （6．89） | 57.7 | （6．89） | 43.9 | （6．68） | $\ddagger$ | （t） | 7.9 ！ | （3．40） | 11.9 ！ | （5．66） | 13.3 ！ | （6．30） | 62.4 | （8．33） | 12.3 ！ | （5．31） |
| Dubai（United Arab Emirates）．．．．．．．．．．．．．．．．． | 100.0 | （ $\dagger$ ） | 37.1 | （2．55） | 62.9 | （2．55） | 27.4 | （1．52） | 15.8 | （2．57） | 15.7 | （2．35） | 38.5 | （2．77） | 36.0 | （3．47） | 23.4 | （3．14） | $\ddagger$ | （ $\dagger$ ） |
| Florid ${ }^{7,14}$（United States）．．．．．．．．．．．．．．．．．．．．． | 100.0 | （ $\dagger$ ） | 71.6 | （5．13） | 28.4 | （5．13） |  | （t） | 17.5 | （4．27） | 6.6 ！ | （3．28） | 40.5 | （10．49） | 21.7 | （6．32） | 37.7 ！ | （11．34） | $\ddagger$ | （t） |
| Ontario（Canada）．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 100.0 | （t） | 36.7 | （5．07） | 63.3 | （5．07） | 7.7 ！ | （2．70） | 36.8 | （4．79） | 18.5 | （3．25） | 18.0 | （3．89） | 30.9 | （4．66） | 41.8 | （5．61） | 9.4 ！ | （3．55） |
| Quebec ${ }^{15}$（Canada）．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | 100.0 | （ $\dagger$ ） | 80.1 | （2．46） | 19.9 | （2．46） | 12.1 | （2．56） | $\ddagger$ | （ $\dagger$ ） | 6.6 ！ | （2．74） | 30.4 | （8．11） | 13.3 ！ | （5．10） | 25.5 | （7．57） | 30.8 | （8．81） |

## $\dagger$ Not applicable

$\ddagger$ Reporting standards not met．Either there are too few cases for a reliable estimate or the coefficient of variation（CV）is 50 percent or greater．
Most of the education systems represent complete countries，but some represent subnational entities；examples include two Canadian provinces（Ontario and Quebec），a component of the United Kingdom（England），the U．S．state of Florida，and a Teachers were asked how Abu Dhabi within the United Arab Emirates），
explore mathematics principles and concepts；practice skills and procedures；look up ideas and information；and process and ana－ lyze data．The overall frequency of computer use corresponds to the highest frequency reported for any one of these activities． ${ }^{3}$ The total of all students who have computers available during lessons includes students for whom data on the specific type of computer access is missing．Their teachers indicated that computers were available to students during lessons，but either failed to answer the three follow－up questions about specific type of computer access or answered＂No＂to each of the three
types of access．Among sampled students with computers available during mathematics lessons， 4 percent are missing data types of access．Among sampled students with computers available during mathematics lessons， 4 percent are missing data
on the type of computer access；however，the percentage varies widely by country（from 0 to 33 percent）．These students are included in the total shown in column 4，but are not included in columns 5 through 7 ． Trends in International Mathematics and Science Study（TIMSS）scores are reported scale centerpoint set at 500 and the standard deviation set at 100 ．
The international average includes only education systems that are members of the International Association for the Evalua－ tion of Educational Achievement（IEA），which develops and implements TIMSS at the international level．＂Benchmarking＂ education systems are not members of the IEA and are therefore not included in the average．
${ }^{6}$ Data for Canada include only students from the provinces of Manitoba，Newfoundland，Ontario，and Quebec ${ }^{7}$ National Target Population does not include all of the International Target Population．
${ }^{8}$ Met guidelines for sample participation rates only after replacement schools were included．
${ }^{9}$ The TIMSS \＆PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent，though it is less than 25 percent． ${ }^{10}$ National Defined Population covers 90 to 95 percent of National Target Population．
${ }^{12}$ The TIMSS \＆PIRLS International Study Center has reservations about the reliability of the at least 77 percent）． because the percentage of students with achievement too low for estimation exceeds 25 percent．
${ }^{13}$ Norway collected data from students in their ninth year of schooling rather than in grade 8 because year 1 in Norway is con－
sidered the equivalent of kindergarten rather than the first year of primary school．
${ }^{14}$ U．S．state－level data are based on public school students only
${ }^{15}$ Did not satisfy guidelines for sample participation rates．
NOT．Countries and other education systems were required to draw probability samples of students who were nearing the end of their eighth year of formal schooling（counting the first year of primary school as year 1），provided that the mean age at
the time of testing was at least 13.5 years．Detail may not sum to totals because of roundin SOURCE：International Association for the Evaluation of Educatiotals because of rounding and missing data and Science Study（TIMSS），2015．（This table was prepared January 2017．）

Table 602.33a. Average science score and percentage of eighth-graders, by access to the Internet at home, access to a computer or tablet at home or other place outside of school, frequency of computer or tablet use for schoolwork outside of school, and country or other education system: 2015
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | $\begin{array}{r} \text { Total, } \\ \text { all eighth- } \\ \text { graders } \end{array}$ |  | Access to the Internet at home |  |  |  | Access to a computer or tablet outside of school |  |  |  |  |  |  |  | Frequency of computer or tablet use for schoolwork outside of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Access at home | For students with no access at home, access at some other place outside of school |  |  |  | At home |  |  |  |  |  |  |  | At some other place than home or school |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Yes, has own or shared computer or tablet at home |  | No access to computer or tablet at home |  | Yes, has access only other place ${ }^{2}$ |  | $\begin{array}{r} \text { No } \\ \text { access } \\ \text { outside } \\ \text { of school } \end{array}$ |  | Every day or almost every day |  | Once or twice a week |  | Once or twice a month |  | $\begin{array}{r} \text { Never or } \\ \text { almost never } \end{array}$ |  | Every day or almos every day |  | $\begin{array}{r} \text { Once or } \\ \text { twice a week } \end{array}$ |  | Once or twice a month |  | $\begin{array}{r} \text { Never or } \\ \text { almost never } \end{array}$ |  |
| 1 |  | 2 |  |  |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 | 15 |  | 16 |  |
|  | Average science score ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| International average ${ }^{4}$ | 492 | (0.6) | 498 | (0.6) | 445 | (2.1) | 496 | (0.6) | 444 | (1.7) | 443 | (2.6) | 451 | (2.3) | 491 | .7) | 502 | (0.7) | 499 | (0.9) | 468 | (1.1) | 478 | (0.8) | 494 | (0.8) | 501 | (0.8) | 500 | (0.7) |
| Australia . | 512 | (2.7) | 516 | (2.5) | 452 | (6.9) | 514 | (2.6) | 448 | (9.1) | 438 | (11.8) | 466 | (14.2) | 517 | 29) | 518 | (3.0) | 497 | (4.9) | 474 | (6.7) | 500 | (4.9) | 509 | (2.8) | 519 | (3.8) | 523 | (3.2) |
| ${ }^{\text {Bahrain }}$ Canada, ${ }^{\text {6,7 }}$ | ${ }^{466}$ | (2.2) |  | (2.1) |  | (11.0) | 471 | (2.1) | 413 | (9.0) | 495 | $\left(\begin{array}{l}11.7 \\ (13.0)\end{array}\right.$ | 438 500 | $\left(\begin{array}{c}11.8) \\ (137)\end{array}\right.$ | 462 529 | (2.1) | 483 530 | (3.5) | 485 | (8.7) | 444 | (7.8) | 451 517 | (3.4) | 473 525 | (4.1) | 483 533 | (5.6) | 486 536 | (3.4) (2.6) |
| ${ }_{\text {Chile }}$ Chinese Ta | 454 569 | (2.1) | 458 573 | (3.1) | 437 541 | (5.1) | 456 572 | (3.1) | 421 507 | $(7.2)$ $(8.9)$ | 418 517 | (14.3) | 428 501 | ${ }_{(10.1}^{(9.2)}$ | 449 | 3.8) | 470 587 | $\left(\begin{array}{l}3.7 \\ (2.8)\end{array}\right.$ | 466 586 | (4.3) | 428 543 | $\left(\begin{array}{l}\text { (3.7) }\end{array}\right.$ | 431 525 | (4.8) | 456 | (3.9) | 462 587 | $(3.8)$ 3.3 | 464 571 | (3.9) 2.2) |
|  | 371 |  |  |  | 347 | (5.3) | 382 | (4.0) | 338 |  | 334 | (7.7) |  | (6.3) | 370 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| England (Uñited Kingdom) | 537 | (3.8) | 538 | (3.8) | 490 | (13.7) | 538 | (3.8) | 480 | (16.6) | $\ddagger$ | (t) | $\begin{aligned} & \ddagger \\ & 423 \end{aligned}$ | (t) | 543 | 1) | 544 | (4.7) | 504 | (6.5) | 486 | (7.5) | 519 | (5.1) | 530 | (4.5) | 549 | (4.4) | 545 | 4.4 |
| Hong Kong (China) ........... | 546 | (3.9) | 548 | (3.8) | 504 | (9.3) | 546 | (3.9) | 520 | (10.6) | 517 | (15.2) | 523 | (12.3) | 450 | 51) | 456 549 | (4.3) | 464 549 | (5.8) | 436 522 | (6.0) | ${ }^{433}$ | ( 7.3 ) | 458 | (5.3) | 550 | (4.9) | 450 54 | (4.6) |
| Hungary ........... | 527 | (3.4) |  | (3.3) | 443 | (12.4) | 530 | (3.2) | 429 | (13.3) | 432 | (15.3) | 439 | (179) | 519 | (3.5) | 542 | (4.0) | 545 | (4.5) | 506 | (9.6) | 501 | (4.7) | 522 | (4.1) | 528 | (4.5) | 548 | (3.5) |
| Iran, , Slamic Republic of Ireand | 456 | (4.0) | 478 530 | (4.9) | 430 513 |  | 469 | (4.4) | 413 505 | (4.1) | 424 | (4.4) | 403 519 | (6.0) | 460 | 5.2) | 470 544 | (4.5) | 472 546 |  | 426 | (5.4) | 444 |  | ${ }_{524}^{461}$ | (4.8) | 469 |  | 453 | (5.4) |
| 1 Israel $^{9}$ | 507 | (2.9 | 515 | (3.7) |  | (10.7) | 511 | (3.8) | 424 | (9.9) | 432 | (16.8) | 433 | (12.9) | 497 |  | 521 | (4.7) | 530 |  | 490 | (6.0) | 482 | (6.8) | 501 | (5.2) | 517 | (4.5) |  | (2.9) |
|  | 499 | (2.4) | 501 | (2.3) | 466 |  | 499 | (2.4) | 462 | (13.3) | 469 | (18.5) | 464 | (18.2) | 485 | 3.3) | 509 | (2.9) | 512 | (4.4) | 494 | (5.1) | 470 | (5.2) | 494 | (3.2) | 511 | (3.0) | 508 | (2.9) |
| Japan | 571 | (1.8) | 574 | (1.8) | 546 | (4.1) | 574 | (1.8) | 547 | (4.3) | 528 | (8.5) | 553 | (4.5) | 549 | (2.6) | 582 | (2.6) | 582 | (2.7) | 569 | (3.1) | 526 | (4.5) | 562 | (3.6) | 570 | (3.4) | 579 | (2.1) |
| Jordan.. | ${ }_{5} 236$ | (3.4) | 443 | (3.1) | 385 | (4.6) | 435 | (3.3) | 375 | (5.9) | 379 | (8.7) | 385 | (7.4) | 434 | 3.6) | 440 | (3.7) | 436 | (7.3) | 398 | (6.0) | 439 | (4.4) | 437 | (4.8) | 437 | (5.0) | 426 | (3.8) |
| Korea, Republic of | 556 | (2.) | 557 | (2.2) | 512 | (8.8) | 557 | (2.2) | 508 | (9.1) | 515 | (12.8) | 504 | (10.6) | 554 | 3.8) | 566 | (2.6) | 557 | (2.) | 539 | (3.8) | 536 | (4.7) | 555 | (4.2) | 559 | (2.9) |  |  |
| Kuwait .............. | 411 | (5.2) | 414 | (5.5) | 371 | (8.7) | 416 | (5.5) | 338 | (7.5) | 344 | (10.1) | 344 | (14.2) | 407 | (6.5) | 424 | (6.1) | 420 |  | 395 | (8.8) | 394 | (6.3) | 432 | (7.2) | 431 | (8.2) | 418 | (5.9) |
| Lebanon | 398 | (5.3) | 408 | (5.9) | 369 | (6.4) | 403 | (5.5) | 355 | (7.3) | 363 | (13.0) | 352 | (9.7) | 401 | 6.7) | 405 | (6.8) | 409 | (8.1) | 370 | (9.7) | 410 | (5.7) | 406 | (7.8) | 402 | (7.3) | 393 | (7.0) |
| Lithuania ${ }^{8}$ | 519 | (2.8) | 523 | (2.7) | 459 | (9.2) | 521 | (2.7) |  | (11.4) | 466 | (13.9) | 457 | (26.1) | 522 | (3.2) | 521 | (3.5) | 519 | (5.5) | 489 | (8.8) | 508 | (5.0) | 521 |  | 522 |  | 525 |  |
| Malta | 481 | (1.6) | 484 | (1.6) |  | (23.1) | 483 | (1.6) | 394 | (22.1) | 443 | (t) | 431 | (0.7) | 489 |  | 507 | (4.0) | 496 |  | 426 | (10.1) | 453 |  | 482 | (3.4) | 500 | (4.5) | 506 | (4.9) |
| Morocco | 393 | (2.5) | 409 | (3.2) | 384 |  | 400 | (2.6) | 379 | (3.0) | 380 | (3.2) | 388 | (3.9) | 396 | (3.2) | 399 | (3.3) | 400 | (3.3) | 389 |  | 393 | (3.1) | 403 | (3.3) | 396 | (3.1) | 398 | (3.4) |
| New Zealand ${ }^{\text {²,.... }}$ | 513 | (3.1) | 518 | (3.0) | 447 | (5.8) | 515 | (3.1) | 467 | (7.6) | 464 | (8.0) | 482 | (11.3) | 515 | 3.1) | 522 | (4.3) | 506 | (5.9) | 473 | (7.9) | 487 | (4.2) | 513 | (3.0) | 528 | (4.4) | 526 | (4.5) |
| Norway ${ }^{10}$ | 509 | (2.8) |  | (2.7) |  |  | 510 |  |  |  |  |  |  |  | 509 | (3.8) | 514 | (2.9) | 508 | (4.5) |  | (7.6) | 490 |  | 502 | (5.1) | 508 | (3.1) | 519 |  |
|  | 457 | (3.0) |  | (2.7) |  | (11.3) |  | (2.9) |  |  | ${ }_{342}$ | (14.5) | ${ }_{374}^{433}$ | (12.8) | 456 |  | 459 45 | ${ }^{(3.6)}$ |  |  |  | $\left(\begin{array}{l}4.5 \\ (7.3)\end{array}\right.$ | 447 |  | 461 | ${ }^{3.6} 4.6$ | 462 |  | 456 | (3.7) |
| Russian Federation | 544 | (4.2) | 545 | (4.2) | 523 | (12.6) | 545 | (4.0) | 519 | (15.9) | 501 | (20.8) | 541 | (16.0) | 544 | 4.4) | 548 | (5.2) | 551 | (5.8) | 530 | (9.2) | 532 | (4.9) | 547 | (5.8) | 551 | (5.1) | 553 | (4.1) |
| Saudi Arabia ........ | 396 | (4.5) | 404 | (4.3) | 339 | (8.3) | 402 | (4.4) | 345 | (7.9) | 361 | (12.4) | 348 |  | 401 | 5.2) | 404 | (5.7) | 413 | (6.9) | 351 | (8.3) | 404 | (5.2) | 408 | (7.5) | 409 | (6.0) | 398 | (5.7) |
| Singapore ${ }^{8}$ | 597 | (3.2) | 599 | (3.1) |  |  | 599 | (3.0) | 510 |  | 494 | (13.1) | 522 |  | 603 | 3.2) | 602 | (3.9) | 594 |  | 566 |  | 582 |  | 595 |  | 597 |  | 603 |  |
| Sweden .... | 522 | (3.4) |  |  |  |  |  |  |  | (21.0) |  |  | $\stackrel{559}{ \pm}$ |  | 541 |  |  |  |  |  |  |  | 5122 |  | 540 |  | 534 |  | 525 |  |
| Thailand... | 456 | (4.2) | 470 | (5.0) | 432 | (4.3) | 463 | (4.6) | 429 | (4.9) | 434 | (5.7) | 426 | (5.5) | 467 | 5.1 | 457 | (4.6) | 452 | (5.9) | 428 | (5.7) | 455 | (5.6) | 466 | (5.1) | 462 | 4.6) | 452 | 4.6 |
|  | 493 | (4.0) | 512 | (4.4) | 466 | (4.4) | 506 | (4.2) | 448 | (4.5) | 457 |  | 457 |  | 492 | 4.4) | 509 | (4.4) | 505 |  | 475 |  | 496 |  | 501 | (5.0) | 505 | (5.0) | 500 | (5.3) |
| United Arab Emirates | 477 | (2.3) |  | (2.3) |  |  |  |  |  |  |  |  |  |  | 479 | (2.2) |  |  |  |  |  |  |  |  | 488 | (3.1) | 495 |  | 494 | (3.3) |
| United States ${ }^{7}$.......... | 530 | (2.8) | 533 | (2.8) | 488 | (6.0) | 532 | (2.8) | 491 | (5.6) | 484 | (9.0) | 500 | (6.4) | 530 | (3.3) | 537 | (3.3) | 534 | (3.4) | 513 | (3.8) | 515 | (3.3) | 528 | (3.3) | 536 | (3.5) | 539 | (3.2) |

[^146]Table 602.33a. Average science score and percentage of eighth-graders, by access to the Internet at home, access to a computer or tablet at home or other place outside of school, frequency of computer or tablet use for schoolwork outside of school, and country or other education system: 2015-Continued
[Standard errors appear in parentheses]


[^147]Table 602.33a. Average science score and percentage of eighth-graders, by access to the Internet at home, access to a computer or tablet at home or other place outside of school, frequency of computer or tablet use for schoolwork outside of school, and country or other education system: 2015-Continued
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Total, all eighthgraders |  | Access to the Internet at home |  |  |  | Access to a computer or tablet outside of school |  |  |  |  |  |  |  | Frequency of computer or tablet use for schoolwork outside of school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Access | home |  | $\begin{array}{r} \text { F } \\ \text { no } \\ \text { acc } \\ \text { plac } \end{array}$ | or stud access ess at som e outsid | ts with <br> at hom me oth of sch | e, her ool |  |  |  |  |  |  |  |  |  | At som | ne othe | er place | an hon | ome or sc | hool |  |
|  |  |  | $\begin{array}{r} \text { Ye } \\ \text { in } \\ \text { conn } \\ \text { at } \end{array}$ | s, has internet nection home | conn at | No internet nection at home |  | has own shared puter or at home | $\begin{aligned} & \text { No a } \\ & \text { to con } \\ & \text { or } \\ & \text { at } \end{aligned}$ | access <br> mputer or tablet at home | $\begin{array}{r} \text { Ye } \\ \text { acces } \\ \text { at } \\ \text { other } \end{array}$ | s, has ss only some place ${ }^{2}$ |  | $\begin{array}{r} \text { No } \\ \text { access } \\ \text { outside } \\ \text { school } \end{array}$ |  | ry day almost <br> ry day | $\begin{array}{r} \mathrm{Or} \\ \text { twice } \end{array}$ | nce or week |  | Once or twice a month | $\begin{array}{r} \mathrm{Ne} \\ \text { almost } \end{array}$ | ever or never |  | very day ralmost very day | twice | Once or a week |  | Once or twice a month |  | ever or never |
| 1 |  | 2 |  |  |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Benchmarking education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Abu Dhabi (United Arab Emirates) Buenos Aires ${ }^{7}$ (Argentina) | 100.0 100.0 | $\left(\begin{array}{l}\text { ( } \\ + \\ \hline\end{array}\right.$ |  | $\left(\begin{array}{l}0.41) \\ (0.75)\end{array}\right.$ | 4.8 9.6 | (0.41) |  | $(0.37)$ $0.47)$ | 3.1 3.8 | $(0.37)$ 0.47 | 53.8 45.2 | (4.48) | 46.2 54.8 | (4.48) | 71.9 50.0 | ( 1.48$)$ | 20.2 28.6 | $\left(\begin{array}{l}1.20) \\ 1.00\end{array}\right.$ | 3.9 11.9 | $(0.41)$ $0.85)$ | 3.9 | (0.36) | 36.6 16.4 | ( $\left.\begin{array}{l}1.15 \\ 0.89\end{array}\right)$ | 23.8 17.1 | $\left(\begin{array}{l}(0.84) \\ 0.74)\end{array}\right.$ | 16.0 19.6 | $\binom{0.71}{(0.85}$ | 23.6 47.0 | (1.10) |
| Dubai (United Arab Emirates) ..................... | 100.0 | (t) |  | (0.23) |  | (0.23) |  | (0.15) |  | (0.15) |  | (7.06) | 39.6 | (7.06) | 72.7 | (0.74) | 22.2 | (0.68) | 3.4 | (0.24) | 1.6 | (0.20) | 25.8 | (0.71) | 26.2 | (0.58) | 20.1 | (0.66) | 27.9 | (0.92) |
| Florida ${ }^{6,11}$ (United States) ...................... | 100.0 | (t) |  | (0.68) | 4.3 | (0.68) | 96.8 | (0.53) | 3.2 | (0.53) | 41.6 | (5.58) | 58.4 | (5.58) | 58.6 | (2.38) | 22.1 | (1.19) | 11.0 | (0.93) | 8.2 | (0.87) | 24.3 | (1.41) | 18.6 | (0.70) | 18.2 | (0.96) | 38.9 | (1.18) |
| Ontario (Canada) .............................. | 100.0 | (t) |  | (0.28) |  | (0.28) |  | (0.22) |  | (0.22) |  | (8.84) | 46.3 | (8.84) | 61.9 | (1.39) | 24.1 | (1.04) | 8.7 | (0.66) | 5.4 | (0.53) | 21.7 | (1.04) | 23.2 | (0.93) | 19.1 | (0.67) | 35.9 | (1.29) |
| Quebec ${ }^{12}$ (Canada) .............................. | 100.0 | (t) |  | (0.21) |  | (0.21) | 98.3 | (0.31) |  | (0.31) | 39.9 | (7.89) | 60.1 | (7.89) | 58.8 | (1.35) | 21.5 | (1.16) | 12.0 | (1.02) | 7.7 | (0.72) | 22.1 | (0.91) | 21.1 | (1.02) | 14.7 | (1.04) | 42.1 | (1.32) |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Most of the education systems represent complete countries, but some represent subnational entities; examples include two Canadian provinces (Ontario and Quebec), a component of the United Kingdom (England), the U.S. state of Florida, and a few individual cities (such as Abu Dhabi within the United Arab Emirates).
outside of class)" in each of then they used a computer or tablet to do schoolwork "(including classroom tasks, homework, studying "Every day or almost every day," "Once or twice a week," "Once or twice a month," and "Never or almost never." If students had no access to a computer or tablet at home, and their frequency at "some other place" was at least "once or twice a month," they are classified as having access to a computer or tablet outside of school only at some other place.
${ }^{3}$ Trends in International Mathematics and Science Study (TIMSS) scores are reported on a scale from 0 to 1,000 , with the scale centerpoint set at 500 and the standard deviation set at 100 .
The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements TIMSS at the international level. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
${ }^{5}$ Data for Canada include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec.
${ }^{6}$ National Target Population does not include all of the International Target Population.
${ }^{7}$ Met guidelines for sample participation rates only after replacement schools were included.
${ }^{8}$ National Defined Population covers 90 to 95 percent of National Target Population.
${ }^{9}$ National Defined Population covers less than 90 percent of the National Target Population (but at least 77 percent).
${ }^{10}$ Norway collected data from students in their ninth year of schooling rather than in grade 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
${ }^{11}$ U.S. state-level data are based on public school students only.
${ }^{12}$ Did not satisfy guidelines for sample participation rates.
NOTE: Countries and other education systems were required to draw probability samples of students who were nearing the end of their eighth year of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 13.5 years. Detail may not sum to totals because of rounding. and Science Study (TIMSS), 2015. (This table was prepared January 2017.)

Table 602.33b. Average science score and percentage of eighth-graders, by science teachers' reports of student access to computers and frequency of computer use during science lessons and country or other education system: 2015
[Standard errors appear in parentheses]


See notes at end of table.

Table 602.33b. Average science score and percentage of eighth-graders, by science teachers' reports of student access to computers and frequency of computer use during science lessons and country or other education system: 2015-Continued
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Total, all eighth-graders |  | Student access to computers (including tablets) to use during science lessons |  |  |  |  |  |  |  |  |  | Among students who have computers (including tablets) available, frequency of computer use during science lessons ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Computers are available to students during lessons |  |  |  |  |  |  |  |  |  | Every day or almost every day |  | Once or twice a week |  | Once or twice a month |  | Never or almost never |  |
|  |  |  | No computers are available to students during lessons |  |  | Total, ts who mputers ailable ${ }^{3}$ | Each student has a computer |  | Class has computers that students can share |  | $\begin{array}{r} \text { has computers } \\ \text { that the class } \\ \text { can use sometimes } \\ \hline \end{array}$ |  |  |  |  |  |  |  |  |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Benchmarking education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Abu Dhabi (United Arab Emirates) .......... | 454 | (5.6) | 449 | (9.5) | 469 | (13.2) | 531 | (19.2) | 474 | (12.6) | 432 | (17.7) | 491 | (26.3) | 446 | (15.9) | 503 | (16.1) | $\ddagger$ | ( $\dagger$ ) |
| Buenos Aires ${ }^{8}$ (Argentina) .................... | 386 | (4.2) | 402 | (11.8) | 377 | (11.7) | 359 | (15.2) | 409 | (12.1) | 413 | (83.6) | 406 | (13.2) | 363 | (23.3) | 401 | (14.9) | 321 | (30.9) |
| Dubai (United Arab Emirates) ................. | 525 | (2.0) | 515 | (4.7) | 528 | (3.7) | 515 | (6.4) | 546 | (6.0) | 531 | (6.7) | 527 | (6.3) | 529 | (8.3) | 531 | (6.6) | $\ddagger$ | $\left(\begin{array}{l}\text { ( }\end{array}\right.$ |
| Florid ${ }^{7,12}$ (United States) ...................... | 508 | (6.0) | 527 | (10.3) | 509 | (14.9) | 521 | (26.3) | 516 | (26.1) | 481 | (13.3) | 536 | (31.5) | 501 | (17.2) | 507 | (21.8) | $\ddagger$ | (t) |
| Ontario (Canada) ................................. | 524 | (2.5) | 519 | (4.8) | 529 | (3.0) | 527 | (10.7) | 525 | (4.9) | 534 | (4.8) | 532 | (9.5) | 527 | (5.7) | 527 | (4.5) | 547 | (4.6) |
| Quebec ${ }^{13}$ (Canada) .............................. | 530 | (4.4) | 522 | (5.7) | 541 | (5.9) | 539 | (6.8) | 535 | (8.6) | 538 | (10.7) | 540 | (9.8) | 551 | (13.1) | 538 | (8.5) | $\ddagger$ | ( $\dagger$ ) |
|  | Percent of students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| International average ${ }^{5}$ | 100.0 | ( $\dagger$ ) | 56.1 | (0.53) | 43.9 | (0.53) | 11.8 | (0.36) | 12.0 | (0.37) | 18.9 | (0.42) | 18.6 | (0.73) | 36.3 | (0.91) | 37.6 | (0.92) | 7.4 | (0.48) |
| Australia | 100.0 | (t) | 33.6 | (3.00) | 66.4 | (3.00) | 38.3 | (3.16) | 11.9 | (2.04) | 15.9 | (1.99) | 19.3 | (2.28) | 47.7 | (3.63) | 31.9 | (3.62) | $\ddagger$ | ( $\dagger$ ) |
| Bahrain .... | 100.0 | ( $\dagger$ ) | 64.4 | (2.10) | 35.6 | (2.10) | 3.9 ! | (1.42) | 6.5 | (1.70) | 24.3 | (1.98) | 19.7 | (4.67) | 36.4 | (5.98) | 43.8 | (6.49) | $\ddagger$ | (t) |
| Canada ${ }^{6,7,8}$ | 100.0 | (t) | 42.0 | (2.64) | 58.0 | (2.64) | 11.7 | (2.23) | 24.8 | (3.19) | 20.9 | (3.07) | 14.9 | (2.69) | 43.3 | (4.88) | 37.8 | (4.27) |  | (t) |
| Chile .................................................... | 100.0 | (t) | 44.4 | (4.23) | 55.6 | (4.23) | 20.7 | (3.13) | 18.9 | (3.86) | 14.9 | (2.51) | 13.1 ! | (4.41) | 32.4 | (6.02) | 48.2 | (5.87) | ${ }_{25}^{6.3}$ ! | $(3.00)$ $(5.45)$ |
| Chinese Taipei ....................................... | 100.0 | ( $\dagger$ ) | 55.8 | (3.75) | 44.2 | (3.75) | 4.2 ! | (1.63) | 24.6 | (3.07) | 14.2 | (2.69) | 4.9 ! | (2.33) | 24.7 | (4.57) | 45.3 | (5.91) | 25.2 | (5.45) |
| Egypt | 100.0 | (t) | 39.4 | (3.51) | 60.6 | (3.51) | $\ddagger$ | ( $\dagger$ ) | 5.1 | (1.40) | 52.8 | (3.51) | 21.5 | (4.39) | 52.9 | (5.11) | 24.2 | (4.05) | $\ddagger$ | ( $\dagger$ ) |
| England (United Kingdom) | 100.0 | (t) | 51.9 | (3.30) | 48.1 | (3.30) | 13.1 | (2.66) | 9.8 | (1.78) | 24.7 | (2.77) | 6.0 ! | (2.23) | 21.7 | (3.97) | 67.3 | (4.52) | 5.0 | (1.31) |
| Georgia ${ }^{7,9}$........................................... | 100.0 | ( $\dagger$ ) | 43.1 | (2.48) | 56.9 | (2.48) | 13.2 | (1.67) | 9.5 | (1.55) | 33.2 | (2.51) | 23.6 | (2.34) | 47.1 | (3.07) | 26.8 | (3.00) | 2.4 ! | (0.94) |
| Hong Kong (China) ................................. | 100.0 | $\left(\begin{array}{c}\text { ( } \\ (+)\end{array}\right.$ | 78.7 | (3.61) | 21.3 | (3.61) | 4.1 ! | (1.88) | 7.5 ! | (2.29) | 8.7 ! | (2.81) | 27.3 ! | (9.20) | 22.4 ! | (8.94) | 44.6 | (11.65) | $\ddagger$ | ( ${ }_{(1)}$ |
| Hungary ............................................. | 100.0 | (t) | 58.2 | (2.54) | 41.8 | (2.54) | 2.5 | (0.60) | 7.7 | (1.10) | 30.0 | (2.38) | 17.6 | (2.26) | 32.1 | (3.90) | 47.9 | (3.92) | 2.5 ! | (1.00) |
| Iran, Islamic Republic of | 100.0 | (t) | 61.5 | (3.86) | 38.5 | (3.86) |  | ( $\dagger$ ) | 11.9 | (2.41) | 25.3 | (3.23) | 18.1 | (4.69) | 51.0 | (5.85) | 29.4 | (5.20) | $\ddagger$ | ( $\dagger$ ) |
| Ireland .... | 100.0 | (t) | 73.7 | (3.09) | 26.3 | (3.09) | 6.1 ! | (2.02) | 3.9 ! | (1.31) | 14.9 | (2.41) | $\ddagger$ | (t) | 29.6 | (6.84) | 41.0 | (6.75) | 26.0 | (5.04) |
| \|srael ${ }^{10}$... | 100.0 | (t) | 59.3 | (3.35) | 40.7 | (3.35) | 8.2 | (2.02) |  | (2.33) | 14.9 | (2.42) | 26.0 | (4.40) | 32.4 | (4.29) | 39.0 | (4.57) | $\ddagger$ | (t) |
| Italy 9 ............................................... | 100.0 | (t) | 51.9 | (3.91) | 48.1 | (3.91) | 3.8 ! | (1.71) | 27.4 | (3.26) | 16.7 | (3.08) | $7.3!$ | (3.17) | 34.0 | (4.58) | 53.6 | (4.92) | $\ddagger$ | (t) |
| Japan .................................................. | 100.0 | ( $\dagger$ ) | 44.5 | (4.16) | 55.5 | (4.16) | 12.2 | (2.78) | 12.7 | (2.39) | 29.6 | (3.31) | 6.6 ! | (2.61) | 5.8 ! | (2.67) | 34.5 | (5.09) | 53.1 | (5.54) |
| Jordan .. | 100.0 | (t) | 55.5 | (3.98) | 44.5 | (3.98) | 5.6 | (1.59) | 5.3 | (1.47) | 32.7 | (3.95) | 20.6 | (4.35) | 51.1 | (5.66) | 26.5 | (5.11) | $\ddagger$ | ( $\dagger$ ) |
| Kazakhstan .......................................... | 100.0 | (t) | 25.6 | (3.03) | 74.4 | (3.03) | 34.9 | (3.53) | 30.5 | (3.07) | 7.2 | (1.13) | 40.2 | (3.15) | 50.2 | (3.10) | 9.5 | (1.67) | $\ddagger$ | (t) |
| Korea, Republic of | 100.0 | ( $\dagger$ ) | 49.6 | (3.92) | 50.4 | (3.92) | 5.1 | (1.37) | 22.5 | (3.15) | 15.2 | (2.89) | 13.1 | (3.52) | 26.0 | (4.56) | 33.4 | (5.46) | 27.5 | (5.22) |
| Kuwait ................ | 100.0 | (t) | 62.2 | (4.29) | 37.8 | (4.29) | 6.7 ! | (2.61) | 12.8 | (2.82) | 17.4 | (2.90) | 46.2 | (7.29) | 41.9 | (7.09) | 11.6 ! | (4.33) | $\ddagger$ | (t) |
| Lebanon | 100.0 | ( $\dagger$ ) | 88.1 | (2.56) | 11.9 | (2.56) | 3.7 ! | (1.62) | 3.2 ! | (1.51) | 5.0 ! | (1.69) | $\ddagger$ | ( $\dagger$ ) | 37.1 ! | (11.64) | 32.1 ! | (11.54) | t | ( $\dagger$ ) |
| Lithuania ${ }^{9}$ | 100.0 | ( $\dagger$ | 47.2 | (2.51) | 52.8 | (2.51) | 6.8 | (1.18) | 14.2 | (1.73) | 30.0 | (2.06) | 10.4 | (1.97) | 19.8 | (2.96) | 64.8 | (3.04) | 5.0 | (1.13) |
| Malaysia ... | 100.0 | (t) | 90.4 | (1.80) | 9.6 | (1.80) | 1.1 ! | (0.57) | $\ddagger$ | (t) | 5.4 | (1.36) | $\ddagger$ | (t) | 26.0 ! | (10.95) | 61.5 | (12.30) | $\ddagger$ | ( $\dagger$ ) |
| Malta | 100.0 | (t) | 92.7 | (0.27) | 7.3 | (0.27) | 0.8 | (0.13) | 4.3 | (0.19) | 2.0 | (0.15) | 6.7 | (1.15) | 55.6 | (1.95) | 13.6 | (1.42) | 24.2 | (1.35) |
| Morocco | 100.0 | (t) | 76.9 | (2.15) | 23.1 | (2.15) | 0.9 ! | (0.39) | 5.7 | (1.09) | 13.0 | (1.81) | 17.3 | (3.98) | 21.9 | (3.80) | 56.7 | (5.28) | 4.0 ! | (1.54) |
| New Zealand ${ }^{8}$....... | 100.0 | ( $\dagger$ ) | 39.6 | (4.00) | 60.4 | (4.00) | 14.4 | (2.93) | 14.4 | (3.20) | 31.4 | (3.56) | 16.4 | (3.68) | 28.8 | (3.59) | 48.5 | (4.58) | 6.4 ! | (2.47) |
| Norway ${ }^{11}$ | 100.0 | ( $\dagger$ ) | 46.7 | (4.11) | 53.3 | (4.11) | 18.9 | (3.63) | 9.7 | (2.66) | 24.7 | (3.49) | $\ddagger$ | ( $\dagger$ ) | 27.4 | (4.84) | 57.5 | (5.32) | 11.8 ! | (4.16) |
| Oman ..... | 100.0 | (t) | 85.1 | (2.17) | 14.9 | (2.17) | 2.9 | (0.66) | 4.8 | (1.30) | 6.2 | (1.57) | 44.2 | (6.32) | 38.0 | (8.92) | 15.9 ! | (6.49) | $\ddagger$ | ( ${ }_{\text {( }}$ ) |
| Qatar ... | 100.0 | (t) | 57.6 | (2.70) | 42.4 | (2.70) | 23.6 | (2.05) | 7.3 | (1.23) | 8.8 | (1.89) | 37.8 | (4.65) | 41.3 | (5.14) | 19.3 | (3.36) | 1.6 | (0.44) |
| Russian Federation ... | 100.0 | (t) | 36.3 | (2.24) | 63.7 | (2.24) | 9.6 | (1.65) | 22.3 | (2.29) | 30.8 | (2.44) | 16.7 | (2.23) | 45.2 | (3.03) | 35.6 | (4.32) | 2.6 ! | (1.05) |
| Saudi Arabia ................. | 100.0 | ( $\dagger$ ) | 61.9 | (4.08) | 38.1 | (4.08) | $\ddagger$ | ( $\dagger$ ) | 16.3 | (3.30) | 18.0 | (3.17) | 28.1 | (7.38) | 56.8 | (8.52) | 12.2 ! | (4.69) | $\ddagger$ | ( $\dagger$ ) |
| Singapore ${ }^{9}$. | 100.0 | ( $\dagger$ ) | 48.2 | (2.32) | 51.8 | (2.32) | 25.6 | (2.10) | 8.4 | (1.43) | 17.5 | (2.16) | 3.8 ! | (1.30) | 26.0 | (2.70) | 55.8 | (3.34) | 14.4 | (2.02) |
| Slovenia ..... | 100.0 | (t) | 68.0 | (2.59) | 32.0 | (2.59) | 6.3 | (1.27) | 6.1 | (1.02) | 19.5 | (1.87) | 4.3 ! | (1.43) | 24.0 | (3.72) | 67.4 | (4.17) | 4.2 ! | (1.64) |
| Sweden. | 100.0 | (t) | 20.5 | (3.11) | 79.5 | (3.11) | 49.0 | (4.68) | 5.2 ! | (1.58) | 25.4 | (3.60) | 9.7 | (2.58) | 37.0 | (3.83) | 48.0 | (4.12) | 5.2 ! | (1.65) |
| Thailand. | 100.0 | (t) | 51.0 | (4.12) | 49.0 | (4.12) | 28.4 | (3.98) | 11.2 | (2.72) | 6.0 ! | (1.89) | 16.4 | (3.92) | 49.8 | (5.29) | 33.1 | $(5.37)$ | $\ddagger$ | $\left(\begin{array}{l}\text { ( } \\ (+)\end{array}\right.$ |
| Turkey ................................................... | 100.0 | ( $\dagger$ ) | 69.5 | (3.42) | 30.5 | (3.42) | 1.9 ! | (0.88) | 13.1 | (2.21) | 12.8 | (2.40) | 25.9 | (5.33) | 52.2 | (5.84) | 20.0 | (5.41) | $\ddagger$ | (t) |
| United Arab Emirates ............................ | 100.0 | (t) | 50.3 | (2.70) | 49.7 | (2.70) | 25.7 | (1.73) | 11.4 | (1.47) | 12.0 | (1.59) | 43.8 | (2.87) | 40.7 | (3.23) | 15.1 | (2.30) | $\ddagger$ | ( $\dagger$ ) |
| United States ${ }^{8}$..................................... | 100.0 | ( $\dagger$ ) | 48.6 | (3.37) | 51.4 | (3.37) | 19.0 | (2.47) | 16.3 | (2.39) | 16.0 | (2.16) | 26.0 | (3.95) | 33.1 | (3.71) | 38.7 | (4.08) | $\ddagger$ | (t) |

[^148]Table 602.33b. Average science score and percentage of eighth-graders, by science teachers' reports of student access to computers and frequency of computer use during science lessons and country or other education system: 2015-Continued
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Total, all eighth-graders | Student access to computers (including tablets) to use during science lessons |  |  |  |  |  |  |  |  |  | Among students who have computers (including tablets) available, frequency of computer use during science lessons ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | No computers are available to students during lessons |  | Computers are available to students during lessons |  |  |  |  |  |  |  | Every day or almost every day |  | Once or twice a week |  | Once or twice a month |  | Never or almost never |  |
|  |  |  |  | Total, all students who have computers available ${ }^{3}$ |  | Each student has a computer |  | Class has computers that students can share |  | School has computers that the class can use sometimes |  |  |  |  |  |  |  |  |  |
| 1 | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Benchmarking education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Abu Dhabi (United Arab Emirates) .......... | 100.0 (t) | 68.7 | (5.02) | 31.3 | (5.02) | 7.8 ! | (3.04) | 10.2 | (2.86) | 12.3 | (3.06) | 37.4 | (8.36) | 48.3 | (7.96) | 14.4 | (3.75) | $\ddagger$ | ( $\dagger$ ) |
| Buenos Aires ${ }^{8}$ (Argentina) .................... | 100.0 ( $\dagger$ ) | 40.7 | (7.41) | 59.3 | (7.41) | 38.3 | (7.60) | 19.4 ! | (5.97) | $\ddagger$ | ( $\dagger$ ) | 22.7 ! | (7.95) | 41.8 | (10.12) | 27.4 | (7.57) | $\ddagger$ | (t) |
| Dubai (United Arab Emirates) ................ | 100.0 ( $\dagger$ ) | 32.1 | (2.48) | 67.9 | (2.48) | 31.2 | (1.27) | 19.3 | (1.31) | 16.9 | (2.11) | 50.2 | (2.88) | 35.5 | (2.70) | 14.3 | (1.58) | $\ddagger$ | ( + |
| Florida ${ }^{7,12}$ (United States) .................... | 100.0 (t) | 52.9 | (8.09) | 47.1 | (8.09) | 17.3 ! | (6.44) | 18.1 | (5.33) | 11.8 ! | (4.91) | 18.6 ! | (7.80) | 55.6 | (10.54) | 25.9 | (7.07) | $\ddagger$ | ( $\dagger$ ) |
| Ontario (Canada) ............................... | 100.0 (t) | 24.6 | (3.94) | 75.4 | (3.94) | 12.9 | (3.10) | 35.6 | (4.65) | 26.9 | (4.91) | 12.9 | (2.93) | 42.9 | (5.79) | 39.6 | (5.30) | $\ddagger$ | (t) |
| Quebec ${ }^{13}$ (Canada) ............................... | 100.0 ( $\dagger$ ) | 74.5 | (4.12) | 25.5 | (4.12) |  | (2.56) | 5.4 ! | (2.31) | 8.8 | (2.37) | 23.2 | (6.74) | 27.4 ! | (8.24) | 46.0 | (9.11) | $\ddagger$ | ( $\dagger$ |

## Not applicable.

$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Most of the education systems represent complete countries, but some represent subnational entities; examples include two Canadian provinces (Ontario and Quebec), a component of the United Kingdom (England), the U.S. state of Florida, and a都
tice skills and procedures; look up ideas and information; do science procedures or experiments; study natural phenomena through simulations; and process and analyze data. The overall frequency of computer use corresponds to the highest frequency reported for any one of these activities.
${ }^{3}$ The total of all students who have computers available during lessons includes students for whom data on the specific type of computer access is missing. Their teachers indicated that computers were available to students during lessons, but either failed to answer the three follow-up questions about specific type of computer access or answered "No" to each of the three
types of access. Among sampled students with computers available during science lessons, about 3 percent are missing data on the type of computer access; however, the percentage varies widely by country (from 0 to 28 percent). These students are included in the total shown in column 4 , but are not included in columns 5 through 7 .
${ }^{4}$ Trends in International Mathematics and Science Study (TIMSS) scores are reported on a scale from 0 to 1,000 , with the scale centerpoint set at 500 and the standard deviation set at 100 .
${ }^{5}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements TIMSS at the international level. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
${ }^{6}$ Data for Canada include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec
${ }^{7}$ National Target Population does not include all of the International Target Population.
${ }^{8}$ Met guidelines for sample participation rates only after replacement schools were included.
${ }^{10}$ National Defined Population covers less than 90 percent of the National Target Po
${ }^{11}$ Norway collected data from students in their ninth year of schooling rather than in gradion (but at least 77 percent). sidered the equivalent of kindergarten rather than the first year of primary school.
${ }^{12}$ U.S. state-level data are based on public school students only
Did not satisty guidelines for sample participation rates.
NOTE: Countries and other education systems were required to draw probability samples of students who were nearing the end of their eighth year of formal schooling (counting the first year of primary school as year 1), provided that the mean age at SOURCE: International Association for the Evaluation of Educational Achievement and Science Study (TIMSS), 2015. (This table was prepared January 2017.)

Table 602.35. Average advanced mathematics and physics scores of high school seniors who had taken advanced courses in these subjects, seniors who had taken such courses as a percentage of their age cohort, and instructional time in such courses, by country: 2015
[Standard errors appear in parentheses]

| Country | Advanced mathematics |  |  |  |  |  |  |  |  | Physics |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{array}{r} \text { Total instructional } \\ \text { hours per year } \\ \text { (includes all subjects) }^{1} \end{array}$ |  | Average score ${ }^{2}$ |  | Percentof agecohorttakingadvancedmathematicscourses ${ }^{3,4}$ | Instructional time in advanced mathematics |  |  |  | $\begin{array}{r} \text { Total instructional } \\ \text { hours per year } \\ \text { (includes all subjects) }^{1} \end{array}$ |  | Average score ${ }^{2}$ |  | Percent of age cohort taking physics courses ${ }^{3,5}$ | Instructional time in physics |  |  |  |
|  |  |  | Hours per year | As a percent of total instructional hours |  | Hours per year |  | As a percent of total instructional hours |  |  |  |  |  |  |
| 1 |  | 2 |  |  |  | 3 | 4 |  | 5 |  | 6 |  | 7 |  | 8 | 9 |  | 10 |  | 11 |
| International average ${ }^{6}$ | 1,027 | (5.8) | 500 | ( $\dagger$ |  | $\dagger$ | 171 | (1.5) | 17 | (0.2) | 1,023 | (6.2) | 500 | ( $\dagger$ | $\dagger$ | 133 | (1.8) | 13 | (0.2) |
| France ............................ | 1,340 | (22.5) | 463 | (3.1) | 21.5 | $222{ }^{7}$ | (4.3) | 17 | (0.4) | 1,340 | (22.5) | 373 | (4.0) | 21.5 | $116{ }^{7}$ | (4.2) | 9 | (0.3) |
| Italy ............................... | 1,036 ${ }^{7}$ | (9.6) | 422 | (5.3) | 24.5 | 130 | (2.1) | 13 | (0.2) | 1,018 ${ }^{7}$ | (8.2) | 374 | (6.9) | 18.2 | $102{ }^{7}$ | (1.7) | 10 | (0.2) |
| Lebanon ${ }^{8}$....................................... | 931 | (11.2) | 532 | (3.1) | 3.9 | 242 | (7.8) | 26 | (0.9) | 932 | (11.2) | 410 | (4.5) | 3.9 | 200 | (3.1) | 21 | (0.4) |
| Norway .......................... | 1,033 ${ }^{7}$ | (19.8) | 459 | (4.6) | 10.6 | 1497 | (5.7) | 14 | (0.6) | $991{ }^{7}$ | (14.1) | 507 | (4.6) | 6.5 | 1397 | (3.0) | 14 | (0.4) |
| Portugal .......................... | 1,073 ${ }^{7}$ | (32.3) | $482{ }^{9}$ | (2.5) | 28.5 | 186 | (3.6) | 17 | (0.6) | $1,046{ }^{7}$ | (37.1) | 467 | (4.6) | 5.1 | 120 | (6.2) | 11 | (0.7) |
| Russian Federation (intensive courses) ${ }^{10}$..... | $942{ }^{7}$ | (14.4) | 540 | (7.8) | 1.9 | 207 | (4.2) | 22 | (0.6) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ | $\dagger$ | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) |
| Russian Federation ............ | 914 | (8.9) | 485 | (5.7) | 10.1 | 178 | (2.1) | 19 | (0.3) | 920 | (8.7) | 508 | (7.1) | 4.9 | 133 | (2.0) | 14 | (0.3) |
| Slovenia ......................... | 902 | (10.6) | 460 | (3.4) | 34.4 | 131 | (1.8) | 15 | (0.3) | 902 | (5.9) | 531 | (2.5) | 7.6 | 115 | (1.0) | 13 | (0.1) |
| Sweden .......................... | 901 | (12.9) | 431 | (4.0) | 14.1 | 141 | (4.2) | 16 | (0.5) | 920 | (13.8) | 455 | (5.9) | 14.3 | 106 | (3.0) | 12 | (0.4) |
| United States ${ }^{8}$................... | 1,111 | (13.3) | 485 | (5.2) | 11.4 | $156{ }^{7}$ | (4.3) | 14 | (0.4) | 1,132 ${ }^{7}$ | (22.5) | 437 | (9.7) | 4.8 | $162{ }^{11}$ | (13.3) | 14 | (1.2) |

## Not applicable.

${ }^{1}$ Because countries may have used two different school samples-one for advanced mathematics and one for physics-the total number of instructional hours per year for a particular country may be different in column 2 (based on the advanced mathematics sample) than in column 7 (based on the physics sample).
Trends in International Mathematics and Science Study (TIMSS) Advanced scores are reported on a scale from 0 to 1,000 , with the scale centerpoint set at 500 and the standard deviation set at 100 .
${ }^{3}$ Columns 4 and 9 show final-year secondary school students who have taken or are taking the specified courses as a percentage of the age cohort that corresponds to the final year of secondary school in their country. The age cohort represents the entire population of the country that is about the same age as the average age of final-year secondary students (approximately 18 or 19 years
old, depending on the country). In the United States, the cohort consists of the total population of 18 -year-olds. For the United States, therefore, columns 4 and 9 show the percentage of all 18 -year-olds who have taken the specified courses.
${ }^{4}$ Includes advanced mathematics courses covering topics in geometry, algebra, and calculus. In the United States, includes Advanced Placement (AP) calculus, International Baccalaureate (IB) mathematics, and state- and school-specific calculus courses. 5 Includes physics courses covering topics in mechanics and thermodynamics, electricity and magnetism, and wave phenomena and atomic/nuclear physics. In the United States, includes AP physics, IB physics, and state- and school-specific second-year
physics courses.
${ }^{6}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IAE), which develops and implements TIMSS at the international level. All nine of the education systems that participated in TIMSS Advanced are countries that are members of IAE
Data are available for at least 70 percent but less than 85 percent of students.
Did not satisfy guidelines for sample participation rates
9 Met guidelines for sample participation rates only after replacement schools were included.
${ }^{10}$ Intensive courses are advanced mathematics courses that involve 6 or more hours per week. Results for students in these courses are reported separately from the results for other students from the Russian Federation taking courses that involve 4.5 hours per week. ${ }^{11}$ Data are available for at least 50 percent but less than 70 percent of students.
States, samples of 12 th-graders were drawn. Instructional times shown in this table year of secondary school; in the United opposed to intended times prescribed by the curriculum). Principals reported total instructional hours per day and school days per year. Total instructional hours per year were calculated by multiplying the number of school days per year by the number of instructional hours per day. Teachers reported instructional hours per week in advanced mathematics and physics. Instructional hours per year in advanced mathematics and physics were calculated by dividing weekly instructional hours by the number of
school days per week and then multiplying by the number of school days per year school days per week and then multiplying by the number of school days per year.
Science Study (TIMSS) Al

Table 602.40. Average reading literacy, mathematics literacy, and science literacy scores of 15 -year-old students, by sex and country or other education system: 2009, 2012, and 2015
[Standard errors appear in parentheses]

| Country or other education system | Reading literacy |  |  |  |  | thematics literacy |  |  |  |  | sience literacy |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 | 2012 | 2015 |  |  | 2009 | 2012 | 2015 |  |  | 2009 | 2012 | 2015 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | 13 |  |  |  |  |
|  | 3 (0.5) | 496 (0.5) | (0.5) | 479 (0.6) | 506 (0.5) | (0.5) | 494 | 490 (0.4) | 494 (0.6) | 486 (0.5) | 501 (0.5) | (0) | (0) | . $)$ | 491 |  |
| stralia | 515 <br> $470(2.3)$ <br> $506(2.9)$ <br> $524(1.5)$ <br> $449(3.1)$ | $\begin{aligned} & 512(1.6) \\ & 490 \\ & 509 \\ & 509 \\ & 523 \\ & 523 \\ & \hline 41 \\ & \hline 19 \\ & \hline 1.9 \\ & (2.9) \end{aligned}$ | $503(1.7)$ <br> 485 <br> 499 <br> 527 <br> $52.8)$ <br> 459 <br> $4.3 .3)$ | $487(2.3)$ <br> $475(4.3)$ <br> 491 <br> $514(3.1)$ <br> $453(3.6)$ | $519(2.3)$495507540540$465(2.5)$$4(2.9)$ | $514(2.5)$ <br> 496 <br> 515 <br> $51.7 .3)$ <br> 527 <br> 421 <br> $421.61)$ | $504\left(\begin{array}{l}(1.6) \\ 506 \\ 515 \\ 515 \\ 518 \\ 518 \\ 423 \\ 4.18) \\ (3.1)\end{array}\right.$ | $494(1.6)$$497(2.9)$507$516(2.4)$423$42.3)$ | $\begin{aligned} & \hline 497(2.1) \\ & 510 \\ & 514 \\ & 514.81) \\ & 520 \\ & 5.12 .9 \\ & 432 \\ & (3.1) \end{aligned}$ | 491$(2.5)$ | $\begin{array}{lll} 527 & (2.5) \\ 494(3) \\ 507 & (2.5) \\ 5929 & (1.6) \\ 447 & (2.9) \end{array}$ | $\begin{array}{\|ll} \hline 521 & (1.8) \\ 506 & (2 .) \\ 505 & (2.2) \\ 525 & (1.9) \\ 445 & (2.9) \end{array}$ | $510(1.5)$ <br> $495(2.4)$ <br> 502 <br> 528 <br> $447(2.1)$ <br> $42.4)$ | $\begin{array}{ll} 511 \\ 504 & (2.1) \\ 504 \\ 508 & (3.1) \\ 528 \\ 528 \\ 454 & (3.1) \end{array}$ | 509 $(1.7)$ <br> 486 $(3.1)$ <br> 496 $(2.7)$ <br> 527 $(2.3)$ <br> 440 $(2.7)$ |  |
| Austria |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| gium |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| nad |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ch | $478(2.9)$ <br> $495(2.1)$ <br> $501(2.6)$ <br> $5366(2.3)$ <br> 496$(3.4)$ | 493496$51.29)$516$52.6)$524505(2.8)(2.8) | $\begin{array}{ll} 487 & (2.6) \\ 500 \\ 519 \\ 51.5) \\ 526 \\ 526 \\ 499 & (2.5) \\ 499 & (2 .) \end{array}$ | $\begin{aligned} & 475 \\ & 489 \\ & 489 \\ & 505 \\ & 508 \\ & 504 \\ & 504 \\ & \hline 8.9) \\ & 485 \end{aligned}(3.0)$ | $501(2.9$ <br> 511 <br> 533 <br> 5.4.$)$ <br> $551(2.3)$ <br> 514 <br> $518.8)$ <br> $(3.3)$ |  | $499(2.9)$ <br> 500 <br> $521(2.3)$ <br> 519 <br> $495(1.9)$ <br> $51.5)$ | $\left.\begin{array}{ll} 98 \\ \hline 3) & 492 \\ \hline \end{array}\right)$ | $496(3.3)$ <br> 516 <br> 522 <br> 507 <br> 507 <br> 496 <br> $(2.7)$ <br> $(2.9)$ <br>  <br> 14 | $489(2.8)$ <br> 506 <br> 517 <br> $517.82)$ <br> 515 <br> $490(2.6)$ <br> $(2.6)$ | 500 (3.0) | 508 (3.0) | 493 (2.3) | 497 (3.3) | $488 \quad(2.5)$ |  |
| ma |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| nia |  |  |  |  |  |  |  |  |  |  |  | 541 |  |  |  |  |
| and |  |  |  |  |  |  |  |  |  |  | 554598 <br> 498 <br> 36$)$ | 545 |  | 521 496 (2.7) |  |  |
|  | $\begin{array}{ll} 497 & (2.7) \\ 483 & (4.3) \\ 494 & (3.2) \\ 500 & (1.4) \\ 496 & (3.0) \end{array}$ | $508(2.8)$477$488.3)$483483$523(1.8)$$5(2.6)$ |  |  | 520 (3.1) |  | 514 (2.9) | 506 (2.9) | 514 (35) | 8 (30) |  | 524 |  |  | 504 |  |
| Greece |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hungary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 502 |  |  |  |  |  |  |  |  |  |  |  |
| and |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \|srael | $\begin{aligned} & 474(3.6) \\ & 486 \\ & 480 \\ & 520 \\ & 53.6) \\ & 539 \\ & 484 \\ & 485 \\ & \hline 3.5) \end{aligned}$ | $486(5.0)$ <br> $490(2.0)$ <br> 538 <br> 536 <br> 53.7 <br> 489 <br> 48.9 <br> $(2.4)$ | $\left.\begin{array}{\|l\|} 479 \\ 475 \\ 485 \\ 416 \\ 516 \\ 517 \\ 517 \\ \hline 1.2) \\ 488 \\ \hline(1.8) \end{array} \right\rvert\,$ | $\begin{array}{ll} 467 & (5.4) \\ 477 \\ 509 & (4.2) \\ 502 \\ 498 & (4.8) \\ 467 & (2.3) \end{array}$ | $\left\|\begin{array}{l} 490(4.6) \\ 493 \\ 523 \\ 523.6 \\ 539 \\ 539 \\ 509 \\ 50.0) \\ (2.4) \end{array}\right\|$ | 447 $(3.3)$ <br> 483 $(1.9$ <br> 529 $3.3)$ <br> 546 $(4.0)$ <br> 482 $(3.1)$ | $\begin{aligned} & 466\left(\left.\begin{array}{l} 4.7) \\ 485 \\ 436 \\ 536 \\ 536 \\ 554 \\ 54.6 \\ 491 \\ 49.8) \end{array} \right\rvert\,\right. \end{aligned}$ | $470(3.6)$ <br> 490 <br> 532 <br> 53.8 <br> 524 <br> $52.0)$ <br> 482 <br> $4.1 .9)$ | $474(5.4)$ <br> 500 <br> 539 <br> $53.5)$ <br> 521 <br> $481(5.2)$ <br> 48 <br> 1.6$)$ | 466 $(4.0)$ <br> 480  <br> 525 $(3.1)$ <br> 525  <br> 528 $(3.9)$ <br> 483 $(2.5)$ | 455 (3.1) | 470 (5.0) |  |  | 464 (4.1) |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 53 |  |
| rea, |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 521 |  |
| atia |  |  |  |  |  |  |  |  |  |  |  | 502 (2.8) |  | 485 (2.0) | 496 (2.2) |  |
| emb | $\left\|\begin{array}{ll} 472 & (1.3) \\ 425 \\ 508 \\ 508 \\ 521.1) \\ 521.4) \\ 503 & (2.6) \end{array}\right\|$ | $\begin{aligned} & 488 \\ & 424 \\ & 41.5) \\ & 511 \\ & 51.5) \\ & 512 \\ & 504 \\ & 504 \\ & \hline(3.4) \end{aligned}$ | $\left\|\begin{array}{ll} 481 & (1.4) \\ 423 \\ 403 \\ 503 \\ 50.6) \\ 509 \\ 513 & (2.4) \\ 5(2.5) \end{array}\right\|$ | $\left.\begin{array}{\|l\|} 471(1.9) \\ 416(2.2) \\ 491 \\ 493 \\ 493 \\ 493 \\ 4.30) \\ (3.1) \end{array} \right\rvert\,$ | $\begin{array}{ll} 492 & (2.2) \\ 431 \\ 515 & (2.9) \\ 526 & (3.9) \\ 533 & (2.9) \end{array}$ | 489 (1.2) | 490 (1.1) | 486 |  | 480 (20) | 484 (1.2) | 491 (1.3) | 483 (1.1) | 487 | 479 |  |
| Mexico |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Netherla |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Z |  |  |  |  |  |  |  |  | 499 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Poland | $\left\|\begin{array}{ll} 500 & (2.6) \\ 489 \\ 47.12 \\ 478 \\ 483 \\ 483 \\ 481.0) \\ (2.0) \end{array}\right\|$ | $518(3.1)$ <br> 488 <br> 463 <br> $481.8)$ <br> $481(1.2)$ <br> $488(1.9)$ | 506 $(2.5)$ <br> 498 $(2)$. <br> 453 $(2.8)$ <br> 505 $(1.5)$ <br> 496 $(2.4)$ | $491(2.9)$490435434484$485(3.3)$$4(3.0)$ |  | $\left\|\begin{array}{ll} 495 & (2.8) \\ 487 \\ 497 \\ 497 \\ 501 \\ 501 \\ 483 \\ 48.12) \\ \hline(2.1) \end{array}\right\|$ | $\left.\begin{array}{l} 518(3.6) \\ 487 \\ 482(3.8) \\ 482 \\ 501 \\ 484(1.2) \\ 484 \end{array}\right)$ | $504(2.4)$ <br> $492(2.5)$ <br> 475 <br> 510 <br> $510)$ <br> 486 <br> $48.3 .2)$ |  | 499 $(2.8)$ <br> 487  <br> 472 $(3)$. <br> $47.6)$  <br> 508 $(2.2)$ <br> 478 $(2.8)$ | $\left\|\begin{array}{ll} 508 & (2.4) \\ 493 \\ 490 \\ 490 \\ 512 \\ 512.12) \\ 488 & (2.1) \end{array}\right\|$ | $\begin{array}{ll} 526 & (3.1) \\ 489 \\ 471 & (3.7) \\ 471 & (3.6) \\ 514 & (1.3) \\ 496 & (1.8) \end{array}$ | $\begin{array}{ll} 501 & (2.5) \\ 501 \\ 461 \\ 46.4 \\ 513 \\ 513.6) \\ 493 & (2.3) \\ (2.1) \end{array}$ | $\begin{aligned} & 504(2.9) \\ & 506 \\ & 400 \\ & 40.90 \\ & 510.0 \\ & 510 \\ & 496 \\ & 4.9 .9) \end{aligned}$ | 498 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| vak |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| venia |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 516 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| der |  |  |  |  |  |  |  |  |  |  | 495 (2.7) |  |  |  |  |  |
| tzer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| United |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\stackrel{385}{ }\left(\begin{array}{c} 4.0) \\ (t) \end{array}\right]$ | $\left.\begin{array}{l} 394 \\ -(3.2) \\ (t) \end{array}\right)$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | $\left\|\begin{array}{l} 405 \\ 350 \\ 350.10 \end{array}\right\|$ | $\begin{aligned} & 376 \\ & 335 \\ & 335 \\ & (2.8) \\ & (2.8) \end{aligned}$ | $\begin{aligned} & 435 \\ & \begin{array}{l} 4.88 \\ 366 \end{array}(3.5) \end{aligned}$ | $\left\|\begin{array}{cc} 377 \\ -(4.0) \\ (t) \end{array}\right\|$ | $\begin{aligned} & 394 \\ & \hline\binom{(2.0)}{(t)} \end{aligned}$ | $\left.\left\|\begin{array}{l} 413(3.4) \\ 360 \end{array}\right\| \begin{aligned} & (3.0) \end{aligned} \right\rvert\,$ | $\left\|\begin{array}{l} 409 \\ 356(3.2) \\ 351) \end{array}\right\|$ | $\begin{aligned} & 418 \\ & 363 \\ & 363 \end{aligned}(3.5)$ | $\stackrel{391}{-\binom{(3.9)}{(t)}}$ | $\stackrel{397}{(2.4)} \underset{(t)}{(t)}$ | $\begin{aligned} & 427(3.3) \\ & 376 \\ & \hline(2.6) \end{aligned}$ | $\begin{array}{ll} 415 & (4.0) \\ 369 & (3.0) \end{array}$ | 439 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ing, |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{aligned} & \overline{42} \\ & 4 .\left(\begin{array}{c} (t) \\ 398 \end{array}(4.6)\right. \end{aligned}$ |  |  |  |  | $\left\|\begin{array}{c} 3 \\ 3868 \\ 388 \\ 388 \\ \hline(4.4) \end{array}\right\|$ |  | $\begin{aligned} & 531\left(\begin{array} { l }  { 5 . 9 } \\ { 3 7 7 } \\ { 4 5 6 ( 2 . 9 ) } \\ { 4 5 6 } \end{array} \left(\begin{array}{l} (6.9) \end{array}\right.\right. \end{aligned}$ | $\left\|\begin{array}{l} 534(4.8) \\ 385 \\ 467 \\ 46.2) \\ (8.0) \end{array}\right\|$ | $\left\|\begin{array}{l} 528 \\ 370 \\ 370.7) \\ 446 \\ 44.80) \end{array}\right\|$ | 405 (2.4) |  | $\begin{aligned} & 518(4.6) \\ & 401 \\ & 401 \\ & \hline 12.3) \end{aligned}$ | $\begin{aligned} & 522(4.5) \\ & 403 \\ & 40.5) \end{aligned}$ | 513399$(5.3)$$(2.4)$ |  |
|  |  |  | $\begin{aligned} & 407 \\ & 475 \\ & 4(7.2) \end{aligned}$ | $\begin{aligned} & 480 \\ & 395 \\ & 39.1) \\ & 468 \\ & \hline 6.1) \end{aligned}$ |  |  | 391 <br> 388 <br> 388 <br> $(2.1)$ <br> 3.5 |  |  |  |  |  |  |  |  |  |
| Buenos Aires (Argentina) |  |  |  |  |  |  |  |  |  |  | 401 (4.6) |  | 475 | 483 (7.2) | 468 |  |
|  | $\left.\begin{array}{ll} 429 & (6.7) \\ 413 \\ 413 \\ \hline\left(\begin{array}{c} 3 \end{array}\right) \\ = & (t) \end{array}\right)$ | $\begin{aligned} & 436(6.0) \\ & 523 \\ & 503 \\ & 403 \\ & 521.4 \\ & 521(6.5) \\ & 441(3.5) \end{aligned}$ | $\begin{aligned} & 432(5.0) \\ & 497 \\ & 425 \\ & 425 \\ & \hline(2.9) \\ & 427\left(\begin{array}{c} (1.6) \end{array}\right) \end{aligned}$ | $\begin{aligned} & 409(5.8) \\ & 485 \\ & 417(3.7) \\ & 413 \\ & \hline 420\left(\begin{array}{c} (3.1) \end{array}\right) \end{aligned}$ | $\begin{aligned} & 457(5.0) \\ & 510 \\ & 432(3.4) \\ & 432(3) \\ & 435\left(\begin{array}{c} (9) \end{array}\right) \end{aligned}$ | $\left.\left\lvert\, \begin{array}{cc} 428 & (5.9) \\ 381 \\ 381 \\ -(3.2) \\ - & (t) \\ ( \end{array}\right.\right) \mid$ | $439(4.0)$560376506506$407(3.2)$$4(3.0)$ | $\left\|\begin{array}{cc} 441 & (4.0) \\ 542 \\ 390 \\ 390 \\ \hline(2.3) \\ \hline\left(\begin{array}{c} (1) \end{array}\right. \\ 400 & (2.5) \end{array}\right\|$ |  |  |  | $446(4.8)$ <br> 523 <br> 399 <br> $3.31)$ <br> $521.1)$ <br> $429(2.9)$ <br> $(2.9)$ | $\begin{cases}446 & (4.4) \\ 532 & (2.7) \\ 416 \\ -(2.4) \\ 420 & (2.1)\end{cases}$ |  | 454 |  |
| , |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Colombia |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 411 |  |
| Connectic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Croatia | 476 (2.9) |  |  | 473 (3.3) |  | 460 (3.1) |  |  | 471 (3.7) |  | 486 (2.8) |  |  |  |  |  |
| Cyprus |  | 449 (1.2) | 443 358 (1.7) | 417 | 469 | ( | 440 (1.1) | 437 (1.7) | 435 | 430 |  | 438 | $\left\lvert\, \begin{array}{l\|l\|l\|} \hline 433 \\ 332 \end{array}(1.4)\right.$ | $424(1.7)$ | 44 |  |
| Dominica Florida ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Georgia ........... |  |  | 401 (3.0) |  |  |  |  | 404 (2.8) | 398 |  |  |  | 411 | 403 |  |  |
| Hong |  |  | 527 (2.7) |  |  | 555 (2.7) |  |  |  |  | 549 (2.8) | 555 (2.6) |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Jordan |  | 399 |  | 372 |  | 387 |  |  |  | 38 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lebanon |  |  |  |  |  |  |  |  |  |  |  |  |  | 388 (4.0) | 386 |  |
| Liechte |  |  |  |  |  | 536 (4.1) |  |  |  |  | 520 (3.4) |  |  |  |  |  |
| Lithuania ....... |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 479 |  |
| Macao (China) .. |  | 509 (0.9) | 509 (1.3) | 493 (1.9 | 525 (1.6) | 525 (0.9) | 538 (1.0) | 544 |  | 548 (1.5 | 511 (1.0) |  | 529 | 525 | 532 |  |
|  |  |  |  |  | 376 |  |  |  |  |  |  |  |  |  |  |  |
| Malta ................ |  |  | ( | 426 (2.7) | (2) |  |  | 49 | 477 (2.4) | 4 |  |  | 465 | 460 (2.5) | 470 |  |
|  |  | 527 (6.1) | 527 (6.0) | 518 (5.9) |  |  |  |  | 505 |  |  |  |  |  | 524 |  |
|  |  |  |  |  | 442 (3.0) |  |  |  |  |  |  |  |  |  | ${ }_{414} 4$ |  |
| Montenegro, Repubic o |  |  | 427 <br> 500 <br> $50.64)$ <br> $(5.4)$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 398 |  | 401 |  |  |  |  |  |  |  |  |  |  |  |

[^149]Table 602.40. Average reading literacy, mathematics literacy, and science literacy scores of 15 -year-old students, by sex and country or other education system: 2009, 2012, and 2015-Continued
[Standard errors appear in parentheses]

| Country or other education system | Reading literacy |  |  |  |  | Mathematics literacy |  |  |  |  | Science literacy |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 | 2012 | 2015 |  |  | 2009 | 2012 | 2015 |  |  | 2009 | 2012 | 2015 |  |  |
|  |  |  | Total | Male | Female |  |  | Total | Male | Female |  |  | Total | Male | Female |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Puerto Rico ${ }^{2}$ (USA) | ( $\dagger$ | ( $\dagger$ | 410 (7.1) | 395 (8.3) | 425 (7.0) | - (t) | ( $\dagger$ | 378 (5.6) | 375 (6.8) | 382 (5.2) | - (t) | ( $\dagger$ ) | 403 (6.1) | 398 (7.5) | $407 \quad(5.9)$ |
| Qatar | 372 (0.8) | 388 (0.8) | 402 (1.0) | 376 (1.3) | 429 (1.4) | 368 (0.7) | 376 (0.8) | 402 (1.3) | 397 (1.8) | 408 (1.8) | 379 (0.9) | 384 (0.7) | 418 (1.0) | 406 (1.4) | 429 (1.3) |
| Romania | 424 (4.1) | 438 (4.0) | 434 (4.1) | 425 (4.4) | 442 (4.4) | 427 (3.4) | 445 (3.8) | 444 (3.8) | 444 (4.2) | 444 (4.1) | 428 (3.4) | 439 (3.3) | 435 (3.2) | 432 (3.7) | 438 (3.4) |
| Russian Federation ....... | 459 (3.3) | 475 (3.0) | 495 (3.1) | 481 (3.4) | 507 (3.5) | 468 (3.3) | 482 (3.0) | 494 (3.1) | 497 (4.0) | 491 (3.2) | 478 (3.3) | 486 (2.9) | 487 (2.9) | 489 (3.6) | 485 (3.1) |
| Serbia, Republic of ........ | 442 (2.4) | 446 (3.4) | - (t) | - (t) | - (t) | 442 (2.9) | 449 (3.4) | - (t) | - (t) | - (t) | 443 (2.4) | 445 (3.4) |  | - (t) |  |
| Shanghai (China) .. | 556 (2.4) | 570 (2.9) |  |  | - ( $\dagger$ ) | 600 (2.8) | 613 (3.3) |  |  | - (t) | 575 (2.3) | 580 (3.0) | - (t) | - ( $\dagger$ ) | ( $\dagger$ |
| Singapore .............. | 526 (1.1) | 542 (1.4) | 535 (1.6) | 525 (1.9) | 546 (2.3) | 562 (1.4) | 573 (1.3) | 564 (1.5) | 564 (2.1) | 564 (1.7) | 542 (1.4) | 551 (1.5) | 556 (1.2) | 559 (1.8) | 552 (1.7) |
| Thailand ..... | 421 (2.6) | 441 (3.1) | 409 (3.3) | 392 (4.3) | 423 (3.2) | 419 (3.2) | 427 (3.4) | 415 (3.0) | 414 (3.7) | 417 (3.4) | 425 (3.0) | 444 (2.9) | 421 (2.8) | 416 (3.6) | $425 \quad$ (2.9) |
| Trinidad and Tobago ...... | 416 (1.2) | - (t) | 427 (1.5) | 401 (2.1) | 452 (2.2) | 414 (1.3) | - ( $\dagger$ ) | 417 (1.4) | 408 (2.1) | 426 (2.0) | 410 (1.2) | - (t) | 425 (1.4) | 414 (2.1) | 435 (1.9) |
| Tunisia ....................... | 404 (2.9) | 404 (4.5) | 361 (3.1) | 348 (3.9) | 373 (3.0) | 371 (3.0) | 388 (3.9) | 367 (3.0) | 370 (3.4) | 364 (3.2) | 401 (2.7) | 398 (3.5) | 386 (2.1) | 388 (2.4) | 385 (2.2) |
| United Arab Emirates .... | - (t) | 442 (2.5) | 434 (2.9) | 408 (3.9) | 458 (3.3) | - (t) | 434 (2.4) | 427 (2.4) | 424 (3.9) | 431 (2.9) |  | 448 (2.8) | 437 (2.4) | 424 (3.4) | 449 (3.0) |
| Uruguay ..................... | 426 (2.6) | 411 (3.2) | 437 (2.5) | 424 (3.4) | 448 (2.7) | 427 (2.6) | 409 (2.8) | 418 (2.5) | 425 (3.6) | 412 (2.5) | 427 (2.6) | 416 (2.8) | 435 (2.2) | 440 (3.1) | 431 |
| Vietnam ...................... | - (t) | 508 (4.4) | 487 (3.7) | 474 (4.0) | 499 (3.8) | - (t) | 511 (4.8) | 495 (4.5) | 493 (4.7) | 496 (4.8) | - (t) | 528 (4.3) | 525 (3.9) | 523 (4.0) | 526 (4.2) |

## -Not available <br> $\dagger$ Not applicable

${ }^{1}$ Refers to the mean of the data values for all Organization for Economic Cooperation and
Development (OECD) countries, to which each country contributes equally regardless of the
absolute size of the student population of each country.
${ }^{2}$ Results are for public school students only.

NOTE: Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000.
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2009, 2012, and 2015. (This table was prepared January 2017.)

Table 602.45. Average reading literacy, mathematics literacy, and science literacy scores of 15 -year-old students, by computer and internet access at home and country or other education system: 2015
[Standard errors appear in parentheses]

| Country or other education system | Reading literacy |  |  |  |  |  |  |  | Mathematics literacy |  |  |  |  |  |  |  | Science literacy |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Access to a computer at home for schoolwork |  |  |  | Access to the Internet at home |  |  |  | Access to a computer at home for schoolwork |  |  |  | Access to the Internet at home |  |  |  | Access to a computer at home for schoolwork |  |  |  | Access to the Internet at home |  |  |  |
|  |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| OECD average ${ }^{1}$ | 499 | (0.5) | 436 | (1.3) | 497 | (0.5) | 415 | (2.1) | 496 | (0.4) | 440 | (1.2) | 494 | (0.4) | 420 | (1.9) | 499 | (0.4) | 441 | (1.1) | 498 | (0.4) | 424 | (1.8) |
| Australia | 509 | (1.7) | 426 | (6.0) | 508 | (1.7) | 428 | (7.4) | 500 | (1.6) | 429 | (3.9) | 499 | (1.6) | 428 | (6.7) | 516 | (1.5) | 437 | (4.0) | 515 | (1.5) | 433 | (5.8) |
| Austria | 487 | (2.8) | 420 | (8.5) | 487 | (2.7) | 383 | (12.4) | 499 | (2.8) | 432 | (8.3) | 499 | (2.8) | 395 | (13.0) | 497 | (2.4) | 431 | (7.8) | 497 | (2.4) | 406 | (10.5) |
| Belgium .... | 504 | (2.3) | 417 | (6.7) | 502 | (2.3) | 401 | (10.9) | 512 | (2.3) | 434 | (6.0) | 510 | (2.3) | 425 | (10.4) | 507 | (2.2) | 425 | (5.7) | 505 | (2.2) | 410 | (9.3) |
| Canada | 532 | (2.2) | 464 | (4.8) | 530 | (2.2) | 455 | (10.6) | 520 | (2.3) | 457 | (5.2) | 518 | (2.3) | 454 | (8.5) | 532 | (2.1) | 471 | (4.4) | 531 | (2.1) | 470 | (8.4) |
| Chile | 468 | (2.6) | 417 | (4.1) | 468 | (2.7) | 421 | (4.6) | 431 | (2.7) | 387 | (4.3) | 431 | (2.6) | 389 | (4.0) | 455 | (2.5) | 412 | (3.8) | 456 | (2.5) | 412 | (3.8) |
| Czech Republic . | 494 | (2.4) | 412 | (8.3) | 491 | (2.4) | 414 | (14.1) | 498 | (2.2) | 414 | (7.9) | 496 | (2.2) | 408 | (12.2) | 499 | (2.1) | 417 | (6.4) | 496 | (2.1) | 423 | (10.2) |
| Denmark. | 502 | (2.5) | 439 | (10.3) | 501 | (2.5) | 413 | (20.3) | 513 | (2.2) | 450 | (8.8) | 512 | (2.2) | 434 | (14.3) | 504 | (2.4) | 426 | (8.5) | 503 | (2.4) | 417 | (18.8) |
| Estonia | 520 | (2.3) | 519 | (5.3) | 520 | (2.2) | 456 | (15.6) | 522 | (2.0) | 512 | (4.9) | 521 | (2.0) | 456 | (14.0) | 536 | (2.1) | 530 | (5.1) | 535 | (2.1) | 481 | (17.0) |
| Finland. | 530 | (2.4) | 474 | (9.7) | 528 | (2.5) | 353 | (29.4) | 514 | (2.3) | 470 | (8.6) | 512 | (2.3) | 383 | (27.8) | 534 | (2.3) | 481 | (8.7) | 532 | (2.3) | 407 | (22.8) |
| France ................................................... | 507 | (2.3) | 424 | (7.2) | 503 | (2.3) | 413 | (15.3) | 499 | (2.0) | 431 | (5.8) | 496 | (2.0) | 410 | (11.3) | 502 | (1.9) | 429 | (6.1) | 498 | (1.9) | 417 | (12.7) |
| Germany . | 521 | (3.0) | 427 | (7.8) | 518 | (3.0) | 413 | (10.7) | 514 | (2.9) | 440 | (7.6) | 512 | (2.9) | 432 | (9.5) | 519 | (2.7) | 442 | (6.5) | 517 | (2.7) | 437 | (8.8) |
| Greece ... | 474 | (3.9) | 406 | (7.5) | 473 | (4.1) | 398 | (8.4) | 459 | (3.5) | 409 | (6.7) | 458 | (3.6) | 412 | (8.7) | 462 | (3.6) | 400 | (7.0) | 460 | (3.7) | 401 | (8.4) |
| Hungary | 476 | (2.6) | 392 | (6.7) | 473 | (2.7) | 396 | (9.5) | 483 | (2.5) | 409 | (6.8) | 480 | (2.6) | 413 | (9.7) | 483 | (2.4) | 403 | (6.6) | 480 | (2.5) | 407 | (9.4) |
| Iceland ... | 484 | (2.0) | 428 | (16.4) | 484 | (2.0) | $\ddagger$ | ( $\dagger$ ) | 490 | (2.1) | 444 | (13.1) | 489 | (2.1) | $\ddagger$ | ( $\dagger$ ) | 475 | (1.7) | 432 | (12.5) | 475 | (1.7) | $\ddagger$ | ( $\dagger$ ) |
| Ireland | 527 | (2.4) | 487 | (4.3) | 524 | (2.4) | 447 | (8.9) | 509 | (2.0) | 471 | (4.0) | 506 | (2.0) | 453 | (10.7) | 508 | (2.3) | 469 | (4.4) | 505 | (2.3) | 435 | (9.9) |
| Israel | 487 | (3.9) | 395 | (7.8) | 487 | (4.0) | 376 | (9.8) | 477 | (3.7) | 396 | (7.7) | 477 | (3.9) | 384 | (8.6) | 476 | (3.5) | 395 | (7.1) | 476 | (3.7) | 380 | (7.9) |
| Italy | 490 | (2.6) | 443 | (8.2) | 488 | (2.7) | 433 | (8.5) | 494 | (2.9) | 458 | (5.7) | 493 | (2.9) | 444 | (7.0) | 485 | (2.5) | 443 | (5.9) | 484 | (2.5) | 434 | (6.4) |
| Japan. | 529 | (3.2) | 496 | (3.6) | 521 | (3.1) | 468 | (5.4) | 544 | (3.1) | 516 | (3.4) | 538 | (3.0) | 485 | (5.1) | 550 | (3.1) | 521 | (3.4) | 544 | (2.9) | 492 | (4.6) |
| Korea, Republic of ................................ | 523 | (3.4) | 471 | (6.5) | 522 | (3.4) | 422 | (9.8) | 528 | (3.7) | 485 | (6.2) | 528 | (3.7) | 427 | (9.2) | 520 | (3.1) | 478 | (5.4) | 519 | (3.1) | 428 | (7.5) |
| Latvia .............................................. | 490 | (1.7) | 445 | (10.5) | 490 | (1.7) | 423 | (15.4) | 485 | (1.9) | 429 | (9.3) | 484 | (1.9) | 404 | (13.3) | 493 | (1.6) | 451 | (8.0) | 492 | (1.5) | 430 | (13.0) |
| Luxembourg . | 486 | (1.5) | 418 | (6.3) | 485 | (1.5) | 396 | (8.3) | 490 | (1.4) | 430 | (5.8) | 489 | (1.3) | 411 | (7.5) | 487 | (1.2) | 424 | (5.3) | 486 | (1.2) | 405 | (6.9) |
| Mexico ...... | 446 | (2.9) | 397 | (2.9) | 443 | (3.1) | 402 | (2.9) | 426 | (2.7) | 388 | (2.5) | 423 | (2.7) | 393 | (2.4) | 435 | (2.5) | 394 | (2.2) | 432 | (2.7) | 399 | (2.2) |
| Netherlands . | 507 | (2.5) | 427 | (9.0) | 505 | (2.4) | 400 | (15.4) | 515 | (2.2) | 445 | (8.5) | 514 | (2.2) | 408 | (13.4) | 512 | (2.3) | 440 | (8.6) | 511 | (2.2) | 414 | (12.4) |
| New Zealand. | 518 | (2.6) | 436 | (6.5) | 515 | (2.5) | 437 | (9.8) | 502 | (2.3) | 435 | (5.7) | 500 | (2.3) | 428 | (7.8) | 521 | (2.4) | 443 | (5.9) | 519 | (2.4) | 440 | (7.5) |
| Norway ......... | 517 | (2.4) | 456 | (11.0) | 516 | (2.4) | 466 | (17.0) | 505 | (2.2) | 442 | (8.3) | 504 | (2.2) | 435 | (15.0) | 502 | (2.1) | 434 | (9.8) | 501 | (2.1) | 437 | (13.3) |
| Poland. | 507 | (2.5) | 468 | (10.6) | 507 | (2.5) | 452 | (12.5) | 506 | (2.4) | 469 | (9.4) | 506 | (2.4) | 450 | (12.2) | 503 | (2.5) | 472 | (10.5) | 503 | (2.5) | 458 | (13.0) |
| Portugal. | 502 | (2.7) | 429 | (7.0) | 502 | (2.6) | 409 | (9.2) | 495 | (2.5) | 428 | (7.6) | 495 | (2.4) | 409 | (8.7) | 505 | (2.4) | 436 | (5.5) | 504 | (2.4) | 426 | (8.2) |
| Slovak Republic | 465 | (2.7) | 351 | (6.6) | 462 | (2.7) | 320 | (7.8) | 486 | (2.6) | 385 | (6.2) | 483 | (2.6) | 365 | (7.6) | 471 | (2.5) | 373 | (6.4) | 468 | (2.5) | 354 | (7.4) |
| Slovenia ............ | 508 | (1.5) | 456 | (8.9) | 507 | (1.5) | 433 | (15.2) | 512 | (1.3) | 464 | (7.6) | 511 | (1.3) | 459 | (15.2) | 516 | (1.3) | 463 | (7.6) | 514 | (1.3) | 448 | (11.8) |
| Spain ......... | 500 | (2.3) | 446 | (5.4) | 499 | (2.3) | 438 | (6.3) | 491 | (2.1) | 434 | (5.6) | 489 | (2.2) | 428 | (6.6) | 498 | (2.0) | 441 | (5.3) | 496 | (2.0) | 433 | (5.6) |
| Sweden. | 505 | (3.4) | 447 | (8.2) | 504 | (3.3) | 413 | (14.5) | 497 | (3.1) | 445 | (6.4) | 497 | (3.0) | 424 | (10.9) | 497 | (3.6) | 445 | (6.4) | 497 | (3.5) | 429 | (11.5) |
| Switzerland | 495 | (3.0) | 438 | (9.9) | 494 | (3.0) | 380 | (15.4) | 524 | (2.9) | 471 | (8.7) | 523 | (2.9) | 416 | (15.8) | 508 | (2.9) | 460 | (9.2) | 507 | (2.8) | 408 | (15.5) |
| Turkey | 445 | (4.2) | 398 | (4.3) | 445 | (4.1) | 403 | (4.6) | 436 | (4.4) | 394 | (4.5) | 437 | (4.4) | 397 | (4.6) | 441 | (4.1) | 398 | (4.3) | 441 | (4.0) | 402 | (4.6) |
| United Kingdom | 504 | (2.8) | 451 | (5.8) | 501 | (2.8) | 414 | (13.5) | 498 | (2.5) | 451 | (6.1) | 496 | (2.5) | 421 | (13.5) | 515 | (2.6) | 457 | (5.1) | 513 | (2.5) | 423 | (13.2) |
| United States .... | 505 | (3.3) | 454 | (5.5) | 503 | (3.2) | 431 | (7.7) | 477 | (3.2) | 433 | (4.4) | 475 | (3.1) | 413 | (5.1) | 504 | (3.1) | 454 | (4.6) | 503 | (3.0) | 430 | (5.2) |
| Non-OECD education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Albania ............................... | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) |
| Algeria ... | 359 | (3.8) | 342 | (3.1) | 358 | (4.3) | 347 | (3.0) | 371 | (3.9) | 351 | (2.9) | 372 | (4.6) | 355 | (3.0) | 386 | (3.4) | 367 | (2.6) | 386 | (4.0) | 372 | (2.6) |
| Beiijing, Shanghai, Jiangsu, Guangdong (China) | 526 | (5.4) | 449 | (6.1) | 529 | (4.6) | 423 | (5.7) | 558 | (5.7) | 495 | (5.3) | 561 | (4.9) | 470 | (5.2) | 546 | (5.2) | 479 | (5.3) | 549 | (4.4) | 454 | (5.0) |
| Brazil ................................................ | 430 | (3.1) | 372 | (3.0) | 420 | (2.9) | 370 | (3.7) | 397 | (3.1) | 345 | (2.8) | 388 | (3.0) | 343 | (4.0) | 422 | (2.7) | 367 | (2.0) | 411 | (2.5) | 368 | (2.9) |
| Buenos Aires (Argentina) ......................... | 481 | (7.3) | 420 | (11.1) | 482 | (7.4) | 412 | (12.4) | 462 | (7.1) | 405 | (9.9) | 462 | (7.0) | 394 | (10.7) | 481 | (6.5) | 423 | (8.2) | 481 | (6.5) | 414 | (9.4) |
| Bulgaria | 441 | (4.6) | 340 | (9.4) | 440 | (4.6) | 311 | (11.0) | 448 | (3.8) | 376 | (8.5) | 447 | (3.8) | 349 | (10.0) | 454 | (4.1) | 369 | (8.0) | 453 | (4.0) | 343 | (9.2) |
| Chinese Taipei. | 504 | (2.6) | 454 | (4.6) | 499 | (2.5) | 449 | (7.3) | 550 | (3.1) | 494 | (5.2) | 546 | (3.0) | 479 | (8.3) | 540 | (2.8) | 487 | (4.4) | 535 | (2.7) | 480 | (6.9) |
| Colombia | 449 | (2.7) | 388 | (3.9) | 446 | (2.8) | 394 | (3.7) | 407 | (2.4) | 363 | (3.0) | 405 | (2.4) | 368 | (3.0) | 436 | (2.4) | 385 | (3.0) | 433 | (2.4) | 391 | (3.0) |
| Costa Rica ....... | 444 | (2.6) | 386 | (3.4) | 441 | (2.8) | 394 | (3.1) | 412 | (2.7) | 369 | (2.7) | 411 | (2.8) | 374 | (2.8) | 432 | (2.2) | 387 | (2.9) | 431 | (2.3) | 392 | (2.6) |
| Croatia ................................................ | 491 | (2.7) | 452 | (5.6) | 489 | (2.7) | 433 | (11.9) | 468 | (2.8) | 424 | (5.1) | 466 | (2.8) | 412 | (12.0) | 479 | (2.5) | 440 | (5.0) | 477 | (2.5) | 433 | (10.2) |

Table 602.45. Average reading literacy, mathematics literacy, and science literacy scores of 15 -year-old students, by computer and internet access at home and country or other education system: 2015—Continued
[Standard errors appear in parentheses]

| Country or other education system | Reading literacy |  |  |  |  |  |  |  | Mathematics literacy |  |  |  |  |  |  |  | Science literacy |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Access to a computer at home for schoolwork |  |  |  | Access to the Internet at home |  |  |  | Access to a computer at home for schoolwork |  |  |  | Access to the Internet at home |  |  |  | Access to a computer at home for schoolwork |  |  |  | Access to the Internet at home |  |  |  |
|  |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |  | Yes |  | No |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Cyprus | 450 | (1.8) | 382 | (5.7) | 448 | (1.8) | 372 | (7.7) | 444 | (1.6) | 385 | (5.1) | 442 | (1.6) | 365 | (7.7) | 439 | (1.4) | 379 | (4.6) | 437 | (1.4) | 369 | (6.3) |
| Dominican Republic. | 379 | (3.9) | 337 | (3.2) | 373 | (3.5) | 333 | (3.5) | 344 | (3.6) | 315 | (3.1) | 340 | (3.2) | 313 | (3.5) | 350 | (3.5) | 316 | (2.4) | 346 | (3.1) | 311 | (2.8) |
| Georgia ................. | 417 | (2.9) | 353 | (4.8) | 412 | (3.0) | 352 | (5.3) | 416 | (2.8) | 369 | (4.1) | 413 | (2.8) | 368 | (5.1) | 422 | (2.5) | 380 | (3.4) | 418 | (2.5) | 382 | (4.2) |
| Hong Kong (China) ....... | 531 | (2.7) | 469 | (6.1) | 530 | (2.6) | 422 | (11.8) | 551 | (2.9) | 502 | (6.3) | 550 | (2.9) | 462 | (10.6) | 527 | (2.5) | 480 | (5.3) | 526 | (2.5) | 441 | (9.7) |
| Indonesia ......................................... | 436 | (4.0) | 383 | (3.1) | 426 | (3.2) | 384 | (3.2) | 433 | (4.7) | 369 | (3.1) | 419 | (4.0) | 372 | (3.0) | 439 | (4.4) | 390 | (2.6) | 429 | (3.4) | 391 | (2.6) |
| Jordan ... | 422 | (3.0) | 370 | (4.6) | 423 | (2.9) | 370 | (4.4) | 394 | (2.6) | 348 | (4.3) | 393 | (2.7) | 352 | (4.5) | 422 | (2.6) | 373 | (4.0) | 422 | (2.6) | 376 | (3.9) |
| Kosovo | 353 | (1.5) | 328 | (5.6) | 353 | (1.5) | 317 | (5.5) | 367 | (1.7) | 344 | (4.4) | 368 | (1.7) | 325 | (5.8) | 383 | (1.8) | 363 | (4.1) | 384 | (1.8) | 351 | (4.8) |
| Lebanon | 366 | (4.8) | 293 | (4.8) | 362 | (4.8) | 296 | (5.7) | 412 | (3.9) | 354 | (4.9) | 409 | (3.8) | 356 | (5.6) | 400 | (3.7) | 351 | (4.0) | 398 | (3.6) | 351 | (4.5) |
| Lithuania | 476 | (2.7) | 405 | (7.5) | 476 | (2.7) | 402 | (8.7) | 482 | (2.3) | 416 | (8.4) | 482 | (2.3) | 413 | (7.4) | 479 | (2.6) | 415 | (8.1) | 479 | (2.6) | 415 | (8.2) |
| Macao (China) ............... | 511 | (1.3) | 469 | (5.5) | 510 | (1.3) | 454 | (10.7) | 546 | (1.2) | 502 | (5.2) | 545 | (1.1) | 490 | (11.5) | 531 | (1.1) | 485 | (4.6) | 530 | (1.1) | 466 | (9.9) |
| Macedonia, Republic of | 359 | (1.4) | 292 | (5.9) | 358 | (1.4) | 290 | (7.0) | 379 | (1.3) | 310 | (7.1) | 378 | (1.3) | 309 | (8.5) | 390 | (1.3) | 338 | (5.0) | 389 | (1.3) | 335 | (6.5) |
| Malta ................... | 453 | (1.9) | 363 | (9.8) | 453 | (1.8) | 300 | (15.0) | 485 | (1.9) | 401 | (8.9) | 484 | (1.8) | 338 | (13.9) | 471 | (1.8) | 389 | (8.7) | 470 | (1.7) | 328 | (12.8) |
| Massachusetts ${ }^{2}$ (USA) . | 534 | (5.8) | 459 | (10.6) | 531 | (6.0) | 460 | (19.0) | 507 | (5.4) | 435 | (10.1) | 504 | (5.4) | 440 | (13.8) | 536 | (6.6) | 458 | (9.1) | 533 | (6.6) | 456 | (14.4) |
| Moldova, Republic of ............................... | 429 | (2.6) | 371 | (4.5) | 428 | (2.7) | 363 | (4.5) | 431 | (2.5) | 379 | (5.4) | 430 | (2.5) | 370 | (6.4) | 439 | (2.0) | 392 | (4.1) | 438 | (2.0) | 381 | (4.5) |
| Montenegro, Republic of ............................ | 433 | (1.8) | 396 | (4.7) | 433 | (1.8) | 396 | (4.7) | 423 | (1.6) | 392 | (4.3) | 422 | (1.6) | 392 | (5.1) | 417 | (1.2) | 383 | (4.1) | 416 | (1.2) | 386 | (4.6) |
| North Carolina ${ }^{2}$ (USA) | 507 | (5.4) | 443 | (9.4) | 503 | (5.4) | 453 | (10.5) | 478 | (4.3) | 421 | (7.5) | 474 | (4.5) | 429 | (7.4) | 509 | (4.9) | 451 | (9.0) | 506 | (4.9) | 459 | (9.8) |
| Peru ....................... | 433 | (3.4) | 358 | (2.4) | 435 | (3.7) | 367 | (2.8) | 414 | (3.3) | 356 | (2.4) | 415 | (3.5) | 363 | (2.7) | 424 | (2.8) | 366 | (2.0) | 424 | (3.0) | 374 | (2.3) |
| Puerto Rico (USA) .... | 421 | (7.5) | 387 | (6.6) | 416 | (7.1) | 385 | (11.2) | 388 | (6.4) | 355 | (4.8) | 382 | (5.8) | 361 | (8.7) | 413 | (6.6) | 374 | (5.8) | 406 | (6.2) | 382 | (9.6) |
| Qatar .................. | 415 | (1.2) | 336 | (2.9) | 412 | (1.1) | 311 | (4.2) | 413 | (1.3) | 352 | (3.8) | 410 | (1.4) | 332 | (4.0) | 428 | (1.1) | 366 | (2.8) | 426 | (1.1) | 345 | (3.3) |
| Romania ............................................ | 442 | (3.9) | 383 | (6.2) | 442 | (4.0) | 387 | (5.8) | 451 | (3.8) | 401 | (6.0) | 450 | (3.8) | 405 | (6.2) | 442 | (3.2) | 393 | (5.0) | 442 | (3.2) | 396 | (5.0) |
| Russian Federation ... | 500 | (3.0) | 455 | (7.6) | 499 | (3.1) | 449 | (11.3) | 498 | (3.1) | 468 | (9.7) | 497 | (3.1) | 467 | (10.8) | 491 | (2.8) | 457 | (8.5) | 490 | (2.9) | 455 | (8.4) |
| Singapore .............. | 544 | (1.9) | 464 | (4.5) | 539 | (1.6) | 421 | (9.3) | 572 | (1.7) | 495 | (3.9) | 567 | (1.4) | 462 | (9.3) | 565 | (1.5) | 479 | (4.4) | 559 | (1.2) | 438 | (8.4) |
| Thailand ..... | 427 | (4.0) | 383 | (2.8) | 421 | (3.9) | 384 | (3.3) | 428 | (3.8) | 395 | (3.1) | 424 | (3.6) | 395 | (3.6) | 438 | (3.6) | 398 | (2.4) | 433 | (3.4) | 397 | (3.0) |
| Trinidad and Tobago .............................. | 438 | (1.9) | 385 | (4.2) | 438 | (1.8) | 376 | (4.4) | 427 | (1.6) | 378 | (4.3) | 427 | (1.7) | 372 | (4.2) | 434 | (1.6) | 386 | (3.8) | 434 | (1.6) | 382 | (4.5) |
| Tunisia ................................................. | 377 | (3.3) | 335 | (4.0) | 374 | (3.3) | 338 | (3.9) | 383 | (3.5) | 340 | (3.5) | 380 | (3.4) | 342 | (3.5) | 399 | (2.6) | 368 | (2.3) | 396 | (2.5) | 369 | (2.5) |
| United Arab Emirates ... | 442 | (2.7) | 380 | (5.2) | 440 | (2.8) | 355 | (5.6) | 435 | (2.3) | 383 | (5.1) | 433 | (2.3) | 365 | (5.6) | 444 | (2.3) | 393 | (4.5) | 443 | (2.3) | 367 | (4.2) |
| Uruguay ............................................ | 446 | (2.6) | 402 | (5.0) | 447 | (2.5) | 385 | (4.8) | 426 | (2.5) | 392 | (5.5) | 426 | (2.5) | 382 | (5.6) | 443 | (2.2) | 405 | (4.3) | 444 | (2.2) | 393 | (3.9) |
| Vietnam ................................................ | 509 | (4.4) | 470 | (3.5) | 510 | (4.7) | 468 | (3.7) | 519 | (5.4) | 476 | (4.4) | 519 | (5.5) | 474 | (4.4) | 545 | (5.0) | 509 | (3.5) | 545 | (5.1) | 508 | (3.6) |

$\dagger$ Not applicable
tReporting standards not met (too few cases for a reliable estimate).
ors to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries, to
which each country contributes equally, regardless of the absolute size of the student population of each country.

2Results are for pubic school students only.
NOTE: Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2015. (This table was prepared January 2017.)

Table 602.50. Average reading literacy scores of 15-year-old students and percentage attaining reading literacy proficiency levels, by country or other education system: 2015
[Standard errors appear in parentheses]

| Country or other education system | Average reading literacy score ${ }^{1}$ |  | Percentage attaining reading literacy proficiency levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 2 |  |  |  |  |  |  |  | At level 2 |  | At level 3 |  | At level 4 |  | At or above level 5 |  |  |  |  |  |
|  |  |  | Total below level 2 |  | Below level 1b |  | At level 1b |  | At level 1a |  |  |  | Total at or above level 5 | At level 5 |  | At level 6 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| OECD average ${ }^{3}$........ | 493 | (0.5) | 20.1 | (0.17) | 1.3 | (0.04) | 5.2 | (0.09) | 13.6 | (0.13) | 23.2 | (0.15) | 27.9 | (0.15) |  |  | 20.5 | (0.14) | 8.3 | (0.11) | 7.2 | (0.09) | 1.1 | (0.04) |
| Australia | 503 | (1.7) | 18.1 | (0.55) | 1.2 | (0.16) | 4.8 | (0.24) | 12.0 | (0.47) | 21.4 | (0.63) | 27.5 | (0.58) | 22.0 | (0.58) | 11.0 | (0.51) | 9.0 | (0.46) | 2.0 | (0.20) |
| Austria ..... | 485 | (2.8) | 22.5 | (1.04) | 1.7 | (0.25) | 6.5 | (0.67) | 14.3 | (0.76) | 23.5 | (0.86) | 27.0 | (1.07) | 19.7 | (0.74) | 7.2 | (0.57) | 6.4 | (0.52) | 0.8 | (0.18) |
| Belgium .......................... | 499 | (2.4) | 19.5 | (0.90) | 1.0 | (0.20) | 5.3 | (0.39) | 13.2 | (0.62) | 21.1 | (0.68) | 26.8 | (0.77) | 23.2 | (0.68) | 9.3 | (0.56) | 8.4 | (0.50) | 1.0 | (0.16) |
| Canada ........................ | 527 | (2.3) | 10.7 | (0.63) | 0.4 | (0.10) | 2.1 | (0.26) | 8.2 | (0.46) | 19.0 | (0.55) | 29.7 | (0.69) | 26.6 | (0.68) | 14.0 | (0.74) | 11.6 | (0.58) | 2.4 | (0.29) |
| Chile ............................ | 459 | (2.6) | 28.4 | (1.16) | 1.3 | (0.29) | 7.4 | (0.59) | 19.8 | (0.86) | 29.9 | (1.22) | 27.0 | (0.89) | 12.4 | (0.78) | 2.3 | (0.29) | 2.2 | (0.28) | 0.1 ! | (0.05) |
| Czech Republic ... | 487 | (2.6) | 22.0 | (1.10) | 1.3 | (0.28) | 6.0 | (0.62) | 14.7 | (0.69) | 23.3 | (0.80) | 27.5 | (1.01) | 19.3 | (0.90) | 7.9 | (0.55) | 6.9 | (0.49) | 1.0 | (0.16) |
| Denmark ............................ | 500 | (2.5) | 15.0 | (0.81) | 0.5 | (0.14) | 3.3 | (0.35) | 11.2 | (0.65) | 24.1 | (0.84) | 32.4 | (0.76) | 22.0 | (0.85) | 6.5 | (0.61) | 5.9 | (0.56) | 0.6 ! | (0.17) |
| Estonia ............................... | 519 | (2.2) | 10.6 | (0.72) | $\ddagger$ | ( $\dagger$ ) | 2.1 | (0.31) | 8.4 | (0.66) | 21.6 | (0.73) | 31.4 | (0.86) | 25.4 | (0.95) | 11.0 | (0.65) | 9.7 | (0.61) | 1.4 | (0.24) |
| Finland ............................. | 526 | (2.5) | 11.1 | (0.75) | 0.6 | (0.15) | 2.6 | (0.31) | 7.8 | (0.52) | 17.6 | (0.77) | 29.7 | (0.91) | 27.9 | (0.96) | 13.7 | (0.72) | 11.7 | (0.62) | 2.0 | (0.26) |
| France ........................... | 499 | (2.5) | 21.5 | (0.91) | 2.3 | (0.43) | 6.5 | (0.57) | 12.7 | (0.52) | 19.0 | (0.80) | 24.5 |  | 22.5 |  |  |  |  | (0.68) |  |  |
| Germany ......................... | 509 | (3.0) | 16.2 | (0.93) | 0.9 | (0.20) | 4.1 | (0.46) | 11.2 | (0.69) | 21.0 | (0.97) | 27.6 | (0.91) | 23.5 | (0.85) | 11.7 | (0.70) | 9.7 | (0.65) | 1.9 | (0.29) |
| Greece ......................... | 467 | (4.3) | 27.3 | (1.79) | 2.3 | (0.51) | 7.8 | (0.96) | 17.2 | (0.96) | 25.3 | (0.97) | 27.2 | (1.08) | 16.1 | (0.92) | 4.0 | (0.47) | 3.8 | (0.45) | 0.3 ! | (0.09) |
| Hungary ........................ | 470 | (2.7) | 27.5 | (1.12) | 1.4 | (0.29) | 8.1 | (0.78) | 18.0 | (0.92) | 24.5 | (0.85) | 27.0 | (1.01) | 16.8 | (0.75) | 4.3 | (0.45) | 3.9 | (0.40) | 0.4 ! | (0.11) |
| Iceland .......................... | 482 | (2.0) | 22.1 | (0.98) | 1.8 | (0.32) | 6.0 | (0.52) | 14.3 | (0.90) | 26.0 | (1.09) | 27.3 | (0.93) | 18.0 | (0.75) | 6.6 | (0.60) | 5.8 | (0.54) | 0.8 ! | (0.24) |
| Ireland ........................... | 521 | (2.5) | 10.2 | (0.80) | $\ddagger$ | ( $\dagger$ ) | 1.7 | (0.30) | 8.3 | (0.67) | 21.0 | (0.87) | 31.8 | (1.06) | 26.4 | (0.78) | 10.7 | (0.65) | 9.4 | (0.58) | 1.3 | (0.23) |
| Israel | 479 | (3.8) | 26.6 | (1.25) | 3.3 | (0.47) |  | (0.65) | 15.2 | (0.83) | 21.7 | (0.97) | 24.0 | (0.85) | 18.5 | (0.89) |  | (0.74) | 7.7 | (0.64) |  | (0.25) |
| Italy | 485 | (2.7) |  | (1.03) | 1.0 | (0.24) | 5.4 | (0.45) | 14.5 | (0.77) | 25.4 |  | 28.8 | (0.81) | 19.2 | (0.86) | 5.7 | (0.48) | 5.1 | (0.41) | 0.6 | (0.15) |
| Japan | 516 | (3.2) | 12.9 | (0.98) | 0.6 | (0.18) | 3.0 | (0.40) | 9.2 | (0.67) | 19.8 | (0.92) | 30.5 | (0.87) | 26.0 | (1.02) | 10.8 | (0.90) | 9.5 | (0.81) | 1.3 | (0.25) |
| Korea, Republic of | 517 | (3.5) | 13.7 | (0.98) | 0.7 | (0.19) | 3.4 | (0.48) | 9.5 | (0.72) | 19.3 | (0.95) | 28.9 | (1.03) | 25.5 | (1.16) | 12.7 | (0.96) | 10.8 | (0.83) | 1.9 | (0.31) |
| Latvia | 488 | (1.8) | 17.7 | (0.93) | 0.4 ! | (0.17) | 3.8 | (0.40) | 13.4 | (0.78) | 27.2 | (0.83) | 32.1 | (0.88) | 18.7 | (0.82) | 4.3 | (0.47) | 4.0 | (0.44) | 0.3 ! | (0.13) |
| Luxembourg .................... | 481 | (1.4) | 25.6 | (0.58) | 1.9 | (0.28) | 7.8 | (0.49) | 15.9 | (0.67) | 22.0 | (0.84) | 24.7 | (0.65) | 19.4 | (0.73) | 8.1 | (0.45) | 7.0 | (0.39) | 1.2 | (0.19) |
| Mexico ........................... | 423 | (2.6) | 41.7 | (1.28) | 2.0 | (0.29) | 11.4 | (0.79) | 28.4 | (0.90) | 34.2 | (1.00) | 19.5 | (0.91) | 4.2 | (0.51) | 0.3 ! | (0.12) | 0.3 ! | (0.12) | $\ddagger$ | ( $\dagger$ ) |
| Netherlands ................... | 503 | (2.4) | 18.1 | (1.03) | 1.1 | (0.20) | 4.4 | (0.45) | 12.6 | (0.80) | 21.8 | (0.88) | 26.6 | (1.05) | 22.7 | (0.79) | 10.9 | (0.63) | 9.5 | (0.58) | 1.4 | (0.28) |
| New Zealand .................... | 509 | (2.4) | 17.3 | (0.85) | 1.0 | (0.18) | 4.8 | (0.55) | 11.5 | (0.71) | 20.6 | (0.74) | 26.5 | (0.93) | 22.0 | (0.91) | 13.6 | (0.87) | 11.0 | (0.73) | 2.6 | (0.37) |
| Norway ......................... | 513 | (2.5) | 14.9 | (0.82) | 0.8 | (0.18) | 3.6 | (0.39) | 10.6 | (0.60) | 20.4 | (0.74) | 28.5 | (0.79) | 23.9 | (0.83) | 12.2 | (0.67) | 10.1 | (0.61) | 2.1 | (0.36) |
| Poland | 506 | (2.5) | 14.4 | (0.78) | 0.5 ! | (0.17) | 3.2 | (0.41) | 10.8 | (0.64) | 22.5 | (0.84) | 31.4 | (0.82) | 23.5 | (0.88) | 8.2 | (0.70) | 7.5 | (0.63) | 0.7 | (0.20) |
| Portugal ......................... | 498 | (2.7) | 17.2 | (0.88) | 0.6 | (0.13) | 3.9 | (0.39) | 12.7 | (0.67) | 23.2 | (0.83) | 30.2 | (0.92) | 21.9 | (0.98) | 7.5 | (0.58) | 6.9 | (0.59) | 0.6 | (0.18) |
| Slovak Republic ............... | 453 | (2.8) | 32.1 | (1.14) | 4.4 | (0.53) | 9.4 | (0.57) | 18.3 | (0.79) | 25.7 | (0.78) | 24.8 | (0.88) | 14.0 | (0.65) | 3.5 | (0.40) | 3.2 | (0.37) | 0.2 ! | (0.11) |
| Slovenia ........................ | 505 | (1.5) | 15.1 | (0.58) | 0.5 | (0.10) | 3.4 | (0.34) | 11.2 | (0.52) | 22.5 | (0.90) | 30.3 | (0.89) | 23.1 | (0.78) | 8.9 | (0.68) | 8.0 | (0.68) | 1.0 ! | (0.36) |
| Spain ............................ | 496 | (2.4) | 16.2 | (0.85) | 0.7 | (0.16) | 3.5 | (0.37) | 12.0 | (0.69) | 24.4 | (0.80) | 32.3 | (0.97) | 21.6 | (0.85) | 5.5 | (0.53) | 5.1 | (0.51) | 0.4 | (0.10) |
| Sweden ......................... | 500 | (3.5) | 18.4 | (1.09) | 1.5 | (0.28) | 4.8 | (0.46) | 12.2 | (0.84) | 21.7 | (0.84) | 27.5 | (0.77) | 22.5 | (0.98) | 10.0 | (0.79) | 8.5 | (0.74) | 1.5 | (0.28) |
| Switzerland ..................... | 492 | (3.0) | 20.0 | (1.10) | 1.2 | (0.26) | 5.2 | (0.56) | 13.5 | (0.74) | 23.2 | (0.87) | 28.1 | (0.96) | 20.9 | (0.94) | 7.8 | (0.65) | 6.9 | (0.60) | 0.9 | (0.20) |
| Turkey ......................... | 428 | (4.0) | 40.0 | (2.00) | 2.3 | (0.32) | 10.9 | (0.96) | 26.8 | (1.38) | 32.6 | (1.48) | 21.1 | (1.41) | 5.7 | (0.88) | 0.6 ! | (0.23) | 0.6 ! | (0.22) | $\ddagger$ | ( $\dagger$ ) |
| United Kingdom ............... | 498 | (2.8) | 17.9 | (0.86) | 0.8 | (0.16) | 4.0 | (0.37) | 13.1 | (0.70) | 24.3 | (0.85) | 28.4 | (0.73) | 20.3 | (0.75) | 9.2 | (0.64) | 7.7 | (0.51) | 1.5 | (0.22) |
| United States ................... | 497 | (3.4) | 19.0 | (1.14) | 1.1 | (0.24) | 4.8 | (0.53) | 13.0 | (0.77) | 22.9 | (0.90) | 28.0 | (0.95) | 20.5 | (0.87) | 9.6 | (0.74) | 8.2 | (0.64) | 1.4 | (0.23) |

See notes at end of table.

Table 602.50. Average reading literacy scores of 15-year-old students and percentage attaining reading literacy proficiency levels, by country or other education system: 2015-Continued [Standard errors appear in parentheses]

| Country or other education system | Average reading literacy score ${ }^{1}$ |  | Percentage attaining reading literacy proficiency levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 2 |  |  |  |  |  |  |  | At level 2 |  | At level 3 |  | At level 4 |  | At or above level 5 |  |  |  |  |  |
|  |  |  | Total below level 2 |  | Below level 1b |  | At level 1 b |  | At level 1a |  |  |  | Total at or above level 5 | At level 5 |  | At level 6 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Non-OECD education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Albania ................... | 405 | (4.1) | 50.3 | (1.92) |  | (0.70) | 15.9 | (1.06) | 27.0 | (1.25) | 27.3 | (1.08) | 16.3 | (1.05) |  |  | 5.1 | (0.68) | 1.0 | (0.23) | 0.9 | (0.21) | $\ddagger$ | ( $\dagger$ ) |
| Algeria ...................... | 350 | (3.0) | 79.0 | (1.55) | 11.0 | (1.02) | 31.2 | (1.17) | 36.8 | (1.20) | 17.0 | (1.23) | 3.7 | (0.55) | 0.3 ! | (0.12) | , | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | * | ( $\dagger$ ) |
| Beijing, Shanghai, Jiangsu, Guangdong (China) | 494 | (5.1) | 21.9 | (1.51) | 2.1 | (0.44) | 6.2 | (0.64) | 13.5 | (0.84) | 20.9 | (1.06) | 25.4 | (1.11) | 20.9 | (1.19) | 10.9 | (1.29) | 9.1 | (0.97) | 1.8 | (0.45) |
| Brazil .......................... | 407 | (2.8) | 51.0 | (1.13) | 7.1 | (0.47) | 17.4 | (0.65) | 26.5 | (0.61) | 25.0 | (0.66) | 16.2 | (0.57) | 6.4 | (0.46) | 1.4 | (0.25) | 1.3 | (0.21) | $\ddagger$ | ( $\dagger$ ) |
| Buenos Aires (Argentina) | 475 | (7.2) | 21.8 | (2.29) | 1.5 ! | (0.54) | 5.8 | (1.09) | 14.5 | (1.66) | 28.2 | (2.10) | 30.1 | (1.98) | 16.2 | (2.03) | 3.8 | (1.09) | 3.5 | (1.00) | 0.3! | (0.21) |
| Bulgaria ..................... | 432 | (5.0) | 41.5 | (1.99) | 7.7 | (0.93) | 14.3 | (1.16) | 19.5 | (0.98) | 22.0 | (1.04) | 21.2 | (1.26) | 11.7 | (0.97) | 3.6 | (0.47) | 3.2 | (0.40) | 0.4 ! | (0.13) |
| Chinese Taipei ............. | 497 | (2.5) | 17.2 | (0.82) | 1.0 | (0.16) | 4.4 | (0.37) | 11.8 | (0.59) | 22.4 | (0.77) | 31.3 | (1.00) | 22.1 | (0.86) | 6.9 | (0.77) | 6.3 | (0.66) | 0.6 | (0.19) |
| Colombia ................... | 425 | (2.9) | 42.8 | (1.49) | 3.2 | (0.47) | 13.6 | (1.00) | 26.1 | (0.95) | 29.2 | (0.92) | 19.9 | (0.93) | 7.0 | (0.51) | 1.0 | (0.16) | 0.9 | (0.17) | $\ddagger$ | ( $\dagger$ ) |
| Costa Rica .................. | 427 | (2.6) | 40.3 | (1.44) | 1.7 | (0.28) | 10.3 | (0.72) | 28.3 | (1.00) | 34.6 | (1.04) | 19.2 | (1.05) | 5.2 | (0.57) | 0.7 | (0.18) | 0.6 | (0.17) | $\ddagger$ | ( $\dagger$ ) |
| Croatia ...................... | 487 | (2.7) | 19.9 | (1.14) | 0.6 | (0.14) | 4.5 | (0.45) | 14.8 | (0.86) | 26.6 | (0.91) | 28.6 | (0.99) | 19.0 | (0.93) | 5.9 | (0.54) | 5.4 | (0.55) | 0.5 | (0.14) |
| Cyprus ...................... | 443 | (1.7) | 35.6 | (0.85) | 4.4 | (0.38) | 11.4 | (0.56) | 19.8 | (0.96) | 27.0 | (0.73) | 23.0 | (0.84) | 11.3 | (0.58) | 3.1 | (0.34) | 2.8 | (0.33) | 0.2 ! | (0.09) |
| Dominican Republic ...... | 358 | (3.1) | 72.1 | (1.46) | 13.1 | (1.06) | 28.2 | (1.24) | 30.8 | (1.23) | 19.5 | (1.06) | 7.0 | (0.72) | 1.3 | (0.29) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) |
| Georgia ..................... | 401 | (3.0) | 51.7 | (1.27) | 9.5 | (0.65) | 16.4 | (0.80) | 25.8 | (0.80) | 25.4 | (0.91) | 16.1 | (0.76) | 5.7 | (0.54) | 1.1 | (0.23) | 1.1 | (0.21) | $\ddagger$ | ( $\dagger$ ) |
| Hong Kong (China) ....... | 527 | (2.7) | 9.3 | (0.76) | 0.3 ! | (0.12) | 2.0 | (0.28) | 7.0 | (0.61) | 18.1 | (0.93) | 32.1 | (1.07) | 29.0 | (0.97) | 11.6 | (0.86) | 10.4 | (0.82) | 1.1 | (0.21) |
| Indonesia ................... | 397 | (2.9) | 55.4 | (1.49) | 3.8 | (0.65) | 16.8 | (1.07) | 34.8 | (1.05) | 30.9 | (1.13) | 11.7 | (0.78) | 1.9 | (0.32) | $\pm$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Jordan ........................ | 408 | (2.9) | 46.3 | (1.40) | 7.4 | (0.70) | 13.7 | (0.76) | 25.2 | (0.92) | 30.7 | (0.76) | 18.7 | (0.94) | 4.1 | (0.39) | 0.3 ! | (0.10) | 0.3 ! | (0.10) | $\ddagger$ | ( $\dagger$ |
| Kosovo | 347 | (1.6) | 76.9 | (0.89) | 14.6 | (0.74) | 28.0 | (0.95) | 34.2 | (1.13) | 19.4 | (0.93) | 3.6 | (0.43) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | (t) | \# | ( $\dagger$ ) |
| Lebanon .................... | 347 | (4.4) | 70.4 | (1.63) | 24.1 | (1.51) | 24.5 | (1.32) | 21.7 | (1.11) | 15.8 | (1.00) | 9.4 | (0.85) | 3.6 | (0.49) | 0.8 | (0.25) | 0.7 ! | (0.25) | $\ddagger$ | ( $\dagger$ ) |
| Lithuania ................... | 472 | (2.7) | 25.1 | (0.93) | 1.3 | (0.24) | 6.7 | (0.51) | 17.1 | (0.72) | 27.1 | (0.81) | 26.7 | (0.91) | 16.7 | (0.90) | 4.4 | (0.51) | 4.1 | (0.46) | 0.4 ! | (0.11) |
| Macao (China) ............. | 509 | (1.3) | 11.7 | (0.45) | 0.3 ! | (0.10) | 2.1 | (0.26) | 9.3 | (0.50) | 23.1 | (0.83) | 34.2 | (0.91) | 24.4 | (0.87) | 6.7 | (0.55) | 6.2 | (0.53) | 0.5 | (0.14) |
| Macedonia, Republic of | 352 | (1.4) | 70.7 | (0.73) | 18.8 | (0.68) | 24.1 | (0.82) | 27.7 | (0.91) | 19.3 | (0.76) | 8.1 | (0.56) | 1.7 | (0.24) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Malta ........................ | 447 | (1.8) | 35.6 | (0.84) | 7.5 | (0.48) | 11.1 | (0.75) | 17.0 | (0.93) | 22.5 | (0.84) | 22.5 | (0.84) | 13.9 | (0.71) | 5.6 | (0.42) | 4.7 | (0.45) | 0.9 | (0.24) |
| Massachusetts ${ }^{4}$ (USA) .. | 527 | (6.0) | 11.3 | (1.28) | 0.5 ! | (0.22) | 2.3 | (0.52) | 8.5 | (1.15) | 17.9 | (1.56) | 29.7 | (1.58) | 26.7 | (1.78) | 14.5 | (1.63) | 11.9 | (1.51) | 2.5 | (0.61) |
| Moldova, Republic of ..... | 416 | (2.5) | 45.8 | (1.14) | 5.9 | (0.47) | 14.7 | (0.68) | 25.1 | (0.92) | 27.7 | (0.85) | 18.7 | (0.76) | 6.6 | (0.56) | 1.2 | (0.23) | 1.1 | (0.21) | $\ddagger$ | ( $\dagger$ ) |
| Montenegro, Republic of | 427 | (1.6) | 41.9 | (0.73) | 4.1 | (0.32) | 13.0 | (0.66) | 24.9 | (0.81) | 28.6 | (0.74) | 20.2 | (0.58) | 7.9 | (0.45) | 1.4 | (0.28) | 1.3 | (0.27) | $\pm$ | ( $\dagger$ ) |
| North Carolina ${ }^{4}$ (USA) .. |  |  |  |  |  |  |  |  |  |  | 23.4 |  |  |  |  |  |  |  |  |  |  |  |
| Peru | 398 | (2.9) | 53.9 | (1.49) | 6.4 | (0.57) | 19.2 | (0.95) | 28.3 | (1.13) | 27.3 | (0.91) | 15.0 | (0.81) | 3.5 | (0.50) | 0.3 ! | (0.10) | 0.3 ! | (0.10) | $\ddagger$ | (t) |
| Puerto Rico (USA) ........ | 410 | (7.1) | 50.4 | (3.21) | 5.8 | (1.37) | 16.6 | (2.25) | 28.0 | (1.84) | 25.8 | (1.97) | 16.4 | (1.83) | 6.2 | (1.23) | 1.2 ! | (0.39) | 1.1 ! | (0.38) | $\ddagger$ | ( $\dagger$ ) |
| Qatar ........................ | 402 | (1.0) | 51.6 | (0.49) | 11.1 | (0.32) | 17.7 | (0.44) | 22.8 | (0.61) | 22.7 | (0.50) | 16.8 | (0.49) | 7.4 | (0.33) | 1.6 | (0.17) | 1.4 | (0.16) | 0.1 ! | (0.04) |
| Romania ...................... | 434 | (4.1) | 38.7 | (1.86) | 3.7 | (0.55) | 11.6 | (0.88) | 23.4 | (1.19) | 29.5 | (1.18) | 21.3 | (1.23) | 8.4 | (0.85) | 2.0 | (0.39) | 1.8 | (0.37) | 0.2 ! | (0.07) |
| Russian Federation ....... | 495 | (3.1) | 16.2 | (1.20) | 0.3 ! | (0.10) | 3.2 | (0.42) | 12.8 | (0.99) | 27.1 | (0.98) | 30.7 | (1.12) | 19.3 | (1.00) | 6.6 | (0.60) | 5.9 | (0.59) | 0.8 | (0.17) |
| Singapore ................... | 535 | (1.6) | 11.1 | (0.52) | 0.3 ! | (0.12) | 2.5 | (0.24) | 8.3 | (0.42) | 16.9 | (0.54) | 26.2 | (0.74) | 27.4 | (0.73) | 18.4 | (0.70) | 14.7 | (0.66) | 3.6 | (0.35) |
| Thailand ...................... | 409 | (3.3) | 50.0 | (1.76) | 2.8 | (0.43) | 15.1 | (1.07) | 32.1 | (1.03) | 31.1 | (0.97) | 15.0 | (0.98) | 3.7 | (0.54) | 0.3 ! | (0.12) | 0.3 ! | (0.12) | , | ( $\dagger$ ) |
| Trinidad and Tobago ...... | 427 | (1.5) | 42.5 | (0.90) | 5.7 | (0.52) | 14.3 | (0.67) | 22.5 | (0.85) | 25.6 | (1.00) | 20.3 | (0.88) | 9.2 | (0.63) | 2.4 | (0.30) | 2.2 | (0.30) | 0.2 ! | (0.09) |
| Tunisia ........................ | 361 | (3.1) | 71.6 | (1.28) | 11.1 | (1.13) | 26.6 | (1.08) | 33.9 | (1.17) | 21.0 | (1.10) | 6.5 | (0.59) | 0.8 | (0.22) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) |
| United Arab Emirates .... | 434 | (2.9) | 40.4 | (1.20) | 5.4 | (0.44) | 13.2 | (0.65) | 21.8 | (0.67) | 25.4 | (0.63) | 20.5 | (0.79) | 10.7 | (0.60) | 3.0 | (0.35) | 2.7 | (0.31) | 0.3 | (0.08) |
| Uruguay .................... | 437 | (2.5) | 39.0 | (1.11) | 3.0 | (0.33) | 12.5 | (0.74) | 23.5 | (0.84) | 27.8 | (0.81) | 21.3 | (0.84) | 9.3 | (0.58) | 2.5 | (0.40) | 2.3 | (0.37) | 0.2 ! | (0.09) |
| Vietnam ....................... | 487 | (3.7) | 13.8 | (1.45) | $\ddagger$ | ( $\dagger$ ) | 1.7 | (0.38) | 12.1 | (1.32) | 32.5 | (1.47) | 35.2 | (1.33) | 15.8 | (1.19) | 2.7 | (0.71) | 2.5 | (0.65) | , | ( $\dagger$ |

## Not applicable <br> Rounds to zero.

!!nterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{\text {Th }}$ To reach a particular proficiency level, a student must correctly answer a majority of items at that level. Students were classified into reading literacy levels according to their scores. Exact cut scores are as follows: below level 1b (a score less than 262.04); level 1 b (a score of at least 262.04 but less than 334.75 ); level 1 a (a score of at least 334.75 but less than 407.47 ). level 2 (a score of at least
407.47 but less than 480.18 ); level 3 (a score of at least 480.18 but less than 552.89 ); level 4 (a score of at least 552.89 but less than 625.61 ); level 5 (a score of at least 625.61 but less than 698.32 ); and level 6 (a score of at least 698.32 ),
(OECD) countries, to which ${ }^{4}$ Results are for public school students only.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for international Student Assessment (PISA), 2015. (This table was prepared December 2016.)

Table 602.60. Average mathematics literacy scores of 15 -year-old students and percentage attaining mathematics literacy proficiency levels, by country or other education system: 2015
[Standard errors appear in parentheses]

| Country or other education system | Average mathematics literacy score ${ }^{1}$ |  | Percentage attaining mathematics literacy proficiency levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 2 |  |  |  |  |  | At level 2 |  | At level 3 |  | At level 4 |  | At or above level 5 |  |  |  |  |  |
|  |  |  | Total below level 2 |  | Below level 1 |  | At level 1 |  |  |  | Total at or above level 5 | At level 5 |  | At level 6 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| OECD average ${ }^{3}$........ | 490 | (0.4) | 23.4 | (0.18) | 8.5 | (0.12) | 14.9 | (0.13) | 22.5 | (0.15) | 24.8 | (0.15) |  |  | 18.6 | (0.14) | 10.7 | (0.13) | 8.4 | (0.10) | 2.3 | (0.06) |
| Australia ................... | 494 | (1.6) | 22.0 | (0.61) | 7.6 | (0.43) | 14.4 | (0.45) | 22.6 | (0.70) | 25.4 | (0.61) | 18.7 | (0.54) | 11.3 | (0.62) | 8.6 | (0.48) | 2.7 | (0.28) |
| Austria ............................. | 497 | (2.9) | 21.8 | (1.08) | 7.8 | (0.71) | 13.9 | (0.68) | 21.3 | (0.82) | 24.6 | (0.85) | 19.9 | (0.85) | 12.5 | (0.87) | 9.7 | (0.69) | 2.7 | (0.40) |
| Belgium .......................... | 507 | (2.4) | 20.1 | (0.96) | 7.2 | (0.61) | 12.9 | (0.61) | 18.8 | (0.82) | 23.4 | (0.73) | 21.8 | (0.70) | 15.9 | (0.67) | 12.3 | (0.51) | 3.6 | (0.35) |
| Canada ......................... | 516 | (2.3) | 14.4 | (0.70) | 3.8 | (0.35) | 10.5 | (0.50) | 20.4 | (0.60) | 27.1 | (0.65) | 23.0 | (0.74) | 15.1 | (0.76) | 11.4 | (0.56) | 3.7 | (0.34) |
| Chile ............................ | 423 | (2.5) | 49.4 | (1.28) | 23.0 | (1.09) | 26.3 | (0.99) | 25.5 | (0.78) | 17.4 | (0.88) | 6.4 | (0.54) | 1.4 | (0.21) | 1.3 | (0.21) | \# | ( $\dagger$ ) |
| Czech Republic ........... | 492 | (2.4) | 21.7 | (1.07) | 7.4 | (0.68) | 14.3 | (0.76) | 23.3 | (0.95) | 26.2 | (0.84) | 18.4 | (0.74) | 10.4 | (0.78) | 8.1 | (0.63) | 2.2 | (0.30) |
| Denmark ....................... | 511 | (2.2) | 13.6 | (0.85) | 3.1 | (0.33) | 10.5 | (0.73) | 21.9 | (0.97) | 29.5 | (0.90) | 23.4 | (0.86) | 11.7 | (0.73) | 9.8 | (0.67) | 1.9 | (0.33) |
| Estonia ......................... | 520 | (2.0) | 11.2 | (0.71) | 2.2 | (0.31) | 9.0 | (0.67) | 21.5 | (0.94) | 28.9 | (0.84) | 24.2 | (0.72) | 14.2 | (0.81) | 11.3 | (0.66) | 2.9 | (0.41) |
| Finland ......................... | 511 | (2.3) | 13.6 | (0.83) | 3.6 | (0.48) | 10.0 | (0.65) | 21.8 | (0.80) | 29.3 | (0.79) | 23.7 | (0.98) | 11.7 | (0.70) | 9.5 | (0.68) | 2.2 | (0.30) |
| France ........................... | 493 | (2.1) | 23.5 | (0.93) | 8.8 | (0.71) | 14.7 | (0.69) | 20.7 | (0.88) | 23.8 | (0.77) | 20.6 | (0.71) | 11.4 | (0.69) | 9.5 | (0.61) | 1.9 | (0.27) |
| Germany ....................... | 506 | (2.9) | 17.2 | (1.00) | 5.1 | (0.57) | 12.1 | (0.76) | 21.8 | (0.94) | 26.8 | (0.74) | 21.2 | (0.94) | 12.9 | (0.78) | 10.1 | (0.64) | 2.9 | (0.36) |
| Greece ........................... | 454 | (3.8) | 35.8 | (1.77) | 15.1 | (1.33) | 20.7 | (0.97) | 26.0 | (0.89) | 22.1 | (1.00) | 12.3 | (0.85) | 3.9 | (0.48) | 3.4 | (0.44) | 0.5 | (0.14) |
| Hungary ................................. | 477 | (2.5) | 28.0 | (1.15) | 11.3 | (0.83) | 16.6 | (0.78) | 23.1 | (1.01) | 24.5 | (0.97) | 16.3 | (0.81) | 8.1 | (0.64) | 6.7 | (0.49) | 1.5 | (0.26) |
| Iceland ................................... | 488 | (2.0) | 23.6 | (1.01) | 8.4 | (0.59) | 15.2 | (0.88) | 23.7 | (1.13) | 24.8 | (1.10) | 17.5 | (0.87) | 10.3 | (0.78) | 8.1 | (0.71) | 2.2 | (0.34) |
| Ireland ............................... | 504 | (2.1) | 15.0 | (0.89) | 3.5 | (0.46) | 11.5 | (0.65) | 24.1 | (0.89) | 30.0 | (0.89) | 21.2 | (0.71) | 9.8 | (0.58) | 8.3 | (0.51) | 1.5 | (0.22) |
| Israel ........ | 470 | (3.6) | 32.1 | (1.37) | 15.0 | (0.99) | 17.1 | (0.78) | 21.1 | (0.98) | 21.7 | (0.99) | 16.1 | (0.79) | 8.9 | (0.89) | 7.1 | (0.65) | 1.9 | (0.32) |
| Italy .............................. | 490 | (2.8) | 23.3 | (1.06) | 8.3 | (0.64) | 14.9 | (0.78) | 23.3 | (0.85) | 24.7 | (0.80) | 18.3 | (0.87) | 10.5 | (0.80) | 8.1 | (0.60) | 2.4 | (0.34) |
| Japan .......................... | 532 | (3.0) | 10.7 | (0.81) | 2.9 | (0.40) | 7.8 | (0.57) | 17.2 | (0.90) | 25.8 | (0.87) | 25.9 | (0.91) | 20.3 | (1.26) | 15.0 | (0.90) | 5.3 | (0.73) |
| Korea, Republic of ............ | 524 | (3.7) | 15.5 | (1.06) | 5.4 | (0.63) | 10.0 | (0.74) | 17.2 | (0.78) | 23.7 | (0.81) | 22.7 | (0.94) | 20.9 | (1.33) | 14.3 | (0.87) | 6.6 | (0.68) |
| Latvia ........................... | 482 | (1.9) | 21.4 | (1.01) | 5.7 | (0.63) | 15.8 | (0.81) | 28.3 | (0.91) | 28.8 | (0.95) | 16.3 | (0.74) | 5.2 | (0.42) | 4.5 | (0.40) | 0.6 | (0.14) |
| Luxembourg .................... | 486 | (1.3) | 25.8 | (0.69) | 8.8 | (0.49) | 17.0 | (0.71) | 22.5 | (0.69) | 23.6 | (0.96) | 18.0 | (0.67) | 10.0 | (0.52) | 7.8 | (0.41) | 2.2 | (0.30) |
| Mexico ...................................... | 408 | (2.2) | 56.6 | (1.31) | 25.5 | (1.11) | 31.1 | (0.92) | 26.9 | (0.92) | 12.9 | (0.76) | 3.2 | (0.36) | , | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) |
| Netherlands ................................... | 512 | (2.2) | 16.7 | (0.89) | 5.2 | (0.50) | 11.5 | (0.70) | 19.8 | (0.75) | 24.9 | (0.88) | 23.0 | (0.83) | 15.5 | (0.78) | 12.3 | (0.68) | 3.2 | (0.33) |
| New Zealand ................................ | 495 | (2.3) | 21.6 | (1.02) | 7.1 | (0.54) | 14.6 | (0.83) | 22.6 | (0.99) | 25.3 | (1.01) | 19.0 | (0.79) | 11.4 | (0.71) | 8.6 | (0.66) | 2.8 | (0.37) |
| Norway .......................... | 502 | (2.2) | 17.1 | (0.77) | 4.8 | (0.48) | 12.3 | (0.65) | 23.6 | (0.89) | 27.7 | (0.82) | 21.0 | (1.02) | 10.6 | (0.67) | 8.7 | (0.62) | 1.9 | (0.27) |
| Poland ....... | 504 | (2.4) | 17.2 | (1.00) | 4.5 | (0.52) | 12.7 | (0.75) | 22.9 | (0.96) | 27.1 | (0.78) | 20.6 | (0.89) | 12.2 | (0.88) | 9.3 | (0.64) | 2.9 | (0.46) |
| Portugal ........................ | 492 | (2.5) | 23.8 | (0.95) | 8.7 | (0.61) | 15.1 | (0.73) | 21.6 | (0.71) | 23.9 | (0.78) | 19.2 | (0.77) | 11.4 | (0.70) | 8.9 | (0.62) | 2.5 | (0.33) |
| Slovak Republic ............... | 475 | (2.7) | 27.7 | (1.19) | 11.6 | (0.79) | 16.1 | (0.74) | 23.5 | (1.02) | 24.3 | (0.87) | 16.7 | (0.71) | 7.8 | (0.64) | 6.6 | (0.50) | 1.3 | (0.26) |
| Slovenia ..................................... | 510 | (1.3) | 16.1 | (0.58) | 4.4 | (0.40) | 11.7 | (0.63) | 21.4 | (0.80) | 26.8 | (0.75) | 22.3 | (0.84) | 13.5 | (0.68) | 10.4 | (0.59) | 3.0 | (0.36) |
| Spain ............................ | 486 | (2.2) | 22.2 | (0.97) | 7.2 | (0.49) | 15.0 | (0.80) | 24.9 | (0.83) | 27.5 | (0.98) | 18.1 | (0.70) | 7.2 | (0.62) | 6.3 | (0.52) | 1.0 | (0.20) |
| Sweden ........................ | 494 | (3.2) | 20.8 | (1.20) | 7.0 | (0.68) | 13.8 | (0.83) | 23.3 | (0.96) | 26.1 | (1.10) | 19.4 | (0.93) | 10.4 | (0.86) | 8.4 | (0.65) | 2.0 | (0.38) |
| Switzerland ...................... | 521 | (2.9) | 15.8 | (1.03) | 4.9 | (0.54) | 10.9 | (0.78) | 18.1 | (0.81) | 23.6 | (0.89) | 23.3 | (0.83) | 19.2 | (1.05) | 14.0 | (0.80) | 5.3 | (0.54) |
| Turkey ........................... | 420 | (4.1) | 51.4 | (2.17) | 22.9 | (1.54) | 28.4 | (1.36) | 25.3 | (1.14) | 16.3 | (1.24) | 5.9 | (0.93) | 1.1 ! | (0.36) | 1.0 ! | (0.33) | 0.1 ! | (0.08) |
| United Kingdom ............... | 492 | (2.5) | 21.9 | (1.01) | 7.7 | (0.63) | 14.1 | (0.73) | 22.7 | (0.76) | 26.0 | (0.77) | 18.8 | (0.83) | 10.6 | (0.69) | 8.3 | (0.57) | 2.3 | (0.32) |
| United States ............................ | 470 | (3.2) | 29.4 | (1.44) | 10.6 | (0.81) | 18.8 | (1.01) | 26.2 | (1.00) | 23.8 | (0.89) | 14.7 | (0.80) | 5.9 | (0.70) | 5.0 | (0.61) | 0.9 | (0.20) |


| Country or other education system | Average mathematics literacy score ${ }^{1}$ |  | Percentage attaining mathematics literacy proficiency levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 2 |  |  |  |  |  | At level 2 |  | At level 3 |  | At level 4 |  | At or above level 5 |  |  |  |  |  |
|  |  |  | Total below level 2 |  | Below level 1 |  | At level 1 |  |  |  | Total at or above level 5 | At level 5 |  | At level 6 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  |  |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Non-OECD education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Albania ................... | 413 | (3.4) | 53.3 | (1.92) | 26.3 | (1.49) | 27.0 | (1.54) | 25.4 | (1.18) | 14.8 | (0.96) |  |  | 5.4 | 0.62) | 1.1 | (0.25) | 1.0 | (0.26) | $\ddagger$ | ( $\dagger$ ) |
| Algeria ................. | 360 | (3.0) | 81.0 | (1.34) | 50.6 | (1.69) | 30.4 | (0.92) | 14.2 | (0.96) | 4.0 | (0.53) | 0.8 | 0.23) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Beijing, Shanghai, Jiangsu, Guangdong (China) .. | 531 | (4.9) | 15.8 | (1.21) | 5.8 | (0.71) | 10.0 | (0.85) | 16.3 | (0.95) | 20.5 | (0.94) | 21.8 | (0.95) | 25.6 | (1.90) | 16.6 | (1.08) | 9.0 | (1.09) |
| Brazil ......................... | 377 | (2.9) | 70.3 | (1.22) | 43.7 | (1.34) | 26.5 | (0.79) | 17.2 | (0.70) | 8.6 | (0.54) | 3.1 | (0.36) | 0.9 | (0.21) | 0.8 | (0.17) | $\ddagger$ | (t) |
| Buenos Aires (Argentina) | 456 | (6.9) | 34.1 | (3.20) | 13.8 | (2.09) | 20.2 | (2.36) | 27.0 | (1.97) | 22.3 | (1.92) | 12.5 | (1.79) | 4.0 | (1.09) | 3.5 | (0.96) | $\ddagger$ | ( $\dagger$ ) |
| Bulgaria .. | 441 | (4.0) | 42.1 | (1.80) | 20.8 | (1.49) | 21.2 | (1.08) | 23.7 | (1.00) | 19.3 | (0.98) | 10.6 | (0.82) | 4.4 | (0.63) | 3.6 | (0.47) | 0.8 ! | (0.25) |
| Chinese Taipei ............. | 542 | (3.0) | 12.7 | (0.73) | 4.4 | (0.41) | 8.3 | (0.51) | 14.6 | (0.68) | 21.2 | (0.85) | 23.3 | (0.90) | 28.1 | (1.25) | 18.0 | (0.65) | 10.1 | (0.92) |
| Colombia ................... | 390 | (2.3) | 66.3 | (1.18) | 35.4 | (1.28) | 30.9 | (0.77) | 21.5 | (0.82) | 9.5 | (0.57) | 2.4 | (0.25) | \# | (t) |  | (t) | $\ddagger$ | ( $\dagger$ ) |
| Costa Rica ................. | 400 | (2.5) | 62.5 | (1.51) | 27.4 | (1.16) | 35.1 | (0.98) | 25.8 | (1.01) | 9.4 | (0.77) | 2.0 | (0.35) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Croatia ........................ | 464 | (2.8) | 32.0 | (1.37) | 11.5 | (0.92) | 20.5 | (0.80) | 26.3 | (0.86) | 23.0 | (0.83) | 13.1 | (0.77) | 5.6 | (0.54) | 4.6 | (0.47) | 1.0 | (0.18) |
| Cyprus ....... | 437 | (1.7) | 42.6 | (0.80) | 20.2 | (0.72) | 22.4 | (0.73) | 25.8 | (0.82) | 18.9 | (0.85) | 9.5 | (0.49) | 3.2 | (0.41) | 2.8 | (0.40) | \# | ( $\dagger$ |
| Dominican Republic ...... | 328 | (2.7) | 90.5 | (1.04) | 68.3 | (1.61) | 22.2 | (1.15) | 7.7 | (0.79) | 1.5 | (0.39) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | \# | (t) |
| Georgia ...................... | 404 | (2.8) | 57.1 | (1.18) | 31.2 | (1.36) | 25.9 | (0.98) | 22.8 | (0.82) | 13.4 | (0.71) | 5.2 | (0.53) | 1.6 | (0.40) | 1.4 | (0.34) | $\ddagger$ | ( $\dagger$ ) |
| Hong Kong (China) ....... | 548 | (3.0) | 9.0 | (0.77) | 2.5 | (0.42) | 6.4 | (0.56) | 13.6 | (0.86) | 23.4 | (0.94) | 27.4 | (1.05) | 26.5 | (1.14) | 18.8 | (0.89) | 7.7 | (0.71) |
| Indonesia .................... | 386 | (3.1) | 68.6 | (1.56) | 37.9 | (1.68) | 30.7 | (1.12) | 19.6 | (1.01) | 8.4 | (0.72) | 2.7 | (0.38) | 0.7 | (0.19) | 0.6 | (0.17) | $\ddagger$ | ( $\dagger$ |
| Jordan ........................ | 380 | (2.7) | 67.5 | (1.31) | 38.9 | (1.28) | 28.7 | (0.90) | 20.9 | (0.90) | 9.2 | (0.64) | 2.1 | (0.30) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) |
| Kosovo ....................... | 362 | (1.6) | 77.7 | (1.05) | 48.7 | (1.00) | 29.0 | (1.26) | 16.5 | (0.95) | 5.1 | (0.60) | 0.7 ! | (0.23) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Lebanon ..................... | 396 | (3.7) | 60.2 | (1.58) | 36.6 | (1.73) | 23.6 | (1.21) | 19.5 | (0.91) | 12.3 | (0.93) | 5.9 | (0.58) | 2.0 | (0.33) | 1.7 | (0.30) | \# | ( $\dagger$ ) |
| Lithuania .................... | 478 | (2.3) | 25.4 | (1.07) | 8.5 | (0.75) | 16.9 | (0.82) | 26.4 | (1.08) | 25.4 | (1.04) | 15.9 | (0.90) | 6.9 | (0.66) | 5.8 | (0.58) | 1.1 | (0.22) |
| Macao (China) ............. | 544 | (1.1) | 6.6 | (0.52) | 1.3 | (0.20) | 5.3 | (0.46) | 15.1 | (0.64) | 27.3 | (0.84) | 29.1 | (0.74) | 21.9 | (0.62) | 16.9 | (0.67) | 5.0 | (0.54) |
| Macedonia, Republic of | 371 | (1.3) | 70.2 | (0.77) | 45.1 | (0.74) | 25.1 | (0.83) | 17.3 | (0.92) | 8.6 | (0.59) | 3.1 | (0.39) | 0.8 | (0.19) | 0.7 | (0.17) | $\ddagger$ | ( $\dagger$ |
| Malta ........................ | 479 | (1.7) | 29.1 | (0.81) | 14.7 | (0.61) | 14.4 | (0.75) | 20.0 | (0.86) | 21.6 | (0.69) | 17.5 | (0.76) | 11.8 | (0.67) | 8.9 | (0.59) | 3.0 | (0.32) |
| Massachusetts ${ }^{4}$ (USA) .. | 500 | (5.5) | 17.2 | (1.84) | 5.4 | (0.99) | 11.8 | (1.55) | 22.6 | (1.82) | 29.6 | (1.66) | 20.6 | (1.63) | 10.0 | (1.34) | 8.5 | (1.25) | 1.5 ! | (0.49) |
| Moldova, Republic of ..... | 420 | (2.5) | 50.3 | (1.25) | 24.8 | (1.05) | 25.5 | (0.97) | 25.0 | (1.12) | 16.3 | (0.77) | 6.7 | (0.57) | 1.7 | (0.25) | 1.5 | (0.24) | \# | ( $\dagger$ ) |
| Montenegro, Republic of | 418 | (1.5) | 51.9 | (0.95) | 25.0 | (0.74) | 26.9 | (0.80) | 24.9 | (0.97) | 15.7 | (0.72) | 6.1 | (0.42) | 1.5 | (0.22) | 1.4 | (0.21) | \# | ( $\dagger$ ) |
| North Carolina ${ }^{4}$ (USA) .. | 471 | (4.4) | 28.8 | (2.08) | 9.9 | (1.28) | 18.9 | (1.64) | 26.0 | (1.48) | 24.7 | (1.64) | 15.0 | (1.18) | 5.5 | (0.89) | 4.9 | (0.86) | 0.7 ! | (0.25) |
| Peru ......................... | 387 | (2.7) | 66.2 | (1.41) | 37.7 | (1.18) | 28.4 | (0.86) | 21.0 | (0.89) | 9.8 | (0.71) | 2.7 | (0.38) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) |
| Puerto Rico (USA) ........ | 378 | (5.6) | 72.6 | (3.66) | 41.6 | (3.11) | 31.0 | (1.92) | 17.7 | (2.11) | 7.2 | (1.27) | 2.2 ! | (0.82) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) |
| Qatar ......................... | 402 | (1.3) | 58.7 | (0.70) | 34.7 | (0.54) | 24.0 | (0.56) | 19.9 | (0.57) | 12.8 | (0.38) | 6.4 | (0.32) | 2.2 | (0.19) | 1.9 | (0.18) | \# | (t) |
| Romania ..................... | 444 | (3.8) | 39.9 | (1.84) | 16.2 | (1.26) | 23.7 | (1.21) | 27.4 | (1.08) | 20.1 | (1.11) | 9.3 | (0.85) | 3.3 | (0.53) | 2.8 | (0.44) | \# | ( $\dagger$ ) |
| Russian Federation ....... | 494 | (3.1) | 18.9 | (1.17) | 5.1 | (0.67) | 13.9 | (0.89) | 25.5 | (0.93) | 27.5 | (0.93) | 19.3 | (0.96) | 8.8 | (0.74) | 7.3 | (0.62) | 1.5 | (0.24) |
| Singapore ................... | 564 | (1.5) | 7.6 | (0.39) | 2.0 | (0.20) | 5.5 | (0.40) | 12.4 | (0.63) | 20.0 | (0.74) | 25.1 | (0.88) | 34.8 | (0.77) | 21.7 | (0.84) | 13.1 | (0.67) |
| Thailand .................... | 415 | (3.0) | 53.8 | (1.62) | 24.2 | (1.20) | 29.6 | (1.13) | 26.1 | (0.90) | 13.8 | (0.89) | 4.8 | (0.56) | 1.4 | (0.35) | 1.2 | (0.29) | $\ddagger$ | ( $\dagger$ |
| Trinidad and Tobago ...... | 417 | (1.4) | 52.3 | (0.83) | 28.3 | (0.76) | 23.9 | (0.91) | 22.1 | (0.84) | 15.6 | (0.75) | 7.5 | (0.55) | 2.5 | (0.31) | 2.2 | (0.29) | \# | (t) |
| Tunisia ........................ | 367 | (3.0) | 74.8 | (1.24) | 47.4 | (1.46) | 27.4 | (1.06) | 16.4 | (0.88) | 6.4 | (0.63) | 1.8 | (0.42) | 0.5 ! | (0.23) | \# | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| United Arab Emirates .... | 427 | (2.4) | 48.7 | (1.21) | 24.4 | (0.99) | 24.4 | (0.72) | 23.2 | (0.76) | 15.9 | (0.70) | 8.5 | (0.50) | 3.7 | (0.34) | 3.1 | (0.31) | 0.6 | (0.10) |
| Uruguay ...................... | 418 | (2.5) | 52.4 | (1.23) | 25.4 | (1.22) | 27.0 | (1.02) | 24.4 | (0.89) | 15.3 | (0.77) | 6.2 | (0.48) | 1.7 | (0.37) | 1.5 | (0.32) | 0.2 ! | (0.09) |
| Vietnam ...................... | 495 | (4.5) | 19.1 | (1.67) | 4.5 | (0.77) | 14.6 | (1.16) | 26.4 | (1.19) | 27.0 | (1.31) | 18.2 | (1.08) | 9.3 | (1.34) | 7.2 | (0.85) | 2.1 ! | (0.66) |

## $\dagger$ Not applicable.

Rounds to zero.
Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater
${ }^{1}$ Program for International Student Assessment (PISA) scores are reported on a scale from 0 to 1,000 .
To reach a particular proficiency level, a student must correctly answer a majority of items at that level. Students were classified into
mathematics literacy levels according to their scores. Exact cut scores are as follows: below level 1 ( a score less than 357.77 ); level 1
(a score of at least 357.77 but less than 420.07 ); level 2 (a score of at least 420.07 but less than 482.38) : level 3 (a score of at least
482.38 but less than 544.68 ); level 4 (a score of at least 544.68 but less than 606.99 ); level 5 (a score of at least 606.99 but less than 669.30 ); and level 6 (a score of at least 669.30 ).
${ }^{3}$ Refers to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries, to which each country contributes equally, regardless of the absolute size of the student population of each country,
Results are for public school students only.
SOURCE: Organization for Economic Coperation and (PISA), 2015. (This table was prepared December 2016.)

Table 602.70. Average science literacy scores of 15-year-old students and percentage attaining science literacy proficiency levels, by country or other education system: 2015
[Standard errors appear in parentheses]

| Country or other education system | Average science literacy score ${ }^{1}$ |  | Percentage attaining science literacy proficiency levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 2 |  |  |  |  |  |  |  | At level 2 |  | At level 3 |  | At level 4 |  | At or above level 5 |  |  |  |  |  |
|  |  |  | Total belo | level 2 | Below | evel 1b |  | level 1b |  | level 1a |  |  |  | tal at or level 5 |  |  |  | level 5 |  | At level 6 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| OECD average ${ }^{3}$........ | 493 | (0.4) | 21.2 | (0.17) | 0.6 | (0.03) | 4.9 | (0.08) | 15.7 | (0.13) | 24.8 | (0.14) | 27.2 | (0.15) | 19.0 | (0.13) | 7.7 | (0.09) | 6.7 | (0.08) | 1.1 | (0.03) |
| Australia | 510 | (1.5) | 17.6 | (0.56) | 0.6 | (0.09) | 4.3 | (0.26) | 12.8 | (0.48) | 21.6 | (0.53) | 27.3 | (0.51) | 22.3 | (0.53) | 11.2 | (0.45) | 9.2 | (0.42) | 2.0 | (0.22) |
| Austria .................... | 495 | (2.4) | 20.8 | (0.96) | 0.5 ! | (0.16) | 4.5 | (0.47) | 15.8 | (0.82) | 23.9 | (0.77) | 28.1 | (0.83) | 19.5 | (0.79) | 7.7 | (0.55) | 6.8 | (0.49) | 0.9 | (0.18) |
| Belgium .......................... | 502 | (2.3) | 19.8 | (0.90) | 0.5 | (0.12) | 4.9 | (0.42) | 14.4 | (0.62) | 21.9 | (0.63) | 26.8 | (0.74) | 22.5 | (0.65) | 9.0 | (0.43) | 8.0 | (0.41) | 1.0 | (0.13) |
| Canada ............................................... | 528 | (2.1) | 11.1 | (0.53) | \# | ( $\dagger$ ) | 1.8 | (0.19) | 9.1 | (0.44) | 20.2 | (0.58) | 30.3 | (0.54) | 26.1 | (0.69) | 12.4 | (0.61) | 10.4 | (0.52) | 2.0 | (0.21) |
| Chile ............................ | 447 | (2.4) | 34.8 | (1.18) | 1.0 | (0.21) | 8.9 | (0.57) | 25.0 | (0.91) | 31.0 | (0.98) | 23.8 | (0.91) | 9.1 | (0.66) | 1.2 | (0.19) | 1.2 | (0.19) | $\ddagger$ | ( $\dagger$ ) |
| Czech Republic .... | 493 | (2.3) | 20.7 | (1.00) | \# | ( $\dagger$ ) | 4.3 | (0.48) | 16.1 | (0.80) | 25.9 | (0.81) | 27.7 | (0.89) | 18.4 | (0.74) | 7.3 | (0.51) | 6.3 | (0.45) | 0.9 | (0.17) |
| Denmark ............................. | 502 | (2.4) | 15.9 | (0.83) | \# | ( $\dagger$ ) | 3.0 | (0.29) | 12.5 | (0.70) | 25.9 | (0.90) | 31.1 | (1.05) | 20.2 | (0.80) | 7.0 | (0.63) | 6.1 | (0.55) | 0.9 | (0.19) |
| Estonia ............................... | 534 | (2.1) | 8.8 | (0.65) | $\ddagger$ | ( $\dagger$ ) | 1.2 | (0.23) | 7.5 | (0.60) | 20.1 | (0.73) | 30.7 | (0.91) | 26.9 | (0.94) | 13.5 | (0.73) | 11.6 | (0.68) | 1.9 | (0.26) |
| Finland ............................. | 531 | (2.4) | 11.5 | (0.69) | \# | ( $\dagger$ ) | 2.3 | (0.33) | 8.9 | (0.56) | 19.1 | (0.73) | 29.2 | (0.79) | 26.0 | (0.83) | 14.3 | (0.65) | 11.9 | (0.58) | 2.4 | (0.28) |
| France ............................ | 495 | (2.1) | 22.1 | (0.86) | 0.9 | (0.18) | 5.8 | (0.48) | 15.3 | (0.63) | 22.0 |  | 26.5 |  | 21.4 | (0.75) | 8.0 |  | 7.2 |  | 0.8 |  |
| Germany ........................ | 509 | (2.7) | 17.0 | (0.95) | 0.4 ! | (0.14) | 3.8 | (0.41) | 12.8 | (0.69) | 22.7 | (0.81) | 27.7 | (0.80) | 22.0 | (0.80) | 10.6 | (0.61) | 8.8 | (0.56) | 1.8 | (0.20) |
| Greece .......................... | 455 | (3.9) | 32.7 | (1.88) | 1.2 | (0.31) | 9.1 | (0.99) | 22.4 | (1.07) | 28.4 | (1.11) | 25.2 | (1.10) | 11.6 | (0.86) | 2.1 | (0.31) | 2.0 | (0.29) | \# | ( $\dagger$ ) |
| Hungary ........................ | 477 | (2.4) | 26.0 | (1.04) | 0.8 | (0.19) | 6.8 | (0.63) | 18.4 | (0.86) | 25.5 | (0.85) | 27.3 | (0.88) | 16.6 | (0.77) | 4.6 | (0.47) | 4.3 | (0.41) | \# | ( $\dagger$ ) |
| Iceland ......................... | 473 | (1.7) | 25.3 | (0.87) | 0.8 | (0.23) | 5.8 | (0.51) | 18.7 | (0.86) | 29.0 | (1.00) | 27.3 | (0.93) | 14.6 | (0.80) | 3.8 | (0.39) | 3.5 | (0.37) | \# | ( $\dagger$ ) |
| Ireland ............................. | 503 | (2.4) | 15.3 | (0.96) |  | ( $\dagger$ ) | 2.7 | (0.38) | 12.4 | (0.78) | 26.4 | (0.94) | 31.1 | (0.87) | 20.1 | (0.82) | 7.1 | (0.47) | 6.3 | (0.41) | 0.8 | (0.16) |
| Israel ................................ | 467 | (3.4) | 31.4 | (1.36) | 2.1 | (0.37) | 9.5 | (0.75) | 19.9 | (0.88) | 24.4 | (0.82) | 23.3 | (0.98) | 15.0 | (0.82) | 5.8 | (0.46) | 5.1 | (0.45) | 0.7 | (0.14) |
| Italy | 481 | (2.5) | 23.2 | (1.02) | 0.6 | (0.17) |  | (0.55) | 17.2 | (0.79) | 27.1 | (0.95) |  | (1.04) | 17.0 | (0.75) | 4.1 | (0.38) | 3.8 | (0.36) | \# | ( $\dagger$ ) |
| Japan | 538 | (3.0) | 9.6 | (0.70) | $\ddagger$ | ( $\dagger$ ) | 1.7 | (0.28) | 7.7 | (0.57) | 18.1 | (0.80) | 28.2 | (0.87) | 28.8 | (0.93) | 15.3 | (1.04) | 12.9 | (0.80) | 2.4 | (0.40) |
| Korea, Republic of | 516 | (3.1) | 14.4 | (0.91) | \# | (t) | 2.9 | (0.36) | 11.1 | (0.70) | 21.7 | (0.95) | 29.2 | (0.92) | 24.0 | (1.00) | 10.6 | (0.80) | 9.2 | (0.71) | 1.4 | (0.25) |
| Latvia | 490 | (1.6) | 17.2 | (0.75) | $\ddagger$ | ( $\dagger$ ) | 2.6 | (0.30) | 14.5 | (0.68) | 29.8 | (0.81) | 31.7 | (0.82) | 17.4 | (0.77) | 3.8 | (0.36) | 3.5 | (0.36) | \# | ( $\dagger$ ) |
| Luxembourg .................... | 483 | (1.1) | 25.9 | (0.71) | 0.5 | (0.14) | 6.4 | (0.48) | 18.9 | (0.59) | 24.8 | (0.74) | 25.1 | (0.72) | 17.3 | (0.63) | 6.9 | (0.40) | 6.0 | (0.39) | 0.9 | (0.17) |
| Mexico ......................... | 416 | (2.1) | 47.8 | (1.29) | 1.1 | (0.27) | 11.7 | (0.74) | 35.0 | (1.00) | 34.7 | (0.89) | 15.1 | (0.89) | 2.3 | (0.29) | \# | ( $\dagger$ ) | \# | (t) | \# | ( $\dagger$ ) |
| Netherlands ................... | 509 | (2.3) | 18.5 | (0.97) | , | ( $\dagger$ ) | 4.0 | (0.45) | 14.3 | (0.73) | 21.8 | (0.88) | 26.1 | (0.86) | 22.4 | (0.80) | 11.1 | (0.58) | 9.5 | (0.53) | 1.6 | (0.23) |
| New Zealand .................. | 513 | (2.4) | 17.4 | (0.90) | \# | ( $\dagger$ ) | 4.0 | (0.37) | 13.0 | (0.77) | 21.6 | (0.78) | 26.3 | (0.79) | 21.8 | (0.79) | 12.8 | (0.70) | 10.1 | (0.63) | 2.7 | (0.37) |
| Norway ........................... | 498 | (2.3) | 18.7 | (0.81) | 0.6 | (0.15) | 4.1 | (0.40) | 14.0 | (0.68) | 24.6 | (0.76) | 29.1 | (0.81) | 19.6 | (0.78) | 8.0 | (0.53) | 6.9 | (0.49) | 1.1 | (0.18) |
| Poland .......................... | 501 | (2.5) | 16.3 | (0.85) | \# | ( $\dagger$ ) | 2.6 | (0.36) | 13.3 | (0.70) | 26.6 | (0.93) | 29.9 | (0.93) | 19.9 | (0.78) | 7.3 | (0.63) | 6.3 | (0.55) | 1.0 | (0.19) |
| Portugal ......................... | 501 | (2.4) | 17.4 | (0.92) | \# | ( $\dagger$ ) | 3.2 | (0.37) | 14.0 | (0.85) | 25.4 | (0.77) | 28.8 | (0.84) | 21.0 | (0.81) | 7.4 | (0.51) | 6.7 | (0.46) | 0.7 | (0.15) |
| Slovak Republic ............... | 461 | (2.6) | 30.7 | (1.10) | 2.1 | (0.31) | 8.9 | (0.73) | 19.7 | (0.81) | 27.6 | (0.79) | 24.8 | (0.72) | 13.3 | (0.64) | 3.6 | (0.37) | 3.3 | (0.34) | \# | ( $\dagger$ ) |
| Slovenia ......................... | 513 | (1.3) | 15.0 | (0.50) | \# | (t) | 2.8 | (0.29) | 11.9 | (0.51) | 23.3 | (0.72) | 29.1 | (0.87) | 22.1 | (0.84) | 10.6 | (0.57) | 9.1 | (0.58) | 1.5 | (0.29) |
| Spain ............................ | 493 | (2.1) | 18.3 | (0.80) | \# | ( $\dagger$ ) | 3.7 | (0.42) | 14.3 | (0.70) | 26.5 | (0.71) | 31.3 | (0.73) | 18.9 | (0.73) | 5.0 | (0.38) | 4.7 | (0.37) | \# | ( $\dagger$ |
| Sweden ........................ | 493 | (3.6) | 21.6 | (1.15) | 0.9 | (0.18) | 5.7 | (0.53) | 15.0 | (0.91) | 24.0 | (0.86) | 26.8 | (0.88) | 19.0 | (0.87) | 8.5 | (0.72) | 7.2 | (0.61) | 1.3 | (0.24) |
| Switzerland .................... | 506 | (2.9) | 18.5 | (1.06) | 0.5 ! | (0.16) | 4.0 | (0.48) | 13.9 | (0.79) | 22.8 | (0.82) | 26.3 | (1.08) | 22.7 | (1.02) | 9.8 | (0.65) | 8.6 | (0.62) | 1.1 | (0.22) |
| Turkey ......................... | 425 | (3.9) | 44.5 | (2.10) | 1.1 | (0.25) | 11.8 | (0.98) | 31.6 | (1.47) | 31.3 | (1.32) | 19.1 | (1.38) | 4.8 | (0.86) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| United Kingdom ............... | 509 | (2.6) | 17.4 | (0.80) | \# | (t) | 3.4 | (0.30) | 13.6 | (0.68) | 22.6 | (0.72) | 27.5 | (0.70) | 21.6 | (0.69) | 10.9 | (0.67) | 9.1 | (0.60) | 1.8 | (0.23) |
| United States ................... | 496 | (3.2) | 20.3 | (1.07) | 0.5 | (0.14) | 4.3 | (0.47) | 15.5 | (0.78) | 25.5 | (0.78) | 26.6 | (0.89) | 19.1 | (0.93) | 8.5 | (0.64) | 7.3 | (0.55) | 1.2 | (0.22) |

See notes at end of table.

Table 602.70. Average science literacy scores of 15-year-old students and percentage attaining science literacy proficiency levels, by country or other education system: 2015-Continued
[Standard errors appear in parentheses]

| Country or other education system | Average science literacy score ${ }^{1}$ |  | Percentage attaining science literacy proficiency levels ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 2 |  |  |  |  |  |  |  | At level 2 |  | At level 3 |  | At level 4 |  | At or above level 5 |  |  |  |  |  |
|  |  |  | Total below level 2 |  | Below level 1b |  | At level 1 b |  | At level 1 a |  |  |  | Total at or above level 5 | At level 5 |  | At level 6 |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  |  |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |
| Non-OECD education systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Albania ................... | 427 | (3.3) | 41.7 | (1.68) | 1.6 | (0.29) | 10.3 | (0.77) | 29.8 | (1.23) | 34.5 | (0.99) | 18.9 | (1.31) |  |  | 4.5 | (0.58) | \# | ( $\dagger$ ) | \# | ( $\dagger$ | $\ddagger$ | ( $\dagger$ ) |
| Algeria ...................... | 376 | (2.6) | 70.8 | (1.42) | 3.9 | (0.50) | 24.1 | (1.04) | 42.8 | (1.01) | 22.7 | (1.07) | 5.6 | (0.62) | 0.9 | (0.22) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Beijing, Shanghai, Jiangsu, Guangdong (China) | 518 | (4.6) | 16.2 | (1.29) | 0.6 ! | (0.19) | 3.8 | (0.50) | 11.8 | (0.91) | 20.7 | (1.08) | 25.8 | (1.06) | 23.8 | (1.12) | 13.6 | (1.38) | 11.5 | (1.08) | 2.1 | (0.47) |
| Brazil .......................... | 401 | (2.3) | 56.6 | (1.08) | 4.4 | (0.31) | 19.9 | (0.63) | 32.4 | (0.62) | 25.4 | (0.59) | 13.1 | (0.60) | 4.2 | (0.40) | 0.7 | (0.13) | 0.6 | (0.13) | $\ddagger$ | ( $\dagger$ ) |
| Buenos Aires (Argentina) | 475 | (6.3) | 22.7 | (2.41) | $\ddagger$ | ( $\dagger$ ) | 4.8 | (0.88) | 17.2 | (1.78) | 30.8 | (1.87) | 29.0 | (1.86) | 14.9 | (1.81) | 2.7 | (0.77) | 2.6 | (0.73) | $\pm$ | ( $\dagger$ ) |
| Bulgaria ..................... | 446 | (4.4) | 37.9 | (1.88) | 2.7 | (0.41) | 12.4 | (1.01) | 22.8 | (1.08) | 25.2 | (1.12) | 22.6 | (1.17) | 11.4 | (0.91) | 2.9 | (0.44) | 2.7 | (0.39) | $\ddagger$ | ( $\dagger$ |
| Chinese Taipei ............. | 532 | (2.7) | 12.4 | (0.79) | + | ( $\dagger$ ) | 2.7 | (0.35) | 9.4 | (0.63) | 18.1 | (0.63) | 27.0 | (0.92) | 27.1 | (0.80) | 15.4 | (1.08) | 12.7 | (0.76) | 2.7 | (0.47) |
| Colombia .................... | 416 | (2.4) | 49.0 | (1.32) | 1.7 | (0.32) | 14.5 | (0.91) | 32.8 | (0.89) | 30.6 | (0.92) | 15.9 | (0.71) | 4.1 | (0.36) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Costa Rica .................. | 420 | (2.1) | 46.4 | (1.23) | 0.7 | (0.19) | 10.1 | (0.64) | 35.6 | (0.99) | 35.5 | (0.83) | 15.2 | (0.87) | 2.7 | (0.36) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) |
| Croatia ....................... | 475 | (2.5) | 24.6 | (1.18) | * | ( $\dagger$ ) | 5.1 | (0.48) | 19.2 | (1.00) | 29.5 | (0.85) | 27.5 | (0.99) | 14.4 | (0.74) | 3.9 | (0.39) | 3.6 | (0.38) | + | ( $\dagger$ |
| Cyprus ...................... | 433 | (1.4) | 42.1 | (0.82) | 2.3 | (0.28) | 12.9 | (0.56) | 26.9 | (0.82) | 28.6 | (0.77) | 19.6 | (0.68) | 8.1 | (0.43) | 1.6 | (0.23) | 1.5 | (0.25) | $\ddagger$ | ( $\dagger$ |
| Dominican Republic ...... | 332 | (2.6) | 85.7 | (1.12) | 15.8 | (1.03) | 39.6 | (1.28) | 30.4 | (1.31) | 11.3 | (0.85) | 2.6 | (0.48) | 0.3 ! | (0.14) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) |
| Georgia ..................... | 411 | (2.4) | 50.8 | (1.28) | 4.2 | (0.44) | 16.0 | (0.93) | 30.5 | (1.07) | 28.2 | (1.02) | 15.2 | (0.69) | 4.9 | (0.49) | 0.9 | (0.21) | 0.8 | (0.20) | $\ddagger$ | ( $\dagger$ ) |
| Hong Kong (China) ....... | 523 | (2.5) | 9.4 | (0.75) | $\ddagger$ | ( $\dagger$ ) | 1.6 | (0.29) | 7.8 | (0.63) | 19.7 | (0.87) | 36.1 | (0.91) | 27.4 | (1.08) | 7.4 | (0.65) | 6.9 | (0.64) | \# | ( $\dagger$ ) |
| Indonesia ................... | 403 | (2.6) | 56.0 | (1.65) | 1.2 ! | (0.36) | 14.4 | (1.11) | 40.4 | (1.47) | 31.7 | (1.26) | 10.6 | (0.82) | 1.6 | (0.30) | $\ddagger$ | ( $\dagger$ ) | $\pm$ | ( $\dagger$ ) | \# | ( $\dagger$ ) |
| Jordan ........................ | 409 | (2.7) | 49.8 | (1.44) | 4.2 | (0.51) | 15.2 | (0.89) | 30.4 | (0.85) | 30.9 | (0.97) | 16.1 | (0.85) | 3.1 | (0.37) | \# | ( $\dagger$ ) | \# | ( $\dagger$ | \# | ( $\dagger$ ) |
| Kosovo ....................... | 378 | (1.7) | 67.7 | (1.08) | 4.0 | (0.48) | 24.4 | (0.98) | 39.3 | (1.12) | 24.4 | (1.02) | 7.2 | (0.68) | 0.7 | (0.18) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# | ( $\dagger$ ) |
| Lebanon .................... | 386 | (3.4) | 62.6 | (1.74) | 6.8 | (0.74) | 23.6 | (1.30) | 32.3 | (1.23) | 22.0 | (1.17) | 11.6 | (0.94) | 3.3 | (0.43) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\ddagger$ | (t) |
| Lithuania ................... | 475 | (2.7) | 24.7 | (1.07) | 0.5 | (0.13) | 5.4 | (0.49) | 18.9 | (0.85) | 29.7 | (0.87) | 26.3 | (0.71) | 15.1 | (0.70) | 4.2 | (0.50) | 3.9 | (0.47) | \# | ( $\dagger$ ) |
| Macao (China) ............. | 529 | (1.1) | 8.1 | (0.41) | $\ddagger$ | ( $\dagger$ ) | 1.1 | (0.21) | 6.9 | (0.42) | 20.6 | (0.65) | 34.2 | (0.90) | 28.0 | (0.75) | 9.2 | (0.48) | 8.3 | (0.52) | 0.9 | (0.22) |
| Macedonia, Republic of | 384 | (1.2) | 62.9 | (0.76) | 6.8 | (0.49) | 22.3 | (0.81) | 33.8 | (0.90) | 24.6 | (0.72) | 10.3 | (0.54) | 2.0 | (0.31) | , | ( $\dagger$ ) | \# | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Malta ........................ | 465 | (1.6) | 32.5 | (0.77) | 3.9 | (0.40) | 10.6 | (0.67) | 18.0 | (0.86) | 23.4 | (0.81) | 21.7 | (0.90) | 14.8 | (0.89) | 7.6 | (0.48) | 6.1 | (0.40) | 1.6 | (0.26) |
| Massachusetts ${ }^{4}$ (USA) .. | 529 | (6.6) | 12.0 | (1.38) | $\ddagger$ | ( $\dagger$ ) | 2.2 | (0.55) | 9.6 | (1.26) | 19.2 | (1.78) | 29.3 | (1.78) | 25.3 | (1.89) | 14.2 | (1.68) | 11.4 | (1.52) | 2.8 | (0.72) |
| Moldova, Republic of ..... | 428 | (2.0) | 42.2 | (1.11) | 2.3 | (0.31) | 11.8 | (0.61) | 28.2 | (0.82) | 31.5 | (1.20) | 19.7 | (0.91) | 5.9 | (0.56) | 0.7 | (0.16) | 0.7 | (0.15) | $\ddagger$ | ( $\dagger$ |
| Montenegro, Republic of | 411 | (1.0) | 51.0 | (0.66) | 3.1 | (0.27) | 15.8 | (0.49) | 32.1 | (0.69) | 29.0 | (0.62) | 15.1 | (0.51) | 4.4 | (0.33) | \# | ( $\dagger$ ) | \# | ( $\dagger$ ) | $\pm$ | ( $\dagger$ |
| North Carolina ${ }^{4}$ (USA) .. | 502 | (4.9) | 18.0 | (1.60) |  |  |  |  |  |  | 25.4 |  | 27.0 | (1.35) | 20.5 | (1.54) | 9.2 | (0.97) | 8.2 | (0.91) | 1.0 ! | (0.34) |
| Peru .......................... | 397 | (2.4) | 58.5 | (1.40) | 2.8 | (0.35) | 19.0 | (0.82) | 36.7 | (1.02) | 27.9 | (0.97) | 11.5 | (0.74) | 2.0 | (0.30) | \# | (t) | \# | ( $\dagger$ ) | \# | ( $\dagger$ |
| Puerto Rico (USA) ........ | 403 | (6.1) | 55.3 | (3.01) | 3.6 | (0.90) | 19.5 | (2.17) | 32.3 | (1.88) | 26.7 | (2.00) | 13.5 | (1.74) | 4.1 | (0.85) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | \# | (t) |
| Qatar ......................... | 418 | (1.0) | 49.8 | (0.47) | 3.9 | (0.25) | 17.9 | (0.47) | 28.0 | (0.64) | 24.6 | (0.45) | 16.4 | (0.49) | 7.5 | (0.30) | 1.7 | (0.16) | 1.6 | (0.14) | + | (t) |
| Romania ..................... | 435 | (3.2) | 38.5 | (1.81) | 0.9 | (0.24) | 9.3 | (0.87) | 28.4 | (1.39) | 35.0 | (1.35) | 19.9 | (1.04) | 5.9 | (0.71) | 0.7 | (0.19) | 0.7 | (0.19) | $\ddagger$ | ( $\dagger$ ) |
| Russian Federation ....... | 487 | (2.9) | 18.2 | (1.12) | $\ddagger$ | ( $\dagger$ ) | 2.9 | (0.43) | 15.2 | (0.98) | 31.2 | (0.90) | 30.9 | (0.86) | 16.0 | (0.85) | 3.7 | (0.40) | 3.5 | (0.38) | \# | ( $\dagger$ |
| Singapore ................... | 556 | (1.2) | 9.6 | (0.40) | + | ( $\dagger$ ) | 2.0 | (0.22) | 7.5 | (0.46) | 15.1 | (0.46) | 23.4 | (0.62) | 27.7 | (0.65) | 24.2 | (0.60) | 18.6 | (0.67) | 5.6 | (0.42) |
| Thailand ..................... | 421 | (2.8) | 46.7 | (1.48) | 1.1 | (0.21) | 11.9 | (0.75) | 33.7 | (1.07) | 32.2 | (0.90) | 16.0 | (0.82) | 4.6 | (0.61) | \# | ( $\dagger$ ) | \# | ( $\dagger$ | $\ddagger$ | ( $\dagger$ |
| Trinidad and Tobago ...... | 425 | (1.4) | 45.8 | (0.80) | 2.9 | (0.46) | 15.0 | (0.71) | 27.9 | (0.92) | 27.1 | (0.82) | 18.3 | (0.65) | 7.3 | (0.54) | 1.4 | (0.23) | 1.3 | (0.24) | $\ddagger$ | (t) |
| Tunisia ....................... | 386 | (2.1) | 65.9 | (1.26) | 1.6 | (0.31) | 20.0 | (1.06) | 44.2 | (1.06) | 26.6 | (1.15) | 6.8 | (0.63) | 0.7 ! | (0.26) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | \# | ( $\dagger$ ) |
| United Arab Emirates .... | 437 | (2.4) | 41.8 | (1.11) | 2.6 | (0.29) | 13.0 | (0.61) | 26.1 | (0.71) | 26.9 | (0.62) | 19.0 | (0.66) | 9.5 | (0.53) | 2.8 | (0.21) | 2.5 | (0.20) | \# | ( $\dagger$ ) |
| Uruguay .................... | 435 | (2.2) | 40.8 | (1.13) | 1.2 | (0.23) | 11.2 | (0.78) | 28.4 | (0.93) | 30.3 | (0.83) | 20.3 | (0.76) | 7.4 | (0.54) | 1.3 | (0.23) | 1.2 | (0.21) | $\ddagger$ | ( $\dagger$ ) |
| Vietnam ....................... | 525 | (3.9) | 5.9 | (0.76) | , | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ | 5.7 | (0.73) | 25.3 | (1.41) | 36.6 | (1.21) | 23.9 | (1.22) | 8.3 | (1.22) | 7.1 | (0.84) | 1.2 ! | (0.46) |

## Not applicable <br> or applable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percen
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
To reach a particular proficidey level, a stud (PISA) scores are reported on a scale from 0 to 1,000 . Students were classified into science literacy levels according to their scores) Exact cut scores are as follows: below level 1 b (a score less than 260.54 ); level 1 l (a
score of at least 260.54 but less than 334 44); level 1 a (a score of at least 334.94 but less than 409.54 ); level 2 (a score of at least
409.54 but less than 484.14 ); level 3 (a score of at least 484.14 but less than 558.73 ); level 4 (a score of at least 558.73 but less than ${ }^{3}$ Refers to the 5 (ancore of at least 633.33 but less than 707.93 ); and level 6 (a score of at least 707.93). ${ }^{4}$ Results are for public school students only
NOTE: Detail may not sum to totals because of rounding.
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2015. (This table was prepared December 2016.)

Table 602.84. Percentage distribution of fourth- and eighth-graders, by frequency with which they reported being bullied during the school year and country or other education system: 2015
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Never or almost never |  |  |  | A few times a year |  |  |  | At least monthly |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Fourth grade |  | Eighth grade |  | Fourth grade |  | Eighth grade |  | Fourth grade |  | Eighth grade |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |
|  | 56 | (0.2) | 63 | (0.2) | 29 | (0.1) | 29 | (0.1) | 16 | (0.1) | 8 | (0.1) |
|  | 45 | (1.3) | 57 | (1.0) | 36 | (1.1) | 34 | (0.8) | 20 | (1.1) | 9 | (0.4) |
|  | $34{ }^{3}$ | (0.7) | 49 | (0.8) | $33^{3}$ | (0.6) | 36 | (0.7) | $33^{3}$ | (0.7) | 15 | (0.6) |
|  | 474 54 | $\binom{1.3}{1.9}$ | - | $\stackrel{+}{+}$ | 36 30 | $\left(\begin{array}{l}0.9 \\ 1.1 \\ \hline\end{array}\right.$ | - | $\left(\begin{array}{l}\text { + } \\ + \\ \hline\end{array}\right.$ | ${ }_{16}{ }^{4}$ | $\left(\begin{array}{l}0.8 \\ 1.1 \\ \hline\end{array}\right.$ | - | $\stackrel{+}{+}$ |
|  | $53{ }^{3}$ | (0.9) | 65 | (0.8) | $30^{3}$ | (0.6) | 30 | (0.7) | $17^{3}$ | (0.8) | 5 | (0.3) |
| Chile <br> Chinese Taipei $\qquad$ <br> Croatia $\qquad$ <br> Cyprus $\qquad$ | 60 | (1.3) | 78 | (0.8) | 24 | (0.9) | 18 | (0.7) | 16 | (0.8) | 3 | (0.4) |
|  | 58 | 1.1) | 86 | (0.7) | 29 | (1.0) | 13 | (0.6) | 13 | (0.7) | 1 | (0.2) |
|  | 73 | (1.2) | - | (t) | 19 | (0.9) | - | ( + | 8 | (0.6) |  | ( |
|  | 55 | (1.2) | - | (t) | 29 | $(1.0)$ | - | + | 16 | (0.8) | - | + |
|  | 60 | (1.1) | - | ( $\dagger$ ) | 28 | (0.9) | - | ( $\dagger$ ) | 12 | (0.7) | - | ( $\dagger$ |
| Denmark <br> Egypt <br> England (United Kingdom) <br> Finland <br> France | 583.4 | (1.2) | - | (t) | $32^{3,4}$ | (0.9) | $\bar{\sim}$ | ( $\dagger$ | $10^{3,4}$ | (0.7) | $\overline{10}$ | ( $\dagger$ |
|  |  | ${ }_{(1.3}^{(t)}$ | 55 62 | (1.5) | $\overline{31}$ | (1.1) | 29 32 | $\left(\begin{array}{l}1.0 \\ 1.0 \\ \hline\end{array}\right.$ | $\overline{15}$ | (0.8) | 16 6 | $\left(\begin{array}{l}1.0 \\ 0.5\end{array}\right.$ |
|  | 54 71 | (1.2) |  | ( $\dagger$ | 22 | (0.9) | 3 | (t) | 7 | 0.5 |  | (0.5) |
|  | 65 | (1.2) | - | ( $\dagger$ | 26 | (1.0) | - | ( $\dagger$ ) | 8 | (0.6) | - | ( $\dagger$ |
| Georgia ${ }^{6}$ <br> Germany ${ }^{7}$ <br> Hong Kong (China) <br> Hungary <br> Indonesia | $\begin{aligned} & 73 \\ & 57 \\ & 544^{4} \\ & 58 \\ & 44 \end{aligned}$ | (1.1) | $82^{3}$ | (1.0) | 18 | (0.7) | $16^{3}$ | (0.9) | 9 | (0.7) | $2^{3}$ | (0.3) |
|  |  | (1.3) | - | (t) | 30 | (0.9) | - | (t) | 13 | (0.7) | 7 | ( $\dagger$ |
|  |  | (1.4) | 56 | (1.1) | 324 | (1.1) | 37 | (1.0) | $14{ }^{4}$ | (0.9) | 7 | (0.6) |
|  |  | (1.3) | 73 | (1.0) | 31 | (1.1) | 25 | (0.9) | 11 | (0.7) | 2 | (0.3) |
|  |  | (1.4) |  | ( $\dagger$ ) | 31 | (1.0) |  | ( $\dagger$ ) | 25 | (1.0) |  | ( $\dagger$ |
| Iran, Islamic Republic of $\qquad$ Ireland <br> Israel $\qquad$ <br> Italy ${ }^{3}$ $\qquad$ <br> Japan $\qquad$ | 5073 | (1.6) | 60 | (0.8) | 32 | (0.9) | 32 | (0.8) | 18 | (1.1) | 8 | (0.5) |
|  |  | (1.2) | 75 | (0.9) | 20 | (1.0) | 22 | (0.9) | 6 | (0.4) |  | (0.3) |
|  |  | (1.0) | $\overline{73}$ | (0.9) | $\overline{35}$ | (0.9) | $\overline{25}$ | ( ${ }_{(+)}$ | $\overline{15}$ | ${ }_{0}\left(\begin{array}{l}\text { ( }\end{array}\right.$ | 2 | (0.3) |
|  | 68 | (1.3) | 80 | (0.8) | 23 | (1.0) | 18 | (0.7) |  | (0.6) | 2 | (0.2) |
| Jordan $\qquad$ <br> Kazakhstan $\qquad$ <br> Korea, Republic of $\qquad$ <br> Kuwait <br> Lebanon $\qquad$ $\qquad$ | 52757648 | (1.8) | 64 | (1.1) | 26 | (1.1) | 26 | (0.9) | 21 | (1.4) | 11 | (0.5) |
|  |  | (1.1) | 86 | (0.8) | 18 | (0.8) | 13 | (0.7) | 7 | (0.6) | 2 | (0.2) |
|  |  | (1.0) | 84 | (0.6) | 20 | (0.8) | 15 | (0.6) | 4 | (0.4) | 1 | (0.2) |
|  |  | (1.2) | 60 | (1.1) | 31 | (0.8) | 32 | (1.0) | 21 | (0.9) | 8 | (0.6) |
|  |  | ( $\dagger$ | 52 | (2.0) | - | ( $\dagger$ ) | 28 | (1.3) | - | ( $\dagger$ ) | 19 | (1.8) |
| Lithuania ${ }^{3}$. |  | (1.3) | 72 | (1.3) | 31 | (1.0) | 24 | (1.1) | 13 | (0.7) |  | (0.4) |
| Malaysia ............................................... | 56 | (t) | 48 | (1.1) | - | (t) | 42 | (0.7) | - | (t) | 11 | (0.8) |
| Malta ............. | $\overline{44}$ | (t) | 64 | (0.9) | - | ( $\dagger$ ) | 29 | (0.8) | - | ( $\dagger$ | 7 | (0.5) |
| Morocco .......... |  | (1.5) | 51 | (0.8) | 35 | (1.1) | 38 | (0.7) | 21 | (1.0) | 11 | (0.5) |
| Netherlands .................................. | 594 | (1.4) | - | ( $\dagger$ | $31{ }^{4}$ | (0.9) |  | ( $\dagger$ ) | $10^{4}$ | (0.9) | - | ( $\dagger$ |
| New Zealand ... | $\begin{aligned} & 40 \\ & 64 \\ & 70 \\ & 42 \\ & 73 \end{aligned}$ | (1.0) | $55^{4}$ | (1.0) | 36 | (0.7) | 354 | (0.8) | 24 | (0.7) | $10^{4}$ | (0.5) |
| Northern Ireland (United Kingdom) ............... |  | (1.5) | - | ( $\dagger$ ) | $27^{8}$ | (1.1) | - | ( $\dagger$ ) | $10^{8}$ | (0.7) | - | ( $\dagger$ |
| Norway 9 ................................................ |  | (1.3) | 75 | (0.9) | 23 | (1.0) | 22 | (0.8) | 7 | (0.6) | 3 | (0.3) |
| Oman |  | (1.6) | 44 | (0.9) | 33 | (1.0) | 41 | (0.8) | 25 | (1.0) | 14 | (0.7) |
| Poland |  | (1.0) |  | ( $\dagger$ ) | 19 | (0.8) | - | ( $\dagger$ ) | 8 | (0.5) | - | ( $\dagger$ ) |
| Portugal | $57^{3}$ | (1.0) | - | ( $\dagger$ ) | $29^{3}$ | (0.9) | $\bar{\square}$ | (t) | $15^{3}$ | (0.9) | $\bar{\square}$ | ( $\dagger$ ) |
| Qatar .................................................... | 4351 | (1.2) | 61 | (1.0) | 28 | (0.8) | 27 | (0.7) | 28 | (1.0) | 12 | (0.8) |
| Russian Federation ..................................... |  | (1.3) | 66 | (1.0) | 33 | (0.9) | 30 | (0.9) | 16 | 0.6 | 4 | (0.3) |
| Saudi Arabia .......................................... | 47 | (1.7) | 64 | (1.2) | 27 | (1.1) | 27 | (1.0) | 26 | (1.3) | 9 | (0.6) |
| Serbia ............................................................ | $73{ }^{10}$ | (1.0) |  | ( $\dagger$ ) | $19^{10}$ | (0.9) |  | ( $\dagger$ ) | $8{ }^{10}$ | (0.5) | - | ( $\dagger$ ) |
| Singapore ${ }^{3}$ | $\begin{aligned} & 47 \\ & 57 \\ & 58 \\ & 48^{3} \\ & 65^{3} \end{aligned}$ |  | 58 | (0.8) | 34 | (0.6) | 36 | (0.7) | 19 |  | 6 |  |
| Slovak Republic ........................................................... |  | (1.1) | $\frac{-}{72}$ | (t) | 30 | (0.8) | - | ( $\dagger$ ) | 13 | (0.7) | - | ( $\dagger$ ) |
| Slovenia ..................................................... |  | (1.0) | 72 | (1.1) | 29 | (0.9) | 24 | (1.0) | 14 | (0.8) | 4 | (0.3) |
| Spain .................................................... |  | (1.0) | 74 |  | $33^{3}$ | (0.6) | - |  | $19^{3}$ | (0.8) | - | ( $\dagger$ |
| Sweden ................................................... |  | (1.3) | 74 | (0.9) | $28{ }^{3}$ | (1.1) | 23 | (0.8) | $7^{3}$ | (0.5) | 3 | (0.3) |
| Thailand |  |  | 33 | (1.1) | - | ( $\dagger$ ) | 50 | (0.9) | - | ( $\dagger$ | 17 | (0.8) |
| Turkey .................................................. | $\begin{aligned} & 57 \\ & 43 \end{aligned}$ | (1.1) | 69 | (1.1) | 28 | (0.8) | 26 | (0.9) | 14 | (0.7) | 6 | (0.3) |
| United Arab Emirates .................................. |  | (1.0) | 58 | (0.8) | 31 | (0.5) | 32 | (0.6) | 26 | (0.8) | 10 | (0.5) |
| United States ${ }^{4}$.......................................... | $56{ }^{3}$ | (0.8) | 64 | (0.6) | $29^{3}$ | (0.5) | 29 | (0.5) | $15^{3}$ | (0.5) | 7 | (0.4) |
| Benchmarking education systems <br> Abu Dhabi (United Arab Emirates) <br> Buenos Aires (Argentina) <br> Dubai (United Arab Emirates) $\qquad$ <br> Florida ${ }^{11}$ (United States) <br> Ontario (Canada) <br> Quebec ${ }^{12}$ (Canada) $\qquad$ | $\begin{aligned} & 39^{3} \\ & 50 \\ & 46 \\ & 56 \\ & 52 \\ & 54 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |
|  |  | (2.0) | 56 | (1.5) | $31{ }^{3}$ | (1.0) | 31 | (1.0) | $30{ }^{3}$ | (1.6) | 13 | (1.0) |
|  |  | 1.2) | $75{ }^{4}$ | (1.2) | 29 | (0.8) | 224 | (1.1) | 21 | (0.7) | $3{ }^{4}$ | (0.4) |
|  |  | 1.3) | 62 | (1.1) | 32 | (0.9) | 30 | (0.9) | 22 | (1.0) | 8 | (0.7) |
|  |  | (1.6) | $68^{6}$ | (1.2) | 28 | (1.1) | $26^{6}$ | (1.0) | 16 | (1.0) | $6{ }^{6}$ | (0.6) |
|  |  | (1.3) | 61 | (1.0) | 31 | (0.8) | 32 | (0.9) | 17 | (1.2) | 7 | (0.4) |
|  |  | (1.6) | 74 | (0.9) | 31 | (1.1) | 24 | (0.9) | 14 | (1.2) | 3 | (0.3) |

## -Not available. <br> $\dagger$ Not applicable

${ }^{1}$ Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish community of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida.
${ }^{2}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements the Trends in International Mathematics and Science Study (TIMSS) at the international level. In this table, the fourth-grade international average includes grade 5 data from South Africa, and the eighth-grade international average includes grade 9 data from Botswana; these IEA countries are not shown separately because they did not participate at the target grade levels. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
${ }^{3}$ National Defined Population covers 90 to 95 percent of the National Target Population.
${ }^{4}$ Met guidelines for sample participation rates only after replacement schools were included. Fourth-grade data include only students from the provinces of Alberta, Manitoba, Newfoundland, Ontario, and Quebec. Eighth-grade data include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec.
${ }^{6}$ National Target Population does not include all of the International Target Population.
${ }^{7}$ Data are available for at least 70 percent but less than 85 percent of the students.
${ }^{8}$ Nearly satisfied guidelines for sample participation rates after replacement schools were included.
${ }^{9}$ included.
${ }^{9}$ Norway collected data from students in their fifth and ninth year of schooling rather than in grades 4 and 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
${ }^{10}$ National Defined Population covers less than 90 percent of the National Target Population (but at least 77 percent).
${ }^{11}$ U.S. state-level data are based on public school students only.
${ }^{12}$ Did not satisfy guidelines for sample participation rates.
NOTE: Students responded to a series of questions about different types of bullying, and their responses were collapsed into the single bullying frequency scale shown in this table. TIMSS required countries and other education systems to draw probability samples of students who were nearing the end of their fourth and eighth years of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 9.5 years for fourth-year students and 13.5 years for eighth-year students. Detail may not sum to totals because of rounding.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015. (This table was prepared December 2016.)

Table 602.85. Percentage distribution of fourth- and eighth-graders, by extent to which their teachers rated the school as safe and orderly and country or other education system: 2015
[Standard errors appear in parentheses]


## 一Not available.

## $\dagger$ Not applicable

\#Rounds to zero
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish community of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida.
${ }^{2}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements the Trends in International Mathematics and Science Study (TIMSS) at the international level. In this table, the fourth-grade international average includes grade 5 data from South Africa, and the eighth-grade international average includes grade 9 data from Botswana; these IEA countries are not shown separately because they did not participate at the target grade levels. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average
${ }^{3}$ National Defined Population covers 90 to 95 percent of the National Target Population.
${ }^{4}$ Met guidelines for sample participation rates only after replacement schools were included. ${ }^{5}$ Fourth-grade data include only students from the provinces of Alberta, Manitoba, Newfoundland, Ontario, and Quebec. Eighth-grade data include only students from the provinces
of Manitoba, Newfoundland, Ontario, and Quebec.
${ }^{6}$ National Target Population does not include all of the International Target Population.
National Defined Population covers less than 90 percent of the National Target Population (but at least 77 percent)
${ }^{8}$ Data are available for at least 70 percent but less than 85 percent of the students.
${ }^{9}$ Nearly satisfied guidelines for sample participation rates after replacement schools were included.
${ }^{10}$ Norway collected data from students in their fifth and ninth year of schooling rather than in grades 4 and 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
${ }^{11}$ U.S. state-level data are based on public school students only.
${ }^{12}$ Did not satisfy guidelines for sample participation rates.
NOTE: Teachers responded to a series of questions about different aspects of their schools' safety and orderliness; their responses were collapsed into the single frequency scale shown in this table. TIMSS required countries and other education systems to draw probability samples of students who were nearing the end of their fourth and eighth years of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 9.5 years for fourth-year students and 13.5 years for eighth-year students. Detail may not sum to totals because of rounding.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015. (This table was prepared December 2016.)

Table 602.86. Percentage distribution of fourth- and eighth-graders, by severity of school discipline problems reported by their principal and country or other education system: 2015
[Standard errors appear in parentheses]


## -Not available. <br> <br> $\dagger$ Not applicable

 <br> <br> $\dagger$ Not applicable}\#Rounds to zero
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
${ }^{1}$ Most of the education systems represent complete countries, but some represent subnational entities; examples include the Flemish community of Belgium, two components of the United Kingdom (England and Northern Ireland), a few individual cities (such as Abu Dhabi within the United Arab Emirates), and the U.S. state of Florida.
${ }^{2}$ The international average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IEA), which develops and implements the Trends in International Mathematics and Science Study (TIMSS) at the international level. In this table, the fourth-grade international average includes grade 5 data from South Africa, and the eighth-grade international average includes grade 9 data from Botswana; these IEA countries are not shown separately because they did not participate at the target grade levels. "Benchmarking" education systems are not members of the IEA and are therefore not included in the average.
${ }^{3}$ National Defined Population covers 90 to 95 percent of the National Target Population.
${ }^{4}$ Met guidelines for sample participation rates only after replacement schools were included. ${ }^{5}$ Fourth-grade data include only students from the provinces of Alberta, Manitoba, Newfoundland, Ontario, and Quebec. Eighth-grade data include only students from the provinces of Manitoba, Newfoundland, Ontario, and Quebec.

National Target Population does not include all of the International Target Population.
Data are available for at least 70 percent but less than 85 percent of the students.
National Defined Population covers less than 90 percent of the National Target Population but at least 77 percent).
${ }^{9}$ Data are available for at least 50 percent but less than 70 percent of the students.
${ }^{10}$ Nearly satisfied guidelines for sample participation rates after replacement schools were included.
${ }^{11}$ Norway collected data from students in their fifth and ninth year of schooling rather than in grades 4 and 8 because year 1 in Norway is considered the equivalent of kindergarten rather than the first year of primary school.
${ }^{12}$ U.S. state-level data are based on public school students only.
${ }^{13}$ Did not satisfy guidelines for sample participation rates.
NOTE: Principals responded to a series of questions about the extent of different types of discipline problems among fourth- and eighth-graders at their school, and their responses were collapsed into the single discipline-problem scale shown in this table. TIMSS required countries and other education systems to draw probability samples of students who were nearing the end of their fourth and eighth years of formal schooling (counting the first year of primary school as year 1), provided that the mean age at the time of testing was at least 9.5 years for fourth-year students and 13.5 years for eighth-year students. Detail may not sum to totals because of rounding.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2015. (This table was prepared December 2016.)

Table 603.10. Percentage of the population 25 to 64 years old who completed high school, by age group and country: Selected years, 2001 through 2015
[Standard errors appear in parentheses]

| Country | 2001 |  | 2005 |  | 2010 |  |  |  | 2012 |  |  |  | 2014 |  |  |  | 2015 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{array}{\|r\|} \hline \text { Total, } \\ 25 \text { to } 64 \\ \text { years old } \\ \hline \end{array}$ | $\begin{array}{r} 25 \text { to } 34 \\ \text { years old } \end{array}$ | $\begin{array}{\|r\|} \hline \text { Total, } \\ 25 \text { to } 64 \\ \text { years old } \\ \hline \end{array}$ | $\left.\begin{array}{\|c\|} 25 \\ \text { to } 34 \\ \text { years old } \end{array} \right\rvert\,$ | Total, 25 to 64 years old |  | 25 to 34 years old |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | 35 to 44 years old |  | 45 to 54 years old |  | 55 to 64 years old |  |
| 1 | 2 | 3 | 4 | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| OECD average ${ }^{1}$........ | 63.7 | 73.6 | 68.4 | 77.6 | 74.0 | (0.03) | 81.9 | (0.06) | 75.6 | (0.03) | 82.6 | (0.07) | 76.8 | (0.03) | 83.3 | (0.07) | 77.7 | (0.04) | 83.6 | (0.09) | 81.1 | (0.07) | 76.1 | (0.07) | 68.6 | (0.08) |
| Australia ....................... | 58.9 | 70.7 | 65.0 | 78.6 | 73.2 | (0.41) | 84.8 | (0.62) | 76.4 | (0.25) | 86.6 | (0.41) | 77.1 | (0.25) | 86.7 | (0.40) | 79.0 | (0.24) | 88.1 | (0.38) | 84.9 | (0.42) | 73.5 | (0.52) | 66.6 | (0.59) |
| Austria ${ }^{2}$.......................... | 77.0 | 84.2 | 80.6 | 87.5 | 82.5 | (0.12) | 88.0 | (0.23) | 83.1 | (0.24) | 88.6 | (0.50) | 83.9 | (0.20) | 90.0 | (0.34) | 84.6 | (0.20) | 90.0 | (0.38) | 87.1 | (0.36) | 84.3 | (0.37) | 76.7 | (0.50) |
| Belgium ........................ | 59.5 | 76.3 | 66.1 | 80.9 | 70.5 | (0.19) | 82.1 | (0.34) | 71.6 | (0.19) | 81.9 | (0.35) | 73.6 | (0.21) | 82.3 | (0.38) | 74.7 | (0.19) | 82.5 | (0.49) | 81.4 | (0.34) | 73.8 | (0.36) | 60.7 847 | (0.42) |
| Canada ........................ | 81.9 | 89.3 | 85.2 | 90.8 | 88.4 | (0.12) | 92.2 | (0.20) | 89.1 | (0.13) | 92.2 | (0.19) | 90.0 | (0.12) | 92.6 | (0.19) | 90.4 | (0.11) | 93.3 | (0.17) | 93.4 | (0.17) | 90.2 | (0.18) | 84.7 | (0.25) |
| Chile ${ }^{3,5,6}$........................ | 45.9 | 57.9 | 50.0 | 64.3 | 71.4 | (0.19) |  | (0.24) |  | (0.16) | 76.6 | (0.27) | 61.4 | (0.15) | 80.0 | (0.24) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ |  | (t) |  | ( $\dagger$ ) |
| Czech Republic .. | 86.2 | 92.5 | 89.9 | 93.9 | 91.9 | (0.08) | 94.2 | (0.14) | 92.5 | (0.07) | 93.7 | (0.15) | 93.2 | (0.07) | 94.6 | (0.15) | 93.2 | (0.07) | 93.7 | (0.23) | 95.8 | (0.11) | 94.7 | (0.13) | 87.7 | (0.18) |
| Denmark ........................ | 80.2 | 86.3 | 81.0 | 87.4 | 75.7 | (0.17) | 79.8 | (0.42) | 77.9 | (0.16) | 81.7 | (0.36) | 79.6 | (0.16) | 82.2 | (0.36) | 80.4 | ( $\dagger$ ) | 83.6 | ( $\dagger$ ) | 84.7 | ( $\dagger$ ) | 80.7 | (t) | 72.3 | (t) |
| Estonia ........................ |  |  | 89.1 | 87.4 | 89.1 | (0.30) | 86.4 | (0.73) | 89.8 | (0.41) | 86.4 | (0.95) | 91.0 | (0.25) | 89.0 | (0.57) | 90.9 | (0.25) | 89.1 | (0.80) | 88.4 | (0.54) | 94.8 | (0.37) | 91.8 | (0.48) |
| Finland ........................... | 73.8 | 86.8 | 78.8 | 89.4 | 83.0 | (0.12) | 90.8 | (0.20) | 84.8 | (0.18) | 90.0 | (0.32) | 86.5 | (0.12) | 90.2 | (0.22) | 87.2 | (0.21) | 89.5 | (0.57) | 89.9 | (0.38) | 90.0 | (0.34) | 79.8 | (0.47) |
| France ${ }^{7}$........................ | 63.9 | 78.4 | 66.3 | 81.1 | 70.8 | (0.09) | 83.8 | (0.16) | 72.5 | (0.09) | 83.3 | (0.16) | 77.3 | (0.09) | 86.7 | (0.21) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) | - | ( $\dagger$ |
| Germany ........................ | 82.6 | 85.5 | 83.1 | 84.1 | 85.8 | (0.06) | 86.5 | (0.12) | 86.3 | (0.12) | 86.8 | (0.32) | 86.9 | (0.12) | 87.3 | (0.32) | 86.8 | (0.12) | 87.3 | (0.32) | 86.5 | (0.32) | 87.3 | (0.28) | 86.0 | (0.30) |
| Greece .......................... | 51.4 | 72.6 | 57.1 | 73.6 | 65.2 | (0.12) | 78.9 | (0.21) | 68.5 | (0.13) | 82.5 | (0.23) | 68.3 | (0.13) | 81.7 | (0.24) | 70.2 | (0.13) | 83.6 | (0.33) | 77.0 | (0.24) | 67.3 | (0.25) | 51.8 | (0.27) |
| Hungary ......................... | 70.2 | 80.9 | 76.4 | 85.0 | 81.3 | (0.10) | 86.3 | (0.19) | 82.1 | (0.10) | 87.5 | (0.18) | 83.1 | (0.10) | 87.0 | (0.20) | 83.2 | (0.22) | 86.0 | (0.34) | 86.5 | (0.30) | 82.4 | (0.38) | 77.7 | (0.42) |
| Iceland .......................... | 56.9 | 61.2 | 62.9 | 69.0 | 66.5 | (0.50) | 72.4 | (0.92) | 71.0 | (0.48) | 75.0 | (0.87) | 73.3 | (0.48) | 73.8 | (0.95) | 74.7 | (0.47) | 75.2 | (1.33) | 79.8 | (0.90) | 75.3 | (0.92) | 67.8 | (1.00) |
| Ireland ............................. | 57.6 | 73.4 | 64.5 | 81.1 | 73.5 | (0.12) | 86.9 | (0.18) | 74.6 | (0.13) | 85.9 | (0.19) | 78.8 | (0.22) | 90.1 | (0.25) | 79.8 | (0.13) | 90.8 | (0.26) | 86.3 | (0.21) | 75.5 | (0.27) | 61.7 | (0.33) |
| Israel .. |  |  | 79.2 | 85.7 | 82.1 | (0.15) | 88.1 | (0.24) | 84.5 | (0.15) | 90.3 | (0.23) | 85.4 | (0.14) | 90.8 | (0.22) | 85.5 | (-) | 91.2 | (-) | 87.0 | (-) | 83.1 | $(-)$ | 78.1 | (-) |
| Italy .............................. | 43.3 | 57.5 | 50.1 | 65.9 | 55.2 | (0.08) | 71.0 | (0.18) | 57.2 | (0.14) | 71.8 | (0.37) | 59.3 | (0.15) | 73.8 | (0.38) | 59.9 | (0.09) | 74.4 | (0.27) | 65.6 | (0.17) | 54.3 | (0.16) | 47.2 | (0.18) |
| Japan .......................... | 83.1 | 93.6 |  |  |  | ( ${ }^{\text {( })}$ | 978 | (t) | 82 | (t) |  |  | 850 | ${ }_{(+)}^{\text {( }}$ | 983 | (t) | 85.8 | (t) | 98.3 | (t) | 97.5 | (t) |  | (t) | 57.2 | ${ }_{(0)}^{(4)}$ |
| Korea, Republic of ............ | 68.0 | 94.6 | 75.5 | 97.3 | 80.4 | (0.20) | 97.8 | $(0.14)$ $(t)$ |  | $(0.20)$ $(0.27)$ |  | $(0.14)$ $(0.69)$ | 85.0 89.5 | $(0.18)$ $(0.33)$ | 98.3 86.0 | $(0.13)$ $(0.72)$ | 85.8 87.8 | $(0.18)$ $(0.26)$ | 98.3 84.9 | $(0.12)$ | 97.5 84.8 | $(0.14)$ $(0.57)$ | 86.3 92.8 | $(0.33)$ $(0.41)$ | 57.2 88.6 | $(0.63)$ $(0.42)$ |
| Luxembourg ... | 52.7 | 59.4 | 65.9 | 76.5 | 77.7 | (0.40) | 84.0 | (0.80) | 78.3 | (0.31) | 86.1 | (0.58) | 82.0 | (0.44) | 86.9 | (0.92) | 74.6 | (0.33) | 84.5 | (0.82) | 77.3 | (0.64) | 68.5 | (0.66) | 66.6 | (0.73) |
| Mexico ............ | 21.6 | 25.4 | 21.3 | 24.0 | 36.2 | (0.06) | 43.6 | (0.12) | 37.3 | (0.06) | 45.8 | (0.12) | 33.7 | (0.06) | 45.6 | (0.12) | 35.5 | (0.06) | 44.9 | (0.12) | 34.7 | (0.12) | 32.0 | (0.13) | 24.7 | (0.15) |
| Netherlands .................. | 65.1 | 75.1 | 71.8 | 81.3 | 73.0 | (0.09) | 82.7 | (0.18) | 73.4 | (0.09) | 83.3 | (0.17) | 75.9 | (0.09) | 85.2 | (0.17) | 76.4 | (0.20) | 85.6 | (0.58) | 81.5 | (0.40) | 74.6 | (0.37) | 64.9 | (0.42) |
| New Zealand ................... | 75.7 | 81.8 | 78.7 | 85.2 | 73.0 | (0.37) | 79.4 | (0.73) | 74.1 | (0.37) | 80.0 | (0.72) | 74.1 | (0.37) | 81.1 | (0.69) | 74.7 | (0.36) | 81.0 | (0.69) | 78.5 | (0.68) | 73.0 | (0.71) | 65.7 | (0.80) |
| Norway ........................... | 85.8 | 93.9 | 77.2 | 83.5 | 80.6 | (0.16) | 83.0 | (0.34) | 82.1 | (0.16) | 82.1 | (0.36) | 81.9 | (0.17) | 81.4 | (0.36) | 82.4 | (0.17) | 81.3 | (0.50) | 86.0 | (0.30) | 81.1 | (0.33) | 80.8 | (0.35) |
| Poland | 45.9 | 51.7 | 51.4 | 62.5 | 88.7 | (0.07) | 93.7 | (0.10) | 89.6 | (0.06) | 94.4 | (0.10) | 90.5 | (0.07) | 94.2 | (0.11) | 90.8 | (0.07) | 93.9 | (0.16) | 93.2 | (0.12) | 90.9 | (0.14) | 85.1 | (0.15) |
| Portugal ....................... | 19.9 | 32.5 | 26.5 | 42.8 | 31.9 | (0.16) | 52.1 | (0.39) | 37.6 | (0.17) | 57.9 | (0.39) | 43.3 | (0.17) | 64.7 | (0.38) | 45.1 | (0.17) | 66.7 | (0.52) | 55.3 | (0.32) | 35.8 | (0.30) | 24.4 | (0.28) |
| Slovak Republic ................ | 85.1 | 93.7 | 85.7 | 93.0 | 91.0 | (0.12) | 94.1 | (0.20) | 91.7 | (0.23) | 94.1 | (0.41) | 90.8 | (0.12) | 92.5 | (0.25) | 91.3 | (0.25) | 92.8 | (0.49) | 93.8 | (0.42) | 92.3 | (0.47) | 85.6 | (0.57) |
| Slovenia ........................ |  |  | 80.3 | 91.2 | 83.3 | (0.19) | 93.5 | (0.27) | 85.0 | (0.19) | 94.2 | (0.27) | 85.7 | (0.18) | 93.9 | (0.27) | 86.8 | (0.18) | 94.1 | (0.38) | 91.3 | (0.32) | 85.2 | (0.36) | 76.9 | (0.42) |
| Spain ............................ | 40.0 | 57.1 | 48.8 | 63.9 | 52.9 | (0.08) | 64.7 | (0.16) | 54.6 | (0.08) | 64.2 | (0.17) | 56.6 | (0.28) | 65.6 | (0.61) | 57.4 | (0.37) | 65.6 | (0.50) | 66.1 | (0.45) | 54.2 | (0.49) | 40.9 | (0.50) |
| Sweden ........................ | 80.6 | 90.7 | 83.6 | 90.6 | 86.5 | (0.08) | 91.1 | (0.13) | 87.5 | (0.08) | 90.8 | (0.14) | 81.6 | (0.09) | 81.8 | (0.20) | 82.0 | (0.10) | 82.3 | (0.29) | 85.4 | (0.18) | 84.8 | (0.17) | 74.6 | (0.21) |
| Switzerland .................... | 87.4 | 91.8 | 83.0 | 87.9 | 86.1 | (0.12) | 90.2 | (0.24) | 86.3 | (0.13) | 89.4 | (0.28) | 88.0 | (0.11) | 91.0 | (0.24) | 88.2 | (0.14) | 91.7 | (0.30) | 88.5 | (0.29) | 87.7 | (0.26) | 84.5 | (0.30) |
| Turkey ........................ | 24.3 | 30.2 | 27.2 | 35.7 | 31.2 | (0.09) | 42.2 | (0.18) | 33.9 | (0.09) | 45.9 | (0.18) | 35.6 | (0.09) | 49.5 | (0.19) | 37.0 | (0.10) | 52.1 | (0.29) | 36.8 | (0.20) | 25.0 | (0.18) | 22.1 | (0.19) |
| United Kingdom ${ }^{2,7,8}$............ | 63.0 | 68.0 | 66.7 | 72.9 | 75.1 | (0.18) | 82.9 | (0.35) | 78.1 | (0.09) | 84.8 | (0.16) | 79.2 | (0.09) | 86.2 | (0.16) | 79.1 | (0.18) | 85.2 | (0.47) | 83.0 | (0.34) | 75.9 | (0.37) | 71.4 | (0.41) |
| United States .................. | 87.7 | 88.1 | 87.8 | 86.7 | 89.0 | (0.14) | 88.4 | (0.24) | 89.3 | (0.16) | 89.3 | (0.29) | 89.6 | (0.15) | 90.0 | (0.29) | 89.5 | (0.13) | 90.5 | (0.24) | 88.7 | (0.21) | 89.3 | (0.23) | 89.6 | (0.27) |

See notes at end of table,

## Table 603.10. Percentage of the population 25 to 64 years old who completed high school, by age group and country: Selected years, 2001 through 2015-Continued

[Standard errors appear in parentheses]

| Country | 2001 |  | 2005 |  | 2010 |  | 2012 |  | 2014 |  |  | 2015 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\left.\begin{array}{r} 25 \text { to } 34 \\ \text { years old } \end{array} \right\rvert\,$ |  | $\begin{array}{r} 25 \text { to } 34 \\ \text { years old } \end{array}$ | Total, 25 to 64 years old | 25 to 34 years old | Total, 25 to 64 years old | 25 to 34 years old | Total, 25 to 64 years old | 25 to 34 years old |  | Total, 25 to <br> 64 years old | 25 to 34 years old |  | 35 to 44 years old |  | 45 to 54 years old |  | 55 to 64 years old |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 11 | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Other reporting countries |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Argentina ................... | 41.9 | 51.5 | - | - | ( $\dagger$ ) | - (t) | - (t) | - (t) | ( $\dagger$ ) | - | ( $\dagger$ | - (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Brazil ${ }^{4,9}$....................... | 27.2 | 31.8 | 29.5 | 38.0 | 40.7 (0.11) | 52.5 (0.19) | $44.9 \quad(0.11)$ | $58.9 \quad(0.19)$ | 47.4 (0.25) | 61.8 | (0.31) | - (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| China ....................... | 14.9 | 15.8 | - | - | 24.5 (-) | 35.7 (-) | - (t) | $-\quad(t)$ | - (t) | - | ( $\dagger$ ) | - (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Colombia ${ }^{\text {a }}$................. | - | - | - | - | - ( $\dagger$ ) | - (t) | $41.8 \quad(-)$ | - ( $\dagger$ ) | 52.0 (0.25) | 67.4 | (0.31) | 50.4 (0.25) | 66.9 | (0.31) | 52.8 | (0.37) | 40.1 | (0.39) | 30.4 | (0.48) |
| Costa Rica ................. | - | - | - | - | - (t) | - (t) | - (t) | - (t) | 39.6 (-) | 47.2 | (-) | 39.4 (1.13) | 48.6 | (1.87) | 36.7 | (1.57) | 34.4 | (1.62) | 33.5 | (2.25) |
| Indonesia ${ }^{5,9}$.................. | 21.4 | 32.8 | - | - | 27.8 (-) | - (t) | 31.0 (-) | 40.0 (-) | - (t) | - | ( $\dagger$ ) | - ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Lithuania .................... | - | - | - | - | $-\quad(t)$ | ( $\dagger$ ) | $-\quad(t)$ | - (t) | 91.2 (0.15) | 88.4 | (0.44) | 91.4 (0.16) | 89.7 | (0.61) | 87.3 | (0.39) | 95.5 | (0.20) | 92.3 | (0.28) |
| Russian Federation ${ }^{6,10}$.. | 88.0 | 91.0 | - | - | - (t) | - (t) | 94.3 (0.05) | 94.4 (0.10) | 94.7 (0.05) | 94.8 | (0.10) | - (t) | - | ( $\dagger$ ) | - |  | - |  | - | ( $\dagger$ ) |
| Saudi Arabia ${ }^{4}$.............. | - | - | 34.2 | - | (t) | - (t) | - (t) | - (t) | 54.7 (-) | 68.9 |  | - (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - |  | - | ( $\dagger$ ) |
| South Africa ................. | - | - | - | - | ( $\dagger$ | - (t) | 64.9 (-) | 77.4 (-) | 42.4 (-) | 49.3 | (-) | - (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |

## -Not available.

Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year
Data in 2005 columns include some International Standard Classification of Education (ISCED) 3C short secondary programs.
Data from 2000 reported for 2001
Data from 2004 reported for 2005
Data from 2013 reported for 2012
Data in 2001 columns include some short secondary (ISCED 3C) programs.
Data for 2014 and 2015 include some persons who have completed a sufficient volume and standard of programs, any one of which individually would be classified as a program that only partially completes the high school (or upper secondary) level of education.

Data from 2009 reported for 2010
"Data from 2002 reported for 2001
NOTE: The International Standard Classification of Education (ISCED) was revised in 2011. The previous version, ISCED 1997, was used to calculate all data for years prior to 2014 (with the exception of China's 2010 data, which were calculated using ISCED 2011). ISCED 2011 was used to calculate all data for 2014 and later years (with the exception of 2014 data for the Rus-
sian Federation, Saudi Arabia, and South Africa, which were calculated using ISCED 1997). Data in this table refer to degrees sian Federation, Saudi Arabia, and South Africa, which were calculated using ISCED 1997). Data in this table refer to degrees
classified as ISCED level 3, which corresponds to high school completion in the United States, with the following exceptions: Programs classified under ISCED 1997 as level 3C short programs do not correspond to high school completion; these short programs are excluded from this table except where otherwise noted. Programs classified under ISCED 2011 as only partially completing level 3 are also excluded except where otherwise noted. Standard errors are not available for 2001 and 2005. Some data have been revised from previously published figures.
SOURCE: Organization for Economic Cooperation and Development (OECD), Education at a Glance, selected years, 2002 through 2015; and Online Education Database, retrieved October 21, 2016, from http://stats.oecd.org/Index.aspx. (This table was prepared October 2016.)

Table 603.20. Percentage of the population 25 to 64 years old who attained any postsecondary degree, by age group and country: Selected years, 2001 through 2015
[Standard errors appear in parentheses]

| Country | 2001 |  | 2005 |  | 2010 |  |  |  | 2012 |  |  |  | 2014 |  |  |  | 2015 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Tota, 25 to 64 years old | $\begin{array}{r} 25 \text { to } 34 \\ \text { years old } \end{array}$ |  | $\begin{array}{r} 25 \text { to } 34 \\ \text { years old } \end{array}$ | Total, 25 to <br> 64 years old |  | 25 to 34 years old |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | Total, 25 to 64 years old |  | $\begin{array}{r} 25 \text { to } 34 \\ \text { years old } \end{array}$ |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | 35 to 44 years old |  | 45 to 54 years old |  | 55 to 64 years old |  |
| 1 | 2 | 3 | 4 | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| OECD average ${ }^{1}$. | 22.5 | 27.8 | 26.2 | 32.1 | 30.7 | (0.05) | 37.8 | (0.10) | 32.1 | (0.04) | 39.2 | (0.09) | 33.4 | (0.04) | 40.7 | (0.09) | 35.0 | (0.05) | 42.1 | (0.12) | 39.6 | (0.09) | 31.4 | (0.09) | 26.0 | (0.08) |
| Australia | 29.0 | 33.5 | 31.7 | 38.1 | 37.6 | (0.45) | 44.4 | (0.85) | 41.3 | (0.27) | 47.2 | (0.56) | 41.9 | (0.29) | 48.1 | (0.59) | 42.9 | (0.30) | 48.5 | (0.59) | 48.9 | (0.58) | 38.2 | (0.57) | 33.9 | (0.60) |
| Austria | 14.1 | 14.3 | 17.8 | 19.7 | 19.3 | (0.26) | 20.8 | (0.54) | 20.0 | (0.23) | 23.0 | (0.50) | 29.9 | (0.26) | 38.4 | (0.57) | 30.6 | (0.29) | 38.6 | (0.65) | 34.3 | (0.53) | 27.4 | (0.48) | 21.8 | (0.47) |
| Belgium ...... | 27.6 | 37.5 | 31.0 | 40.6 | 35.0 | (0.20) | 43.8 | (0.44) | 35.3 | (0.20) | 43.0 | (0.45) | 36.9 | (0.24) | 44.2 | (0.50) | 36.9 | (0.21) | 43.1 | (0.64) | 42.6 | (0.43) | 34.8 | (0.39) | 26.9 | (0.38) |
| Canada .... | 41.9 | 50.5 | 46.1 | 53.8 | 50.6 | (0.23) | 56.5 | (0.43) | 52.6 | (0.23) | 57.3 | (0.40) | 53.6 | (0.25) | 57.7 | (0.41) | 55.2 | (0.20) | 59.2 | (0.37) | 62.3 | (0.35) | 53.8 | (0.33) | 45.7 | (0.34) |
| Chile ${ }^{2,3,4} \ldots . . . . . . . . . . . . . . . . . . . . . . ~$ |  |  | 13.2 | 18.3 | 26.8 | (0.18) | 38.5 | (0.34) | 17.8 | (0.12) | 22.5 | (0.26) | 21.1 | (0.12) | 27.3 | (0.26) | - | (t) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $\dagger$ ) |
| Czech Republic ................ | 11.1 | 11.3 | 13.1 | 14.2 | 16.8 | (0.10) | 22.6 | (0.25) | 19.3 | (0.11) | 27.8 | (0.28) | 21.5 | (0.12) | 29.9 | (0.30) | 22.2 | (0.12) | 31.0 | (0.44) | 22.8 | (0.24) | 20.0 | (0.24) | 14.5 | (0.20) |
| Denmark .................................. | 28.4 | 29.0 | 33.5 | 39.8 | 33.3 | (0.19) | 37.6 | (0.50) | 34.8 | (0.19) | 40.2 | (0.46) | 35.8 | (0.19) | 42.1 | (0.46) | 37.1 | (t) | 44.5 | (t) | 42.2 | (t) | 33.8 | ( $\dagger$ ) | 28.5 | ( $\dagger$ ) |
| Estonia .................... |  |  | 33.3 | 32.8 | 35.3 | (0.79) | 37.8 | (1.73) | 37.3 | (0.69) | 39.8 | (1.46) | 38.0 | (0.42) | 40.0 | (0.89) | 38.0 | (0.42) | 40.5 | (1.26) | 39.8 | (0.82) | 36.0 | (0.80) | 35.4 | (0.84) |
| Finland .......................... | 32.3 | 38.2 | 34.6 | 37.5 | 38.1 | (0.24) | 39.2 | (0.52) | 39.7 | (0.24) | 39.7 | (0.52) | 41.8 | (0.17) | 40.3 | (0.37) | 42.7 | (0.30) | 40.5 | (0.92) | 50.3 | (0.63) | 44.6 | (0.57) | 36.3 | (0.57) |
| France ............................ | 23.0 | 34.2 | 24.8 | 39.3 | 29.0 | (0.09) | 42.9 | (0.21) | 30.9 | (0.09) | 42.9 | (0.21) | 33.5 | (0.10) | 44.7 | (0.31) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |  | ( $\dagger$ ) |  | ( $)^{\text {( }}$ | - | ( $\dagger$ |
| Germany ...................... | 23.2 | 21.8 | 24.6 | 22.5 | 26.6 | (0.08) | 26.1 | (0.19) | 28.1 | (0.08) | 29.0 | (0.19) | 27.1 | (0.08) | 28.4 | (0.19) | 27.6 | (0.08) | 29.6 | (0.19) | 29.3 | (0.21) | 26.6 | (0.18) | 25.6 | (0.18) |
| Greece ......................... | 18.0 | 24.0 | 21.3 | 25.4 | 24.6 | (0.33) | 30.9 | (0.59) | 26.7 | (0.12) | 34.7 | (0.29) | 28.1 | (0.13) | 38.7 | (0.31) | 29.1 | (0.13) | 40.1 | (0.44) | 29.6 | (0.26) | 26.5 | (0.24) | 20.2 | (0.22) |
| Hungary ......................... | 14.0 | 14.7 | 17.1 | 19.6 | 20.1 | (0.10) | 26.0 | (0.24) | 22.0 | (0.11) | 30.4 | (0.26) | 23.4 | (0.12) | 32.1 | (0.28) | 24.2 | (0.26) | 32.1 | (0.49) | 26.8 | (0.41) | 20.8 | (0.45) | 17.5 | (0.44) |
| Iceland ............................ | 24.6 | 26.5 | 30.5 | 35.8 | 32.5 | (0.50) | 36.2 | (0.99) | 35.2 | (0.50) | 38.4 | (0.98) | 37.1 | (0.52) | 40.6 | (1.06) | 38.8 | (0.53) | 40.1 | (1.51) | 45.9 | (1.12) | 39.3 | (1.04) | 29.1 | (0.97) |
| Ireland ............................. | 23.6 | 47.8 | 29.1 | 40.6 | 37.3 | (0.13) | 48.2 | (0.26) | 39.7 | (0.14) | 49.2 | (0.28) | 41.0 | (0.27) | 50.8 | (0.48) | 42.8 | (0.16) | 52.0 | (0.45) | 50.8 | (0.30) | 36.7 | (0.30) | 26.9 | (0.30) |
| \|srael ... | - | - | 45.8 | 50.0 | 45.6 | (0.20) | 44.2 | (0.38) | 46.4 | (0.20) | 44.5 | (0.38) | 48.5 | (0.20) | 46.0 | (0.38) | 48.8 | (-) | 45.9 | (-) | 53.6 | (-) | 48.0 | (-) | 47.2 | (-) |
| Italy ............................. | 10.0 | 11.8 | 12.2 | 16.1 | 14.8 | (0.07) | 20.7 | (0.19) | 15.7 | (0.08) | 22.3 | (0.21) | 16.9 | (0.08) | 24.2 | (0.22) | 17.5 | (0.07) | 25.1 | (0.26) | 20.5 | (0.15) | 13.5 | (0.11) | 12.3 | (0.12) |
| Japan ${ }^{5}$........................ | 34.1 | 47.7 | 39.9 | 53.2 | 44.8 | (0.20) | 56.7 | (0.40) | 46.6 | (0.19) | 58.6 | (0.40) | 27.6 | (0.17) | 36.8 | (0.40) | 49.5 | (0.19) | 59.6 | (0.40) | 53.9 | (0.38) | 47.3 | (0.42) | 38.2 | (0.45) |
| Korea, Republic of ........... | 25.0 | 39.5 | 31.6 | 51.0 | 39.7 | (0.25) | 65.0 | (0.46) | 41.7 | (0.25) | 65.7 | (0.46) | 44.6 | (0.25) | 67.7 | (0.45) | 45.5 | (0.25) | 69.0 | (0.45) | 57.8 | (0.46) | 35.1 | (0.46) | 18.3 | (0.49) |
| Latvia ............................. | - |  | - | - |  | ( $\dagger$ ) |  | (t) | 29.2 | (0.40) | 38.7 | (0.95) | 30.2 | (0.67) | 39.4 | (1.15) | 31.6 | (0.43) | 39.9 | (0.89) | 33.1 | (0.78) | 28.4 | (0.67) | 24.7 | (0.70) |
| Luxembourg .................... | 18.1 | 23.4 | 26.5 | 37.0 | 35.5 | (0.46) | 44.2 | (1.08) | 39.1 | (0.36) | 49.9 | (0.83) | 45.9 | (0.57) | 52.9 | (1.35) | 39.8 | (0.37) | 49.9 | (1.13) | 46.6 | (0.76) | 33.6 | (0.67) | 26.2 | (0.68) |
| Mexico ......................... | 15.1 | 17.9 | 14.9 | 18.1 | 17.4 | (0.00) | 21.8 | (0.00) | 18.1 | (0.00) | 24.1 | (0.00) | 18.5 | (0.05) | 24.6 | (0.10) | 16.3 | (0.05) | 21.0 | (0.10) | 15.7 | (0.09) | 14.0 | (0.10) | 12.0 | (0.11) |
| Netherlands ........ | 23.2 | 26.5 | 30.1 | 35.4 | 32.4 | (0.10) | 40.8 | (0.23) | 34.4 | (0.10) | 43.0 | (0.23) | 34.4 | (0.10) | 44.3 | (0.24) | 35.3 | (0.23) | 45.1 | (0.82) | 39.7 | (0.51) | 31.0 | (0.39) | 26.9 | (0.39) |
| New Zealand ................... | 29.0 | 28.5 | 27.1 | 30.8 | 40.7 | (0.41) | 46.4 | (0.89) | 40.6 | (0.41) | 46.9 | (0.89) | 35.6 | (0.40) | 40.4 | (0.87) | 34.0 | (0.40) | 39.1 | (0.86) | 38.9 | (0.80) | 30.4 | (0.73) | 27.5 | (0.75) |
| Norway ......................... | 30.2 | 37.9 | 32.7 | 40.9 | 37.3 | (0.20) | 47.3 | (0.45) | 38.6 | (0.21) | 45.0 | (0.46) | 41.8 | (0.21) | 49.0 | (0.46) | 42.7 | (0.21) | 48.1 | (0.64) | 49.2 | (0.43) | 39.2 | (0.41) | 32.9 | (0.41) |
| Poland ............................ | 11.9 | 15.2 | 16.9 | 25.5 | 22.9 | (0.09) | 37.4 | (0.21) | 24.5 | (0.09) | 40.8 | (0.21) | 27.0 | (0.10) | 42.6 | (0.23) | 27.7 | (0.11) | 43.2 | (0.34) | 33.4 | (0.23) | 19.4 | (0.19) | 13.6 | (0.15) |
| Portugal ....................... | 9.2 | 13.7 | 12.8 | 19.1 | 15.4 | (0.51) | 24.8 | (1.02) | 18.5 | (0.13) | 28.3 | (0.36) | 21.7 | (0.14) | 31.4 | (0.37) | 22.9 | (0.14) | 33.1 | (0.52) | 29.0 | (0.29) | 17.1 | (0.23) | 12.9 | (0.22) |
| Slovak Republic ............... | 10.9 | 11.9 | 13.7 | 16.3 | 17.3 | (0.16) | 24.0 | (0.29) | 19.0 | (0.32) | 27.0 | (0.77) | 20.4 | (0.17) | 29.8 | (0.43) | 21.1 | (0.36) | 31.3 | (0.88) | 22.3 | (0.74) | 15.7 | (0.64) | 13.4 | (0.55) |
| Slovenia ........................ | , |  | 20.2 | 24.7 | 23.7 | (0.22) | 31.3 | (0.51) | 26.4 | (0.24) | 35.4 | (0.55) | 28.6 | (0.24) | 38.1 | (0.54) | 30.2 | (0.25) | 40.8 | (0.80) | 36.4 | (0.54) | 25.4 | (0.44) | 18.9 | (0.39) |
| Spain ............................................... | 23.6 | 35.5 | 28.2 | 39.7 | 30.7 | (0.08) | 39.2 | (0.17) | 32.3 | (0.08) | 39.3 | (0.18) | 34.7 | (0.08) | 41.5 | (0.19) | 35.1 | (0.41) | 41.0 | (0.55) | 43.2 | (0.49) | 30.9 | (0.56) | 22.8 | (0.44) |
| Sweden. | 25.6 | 36.9 | 29.6 | 37.3 | 34.2 | (0.11) | 42.2 | (0.23) | 35.7 | (0.11) | 43.5 | (0.24) | 38.7 | (0.12) | 46.0 | (0.25) | 39.8 | (0.12) | 46.4 | (0.37) | 47.7 | (0.25) | 34.3 | (0.23) | 29.9 | (0.22) |
| Switzerland | 25.4 | 25.6 | 28.8 | 31.0 | 35.2 | (0.16) | 40.5 | (0.39) | 36.6 | (0.18) | 40.6 | (0.46) | 40.2 | (0.17) | 46.0 | (0.41) | 41.7 | (0.21) | 48.6 | (0.52) | 46.0 | (0.42) | 39.2 | (0.36) | 32.1 | (0.37) |
| Turkey .. | 8.4 | 10.2 | 9.7 | 11.8 | 13.1 | (0.07) | 17.4 | (0.13) | 15.3 | (0.07) | 21.0 | (0.15) | 16.7 | (0.07) | 24.8 | (0.16) | 18.0 | (0.08) | 27.5 | (0.26) | 17.1 | (0.15) | 10.5 | (0.13) | 10.3 | (0.14) |
| United Kingdom .............. | 26.1 | 29.5 | 29.6 | 35.0 | 38.2 | (0.21) | 46.0 | (0.46) | 41.0 | (0.11) | 47.9 | (0.23) | 42.2 | (0.11) | 49.2 | (0.23) | 43.5 | (0.22) | 49.2 | (0.66) | 49.1 | (0.45) | 39.5 | (0.42) | 35.5 | (0.44) |
| United States .................. | 37.3 | 39.1 | 39.0 | 39.2 | 41.7 | (0.24) | 42.3 | (0.38) | 43.1 | (0.24) | 44.0 | (0.42) | 44.2 | (0.28) | 45.7 | (0.53) | 44.6 | (0.25) | 46.5 | (0.39) | 46.7 | (0.44) | 43.8 | (0.42) | 41.4 | (0.46) |

[^150]
## Table 603.20. Percentage of the population 25 to 64 years old who attained any postsecondary degree, by age group and country: Selected years, 2001 through $2015-$ Continued

 [Standard errors appear in parentheses]| Country | 2001 |  | 2005 |  | 2010 |  |  |  | 2012 |  |  |  | 2014 |  |  |  | 2015 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 25 to 34 years old | $\begin{array}{\|r\|} \hline \text { Total, } \\ 25 \text { to } 64 \\ \text { years old } \\ \hline \end{array}$ | 25 to 34 years old | Total, 25 to <br> 64 years old |  | 25 to 34 years old |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | Total, 25 to <br> 64 years old |  | 25 to 34 years old |  | 35 to 44 years old |  | 45 to 54 years old |  | 55 to 64 years old |  |
| 1 | 2 | 3 | 4 | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |
| Other reporting countries Brazil ${ }^{4,6}$ | - | - | 7.8 | 7.9 | 10.9 |  | 11.6 |  | 13.0 |  | 14.5 |  | 14.3 |  | 16.3 |  | - |  | - |  | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ |
| China ${ }^{7}$...................................... | 4.6 | 6.1 | - | - |  |  | 17.9 |  | - |  | . |  | - |  | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Colombia ${ }^{3}$................... | - | - | - | - |  |  | - |  | 19.7 | $(-)$ | - |  | 22.4 | (0.25) | 27.7 | (0.32) | 21.6 | (0.25) | 27.4 | (0.32) | 22.9 | (0.35) | 17.1 | (0.33) | 14.8 | (0.38) |
| Costa Rica .................. | - | - | - | - | - | ( $\dagger$ | - |  | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 18.0 | (-) | 20.0 | (-) | 23.0 | (0.96) | 28.1 | (1.66) | 22.1 | (1.39) | 19.4 | (1.56) | 20.2 | (1.71) |
| Indonesia ${ }^{2,3,6}$............... | - | - | - | - | 7.5 | (-) | - |  | 8.5 | $(-)$ | 10.3 | (-) | 8.3 | (-) | 10.6 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| Lithuania ................... | - | - | - | - | - | ( $\dagger$ ) | - |  | - | ( $\dagger$ ) | - |  | 36.7 | (0.26) | 52.6 | (0.69) | 38.7 | (0.27) | 54.8 | (1.00) | 40.8 | (0.57) | 31.2 | (0.44) | 29.5 | (0.47) |
| Russian Federation ${ }^{2}$...... | - | - | - | - | - | ( $\dagger$ ) | - |  | 53.5 | (-) | 57.0 |  | 54.3 | (0.11) | 58.2 | (0.22) | - | (t) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) |
| Saudi Arabia ............... | - | - | 14.9 | - | - |  | - |  | - |  | - |  | 22.7 | (-) | 25.8 |  | - |  | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |
| South Africa .................. | - | - |  | - | - |  | - |  | 6.6 | (-) | 5.2 | (-) | 14.6 | (-) | 14.2 | (-) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) |

-Not available.
Not applicable.
1Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year.
2Data from 2013 reported for 2014
Data from 2011 reported for 2012
${ }^{4}$ Data from 2004 reported for 2005
Data for 2014 exclude short-cycle tertiary education, which corresponds to the associate's degree in the United States. Data for 2015 include postsecondary non-higher-education.
Data from 2000 reported for 200

NOTE: Data in this table include all tertiary degrees, which correspond to all degrees at the associate's level and above in the United States. The International Standard Classification of Education (ISCED) was revised in 2011. The previous version, culated using ISCED 2011) ISCED 2011 was used to calculate all (wath the exception of China's 2014 data, which were cal data for Indonesia, the Russian Federation, Saudi Arabia, and South Africa, which were calculated using ISCED 1997). Under ISCED 2011, tertiary degrees are classified at the following levels: level 5 (corresponding to an associate's degree in the United States), level 6 (a bachelor's or equivalent degree), level 7 (a master's or equivalent degree), and level 8 (a doctoral or equivalent degree). Standard errors are not available for 2001 and 2005. Some data have been revised from previously published figures.
through 2016; and On Development (OECD), Education at a Glance, selected years, 2003 cation Database, retrieved October 18, 2016, from http://stats.oecd.org/Index.aspx. (This table was prepared October 2016.)

Table 603.30. Percentage of the population 25 to 64 years old who attained a postsecondary degree, by highest degree attained, age group, and country: 2015
[Standard errors appear in parentheses]

| Country | Associate's degree (short-cycle tertiary) |  |  |  |  |  |  |  |  |  | Bachelor's or equivalent degree |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, 25 to 64 years old |  | 25 to 34 years old |  | 35 to 44 years old |  | 45 to 54 years old |  | 55 to 64 years old |  | Total, 25 to 64 years old |  | 25 to 34 years old |  | 35 to 44 years old |  | 45 to 54 years old |  | 55 to 64 years old |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| OECD average ${ }^{1}$ | 7.6 | (0.02) | 7.8 | (0.05) | 8.8 | (0.05) | 8.0 | (0.05) | 6.9 | (0.05) | 15.8 | (0.03) | 21.5 | (0.10) | 17.5 | (0.07) | 13.0 | (0.06) | 10.7 | (0.05) |
| Australia .................. | 11.1 | (0.19) | 9.8 | (0.35) | 11.8 | (0.38) | 12.0 | (0.38) | 10.9 | (0.39) | 24.3 | (0.26) | 30.1 | (0.54) | 28.2 | (0.53) | 19.8 | (0.47) | 17.4 | (0.48) |
| Austria | 15.1 | (0.20) | 16.3 | (0.44) | 16.4 | (0.39) | 15.1 | (0.35) | 12.5 | (0.37) | 2.8 | (0.10) | 7.5 | (0.34) | 2.1 | (0.16) | 1.3 | (0.11) | 0.6 | (0.09) |
| Belgium . | 0.4 | (0.03) | 0.5 | (0.09) | 0.5 | (0.06) | 0.3 | (0.05) | 0.3 | (0.05) | 20.8 | (0.18) | 22.9 | (0.54) | 23.8 | (0.37) | 20.5 | (0.33) | 16.0 | (0.31) |
| Canada ${ }^{2}$ | 25.7 | (0.16) | 24.8 | (0.30) | 27.7 | (0.31) | 26.8 | (0.27) | 23.3 | (0.28) | 20.2 | (0.16) | 24.9 | (0.32) | 23.1 | (0.32) | 18.2 | (0.28) | 14.5 | (0.26) |
| Chile ${ }^{2,3}$................................................................ | 7.2 | (0.08) | 8.6 | (0.17) | 8.7 | (0.17) | 6.8 | (0.14) | 4.1 | (0.13) | 12.6 | (0.10) | 17.6 | (0.23) | 13.9 | (0.21) | 9.0 | (0.16) | 9.2 | (0.19) |
| Czech Republic .. | 0.2 | (0.01) | 0.2 | (0.04) | 0.2 | (0.03) | 0.1 | (0.02) | 0.2 | (0.02) | 5.4 | (0.07) | 11.2 | (0.30) | 5.6 | (0.13) | 3.0 | (0.10) | 1.6 | (0.07) |
| Denmark ......... | 4.4 | (t) | 3.5 | ( $\dagger$ ) | 5.2 | ( $\dagger$ ) | 5.0 | ( $\dagger$ ) | 3.7 | ( $\dagger$ ) | 20.2 | ( $\dagger$ ) | 24.3 | ( $\dagger$ ) | 20.8 | ( $\dagger$ ) | 18.6 | ( $\dagger$ ) | 17.7 | (t) |
| Estonia .. | 7.1 | (0.22) | 1.1 | (0.26) | 6.6 | (0.42) | 9.1 | (0.48) | 12.5 | (0.58) | 10.2 | (0.26) | 23.3 | (1.08) | 11.4 | (0.54) | 4.1 | (0.33) | 0.7 | (0.15) |
| Finland. | 12.1 | (0.20) | 0.3 ! | (0.11) | 9.4 | (0.37) | 19.9 | (0.45) | 17.7 | (0.45) | 15.4 | (0.22) | 26.0 | (0.82) | 20.1 | (0.51) | 8.9 | (0.32) | 7.9 | (0.32) |
| France ${ }^{4}$ | 14.6 | (0.07) | 17.0 | (0.24) | 18.9 | (0.16) | 12.7 | (0.13) | 9.7 | (0.12) | 9.3 | (0.06) | 11.9 | (0.20) | 12.6 | (0.14) | 6.9 | (0.10) | 6.0 | (0.09) |
| Germany | 0.6 | (0.01) | 0.4 | (0.02) | 0.6 | (0.02) | 0.8 | (0.02) | 0.7 | (0.03) | 14.7 | (0.06) | 15.1 | (0.14) | 14.7 | (0.14) | 14.8 | (0.12) | 14.0 | (0.14) |
| Greece .... | 1.6 | (0.04) | 1.3 | (0.10) | 1.0 | (0.06) | 2.3 | (0.08) | 2.0 | (0.08) | 24.7 | (0.12) | 35.1 | (0.43) | 25.0 | (0.25) | 21.8 | (0.22) | 16.9 | (0.21) |
| Hungary | 1.3 | (0.06) | 2.9 | (0.17) | 1.6 | (0.12) | 0.6 | (0.07) | 0.2 | (0.05) | 13.2 | (0.18) | 16.1 | (0.36) | 14.5 | (0.33) | 11.9 | (0.34) | 10.3 | (0.33) |
| Iceland | 4.1 | (0.22) | 3.1 | (0.54) | 4.5 | (0.47) | 3.9 | (0.41) | 4.8 | (0.46) | 21.3 | (0.45) | 25.3 | (1.34) | 24.5 | (0.96) | 20.4 | (0.86) | 14.2 | (0.75) |
| Ireland. | 13.0 | (0.11) | 12.0 | (0.29) | 16.0 | (0.22) | 13.0 | (0.21) | 9.9 | (0.20) | 21.2 | (0.13) | 29.5 | (0.41) | 24.0 | (0.26) | 16.7 | (0.24) | 12.2 | (0.22) |
| Israel . | 13.8 | (-) | 11.4 | $(-)$ | 13.8 | (-) | 15.2 | $(-)$ | 15.8 | (-) | 22.3 | $(-)$ | 27.2 | $(-)$ | 24.7 | $(-)$ | 17.8 | (-) | 16.5 | $(-)$ |
| Italy ..... | $\ddagger$ | (t) | $\ddagger$ | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 3.6 | (0.03) | 9.7 | (0.18) | 3.2 | (0.06) | 1.8 | (0.04) | 1.1 | (0.04) |
| Japan ${ }^{5,6}$ | 20.6 | (0.16) | 20.4 | (0.33) | 24.9 | (0.33) | 21.3 | (0.34) | 15.2 | (0.33) | 28.9 | (0.18) | 39.2 | (0.40) | 29.0 | (0.34) | 26.0 | (0.37) | 23.0 | (0.39) |
| Korea, Republic of ${ }^{6}$. | 13.1 | (0.17) | 22.3 | (0.40) | 17.8 | (0.36) | 8.0 | (0.26) | 3.8 | (0.24) | 32.4 | (0.24) | 46.7 | (0.48) | 40.0 | (0.46) | 27.1 | (0.43) | 14.5 | (0.45) |
| Latvia ................................................ | 2.4 | (0.12) | 5.0 | (0.38) | 2.3 | (0.20) | 1.7 | (0.17) | 0.6 | (0.09) | 17.2 | (0.35) | 22.9 | (0.84) | 19.3 | (0.63) | 14.8 | (0.52) | 11.6 | (0.57) |
| Luxembourg | 7.0 | (0.19) | 5.6 | (0.52) | 8.4 | (0.42) | 7.8 | (0.38) | 5.9 | (0.36) | 13.1 | (0.26) | 17.4 | (0.86) | 14.2 | (0.53) | 10.9 | (0.44) | 9.4 | (0.45) |
| Mexico ......... | 0.5 | (0.01) | 0.6 | (0.02) | 0.6 | (0.02) | 0.4 | (0.02) | 0.3 | (0.02) | 14.3 | (0.05) | 19.2 | (0.09) | 13.5 | (0.08) | 12.1 | (0.09) | 10.0 | (0.11) |
| Netherlands | 2.3 | (0.07) | 1.4 | (0.19) | 2.6 | (0.16) | 2.8 | (0.14) | 2.4 | (0.14) | 20.5 | (0.19) | 27.4 | (0.74) | 22.5 | (0.43) | 17.2 | (0.32) | 15.9 | (0.32) |
| New Zealand. | 4.1 | (0.16) | 3.2 | (0.31) | 3.7 | (0.31) | 4.5 | (0.33) | 5.0 | (0.36) | 25.3 | (0.36) | 31.7 | (0.82) | 29.6 | (0.75) | 21.5 | (0.66) | 17.9 | (0.64) |
| Norway .............................................................. | 12.3 | (0.14) | 14.0 | (0.45) | 13.0 | (0.29) | 12.0 | (0.27) | 9.8 | (0.26) | 19.2 | (0.17) | 21.1 | (0.52) | 22.3 | (0.35) | 17.3 | (0.32) | 15.6 | (0.32) |
| Poland | 0.1 | (0.01) | $\ddagger$ | ( $\dagger$ ) | $\ddagger$ | ( $\dagger$ ) | 0.2 | (0.02) | 0.2 | (0.02) | 5.9 | (0.06) | 11.5 | (0.22) | 5.9 | (0.12) | 3.0 | (0.08) | 2.5 | (0.07) |
| Portugal | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | (t) | $\dagger$ | ( $\dagger$ ) | $\dagger$ | ( $\dagger$ ) | 5.0 | (0.07) | 11.8 | (0.36) | 4.0 | (0.13) | 2.7 | (0.10) | 2.5 | (0.10) |
| Slovak Republic ......................................... | 0.3 | (0.05) | 0.5 | (0.13) | 0.3 ! | (0.10) | 0.2 ! | (0.09) | 0.2 ! | (0.07) | 2.9 | (0.15) | 5.7 | (0.44) | 2.8 | (0.29) | 1.5 | (0.22) | 1.0 | (0.16) |
| Slovenia ...................................................... | 7.5 | (0.14) | 6.8 | (0.41) | 6.7 | (0.28) | 8.3 | (0.28) | 8.2 | (0.28) | 5.7 | (0.12) | 9.9 | (0.48) | 7.4 | (0.30) | 4.1 | (0.20) | 1.8 | (0.13) |
| Spain ............................................................... | 11.0 | (0.14) | 12.8 | (0.30) | 14.4 | (0.31) | 10.1 | (0.22) | 5.6 | (0.14) | 9.3 | (0.12) | 11.1 | (0.22) | 10.7 | (0.25) | 7.8 | (0.20) | 7.4 | (0.18) |
| Sweden. | 9.9 | (0.07) | 10.6 | (0.23) | 9.0 | (0.14) | 9.6 | (0.14) | 10.5 | (0.15) | 16.0 | (0.09) | 22.4 | (0.31) | 19.7 | (0.20) | 11.8 | (0.16) | 9.5 | (0.14) |
| Switzerland ${ }^{7}$ | [7] | (t) | [ 7$]$ | (t) | [7] | ( $\dagger$ ) | ${ }^{[7]}$ | ( $\dagger$ ) | [] | ( $\dagger$ ) | 20.4 | (0.18) | 25.7 | (0.46) | 21.4 | (0.34) | 18.9 | (0.29) | 15.4 | (0.28) |
| Turkey | 5.2 | (0.05) | 7.8 | (0.16) | 4.5 | (0.08) | 3.4 | (0.08) | 4.1 | (0.09) | 10.9 | (0.07) | 17.3 | (0.22) | 10.4 | (0.12) | 6.0 | (0.10) | 5.3 | (0.10) |
| United Kingdom ...... | 10.1 | (0.14) | 7.6 | (0.35) | 9.9 | (0.27) | 12.0 | (0.28) | 11.1 | (0.29) | 21.5 | (0.19) | 28.1 | (0.59) | 25.0 | (0.39) | 17.2 | (0.32) | 15.2 | (0.33) |
| United States ..................................................... | 10.5 | (0.12) | 10.4 | (0.22) | 10.5 | (0.23) | 10.7 | (0.21) | 10.5 | (0.26) | 21.9 | (0.18) | 25.2 | (0.34) | 22.5 | (0.38) | 21.2 | (0.32) | 18.5 | (0.30) |

See notes at end of table.

Table 603.30. Percentage of the population 25 to 64 years old who attained a postsecondary degree, by highest degree attained, age group, and country: 2015-Continued
[Standard errors appear in parentheses]

|  |  |  |  | Mas | r's or eq | alent deg |  |  |  |  |  |  |  | Doct | ral or equi | alent deg |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Country | $25 \text { to } 64$ | Total, ars old | 25 to 34 | ears old | 35 to 44 | ars old | 45 to 54 | ears old | 55 to 64 | ars old | $25 \text { to } 64$ | Total, ars old | 25 to 34 | ears old | 35 to 44 | ars old | 45 to 54 | ars old | 55 to 6 | ars old |
| 1 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17 |  | 18 |  | 19 |  | 20 |  | 21 |
| OECD average ${ }^{1}$. | 11.4 | (0.03) | 13.5 | (0.09) | 13.6 | (0.07) | 10.1 | (0.06) | 8.2 | (0.06) | 1.0 | (0.01) | 0.7 | (0.02) | 1.3 | (0.02) | 1.1 | (0.02) | 0.9 | (0.02) |
| Australia . | 6.2 | (0.14) | 7.8 | (0.32) | 7.2 | (0.30) | 5.0 | (0.26) | 4.2 | (0.25) | 1.3 | (0.07) | 0.8 | (0.10) | 1.7 | (0.15) | 1.5 | (0.14) | 1.5 | (0.15) |
| Austria | 11.6 | (0.20) | 14.1 | (0.46) | 14.7 | (0.41) | 10.1 | (0.32) | 7.7 | (0.31) | 1.0 | (0.06) | 0.7 | (0.11) | 1.2 | (0.12) | 1.0 | (0.11) | 1.0 | (0.14) |
| Belgium ... | 15.1 | (0.15) | 19.2 | (0.51) | 17.5 | (0.33) | 13.3 | (0.28) | 10.2 | (0.26) | 0.6 | (0.03) | 0.6 | (0.10) | 0.7 | (0.08) | 0.6 | (0.06) | 0.4 | (0.05) |
| Canada ${ }^{2}$ | 9.4 | (0.12) | 9.5 | (0.23) | 11.5 | (0.25) | 8.8 | (0.20) | 7.8 | (0.19) | ${ }^{[2]}$ | (t) | ${ }^{[2]}$ | (t) | ${ }^{[2]}$ | (t) | ${ }^{[2]}$ | (t) | ${ }^{[2]}$ | ( $\dagger$ ) |
| Chile ${ }^{2,3}$........................................................ | 1.3 | (0.03) | 1.1 | (0.06) | 1.6 | (0.08) | 1.2 | (0.06) | 1.2 | (0.07) | [2] | ( $\dagger$ ) | ${ }^{[2]}$ | ( $\dagger$ ) | [2] | ( $\dagger$ ) | [ 2$]$ | ( $\dagger$ ) | [ 2$]$ | ( $\dagger$ ) |
| Czech Republic . | 16.0 | (0.11) | 19.0 | (0.37) | 16.3 | (0.21) | 16.3 | (0.22) | 12.2 | (0.18) | 0.6 | (0.02) | 0.6 | (0.07) | 0.7 | (0.05) | 0.6 | (0.05) | 0.5 | (0.04) |
| Denmark | 11.4 | ( $\dagger$ ) | 15.6 | ( $\dagger$ ) | 14.5 | (t) | 9.2 | ( $\dagger$ ) | 6.7 | ( $\dagger$ ) | 1.1 | ( $\dagger$ ) | 1.1 | ( $\dagger$ ) | 1.7 | ( $\dagger$ ) | 1.0 | (t) | 0.4 | ( $\dagger$ ) |
| Estonia . | 20.0 | (0.35) | 15.4 | (0.92) | 20.9 | (0.68) | 22.3 | (0.69) | 21.8 | (0.73) | 0.7 | (0.07) | 0.7 | (0.22) | 1.0 | (0.17) | 0.5 | (0.12) | 0.4 | (0.11) |
| Finland ... | 13.9 | (0.21) | 13.7 | (0.65) | 19.0 | (0.50) | 13.9 | (0.39) | 9.5 | (0.34) | 1.4 | (0.07) | 0.5 | (0.13) | 1.9 | (0.17) | 1.9 | (0.16) | 1.3 | (0.13) |
| France ${ }^{4}$..................................................... | 9.0 | (0.06) | 15.3 | (0.23) | 9.5 | (0.12) | 6.2 | (0.10) | 5.3 | (0.09) | 0.7 | (0.02) | 0.6 | (0.05) | 0.9 | (0.04) | 0.8 | (0.03) | 0.6 | (0.03) |
| Germany .... | 11.0 | (0.06) | 13.1 | (0.13) | 12.3 | (0.16) | 9.5 | (0.13) | 9.5 | (0.11) | 1.3 | (0.02) | 0.9 | (0.04) | 1.7 | (0.04) | 1.4 | (0.05) | 1.3 | (0.04) |
| Greece ...... | 2.2 | (0.04) | 3.3 | (0.16) | 2.8 | (0.09) | 1.7 | (0.07) | 0.9 | (0.05) | 0.6 | (0.02) | 0.3 | (0.05) | 0.7 | (0.05) | 0.8 | (0.05) | 0.3 | (0.03) |
| Hungary ............................................................... | 9.0 | (0.17) | 12.3 | (0.36) | 9.9 | (0.29) | 7.5 | (0.30) | 6.2 | (0.28) | 0.8 | (0.06) | 0.8 | (0.11) | 0.7 | (0.07) | 0.8 | (0.10) | 0.8 | (0.12) |
| Iceland ............................................................... | 12.3 | (0.36) | 11.5 | (0.98) | 15.2 | (0.81) | 13.9 | (0.74) | 8.4 | (0.59) | 1.1 | (0.12) | $\ddagger$ | ( $\dagger$ ) | 1.7 | (0.29) | 1.1 | (0.22) | 1.6 | (0.27) |
| Ireland .................................................................... | 7.7 | (0.09) | 9.7 | (0.27) | 9.6 | (0.18) | 6.3 | (0.15) | 4.2 | (0.14) | 0.9 | (0.03) | 0.8 | (0.08) | 1.2 | (0.07) | 0.9 | (0.06) | 0.6 | (0.05) |
| Israel | 11.5 | $(-)$ | 6.9 | $(-)$ | 13.7 | $(-)$ | 13.3 | (-) | 13.1 | $(-)$ | 1.3 | $(-)$ | 0.4 | (-) | 1.4 | $(-)$ | 1.6 | $(-)$ | 1.8 | (-) |
| Italy ............................................................... | 13.5 | (0.06) | 15.1 | (0.22) | 16.7 | (0.13) | 11.4 | (0.10) | 11.0 | (0.11) | 0.4 | (0.01) | 0.4 | (0.04) | 0.7 | (0.03) | 0.4 | (0.02) | 0.1 | (0.01) |
| Japan ${ }^{5,6}$....................................................... | ${ }^{[6]}$ | (t) | $\left.{ }^{6}\right]$ | (t) | ${ }^{[6]}$ | (t) | ${ }^{[6]}$ | (t) | $\left.{ }^{6}\right]$ | (t) | $\left.{ }^{6}\right]$ | (t) | ${ }^{[6]}$ | (t) | ${ }^{[6]}$ | (t) | ${ }^{[6]}$ | (t) | ${ }^{[6]}$ | ( $\dagger$ ) |
| Korea, Republic of ${ }^{6}$.......................................... | ${ }^{6}$ [ ${ }^{\text {a }}$ | ( $\dagger$ ) | [6] | (t) | [ ${ }^{\text {[ }}$ ] | (t) | [6] | ( $\dagger$ ) | [6] | (t) | [6] | ( $\dagger$ ) | ${ }^{[6]}$ |  | ${ }^{[6]}$ | ( $\dagger$ ) | ${ }^{[6]}$ | ( $\dagger$ ) | ${ }^{[6]}$ | ( $\dagger$ ) |
| Latvia ............................................................... | 11.4 | (0.32) | 11.5 | (0.58) | 10.8 | (0.53) | 11.5 | (0.51) | 11.9 | (0.59) | 0.5 | (0.08) | 0.5 ! | (0.17) | 0.7 | (0.18) | 0.4 | (0.10) | 0.6 | (0.12) |
| Luxembourg ... | 17.8 | (0.29) | 25.5 | (0.98) | 21.8 | (0.63) | 12.9 | (0.48) | 9.2 | (0.45) | 1.8 | (0.10) | 1.4 | (0.27) | 2.2 | (0.22) | 2.0 | (0.20) | 1.7 | (0.20) |
| Mexico | 1.4 | (0.02) | 1.1 | (0.03) | 1.5 | (0.03) | 1.4 | (0.03) | 1.6 | (0.04) | 0.1 | (\#) | + | ( $\dagger$ ) | 0.1 | (0.01) | 0.1 | (0.01) | 0.2 | (0.01) |
| Netherlands | 11.9 | (0.16) | 15.8 | (0.60) | 13.8 | (0.36) | 10.4 | (0.26) | 8.1 | (0.24) | 0.6 | (0.04) | 0.5 | (0.12) | 0.9 | (0.10) | 0.7 | (0.07) | 0.5 | (0.06) |
| New Zealand ... | 3.9 | (0.16) | 3.8 | (0.34) | 4.5 | (0.34) | 3.6 | (0.30) | 3.8 | (0.32) | 0.8 | (0.07) | 0.4 | (0.11) | 1.1 | (0.17) | 0.8 | (0.14) | 0.8 | (0.15) |
| Norway ..................................................... | 10.2 | (0.13) | 12.6 | (0.43) | 12.4 | (0.28) | 8.9 | (0.24) | 6.3 | (0.21) | 1.0 | (0.04) | 0.5 | (0.09) | 1.5 | (0.10) | 0.9 | (0.08) | 1.2 | (0.10) |
| Poland | 21.2 | (0.10) | 31.3 | (0.31) | 26.5 | (0.22) | 15.7 | (0.18) | 10.5 | (0.13) | 0.5 | (0.02) | 0.3 | (0.04) | 0.8 | (0.04) | 0.5 | (0.03) | 0.4 | (0.03) |
| Portugal | 17.3 | (0.13) | 21.1 | (0.45) | 24.5 | (0.28) | 13.4 | (0.21) | 9.7 | (0.19) | 0.6 | (0.03) | 0.3 | (0.06) | 0.6 | (0.05) | 1.0 | (0.06) | 0.6 | (0.05) |
| Slovak Republic | 17.3 | (0.33) | 24.4 | (0.81) | 18.4 | (0.69) | 13.5 | (0.60) | 11.7 | (0.52) | 0.7 | (0.07) | 0.8 | (0.17) | 0.9 | (0.17) | 0.5 | (0.12) | 0.5 | (0.11) |
| Slovenia ........................................................................ | 14.5 | (0.19) | 21.9 | (0.67) | 18.5 | (0.44) | 10.3 | (0.31) | 7.9 | (0.27) | 2.4 | (0.08) | 2.1 | (0.23) | 3.8 | (0.22) | 2.7 | (0.16) | 1.0 | (0.10) |
| Spain ......................................................... | 14.1 | (0.33) | 16.8 | (0.48) | 17.5 | (0.46) | 12.3 | (0.38) | 9.0 | (0.32) | 0.6 | (0.03) | 0.3 | (0.04) | 0.7 | (0.07) | 0.7 | (0.04) | 0.8 | (0.05) |
| Sweden | 12.4 | (0.08) | 12.8 | (0.25) | 17.1 | (0.19) | 11.1 | (0.15) | 8.4 | (0.13) | 1.5 | (0.03) | 0.6 | (0.06) | 1.9 | (0.07) | 1.9 | (0.07) | 1.5 | (0.06) |
| Switzerland ${ }^{7}$ | 18.3 | (0.17) | 20.7 | (0.42) | 20.9 | (0.34) | 17.2 | (0.28) | 13.8 | (0.28) | 3.0 | (0.07) | 2.2 | (0.15) | 3.8 | (0.15) | 3.1 | (0.12) | 2.9 | (0.13) |
| Turkey ......... | 1.5 | (0.03) | 2.3 | (0.09) | 1.7 | (0.05) | 0.8 | (0.04) | 0.6 | (0.04) | 0.3 | (0.01) | 0.1 | (0.02) | 0.5 | (0.03) | 0.4 | (0.03) | 0.3 | (0.03) |
| United Kingdom | 10.6 | (0.14) | 12.5 | (0.44) | 12.8 | (0.30) | 9.1 | (0.25) | 7.9 | (0.25) | 1.2 | (0.05) | 1.0 | (0.13) | 1.4 | (0.11) | 1.3 | (0.10) | 1.2 | (0.10) |
| United States ........ | 10.6 | (0.13) | 9.6 | (0.25) | 11.8 | (0.26) | 10.3 | (0.25) | 10.6 | (0.24) | 1.6 | (0.06) | 1.2 | (0.09) | 2.0 | (0.11) | 1.6 | (0.09) | 1.8 | (0.11) |
| -Not available. <br> $\dagger$ Not applicable. <br> !Interpret data with caution. Country indicated that this value fell below a specified reliability threshold, which varies from country to country. (For more information, see https://www.oecd.org/education/skills-beyond-school/EAG2016-Annex3.pdf.) $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater. <br> ${ }^{1}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. <br> ${ }^{2}$ Doctoral or equivalent degree data are included in columns for master's or equivalent degree. <br> ${ }^{3}$ Data from 2013 reported for 2015. <br> ${ }^{4}$ Data from 2014 reported for 2015. <br> ${ }^{5}$ Associate's degree columns include postsecondary non-higher-education. |  |  |  |  |  |  |  | ${ }^{6}$ Master's or equivalent degree data and doctoral or equivalent degree data are included in columns for bachelor's or equivalent degree, <br> ${ }^{7}$ Associate's degree data are included in columns for bachelor's or equivalent, master's or equivalent, and doctoral or equivalent degrees. <br> NOTE: All data in this table were calculated using the International Standard Classification of Education (ISCED) 2011 classification of tertiary degrees. Includes degrees at ISCED 2011 level 5 (short-cycle tertiary, which corresponds to the associate's degree in the United States), level 6 (bachelor's or equivalent degree), level 7 (master's or equivalent degree), and level 8 (doctoral or equivalent degree). <br> SOURCE: Organization for Economic Cooperation and Development (OECD), Education at a Glance, 2016; and Online Education Database, retrieved October 18, 2016, from http://stats.oecd.org/Index.aspx. (This table was prepared October 2016.) |  |  |  |  |  |  |  |  |  |  |  |  |
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Table 603.90. Employment to population ratios of 25- to 64-year-olds, by sex, highest level of educational attainment, and country: 2015

| Country | Total population, 25 to 64 years old |  |  |  | Male |  |  |  | Female |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All levels of education | Less than high school completion | High school completion | Associate's or higher degree | All levels of education | Less than high school completion | High school completion | Associate's or higher degree | All levels of education | Less than high school completion | High school completion | Associate's or higher degree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| OECD average ${ }^{1}$............. | 74.0 | 55.9 | 74.3 | 83.8 | 80.9 | 66.1 | 81.1 | 88.5 | 67.2 | 45.9 | 66.7 | 79.5 |
| Australia ..................... | 76.1 | 58.5 | 78.0 | 83.1 | 83.2 | 68.2 | 85.1 | 88.8 | 69.1 | 50.1 | 68.4 | 78.6 |
| Austria .............................. | 75.2 | 52.9 | 75.7 | 85.4 | 79.5 | 59.3 | 79.1 | 87.4 | 70.8 | 49.1 | 72.0 | 83.1 |
| Belgium ............................. | 70.3 | 46.6 | 72.2 | 84.6 | 74.6 | 54.4 | 77.6 | 86.8 | 66.0 | 38.1 | 66.0 | 82.7 |
| Canada ........................... | 76.3 | 55.2 | 73.5 | 81.8 | 80.5 | 63.0 | 78.8 | 85.7 | 72.2 | 45.3 | 66.7 | 78.6 |
| Chile ${ }^{2}$............................. | 70.2 | 61.3 | 71.6 | 84.0 | 86.4 | 84.2 | 86.3 | 90.7 | 56.3 | 41.8 | 58.7 | 78.2 |
| Czech Republic .................. | 77.7 | 41.9 | 78.9 | 84.8 | 86.0 | 52.6 | 86.3 | 92.7 | 69.3 | 35.6 | 70.7 | 77.6 |
| Denmark ......................... | 78.5 | 60.5 | 80.3 | 85.9 | 82.5 | 68.9 | 83.9 | 89.4 | 74.4 | 50.9 | 75.8 | 83.3 |
| Estonia ............................ | 78.4 | 57.3 | 76.8 | 85.7 | 82.2 | 61.6 | 81.9 | 91.0 | 74.8 | 50.6 | 70.4 | 82.7 |
| Finland ............................ | 74.5 | 53.4 | 72.8 | 82.7 | 75.8 | 58.2 | 75.1 | 84.4 | 73.2 | 45.6 | 70.0 | 81.4 |
| France ${ }^{3}$.......................... | 72.2 | 54.1 | 72.7 | 83.8 | 76.2 | 61.2 | 76.3 | 86.4 | 68.5 | 47.9 | 68.8 | 81.7 |
| Germany ....................... | 79.4 | 58.7 | 79.9 | 88.1 | 84.1 | 68.0 | 83.5 | 91.3 | 74.7 | 51.5 | 76.5 | 84.1 |
| Greece ............................. | 57.6 | 48.5 | 56.4 | 68.7 | 67.4 | 60.2 | 68.9 | 73.1 | 48.2 | 35.6 | 44.6 | 64.7 |
| Hungary .......................... | 71.7 | 48.1 | 73.7 | 83.0 | 79.2 | 58.5 | 80.5 | 89.8 | 64.5 | 39.9 | 66.1 | 78.0 |
| Iceland ........................... | 87.1 | 78.4 | 88.1 | 91.8 | 90.8 | 85.2 | 91.8 | 94.2 | 83.3 | 71.4 | 82.6 | 90.1 |
| Ireland ............................... | 70.5 | 48.8 | 68.9 | 82.1 | 77.5 | 61.1 | 77.8 | 86.8 | 63.9 | 33.2 | 59.9 | 78.4 |
| Israel .............................. | 76.2 | 48.6 | 73.4 | 86.5 | 81.3 | 63.6 | 78.3 | 90.2 | 71.2 | 32.2 | 67.6 | 83.5 |
| Italy ............................... | 63.6 | 50.2 | 70.1 | 78.6 | 74.3 | 64.8 | 79.9 | 84.7 | 53.1 | 34.5 | 60.4 | 74.0 |
| Japan ${ }^{4}$............................ | 79.4 | - | - | 82.3 | 89.9 | - | - | 92.8 | 68.8 | - | - | 71.7 |
| Korea, Republic of ............. | 73.7 | 65.8 | 72.4 | 77.4 | 86.1 | 77.0 | 84.4 | 89.5 | 61.1 | 58.6 | 60.3 | 62.8 |
| Latvia .............................. | 74.4 | 56.4 | 71.8 | 85.8 | 76.5 | 62.8 | 75.6 | 88.9 | 72.4 | 45.4 | 67.7 | 84.3 |
| Luxembourg ....................... | 74.5 | 62.3 | 71.8 | 84.8 | 80.2 | 70.3 | 77.3 | 89.0 | 68.7 | 54.3 | 65.8 | 80.4 |
| Mexico ............................ | 68.1 | 64.3 | 70.6 | 80.1 | 88.4 | 88.3 | 88.8 | 88.6 | 50.2 | 43.7 | 55.0 | 71.6 |
| Netherlands .................... | 77.5 | 60.0 | 78.2 | 88.2 | 83.6 | 71.8 | 83.7 | 91.1 | 71.3 | 49.0 | 72.6 | 85.3 |
| New Zealand .................... | 80.3 | 69.1 | 81.3 | 87.5 | 87.4 | 77.3 | 89.3 | 92.5 | 73.8 | 62.2 | 72.4 | 83.5 |
| Norway ............................ | 80.8 | 61.0 | 80.5 | 89.2 | 83.3 | 65.7 | 84.0 | 90.6 | 78.2 | 55.9 | 76.0 | 88.1 |
| Poland ............................. | 70.3 | 40.8 | 67.2 | 87.1 | 77.3 | 51.4 | 76.1 | 91.5 | 63.4 | 29.9 | 57.0 | 84.1 |
| Portugal ......................... | 71.9 | 64.3 | 78.7 | 83.7 | 75.7 | 70.7 | 81.1 | 85.2 | 68.4 | 57.5 | 76.4 | 82.8 |
| Slovak Republic ................ | 70.9 | 34.5 | 72.6 | 80.3 | 78.2 | 39.8 | 79.5 | 88.2 | 63.6 | 30.6 | 64.9 | 74.2 |
| Slovenia ........................... | 71.4 | 49.0 | 69.7 | 84.4 | 75.5 | 56.9 | 74.2 | 88.3 | 67.0 | 42.0 | 63.4 | 81.7 |
| Spain ............................... | 64.6 | 51.6 | 67.7 | 78.5 | 70.7 | 60.5 | 73.9 | 82.4 | 58.6 | 41.7 | 61.3 | 75.2 |
| Sweden ........................... | 83.3 | 65.9 | 85.1 | 89.3 | 85.5 | 72.9 | 87.4 | 90.2 | 80.9 | 57.7 | 81.9 | 88.6 |
| Switzerland ...................... | 84.0 | 68.8 | 83.2 | 89.2 | 89.2 | 77.9 | 88.1 | 92.8 | 78.6 | 61.6 | 78.8 | 84.5 |
| Turkey ............................ | 57.6 | 50.9 | 62.1 | 76.2 | 77.9 | 74.3 | 81.4 | 84.9 | 34.4 | 27.7 | 32.2 | 64.4 |
| United Kingdom ${ }^{5}$................. | 78.3 | 58.6 | 80.7 | 85.9 | 84.5 | 69.4 | 86.2 | 90.3 | 72.3 | 48.9 | 74.7 | 81.8 |
| United States .................... | 72.8 | 54.7 | 68.6 | 81.2 | 78.8 | 67.2 | 75.0 | 86.3 | 67.0 | 40.5 | 62.0 | 76.9 |

## -Not available

${ }^{1}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. ${ }^{2}$ Data are for 2013 instead of 2015
${ }^{3}$ Data are for 2014 instead of 2015.
${ }^{4}$ Associate's or higher degree data include some persons (less than 5 percent of the total) whose highest level of education was high school completion or a postsecondary program below the associate's degree level.
${ }^{5}$ High school completion data include some persons (17 percent of the total) who have completed a sufficient volume and standard of programs, any one of which individually would be classified as a program that only partially completes the high school (or upper secondary) level of education.
NOTE: All data in this table were calculated using International Standard Classification of Education (ISCED) 2011. High school completion refers to completion of ISCED 2011 level 3
upper secondary education); programs classified under ISCED 2011 as only partially completing level 3 are not included in the high school completion data except where otherwise noted. In this table, persons completing ISCED 2011 level 4 are also considered to have high school completion as their highest level of educational attainment. ISCED level 4 typically corresponds to postsecondary vocational programs below the associate's degree level in the United States. Associate's or higher degrees include ISCED 2011 level 5 (corresponding to the associate's degree in the United States), level 6 (bachelor's or equivalent degree), level 7 (master's or equivalent degree), and level 8 (doctoral or equivalent degree). For each country, the employment to population ratio of 25 - to 64 -year-olds is the number of persons in this age group who are employed as a percentage of the total civilian population in this age group.
SOURCE: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved April 25, 2017, from http://stats.oecd.org/Index.aspx. (This table was prepared April 2017.)

## Table 604.10. Average literacy and numeracy scale scores of 25 - to 65 -year-olds, by sex, age group, highest level of educational attainment, and country or other education system: 2012

| Country or other education system ${ }^{1}$ | Total population of 25 - to $65-$ year-olds |  | Sex |  |  |  | Age group |  |  |  |  |  |  |  | Highest level of educational attainment ${ }^{2}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Male | Female |  | 25 to 34 |  | 35 to 44 |  | 45 to 54 |  | 55 to 65 |  | Less than high school completion |  | High school completion |  | Associate's degree |  | Bachelor's or higher degree |  |
| 1 | 23 |  |  |  | 4 |  | 56 |  |  |  |  |  | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  |
| OECD average ${ }^{4}$........ <br> Austria | Literacy scale score ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 271 | (0.2) | 273 | (0.3) | 270 | (0.2) | 284 (0.4) |  | 279 | (0.3) | 268 | (0.3) | 255 | (0.3) | 235 | (0.5) | 268 | (0.3) | 286 | (0.5) | 302 | (0.3) |
|  | 268 | (0.8) | 270 | (1.1) | 266 | (1.0) | 280 | (1.5) | 275 | (1.7) | 266 | (1.4) | 250 | (1.6) | 239 | (2.1) | 268 | (0.9) | 282 | (2.2) | 305 | (1.7) |
| Canada ... | 273 | (0.6) | 274 | (0.9) | 271 | (0.9) | 285 | (1.3) | 279 | (1.4) | 268 | (1.3) | 260 | (1.1) | 219 | (2.1) | 265 | (1.1) | 278 | (1.2) | 300 | (1.0) |
| Czech Republic. | 273 | (1.0) | 274 | (1.3) | 271 | (1.5) | 287 | (1.8) | 275 | (2.0) | 266 | (1.7) | 262 | (2.0) | 242 | (3.4) | 269 | (1.0) | 293 | (4.6) | 303 | (2.5) |
| Denmark .......... | 270 | (0.7) | 270 | (1.1) | 269 | (0.9) | 282 | (1.7) | 281 | (1.6) | 266 | (1.4) | 252 | (1.1) | 234 | (2.1) | 264 | (1.2) | 286 | (1.3) | 298 | (1.5) |
| England (UK) | 274 | (1.1) | 275 | (1.4) | 273 | (1.4) | 280 | (2.1) | 279 | (1.6) | 271 | (1.8) | 265 | (2.0) | 241 | (1.6) | 273 | (1.5) | 283 | (2.4) | 302 | (1.9) |
| Estonia . | 273 | (0.8) | 273 | (1.2) | 274 | (0.9) | 286 | (1.7) | 278 | (1.2) | 269 | (1.4) | 261 | (1.5) | 244 | (2.0) | 267 | (1.0) | 276 | (1.5) | 298 | (1.4) |
| Finland | 286 | (0.8) | 284 | (1.4) | 287 | (1.2) | 309 | (1.7) | 299 | (2.1) | 284 | (1.8) | 260 | (1.4) | 245 | (2.8) | 276 | (1.4) | 294 | (1.5) | 318 | (1.6) |
| Flanders (Belgium) | 274 | (0.9) | 277 | (1.1) | 270 | (1.1) | 291 | (1.8) | 282 | (1.6) | 272 | (1.6) | 255 | (1.6) | 232 | (2.0) | 265 | (1.2) | 294 | (1.6) | 313 | (1.7) |
| France .... | 259 | (0.6) | 260 | (0.9) | 259 | (0.8) | 278 | (1.4) | 267 | (1.3) | 254 | (1.2) | 242 | (1.3) | 224 | (1.3) | 258 | (0.9) | 287 | (1.4) | 297 | (1.2) |
| Germany ... | 268 | (1.0) | 271 | (1.2) | 265 | (1.3) | 281 | (1.8) | 275 | (1.6) | 264 | (1.7) | 254 | (1.7) | 220 | (3.0) | 262 | (1.1) | 280 | (2.3) | 301 | (1.6) |
| Ireland | 266 | (1.0) | 267 | (1.3) | 264 | (1.2) | 276 | (1.5) | 271 | (1.8) | 259 | (2.1) | 251 | (1.8) | 232 | (1.8) | 266 | (1.5) | 279 | (1.9) | 301 | (1.7) |
| Italy | 249 | (1.1) | 249 | (1.6) | 248 | (1.4) | 260 | (2.2) | 253 | (1.9) | 249 | (1.8) | 233 | (2.2) | 231 | (1.6) | 263 | (1.3) | $\ddagger$ | ( $\dagger$ | 282 | (1.6) |
| Japan | 296 | (0.7) | 297 | (1.0) | 294 | (1.0) | 309 | (1.7) | 307 | (1.0) | 297 | (1.5) | 273 | (1.6) | 260 | (2.6) | 287 | (1.0) | 304 | (1.4) | 320 | (1.1) |
| Korea, Republic of | 269 | (0.6) | 273 | (0.9) | 264 | (0.9) | 290 | (1.2) | 278 | (1.2) | 259 | (1.4) | 244 | (1.4) | 230 | (1.7) | 265 | (1.0) | 282 | (1.4) | 297 | (1.3) |
| Netherlands | 282 | (0.8) | 286 | (1.2) | 278 | (1.0) | 298 | (2.0) | 294 | (1.8) | 277 | (1.7) | 261 | (1.6) | 246 | (1.7) | 283 | (1.3) | 293 | (3.4) | 312 | (1.3) |
| Northern Ireland (UK) | 268 | (2.1) | 271 | (2.7) | 265 | (2.0) | 278 | (2.9) | 274 | (2.3) | 262 | (2.6) | 255 | (3.2) | 239 | (2.6) | 270 | (2.6) | 280 | (3.3) | 303 | (2.9) |
| Norway . | 279 | (0.7) | 281 | (1.1) | 277 | (1.1) | 289 | (1.8) | 288 | (1.6) | 277 | (1.5) | 262 | (1.5) | 251 | (1.8) | 271 | (1.4) | 288 | (3.1) | 303 | (1.1) |
| Poland | 264 | (0.7) | 260 | (1.1) | 267 | (1.0) | 277 | (1.5) | 268 | (1.9) | 259 | (1.7) | 249 | (1.7) | 227 | (2.6) | 254 | (1.0) | - | (t) | 297 | (1.3) |
| Slovak Republic. | 273 | (0.7) | 273 | (1.0) | 274 | (0.9) | 278 | (1.4) | 278 | (1.4) | 270 | (1.3) | 266 | (1.3) | 238 | (1.9) | 275 | (0.9) | - | ( $\dagger$ ) | 295 | (1.4) |
| Spain ................. | 250 | (0.8) | 253 | (1.1) | 248 | (1.2) | 263 | (1.5) | 260 | (1.3) | 248 | (1.5) | 227 | (1.9) | 225 | (1.3) | 258 | (1.4) | 266 | (2.1) | 288 | (1.3) |
| Sweden ... | 278 | (0.8) | 280 | (1.2) | 276 | (1.2) | 290 | (1.9) | 287 | (1.8) | 276 | (1.7) | 262 | (1.3) | 238 | (2.2) | 277 | (1.2) | 294 | (2.4) | 309 | (1.4) |
| United States | 269 | (1.1) | 270 | (1.3) | 269 | (1.4) | 275 | (2.0) | 273 | (1.8) | 266 | (1.7) | 263 | (1.5) | 211 | (2.7) | 259 | (1.4) | 282 | (2.8) | 302 | (1.7) |
| Non-OECD education systems Cyprus ${ }^{5}$ $\qquad$ Russian Federation ${ }^{6}$. $\qquad$ | $\begin{aligned} & 265 \\ & 275 \end{aligned}$ | $\begin{aligned} & (0.9) \\ & (3.0) \end{aligned}$ | $\begin{aligned} & 269 \\ & 274 \end{aligned}$ | $\begin{aligned} & (1.3) \\ & (3.3) \\ & \hline \end{aligned}$ |  |  | $\begin{array}{r} 275 \\ 273 \\ \hline \end{array}$ | $\begin{array}{r} (1.7) \\ (4.1) \\ \hline \end{array}$ | $\begin{aligned} & 270 \\ & 278 \end{aligned}$ | $\begin{aligned} & (1.5) \\ & (3.9) \end{aligned}$ | $\begin{aligned} & 270 \\ & 277 \end{aligned}$ | $\begin{aligned} & (1.7) \\ & (3.7) \end{aligned}$ | $\begin{aligned} & 261 \\ & 275 \end{aligned}$ |  | $\begin{aligned} & 248 \\ & 248 \end{aligned}$ |  | $\begin{aligned} & 266 \\ & 272 \end{aligned}$ | $\begin{aligned} & (1.2) \\ & (4.2) \end{aligned}$ | $\begin{aligned} & 273 \\ & 276 \end{aligned}$ | $\begin{aligned} & (2.0) \\ & (2.8) \end{aligned}$ | $\begin{aligned} & 290 \\ & 282 \end{aligned}$ | (3.1) |
|  | Numeracy scale score ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OECD average ${ }^{4}$........ |  | 268 (0.2) | 275 | (0.3) | 262 | (0.3) | 279 | (0.4) | 275 | (0.4) | 266 | (0.4) | 253 (0.4) |  | 227 (0.5) |  | 265 | (0.3) | 283 | (0.9) | $303 \quad(0.4)$ |  |
| Austria | $\begin{aligned} & 274 \\ & 265 \\ & 275 \\ & 279 \\ & 263 \\ & 263 \end{aligned}$ | (0.9) | 281 | (1.3) | 267 | (1.1) | 282 | (1.7) | 281 | (2.0) | 274 | (1.7) | 257 | (1.7) | 237 | (2.3) | 276 | (1.1) | 292 | (2.6) | 315 | (1.8) |
| Canada |  | (0.8) | 273 | (1.0) | 257 | (1.0) | 276 | (1.4) | 272 | (1.5) | 260 | (1.4) | 251 | (1.4) | 206 | (2.5) | 255 | (1.2) | 271 | (1.5) | 295 | (1.0) |
| Czech Republic |  | (1.0) | 280 | (1.5) | 270 | (1.4) | 288 | (1.8) | 277 | (1.8) | 272 | (2.2) | 263 | (2.0) | 235 | (3.3) | 271 | (1.0) | 287 | (6.1) | 313 | (2.5) |
| Denmark. |  | (0.8) | 285 | (1.4) | 273 | (1.0) | 287 | (1.9) | 290 | (1.6) | 277 | (1.6) | 265 | (1.2) | 241 | (2.4) | 275 | (1.3) | 295 | (1.4) | 309 | (1.8) |
| England (UK) .... |  | 263 (1.1) |  | 270 | (1.4) | 256 | (1.6) | 267 | (2.2) | 269 | (1.9) | 259 | (1.9) | 257 | (1.9) | 226 | (1.9) | 262 | (1.5) | 271 | (3.0) | 295 | (2.2) |
| Estonia | 272 $(0.6)$ <br> 282 $(0.8)$ |  | 276 | (1.0) | 269 | (0.9) | 284 | (1.7) | 275 | (1.1) | 269 | (1.4) | 259 | (1.3) | 236 | (1.8) | 265 | (0.9) | 275 | (1.4) | 300 | (1.3) |
| Finland |  |  |  |  |  | 286 | (1.3) | 277 | (1.2) | 302 | (2.1) | 292 | (2.2) | 279 | (2.0) | 260 | (1.3) | 244 | (2.8) | 271 | (1.3) | 291 | (1.6) | 314 | (1.7) |
| Flanders (Belgium) | 280 (0.9) |  | 289 | (1.2) | 271 | (1.3) | 295 | (1.9) | 289 | (1.8) | 280 | (1.9) | 260 | (1.6) | 235 | (1.9) | 272 | (1.2) | 300 | (1.5) | 323 | (1.8) |
| France ..................... | $252 \quad(0.7)$ |  | 258 | (1.0) | 247 | (1.0) | 269 | (1.5) | 262 | (1.6) | 246 | (1.4) | 234 | (1.5) | 208 | (1.3) | 251 | (1.0) | 287 | (1.7) | 299 | (1.4) |
| Germany .... | 271 (1.1) |  | 280 | (1.4) | 262 | (1.4) | 282 | (1.8) | 279 | (2.0) | 268 | (1.9) | 256 | (1.9) | 210 | (3.4) | 264 | (1.2) | 287 | (2.5) | 310 | (1.7) |
| Ireland | 255 (1.0) |  | 261 | (1.4) | 249 | (1.3) | 266 | (1.7) | 260 | (1.7) | 250 | (2.1) | 238 | (2.3) | 218 | (2.2) | 254 | (1.6) | 274 | (2.1) | 294 | (1.9) |
| Italy ...... | 246 (1.1) |  | 253 | (1.6) | 240 | (1.4) | 262 | (2.3) | 251 | (1.9) | 244 | (2.0) | 229 | (2.2) | 225 | (1.5) | 265 | (1.5) | $\pm$ | ( $\dagger$ | 280 | (2.1) |
| Japan | 289 (0.8) |  | 296 | (1.2) | 282 | (1.1) | 297 | (1.6) | 297 | (1.3) | 291 | (1.7) | 273 | (1.6) | 247 | (2.5) | 281 | (1.3) | 291 | (1.3) | 319 | (1.2) |
| Korea, Republic of ..... | 260 (0.7) |  | 266 | (1.0) | 254 | (1.1) | 281 | (1.4) | 271 | (1.5) | 251 | (1.4) | 232 | (1.7) | 215 | (1.9) | 256 | (1.0) | 275 | (1.6) | 293 | (1.5) |
| Netherlands .............. | 279 (0.8) |  | 288 | (1.3) | 270 | (1.1) | 293 | (1.8) | 287 | (2.1) | 277 | (1.7) | 262 | (1.7) | 243 | (1.9) | 281 | (1.2) | 292 | (3.5) | 310 | (1.3) |
| Northern Ireland (UK) . | 258 (1.8) |  | 265 | (2.2) | 251 | (2.0) | 268 | (2.9) | 266 | (2.4) | 252 | (2.1) | 245 | (3.1) | 225 | (2.9) | 261 | (2.1) | 273 | (3.0) | 298 | (2.4) |
| Norway .................... | 280 (0.9) |  | 288 | (1.3) | 272 | (1.2) | 285 | (2.0) | 289 | (1.9) | 280 | (1.7) | 265 | (1.7) | 246 | (2.2) | 273 | (1.5) | 296 | (3.7) | 306 | (1.3) |
| Poland.. | 258 (1.0) |  | 259 | (1.5) | 257 | (1.0) | 270 | (1.5) | 262 | (2.2) | 254 | (2.1) | 244 | (1.9) | 216 | (3.1) | 250 | (1.2) | - | ( $\dagger$ ) | 290 | (1.5) |
| Slovak Republic ..... | 275 (0.9) |  | 277 | (1.2) | 274 | (1.1) | 279 | (1.6) | 281 | (1.7) | 275 | (1.6) | 265 | (1.6) | 226 | (2.4) | 278 | (1.0) | - | ( $\dagger$ ) | 306 | (1.5) |
| Spain ..................... | 245 (0.7) |  | 251 | (1.1) | 238 | (1.1) | 257 | (1.3) | 255 | (1.3) | 242 | (1.6) | 221 | (1.7) | 217 | (1.3) | 254 | (1.5) | 264 | (2.4) | 283 | (1.3) |
| Sweden | 279254 |  | 286 | (1.5) | 272 | (1.2) | 288 | (2.0) | 286 | (2.0) | 276 | (2.3) | 268 | (1.7) | 237 | (2.6) | 277 | (1.4) | 297 | (2.6) | 311 | (1.5) |
| United States |  |  | 262 | (1.3) | 246 | (1.5) | 260 | (2.2) | 258 | (1.9) | 250 | (2.1) | 247 | (1.8) | 185 | (3.1) | 241 | (1.5) | 266 | (3.1) | 293 | (1.7) |
| Non-OECD education systems Cyprus ${ }^{5}$ $\qquad$ | $\begin{array}{ll}265 & (0.9) \\ 269 & (2.8)\end{array}$ |  | $\begin{aligned} & 270 \\ & 268 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | (1.2) | 260 | (1.3) | 273 | (2.0) | 269 | (1.6) | 265 | (1.8) | 250 | (1.8) | 230 | (2.3) | 264 | (1.4) | 270 | (2.1) | 292 | (1.6) |
| Russian Federation ${ }^{6}$.... |  |  | (3.3) | 271 | (3.0) | 269 | (4.2) | 270 | (3.6) | 272 | (3.2) | 267 | (3.9) | 234 | (8.5) | 265 | (4.0) | 268 | (2.6) | 280 | (3.0) |

## -Not available.

## $\dagger$ Not applicable.

$\ddagger$ Reporting standards not met (too few cases)
${ }^{1}$ Most of the education systems represent complete countries, but three of them represent subnational entities: England (which is part of the United Kingdom), Flanders (which is part of Belgium), and Northern Ireland (which is part of the United Kingdom).
${ }^{2}$ High school completion includes International Standard Classification of Education (ISCED) 1997 levels 3 and 4, with the exception of ISCED level 3C short programs. ISCED 3C short programs do not correspond to high school completion in the United States and are included in the less than high school completion" column in this table. The associate's degree data in this table refer to degrees classified as ISCED 1997 level 5B. The data for bachelor's or higher degree refer to degrees classified as ISCED 1997 level 5A and as level 6.

## ${ }^{3}$ Scale scores range from 0 to 500.

${ }^{4}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational education systems, to which each country or subnational education system reporting data contributes equally, with the exception of England (UK) and Northern Ireland (UK), which contribute to the mean as a combined entity, England/ Northern Ireland (UK).
${ }^{5}$ Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus. For the educational attainment data (columns 9 through 12), the item response rate for Cyprus is below 85 percent, missing data have not been explicity accounted for
${ }^{6}$ The Russian Federation does not include the population of the Moscow municipal region.
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012. (This table was prepared May 2016.)

Table 604.20. Percentage distribution of 25 - to 65 -year-olds, by literacy proficiency level, numeracy proficiency level, selected levels of
educational attainment, and country or other education system: 2012
[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Total population of 25- to 65-year-olds |  |  |  | Highest level of educational attainment ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | High school completion |  |  |  |  | Bachelor's or higher degree |  |  |  |  |  |  |  |
|  | At or below level 1 | At level 2 | At level 3 | At level 4 or level 5 | At or below level 1 | At level 2 | At level 3 | At level 4 or level 5 |  | At or below level 1 |  | At level 2 |  | At level 3 |  | At level 4 or level 5 |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |
| Percentage distribution, by literacy proficiency level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OECD average ${ }^{3}$ | 16.6 (0.15) | 34.0 (0.21) | 37.6 (0.21) | 11.8 (0.13) | 15.1 (0.23) | 39.7 (0.34) | 38.0 (0.33) | 7.2 | (0.18) | 4.0 | (0.16) | 18.7 | 0.35) | 49.5 | (0.45) | 27.8 | (0.40) |
| Austria | 16.3 (0.70) | 39.0 (1.06) | 36.7 (1.04) | 8.0 (0.47) | 14.3 (0.86) | 41.9 (1.38) | 37.9 (1.40) | 5.9 | (0.60) | 2.5 ! | (0.79) | 16.8 | 99) | 52.9 | 47) | 27.8 | 2.03) |
| Canada | 17.3 (0.47) | 31.9 (0.70) | 36.7 (0.74) | 14.2 (0.55) | 18.2 (0.85) | 39.0 (1.05) | 35.4 (1.13) | 7.5 | (0.80) | 5.9 | (0.49) | 21.3 | (0.88) | 44.1 | (1.20) | 28.7 | (1.20) |
| Czech Republi | 12.5 (0.87) | 38.5 (1.87) | 40.9 (1.76) | 8.1 (0.77) | 12.4 (1.11) | 43.4 (2.34) | 39.5 (1.97) | 4.8 | (0.73) | 1.9 ! | (0.89) | 17.1 | (3.16) | 57.2 | (3.80) | 23.8 | (3.21) |
| Denmark | 16.7 (0.58) | 33.9 (0.83) | 39.4 (0.81) | 10.0 (0.57) | 16.6 (1.01) | 41.7 (1.48) | 36.3 (1.46) | 5.4 | (0.64) | 5.8 | (0.69) | 17.0 | (1.20) | 51.9 | (1.86) | 25.2 | (1.87) |
| England (UK) | 16.1 (0.77) | 32.8 (0.97) | 36.7 (1.01) | 14.4 (0.89) | 14.4 (1.36) | 35.4 (1.81) | 39.2 (1.58) | 11.0 | (1.07) | 5.5 | (1.06) | 18.1 | (1.55) |  | (2.37) | 30.1 | (2.26) |
| Estonia | 14.3 (0.62) | 35.5 (0.68) | 39.3 (0.93) | 10.9 (0.67) | 16.0 (0.95) | 40.4 (1.11) | 37.2 (1.07) | 6.5 | (0.65) | 4.4 | (0.70) | 22.8 | (1.42) | 48.4 | (1.94) | 24.5 | (1.65) |
| Finland | 11.6 (0.57) | 27.5 (0.90) | 39.2 (0.92) | 21.7 (0.61) | 13.3 (0.99) | 33.8 (1.65) | 39.6 (1.55) | 13.2 | (1.03) | 2.9 | (0.66) | 11.0 | (1.23) | 39.7 | (2.01) | 46.4 | (1.74) |
| Flanders (Belgium) | 15.8 (0.66) | 32.0 (0.96) | 39.4 (1.06) | 12.8 (0.65) | 16.7 (1.13) | 41.7 (1.53) | 35.9 (1.76) | 5.7 | (0.68) | 2.1 ! | (0.65) | 10.3 | (1.62) | 51.1 | (2.84) | 36.5 | (2.44) |
| France | 23.6 (0.55) | 36.6 (0.77) | 32.5 (0.69) | 7.3 (0.39) | 20.4 (0.95) | 45.2 (1.08) | 31.1 (0.96) | 3.4 | (0.44) | 5.1 | (0.71) | 20.2 | (1.40) | 52.2 | (1.56) | 22.5 | (1.51) |
| Germany | 18.7 (0.86) | 35.3 (1.12) | 35.9 (1.00) | 10.2 (0.64) | 19.9 (1.13) | 41.6 (1.55) | 32.8 (1.33) | 5.7 | (0.73) | 4.2 | (0.90) | 19.1 | (1.66) | 50.6 | (1.84) | 26.2 | (1.80) |
| Ireland | 18.5 (0.87) | 37.2 (0.91) | 35.6 (0.89) | 8.8 (0.62) | 14.7 (1.18) | 42.3 (1.62) | 37.6 (1.78) | 5.3 | (0.90) | 3.0 | (0.71) | 20.7 | (1.64) | 52.2 | (1.96) | 24.2 | (1.87) |
|  | 29.2 (1.18) | 42.5 (1.01) | 25.1 (1.01) | 3.2 (0.34) | 16.6 (1.30) | 44.6 (1.55) | 34.9 (1.77) | 3.9 | (0.73) | 9.2 | (1.27) | 30.9 | (2.28) | 48.2 | (2.63) | 11.7 | (1.72) |
| Japan | 5.3 (0.43) | 23.4 (0.90) | 48.4 (1.06) | 22.9 (0.75) | 5.8 (0.78) | 30.1 (1.42) | 51.1 (1.45) | 13.0 | (1.03) | 1.1 ! | (0.35) | 8.2 | (0.96) | 46.2 | (2.06) | 44.5 | (1.93) |
| Korea, Republic | 14.9 (0.60) | 39.6 (0.92) | 38.5 (0.96) | 6.9 (0.43) | 13.0 (0.92) | 48.0 (1.67) | 35.4 (1.74) | 3.6 | (0.50) | 2.1 | (0.56) | 22.8 | (1.48) | 57.6 | (1.66) | 17.5 | (1.30) |
| Netherlands | 13.4 (0.56) | 27.5 (0.82) | 41.1 (0.84) | 18.0 (0.74) | 8.9 (0.96) | 30.9 (1.47) | 46.5 (1.56) | 13.8 | (1.04) | 2.7 | (0.59) | 12.7 | (1.09) | 47.5 | (1.52) | 37.0 | (1.56) |
| Northern Ireland | 18.4 (1.29) | 37.0 (1.71) | 34.7 (1.76) | 9.9 (0.78) | 13.8 (1.97) | 41.1 (2.91) | 37.6 (3.61) | 7.5 | (1.21) | 3.2 ! | (0.99) | 17.8 | (2.14) |  | (2.26) | 27.5 | (2.55) |
| Norway | 12.5 (0.67) | 30.1 (0.90) | 42.6 (0.86) | 14.9 (0.67) | 13.1 (1.26) | 37.7 (1.62) | 41.5 (1.47) | 7.7 | (0.95) | 4.5 | (0.57) | 16.3 | (1.09) | 50.1 | (1.44) | 29.0 | (1.26) |
| Poland | 20.7 (0.73) | 37.5 (1.09) | 32.7 (1.05) | 9.0 (0.60) | 24.0 (1.08) | 43.6 (1.39) | 28.6 (1.15) | 3.8 | (0.53) | 4.4 | (0.77) | 24.5 | (1.53) |  | (2.05) | 23.0 | (1.68) |
| Slovak Rep | 11.9 (0.69) | 36.7 (1.18) | 44.0 (1.02) | 7.4 (0.53) | 8.7 (0.68) | 39.2 (1.53) | 46.1 (1.48) | 6.0 | (0.60) | 2.7 ! | (0.84) | 23.3 | (2.01) | 57.4 | (2.04) | 16.6 | (1.85) |
| Spain | 29.2 (0.84) | 39.1 (0.84) | 27.0 (0.76) | 4.8 (0.43) | 21.0 (1.42) | 46.1 (1.96) | 29.5 (1.81) | 3.5 | (0.82) | 5.8 | (0.90) | 29.3 | (1.76) |  | (2.15) | 14.8 | (1.40) |
| Sweden | 14.1 (0.71) | 29.0 (1.13) | 40.5 (0.99) | 16.4 (0.62) | 11.7 (0.96) | 32.9 (1.71) | 44.9 (1.83) | 10.5 | (0.90) | 4.9 | (0.64) | 13.2 | (1.35) | 44.5 | (1.78) | 37.4 | (1.90) |
| United States | 19.2 (0.88) | 32.8 (1.15) | 35.5 (1.08) | 12.5 (0.79) | 22.0 (1.32) | 41.7 (1.83) | 30.8 (1.38) | 5.5 | (0.79) | 3.7 | (0.68) | 18.9 | (1.28) | 49.6 | (1.79) | 27.8 | (2.02) |
| Non-OECD education systems Cyprus ${ }^{4}$ $\qquad$ Russian Federation ${ }^{5}$...... | $\begin{aligned} & 14.4(0.73) \\ & 12.9 \\ & (1.63) \end{aligned}$ | $\begin{array}{ll} 39.7 & (1.31) \\ 34.7 & (1.92) \end{array}$ | $\begin{array}{ll} 38.7 & (1.18) \\ 41.5 & (2.17) \end{array}$ | $\begin{array}{rr} 7.1 & (0.53) \\ 10.9 & (1.93) \end{array}$ | $\begin{array}{ll} 14.5 & (1.20) \\ 15.0 & (2.46) \end{array}$ | $\begin{array}{ll} 43.1 & (2.24) \\ 35.8 & (2.59) \end{array}$ | $\begin{array}{ll} 37.5 & (2.17) \\ 39.9 & (3.68) \end{array}$ |  | $\begin{aligned} & (0.79) \\ & (2.87) \end{aligned}$ | 4.6 9.8 | $\begin{aligned} & (0.94) \\ & (1.85) \end{aligned}$ | 29.9 31.2 | $\begin{aligned} & (2.42) \\ & (3.01) \end{aligned}$ |  |  | 16.2 13.7 | $\begin{aligned} & (1.45) \\ & (2.60) \end{aligned}$ |
| Percentage distribution, by numeracy proficiency level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OECD average ${ }^{3}$ | 19.8 (0.16) | 33.1 (0.20) | 34.3 (0.20) | 12.8 (0.14) | 18.4 (0.25) | 38.8 (0.33) | 34.6 (0.33) | 8.2 | (0.19) | 5.0 | (0.18) | 19.6 | 0.35) | 45.3 | (0.45) | 30.1 | (0.40) |
| Austria | 15.0 (0.72) | 34.2 (0.96) | 37.0 (1.05) | 13.8 (0.66) | 11.7 (0.90) | 37.1 (1.27) | 39.6 (1.41) | 11.5 | (0.88) | 2.5 ! | (0.94) | 12.9 | (1.90) | 44.6 | (2.56) | 40.0 | (2.33) |
| Canada | 23.3 (0.57) | 31.8 (0.65) | 32.2 (0.76) | 12.7 (0.50) | 26.8 (1.21) | 38.0 (1.25) | 29.2 (1.17) | 6.0 | (0.58) | 8.3 | (0.67) | 23.5 | (1.12) | 42.0 | (1.58) | 26.2 | (1.23) |
| Czech Republic | 13.2 (0.87) | 35.4 (1.31) | 39.9 (1.24) | 11.5 (0.81) | 12.7 (1.02) | 40.1 (1.72) | 40.7 (1.76) | 6.6 | (0.84) | 1.1 ! | (0.44) | 13.5 | (2.52) | 50.0 | (3.70) | 35.4 | (3.22) |
| Denmark | 14.3 (0.58) | 29.7 (0.78) | 38.3 (0.82) | 17.7 (0.56) | 12.8 (1.07) | 35.4 (1.41) | 39.8 (1.37) | 12.0 | (0.95) | 5.5 | (0.64) | 14.0 | (1.36) | 41.9 | (1.70) | 38.7 | (1.91) |
| England (UK) | 24.1 (1.04) | 32.8 (1.15) | 30.7 (1.08) | 12.3 (0.85) | 22.4 (1.43) | 37.1 (1.79) | 31.8 (2.03) | 8.8 | (1.35) | 8.1 | (1.61) | 23.2 | (1.95) | 42.1 | (2.07) | 26.6 | (1.92) |
| Estonia | 15.0 (0.55) | 36.6 (0.71) | 37.4 (0.63) | 11.0 (0.46) | 16.5 (0.95) | 42.3 (1.15) | 34.6 (1.07) | 6.5 | (0.60) | 4.2 | (0.64) | 21.4 | (1.48) | 49.0 | (2.02) | 25.5 | (1.55) |
| Finland | 13.5 (0.58) | 29.3 (0.70) | 37.5 (0.91) | 19.7 (0.66) | 16.4 (0.98) | 35.7 (1.27) | 36.0 (1.39) | 11.8 | (1.04) | 3.3 | (0.67) | 13.5 | (1.38) | 41.9 | (1.94) | 41.3 | (1.89) |
| Flanders (Belgium) | 14.7 (0.68) | 29.2 (0.83) | 37.8 (1.03) | 18.3 (0.78) | 15.0 (1.04) | 37.1 (1.55) | 38.0 (1.57) | 10.0 | (1.06) | 1.7 ! | (0.63) | 8.4 | (1.45) | 41.4 | (2.45) | 48.4 | (2.52) |
| France | 29.9 (0.69) | 33.5 (0.79) | 28.3 (0.59) | 8.4 (0.37) | 26.8 (1.02) | 43.0 (1.16) | 26.8 (0.99) | 3.4 | (0.42) | 5.9 | (0.79) | 20.0 | (1.13) | 48.2 | (1.40) | 25.9 | (1.37) |
| Germany | 19.1 (0.79) | 31.5 (0.91) | 34.9 (0.90) | 14.5 (0.68) | 19.7 (1.05) | 38.7 (1.30) | 33.4 (1.42) | 8.1 | (0.74) | 3.4 | (0.88) | 15.6 | (1.65) | 45.5 | (1.71) | 35.5 | (1.86) |
| Ireland | 25.8 (0.94) | 37.7 (0.96) | 28.7 (0.89) | 7.8 (0.66) | 23.8 (1.57) | 43.6 (1.58) | 28.1 (1.37) | 4.5 | (0.72) | 5.2 | (0.89) | 26.8 | (1.74) | 46.5 | (2.31) | 21.5 | (2.14) |
| Italy . | 32.4 (1.13) | 39.0 (1.15) | 24.1 (1.03) | 4.6 (0.37) | 17.4 (1.38) | 40.7 (1.92) | 35.3 (1.81) | 6.6 | (0.75) | 11.8 | (1.65) | 31.7 | (2.32) | 42.3 | (2.59) | 14.2 | (1.80) |
| Japan. | 8.2 (0.55) | 27.7 (0.92) | 44.4 (0.94) | 19.7 (0.70) | 8.6 (1.01) | 34.0 (1.56) | 46.3 (1.61) | 11.0 | (1.10) | 1.0 ! | (0.41) | 10.4 | (0.99) | 45.0 | (1.86) | 43.5 | (1.76) |
| Korea, Republic of | 21.3 (0.64) | 40.3 (0.98) | 32.1 (0.89) | 6.3 (0.52) | 20.3 (1.14) | 49.4 (1.34) | 27.5 (1.40) | 2.8 | (0.56) | 3.3 | (0.67) | 26.4 | (1.65) | 53.3 | (2.00) | 17.0 | (1.55) |
| Netherlands ....... | 14.5 (0.60) | 28.6 (0.85) | 39.3 (1.00) | 17.6 (0.72) | 10.5 (1.13) | 32.4 (1.78) | 43.3 (1.93) | 13.8 | (1.10) | 2.8 | (0.64) | 15.6 | (1.14) | 46.8 | (1.78) | 34.9 | (1.78) |
| Northern Ireland (UK) . | 26.0 (1.54) | 36.1 (1.36) | 29.4 (1.34) | 8.5 (0.74) | 20.4 (2.01) | 42.9 (2.24) | 30.9 (2.52) | 5.8 | (1.19) | 4.8 | (1.10) |  | (2.20) | 49.2 | (2.74) | 24.5 | (2.32) |
| Norway | 14.4 (0.62) | 28.1 (0.89) | 38.3 (0.96) | 19.1 (0.73) | 15.0 (1.19) | 34.8 (1.58) | 38.3 (1.46) | 11.8 | (1.24) | 5.4 | (0.61) | 15.8 | (1.07) | 44.2 | (1.57) | 34.5 | (1.46) |
| Poland | 24.9 (0.88) | 37.5 (1.03) | 29.4 (1.10) | 8.1 (0.63) | 28.2 (1.11) | 42.7 (1.52) | 25.3 (1.25) | 3.9 | (0.62) | 7.3 | (1.00) | 28.0 | (1.77) | 44.7 | (2.28) | 20.0 | (1.63) |
| Slovak Republic | 14.1 (0.65) | 32.5 (0.96) | 40.8 (1.07) | 12.6 (0.72) | 9.9 (0.71) | 36.0 (1.21) | 44.0 (1.32) | 10.2 | (0.93) | 2.0 ! | (0.65) | 18.1 | (1.58) | 51.0 | (2.49) | 28.9 | (2.12) |
| Spain ... | 32.1 (0.72) | 39.6 (0.97) | 24.2 (0.78) | 4.1 (0.37) | 22.8 (1.63) | 46.9 (2.07) | 26.8 (1.88) | 3.6 | (0.73) | 7.0 | (0.88) | 33.7 | (1.85) | 47.4 | (2.18) | 11.9 | (1.35) |
| Sweden. | 15.2 (0.79) | 27.9 (1.08) | 37.5 (1.02) | 19.4 (0.76) | 13.1 (1.02) | 31.5 (1.70) | 40.9 (1.90) | 14.5 | (1.16) | 4.9 | (0.68) | 14.0 | (1.69) | 40.8 | (1.85) | 40.2 | (2.00) |
| United States | 29.8 (0.93) | 32.9 (1.05) | 27.7 (0.90) | 9.6 (0.66) | 36.4 (1.34) | 39.3 (1.69) | 20.6 (1.58) | 3.7 | (0.67) | 7.5 | (0.73) | 24.1 | (1.56) | 45.9 | (1.82) | 22.6 | (1.82) |
| Non-OECD education systems Cyprus ${ }^{4}$ $\qquad$ Russian Federation ${ }^{5}$ $\qquad$ | 18.9 14.4 (0.81) (1.66) | 38.6 <br> 39.8$(1.17)$ | $\begin{array}{lll}33.9 & (1.17) \\ 38.1 & (1.74)\end{array}$ | $\begin{array}{ll}8.7 & (0.62) \\ 7.7 & (1.44)\end{array}$ | $\begin{array}{lll}17.4 & (1.30) \\ 17.1 & (3.00)\end{array}$ | $\begin{array}{ll}42.1 & (1.93) \\ 41.5 & (3.33)\end{array}$ | $\begin{array}{lll}34.1 & (1.99) \\ 35.5 & (3.59)\end{array}$ | 6.4 5.9 | $(1.08)$ $(1.74)$ | 5.6 8.5 | (0.96) $(1.59)$ | 28.5 | $(2.07)$ $(2.84)$ |  | (2.26) $(2.56)$ | 19.9 | (1.62) $(2.27)$ |

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
${ }^{1}$ Most of the education systems represent complete countries, but three of them repre sent subnational entities: England (which is part of the United Kingdom), Flanders (which is part of Belgium), and Northern Ireland (which is part of the United Kingdom).
${ }^{2}$ High school completion includes International Standard Classification of Education (ISCED) 1997 levels 3 and 4, with the exception of ISCED level 3C short programs. ISCED 3C short programs do not correspond to high school completion in the United States and are not included in the high school completion columns in this table. The data for bachelor's or higher degree refer to degrees classified as ISCED 1997 level 5A and as level 6.
${ }^{3}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational education systems, to which each country or subnational education system reporting data contributes equally, with the exception of England (UK) and Northern Ireland (UK), which contribute to the mean as a combined entity, England/Northern Ireland (UK).
${ }^{4}$ Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus. For the educational attainment data (columns 6 through 13), the item response rate for Cyprus is below 85 percent; missing data have not been explicitly accounted for.
${ }^{5}$ The Russian Federation does not include the population of the Moscow municipal region. NOTE: In this table, scores below level 1 and scores at level 1 are combined into the "at or below level 1" reporting category; scores at level 4 and scores at level 5 are combined into the "at level 4 or level 5" reporting category. For both literacy and numeracy, the pro-ficiency-level reporting categories correspond to the score ranges shown in parentheses: at or below level 1 (0-225.9), at level 2 (226.0-275.9), at level 3 (276.0-325.9), at level 4 or level 5 (326.0-500.0).
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012. (This table was prepared May 2016.)

## Table 604.30. Employment rates and mean monthly earnings of 25 - to 65 -year-olds, by literacy proficiency level, numeracy proficiency level, and country or other education system: 2012

[Standard errors appear in parentheses]

| Country or other education system ${ }^{1}$ | Total population of 25 - to 65 -year-olds |  |  |  | Proficiency level ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Employment rate of labor force ${ }^{3}$ |  | Mean monthly earnings (in current dollars) |  | At or below level 1 |  |  |  | At level 2 |  |  |  | At level 3 |  |  |  | At level 4 or level 5 |  |  |  |
|  |  |  | Employment rate of labor force ${ }^{3}$ | Mean monthly earnings (in current dollars) ${ }^{4}$ |  | Employment rate of labor force ${ }^{3}$ |  | Mean monthly earnings (in current dollars) ${ }^{4}$ |  | Employment rate of labor force ${ }^{3}$ |  | Mean monthly earnings (in current dollars) ${ }^{4}$ |  | Employment rate of labor force ${ }^{3}$ |  | Mean monthly earnings (in current dollars) ${ }^{4}$ |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| OECD average ${ }^{5}$ | Literacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 93.7 | (0.08) | \$2,930 | (9) | 89.7 | (0.36) | \$2,170 | (24) | 93.1 (0.19) |  | \$2,580 | (16) | 95.1 (0.16) |  | \$3,140 | (16) | 96.4 (0.30) |  | \$3,740 | (36) |
| Austria | 96.2 | (0.38) |  | ( $\dagger$ | 92.9 | (1.54) | - | ( $\dagger$ | 96.0 | (0.79) | - | ( $\dagger$ | 97.2 | (0.60) | - | ( $\dagger$ ) | 97.8 | (1.28) |  | ( $\dagger$ ) |
| Canada | 95.9 | (0.22) |  | ( $\dagger$ ) | 93.7 | (0.92) |  | ( $\dagger$ ) | 95.4 | (0.55) | - | ( $\dagger$ ) | 96.7 | (0.46) | - | (t) | 97.3 | (0.61) | - | ( $\dagger$ ) |
| Czech Republic | 94.2 | (0.20) | 1,620 | (22) | 91.3 | (2.62) | 1,320 | (66) | 92.6 | (0.93) | 1,470 | (43) | 95.6 | (0.87) | 1,720 | (43) | 97.7 | (1.39) | 2,030 | (96) |
| Denmark | 94.5 | (0.38) | 4,090 | (28) | 90.8 | (1.45) | 3,210 | (84) | 94.5 | (0.75) | 3,730 | (53) | 95.0 | (0.62) | 4,390 | (58) | 96.4 | (1.44) | 4,850 | (139) |
| England (UK) | 94.0 | (0.08) | 3,180 | (43) | 87.5 | (1.65) | 2,140 | (108) | 92.5 | (0.91) | 2,610 | (91) | 96.2 | (0.55) | 3,440 | (96) | 97.3 | (0.79) | 4,380 | (151) |
| Estonia | 93.4 | (0.34) | 1,750 | (25) | 89.5 | (1.48) | 1,420 | (75) | 92.1 | (0.75) | 1,560 | (42) | 94.5 | (0.53) | 1,820 | (41) | 97.4 | (0.74) | 2,260 | (87) |
| Finland | 95.5 | (0.39) | 3,250 | (18) | 92.5 | (2.04) | 2,670 | (120) | 95.3 | (0.84) | 2,920 | (56) | 95.8 | (0.59) | 3,330 | (43) | 96.1 | (0.63) | 3,590 | (56) |
| Flanders (Belgium) . | 98.0 | (0.21) | 3,650 | (35) | 96.5 | (0.93) | 2,790 | (106) | 97.4 | (0.55) | 3,220 | (67) | 98.6 | (0.40) | 3,860 | (69) | 98.9 | (0.68) | 4,470 | (151) |
| France ................... | 92.9 | (0.19) | 2,490 | (17) | 89.4 | (1.08) | 1,910 | (39) | 92.9 | (0.66) | 2,340 | (33) | 94.3 | (0.64) | 2,760 | (33) | 95.0 | (1.39) | 3,270 | (84) |
| Germany | 95.2 | (0.40) |  | ( $\dagger$ ) | 91.1 | (1.53) |  | ( $\dagger$ ) | 94.9 | (0.84) |  | ( $\dagger$ ) | 96.3 | (0.63) |  | ( $\dagger$ ) | 98.3 | (0.73) |  | ( $\dagger$ ) |
| Ireland | 89.2 | (0.53) | 3,410 | (52) | 83.6 | (1.95) | 2,370 | (106) | 86.7 | (1.12) | 2,950 | (68) | 92.0 | (1.02) | 3,820 | (90) | 95.8 | (1.36) | 4,610 | (206) |
| Italy | 87.7 | (0.66) | 2,510 | (36) |  | (1.91) | 2,290 | (103) | 87.2 | (1.30) | 2,360 | (68) | 90.8 | (1.34) | 2,800 | (75) | 93.5 | (3.39) | 3,140 | (248) |
| Japan | 97.6 | (0.22) | 3,000 | (37) |  | (1.01) | 2,210 | (199) | 99.1 | (0.63) | 2,540 | (84) | 97.5 | (0.45) | 3,000 | (60) | 96.2 | (0.83) | 3,550 | (100) |
| Korea, Republic of | 96.8 | (0.27) | 3,000 | (32) | 97.4 | (0.86) | 2,180 | (86) | 97.0 | (0.53) | 2,820 | (60) | 96.7 | (0.59) | 3,290 | (63) | 95.5 | (1.71) | 3,960 | (133) |
| Netherlands .............. | 95.8 | (0.41) | 3,490 | (30) | 91.5 | (2.00) | 2,350 | (117) | 94.7 | (0.93) | 2,930 | (75) | 97.0 | (0.59) | 3,640 | (63) | 96.8 | (0.88) | 4,230 | (90) |
| Northern Ireland (UK) ....... | 94.7 | (0.49) | 2,750 | (42) | 90.6 | (2.03) | 1,820 | (90) | 94.4 | (0.96) | 2,330 | (96) | 95.9 | (1.01) | 3,070 | (92) | 96.0 | (2.10) | 3,870 | (188) |
| Norway .......................... | 97.1 | (0.31) | 4,090 | (30) |  | (1.66) | 2,910 | (110) | 96.8 | (0.74) | 3,630 | (66) | 97.6 | (0.45) | 4,340 | (56) | 98.8 | (0.65) | 4,850 | (99) |
| Poland | 91.9 | (0.49) | 1,610 | (22) | 88.0 | (1.75) | 1,260 | (56) | 90.8 | (1.08) | 1,430 | (52) | 93.9 | (0.89) | 1,780 | (56) | 95.5 | (1.56) | 2,190 | (90) |
| Slovak Republic | 90.7 | (0.48) | 1,570 | (25) | 79.6 | (2.60) | 1,060 | (63) | 90.4 | (1.06) | 1,380 | (39) | 92.5 | (0.80) | 1,700 | (46) | 93.3 | (2.09) | 2,110 | (150) |
| Spain .... | 82.7 | (0.63) | 2,390 | (32) | 75.1 | (1.60) | 1,910 | (55) | 82.5 | (1.32) | 2,260 | (48) | 87.4 | (1.19) | 2,680 | (61) | 92.1 | (2.30) | 3,280 | (157) |
| Sweden $\qquad$ United States | $\begin{aligned} & 94.9 \\ & 92.5 \end{aligned}$ | $\begin{aligned} & (0.44) \\ & (0.44) \end{aligned}$ | 4,260 | $\begin{array}{r} (\dagger) \\ (80) \end{array}$ | $\begin{aligned} & 85.3 \\ & 89.0 \end{aligned}$ | $\begin{aligned} & (2.21) \\ & (1.53) \end{aligned}$ | 2,730 | $\begin{array}{r} (t) \\ (150) \end{array}$ | $\begin{aligned} & 94.2 \\ & 90.8 \end{aligned}$ | $\begin{aligned} & (1.01) \\ & (1.13) \end{aligned}$ | 3,480 | $\begin{array}{r} (t) \\ (110) \end{array}$ | $\begin{aligned} & 96.3 \\ & 93.8 \end{aligned}$ | $\begin{aligned} & (0.69) \\ & (0.85) \end{aligned}$ | 4,740 | $\begin{array}{r} (t) \\ (148) \end{array}$ | $\begin{aligned} & 98.4 \\ & 97.1 \end{aligned}$ | $\begin{aligned} & (0.73) \\ & (0.72) \end{aligned}$ | 6,310 | $(t)$ $(323)$ |
| Non-OECD education systems Cyprus ${ }^{6}$ Russian Federation ${ }^{7}$ | 92.0 94.9 | $(0.64)$ $(1.02)$ | 2,860 840 | (38) (25) | 87.3 95.0 | (2.50) (2.53) | 2,490 790 | $(149)$ $(55)$ | 91.8 95.9 | (1.22) $(1.48)$ | 2,660 770 | (73) (31) | 93.1 95.0 | (1.03) (1.33) | 3,010 870 | (73) (36) | 93.9 | (2.04) (2.82) | 3,440 1,000 | $(197)$ $(61)$ |
|  |  |  |  |  |  |  |  |  |  | Num | eracy |  |  |  |  |  |  |  |  |  |
| OECD average ${ }^{5}$ | 93.7 | (0.08) | \$2,930 | (9) | 88.8 | (0.36) | \$2,110 | (21) | 93.2 | (0.20) | \$2,560 | (16) | 95.5 | (0.17) | \$3,180 | (18) | 97.0 | (0.27) | \$3,940 | (38) |
| Austria | 96.2 | (0.38) | - | ( $\dagger$ | 92.7 | (1.56) | - | ( $\dagger$ ) | 95.9 | (0.79) | - | ( $\dagger$ | 97.0 | (0.56) | - | ( $\dagger$ | 97.6 | (0.88) | - | ( $\dagger$ ) |
| Canada .. | 95.9 | (0.22) | - | (t) | 93.0 | (0.83) | - | ( $\dagger$ ) | 95.7 | (0.57) |  | ( $\dagger$ | 96.8 | (0.54) |  | ( $\dagger$ ) | 98.4 | (0.58) | - | ( $\dagger$ |
| Czech Republic .... | 94.2 | (0.20) | 1,620 | (22) | 87.3 | (2.81) | 1,280 | (56) | 92.8 | (0.92) | 1,460 | (38) | 95.9 | (0.69) | 1,690 | (43) | 97.9 | (1.82) | 2,060 | (86) |
| Denmark .......... | 94.5 | (0.38) | 4,090 | (28) | 89.4 | (1.72) | 3,100 | (84) | 93.2 | (1.02) | 3,580 | (66) | 95.6 | (0.60) | 4,210 | (64) | 96.8 | (0.77) | 4,980 | (98) |
| England (UK) ..... | 94.0 | (0.08) | 3,180 | (43) | 87.6 | (1.25) | 2,120 | (90) | 94.1 | (0.83) | 2,690 | (81) | 96.5 | (0.74) | 3,650 | (102) | 97.6 | (0.87) | 4,530 | (179) |
| Estonia | 93.4 | (0.34) | 1,750 | (25) | 87.6 | (1.53) | 1,250 | (65) | 92.2 | (0.76) | 1,520 | (46) | 94.9 | (0.58) | 1,850 | (45) | 98.0 | (0.73) | 2,470 | (83) |
| Finland ... | 95.5 | (0.39) | 3,250 | (18) | 90.8 | (2.06) | 2,510 | (89) | 94.9 | (0.94) | 2,880 | (57) | 96.3 | (0.58) | 3,320 | (47) | 96.8 | (0.62) | 3,830 | (73) |
| Flanders (Belgium) ... | 98.0 | (0.21) | 3,650 | (35) | 96.8 | (0.99) | 2,640 | (96) | 97.4 | (0.62) | 3,100 | (65) | 98.5 | (0.39) | 3,740 | (57) | 98.5 | (0.51) | 4,650 | (129) |
| France .................... | 92.9 | (0.19) | 2,490 | (17) | 89.1 | (0.87) | 1,850 | (31) | 92.4 | (0.75) | 2,300 | (32) | 95.5 | (0.84) | 2,860 | (37) | 95.7 | (1.42) | 3,440 | (87) |
| Germany . | 95.2 | (0.40) |  | ( $\dagger$ ) | 89.8 | (1.52) |  | ( $\dagger$ ) | 94.5 | (0.89) |  | ( $\dagger$ ) | 96. | (0.65) |  | ( $\dagger$ | 98. | (0.58) | - | ( $\dagger$ ) |
| Ireland | 89.2 | (0.53) | 3,410 | (52) | 84.1 | (1.85) | 2,340 | (96) | 88.2 | (1.12) | 3,030 | (85) | 92.1 | (1.17) | 3,970 | (113) | 94.9 | (1.77) | 4,990 | (281) |
| Italy | 87.7 | (0.66) | 2,510 | (36) | 82.5 | (1.91) | 2,260 | (105) | 88.0 | (1.28) | 2,330 | (60) | 90.8 | (1.28) | 2,770 | (84) | 95.0 | (2.64) | 3,290 | (205) |
| Japan .... | 97.6 | (0.22) | 3,000 | (37) | 98.8 | (0.95) | 1,980 | (141) | 96.9 | (0.83) | 2,420 | (85) | 97.6 | (0.54) | 2,990 | (66) | 98.1 | (0.64) | 4,030 | (99) |
| Korea, Republic of ...... | 96.8 | (0.27) | 3,000 | (32) | 96.4 | (0.85) | 2,210 | (72) | 96.8 | (0.52) | 2,880 | (61) | 96.9 | (0.61) | 3,370 | (68) | 97.1 | (1.17) | 4,040 | (145) |
| Netherlands ................ | 95.8 | (0.41) | 3,490 | (30) | 90.1 | (1.95) | 2,280 | (116) | 95.5 | (0.92) | 2,900 | (79) | 96.9 | (0.57) | 3,650 | (70) | 97.2 | (0.96) | 4,470 | (106) |
| Northern Ireland (UK) .. | 94.7 | (0.49) | 2,750 | (42) | 91.2 | (1.54) | 1,810 | (81) | 94.5 | (1.19) | 2,400 | (70) | 96.4 | (1.06) | 3,230 | (107) | 96.0 | (2.39) | 3,990 | (213) |
| Norway ......................... | 97.1 | (0.31) | 4,090 | (30) | 92.9 | (1.65) | 2,880 | (119) | 96.6 | (0.77) | 3,480 | (69) | 97.9 | (0.45) | 4,250 | (61) | 98.5 | (0.56) | 5,110 | (101) |
| Poland | 91.9 | (0.49) | 1,610 | (22) | 86.5 | (1.75) | 1,260 | (53) | 91.8 | (1.15) | 1,430 | (38) | 94.0 | (0.86) | 1,800 | (49) | 96.4 | (1.47) | 2,290 | (107) |
| Slovak Republic | 90.7 | (0.48) | 1,570 | (25) | 75.3 | (2.92) | 1,030 | (62) | 89.5 | (1.12) | 1,320 | (52) | 93.4 | (0.77) | 1,660 | (43) | 94.9 | (1.41) | 2,090 | (94) |
| Spain .... | 82.7 | (0.63) | 2,390 | (32) | 74.2 | (1.59) | 1,830 | (51) | 82.7 | (1.45) | 2,270 | (53) | 88.9 | (1.51) | 2,800 | (68) | 93.3 | (2.70) | 3,300 | (170) |
| Sweden | 94.9 | (0.44) |  | ( $\dagger$ | 86.2 | (2.24) | - | ( $\dagger$ | 93.9 | (1.33) | - | ( $\dagger$ | 96.5 | (0.68) | - | ( $\dagger$ | 98.2 | (0.63) | - | ( $\dagger$ |
| United States | 92.5 | (0.44) | 4,260 | (80) | 88.2 | (1.36) | 2,760 | (94) | 91.3 | (1.13) | 3,690 | (120) | 95.6 | (0.92) | 5,110 | (157) | 98.1 | (0.71) | 6,780 | (370) |
| Non-OECD education systems Cyprus ${ }^{6}$ $\qquad$ Russian Federation ${ }^{7}$ | 92.0 94.9 | $\begin{aligned} & (0.64) \\ & (1.02) \end{aligned}$ | $\begin{array}{r} 2,860 \\ 840 \end{array}$ | $\begin{aligned} & (38) \\ & (25) \end{aligned}$ | $\begin{aligned} & 86.6 \\ & 96.3 \end{aligned}$ | (2.24) (2.04) | $\begin{array}{r} 2,250 \\ 750 \end{array}$ | $\begin{array}{r} (112) \\ (55) \end{array}$ | $\begin{aligned} & 91.7 \\ & 95.5 \end{aligned}$ | $\begin{aligned} & (1.26) \\ & (1.41) \end{aligned}$ | $\begin{array}{r} 2,630 \\ 780 \end{array}$ | $\begin{aligned} & (75) \\ & (35) \end{aligned}$ | $\begin{aligned} & 93.4 \\ & 94.9 \end{aligned}$ | $\begin{aligned} & (1.04) \\ & (1.53) \end{aligned}$ | $\begin{array}{r} 3,050 \\ 890 \end{array}$ | (74) (38) | $\begin{aligned} & 95.9 \\ & 90.5 \end{aligned}$ | $\begin{aligned} & (1.57) \\ & (3.89) \end{aligned}$ | $\begin{array}{r} 3,640 \\ 990 \end{array}$ | $(163)$ $(68)$ |

[^151][^152]Table 604.40. Percentage distribution of 16- to 19-year-olds, by frequency of using computers or the Internet to perform selected activities in everyday life and country or subnational region: 2012,
[Standard errors appear in parentheses]

| Country or subnational region ${ }^{1}$ | Use e-mail |  |  |  |  |  |  |  | Use the Internet to understand issues such as health/illness, financial matters, or environmental issues |  |  |  |  |  |  |  | Use spreadsheet or word processing software |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Every day |  | At least once a week but not every day |  | Less than once a week but at least once a month |  | Less than once a month or never |  | Every day |  | At least once a week but not every day |  | Less than once a week but at least once a month |  | Less than once a month or never |  | Every day |  | At least once a week but not every day |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| OECD average ${ }^{2}$ | 52.4 | (0.52) | 26.1 | (0.46) | 8.4 | (0.29) | 13.0 | (0.37) | 37.4 | (0.49) | 28.3 | (0.47) | 14.5 | (0.37) | 19.8 | (0.41) | 17.5 | (0.38) | 36.4 | (0.50) |
| Austria | 45.2 | (2.30) | 26.4 | (2.23) | 11.9 | (1.55) | 16.5 | (1.69) | 39.2 | (2.32) | 30.3 | (2.11) | 17.4 | (1.71) | 13.2 | (1.54) | 14.6 | (1.73) | 38.8 | (2.48) |
| Canada | 63.6 | (1.70) | 21.8 | (1.44) | 6.8 | (0.96) | 7.7 | (0.99) | 38.0 | (1.87) | 30.7 | (1.77) | 14.7 | (1.19) | 16.6 | (1.40) | 24.4 | (1.54) | 39.9 | (1.90) |
| Chile ${ }^{3}$ | 39.7 | (3.56) | 32.7 | (2.49) | 9.3 | (2.39) | 18.3 | (2.92) | 40.0 | (3.13) | 28.7 | (2.98) | 16.9 | (3.10) | 14.4 | (2.42) | 14.9 | (3.21) | 38.6 | (3.68) |
| Czech Republic . | 61.6 | (2.94) | 26.6 | (2.60) | 5.3 | (1.48) | 6.5 | (1.35) | 73.1 | (2.09) | 19.1 | (1.86) | 4.7 | (1.16) | 3.2 ! | (1.25) | 17.8 | (2.74) | 51.4 | (3.95) |
| Denmark ....................................... | 54.8 | (2.38) | 27.1 | (2.17) | 9.4 | (1.42) | 8.7 | (1.32) | 44.9 | (2.15) | 26.9 | (2.01) | 16.2 | (1.99) | 11.9 | (1.51) | 47.3 | (2.18) | 31.0 | (2.06) |
| England (UK) | 53.4 | (3.64) | 28.3 | (2.94) | 7.4 | (1.43) | 10.9 | (2.30) | 27.8 | (2.55) | 35.0 | (3.49) | 17.2 | (2.64) | 20.0 | (2.98) | 18.8 | (2.74) | 39.9 | (3.50) |
| Estonia | 68.3 | (2.01) | 21.1 | (1.71) | 5.2 | (0.85) | 5.3 | (1.10) | 36.5 | (1.88) | 30.8 | (1.73) | 15.3 | (1.60) | 17.3 | (1.29) | 9.7 | (1.23) | 40.6 | (2.12) |
| Finland | 38.4 | (2.44) | 44.6 | (2.50) | 12.3 | (1.73) | 4.7 | (1.04) | 27.0 | (2.06) | 35.6 | (2.21) | 22.6 | (1.99) | 14.9 | (1.95) | 1.9 ! | (0.77) | 29.8 | (2.32) |
| Flanders (Belgium) ............................... | 62.4 | (2.24) | 24.3 | (2.00) | 7.8 | (1.19) | 5.5 | (1.03) | 37.6 | (2.39) | 30.5 | (2.34) | 15.0 | (1.85) | 16.9 | (1.68) | 16.3 | (1.59) | 52.7 | (2.36) |
| France ................................................... | 56.3 | (1.91) | 25.4 | (1.84) | 6.4 | (0.96) | 11.9 | (1.28) | 51.0 | (2.17) | 30.5 | (1.90) | 7.8 | (1.19) | 10.6 | (1.24) | 13.6 | (1.31) | 32.1 | (1.80) |
| Germany .. | 58.0 | (2.53) | 27.7 | (2.11) | 6.5 | (1.18) | 7.8 | (1.31) | 37.7 | (2.71) | 34.9 | (2.47) | 15.6 | (1.62) | 11.9 | (1.61) | 14.7 | (1.85) | 38.7 | (2.40) |
| Greece ${ }^{3}$. | 36.5 | (4.47) | 20.1 | (3.14) | 11.5 | (2.19) | 31.9 | (3.82) | 42.1 | (4.19) | 32.4 | (3.69) | 11.1 | (2.63) | 14.5 | (2.91) | 7.2 | (1.51) | 18.7 | (3.23) |
| Ireland. | 46.1 | (3.32) | 32.3 | (3.13) | 6.9 | (1.52) | 14.7 | (2.14) | 29.6 | (2.87) | 28.4 | (2.58) | 16.6 | (2.09) | 25.4 | (2.38) | 17.0 | (1.76) | 35.8 | (2.93) |
| Israel ${ }^{3}$. | 36.5 | (2.30) | 20.6 | (2.12) | 13.0 | (1.67) | 29.9 | (1.81) | 38.8 | (2.28) | 24.5 | (2.16) | 13.8 | (1.62) | 23.0 | (1.72) | 9.0 | (1.29) | 22.8 | (1.92) |
| Italy ................... | 53.2 | (3.60) | 24.3 | (3.46) | 5.1 | (1.50) | 17.4 | (2.57) | 28.4 | (3.64) | 23.2 | (3.28) | 13.5 | (2.53) | 34.9 | (3.58) | 19.6 | (3.27) | 35.0 | (3.34) |
| Japan | 61.9 | (2.92) | 12.9 | (1.90) | 4.0 ! | (1.33) | 21.2 | (2.44) | 6.6 | (1.51) | 20.4 | (2.29) | 18.4 | (2.42) | 54.6 | (3.61) | 1.9 ! | (0.78) | 24.3 | (2.50) |
| Korea, Republic of | 19.9 | (1.89) | 34.4 | (2.19) | 19.5 | (1.98) | 26.2 | (2.03) | 8.2 | (1.15) | 29.3 | (1.91) | 24.8 | (1.94) | 37.7 | (2.09) | 5.0 | (1.18) | 32.7 | (2.29) |
| Netherlands .......... | 73.8 | (1.93) | 19.5 | (1.95) | 2.2 | (0.64) | 4.6 | (1.16) | 35.3 | (2.18) | 27.5 | (2.36) | 16.4 | (1.93) | 20.8 | (1.98) | 30.6 | (2.34) | 42.7 | (2.36) |
| New Zealand ${ }^{3}$ | 52.5 | (2.26) | 28.9 | (1.93) | 7.0 | (1.16) | 11.7 | (1.41) | 48.1 | (2.15) | 30.2 | (2.04) | 10.2 | (1.33) | 11.5 | (1.46) | 17.0 | (1.69) | 39.7 | (2.28) |
| Northern Ireland (UK) ............................. | 46.9 | (4.46) | 29.1 | (3.78) | 10.7 | (2.47) | 13.3 | (2.94) | 34.5 | (4.43) | 26.3 | (3.69) | 15.8 | (3.09) | 23.4 | (3.72) | 33.0 | (3.61) | 38.3 | (3.15) |
| Norway ... | 46.6 | (2.14) | 35.1 | (2.18) | 10.9 | (1.37) | 7.4 | (1.39) | 38.7 | (2.47) | 35.2 | (2.18) | 16.3 | (1.65) | 9.8 | (1.17) | 31.8 | (1.96) | 39.1 | (2.26) |
| Poland ... | 56.2 | (1.77) | 28.3 | (1.81) | 7.5 | (1.08) | 8.0 | (1.11) | 42.7 | (2.28) | 24.2 | (2.07) | 15.8 | (1.65) | 17.4 | (1.78) | 11.8 | (1.52) | 41.8 | (2.23) |
| Slovak Republic | 65.8 | (2.70) | 28.0 | (2.42) | 3.3 | (0.82) | 2.9 | (0.74) | 48.6 | (2.83) | 26.1 | (2.43) | 8.6 | (1.30) | 16.7 | (1.79) | 22.8 | (2.22) | 45.3 | (2.71) |
| Slovenia ${ }^{3}$.. | 58.2 | (2.67) | 27.5 | (2.63) | 7.8 | (1.36) | 6.5 | (1.37) | 63.5 | (2.44) | 18.0 | (2.07) | 7.3 | (1.59) | 11.1 | (1.58) | 11.3 | (1.74) | 45.3 | (2.89) |
| Spain ....... | 70.2 | (2.40) | 20.2 | (2.21) | 4.0 | (0.95) | 5.6 | (1.05) | 37.5 | (2.31) | 29.7 | (2.18) | 10.6 | (1.62) | 22.1 | (2.28) | 27.8 | (2.33) | 36.7 | (2.65) |
| Sweden. | 52.3 | (2.47) | 29.2 | (2.42) | 10.3 | (1.66) | 8.2 | (1.49) | 43.6 | (2.86) | 33.6 | (2.69) | 11.4 | (1.74) | 11.4 | (1.78) | 19.2 | (2.03) | 40.9 | (2.44) |
| Turkey ${ }^{3}$............................................. | 31.9 | (3.26) | 13.7 | (2.88) | 15.8 | (2.91) | 38.6 | (3.90) | 13.7 | (2.05) | 23.6 | (3.35) | 14.8 | (2.20) | 47.9 | (2.91) | 7.4 | (1.54) | 10.4 | (2.16) |
| United States ${ }^{4}$................................. | 56.5 | (2.43) | 21.9 | (1.89) | 8.6 | (1.23) | 13.1 | (1.43) | 35.3 | (2.43) | 26.9 | (1.94) | 17.1 | (1.92) | 20.7 | (2.02) | 23.9 | (1.89) | 35.6 | (2.07) |
| Non-OECD participants |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cyprus ${ }^{5}$.......................................... | 50.9 | (3.27) | 21.7 | (2.74) | 8.7 | (1.77) | 18.7 | (2.60) | 32.0 | (2.78) | 27.0 | (2.84) | 16.7 | (2.36) | 24.3 | (2.61) | 17.8 | (2.37) | 27.7 | (2.76) |
| Jakarta (Indonesia) ${ }^{3}$............................ | 22.9 | (2.66) | 28.0 | (2.57) | 16.5 | (2.59) | 32.6 | (2.78) | 32.3 | (3.26) | 26.7 | (2.44) | 19.3 | (2.94) | 21.7 | (2.42) | 18.2 | (2.72) | 44.5 | (2.95) |
| Lithuania ${ }^{3}$....................................... | 50.9 | (3.43) | 27.5 | (2.88) | 9.3 | (2.01) | 12.3 | (1.77) | 60.3 | (3.64) | 21.8 | (3.13) | 8.9 | (2.24) | 9.0 | (1.75) | 6.5 | (1.57) | 35.0 | (3.49) |
| Russian Federation ${ }^{6}$. | 57.5 | (7.21) | 19.5 | (3.48) | 4.3 ! | (1.37) | 18.6 ! | (5.71) | 40.6 | (5.36) | 21.0 | (1.94) | 8.7 | (2.35) | 29.7 | (5.30) | 21.1 | (3.47) | 38.6 | (2.36) |
| Singapore ${ }^{3}$..................................... | 45.9 | (2.11) | 32.8 | (2.03) | 6.5 | (1.18) | 14.9 | (1.77) | 45.1 | (2.21) | 31.3 | (2.39) | 10.6 | (1.52) | 13.0 | (1.73) | 16.9 | (1.93) | 35.3 | (2.07) |

Table 604.40. Percentage distribution of 16- to 19-year-olds, by frequency of using computers or the Internet to perform selected activities in everyday life and country or subnational region: 2012, 2014, and 2015-Continued
[Standard errors appear in parentheses]

| Country or subnational region ${ }^{1}$ | Use spreadsheet or word processing software |  |  |  | Use programming languages to write computer code |  |  |  |  |  |  |  | Participate in real-time discussions on the Internet |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Less than once a week but at least once a month |  | Less than once a month or never |  | Every day |  | At least once a week but not every day |  | Less than once a week but at least once a month |  | Less than once a month or never |  | Every day |  | At least once a week but not every day |  | Less than once a week but at least once a month |  | Less than once a month or never |  |
| 1 |  | 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17 |  | 18 |  | 19 |  | 20 |  | 21 |
| OECD average ${ }^{2}$ | 20.3 | (0.43) | 25.8 | (0.44) | 2.3 | (0.17) | 5.8 | (0.26) | 4.8 | (0.21) | 87.1 | (0.35) | 33.3 | (0.49) | 17.5 | (0.40) | 7.4 | (0.27) | 41.8 | (0.52) |
| Austria | 24.0 | (2.01) | 22.6 | (1.54) | 1.7 ! | (0.61) | 7.3 | (1.27) | 4.6 | (0.97) | 86.4 | (1.54) | 33.0 | (2.57) | 20.2 | (2.05) | 11.6 | (1.68) | 35.2 | (2.46) |
| Canada | 18.0 | (1.37) | 17.7 | (1.26) | 2.8 | (0.64) | 3.0 | (0.49) | 2.7 | (0.62) | 91.5 | (0.97) | 31.7 | (1.48) | 21.8 | (1.50) | 8.3 | (1.02) | 38.2 | (1.78) |
| Chile ${ }^{3}$ | 21.4 | (4.59) | 25.2 | (4.70) | $\ddagger$ | ( $\dagger$ ) | 6.7 ! | (2.11) | 7.6 | (2.04) | 82.1 | (2.70) | 17.9 | (3.80) | 11.7 | (2.36) | 11.2 | (1.72) | 59.2 | (4.45) |
| Czech Republic . | 18.5 | (2.16) | 12.3 | (1.65) | 2.4 ! | (0.88) | 10.1 | (2.06) | 6.7 | (1.30) | 80.8 | (2.24) | 47.2 | (3.00) | 15.8 | (2.72) | 5.5 | (1.03) | 31.5 | (3.73) |
| Denmark ............................................... | 11.5 | (1.56) | 10.3 | (1.41) | 2.4 | (0.71) | 4.5 | (1.25) | 5.1 | (1.00) | 88.0 | (1.45) | 74.5 | (2.23) | 13.6 | (1.81) | 3.9 | (0.93) | 7.9 | (1.20) |
| England (UK) | 15.0 | (2.95) | 26.3 | (2.89) | $\ddagger$ | ( $\dagger$ | $\ddagger$ | ( $\dagger$ | 6.7 | (1.73) | 90.9 | (2.15) | 27.9 | (3.06) | 19.9 | (3.40) | 7.6 | (2.14) | 44.6 | (3.58) |
| Estonia . | 28.7 | (1.86) | 21.0 | (1.84) | 1.2 ! | (0.52) | 6.1 | (1.17) | 6.1 | (1.02) | 86.6 | (1.41) | 33.1 | (2.16) | 19.8 | (1.61) | 9.2 | (1.25) | 37.9 | (2.26) |
| Finland | 35.2 | (2.48) | 33.1 | (2.08) | 1.0 ! | (0.47) | 2.7 ! | (0.87) | 5.8 | (1.12) | 90.5 | (1.34) | 33.3 | (2.28) | 22.1 | (2.09) | 9.2 | (1.63) | 35.4 | (2.40) |
|  | 19.1 | (2.01) | 11.9 | (1.73) | 2.6 ! | (0.79) | 6.0 | (1.17) | 5.9 | (1.09) | 85.5 | (1.71) | 23.2 | (2.05) | 17.6 | (1.58) | 7.2 | (1.24) | 52.0 | (2.37) |
| France ............................................... | 29.1 | (1.86) | 25.2 | (1.83) | 5.0 | (0.80) | 6.4 | (1.00) | 7.7 | (1.16) | 80.9 | (1.37) | 46.9 | (1.77) | 23.2 | (1.59) | 9.8 | (1.11) | 20.1 | (1.50) |
| Germany | 29.4 | (2.28) | 17.1 | (1.61) | 2.1 ! | (0.72) | 5.6 | (1.11) | 5.1 | (0.98) | 87.2 | (1.31) | 41.7 | (2.70) | 22.5 | (1.97) | 6.9 | (1.05) | 28.9 | (2.56) |
| Greece ${ }^{3}$. | 16.3 | (2.75) | 57.8 | (3.67) | 3.2 ! | (1.41) | 9.5 ! | (2.89) | 3.6 ! | (1.46) | 83.6 | (3.46) | 27.9 | (4.16) | 10.3 | (2.49) | 3.7 ! | (1.49) | 58.1 | (4.17) |
| Ireland | 17.7 | (2.43) | 29.5 | (2.99) | 2.2 ! | (0.72) | 1.8 ! | (0.84) | $\ddagger$ | ( $\dagger$ ) | 95.0 | (1.18) | 49.6 | (3.00) | 16.9 | (2.18) | 2.9 ! | (1.02) | 30.6 | (2.70) |
| Israel ${ }^{3}$. | 22.0 | (2.11) | 46.3 | (2.34) | 5.0 | (1.06) | 6.4 | (1.21) | 2.1 | (0.58) | 86.5 | (1.60) | 30.0 | (2.15) | 9.4 | (1.21) | 7.1 | (1.28) | 53.5 | (2.30) |
| Italy ......... | 18.9 | (2.48) | 26.4 | (2.81) | 4.4 ! | (1.65) | 7.1 | (1.77) | 3.2 ! | (1.16) | 85.3 | (2.59) | 40.7 | (3.40) | 23.4 | (3.02) | 4.9 ! | (1.51) | 31.1 | (3.17) |
| Japan | 16.0 | (2.16) | 57.9 | (3.14) | $\ddagger$ | ( $\dagger$ | 6.3 | (1.47) | 4.9 | (1.29) | 88.6 | (1.89) | 6.1 | (1.44) | 12.9 | (2.00) | 4.7 | (1.22) | 76.4 | (2.32) |
| Korea, Republic of | 26.5 | (1.76) | 35.8 | (2.26) | 1.7 ! | (0.60) | 12.0 | (1.50) | 10.8 | (1.32) | 75.4 | (1.76) | 26.4 | (2.34) | 28.1 | (2.32) | 11.6 | (1.41) | 33.8 | (2.42) |
| Netherlands | 15.7 | (1.80) | 11.1 | (1.50) | 1.4 ! | (0.55) | 5.1 | (1.20) | 3.0 ! | (0.99) | 90.5 | (1.61) | 24.2 | (1.86) | 13.1 | (1.60) | 5.6 | (1.16) | 57.0 | (2.57) |
| New Zealand ${ }^{3}$. | 20.9 | (1.62) | 22.4 | (2.04) | 1.5 ! | (0.50) | 4.7 | (0.98) | 3.5 | (0.91) | 90.3 | (1.35) | 24.9 | (2.09) | 17.4 | (1.65) | 7.8 | (1.21) | 50.0 | (2.29) |
| Northern Ireland (UK) ..... | 11.9 | (2.32) | 16.9 | (3.37) | 3.0 ! | (1.28) | 3.4 ! | (1.45) | 3.5 ! | (1.41) | 90.1 | (2.29) | 30.0 | (3.93) | 14.9 | (2.64) | 3.7 ! | (1.20) | 51.4 | (4.06) |
| Norway .. | 13.3 | (1.80) | 15.8 | (1.72) | 1.0 ! | (0.42) | 4.8 | (0.89) | 7.8 | (1.33) | 86.4 | (1.66) | 44.5 | (2.18) | 20.6 | (1.95) | 11.4 | (1.57) | 23.5 | (1.86) |
| Poland | 24.8 | (1.81) | 21.5 | (1.75) | 2.7 ! | (0.82) | 7.6 | (1.13) | 5.9 | (1.01) | 83.8 | (1.67) | 19.3 | (1.81) | 16.5 | (1.78) | 9.5 | (1.29) | 54.6 | (2.19) |
| Slovak Republic | 14.9 | (1.91) | 17.0 | (1.69) | 1.4 ! | (0.60) | 6.7 | (1.29) | 3.6 | (1.06) | 88.2 | (1.68) | 44.4 | (2.55) | 23.9 | (2.50) | 6.9 | (1.42) | 24.8 | (2.50) |
| Slovenia ${ }^{3}$.............. | 28.8 | (2.29) | 14.7 | (1.55) | 2.1 ! | (0.74) | 5.5 | (1.32) | 3.3 | (0.70) | 89.2 | (1.74) | 38.6 | (2.58) | 16.0 | (2.04) | 6.4 | (1.44) | 39.0 | (2.68) |
| Spain ................. | 16.1 | (1.92) | 19.4 | (2.03) | 3.2 ! | (1.00) | 6.8 | (1.27) | 5.9 | (1.16) | 84.1 | (2.06) | 40.3 | (2.28) | 12.7 | (1.92) | 4.6 | (1.10) | 42.4 | (2.27) |
| Sweden | 24.6 | (2.41) | 15.3 | (1.76) | 1.4 ! | (0.47) | 7.1 | (1.51) | 3.5 ! | (1.07) | 88.0 | (1.75) | 39.7 | (2.81) | 23.2 | (2.39) | 10.7 | (1.78) | 26.5 | (2.36) |
| Turkey ${ }^{3}$............................................ | 11.2 | (2.33) | 71.0 | (2.97) | 1.6 ! | (0.79) | 2.6 ! | (0.87) | 0.9 ! | (0.35) | 94.9 | (1.42) | 11.9 | (2.53) | 8.6 | (1.92) | 5.7 ! | (1.89) | 73.8 | (2.96) |
| United States ${ }^{4}$.................................... | 18.8 | (2.11) | 21.7 | (1.79) | 3.4 ! | (1.14) | 4.4 | (1.00) | 2.9 | (0.60) | 89.3 | (1.60) | 22.0 | (1.63) | 15.2 | (1.62) | 10.5 | (1.59) | 52.3 | (2.50) |
| Non-OECD participants |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 18.5 | (2.74) | 36.0 | (2.90) | 5.5 | (1.45) | 3.9 | (1.01) | 6.2 | (1.34) | 84.3 | (2.04) | 42.4 | (2.81) | 16.6 | (2.39) | 5.7 | (1.37) | 35.4 | (2.88) |
| Jakarta (Indonesia)3 ........................... | 14.8 | (2.08) | 22.4 | (2.39) | $\ddagger$ | ( $\dagger$ ) | 8.2 | (1.83) | 5.1 | (1.41) | 83.8 | (2.93) | 33.3 | (2.82) | 21.5 | (2.52) | 8.8 | (1.67) | 36.4 | (2.79) |
| Lithuania ${ }^{3}$.... | 21.8 | (2.93) | 36.6 | (3.29) | 1.4 ! | (0.63) | 9.6 | (1.84) | 10.0 | (2.33) | 79.0 | (2.86) | 20.7 | (3.10) | 18.4 | (2.97) | 4.8 ! | (1.46) | 56.0 | (3.30) |
| Russian Federation ${ }^{6}$........................... | 12.7 | (2.07) | 27.6 | (3.77) | 1.8 ! | (0.73) | 4.7 | (0.83) | 2.6 | (0.40) | 90.8 | (1.07) | 36.7 | (4.03) | 22.5 | (2.89) | 6.1 ! | (1.95) | 34.7 | (4.01) |
| Singapore ${ }^{3}$.......................................... | 21.9 | (2.13) | 25.9 | (2.05) | 3.2 | (0.82) | 10.6 | (1.56) | 4.3 | (0.95) | 81.9 | (1.74) | 25.6 | (2.22) | 17.6 | (2.04) | 8.8 | (1.42) | 48.1 | (2.37) |

## Not applicable

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Most entities participating in the Program for the International Assessment of Adult Competencies (PIAAC) survey are countries, but a few of them are subnational regions. Following the name of each subnational region, its country is indicated in
parentheses. For example, England and Northern Ireland are both part of the United Kingdom (UK).
${ }^{2}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational regions, to which each country or subnational region reporting data contributes equally.
${ }^{4}$ Results from the United States are based on combined data from 2012 and 2014
${ }^{5}$ Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus anderation does not include the population of the Moscow municipal region
in 2012 . In otherwise noted, all countries' and subcompleted in 2015; this round was conducted only in nine countries/regions that did not participate in the first round. In the United States only, a supplemental round of data collection was completed in 2014 in order to expand the sample of U.S. adults, allowing for more in-depth data analysis. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), U.S. PIAAC 2012/2014; Organization for Economic Cooperation and Development (OECD), PIAAC 2012 and 2015. (This table was prepared October 2016.)

## Skills of Adults

Table 604.50. Percentage of 16- to 19-year-olds who were not assessed in the problem solving in technology-rich environments domain and percentage distribution of those who were assessed, by proficiency level, selected U.S. and international respondent characteristics, and country or subnational region: 2012, 2014, and 2015
[Standard errors appear in parentheses]

| U.S. or international respondent characteristic and country or subnational region ${ }^{1}$ | Percent of 16 - to 19-year-olds not assessed in problem solving in technologyrich environments ${ }^{2}$ |  | Percentage distribution of those who were assessed, ${ }^{3}$ <br> by level of proficiency on the problem solving in technology-rich environments scale ${ }^{4}$ |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Below level 1 |  |  | Level 1 |  | Level 2 |  | Level 3 |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |
| United States ${ }^{5}$ |  |  |  |  |  |  |  |  |  |  |
| U.S. total | 7.4 | (0.95) | 18.5 | (2.66) | 46.7 | (3.59) | 31.0 | (2.99) | 3.8 ! | (1.32) |
| Sex <br> Male <br> Female $\qquad$ | 10.8 3.2 | $\begin{aligned} & (1.54) \\ & (0.96) \end{aligned}$ | $\begin{aligned} & 19.5 \\ & 17.3 \end{aligned}$ | $\left(\begin{array}{l} (3.58) \\ (3.31) \end{array}\right.$ | 44.8 48.8 | $\begin{aligned} & (4.04) \\ & (5.23) \end{aligned}$ | $\begin{aligned} & 31.9 \\ & 30.1 \end{aligned}$ | $\begin{aligned} & (3.43 \\ & (4.46) \end{aligned}$ | $\begin{aligned} & 3.8! \\ & 3.8! \end{aligned}$ | $\left(\begin{array}{l}1.78) \\ (1.74)\end{array}\right.$ |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black ... | 10.0 | (2.59) | 31.7 | (8.96) | 57.2 | (9.17) | 11.0 ! | (4.87) | $\ddagger$ | ( + |
| Hispanic. | 9.4 | (2.51) | 26.9 | (5.98) | 48.7 | (7.25) | 23.8 | (5.64) | $\ddagger$ |  |
| Asian/Pacific Islander | 7.7 | (3.94) | $\ddagger$ | ( $\dagger$ ) | 47.7 ! | (15.17) | 30.4 ! | (13.27) | $\ddagger$ | (t) |
| Other ${ }^{6}$..................... | 3.3 | (2.05) | 16.2 ! | (7.03) | 52.3 | (14.54) | 26.5 ! | (12.58) | $\ddagger$ | ( $\dagger$ |
| Highest level of parental education |  |  |  |  |  |  |  |  |  |  |
| Neither parent attained high school degree ......................... | 14.1 | (3.01) | 22.8 ! | (9.45) | 56.0 | (9.78) | 21.2 ! | (7.96) | $\ddagger$ | ( $\dagger$ |
| At least one parent attained high school degree ................... At least one parent attained college degree | 8.0 5.4 | 1.90 1.31 | 23.6 12.6 | $\left.\begin{array}{l}\text { (3.50) } \\ 3.35\end{array}\right)$ | $\begin{aligned} & 48.9 \\ & 41.6 \end{aligned}$ | 5.46 4.45 | $\begin{array}{r} 25.4 \\ 39.5 \end{array}$ | $\left.\begin{array}{l}(3.89 \\ 4.66\end{array}\right)$ | 6. $\ddagger$ ! | (2.67) |
| OECD average ${ }^{7,8}$ |  |  |  |  |  |  |  |  |  |  |
| Total | 9.0 | (0.32) | 12.4 | (0.50) | 40.2 | (0.78) | 40.9 | (0.74) | 6.5 | (0.37) |
| Sex |  |  |  |  |  |  |  |  |  |  |
| Male | 10.0 | (0.44) | 12.3 | (0.67) | 39.2 | (1.04) | 41.4 | (1.01) | 7.1 | (0.54) |
| Female .......................................................................... | 7.9 | (0.44) | 12.4 | (0.66) | 41.3 | (1.06) | 40.5 | (1.01) | 5.8 | (0.48) |
| Highest level of parental education |  |  |  |  |  |  |  |  |  |  |
| Neither parent attained high school degree ........................ | 16.3 | (1.33) | 26.6 | (2.70) | 48.2 | (3.25) | 23.2 | (2.45) | $\ddagger$ | ( + |
| At least one parent attained high school degree .................. At least one parent attained college degree | 8.6 | (0.54) | 13.3 | (0.74) | 44.7 | (1.18) | 37.5 | (1.09) | 4.5 | (0.47) |
| At least one parent attained college degree ........................ | 6.2 | (0.58) | 6.0 | (0.66) | 34.0 | (1.32) | 50.3 | (1.37) | 9.8 | (0.73) |
| Individual OECD countries ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |
| Austria ... | 6.0 | (1.28) | 9.2 | (2.11) | 42.9 | (3.60) | 41.6 | (3.36) | 6.2 | (1.71) |
| Canada ... | 6.7 | (0.87) | 9.4 | (1.21) | 36.8 | (2.79) | 44.5 | (2.56 | 9.3 | (1.57) |
| Chile ${ }^{9}$............. | 9.5 | (1.85) | 30.3 | 4.36 | 43.2 | 4.56) | 24.3 | 5.50) | 2.2 ! | (1.06 |
| Czech Republic .............................................................. | 5.0 | (1.28) | 8.4 | (2.12) | 34.6 | (4.80) | 47.0 | (4.17) | 10.0 ! | (3.39) |
| Denmark | 7.1 | (1.19) | 8.7 | (1.81) | 42.2 | (2.97) | 44.5 | (2.95) | 4.6 | (1.31) |
| England (UK) | 5.2 | (1.35) | 9.0 | (2.60) | 50.8 | (4.88) | 35.6 | (4.50) | 4.5 ! | (2.01) |
| Estonia ............. | 4.4 | (1.00) | 9.2 | (1.53) | 41.0 | (3.57) | 43.6 | (3.02) | 6.2 | 1.31) |
| Finland ............. | 4.6 | (1.02) | 4.1 | (1.22) | 36.1 | (2.98) | 52.0 | (3.11) | 7.8 | (2.02) |
| Flanders (Belgium) .................................................... | 2.5 | (0.84) | 8.3 | (1.84) | 34.4 | (3.39) | 49.0 | (3.52) | 8.3 | (2.05) |
| Germany | 3.0 | (0.80) | 9.9 | (1.83) | 36.8 | (2.88) | 44.0 | (3.21) | 9.3 | (2.11) |
| Greece 9 ................................................................ | 12.0 | (2.69) | 32.7 | (5.24) | 45.9 | (6.28) | 20.1 | (4.75) |  |  |
| Ireland | 10.7 | (1.91) | 11.9 | (2.84 | 45.6 | (4.57) | 37.3 | (4.50) | 5.2 ! | (2.06) |
|  | 20.6 | (1.75 | 19.2 | (2.43) | 39.5 | (2.58) | 33.6 | (2.90) | 7.6 | (1.83) |
| Japan .................................................................... | 26.4 | (2.87) | 6.9 ! | (2.08) | 34.8 | (4.44) | 46.6 | (4.79) | 11.7 | (2.47) |
| Korea, Republic of ...... | 4.8 | (0.95) | 1.9 ! | (0.81) | 31.6 | (3.33) | 58.8 | (3.15) | 7.8 | (2.11) |
| Netherlands | 4.9 | (1.07) | 7.1 | (1.86) | 35.5 | (3.03) | 47.8 | (2.97) | 9.6 | (1.88) |
| New Zealand ${ }^{9}$.......................................................... | 4.7 | (1.01) | 7.6 | (1.85) | 32.7 | (3.24) | 46.5 | (3.13) | 13.2 | (1.97) |
| Northern Ireland (UK) .................................................... | 3.7 | 1.41 | 9.7 | (2.85) | 49.6 | (5.60) | 37.7 | (5.00) | $\ddagger$ | ( $\dagger$ |
| Norway ...................................................................... | 4.9 | (1.04) | 9.1 | (1.68) | 39.0 | (2.91) | 47.0 | (2.92) | 4.8 | (1.43) |
| Poland | 17.8 | (1.54) | 12.3 | (1.78) | 38.2 | (2.66) | 40.0 | (3.57) | 9.5 | (2.21) |
| Slovak Republic | 12.4 | (1.48) | 7.9 | (1.66) | 44.9 | (3.73) | 43.0 | (3.56) | 4.1 ! | (1.84) |
| Slovenia ${ }^{9}$................................................................. | 2.2 | (0.66) | 11.7 | (2.18) | 41.3 | (3.12) | 43.1 | (2.92) | 3.9 ! | (1.69) |
| Sweden ................................................................ | 5.0 | (1.33) | 9.2 | (2.01) | 33.3 | (3.36) | 51.0 | (3.99) | 6.5 | (1.60) |
|  | 34.1 | (3.71) | 36.6 | (4.31) | 48.6 | (5.04) | 13.6 | (3.10) | $\ddagger$ | ( $\dagger$ ) |
|  |  |  |  |  |  |  |  |  |  |  |
| Lithuania ${ }^{9}$ $\qquad$ <br> Russian Federation ${ }^{10}$ | 3.6 8.5 | $\left(\begin{array}{l}1.41 \\ 1.74 \\ (1.95\end{array}\right.$ | 24.39 17.7 | $\left(\begin{array}{l}3.40 \\ 4.43 \\ \hline\end{array}\right.$ | 45.1 41.6 | $(4.34)$ <br> 5.01 | 29.0 30.1 | $(4.90$ 4.59 | ${ }_{10.6}^{\ddagger}$ | $(t)$ $3.57)$ |
| Singapore ${ }^{9}$............................................................................................... | 6.0 | (0.95) | 7.0 | (1.66) | 27.2 | (2.79) | 51.5 | (3.25) | 14.3 | (2.28) |

$\dagger$ Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Most entities participating in the Program for the International Assessment of Adult Com petencies (PIAAC) survey are countries, but a few of them are subnational regions. Following the name of each subnational region, its country is indicated in parentheses. For example, England and Northern Ireland are both part of the United Kingdom (UK).
${ }^{2}$ Items on the problem solving in technology-rich environments domain were offered only on computer. This column shows the percentages of 16 - to 19 -year-old respondents who were not assessed in this domain because they were unable to or elected not to take a com puter-based assessment
${ }^{3}$ For each country/region, percentages are based on only those 16- to 19-year-old respondents who were assessed in the domain of problem solving in technology-rich environments, which is defined as "using digital technology, communication tools, and networks to acquire and evaluate information, communicate with others, and perform practical tasks. ${ }^{4}$ The proficiency levels correspond to the following score ranges on a scale of 0 to 500: below level 1 (0-240.9), level 1 (241.0-290.9), level 2 (291.0-340.9), and level 3 (341.0500.0). Tasks at a higher level are more demanding in terms of requirements such as using specific as well as generic technology applications, using multiple functions and navigation, performing a greater number of steps, generating subgoals, evaluating information, and applying higher level forms of reasoning. For detailed descriptions of each proficiency level,
as well as specific examples of tasks at each level, see appendix B of the report Skills of U.S. Unemployed, Young, and Older Adults in Sharper Focus (NCES 2016-039rev), available at http://nces.ed.gov/pubs2016/2016039rev.pdf
Results for the United States are based on combined data from 2012 and 2014
Includes persons of all other races and those of Two or more races.
${ }^{7}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational regions, to which each country or subnational region reporting data contributes equally. The average in this table includes the United States and all other OECD countries/regions that assessed problem solving in technology-rich environments.
${ }^{8}$ France, Italy, and Spain are omitted from this table because these OECD countries did not assess problem solving in technology-rich environments
${ }^{9}$ Data are from 2015. Except where otherwise noted, data for other countries/regions are from 2012.
${ }^{10}$ The Russian Federation does not include the population of the Moscow municipal region. NOTE: Unless otherwise noted, all countries' and subnational regions' data are from 2012. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Program for the International Assessment of Adult Competencies (PIAAC), U.S. PIAAC 2012/ 2014; Organization for Economic Cooperation and Development (OECD), PIAAC 2012 and 2015. (This table was prepared October 2016.)

Table 605.10. Gross domestic product per capita and public and private education expenditures per full-time-equivalent (FTE) student, by level of education and country: Selected years, 2005 through 2013

| Country | Gross domestic product per capita |  |  |  |  |  | Elementary and secondary education expenditures per FTE student |  |  |  |  |  | Higher education expenditures per FTE student |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2005 | 2009 | 2010 | 2011 | 2012 | 2013 | 2005 | 2009 | 2010 | 2011 | 2012 | 2013 | 2005 | 2009 | 2010 | 2011 | 2012 | 2013 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|  | Current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OECD average ${ }^{1}$. | \$28,772 | \$33,206 | \$33,471 | \$35,048 | \$36,388 | \$38,157 | \$6,751 | \$8,632 | \$8,501 | \$8,719 | \$8,798 | \$9,233 | \$11,342 | \$13,707 | \$13,211 | \$13,689 | \$14,765 | \$14,806 |
| Australia .................... | 33,983 | 39,971 | 40,801 | 43,208 | 43,158 | 47,245 | 7,142 | 9,139 | 9,803 | 9,383 | 8,688 | 9,446 | 14,579 | 16,074 | 15,142 | 16,267 | 16,662 | 18,337 |
| Austria ..... | 34,107 | 38,834 | 40,411 | 42,978 | 44,892 | 47,571 | 9,436 | 11,681 | 11,693 | 12,509 | 12,460 | 13,346 | 14,775 | 14,257 | 15,007 | 14,895 | 16,037 | 16,695 |
| Belgium ......................... | 32,077 | 36,698 | 37,878 | 40,093 | 41,684 | 43,142 | 7,306 | 9,783 | 10,123 | 10,722 | 11,168 | 11,585 | 11,960 | 15,443 | 15,179 | 15,420 | 15,217 | 15,911 |
| Canada ${ }^{2,3}$ |  | 40,136 | 37,480 | 42,585 | 42,460 | - | 7,774 | 9,774 | 10,078 | 10,226 | 10,224 | - | 22,810 4,5 | 22,475 ${ }^{4}$ | 23,226 ${ }^{4}$ | 22,006 ${ }^{4}$ | - | - |
| Chile ................................................ | 12,635 | 14,578 | 15,107 | 17,312 | 21,486 | 21,260 | 2,099 | 2,635 | 2,935 | 3,203 | 4,407 | 4,202 | 6,873 | 6,829 | 6,863 | 7,101 | - | 7,880 |
| Czech Republic .. | 20,280 | 25,614 | 25,364 | 27,046 | 28,679 | 30,038 | 4,098 | 5,615 | 5,532 | 6,128 | 6,440 | 6,578 | 6,649 | 8,237 | 7,635 | 9,392 | - | 10,432 |
| Denmark ........................ | 33,626 | 38,299 | 40,600 | 41,843 | 43,564 | 45,781 | 8,997 ${ }^{6}$ | 11,094 6 | 11,404 6 | 10,230 6 | 10,858 | 11,127 | 14,959 6 | 18,556 ${ }^{6}$ | 18,977 ${ }^{6}$ | 21,254 6 | - | 16,461 |
| Estonia .......................... | 16,660 | 19,789 | 20,093 | 23,088 | 24,689 | 27,090 | 3,736 | 6,149 | 5,984 | 6,055 | 6,501 | 6,786 | 3,869 | 6,373 | 6,501 | 7,868 | 8,423 | 11,607 |
| Finland ............................ | 30,468 | 35,848 | 36,030 | 38,611 | 40,209 | 41,044 | 6,610 | 8,314 | 8,591 | 9,180 | 9,406 | 9,579 | 12,285 | 16,569 | 16,714 | 18,002 | 17,965 | 17,868 |
| France ............................ | 29,644 | 33,724 | 34,395 | 36,391 | 37,347 | 39,428 | 7,456 | $8,861^{2}$ | $9,070{ }^{2}$ | 9,329 ${ }^{2}$ | 9,392 ${ }^{2}$ | 9,670 | 10,995 | 14,642 | 15,067 | 15,375 | 15,371 | 16,194 |
| Germany ...... | 30,496 | 36,048 | 37,661 | 40,990 | 42,730 | 44,245 | 7,039 | 8,534 | - | 9,521 | 9,843 | 10,267 | 12,446 | 15,711 | - | 16,723 | 17,157 | 16,895 |
| Greece ............................ | 25,472 | 29,381 | 27,539 | 26,622 | 25,462 | 26,689 | 5,493 ${ }^{3}$ | - | - | - | - | 10,267 | 6,130 | - | - | - |  | , |
| Hungary .... | 17,014 | 20,154 | 20,625 | 22,413 | 22,494 | 23,999 | 4,027 ${ }^{4}$ | 4,506 ${ }^{4}$ | 4,555 ${ }^{4}$ | $4,527{ }^{4}$ | 4,400 | 4,589 | 6,244 ${ }^{4}$ | 8,518 ${ }^{4}$ | 8,745 ${ }^{4}$ | 9,210 ${ }^{4}$ | 8,933 | 9,980 |
| Iceland. | 35,571 | 36,718 | 35,509 | 38,224 | 40,464 | 42,968 | 8,815 ${ }^{6}$ | 9,309 | 8,592 | 9,326 | 9,230 | 9,773 | 9,474 ${ }^{6}$ | 9,939 | 8,728 | 8,612 | 10,868 | 11,256 |
| Ireland ............................... | 38,061 | 39,750 | 41,000 | 42,943 | 45,210 | 47,674 | 6,411 | 9,615 ${ }^{4}$ | 9,638 ${ }^{4}$ | 9,830 ${ }^{4}$ | 10,017 ${ }^{4}$ | 9,324 ${ }^{4}$ | 10,468 | 16,420 ${ }^{4}$ | 16,008 ${ }^{4}$ | 16,095 4 | 14,228 ${ }^{4}$ | 13,381 ${ }^{4}$ |
| Israel. | 21,474 | 27,454 | 26,552 | 30,168 | 31,296 | 33,696 | 5,041 | 5,464 | 5,692 | 6,277 | 6,406 | 6,382 | 10,919 | 11,214 | 10,730 | 11,554 | 12,496 | 15,185 |
| Italy ${ }^{2}$. | 27,750 | 32,397 | 32,110 | 33,870 | 35,334 | 36,036 | 7,410 ${ }^{4}$ | 8,943 ${ }^{4}$ | 8,489 4 | 8,534 ${ }^{4}$ |  | 8,784 ${ }^{4}$ | 8,026 4 | 9,562 | 9,580 | 9,990 |  | 11,172 |
| Japan ${ }^{\text {............................ }}$ | 30,290 | 32,324 | 35,238 | 34,967 | 35,695 | 36,353 | 7,343 | 8,502 | 9,168 | 9,102 | 9,440 | 9,537 | 12,326 | 15,957 | 16,015 | 16,446 | 16,929 | 17,883 |
| Korea, Republic of | 21,342 | 27,171 | 28,829 | 29,035 | 32,022 | 32,664 | 5,638 | 8,122 | 7,396 | 7,652 | 7,984 | 8,320 ${ }^{3}$ | 7,606 | 9,513 | 9,972 | 9,927 | 9,928 | 9,323 |
| Latvia |  | 27,171 | 28,829 | 19,984 | 15,004 | 22,434 | 5,638 | , | 7,30 | 4,995 | 5,066 | 5,995 | - | - | - | 7,552 | 7,489 | 8,193 |
| Luxembourg .................... | 69,984 | 82,972 | 84,672 | 88,668 | 91,754 | 97,057 | 15,930 ${ }^{2,3,4}$ | 18,018 ${ }^{2}$ | 19,050 ${ }^{2}$ | 19,600 ${ }^{2}$ | 20,029 | 19,479 | - | - | - | - | - | - |
| Mexico ........................... | 11,299 | 14,397 | 15,195 | 17,125 | 16,767 | 17,141 | 2,025 | 2,339 | 2,464 | 2,765 | 2,826 | 2,877 | 6,402 | 8,020 | 7,872 | 7,889 | 8,188 | 7,568 |
| Netherlands .................... | 34,724 | 41,089 | 41,682 | 43,150 | 46,062 | 48,025 | 7,045 | 10,030 | 10,075 | 10,268 | 10,480 | 10,552 | 13,883 | 17,849 | 17,161 | 17,549 | 19,305 | 18,947 |
| New Zealand .................... | 24,882 | 29,204 | 29,629 | 31,487 | 32,165 | 36,381 | 5,659 | 7,556 | 7,681 | 8,831 | 8,360 | 8,987 | 10,262 | 10,619 | 10,418 | 10,582 | 13,603 | 14,585 |
| Norway ${ }^{7}$........................... | 47,620 | 54,708 | 44,825 | 46,696 | 51,368 | 52,920 | 9,975 | 12,971 | 13,067 | 13,219 | $13,414{ }^{8}$ | $14,300{ }^{8}$ | 15,552 | 19,269 | 18,512 | 18,840 | 19,726 ${ }^{8}$ | 20,379 8 |
| Poland ${ }^{4}$........................... | 13,573 | 18,910 | 20,034 | 21,753 | 22,869 | 24,479 | 3,165 | 5,167 | 5,693 | 6,066 | 6,301 ${ }^{2}$ | 6,644 | 5,593 | 7,776 | 8,866 | 9,659 | 8,569 | 8,929 |
| Portugal ........................... | 19,967 | 24,935 | 25,519 | 25,672 | 27,204 | 27,850 | 5,646 2,4 | 7,288 2,4 | 7,419 2,4 | 7,282 2,4 | 7,691 4,6 | 8,741 ${ }^{6}$ | 8,787 ${ }^{4}$ | 10,481 ${ }^{4}$ | 10,578 ${ }^{4}$ | 9,640 4 | 10,047 4,6 | 11,106 ${ }^{6}$ |
| Slovak Republic ................ | 15,881 | 22,620 | 23,194 | 25,130 | 25,725 | 27,427 | 2,740 ${ }^{8}$ | 4,781 ${ }^{8}$ | $5,066{ }^{8}$ | 5,105 ${ }^{8}$ | 5,290 ${ }^{8}$ | 5,852 | 5,783 ${ }^{8}$ | 6,758 ${ }^{8}$ | 6,904 ${ }^{8}$ | 8,177 ${ }^{8}$ | $9,124{ }^{8}$ | 10,321 ${ }^{4}$ |
| Slovenia ......................... | 23,043 | 27,150 | 26,649 | 28,156 | 28,455 | 29,114 | 7,065 | 8,670 | 8,505 | 8,867 | 8,601 | 8,910 | 8,573 | 9,311 | 9,693 | 10,413 | 11,729 | 12,064 |
| Spain .............................. | 27,270 | 32,146 | 31,574 | 32,157 | 32,775 | 32,767 | 6,411 | 8,818 | 8,479 | 8,476 | 8,114 | 7,764 | 10,089 | 13,614 | 13,373 | 13,173 | 12,298 | 12,604 |
| Sweden ........................... | 32,770 | 37,192 | 39,251 | 41,761 | 43,869 | 45,277 | 7,861 | 9,709 | 10,044 | 10,548 | 10,789 | 10,914 | 15,946 | 19,961 | 19,562 | 20,818 | 22,824 | 23,219 |
| Switzerland ${ }^{4}$...................... | 35,500 | 44,773 | 48,962 | 51,582 | 55,623 | 59,723 | 10,721 | 13,411 | 13,510 | 14,623 | 14,815 | 17,679 | 21,734 | 21,577 | 21,893 | 22,882 | 24,669 | 25,126 |
| Turkey |  | 14,442 | 15,775 | 17,781 | 18,002 | 19,193 | - | - | 2,020 | 2,501 | 2,852 | 3,327 | - | - | - | 8,193 | - | 10,638 |
| United Kingdom ................. | 31,580 | 34,483 | 35,299 | 33,886 | 37,170 | 38,853 | 6,888 | ${ }^{9,602}$ | 9,980 | ${ }^{9,738}$ | 10,045 | 11,545 11,843 | 13,506 | 16,338 | 15,862 | 14,223 | 24,313 | 25,744 |
| United States ................... | 41,674 | 45,087 | 46,548 | 49,321 | 49,895 | 51,764 | 9,771 ${ }^{2}$ | 11,818 ${ }^{2}$ | 11,826 ${ }^{2}$ | 11,841 ${ }^{2}$ | - | 11,843 ${ }^{9}$ | 23,435 | 27,066 | 25,576 | 26,021 | 26,562 ${ }^{9}$ | 27,924 ${ }^{9}$ |

[^153]Table 605.10. Gross domestic product per capita and public and private education expenditures per full-time-equivalent (FTE) student, by level of education and country: Selected years, 2005 through 2013-Continued

|  | Gross domestic product per capita |  |  |  |  |  | Elementary and secondary education expenditures per FTE student |  |  |  |  |  | Higher education expenditures per FTE student |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Country | 2005 | 2009 | 2010 | 2011 | 2012 | 2013 | 2005 | 2009 | 2010 | 2011 | 2012 | 2013 | 2005 | 2009 | 2010 | 2011 | 2012 | 2013 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|  | Constant 2015 dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OECD average ${ }^{1}$.......... | \$34,920 | \$36,685 | \$36,382 | \$36,930 | \$37,565 | \$38,822 | \$8,193 | \$9,536 | \$9,241 | \$9,187 | \$9,082 | \$9,394 | \$13,765 | \$15,144 | \$14,360 | \$14,424 | \$15,242 | \$15,064 |
| Australia .......................... | 41,243 | 44,160 | 44,349 | 45,528 | 44,553 | 48,068 | 8,668 | 10,097 | 10,655 | 9,886 | 8,968 | 9,610 | 17,694 | 17,758 | 16,459 | 17,141 | 17,201 | 18,656 |
| Austria .... | 41,394 | 42,903 | 43,925 | 45,286 | 46,343 | 48,400 | 11,452 | 12,905 | 12,710 | 13,180 | 12,863 | 13,578 | 17,932 | 15,751 | 16,312 | 15,695 | 16,555 | 16,986 |
| Belgium ... | 38,930 | 40,543 | 41,172 | 42,246 | 43,032 | 43,894 | 8,867 | 10,808 | 11,003 | 11,298 | 11,529 | 11,787 | 14,516 | 17,061 | 16,499 | 16,248 | 15,709 | 16,188 |
| Canada ${ }^{2,3}$....................... | - | 44,341 | 40,739 | 44,872 | 43,833 | , | 9,435 | 10,798 | 10,954 | 10,775 | 10,554 | 1,787 | 27,683 4,5 | 24,830 ${ }^{4}$ | 25,245 ${ }^{4}$ | 23,188 ${ }^{4}$ | 6,70 | 16, |
| Chile ............................. | 15,334 | 16,105 | 16,420 | 18,241 | 22,181 | 21,630 | 2,547 | 2,911 | 3,191 | 3,375 | 4,549 | 4,276 | 8,341 | 7,545 | 7,459 | 7,482 | - | 8,017 |
| Czech Republic .................. | 24,613 | 28,298 | 27,569 | 28,498 | 29,606 | 30,562 | 4,973 | 6,204 | 6,013 | 6,457 | 6,648 | 6,692 | 8,069 | 9,100 | 8,299 | 9,896 | - | 10,614 |
| Denmark .......................... | 40,811 | 42,312 | 44,131 | 44,089 | 44,973 | 46,579 | 10,919 ${ }^{6}$ | 12,256 ${ }^{6}$ | 12,395 ${ }^{6}$ | 10,779 ${ }^{6}$ | 11,209 | 11,321 | 18,155 ${ }^{6}$ | 20,500 ${ }^{6}$ | 20,627 ${ }^{6}$ | 22,395 ${ }^{6}$ | 0 | 16,747 |
| Estonia ....... | 20,219 | 21,862 | 21,840 | 24,328 | 25,487 | 27,562 | 4,534 | 6,794 | 6,505 | 6,381 | 6,711 | 6,904 | 4,696 | 7,041 | 7,066 | 8,290 | 8,696 | 11,809 |
| Finland ..... | 36,978 | 39,604 | 39,163 | 40,684 | 41,509 | 41,760 | 8,022 | 9,185 | 9,338 | 9,673 | 9,710 | 9,746 | 14,910 | 18,305 | 18,167 | 18,968 | 18,546 | 18,180 |
| France ............................ | 35,978 | 37,258 | 37,385 | 38,345 | 38,554 | 40,115 | 9,050 | 9,789 ${ }^{2}$ | 9,858 ${ }^{2}$ | 9,830 ${ }^{2}$ | 9,696 ${ }^{2}$ | 9,839 | 13,345 | 16,176 | 16,377 | 16,200 | 15,868 | 16,476 |
| Germany ............................. | 37,011 | 39,825 | 40,936 | 43,190 | 44,112 | 45,016 | 8,542 | 9,428 | - | 10,032 | 10,161 | 10,446 | 15,105 | 17,357 | - | 17,621 | 17,711 | 17,189 |
| Greece .......................... | 30,914 | 32,460 | 29,934 | 28,052 | 26,286 | 27,155 | 6,667 ${ }^{3}$ | - | - | - | - | - | 7,440 | 17,357 | - | - | - |  |
| Hungary ......................... | 20,649 | 22,266 | 22,419 | 23,617 | 23,221 | 24,417 | 4,887 ${ }^{4}$ | 4,979 ${ }^{4}$ | 4,951 ${ }^{4}$ | 4,770 ${ }^{4}$ | 4,542 | 4,669 | 7,578 ${ }^{4}$ | 9,411 ${ }^{4}$ | 9,505 ${ }^{4}$ | 9,704 ${ }^{4}$ | 9,222 | 10,154 |
| Iceland ........................... | 43,171 | 40,565 | 38,597 | 40,277 | 41,772 | 43,717 | 10,698 ${ }^{6}$ | 10,285 | 9,339 | 9,826 | 9,529 | 9,943 | 11,499 6 | 10,980 | 9,487 | 9,075 | 11,219 | 11,452 |
| Ireland ............................ | 46,193 | 43,915 | 44,566 | 45,248 | 46,671 | 48,505 | 7,781 | 10,623 ${ }^{4}$ | 10,476 ${ }^{4}$ | 10,357 ${ }^{4}$ | 10,341 ${ }^{4}$ | 9,486 ${ }^{4}$ | 12,704 | 18,141 ${ }^{4}$ | 17,400 ${ }^{4}$ | 16,959 ${ }^{4}$ | 14,688 ${ }^{4}$ | 13,614 ${ }^{4}$ |
| Israel | 26,062 | 30,331 | 28,861 | 31,788 | 32,308 | 34,283 | 6,118 | 6,037 | 6,187 | 6,614 | 6,613 | 6,493 | 13,252 | 12,389 | 11,663 | 12,174 | 12,899 | 15,449 |
| Italy ${ }^{2}$............................. | 33,679 | 35,792 | 34,902 | 35,688 | 36,476 | 36,664 | 8,993 ${ }^{4}$ | 9,880 ${ }^{4}$ | 9,227 ${ }^{4}$ | 8,992 ${ }^{4}$ | - | 8,937 ${ }^{4}$ | 9,741 ${ }^{4}$ | 10,563 | 10,413 | 10,526 | - | 11,366 |
| Japan ${ }^{6}$.......................... | 36,762 | 35,711 | 38,302 | 36,845 | 36,849 | 36,986 | 8,912 | 9,392 | 9,965 | 9,591 | 9,745 | 9,704 | 14,960 | 17,629 | 17,407 | 17,329 | 17,476 | 18,194 |
| Korea, Republic of .............. | 25,902 | 30,018 | 31,336 | 30,594 | 33,057 | 33,233 | 6,843 | 8,973 | 8,039 | 8,062 | 8,242 | 8,465 ${ }^{3}$ | 9,231 | 10,510 | 10,839 | 10,460 | 10,249 | 9,486 |
| Latvia .............................. | - | - | - | 21,057 | 15,489 | 22,825 | - | - | - | 5,264 | 5,230 | 6,099 | - | - | - | 7,957 | 7,731 | 8,335 |
| Luxembourg ...................... | 84,937 | 91,667 | 92,035 | 93,429 | 94,721 | 98,749 | 19,334 $2,3,4$ | 19,906 ${ }^{2}$ | 20,706 ${ }^{2}$ | 20,652 ${ }^{2}$ | 20,676 | 19,819 | - | - | - | - | - | - |
| Mexico .......................... | 13,713 | 15,906 | 16,516 | 18,044 | 17,309 | 17,440 | 2,458 | 2,584 | 2,678 | 2,913 | 2,918 | 2,928 | 7,770 | 8,861 | 8,557 | 8,313 | 8,453 | 7,699 |
| Netherlands | 42,143 | 45,395 | 45,306 | 45,467 | 47,551 | 48,862 | 8,550 | 11,081 | 10,951 | 10,819 | 10,819 | 10,736 | 16,849 | 19,720 | 18,654 | 18,492 | 19,930 | 19,277 |
| New Zealand .................... | 30,198 | 32,264 | 32,206 | 33,178 | 33,205 | 37,015 | 6,869 | 8,348 | 8,349 | 9,305 | 8,630 | 9,143 | 12,454 | 11,732 | 11,324 | 11,150 | 14,042 | 14,840 |
| Norway ${ }^{7}$......................... | 57,795 | 60,440 | 48,723 | 49,203 | 53,029 | 53,842 | 12,107 | 14,330 | 14,203 | 13,929 | $13,847{ }^{8}$ | 14,549 8 | 18,875 | 21,288 | 20,121 | 19,852 | 20,364 ${ }^{8}$ | 20,734 ${ }^{8}$ |
| Poland ${ }^{4}$.......................... | 16,473 | 20,892 | 21,776 | 22,921 | 23,608 | 24,906 | 3,841 | 5,708 | 6,188 | 6,392 | 6,505 ${ }^{2}$ | 6,760 | 6,788 | 8,591 | 9,637 | 10,177 | 8,846 | 9,085 |
| Portugal ........................................... | 24,233 | 27,548 | 27,738 | 27,050 | 28,084 | 28,335 | 6,852 2,4 | 8,052 2,4 | 8,064 2,4 | 7,673 2,4 | 7,940 4,6 | 8,894 ${ }^{6}$ | 10,665 4 | 11,579 4 | 11,498 4 | 10,157 ${ }^{4}$ | 10,372 4,6 | 11,300 6 |
| Slovak Republic ................ | 19,274 | 24,990 | 25,210 | 26,479 | 26,556 | 27,905 | 3,325 ${ }^{8}$ | 5,282 ${ }^{8}$ | 5,507 ${ }^{\text {8 }}$ | 5,379 ${ }^{\text {8 }}$ | 5,461 ${ }^{8}$ | 5,954 | 7,019 ${ }^{8}$ | 7,466 ${ }^{8}$ | 7,504 ${ }^{8}$ | 8,616 ${ }^{8}$ | 9,418 ${ }^{8}$ | 10,501 4 |
| Slovenia ......................... | 27,967 | 29,995 | 28,967 | 29,668 | 29,375 | 29,621 | 8,574 | 9,579 | 9,245 | 9,343 | 8,879 | 9,065 | 10,405 | 10,287 | 10,536 | 10,973 | 12,108 | 12,274 |
| Spain ............................. | 33,097 | 35,515 | 34,319 | 33,883 | 33,834 | 33,338 | 7,781 | 9,742 | 9,216 | 8,931 | 8,376 | 7,899 | 12,245 | 15,040 | 14,536 | 13,880 | 12,695 | 12,823 |
| Sweden ............................ | 39,772 | 41,089 | 42,664 | 44,004 | 45,288 | 46,066 | 9,541 | 10,726 | 10,918 | 11,114 | 11,138 | 11,105 | 19,353 | 22,053 | 21,263 | 21,936 | 23,562 | 23,624 |
| Switzerland ${ }^{4}$..................... | 43,084 | 49,464 | 53,220 | 54,352 | 57,421 | 60,763 | 13,011 | 14,816 | 14,685 | 15,408 | 15,294 | 17,987 | 26,378 | 23,838 | 23,797 | 24,110 | 25,466 | 25,563 |
| Turkey ........................... | - | 15,955 | 17,147 | 18,736 | 18,584 | 19,527 | - | - | 2,196 | 2,635 | 2,944 | 3,385 | - | - | - | 8,633 | - | 10,823 |
| United Kingdom ................. | 38,328 | 38,096 | 38,368 | 35,706 | 38,372 | 39,530 | 8,360 | 10,608 | 10,848 | 10,261 | 10,370 | 11,746 | 16,392 | 18,050 | 17,242 | 14,987 | 25,099 | 26,192 |
| United States .................... | 50,578 | 49,812 | 50,596 | 51,969 | 51,508 | 52,666 | 11,858 ${ }^{2}$ | 13,056 ${ }^{2}$ | 12,854 ${ }^{2}$ | 12,476 ${ }^{2}$ | - | $12,050{ }^{9}$ | 28,442 | 29,902 | 27,800 | 27,418 | 27,421 ${ }^{9}$ | $28,410{ }^{9}$ |

[^154]NOTE: Includes all expenditures by public and private education institutions (such as administration, instruction, ancillary services for students and families, and research and development) unless otherwise noted. Expenditures for International Standard Classi-
fication of Education (ISCED) level 4 (postsecondary non-higher-education) are included in elementary and secondary education unless otherwise noted. ISCED was revised in 2011. The previous version, ISCED 1997, was used to calculate all data for years prior to 2012 (with the exception of Canada's 2011 data, which were calculated using ISCED 2011). ISCED 2011 was used to calculate all data for 2012 and later years (with the exception of Chile's 2012 data, which were calculated using ISCED 1997). Data calculated using ISCED 2011 may not be directly comparable to data calculated using ISCED 1997. Data adjusted to U.S. dollars using the purchasing power parity (PPP) index. Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor. Some data have been revised from previously published figures.
through 2016; and Online Education Database, retrieved December 6, 2016, from http://stats.oecd.org/Index aspx years, This table was prepared January 2017.)

Table 605．20．Public and private direct expenditures on education institutions as a percentage of gross domestic product，by level of education and country：Selected years， 2005 through 2013

| Country | All institutions |  |  |  |  |  |  |  | Elementary and secondary institutions （excludes preprimary unless otherwise noted） |  |  |  |  |  |  |  | Higher education institutions |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Public direct expenditures |  |  |  |  | Direct expenditures， 2013 |  |  | Public direct expenditures |  |  |  |  | Direct expenditures， 2013 |  |  | Public direct expenditures |  |  |  |  | Direct expenditures， 2013 |  |  |
|  | 20051 | 20081 | 20101 | 20111 | 2012 | Public ${ }^{2}$ | Private | Total | 2005 | 2008 | 2010 | 2011 | 2012 | Public ${ }^{2}$ | Private | Total | 205 | 2008 | 2010 | 2011 | 2012 | Public ${ }^{2}$ | Private | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| OECD average ${ }^{3}$ | 4.3 | 4.2 | 4.5 | 4.4 | 4.3 | 4.3 | 0.9 | 5.2 | 3.3 | 3.3 | 3.5 | 3.3 | 3.3 | 3.3 | 0.4 | 3.7 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.6 | 1.5 |
|  | $\begin{aligned} & 3.8 \\ & \hline .8 \\ & 4.9 \\ & 4.3 \\ & 3.0 \end{aligned}$ |  | $\begin{aligned} & 4.4 \\ & 5.4 \\ & 5.3 \\ & 3.9 \end{aligned}$ | $\begin{aligned} & 4.1 \\ & 5.1 \\ & 5.3 \\ & 3.6 \end{aligned}$ | $\begin{aligned} & 4.0 \\ & 4.0 \\ & 5.7 \\ & 4.6 \\ & 3.7 \end{aligned}$ | $\begin{aligned} & 3.99^{4} \\ & \hline 4.7 \\ & 5.4 \\ & \hline .5 \end{aligned}$ | $\begin{aligned} & 1.7 \\ & 0.3 \\ & 0.4 \\ & .2 .3 \end{aligned}$ | $\begin{aligned} & 5.6 \\ & 5.6 \\ & 5.0 \\ & 5.8 \\ & 5.8 \end{aligned}$ |  | $\begin{aligned} & \frac{3.1}{4.1} \\ & \frac{3.1}{3.1,5} \\ & \frac{1.1}{3.1} \end{aligned}$ | $\begin{aligned} & 3.7 \\ & \begin{array}{l} 3.7 \\ 4.4 \\ 3.4,5 \end{array} \\ & \hline 2.9 \end{aligned}$ |  |  | $\begin{aligned} & 3.2^{4} \\ & \begin{array}{l} 4.1 \\ 4.1 \\ 2.7 \end{array} \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.7 \\ & 0.7 \\ & 0.1 \\ & \hline 0.7 \end{aligned}$ | $\begin{aligned} & 3.9 \\ & 3.2 \\ & 3.2 \\ & 4.4 \\ & 3.4 \end{aligned}$ | $\begin{aligned} & 0.7 \\ & \hline \frac{1.7}{1.1} \\ & 1.3 \\ & 0.3 \end{aligned}$ | $\begin{aligned} & 0.7 \\ & \hline \mathbf{0 . 7} \\ & 1.1 \\ & 1.5 \\ & 0.3 \end{aligned}$ | $\begin{aligned} & 0.8 \\ & \hline 1.8 \\ & 1.2 \\ & 1.5 \\ & 0.6 \end{aligned}$ | $\begin{aligned} & 0.7 \\ & \hline \frac{1.7}{1.2} \\ & 1.4 \\ & 0.6 \end{aligned}$ | $\begin{aligned} & 0.7 \\ & 0.7 \\ & 1.7 \\ & 1.2 \\ & 1.3 \\ & 0.9 \end{aligned}$ | $\begin{aligned} & 1.7^{4} \\ & \frac{1.7}{1: 2} \\ & \overline{0.8} \end{aligned}$ | $\begin{aligned} & 1.0 \\ & \hline 0.0 \\ & \hline 1.6 \end{aligned}$ | $\begin{aligned} & 1.7 \\ & \begin{array}{l} 1.7 \\ 1.7 \\ 1.4 \\ 2.4 \end{array} \end{aligned}$ |
| Czech Republic <br> Denmark <br> Estonia <br> France | $\begin{aligned} & 3.3 \\ & 5.9 \\ & 4.2 \\ & 4.3 \end{aligned}$ | $\begin{aligned} & 3.1 \\ & 5.6 \\ & 5.7 \\ & 5.1 \\ & 4.6 \end{aligned}$ | $\begin{aligned} & 3.3 \\ & 6.3 \\ & 4.8 \\ & 5.7 \\ & 4.8 \end{aligned}$ | $\begin{aligned} & 3.6 \\ & 5.9 \\ & 5.4 \\ & 4.6 \end{aligned}$ | $\begin{aligned} & 3.5 \\ & 6.0 \\ & 4.7 \\ & 5.7 \\ & 4.6 \end{aligned}$ | $\begin{aligned} & 3.3 \\ & 6.1 \\ & 4.3 \\ & 5.6 \end{aligned}$ | $\begin{aligned} & 0.7 \\ & 0.3 \\ & 0.9 \\ & 0.1 \\ & 0.7 \end{aligned}$ | $\begin{aligned} & 4.0 \\ & 6.4 \\ & 5.2 \\ & 5.7 \end{aligned}$ | $\begin{aligned} & 2.5 \\ & .46 \\ & 3.4 \\ & 3.4 \\ & 3.5 \end{aligned}$ | $\begin{aligned} & 2.3 \\ & \text { a.0 } \\ & 3.7 \\ & 3.6 \\ & 3.4 \end{aligned}$ | $\begin{aligned} & 2.5{ }^{6} \\ & { }^{4.6} \\ & 3.8 \\ & 3.6^{5} \end{aligned}$ | $\begin{aligned} & 2.5{ }^{2} \\ & 4 .{ }^{6} \\ & 3.2 \\ & 3.9 \\ & 3.5^{5} \end{aligned}$ | $\begin{aligned} & 2.5 \\ & .5 \\ & 3.1 \\ & 3.9 \\ & 3.5^{5} \end{aligned}$ | $\begin{aligned} & 2.5 \\ & .4 .5 \\ & 3.1 \\ & 3.9 \\ & 3.4 \end{aligned}$ | $\begin{gathered} 0.2 \\ 0.1 \\ \text { \# } \\ 0.4 \end{gathered}$ | $\begin{aligned} & 2.7 \\ & \begin{array}{l} 4.6 \\ 4.6 \\ 3.1 \\ 3.9 \\ 3.8 \end{array} \end{aligned}$ | $\begin{aligned} & 0.8 \\ & \begin{array}{l} 0.6 \\ 0.8 \\ 1.6 \\ 1.1 \end{array}{ }^{2} \end{aligned}$ | $\begin{aligned} & 0.8 \\ & \hline . .5 \\ & \hline, .6^{6} \\ & \hline 1.5 \\ & 1.5 \end{aligned}$ | $\begin{aligned} & 0.9 \\ & \begin{array}{l} 0.96 \\ 1.7 \\ 1.0 \\ 1.8 \end{array} \end{aligned}$ | $\begin{aligned} & 1.1 \\ & \begin{array}{l} 1.7 \\ 1 \end{array}{ }^{1.1} \\ & 1.8 \end{aligned}$ | $\begin{aligned} & 1.0 \\ & 1.5 \\ & 0.5 \\ & 0.98 \\ & 1.1 \end{aligned}$ | 0.9 1.6 1.6 1.7 1.7 1.1 | $\begin{aligned} & 0.4 \\ & 0.1 \\ & 0.8 \\ & 0.1 \end{aligned}$ | 1.3 1.7 2.0 1.8 1.5 1.5 |
|  | $\begin{aligned} & 3.7 \\ & 3.9 \\ & 4.9 \\ & 6.1 \\ & 4.0 \end{aligned}$ | $\begin{aligned} & 3.6 \\ & 3.8 \\ & 5.8 \\ & 5.8 \end{aligned}$ | $\begin{aligned} & 3.9 \\ & 3.6 \\ & 5.6 \\ & 5.5 \end{aligned}$ | $\begin{aligned} & 3.8 \\ & 3.5 \\ & \frac{5}{5.6} \\ & 5.2 \end{aligned}$ |  | $\begin{aligned} & \frac{3.7}{3.1} \\ & \begin{array}{l} 3.5 \\ 5.5 \end{array} \end{aligned}$ | $\begin{aligned} & 0.6 \\ & 0.7 \\ & 0.7 \\ & 0.5 \end{aligned}$ | $\begin{aligned} & 4.3 \\ & \begin{array}{l} 3.8 \\ 5.9 \\ 5.2 \end{array}, ~ \end{aligned}$ | $\begin{aligned} & 2.8 \\ & \begin{array}{c} 2.5 \\ \text { and } \\ \text { 5.2 } \end{array} \\ & 3.0 \end{aligned}$ | $\begin{aligned} & 2.6 \\ & 2.9 \\ & 2.9 \\ & 4.7 \end{aligned}$ |  | $\begin{aligned} & 2.8 \\ & \begin{array}{l} 2.5 \\ 4.5 \\ 4.5 \end{array} . \begin{array}{l} \text { 2 } \end{array} \text {. } \end{aligned}$ | $\begin{aligned} & 2.7 \\ & 2.4 \\ & 2.4 \\ & 4.4 \end{aligned}$ | $\begin{aligned} & 2.7 \\ & \begin{array}{l} 2.3 \\ 4.4 \\ 3.4 \end{array} \end{aligned}$ | $\begin{aligned} & 0.4 \\ & 0.2 \\ & 0.2 \\ & 0.2 \end{aligned}$ | $\begin{aligned} & 3.1 \\ & \begin{array}{l} 2.5 \\ 4.5 \\ 4.0 \end{array} \text { } \end{aligned}$ | $\begin{aligned} & 0.9 \\ & 1.4 \\ & 0.9 \\ & 0.16 \\ & 0.9 \end{aligned}$ | $\begin{aligned} & 0.9 \\ & 0.9 \\ & 0.9 \\ & 1.1 \\ & 1.1 \end{aligned}$ | $\begin{aligned} & 1.0 \\ & \begin{array}{l} 1.0 \\ 0.8 \\ 1.1 \\ 1.2 \end{array} \end{aligned}$ |  | 1.0 0.7 0.7 1.1 1.1 | $\begin{aligned} & 1.0 \\ & 0.8 \\ & 0.8 \\ & 1.1 \\ & 0.9 \end{aligned}$ | $\begin{aligned} & 0.2 \\ & 0.5 \\ & 0.2 \\ & 0.3 \end{aligned}$ | $\begin{aligned} & 1.2 \\ & \frac{1.3}{1.3} \\ & 1.3 \\ & 1.2 \end{aligned}$ |
| ${ }^{\text {Istael }}$ <br> Italy <br> Korea，Repubibic of $\qquad$ <br> Latvia | $\begin{aligned} & 4.4 \\ & 3.6 \\ & 3.0 \\ & 3.5 \end{aligned}$ | $\begin{aligned} & 4.4 \\ & 3.7 \\ & 3.1 \\ & 3.5 \end{aligned}$ | $\begin{aligned} & 4.5 \\ & 3.6 \\ & 3.3 \\ & 3.7 \end{aligned}$ | $\begin{aligned} & 4.5 \\ & 3.5 \\ & 3.3 \\ & 3.7 \end{aligned}$ | $\begin{aligned} & 4.7 \\ & \\ & .3 .4 \\ & 3.3 \\ & 3.8 \\ & 3.6 \end{aligned}$ | $\begin{aligned} & 4.6 \\ & 3.5 \\ & 3.2 \\ & 3.8{ }^{4}{ }^{4} \\ & 3.9 \end{aligned}$ | $\begin{aligned} & 1.3 \\ & 0.5 \\ & 0.5 \\ & 2.1 \\ & 0.6 \end{aligned}$ | $\begin{aligned} & 5.9 \\ & 4.0 \\ & 5.5 \\ & 5.9 \end{aligned}$ | $\begin{aligned} & 3.5 \\ & 3.0 \\ & 2.6 \\ & 2.6 \\ & \hline .9 \end{aligned}$ | $\begin{aligned} & 3.6 \\ & 3.1 \\ & 2.6 \\ & 3.6 \end{aligned}$ | $\begin{aligned} & 3.7 \\ & 3.0 \\ & 2.7 \\ & 3.7 \end{aligned}$ | $\begin{aligned} & 3.7 \\ & 2.7 \\ & 2.8 \\ & 3.8 \end{aligned}$ | $\begin{aligned} & 3.9 \\ & 2.9 \\ & 2.8 \\ & 3.7 \\ & 3.1 \\ & 2.8 \end{aligned}$ | $\begin{aligned} & 3.8 \\ & \begin{array}{l} 3.8 \\ \text { a. } \\ 3.04 \\ 3.0 \end{array}{ }^{4} \end{aligned}$ | $\begin{aligned} & 0.5 \\ & 0.2 \\ & 0.2 \\ & 0.6 \end{aligned}$ | $\begin{aligned} & 4.3 \\ & 3.0 \\ & 3.0 \\ & 3.96 \\ & 3.1 \end{aligned}$ | $\begin{aligned} & 0.8 \\ & 0.6 \\ & 0.5 \\ & 0.5 \end{aligned}$ | $\begin{aligned} & 0.8 \\ & 0.6 \\ & 0.5 \\ & 0.5 \end{aligned}$ | $\begin{aligned} & 0.8 \\ & 0.6 \\ & 0.5 \\ & 0.5 \end{aligned}$ | $\begin{aligned} & 0.8 \\ & 0.6 \\ & 0.5 \\ & 0.5 \end{aligned}$ | $\begin{aligned} & 0.8 \\ & 0.6 \\ & 0.5 \\ & 0.5 \\ & 0.7 \end{aligned}$ | $\begin{aligned} & 0.8 \\ & 0.6 \\ & 0.6 \\ & 0.7^{4} \end{aligned}$ | $\begin{aligned} & 0.9 \\ & 0.4 \\ & 1.0 \\ & .1 .6 \end{aligned}$ | $\begin{aligned} & 1.7 \\ & 1.0 \\ & 1.6 \\ & 1.6 \\ & 1.4 \\ & 1.4 \end{aligned}$ |
|  | $\begin{aligned} & 3.8 \\ & 4.0 \\ & 4.2 \\ & 6.8 \end{aligned}$ | $\frac{3.9}{\frac{3.0}{6.4}}$ | $\begin{aligned} & 3.5 \\ & 4.2 \\ & 4.4 \\ & 6.7 \end{aligned}$ | $\begin{aligned} & 3.3 \\ & 4.1 \\ & \frac{4}{6.4} \end{aligned}$ | $\begin{aligned} & 3.6 \\ & 4.6 \\ & 4.4 \\ & 5.4 \\ & 6.1 \end{aligned}$ | $\begin{aligned} & 3.3 \\ & 4.1 \\ & 4.5 \\ & .8 \end{aligned}$ | $\begin{aligned} & 0.2 \\ & 1.1 \\ & 1.0 \\ & 1.7 \\ & 0.1 \end{aligned}$ | $\begin{aligned} & 3.5 \\ & 5.5 \\ & 5.5 \\ & 6.5 \\ & 6.3 \end{aligned}$ | $\begin{aligned} & 3.81 .5 \\ & \frac{3.2}{3.5} \\ & \frac{3.1}{5.1} \end{aligned}$ | $\frac{3.0}{\frac{3.0}{4.8}}$ | $\begin{aligned} & 3.5{ }^{5} \\ & 3.2 \\ & 3.3 \\ & 5.1 \end{aligned}$ | $\begin{aligned} & 3.3{ }^{5} \\ & 3 . \mathbf{2}^{2} \\ & 4.2 \\ & 4.7 \end{aligned}$ | $\begin{aligned} & 3.2 \\ & 3.2 \\ & 3: 3 \\ & 4: 1 \\ & 4.6^{8} \end{aligned}$ | $\begin{aligned} & 2.8 \\ & 3.2 \\ & 3.3 \\ & 3.9 \\ & 4.7^{8} \end{aligned}$ | $\begin{aligned} & 0.1 \\ & 0.7 \\ & 0.5 \\ & 0.8 \\ & . ⿰ ⿺ 乚 一 匕 \end{aligned}$ | $\begin{aligned} & 2.9 \\ & 3.9 \\ & 3.8 \\ & 4.7 \\ & 4.7 \end{aligned}$ | $\begin{aligned} & \overline{0.8} \\ & \overline{1.0} \\ & 1 . \overline{7} \end{aligned}$ | $\begin{aligned} & \overline{0.9} \\ & \frac{1.0}{1.6} \end{aligned}$ | $\frac{\overline{1.1}}{\frac{1}{1.6}}$ | $\begin{aligned} & \overline{0.8} \\ & \frac{1 . \overline{1}}{1.5} \\ & \hline 1.5 \end{aligned}$ | $\begin{aligned} & 0.4 \\ & 0.9 \\ & 1.2 \\ & 1.0 \\ & 1.5^{8} \end{aligned}$ | $\begin{aligned} & 0.5 \\ & 0.5 \\ & \hline 0.2 \\ & \hline, .9 \\ & \hline 1.58 \end{aligned}$ | $\begin{aligned} & 0 . \\ & 0.4 \\ & 0.5 \\ & 0.5 \\ & 0.1^{8} \end{aligned}$ | $\begin{aligned} & 0.5 \\ & \begin{array}{l} 1.3 \\ 1.7 \\ 1.7 \\ 1.8 \\ 1.8 \end{array}{ }^{8} \end{aligned}$ |
|  | $\begin{aligned} & 4.8 \\ & .4 \\ & 3.1 \\ & 4.7 \\ & 3.5 \end{aligned}$ | $\begin{aligned} & 4.3 \\ & 4.0 \\ & .0 \\ & .8 \\ & 3.7 \end{aligned}$ | $\begin{aligned} & 4.4 \\ & 4.6 \\ & 3.3 \\ & 4.5 \end{aligned}$ | $\begin{aligned} & 4.1 \\ & 4.4 \\ & 3.4 \\ & .4 \\ & 3.9 \end{aligned}$ | $\begin{aligned} & 4.1 \\ & 4.2 \\ & 3.1 \\ & .4 . \\ & 3.6 \end{aligned}$ | $\begin{aligned} & 4.1 \\ & 4.5 \\ & .5 \\ & .4 .3 \\ & 3.5 \end{aligned}$ | $\begin{aligned} & 0.7 \\ & 1.6 \\ & 0.6 \\ & 0.5 \end{aligned}$ | $\begin{aligned} & 4.8 \\ & .8 \\ & 3.8 \\ & 4.8 \\ & 4.3 \end{aligned}$ |  | $\begin{aligned} & 3.4 \\ & \begin{array}{l} 3.4 \\ 3 \end{array}{ }^{2.18} \\ & \hline \end{aligned}$ | $\begin{aligned} & 3.4 \\ & \begin{array}{l} 3.7 \\ \text { a. } \\ \text { a. } \\ \hline 2.5 \\ 2.9 \end{array} \end{aligned}$ | $\begin{aligned} & 3.2{ }^{3} \\ & 3.6^{5} \\ & 3.4 \\ & 2.4 \\ & 2.9 \end{aligned}$ | $\begin{aligned} & 3.1 \\ & \begin{array}{l} \text { an } \\ \text { a. } \\ \text { a.4 } \\ 2.4 \end{array} \\ & \hline 2.7 \end{aligned}$ | $\begin{aligned} & 3.1 \\ & \text { 3.8 } \\ & \text { a. } \\ & \text { a. } \\ & 2.3 \end{aligned}$ | $\begin{aligned} & 0.3 \\ & 0.96 \\ & 0.3 \\ & 0.4 \\ & 0.4 \end{aligned}$ | $\begin{aligned} & 3.4 \\ & \begin{array}{l} 3.4 \\ 4.7 .7 \\ 2.7 \\ 3.0 \end{array} \end{aligned}$ | $\begin{aligned} & 1.2 \\ & 0.8 \\ & 0.7 \\ & 0.9 \\ & 0.8 \end{aligned}$ | $\begin{aligned} & 0.9 \\ & 0.8 \\ & 0.6^{8} \\ & 0.9 \\ & 0.9 \end{aligned}$ | $\begin{aligned} & 1.0 \\ & 0.9 \\ & 0.68 \\ & 1.0 \\ & 1.0 \end{aligned}$ | $\begin{aligned} & 1.0 \\ & 0.9 \\ & 0.7 \\ & 1.0 \\ & 1.0 \end{aligned}$ | $\begin{aligned} & 1.0 \\ & \begin{array}{l} 1.76 \\ 0.70^{8} \\ 0.0 \\ 0.9 \end{array} \end{aligned}$ | $\begin{aligned} & 1.1 \\ & 0.7 \\ & 0.7 \\ & 0.8 \\ & 0.0 \end{aligned}$ | $\begin{aligned} & 0.3 \\ & 0.76 \\ & 0.3 \\ & 0.2 \\ & 0.4 \end{aligned}$ | $\begin{aligned} & 1.4 \\ & \begin{array}{l} 1.4 \\ 1.1 \\ 1.2 \\ 1.2 \end{array} \end{aligned}$ |
|  | $\begin{aligned} & 5.3 \\ & 4.8 \\ & 4.8 \\ & 4.3 \\ & \hline \end{aligned}$ | $\begin{aligned} & 5.1 \\ & 4.3 \\ & .9 \\ & \hline 4.6 \\ & \hline \end{aligned}$ | $\begin{aligned} & 5.2 \\ & 4.5 \\ & .5 \\ & \hline .5 \\ & \hline 4.6 \\ & \hline \end{aligned}$ | $\begin{aligned} & 5.1 \\ & 4.6 \\ & 3.3 \\ & 4.4 \\ & \hline 4.4 \\ & \hline \end{aligned}$ | $\begin{aligned} & 5.6 \\ & 4.6 \\ & 3.7 \\ & 4.7 \end{aligned}$ | $\begin{aligned} & 5.7 \\ & 4.7 \\ & 4.2 \\ & 5.1 \\ & \hline 4.2 \\ & \hline \end{aligned}$ | $\begin{aligned} & 0.2 \\ & 0.4 \\ & 0.8 \\ & .1 .6 \\ & .0 \\ & \hline \end{aligned}$ | $\begin{aligned} & 5.4 \\ & 5.1 \\ & 5.0 \\ & 6.0 \\ & 6.2 \\ & \hline \end{aligned}$ | $\begin{aligned} & 4.0 \\ & 3.5 \\ & 3.0 \\ & 3.4 \\ & 3.3^{5} \\ & \hline \end{aligned}$ | $\begin{aligned} & 3.8 \\ & 3.2 \\ & 3.2 \\ & 3.1 \\ & 3.6^{5} \\ & \hline \end{aligned}$ | $\begin{aligned} & 3.8 \\ & 3.4 \\ & \text {. } 2.5 \\ & 3.4 \\ & 3.5 \\ & \hline \hline \end{aligned}$ | $\begin{aligned} & 3.7 \\ & 3.4 \\ & 3.3 \\ & \text { 3.7 } \\ & 3.4 \\ & \hline \hline \end{aligned}$ | $\begin{aligned} & 3.7 \\ & 3.4 \\ & 2.5 \\ & 3.7 \end{aligned}$ | $\qquad$ | $. \quad .{ }^{\#}$ 0.5 0.4 0.7 0.2 | $\begin{aligned} & 3.7 \\ & .3 .9 \\ & 3.3 \\ & .4 .8 \\ & 3.59 \\ & \hline \end{aligned}$ |  | $\begin{aligned} & 1.3 \\ & 1.1 \\ & 0.8 \\ & \hline 1.0 \\ & \hline \end{aligned}$ | $\begin{array}{r} 1.5 \\ \begin{array}{l} 1.2 \\ 0.9 \\ \hline 1.1 \\ \hline \end{array} ⿳ ⺈ ⿴ 囗 十 一 ⿱ ⿴ 囗 十 丌 \end{array}$ |  | $\begin{gathered} 1.4 \\ 1: 1 \\ 1.1 \\ 1.09 \\ \hline \end{gathered}$ | $\begin{array}{r} 1.5 \\ 1.1 .2 \\ 1.0 \\ 1.09 \end{array}$ | $\begin{aligned} & 0.2 \\ & 0.4 \\ & 0.4 \\ & 0.69 \\ & 1.6 \end{aligned}$ | $\begin{aligned} & 1.7 \\ & 1.7 \\ & 1.7 \\ & 1.8 \\ & .2 .69 \\ & \hline \end{aligned}$ |
| Other reporting countries Argentina Colombia Indonesia Lithuania Russian Federation South Africa $\qquad$ | 3.9 <br>  <br>  <br> .$\overline{7}$ |  | 5．1 <br> - <br> 3．0 | 5．1 <br>  <br>  <br> 2.8 | $\begin{aligned} & 2.9 \\ & \begin{array}{l} 5.1 \\ 1.3 \\ \frac{3.1}{3} \\ \frac{3.1}{3.1} \end{array} \end{aligned}$ | $\begin{aligned} & 4.8 \\ & 5.2 \\ & 4.5 \\ & \hline 2.8 \\ & \frac{3.8}{3.8} \\ & \hline 3.2 \end{aligned}$ | $\begin{aligned} & 0.7 \\ & 2.1 \\ & \hline \begin{array}{l} 7 \\ 0.6 \\ 0.6 \end{array} \end{aligned}$ | $\begin{aligned} & 5.5 \\ & 5.2 \\ & .6 \\ & .6 \\ & .82 \\ & .84 \\ & 3.8 \end{aligned}$ | $\overline{3.2}$ <br> $=$ <br> $\overline{1.9}$ |  | 4．2 <br> - <br>  <br> .0 | 4．2 <br>  <br>  <br> 2.0 | $\begin{aligned} & 2.9 .9 \\ & 4.3 \\ & 0.5 \\ & 0.5 \\ & 2.5 \\ & 9.3 \\ & 2.2 \end{aligned}$ | 3.8 .8 .3 3.3 2.3 2.3 2.6 2.3 | 0.6 <br> 1.0 <br> 1．\＃ <br> 0.1 <br> \＃ | 4.4 <br> 4.3 <br> 4.3 <br> 4.3 <br> 5.7 <br> 2.3 <br> 2.7 <br> 2.3 <br> 2.3 | $\overline{0.7}$ $\overline{-}$ $\overline{0.8}$ | 0．8 <br>  <br>  <br> $\mathbf{O}$ | $\overline{0.9}$ <br>  <br> $\overline{1.0}$ | $\overline{0.9}$ $\bar{\square}$ $\overline{0.9}$ | 0.8 <br> 0.8 <br> $0 . \overline{6}$ <br> 0.9 | 1.1 0.9 0.1 0.1 0.5 1.2 0.9 0.6 | \＃ <br> \＃ <br> 1.1 <br> P <br> 0.5 <br> 0.5 | 1.1 <br> 0.9 <br> 0.9 <br> 2.6 <br> 0.5 <br> 1.5 <br> 1.4 <br> 1.4 |

## \＃Rounds to zero

Includes preprimary education（for children ages 3 and older），not separately shown．
${ }^{2}$ Excludes expenditures that could not be reported by level of education．
${ }^{3}$ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development（OECD） countries，to which each country reporting data contributes equally．The average includes all current OECD countries for ${ }^{4}$ Excludes expenditures from international sources．
${ }^{5}$ Excludes postsecondary non－higher－education．
${ }^{6}$ Postsecondary non－higher－education included in both secondary and higher education．
${ }^{7}$ Excludes occupation－specific education corresponding to that offered at the vocational associate＇s degree level in the United States．
${ }^{8}$ ºccupation－specific education corresponding to that offered at the vocational associate＇s degree level in the United States is
included in elementary and secondary education instead of in higher education
${ }^{9}$ Postsecondary non－higher－education included in higher education．

NOTE：Public direct expenditures on education include both amounts spent directly by governments to hire education personnel and to procure other resources，and amounts provided by governments to public or private institutions．Unless otherwise noted， public direct expenditures also include public subsidies to households for payments to education institutions and direct expend－ tures on education institutions from international sources．Private direct expenditures exclude public subsidies that are used for payments to education institutions．Expenditures for International Standard Classification of Education（ISCED）level 4 （postsec－ tions＂include expenditures that could not be reported by level of education unless otherwise noted．ISCED was revised in 2011 The previous version，ISCED 1997，was used to calculate all data for years prior to 2012 （with the exception of Canada＇s 2011 data，which were calculated using ISCED 2011）．ISCED 2011 was used to calculate all data for 2012 and later years（with the exception of Chile＇s 2012 data，which were calculated using ISCED 1997）．Data calculated using ISCED 2011 may not be directly comparable to data calculated using ISCED 1997．Detail may not sum to totals because of rounding．Some data have been revised from previously published figures．
terted years， 2003信 prepared January 2017．）

## CHAPTER 7

## Libraries and Use of Technology


#### Abstract

This chapter presents statistics on elementary and secondary school libraries, college and university libraries (including institution-level information for the 60 largest college libraries in the country), and public libraries. It contains data on library collections, staff, and expenditures, as well as library usage. Also included in this chapter are tables on access to and use of computers and the Internet among children and adults of various racial/ethnic groups, age groups, educational attainment levels, and income levels. Chapter 2 includes tables on use of computers and the Internet by elementary and secondary students and schools. Chapter 3 includes tables on distance and online education at the postsecondary level.


## Libraries

Among public schools that had a library in 2011-12, the average number of library staff per school was 1.8 , including 0.9 certified library/media specialists (table 701.10). On average, public school libraries had larger numbers of books on a per student basis in 2011-12 (2,188 per 100 students) than in 1999-2000 (1,803 per 100 students), 2003-04 (1,891 per 100 students), and 2007-08 (2,015 per 100 students). In 2011-12, public elementary school libraries had larger holdings than public secondary school libraries on a per student basis ( 2,570 books per 100 students, compared with 1,474 books per 100 students).

In 2014-15, there were libraries at 92 percent of degreegranting postsecondary institutions overall, 98 percent of public institutions, 99 percent of private nonprofit institutions, and 77 percent of private for-profit institutions (table 701.40). The calculations of library operating expenditures and number of books per full-time-equivalent (FTE) student in the following paragraph include both institutions with libraries and those without libraries.

At degree-granting postsecondary institutions, library operating expenditures per FTE student were 1 percent higher in 2001-02 than in 1991-92, after adjustment for inflation. Library operating expenditures per FTE student dropped by 25 percent from 2001-02 to 2011-12 (in inflation-adjusted dollars), but then rose by 13 percent from 2011-12 to 2014-15, resulting in a net decrease of 15 percent between 2001-02 and 2014-15. In 2014-15, library operating expenditures per FTE student averaged $\$ 526$ (in current dollars) across all degree-granting institutions. The amount varied
widely by institution control, however. Library operating expenditures averaged $\$ 444$ per FTE student attending a public institution in 2014-15, compared with $\$ 950$ per FTE student attending a private nonprofit institution and $\$ 71$ per FTE student attending a private for-profit institution. In 2014-15, the average number of books (including physical and electronic books) per FTE student also differed for public institutions ( 78 books), private nonprofit institutions ( 164 books), and private for-profit institutions (49 books). Across all degree-granting institutions, the average number of books per FTE student in 2014-15 was 95.

In 2014, there were 9,070 public libraries in the United States with a total of 765 million books and serial volumes (table 701.60). The annual number of visits per capita-that is, per resident of the areas served by the libraries-was 4.6, the annual number of reference transactions per capita was 0.9 , and the annual number of uses of public-access internet computers per capita was 1.1.

## Computer and Internet Use

Among all 3- to 18 -year-old children living in households in 2015, a total of 94 percent had any type of computer or smartphone in their household (table 702.10). (Each household was counted only once in the total, regardless of the number or types of computers/devices reported.) Comparisons were also made between two categories of computers/ devices: (1) a desktop, laptop, netbook, or notebook computer (referred to below as a "desktop/laptop") and (2) a handheld computer or smart mobile phone (referred to as a "smartphone"). A higher percentage of children lived in a household with a smartphone ( 89 percent) than in a household with a desktop/laptop ( 85 percent). The percentage of children who lived in a household with a desktop/laptop, in a household with a smartphone, and in a household with any type of computer/device differed by various demographic characteristics. For example, the percentage of children with a desktop/laptop in their household was higher for White children ( 91 percent) than for children who were Black (75 percent), Hispanic ( 75 percent), Pacific Islander ( 80 percent), or American Indian/Alaska Native ( 69 percent). The percentage who lived in a household with a smartphone was also higher for White children ( 92 percent) than for children who were Black ( 83 percent), Hispanic ( 83 percent), Pacific Islander (84 percent), or American Indian/Alaska Native (76
percent). The percentages of children in households with any type of computer/device, in households with a desktop/laptop, and in households with a smartphone were generally higher for children with higher family incomes than for those with lower family incomes (table 702.10 and figure 30). Among children with family incomes of $\$ 100,000$ to $\$ 149,000$, for example, 99 percent had any type of computer/device in their household; 96 percent had a desktop/ laptop in their household; and 96 percent had a smartphone in their household. In contrast, 89 percent of children with family incomes of $\$ 20,000$ to $\$ 29,000$ had any type of computer/device in their household; 71 percent had a desktop/ laptop in their household; and 80 percent had a smartphone in their household.

In 2015, 75 percent of the U.S. population age 3 and over used the Internet, up from 70 percent in 2011 (table 702.30). Internet usage differed by various demographic characteristics in 2015. For example, the percentage of internet users
was higher among persons age 3 and over who were White ( 78 percent) than among those who were Black ( 68 percent), Hispanic ( 66 percent), and American Indian/Alaska Native (70 percent). The percentage of internet users in the population age 3 and over was generally higher for those with higher family incomes than for those with lower family incomes. In 2015, for example, 86 percent of people with family incomes of $\$ 100,000$ to $\$ 149,000$ used the Internet, compared with 63 percent of people with family incomes of $\$ 20,000$ to $\$ 29,999$. Among persons age 25 and over, the percentage of internet users tended to be higher for those with higher levels of educational attainment (table 702.30 and figure 31). For example, the percentage of persons age 25 and over who used the Internet in 2015 was higher for those with a bachelor's or higher degree ( 88 percent) than for those whose highest level of educational attainment was a high school diploma or equivalent ( 65 percent).

Figure 30. Percentage of children ages 3 to 18 living in households with a computer, by type of computer and family income: 2015


[^155]Figure 31. Percentage of persons age 25 and over using the Internet anywhere, at home, and at the workplace, by highest level of educational attainment: 2011 and 2015


Highest level of educational attainment and location of internet use

[^156]| Selected statistic | 1999-2000 |  | 2003-04 |  | 2007-08 |  |  |  |  |  |  |  | 2011-12 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Elementary |  | Secondary |  | Combined elementary/ secondary |  | Total Elementary |  |  |  | Secondary |  | Combined elementary/ secondary |  |
| 1 |  | 2 |  |  |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |
| Number of schools with libraries/media centers | 77,300 | (421) | 78,300 | (548) | 81,900 | (634) | 59,700 | (492) | 17,800 | (414) | 4,400 | (239) | 81,200 | (510) | 58,000 | (418) | 17,100 | (357) | 6,100 | (373) |
| Average number of staff per library/media center. | 1.89 | (0.018) | 1.76 | (0.014) | 1.72 | (0.017) | 1.65 | (0.019) | 2.04 | (0.039) | 1.42 | (0.057) | 1.77 | (0.017) | 1.72 | (0.020) | 1.93 | (0.027) | 1.76 | (0.056) |
| Certified library/media specialists ....................... | 0.81 | (0.007) | 0.79 | (0.009) | 0.78 | (0.011) | 0.73 | (0.013) | 0.98 | (0.019) | 0.66 | (0.033) | 0.90 | (0.012) | 0.88 | (0.014) | 0.99 | (0.017) | 0.88 | (0.031) |
| Full-time ............. | 0.65 | (0.007) | 0.65 | (0.009) | 0.66 | (0.010) | 0.61 | (0.012) | 0.88 | (0.018) | 0.49 | (0.032) | 0.71 | (0.010) | 0.67 | (0.012) | 0.84 | (0.017) | 0.69 | (0.029) |
| Part-time | 0.16 | (0.006) | 0.14 | (0.007) | 0.13 | (0.007) | 0.13 | (0.010) | 0.10 | (0.009) | 0.18 | (0.020) | 0.20 | (0.008) | 0.21 | (0.010) | 0.15 | (0.010) | 0.19 | (0.020) |
| Other professional staff | 0.17 | (0.007) | 0.19 | (0.008) | 0.22 | (0.010) | 0.22 | (0.013) | 0.21 | (0.021) | 0.24 | (0.027) | 0.19 | (0.007) | 0.18 | (0.009) | 0.17 | (0.014) | 0.27 | (0.026) |
| Full-time | 0.12 | (0.005) | 0.13 | (0.007) | 0.13 | (0.008) | 0.13 | (0.010) | 0.14 | (0.017) | 0.15 | (0.022) | 0.12 | (0.006) | 0.11 | (0.007) | 0.13 | (0.013) | 0.16 | (0.022) |
| Part-time | 0.06 | (0.004) | 0.05 | (0.005) | 0.08 | (0.007) | 0.08 | (0.009) | 0.07 | (0.013) | 0.08 | (0.017) | 0.07 | (0.005) | 0.07 | (0.007) | 0.05 | (0.005) | 0.11 | (0.014) |
| Other paid employees | 0.91 | (0.014) | 0.78 | (0.011) | 0.72 | (0.013) | 0.70 | (0.016) | 0.86 | (0.027) | 0.51 | (0.036) | 0.68 | (0.011) | 0.66 | (0.012) | 0.76 | (0.021) | 0.61 | (0.040) |
| Full-time ............... | 0.49 | (0.008) | 0.46 | (0.009) | 0.43 | (0.013) | 0.39 | (0.016) | 0.60 | (0.022) | 0.27 | (0.028) | 0.40 | (0.008) | 0.37 | (0.009) | 0.52 | (0.017) | 0.39 | (0.031) |
| Part-time ....................................................................... | 0.41 | (0.014) | 0.33 | (0.012) | 0.29 | (0.011) | 0.31 | (0.014) | 0.26 | (0.018) | 0.24 | (0.028) | 0.28 | (0.009) | 0.29 | (0.012) | 0.24 | (0.012) | 0.22 | (0.027) |
| Percent of libraries/media centers with certain media equipment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Automated catalog ................................................... | 72.8 | (0.69) | 82.7 | (0.66) | 87.2 | (0.71) | 87.5 | (0.94) | 90.6 | (1.08) | 69.8 | (2.88) | 88.3 | (0.49) | 89.1 | (0.60) | 90.3 | (0.78) | 74.4 | (2.16) |
| Automated circulation system | 74.4 | (0.65) | 86.9 | (0.61) | 89.5 | (0.68) | 89.9 | (0.87) | 92.6 | (0.98) | 72.4 | (3.15) | 90.3 | (0.47) | 91.7 | (0.59) | 90.1 | (0.75) | 77.8 | (2.17) |
| Media retrieval system ${ }^{1}$.......... | - | ( $\dagger$ ) | - | ( $\dagger$ ) | 34.9 | (1.05) | 35.9 | (1.33) | 35.1 | (1.66) | 20.6 | (2.32) | 32.5 | (0.76) | 33.6 | (0.99) | 32.3 | (0.91) | 22.4 | (1.92) |
| Connection to Internet | 90.1 | (0.57) | 95.1 | (0.35) | 96.7 | (0.40) | 96.5 | (0.51) | 98.6 | (0.51) | 91.6 | (1.90) | 95.9 | (0.34) | 96.2 | (0.46) | 97.3 | (0.49) | 89.6 | (1.82) |
| Digital video disc (DVD) player/video cassette recorder (VCR) ...... | - |  | 87.8 | (0.60) | 87.2 | (0.77) | 86.7 | (1.02) | 89.6 | (1.00) | 84.5 | (2.20) | 83.2 | (0.76) | 82.8 | (0.98) | 86.7 | (0.76) | 77.7 | (2.00) |
| Disability assistance technologies, such as TDD ........................ | - |  | 11.9 | (0.50) | 23.9 | (1.05) | 23.0 | (1.33) | 26.4 | (1.34) | 25.9 | (2.76) | 31.0 | (0.75) | 29.9 | (0.94) | 34.3 | (1.02) | 31.9 | (1.95) |
| Percent of libraries/media centers with certain services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students permitted to check out laptops .......................... | - | (t) | - | (t) | 27.5 | (1.02) | 26.9 | (1.27) | 29.8 | (1.34) | 26.1 | (2.57) | 40.2 | (0.69) | 39.3 | (0.85) | 42.4 | (1.08) | 41.8 | (2.67) |
| Staff permitted to check out laptops .......................................... | - | ( $\dagger$ ) |  | ( $\dagger$ ) | 45.9 | (1.07) | 45.2 | (1.35) | 50.1 | (1.50) | 38.5 | (2.85) | 54.3 | (0.85) | 53.9 | (0.99) | 55.5 | (1.23) | 54.2 | (2.43) |
| Number of library computer workstations per 100 students ............. | - | ( $\dagger$ ) | 2.3 | (0.04) | 2.6 | (0.05) | 2.5 | (0.07) | 2.9 | (0.06) | 3.0 | (0.17) | 3.1 | (0.05) | 2.8 | (0.06) | 3.6 | (0.08) | 3.3 | (0.23) |
| Number of holdings per 100 students at the end of the school year ${ }^{2}$ Books (number of volumes) $\qquad$ | 1,803 | (19.7) | 1,891 | (45.1) | 2,015 | (30.5) | 2,316 | (40.2) | 1,432 | (36.6) | 2,439 | (132.3) | 2,188 | (42.4) | 2,570 | (58.5) | 1,474 | (24.7) | 2,066 | (87.3) |
| Audio and video materials ....................................................................................... | ${ }_{59}$ | (0.9) | , 80 | (3.7) | -90 | (3.8) | ${ }^{2,3}$ | (5.6) | 81 | (5.2) | 107 | (13.3) | 81 | (2.4) | 85 | (3.3) | 71 | (2.9) | 97 | (8.3) |
| Number of additions per 100 students during the school year ${ }^{2}$ Books (number of volumes) | - |  | 99.3 | (2.08) | 95.3 | (2.21) | 113.3 | (3.26) | 62.1 | (2.67) | 103.4 | (7.41) | 89.4 | (3.47) | 104.8 | (5.45) | 58.9 | (2.08) |  |  |
| Audio and video materials .......................................................................................... | - |  | 5.1 | (0.19) | 5.4 | (0.49) | 5.9 | (0.77) | 4.5 | (0.41) | 5.7 | (0.84) | 4.3 | (0.37) | 3.8 | (0.32) | 4.2 | (0.70) | $8.2!$ | $\begin{aligned} & (3.54) \\ & (3.28) \end{aligned}$ |
| Expenditures for library/media materials per pupil${ }^{2}$ in current dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ${ }^{3}$ | \$23.37 | (0.438) | \$16.24 | (0.322) | \$16.11 | (0.461) | \$16.18 | (0.591) | \$15.90 | (0.647) | \$17.00 | (1.216) | \$16.00 | (0.691) | \$16.48 | (1.099) | \$14.80 | (0.584) | \$17.26 | (1.215) |
| Books | 9.97 | (0.153) | 10.99 | (0.299) | 11.40 | (0.291) | 11.99 | (0.389) | 10.26 | (0.504) | 12.10 | (1.094) | 10.28 | (0.343) | 10.73 | (0.480) | 9.41 | (0.526) | 10.27 | (0.830) |
| Audio and video materials | 1.66 | (0.032) | 1.14 | (0.045) | 1.08 | (0.055) | 1.06 | (0.088) | 1.11 | (0.054) | 1.16 | (0.152) | 0.84 | (0.072) | 0.80 | (0.113) | 0.89 | (0.062) | 0.89 | (0.131) |
| Current serial subscriptions $\qquad$ Electronic subscriptions $\qquad$ | 1.26 0.81 | $(0.016)$ $(0.018)$ | 1.38 0.88 | $(0.025)$ $(0.033)$ | - | $\left(\begin{array}{l}(t) \\ (t)\end{array}\right.$ | - | $\left(\begin{array}{c}(t) \\ (t)\end{array}\right.$ | - | $\left(\begin{array}{c}(t) \\ (t)\end{array}\right.$ |  | $\begin{aligned} & (\dagger) \\ & (\dagger) \end{aligned}$ | - | ( (t) | - | $\begin{aligned} & \binom{1}{(\dagger)} \end{aligned}$ | - | $(\dagger)$ $(\dagger)$ | - | (t) $(\dagger)$ |
| Expenditures for library/media materials per pupil ${ }^{2}$ in constant 2015-16 dollars ${ }^{4}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ${ }^{3}$ | \$32.89 | (0.616) | \$20.79 | (0.412) | \$18.13 | (0.518) | \$18.21 | (0.665) | \$17.90 | (0.729) | \$19.13 | (1.369) | \$16.75 | (0.724) | \$17.26 | (1.151) | \$15.49 | (0.611) | \$18.07 | (1.272) |
| Books | 14.03 | (0.215) | 14.07 | (0.383) | 12.83 | (0.328) | 13.50 | (0.438) | 11.55 | (0.567) | 13.62 | (1.232) | 10.77 | (0.359) | 11.24 | (0.502) | 9.86 | (0.550) | 10.76 | (0.869) |
| Audio and video materials | 2.34 | (0.045) | 1.46 | (0.057) | 1.22 | (0.062) | 1.19 | (0.099) | 1.25 | (0.061) | 1.31 | (0.171) | 0.88 | (0.076) | 0.84 | (0.118) | 0.93 | (0.065) | 0.94 | (0.137) |
| Current serial subscriptions... | 1.77 | (0.023) | 1.77 | (0.032) | - | (t) | - | (t) | - | (t) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | (t) | - | (t) |
| Electronic subscriptions ................................................... | 1.14 | (0.025) | 1.13 | (0.043) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | (t) | - | ( $\dagger$ ) |

## -Not available.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent.
Centralized video distribution equipment with a scheduling and control server that telecasts video to classrooms.
${ }^{2}$ Holdings, additions, and expenditures are from the prior school year, while enrollment counts are from the current school year 3 Includes other expenditures not separately shown
${ }^{4}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Cente
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Library Media Center Questionnaire", 1999-2000, 2003-04, 2007-08, and 2011-12; and "Charter School Questionnaire," 1999-2000. (This table was prepared September 2016.)

Table 701.40. Collections, staff, and operating expenditures of degree-granting postsecondary institution libraries: Selected years, 1981-82 through 2014-15


## -Not available.

${ }^{1}$ Fall enrollment for the academic year specified
${ }^{2}$ For 1997-98 and later years, includes microform and electronic serials
${ }^{3}$ Excludes student assistants.
${ }^{4}$ Excludes capital outlay. Expenditure data are reported only by degree-granting institutions with total expenditures over \$100,000.
${ }^{5}$ Includes student hourly wages.
${ }^{6}$ Includes salary equivalents of contributed services staff.
${ }^{7}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statis tics, U.S. Department of Labor, adjusted to a school-year basis.
${ }^{8}$ Includes computer hardware/software, bibliographic utilities/networks/consortia, and "other library operating expenditures" not individually listed.

NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Library Statistics of Colleges and Universities, 1981-82; Integrated Postsecondary Education Data System (IPEDS), "Academic Libraries Survey" (IPEDS-L:88-98) and "Fall Enrollment Survey" (IPEDS-EF:87-98); Academic Libraries Survey (ALS), 2000 through 2012; IPEDS Spring 2002 through Spring 2015, Fall Enrollment component; and IPEDS Spring 2016, Academic Libraries component. (This table was prepared May 2017.)

Table 701.50. Collections, staff, operating expenditures, public service hours, and reference services of the 60 largest college and university libraries: Fiscal year 2012

| Institution | Rank order, by number of volumes | Number of volumes at end of year (in thousands) | Number of ebooks at end of year | Full-timeequivalent staff |  | Operating expenditures (in thousands of current dollars) |  | Public service hours per typical week | Gate count per typical week ${ }^{1}$ | Annual reference information services to individuals ${ }^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Librarians | Total | Salaries and wages |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Harvard University (MA) | 1 | 17,225 | 402,473 | 1,073 | 400 | \$134,533 | \$83,834 | 168 | 27,194 ${ }^{3}$ | 187,903 |
| Yale University (CT) ........ | 2 | 13,504 | 1,090,187 | 600 | 163 | 81,221 | 35,235 | 111 | 27,194 ${ }^{3}$ | 31,783 |
| University of Illinois at Urbana-Champaign .......... | , | 12,937 | 645,398 | 437 | 77 | 43,703 | 20,744 | 152 | 93,818 | 110,973 |
| University of California, Berkeley ...................... | 4 | 11,537 | 1,097,969 | 434 | 74 | 47,325 | 24,022 | 77 | 39,081 ${ }^{3}$ | 70,986 |
| University of Michigan, Ann Arbor ..................... | 5 | 11,458 | 1,926,938 | 690 | 186 | 63,828 | 32,553 | 168 | 114,557 | 211,469 |
| University of Chicago (IL) | 6 | 11,397 | 1,251,085 | 309 | 68 | 36,112 | 13,450 | 148 | 28,732 | 16,610 |
| Columbia University in the City of New York ........ | 7 | 11,291 | 1,329,421 | 526 | 162 | 57,422 | 26,244 | 107 | 84,930 | 58,489 |
| University of Texas at Austin ........................... | 8 | 10,185 | 752,892 | 489 | 104 | 43,968 | 20,476 | 120 | 101,797 | 119,058 |
| University of California, Los Angeles ................. | 9 | 9,981 | 1,288,821 | 527 | 133 | 50,171 | 27,406 | 96 | 81,905 | 113,725 |
| Indiana University, Bloomington ........................ | 10 | 9,276 | 1,363,894 | 395 | 90 | 33,371 | 15,259 | 101 | 64,700 | 138,542 |
| Stanford University (CA) | 11 | 9,025 | 841,538 | 653 | 153 | 69,922 | 31,704 | 105 | 20,491 ${ }^{3}$ | 105,636 |
| University of Wisconsin, Madison .................... | 12 | 7,841 | 656,536 | 533 | 202 | 38,018 | 18,778 | 148 | 103,845 | 650 |
| Tarrant County College District (TX) .................. | 13 | 7,828 | 83,036 | 73 | 24 | 3,878 | 2,723 | 84 | 26,583 | - |
| Cornell University (NY) ................................ | 14 | 7,684 | 903,397 | 468 | 110 | 45,471 | 21,917 | 145 | 73,193 | 62,429 |
| Princeton University (NJ) ............................... | 15 | 7,486 | 322,690 | 382 | 87 | 50,222 | 20,476 | 120 | 8,508 | 19,018 |
| University of Washington, Seattle Campus ... | 16 | 7,375 | 460,477 | 385 | 122 | 36,649 | 17,592 | 135 | 135,000 | 56,062 |
| University of Minnesota, Twin Cities ................... | 17 | 6,918 | 484,151 | 355 | 87 | 39,526 | 17,992 | 107 | 45,000 | 46,021 |
| Michigan State University ............................. | 18 | 6,702 | 2,715,914 | 236 | 70 | 27,496 | 10,389 | 140 | 37,453 | 50,633 |
| University of Pittsburgh, Main Campus (PA) ........ | 19 | 6,663 | 988,230 | 319 | 118 | 31,800 | 11,881 | 118 | 39,081 ${ }^{3}$ | 80,695 |
| Duke University (NC) ................................... | 20 | 6,540 | 875,488 | 321 | 114 | 41,043 | 17,127 | 149 | 95,437 | 80,518 |
| University of Colorado at Boulder ... | 21 | 6,510 | 675,723 | 232 | 62 | 24,263 | 10,114 | 128 | 66,545 | 57,345 |
| University of North Carolina at Chapel Hill ........... | 22 | 6,437 | 996,453 | 409 | 130 | 38,135 | 18,921 | 146 | 90,160 | 84,345 |
| University of Pennsylvania ............................. | 23 | 6,108 | 1,100,111 | 416 | 137 | 41,535 | 19,601 | 116 | 31,779 | 6,500 |
| Ohio State University, Main Campus .................. | 24 | 6,050 | 526,075 | 449 | 75 | 43,185 | 17,349 | 168 | 128,852 | 27,876 |
| University of Arizona ..................................... | 25 | 6,030 | 1,184,441 | 194 | 51 | 23,350 | 8,410 | 142 | 38,585 | 17,247 |
| University of Florida . | 26 | 5,611 | 815,537 | 301 | 90 | 28,657 | 13,434 | 138 | 53,235 | 44,945 |
| Rutgers University, New Brunswick (NJ) ............. | 27 | 5,478 | 595,141 | 272 | 56 | 25,958 | 14,493 | 115 | 60,618 | 25,656 |
| Pennsylvania State University, Main Campus ..... | 28 | 5,351 | 316,913 | 539 | 143 | 50,972 | 25,757 | 148 | 139,775 | 85,211 |
| University of lowa ...................................... | 29 | 5,310 | 772,023 | 221 | 66 | 24,728 | 9,883 | 116 | 34,623 | 52,416 |
| University of Virginia, Main Campus .................. | 30 | 5,247 | 460,840 | 344 | 97 | 33,796 | 16,775 | 149 | 76,921 | 76,853 |
| University of California, Davis ................. | 31 | 5,204 | 582,966 | 185 | 54 | 18,506 | 8,783 | 102 | 34,482 | 78,595 |
| New York University .................................... | 32 | 5,196 | 1,101,383 | 465 | 68 | 51,534 | 21,977 | 126 | 65,163 | 132,850 |
| Northwestern University (IL) ............................ | 33 | 5,140 | 139,418 | 362 | 111 | 32,029 | 14,629 | 122 | 21,560 | 23,444 |
| University of Oklahoma, Norman Campus .......... | 34 | 5,139 | 1,168,077 | 142 | 34 | 17,000 | 4,727 | 117 | 26,456 | 21,693 |
| University of Georgia .................................... | 35 | 4,947 | 555,015 | 283 | 76 | 24,101 | 10,262 | 109 | 61,786 | 42,991 |
| University of Southern California ............. | 36 | 4,845 | 877,824 | 329 | 84 | 66,405 | 17,589 | 159 | 53,335 | 110,159 |
| Brown University (RI) ................................... | 37 | 4,724 | 979,523 | 172 | 48 | 21,368 | 8,709 | 112 | 27,890 | 11,568 |
| Texas A\&M University, College Station .............. | 38 | 4,531 | 1,073,198 | 321 | 78 | 35,350 | 12,945 | 145 | 63,798 | 44,988 |
| Arizona State University ............................... | 39 | 4,531 | 403,504 | 288 | 73 | 25,459 | 9,795 | 149 | 39,081 ${ }^{3}$ | 42,726 |
| University of South Carolina, Columbia .............. | 40 | 4,460 | 206,886 | 265 | 71 | 21,752 | 7,785 | 111 | 38,470 | 85,215 |
| Johns Hopkins University (MD) | 41 | 4,396 | 985,644 | 271 | 29 | 37,396 | 13,445 | 120 | 34,500 | 28,667 |
| University of Cincinnati, Main Campus (OH) ....... | 42 | 4,336 | 1,243,527 | 188 | 44 | 21,019 | 8,588 | 106 | 33,229 | 119,451 |
| Tulane University of Louisiana ........................ | 43 | 4,320 | 927,113 | 172 | 55 | 17,813 | 6,275 | 118 | 20,000 | 21,633 |
| Auburn University (AL) .................................. | 44 | 4,318 | 821,083 | 106 | 29 | 12,762 | 4,502 | 146 | 28,066 | 98,072 |
| University of Kansas ..................................... | 45 | 4,285 | 404,676 | 249 | 59 | 20,282 | 9,362 | 140 | 42,000 | 91,236 |
| Miami University-Oxford (OH) ......................... | 46 | 4,225 | 595,932 | 121 | 44 | 9,654 | 4,533 | 168 | 29,976 | 12,947 |
| University at Buffalo (NY) .............................. | 47 | 4,119 | 726,127 | 173 | 52 | 19,414 | 9,663 | 168 | 48,000 | 35,367 |
| University of Maryland, College Park ................. | 48 | 4,094 | 599,198 | 250 | 80 | 29,353 | 11,724 | 138 | 58,461 | 386,001 |
| University of Utah ...................................... | 49 | 4,068 | 334,463 | 322 | 79 | 25,130 | 12,508 | 142 | 55,008 | 165,837 |
| University of Kentucky .................................... | 50 | 4,023 | 588,428 | 238 | 74 | 21,285 | 8,741 | 140 | 51,632 | 29,825 |
| University of Alabama ... | 51 | 3,974 | 855,794 | 200 | 64 | 19,417 | 7,290 | 135 | 35,307 | 29,854 |
| Brigham Young University (UT) ....................... | 52 | 3,946 | 526,051 | 352 | 61 | 26,686 | 11,771 | 101 | 72,336 | 57,917 |
| Washington University in St. Louis (MO) ............ | 53 | 3,890 | 590,299 | 245 | 97 | 32,570 | 10,042 | 120 | 28,000 | 52,905 |
| Emory University (GA) ................................... | 54 | 3,878 | 555,313 | 287 | 97 | 37,737 | 14,269 | 106 | 35,117 | 8,935 |
| Syracuse University (NY) ............................... | 55 | 3,815 | 942,224 | 207 | 59 | 19,271 | 8,613 | 136 | 34,993 | 21,395 |
| Louisiana State University and Agricultural \& Mechanical College $\qquad$ | 56 | 3,802 | 402,264 | 124 | 43 | 15,718 | - | 99 | 34,772 | 28,978 |
| University of Notre Dame (IN) ........................ | 57 | 3,796 | 466,168 | 249 | 77 | 26,934 | 10,880 | 147 | 26,544 | 20,612 |
| Vanderbilt University (TN) ............................. | 58 | 3,720 | 606,267 | 196 | 61 | 23,624 | 9,181 | 147 | 40,417 | 18,507 |
| North Carolina State University at Raleigh .......... | 59 | 3,653 | 514,635 | 280 | 103 | 27,504 | 12,395 | 146 | 44,540 | 32,916 |
| Temple University (PA) ................................... | 60 | 3,573 | 635,008 | 196 | 55 | 23,382 | 8,263 | 145 | 80,009 | 73,889 |

[^157]${ }^{3}$ Imputed
SOURCE: U.S. Department of Education, National Center for Education Statistics, Aca-

Table 701.60. Number of public libraries, number of books and serial volumes, and per capita usage of selected library services per year, by state: Fiscal years 2013 and 2014

| State | Number of public libraries ${ }^{1}$ |  | Number of books and serial volumes |  |  |  | Per capita ${ }^{2}$ usage of selected services per year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In thousands |  | Per capita ${ }^{2}$ |  | Number of library visits ${ }^{3}$ |  | Circulation (number of materials lent) |  | Reference transactions ${ }^{4}$ |  | Uses of public-access internet computers |  |
|  | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| United States | 9,091 | 9,070 | 774,706 | 765,490 | 2.5 | 2.5 | 4.8 | 4.6 | 8.0 | 7.5 | 0.9 | 0.9 | 1.1 | 1.1 |
| Alabama | 220 | 218 | 9,636 | 9,340 | 2.1 | 2.0 | 3.5 | 3.7 | 4.5 | 4.5 | 0.9 | 0.9 | 1.0 | 0.9 |
| Alaska | 81 | 79 | 2,415 | 2,392 | 3.7 | 3.7 | 5.2 | 5.3 | 7.1 | 7.3 | 0.6 | 0.6 | 1.6 | 1.2 |
| Arizona | 90 | 90 | 8,427 | 8,230 | 1.3 | 1.2 | 4.2 | 4.1 | 7.8 | 6.6 | 0.9 | 0.9 | 1.0 | 1.2 |
| Arkansas ... | 57 | 58 | 6,579 | 6,304 | 2.5 | 2.4 | 4.0 | 4.2 | 5.4 | 5.4 | 0.9 | 0.9 | 0.8 | 0.7 |
| California ........................................... | 183 | 184 | 67,641 | 65,409 | 1.8 | 1.7 | 4.4 | 4.3 | 6.1 | 5.8 | 0.6 | 0.6 | 0.9 | 0.9 |
| Colorado | 114 | 113 | 10,823 | 10,308 | 2.1 | 2.0 | 6.4 | 6.4 | 13.1 | 12.5 | 0.8 | 0.8 | 1.4 | 1.4 |
| Connecticut ........................................ | 183 | 182 | 14,464 | 13,813 | 4.2 | 4.0 | 6.5 | 6.1 | 9.7 | 8.7 | 1.0 | 1.0 | 1.5 | 1.3 |
| Delaware ... | 21 | 21 | 1,642 | 1,643 | 1.8 | 1.8 | 4.1 | 4.1 | 7.0 | 6.7 | 0.4 | 0.4 | 0.9 | 0.7 |
| District of Columbia ............................. | 1 | 1 | 1,802 | 1,816 | 2.9 | 2.8 | 3.9 | 6.4 | 5.3 | 6.0 | 1.4 | 1.4 | 1.3 | 1.6 |
| Florida ............................................. | 80 | 82 | 31,351 | 31,603 | 1.6 | 1.6 | 4.1 | 3.9 | 6.6 | 6.0 | 1.4 | 1.2 | 1.0 | 1.0 |
| Georgia | 61 | 63 | 16,089 | 16,603 | 1.5 | 1.6 | 2.9 | 2.9 | 4.2 | 3.8 | 0.9 | 0.8 | 1.3 | 1.3 |
| Hawaii ... | 1 | 1 | 3,372 | 3,313 | 2.4 | 2.4 | 3.7 | 3.5 | 5.0 | 4.6 | 0.5 | 0.5 | 0.4 | 0.5 |
| Idaho ... | 102 | 102 | 4,348 | 4,314 | 3.2 | 3.2 | 6.6 | 6.4 | 10.9 | 10.6 | 0.9 | 1.0 | 1.3 | 1.4 |
| Illinois ........................................ | 623 | 623 | 43,378 | 43,486 | 3.7 | 3.7 | 6.5 | 6.2 | 10.3 | 9.8 | 0.9 | 0.9 | 1.3 | 1.2 |
| Indiana ............................................. | 237 | 237 | 24,066 | 24,369 | 3.9 | 4.0 | 6.1 | 5.8 | 12.7 | 12.7 | 0.7 | 0.7 | 1.3 | 1.2 |
| lowa ... | 534 | 534 | 11,959 | 11,928 | 4.0 | 3.9 | 6.2 | 5.9 | 9.7 | 9.1 | 0.6 | 0.6 | 1.3 | 1.1 |
| Kansas . | 319 | 318 | 9,289 | 9,242 | 3.7 | 3.7 | 5.7 | 5.6 | 10.7 | 10.0 | 0.8 | 0.8 | 1.6 | 1.3 |
| Kentucky | 119 | 119 | 8,878 | 9,033 | 2.0 | 2.1 | 4.4 | 4.4 | 6.8 | 6.9 | 0.9 | 1.0 | 1.1 | 1.0 |
| Louisiana ......................................... | 68 | 68 | 11,649 | 11,896 | 2.5 | 2.6 | 3.6 | 3.7 | 4.5 | 4.5 | 0.9 | 1.0 | 1.4 | 1.1 |
| Maine .............................................. | 232 | 228 | 6,121 | 5,995 | 5.3 | 5.2 | 6.0 | 5.9 | 8.4 | 8.1 | 0.6 | 0.6 | 1.2 | 1.0 |
| Maryland . | 24 | 24 | 12,927 | 12,736 | 2.2 | 2.2 | 4.9 | 4.8 | 10.0 | 10.0 | 1.4 | 1.5 | 1.2 | 1.1 |
| Massachusetts | 368 | 368 | 32,110 | 31,270 | 4.9 | 4.7 | 6.5 | 6.4 | 9.9 | 9.6 | 0.8 | 0.7 | 1.2 | 1.1 |
| Michigan ......... | 388 | 388 | 33,411 | 32,540 | 3.4 | 3.3 | 5.4 | 5.1 | 8.9 | 8.5 | 1.0 | 0.9 | 1.2 | 1.1 |
| Minnesota ......................................... | 137 | 137 | 14,779 | 14,613 | 2.8 | 2.7 | 4.7 | 4.5 | 10.5 | 10.0 | 0.7 | 0.7 | 1.2 | 1.0 |
| Mississippi ......................................... | 52 | 52 | 5,687 | 5,642 | 1.9 | 1.9 | 3.2 | 3.1 | 2.8 | 2.7 | 0.5 | 0.5 | 0.9 | 0.8 |
| Missouri ... | 149 | 149 | 17,157 | 16,767 | 3.1 | 3.1 | 5.5 | 5.4 | 10.0 | 10.2 | 0.7 | 0.7 | 1.2 | 1.2 |
| Montana ........................................... | 82 | 82 | 2,630 | 2,566 | 2.7 | 2.6 | 4.7 | 4.8 | 7.6 | 6.0 | 0.5 | 0.5 | 1.6 | 1.9 |
| Nebraska ............................................. | 263 | 263 | 5,888 | 5,885 | 3.9 | 3.8 | 5.7 | 5.4 | 9.4 | 8.5 | 0.5 | 0.5 | 1.6 | 1.4 |
| Nevada ............................................. | 21 | 21 | 4,128 | 4,298 | 1.5 | 1.5 | 3.9 | 3.8 | 7.4 | 7.5 | 0.6 | 0.5 | 0.9 | 1.0 |
| New Hampshire .................................... | 218 | 219 | 5,864 | 5,785 | 6.0 | 5.0 | 7.6 | 6.5 | 11.6 | 9.0 | 0.8 | 0.8 | 1.2 | 0.9 |
| New Jersey .... | 295 | 281 | 28,579 | 27,816 | 3.3 | 3.2 | 5.4 | 5.3 | 7.1 | 6.7 | 0.9 | 0.9 | 1.2 | 1.1 |
| New Mexico ... | 83 | 87 | 4,230 | 4,248 | 2.6 | 2.6 | 4.4 | 4.5 | 5.7 | 5.6 | 0.7 | 0.9 | 1.2 | 1.3 |
| New York. | 756 | 756 | 70,955 | 70,815 | 3.7 | 3.7 | 5.7 | 5.5 | 8.2 | 7.4 | 1.5 | 1.5 | 1.2 | 1.1 |
| North Carolina ................................... | 80 | 80 | 16,517 | 16,752 | 1.7 | 1.7 | 3.7 | 3.6 | 5.7 | 5.4 | 0.9 | 0.7 | 0.9 | 0.8 |
| North Dakota ......................................... | 75 | 73 | 2,298 | 2,252 | 3.6 | 3.5 | 3.5 | 3.4 | 6.7 | 6.1 | 0.6 | 0.6 | 1.0 | 0.9 |
| Ohio | 251 | 251 | 43,543 | 42,782 | 3.8 | 3.7 | 7.5 | 7.2 | 16.4 | 15.9 | 1.9 | 1.7 | 1.8 | 1.7 |
| Oklahoma ........................................ | 117 | 117 | 7,271 | 7,152 | 2.3 | 2.3 | 4.5 | 4.3 | 7.1 | 6.9 | 0.9 | 0.8 | 1.3 | 1.1 |
| Oregon ............................................ | 129 | 129 | 9,948 | 9,865 | 2.7 | 2.6 | 6.0 | 5.8 | 17.2 | 15.2 | 0.7 | 0.6 | 1.3 | 1.0 |
| Pennsylvania ...................................... | 455 | 455 | 26,392 | 25,780 | 2.1 | 2.1 | 3.7 | 3.6 | 5.6 | 5.3 | 0.6 | 0.6 | 0.7 | 0.7 |
| Rhode Island ........................................ | 48 | 48 | 4,364 | 4,233 | 4.2 | 4.0 | 5.8 | 5.7 | 7.1 | 6.8 | 0.7 | 0.7 | 1.4 | 1.4 |
| South Carolina ....... | 42 | 42 | 9,206 | 9,107 | 2.0 | 2.0 | 4.0 | 3.9 | 5.6 | 5.6 | 0.7 | 0.6 | 1.0 | 1.0 |
| South Dakota ..................................... | 111 | 112 | 2,848 | 2,807 | 3.9 | 3.7 | 5.4 | 5.1 | 8.9 | 7.6 | 0.6 | 0.5 | 1.9 | 1.9 |
| Tennessee ............................................ | 186 | 186 | 11,640 | 11,761 | 1.8 | 1.9 | 3.2 | 3.1 | 4.2 | 4.1 | 0.6 | 0.5 | 0.9 | 0.8 |
| Texas ................................................ | 544 | 548 | 39,977 | 40,314 | 1.7 | 1.7 | 3.1 | 3.0 | 5.5 | 4.7 | 0.6 | 0.6 | 0.8 | 0.7 |
| Utah ................................................. | 71 | 72 | 6,705 | 6,638 | 2.4 | 2.3 | 6.5 | 6.1 | 13.5 | 13.0 | 1.2 | 1.0 | 1.2 | 1.0 |
| Vermont ....................... | 167 | 155 | 2,857 | 2,732 | 4.8 | 4.7 | 6.4 | 6.4 | 7.8 | 7.6 | 0.9 | 0.9 | 1.5 | 1.1 |
| Virginia ............................................. | 91 | 91 | 18,059 | 17,540 | 2.3 | 2.2 | 4.8 | 4.6 | 9.7 | 9.2 | 0.9 | 0.9 | 1.3 | 0.9 |
| Washington ........................................ | 61 | 62 | 14,271 | 13,430 | 2.1 | 2.0 | 6.2 | 6.0 | 12.1 | 12.2 | 0.8 | 0.6 | 1.6 | 1.5 |
| West Virginia ...................................... | 97 | 97 | 5,081 | 5,034 | 2.7 | 2.7 | 3.0 | 2.9 | 3.6 | 3.4 | 0.3 | 0.3 | 0.7 | 0.6 |
| Wisconsin .............................................. | 381 | 381 | 18,997 | 18,797 | 3.3 | 3.3 | 6.1 | 5.7 | 11.1 | 10.5 | 0.8 | 0.8 | 1.2 | 1.1 |
| Wyoming ............................................... | 23 | 23 | 2,459 | 2,497 | 4.3 | 4.3 | 6.3 | 6.3 | 8.8 | 8.4 | 0.9 | 0.8 | 1.7 | 1.6 |

Refers to the number of administrative entities that are legally established under local or state law to provide public library service to the population of a local jurisdiction. A public library (administrative entity) may have a single outlet that provides direct service to the public, or it may have multiple service outlets. In 2014, a total of 17,218 service outlets were open to the public: 8,890 central libraries, 7,669 branch libraries, and 659 bookmobiles.
${ }^{2}$ Per capita (or per person) data are based on unduplicated populations of the areas served by public libraries.
${ }^{3}$ Includes only the number of physical visits (entering the library for any purpose). The survey does not collect data on the number of online visits.
${ }^{4}$ A reference transaction is an information contact that involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff.
NOTE: Data include imputations for nonresponse. Detail may not sum to totals because of rounding.
SOURCE: Institute of Museum and Library Services, Public Libraries Survey, fiscal years 2013 and 2014, retrieved March 16, 2017, from http://www.imls.gov/research/public libraries in the united states survey.aspx. (This table was prepared March 2017.)

Table 702.10. Percentage of children ages 3 to 18 living in households with a computer, by type of computer and selected child and family characteristics: Selected years, 2010 through 2015 [Standard errors appear in parentheses]

| Selected child or family characteristic | 2010 |  |  |  |  |  | 2013 |  |  |  |  |  | 2015 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total, any computer or smart phone ${ }^{1,2}$ |  | Desktop, laptop, netbook, or notebook computer ${ }^{1}$ |  | Handheld computer or smart mobile phone |  | Total, any computer or smart phone ${ }^{1,2}$ |  | Desktop, laptop, netbook, or notebook computer |  | Handheld computer or smart mobile phone |  | Total, any computer or smart phone ${ }^{1,2}$ |  | Desktop, laptop, netbook, or notebook computer ${ }^{1}$ |  | Handheld computer or smart mobile phone |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |
| Total .................................................................. | 85.3 | (0.37) | 83.2 | (0.38) | 25.3 | (0.48) | 92.6 | (0.08) | 86.3 | (0.11) | 80.0 | (0.11) | 94.5 | (0.06) | 85.1 | (0.12) | 88.8 | (0.08) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 85.0 | (0.44) | 82.9 | (0.45) | 25.3 | (0.57) | 92.5 | (0.08) | 86.1 | (0.12) | 79.9 | (0.13) | 94.4 | (0.07) | 85.0 | (0.13) | 88.6 | (0.09) |
| Female .................................................................. | 85.5 | (0.45) | 83.4 | (0.46) | 25.3 | (0.53) | 92.6 | (0.10) | 86.4 | (0.13) | 80.2 | (0.13) | 94.5 | (0.07) | 85.2 | (0.13) | 88.9 | (0.10) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White .......... | 92.4 | (0.34) | 90.5 | (0.38) | 29.9 | (0.71) | 95.9 | (0.07) | 92.1 | (0.11) | 85.1 | (0.11) | 97.0 | (0.06) | 91.4 | (0.11) | 92.2 | (0.09) |
| Black | 72.8 | (1.30) | 70.3 | (1.34) | 17.6 | (1.02) | 87.1 | (0.25) | 76.2 | (0.33) | 72.7 | (0.31) | 90.2 | (0.21) | 74.5 | (0.32) | 83.0 | (0.25) |
| Hispanic | 74.3 | (0.90) | 72.0 | (0.88) | 17.0 | (0.82) | 87.2 | (0.20) | 77.3 | (0.25) | 71.5 | (0.30) | 90.7 | (0.16) | 75.4 | (0.27) | 83.5 | (0.22) |
| Asian .... | 93.5 | (1.18) | 93.1 | (1.21) | 28.5 | (1.98) | 97.9 | (0.13) | 96.4 | (0.18) | 86.3 | (0.34) | 98.3 | (0.14) | 95.9 | (0.21) | 93.3 | (0.28) |
| Pacific Islander. | 83.9 | (7.10) | 78.9 | (7.35) | 24.4 ! | (7.88) | 87.8 | (2.10) | 79.9 | (2.40) | 70.4 | (2.72) | 90.9 | (1.55) | 80.5 | (1.96) | 83.8 | (1.88) |
| American Indian/Alaska Native | 72.4 | (4.70) | 66.2 | (5.27) | 21.4 | (4.26) | 79.0 | (0.73) | 70.3 | (0.81) | 62.7 | (0.93) | 83.7 | (0.82) | 68.8 | (1.07) | 75.9 | (0.95) |
| Two or more races ................. | 85.2 | (2.09) | 82.0 | (2.30) | 33.9 | (2.41) | 95.8 | (0.19) | 89.9 | (0.36) | 85.7 | (0.37) | 97.1 | (0.18) | 88.6 | (0.38) | 93.0 | (0.25) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 and 4 | 81.0 | (0.76) | 78.2 | (0.78) | 24.9 | (0.80) | 90.4 | (0.15) | 81.3 | (0.22) | 79.0 | (0.21) | 93.1 | (0.15) | 80.8 | (0.24) | 88.1 | (0.18) |
| 5 to 10 | 83.9 | (0.52) | 81.7 | (0.52) | 25.5 | (0.61) | 91.8 | (0.09) | 84.7 | (0.13) | 79.6 | (0.15) | 93.8 | (0.09) | 83.1 | (0.14) | 88.3 | (0.12) |
| 11 to 14 | 87.3 | (0.59) | 85.5 | (0.62) | 25.6 | (0.73) | 93.5 | (0.10) | 88.2 | (0.13) | 80.5 | (0.14) | 95.1 | (0.08) | 86.9 | (0.14) | 89.2 | (0.11) |
| 15 to 18 ................................................................ | 87.7 | (0.49) | 85.6 | (0.54) | 24.7 | (0.71) | 93.9 | (0.10) | 89.1 | (0.14) | 80.7 | (0.14) | 95.4 | (0.08) | 88.4 | (0.14) | 89.4 | (0.11) |
| Metropolitan status ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 85.7 | (0.40) | 83.6 | (0.41) | 26.5 | (0.56) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Nonmetropolitan ${ }^{5}$...................................................... | 82.8 | (0.94) | 80.6 | (0.98) | 18.2 | (1.05) | - | ( $\dagger$ ) | - | ( $\dagger$ | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ ) | - | ( $\dagger$ |
| Highest level of education attained by either parent ${ }^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school .......................................... | 57.0 | (1.77) | 52.6 | (1.70) | 10.1 | (0.94) | 75.7 | (0.40) | 61.2 | (0.39) | 55.9 | (0.42) | 81.3 | (0.35) | 57.7 | (0.41) | 72.1 | (0.37) |
| High school diploma or equivalent | 76.1 | (0.91) | 73.4 | (0.89) | 15.5 | (0.77) | 87.3 | (0.22) | 76.2 | (0.26) | 69.9 | (0.27) | 90.2 | (0.18) | 73.5 | (0.28) | 82.1 | (0.23) |
| Some college .......................... | 88.7 | (0.73) | 86.4 | (0.86) | 23.2 | (0.95) | 94.3 | (0.13) | 87.1 | (0.19) | 81.3 | (0.19) | 95.8 | (0.12) | 85.2 | (0.22) | 90.0 | (0.14) |
| Associate's degree | 91.5 | (0.67) | 90.0 | (0.79) | 24.3 | (1.37) | 96.7 | (0.14) | 92.7 | (0.21) | 85.5 | (0.25) | 97.7 | (0.12) | 91.8 | (0.23) | 92.7 | (0.24) |
| Bachelor's or higher degree ......................................... | 96.8 | (0.28) | 95.7 | (0.34) | 38.0 | (0.87) | 99.0 | (0.04) | 97.6 | (0.06) | 91.8 | (0.10) | 99.2 | (0.03) | 97.4 | (0.06) | 96.1 | (0.08) |
| Bachelor's degree ................................................. | 95.9 | (0.40) | 94.8 | (0.47) | 36.8 | (1.14) | 98.6 | (0.06) | 96.9 | (0.10) | 90.5 | (0.15) | 99.0 | (0.05) | 96.6 | (0.09) | 95.4 | (0.11) |
| Master's or higher degree .......................................... | 98.0 | (0.35) | 96.9 | (0.44) | 39.7 | (1.16) | 99.4 | (0.04) | 98.6 | (0.07) | 93.5 | (0.14) | 99.5 | (0.04) | 98.4 | (0.07) | 96.9 | (0.10) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than \$10,000 ................. | 53.9 | (1.90) | 50.0 | (1.88) | 9.8 | (1.07) | 76.4 | (0.40) | 61.5 | (0.43) | 58.6 | (0.46) | 82.1 | (0.42) | 58.1 | (0.47) | 73.6 | (0.45) |
| \$10,000 to \$19,999 | 68.4 | (1.35) | 64.8 | (1.44) | 12.2 | (1.06) | 81.2 | (0.34) | 67.5 | (0.43) | 62.4 | (0.40) | 85.7 | (0.31) | 63.3 | (0.43) | 76.7 | (0.32) |
| \$20,000 to \$29,999 | 75.4 | (1.34) | 72.5 | (1.33) | 14.8 | (1.01) | 86.9 | (0.32) | 74.7 | (0.39) | 68.1 | (0.36) | 89.2 | (0.29) | 71.3 | (0.45) | 80.4 | (0.35) |
| \$30,000 to \$39,999 | 84.9 | (1.05) | 82.7 | (1.13) | 16.2 | (0.95) | 90.6 | (0.22) | 82.0 | (0.27) | 73.3 | (0.37) | 92.8 | (0.22) | 79.3 | (0.36) | 85.0 | (0.30) |
| \$40,000 to \$49,999 | 91.1 | (0.98) | 88.9 | (1.04) | 23.3 | (1.46) | 93.3 | (0.22) | 86.4 | (0.31) | 77.3 | (0.33) | 94.2 | (0.26) | 83.4 | (0.44) | 86.8 | (0.31) |
| \$50,000 to \$74,999 | 92.4 | (0.71) | 91.0 | (0.73) | 25.7 | (1.17) | 95.7 | (0.14) | 91.0 | (0.18) | 82.3 | (0.25) | 96.6 | (0.12) | 89.1 | (0.20) | 90.7 | (0.17) |
| \$75,000 to \$99,999 ................................................. | 95.2 | (0.59) | 93.7 | (0.73) | 32.2 | (1.40) | 97.5 | (0.12) | 94.8 | (0.13) | 88.0 | (0.24) | 98.0 | (0.09) | 94.0 | (0.17) | 93.6 | (0.19) |
| \$100,000 or more | 98.3 | (0.29) | 97.2 | (0.39) | 45.9 | (1.25) | 99.0 | (0.04) | 97.8 | (0.06) | 93.8 | (0.10) | 99.1 | (0.04) | 97.3 | (0.08) | 96.5 | (0.09) |
| \$100,000 to \$149,999 ............................................ | 98.0 | (0.44) | 97.2 | (0.53) | 38.8 | (1.48) | 98.8 | (0.06) | 97.2 | (0.09) | 92.5 | (0.14) | 98.8 | (0.07) | 96.5 | (0.13) | 95.8 | (0.15) |
| \$150,000 or more .................................................... | 98.8 | (0.36) | 97.2 | (0.59) | 55.3 | (1.62) | 99.3 | (0.05) | 98.6 | (0.08) | 95.3 | (0.12) | 99.4 | (0.05) | 98.3 | (0.08) | 97.3 | (0.08) | <br> \section*{-Not available.

†Not applicable.} <br> \section*{-Not available.
†Not applicable.}

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
${ }^{1}$ In addition to the types of computers specified, includes a small percentage (less than 1 percent) of children whose households have "Some other type of computer" not listed in the survey questions.
computers as well as handheld computers or smart mobile phones-were counted only once in the total. Therefore, the tootal is less than the sum of the two categories.
${ }^{3}$ Children living in areas whose metropolitan status was not identified are excluded from this analysis. From 2010 through 2015, less than 1 percent of children ages 3 to 18 lived in an area with nonidentified metropolitan status.
${ }^{5}$ Refers to metropolitan statistical areas, which contain at least one urbanized area with a population of 50,000 or more.
${ }^{5}$ Refers to areas that are outside of metropolitan statistical areas.
${ }^{6}$ Highest education level of any parent residing with the child (including an adoptive or stepparent). Includes only children who resided with at least one of their parents.
NOTE: Data are based on children living in households and exclude children living in institutions (e.g., prisons or nursing facilities). based on the Current Population Survey, while estimates for 2013 and 2015 are based on the American Community Survey. As a result, estimates for 2010 may not be comparable to those for 2013 and 2015 . Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2010; and American Community Survey (ACS), 2013 and 2015. (This table was prepared January 2017.)

Table 702.20. Percentage of children ages 3 to 18 who use the Internet and, among those who use the Internet, percentage using it in various locations, by selected child and family characteristics: 2011 and 2015
[Standard errors appear in parentheses]

$\dagger$ Not applicable.
!lnterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
Percentages sum to more than 100 because a child could have used the Internet in more than one location
${ }^{3}$ Children ivinnet access while traveling between places were collected only in 2015.
than 1 percent of children ages 3 to 18 lived in an area with non-identified metropolitan status.
${ }^{4}$ Refers to metropolitan statistical areas, which contain at least one urbanized area with a population of 50,000 or more. ${ }^{5}$ Refers to areas that are outside of metropolitan statistical areas.
${ }^{6}$ Highest education level of any parent residing with the child (including an adoptive or stepparent). Includes only children who resided with at least one of their parents
. Race categories exclude persons of Hispanic ethnicity. Data exclude children living in institutions (e.g., prisons or SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), July 2011 and 2015. (This table was prepared October 2016.)

Table 702.30. Percentage of persons age 3 and over who use the Internet anywhere and who use the Internet at selected locations, by selected characteristics: 2011 and 2015
[Standard errors appear in parentheses]

| Selected characteristic | Percent using the Internet, 2011 |  |  |  |  |  |  |  | Percent using the Internet, 2015 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Anywhere ${ }^{1}$ |  | At home |  | At school |  | At workplace |  | Anywhere ${ }^{1}$ |  | At home |  | At school |  | At workplace |  |
| 1 |  | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  | 9 |
| Total | 69.7 | (0.22) |  | (0.24) | 17.6 | (0.17) | 23.9 | (0.15) | 74.6 | (0.23) | 68.0 | (0.25) | 15.4 | (0.14) | 27.6 | (0.17) |
| Sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 69.4 | (0.26) | 64.0 | (0.28) | 17.1 | (0.20) | 24.8 | (0.19) | 74.2 | (0.26) | 67.6 | (0.27) | 15.4 | (0.17) | 29.0 | (0.23) |
| Female | 70.1 | (0.23) | 64.1 | (0.26) | 18.0 | (0.19) | 23.1 | (0.19) | 74.9 | (0.26) | 68.3 | (0.29) | 15.4 | (0.17) | 26.3 | (0.20) |
| Race/ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White ... | 75.0 | (0.25) | 70.5 | (0.27) | 16.9 | (0.18) | 28.0 | (0.20) | 78.0 | (0.28) | 72.6 | (0.31) | 13.9 | (0.16) | 31.6 | (0.22) |
| Black | 60.2 | (0.67) | 51.0 | (0.77) | 18.8 | (0.49) | 16.6 | (0.40) | 67.8 | (0.60) | 57.6 | (0.67) | 17.2 | (0.44) | 21.3 | (0.44) |
| Hispanic | 54.4 | (0.66) | 46.6 | (0.72) | 18.2 | (0.41) | 13.3 | (0.35) | 65.8 | (0.70) | 57.3 | (0.76) | 18.1 | (0.38) | 17.7 | (0.38) |
| Asian | 73.6 | (0.83) | 70.8 | (0.91) | 18.9 | (0.63) | 26.9 | (0.75) | 77.4 | (0.87) | 72.8 | (0.91) | 15.7 | (0.59) | 31.6 | (0.74) |
| Pacific Islander | 67.3 | (3.76) | 60.6 | (4.16) | 18.3 | (2.54) | 23.3 | (2.95) | 75.8 | (3.07) | 64.4 | (3.86) | 13.6 | (2.46) | 25.6 | (3.09) |
| American Indian/Alaska Native ... | 59.7 | (2.62) | 49.4 | (3.47) | 18.3 | (1.69) | 14.6 | (1.31) | 70.2 | (2.03) | 56.5 | (2.42) | 18.6 | (1.73) | 17.9 | (1.50) |
| Two or more races ..................... | 72.6 | (1.26) | 64.2 | (1.41) | 27.3 | (1.30) | 17.1 | (0.98) | 78.6 | (1.25) | 70.7 | (1.48) | 28.2 | (1.37) | 20.3 | (0.94) |
| Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 and 4 | 25.9 | (0.85) | 24.1 | (0.85) | 10.0 | (0.57) | $\ddagger$ | ( $\dagger$ ) | 44.9 | (0.98) | 38.8 | (0.96) | 13.8 | (0.77) | $\ddagger$ | ( $\dagger$ |
| 5 to 10 | 51.3 | (0.63) | 47.1 | (0.66) | 33.7 | (0.59) | $\ddagger$ | ( $\dagger$ ) | 65.7 | (0.74) | 54.2 | (0.71) | 41.2 | (0.77) | $\ddagger$ | ( $\dagger$ ) |
| 11 to 14 | 73.0 | (0.73) | 66.6 | (0.78) | 55.8 | (0.81) | $\ddagger$ | ( $\dagger$ ) | 75.7 | (0.78) | 65.1 | (0.81) | 54.4 | (0.93) | $\ddagger$ | (t) |
| 15 to 18 | 85.2 | (0.54) | 76.9 | (0.61) | 62.4 | (0.70) | 3.2 | (0.23) | 84.7 | (0.54) | 76.1 | (0.62) | 58.6 | (0.80) | 4.7 | (0.32) |
| 19 to 24 | 83.1 | (0.53) | 73.5 | (0.69) | 39.0 | (0.72) | 18.9 | (0.42) | 85.5 | (0.49) | 77.8 | (0.57) | 34.1 | (0.59) | 26.6 | (0.56) |
| 25 to 29 | 81.5 | (0.55) | 72.8 | (0.64) | 12.8 | (0.42) | 38.4 | (0.71) | 83.6 | (0.51) | 77.0 | (0.56) | 9.9 | (0.40) | 44.2 | (0.69) |
| 30 to 39 | 80.9 | (0.39) | 74.4 | (0.42) | 9.3 | (0.29) | 42.3 | (0.43) | 82.5 | (0.39) | 76.9 | (0.41) | 5.8 | (0.24) | 46.6 | (0.49) |
| 40 to 49 | 79.6 | (0.40) | 74.6 | (0.45) | 7.6 | (0.23) | 42.8 | (0.43) | 81.5 | (0.42) | 75.5 | (0.47) | 4.3 | (0.21) | 47.1 | (0.54) |
| 50 to 59 | 71.9 | (0.44) | 67.3 | (0.46) | 5.1 | (0.22) | 36.0 | (0.43) | 75.9 | (0.42) | 69.7 | (0.46) | 2.2 | (0.15) | 41.7 | (0.43) |
| 60 to 69 | 64.4 | (0.54) | 60.3 | (0.56) | 3.3 | (0.20) | 19.9 | (0.38) | 71.2 | (0.47) | 66.2 | (0.49) | 1.3 | (0.11) | 24.8 | (0.39) |
| 70 or older ............................................... | 38.5 | (0.55) | 35.0 | (0.56) | 0.9 | (0.10) | 3.9 | (0.20) | 49.5 | (0.62) | 46.6 | (0.63) | 0.7 | (0.08) | 5.6 | (0.24) |
| Highest level of education attained by persons age 25 and over |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school ............................. | 31.5 | (0.58) | 26.3 | (0.57) | 1.2 | (0.15) | 4.8 | (0.28) | 42.0 | (0.66) | 36.1 | (0.65) | 1.5 | (0.15) | 8.0 | (0.34) |
| High school diploma or equivalent | 58.7 | (0.38) | 52.9 | (0.38) | 1.9 | (0.10) | 16.9 | (0.28) | 64.8 | (0.45) | 58.0 | (0.47) | 1.7 | (0.10) | 21.7 | (0.30) |
| Some college | 79.6 | (0.42) | 72.7 | (0.42) | 7.7 | (0.26) | 32.8 | (0.47) | 80.5 | (0.38) | 74.7 | (0.40) | 5.2 | (0.23) | 36.4 | (0.49) |
| Associate's degree | 82.6 | (0.48) | 76.4 | (0.52) | 7.3 | (0.34) | 39.9 | (0.60) | 84.0 | (0.53) | 78.1 | (0.61) | 4.5 | (0.25) | 43.2 | (0.67) |
| Bachelor's or higher degree | 90.0 | (0.22) |  | (0.26) | 12.1 | (0.27) | 56.1 | (0.34) | 87.8 | (0.28) | 84.1 | (0.30) | 5.3 | (0.17) | 55.4 | (0.40) |
| Bachelor's degree ............... | 89.1 | (0.28) | 85.2 | (0.31) | 9.6 | (0.31) | 53.1 | (0.41) | 87.3 | (0.35) | 83.5 | (0.38) | 4.9 | (0.22) | 53.8 | (0.48) |
| Master's or higher degree .... | 91.6 | (0.32) | 88.6 | (0.39) | 16.6 | (0.48) | 61.5 | (0.58) | 88.6 | (0.40) | 85.1 | (0.46) | 6.0 | (0.29) | 58.0 | (0.60) |
| Metropolitan status ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Metropolitan ${ }^{3}$. | 71.0 | (0.24) | 65.5 | (0.27) | 18.0 | (0.18) | 25.0 | (0.18) | 75.5 | (0.24) | 69.2 | (0.26) | 15.6 | (0.15) | 28.5 | (0.18) |
| Nonmetropolitan ${ }^{4}$...................... | 62.8 | (0.69) | 55.9 | (0.71) | 15.2 | (0.38) | 18.5 | (0.42) | 69.1 | (0.81) | 60.7 | (0.85) | 14.6 | (0.44) | 22.1 | (0.53) |
| Family income (in current dollars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than \$10,000 | 48.9 | (0.82) | 36.5 | (0.89) | 15.3 | (0.56) | 6.3 | (0.36) | 56.4 | (0.93) | 44.8 | (1.02) | 17.0 | (0.68) | 8.7 | (0.41) |
| \$10,000 to \$19,999 | 48.2 | (0.67) | 38.7 | (0.70) | 13.1 | (0.43) | 7.8 | (0.29) | 54.7 | (0.75) | 44.9 | (0.77) | 13.1 | (0.49) | 9.6 | (0.36) |
| \$20,000 to \$29,999 | 55.6 | (0.62) | 47.5 | (0.69) | 13.4 | (0.38) | 11.4 | (0.32) | 63.2 | (0.82) | 54.3 | (0.84) | 13.9 | (0.47) | 14.6 | (0.46) |
| \$30,000 to \$39,999 | 62.0 | (0.70) | 54.8 | (0.73) | 15.2 | (0.44) | 15.8 | (0.39) | 68.3 | (0.63) | 60.5 | (0.69) | 13.6 | (0.44) | 18.3 | (0.44) |
| \$40,000 to \$49,999 | 70.3 | (0.72) | 64.8 | (0.76) | 16.2 | (0.48) | 21.3 | (0.47) | 74.0 | (0.81) | 67.4 | (0.89) | 14.3 | (0.52) | 25.0 | (0.59) |
| \$50,000 to \$74,999 | 77.6 | (0.43) | 73.8 | (0.47) | 18.0 | (0.36) | 27.8 | (0.40) | 79.7 | (0.47) | 74.1 | (0.49) | 14.9 | (0.32) | 31.0 | (0.42) |
| \$75,000 to \$99,999 | 83.6 | (0.37) | 80.6 | (0.42) | 20.9 | (0.48) | 36.0 | (0.47) | 83.2 | (0.54) | 78.4 | (0.61) | 16.2 | (0.41) | 36.0 | (0.47) |
| \$100,000 or more | 86.6 | (0.36) | 84.5 | (0.43) | 23.2 | (0.39) | 42.5 | (0.41) | 86.1 | (0.39) | 82.0 | (0.44) | 17.8 | (0.34) | 43.1 | (0.36) |
| \$100,000 to \$149,999 | 86.9 | (0.45) | 84.7 | (0.50) | 23.1 | (0.48) | 41.3 | (0.56) | 85.8 | (0.50) | 81.5 | (0.59) | 17.7 | (0.42) | 41.1 | (0.49) |
| \$150,000 or more .... | 86.2 | (0.54) | 84.2 | (0.66) | 23.4 | (0.61) | 44.1 | (0.61) | 86.5 | (0.60) | 82.5 | (0.64) | 17.9 | (0.52) | 45.4 | (0.58) |

$\dagger$ Not applicable.
$\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
${ }^{1}$ Includes all persons who use the Internet at any location
${ }^{2}$ Persons living in areas whose metropolitan status was not identified are excluded from this analysis. In 2011 and 2015, less than 1 percent of persons lived in an area with non-identified metropolitan status.

Refers to metropolitan statistical areas, which contain at least one urbanized area with a population of 50,000 or more.
${ }^{4}$ Refers to areas that are outside of metropolitan statistical areas.
NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), July 2011 and July 2015. (This table was prepared April 2017.)

## APPENDIX A Guide to Sources

The information presented in the Digest of Education Statistics was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all colleges) or of a sample, compilations of administrative records, and statistical projections. Brief descriptions of the information sources, data collections, and data collection methods that were used to produce this report are presented below, grouped by sponsoring organization. Additional details about many of these and other data sets can be found on the Department of Education's Data Inventory website (http://datainventory.ed.gov/).

## National Center for Education Statistics (NCES)

## Baccalaureate and Beyond Longitudinal Study

The Baccalaureate and Beyond Longitudinal Study (B\&B) is based on the National Postsecondary Student Aid Study (NPSAS) and provides information concerning education and work experience after completing a bachelor's degree. A special emphasis of $\mathrm{B} \& \mathrm{~B}$ is on those entering teaching. B\&B provides cross-sectional information 1 year after bachelor's degree completion (comparable to the information that was provided in the Recent College Graduates study), while at the same time providing longitudinal data concerning entry into and progress through graduate-level education and the workforce, income, and debt repayment. This information has not been available through follow-ups involving high school cohorts or even college-entry cohorts, because these cohorts have limited numbers who actually complete a bachelor's degree and continue their graduate education. Also, these cohorts are not representative of all bachelor's degree recipients.

B\&B followed NPSAS baccalaureate degree completers for a 10-year period after completion, beginning with NPSAS:93. About 11,000 students who completed their degrees in the 1992-93 academic year were included in the first $B \& B$ cohort ( $B \& B: 93$ ). The first follow-up of this cohort (B\&B:93/94) occurred 1 year later. In addition to collecting student data, $B \& B: 93 / 94$ collected postsecondary
transcripts covering the undergraduate period, which provided complete information on progress and persistence at the undergraduate level. The second follow-up of this cohort (B\&B:93/97) took place in spring 1997 and gathered information on employment history, family formation, and enrollment in graduate programs. The third follow-up (B\&B:93/03) occurred in 2003 and provided information concerning graduate study and long-term employment experiences after degree completion.

The second B\&B cohort (B\&B:2000), which was associated with NPSAS:2000, included 11,700 students who completed their degrees in the 1999-2000 academic year. The first and only follow-up survey of this cohort was conducted in 2001 (B\&B:2000/01) and focused on time to degree completion, participation in postbaccalaureate education and employment, and the activities of newly qualified teachers.

The third B\&B cohort (B\&B:08), which is associated with NPSAS:08, included 18,000 students who completed their degrees in the 2007-08 academic year. The first follow-up took place in 2009 (B\&B:08/09), and the second follow-up took place in 2012 (B\&B:08/12). The report Baccalaureate and Beyond: A First Look at the Employment Experiences and Lives of College Graduates, 4 Years On (B\&B:08/12) (NCES 2014-141) presents findings based on data from the second follow-up. It examines bachelor's degree recipients' labor market experiences and enrollment in additional postsecondary degree programs through the 4th year after graduation. In addition, 2008/12 Baccalaureate and Beyond Longitudinal Study (B\&B:08/12) Data File Documentation (NCES 2015141) describes the universe, methods, and data collection procedures used in the second follow-up. A third and final followup ( $\mathrm{B} \& \mathrm{~B}: 08 / 18$ ) to the third $\mathrm{B} \& \mathrm{~B}$ cohort is planned for 2018.

Further information on $B \& B$ may be obtained from

Aurora D'Amico<br>Ted Socha<br>Longitudinal Surveys Branch<br>Sample Surveys Division<br>National Center for Education Statistics<br>550 12th Street SW<br>Washington, DC 20202<br>aurora.damico@ed.gov<br>ted.socha@ed.gov<br>http://nces.ed.gov/surveys/b\&b

## Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study (BPS) provides information on persistence, progress, and attainment for 6 years after initial time of entry into postsecondary education. BPS includes traditional and nontraditional (e.g., older) students and is representative of all beginning students in postsecondary education in a given year. Initially, these individuals are surveyed in the National Postsecondary Student Aid Study (NPSAS) during the year in which they first begin their postsecondary education. These same students are surveyed again 2 and 5 years later through the BPS. By starting with a cohort that has already entered postsecondary education and following it for 6 years, the BPS can determine the extent to which students who start postsecondary education at various ages differ in their progress, persistence, and attainment, as well as their entry into the workforce. The first BPS was conducted in 1989-90, with follow-ups in 1992 (BPS:90/92) and 1994 (BPS:90/94). The second BPS was conducted in 1995-96, with follow-ups in 1998 (BPS:96/98) and 2001 (BPS:96/01). The third BPS was conducted in 2003-04, with follow-ups in 2006 (BPS:04/06) and 2009 (BPS:04/09).

The fourth BPS was conducted in 2012, with a follow-up in 2014 (BPS:12/14) and one planned for 2017. In the base year, 1,690 institutions were sampled, of which all were confirmed eligible to participate. In addition, 128,120 students were sampled, and 123,600 were eligible to participate in the NPSAS:12 study. In the first follow-up (BPS:12/14), of the 35,540 eligible NPSAS:12 sample students, 24,770 responded, for an unweighted student response rate of 70 percent and a weighted response rate of 68 percent.

Further information on BPS may be obtained from
Aurora D'Amico
David Richards
Longitudinal Surveys Branch
Sample Surveys Division
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
aurora.damico@ed.gov
david.richards@ed.gov
http://nces.ed.gov/surveys/bps

## Common Core of Data

The Common Core of Data (CCD) is NCES's primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts containing data designed to be comparable across all states. This database can be used to select samples for other NCES surveys and provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

The CCD collects statistical information annually from approximately 100,000 public elementary and secondary schools and approximately 18,000 public school districts (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, Department of Defense (DoD) dependents schools, the Bureau of Indian Education (BIE), Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Three categories of information are collected in the CCD survey: general descriptive information on schools and school districts; data on students and staff; and fiscal data. The general school and district descriptive information includes name, address, phone number, and type of locale; the data on students and staff include selected demographic characteristics; and the fiscal data pertain to revenues and current expenditures.

The EDFacts data collection system is the primary collection tool for the CCD. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from state education agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the EDFacts collection system. Prior to submitting CCD files to EDFacts, SEAs must collect and compile information from their respective local education agencies (LEAs) through established administrative records systems within their state or jurisdiction.

Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the data for quality assurance. Even though the CCD is a universe collection and thus not subject to sampling errors, nonsampling errors can occur. The two potential sources of nonsampling errors are nonresponse and inaccurate reporting. NCES attempts to minimize nonsampling errors through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures. In addition, each year, SEAs are given the opportunity to revise their state-level aggregates from the previous survey cycle.

The CCD survey consists of five components: The Public Elementary/Secondary School Universe Survey, the Local Education Agency (School District) Universe Survey, the State Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Financial Survey (NPEFS), and the School District Finance Survey (F-33).

## Public Elementary/Secondary School Universe Survey

The Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1-13, and ungraded students. For school year (SY) 2014-15, the survey included records for each public elementary and secondary school in the 50 states, the District of Columbia, the DoD dependents schools (overseas and domestic), the Bureau of Indian Education (BIE), Puerto Rico, American Samoa, the Northern Mariana Islands, Guam, and the U.S. Virgin Islands.

The Public Elementary/Secondary School Universe Survey includes data for the following variables: NCES school

ID number, state school ID number, name of the school, name of the agency that operates the school, mailing address, physical location address, phone number, school type, operational status, locale code, latitude, longitude, county number, county name, full-time-equivalent (FTE) classroom teacher count, low/high grade span offered, congressional district code, school level, students eligible for free lunch, students eligible for reduced-price lunch, total students eligible for free and reduced-price lunch, and student totals and detail (by grade, by race/ethnicity, and by sex). The survey also contains flags indicating whether a school is Title I eligible, schoolwide Title I eligible, a magnet school, a charter school, a shared-time school, or a BIE school, as well as which grades are offered at the school.

## Local Education Agency (School District) Universe Survey

The coverage of the Local Education Agency Universe Survey includes all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1-13, and ungraded students. The Local Education Agency Universe Survey includes records for the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Education (BIE), American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, and the DoD dependents schools (overseas and domestic).

The Local Education Agency Universe Survey includes the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, American National Standards Institute (ANSI) state and county code, county name, core based statistical area (CBSA) code, metropolitan/micropolitan code, metropolitan status code, district locale code, congressional district code, operational status code, BIE agency status, low/high grade span offered, agency charter status, number of schools, number of full-time-equivalent teachers, number of ungraded students, number of PK-13 students, number of special education/Individualized Education Program students, number of English language learner students, instructional staff fields, support staff fields, and LEA charter status.

## State Nonfiscal Survey of Public Elementary/ Secondary Education

The State Nonfiscal Survey of Public Elementary/Secondary Education for the 2014-15 school year provides state-level, aggregate information about students and staff in public elementary and secondary education. It includes data from the 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, the Northern Mariana Islands, Guam, and American Samoa. The DoD dependents schools (overseas and domestic) and the BIE are also included in the survey universe. This survey covers public school student membership by grade, race/ethnicity, and state or jurisdiction and covers number of staff in public schools by category and state or jurisdiction. Beginning with the 2006-07 school year, the number of diploma recipients and other high school
completers are no longer included in the State Nonfiscal Survey of Public Elementary/Secondary Education File. These data are now published in the public-use CCD State Dropout and Completion Data File.

## National Public Education Financial Survey

The purpose of the National Public Education Financial Survey (NPEFS) is to provide district, state, and federal policymakers, researchers, and other interested users with descriptive information about revenues and expenditures for public elementary and secondary education. The data collected are useful to (1) chief officers of state education agencies; (2) policymakers in the executive and legislative branches of federal and state governments; (3) education policy and public policy researchers; and (4) the public, journalists, and others.

Data for NPEFS are collected from state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. The data file is organized by state or jurisdiction and contains revenue data by funding source; expenditure data by function (the activity being supported by the expenditure) and object (the category of expenditure); average daily attendance data; and total student membership data from the CCD State Nonfiscal Survey of Public Elementary/Secondary Education.

## School District Finance Survey

The purpose of the School District Finance Survey (F-33) is to provide finance data for all local education agencies (LEAs) that provide free public elementary and secondary education in the United States. National and state totals are not included (national- and state-level figures are presented, however, in the National Public Education Financial Survey).

NCES partners with the U.S. Census Bureau in the collection of school district finance data. The Census Bureau distributes Census Form F-33, Annual Survey of School System Finances, to all SEAs, and representatives from the SEAs collect and edit data from their LEAs and submit data to the Census Bureau. The Census Bureau then produces two data files: one for distribution and reporting by NCES and the other for distribution and reporting by the Census Bureau. The files include variables for revenues by source, expenditures by function and object, indebtedness, assets, and student membership counts, as well as identification variables.

## Teacher Compensation Survey

The Teacher Compensation Survey (TCS) was a research and development effort designed to assess the feasibility of collecting and publishing teacher-level data from the administrative records residing in state education agencies. Twenty-three states participated in the TCS for school year 2008-09. Participating states provided data on salaries, years of teaching experience, highest degree earned, race/ ethnicity, and gender for each public school teacher.

The following text table lists the CCD file versions used in the current edition of the Digest of Education Statistics:

Table G. Common Core of Data (CCD) file versions used in the current edition of the Digest of Education Statistics: 1986-87 through 2014-15

| Year | State Nonfiscal Survey of Public Elementary and Secondary Education | NCES CCD <br> State Dropout and Completion Data | National Public Education Financial Survey | Local Education Agency Universe Survey | School District Finance Survey | Public Elementary/ Secondary School Universe File |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1986-87 (FY 1987)...................... | v.1c | $\dagger$ | v.1b-Revised | v. 1 | $\dagger$ | v. 1 |
| 1987-88 (FY 1988)...................... | v.1c | $\dagger$ | v.1b-Revised | v. 1 | $\dagger$ | v. 1 |
| 1988-89 (FY 1989)....................... | v.1c | $\dagger$ | v.1b-Revised | v. 1 | $\dagger$ | v. 1 |
| 1989-90 (FY 1990)...................... | v.1c | $\dagger$ | v.1b-Revised | v. 1 | v.1a-Final ${ }^{1}$ | v. 1 |
| 1990-91 (FY 1991)...................... | v.1c | $\dagger$ | v.1b-Revised | v. 1 | $\dagger$ | v. 1 |
| 1991-92 (FY 1992)....................... | v.1c | $\dagger$ | v.1b-Revised | v. 1 | v.1a-Final ${ }^{1}$ | Revised |
| 1992-93 (FY 1993)....................... | v.1c | $\dagger$ | v.1b-Revised | v. 1 | $\dagger$ | v. 1 |
| 1993-94 (FY 1994)...................... | v.1b | $\dagger$ | v.1b-Revised | v. 1 | $\dagger$ | Revised |
| 1994-95 (FY 1995)...................... | v.1b | $\dagger$ | v.1b-Revised | Revised | v.1d-Revised ${ }^{1}$ | Revised |
| 1995-96 (FY 1996)........................ | v.1b | $\dagger$ | v.1b-Revised | v. 1 | v.1b-Revised ${ }^{1}$ | v. 1 |
| 1996-97 (FY 1997)....................... | v.1c | t | v.1b-Revised | v. 1 | v.1a-Final ${ }^{1}$ | v. 1 |
| 1997-98 (FY 1998)....................... | v.1c | $\dagger$ | v.1b-Revised | v. 1 | v.1e-Revised ${ }^{1}$ | v. 1 |
| 1998-99 (FY 1999)....................... | v.1b | $\dagger$ | v.1b-Revised | v.1c | v.1c-Revised ${ }^{1}$ | v.1c |
| 1999-2000 (FY 2000).................... | v.1b | $\dagger$ | v.1b-Revised | v.1b | v.1d-Revised ${ }^{1}$ | v.1b |
| 2000-01 (FY 2001)....................... | v.1c | $\dagger$ | v.1b-Revised | v.1a | v.1d-Revised ${ }^{1}$ | v.1a |
| 2001-02 (FY 2002)....................... | v.1c | $\dagger$ | v.1c-Revised | v.1a | v.1c-Revised ${ }^{1}$ | v.1a |
| 2002-03 (FY 2003)......................... | v.1b | $\dagger$ | v.1b-Revised | v.1a | v.1b-Revised ${ }^{1}$ | v.1a |
| 2003-04 (FY 2004)......................... | v.1b | $\dagger$ | v.1b-Revised | v.1b | v.1b-Revised ${ }^{1}$ | v.1a |
| 2004-05 (FY 2005)......................... | v. 17 | $\dagger$ | v.1b-Revised | v.1c | v.1c-Revised ${ }^{1}$ | v.1b |
| 2005-06 (FY 2006)....................... | v.1b | v.1b | v.1b-Revised | v.1a | v.1a-Final ${ }^{1}$ | v.1a |
| 2006-07 (FY 2007)...................... | v.1c | v.1a | v.1b-Revised | v.1c | v.1a-Final ${ }^{1}$ | v.1c |
| 2007-08 (FY 2008)....................... | v.1b | v.1a | v.1a-Final | v.1b | v.1a-Final ${ }^{1}$ | v.1b |
| 2008-09 (FY 2009)....................... | v.1c | v.1a | v.1b-Revised | v.1a | v.1a-Final ${ }^{1}$ | v.1b |
| 2009-10 (FY 2010)......................... | v.1b | v.1a | v.1a-Provisional | v.2a | v.1a-Provisional ${ }^{1}$ | v.2a |
| 2010-11 (FY 2011)....................... | v.1a | v.1a-Provisional ${ }^{1}$ | v.1a-Preliminary | v.2a | v.1a-Provisional ${ }^{1}$ | v.2a |
| 2011-12 (FY 2012)....................... | v.1a | v.1a-Preliminary | v.1a-Provisional | v.1a | v.1a-Provisional | v.1a |
| 2012-13 (FY 2013)......................... | v.1a | - | v.1a-Provisional | v.1a | v.1a-Provisional | v.2a |
| 2013-14 (FY 2014)....................... | v.1a | - | v.1a-Provisional | v.1a | v.1a-Provisional | v.2a |
| 2014-15 (FY 2015)....................... | v.1a | - | - | v.1a | - | v.1a |

## —Not available.

$\dagger$ Not applicable. Survey not conducted.
${ }^{1}$ Data not used in current edition of Digest of Education Statistics.
NOTE: Preliminary data have been edited but are subject to further NCES quality control procedures. Provisional data have undergone all NCES data quality control procedures. NCES releases a
final data file after a publication using provisional data has been released. If NCES receives revised data from states or discovers errors in the final data file, a revised data file is released.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), retrieved June 15, 2017, from http://nces.ed.gov/ccd/ccddata.asp. (This table was prepared June 2017.)

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## Early Childhood Longitudinal Study, Birth Cohort

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) was designed to provide policymakers, researchers, child care providers, teachers, and parents with nationally representative information about children's early learning experiences and their transition to child care and school. From the time the ECLS-B children were infants until they entered kindergarten, their cognitive and physical development was measured using standardized assessments, and information about their care and learning experiences at home, in early care and education settings, and at school was collected through interviews with adults in the children's lives.

Data were collected from a sample of about 14,000 children born in the United States in 2001, representing a population of approximately 4 million. The children participating in the study came from diverse socioeconomic and racial/ethnic backgrounds, with oversamples of Chinese, other Asian and Pacific Islander, and American Indian/Alaska Native children. There were also oversamples of twins and of children born with moderately low and very low birthweight. Children, their parents (including nonresident and resident fathers), their child care and early
education providers, and their kindergarten teachers provided information on children's cognitive, social, emotional, and physical development. Information was also collected about the children's experiences across multiple settings (e.g., home, child care, and school).

Information about the ECLS-B children was collected when they were approximately 9 months old (2001-02), 2 years old (2003-04), and 4 years old/preschool age (2005-06). Additionally, in the fall of 2006, data were collected from all participating sample children, approximately 75 percent of whom were in kindergarten or higher. In the fall of 2007, data were collected from the approximately 25 percent of participating sample children who had not yet entered kindergarten or higher in the previous collection, as well as children who were repeating kindergarten in the 2007-08 school year.

In every round of data collection, children participated in assessment activities and parent respondents (usually the mothers of the children) were asked about themselves, their families, and their children. Resident fathers were asked about themselves and their role in the ECLS-B children's lives in the 9-month, 2-year, and preschool collections. Similar information was collected from nonresident biological fathers in the 9 -month and 2 -year collections. In addition, beginning when the children were 2 years old, their child care and early education providers were asked to provide information about their own experience and training and their setting's learning environment. At 2 years and at preschool, observations were conducted in the regular nonparental care and education arrangements of a subsample of children in order to obtain information about the quality of the arrangements. When the ECLS-B children were in kindergarten, their teachers were asked to provide information about the children's early learning experiences and their school and classroom environments. Also, the before- and after-school care and education providers of children in kindergarten were asked to provide information about their own experience, their training, and their setting's learning environment. School-level data, taken from other NCES datasets (the Common Core of Data and the Private School Universe Survey) and residential ZIP codes collected at each wave are also available.

Further information on the ECLS-B may be obtained from

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## Early Childhood Longitudinal Study, Kindergarten Class of 1998-99

The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) was designed to provide detailed information on children's school experiences throughout elementary school and into middle school. The study began in the fall of 1998. A nationally representative sample of about 21,300 children enrolled in 940 kindergarten programs during the 1998-99 school year was selected to participate in the ECLS-K. The children attended both public and private kindergartens and full- and part-day programs. The sample included children from different racial/ethnic and socioeconomic backgrounds and oversamples of Asian and Pacific Islander children and private school kindergartners.

In the kindergarten year (1998-99), base-year data were collected in the fall and spring. In the first-grade year (1999-2000), data were collected again in the fall and spring. In the 3 rd-grade (2002), 5th-grade (2004), and 8th-grade (2007) years, data were collected in the spring. The fall 1999 collection drew from a 30 percent subsample of schools; all other collections drew from the full sample of schools.

From kindergarten to 5th grade, the ECLS-K included a direct child cognitive assessment that was administered one on one with each child in the study. The assessment used a computer-assisted personal interview (CAPI) approach and a two-stage adaptive testing methodology. In the 8th grade, a two-stage adaptive paper-and-pencil assessment was administered in small groups. In kindergarten and first grade, the assessment included three cognitive domains: reading, mathematics, and general knowledge. General knowledge was replaced by science in the 3rd, 5th, and 8th grades. Children's height and weight were measured at each data collection point, and a direct measure of children's psychomotor development was administered in the fall of the kindergarten year only. In addition to these measures, the ECLS-K collected information about children's social skills and academic achievement through teacher reports in every grade and through student reports in the 3rd, 5th, and 8th grades.

A computer-assisted telephone interview with the children's parents/guardians was conducted at each data collection point. Parents/guardians were asked to provide key information about the children in the ECLS-K sample on subjects such as family structure (e.g., household members and composition), family demographics (e.g., family members' age, relation to the child being studied, and race/ethnicity), parent involvement, home educational activities (e.g., reading to the child), child health, parental education and employment status, and the social skills and behaviors of their children.

Data on the schools that children attended and their classrooms were collected through self-administered questionnaires completed by school administrators and classroom teachers. Administrators provided information about their schools' populations, programs, and policies. At the classroom level, data were collected from teachers on the composition of the classroom, teaching practices, curriculum, and teacher qualifications and experience. In addition, special education teachers and related services staff provided reports on the services received by children with an Individualized Education Program (IEP).

Further information on the ECLS-K may be obtained from

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## Early Childhood Longitudinal Study, Kindergarten Class of 2010-11

The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) provides detailed information on the school achievement and experiences of students throughout their elementary school years. The students who participated in the ECLS-K:2011 were followed longitudinally from the kindergarten year (the 2010-11 school year) through the spring of 2016, when most of them were expected to be in 5th grade. This sample of students is designed to be nationally representative of all students who were enrolled in kindergarten or who were of kindergarten age and being educated in an ungraded classroom or school in the United States in the 2010-11 school year, including those in public and private schools, those who attended full-day and part-day programs, those who were in kindergarten for the first time, and those who were kindergarten repeaters. Students who attended early learning centers or institutions that offered education only through kindergarten are included in the study sample and represented in the cohort.

The ECLS-K:2011 places emphasis on measuring students' experiences within multiple contexts and development in multiple domains. The design of the study includes the collection of information from the students, their parents/guardians, their teachers, and their schools. Information was collected from their before- and after-school care providers in the kindergarten year.

A nationally representative sample of approximately 18,170 children from about 1,310 schools participated in the base-year administration of the ECLS-K:2011 in the 2010-11 school year. The sample included children from different racial/ethnic and socioeconomic backgrounds. Asian/Pacific Islander students were oversampled to ensure that the sample included enough students of this race/ethnicity to make accurate estimates for the group as a whole. Eight data collections have been conducted to date: fall and spring of the children's kindergarten year (the base year), fall 2011 and spring 2012 (the 1st-grade year), fall 2012 and spring 2013 (the 2nd-grade year), spring 2014 (the 3rd-grade year), and spring 2015 (the 4th-grade year). The final data collection was conducted in the spring of 2016. Although the study refers to later rounds of data collection by the grade the majority of children are expected to be in (that is, the modal grade for children who were in kindergarten in the 2010-11 school year), children are included in subsequent data collections regardless of their grade level.

A total of approximately 780 of the 1,310 originally sampled schools participated during the base year of the study. This translates to a weighted unit response rate (weighted by the base weight) of 63 percent for the base year. In the base year, the weighted child assessment unit response rate was 87 percent for the fall data collection and 85 percent for the spring collection, and the weighted parent unit response rate was 74 percent for the fall collection and 67 percent for the spring collection.

Fall and spring data collections were conducted in the 2011-12 school year, when the majority of the children were in the 1st grade. The fall collection was conducted within a 33 percent subsample of the full base-year sample, and the spring collection was conducted within the full base-year sample. The weighted child assessment unit response rate was 89 percent for the fall data collection and 88 percent for the spring collection, and the weighted parent unit response rate was 87 percent for the fall data collection and 76 percent for the spring data collection.

In the 2012-13 data collection (when the majority of the children were in the 2 nd grade) the weighted child assessment unit response rate was 84.0 percent in the fall and 83.4 percent in the spring. In the 2014 spring data collection (when the majority of the children were in the 3rd grade), the weighted child assessment unit response rate was 79.9 percent.

Further information on ECLS-K:2011 may be obtained from

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## EDFacts

EDFacts is a centralized data collection through which state education agencies submit PK-12 education data to the U.S. Department of Education (ED). All data in EDFacts are organized into "data groups" and reported to ED using defined file specifications. Depending on the data group, state education agencies may submit aggregate counts for the state as a whole or detailed counts for individual schools or school districts. EDFacts does not collect student-level records. The entities that are required to report EDFacts data vary by data group but may include the 50 states, the District of Columbia, the Department of Defense (DoD) dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about EDFacts file specifications and data groups can be found at http://www.ed.gov/EDFacts.

EDFacts is a universe collection and is not subject to sampling error, but nonsampling errors such as nonresponse and inaccurate reporting may occur. The U.S. Department of

Education attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of EDFacts data across states and across time. To build EDFacts files, state education agencies rely on data that were reported by their schools and school districts. The systems used to collect these data are evolving rapidly and differ from state to state.

In some cases, EDFacts data may not align with data reported on state education agency websites. States may update their websites on schedules different from those they use to report data to ED. Furthermore, ED may use methods for protecting the privacy of individuals represented within the data that could be different from the methods used by an individual state.

EDFacts data on homeless students enrolled in public schools are collected in data group 655 within file 118. EDFacts data on English language learners enrolled in public schools are collected in data group 678 within file 141. EDFacts four-year adjusted cohort graduation rate (ACGR) data are collected in data group 695 within file 150 and in data group 696 within file 151. EDFacts collects these data groups on behalf of the Office of Elementary and Secondary Education.

For more information about EDFacts, please contact

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## Education Longitudinal Study of 2002

The Education Longitudinal Study of 2002 (ELS:2002) is a longitudinal survey that is monitoring the transitions of a national probability sample of 10th-graders in public, Catholic, and other private schools. Survey waves follow both students and high school dropouts and monitor the transition of the cohort to postsecondary education, the labor force, and family formation.

In the base year of the study, of 1,200 eligible contacted schools, 750 participated, for an overall weighted school participation rate of approximately 68 percent ( 62 percent unweighted). Of 17,600 selected eligible students, 15,400 participated, for an overall weighted student response rate of approximately 87 percent. (School and student weighted response rates reflect use of the base weight [design weight] and do not include nonresponse adjustments.) Information for the study is obtained not just from students and their school records, but also from the students' parents, their teachers, their librarians, and the administrators of their schools.

The first follow-up was conducted in 2004, when most sample members were high school seniors. Base-year students who remained in their base schools were resurveyed and tested in mathematics. Sample freshening was conducted to make the study representative of spring 2004 high school seniors nationwide. Students who were not still at their base schools were all administered a questionnaire. The first follow-up weighted student response rate was 89 percent.

The second follow-up, conducted in 2006, continued to follow the sample of students into postsecondary education, the workforce, or both. The weighted student response rate for this follow-up was 82 percent. The third follow-up, which had a weighted student response rate of 78 percent, was conducted in 2012; the data were released in January 2014.

The postsecondary transcript data collection was conducted in 2013-14. Postsecondary transcripts were requested for each of the ELS:2002 sample members who reported attending an IPEDS postsecondary institution. Transcripts were obtained for 11,623 of 12,549 eligible sample members for a weighted response rate of 77 percent. For more information on the postsecondary transcript data collection, see Education Longitudinal Study of 2002 (ELS:2002): A First Look at the Postsecondary Transcripts of 2002 High School Sophomores (NCES 2015-034).

Further information on ELS:2002 may be obtained from

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## Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly, with a minimal burden on respondents. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of Department of Education analysts, planners, and decisionmakers when information could not be collected quickly through NCES's large recurring surveys. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other Department of Education reports. The findings are also often used by state and local education officials.

Data collected through FRSS surveys are representative at the national level, drawing from a sample that is appropriate for each study. The FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure a
minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly.

Further information on the FRSS may be obtained from

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## Condition of America's Public School Facilities

Condition of America's Public School Facilities: 1999 (NCES 2000-032) is a report that presents national data about the condition of public schools in 1999. It provides results from the survey "Condition of Public School Facilities, 1999" (FRSS 73), which was conducted by NCES using its Fast Response Survey System (FRSS). The survey collected information about the condition of school facilities and the costs of bringing them into good condition; school plans for repairs, renovations, and replacements; the age of public schools; and overcrowding and practices used to address overcrowding. The results presented in this report are based on questionnaire data for 900 public elementary and secondary schools in the United States. The responses were weighted to produce national estimates that represent all regular public schools in the United States.

In 2013, NCES conducted "Condition of Public School Facilities: 2012-13" (FRSS 105), an FRSS survey covering most of the same topics. The First Look report Condition of America’s Public School Facilities: 2012-13 (NCES 2014022) is based on results from this FRSS survey.

Further information on these FRSS reports and surveys may be obtained from

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## Public School Principals Report on Their School Facilities: Fall 2005

This report (NCES 2007-007) presents information on the extent of the match between the enrollment and the capacity of school buildings, environmental factors that can affect the use of classrooms and school buildings, the extent and ways in which schools use portable buildings and the reasons for using them, the availability of dedicated rooms for particular subject areas (such as science labs or music rooms), and the cleanliness and maintenance of student restrooms.

Results from the FRSS survey "Public School Principals' Perceptions of Their School Facilities: Fall 2005" (FRSS 88) form the basis of the report. The survey was mailed to school principals, who were asked to complete it themselves. The sample included 1,205 public schools in the 50 states and the District of Columbia. The sample was selected from the 2002-03 Common Core of Data (CCD) Public Elementary/ Secondary School Universe File, the most current available at the time of selection. Of the 1,205 schools surveyed, 47 were determined to be ineligible. Of the remaining 1,158 schools, responses were received from 1,045. Data have been weighted to yield national estimates of public elementary/secondary schools. The unweighted response rate was 90 percent, and the weighted response rate was 91 percent.

Further information on this report may be obtained from

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Internet Access in U.S. Public Schools and Classrooms: 1994-2005

This report (NCES 2007-020) is based on data collected in the FRSS survey "Internet Access in U.S. Public Schools, Fall 2005" (FRSS 90). The survey was designed to assess the federal government's commitment to assist every school and classroom in connecting to the Internet by the year 2000.

In 1994, NCES began surveying approximately 1,000 public schools each year regarding their access to the Internet, access in classrooms, and, since 1996, their type of internet connections. Later administrations of this survey were expanded to cover emerging issues. The 2003 survey (FRSS 86) was designed to update the questions in the 2002 survey (FRSS 83) and covered the following topics: school connectivity, student access to computers and the Internet, school websites, technologies and procedures to prevent student access to inappropriate websites, and teacher professional development on how to incorporate the Internet into the curriculum.

In 2005, respondents were asked about the number of instructional computers with access to the Internet, the types of internet connections, the technologies and procedures used to prevent student access to inappropriate material on the Internet, and the availability of handheld and laptop computers for students and teachers. Respondents also provided information on teacher professional development in integrating the use of the Internet into the curriculum and using the Internet to provide opportunities and information for teaching and learning.

## Use of Educational Technology in Public Schools

In 2008, the NCES survey on educational technology use in public schools was redesigned and expanded to a set of three surveys (i.e., a school-, district-, and teacher-level survey).

The three surveys provide complementary information and together cover a broader range of topics than would be possible with one survey alone. The set of surveys collected data on availability and use of a range of educational technology resources, such as district and school networks, computers, devices that enhance the capabilities of computers for instruction, and computer software. They also collected information on leadership and staff support for educational technology within districts and schools.

Educational Technology in U.S. Public Schools: Fall 2008 (NCES 2010-034) is based on the school-level survey, "Education Technology in U.S. Public Schools: Fall 2008" (FRSS 92); Educational Technology in Public School Districts: Fall 2008 (NCES 2010-003) is based on the districtlevel school technology survey, "Educational Technology in Public School Districts, Fall 2008" (FRSS 93); and Teachers' Use of Educational Technology in U.S. Public Schools: 2009 (NCES 2010-040) is based on the teacher-level school technology survey, "Teachers' Use of Educational Technology in U.S. Public Schools, 2009" (FRSS 95).

Further information on internet access and technology use in public schools and classrooms may be obtained from

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http://nces.ed.gov/surveys/frss

## Distance Education for Public Elementary and Secondary School Students

The report Technology-Based Distance Education Courses for Public Elementary and Secondary School Students: 2002-03 and 2004-05 (NCES 2008-008) presented data collected in the FRSS survey "Distance Education Courses for Public Elementary and Secondary School Students, 2004-05" (FRSS 89, 2005). The report included national estimates of the prevalence and characteristics of technology-based distance education courses in public schools nationwide in school year 2004-05. The report also compared those data with the baseline data that were collected in the FRSS survey "Distance Education Courses for Public Elementary and Secondary School Students: 2002-03" (FRSS 84, 2003) and provided longitudinal analysis of change in the districts that responded to both the 2002-03 and 2004-05 surveys.

Distance education courses were defined as credit-granting courses offered to elementary and secondary school students enrolled in the district in which the teacher and student were in different locations. These courses could be delivered via audio, video (live or prerecorded), or Internet or other computer technologies.

Distance Education Courses for Public Elementary and Secondary School Students: 2009-10 (NCES 2012-008) presents national estimates about student enrollment in dis-
tance education courses in public school districts. The estimates are based on a district survey, "Distance Education Courses for Public Elementary and Secondary School Students: 2009-10" (FRSS 98, 2010), about distance education courses offered by the district or by any of the schools in the district during the 12 -month 2009-10 school year. Distance education courses were defined as courses offered to elementary and secondary school students regularly enrolled in the district that were (1) credit granting; (2) technology delivered; and (3) had the instructor in a different location than the students and/or had course content developed in, or delivered from, a different location than that of the students.

Further information on FRSS reports on distance education may be obtained from

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## School Safety and Discipline

The FRSS survey "School Safety and Discipline: 2013-14" (FRSS 106, 2014) collected nationally representative data on public school safety and discipline for the 2013-14 school year. The topics covered included specific safety and discipline plans and practices, training for classroom teachers and aides related to school safety and discipline issues, security personnel, frequency of specific discipline problems, and number of incidents of various offenses.

The survey was mailed to approximately 1,600 regular public schools in the 50 states and the District of Columbia. Recipients were informed that the survey was designed to be completed by the person most knowledgeable about safety and discipline at the school. The unweighted survey response rate was 86 percent, and the weighted response rate using the initial base weights was 85 percent. The survey weights were adjusted for questionnaire nonresponse, and the data were then weighted to yield national estimates that represent all eligible regular public schools in the United States. The report Public School Safety and Discipline: 2013-14 (NCES 2015-051) presents selected findings from the survey.

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## Federal Support for Education

NCES prepares an annual compilation of federal funds for education for the Digest of Education Statistics. Data for U.S. Department of Education programs come from the Budget of the United States Government. Budget offices of other federal agencies provide information for all other federal program support except for research funds, which are obligations reported by the National Science Foundation in Federal Funds for Research and Development. Some data are estimated, based on reports from the federal agencies contacted and the Budget of the United States Government.

Except for money spent on research, outlays are used to report program funds to the extent possible. Some Digest of Education Statistics tables report program funds as obligations, as noted in the title of the table. Some federal program funds not commonly recognized as education assistance are also included in the totals reported. For example, portions of federal funds paid to some states and counties as shared revenues resulting from the sale of timber and minerals from public lands have been estimated as funds used for education purposes. Parts of the funds received by states (in 1980) and localities (in all years) under the General Revenue Sharing Program are also included, as are portions of federal funds received by the District of Columbia. The share of these funds allocated to education is assumed to be equal to the share of general funds expended for elementary and secondary education by states and localities in the same year, as reported by the U.S. Census Bureau in its annual publication, Government Finances.

The share of federal funds assigned to education for the District of Columbia is assumed to be equal to the share of the city's general fund expenditures for each level of education.

For the job training programs conducted by the Department of Labor, only estimated sums spent on classroom training have been reported as educational program support.

During the 1970s, the Office of Management and Budget (OMB) prepared an annual analysis of federal education program support. These were published in the Budget of the United States Government, Special Analyses. The information presented in this report is not, however, a continuation of the OMB series. A number of differences in the two series should be noted. OMB required all federal agencies to report outlays for education-related programs using a standardized form, thereby assuring agency compliance in reporting. The scope of education programs reported in the Digest of Education Statistics differs from the scope of programs reported in the OMB reports. Off-budget items such as the annual volume of guaranteed student loans were not included in OMB's reports. Finally, while some mention is made of an annual estimate of federal tax expenditures, OMB did not include them in its annual analysis of federal education support. Estimated federal tax expenditures for education are the difference between current federal tax receipts and what these receipts would be without existing education deductions to income allowed by federal tax provisions.

Recipients' data are estimated based on Estimating Federal Funds for Education: A New Approach Applied to Fiscal Year 1980 (Miller, V., and Noell, J., 1982, Journal of Education Finance); Federal Support for Education, various years; and the Catalog of Federal Domestic Assistance (www.cfda.gov). The recipients' data are estimated and tend to undercount higher education institutions, students, and local education agencies. This is because some of the federal programs have more than one recipient receiving funds. In these cases, the recipients were put into a "mixed recipients" category, because there was no way to disaggregate the amount each recipient received.

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## High School and Beyond Longitudinal Study

The High School and Beyond Longitudinal Study (HS\&B) is a nationally representative sample survey of individuals who were high school sophomores and seniors in 1980. As a large-scale, longitudinal survey, its primary purpose is to observe the educational and occupational plans and activities of young people as they pass through the American educational system and take on their adult roles. The study contributes to the understanding of the development of young adults and the factors that determine individual education and career outcomes. The availability of this longitudinal data encourages research in such areas as the strength of secondary school curricula, the quality and effectiveness of secondary and postsecondary schooling, the demand for postsecondary education, problems of financing postsecondary education, and the adequacy of postsecondary alternatives open to high school students.

The HS\&B survey gathered data on the education, work, and family experiences of young adults for the pivotal years during and immediately following high school. The student questionnaire covered school experiences, activities, attitudes, plans, selected background characteristics, and language proficiency. Parents were asked about their educational aspirations for their children and plans for how their postsecondary education would be financed. Teachers were surveyed regarding their assessments of their students' futures. The survey also collected detailed information, from complete high school transcripts, on courses taken and grades achieved.

The base-year survey (conducted in 1980) was a probability sample of 1,015 high schools with a target number of 36 sophomores and 36 seniors in each school. A total of 58,270 students participated in the base-year survey. Substitutions were
made for nonparticipating schools-but not for students-in those strata where it was possible. Overall, 1,120 schools were selected in the original sample and 810 of these schools participated in the survey. An additional 200 schools were drawn in a replacement sample. Student refusals and absences resulted in an 82 percent completion rate for the survey.

Several small groups in the population were oversampled to allow for special study of certain types of schools and students. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors (about 3,600 for each cohort) was surveyed.

HS\&B first follow-up activities took place in the spring of 1982. The sample for the first follow-up survey included approximately 30,000 individuals who were sophomores in 1980. The completion rate for sample members eligible for on-campus survey administration was about 96 percent. About 89 percent of the students who left school between the base-year and first follow-up surveys (e.g., dropouts, transfer students, and early graduates) completed the first followup sophomore questionnaire.

As part of the first follow-up survey of HS\&B, transcripts were requested in fall 1982 for an 18,150-member subsample of the sophomore cohort. Of the 15,940 transcripts actually obtained, 12,120 transcripts represented students who had graduated in 1982 and thus were eligible for use in the overall curriculum analysis presented in this publication. All courses in each transcript were assigned a 6-digit code based on the Classification of Secondary School Courses (a coding system developed to standardize course descriptions; see http://nces.ed.gov/surveys/hst/courses.asp). Credits earned in each course are expressed in Carnegie units. (The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course. To receive credit for a course, the student must have received a passing grade-"pass," "D," or higher.) Students who transferred from public to private schools or from private to public schools between their sophomore and senior years were eliminated from public/private analyses.

In designing the senior cohort first follow-up survey, one of the goals was to reduce the size of the retained sample while still keeping sufficient numbers of various racial/ethnic groups to allow important policy analyses. A total of about 11,230 of the 12,000 individuals subsampled ( 93.6 percent) completed the questionnaire. Information was obtained about the respondents' school and employment experiences, family status, and attitudes and plans.

The samples for the second follow-up, which took place in spring 1984, consisted of about 12,000 members of the senior cohort and about 15,000 members of the sophomore cohort. The completion rate for the senior cohort was 91 percent, and the completion rate for the sophomore cohort was 92 percent.

HS\&B third follow-up data collection activities were performed in spring 1986. Both the sophomore and senior cohort samples for this round of data collection were the same as those used for the second follow-up survey. The
completion rates for the sophomore and senior cohort samples were 91 percent and 88 percent, respectively.

HS\&B fourth follow-up data collection activities were performed in 1992 but only covered the 1980 sophomore class. These activities included examining aspects of these students' early adult years, such as enrollment in postsecondary education, experience in the labor market, marriage and child rearing, and voting behavior. In the postsecondary transcript update conducted in 1993, transcripts were collected based on student reports of enrollment in postsecondary education.

An NCES series of technical reports and data file user's manuals, available electronically, provides additional information on the survey methodology.

Further information on HS\&B may be obtained from

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## High School Longitudinal Study of 2009

The High School Longitudinal Study of 2009 (HSLS:09) is a nationally representative, longitudinal study of approximately 21,0009 th-grade students in 944 schools who will be followed through their secondary and postsecondary years. The study focuses on understanding students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond. The HSLS:09 questionnaire is focused on, but not limited to, information on science, technology, engineering, and mathematics (STEM) education and careers. It is designed to provide data on mathematics and science education, the changing high school environment, and postsecondary education. This study features a new student assessment in algebra skills, reasoning, and problem solving and includes surveys of students, their parents, math and science teachers, and school administrators, as well as a new survey of school counselors.

The HSLS:09 base year took place in the 2009-10 school year, with a randomly selected sample of fall-term 9th-graders in more than 900 public and private high schools that had both a 9th and an 11th grade. Students took a mathematics assessment and survey online. Students' parents, principals, and mathematics and science teachers and the school's lead counselor completed surveys on the phone or online.

The HSLS:09 student questionnaire includes interest and motivation items for measuring key factors predicting choice of postsecondary paths, including majors and eventual careers. This study explores the roles of different factors in the development of a student's commitment to attend college and then take the steps necessary to succeed in college (the right courses, courses in specific sequences, etc.). Questionnaires in
this study have asked more questions of students and parents regarding reasons for selecting specific colleges (e.g., academic programs, financial aid and access prices, and campus environment).

The first follow-up of HSLS:09 occurred in the spring of 2012, when most sample members were in the 11th grade. Data files and documentation for the first follow-up were released in fall 2013 and are available on the NCES website.

A between-round postsecondary status update survey took place in the spring of students' expected graduation year (2013). It asked respondents about college applications, acceptances, and rejections, as well as their actual college choices. In the fall of 2013 and the spring of 2014, high school transcripts were collected and coded.

A full second follow-up took place in 2016, when most sample members were 3 years beyond high school graduation. Additional follow-ups are planned, to at least age 30.

Further information on HSLS:09 may be obtained from
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## High School Transcript Studies

High school transcript studies have been conducted since 1982 in conjunction with major NCES data collections. The studies collect information that is contained in a student's high school record-courses taken while attending secondary school, information on credits earned, when specific courses were taken, and final grades.

A high school transcript study was conducted in 2004 as part of the Education Longitudinal Study of 2002 (ELS:2002/ 2004). A total of 1,550 schools participated in the request for transcripts, for an unweighted participation rate of approximately 79 percent. Transcript information was received on 14,920 members of the student sample (not just graduates), for an unweighted response rate of 91 percent.

Similar studies were conducted of the coursetaking patterns of 1982, 1987, 1990, 1992, 1994, 1998, 2000, 2005, and 2009 high school graduates. The 1982 data are based on approximately 12,000 transcripts collected by the High School and Beyond Longitudinal Study (HS\&B). The 1987 data are based on approximately 25,000 transcripts from 430 schools obtained as part of the 1987 NAEP High School Transcript Study, a scope comparable to that of the NAEP transcript studies conducted in 1990, 1994, 1998, and 2000. The 1992 data are based on approximately 15,000 transcripts collected by the National Education Longitudinal Study of 1988 (NELS:88/92). The 2005 data, from the 2005 NAEP High School Transcript Study, come from a sample of over 26,000 transcripts from 640 public schools and 80 private
schools. The 2009 data are from the 2009 NAEP High School Transcript Study, which collected transcripts from a nationally representative sample of 37,700 high school graduates from about 610 public schools and 130 private schools.

Because the 1982 HS\&B transcript study used a different method for identifying students with disabilities than was used in NAEP transcript studies after 1982, and in order to make the statistical summaries as comparable as possible, all the counts and percentages in this report are restricted to students whose records indicate that they had not participated in a special education program. This restriction lowers the number of 1990 graduates represented in the tables to 20,870.

Further information on NAEP high school transcript studies may be obtained from

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## Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) surveys approximately 7,500 postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. IPEDS, an annual universe collection that began in 1986, replaced the Higher Education General Information Survey (HEGIS). In order to present data in a timely manner, Digest of Education Statistics tables use "provisional" IPEDS data for the most recent years. These data have been fully reviewed, edited, and imputed, but do not incorporate data revisions submitted by institutions after the close of data collection. Tables are revised with these institutional revisions on a periodic basis.

IPEDS consists of interrelated survey components that provide information on postsecondary institutions, student enrollment, programs offered, degrees and certificates conferred, and both the human and financial resources involved in the provision of institutionally based postsecondary education.

Prior to 2000, the IPEDS survey had the following subjectmatter components: Graduation Rates; Fall Enrollment; Institutional Characteristics; Completions; Salaries, Tenure, and Fringe Benefits of Full-Time Faculty; Fall Staff; Finance; and Academic Libraries (in 2000, the Academic Libraries component became a survey separate from IPEDS). Since 2000, IPEDS survey components occurring in a particular collection year have been organized into three seasonal collection periods: fall, winter, and spring. The Institutional Characteristics and Completions components first took place during the fall 2000 collection; the Employees by Assigned Position (EAP), Salaries, and Fall Staff components first took place during the winter 2001-02 collection; and the Enrollment, Student Financial Aid, Finance, and Graduation Rates components first took place during the spring 2001 collection. In the winter 2005-06 data collection, the EAP, Fall Staff, and Salaries components were merged into the Human Resources component. During the 2007-08 collection year, the Enrollment component was broken into two separate components: 12-Month Enrollment (taking place in the fall collection) and Fall Enrollment (taking place in the spring collection). In the 2011-12 IPEDS data collection year, the Student Financial Aid component was moved to the winter data collection to aid in the timing of the net price of attendance calculations displayed on the College Navigator (http://nces.ed.gov/collegenavigator). In the 2012-13 IPEDS data collection year, the Human Resources component was moved from the winter data collection to the spring data collection, and in the 2013-14 data collection year, the Graduation Rates and Graduation Rates 200 Percent components were moved from the spring data collection to the winter data collection. In the 2014-15 data collection year, a new component (Admissions) was added to IPEDS and a former IPEDS component (Academic Libraries) was reintegrated into IPEDS. The Admissions component, created out of admissions data contained in the fall collection's Institutional Characteristics component, was made a part of the winter collection. The Academic Libraries component, after having been conducted as a survey independent of IPEDS between 2000 and 2012, was reintegrated into IPEDS as part of the spring collection.

Beginning in 2008-09, the first-professional degree category was combined with the doctor's degree category. However, some degrees formerly identified as first-professional that take more than two full-time-equivalent academic years to complete, such as those in Theology (M.Div, M.H.L./ Rav), are included in the master's degree category. Doctor's degrees were broken out into three distinct categories: research/scholarship, professional practice, and other doctor's degrees.

IPEDS race/ethnicity data collection also changed in 2008-09. The "Asian" race category is now separate from a "Native Hawaiian or Other Pacific Islander" category, and a new category of "Two or more races" has been added.

The degree-granting institutions portion of IPEDS is a census of colleges that award associate's or higher degrees and are eligible to participate in Title IV financial aid programs. Prior to 1993, data from technical and vocational
institutions were collected through a sample survey. Beginning in 1993, all data are gathered in a census of all postsecondary institutions. Beginning in 1997, the survey was restricted to institutions participating in Title IV programs. The tabulations developed for editions of the Digest of Education Statistics from 1993 forward are based on lists of all institutions and are not subject to sampling errors.

The classification of institutions offering college and university education changed as of 1996. Prior to 1996, institutions that had courses leading to an associate's or higher degree or that had courses accepted for credit toward those degrees were considered higher education institutions. Higher education institutions were accredited by an agency or association that was recognized by the U.S. Department of Education or were recognized directly by the Secretary of Education. The newer standard includes institutions that award associate's or higher degrees and that are eligible to participate in Title IV federal financial aid programs. Tables that contain any data according to this standard are titled "degree-granting" institutions. Time-series tables may contain data from both series, and they are noted accordingly. The impact of this change on data collected in 1996 was not large. For example, tables on faculty salaries and benefits were only affected to a very small extent. Also, degrees awarded at the bachelor's level or higher were not heavily affected. The largest impact was on private 2-year college enrollment. In contrast, most of the data on public 4-year colleges were affected to a minimal extent. The impact on enrollment in public 2-year colleges was noticeable in certain states, such as Arizona, Arkansas, Georgia, Louisiana, and Washington, but was relatively small at the national level. Overall, total enrollment for all institutions was about one-half of 1 percent higher in 1996 for degree-granting institutions than for higher education institutions.

Prior to the establishment of IPEDS in 1986, HEGIS acquired and maintained statistical data on the characteristics and operations of higher education institutions. Implemented in 1966, HEGIS was an annual universe survey of institutions accredited at the college level by an agency recognized by the Secretary of the U.S. Department of Education. These institutions were listed in NCES's Education Directory, Colleges and Universities.

HEGIS surveys collected information on institutional characteristics, faculty salaries, finances, enrollment, and degrees. Since these surveys, like IPEDS, were distributed to all higher education institutions, the data presented are not subject to sampling error. However, they are subject to nonsampling error, the sources of which varied with the survey instrument.

The NCES Taskforce for IPEDS Redesign recognized that there were issues related to the consistency of data definitions as well as the accuracy, reliability, and validity of other quality measures within and across surveys. The IPEDS redesign in 2000 provided institution-specific webbased data forms. While the new system shortened data processing time and provided better data consistency, it did not address the accuracy of the data provided by institutions.

Beginning in 2003-04 with the Prior Year Data Revision System, prior-year data have been available to institutions entering current data. This allows institutions to make changes to their prior-year entries either by adjusting the data or by providing missing data. These revisions allow the evaluation of the data's accuracy by looking at the changes made.

NCES conducted a study (NCES 2005-175) of the 2002-03 data that were revised in 2003-04 to determine the accuracy of the imputations, track the institutions that submitted revised data, and analyze the revised data they submitted. When institutions made changes to their data, it was assumed that the revised data were the "true" data. The data were analyzed for the number and type of institutions making changes, the type of changes, the magnitude of the changes, and the impact on published data.

Because NCES imputes for missing data, imputation procedures were also addressed by the Redesign Taskforce. For the 2003-04 assessment, differences between revised values and values that were imputed in the original files were compared (i.e., revised value minus imputed value). These differences were then used to provide an assessment of the effectiveness of imputation procedures. The size of the differences also provides an indication of the accuracy of imputation procedures. To assess the overall impact of changes on aggregate IPEDS estimates, published tables for each component were reconstructed using the revised 2002-03 data. These reconstructed tables were then compared to the published tables to determine the magnitude of aggregate bias and the direction of this bias.

Since the 2000-01 data collection year, IPEDS data collections have been web-based. Data have been provided by "keyholders," institutional representatives appointed by campus chief executives, who are responsible for ensuring that survey data submitted by the institution are correct and complete. Because Title IV institutions are the primary focus of IPEDS and because these institutions are required to respond to IPEDS, response rates for Title IV institutions have been high (data on specific components are cited below). More details on the accuracy and reliability of IPEDS data can be found in the Integrated Postsecondary Education Data System Data Quality Study (NCES 2005-175).

Further information on IPEDS may be obtained from

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## Fall (12-Month Enrollment)

The 12-month period during which data are collected is July 1 through June 30. Data are collected by race/ethnicity, gender, and level of study (undergraduate or postbaccalaureate) and include unduplicated headcounts and instructional
activity (contact or credit hours). These data are also used to calculate a full-time-equivalent (FTE) enrollment based on instructional activity. FTE enrollment is useful for gauging the size of the educational enterprise at the institution. Prior to the 2007-08 IPEDS data collection, the data collected in the 12-Month Enrollment component were part of the Fall Enrollment component, which is conducted during the spring data collection period. However, to improve the timeliness of the data, a separate 12-Month Enrollment survey component was developed in 2007. These data are now collected in the fall for the previous academic year. The response rate for the 12-Month Enrollment component of the fall 2015 data collection was nearly 100 percent. Data from only 1 of 7,169 Title IV institutions that were expected to respond to this component contained item nonresponse, and these missing items were imputed.

Further information on the IPEDS 12-Month Enrollment component may be obtained from

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## Fall (Completions)

This survey was part of the HEGIS series throughout its existence. However, the degree classification taxonomy was revised in 1970-71, 1982-83, 1991-92, 2002-03, and 2009-10. Collection of degree data has been maintained through IPEDS.

Degrees-conferred trend tables arranged by the 2009-10 classification are included in the Digest of Education Statistics to provide consistent data from 1970-71 through the most recent year. Data in this edition on associate's and other formal awards below the baccalaureate degree, by field of study, cannot be made comparable with figures from years prior to 1982-83. The nonresponse rate does not appear to be a significant source of nonsampling error for this survey. The response rate over the years has been high; for the fall 2015 Completions component, it rounded to 100 percent. Because of the high response rate, there was no need to conduct a nonresponse bias analysis. Imputation methods for the fall 2015 IPEDS Completions component are discussed in the 2015-16 Integrated Postsecondary Education Data System (IPEDS) Methodology Report (NCES 2016-111).

The Integrated Postsecondary Education Data System Data Quality Study (NCES 2005-175) indicated that most Title IV institutions supplying revised data on completions in 2003-04 were able to supply missing data for the prior year. The small differences between imputed data for the prior year and the revised actual data supplied by the institution indicated that the imputed values produced by NCES were acceptable.

Further information on the IPEDS Completions component may be obtained from

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## Fall (Institutional Characteristics)

This survey collects the basic information necessary to classify institutions, including control, level, and types of programs offered, as well as information on tuition, fees, and room and board charges. Beginning in 2000, the survey collected institutional pricing data from institutions with firsttime, full-time, degree/certificate-seeking undergraduate students. Unduplicated full-year enrollment counts and instructional activity are now collected in the 12-Month Enrollment survey. Beginning in 2008-09, the student financial aid data collected include greater detail. The overall unweighted response rate was 100.0 percent for Title IV degree-granting institutions for 2009 data.

In the fall 2015 data collection, the response rate for the Institutional Characteristics component among all Title IV entities was 100.0 percent: Of the 7,252 Title IV entities expected to respond to this component, all responded.

The Integrated Postsecondary Education Data System Data Quality Study (NCES 2005-175) looked at tuition and price in Title IV institutions. Only 8 percent of institutions in 2002-03 and 2003-04 reported the same data to IPEDS and Thomson Peterson-a company providing information about institutions based on the institutions' voluntary data submissions-consistently across all selected data items. Differences in wordings or survey items may account for some of these inconsistencies.

Further information on the IPEDS Institutional Characteristics component may be obtained from

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Winter (Student Financial Aid)
This component was part of the spring data collection from IPEDS data collection years $2000-01$ to 2010-11, but it moved to the winter data collection starting with the 2011-12 IPEDS data collection year. This move assists with the timing of the net price of attendance calculations displayed on College Navigator (http://nces.ed.gov/collegenavigator).

Financial aid data are collected for undergraduate students. Data are collected regarding federal grants, state and local government grants, institutional grants, and loans. The collected data include the number of students receiving each type of financial assistance and the average amount of aid received by type of aid. Beginning in 2008-09, student financial aid data collected includes greater detail on types of aid offered.

In the winter 2015-16 data collection, the Student Financial Aid component collected data about financial aid awarded to undergraduate students, with particular emphasis on fulltime, first-time degree/certificate-seeking undergraduate students awarded financial aid for the 2014-15 academic year. In addition, the component collected data on undergraduate and graduate students receiving benefits for veterans and members of the military service. Finally, student counts and awarded aid amounts were collected to calculate the net price of attendance for two subsets of full-time, first-time degree/ certificate-seeking undergraduate students: those awarded any grant aid, and those awarded Title IV aid.

The response rate for the Student Financial Aid component in 2015-16 rounded to 100 percent: Of the 7,092 Title IV institutions that were expected to respond, responses were missing for just 7 institutions.

Further information on the IPEDS Student Financial Aid component may be obtained from

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## Winter (Graduation Rates and Graduation Rates 200 Percent)

In IPEDS data collection years 2012-13 and earlier, the Graduation Rates and 200 Percent Graduation Rates components were collected during the spring collection. In the IPEDS 2013-14 data collection year, however, the Graduation Rates and 200 Percent Graduation Rates collections were moved to the winter data collection.

The 2015-16 Graduation Rates component collected counts of full-time, first-time degree/certificate-seeking undergraduate students beginning their postsecondary education in the specified cohort year and their completion status as of 150 percent of normal program completion time at the same institution where the students started. If 150 percent of normal program completion time extended beyond August 31,2015 , the counts as of that date were collected. Four-year institutions used 2009 as the cohort year, while less-than-4year institutions used 2012 as the cohort year. Of the 6,353 institutions that were expected to respond to the Graduation Rates component, responses were missing for 4 institutions, resulting in a response rate that rounded to 100 percent.

The 2015-16 Graduation Rates 200 Percent component was designed to combine information reported in a prior collection via the Graduation Rates component with current information about the same cohort of students. From previously collected data, the following elements were obtained: the number of students entering the institution as full-time, first-time degree/certificate-seeking students in a cohort year; the number of students in this cohort completing within 100 and 150 percent of normal program completion time; and the number of cohort exclusions (such as students who left for military service). Then the count of additional cohort exclusions and additional program completers between 151 and 200 percent of normal program completion time was collected. Four-year institutions reported on bachelor's or equivalent degree-seeking students and used cohort year 2007 as the reference period, while less-than-4-year institutions reported on all students in the cohort and used cohort year 2011 as the reference period. Of the 5,869 institutions that were expected to respond to the Graduation Rates 200 Percent component, responses were missing for 4 institutions, resulting in a response rate that rounded to 100 percent.

Further information on the IPEDS Graduation Rates and 200 Percent Graduation Rates components may be obtained from

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In the 2014-15 survey year, an Admissions component was added to the winter data collection. This component was created out of the admissions data that had previously been a part of the fall Institutional Characteristics component. The moving of these data into a new component in the winter collection enables all institutions to report data for the most recent fall period.

The Admissions component collects information about the selection process for entering first-time degree/certificateseeking undergraduate students. Data obtained from institutions include admissions considerations (e.g., secondary school records, admission test scores), the number of first-time degree/ certificate-seeking undergraduate students who applied, the number admitted, and the number enrolled. Admissions data were collected only from institutions that do not have an open admissions policy for entering first-time students. Data collected for the IPEDS winter 2015-16 Admissions component relate to individuals applying to be admitted during the fall of the 2015-16 academic year (the fall 2015 reporting period). Of the 2,184 Title IV institutions that were expected to respond to the Admissions component, all responded.

Further information on the IPEDS Admissions component may be obtained from

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Spring (Academic Libraries)
From 1966 to 1988, the Academic Libraries Survey was conducted on a 3-year cycle as part of HEGIS. From 1988 to 1998, the survey was a part of IPEDS and conducted on a 2-year cycle. It remained on a 2-year cycle from 2000 to 2012, but during that period it was conducted independently of IPEDS. In 2014, the survey was reincorporated into IPEDS as the Academic Libraries component, with data collection occurring annually.

The Academic Libraries component collects information from degree-granting institutions on library collections, expenditures, and services. Institutions answer a screening question in the IPEDS Institutional Characteristics component to determine whether they should also respond to the Academic Libraries component. The component consists of two sections, one for institutions reporting any library expenditures and one for institutions reporting total library expenditures greater than $\$ 100,000$. Of the 4,518 institutions that were expected to respond to the Academic Libraries component in the IPEDS spring 2016 data collection, 4,517 provided data, resulting in a response rate rounding to 100 percent.

Further information on the IPEDS Academic Libraries component may be obtained from

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## Spring (Fall Enrollment)

This survey has been part of the HEGIS and IPEDS series since 1966. Response rates have been relatively high, generally exceeding 85 percent. Beginning in 2000, with web-based data collection, higher response rates were attained. In the spring 2016 data collection, the Fall Enrollment component covered fall 2015. Of the 7,146 institutions that were expected to respond, 7,137 provided data, for a response rate that rounded to 100 percent. Data collection procedures for the Fall Enrollment component of the spring 2016 data collection are presented in Enrollment and Employees in Postsecondary Institutions, Fall 2015; and Financial Statistics and Academic Libraries, Fiscal Year 2015: First Look (Provisional Data) (NCES 2017-024).

Beginning with the fall 1986 survey and the introduction of IPEDS (see above), the survey was redesigned. The survey allows (in alternating years) for the collection of age and residence data. Beginning in 2000, the survey collected instructional activity and unduplicated headcount data, which are needed to compute a standardized, full-time-equivalent (FTE) enrollment statistic for the entire academic year. As of 2007-08, the timeliness of the instructional activity data has been improved by collecting these data in the fall as part of the 12-Month Enrollment component instead of in the spring as part of the Fall Enrollment component.

The Integrated Postsecondary Education Data System Data Quality Study (NCES 2005-175) showed that public institutions made the majority of changes to enrollment data during the 2004 revision period. The majority of changes were made to unduplicated headcount data, with the net differences between the original data and the revised data being about 1 percent. Part-time students in general and enrollment in private not-for-profit institutions were often underestimated. The fewest changes by institutions were to Classification of Instructional Programs (CIP) code data. (The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs.)

Further information on the IPEDS Fall Enrollment component may be obtained from

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## Spring (Finance)

This survey was part of the HEGIS series and has been continued under IPEDS. Substantial changes were made in the financial survey instruments in fiscal year (FY) 1976, FY 1982, FY 1987, FY 1997, and FY 2002. While these changes were significant, a considerable effort has been made in this report to present only comparable information on trends and to note inconsistencies. The FY 1976 survey instrument contained numerous revisions to earlier survey forms, which made direct comparisons of line items very difficult. Beginning in FY 1982, Pell Grant data were collected in the categories of federal restricted grant and contract revenues and restricted scholarship and fellowship expenditures. The introduction of IPEDS in the FY 1987 survey included several important changes to the survey instrument and data processing procedures. Beginning in FY 1997, data for private institutions were collected using new financial concepts consistent with Financial Accounting Standards Board (FASB) reporting standards, which provide a more comprehensive view of college finance activities. The data for public institutions continued to be collected using the older survey form. The data for public and private institutions were no longer comparable and, as a result, no longer presented together in analysis tables. In FY 2001, public institu-
tions had the option of either continuing to report using Government Accounting Standards Board (GASB) standards or using the new FASB reporting standards. Beginning in FY 2002, public institutions could use either the original GASB standards, the FASB standards, or the new GASB Statement 35 standards (GASB35).

Possible sources of nonsampling error in the financial statistics include nonresponse, imputation, and misclassification. The unweighted response rate has been about 85 to 90 percent for most of the years these data appeared in the Digest of Education Statistics; however, in more recent years, response rates have been much higher because Title IV institutions are required to respond. Since 2002, the IPEDS data collection has been a full-scale web-based collection, which has improved the quality and timeliness of the data. For example, the ability of IPEDS to tailor online data entry forms for each institution based on characteristics such as institutional control, level of institution, and calendar system and the institutions' ability to submit their data online are aspects of fullscale web-based collections that have improved response.

The response rate for the FY 2015 Finance component was nearly 100 percent: Of the 7,223 institutions and administrative offices that were expected to respond, 7,183 provided data. Data collection procedures for the FY 2015 component are discussed in Enrollment and Employees in Postsecondary Institutions, Fall 2015; and Financial Statistics and Academic Libraries, Fiscal Year 2015: First Look (Provisional Data) (NCES 2017-024).

The Integrated Postsecondary Education Data System Data Quality Study (NCES 2005-175) found that only a small percentage ( 2.9 percent, or 168) of postsecondary institutions either revised 2002-03 data or submitted data for items they previously left unreported. Though relatively few institutions made changes, the changes made were relatively large-greater than 10 percent of the original data. With a few exceptions, these changes, large as they were, did not greatly affect the aggregate totals.

Further information on the IPEDS Finance component may be obtained from

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## Spring (Human Resources)

The Human Resources component was part of the IPEDS winter data collection from data collection years 2000-01 to 2011-12. For the 2012-13 data collection year, the Human Resources component was moved to the spring 2013 data collection, in order to give institutions more time to prepare their survey responses (the spring and winter collections begin on the same date, but the reporting deadline for the spring collection is several weeks later than the reporting deadline for the winter collection).

## IPEDS Collection Years 2012-13 and Later

In 2012-13, new occupational categories replaced the primary function/occupational activity categories previously used in the IPEDS Human Resources component. This change was required in order to align the IPEDS Human Resources categories with the 2010 Standard Occupational Classification (SOC) system. In tandem with the change in 2012-13 from using primary function/occupational activity categories to using the new occupational categories, the sections making up the IPEDS Human Resources component (which previously had been Employees by Assigned Position, Fall Staff, and Salaries) were changed to Full-Time Instructional Staff, Full-time Noninstructional Staff, Salaries, Part-Time Staff, and New Hires.

The webpage "Archived Changes-Changes to IPEDS Data Collections, 2012-13" (https://nces.ed.gov/ipeds/InsidePages/ ArchivedChanges? year=2012-13) provides information on the redesigned IPEDS Human Resources component. "Resources for Implementing Changes to the IPEDS Human Resources (HR) Survey Component Due to Updated 2010 Standard Occupational Classification (SOC) System" (https://nces.ed.gov/ ipeds/Section/resources soc) is a webpage containing additional information, including notes comparing the new classifications with the old ("Comparison of New IPEDS Occupational Categories with Previous Categories"), a crosswalk from the new IPEDS occupational categories to the 2010 SOC occupational categories ("New IPEDS Occupational Categories and 2010 SOC"), answers to frequently asked questions, and a link to current IPEDS Human Resources survey screens.

Of the 7,226 institutions and administrative offices that were expected to respond to the spring 2016 Human Resources component, 7,218 responded, for a response rate that rounded to 100 percent. Data collection procedures for this component are presented in Enrollment and Employees in Postsecondary Institutions, Fall 2015; and Financial Statistics and Academic Libraries, Fiscal Year 2015: First Look (Provisional Data) (NCES 2017-024).

## IPEDS Collection Years Prior to 2012-13

In collection years before 2001-02, IPEDS conducted a Fall Staff survey and a Salaries survey; in the 2001-02 collection year, the Employees by Assigned Position survey was added to IPEDS. In the 2005-06 collection year, these three surveys became sections of the IPEDS "Human Resources" component.

Data gathered by the Employees by Assigned Position section categorized all employees by full- or part-time status, faculty status, and primary function/occupational activity. Institutions with M.D. or D.O. programs were required to report their medical school employees separately. A response to the EAP was required of all 6,858 Title IV institutions and administrative offices in the United States and other jurisdictions for winter $2008-09$, and 6,845 , or 99.8 percent unweighted, responded. Of the 6,970 Title IV institutions and administrative offices required to respond to the winter 2009-10 EAP, 6,964, or 99.9 percent, responded. And of the 7,256 Title IV institutions and administrative offices required to respond to the EAP for winter 2010-11, 7,252, or 99.9 percent, responded.

The main functions/occupational activities of the EAP section were primarily instruction, instruction combined with research and/or public service, primarily research, primarily public service, executive/administrative/managerial, other professionals (support/service), graduate assistants, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance.

All full-time instructional faculty classified in the EAP full-time non-medical school part as either (1) primarily instruction or (2) instruction combined with research and/or public service were included in the Salaries section, unless they were exempt.

The Fall Staff section categorized all staff on the institution's payroll as of November 1 of the collection year by employment status (full time or part time), primary function/ occupational activity, gender, and race/ethnicity. These data elements were collected from degree-granting and non-degree-granting institutions; however, additional data elements were collected from degree-granting institutions and related administrative offices with 15 or more full-time staff. These elements include faculty status, contract length/teaching period, academic rank, salary class intervals, and newly hired full-time permanent staff.

The Fall Staff section, which was required only in oddnumbered reporting years, was not required during the 2008-09 Human Resources data collection. However, of the 6,858 Title IV institutions and administrative offices in the United States and other jurisdictions, 3,295, or 48.0 percent unweighted, did provide data in the Fall Staff section that year. During the 2009-10 Human Resources data collection, when all 6,970 Title IV institutions and administrative offices were required to respond to the Fall Staff section, 6,964 , or 99.9 percent, did so. A response to the Fall Staff section of the 2010-11 Human Resources collection was optional, and 3,364 Title IV institutions and administrative offices responded that year (a response rate of 46.3 percent).

The Integrated Postsecondary Education Data System Data Quality Study (NCES 2005-175) found that for 2003-04 employee data items, changes were made by 1.2 percent (77) of the institutions that responded. For all institutions making changes, the changes resulted in different employee counts. For both institutional and aggregate differences, however, the changes had little impact on the original employee count submissions. A large number of institutions reported different staff data to IPEDS and Thomson Peterson; however, the magnitude of the differences was small-usually no more than 17 faculty members for any faculty variable.

The Salaries section collected data for full-time instructional faculty (except those in medical schools in the EAP section, described above) on the institution's payroll as of November 1 of the collection year by contract length/teaching period, gender, and academic rank. The reporting of data by faculty status in the Salaries section was required from 4year degree-granting institutions and above only. Salary outlays and fringe benefits were also collected for full-time instructional staff on 9/10- and 11/12-month contracts/ teaching periods. This section was applicable to degreegranting institutions unless exempt.

Between 1966-67 and 1985-86, this survey differed from other HEGIS surveys in that imputations were not made for nonrespondents. Thus, there is some possibility that the salary averages presented in this report may differ from the results of a complete enumeration of all colleges and universities. Beginning with the surveys for 1987-88, the IPEDS data tabulation procedures included imputations for survey nonrespondents. The unweighted response rate for the 2008-09 Salaries survey section was 99.9 percent. The response rate for the 2009-10 Salaries section was 100.0 percent $(4,453$ of the 4,455 required institutions responded), and the response rate for $2010-11$ was 99.9 percent ( 4,561 of the 4,565 required institutions responded). Imputation methods for the 2010-11 Salaries survey section are discussed in Employees in Postsecondary Institutions, Fall 2010, and Salaries of Full-Time Instructional Staff, 2010-11 (NCES 2012-276).

Although data from this survey are not subject to sampling error, sources of nonsampling error may include computational errors and misclassification in reporting and processing. The electronic reporting system does allow corrections to prior-year reported or missing data, and this should help alleviate these problems. Also, NCES reviews individual institutions' data for internal and longitudinal consistency and contacts institutions to check inconsistent data.

The Integrated Postsecondary Education Data System Data Quality Study (NCES 2005-175) found that only 1.3 percent of the responding Title IV institutions in 2003-04 made changes to their salaries data. The differences between the imputed data and the revised data were small and found to have little impact on the published data.

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## Library Statistics

In the past, NCES collected library data through the Public Libraries Survey (PLS), the State Library Agencies (StLA) Survey, the Academic Libraries Survey (ALS), and the Library Media Centers (LMC) Survey. On October 1, 2007, the administration of the Public Libraries Survey (PLS) and the State Library Agencies (StLA) Survey was transferred to the Institute of Museum and Library Services (IMLS) (see below).

NCES administered the Academic Libraries Survey (ALS) on a 3-year cycle between 1966 and 1988. From 1988 through 1999, ALS was a component of the Integrated Postsecondary Education Data System (IPEDS) and was on a 2-year cycle.

Beginning in the year 2000, ALS began collecting data independent from the IPEDS data collection, but it remained on a 2 -year cycle. ALS provided data on approximately 3,700 academic libraries. In aggregate, these data provided an overview of the status of academic libraries nationally and statewide. The survey collected data on the libraries in the entire universe of degree-granting institutions. Beginning with the collection of FY 2000 data, ALS changed to web-based data collection. ALS produced descriptive statistics on academic libraries in postsecondary institutions in the 50 states, the District of Columbia, and the outlying areas. Academic Libraries: 2012 (NCES 2014-038) presented tabulations for the 2012 survey, the most recent administration of ALS for which data are available. Since 2014, ALS has been reintegrated back into the IPEDS collection as the Academic Libraries component and is collected annually.

School library data were collected on the School and Principal Surveys of the 1990-91 Schools and Staffing Survey (SASS). The School Library Media Centers (LMC) Survey became a component of SASS with the 1993-94 administration of the survey. Thus, readers should refer to the section on the Schools and Staffing Survey, below, regarding data on school libraries. Data for the 2011-12 LMC Survey are available on the NCES website at http:// nces.ed.gov/surveys/sass/index.asp.

Further information on library statistics may be obtained from

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## National Adult Literacy Survey

The National Adult Literacy Survey (NALS), funded by the U.S. Department of Education and 12 states, was created in 1992 as a new measure of literacy. The aim of the survey was to profile the English literacy of adults in the United States based on their performance across a wide array of tasks that reflect the types of materials and demands they encounter in their daily lives.

To gather information on adults' literacy skills, trained staff interviewed a nationally representative sample of nearly 13,600 individuals ages 16 and over during the first 8 months of 1992. These participants had been randomly selected to represent the adult population in the country as a whole. Black and Hispanic households were oversampled to ensure reliable estimates of literacy proficiencies and to permit analyses of the performance of these subpopulations. In addition, some 1,100 inmates from 80 federal and state prisons were interviewed to gather information on the proficiencies of the prison population. In total, nearly 26,000 adults were surveyed.

Each survey participant was asked to spend approximately an hour responding to a series of diverse literacy tasks, as well as to questions about his or her demographic characteristics, educational background, reading practices, and other areas related to literacy. Based on their responses to the survey tasks, adults received proficiency scores along three scales that reflect varying degrees of skill in prose, document, and quantitative literacy. The results of the 1992 survey were first published in Adult Literacy in America: A First Look at the Findings of the National Adult Literacy Survey (NCES 93-275), in September 1993. See the section on the National Assessment of Adult Literacy (below) for information on later adult literacy surveys.

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## National Assessment of Adult Literacy

The 2003 National Assessment of Adult Literacy (NAAL) was conducted to measure both English literacy and health literacy. The assessment was administered to 19,000 adults (including 1,200 prison inmates) age 16 and over in all 50 states and the District of Columbia. Components of the assessment included a background questionnaire; a prison component that assesses the literacy skills of adults in federal and state prisons; the State Assessment of Adult Literacy (SAAL), a voluntary survey given in conjunction with NAAL; a health literacy component; the Fluency Addition to NAAL (FAN), an oral reading assessment; and the Adult Literacy Supplemental Assessment (ALSA). ALSA is an alternative to the main NAAL for those with very low scores on seven core screening questions. NAAL assesses literacy directly through the completion of tasks that covered quantitative literacy, document literacy, and prose literacy. Results were reported using the following achievement levels: Below Basic, Basic, Intermediate, and Proficient.

Results from NAAL and NALS can be compared. NALS offers a snapshot of the condition of literacy of the U.S. population as a whole and among key population subgroups in 1992. NAAL provides an updated picture of adult literacy skills in 2003, revealing changes in literacy over the intervening decade.

Further information on NAAL may be obtained from

[^158]
## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a series of cross-sectional studies initially implemented in 1969 to assess the educational achievement of U.S. students and monitor changes in those achievements. In the main national NAEP, a nationally representative sample of students is assessed at grades 4,8 , and 12 in various academic subjects. The assessment is based on frameworks developed by the National Assessment Governing Board (NAGB). It includes both multiplechoice items and constructed-response items (those requiring written answers). Results are reported in two ways: by average score and by achievement level. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. Percentages of students performing at or above three achievement levels (Basic, Proficient, and Advanced) are also reported for these groups.

## Main NAEP Assessments

From 1990 until 2001, main NAEP was conducted for states and other jurisdictions that chose to participate. In 2002, under the provisions of the No Child Left Behind Act of 2001, all states began to participate in main NAEP, and an aggregate of all state samples replaced the separate national sample. (School district-level assessments-under the Trial Urban District Assessment [TUDA] programalso began in 2002.)

Results are available for the mathematics assessments administered in 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015. In 2005, NAGB called for the development of a new mathematics framework. The revisions made to the mathematics framework for the 2005 assessment were intended to reflect recent curricular emphases and better assess the specific objectives for students at each grade level.

The revised mathematics framework focuses on two dimensions: mathematical content and cognitive demand. By considering these two dimensions for each item in the assessment, the framework ensures that NAEP assesses an appropriate balance of content, as well as a variety of ways of knowing and doing mathematics.

Since the 2005 changes to the mathematics framework were minimal for grades 4 and 8 , comparisons over time can be made between assessments conducted before and after the framework's implementation for these grades. The changes that the 2005 framework made to the grade 12 assessment, however, were too drastic to allow grade 12 results from before and after implementation to be directly compared. These changes included adding more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework; merging the measurement and geometry content areas; and changing the reporting scale from 0-500 to $0-300$. For more information regarding the 2005 mathematics framework revisions, see http://nces.ed.gov/nationsreportcard/ mathematics/frameworkcomparison.asp.

Results are available for the reading assessments administered in 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015. In 2009, a new framework was developed for the 4th-, 8th-, and 12th-grade NAEP reading assessments.

Both a content alignment study and a reading trend, or bridge, study were conducted to determine if the new reading assessment was comparable to the prior assessment. Overall, the results of the special analyses suggested that the assessments were similar in terms of their item and scale characteristics and the results they produced for important demographic groups of students. Thus, it was determined that the results of the 2009 reading assessment could still be compared to those from earlier assessment years, thereby maintaining the trend lines first established in 1992. For more information regarding the 2009 reading framework revisions, see http://nces.ed.gov/nationsreportcard/reading/ whatmeasure.asp.

In spring 2013, NAEP released results from the NAEP 2012 economics assessment in The Nation's Report Card: Economics 2012 (NCES 2013-453). First administered in 2006, the NAEP economics assessment measures 12thgraders' understanding of a wide range of topics in three main content areas: market economy, national economy, and international economy. The 2012 assessment is based on a nationally representative sample of nearly 11,000 students in the 12th grade.

In The Nation's Report Card: A First Look-2013 Mathematics and Reading (NCES 2014-451), NAEP released the results of the 2013 mathematics and reading assessments. Results can also be accessed using the interactive graphics and downloadable data available at the online Nation's Report Card website (http://nationsreportcard.gov/reading math 2013/\#/).

The Nation's Report Card: A First Look-2013 Mathematics and Reading Trial Urban District Assessment (NCES 2014-466) provides the results of the 2013 mathematics and reading TUDA, which measured the reading and mathematics progress of 4th- and 8th-graders from 21 urban school districts. Results from the 2013 mathematics and reading TUDA can also be accessed using the interactive graphics and downloadable data available at the online TUDA website (http:// nationsreportcard.gov/reading math tuda 2013/\#/).

The online interactive report The Nation's Report Card: 2014 U.S. History, Geography, and Civics at Grade 8 (NCES 2015-112) provides grade 8 results for the 2014 NAEP U.S. history, geography, and civics assessments. Trend results for previous assessment years in these three subjects, as well as information on school and student participation rates and sample tasks and student responses, are also presented.

In 2014, the first administration of the NAEP Technology and Engineering Literacy (TEL) Assessment asked 8thgraders to respond to questions aimed at assessing their knowledge and skill in understanding technological principles, solving technology and engineering-related problems, and using technology to communicate and collaborate. The online report The Nation's Report Card: Technology and Engineering Literacy (NCES 2016-119) presents national results for 8th-graders on the TEL assessment.

The Nation's Report Card: 2015 Mathematics and Reading Assessments (NCES 2015-136) is an online interactive report that presents national and state results for 4th- and 8th-graders on the NAEP 2015 mathematics and reading assessments. The report also presents TUDA results in mathematics and reading for 4th- and 8th-graders. The online interactive report The Nation's Report Card: 2015 Mathematics and Reading at Grade 12 (NCES 2016-018) presents grade 12 results from the NAEP 2015 mathematics and reading assessments.

Results from the 2015 NAEP science assessment are presented in the online report The Nation's Report Card: 2015 Science at Grades 4, 8, and 12 (NCES 2016-162). The assessment measures 4th-, 8th-, and 12th-graders' knowledge in three science content areas (physical science, life science, and Earth and space sciences) and their understanding of four science practices (identifying science principles, using science principles, using scientific inquiry, and using technological design). National results are reported for grades 4,8 , and 12 , and results from 46 participating states and one jurisdiction are reported for grades 4 and 8 . Since a new NAEP science framework was introduced in 2009, results from the 2015 science assessment can be compared to results from the 2009 and 2011 science assessments, but cannot be compared to the science assessments conducted prior to 2009.

NAEP is in the process of transitioning from paper-based assessments to technology-based assessments; consequently, data are needed regarding students' access to and familiarity with technology, at home and at school. The Computer Access and Familiarity Study (CAFS) is designed to fulfill this need. CAFS was conducted as part of the main administration of the 2015 NAEP. A subset of the grade 4, 8, and 12 students who took the main NAEP were chosen to take the additional CAFS questionnaire. The main 2015 NAEP was administered in a paper-and-pencil format to some students and a digital-based format to others, and CAFS participants were given questionnaires in the same format as their NAEP questionnaires.

## NAEP Long-Term Trend Assessments

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

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

The Nation's Report Card: Trends in Academic Progress 2012 (NCES 2013-456) provides the results of 12 long-term trend reading assessments dating back to 1971 and 11 longterm trend mathematics assessments dating back to 1973.

Further information on NAEP may be obtained from

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## National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) was the third major secondary school student longitudinal study conducted by NCES. The two studies that preceded NELS:88-the National Longitudinal Study of the High School Class of 1972 (NLS:72) and the High School and Beyond Longitudinal Study (HS\&B) in 1980-surveyed high school seniors (and sophomores in HS\&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 began with a cohort of 8th-grade students. In 1988, some 25,000 8th-graders, their parents, their teachers, and their school principals were surveyed. Follow-ups were conducted in 1990 and 1992, when a majority of these students were in the 10th and 12th grades, respectively, and then 2 years after their scheduled high school graduation, in 1994. A fourth follow-up was conducted in 2000.

NELS:88 was designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 included a multifaceted student questionnaire, four cognitive tests, a parent questionnaire, a teacher questionnaire, and a school questionnaire.

In 1990, when most of the students were in 10th grade, students, school dropouts, their teachers, and their school principals were surveyed. (Parents were not surveyed in the 1990 follow-up.) In 1992, when most of the students were in 12th grade, the second follow-up conducted surveys of students, dropouts, parents, teachers, and school principals. Also, information from the students' transcripts was collected. The 1994 survey data were collected when most sample members had completed high school. The primary goals of the 1994 survey were (1) to provide data for trend comparisons with NLS:72 and HS\&B; (2) to address issues of employment and postsecondary access and choice; and (3)
to ascertain how many dropouts had returned to school and by what route. The 2000 follow-up examined the educational and labor market outcomes of the 1988 cohort at a time of transition. Most had been out of high school for 8 years; many had completed their postsecondary educations, were embarking on first or even second careers, and were starting families. For those who had attended postsecondary institutions after high school, student transcript data were collected from the institutions attended.

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## National Household Education Surveys Program

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. Surveys have been conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, 2005, 2007, and 2012. NHES targets specific populations for detailed data collection. It is intended to provide more detailed data on the topics and populations of interest than are collected through supplements to other household surveys.

The topics addressed by NHES: 1991 were early childhood education and adult education. About 60,000 households were screened for NHES:1991. In the Early Childhood Education Survey, about 14,000 parents/guardians of 3- to 8 -year-olds completed interviews about their children's early educational experiences. Included in this component were participation in nonparental care/education; care arrangements and school; and family, household, and child characteristics. In the NHES:1991 Adult Education Survey, about 9,800 people 16 years of age and over, identified as having participated in an adult education activity in the previous 12 months, were questioned about their activities. Data were collected on programs and up to four courses, including the subject matter, duration, sponsorship, purpose, and cost. Information on the household and the adult's background and current employment was also collected.

In NHES:1993, nearly 64,000 households were screened. Approximately 11,000 parents of 3- to 7-year-olds completed interviews for the School Readiness Survey. Topics included the developmental characteristics of preschoolers; school adjustment and teacher feedback to parents for kindergartners and primary students; center-based program participation; early school experiences; home activities with family members; and health status. In the School Safety and Discipline Survey, about 12,700 parents of children in grades 3 to 12 and about 6,500 youth in grades 6 to 12 were
interviewed about their school experiences. Topics included the school learning environment, discipline policy, safety at school, victimization, the availability and use of alcohol/ drugs, and alcohol/drug education. Peer norms for behavior in school and substance use were also included in this topical component. Extensive family and household background information was collected, as well as characteristics of the school attended by the child.

In NHES:1995, the Early Childhood Program Participation Survey and the Adult Education Survey were similar to those fielded in 1991. In the Early Childhood component, about 14,000 parents of children from birth to 3rd grade were interviewed out of 16,000 sampled, for a completion rate of 90.4 percent. In the Adult Education Survey, about 24,000 adults were sampled and 82.3 percent $(20,000)$ completed the interview.

NHES:1996 covered parent and family involvement in education and civic involvement. Data on homeschooling and school choice also were collected. The 1996 survey screened about 56,000 households. For the Parent and Family Involvement in Education Survey, nearly 21,000 parents of children in grades 3 to 12 were interviewed. For the Civic Involvement Survey, about 8,000 youth in grades 6 to 12, about 9,000 parents, and about 2,000 adults were interviewed. The 1996 survey also addressed public library use. Adults in almost 55,000 households were interviewed to support state-level estimates of household public library use.

NHES: 1999 collected end-of-decade estimates of key indicators from the surveys conducted throughout the 1990s. Approximately 60,000 households were screened for a total of about 31,000 interviews with parents of children from birth through grade 12 (including about 6,900 infants, toddlers, and preschoolers) and adults age 16 or older not enrolled in grade 12 or below. Key indicators included participation of children in nonparental care and early childhood programs, school experiences, parent/family involvement in education at home and at school, youth community service activities, plans for future education, and adult participation in educational activities and community service.

NHES:2001 included two surveys that were largely repeats of similar surveys included in earlier NHES collections. The Early Childhood Program Participation Survey was similar in content to the Early Childhood Program Participation Survey fielded as part of NHES:1995, and the Adult Education and Lifelong Learning Survey was similar in content to the Adult Education Survey of NHES:1995. The Before- and AfterSchool Programs and Activities Survey, while containing items fielded in earlier NHES collections, had a number of new items that collected information about what school-age children were doing during the time they spent in child care or in other activities, what parents were looking for in care arrangements and activities, and parent evaluations of care arrangements and activities. Parents of approximately 6,700 children from birth through age 6 who were not yet in kindergarten completed Early Childhood Program Participation Survey interviews. Nearly 10,900 adults completed Adult Education and Lifelong Learning Survey interviews, and parents of nearly 9,600 children in kindergarten through grade 8
completed Before- and After-School Programs and Activities Survey interviews.

NHES:2003 included two surveys: the Parent and Family Involvement in Education Survey and the Adult Education for Work-Related Reasons Survey (the first administration). Whereas previous adult education surveys were more general in scope, this survey had a narrower focus on occupa-tion-related adult education programs. It collected in-depth information about training and education in which adults participated specifically for work-related reasons, either to prepare for work or a career or to maintain or improve workrelated skills and knowledge they already had. The Parent and Family Ilnvolvement Survey expanded on the first survey fielded on this topic in 1996. In 2003, screeners were completed with 32,050 households. About 12,700 of the 16,000 sampled adults completed the Adult Education for Work-Related Reasons Survey, for a weighted response rate of 76 percent. For the Parent and Family Involvement in Education Survey, interviews were completed by the parents of about 12,400 of the 14,900 sampled children in kindergarten through grade 12 , yielding a weighted unit response rate of 83 percent.

NHES:2005 included surveys that covered adult education, early childhood program participation, and after-school programs and activities. Data were collected from about 8,900 adults for the Adult Education Survey, from parents of about 7,200 children for the Early Childhood Program Participation Survey, and from parents of nearly 11,700 children for the After-School Programs and Activities Survey. These surveys were substantially similar to the surveys conducted in 2001, with the exceptions that the Adult Education Survey addressed a new topic-informal learning activities for personal interest-and the Early Childhood Program Participation Survey and After-School Programs and Activities Survey did not collect information about before-school care for school-age children.

NHES:2007 fielded the Parent and Family Involvement in Education Survey and the School Readiness Survey. These surveys were similar in design and content to surveys included in the 2003 and 1993 collections, respectively. New features added to the Parent and Family Involvement Survey were questions about supplemental education services provided by schools and school districts (including use of and satisfaction with such services), as well as questions that would efficiently identify the school attended by the sampled students. New features added to the School Readiness Survey were questions that collected details about TV programs watched by the sampled children. For the Parent and Family Involvement Survey, interviews were completed with parents of 10,680 sampled children in kindergarten through grade 12 , including 10,370 students enrolled in public or private schools and 310 homeschooled children. For the School Readiness Survey, interviews were completed with parents of 2,630 sampled children ages 3 to 6 and not yet in kindergarten. Parents who were interviewed about children in kindergarten through 2nd grade for the Parent and Family Involvement Survey were also asked some questions about these children's school readiness.

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

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

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

The 2012 Early Childhood Program Participation Survey collected data on the early care and education arrangements and early learning of children from birth through the age of 5 who were not yet enrolled in kindergarten. Questionnaires were completed for 7,893 children, for a weighted unit response rate of 78.7 percent. The overall estimated weighted unit response rate (the product of the screener weighted unit response rate of 73.8 percent and the Early Childhood Program Participation Survey unit weighted response rate) was 58.1 percent.

Data for the 2012 NHES Parent and Family Involvement in Education Survey are available in the First Look report, Parent and Family Involvement in Education, From the National Household Education Surveys Program of 2012 (NCES 2013028). Data for the 2012 NHES Early Childhood Program Participation Survey are available in the First Look report Early Childhood Program Participation, From the National Household Education Surveys Program of 2012 (NCES 2013-029).

Further information on NHES may be obtained from

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## National Longitudinal Study of the High School Class of 1972

The National Longitudinal Study of the High School Class of 1972 (NLS:72) began with the collection of baseyear survey data from a sample of about 19,000 high school seniors in the spring of 1972. In each of the years 1973, 1974, 1976, 1979, and 1986, a follow-up survey of these students was conducted. NLS:72 was designed to provide the education community with information on the transitions of young adults from high school through postsecondary education and the workplace.

In addition to the follow-ups, a number of supplemental data collection efforts were made. For example, a Postsecondary Education Transcript Study (PETS) was conducted in 1984; in 1986, the fifth follow-up included a supplement for those who became teachers.

The sample design for NLS:72 was a stratified, two-stage probability sample of 12 th-grade students from all schools, public and private, in the 50 states and the District of Columbia during the 1971-72 school year. During the first stage of sampling, about 1,070 schools were selected for participation in the base-year survey. As many as 18 students were selected at random from each of the sample schools. The sizes of both the school and student samples were increased during the first follow-up survey. Beginning with the first follow-up and continuing through the fourth follow-up, about 1,300 schools participated in the survey and slightly fewer than 23,500 students were sampled. The unweighted response rates for each of the different rounds of data collection were 80 percent or higher.

Sample retention rates across the survey years were quite high. For example, of the individuals responding to the baseyear questionnaire, the percentages who responded to the first, second, third, and fourth follow-up questionnaires were about $94,93,89$, and 83 percent, respectively. The fifth follow-up took its sample from students who had participated in at least one of the prior surveys. In all, 91.7 percent of participants had responded to at least five of the six surveys, and 62.1 percent had responded to all six.

Further information on NLS:72 may be obtained from

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## National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of how students and their families pay for postsecondary education. Data gathered from the study are used to help guide future federal student financial aid policy. The study covers nationally representative samples of undergraduates, graduates, and first-professional students in
the 50 states, the District of Columbia, and Puerto Rico, including students attending less-than-2-year institutions, community colleges, and 4 -year colleges and universities. Participants include students who do not receive aid and those who do receive financial aid. Since NPSAS identifies nationally representative samples of student subpopulations of interest to policymakers and obtains baseline data for longitudinal study of these subpopulations, data from the study provide the base-year sample for the Beginning Postsecondary Students (BPS) longitudinal study and the Baccalaureate and Beyond (B\&B) longitudinal study.

Originally, NPSAS was conducted every 3 years. Beginning with the 1999-2000 study (NPSAS:2000), NPSAS has been conducted every 4 years. NPSAS:08 included a new set of instrument items to obtain baseline measures of the awareness of two new federal grants introduced in 2006: the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) grant.

The first NPSAS (NPSAS:87) was conducted during the 1986-87 school year. Data were gathered from about 1,100 colleges, universities, and other postsecondary institutions; 60,000 students; and 14,000 parents. These data provided information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families.

For NPSAS:93, information on 77,000 undergraduates and graduate students enrolled during the school year was collected at 1,000 postsecondary institutions. The sample included students who were enrolled at any time between July 1, 1992, and June 30, 1993. About 66,000 students and a subsample of their parents were interviewed by telephone. NPSAS:96 contained information on more than 48,000 undergraduate and graduate students from about 1,000 postsecondary institutions who were enrolled at any time during the 1995-96 school year. NPSAS:2000 included nearly 62,000 students ( 50,000 undergraduates and almost 12,000 graduate students) from 1,000 postsecondary institutions. NPSAS:04 collected data on about 80,000 undergraduates and 11,000 graduate students from 1,400 postsecondary institutions. For NPSAS:08, about 114,000 undergraduate students and 14,000 graduate students who were enrolled in postsecondary education during the 2007-08 school year were selected from more than 1,730 postsecondary institutions.

NPSAS:12 sampled about 95,000 undergraduates and 16,000 graduate students from approximately 1,500 postsecondary institutions. Public access to the data is available online through PowerStats (http://nces.ed.gov/datalab/).

Further information on NPSAS may be obtained from

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## National Study of Postsecondary Faculty

The National Study of Postsecondary Faculty (NSOPF) was designed to provide data about faculty to postsecondary researchers, planners, and policymakers. NSOPF is the most comprehensive study of faculty in postsecondary education institutions ever undertaken.

The first cycle of NSOPF (NSOPF:88) was conducted by NCES with support from the National Endowment for the Humanities (NEH) in 1987-88 with a sample of 480 colleges and universities, over 3,000 department chairpersons, and over 11,000 instructional faculty. The second cycle of NSOPF (NSOPF:93) was conducted by NCES with support from NEH and the National Science Foundation in 1992-93. NSOPF:93 was limited to surveys of institutions and faculty, but with a substantially expanded sample of 970 colleges and universities and 31,350 faculty and instructional staff. The third cycle, NSPOF:99, included 960 degree-granting postsecondary institutions and approximately 18,000 faculty and instructional staff. The fourth cycle of NSOPF was conducted in 2003-04 and included 1,080 degree-granting postsecondary institutions and approximately 26,000 faculty and instructional staff.

There are no plans to repeat the study. Rather, NCES plans to provide technical assistance to state postsecondary data systems and to encourage the development of robust connections between faculty and student data systems so that key questions concerning faculty, instruction, and student outcomes-such as persistence and completion-can be addressed.

Further information on NSOPF may be obtained from

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## Principal Follow-up Survey

The Principal Follow-up Survey (PFS) is a component of the 2011-12 Schools and Staffing Survey (SASS). The 2012-13 PFS was administered in order to provide attrition rates for principals in $\mathrm{K}-12$ public and private schools. The goal was to assess how many of those who worked as a principal in the 2011-12 school year still worked as a principal in the same school in the 2012-13 school year, how many had moved to become a principal in another school, and how many no longer worked as a principal. The PFS sample included all schools whose principals had completed SASS principal questionnaires. Schools that had returned a completed 2011-12 SASS principal questionnaire were mailed the PFS form in March 2013.

Further information on the PFS may be obtained from

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## Private School Universe Survey

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Begun in 1989, the PSS has been conducted every 2 years, and data for the 1989-90, 1991-92, 1993-94, 1995-96, 1997-98, 1999-2000, 2001-02, 2003-04, 2005-06, 2007-08, 2009-10, 2011-12, and 2013-14 school years have been released. A First Look report on the 2013-14 PSS data, Characteristics of Private Schools in the United States: Results From the 2013-14 Private School Universe Survey (NCES 2016-243) was published in November 2016.

The PSS produces data similar to that of the Common Core of Data for public schools, and can be used for publicprivate comparisons. The data are useful for a variety of policy- and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers.

The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home).

The survey universe is composed of schools identified from a variety of sources. The main source is a list frame initially developed for the 1989-90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

Of the 40,302 schools included in the 2009-10 sample, 10,229 were found ineligible for the survey. Those not responding numbered 1,856 , and those responding numbered 28,217. The unweighted response rate for the 2009-10 PSS survey was 93.8 percent.

Of the 39,325 schools included in the 2011-12 sample, 10,030 cases were considered as out-of-scope (not eligible
for the PSS). A total of 26,983 private schools completed a PSS interview ( 15.8 percent completed online), while 2,312 schools refused to participate, resulting in an unweighted response rate of 92.1 percent.

There were 40,298 schools in the 2013-14 sample; of these, 10,659 were considered as out-of-scope (not eligible for the PSS). A total of 24,566 private schools completed a PSS interview ( 34.1 percent completed online), while 5,073 schools refused to participate, resulting in an unweighted response rate of 82.9 percent.

Further information on the PSS may be obtained from

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## Projections of Education Statistics

Since 1964, NCES has published projections of key statistics for elementary and secondary schools and higher education institutions. The latest report is titled Projections of Education Statistics to 2024 (NCES 2016-013). The Projections of Education Statistics series uses projection models for elementary and secondary enrollment, high school graduates, elementary and secondary teachers, expenditures for public elementary and secondary education, enrollment in postsecondary degree-granting institutions, and postsecondary degrees conferred to develop national and state projections. These models are described more fully in the report's appendix on projection methodology.

Differences between the reported and projected values are, of course, almost inevitable. An evaluation of past projections revealed that, at the elementary and secondary level, projections of enrollments have been quite accurate: mean absolute percentage differences for enrollment ranged from 0.3 to 1.3 percent for projections from 1 to 5 years in the future, while those for teachers were less than 3 percent. At the higher education level, projections of enrollment have been fairly accurate: mean absolute percentage differences were 5 percent or less for projections from 1 to 5 years into the future.

Further information on Projections of Education Statistics may be obtained from

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## Recent College Graduates Study

Between 1976 and 1991, NCES conducted periodic surveys of baccalaureate and master's degree recipients 1 year after graduation with the Recent College Graduates (RCG) Study. The RCG Study-which was replaced by the Baccalaureate and Beyond Longitudinal Study (B\&B) in 1993 (see listing above)-concentrated on those graduates entering the teaching profession. The study linked respondents' major field of study with outcomes such as whether the respondent entered the labor force or was seeking additional education. Labor force data collected included employment status (unemployed, employed part time, or employed full time), occupation, salary, career potential, relation to major field of study, and need for a college degree. To obtain accurate results on teachers, NCES oversampled graduates with a major in education. The last two studies oversampled education majors and increased the sampling of graduates with majors in other fields.

For each of the selected institutions, a list of graduates by major field of study was obtained, and a sample of graduates was drawn by major field of study. Graduates in certain major fields of study (e.g., education, mathematics, and physical sciences) were sampled at higher rates than were graduates in other fields. Roughly 1 year after graduation, the sample of graduates was located, contacted by mail or telephone, and asked to respond to the questionnaire.

The locating process was more detailed than that in most surveys. Nonresponse rates were directly related to the time, effort, and resources used in locating graduates, rather than to graduates' refusals to participate. Despite the difficulties in locating graduates, RCG response rates are comparable to studies that do not face problems locating their sample membership.

The 1976 study of 1974-75 college graduates was the first, and smallest, of the series. The sample consisted of about 210 institutions, of which 200 ( 96 percent) responded. Of the approximately 5,850 graduates in the sample, 4,350 responded, for a response rate of 79 percent.

The 1981 study was somewhat larger than the 1976 study, covering about 300 institutions and 15,850 graduates. Responses were obtained from 280 institutions, for an institutional response rate of 95 percent, and from 9,310 graduates (about 720 others were found not to meet eligibility requirements), for a response rate of 74 percent.

The 1985 study sampled about 400 colleges and 18,740 graduates, of whom 17,850 were found to be eligible. Responses were obtained from 13,200 graduates, for a response rate of 78 percent. The response rate for colleges was 98 percent. The 1987 study sampled 21,960 graduates. Responses were received from 16,880 , for a response rate of nearly 80 percent.

The 1991 study sampled about 18,140 graduates of 400 bachelor's and master's degree-granting institutions, including 16,170 bachelor's degree recipients and 1,960 master's degree recipients receiving diplomas between July 1, 1989, and June 30, 1990. Random samples of graduates were
selected from lists stratified by field of study. Graduates in education, mathematics, and the physical sciences were sampled at a higher rate, as were graduates of various racial/ ethnic groups, to provide a sufficient number of these graduates for analysis purposes. The graduates included in the sample were selected in proportion to the institution's number of graduates. The unweighted institutional response rate was 95 percent, and the unweighted graduate response rate was 83 percent.

Further information on the RCG Study may be obtained from

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## School Survey on Crime and Safety

The most recent School Survey on Crime and Safety (SSOCS) was conducted by NCES in spring/summer of the 2009-10 school year. SSOCS focuses on incidents of specific crimes/offenses and a variety of specific discipline issues in public schools. It also covers characteristics of school policies, school violence prevention programs and policies, and school characteristics that have been associated with school crime. The survey was conducted with a nationally representative sample of regular public elementary, middle, and high schools in the 50 states and the District of Columbia. Special education, alternative, and vocational schools; schools in the other jurisdictions; and schools that taught only prekindergarten, kindergarten, or adult education were not included in the sample.

The sampling frame for the 2010 SSOCS was constructed from the 2007-08 Public Elementary/Secondary School Universe File of the Common Core of Data, an annual collection of data on all public K-12 schools and school districts. The sample was stratified by instructional level, type of locale (urbanicity), and enrollment size. The sample of schools in each instructional level was allocated to each of the 16 cells formed by the cross-classification of the four categories of enrollment size and four types of locale. The sample was allocated to each subgroup in proportion to the sum of the square roots of the total student enrollment in each school in that stratum. The effective sample size within each stratum was then inflated to account for nonresponse. Once the final sample sizes were determined for each of the 64 strata, the subgroups were sorted by region and racial/ethnic composition of enrollment, and an initial sample of 3,476 schools was selected. Of those schools, 2,648 completed the survey. In February 2010, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person at the school most knowledgeable about discipline issues.

Further information about SSOCS may be obtained from

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## Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is a set of related questionnaires that collect descriptive data on the context of public and private elementary and secondary education. Data reported by districts, schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The SASS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

SASS data are collected through a mail questionnaire with telephone and in-person field follow-up. SASS has been conducted by the Census Bureau for NCES since the first administration of the survey, which was conducted during the 1987-88 school year. Subsequent SASS administrations were conducted in 1990-91, 1993-94, 1999-2000, 2003-04, 2007-08, and 2011-12.

SASS is designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supports national, regional, and affiliation estimates for schools, principals, and teachers.

From its inception, SASS has had four core components: school questionnaires, teacher questionnaires, principal questionnaires, and school district (prior to 1999-2000, "teacher demand and shortage") questionnaires. A fifth component, school library media center questionnaires, was introduced in the 1993-94 administration and has been included in every subsequent administration of SASS. School library data were also collected in the 1990-91 administration of the survey through the school and principal questionnaires.

School questionnaires used in SASS include the Public and Private School Questionnaires; teacher questionnaires include the Public and Private School Teacher Questionnaires; principal questionnaires include the Public and Private School Principal (or School Administrator) Questionnaires; and school district questionnaires include the School District (or Teacher Demand and Shortage) Questionnaires.

Although the four core questionnaires and the school library media questionnaires have remained relatively stable over the various administrations of SASS, the survey has changed to accommodate emerging issues in elementary and secondary education. Some questionnaire items have been added, some have been deleted, and some have been reworded.

During the 1990-91 SASS cycle, NCES worked with the Office of Indian Education to add an Indian School Questionnaire to SASS, and it remained a part of SASS through 2007-08. The Indian School Questionnaire explores the same school-level issues that the Public and Private School Questionnaires explore, allowing comparisons among the three types of schools. The 1990-91, 1993-94, 1999-2000, 2003-04, and 2007-08 administrations of SASS obtained data on Bureau of Indian Education (BIE) schools (schools funded or operated by the BIE), but the 2011-12 administration did not obtain BIE data. SASS estimates for all survey years presented in this report exclude BIE schools, and as a result, estimates in this report may differ from those in previously published reports.

School library media center questionnaires were administered in public, private, and BIE schools as part of the 1993-94 and 1999-2000 SASS. During the 2003-04 administration of SASS, only library media centers in public schools were surveyed, and in 2007-08 only library media centers in public schools and BIE and BIE-funded schools were surveyed. The 2011-12 survey collected data only on school library media centers in traditional public schools and in public charter schools. School library questions focused on facilities, services and policies, staffing, technology, information literacy, collections and expenditures, and media equipment. New or revised topics included access to online licensed databases, resource availability, and additional elements on information literacy. The Student Records and Library Media Specialist/Librarian Questionnaires were administered only in 1993-94.

As part of the 1999-2000 SASS, the Charter School Questionnaire was sent to the universe of charter schools in operation in 1998-99. In 2003-04 and in subsequent administrations of SASS, there was no separate questionnaire for charter schools-charter schools were included in the public school sample instead. Another change in the 2003-04 administration of SASS was a revised data collection procedure using a primary in-person contact within the school intended to reduce the field follow-up phase.

The SASS teacher surveys collect information on the characteristics of teachers, such as their age, race/ethnicity, years of teaching experience, average number of hours per week spent on teaching activities, base salary, average class size, and highest degree earned. These teacher-reported data may be combined with related information on their school's characteristics, such as school type (e.g., public traditional, public charter, Catholic, private other religious, and private nonsectarian), community type, and school enrollment size. The teacher questionnaires also ask for information on teacher opinions regarding the school and teaching environment. In 1993-94, about 53,000 public school teachers and

10,400 private school teachers were sampled. In 1999-2000, about 56,300 public school teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003-04, about 52,500 public school teachers and 10,000 private school teachers were sampled. In 2007-08, about 48,400 public school teachers and 8,200 private school teachers were sampled. In 2011-12, about 51,100 public school teachers and 7,100 private school teachers were sampled. Weighted overall response rates in 2011-12 were 61.8 percent for public school teachers and 50.1 percent for private school teachers.

The SASS principal surveys focus on such topics as age, race/ethnicity, sex, average annual salary, years of experience, highest degree attained, perceived influence on decisions made at the school, and hours spent per week on all school activities. These data on principals can be placed in the context of other SASS data, such as the type of the principal's school (e.g., public traditional, public charter, Catholic, other religious, or nonsectarian), enrollment, and percentage of students eligible for free or reduced-price lunch. In 2003-04, about 10,200 public school principals were sampled, and in 2007-08, about 9,800 public school principals were sampled. In 2011-12, about 11,000 public school principals and 3,000 private school principals were sampled. Weighted response rates in 2011-12 for public school principals and private school principals were 72.7 percent and 64.7 percent, respectively.

The SASS 2011-12 sample of schools was confined to the 50 states and the District of Columbia and excludes the other jurisdictions, the Department of Defense overseas schools, the BIE schools, and schools that do not offer teacher-provided classroom instruction in grades $1-12$ or the ungraded equivalent. The SASS 2011-12 sample included 10,250 traditional public schools, 750 public charter schools, and 3,000 private schools.

The public school sample for the 2011-12 SASS was based on an adjusted public school universe file from the 2009-10 Common Core of Data, a database of all the nation's public school districts and public schools. The private school sample for the 2011-12 SASS was selected from the 2009-10 Private School Universe Survey (PSS), as updated for the 2011-12 PSS. This update collected membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011-12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009-10 PSS area frame data collection.

The NCES data product 2011-12 Schools and Staffing Survey (SASS) Restricted-Use Data Files (NCES 2014-356) is available. (Information on how to obtain a restricted-use data license is located at http://nces.ed.gov/pubsearch/licenses.asp.) This DVD contains eight files (Public School District, Public School Principal, Public School, Public School Teacher, Public School Library Media Center, Private School Principal, Private School, and Private School Teacher) in multiple formats. It also contains a six-volume User's Manual, which includes a codebook for each file.

Further information on SASS may be obtained from
Amy Ho
Cross-Sectional Surveys Branch
Sample Surveys Division
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
amy.ho@ed.gov
http://nces.ed.gov/surveys/sass

## Teacher Follow-up Survey

The Teacher Follow-up Survey (TFS) is a follow-up survey of selected elementary and secondary school teachers who participate in the NCES Schools and Staffing Survey (SASS). Its purpose is to determine how many teachers remain at the same school, move to another school, or leave the profession in the year following a SASS administration. It is administered to elementary and secondary teachers in the 50 states and the District of Columbia. The TFS uses two questionnaires, one for teachers who left teaching since the previous SASS administration and another for those who are still teaching either in the same school as last year or in a different school. The objective of the TFS is to focus on the characteristics of each group in order to answer questions about teacher mobility and attrition.

The 2008-09 TFS is different from any previous TFS administration in that it also serves as the second wave of a longitudinal study of first-year teachers. Because of this, the 2008-09 TFS consists of four questionnaires. Two are for respondents who were first-year public school teachers in the 2007-08 SASS and two are for the remainder of the sample.

The 2012-13 TFS sample was made up of teachers who had taken the 2011-12 SASS survey. The 2012-13 TFS sample contained about 5,800 public school teachers and 1,200 private school teachers. The weighted overall response rate using the initial basic weight for private school teachers was notably low ( 39.7 percent), resulting in a decision to exclude private school teachers from the 2012-13 TFS data files. The weighted overall response rate for public school teachers was 49.9 percent ( 50.3 percent for current and 45.6 percent for former teachers). Further information about the 2012-13 TFS, including the analysis of unit nonresponse bias, is available in the First Look report Teacher Attrition and Mobility: Results From the 2012-13 Teacher Follow-up Survey (NCES 2014-077).

Further information on the TFS may be obtained from

Isaiah O'Rear<br>Cross-Sectional Surveys Branch<br>Sample Surveys Division<br>National Center for Education Statistics<br>550 12th Street SW<br>Washington, DC 20202<br>isaiah.orear@ed.gov<br>http://nces.ed.gov/surveys/sass/

## Other Department of Education Agencies

## National Center for Special Education Research

The National Center for Special Education Research (NCSER) was created as part of the reauthorization of the Individuals with Disabilities Education Act (IDEA). NCSER sponsors a program of special education research designed to expand the knowledge and understanding of infants, toddlers, and children with disabilities. NCSER funds programs of research that address its mission. In order to determine which programs work, as well as how, why, and in what settings they work, NCSER sponsors research on the needs of infants, toddlers, and children with disabilities and evaluates the effectiveness of services provided through IDEA.

Further information on NCSER may be obtained from

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Joan McLaughlin
Commissioner
National Center for Special Education Research
550 12th Street SW
Washington, DC 20202
joan.mclaughlin@ed.gov
http://ies.ed.gov/ncser/
```


## The National Longitudinal Transition Study-2

Funded by NCSER, the National Longitudinal Transition Study-2 (NLTS-2) was a follow-up of the original National Longitudinal Transition Study conducted from 1985 through 1993. NLTS-2 began in 2001 with a sample of students who received special education services, were ages 13 through 16, and were in at least 7th grade on December 1, 2000. The study was designed to provide a national picture of these youths' experiences and achievements as they transition into adulthood. Data were collected from parents, youth, and schools by survey, telephone interviews, student assessments, and transcripts.

NLTS-2 was designed to align with the original NLTS by including many of the same questions and data items, thus allowing comparisons between the NLTS and NLTS-2 youths' experiences. NLTS-2 also included items that have been collected in other national databases to permit comparisons between NLTS-2 youth and the general youth population. Information was collected over five waves, beginning in 2001 and ending in 2009.

Further information on NLTS-2 may be obtained from

Jacquelyn Buckley<br>Office of the Commissioner<br>National Center for Special Education Research<br>555 New Jersey Avenue NW<br>Washington, DC 20208<br>jacquelyn.buckley@ed.gov<br>http://www.nlts2.org/

## Office for Civil Rights

## Civil Rights Data Collection

The U.S. Department of Education's Office for Civil Rights (OCR) has surveyed the nation's public elementary and secondary schools since 1968. The survey was first known as the OCR Elementary and Secondary School (E\&S) Survey; in 2004, it was renamed the Civil Rights Data Collection (CRDC). The survey collects data on school discipline, access to and participation in high-level mathematics and science courses, teacher characteristics, school finances, and other school characteristics. These data are reported by race/ethnicity, sex, and disability.

Data in the survey are collected pursuant to 34 C.F.R. Section 100.6(b) of the Department of Education regulation implementing Title VI of the Civil Rights Act of 1964. The requirements are also incorporated by reference in Department regulations implementing Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. School, district, state, and national data are currently available. Data from individual public schools and districts are used to generate national and state data.

The CRDC has generally been conducted biennially in each of the 50 states plus the District of Columbia. The 2009-10 CRDC was collected from a sample of approximately 7,000 school districts and over 72,000 schools in those districts. It was made up of two parts: part 1 contained beginning-of-year "snapshot" data and part 2 contained cumulative, or end-of-year, data.

The 2011-12 CRDC survey, which collected data from approximately 16,500 school districts and 97,000 schools, was the first CRDC survey since 2000 that included data from every public school district and school in the nation. The 2013-14 CRDC survey also collected information from a universe of every public school district and school in the nation.

Further information on the Civil Rights Data Collection may be obtained from

Office for Civil Rights
U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202
OCR@ed.gov
http://www.ed.gov/about/offices/list/ocr/data.html

## Office of Federal Student Aid

## Cohort Default Rate Database

A school's cohort default rate is the percentage of the school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) program or William D. Ford Federal Direct Loan (Direct Loan) program loans during a particular federal fiscal year and default within the cohort default period. The 2-year cohort default period is the period
that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of the following fiscal year. The 3-year cohort default period is the period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of second fiscal year following the fiscal year in which the borrower entered repayment.

The Office of Federal Student Aid's cohort default rate database can be accessed at https://nslds.ed.gov/nslds/nslds SA/ defaultmanagement/search cohort 3 yr CY $2013 . \mathrm{cfm}$.

Further information about cohort default rates produced by the Office of Federal Student Aid may be obtained from

## http://www2.ed.gov/offices/OSFAP/defaultmanagement/ schooltyperates.pdf

http://www2.ed.gov/offices/OSFAP/defaultmanagement/ cdr.html
http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html

## Office of Special Education Programs

## Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.

IDEA, formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to transmit, on an annual basis, a report to Congress describing the progress made in serving the nation's children with disabilities. This annual report contains information on children served by public schools under the provisions of Part B of IDEA and on children served in state-operated programs for persons with disabilities under Chapter I of the Elementary and Secondary Education Act.

Statistics on children receiving special education and related services in various settings and school personnel providing such services are reported in an annual submission of data to the Office of Special Education Programs (OSEP) by the 50 states, the District of Columbia, the Bureau of Indian Education schools, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, Palau, and the Marshall Islands. The child count information is based on the number of children with disabilities receiving special education and
related services on December 1 of each year. Count information is available from http://www.ideadata.org.

Since all participants in programs for persons with disabilities are reported to OSEP, the data are not subject to sampling error. However, nonsampling error can arise from a variety of sources. Some states only produce counts of students receiving special education services by disability category because Part B of the EHA requires it. In those states that typically produce counts of students receiving special education services by disability category without regard to EHA requirements, definitions and labeling practices vary.

Further information on this annual report to Congress may be obtained from

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202-7100
http://www.ed.gov/about/reports/annual/osep/index.html http://idea.ed.gov/
http://www.ideadata.org

## Office of Career, Technical, and Adult Education, Division of Adult Education and Literacy

## Enrollment Data for State-Administered Adult Education Programs

The Division of Adult Education and Literacy (DAEL) promotes programs that help American adults get the basic skills they need to be productive workers, family members, and citizens. The major areas of support are Adult Basic Education, Adult Secondary Education, and English Language Acquisition. These programs emphasize basic skills such as reading, writing, math, English language competency, and problem solving. Each year, DAEL reports enrollment numbers in state-administered adult education programs for these major areas of support for all 50 states, the District of Columbia, American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

Further information on DAEL may be obtained from
Office of Career, Technical, and Adult Education Division of Adult Education and Literacy
U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202
http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/

## Other Governmental Agencies and Programs

## Bureau of Economic Analysis

## National Income and Product Accounts

The National Income and Product Accounts (NIPAs), produced by the Bureau of Economic Analysis, are a set of economic accounts that provide information on the value and composition of output produced in the United States during a given period. NIPAs present measures of economic activity in the United States, including production, income distribution, and personal savings. NIPAs also include data on employee compensation and wages. These estimations were first calculated in the early 1930s to help the government design economic policies to combat the Great Depression. Most of the NIPA series are published quarterly, with annual reviews of estimates from the three most recent years conducted in the summer.

Revisions to the NIPAs have been made over the years to create a more comprehensive economic picture of the United States. For example, in 1976, consumption of fixed capital (CFC) estimates shifted to a current-cost basis. In 1991, NIPAs began to use gross domestic product (GDP) instead of gross national product (GNP) as the primary measure of U.S. production. (At that time, virtually all other countries were already using GDP as their primary measure of production.) In the 2003 comprehensive revision, a more complete and accurate measure of insurance services was adopted. The incorporation of a new classification system for personal consumption expenditures (PCE) was among the changes contained in the 2009 comprehensive revision. The comprehensive revision of 2013 included the treatment of research and development expenditures by business, government, and nonprofit institutions serving households as fixed investment. The most recent update, which occurred in 2016, was the result of the incorporation of newly available and revised source data and the adoption of improved estimating methods.

NIPAs are slowly being integrated with other federal account systems, such as the federal account system of the Bureau of Labor Statistics.

Further information on NIPAs may be obtained from
U.S. Department of Commerce

Bureau of Economic Analysis
www.bea.gov

## Bureau of Labor Statistics

## Consumer Price Indexes

The Consumer Price Index (CPI) represents changes in prices of all goods and services purchased for consumption by
urban households. Indexes are available for two population groups: a CPI for All Urban Consumers (CPI-U) and a CPI for Urban Wage Earners and Clerical Workers (CPI-W). Unless otherwise specified, data in this report are adjusted for inflation using the CPI-U. These values are generally adjusted to a school-year basis by averaging the July through June figures. Price indexes are available for the United States, the four Census regions, size of city, cross-classifications of regions and size-classes, and 26 local areas. The major uses of the CPI include as an economic indicator, as a deflator of other economic series, and as a means of adjusting income.

Also available is the Consumer Price Index research series using current methods (CPI-U-RS), which presents an estimate of the CPI-U from 1978 to the present that incorporates most of the improvements that the Bureau of Labor Statistics has made over that time span into the entire series. The historical price index series of the CPI-U does not reflect these changes, though these changes do make the present and future CPI more accurate. The limitations of the CPI-U-RS include considerable uncertainty surrounding the magnitude of the adjustments and the several improvements in the CPI that have not been incorporated into the CPI-URS for various reasons. Nonetheless, the CPI-U-RS can serve as a valuable proxy for researchers needing a historical estimate of inflation using current methods. This series has not been used in NCES tables.

Further information on consumer price indexes may be obtained from

## Bureau of Labor Statistics

U.S. Department of Labor

2 Massachusetts Avenue NE
Washington, DC 20212
http://www.bls.gov/cpi

## Employment and Unemployment Surveys

Statistics on the employment and unemployment status of the population and related data are compiled by the Bureau of Labor Statistics (BLS) using data from the Current Population Survey (CPS) (see below) and other surveys. The CPS, a monthly household survey conducted by the U.S. Census Bureau for the Bureau of Labor Statistics, provides a comprehensive body of information on the employment and unemployment experience of the nation's population, classified by age, sex, race, and various other characteristics.

Further information on unemployment surveys may be obtained from

Bureau of Labor Statistics
U.S. Department of Labor

2 Massachusetts Avenue NE
Washington, DC 20212
cpsinfo@bls.gov
http://www.bls.gov/bls/employment.htm

## Census Bureau

## American Community Survey

The Census Bureau introduced the American Community Survey (ACS) in 1996. Fully implemented in 2005, it provides a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Forms of the Decennial Census up to and including the 2000 long form. Aggregated over time, these data serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Since 2011, the survey has been mailed to approximately 295,000 addresses in the United States and Puerto Rico each month, or about 3.5 million addresses annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties, and towns) also receive the survey. The monthly sample size is designed to approximate the ratio used in the 2000 Census, which requires more intensive distribution in these areas. The ACS covers the U.S. resident population, which includes the entire civilian, noninstitutionalized population; incarcerated persons; institutionalized persons; and the active duty military who are in the United States. In 2006, the ACS began interviewing residents in group quarter facilities. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities such as workers and religious group quarters and temporary shelters for the homeless.

National-level data from the ACS are available from 2000 onward. The ACS produces 1-year estimates for jurisdictions with populations of 65,000 and over and 5-year estimates for jurisdictions with smaller populations. The 1-year estimates for 2015 used data collected between January 1, 2015, and December 31, 2015, and the 5-year estimates for 2011-2015 used data collected between January 1, 2011, and December 31, 2015. The ACS produced 3-year estimates (for jurisdictions with populations of 20,000 or over) for the periods 2005-2007, 2006-2008, 2007-2009, 2008-2010, 2009-2011, 2010-2012, and 2011-2013. Three-year estimates for these periods will continue to be available to data users, but no further 3-year estimates will be produced.

Further information about the ACS is available at http:// www.census.gov/acs/www/.

## Annual Survey of State and Local Government Finances

The Census Bureau conducts an Annual Survey of State and Local Government Finances as authorized by law under Title 13, United States Code, Section 182. Periodic surveys of government finances have been conducted since 1902 and annually since 1952 . This survey covers the entire range of
government finance activities: revenue, expenditure, debt, and assets. Revenues and expenditures comprise actual receipts and payments of a government and its agencies, including government-operated enterprises, utilities, and public trust funds. The expenditure-reporting categories comprise all amounts of money paid out by a government and its agencies, with the exception of amounts for debt retirement and for loan, investment, agency, and private trust transactions.

State government finances are based primarily on the Census Bureau Annual Survey of State and Local Government Finances. Census analysts compile figures from official records and reports of the state governments for most of the state financial data. States differ in the ways they administer activities; they may fund such activities directly, or they may disburse the money to a lower level government or government agency. Therefore, caution is advised when attempting to make a direct comparison between states on their state fiscal aid data.

The sample of local governments is drawn from the periodic (years ending in " 2 " and " 7 ") Census of Governments and consists of certain local governments sampled with certainty plus a sample below the certainty level. Finance data for all school districts are collected on an annual basis and released through the NCES Common Core of Data system. A new sample is usually selected every 5 years (years ending in " 4 " and " 9 ").

The statistics in Government Finances that are based wholly or partly on data from the sample are subject to sampling error. State government finance data are not subject to sampling error. Estimates of major U.S. totals for local governments are subject to a computed sampling variability of less than one-half of 1 percent. The estimates are also subject to the inaccuracies in classification, response, and processing that would occur if a complete census had been conducted under the same conditions as the sample.

Further information on government finances may be obtained from

## Governments Division

Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
Local government
ewd.local.finance@census.gov
State government
govs.statefinance@census.gov
http://www.census.gov/govs

## Census of Population-Education in the United States

Some NCES tables are based on a part of the decennial census that consisted of questions asked of a 1 in 6 sample of people and housing units in the United States. This sample
was asked more detailed questions about income, occupation, and housing costs, as well as questions about general demographic information. This decennial census "long form" has been discontinued and has been replaced by the American Community Survey (ACS).

School enrollment. People classified as enrolled in school reported attending a "regular" public or private school or college. They were asked whether the institution they attended was public or private and what level of school they were enrolled in.

Educational attainment. Data for educational attainment were tabulated for people ages 15 and over and classified according to the highest grade completed or the highest degree received. Instructions were also given to include the level of the previous grade attended or the highest degree received for people currently enrolled in school.

Poverty status. To determine poverty status, answers to income questions were used to make comparisons to the appropriate poverty threshold. All people except those who were institutionalized, people in military group quarters and college dormitories, and unrelated people under age 15 were considered. If the total income of each family or unrelated individual in the sample was below the corresponding cutoff, that family or individual was classified as "below the poverty level."

Further information on the 1990 and 2000 Census of Population may be obtained from

## Population Division

Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
http://www.census.gov/main/www/cen1990.html
http://www.census.gov/main/www/cen2000.html

## Current Population Survey

The Current Population Survey (CPS) is a monthly survey of about 60,000 households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics. The CPS is the primary source of labor force statistics on the U.S. noninstitutionalized population (e.g., it excludes military personnel and their families living on bases and inmates of correctional institutions). In addition, supplemental questionnaires are used to provide further information about the U.S. population. The March supplement (also known as the Annual Social and Economic [ASEC] supplement) contains detailed questions on topics such as income, employment, and educational attainment; additional questions, such as items on disabilities, have also been included. In the July supplement, items on computer and internet use are the principal focus. The October supplement also contains some questions about computer and internet use, but most of its questions relate to school enrollment and school characteristics.

The current sample design, introduced in July 2001, includes about 72,000 households. Each month about 58,900 of the 72,000 households are eligible for interview, and of
those, 7 to 10 percent are not interviewed because of temporary absence or unavailability. Information is obtained each month from those in the household who are 15 years of age and over, and demographic data are collected for children $0-14$ years of age. In addition, supplemental questions regarding school enrollment are asked about eligible household members age 3 and over in the October survey. Prior to July 2001, data were collected in the CPS from about 50,000 dwelling units. The samples are initially selected based on the decennial census files and are periodically updated to reflect new housing construction.

A major redesign of the CPS was implemented in January 1994 to improve the quality of the data collected. Survey questions were revised, new questions were added, and computerassisted interviewing methods were used for the survey data collection. Further information about the redesign is available in Current Population Survey, October 1995: (School Enrollment Supplement) Technical Documentation at http:// www.census.gov/prod/techdoc/cps/cpsoct95.pdf.

Caution should be used when comparing data from 1994 through 2001 with data from 1993 and earlier. Data from 1994 through 2001 reflect 1990 census-based population controls, while data from 1993 and earlier reflect 1980 or earlier census-based population controls. Changes in population controls generally have relatively little impact on summary measures such as means, medians, and percentage distributions; they can, however, have a significant impact on population counts. For example, use of the 1990 censusbased population controls resulted in about a 1 percent increase in the civilian noninstitutional population and in the number of families and households. Thus, estimates of levels for data collected in 1994 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain subpopulation groups than for the total population.

Beginning in 2003, the race/ethnicity questions were expanded. Information on people of two or more races were included, and the Asian and Pacific Islander race category was split into two categories-Asian and Native Hawaiian or Other Pacific Islander. In addition, questions were reworded to make it clear that self-reported data on race/ethnicity should reflect the race/ethnicity with which the responder identifies, rather than what may be written in official documentation.

The estimation procedure employed for monthly CPS data involves inflating weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from decennial censuses; statistics on births, deaths, immigration, and emigration; and statistics on the population in the armed services. Generalized standard error tables are provided in the Current Population Reports; methods for deriving standard errors can be found within the CPS technical documentation at http://www.census.gov/programs-surveys/ cps/technical-documentation/complete.html. The CPS data are subject to both nonsampling and sampling errors.

Prior to 2009, standard errors were estimated using the generalized variance function. The generalized variance function is a simple model that expresses the variance as a function of the expected value of a survey estimate. Beginning with March 2009 CPS data, standard errors were estimated using replicate weight methodology. Those interested in using CPS householdlevel supplement replicate weights to calculate variances may refer to Estimating Current Population Survey (CPS) House-hold-Level Supplement Variances Using Replicate Weights at http://thedataweb.rm.census.gov/pub/cps/supps/HH-level Use of the Public Use Replicate Weight File.doc.

Further information on the CPS may be obtained from

## Education and Social Stratification Branch <br> Population Division

Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
http://www.census.gov/cps

## Computer and Internet Use

The Current Population Survey (CPS) has been conducting supplemental data collections regarding computer use since 1984. In 1997, these supplemental data collections were expanded to include data on internet access. More recently, data regarding computer and internet use were collected in October 2010, July 2011, October 2012, July 2013, and July 2015.

In the July 2011, 2013, and 2015 supplements, the sole focus was on computer and internet use. In the October 2010 and 2012 supplements questions on school enrollment were the principal focus, and questions on computer and internet use were less prominent. Measurable differences in estimates taken from these supplements across years could reflect actual changes in the population; however, differences could also reflect seasonal variations in data collection or differences between the content of the July and October supplements. Therefore, caution should be used when making year-to-year comparisons of CPS computer and internet use estimates.

The most recent computer and internet use supplement, conducted in July 2015, collected household information from all eligible CPS households, as well as information from individual household members age 3 and over. Information was collected about the household's computer and internet use and the household member's use of the Internet from any location in the past year. Additionally, information was gathered regarding a randomly selected household respondent's use of the Internet.

For the July 2015 basic CPS, the household-level nonresponse rate was 13.0 percent. The person-level nonresponse rate for the computer and internet use supplement was an additional 23.0 percent. Since one rate is a person-level rate and the other a household-level rate, the rates cannot be combined to derive an overall rate.

Further information on the CPS Computer and Internet Use Supplement may be obtained from

Education and Social Stratification Branch
Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
http://census.gov/topics/population/computer-internet.html

## Dropouts

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population age 3 years and over as part of the monthly basic survey on labor force participation. In addition to gathering the information on school enrollment, with the limitations on accuracy as noted below under "School Enrollment," the survey data permit calculations of dropout rates. Both status and event dropout rates are tabulated from the October CPS. Event rates describe the proportion of students who leave school each year without completing a high school program. Status rates provide cumulative data on dropouts among all young adults within a specified age range. Status rates are higher than event rates because they include all dropouts ages 16 through 24 , regardless of when they last attended school.

In addition to other survey limitations, dropout rates may be affected by survey coverage and exclusion of the institutionalized population. The incarcerated population has grown rapidly and has a high dropout rate. Dropout rates for the total population might be higher than those for the noninstitutionalized population if the prison and jail populations were included in the dropout rate calculations. On the other hand, if military personnel, who tend to be high school graduates, were included, it might offset some or all of the impact from the theoretical inclusion of the jail and prison populations.

Another area of concern with tabulations involving young people in household surveys is the relatively low coverage ratio compared to older age groups. CPS undercoverage results from missed housing units and missed people within sample households. Overall CPS undercoverage for October 2015 is estimated to be about 11 percent. CPS coverage varies with age, sex, and race. Generally, coverage is larger for females than for males and larger for non-Blacks than for Blacks. This differential coverage is a general problem for most household-based surveys. Further information on CPS methodology may be found in the technical documentation at http://www.census.gov/cps.

Further information on the calculation of dropouts and dropout rates may be obtained from the Trends in High School Dropout and Completion Rates in the United States report at https://nces.ed.gov/programs/dropout/index.asp or by contacting

## Joel McFarland

Annual Reports and Information Staff
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
joel.mcfarland@ed.gov

## Educational Attainment

Reports documenting educational attainment are produced by the Census Bureau using March Current Population Survey (CPS) supplement (Annual Social and Economic supplement [ASEC]) results. The sample size for the 2014 ASEC supplement (including basic CPS) was about 98,000 addresses; the tables may be downloaded at https://www.census.gov/topics/ education/educational-attainment/data/tables.2014.html. The sample size for the 2015 ASEC supplement (including basic CPS) was about 100,000 addresses. The results were released in Educational Attainment in the United States: 2015; the tables may be downloaded at https://www.census.gov/topics/ education/educational-attainment/data/tables.2015.html. The sample size for the 2016 ASEC supplement (including basic CPS) was about 94,000 households. The results were released in Educational Attainment in the United States: 2016; the tables may be downloaded at https://www.census.gov/topics/ education/educational-attainment/data/tables.2016.html.

In addition to the general constraints of CPS, some data indicate that the respondents have a tendency to overestimate the educational level of members of their household. Some inaccuracy is due to a lack of the respondent's knowledge of the exact educational attainment of each household member and the hesitancy to acknowledge anything less than a high school education. Another cause of nonsampling variability is the change in the numbers in the armed services over the years.

Further information on educational attainment data from CPS may be obtained from

Education and Social Stratification Branch
Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
https://www.census.gov/topics/education/educational-attainment/ data.html

## School Enrollment

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population age 3 years and over. Prior to 2001, the October supplement consisted of approximately 47,000 interviewed households. Beginning with the October 2001 supplement, the sample was expanded by 9,000 to a total of approximately 56,000 interviewed households. The main sources of nonsampling variability in the responses to the supplement are those inherent in the survey instrument. The question of current enrollment may not be answered accurately for various reasons. Some respondents may not know current grade information for every student in the household, a problem especially prevalent for households with members in college or in nursery school. Confusion over college credits or hours taken by a student may make it difficult to determine the year in which the student is enrolled. Problems may occur with the definition of nursery school (a group or class
organized to provide educational experiences for children) where respondents' interpretations of "educational experiences" vary.

For the October 2015 basic CPS, the household-level nonresponse rate was 12.9 percent. The person-level nonresponse rate for the school enrollment supplement was an additional 8.9 percent. Since the basic CPS nonresponse rate is a household-level rate and the school enrollment supplement nonresponse rate is a person-level rate, these rates cannot be combined to derive an overall nonresponse rate. Nonresponding households may have fewer persons than interviewed ones, so combining these rates may lead to an overestimate of the true overall nonresponse rate for persons for the school enrollment supplement.

Although the principal focus of the October supplement is school enrollment, in some years the supplement has included additional questions on other topics. In 2010 and 2012, for example, the October supplement included additional questions on computer and internet use.

Further information on CPS methodology may be obtained from http://www.census.gov/cps.

Further information on the CPS School Enrollment Supplement may be obtained from

Education and Social Stratification Branch Census Bureau
U.S. Department of Commerce

4600 Silver Hill Road
Washington, DC 20233
https://www.census.gov/topics/education/school-enrollment.html

## Decennial Census, Population Estimates, and Population Projections

The decennial census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country, and it is composed of seven questions about the household and its members (name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, the Census Bureau revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. The race questions on the 1990 and 2000 censuses differed in some significant ways. In 1990, the respondent was instructed to select the one race "that the respondent considers himself/herself to be," whereas in 2000, the respondent could select one or more races that the person considered himself or herself to be. American Indian, Eskimo, and Aleut were three separate race categories in 1990; in 2000, the American Indian and Alaska

Native categories were combined, with an option to write in a tribal affiliation. This write-in option was provided only for the American Indian category in 1990. There was a combined Asian and Pacific Islander race category in 1990, but the groups were separated into two categories in 2000.

The census question on ethnicity asks whether the respondent is of Hispanic origin, regardless of the race option(s) selected; thus, persons of Hispanic origin may be of any race. In the 2000 census, respondents were first asked, "Is this person Spanish/Hispanic/Latino?" and then given the following options: No, not Spanish/Hispanic/Latino; Yes, Puerto Rican; Yes, Mexican, Mexican American, Chicano; Yes, Cuban; and Yes, other Spanish/Hispanic/Latino (with space to print the specific group). In the 2010 census, respondents were asked "Is this person of Hispanic, Latino, or Spanish origin?" The options given were No, not of Hispanic, Latino, or Spanish origin; Yes, Mexican, Mexican Am., Chicano; Yes, Puerto Rican; Yes, Cuban; and Yes, another Hispanic, Latino, or Spanish origin-along with instructions to print "Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on" in a specific box.

The 2000 and 2010 censuses each asked the respondent "What is this person's race?" and allowed the respondent to select one or more options. The options provided were largely the same in both the 2000 and 2010 censuses: White; Black, African American, or Negro; American Indian or Alaska Native (with space to print the name of enrolled or principal tribe); Asian Indian; Japanese; Native Hawaiian; Chinese; Korean; Guamanian or Chamorro; Filipino; Vietnamese; Samoan; Other Asian; Other Pacific Islander; and Some other race. The last three options included space to print the specific race. Two significant differences between the 2000 and 2010 census questions on race were that no race examples were provided for the "Other Asian" and "Other Pacific Islander" responses in 2000, whereas the race examples of "Hmong, Laotian, Thai, Pakistani, Cambodian, and so on" and "Fijian, Tongan, and so on," were provided for the "Other Asian" and "Other Pacific Islander" responses, respectively, in 2010.

The census population estimates program modified the enumerated population from the 2010 census to produce the population estimates base for 2010 and onward. As part of the modification, the Census Bureau recoded the "Some other race" responses from the 2010 census to one or more of the five OMB race categories used in the estimates program (for more information, see http://www.census.gov/programs-surveys/popest/technical-documentation/methodology.html).

Further information on the decennial census may be obtained from

## http://www.census.gov

## Small Area Income and Poverty Estimates

Small Area Income and Poverty Estimates (SAIPE) are produced for school districts, counties, and states. The main objective of this program is to provide updated estimates of
income and poverty statistics for the administration of federal programs and the allocation of federal funds to local jurisdictions. Estimates for 2015 were released in December 2016. These estimates combine data from administrative records, postcensal population estimates, and the decennial census with direct estimates from the American Community Survey to provide consistent and reliable single-year estimates. These model-based single-year estimates are more reflective of current conditions than multiyear survey estimates.

Further information on the SAIPE program may be obtained from

## Small Area Estimates Branch <br> Census Bureau <br> U.S. Department of Commerce <br> sehsd.saipe@census.gov <br> http://www.census.gov/did/www/saipe/data/index.html

## Centers for Disease Control and Prevention

## National Health Interview Survey

The National Health Interview Survey (NHIS) is the principal source of information on the health of the civilian noninstitutionalized population of the United States and is one of the major data collection programs of the National Center for Health Statistics (NCHS), which is part of the Centers for Disease Control and Prevention (CDC). The main objective of the NHIS is to monitor the health of the U.S. population through the collection and analysis of data on a broad range of health topics. A major strength of this survey lies in its ability to display these health topics by many demographic and socioeconomic characteristics.

The NHIS covers the civilian noninstitutionalized population residing in the United States at the time of the interview. The NHIS is a cross-sectional household interview survey. Sampling and interviewing are continuous throughout each year. The sampling plan follows a multistage area probability design that permits the representative sampling of households and noninstitutional group quarters (e.g., college dormitories). The sampling plan is redesigned after every decennial census. The current sampling plan, implemented in 2016, is similar in many ways to the previous sampling plan, which was in place from 2006 to 2015. The current sampling plan consists of a sample of clusters of addresses that are located in primary sampling units (PSUs). A PSU is a county, a small group of contiguous counties, or a metropolitan statistical area.

The total NHIS sample is subdivided into four separate panels, each of which is a representative sample of the U.S. population. With four sample panels and no sample cuts or augmentations, the expected NHIS sample size (completed interviews) is approximately 35,000 households, containing about 87,500 persons. The annual response rate of the NHIS is approximately 80 percent of the eligible households in the sample.

The revised NHIS questionnaire, in use since 1997, contains Core questions and Supplements. The Core questions remain largely unchanged from year to year and allow for trends analysis and for data from more than one year to be pooled to increase sample size for analytic purposes. The Core contains four major components: Household, Family, Sample Adult, and Sample Child.

The Household component collects limited demographic information on all of the individuals living in a particular house. The Family component verifies and collects additional demographic information on each member from each family in the house and collects data on topics such as health status and limitations, injuries, healthcare access and utilization, health insurance, and income and assets. The Family component allows the NHIS to serve as a sampling frame for additional integrated surveys as needed.

Data are collected through a personal household interview conducted by interviewers employed and trained by the U.S. Bureau of the Census according to procedures specified by the NCHS.

Further information on the NHIS may be obtained from
Division of Health Interview Statistics
National Center for Health Statistics
Centers for Disease Control and Prevention
3311 Toledo Road, Room 2217
Hyattsville, MD 20782-2064
(301) 458-4901
nhis@cdc.gov
http://www.cdc.gov/nchs/nhis.htm

## Morbidity and Mortality Weekly Report: Summary of Notifiable Diseases

The Summary of Notifiable Diseases, a publication of the Morbidity and Mortality Weekly Report (MMWR), contains the official statistics, in tabular and graphical form, for the reported occurrence of nationally notifiable infectious diseases in the United States. These statistics are collected and compiled from reports sent by U.S. state and territory, New York City, and District of Columbia health departments to the National Notifiable Diseases Surveillance System (NNDSS), which is operated by the Centers for Disease Control and Prevention (CDC) in collaboration with the Council of State and Territorial Epidemiologists.

For more information on the MMWR: Summary of Notifiable Diseases, see http://www.cdc.gov/mmwr/mmwr nd/.

## National Vital Statistics System

The National Vital Statistics System (NVSS) is the method by which data on vital events-births, deaths, marriages, divorces, and fetal deaths-are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC). The data are provided to NCHS through the Vital Statistics Cooperative Program (VSCP). In 1984 and earlier years, the VSCP included varying numbers of states that provided data based
on a 100 percent sample of their birth certificates. Data for states not in the VSCP were based on a 50 percent sample of birth certificates filed in those states. Population data used to compile birth rates are based on special estimation procedures and are not actual counts.

Race and Hispanic ethnicity are reported separately in the NVSS. Data are available for non-Hispanic Whites and nonHispanic Blacks for 1990 and later; however, for 1980 and 1985, data for Whites and Blacks may include persons of Hispanic ethnicity. For all years, Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic ethnicity.

For more information on the NCHS and the NVSS, see http://www.cdc.gov/nchs/nvss.htm.

## School-Associated Violent Death Surveillance System

The School-Associated Violent Death Surveillance System (SAVD-SS) is an epidemiological study developed by the Centers for Disease Control and Prevention in conjunction with the U.S. Department of Education and the U.S. Department of Justice. SAVD-SS seeks to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of schoolassociated violent death in the United States, and identify potential risk factors for these deaths. The study includes descriptive data on all school-associated violent deaths in the United States, including all homicides, suicides, or legal intervention in which the fatal injury occurred on the campus of a functioning elementary or secondary school; while the victim was on the way to or from regular sessions at such a school; or while attending or on the way to or from an official school-sponsored event. Victims of such incidents include nonstudents, as well as students and staff members. SAVD-SS includes descriptive information about the school, event, victim(s), and offender(s). The study has collected data since July 1, 1992.

SAVD-SS uses a four-step process to identify and collect data on school-associated violent deaths. Cases are initially identified through a search of the LexisNexis newspaper and media database. Then law enforcement officials are contacted to confirm the details of the case and to determine if the event meets the case definition. Once a case is confirmed, a law enforcement official and a school official are interviewed regarding details about the school, event, victim(s), and offender(s). A copy of the full law enforcement report is also sought for each case. The information obtained on schools includes school demographics, attendance/absentee rates, suspensions/expulsions and mobility, school history of weaponcarrying incidents, security measures, violence prevention activities, school response to the event, and school policies about weapon carrying. Event information includes the location of injury, the context of injury (while classes were being held, during break, etc.), motives for injury, method of injury, and school and community events happening around the time period. Information obtained on victim(s) and offender(s) includes demographics, circumstances of the event (date/time,
alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors.

Some 105 school-associated violent deaths were identified from July 1, 1992, to June 30, 1994 (Kachur et al., 1996, School-Associated Violent Deaths in the United States, 1992 to 1994, Journal of the American Medical Association, 275: 1729-1733). A more recent report from this data collection identified 253 school-associated violent deaths between July 1, 1994, and June 30, 1999 (Anderson et al., 2001, School-Associated Violent Deaths in the United States, 1994-1999, Journal of the American Medical Association, 286: 2695-2702). Other publications from this study have described how the number of events change during the school year (Centers for Disease Control and Prevention, 2001, Temporal Variations in SchoolAssociated Student Homicide and Suicide Events—United States, 1992-1999, Morbidity and Mortality Weekly Report, 50: 657-660), the source of the firearms used in these events (Reza et al., 2003, Source of Firearms Used by Students in School-Associated Violent Deaths—United States, 1992-1999, Morbidity and Mortality Weekly Report, 52: 169-172), and suicides that were associated with schools (Kauffman et al., 2004, School-Associated Suicides—United States, 1994-1999, Morbidity and Mortality Weekly Report, 53: 476-478). The most recent publication describes trends in school-associated homicide from July 1, 1992, to June 30, 2006 (Centers for Disease Control and Prevention, 2008, School-Associated Student Homicides—United States, 1992-2006, Morbidity and Mortality Weekly Report 2008, 57: 33-36). The interviews conducted on cases between July 1, 1994, and June 30, 1999, achieved a response rate of 97 percent for police officials and 78 percent for school officials.

For several reasons, all data for years from 1999 to the present are flagged as preliminary. For some recent data, the interviews with school and law enforcement officials to verify case details have not been completed. The details learned during the interviews can occasionally change the classification of a case. Also, new cases may be identified because of the expansion of the scope of the media files used for case identification. Sometimes other cases not identified during earlier data years using the independent case finding efforts (which focus on nonmedia sources of information) will be discovered. Also, other cases may occasionally be identified while the law enforcement and school interviews are being conducted to verify known cases.

Further information on SAVD-SS may be obtained from

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## Web-Based Injury Statistics Query and Reporting System Fatal

Web-Based Injury Statistics Query and Reporting System (WISQARS) Fatal is an interactive online database that provides mortality data related to injury. The mortality data reported in WISQARS Fatal come from death certificate data reported to the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention. Data include causes of death reported by attending physicians, medical examiners, and coroners and demographic information about decedents reported by funeral directors, who obtain that information from family members and other informants. NCHS collects, compiles, verifies, and prepares these data for release to the public. The data provide information about unintentional injury, homicide, and suicide as leading causes of death, how common these causes of death are, and whom they affect. These data are intended for a broad audience-the public, the media, public health practitioners and researchers, and public health officials-to increase their knowledge of injury.

WISQARS Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 U.S. population. The reports list deaths according to cause (mechanism) and intent (manner) of injury by state, race, Hispanic origin, sex, and age groupings.

Further information on WISQARS Fatal may be obtained from

National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
1600 Clifton Road
Atlanta, GA 30329-4027
www.cdc.gov/info
http://www.cdc.gov/injury/wisqars/fatal help/data sources.html

## Youth Risk Behavior Surveillance System

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national schoolbased Youth Risk Behavior Survey (YRBS), as well as surveys conducted in states and large urban school districts.

The national YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades $9-12$ in the United States. The target population consists of all public and private school students in grades 9-12 in the 50 states and the District of Columbia. The first-stage sampling frame includes selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are either
counties; subareas of large counties; or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size.

The final stage of sampling consists of randomly selecting, in each chosen school and in each of grades 9-12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes are eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of combined Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrollment. In 2013, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 16,300 students participated in the 1993 survey, 10,900 students participated in the 1995 survey, 16,300 students participated in the 1997 survey, 15,300 students participated in 1999, 13,600 students participated in 2001, 15,200 students participated in 2003, 13,900 participated in 2005, 14,000 participated in 2007, 16,400 participated in $2009,15,400$ participated in 2011, 13,600 participated in 2013, and 15,600 participated in 2015.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent in 1999, 63 percent in 2001, 67 percent in 2003, 67 percent in 2005, 68 percent in 2007, 71 percent in 2009, 71 percent in 2011, 68 percent in 2013, and 60 percent in 2015. NCES standards call for response rates of 85 percent or greater for cross-sectional surveys, and bias analyses are required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

State-level data were downloaded from the Youth Online: Comprehensive Results web page (http://nccd.cdc.gov/Youth Online/). Each state and district school-based YRBS employs a two-stage, cluster sample design to produce representative samples of students in grades $9-12$ in their jurisdiction. All except a few state samples, and all district samples, include only public schools, and each district sample includes only schools in the funded school district (e.g., San Diego Unified School District) rather than in the entire city (e.g., greater San Diego area).

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage,
intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades $9-12$ in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9-12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and that do not have appropriate documentation are not weighted and are not included in this report.

For the 2015 YRBS, data from 37 states and 19 large urban districts were weighted. (For information on the location of the districts, please see https://www.cdc.gov/healthyyouth/data/yrbs/ participation.htm.) In 36 states and all large urban school districts, weighted estimates are representative of all students in grades 9-12 attending public schools in each jurisdiction. In one state (South Dakota), weighted estimates are representative of all students in grades $9-12$ attending public and private schools. Student sample sizes ranged from 1,313 to 55,596 across the states and from 1,052 to 10,419 across the large urban school districts. Among the states, school response rates ranged from 70 percent to 100 percent, student response rates ranged from 64 percent to 90 percent, and overall response rates ranged from 60 percent to 84 percent. Among the large urban school districts, school response rates ranged from 90 percent to 100 percent, student response rates ranged from 66 percent to 88 percent, and overall response rates ranged from 64 percent to 88 percent.

In 2013, a total of 42 states and 21 districts had weighted data. Not all of the districts were contained in the 42 states. For example, California was not one of the 42 states that obtained weighted data, but it contained several districts that did. In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 1,107 to 53,785 . School response rates ranged from 70 to 100 percent, student response rates ranged from 60 to 94 percent, and overall response rates ranged from 60 to 87 percent.

Readers should note that reports of these data published by the CDC and in this report do not include percentages for which the denominator includes fewer than 100 unweighted cases.

In 1999 , in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was

How do you describe yourself?
a. White-not Hispanic
b. Black-not Hispanic
c. Hispanic or Latino
d. Asian or Pacific Islander
e. American Indian or Alaskan Native
f. Other

The version used in 1999, 2001, 2003, and in the 2005, 2007, and 2009 state and local district surveys was

How do you describe yourself? (Select one or more responses.)
a. American Indian or Alaska Native
b. Asian
c. Black or African American
d. Hispanic or Latino
e. Native Hawaiian or Other Pacific Islander
f. White

In the 2005 national survey and in all 2007, 2009, 2011, 2013, and 2015 surveys, race/ethnicity was computed from two questions: (1) "Are you Hispanic or Latino?" (response options were "Yes" and "No"), and (2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White"). For the second question, students could select more than one response option. For this report, students were classified as "Hispanic" if they answered "Yes" to the first question, regardless of how they answered the second question. Students who answered "No" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "No" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "No" to the first question but did not answer the second question.

CDC has conducted two studies to understand the effect of changing the race/ethnicity item on the YRBS. Brener, Kann, and McManus (Public Opinion Quarterly, 67:227-226, 2003) found that allowing students to select more than one response to a single race/ethnicity question on the YRBS had only a minimal effect on reported race/ethnicity among high school students. Eaton, Brener, Kann, and Pittman (Journal of Adolescent Health, 41: 488-494, 2007) found that self-reported race/ethnicity was similar regardless of whether the singlequestion or a two-question format was used.

Further information on the YRBSS may be obtained from

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National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Centers for Disease Control and Prevention
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1600 Clifton Road NE
Atlanta, GA 30329-4027
(404) 718-8132
lkk1@cdc.gov
www.cdc.gov/info
http://www.cdc.gov/yrbs

## Department of Justice

## Bureau of Justice Statistics

A division of the U.S. Department of Justice Office of Justice Programs, the Bureau of Justice Statistics (BJS) collects, analyzes, publishes, and disseminates statistical information on crime, criminal offenders, victims of crime, and the operations of the justice system at all levels of government and internationally. It also provides technical and financial support to state governments for development of criminal justice statistics and information systems on crime and justice.

For information on the BJS, see www.ojp.usdoj.gov/bjs/.

## National Crime Victimization Survey

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics (BJS) by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and American households each year. The survey measures both crimes reported to the police and crimes not reported to the police.

NCVS estimates presented may differ from those in previous published reports. This is because a small number of victimizations, referred to as series victimizations, are included using a new counting strategy. High-frequency repeat victimizations, or series victimizations, are six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts associated with the redesign of the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization. Including series victimizations results in more accurate estimates of victimization. BJS has decided to include series victimizations using the victim's estimates of the number of times the victimizations occurred over the past 6 months, capping the number of victimizations within each series at a maximum of 10 . This strategy for counting series victimizations balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large increases in the level of violent victimization; however, trends in violence are generally similar regardless of whether series victimizations are included. For more information on the new counting strategy and supporting research, see Methods for Counting High-Frequency Repeat Victimizations in the National Crime Victimization Survey at http://bjs.ojp.usdoj.gov/content/ pub/pdf/mchfrv.pdf.

Readers should note that in 2003, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the NCVS item on race/ethnicity was modified. A question on Hispanic origin is now followed by a new question on race. The new question about race allows the respondent to choose more than one race and delineates

Asian as a separate category from Native Hawaiian or Other Pacific Islander. An analysis conducted by the Demographic Surveys Division at the U.S. Census Bureau showed that the new race question had very little impact on the aggregate racial distribution of the NCVS respondents, with one exception: There was a 1.6 percentage point decrease in the percentage of respondents who reported themselves as White. Due to changes in race/ethnicity categories, comparisons of race/ethnicity across years should be made with caution.

There were changes in the sample design and survey methodology in the 2006 NCVS that may have affected survey estimates. Caution should be used when comparing the 2006 estimates to estimates of other years. Data from 2007 onward are comparable to earlier years. Analyses of the 2007 estimates indicate that the program changes made in 2006 had relatively small effects on NCVS estimates. For more information on the 2006 NCVS data, see Criminal Victimization, 2006, at http:// bjs.ojp.usdoj.gov/content/pub/pdf/cv06.pdf, the technical notes at http://bjs.ojp.usdoj.gov/content/pub/pdf/cv06tn.pdf, and Criminal Victimization, 2007, at http://bjs.ojp.usdoj.gov/ content/pub/pdf/cv07.pdf.

The number of NCVS-eligible households in the sample in 2015 was 95,760. Households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a selfweighting sample. The final sample was augmented to account for households constructed after the decennial census. Within each sampled household, the U.S. Census Bureau interviewer attempts to interview all household members age 12 and over to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. About 80,000 persons age 12 and over are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and have been included in the survey estimates. After a household has been interviewed its seventh time, it is replaced by a new sample household. In 2015, the household response rate was about 82 percent and the completion rate for persons within households was about 86 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older.

Further information on the NCVS may be obtained from

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## School Crime Supplement

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about school-related victimizations on a national level. This report includes data from the $1995,1999,2001,2003,2005,2007,2009,2011$, 2013, and 2015 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity variable beginning in 2003). Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades $6-12$, and were not home schooled. In 2007, the questionnaire was changed and household members who attended school sometime during the school year of the interview were included. The age range of students covered in this report is $12-18$ years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview. It should be noted that the first or unbounded NCVS interview has always been included in analysis of the SCS data and may result in the reporting of events outside of the requested reference period.

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used to classify victimizations of students in
the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

In 2001, the SCS survey instrument was modified from previous collections. In 1995 and 1999, "at school" was defined for respondents as in the school building, on the school grounds, or on a school bus. In 2001, the definition was changed to mean in the school building, on school property, on a school bus, or going to and from school. The change was made to the 2001 questionnaire in order to be consistent with the definition of "at school" as it is constructed in the NCVS; it was also used as the definition for "at school" in subsequent SCS collections. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of "at school" would not have a substantial impact on the estimates.

In terms of the numbers of students participating in the SCS in recent years, 6,300 participated in 2005, 6,500 participated in 2007, 5,000 participated in 2009, 6,500 in 2011, 5,700 in 2013, and 4,700 in 2015.

In the 2005, 2007, 2009, 2011, 2013, and 2015 SCS, the household completion rates were 91 percent, 90 percent, 92 percent, 91 percent, 86 percent, and 83 percent, respectively, and the student completion rates were 62 percent, 58 percent, 56 percent, 63 percent, 60 percent, and 58 percent, respectively. The overall SCS unit response rates (calculated by multiplying the household completion rate by the student completion rate) were about 56 percent in 2005, 53 percent in 2007 , 51 percent in 2009 , 57 percent in 2011, 51 percent in 2013, and 48 percent in 2015. (Starting in 2011, overall SCS unit response rates are weighted.)

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (NCES Statistical Standards, 2002, at https://nces.ed.gov/statprog/2002/std4_4.asp). Due to the low unit response rate in 2005, 2007, 2009, 2011, 2013, and 2015, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents.

In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is
determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has four key student or school characteristic variables for which data are known for respondents and nonrespon-dents-namely, sex, race/ethnicity, household income, and urbanicity-all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2005, the analysis of unit nonresponse bias found evidence of bias for the race, household income, and urbanicity variables. White (non-Hispanic) and Other (nonHispanic) respondents had higher response rates than Black (non-Hispanic) and Hispanic respondents. Respondents from households with an income of \$35,000-\$49,999 and $\$ 50,000$ or more had higher response rates than those from households with incomes of less than $\$ 7,500$, \$7,500-\$14,999, \$15,000-\$24,999, and \$25,000-\$34,999. Respondents who live in urban areas had lower response rates than those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be determined, weighting adjustments, which corrected for differential response rates, should have reduced the problem.

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than respondents of other races/ethnicities. Respondents from households with an income of $\$ 25,000$ or more had higher response rates than those from households with incomes of less than $\$ 25,000$. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and urbanicity variables. White students and students of other races/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2011, the analysis of unit nonresponse bias found evidence of potential bias for the age variable. Respondents 12 to 17 years old had higher response rates than did 18-yearold respondents in the NCVS and SCS interviews. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse. The weighting adjustments that correct for differential response rates are created by region, age, race, and sex, and should have reduced the effect of nonresponse.

In 2013, the analysis of unit nonresponse bias found evidence of potential bias for the age variable in the SCS respondent sample. Students age 14 and those from the western region showed percentage bias exceeding 5 percent; however, both subgroups had the highest response rate in their respective categories. All other subgroups evaluated showed less than 1 percent nonresponse bias and had between 0.3 and 2.6 percent difference between the response population and the eligible population.

In the 2015 SCS, evidence of potential nonresponse bias was found in the race, urbanicity, region, and age subgroups. In addition, respondents in the age 14 and rural subgroups had significantly higher nonresponse bias estimates compared to other age and urbanicity subgroups, while respondents who were Asian and respondents who were from the Northeast had significantly lower response bias estimates compared to other race and region subgroups. Thus, the analysis indicates that there are significant nonresponse biases in the 2015 SCS data and that caution should be used when comparing responses among subgroups in the SCS.

For most survey items in most years of the SCS survey, however, response rates have been high-typically over 97 percent of all eligible respondents, meaning there is little potential for item nonresponse bias for most items in the survey. Weights have been developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years.

Further information about the SCS may be obtained from
Rachel Hansen
Cross-Sectional Surveys Branch
Sample Surveys Division
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
rachel.hansen@ed.gov
http://nces.ed.gov/programs/crime

## Federal Bureau of Investigation

The Federal Bureau of Investigation (FBI) collects statistics on crimes from law enforcement agencies throughout the country through the Uniform Crime Reporting (UCR) Program. The UCR Program was conceived in 1929 by the International Association of Chiefs of Police to meet a need for reliable, uniform crime statistics for the nation. In 1930, the FBI was tasked with collecting, publishing, and archiving those statistics. Today, several annual statistical publications, such as the comprehensive Crime in the United States (CIUS), are produced from data provided by over 18,000 law enforcement agencies across the United States. CIUS is an annual publication in which the FBI compiles the volume and rate of crime offenses for the nation, the states, and individual agencies. This report also includes arrest, clearance, and law enforcement employee data.

For more information on the UCR Program, see http:// www.fbi.gov/about-us/cjis/ucr/ucr.

## Supplementary Homicide Reports

Supplementary Homicide Reports (SHR) are a part of the Uniform Crime Reporting (UCR) program of the Federal Bureau of Investigation (FBI). These reports provide incidentlevel information on criminal homicides, including situation type (e.g., number of victims, number of offenders, and whether offenders are known); the age, sex, and race of victims and offenders; the weapon used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to the FBI by local law enforcement agencies participating in the UCR program. The data include murders and nonnegligent manslaughters in the United States; thus, negligent manslaughters and justifiable homicides have been eliminated from the data.

About 90 percent of homicides are included in the SHR program. However, adjustments can be made to the weights to correct for missing victim reports. Estimates from the SHR program used in this report were generated by the Bureau of Justice Statistics (BJS).

Further information on the SHR program may be obtained from

## Criminal Justice Information Services Division <br> Federal Bureau of Investigation <br> Module D3 <br> 1000 Custer Hollow Road <br> Clarksburg, WV 26306 <br> (304) 625-4995 <br> crimestatsinfo@fbi.gov

## Department of Defense

## Defense Manpower Data Center

The Statistical Information Analysis Division of the Defense Manpower Data Center (DMDC) maintains the largest archive of personnel, manpower, and training data in the Department of Defense (DoD). The DMDC's statistical activities include the personnel survey program, an enlistment testing program to support screening of military applicants, and a client support program to provide statistical support to the Office of the Secretary of Defense. The DMDC collects DoD contract information in support of national economic tables and the Small Business Competitiveness Demonstration Program; it also produces statistics on DoD purchases from educational and nonprofit institutions and from state and local governments.

For more information on the DMDC, see https://www. servicememberscivilreliefact.com/scracvs/defense-manpower-data-center/.

## Institute of Museum and Library Statistics

On October 1, 2007, the administration of the Public Libraries Survey (PLS) and the State Library Agencies (StLA) Survey was transferred from the National Center for Education Statistics to the Institute of Museum and Library Statistics (IMLS).

## IMLS Library Statistics

Public library statistics are collected annually using the PLS and disseminated annually through the Federal-State Cooperative System (FSCS) for Public Library Data. Descriptive statistics are produced for over 9,000 public libraries. The PLS includes information about staffing; operating income and expenditures; type of governance; type of administrative structure; size of collection; and service measures such as reference transactions, public service hours, interlibrary loans, circulation, and library visits. In the FSCS, respondents supply the information electronically, and data are edited and tabulated in machine-readable form.

PLS respondents are public libraries identified by state administrative library agencies in the 50 states, the District of Columbia, and certain U.S. territories. At the state level, FSCS is administered by State Data Coordinators, who are appointed by the chief officer of each state library agency. The State Data Coordinator collects the requested data from local public libraries. The 50 states, District of Columbia, and territories submit data for individual public libraries, which are aggregated to state and national levels.

From 1994 through 2006, NCES conducted the StLA Survey for the 50 states and the District of Columbia. From 2006 to the present, the survey has been released by IMLS (since 2012, it has been known as the State Library Administrative Agency [SLAA] Survey). A state library agency is the official agency of a state that is charged by state law with the extension and development of public library services throughout the state and that has adequate authority under state law to administer state plans in accordance with the provisions of the Library Services and Technology Act (LSTA) of 2003.

Further information on these library surveys can be obtained from

## Institute of Museum and Library Services

Office of Policy, Planning, Research, and Communication
Research and Statistics Division
955 L'Enfant Plaza North SW
Washington, DC 20024-2135
imlsinfo@imls.gov
http://www.imls.gov/

## My Brother's Keeper Initiative

Established by President Obama in 2014, the My Brother's Keeper Initiative is an interagency effort to improve measurably the expected educational and life outcomes for and address the persistent opportunity gaps faced by boys and young men of color. The Initiative established a task force to develop a coordinated federal effort to identify the public and private efforts that are working and how to expand upon them.

The My Brother's Keeper Task Force and the Federal Interagency Forum on Child and Family Statistics have collected federal statistics on a number of national level indicators to provide an initial snapshot of young people's well-
being across multiple domains, including health, nutrition, poverty, education, economic opportunity, criminal justice and more. A selection of these data may be accessed at http:// www2.ed.gov/rschstat/statistics/surveys/mbk/index.html.

Further information about the My Brother's Keeper Initiative may be obtained from https://www.whitehouse.gov/ my-brothers-keeper.

## National Institute on Drug Abuse

## Monitoring the Future Survey

The National Institute on Drug Abuse of the U.S. Department of Health and Human Services is the primary supporter of the long-term study titled "Monitoring the Future: A Continuing Study of American Youth," conducted by the University of Michigan Institute for Social Research. One component of the study deals with student drug abuse. Results of the national sample survey have been published annually since 1975 . With the exception of 1975 , when about 9,400 students participated in the survey, the annual samples comprise roughly 16,000 students in 150 public and private schools. Students complete self-administered questionnaires given to them in their classrooms by University of Michigan personnel. Each year, 8th-, 10th-, and 12th-graders are surveyed (12th-graders since 1975, and 8th- and 10th-graders since 1991). The 8th- and 10th-grade surveys are anonymous, while the 12 th-grade survey is confidential. The 10thgrade samples involve about 17,000 students in 140 schools each year, while the 8th-grade samples have approximately 18,000 students in about 150 schools. In all, approximately 50,000 students from about 420 public and private secondary schools are surveyed annually. Approximately 90 percent of 8th-grade students, 88 percent of 10th-grade students, and 80 percent of 12th-grade students surveyed participated in the study in 2016. Beginning with the class of 1976, a randomly selected sample from each senior class has been followed in the years after high school on a continuing basis.

Understandably, there is some reluctance to admit illegal activities. Also, students who are out of school on the day of the survey are nonrespondents, and the survey does not include high school dropouts. The inclusion of absentees and dropouts would tend to increase the proportion of individuals who had used drugs. A 1983 study found that the inclusion of absentees could increase some of the drug usage estimates by as much as 2.7 percentage points. (Details on that study and its methodology were published in Drug Use Among American High School Students, College Students, and Other Young Adults, by L.D. Johnston, P.M. O'Malley, and J.G. Bachman, available from the National Clearinghouse on Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857.)

The 2016 Monitoring the Future survey involved about 45,500 8th-, 10th-, and 12th-grade students in 372 secondary schools nationwide. The first published results were presented in Monitoring the Future, National Results on Drug Use, 1975-2016: Overview, Key Findings on Adolescent

Drug Use, at http://www.monitoringthefuture.org/pubs/ monographs/mtf-overview 2016.pdf.

Further information on the Monitoring the Future drug abuse survey may be obtained from

National Institute on Drug Abuse
Division of Epidemiology, Services and
Prevention Research (DESPR)
6001 Executive Boulevard
Bethesda, MD 20892
mtfinformation@umich.edu
http://www.monitoringthefuture.org

## National Science Foundation

## Survey of Federal Funds for Research and Development

The annual Survey of Federal Funds for Research and Development is the primary source of information about federal funding for research and development in the United States. It is used by policymakers in the executive and legislative branches of the federal government in determining policies, laws, and regulations affecting science; it is also used by those who follow science trends in every sector of the economy, including university administrators and professors, economic and political analysts, research and development managers inside and outside the government, the science press, and leading members of the science community in the United States and around the world.

The survey's target population consists of the federal agencies that conduct research and development programs, which are identified from information in the President's budget submitted to Congress. In the survey cycle for data collection on fiscal years 2015-17, a total of 28 federal agencies ( 15 federal departments and 13 independent agencies) reported research and development data. Because multiple subdivisions of a federal department were requested to complete the survey in some cases, there were 74 individual respondents. Federal funds data, as collected, span 3 government fiscal years: the fiscal year just completed, the current fiscal year, and the next fiscal year. Actual data are collected for the year just completed; estimates are obtained for the current fiscal year and the next fiscal year.

The data are collected and managed online; this system was designed to help improve survey reporting by offering respondents direct online reporting and editing.

The federal funds survey has an unweighted response rate of 100 percent with no known item nonresponse. The information included in this survey has been stable since fiscal year 1973, when federal obligations for research to universities and colleges by agency and detailed science and engineering fields were added to the survey.

Further information on federal funds for research and development may be obtained from

Michael Yamaner
Research and Development Statistics Program
National Center for Science and Engineering Statistics
National Science Foundation
4201 Wilson Boulevard, Suite 965
Arlington, VA 22230
myamaner@nsf.gov
http://www.nsf.gov/statistics

## Survey of Earned Doctorates

The Survey of Earned Doctorates (SED) has collected basic statistics from the universe of doctoral recipients in the United States each year since 1957. It is supported by six federal agencies: the National Science Foundation, National Institutes of Health, U.S. Department of Education, U.S. Department of Agriculture, National Endowment for the Humanities, and National Aeronautics and Space Administration. With the assistance of institutional coordinators at each doctorate-awarding institution, a survey form is distributed to each person completing the requirements for a research doctorate. Of the 55,006 persons receiving research doctorates granted in 2015, approximately 90 percent responded to the survey. The survey questionnaire obtains information on sex, race/ethnicity, marital status, citizenship, disabilities, dependents, specialty field of doctorate, educational institutions attended, time spent in completion of doctorate, financial support, education debt, postgraduation plans, and educational attainment of parents.

Further information on the Survey of Earned Doctorates may be obtained from

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National Center for Science and Engineering Statistics
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230
lmilan@nsf.gov
http://www.nsf.gov/statistics/srvydoctorates

## Survey of Graduate Students and Postdoctorates in Science and Engineering

The Survey of Graduate Students and Postdoctorates in Science and Engineering, also known as the graduate student survey (GSS), is an annual survey of all U.S. academic institutions granting research-based master's degrees or doctorates in science, engineering, or selected health fields. Sponsored by the National Science Foundation and the National Institutes of Health, the survey provides data on the number and characteristics of graduate students, postdoctoral researchers, and doctorateholding nonfaculty researchers in selected health fields. Results are used to assess shifts in graduate enrollment and postdoctorate appointments and trends in financial support.

Data collection for the 2015 GSS began in fall 2015. The survey universe consisted of 412 doctorate-granting and 299 master's-granting institutions, for a total of 711 institutions. There were 824 schools affiliated with these institutions: 525 at doctorate-granting institutions and 299 at master'sgranting institutions.

New procedures to improve coverage of GSS-eligible units were introduced in the 2007 survey cycle and were continued in subsequent cycles. Increased emphasis was given to updating the unit list by providing an exhaustive list of GSS-eligible programs within existing GSS fields. In previous years, only a representative list was provided for each GSS field, which may have resulted in not reporting all eligible units. The set of GSS-eligible fields was also modified. Due to these changes, data for 2007 and later years are not directly comparable with data from previous years.

More recently, the survey universe was modified in 2014 to include 151 new institutions and exclude 2 for-profit institutions; these changes were the result of a comprehensive frame evaluation study conducted from 2010 to 2013 and the annual frame evaluation conducted in the 2013-14 cycle. Additionally, in 2015 some new institutions became eligible for GSS, some institutions changed GSS degree-granting status, and some institutions merged. These changes resulted in the increase in the total number of institutions included in the GSS from 706 in 2014 to 711 in 2105.

Further information on the Survey of Graduate Students and Postdoctorates in Science and Engineering may be obtained from

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Arlington, VA 22230
kkang@nsf.gov
http://www.nsf.gov/statistics/srvygradpostdoc/

## Substance Abuse and Mental Health Services Administration

## National Survey on Drug Use and Health

Conducted by the federal government since 1971 (annually since 1991), the National Survey on Drug Use and Health (NSDUH) is a survey of the civilian, noninstitutionalized population of the United States age 12 or older. It is the primary source of information on the prevalence, patterns, and consequences of alcohol, tobacco, and illegal drug use and abuse. The survey collects data by administering questionnaires to a representative sample of the population (since 1999, the NSDUH interview has been carried out using computer-assisted interviewing). NSDUH collects information from residents of households, noninstitutional group quarters, and civilians living on military bases. The main results of the NSDUH present national estimates of
rates of use, numbers of users, and other measures related to illicit drugs, alcohol, and tobacco products.

Prior to 2002, the survey was called the National Household Survey on Drug Abuse (NHSDA). The 2002 update of the survey's name coincided with improvements to the survey. In light of these improvements, NSDUH data from 2002 and later should not be compared with NHSDA data from 2001 and earlier as a method of assessing changes in substance use over time.

The 2005 NSDUH was the first in a coordinated 5-year sample design providing estimates for all 50 states and the District of Columbia for the years 2005 through 2009. Because the 2005 design enables estimates to be developed by state, states may be viewed as the first level of stratification, as well as a reporting variable.

In the 2015 NSDUH , screening was completed at 132,210 addresses, and 68,073 completed interviews were obtained: 16,955 interviews from adolescents ages 12 to 17 and 51,118 from adults age 18 and over. Weighted response rates for household screening and for interviewing were 79.7 and 69.3 percent, respectively, for an overall response rate of 55.2 percent for persons age 12 and over. The weighted interview response rates were 77.7 percent for adolescents and 68.4 percent for adults.

Further information on the NSDUH may be obtained from

SAMHSA<br>Center for Behavioral Health Statistics and Quality<br>5600 Fishers Lane<br>Rockville, MD 20857<br>http://www.samhsa.gov/data/

## Other Organization Sources <br> ACT

## ACT assessment

The ACT assessment is designed to measure educational development in the areas of English, mathematics, social studies, and natural sciences. The assessment is taken by college-bound high school students and by all graduating seniors in Colorado and Illinois. The test results are used to predict how well students might perform in college.

Prior to the 1984-85 school year, national norms were based on a 10 percent sample of the students taking the test. Since then, national norms have been based on the test scores of all students taking the test. Beginning with 1984-85, these norms have been based on the most recent ACT scores available from students scheduled to graduate in the spring of the year. Duplicate test records are no longer used to produce national figures.

Separate ACT standard scores are computed for English, mathematics, science reasoning, and, as of October 1989, reading. ACT standard scores are reported for each subject area on a scale from 1 to 36. In 2016, the national composite score (the simple average of the four ACT standard scores)
was 20.8 , with a standard deviation of 5.6. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of tasks college students are expected to perform.

It should be noted that graduating students who take the ACT assessment are not necessarily representative of graduating students nationally. Students who live in the Midwest, Rocky Mountains, Plains, and South are overrepresented among ACT-tested students as compared to graduating students nationally. Students in these areas often aspire to public colleges and universities, which in these jurisdictions require the ACT assessment more often than the SAT test.

Further information on the ACT may be obtained from

## ACT

500 ACT Drive
Iowa City, IA 52243-0168
http://www.act.org
1 (888) 730-0400

## The College Board

## Advanced Placement Exam

The Advanced Placement (AP) program is a curriculum sponsored by the College Board that offers high school students the opportunity to take college-level courses in a high school setting. A student taking an AP course in high school can earn college credit for participation by attaining a certain minimum score on the AP exam in that subject area.

The AP program offers more than 30 courses and exams. In most cases, the College Board does not require students to take an AP course before taking an AP exam. AP exams are given in the first two weeks in May. Most of the exams take 2 to 3 hours to complete. The scores for all AP exams range from 1 to 5 , with 5 being the highest score.

## SAT

The Admissions Testing Program of the College Board is made up of a number of college admissions tests, including the Preliminary Scholastic Assessment Test (PSAT) and the Scholastic Assessment Test, now known as the SAT. High school students participate in the testing program as sophomores, juniors, or seniors-some more than once during these three years. If they have taken the tests more than once, only the most recent scores are tabulated. The PSAT and SAT report subscores in the areas of mathematics and verbal ability.

Each year, approximately $11 / 2$ million students take the SAT examination. SAT results are not representative of high school students or college-bound students nationally, however, since the sample is self-selected (i.e., taken by students who need the results to apply to a particular college or university). In addition, public colleges in many states-particularly those in the Midwest, parts of the South, and the West-require ACT scores rather than SAT scores; thus, the proportion of students taking the SAT in these states is very
low and is inappropriate for comparison. The current version of the SAT, which includes an optional writing component among other content, format, and scoring changes, was first administered in March 2016.

Further information on AP and the SAT may be obtained from

The College Board National Office
250 Vesey Street
New York, NY 10281
http://www.collegeboard.org/

## Commonfund Institute

## Higher Education Price Index

Commonfund Institute took over management of the Higher Education Price Index (HEPI) in 2005 from Research Associates of Washington, which originated the index in 1961. HEPI is an inflation index designed specifically to track the main cost drivers in higher education. It measures the average relative level of prices in a fixed basket of goods and services purchased each year by colleges and universities through current fund educational and general expenditures, excluding research.

The main components of HEPI are faculty salaries; administrative salaries; clerical salaries; service employee salaries; fringe benefits; miscellaneous services; supplies and materials; and utilities. These represent the major items purchased for current operations by colleges and universities. Prices for these items are obtained from salary surveys conducted by the American Association of University Professors, the College and University Personnel Association, and the Bureau of Labor Statistics (BLS), as well as from price series for components of BLS's Consumer Price Index (CPI), the Employment Cost Index (EPI), and the Producer Price Index (PPI) published by BLS. Since 2009, data have been consistently drawn from the July-June academic fiscal year. Prior to 2009, data were collected from years with varying endpoints.

HEPI measures price levels from a designated reference year in which budget weights are assigned. This base year is FY 1983 and is assigned a price value of 100.0 for index compilation. An index value of 115.0 , for example, represents a 15 percent price increase over 1983 values.

Further information on HEPI may be obtained from

Commonfund Institute
15 Old Danbury Road
Wilton, CT 06897
https://www.commonfund.org/commonfund-institutehigher-education-price-index-hepi

## Council for Aid to Education

## Survey of Voluntary Support of Education

The Council for Aid to Education, Inc. (CAE) is a nonprofit corporation funded by contributions from businesses.

CAE largely provides consulting and research services to corporations and information on voluntary support services to education institutions. Each year, CAE conducts a survey of colleges and universities and private elementary and secondary schools to obtain information on the amounts, sources, and purposes of private gifts, grants, and bequests received during the academic year.

The annual Voluntary Support of Education (VSE) survey consistently captures about 85 percent of the total voluntary support to colleges and universities in the United States. Institutional reports of voluntary support data from the VSE survey are more comprehensive and detailed than the related data in the Integrated Postsecondary Education Data System (IPEDS) Finance survey conducted by NCES.

The VSE survey is conducted online. All accredited higher education institutions are eligible to participate, and about a quarter of these institutions fill out a survey each year. CAE reviews the survey forms for internal consistency, queries institutions whose data appear out of line with national trends or their own historical data, and makes an effort to clean the data before preparing a computerized database of the results.

Individual institutions and several state systems of higher education use the VSE data to monitor and analyze their fundraising results. CAE uses the data to develop national estimates of giving to education and to report in detail on private support of education. The results from the VSE survey are available to subscribers online and are also published in the annual report Voluntary Support of Education, which may be purchased from CAE.

Further information on the VSE survey may be obtained from
Ann Kaplan
Council for Aid to Education
215 Lexington Avenue
16th Floor
New York, NY 10016-6023
vse@cae.org
http://cae.org

## Council of Chief State School Officers

## State Education Indicators

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of the public officials who head departments of public education in the 50 states, the District of Columbia, the Department of Defense dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. The CCSSO State Education Indicators project provides leadership in developing a system of state-by-state indicators of the condition of K-12 education. Indicator activities include collecting and reporting statistical indicators by state, tracking state policy changes, assisting with accountability systems, and conducting analysis of trends in education. Key State Educa-
tion Policies on PK-12 Education is one of the publications issued by the State Education Indicators project. It is intended to inform policymakers and educators about the current status of key education policies that define and shape elementary and secondary education in the nation's public schools. State education staff reported on current policies through a survey, and CCSSO staff collected additional assessment information through state websites.

Further information on CCSSO publications may be obtained from

State Education Indicators Program
Standards, Assessment, and Accountability
Council of Chief State School Officers
1 Massachusetts Avenue NW
Suite 700
Washington, DC 20001-1431
http://www.ccsso.org

## Editorial Projects in Education

## Education Week

Editorial Projects in Education is an independent, nonprofit publisher of Education Week and other print and online products on $\mathrm{K}-12$ education.

Further information on Editorial Projects in Education publications may be obtained from

Editorial Projects in Education, Inc.
Suite 100
6935 Arlington Road
Bethesda, MD 20814-5233
http://www.edweek.org/info/about

## Education Commission of the States

## StateNotes

Education Commission of the States (ECS) regularly issues compilations, comparisons, and summaries of state policies-enacted or pending-on a number of education issues, including high school graduation requirements and school term information. ECS monitors state education activities for changes in education policies and updates ECS state information accordingly.

Further information on ECS StateNotes may be obtained from
Education Commission of the States
700 Broadway, \#810
Denver, CO 80203-3442
ecs@ecs.org
http://www.ecs.org

## GED Testing Service

GED Testing Service is a joint venture, begun in 2011, between the American Council on Education (ACE) and Pearson. A GED credential documents high school-level academic
skills. The test was first administered to World War II veterans in 1942 and was subsequently administered to civilians beginning in 1947. The first four generations of the GED test were the original GED test released in 1942, the 1978 series, the 1988 series, and the 2002 series. In 2014, a new test was implemented. A comparison of the 2014 GED test and the 2002 series test is available at http://www.gedtestingservice.com/ uploads/files/2487f6e1ca5659684cbe1f8b16f564d0.pdf.

The annual GED Testing Program Statistical Report provides information on those who take the GED, performance statistics of GED test takers, and some historical background on the GED testing program.

It is important to note that attempting to make comparisons in GED testing across jurisdictions is problematic, since each jurisdiction manages its own GED testing program. Thus, each jurisdiction develops its own policies, and these policies are reflected in a jurisdiction's testing program outcomes (its pass rates, for instance).

Further information on the GED may be obtained from

## GED Testing Service

1919 M Street NW
Suite 600
Washington, DC 20036
http://www.gedtestingservice.com/ged-testing-service

## Graduate Record Examinations Board

## GRE tests

Graduate Record Examinations (GRE) tests are taken by individuals applying to graduate or professional school. GRE offers two types of tests, the GRE General Test and Subject Tests. The GRE General Test, which is mainly taken via computer, measures verbal, quantitative, and analytical writing skills. The analytical writing section (which replaced the analytical reasoning section on the GRE General Test in 2002) consists of two analytical writing tasks. The Subject Tests measure achievement in biochemistry, cell and molecular biology, biology, chemistry, literature in English, mathematics, physics, and psychology. Each graduate institution or division of the institution determines which GRE tests are required for admission.

Individuals may take GRE tests more than once. Score reports only reflect scores earned within the past 5-year period.

Further information on the GRE may be obtained from

## GRE-ETS

Educational Testing Service
P.O. Box 6000

Princeton, NJ 08541
http://www.ets.org/gre

## Institute of International Education

## Open Doors

Each year, the Institute of International Education (IIE) conducts a survey of the number of foreign students studying in American colleges and universities and U.S. students studying abroad. The results of these surveys are reported in the publication Open Doors. All of the regionally accredited institutions in NCES's Integrated Postsecondary Education Data System (IPEDS) are surveyed by IIE. The foreign student enrollment data presented in the Digest of Education Statistics are drawn from IIE surveys that ask U.S. institutions for information on enrollment of foreign students, as well as student characteristics such as country of origin. For the 2014-15 survey, 58.9 percent of the 2,808 institutions surveyed reported data. For 2015-16, 62.6 percent of the 2,818 institutions surveyed reported data.

Surveys on the flows of U.S. college students studying abroad have been conducted since 1985?86. Surveys are sent to U.S. institutions asking them to provide information on the number and characteristics of the students to whom they awarded credit for study abroad during the previous academic year. For the 2013-14 academic year, data were obtained from 1,116 , or 61.3 percent, of the 1,821 institutions surveyed; for the 2014-15 academic year, data were obtained from 1,210, or 66.7 percent, of the 1,814 institutions surveyed.

Additional information may be obtained from the publication Open Doors or by contacting

Sharon Witherell
Institute of International Education-Public Affairs
809 United Nations Plaza
New York, NY 10017
switherell@iie.org
http://www.iie.org/en/Research-and-Publications/Open-Doors

## International Association for the Evaluation of Educational Achievement

The International Association for the Evaluation of Educational Achievement (IEA) is composed of governmental research centers and national research institutions around the world whose aim is to investigate education problems common among countries. Since its inception in 1958, the IEA has conducted more than 30 research studies of cross-national achievement. The regular cycle of studies encompasses learning in basic school subjects. Examples are the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS). IEA projects also include studies of particular interest to IEA members, such as the TIMSS 1999 Video Study of Mathematics and Science Teaching, the Civic Education Study, and studies on information technology in education.

The international bodies that coordinate international assessments vary in the labels they apply to participating education systems, most of which are countries. IEA differentiates between IEA members, which IEA refers to as "countries" in all cases, and "benchmarking participants." IEA members include countries such as the United States and Ireland, as well as subnational entities such as England and Scotland (which are both part of the United Kingdom), the Flemish community of Belgium, and Hong Kong (a Special Administrative Region of China). IEA benchmarking participants are all subnational entities and include Canadian provinces, U.S. states, and Dubai in the United Arab Emirates (among others). Benchmarking participants, like the participating countries, are given the opportunity to assess the comparative international standing of their students' achievement and to view their curriculum and instruction in an international context.

Some IEA studies, such as TIMSS and PIRLS, include an assessment portion, as well as contextual questionnaires for collecting information about students' home and school experiences. The TIMSS and PIRLS scales, including the scale averages and standard deviations, are designed to remain constant from assessment to assessment so that education systems (including countries and subnational education systems) can compare their scores over time as well as compare their scores directly with the scores of other education systems. Although each scale was created to have a mean of 500 and a standard deviation of 100 , the subject matter and the level of difficulty of items necessarily differ by grade, subject, and domain/dimension. Therefore, direct comparisons between scores across grades, subjects, and different domain/dimension types should not be made.

Further information on the International Association for the Evaluation of Educational Achievement may be obtained from http://www.iea.nl.

## Trends in International Mathematics and Science Study

The Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) provides data on the mathematics and science achievement of U.S. 4th- and 8th-graders compared with that of their peers in other countries. TIMSS collects information through mathematics and science assessments and questionnaires. The questionnaires request information to help provide a context for student performance. They focus on such topics as students' attitudes and beliefs about learning mathematics and science, what students do as part of their mathematics and science lessons, students' completion of homework, and their lives both in and outside of school; teachers' perceptions of their preparedness for teaching mathematics and science, teaching assignments, class size and organization, instructional content and practices, collaboration with other teachers, and participation in professional development activities; and principals' viewpoints on policy and budget responsibilities, curriculum and instruction issues,
and student behavior. The questionnaires also elicit information on the organization of schools and courses. The assessments and questionnaires are designed to specifications in a guiding framework. The TIMSS framework describes the mathematics and science content to be assessed and provides grade-specific objectives, an overview of the assessment design, and guidelines for item development.

TIMSS is on a 4-year cycle. Data collections occurred in 1995, 1999 (8th grade only), 2003, 2007, 2011, and 2015. TIMSS 2015 consisted of assessments in 4th-grade mathematics; numeracy (a less difficult version of 4th-grade mathematics, newly developed for 2015); 8th-grade mathematics; 4th-grade science; and 8th-grade science. In addition, TIMSS 2015 included the third administration of TIMSS Advanced since 1995. TIMSS Advanced is an international comparative study that measures the advanced mathematics and physics achievement of students in their final year of secondary school (the equivalent of 12th grade in the United States) who are taking or have taken advanced courses. The TIMSS 2015 survey also collected policy-relevant information about students, curriculum emphasis, technology use, and teacher preparation and training.

## Progress in International Reading Literacy Study

The Progress in International Reading Literacy Study (PIRLS) provides data on the reading literacy of U.S. 4thgraders compared with that of their peers in other countries. PIRLS is on a 5-year cycle: PIRLS data collections have been conducted in 2001, 2006, and 2011. In 2011, a total of 57 education systems, including 48 IEA members and 9 benchmarking participants, participated in the survey.

PIRLS collects information through a reading literacy assessment and questionnaires that help to provide a context for student performance. Questionnaires are administered to collect information about students' home and school experiences in learning to read. A student questionnaire addresses students' attitudes toward reading and their reading habits. In addition, questionnaires are given to students' teachers and school principals in order to gather information about students' school experiences in developing reading literacy. In countries other than the United States, a parent questionnaire is also administered. The assessments and questionnaires are designed to specifications in a guiding framework. The PIRLS framework describes the reading content to be assessed and provides objectives specific to 4th grade, an overview of the assessment design, and guidelines for item development.

## TIMSS and PIRLS Sampling and Response Rates

## 2011 PIRLS

As is done in all participating countries and other education systems, representative samples of students in the United States are selected. The sample design that was employed by PIRLS in 2011 is generally referred to as a two-stage stratified
cluster sample. In the first stage of sampling, individual schools were selected with a probability proportionate to size (PPS) approach, which means that the probability is proportional to the estimated number of students enrolled in the target grade. In the second stage of sampling, intact classrooms were selected within sampled schools.

PIRLS guidelines call for a minimum of 150 schools to be sampled, with a minimum of 4,000 students assessed. The basic sample design of one classroom per school was designed to yield a total sample of approximately 4,500 students per population.

Because PIRLS was also administered at grade 4 in spring 2011, TIMSS and PIRLS in the United States were administered in the same schools to the extent feasible. Students took either TIMSS or PIRLS on the day of the assessments. About 13,000 U.S. students participated in PIRLS in 2011, joining 300,000 other student participants around the world. Accommodations were not provided for students with disabilities or students who were unable to read or speak the language of the test. These students were excluded from the sample. The IEA requirement is that the overall exclusion rate, which includes exclusions of schools and students, should not exceed more than 5 percent of the national desired target population.

In order to minimize the potential for response biases, the IEA developed participation or response rate standards that apply to all participating education systems and govern whether or not an education system's data are included in the TIMSS or PIRLS international datasets and the way in which its statistics are presented in the international reports. These standards were set using composites of response rates at the school, classroom, and student and teacher levels. Response rates were calculated with and without the inclusion of substitute schools that were selected to replace schools refusing to participate. In the 2011 PIRLS administered in the United States, the weighted school participation rate was 80 percent before the use of substitute schools and 85 percent after the use of replacement schools; the weighted student response rate was 96 percent.

## 2015 TIMSS and TIMSS Advanced

TIMSS 2015 was administered between March and May of 2015 in the United States. The U.S. sample was randomly selected and weighted to be representative of the nation. In order to reliably and accurately represent the performance of each country, international guidelines required that countries sample at least 150 schools and at least 4,000 students per grade (countries with small class sizes of fewer than 30 students per school were directed to consider sampling more schools, more classrooms per school, or both, to meet the minimum target of 4,000 tested students). In the United States, a total of 250 schools and 10,029 students participated in the grade 4 TIMSS survey, and 246 schools and 10,221 students participated in the grade 8 TIMSS (these figures do not include the participation of the state of Florida as a subnational education system, which was separate from and additional to its participation in the U.S. national sample).

TIMSS Advanced, also administered between March and May of 2015 in the United States, required participating countries and other education systems to draw probability samples of students in their final year of secondary schoolISCED Level 3-who were taking or had taken courses in advanced mathematics or who were taking or had taken courses in physics. International guidelines for TIMSS Advanced called for a minimum of 120 schools to be sampled, with a minimum of 3,600 students assessed per subject. In the United States, a total of 241 schools and 2,954 students participated in advanced mathematics, and 165 schools and 2,932 students participated in physics.

In TIMSS 2015, the weighted school response rate for the United States was 77 percent for grade 4 before the use of substitute schools (schools substituted for originally sampled schools that refused to participate) and 85 percent with the inclusion of substitute schools. For grade 8 , the weighted school response rate before the use of substitute schools was 78 percent, and it was 84 percent with the inclusion of substitute schools. The weighted student response rate was 96 percent for grade 4 and 94 percent for grade 8.

In TIMSS Advanced 2015, the weighted school response rate for the United States for advanced mathematics was 72 percent before the use of substitute schools and 76 percent with the inclusion of substitute schools. The weighted school response rate for the United States for physics was 65 percent before the use of substitute schools and 68 percent with the inclusion of substitute schools. The weighted student response rate was 87 percent for advanced mathematics and 85 percent for physics. Student response rates are based on a combined total of students from both sampled and substitute schools.

Further information on the TIMSS study may be obtained from

## Stephen Provasnik

International Assessment Branch
Assessments Division
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
(202) 245-6442
stephen.provasnik@ed.gov
http://nces.ed.gov/timss
http://www.iea.nl/timss
Further information on the PIRLS study may be obtained from

Sheila Thompson<br>International Assessment Branch<br>Assessments Division<br>National Center for Education Statistics<br>550 12th Street SW<br>Washington, DC 20202<br>(202) 245-8330<br>sheila.thompson@ed.gov<br>http://nces.ed.gov/surveys/pirls/<br>http://www.iea.nl/pirls-past-cycles\#pirls-2011

## National Association of State Directors of Teacher Education and Certification

## NASDTEC Manual/KnowledgeBase

The National Association of State Directors of Teacher Education and Certification (NASDTEC) was organized in 1928 to represent professional standards boards and commissions and state departments of education that are responsible for the preparation, licensure, and discipline of educational personnel. Currently, NASDTEC's membership includes all 50 states, the District of Columbia, the U.S. Department of Defense Education Activity, U.S. territories, and Canadian provinces and territories.

The NASDTEC Manual on the Preparation and Certification of Educational Personnel was printed between 1984 and 2004, when it was replaced by an online publication, KnowledgeBase. KnowledgeBase is an expanded version of the Manual and is the most comprehensive source of state-bystate information pertaining to the certification requirements and preparation of teachers and other school personnel in the United States and Canada.

Further information on KnowledgeBase may be obtained from

Phillip S. Rogers
Executive Director
NASDTEC
1629 K Street NW
Suite 300
Washington, DC 20006
philrogers@ nasdtec.com
http://www.nasdtec.net/

## National Catholic Educational Association

## The United States Catholic Elementary and Secondary Schools

The National Catholic Educational Association (NCEA) has been providing leadership and service to Catholic education since 1904. NCEA began to publish The United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment and Staffing in 1970 because of the lack of educational data on the private sector. The report is based on data gathered by all of the archdiocesan and diocesan offices of education in the United States. These data enable NCEA to present information on school enrollment and staffing patterns for prekindergarten through grade 12. The first part of the report presents data concerning the context of American education, while the following part focuses on statistical data of Catholic schools. Statistics include enrollment by grade level, race/ethnicity, and affiliation.

Further information on The United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment, and Staffing may be obtained from

Sister Dale McDonald
National Catholic Educational Association
1005 North Glebe Road
Suite 525
Arlington, VA 22201
mcdonald@ncea.org
http://www.ncea.org

## National Education Association

## Estimates of School Statistics

The National Education Association (NEA) publishes Estimates of School Statistics annually as part of the report Rankings of the States \& Estimates of School Statistics. Estimates of School Statistics presents projections of public school enrollment, employment and personnel compensation, and finances, as reported by individual state departments of education. The state-level data in these estimates allow broad assessments of trends in the above areas. These data should be looked at with the understanding that the state-level data do not necessarily reflect the varying conditions within a state on education issues.

Data in Estimates of School Statistics are provided by state and District of Columbia departments of education and by other, mostly governmental, sources. Surveys are sent to the departments of education requesting estimated data for the current year and revisions to 4 years of historical data, as necessary. Twice a year, NEA submits current-year estimates on more than 35 education statistics to state departments of education for verification or revision. The estimates are generated using regression analyses and are used only if the states do not provide current data.

Further information on Estimates of School Statistics may be obtained from

NEA Rankings \& Estimates Team—NEA Research

## 1201 16th Street NW

Washington, DC 20036
http://www.nea.org

## Organization for Economic Cooperation and Development

The Organization for Economic Cooperation and Development (OECD) publishes analyses of national policies and survey data in education, training, and economics in OECD and partner countries. Newer studies include student survey data on financial literacy and on digital literacy.

## Education at a Glance

To highlight current education issues and create a set of comparative education indicators that represent key features of education systems, OECD initiated the Indicators of Education Systems (INES) project and charged the Centre for Educational Research and Innovation (CERI) with developing the cross-national indicators for it. The development of these indicators involved representatives of the OECD countries and the

OECD Secretariat. Improvements in data quality and comparability among OECD countries have resulted from the country-to-country interaction sponsored through the INES project. The most recent publication in this series is Education at a Glance 2016: OECD Indicators.

Education at a Glance 2016 features data on the 35 OECD countries (Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, the Republic of Korea, Latvia, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States) and a number of partner countries, namely, Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Lithuania, the Russian Federation, Saudi Arabia, and South Africa.

The OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions, and Classifications provides countries with specific guidance on how to prepare information for OECD education surveys; facilitates countries' understanding of OECD indicators and their use in policy analysis; and provides a reference for collecting and assimilating educational data. Chapter 7 of the OECD Handbook for Internationally Comparative Education Statistics contains a discussion of data quality issues. Users should examine footnotes carefully to recognize some of the data limitations.

Further information on international education statistics may be obtained from

Andreas Schleicher
Director for the Directorate of Education and Skills and Special Advisor on Education Policy to the OECD's Secretary General
OECD Directorate for Education and Skills
2, rue André Pascal
75775 Paris CEDEX 16
France
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http://www.oecd.org

## Program for International Student Assessment

The Program for International Student Assessment (PISA) is a system of international assessments organized by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries, that focuses on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general, or cross-curricular, competencies such as learning strategies. PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling.

PISA is a 2-hour exam. Assessment items include a combination of multiple-choice questions and open-ended questions that require students to develop their own response. PISA scores are reported on a scale that ranges from 0 to

1,000 , with the OECD mean set at 500 and a standard deviation set at 100 . In 2015, literacy in science, reading, and mathematics were assessed through a computer-based assessment in the majority of countries, including the United States. Education systems could also participate in optional pencil-and-paper financial literacy assessments and computer-based mathematics and reading assessments. In each education system, the assessment is translated into the primary language of instruction; in the United States, all materials are written in English.

Forty-three education systems participated in the 2000 PISA; 41 education systems participated in 2003; 57 (30 OECD member countries and 27 nonmember countries or education systems) participated in 2006; and 65 (34 OECD member countries and 31 nonmember countries or education systems) participated in 2009. (An additional nine education systems administered the 2009 PISA in 2010.) In PISA 2012, 65 education systems ( 34 OECD member countries and 31 nonmember countries or education systems), as well as the U.S. states of Connecticut, Florida, and Massachusetts, participated. In the 2015 PISA, 73 education systems ( 35 OECD member countries and 31 nonmember countries or education systems), as well as the states of Massachusetts and North Carolina and the territory of Puerto Rico, participated.

To implement PISA, each of the participating education systems scientifically draws a nationally representative sample of 15-year-olds, regardless of grade level. In the PISA 2015 national sample for the United States, about 5,700 students from 177 public and private schools were represented. Massachusetts, North Carolina, and Puerto Rico also participated in PISA 2015 as separate education systems. In Massachusetts, about 1,400 students from 48 public schools participated; in North Carolina, about 1,900 students from 54 public schools participated; and in Puerto Rico, about 1,400 students in 47 public and private schools participated.

The intent of PISA reporting is to provide an overall description of performance in reading literacy, mathematics literacy, and science literacy every 3 years, and to provide a more detailed look at each domain in the years when it is the major focus. These cycles will allow education systems to compare changes in trends for each of the three subject areas over time. In the first cycle, PISA 2000, reading literacy was the major focus, occupying roughly two-thirds of assessment time. For 2003, PISA focused on mathematics literacy as well as the ability of students to solve problems in reallife settings. In 2006, PISA focused on science literacy; in 2009, it focused on reading literacy again; and in 2012, it focused on mathematics literacy. PISA 2015 focused on science, as it did in 2006.

Further information on PISA may be obtained from

Patrick Gonzales<br>International Assessment Branch<br>Assessments Division<br>National Center for Education Statistics<br>550 12th Street SW<br>Washington, DC 20202<br>patrick.gonzales@ed.gov<br>http://nces.ed.gov/surveys/pisa

## Program for the International Assessment of Adult Competencies

The Program for the International Assessment of Adult Competencies (PIAAC) is a cyclical, large-scale study that aims to assess and compare the broad range of basic skills and competencies of adults around the world. Developed under the auspices of the Organization for Economic Cooperation and Development (OECD), it is the most comprehensive international survey of adult skills ever undertaken. Adults were surveyed in 24 participating countries in 2012 and in an additional 9 countries in 2014.

PIAAC focuses on what are deemed basic cognitive and workplace skills necessary to adults' successful participation in 21st-century society and in the global economy. Skills assessed include literacy, numeracy, problem solving in technology-rich environments, and basic reading skills. PIAAC measures the relationships between these skills and other characteristics such as individuals' educational background, workplace experiences, and occupational attainment. PIAAC was administered on laptop computers or in paper-and-pencil mode. In the United States, the background questionnaire was administered in both English and Spanish, and the cognitive assessment was administered only in English.

The 2012 PIAAC assessment for the United States included a nationally representative probability sample of households. This household sample was selected on the basis of a fourstage, stratified area sample: (1) primary sampling units (PSUs) consisting of counties or groups of contiguous counties; (2) secondary sampling units (referred to as segments) consisting of area blocks; (3) housing units containing households; and (4) eligible persons within households. Person-level data were collected through a screener, a background questionnaire, and the assessment.

Based on the screener data, 6,100 U.S. respondents ages 16 to 65 were selected to complete the 2012 background questionnaire and the assessment; 4,898 actually completed the background questionnaire. Of the 1,202 respondents who did not complete the background questionnaire, 112 were unable to do so because of a literacy-related barrier: either the inability to communicate in English or Spanish or a mental disability. Twenty others were unable to complete the questionnaire due to technical problems. The final response rate for the background questionnaire-which included respondents who completed it and respondents who were unable to complete it because of a language problem or mental disability—was 82.2 percent weighted. The overall weighted response rate for the household sample-the product of the component response rates-was 70.3 percent.

The 2014 PIAAC supplement repeated the 2012 administration of PIAAC to an additional sample of U.S. adults in order to enhance the 2012 sample. It included a sample of participants from different households in the PSUs from the 2012 sample.

Key to PIAAC's value is its collaborative and international nature. In the United States, NCES has consulted extensively
with the Department of Labor in the development of the survey, and staff from both agencies are co-representatives of the United States in PIAAC's international governing body. Internationally, PIAAC has been developed through the collaboration of OECD staff and participating countries' representatives from their ministries or departments of education and labor. Through this cooperative effort, all participating countries follow the quality assurance guidelines set by the OECD consortium and closely follow all agreed-upon standards set for survey design, assessment implementation, and reporting of results.

Further information on PIAAC may be obtained from

## Holly Xie

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National Center for Education Statistics
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Washington, DC 20202
holly.xie@ed.gov
https://nces.ed.gov/surveys/piaac/
http://www.oecd.org/skills/piaac/

## School Bus Fleet

School Bus Fleet magazine is a trade publication serving more than 28,000 school transportation professionals in the United States and Canada that provides information on the management and maintenance of school bus fleets operated by public school districts, private schools, Head Start agencies, and child care centers. The readership includes public operators and contract service providers.

Further information on School Bus Fleet magazine may be obtained from

School Bus Fleet
3520 Challenger Street
Torrance, CA 90503
http://www.schoolbusfleet.com
nicole.schlosser@bobit.com

## School Transportation News

School Transportation News is a monthly news and feature magazine covering the field of pupil transportation. The publication focuses on school bus and school vehicle safety and reports on transportation-related legislation and environmental issues touching on school transportation. The School Transportation News website offers a detailed history of school transportation services in the United States.

Further information about School Transportation News may be obtained from

[^160]
## United Nations Educational, Scientific, and Cultural Organization

## Statistical Yearbook and Global Education Digest

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) conducts annual surveys of education statistics of its member countries. Data from official surveys are supplemented by information obtained by UNESCO through other publications and sources. Each year, more than 200 countries reply to the UNESCO surveys. In some cases, estimates are made by UNESCO for particular items, such as world and continent totals. While great efforts are made to make them as comparable as possible, the data still reflect the vast differences among the countries of the world in the structure of education. While there is some agreement about the reporting of primary and secondary data, tertiary-level data (i.e., postsecondary education data) present numerous substantive problems. Some coun-
tries report only university enrollment, while other countries report all postsecondary enrollment, including enrollment in vocational and technical schools and correspondence programs. A very high proportion of some countries' tertiarylevel students attend institutions in other countries. The member countries that provide data to UNESCO are responsible for their validity. Thus, data for particular countries are subject to nonsampling error and perhaps sampling error as well. Users should examine footnotes carefully to recognize some of the data limitations. UNESCO publishes the data in reports such as the Statistical Yearbook and the Global Education Digest.

Further information on the Statistical Yearbook and the Global Education Digest may be obtained from

UNESCO Institute for Statistics
C.P. 6128 Succursale Centre-ville

Montreal, Quebec, H3C 3J7
Canada
http://www.uis.unesco.org

## APPENDIX B Definitions

Academic support This category of college expenditures includes expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. It also includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

## Achievement gap See gap.

Achievement levels, NAEP Specific achievement levels for each subject area and grade to provide a context for interpreting student performance. At this time they are being used on a trial basis.

Basic-denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.

Proficient-represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced-signifies superior performance.
Achievement test An examination that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction.

ACT The ACT (formerly the American College Testing Program) assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance on the tests does not reflect innate ability and is influenced by a student's educational preparedness.

Administrative support staff Staff whose activities are concerned with support of teaching and administrative duties of the office of the principal or department chairpersons, including clerical staff and secretaries.

Advanced Placement (AP) A program of tertiary-level courses and examinations, taught by specially qualified teachers, that provides opportunities for secondary school students to earn undergraduate credits for university courses. The schools and teachers offering AP programs must meet College Board requirements and are monitored by the College Board.

Agriculture Courses designed to improve competencies in agricultural occupations. Included is the study of agricultural production, supplies, mechanization and products, agricultural science, forestry, and related services.

Alternative school A public elementary/secondary school that serves students whose needs cannot be met in a regular, special education, or vocational school; may provide nontraditional education; and may serve as an adjunct to a regular school. Although alternative schools fall outside the categories of regular, special education, and vocational education, they may provide similar services or curriculum. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems.

Appropriation (federal funds) Budget authority provided through the congressional appropriation process that permits federal agencies to incur obligations and to make payments.

Appropriation (institutional revenues) An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Associate's degree A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time collegelevel study. This includes degrees granted in a cooperative or work-study program.

Autism See Disabilities, children with.

Autocorrelation Correlation of the error terms from different observations of the same variable. Also called Serial correlation.

Auxiliary enterprises This category includes those essentially self-supporting operations which exist to furnish a service to students, faculty, or staff, and which charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, college stores, and intercollegiate athletics.

Average daily attendance (ADA) The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.

Average daily membership (ADM) The aggregate membership of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The ADM for groups of schools having varying lengths of terms is the average of the ADMs obtained for the individual schools. Membership includes all pupils who are enrolled, even if they do not actually attend.

Averaged freshman graduation rate (AFGR) A measure of the percentage of the incoming high school freshman class that graduates 4 years later. It is calculated by taking the number of graduates with a regular diploma and dividing that number by the estimated count of incoming freshman 4 years earlier, as reported through the NCES Common Core of Data (CCD). The estimated count of incoming freshman is the sum of the number of 8th-graders 5 years earlier, the number of 9 th-graders 4 years earlier (when current seniors were freshman), and the number of 10th-graders 3 years earlier, divided by 3. The purpose of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year. Ungraded students are allocated to individual grades proportional to each state's enrollment in those grades. The AFGR treats students who transfer out of a school or district in the same way as it treats students from that school or district who drop out.

Bachelor's degree A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Books Nonperiodical printed publications bound in hard or soft covers, or in loose-leaf format, of at least 49 pages, exclusive of the cover pages; juvenile nonperiodical publications of any length found in hard or soft covers.

Breusch-Godfrey serial correlation LM test A statistic testing the independence of errors in least-squares regression against alternatives of first-order and higher degrees of serial correlation. The test belongs to a class of asymptotic tests known as the Lagrange multiplier (LM) tests.

Budget authority (BA) Authority provided by law to enter into obligations that will result in immediate or future outlays. It may be classified by the period of availability (1-
year, multiple-year, no-year), by the timing of congressional action (current or permanent), or by the manner of determining the amount available (definite or indefinite).

Business Program of instruction that prepares individuals for a variety of activities in planning, organizing, directing, and controlling business office systems and procedures.

Capital outlay Funds for the acquisition of land and buildings; building construction, remodeling, and additions; the initial installation or extension of service systems and other built-in equipment; and site improvement. The category also encompasses architectural and engineering services, including the development of blueprints.

Career/technical education (CTE) In high school, encompasses occupational education, which teaches skills required in specific occupations or occupational clusters, as well as nonoccupational CTE, which includes family and consumer sciences education (i.e., courses that prepare students for roles outside the paid labor market) and general labor market preparation (i.e., courses that teach general employment skills such as word processing and introductory technology skills).

Carnegie unit The number of credits a secondary student received for a course taken every day, one period per day, for a full year; a factor used to standardize all credits indicated on secondary school transcripts across studies.

Catholic school A private school over which a Roman Catholic church group exercises some control or provides some form of subsidy. Catholic schools for the most part include those operated or supported by a parish, a group of parishes, a diocese, or a Catholic religious order.

Central cities The largest cities, with 50,000 or more inhabitants, in a Metropolitan Statistical Area (MSA). Additional cities within the metropolitan area can also be classified as "central cities" if they meet certain employment, population, and employment/residence ratio requirements.

Certificate A formal award certifying the satisfactory completion of a postsecondary education program. Certificates can be awarded at any level of postsecondary education and include awards below the associate's degree level.

Charter school A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school.

City school See Locale codes.
Class size The membership of a class at a given date.

Classification of Instructional Programs (CIP) The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate NCES' collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. It was originally published in 1980 and was revised in 1985, 1990, 2000, and 2010.

Classification of Secondary School Courses (CSSC) A modification of the Classification of Instructional Programs used for classifying high school courses. The CSSC contains over 2,200 course codes that help compare the thousands of high school transcripts collected from different schools.

Classroom teacher A staff member assigned the professional activities of instructing pupils in self-contained classes or courses, or in classroom situations; usually expressed in full-time equivalents.

Coefficient of variation (CV) Represents the ratio of the standard error to the estimate. For example, a CV of 30 percent indicates that the standard error of the estimate is equal to 30 percent of the estimate's value. The CV is used to compare the amount of variation relative to the magnitude of the estimate. A CV of 30 percent or greater indicates that an estimate should be interpreted with caution. For a discussion of standard errors, see Appendix A: Guide to Sources.

Cohort A group of individuals who have a statistical factor in common, for example, year of birth.

Cohort-component method A method for estimating and projecting a population that is distinguished by its ability to preserve knowledge of an age distribution of a population (which may be of a single sex, race, and Hispanic origin) over time.

College A postsecondary school that offers general or liberal arts education, usually leading to an associate's, bachelor's, master's, or doctor's degree. Junior colleges and community colleges are included under this terminology.

Combined school A school that encompasses instruction at both the elementary and the secondary levels; includes schools starting with grade 6 or below and ending with grade 9 or above.

## Combined school (2007-08 Schools and Staffing Survey)

A school with at least one grade lower than 7 and at least one grade higher than 8 ; schools with only ungraded classes are included with combined schools.

Combined Statistical Area (CSA) A combination of Core Based Statistical Areas (see below), each of which contains a core with a substantial population nucleus as well as adjacent communities having a high degree of economic and
social integration with that core. A CSA is a region with social and economic ties as measured by commuting, but at lower levels than are found within each component area. CSAs represent larger regions that reflect broader social and economic interactions, such as wholesaling, commodity distribution, and weekend recreation activities.

Computer science A group of instructional programs that describes computer and information sciences, including computer programming, data processing, and information systems.

Constant dollars Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Consumer Price Index (CPI) This price index measures the average change in the cost of a fixed market basket of goods and services purchased by consumers. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. The CPI reflects spending patterns for two population groups: (1) all urban consumers and urban wage earners and (2) clerical workers. CPIs are calculated for both the calendar year and the school year using the U.S. All Items CPI for All Urban Consumers (CPI-U). The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12 .

Consumption That portion of income that is spent on the purchase of goods and services rather than being saved.

Control of institutions A classification of institutions of elementary/secondary or postsecondary education by whether the institution is operated by publicly elected or appointed officials and derives its primary support from public funds (public control) or is operated by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Core Based Statistical Area (CBSA) A population nucleus and the nearby communities having a high degree of economic and social integration with that nucleus. Each CBSA includes at least one urban area of 10,000 or more people and one or more counties. In addition to a "central county" (or counties), additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties.

Credit The unit of value, awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits are frequently expressed in terms such as "Carnegie units," "semester credit hours," and "quarter credit hours."

Current dollars Dollar amounts that have not been adjusted to compensate for inflation.

Current expenditures (elementary/secondary) The expenditures for operating local public schools, excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school personnel, benefits, student transportation, school books and materials, and energy costs. Beginning in 1980-81, expenditures for state administration are excluded.

Instruction expenditures Includes expenditures for activities related to the interaction between teacher and students. Includes salaries and benefits for teachers and instructional aides, textbooks, supplies, and purchased services such as instruction via television, webinars, and other online instruction. Also included are tuition expenditures to other local education agencies.

Administration expenditures Includes expenditures for school administration (i.e., the office of the principal, full-time department chairpersons, and graduation expenses), general administration (the superintendent and board of education and their immediate staff), and other support services expenditures.

Transportation Includes expenditures for vehicle operation, monitoring, and vehicle servicing and maintenance.

Food services Includes all expenditures associated with providing food to students and staff in a school or school district. The services include preparing and serving regular and incidental meals or snacks in connection with school activities, as well as the delivery of food to schools.

Enterprise operations Includes expenditures for activities that are financed, at least in part, by user charges, similar to a private business. These include operations funded by sales of products or services, together with amounts for direct program support made by state education agencies for local school districts.

## Current expenditures per pupil in average daily attendance

 Current expenditures for the regular school term divided by the average daily attendance of full-time pupils (or full-time equivalency of pupils) during the term. See also Current expenditures and Average daily attendance.Current-fund expenditures (postsecondary education) Money spent to meet current operating costs, including salaries, wages, utilities, student services, public services, research libraries, scholarships and fellowships, auxiliary enterprises, hospitals, and independent operations; excludes loans, capital expenditures, and investments.

Current-fund revenues (postsecondary education) Money received during the current fiscal year from revenue which can be used to pay obligations currently due, and surpluses reappropriated for the current fiscal year.

Deaf-blindness See Disabilities, children with.

Default rate The percentage of loans that are in delinquency and have not been repaid according to the terms of the loan. According to the federal government, a federal student loan is in default if there has been no payment on the loan in 270 days. The Department of Education calculates a 3-year cohort default rate, which is the percentage of students who entered repayment in a given fiscal year (from October 1 to September 30) and then defaulted within the following 2 fiscal years. For example, the 3year cohort default rate for fiscal year (FY) 2009 is the percentage of borrowers who entered repayment during FY 2009 (any time from October 1, 2008, through September 30, 2009) and who defaulted by the end of FY 2011 (September 30, 2011).

Degree An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies. Refers specifically to associate's or higher degrees conferred by degree-granting institutions. See also Associate's degree, Bachelor's degree, Master's degree, and Doctor's degree.

Degree/certificate-seeking student A student enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking. See also Degree and Certificate.

Degree-granting institutions Postsecondary institutions that are eligible for Title IV federal financial aid programs and grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs, it must offer a program of at least 300 clock hours in length, have accreditation recognized by the U.S. Department of Education, have been in business for at least 2 years, and have signed a participation agreement with the Department.

Degrees of freedom The number of free or linearly independent sample observations used in the calculation of a statistic. In a time series regression with $t$ time periods and $k$ independent variables including a constant term, there would be $t$ minus $k$ degrees of freedom.

Department of Defense (DoD) dependents schools Schools that are operated by the Department of Defense Education Activity (a civilian agency of the U.S. Department of Defense) and provide comprehensive prekindergarten through 12th-grade educational programs on military installations both within the United States and overseas.

Dependency status A designation of whether postsecondary students are financially dependent on their parents or financially independent of their parents. Undergraduates are assumed to be dependent unless they meet one of the following criteria: are age 24 or older, are married or have legal dependents other than a spouse, are veterans, are orphans or wards of the court, or provide documentation that they self-supporting.

Dependent variable A mathematical variable whose value is determined by that of one or more other variables in a function. In regression analysis, when a random variable, $y$, is expressed as a function of variables $x 1, x 2, \ldots x k$, plus a stochastic term, then $y$ is known as the "dependent variable."

Developmental delay See Disabilities, children with.
Disabilities, children with Those children evaluated as having any of the following impairments and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. There are local variations in the determination of disability conditions, and not all states use all reporting categories.

Autism Having a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 , that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. A child is not considered autistic if the child's educational performance is adversely affected primarily because of an emotional disturbance.

Deaf-blindness Having concomitant hearing and visual impairments which cause such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for deaf or blind students.
Developmental delay Having developmental delays, as defined at the state level, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Applies only to 3- through 9-year-old children.
Emotional disturbance Exhibiting one or more of the following characteristics over a long period of time, to a marked degree, and adversely affecting educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. This term does not include children who are socially maladjusted, unless they also display one or more of the listed characteristics.

Hearing impairment Having a hearing impairment, whether permanent or fluctuating, that adversely affects the student's educational performance. Also reported in this category is deafness, a hearing impairment so severe that the student is impaired in processing linguistic information through hearing (with or without amplification).

Intellectual disability Having significantly subaverage general intellectual functioning, existing concurrently with defects in adaptive behavior and manifested during the developmental period, which adversely affects the child's educational performance.
Multiple disabilities Having concomitant impairments (such as intellectually disabled-blind, intellectually disabledorthopedically impaired, etc.), the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blind students.

Orthopedic impairment Having a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairment resulting from congenital anomaly, disease, or other causes.

Other health impairment Having limited strength, vitality, or alertness due to chronic or acute health problemssuch as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes-that adversely affect the student's educational performance.

Specific learning disability Having a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, motor, or intellectual disabilities, or of environmental, cultural, or economic disadvantage.

Speech or language impairment Having a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, that adversely affects the student's educational performance.

Traumatic brain injury Having an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual impairment Having a visual impairment that, even with correction, adversely affects the student's educational performance. The term includes partially seeing and blind children.

Discipline divisions Degree programs that include breakouts to the 6-digit level of the Classification of Instructional Programs (CIP). See also Fields of study.

Disposable personal income Current income received by people less their contributions for social insurance, personal tax, and nontax payments. It is the income available to people for spending and saving. Nontax payments include passport fees, fines and penalties, donations, and tuitions and fees paid to schools and hospitals operated mainly by the government. See also Personal income.

Distance education Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, and satellite or wireless communication devices; audio conferencing; and DVDs and CD-ROMs, if used in a course in conjunction with the technologies listed above.

Doctor's degree The highest award a student can earn for graduate study. Includes such degrees as the Doctor of Education (Ed.D.); Doctor of Juridical Science (S.J.D.); Doctor of Public Health (Dr.P.H.); and Doctor of Philosophy (Ph.D.) in any field, such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. The doctor's degree classification encompasses three main subcategories-research/scholarship degrees, professional practice degrees, and other degreeswhich are described below.

Doctor's degree—research/scholarship A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Examples of this type of degree may include the following and others, as designated by the awarding institution: the Ed.D. (in education), D.M.A. (in musical arts), D.B.A. (in business administration), D.Sc. (in science), D.A. (in arts), or D.M (in medicine).

Doctor's degree—professional practice A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both preprofessional and professional preparation, equals at least 6 full-time-equivalent academic years. Some doctor's degrees of this type were formerly classified as first-professional degrees. Examples of this type of degree may include the following and others, as designated by the awarding institution: the D.C. or D.C.M. (in chiropractic); D.D.S. or D.M.D. (in dentistry); L.L.B. or J.D. (in law); M.D. (in medicine); O.D. (in optometry); D.O. (in osteopathic medicine); Pharm.D. (in pharmacy); D.P.M., Pod.D., or D.P. (in podiatry); or D.V.M. (in veterinary medicine).

Doctor's degree-other A doctor's degree that does not meet the definition of either a doctor's degree-research/ scholarship or a doctor's degree-professional practice.

Double exponential smoothing A method that takes a single smoothed average component of demand and smoothes it a second time to allow for estimation of a trend effect.

Dropout The term is used to describe both the event of leaving school before completing high school and the status of an individual who is not in school and who is not a high school completer. High school completers include both graduates of school programs as well as those completing high school through equivalency programs such as the GED program. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she leaves school. Measures to describe these behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

Durbin-Watson statistic A statistic testing the independence of errors in least squares regression against the alternative of first-order serial correlation. The statistic is a simple linear transformation of the first-order serial correlation of residuals and, although its distribution is unknown, it is tested by bounding statistics that follow R. L. Anderson's distribution.

Early childhood school Early childhood program schools serve students in prekindergarten, kindergarten, transitional (or readiness) kindergarten, and/or transitional first (or prefirst) grade.

Econometrics The quantitative examination of economic trends and relationships using statistical techniques, and the development, examination, and refinement of those techniques.

Education specialist/professional diploma A certificate of advanced graduate studies that advance educators in their instructional and leadership skills beyond a master's degree level of competence.

Educational and general expenditures The sum of current funds expenditures on instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, and awards from restricted and unrestricted funds.

Educational attainment The highest grade of regular school attended and completed.

Educational attainment (Current Population Survey) This measure uses March CPS data to estimate the percentage of civilian, noninstitutionalized people who have achieved certain levels of educational attainment. Estimates of educational attainment do not differentiate between those who graduated from public schools, those who graduated from private schools, and those who earned a GED; these estimates also include individuals who earned their credential or completed their highest level of education outside of the United States.

1972-1991 During this period, an individual's educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years of schooling were deemed to be high school graduates, as were those who began but did not complete the first year of college. Respondents who completed 16 or more years of schooling were counted as college graduates.

1992-present Beginning in 1992, CPS asked respondents to report their highest level of school completed or their highest degree received. This change means that some data collected before 1992 are not strictly comparable with data collected from 1992 onward and that care must be taken when making comparisons across years. The revised survey question emphasizes credentials received rather than the last grade level attended or completed. The new categories include the following:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate's degree in college, occupational/vocational program
- Associate's degree in college, academic program (e.g., A.A., A.S., A.A.S.)
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctor's degree (e.g., Ph.D., Ed.D.)

Elementary education/programs Learning experiences concerned with the knowledge, skills, appreciations, attitudes, and behavioral characteristics that are considered to be needed by all pupils in terms of their awareness of life within our culture and the world of work, and that normally may be achieved during the elementary school years (usually kindergarten through grade 8 or kindergarten through grade 6), as defined by applicable state laws and regulations.

Elementary school A school classified as elementary by state and local practice and composed of any span of grades not above grade 8 .

Elementary/secondary school Includes only schools that are part of state and local school systems, and also most nonprofit private elementary/secondary schools, both religiously affiliated and nonsectarian. Includes regular, alternative, vocational, and special education schools. U.S. totals exclude federal schools for American Indians, and federal schools on military posts and other federal installations.

Emotional disturbance See Disabilities, children with.

Employees in degree-granting institutions Persons employed by degree-granting institutions, who are classified into the following occupational categories in this publication:

Executive/administrative/managerial staff Employees whose assignments require management of the institution or of a customarily recognized department or subdivision thereof. These employees perform work that is directly related to management policies or general business operations and that requires them to exercise discretion and independent judgment.

Faculty (instruction/research/public service) Employees whose principal activities are for the purpose of providing instruction or teaching, research, or public service. These employees may hold such titles as professor, associate professor, assistant professor, instructor, or lecturer. Graduate assistants are not included in this category.

Graduate assistants Graduate-level students who are employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research.

Nonprofessional staff Employees whose primary activities can be classified as one of the following: technical and paraprofessional work (which generally requires less formal training and experience than required for professional status); clerical and secretarial work; skilled crafts work; or service/maintenance work.

Other professional staff Employees who perform academic support, student service, and institutional support and who need either a degree at the bachelor's or higher level or experience of such kind and amount as to provide a comparable background.

Professional staff Employees who are classified as executive/administrative/managerial staff, faculty, graduate assistants, or other professional staff.

Employment Includes civilian, noninstitutional people who (1) worked during any part of the survey week as paid employees; worked in their own business, profession, or farm; or worked 15 hours or more as unpaid workers in a family-owned enterprise; or (2) were not working but had jobs or businesses from which they were temporarily absent due to illness, bad weather, vacation, labor-management dispute, or personal reasons whether or not they were seeking another job.

Employment (Current Population Survey) According to the October Current Population Survey (CPS), employed persons are persons age 16 or older who, during the reference week, (1) did any work at all (at least 1 hour) as paid employees or (2) were not working but had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, child care problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs.

Employment status A classification of individuals as employed (either full or part time), unemployed (looking for work or on layoff), or not in the labor force (due to being retired, having unpaid employment, or some other reason).

Endowment A trust fund set aside to provide a perpetual source of revenue from the proceeds of the endowment investments. Endowment funds are often created by donations from benefactors of an institution, who may designate the use of the endowment revenue. Normally, institutions or their representatives manage the investments, but they are not permitted to spend the endowment fund itself, only the proceeds from the investments. Typical uses of endowments would be an endowed chair for a particular department or for a scholarship fund. Endowment totals tabulated in this book also include funds functioning as endowments, such as funds left over from the previous year and placed with the endowment investments by the institution. These funds may be withdrawn by the institution and spent as current funds at any time. Endowments are evaluated by two different measures, book value and market value. Book value is the purchase price of the endowment investment. Market value is the current worth of the endowment investment. Thus, the book value of a stock held in an endowment fund would be the purchase price of the stock. The market value of the stock would be its selling price as of a given day.

Engineering Instructional programs that describe the mathematical and natural science knowledge gained by study, experience, and practice and applied with judgment to develop ways to utilize the materials and forces of nature economically. Includes programs that prepare individuals to support and assist engineers and similar professionals.

English A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

English language learner (ELL) An individual who, due to any of the reasons listed below, has sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in the larger U.S. society. Such an individual (1) was not born in the United States or has a native language other than English; (2) comes from environments where a language other than English is dominant; or (3) is an American Indian or Alaska Native and comes from environments where a language other than English has had a significant impact on the individual's level of English language proficiency.

Enrollment The total number of students registered in a given school unit at a given time, generally in the fall of a year. At the postsecondary level, separate counts are also available for fulltime and part-time students, as well as full-time-equivalent enrollment. See also Full-time enrollment, Full-time-equivalent (FTE) enrollment, and Part-time enrollment.

Estimate A numerical value obtained from a statistical sample and assigned to a population parameter. The particular value yielded by an estimator in a given set of circumstances or the rule by which such particular values are calculated.

Estimating equation An equation involving observed quantities and an unknown that serves to estimate the latter.

Estimation Estimation is concerned with inference about the numerical value of unknown population values from incomplete data, such as a sample. If a single figure is calculated for each unknown parameter, the process is called point estimation. If an interval is calculated within which the parameter is likely, in some sense, to lie, the process is called interval estimation.

## Executive/administrative/managerial staff See Employees

 in degree-granting institutions.Expenditures, Total For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For degree-granting institutions, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions other than for retirement of debt, investment in securities, extension of credit, or as agency transactions. Government expenditures include only external transactions, such as the provision of perquisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

Expenditures per pupil Charges incurred for a particular period of time divided by a student unit of measure, such as average daily attendance or fall enrollment.

Exponential smoothing A method used in time series analysis to smooth or to predict a series. There are various forms, but all are based on the supposition that more remote history has less importance than more recent history.

Expulsion Removing a student from his or her regular school for an extended length of time or permanently for disciplinary purposes.

Extracurricular activities Activities that are not part of the required curriculum and that take place outside of the regular course of study. They include both school-sponsored (e.g., varsity athletics, drama, and debate clubs) and communitysponsored (e.g., hobby clubs and youth organizations like the Junior Chamber of Commerce or Boy Scouts) activities.

## Faculty (instruction/research/public service) See Employ-

 ees in degree-granting institutions.Family A group of two or more people (one of whom is the householder) related by birth, marriage, or adoption and residing together. All such people (including related subfamily members) are considered as members of one family.

Family income Includes all monetary income from all sources (including jobs, businesses, interest, rent, and Social Security payments) over a 12 -month period. The income of nonrelatives living in the household is excluded, but the income of all family members age 15 or older (age 14 or older in years prior to 1989), including those temporarily living outside of the household, is included. In the October Current Population Survey, family income is determined from a single question asked of the household respondent.

Federal funds Amounts collected and used by the federal government for the general purposes of the government. The major federal fund is the general fund, which is derived from general taxes and borrowing. Other types of federal fund accounts include special funds (earmarked for a specific purpose other than a business-like activity), public enterprise funds (earmarked for a business-like activity conducted primarily with the public), and intragovernmental funds (earmarked for a businesslike activity conducted primarily within the government).

## Federal sources (postsecondary degree-granting institutions)

 Includes federal appropriations, grants, and contracts, and federally funded research and development centers (FFRDCs). Federally subsidized student loans are not included.Fields of study The primary field of concentration in postsecondary certificates and degrees. In the Integrated Postsecondary Education Data System (IPEDS), refers to degree programs that are broken out only to the 2-digit level of the Classification of Instructional Programs (CIP). See also Discipline divisions.

Financial aid Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement), and other monies (other than from relatives or friends) provided to students to help them meet expenses. Except where designated, includes Title IV subsidized and unsubsidized loans made directly to students.

First-order serial correlation When errors in one time period are correlated directly with errors in the ensuing time period.

First-professional degree NCES no longer uses this classification. Most degrees formerly classified as first-professional (such as M.D., D.D.S., Pharm.D., D.V.M., and J.D.) are now classified as doctor's degrees-professional practice. However, master's of divinity degrees are now classified as master's degrees.

First-time student (undergraduate) A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

Fiscal year A period of 12 months for which accounting records are compiled. Institutions and states may designate their own accounting period, though most states use a July 1 through June 30 accounting year. The yearly accounting period for the federal government begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; e.g., fiscal year 2006 begins on October 1, 2005, and ends on September 30, 2006. (From fiscal year 1844 to fiscal year 1976, the federal fiscal year began on July 1 and ended on the following June 30.)

Forecast An estimate of the future based on rational study and analysis of available pertinent data, as opposed to subjective prediction.

Forecasting Assessing the magnitude that a quantity will assume at some future point in time, as distinct from "estimation," which attempts to assess the magnitude of an already existent quantity.

Foreign languages A group of instructional programs that describes the structure and use of language that is common or indigenous to people of a given community or nation, geographical area, or cultural traditions. Programs cover such features as sound, literature, syntax, phonology, semantics, sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.

For-profit institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Free or reduced-price lunch See National School Lunch Program.

Full-time enrollment The number of students enrolled in postsecondary education courses with total credit load equal to at least 75 percent of the normal full-time course load. At the undergraduate level, full-time enrollment typically includes students who have a credit load of 12 or more semester or quarter credits. At the postbaccalaureate level, full-time enrollment includes students who typically have a credit load of 9 or more semester or quarter credits, as well as other students who are considered full time by their institutions.

Full-time-equivalent (FTE) enrollment For postsecondary institutions, enrollment of full-time students, plus the fulltime equivalent of part-time students. The full-time equivalent of the part-time students is estimated using different factors depending on the type and control of institution and level of student.

Full-time-equivalent (FTE) staff Full-time staff, plus the full-time equivalent of the part-time staff.

Full-time-equivalent teacher See Instructional staff.

Full-time instructional faculty Those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. Full-time counts exclude faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4month sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and paid on a different pay scale than civilian employees; those academic officers whose primary duties are administrative; and graduate students who assist in the instruction of courses.

Full-time worker In educational institutions, an employee whose position requires being on the job on school days throughout the school year for at least the number of hours the schools are in session. For higher education, a member of an educational institution's staff who is employed full time, as defined by the institution.

Function A mathematical correspondence that assigns exactly one element of one set to each element of the same or another set. A variable that depends on and varies with another.

Functional form A mathematical statement of the relationship among the variables in a model.

Gap Occurs when an outcome-for example, average test score or level of educational attainment-is higher for one group than for another group, and the difference between the two groups' outcomes is statistically significant.

GED certificate This award is received following successful completion of the GED test. The GED program-sponsored by the GED Testing Service (a joint venture of the American Council on Education and Pearson)—enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates. See also High school equivalency certificate.

GED program Academic instruction to prepare people to take the high school equivalency examination. Formerly known as the General Educational Development program. See also GED recipient.

GED recipient A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

General administration support services Includes salary, benefits, supplies, and contractual fees for boards of education staff and executive administration. Excludes state administration.

General program A program of studies designed to prepare students for the common activities of a citizen, family member, and worker. A general program of studies may include instruction in both academic and vocational areas.

Geographic region One of the four regions of the United States used by the U.S. Census Bureau, as follows:

| Northeast | Midwest |
| :---: | :---: |
| Connecticut (CT) | Illinois (IL) |
| Maine (ME) | Indiana (IN) |
| Massachusetts (MA) | Iowa (IA) |
| New Hampshire (NH) | Kansas (KS) |
| New Jersey (NJ) | Michigan (MI) |
| New York (NY) | Minnesota (MN) |
| Pennsylvania (PA) | Missouri (MO) |
| Rhode Island (RI) | Nebraska (NE) |
| Vermont (VT) | North Dakota (ND) |
|  | Ohio (OH) |
|  | South Dakota (SD) |
|  | Wisconsin (WI) |
| South | West |
| Alabama (AL) | Alaska (AK) |
| Arkansas (AR) | Arizona (AZ) |
| Delaware (DE) | California (CA) |
| District of Columbia (DC) | Colorado (CO) |
| Florida (FL) | Hawaii (HI) |
| Georgia (GA) | Idaho (ID) |
| Kentucky (KY) | Montana (MT) |
| Louisiana (LA) | Nevada (NV) |
| Maryland (MD) | New Mexico (NM) |
| Mississippi (MS) | Oregon (OR) |
| North Carolina (NC) | Utah (UT) |
| Oklahoma (OK) | Washington (WA) |
| South Carolina (SC) | Wyoming (WY) |
| Tennessee (TN) |  |
| Texas (TX) |  |
| Virginia (VA) |  |
| West Virginia (WV) |  |

Government appropriation An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Government grant or contract Revenues received by a postsecondary institution from a government agency for a specific research project or other program. Examples are research projects, training programs, and student financial assistance.

Graduate An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Graduate assistants See Employees in degree-granting institutions.

Graduate enrollment The number of students who are working toward a master's or doctor's degree and students who are in postbaccalaureate classes but not in degree programs.

Graduate Record Examination (GRE) Multiple-choice examinations administered by the Educational Testing Service and taken by college students who intend to attend certain graduate schools. There are two types of testing available: (1) the general exam which measures critical thinking, analytical writing, verbal reasoning, and quantitative reasoning skills, and (2) the subject test which is offered in eight specific subjects and gauges undergraduate achievement in a specific field. The subject tests are intended for those who have majored in or have extensive background in that specific area.

Graduation Formal recognition given to an individual for the successful completion of a prescribed program of studies.

Gross domestic product (GDP) The total national output of goods and services valued at market prices. GDP can be viewed in terms of expenditure categories that include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

Group quarters Living arrangements where people live or stay in a group situation that is owned or managed by an entity or organization providing housing and/or services for the residents. Group quarters include such places as college residence halls, residential treatment centers, skilled nursing facilities, group homes, military barracks, correctional facilities, and workers' dormitories.

Noninstitutionalized group quarters Include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.

Institutionalized group quarters Include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

## Handicapped See Disabilities, children with.

Head Start A local public or private nonprofit or for-profit entity authorized by the Department of Health and Human Services' Administration for Children and Families to operate a Head Start program to serve children age 3 to compulsory school age, pursuant to section 641 (b) and (d) of the Head Start Act.

Hearing impairment See Disabilities, children with.

High school A secondary school offering the final years of high school work necessary for graduation. A high school is usually either a 3-year school that includes grades 10,11 , and 12 or a 4 -year school that includes grades $9,10,11$, and 12.

High school (2007-08 Schools and Staffing Survey) A school with no grade lower than 7 and at least one grade higher than 8.

High school completer An individual who has been awarded a high school diploma or an equivalent credential, including a GED certificate.

High school diploma A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

High school equivalency certificate A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the GED test. The GED test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate by achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service (a joint venture of the American Council on Education and Pearson).

High school program A program of studies designed to prepare students for employment and postsecondary education. Three types of programs are often distinguished-academic, vocational, and general. An academic program is designed to prepare students for continued study at a college or university. A vocational program is designed to prepare students for employment in one or more semiskilled, skilled, or technical occupations. A general program is designed to provide students with the understanding and competence to function effectively in a free society and usually represents a mixture of academic and vocational components.

Higher education Study beyond secondary school at an institution that offers programs terminating in an associate's, bachelor's, or higher degree.

Higher education institutions (basic classification and Carnegie classification) See Postsecondary institutions (basic classification by level) and Postsecondary institutions (Carnegie classification of degree-granting institutions).

Higher Education Price Index A price index that measures average changes in the prices of goods and services purchased by colleges and universities through current-fund education and general expenditures (excluding expenditures for sponsored research and auxiliary enterprises).

Historically black colleges and universities Accredited higher education institutions established prior to 1964 with the principal mission of educating black Americans. Federal regulations (20 USC 1061 (2)) allow for certain exceptions of the founding date.

Hours worked per week According to the October Current Population Survey, the number of hours a respondent worked in all jobs in the week prior to the survey interview.

Household All the people who occupy a housing unit. A house, an apartment, a mobile home, a group of rooms, or a single room is regarded as a housing unit when it is occupied or intended for occupancy as separate living quarters, that is, when the occupants do not live and eat with any other people in the structure, and there is direct access from the outside or through a common hall.

Housing unit A house, an apartment, a mobile home, a group of rooms, or a single room that is occupied as separate living quarters.

Income tax Taxes levied on net income, that is, on gross income less certain deductions permitted by law. These taxes can be levied on individuals or on corporations or unincorporated businesses where the income is taxed distinctly from individual income.

Independent operations A group of self-supporting activities under control of a college or university. For purposes of financial surveys conducted by the National Center for Education Statistics, this category is composed principally of federally funded research and development centers (FFRDC).

Independent variable In regression analysis, a random variable, $y$, is expressed as a function of variables $x 1, x 2, \ldots x k$, plus a stochastic term; the $x$ 's are known as "independent variables."

Individuals with Disabilities Education Act (IDEA) IDEA is a federal law enacted in 1990 and reauthorized in 1997 and 2004. IDEA requires services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth-age 2) and their families receive early intervention services under IDEA, Part C. Children and youth (ages 3-21) receive special education and related services under IDEA, Part B.

Inflation A rise in the general level of prices of goods and services in an economy over a period of time, which generally corresponds to a decline in the real value of money or a
loss of purchasing power. See also Constant dollars and Purchasing Power Parity indexes.

Institutional support The category of higher education expenditures that includes day-to-day operational support for colleges, excluding expenditures for physical plant operations. Examples of institutional support include general administrative services, executive direction and planning, legal and fiscal operations, and community relations.

Instruction (colleges and universities) That functional category including expenditures of the colleges, schools, departments, and other instructional divisions of higher education institutions and expenditures for departmental research and public service that are not separately budgeted; includes expenditures for both credit and noncredit activities. Excludes expenditures for academic administration where the primary function is administration (e.g., academic deans).

Instruction (elementary and secondary) Instruction encompasses all activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. Instruction may be provided through some other approved medium, such as the Internet, television, radio, telephone, and correspondence.

Instructional staff Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation; includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff, and excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

Instructional support services Includes salary, benefits, supplies, and contractual fees for staff providing instructional improvement, educational media (library and audiovisual), and other instructional support services.

Intellectual disability See Disabilities, children with.
Interest on debt Includes expenditures for long-term debt service interest payments (i.e., those longer than 1 year).

International baccalaureate (IB) A recognized international program of primary, middle, and secondary studies leading to the International Baccalaureate (IB) Diploma. This diploma (or certificate) is recognized in Europe and elsewhere as qualifying holders for direct access to university studies. Schools offering the IB program are approved by the International Baccalaureate Organization (IBO) and their regional office and may use IBO instructional materials, local school materials, or a combination.

International finance data Include data on public and private expenditures for educational institutions. Educational institutions directly provide instructional programs (i.e., teaching) to individuals in an organized group setting or through distance education. Business enterprises or other institutions that provide short-term courses of training or instruction to individuals on a "one-to-one" basis are not included. Where noted, international finance data may also include publicly subsidized spending on education-related purchases, such as school books, living costs, and transportation.

Public expenditures Corresponds to the nonrepayable current and capital expenditures of all levels of the government directly related to education. Expenditures that are not directly related to education (e.g., cultures, sports, youth activities) are, in principle, not included. Expenditures on education by other ministries or equivalent institutions (e.g., Health and Agriculture) are included. Public subsidies for students’ living expenses are excluded to ensure international comparability of the data.

Private expenditures Refers to expenditures funded by private sources (i.e., households and other private entities). "Households" means students and their families. "Other private entities" includes private business firms and nonprofit organizations, including religious organizations, charitable organizations, and business and labor associations. Private expenditures are composed of school fees, the cost of materials (such as textbooks and teaching equipment), transportation costs (if organized by the school), the cost of meals (if provided by the school), boarding fees, and expenditures by employers on initial vocational training.

Current expenditures Includes final consumption expenditures (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditures); property income paid; subsidies; and other current transfers paid.

Capital expenditures Includes spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and nonmilitary, nonfinancial assets, as well as spending to finance net capital transfers.

## International Standard Classification of Education

 (ISCED) Used to compare educational systems in different countries. ISCED is the standard used by many countries to report education statistics to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Organization for Economic Cooperation and Development (OECD). ISCED was revised in 2011.ISCED 2011 ISCED 2011 divides educational systems into the following nine categories, based on eight levels of education.

ISCED Level 0 Education preceding the first level (early childhood education) includes early childhood programs that target children below the age of entry into primary education.

ISCED Level 01 Early childhood educational development programs are generally designed for children younger than 3 years.

ISCED Level 02 Pre-primary education preceding the first level usually begins at age 3,4 , or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.

ISCED Level 1 Education at the first level (primary or elementary education) usually begins at age 5,6 , or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

ISCED Level 2 Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

ISCED Level 3 Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a higher level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools. Includes programs designed to review the content of third level programs, such as preparatory courses for tertiary education entrance examinations, and programs leading to a qualification equivalent to upper secondary general education.

ISCED Level 4 Education at the fourth level (postsecondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school and typically lasts from 6 months to 2 years. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification.
ISCED Level 5 Education at the fifth level (shortcycle tertiary education) is noticeably more complex than in upper secondary programs giving access to this level. Programs at the fifth level typically provide practically based, occupationally specific content and prepare students to enter the labor market. However, the fifth level may also provide a pathway to other tertiary education programs (the sixth or seventh level). Short cycle-tertiary programs last for at least 2 years, and usually for no more than 3. In the United States, this level includes associate's degrees.

ISCED Level 6 Education at the sixth level (bachelor's or equivalent level) is longer and usually more theoretically oriented than programs at the fifth level, but may include practical components. Entry into these programs normally requires the completion of a third or fourth level program. They typically have a duration of 3 to 4 years of full-time study. Programs at the sixth level do not necessarily require the preparation of a substantive thesis or dissertation.

ISCED Level 7 Education at the seventh level (master's or equivalent level) has significantly more complex and specialized content than programs at the sixth level. The content at the seventh level is often designed to provide participants with advanced academic and/or professional knowledge, skills, and competencies, leading to a second degree or equivalent qualification. Programs at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. In the United States, this level includes professional degrees such as J.D., M.D., and D.D.S., as well as master degrees.

ISCED Level 8 Education at the eighth level (doctoral or equivalent level) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at the tertiary level), although the length of the actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

ISCED 1997 ISCED 1997 divides educational systems into the following seven categories, based on six levels of education.

ISCED Level 0 Education preceding the first level (early childhood education) usually begins at age 3,4 , or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.

ISCED Level 1 Education at the first level (primary or elementary education) usually begins at age 5,6 , or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

ISCED Level 2 Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

ISCED Level 3 Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subjectmatter lines, in contrast to the lower secondary level, and teachers typically must have a higher level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools.

ISCED Level 4 Education at the fourth level (postsecondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school and typically lasts from 6 months to 2 years. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification.

ISCED Level 5 Education at the fifth level (first stage of tertiary education) includes programs with more advanced content than those offered at the two previous levels. Entry into programs at the fifth level normally requires successful completion of either of the two previous levels.

ISCED Level 5A Tertiary-type A programs provide an education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high skill requirements. Entry into these programs normally requires the successful completion of an upper secondary education; admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment. In the United States, tertiary-type A programs include first university programs that last approximately 4 years and lead to the award of a bachelor's degree and second university programs that lead to a master's degree or a first-professional degree such as an M.D., a J.D., or a D.V.M.

ISCED Level 5B Tertiary-type B programs are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration of 2 years of full-time enrollment at the tertiary level. In the United States, such programs are often provided at community colleges and lead to an associate's degree.

ISCED Level 6 Education at the sixth level (advanced research qualification) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at levels five and six), although the length of the actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

Interpolation See Linear interpolation.

Junior high school A separately organized and administered secondary school intermediate between the elementary and senior high schools. A junior high school is usually either a 3 -year school that includes grades 7,8 , and 9 or a 2 year school that includes grades 7 and 8.

Labor force People employed (either full time or part time) as civilians, unemployed but looking for work, or in the armed services during the survey week. The "civilian labor force" comprises all civilians classified as employed or unemployed. See also Unemployed.

Lag An event occurring at time $t+k(k>0)$ is said to lag behind an event occurring at time $t$, the extent of the lag being $k$. An event occurring $k$ time periods before another may be regarded as having a negative lag.

Land-grant colleges The First Morrill Act of 1862 facilitated the establishment of colleges through grants of land or funds in lieu of land. The Second Morrill Act in 1890 provided for money grants and for the establishment of landgrant colleges and universities for Blacks in those states with dual systems of higher education.

Lead time When forecasting a statistic, the number of time periods since the last time period of actual data for that statistic used in producing the forecast.

Level of school A classification of elementary/secondary schools by instructional level. Includes elementary schools, secondary schools, and combined elementary and secondary schools. See also Elementary school, Secondary school, and Combined school.

Limited-English proficient Refers to an individual who was not born in the United States and whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. It may also refer to an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments as specified under the No Child Left Behind Act, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. See also English language learner.

Linear interpolation A method that allows the prediction of an unknown value if any two particular values on the same scale are known and the rate of change is assumed constant.

## Local education agency (LEA) See School district.

Locale codes A classification system to describe a type of location. The "Metro-Centric" locale codes, developed in the 1980s, classified all schools and school districts based on their county's proximity to a Metropolitan Statistical Area (MSA) and their specific location's population size and density. In 2006, the "Urban-Centric" locale codes were introduced. These locale codes are based on an address's proximity to an urbanized area. For more information see http://nces.ed.gov/ccd/rural locales.asp.

## Pre-2006 Metro-Centric Locale Codes

Large City: A central city of a consolidated metropolitan statistical area (CMSA) or MSA, with the city having a population greater than or equal to 250,000 .
Mid-size City: A central city of a CMSA or MSA, with the city having a population less than 250,000.

Urban Fringe of a Large City: Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

Urban Fringe of a Mid-size City: Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.
Large Town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

Small Town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

Rural, Outside MSA: Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

Rural, Inside MSA: Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

## 2006 Urban-Centric Locale Codes

City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000 .
City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000 .

Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000 .

Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Magnet school or program A special school or program designed to reduce, prevent, or eliminate racial isolation and/or to provide an academic or social focus on a particular theme.

Mandatory transfer A transfer of current funds that must be made in order to fulfill a binding legal obligation of a postsecondary institution. Included under mandatory transfers are debt service provisions relating to academic and administrative buildings, including (1) amounts set aside for debt retirement and interest and (2) required provisions for renewal and replacement of buildings to the extent these are not financed from other funds.

Margin of error The range of potential true or actual values for a sample survey estimate. The margin of error depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of the margin of error is represented by the standard error of the estimate.

Master's degree A degree awarded for successful completion of a program generally requiring 1 or 2 years of fulltime college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. Some master's degrees-such as divinity degrees (M.Div. or M.H.L./Rav), which were formerly classified as "first-professional"-may require more than 2 years of full-time study beyond the bachelor's degree.

Mathematics A group of instructional programs that describes the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations, and generalizations.

Mean absolute percentage error (MAPE) The average value of the absolute value of errors expressed in percentage terms.

Mean test score The score obtained by dividing the sum of the scores of all individuals in a group by the number of individuals in that group for which scores are available.

Median earnings The amount that divides the income distribution into two equal groups, half having income above that amount and half having income below that amount. Earnings include all wage and salary income. Unlike mean earnings, median earnings either do not change or change very little in response to extreme observations.

Middle school A school with no grade lower than 5 and no grade higher than 8 .

Migration Geographic mobility involving a change of usual residence between clearly defined geographic units, that is, between counties, states, or regions.

Minimum-competency testing Measuring the acquisition of competence or skills to or beyond a certain specified standard.

Model A system of postulates, data, and inferences presented as a mathematical description of a phenomenon, such as an actual system or process. The actual phenomenon is represented by the model in order to explain, predict, and control it.

Montessori school A school that provides instruction using Montessori teaching methods.

Multiple disabilities See Disabilities, children with.
National Assessment of Educational Progress (NAEP) See Appendix A: Guide to Sources.

National School Lunch Program Established by President Truman in 1946, the program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the federal poverty guideline.

Newly qualified teachers People who: (1) first became eligible for a teaching license during the period of the study referenced or who were teaching at the time of survey, but were not certified or eligible for a teaching license; and (2) had never held full-time, regular teaching positions (as opposed to sub-
stitute) prior to completing the requirements for the degree that brought them into the survey.

Non-degree-granting institutions Postsecondary institutions that participate in Title IV federal financial aid programs but do not offer accredited 4-year or 2-year degree programs. Includes some institutions transitioning to higher level program offerings, though still classified at a lower level.

Nonprofessional staff See Employees in degree-granting institutions.

Nonprofit institution A private institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. Nonprofit institutions may be either independent nonprofit (i.e., having no religious affiliation) or religiously affiliated.

Nonresident alien A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Nonsectarian school Nonsectarian schools do not have a religious orientation or purpose and are categorized as regular, special program emphasis, or special education schools. See also Regular school, Special program emphasis school, and Special education school.

Nonsupervisory instructional staff People such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification, but not responsible for day-to-day teaching of the same group of pupils.

Nursery school An instructional program for groups of children during the year or years preceding kindergarten, which provides educational experiences under the direction of teachers. See also Prekindergarten and Preschool.

Obligations Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

Occupied housing unit Separate living quarters with occupants currently inhabiting the unit. See also Housing unit.

Off-budget federal entities Organizational entities, federally owned in whole or in part, whose transactions belong in the budget under current budget accounting concepts, but that have been excluded from the budget totals under provisions of law. An example of an off-budget federal entity is the Federal Financing Bank, which provides student loans under the Direct Loan Program.

On-budget funding Federal funding for education programs that is tied to appropriations. On-budget funding does not include the Direct Loan Program, under which student loans are provided by the Federal Financing Bank, an off-budget federal entity. See also Off-budget federal entities.

Operation and maintenance services Includes salary, benefits, supplies, and contractual fees for supervision of operations and maintenance, operating buildings (heating, lighting, ventilating, repair, and replacement), care and upkeep of grounds and equipment, vehicle operations and maintenance (other than student transportation), security, and other operations and maintenance services.

Ordinary least squares (OLS) The estimator that minimizes the sum of squared residuals.

## Organization for Economic Cooperation and Development

 (OECD) An intergovernmental organization of industrialized countries that serves as a forum for member countries to cooperate in research and policy development on social and economic topics of common interest. In addition to member countries, partner countries contribute to the OECD's work in a sustained and comprehensive manner.Orthopedic impairment See Disabilities, children with.
Other health impairment See Disabilities, children with.
Other professional staff See Employees in degree-granting institutions.

Other religious school Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Other religious schools are categorized according to religious association membership as Conservative Christian, other affiliated, or unaffiliated.

Other support services Includes salary, benefits, supplies, and contractual fees for business support services, central support services, and other support services not otherwise classified.

Other support services staff All staff not reported in other categories. This group includes media personnel, social workers, bus drivers, security, cafeteria workers, and other staff.

Outlays The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

Parameter A quantity that describes a statistical population.

Part-time enrollment The number of students enrolled in postsecondary education courses with a total credit load less than 75 percent of the normal full-time credit load. At the undergraduate level, part-time enrollment typically includes students who have a credit load of less than 12 semester or quarter credits. At the postbaccalaureate level, part-time enrollment typically includes students who have a credit load of less than 9 semester or quarter credits.

Pass-through transaction A payment that a postsecondary institution applies directly to a student's account. The payment "passes through" the institution for the student's benefit. Most private institutions treat Pell grants as pass-through transactions. At these institutions, any Pell grant funds that are applied to a student's tuition are reported as tuition revenues. In contrast, the vast majority of public institutions report Pell grants both as federal revenues and as allowances that reduce tuition revenues.

Personal income Current income received by people from all sources, minus their personal contributions for social insurance. Classified as "people" are individuals (including owners of unincorporated firms), nonprofit institutions serving individuals, private trust funds, and private noninsured welfare funds. Personal income includes transfers (payments not resulting from current production) from government and business such as social security benefits and military pensions, but excludes transfers among people.

Physical plant assets Includes the values of land, buildings, and equipment owned, rented, or utilized by colleges. Does not include those plant values that are a part of endowment or other capital fund investments in real estate; excludes construction in progress.

Postbaccalaureate enrollment The number of students working toward advanced degrees and of students enrolled in graduate-level classes but not enrolled in degree programs. See also Graduate enrollment.

Postsecondary education The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

## Postsecondary institutions (basic classification by level)

4-year institution An institution offering at least a 4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree.

2-year institution An institution offering at least a 2-year program of college-level studies that terminates in an associate degree or is principally creditable toward a baccalaureate degree. Data prior to 1996 include some institutions that have a less-than-2-year program, but were designated as higher education institutions in the Higher Education General Information Survey.

Less-than-2-year institution An institution that offers programs of less than 2 years' duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1,800 contact hours.

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

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

Research university, very high Characterized by a very high level of research activity.

Research university, high Characterized by a high level of research activity.

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

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

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

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

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

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

Poverty (official measure) The U.S. Census Bureau uses a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are adjusted annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). See also Supplemental Poverty Measure (SPM).

Prekindergarten Preprimary education for children typically ages 3-4 who have not yet entered kindergarten. It may offer a program of general education or special education and may be part of a collaborative effort with Head Start.

Preschool An instructional program enrolling children generally younger than 5 years of age and organized to provide children with educational experiences under professionally qualified teachers during the year or years immediately preceding kindergarten (or prior to entry into elementary school when there is no kindergarten). See also Nursery school and Prekindergarten.

Primary school A school with at least one grade lower than 5 and no grade higher than 8.

Private institution An institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually supported primarily by other than public funds; and the operation of whose program rests with other than publicly elected or appointed officials.

Private nonprofit institution An institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit institutions and those affiliated with a religious organization.

Private for-profit institution An institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk (e.g., proprietary schools).

Private school Private elementary/secondary schools surveyed by the Private School Universe Survey (PSS) are assigned to one of three major categories (Catholic, other religious, or nonsectarian) and, within each major category, one of three subcategories based on the school's religious affiliation provided by respondents.

Catholic Schools categorized according to governance, provided by Catholic school respondents, into parochial, diocesan, and private schools.

Other religious Schools that have a religious orientation or purpose but are not Roman Catholic. Other religious schools are categorized according to religious association membership, provided by respondents, into Conservative Christian, other affiliated, and unaffiliated schools. Conservative Christian schools are those "Other religious" schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, and Oral Roberts University Education Fellowship. Affiliated schools are those "Other religious" schools not classified as Conservative Christian with membership in at least 1 of 11 associationsAssociation of Christian Teachers and Schools, Christian Schools International, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon

Schechter Day Schools, and Southern Baptist Association of Christian Schools-or indicating membership in "other religious school associations." Unaffiliated schools are those "Other religious" schools that have a religious orientation or purpose but are not classified as Conservative Christian or affiliated.

Nonsectarian Schools that do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents, into regular, special emphasis, and special education schools. Regular schools are those that have a regular elementary/secondary or early childhood program emphasis. Special emphasis schools are those that have a Montessori, vocational/ technical, alternative, or special program emphasis. Special education schools are those that have a special education program emphasis.

Professional staff See Employees in degree-granting institutions.

Program for International Student Assessment (PISA) See Appendix A: Guide to Sources.

Projection In relation to a time series, an estimate of future values based on a current trend.

Property tax The sum of money collected from a tax levied against the value of property.

Proprietary (for profit) institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Public school or institution A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

Pupil/teacher ratio The enrollment of pupils at a given period of time, divided by the full-time-equivalent number of classroom teachers serving these pupils during the same period.

Purchasing Power Parity (PPP) indexes PPP exchange rates, or indexes, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indexes are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on gross domestic product (GDP) for different countries are converted into a common currency by means of PPP indexes, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.
$\boldsymbol{R}^{2}$ The coefficient of determination; the square of the correlation coefficient between the dependent variable and its ordinary least squares (OLS) estimate.

Racial/ethnic group Classification indicating general racial or ethnic heritage. Race/ethnicity data are based on the Hispanic ethnic category and the race categories listed below (five single-race categories, plus the Two or more races category). Race categories exclude persons of Hispanic ethnicity unless otherwise noted.

White A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American A person having origins in any of the black racial groups of Africa. Used interchangeably with the shortened term Black.

Hispanic or Latino A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Used interchangeably with the shortened term Hispanic.

Asian A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Prior to 2010-11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories.

Native Hawaiian or Other Pacific Islander A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. Prior to 2010-11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories. Used interchangeably with the shortened term Pacific Islander.

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

Two or more races A person identifying himself or herself as of two or more of the following race groups: White, Black, Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native. Some, but not all, reporting districts use this category. "Two or more races" was introduced in the 2000 Census and became a regular category for data collection in the Current Population Survey in 2003. The category is sometimes excluded from a historical series of data with constant categories. It is sometimes included within the category "Other."

Region See Geographic region.
Regression analysis A statistical technique for investigating and modeling the relationship between variables.

Regular school A public elementary/secondary or charter school providing instruction and education services that does not focus primarily on special education, vocational/ technical education, or alternative education.

Related children Related children in a family include own children and all other children in the household who are related to the householder by birth, marriage, or adoption.

Remedial education Instruction for a student lacking those reading, writing, or math skills necessary to perform collegelevel work at the level required by the attended institution.

Resident population Includes civilian population and armed forces personnel residing within the United States; excludes armed forces personnel residing overseas.

Retention in grade Retaining a student in the same grade from one school year to the next.

Revenue All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions, such as receipt of services, commodities, or other receipts in kind are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

Revenue receipts Additions to assets that do not incur an obligation that must be met at some future date and do not represent exchanges of property for money. Assets must be available for expenditures.

Rho A measure of the correlation coefficient between errors in time period $t$ and time period $t$ minus 1 .

Rural school See Locale codes.

Salary The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Sales and services Revenues derived from the sales of goods or services that are incidental to the conduct of instruction, research, or public service. Examples include film rentals, scientific and literary publications, testing services, university presses, and dairy products.

Sales tax Tax imposed upon the sale and consumption of goods and services. It can be imposed either as a general tax on the retail price of all goods and services sold or as a tax on the sale of selected goods and services.
$\boldsymbol{S A T}$ An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects. It was formerly called the Scholastic Assessment Test.

Scholarships and fellowships This category of college expenditures applies only to money given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or not. Aid to students in the form of tuition or fee remissions is included. College work-study funds are excluded and are reported under the program in which the student is working.

School A division of the school system consisting of students in one or more grades or other identifiable groups and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in several buildings. Excludes schools that have closed or are planned for the future.

School administration support services Includes salary, benefits, supplies, and contractual fees for the office of the principal, full-time department chairpersons, and graduation expenses.

School climate The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School district An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are "local basic administrative unit" and "local education agency."

Science The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

Secondary enrollment The total number of students registered in a school beginning with the next grade following an elementary or middle school (usually 7,8 , or 9 ) and ending with or below grade 12 at a given time.

Secondary instructional level The general level of instruction provided for pupils in secondary schools (generally covering grades 7 through 12 or 9 through 12) and any instruction of a comparable nature and difficulty provided for adults and youth beyond the age of compulsory school attendance.

Secondary school A school comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7,8 , or 9 ) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Senior high school A secondary school offering the final years of high school work necessary for graduation.

Serial correlation Correlation of the error terms from different observations of the same variable. Also called Autocorrelation.

Serial volumes Publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals, memoirs, proceedings, and transactions of societies.

Social studies A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

Socioeconomic status (SES) The SES index is a composite of often equally weighted, standardized components, such as father's education, mother's education, family income, father's occupation, and household items. The terms high, middle, and low SES refer to ranges of the weighted SES composite index distribution.

Special education Direct instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to general level or model of their overall abilities. Such services usually are directed at students with the following conditions: (1) physically disabled; (2) emotionally disabled; (3) culturally different, including compensatory education; (4) intellectually disabled; and (5) students with learning disabilities. Programs for the mentally gifted and talented are also included in some special education programs. See also Disabilities, children with.

Special education school A public elementary/secondary school that focuses primarily on special education for children with disabilities and that adapts curriculum, materials, or instruction for students served. See also Disabilities, children with.

Special program emphasis school A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.

Specific learning disability See Disabilities, children with.
Speech or language impairment See Disabilities, children with.
Standard error of estimate An expression for the standard deviation of the observed values about a regression line. An estimate of the variation likely to be encountered in making predictions from the regression equation.

Standardized test A test composed of a systematic sampling of behavior, administered and scored according to specific instructions, capable of being interpreted in terms of adequate norms, and for which there are data on reliability and validity.

Standardized test performance The weighted distributions of composite scores from standardized tests used to group students according to performance.

Status dropout rate The percentage of individuals within a given age range who are not enrolled in school and lack a high school credential, regardless of when they dropped out.

Status dropout rate (Current Population Survey) The percentage of civilian, noninstitutionalized young people ages 16-24 who are not in school and have not earned a high school credential (either a diploma or equivalency credential such as a GED certificate). The numerator of the status dropout rate for a given year is the number of individuals ages 16-24 who, as of October of that year, have not completed a
high school credential and are not currently enrolled in school. The denominator is the total number of individuals ages 16-24 in the United States in October of that year. Status dropout rates count the following individuals as dropouts: those who never attended school and immigrants who did not complete the equivalent of a high school education in their home country.

Status dropout rate (American Community Survey) Similar to the status dropout rate (Current Population Survey), except that institutionalized persons, incarcerated persons, and active duty military personnel living in barracks in the United States may be included in this calculation.

STEM fields Science, Technology, Engineering, and Mathematics (STEM) fields of study that are considered to be of particular relevance to advanced societies. For the purposes of The Condition of Education 2015, STEM fields include agriculture and natural resources, architecture, biology and biomedical sciences, computer and information sciences, engineering and engineering technologies, health studies, mathematics and statistics, and physical and social sciences. STEM occupations include computer scientists and mathematicians; engineers and architects; life, physical, and social scientists; medical professionals; and managers of STEM activities.

Student An individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other education institution. No distinction is made between the terms "student" and "pupil," though "student" may refer to one receiving instruction at any level while "pupil" refers only to one attending school at the elementary or secondary level. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct studentteacher interaction or by some other approved medium such as television, radio, telephone, and correspondence.

Student membership Student membership is an annual headcount of students enrolled in school on October 1 or the school day closest to that date. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership.

Student support services Includes salary, benefits, supplies, and contractual fees for staff providing attendance and social work, guidance, health, psychological services, speech pathology, audiology, and other support to students.

Study abroad population U.S. citizens and permanent residents, enrolled for a degree at an accredited higher education institution in the United States, who received academic credit for study abroad from their home institutions upon their return. Students studying abroad without receiving academic credit are not included, nor are U.S. students enrolled for a degree overseas.

Supervisory staff Principals, assistant principals, and supervisors of instruction; does not include superintendents or assistant superintendents.

Supplemental Poverty Measure (SPM) An alternative measure of poverty that supplements the U.S. Census Bureau's official poverty measure by adding to family income the value of benefits-including nutritional assistance, housing subsidies, and home energy assistance-from many government programs designed to assist those with low incomes, subtracting taxes and necessary expenses such as child care costs (for working families) and out-of-pocket medical expenses, and adjusting poverty thresholds for geographic differences in housing costs. See also Poverty (official measure).

Suspension Temporarily removing a student from his or her regular classroom (an in-school suspension) or from his or her regular school (an out-of-school suspension) generally for disciplinary purposes.

Tax base The collective value of objects, assets, and income components against which a tax is levied.

Tax expenditures Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion, exemption, or deduction from gross income or provide a special credit, preferential rate of tax, or a deferral of tax liability affecting individual or corporate income tax liabilities.

Teacher see Instructional staff.

Technical education A program of vocational instruction that ordinarily includes the study of the sciences and mathematics underlying a technology, as well as the methods, skills, and materials commonly used and the services performed in the technology. Technical education prepares individuals for positions-such as draftsman or lab techni-cian-in the occupational area between the skilled craftsman and the professional person.

Three-year moving average An arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. Use of a 3-year moving average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates.

Time series A set of ordered observations on a quantitative characteristic of an individual or collective phenomenon taken at different points in time. Usually the observations are successive and equally spaced in time.

Time series analysis The branch of quantitative forecasting in which data for one variable are examined for patterns of trend, seasonality, and cycle.

Title I school A school designated under appropriate state and federal regulations as a high-poverty school that is eligi-
ble for participation in programs authorized by Title I of the Reauthorization of the Elementary and Secondary Education Act, P.L. 107-110.

Title IV Refers to a section of the Higher Education Act of 1965 that covers the administration of the federal student financial aid program.

Title IV eligible institution A postsecondary institution that meets the criteria for participating in federal student financial aid programs. An eligible institution must be any of the following: (1) an institution of higher education (with public or private, nonprofit control), (2) a proprietary institution (with private for-profit control), and (3) a postsecondary vocational institution (with public or private, nonprofit control). In addition, it must have acceptable legal authorization, acceptable accreditation and admission standards, eligible academic program(s), administrative capability, and financial responsibility.

Total expenditure per pupil in average daily attendance Includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980-81, expenditures for state administration are excluded and expenditures for other programs (summer schools and designated subsidies for community colleges and private schools) are included.

Town school See Locale codes.

Traditional public school Publicly funded schools other than public charter schools. See also Public school or institution and Charter school.

Transcript An official list of all courses taken by a student at a school or college showing the final grade received for each course, with definitions of the various grades given at the institution.

Traumatic brain injury See Disabilities, children with.
Trust funds Amounts collected and used by the federal government for carrying out specific purposes and programs according to terms of a trust agreement or statute, such as the Social Security and unemployment trust funds. Trust fund receipts that are not anticipated to be used in the immediate future are generally invested in interest-bearing government securities and earn interest for the trust fund.

Tuition and fees A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods. Tuition may be charged per term, per course, or per credit.

Type of school A classification of public elementary and secondary schools that includes the following categories: regular schools, special education schools, vocational schools, and alternative schools. See also Regular school, Special education school, Vocational school, and Alternative school.

Unadjusted dollars See Current dollars.
Unclassified students Students who are not candidates for a degree or other formal award, although they are taking higher education courses for credit in regular classes with other students.

Undergraduate students Students registered at an institution of postsecondary education who are working in a baccalaureate degree program or other formal program below the baccalaureate, such as an associate's degree, vocational, or technical program.

Unemployed Civilians who had no employment but were available for work and: (1) had engaged in any specific job-seeking activity within the past 4 weeks; (2) were waiting to be called back to a job from which they had been laid off; or (3) were waiting to report to a new wage or salary job within 30 days.

Ungraded student (elementary/secondary) A student who has been assigned to a school or program that does not have standard grade designations.

Urban fringe school See Locale codes.
U.S. Service Academies These higher education institutions are controlled by the U.S. Department of Defense and the U.S. Department of Transportation. The 5 institutions counted in the NCES surveys of degree-granting institutions include: the U.S. Air Force Academy, U.S. Coast Guard Academy, U.S. Merchant Marine Academy, U.S. Military Academy, and the U.S. Naval Academy.

Variable A quantity that may assume any one of a set of values.
Visual and performing arts A group of instructional programs that generally describes the historic development, aesthetic qualities, and creative processes of the visual and performing arts.

Visual impairment See Disabilities, children with.

Vocational education Organized educational programs, services, and activities that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.

Vocational school A public school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

Years out In forecasting by year, the number of years since the last year of actual data for that statistic used in producing the forecast.

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[^0]:    ${ }^{1}$ For discussion of such bias in responses to the 2000 Census, see Parker, J. et al. (2004). Bridging Between Two Standards for Collecting Information on Race and Ethnicity: An Application to Census 2000 and Vital Rates. Public Health Reports, 119(2): 192-205. Available at http://www.pubmed central.nih.gov/articlerender.fcgi?artid=1497618.

[^1]:    ${ }^{2}$ See U.S. Department of Labor, Bureau of Labor Statistics (1995). A Test of Methods for Collecting Racial and Ethnic Information (USDL 95-428). Washington DC: Author.

[^2]:    ${ }^{1}$ Information on changes in GED test series and reporting is based on the 2003 edition of Who Passed the GED Tests?, by the GED Testing Service of the American Council on Education, as well as communication with staff of the GED Testing Service.

[^3]:    NOTE: High school completion includes equivalency programs, such as a GED program. Graphic display was generated using unrounded data. Race categories exclude persons of Hispanic ethnicity
    SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2006 and 2016.

[^4]:    See notes at end of table.

[^5]:    See notes at end of table

[^6]:    -Not available.
    $\dagger$ Not applicable.
    ! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
    coefficient of variation (CV) is 50 percent or greater.
    ${ }^{1}$ Parents include adoptive and stepparents, but exclude parents not residing in the same
    ${ }^{1}$ Parents include adoptive and
    household as their children.
    ${ }^{2}$ Includes parents who completed high school through equivalency programs, such as a GED program.
    ${ }^{3}$ Includes parents with professional degrees.
    ${ }^{4}$ Includes other Central American subgroups not shown separately.
    ${ }^{5}$ Includes Taiwanese.
    ${ }^{6}$ In addition to the subgroups shown, also includes Sri Lankan.
    ${ }^{7}$ Consists of Indonesian and Malaysian.

[^7]:    See notes at end of table.

[^8]:    See notes at end of table

[^9]:    See notes at end of table.

[^10]:    See notes at end of table.

[^11]:    -Not available.
    $\dagger$ Not applicable.
    \#Rounds to zero.
    !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
    ${ }^{1}$ Includes persons of Hispanic ethnicity for years prior to 1980.
    ${ }^{2}$ Data for years prior to 1993 are for persons with 4 or more years of high school. Data for later years are for high school completers-i.e., those persons who graduated from high school with a diploma as well as those who completed high school through equivalency programs, such as a GED program.
    ${ }^{3}$ Estimates based on Census Bureau reverse projection of 1940 census data on education by age.

[^12]:    See notes at end of table.

[^13]:    -Not available
    ${ }^{1}$ Beginning in fall 1985, data include estimates for an expanded universe of private schools
    Therefore, direct comparisons with earlier years should be avoided.
    ${ }^{2}$ Data for 1869-70 through 1949-50 include resident degree-credit students enrolled at any time during the academic year. Beginning in 1959, data include all resident and extension students enrolled at the beginning of the fall term
    ${ }^{3}$ Estimated.
    ${ }^{4}$ Projected data. Fall 2015 data for degree-granting institutions are actual.
    NOTE: Data for 1869-70 through 1949-50 reflect enrollment for the entire school year. Elementary and secondary enrollment includes students in local public school systems and in most private schools (religiously affiliated and nonsectarian), but generally excludes home schooled children and students in subcollegiate departments of colleges and in federa schools. Excludes preprimary pupils in private schools that do not offer kindergarten or above. Postsecondary data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes

[^14]:    ${ }^{1}$ The pupil/teacher ratio is based on all teachers-including teachers for students with disabilities and other special teachers-and all students enrolled in the fall of the school year. Unlike the pupil/teacher ratio, the average class size excludes students and teachers in classes that are exclusively for special education students. Class size averages are based on surveys of teachers reporting on the counts of students in their classes.
    2 "All other public school staff" includes administrative staff, principals, librarians, guidance counselors, secretaries, custodial staff, food service workers, school bus drivers, and other professional and nonprofessional staff.

[^15]:    ${ }^{3}$ The number of homeschooled children in 1999 is from Homeschooling in the United States: 1999 (NCES 2001-033), available at http://nces.ed.gov/ pubsearch/pubsinfo.asp?pubid=2001033. While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 used selfadministered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences in estimates between 1999 and 2012 could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail.

[^16]:    ${ }^{4}$ Information on changes in GED test series and reporting is based on the 2003 edition of Who Passed the GED Tests?, by the GED Testing Service of the American Council on Education, as well as communication with staff of the GED Testing Service.

[^17]:    ${ }^{5}$ For data on individual years from 1980-81 through 1988-89, see Digest of Education Statistics 2011 (NCES 2012-001), table 180.

[^18]:    NOTE: Data prior to 1994 may not be comparable to later years

[^19]:    See notes at end of table.

[^20]:    -Not available.
    ${ }^{1}$ Includes students reported as being enrolled in grade 13.
    ${ }^{2}$ Data for 1890 through 1950 are from the decennial censuses of population. Later data are Census Bureau estimates as of July 1 preceding the opening of the school year.
    ${ }^{3}$ Gross enrollment ratio based on school enrollment of all ages in grades 9 to 12 divided by the 14- to 17-year-old population. Differs from enrollment rates in other tables, which are based on the enrollment of persons in the given age group only.
    ${ }^{4}$ Data are for 1927-28.
    ${ }^{5}$ Data are for 1940-41.
    ${ }^{6}$ Estimated.
    ${ }^{7}$ Projected.
    NOTE: Includes enrollment in public schools that are a part of state and local school systems and also in most private schools, both religiously affiliated and nonsectarian. The enrollment for ungraded public school students was estimated based on the secondary proportion of ungraded students in prior years. The enrollment of ungraded private school students was estimated based

[^21]:    See notes at end of table

[^22]:    See notes at end of table.

[^23]:    See notes at end of table.

[^24]:    -Not available.
    \#Rounds to zero.
    ${ }^{1}$ Based on the total enrollment in public schools, prekindergarten through 12th grade. For total enrollment in public schools, see table 203.40.
    NOTE: Prior to October 1994, children and youth with disabilities were served under Chapter 1 of the Elementary and Secondary Education Act as well as under the Individuals with Disabilities Education Act (IDEA), Part B. Data reported in this table for 1990-91 include children ages
    0-21 served under Chapter 1.

[^25]:    -Not available
    ${ }^{1}$ The counts by primary nighttime residence do not sum to the total number of homeless students because of missing data on primary nighttime residence or grade. (For each affected state, the total count of homeless students by primary nighttime residence differs from the count shown in column 2 by 3 percent or less.)
    ${ }^{2}$ Represents the sum of counts by grade.
    ${ }^{3}$ Refers to temporarily sharing the housing of other persons due to loss of housing, economic hardship, or other reasons (such as domestic violence).
    ${ }^{4}$ Includes living in cars, parks, campgrounds, temporary trailers-including Federal Emergency Management Agency (FEMA) trailers-or abandoned buildings.
    ${ }^{5}$ Youth who are not in the physical custody of a parent or guardian. Includes youth living on their own and youth living with a caregiver who is not their legal guardian.
    ${ }^{6}$ Students who met the definition of limited English proficient students as outlined in the EDFacts workbook. For more information, see http://www2.ed.gov/about/inits/ed/edfacts eden-workbook.html
    ${ }^{7}$ Students who met the definition of eligible migrant children as outlined in the EDFacts work book. Such students are either migratory workers or the children or spouses of migratory workers and have moved within the preceding 36 months in order to obtain, or to accompany parents or spouses who moved in order to obtain, temporary or seasonal employment in agri-

[^26]:    See notes at end of table.

[^27]:    See notes at end of table.

[^28]:    See notes at end of table.

[^29]:    plicable
    Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
    In 68 cases in 2007 and 137 cases in 2012, questions about whether a student's school was assigned were not asked because parents reported the school as a private school, and it was only later identified as a public school based on administrative data.

[^30]:    -Not available.
    ${ }^{1}$ Includes imputed values for states.
    ${ }^{2}$ Includes imputations to correct for underreporting of prekindergarten teachers/enrollment.
    ${ }^{3}$ Includes imputations to correct for underreporting of prekindergarten, kindergarten, and secondary teachers.
    ${ }^{4}$ Includes imputations to correct for underreporting of prekindergarten, kindergarten, and unclassified teachers.
    5Includes imputations to correct for underreporting of kindergarten teachers.

[^31]:    $\dagger$ Not applicable.
    Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few
    cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
    NOTE: This table includes regular full-time teachers only; it excludes other staff even when they have full-time teaching
    duties (regular part-time teachers, itinerant teachers, long-term substitutes, administrators, library media specialists, other

[^32]:    \#Rounds to zero.
    ${ }^{1}$ Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor
    Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account

[^33]:    See notes at end of table.

[^34]:    -Not available.
    ${ }^{1}$ Includes school district administrative support staff, school and library support staff, student support staff, and other support services staff.
    ${ }^{2}$ Because of classification revisions, categories other than teachers, principals, librarians, and guidance counselors are only roughly comparable to figures for years after 1980.

[^35]:    -Not available.
    ${ }^{1}$ Regular districts exclude regional education service agencies and supervisory union administrative centers, state-operated agencies, federally operated agencies, and other types of local education agencies, such as independent charter schools.
    ${ }^{2}$ Schools with both elementary and secondary grades are included under elementary schools and also under secondary schools.
    ${ }^{3}$ Data for most years prior to 1976-77 are partly estimated. Prior to 1995-96, excludes schools with highest grade of kindergarten.
    ${ }^{4}$ Includes schools not classified by grade span, which are not shown separately.
    ${ }^{5}$ Includes elementary, secondary, and combined elementary/secondary schools.
    ${ }^{6}$ These data cannot be compared directly with the data for years after 1980-81.
    ${ }^{7}$ Because of expanded survey coverage, data are not directly comparable with figures after 1983-84.

[^36]:    -Not available.
    IIncludes schools that provide nontraditional education, address needs of students that typically cannot be met in regular schools, serve as adjuncts to regular schools, or fall outside the categories of regular, special education, or vocational education.
    ncludes schools beginning with grade 6 or below and with no grade higher than 8 .
    Includes schools with no grade lower than 7.

[^37]:    -Not available.
    ${ }^{1}$ Includes schools beginning with grade 6 or below and with no grade higher than 8.
    ${ }^{2}$ Includes schools with no grade lower than 7.
    ${ }^{3}$ Includes schools beginning with grade 6 or below and ending with grade 9 or above.

[^38]:    See notes at end of table.

[^39]:    -Not available.
    ${ }^{1}$ Includes graduates of public and private schools.
    ${ }^{2}$ Data for 1929-30 and preceding years are from Statistics of Public High Schools and exclude graduates from high schools that failed to report to the Office of Education. Includes estimates for jurisdictions not reporting counts of graduates by sex.
    ${ }^{3}$ The averaged freshman graduation rate provides an estimate of the percentage of students who receive a regular diploma within 4 years of entering ninth grade. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. Averaged freshman graduation rates in this table are based on reported totals of enrollment by grade and high school graduates, rather than on details reported by race/ethnicity.
    ${ }^{4}$ Derived from Current Population Reports, Series P-25. For years 1869-70 through 1989-90, 17-yearold population is an estimate of the October 17-year-old population based on July data. Data for 1990-91 and later years are October resident population estimates prepared by the Census Bureau. ${ }^{5}$ Estimated.
    ${ }^{5}$ Includes imputations for nonreporting states.
    ${ }^{7}$ Projected by private schools responding to the Private School Universe Survey.
    ${ }^{8}$ Includes estimates for public schools in New York and Wisconsin. Without estimates for these two states, the averaged freshman graduation rate for the remaining 48 states and the District of Columbia is 75.0 percent.

[^40]:    See notes at end of table.

[^41]:    See notes at end of table

[^42]:    -Not available.
    $\dagger$ Not applicable.
    \#Rounds to zero.
    $\ddagger$ Reporting standards not met (too few cases for a reliable estimate).
    ${ }^{1}$ The status completion rate is the number of 18 - to 24 -year-olds who are high school completers as a percentage of the total number of 18- to 24 -year-olds who are not enrolled in high school or a lower level of education. High school completers include those with a high school diploma, as well as those with an alternative credential, such as a GED.
    ${ }^{2}$ Includes all 18-to 24 -year-olds who are not enrolled in high school or a lower level of education. ${ }^{3}$ Status completers are 18- to 24 -year-olds who are not enrolled in high school or a lower level of education and who also are high school completers-that is, have either a high school diploma or an alternative credential, such as a GED.
    ${ }^{4}$ United States refers to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Marianas. Children born abroad to U.S.-citizen

[^43]:    -Not available.
    $\dagger$ Not applicable.
    ${ }^{1}$ Includes other racial/ethnic groups not separately shown.
    ${ }^{2}$ Based on the April 1960 decennial census.
    ${ }^{3}$ For 1967 through 1971, White and Black include persons of Hispanic ethnicity.
    ${ }^{4}$ Because of changes in data collection procedures, data may not be comparable with figures for years prior to 1992.
    ${ }^{5}$ White and Black exclude persons identifying themselves as Two or more races.
    ${ }^{6}$ Beginning in 2010, standard errors were computed using replicate weights, which produced
    more precise values than the generalized variance function methodology used in prior years.

[^44]:    2：Elementary and Secondary Education
    High School Completers and Dropouts
    

[^45]:    $\dagger$ Not applicable.
    ${ }^{1}$ Received a certificate of completion, modified diploma, or some similar document, but did not meet the same standards for graduation as those for students without disabilities. ${ }^{2}$ Students may exit special education services due to maximum age beginning at age 18, depending on state law or practice or order of any court.
    ${ }^{3}$ "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. Includes students previously categorized as "moved, not known to continue."
    4"Transferred to regular education" was previously labeled "no longer receives special education." 5 "Moved, known to be continuing" is the total number of students who moved out of the administrative area or transferred to another district and are known to be continuing in an educational program.

[^46]:    ${ }^{5}$ Accommodations were not permitted for this assessment.
    NOTE: Includes public and private schools. For 1998 and later years, includes students tested with accommodations ( 1 to 13 percent of all students, depending on grade level and year); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 to 6 percent of all students).
    SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Reading Assessments, retrieved June 20, 2016, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata). (This table was prepared June 2016.)

[^47]:    See notes at end of table.

[^48]:    -Not available.
    $\dagger$ Not applicable.
    $\ddagger$ Reporting standards not met. Participation rates fell below the required standards for reporting ${ }^{1}$ Scale ranges from 0 to 500 .
    ${ }^{2}$ Accommodations were not permitted for this assessment.
    ${ }^{3}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at the 4th-grade level
    ${ }^{4}$ Proficient represents solid academic performance for 4th-graders. Students reaching this level have demonstrated competency over challenging subject matter.
    ${ }^{5}$ Advanced signifies superior performance.
    ${ }^{6}$ Did not meet one or more of the guidelines for school participation in 1998. Data are subject
    to appreciable nonresponse bias.
    ${ }^{7}$ Did not meet one or more of the guidelines for school participation in 2002. Data are subject to appreciable nonresponse bias.
    ${ }^{8}$ Did not meet one or more of the guidelines for school participation in 1992. Data are subject to appreciable nonresponse bias.

[^49]:    ${ }^{9}$ Did not meet one or more of the guidelines for school participation in 1994. Data are subject to appreciable nonresponse bias.
    ${ }^{10}$ Prior to 2005, NAEP divided the Department of Defense (DoD) schools into two jurisdictions, domestic and overseas. In 2005, NAEP began combining the DoD domestic and overseas schools into a single jurisdiction. Data shown in this table for years prior to 2005 were recalculated for comparability.
    NOTE: For 1998 and later years, includes public school students who were tested with accommodations; excludes only those students with disabilities (SD) and English language learners (ELL) who were unable to be tested even with accommodations. SD and ELL populations, accommodation rates, and exclusion rates vary from state to state. Some data have been revised from previously published estimates.
    SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 Reading Assessments, retrieved November 11, 2015, from the Main NAEP Data Explorer (http://nces.ed.gov/nationsreportcard/naepdata). (This table was prepared November 2015.)

[^50]:    -Not available.
    $\dagger$ Not applicable.
    $\ddagger$ Reporting standards not met. Participation rates fell below the required standards for reporting.
    ${ }^{1}$ Scale ranges from 0 to 500.
    ${ }^{2}$ Accommodations were not permitted for this assessment.
    ${ }^{3}$ The 1996 data in this table do not include students who were tested with accommodations. Data for students tested with accommodations are not available at the state level for 1996.
    ${ }^{4}$ Basic denotes partial mastery of the knowledge and skills that are fundamental for proficient work at the 8th-grade level.
    ${ }^{5}$ Proficient represents solid academic performance for 8th-graders. Students reaching this level have demonstrated competency over challenging subject matter.
    ${ }^{6}$ Advanced signifies superior performance.
    ${ }^{7}$ Did not meet one or more of the guidelines for school participation in 1996. Data are subject to appreciable nonresponse bias.

[^51]:    See notes at end of table.

[^52]:    See notes at end of table.

[^53]:    See notes at end of table.

[^54]:    Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6 . In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5 .
    ${ }^{2}$ Includes American Indians/Alaska Natives, Asians, and Pacific Islanders; for 2003-04 and later years, also includes persons of Two or more races.

[^55]:    -Not available.
    \#Rounds to zero
    IInterpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent
    $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater. School Survey on were collected using the Fast Response Survey System, while data for earlier years were collected using the ever, respondents to the 2013-14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013-14 survey also relied on a smaller sample. The smaller sample size and change in survey administration may have impacted 2013-14 results. ${ }^{2}$ Because the 2013-14 survey did not collect school enrollment counts, the rate per 1,000 students was calculated by dividing the otal not presented for 2013-14 because the survey did not collect information regarding the total incident rate is not comparable with earlier years. nother person's property without personal confrontation, threat, violence, or bodily harm". This includes as "the unlawful taking of picking stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

[^56]:    See notes at end of table.

[^57]:    See notes at end of table.

[^58]:    -Not available

    ## $\dagger$ Not applicable

    ${ }^{1}$ The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight ${ }^{2}$ In the question asking students about physical fights at school, "on school property" was not defined for survey respondents
    ${ }^{3}$ For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
    ${ }^{4}$ Ohio data for 2005 through 2013 include both public and private schools.
    ${ }^{5}$ South Dakota data for all years include both public and private schools.
    ${ }^{6}$ Vermont data for 2013 include both public and private schools.

[^59]:    -Not available.
    $\dagger$ Not applicable.
    "The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. ${ }^{2}$ In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
    ${ }^{3}$ For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country.
    ${ }^{4}$ Ohio data for 2005 through 2013 include both public and private schools.
    ${ }^{5}$ South Dakota data for all years include both public and private schools.
    ${ }^{6}$ Vermont data for 2013 include both public and private schools.

[^60]:    -Not available.
    $\dagger$ Not applicable
    !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    ${ }^{1}$ The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.
    ${ }^{2}$ In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected in 2013 and 2015. ${ }^{3}$ For the U.S. total, data for all years include both public and private schools and were col lected through a national survey representing the entire country.
    ${ }^{4}$ Ohio data for 2005 through 2013 include both public and private schools.
    ${ }^{5}$ South Dakota data for all years include both public and private schools.

[^61]:    See notes at end of table

[^62]:    See notes at end of table.

[^63]:    See notes at end of table．

[^64]:    \#Rounds to zero
    Rounds to zero.
    Data have been revised from previously published figures.
    Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor,
    adjusted to a school-year basis.

[^65]:    -Not available.
    $\dagger$ Not applicable.
    \#Rounds to zero.
    ${ }^{1}$ Includes other categories of revenue not separately shown.

[^66]:    -Not available.
    ${ }^{1}$ Includes expenditures for summer schools, adult education, community colleges, and community services.
    ${ }^{2}$ Prior to 1969-70, excludes capital outlay by state and local school housing authorities.
    3Prior to 1959-60, items included under "other school services" were listed under "auxiliary ser-
    vices," a more comprehensive classification that also included community services.
    ${ }^{4}$ Plant operation also includes plant maintenance.
    ${ }^{5}$ Data not comparable to figures prior to 1989-90.
    ${ }^{6}$ Data have been revised from previously published figures.
    ${ }^{7}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statis-
    tics, U.S. Department of Labor, adjusted to a school-year basis.

[^67]:    \#Rounds to zero.
    ${ }^{1}$ Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.
    ${ }^{2}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor
    Statistics, U.S. Department of Labor, adjusted to a school-year basis
    ${ }^{3}$ Projected.
    NOTE: Current expenditures include instruction, support services, food services, and enterprise operations. Some data have been revised from previously published figures.

[^68]:    -Not available
    ${ }^{1}$ Data for 1919-20 to 1953-54 are based on school-year enrollment
    ${ }^{2}$ Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.
    ${ }^{3}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.
    ${ }^{4}$ Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per student at public schools.
    ${ }^{5}$ Estimated.
    ${ }^{6}$ Revised from previously published figures.

[^69]:    

[^70]:    -Not available
    Unadjusted (or "current") dollars have not been adjusted to compensate for inflation.
    ${ }^{2}$ Constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis
    ${ }^{3}$ Excludes capital outlay for years through 1979-80, and 1989-90 to the latest year. From 1980-81 to 1988-89, total transportation figures include capital outlay.
    ${ }^{4}$ Estimate based on data appearing in January issues of School Bus Fleet.
    ${ }^{5}$ Estimate based on data reported by School Transportation News.
    NOTE: Some data have been revised from previously published figures

[^71]:    ${ }^{1}$ Title IV programs, which are administered by the U.S. Department of Education, provide financial aid to postsecondary students.
    ${ }^{2}$ Included in the current degree-granting classification are some institutions (primarily 2-year colleges) that were not previously designated as higher education institutions. Excluded from the current degree-granting classification are a few institutions that were previously designated as higher education institutions even though they did not award an associate's or higher degree. The former higher education classification was defined as including institutions that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. The former higher education institutions offered courses that led to an associate's or higher degree, or were accepted for credit towards a degree.

[^72]:    NOTE: Expenditure data for the school year beginning in 2015 (2015-16) are estimated. Degree data for the school year beginning in 2015 are projected. Doctor's degrees include Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as such degrees as M.D., D.D.S., and law degrees that were formerly classified as first-professional degrees.
    SOURCE: U.S. Department of Education, National Center for Education Statistics, Opening Fall Enrollment in Higher Education, 1960 through 1965; Financial Statistics of Higher Education, 1959-60 through 1964-65; Earned Degrees Conferred, 1959-60 through 1964-65; Degrees Conferred Projection Model, 1980-81 through 2026-27; Higher Education General Information Survey (HEGIS), "Fall Enrollment in Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education" surveys, 1965-66 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99), "Completions Survey" (IPEDS-C:87-99), and "Finance Survey" (IPEDS-F:FY87-99); IPEDS Fall 2000 through Fall 2015, Completions component; and IPEDS Spring 2001 through Spring 2016, Fall Enrollment and Finance components.

[^73]:    SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86-99); IPEDS Spring 2001 through Spring 2016, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2026. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2015.

[^74]:    ${ }^{1}$ Revenues from state governments include operating grants and contracts, nonoperating appropriations, nonoperating grants, and capital appropriations.
    ${ }^{2}$ Revenues from the federal government include operating grants and contracts, funds for independent operations, nonoperating appropriations, and nonoperating grants. ${ }^{3}$ In addition to the categories listed, includes capital grants and gifts, additions to permanent endowments, and operating revenues not included elsewhere.
    ${ }^{4}$ Revenues from local governments include operating grants and contracts (including private grants and contracts), nonoperating appropriations, and nonoperating grants. NOTE: Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding.
    SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Finance component.

[^75]:    ${ }^{1}$ Includes appropriations, grants, contracts, and independent operations.
    ${ }^{2}$ Includes appropriations, grants, and contracts.
    ${ }^{2}$ Includes appropliations, grants, and contracts.
    NOTE: Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding
    SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2016, Finance component.

[^76]:    -Not available
    $\dagger$ Not applicable
    ${ }^{1}$ Individuals ages 16 to 24 who graduated from high school or completed a GED.
    ${ }^{2}$ Enrollment in college as of October of each year for individuals ages 16 to 24 who had completed high school earlier in the calendar year
    ${ }^{3}$ Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. High school completion data in this table differ from figures appearing in other tables because of

[^77]:    -Not available.
    $\dagger$ Not applicable.
    ! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
    ${ }^{1}$ Individuals ages 16 to 24 who graduated from high school or completed a GED.
    ${ }^{2}$ Enrollment in college as of October of each year for individuals ages 16 to 24 who had completed high school earlier in the calendar year.
    ${ }^{3}$ A 3-year moving average is a weighted average of the year indicated, the year immediately preceding, and the year immediately following. For the first and final years of available data, a 2 -year moving average is used: The moving average for 1960 reflects an average of 1960 and 1961; for Black and Hispanic data, the moving average for 1972 reflects an average of 1972 and 1973; for Asian data, the moving average for 2003 reflects an average of 2003 and

[^78]:    -Not available.
    !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percen
    Prior to 2003, Asian data include Pacific Islanders.
    Prior to 1972, White and Black data include persons of Hispanic ethnicity.
    After 2002, data for individual race categories exclude persons of Two or more races.

[^79]:    See notes at end of table.

[^80]:    See notes at end of table.

[^81]:    -Not available.
    ${ }^{1}$ Projected.
    ${ }^{2}$ Beginning in 1980, 2-year institutions include schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.
    NOTE: Data include unclassified undergraduate students. Data through 1995 are for insti tutions of higher education, while later data are for degree-granting institutions. Degreegranting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2 -year colleges and excludes a few

[^82]:    -Not available.
    ${ }^{1}$ Projected.
    NOTE: Data include unclassified graduate students. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2 -year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

[^83]:    $\dagger$ Not applicable.
    NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

[^84]:    -Not available.
    ${ }^{1}$-Notludes first-time degree/certificate-seeking students in occupational programs not creditable towards a bachelor's degree.
    ${ }^{2}$ Data for 2 -year branches of 4 -year college systems are aggregated with the 4 -year institutions. ${ }^{3}$ Large increases are due to the addition of schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology.
    ${ }^{4}$ Projected.
    NOTE: Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is

[^85]:    See notes at end of table

[^86]:    See notes at end of table.

[^87]:    ## $\dagger$ Not applicable

    ${ }^{1}$ 'Students residing in a particular state when admitted to an institution anywhere-either in their
    home state or another state.
    ${ }^{2}$ Includes students coming to U.S. institutions from foreign countries and other jurisdictions.
    ${ }^{3}$ Students whose residence is in the same state as the service academy.
    ${ }^{4}$ Institution unable to determine student's home state.

[^88]:    -Not available
    $\dagger$ Not applicable
    !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater
    ${ }^{1}$ Students with disabilities are those who reported that they had one or more of the following conditions: a specific learning disability, a visual impairment, hard of hearing, deafness, a speech impairment, an orthopedic impairment, or a health impairment.

[^89]:    -Not available.
    $\dagger$ Not applicable.
    ! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
    ${ }^{1}$ Excludes students not in a degree or certificate program.
    ${ }^{2}$ Includes students who are not in a degree program or have not declared a major. For 2003-04 and 2007-08, includes physical sciences.
    ${ }^{3}$ Excludes work-study/assistantships.
    ${ }^{4}$ Includes separated.

[^90]:    See notes at end of table

[^91]:    See notes at end of table．

[^92]:    See notes at end of table.

[^93]:    See notes at end of table.

[^94]:    See notes at end of table.

[^95]:    See notes at end of table.

[^96]:    $\dagger$ Not applicable
    ${ }^{1}$ Data are for colleges and universities identified by the Women's College Coalition as women's colleges in 2016. Excludes women's colleges whose IPEDS data are reported together with a coed institution or coordinate men's college. The following institutions were excluded for this reason: the Colorado Women's College of the University of Denver; Douglass Residential College of Rutgers University; and Russell Sage College of the Sage Colleges.

[^97]:    Not applicable.
    \#Rounds to zero
    NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Includes institutions with fewer than 15 full-time

[^98]:    See notes at end of table.

[^99]:    See notes at end of table.

[^100]:    See notes at end of table.

[^101]:    Includes degrees in Area, ethnic, cultural, gender, and group studies; English language and literature/letters; Foreign languages, literatures, and linguistics; Liberal arts and sciences, general studies, and humanities; Multi/interdisciplinary studies; Philosophy and religious studies; Theology and religious vocations; and Visual and performing arts
    ${ }^{2}$ Includes Psychology; Social sciences; and History.
    ${ }^{3}$ Includes Biological and biomedical sciences; Mathematics and statistics; and Physical sciences and science technologies. ${ }^{4}$ Includes Computer and information sciences; Engineering; and Engineering technologies.
    ${ }^{5}$ Includes Agriculture and natural resources; Architecture and related services; Communication, journalism, and related pro-
     technologies and applied sciences; Parks, recreation, leisure, and fitness studies; Precision production; Public administration and social services; Transportation and materials moving; and Not classified by field of study.
    ${ }^{6}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as firstprofessional, such as M.D., D.D.S., and law degrees

    NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. The figures for earlier years have been reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natural resources" includes Agriculture, agriculture operations, and related sciences and Natural resources and conservation; "Business" includes Business, management, marketing, and related support services and Personal and culinary services; and "Engineering technologies includes Engineering technologies and engineering-related fields, Construction trades, and Mechanic
    and repair technologies/technicians. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conierred pletions component. (This table was prepared February 2017.)

[^102]:    See notes at end of table

[^103]:    See notes at end of table

[^104]:    See notes at end of table.

[^105]:    See notes at end of table

[^106]:    See notes at end of table

[^107]:    See notes at end of table.

[^108]:    See notes at end of table

[^109]:    See notes at end of table

[^110]:    See notes at end of table.

[^111]:    See notes at end of table.

[^112]:    See notes at end of table

[^113]:    See notes at end of table

[^114]:    See notes at end of table

[^115]:    $\dagger$ Not applicable.
    ${ }^{1}$ Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees
    formerly classified as first-professional, such as M.D., D.D.S., and law degrees.
    NOTE: Data are for postsecondary institutions participating in Title IV federal financial aid

[^116]:    -Not available.
    ${ }^{1}$ Excludes 1,170 males and 251 females whose racial/ethnic group was not available.
    ${ }^{2}$ Excludes 4,819 males and 1,384 females whose racial/ethnic group was not available.
    NOTE: Data through 1990-91 are for institutions of higher education, while later data are for degree-granting postsecondary institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. For 1989-90 and later years, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/eth-

[^117]:    'Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.
    NOTE: Data are for postsecondary institutions participating in Titte IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to
    estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have estimate race/ethnicity ror students whose race/ehnicity was not reported. To aciilitate trend comparisons, certian aggregations have
    been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture and natu-

[^118]:    'Excludes "Construction trades" and "Mechanic and repair technologies/technicians," which are listed separately.
    NOTE: Data are for postsecondary institutions participating in Tittle IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the Integrated Postsecondary Education Data System (IPEDS): "Agriculture

[^119]:    $\dagger$ Not applicable
    ${ }^{1}$ Institutions are ranked by the total number of doctor's degrees conferred during the 10-yea period from July 1, 2005, to June 30, 2015.
    ${ }^{2}$ Includes degrees conferred by the University of Medicine and Dentistry of New Jersey, which merged with Rutgers University in 2013-14.
    ${ }^{3}$ Includes law degrees conferred by Texas Wesleyan University, which was acquired by Texas A\&M in 2013, as well as degrees in all fields from Texas A\&M Health Sciences Center.
    ${ }^{4}$ Includes degrees conferred by the University of Tennessee Health Sciences Center, which in

[^120]:    See notes at end of table．

[^121]:    See notes at end of table.

[^122]:    See notes at end of table.

[^123]:    See notes at end of table.

[^124]:    See notes at end of table.

[^125]:    See notes at end of table.

[^126]:    See notes at end of table.

[^127]:    ${ }^{1}$ Throughout this chapter, all education funds from ARRA are included in FY 2009. Most of these funds had a 2-year availability, meaning that they were available for the U.S. Department of Education to obligate during FY 2009 and FY 2010.

[^128]:    Other education includes libraries, museums, cultural activities, and miscellaneous research
    NOTE: On-budget funds are tied to appropriations for education programs. The increase in postsecondary expenditures in 2006 resulted primarily from an accounting adjustment. Amounts for 2009 include funds from the American Recovery and Reinvestment Act of 2009 (ARRA). Data for research at educational institutions are estimated for 2016
    SOURCE: U.S. Department of Education, Budget Service, unpublished tabulations. U.S. Department of Education, National Center for Education Statistics, unpublished tabulations. U.S. Office of Management and Budget, Budget of the U.S. Government, Appendix, fiscal years 1967 through 2017. National Science Foundation, Federal Funds for Research and Development, fiscal years 1967 through 2016.

[^129]:    See notes at end of table.

[^130]:    See notes at end of table.

[^131]:    Includes persons with no college degree as well as those with an associate's degree
    ${ }^{2}$ Includes equivalency credentials, such as the GED credential
    NOTE: The employment to population ratio is the number of persons employed as a percentage of the civilian population
    SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1990 through 2016.

[^132]:    ${ }^{1}$ Includes equivalency credentials, such as the GED credential.
    ${ }^{2}$ Includes only persons whose highest level of education is a master's degree. Doctor's and professional degree recipients are not included
    SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2016. Retrieved March 2, 2017, from https://www.census.gov/ data/tables/time-series/demo/income-poverty/cps-pinc/pinc-03.html

[^133]:    See notes at end of table.

[^134]:    -Not available.
    'Dot applicable. 16 -to 19 -year-olds and 20 - to 24 -year-olds exclude persons enrolled in school.
    ${ }^{2}$ Includes equivalency credentials, such as the GED credential.
    ${ }^{3}$ Includes persons with no college degree as well as those with an associate's degree.

[^135]:    See notes at end of table.

[^136]:    See notes at end of table.

[^137]:    See notes at end of table.

[^138]:    -Not available
    $\dagger$ Not applicable.
    !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
    ${ }^{1}$ Includes graduates in other fields not separately shown.
    IIncludes graduates who have not finished all requirements for teaching certification or were previously qualified to teach.
    ${ }^{3}$.
    sPercentage of all graduates who are not employed, but are looking for work

[^139]:    See notes at end of table.

[^140]:    ${ }^{1}$ Although 2015 high school attainment data were reported for Israel, no standard errors were available for these data, which means that the data cannot be compared with data from other countries. Therefore, Israel is omitted from this discussion.

[^141]:    ${ }^{2}$ Although 2015 postsecondary degree attainment data were reported for Israel, no standard errors were available for these data, which means that the data cannot be compared with data from other countries. Therefore, Israel is omitted from this discussion.

[^142]:    Public direct expenditures for Australia and the Republic of Korea exclude expenditures from international sources.
    ${ }^{2}$ Direct expenditures for Italy exclude postsecondary non-higher-education.
    NOTE: Includes public and private direct expenditures on all levels of education institutions. Public direct expenditures exclude those that could not be reported by level of education. Public direct expenditures include public subsidies to households for payments to education institutions; direct expenditures on education institutions from international sources; amounts spent directly by governments to hire education personnel and to procure other resources; and amounts provided by governments to public or private institutions. Private direct expenditures exclude public subsidies that are used for payments to education institutions. Graphic display was generated using unrounded data. Detail may not sum to totals because of rounding. SOURCE: Organization for Economic Cooperation and Development (OECD), Education at a Glance, 2016.

[^143]:    See notes at end of table.

[^144]:    -Not available.

    ## $\dagger$ Not applicable.

    \#Rounds to zero.
    ! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
    $\ddagger$ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater. ${ }^{1}$ Most of the education systems represent complete countries, but some represent subnational entities such as U.S. states, Canadian provinces, and England (which is part of the United Kingdom). The name of each subnational entity appears in italics and includes as a suffix the three-letter International Organization for Standardization (ISO) abbreviation for its complete country. Examples include Florida-USA, Ontario-CAN, and England-GBR.
    ${ }^{2}$ Progress in International Reading Literacy Study (PIRLS) scores are reported on a scale from 0 to 1,000 , with the scale average set at 500 and the standard deviation set at 100.
    ${ }^{3}$ Based on principals' reports of the earliest grade at which each of 11 reading skills and strategies first receive a major emphasis in instruction. A school is counted as emphasizing reading skills and strategies at a certain grade (or before) only if its principal reported that all 11 skills and strategies are emphasized at that grade (or before). A small percentage of fourth-graders (1 percent in the United States) are not shown because their schools first emphasized reading skills and strategies at fourth grade or later.
    ${ }^{4}$ The PIRLS average includes only education systems that are members of the International Association for the Evaluation of Educational Achievement (IAE), which develops and implements PIRLS

[^145]:    See notes at end of table

[^146]:    See notes at end of table.

[^147]:    See notes at end of table.

[^148]:    See notes at end of table

[^149]:    See notes at end of table.

[^150]:    See notes at end of table.

[^151]:    -Not available.

    ## $\dagger$ Not applicable.

    Most of the education systems represent complete countries, but three of them repre sent subnational entities: England (which is part of the United Kingdom), Flanders (which is part of Belgium), and Northern Ireland (which is part of the United Kingdom)
    ${ }^{2}$ In this table, scores below level 1 and scores at level 1 are combined into the "at or below level 1 " reporting category; scores at level 4 and scores at level 5 are combined into the "at level 4 or level 5" reporting category. For both literacy and numeracy, the pro-ficiency-level reporting categories correspond to the score ranges shown in parentheses: at or below level 1 (0-225.9), at level 2 (226.0-275.9), at level 3 (276.0-325.9), at level 4 or level 5 (326.0-500.0).
    ${ }^{3}$ The employment rate is the percentage of the labor force that is employed. The labor force consists of those who are employed as well as those who are unemployed but actively looking for work.

[^152]:    ${ }^{4}$ Mean monthly earnings for those who are employed. Data adjusted to U.S. dollars using the purchasing power parity (PPP) index.
    Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries and subnational education systems, to which each country or subnational education system reporting data contributes equally, with the exception of England (UK) and Northern Ireland (UK), which contribute to the mean as a combined entity, England/Northern Ireland (UK).
    ${ }^{6}$ Cyprus includes only the population under the effective control of the Government of the Republic of Cyprus.
    ${ }^{7}$ The Russian Federation does not include the population of the Moscow municipal region. SOURCE: Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012. (This table was prepared March 2016.)

[^153]:    See notes at end of table.

[^154]:    -Not available.
    Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. The average includes all current OECD countries for which a given year's data are available, even if they were not members of OECD in that year.
    ducation expenditures exclude postsecondary non-higher-education.
    ${ }^{5}$ Elementary and secondary education expenditures include preprimary education (for children ages 3 and older).
    ${ }^{4}$ Education expenditures include public institutions only.
    ${ }^{5}$ Excludes occupation-specific education corresponding to that offered at the vocational associate's degree level in the United States. Postsecondary non-higher-education included in both secondary and higher education.
    et value is used for Norway
    'Occupation-specific education corresponding to that offered at the vocational associate's degree level in the United States is included in elementary and secondary education instead of in higher education.
    ${ }^{9}$ Postsecondary non-higher-education included in higher education.

[^155]:    ${ }^{1}$ Each household that had one or more computers or devices was counted only once in the total, regardless of the number and types of computers/devices reported.
    ${ }^{2}$ Also includes a small percentage (less than 1 percent) of children whose households had "Some other type of computer" not listed in the survey questions.
    NOTE: Data are based on all children who live in households. Percentages refer to children whose household members own or use at home any of the specified devices. Graphic display was generated using unrounded data.
    SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2015.

[^156]:    ${ }^{1}$ Includes all persons who use the Internet at any location
    NOTE: Data are based on sample surveys of the civilian noninstitutionalized population, which excludes persons in the military and persons living in institutions (e.g., prisons or nursing facilities). Graphic display was generated using unrounded data.
    SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), July 2011 and July 2015.

[^157]:    -Not available.
    ${ }^{1}$ The number of entries into the library in an average week. A single person can be counted more than once.
    ${ }^{2}$ Includes both in-person and virtual services.

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